

UNIVERSITEIT VAN DIE VRYSTAAT
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QWAQWA KAMPUS/CAMPUS



Departement Bedryfsielkunde / Department of Industrial Psychology
FAKULTEIT EKONOMIE & BESTUURSWETENSAPPE/FACULTY OF ECONOMIC & MANAGEMENT SCIENCES

DISSERTATION

TESTING THE HACKMAN & OLDHAM THEORY OF ENHANCING THE
QUALITY OF WORK-LIFE OF EMPLOYEES

BY

THAPELO JACOB MOLOI
1989338726

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QWAQWA CAMPUS
Private Bag X13
PHUTHADITJHABA
9866

MAY, 2005

DECLARATION

I declare that the dissertation hereby handed in for the degree *Magister Administrationis* at the University of the Free State (Qwaqwa campus), is my own independent work and that I have not previously submitted the same work for a degree at any other university/ faculty.

Thapelo Jacob Moloi


.....

DEDICATION

This piece of work is dedicated to my dearest lovely wife, **Majoale** (Malerato) and kids **Thato, Malehlohonolo** and **Letlotlo**.

ACKNOWLEDGEMENTS

First and foremost, thanks to GOD the Almighty (**tlotla le hlompho li lebisoe ho Eena, MORENA OA KHOTSO**).

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ABSTRACT

The aim of the study was to test the Job Characteristics Model (JCM) developed by Hackman and Oldham in an empirical situation, i.e. to grades 11 and 12 educators, in 15 selected secondary schools, to investigate the level of the five core job dimensions, i.e. skill variety, task identity, task significance, autonomy and feedback, also to establish the level of the three critical psychological states (experienced meaningfulness of the work, experienced responsibility for the outcomes of the work and knowledge of the actual results of the work activities), as well as the personal and work outcomes (only motivation and work performance), all these in relation to race and gender.

A self-designed questionnaire based on the Delphi method was administered to the 15 schools in Qwaqwa where each principal was requested to distribute them to 10 educators teaching grades 11 and 12 learners. A response rate of only 68 (45.33%) was used for the analyses of the data.

The results showed that even though the five core job dimensions were present, autonomy and feedback were not fairly well presented especially among Blacks. Regarding the critical psychological states, experienced meaningfulness of the work was well presented because of the contribution of the three core job dimensions (skill variety, task identity and task significance), while the two others (experienced responsibility and knowledge of actual results) were not fairly well presented especially among the black educators because of the lack of a contribution by the responsible core job dimensions (autonomy and feedback). These also detrimentally influenced motivation and the level of work performance (personal and work outcomes) among Blacks.

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CHAPTER 1 - INTRODUCTION

1.1. Introduction

Arguing about Africa's brain drain crisis, SA Home Affairs minister Nosiviwe Maphisa-Nqakula said: "The retention of skills is central to the African renaissance agenda, yet the continent has lost an estimated 20000 professional people a year since 1990" (Taylor, 2005). This means that the departure of important workers is costly to any organization as Khumalo (2004, p.1) put it clearly that "There is an urgent need to retain African executive talent, and reverse the diaspora that has robbed the continent of its brightest and best men and women."

A certain study of college graduates in an engineering firm which investigated their tenure, commitment and satisfaction, found that turnover is caused by dissatisfaction with career structure, salary, management, supervision, training and working environment (Cramer, 1993, pp.791-796).

In a series of all these cases motivation plays a dominant role in the retention of such an important factor of production, a worker among land, capital and entrepreneur, which is the only one that reacts when acted upon. Nel, van Dyk, Haasbroek, Schultz, Sono and Werner (2004, p.310) identified levels on which workers carry out the task:

- Minimum level: doing less than what is required.
- Expected level: doing what is required.
- Maximum level: doing more than what is required.

Workers doing less than required often are tardy and produce low quality goods or services. Workers doing what is required often do enough to avoid getting into trouble and nothing more, but workers at maximum level take initiative, are prepared to go extra mile and are thus motivated with their jobs.

So, jobs should be designed in such a way that they provide some degree of variety, challenge and autonomy. Variety refers to the number of tasks and activities attached to jobs, challenge refers to the levels of difficulty of the tasks and activities of jobs while autonomy refers to the extent to which a worker carries out a job independently, meaning having the discretion of how work should be done (Hall & Goodale, 1986, p.6).

1.2. Problem statement.

In view of the researcher's observations that many educators voluntarily leave their jobs to resume different ones elsewhere, others retiring early during their careers while others who cannot resign and instead frequently absenting themselves from work, it became evident, in the researcher's view, that something might be wrong within the work situation. This then urged the researcher to embark on a research project investigating what the position of educators' jobs is.

1.3. Discovery of an appropriate research technique and research questions

Whilst scanning and reviewing the literature, the researcher came across J.R Hackman and G.R. Oldman's Job Characteristics Model (JCM), which was focusing on the influence(s) of jobs on the behaviour of the incumbents of those positions. This discovery stimulated an interest in the researcher to investigate the levels of the variables proposed by the model that would reveal the nature of the levels of those variables and their influence(s) on the behaviour (motivation, quality of work performance, satisfaction with the work, absenteeism and labour turnover) of the incumbents as outlined in the next paragraphs.

The following are the research questions formulated by the researcher for the purpose of this study:

- At which level (high or low) are the core job dimensions of the educators' jobs with respect to race and gender?
- At what level (high or low) do the educators' jobs provide them with the critical psychological states with respect to race and gender?
- How do the educators with respect to race and gender, feel about the motivation in performing their jobs?
- And how do the educators, with respect to race and gender, feel about the performance of their jobs?

1.4. Aims of the research

The basic aim of the study is to subject the theory of Hackman and Oldham of enhancing the quality of work-life of employees to an empirical situation and describe the findings.

In view of the seemingly logical relationship in the work situation between the nature of jobs in terms of the core job dimensions (skill variety, task identity, task significance, autonomy & feedback) employees have to perform, and the outcome of their efforts (high internal motivation, high quality work performance, high satisfaction & low absenteeism and turnover) (Sherman, Bolander & Snell, 1996, pp.141-145), it would appear according to Hackman and Oldham worthwhile to subject the theory to an empirical study in the interest of practice and continued theorizing. In the end it could also add value to other efforts to improve performance and productivity.

1.5. Objectives of the research

Based on the aim of subjecting the theory of Hackman and Oldham to an empirical test, the objectives hereof are four-fold:

- To establish at which level (high or low) are the core job dimensions in the educators' jobs with respect to race and gender,
- To establish at what level (high or low) the educators' jobs provide them with the critical psychological states with respect to race and gender
- To establish, with respect to race and gender, how educators feel about motivation in performing their jobs and
- To establish how the educators, with respect to race and gender, feel about their job performance.

1.6. Scope of the research

The study investigates the levels of the abovementioned variables (core job dimensions, critical psychological states and personal and work outcomes) in the jobs of educators at secondary schools within the Qwaqwa area in the Eastern Free State, who teach grades 11 and 12. The choice of grades 11 and 12 educators is dependent on their responsibility of preparing learners for the world of work as well as institutions of higher learning. The theory is placed into a context of relevant literature.

1.7. Significance of the research

The results of the study could first assist top management in developing appropriate core job dimensions to improve the performance of the educators as well as redesigning their jobs so as to curb absenteeism and

turnover, probably also solve other behavioural problems in the work situation.

The second significance could be to validate the applicability of the theory within a South African context in educational settings.

1.8. Limitations of the research

This study was conducted in selected secondary schools in Qwaqwa, with grades 11 and 12 educators, therefore, the findings cannot be generalized to all secondary school educators in the province or the country at large.

The next chapter is about a review of the literature related to the theory outlined above.

CHAPTER 2 - LITERATURE REVIEW

2.1. Introduction

Sherman et al (1996, pp.141-145) in discussing the importance of the quality of work-life refer to the work of Hackman and Oldham who during 1976 developed a theory (which they called Job Characteristics Model-JCM) whereby five core job dimensions (i.e. skill variety, task identity, task significance, autonomy and feedback) can produce three critical psychological states (i.e. experienced meaningfulness of the work, experienced responsibility for outcomes of the work and knowledge of the actual results of the work activities) which in turn would contribute to the following personal and work outcomes:

- High internal motivation
- High-quality work performance
- High satisfaction with the work
- Low absenteeism and labour turnover.

2.2. Job characteristics model (JCM)

The origin of the JCM proposed by Hackman and Oldham was greatly influenced by Herzberg's theory of motivation which highlighted the fact that satisfaction with the work is determined by two different categories of factors, viz. motivators (which include achievement, recognition, intrinsic characteristics of work, responsibility and advancement) and hygiene factors (which include company policy, supervision, salary, interpersonal relations at work and working conditions) (Coolican, Cassidy, Cherchar, Harrower, Penny, Sharp, Walley & Westbury, 1996, p.224; Newstrom & Davis, 1993, pp.129-130).

JCM argues that the motivation to work is a function of three critical psychological states- experienced meaningfulness of the work, experienced responsibility for outcomes of the work and knowledge of the actual results of the work activities. These three states are in turn influenced by five core job dimensions, viz. skills variety, task identity, task significance, autonomy and feedback (Hackman & Oldham, 1980; Renn & Vandenberg, 1995; van der Vegt, Emans & van de Vliert, 1998, p.125). Hackman and Oldham's job characteristics model describes five well-defined job characteristics which are readily applicable to job design programmes, namely:

- Skill variety, which means the extent to which a job is made up of a variety of tasks, which require a diverse range of skills and abilities.
- Task identity meaning that a job is high on identity if it allows the job incumbent to carry out a complete piece of work.
- Task significance which means the extent to which a job can affect lives or work of other people in a critical way.
- Autonomy refers to the degree of freedom a worker has over how the job is done.
- Feedback refers to the degree to which the job provides information on work performance, which enables the worker to know how well s/he is doing the job (Coolican et al, 1996, p.225).

Ivancevich and Matteson (2002, p.248-249; 1996, p.252) suggested steps that organizations can take to increase the core job dimensions as the following:

- Combine task elements
- Assign all pieces of work
- Allow discretion in the selection of work methods
- Permit self-paced control
- Open feedback channels

Robbins, Odendaal and Roodt (2003, p.333) provide examples of high and low job characteristics thus:

- High skill variety- the owner-operator of a garage who does electrical repairs, rebuilds engines, does body work and interacts with customers
- Low skill variety- a body shop owner who sprays paint eight hours a day
- High task identity- a cabinet maker who designs a piece of furniture, selects the wood, builds the object and finishes it to perfection
- Low task identity- a worker in a furniture factory who operates a lathe solely to make table legs
- High task significance- nursing the sick in a hospital intensive care unit
- Low task significance- sweeping hospital floors
- High autonomy- a telephone installer who schedules her own work for the day, makes visits without supervision and decides on the most effective techniques for a particular installation

- Low autonomy- a telephone operator who must handle calls as they come according to a routine, highly specified procedure
- High feedback- an electronics factory worker who assembles a radio and then tests it to determine if it operates properly
- Low feedback- an electronics factory worker who assembles a radio and then routes it to a quality control inspector who tests it for proper operation and makes needed adjustments.

Nel et al (2004, p.316) define the critical psychological states thus:

- Experienced meaningfulness- a worker perceives her job meaningful if she finds it valuable, highly important and worthwhile
- Experienced responsibility- a worker feels personally responsible for the successful completion of the job
- Knowledge of results- effective feedback helps a worker to understand the level of performance and this serves as a basis for goal setting and improved performance

“Critical Psychological States of employees must exist for internally motivated work behaviour to develop. The presence of Core Job Dimensions can create these states. ‘Experienced meaningfulness’ of the work is enhanced primarily by skill variety, task identity and task significance. ‘Experienced responsibility’ for work outcomes is linked to the presence of autonomy in a job, and ‘knowledge of results’ is increased when a job elicits a high level of job feedback, agent feedback and dealing with others. According to the Job Characteristics Model, positive personal and work outcomes are the result of all three psychological states being engendered in the job incumbent, due to a job containing a ‘necessary’ amount of Core Job Dimensions. However, individual attributes determine how positively a worker will respond to a complex and challenging job. This is known as a worker’s growth need strength and according to Hackman and Oldham “moderates relationships between variables specified by the model” (Lee-Ross, 1998, p.394). Rungtusanatham and Anderson (1996, pp.358-360) and Carlopio and Gardner (1995) support the view held by Lee-Ross.

Fogarty and Uliss (2003) examined the applicability of the JCM to the auditors’ work in a large public accounting firm. The results showed that skill variety and autonomy might represent a single dimension. They further found that the skill variety/autonomy composite dimension and the task

significance proved very consequential for outcomes such as turnover intentions, job satisfaction and work performance.

Furthermore, studies conducted to test the model so far, discovered that the JCM could be applied in enriching the designing of courses to increase student motivation (Catanzaro, 1997, p.85).

A study that examined the motivation of educators in ten selected public colleges and universities, whose sample was 82 educators but only 62 completed surveys were returned, 74.4% of the respondents being female, and 80.6% white- found that there was no significant difference among educators across the job dimensions and work outcomes (Olateju, 1998).

The first study that tested the JCM in an educational setting was done by Morton (1991) whose results confirmed the relationship between the critical psychological states and work outcomes as proposed by Hackman and Oldham.

A number of studies saw the need to redesign the work of teachers to increase their motivation, like the following:

“Kasten (1986) expressed her hope that in education work design would be considered a useful framework for conceptualizing changes in the teaching profession. She also suggested some ways of redefining and redesigning the work of teachers. Mitchell and Peters (1988) suggested as one motivational strategy that the job definitions of teachers might be enlarged by extending the range of task responsibilities. In their recent study of teachers’ dissatisfaction, Conley, Bacharach and Bauer (1989) close their article by stating that improving the design of teachers’ jobs is crucial to enhancing teacher motivation and retention. Finally, Rowan (1990) mentioned the need “to explore how the jobs of teachers can be enriched by using questionnaires about job characteristics from job design literature” (Barnabe & Burns, 1994, p.182).

2.3. Defining the quality of work-life (QWL)

The following definition of QWL by Nadler and Lawler in Miner (1992, p.293) is described as a widely used definition:

“Quality of work-life is a way of thinking about people, work, and organization. Its distinctive elements are (1) a concern about the impact of work on people as well as organizational effectiveness, and

(2) the idea of participation in organizational problem solving and decision making... The focus is not how people can do better work, but on how work may cause people to do better.”

Miner continues to state that in contrast to previous approaches emphasizing the improvement of organizational effectiveness, “...what appears to be new is concern for the individual, which is of greater interest to QWL exponents, who have been known to stress this point with an almost religious zeal.”

Sherman et al (1996, p.70) view QWL as “...the extent to which work is rewarding and free of anxieties and stresses.” Nel et al (2004, p.160) contend with the definition provided by Nadler and Lawler above and add that the following marks QWL:

- Recreation facilities
- Health safety measures taken seriously
- Training facilities
- Job security and career advancement opportunities
- Ethical employment practices.

2.3.1. Previous research on QWL

The study that investigated the QWL of technical professionals in cross-functional teams, identified positive relationships between working on cross-functional teams and the five positive work outcomes which are: job growth, job security, membership in successful teams, earning money and job satisfaction (Cordero, Farris & DiTomaso, 1998).

A study conducted by Boshoff and Bennett (pp.1-26) which investigated job involvement and job satisfaction of SA psychologists and some implications for the QWL of members of the profession, found that psychologists do not differ substantially from other professions with respect to the two variables studied.

The SA educators’ position has also been researched. “It is widely accepted that changes in SA over the past five years have taken place on the political, economic, moral and institutional levels. This fact, along with uncertainty about rationalization and redeployment of teachers, had a negative influence on the quality of work-life of teachers. Mass action also became a characteristic of the situation in education during the past 5years” (Mentz, 2001,p.4). Another important point to note here is the difference that exists

between schools regarding the provision of facilities, as Mentz (2001, p.4) argues that some are well-equipped while others are crippled to such extent that they lack basic means like water and electricity.

2.3.2. Methods for improving the QWL

There are several methods for improving the QWL of employees; among others are job enrichment, quality circles, management by objectives and participative management which all work well for organizational development (Gerber, Nel & van Dyk, 1998, pp.231-234) while Corcoran (1986, p.6) went on to include job redesign, autonomous work group, flex time, profit sharing and employee representation on boards.

Below follows a brief discussion of some of the methods used in improving the QWL programmes.

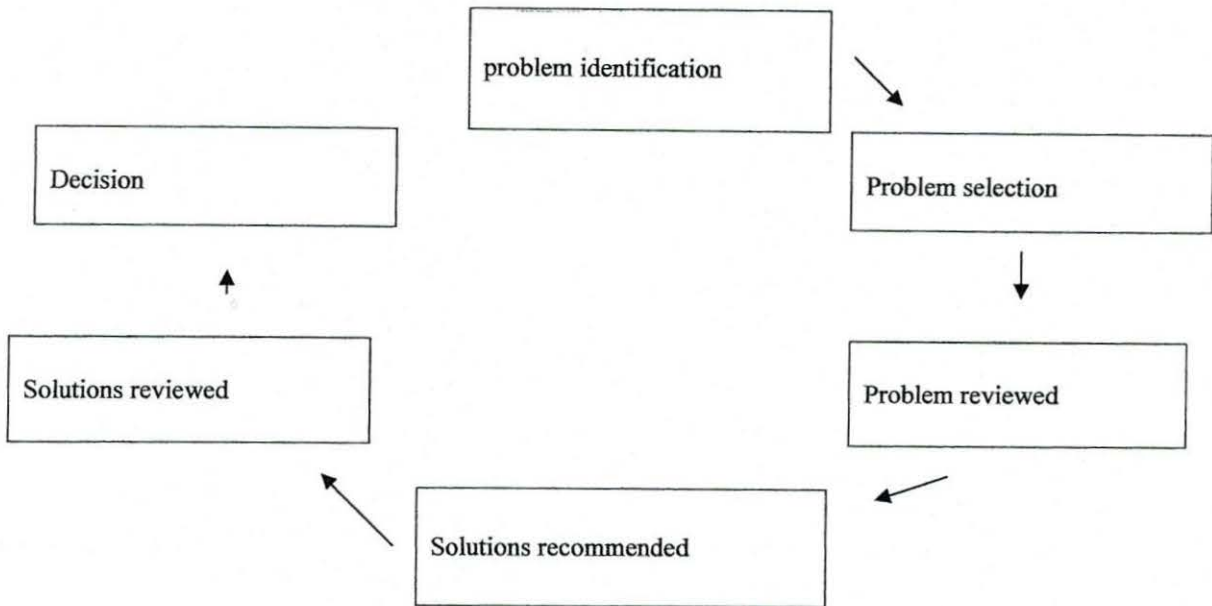
2.3.2.1. Quality circles

The origin of this method is said to be in Japan, where a certain Kaoru Ishakawa of Tokyo University integrated the quality control measures with the theories of American behavioural scientists such as Maslow, McGregor and Herzberg (French & Bell, 1984, p.200).

Kreitner and Kinicki (2001, p.426) refer quality circles as small groups of volunteers who strive to solve the problems related to quality. This method involves the formation of a group of trained employees whose membership ranges between five and ten, meet with their supervisors for an hour, once in a week, the idea being to identify problems pertaining to production. Having identified the problem, they come up with alternative measures to solve it and then recommend those measures to management. The implementation of the suggested measures becomes a joint venture between management and employees (Gerber et al, 1998, p.232).

Success of this method depends on management being supportive to the program, employees being informed about the objectives of the organization on the one hand, and on the other employees should be well-trained on problem analysis technique, group communication skill, various quality strategies and also be willing to participate in the programme (Gerber et al, 1998, p.232; Berry, 1991, p.4; Robbins et al, 2003, p.157). The following

figure as depicted from Robbins et al (2003, p.157) shows how a typical quality circle operates:



Research suggests that quality circles improve productivity but tend to show little impact on employee satisfaction (Robbins et al, 2003, p.157; Cotton, 1993, p.3).

2.3.2.2. Job rotation

Job rotation means moving employees from one specialized job to another (Kreitner & Kinicki, 2001, p.216). This is the simplest method and easier to use as it reduces time spent on boring and monotonous jobs, increases employees' knowledge and skills and provides greater flexibility in scheduling the work (Megginson, 1981, p.268; Gerber et al, 1998, p.67; Robbins, 2001, p.459). It also helps workers in learning new skills that could be required by the time they are moved up the ladder or laterally in jobs (Kreitner & Kinicki, 2001, p.216; Luthans, 1998, p.198).

2.3.2.3. Job enlargement

This technique means adding more and different simple tasks to a specialized job. It is useful in providing variety to a job, but for individuals looking for challenging ones, it adds little value (Megginson, 1981, p.268; Luthans, 1998, p.198; Sherman et al, 1988, 141). For an example, if an

automobile worker had been responsible for tightening the lugs on left rear wheel of a car as it rolls down the assembly line, that job may be enlarged by requiring him or her to tighten all of the four wheels (Greenberg & Baron, 1993, p.136).

Job enlargement was first used in the 1940s in response to workers' complaints on overspecialized jobs. Even though the proponents of this technique commended that it improves worker satisfaction, motivation and quality of production, research suggests that it does not have a lasting positive impact on job performance (Kreitner & Kinicki, 2001, p.216). In its failure to address the problem of adding meaningfulness to jobs, job enrichment was introduced (Robbins, 2001, p.460).

2.3.2.4. Job enrichment

Job enrichment means modification of a job such that an employee has the opportunity to experience achievement, recognition, stimulating work, responsibility and advancement (Kreitner & Kinicki, 2001, pp.217-219). Robbins (2001, p.460) and Gerber et al (1998, pp.232-233) agree that enriched jobs authorize each worker to perform a complete work, act independently and thus the responsibility is increased. The worker then stands a chance of receiving feedback to assess his or her success or failure in performing the work. Enriched jobs ensure that a worker gains achievement, recognition, growth and responsibility to do the whole job (Sherman et al, 1996, p.67).

2.4. High performance work design

Armstrong (2001, p.240) argues that organizations need to design their jobs in such a manner that they are characterized by autonomy, variety, use of abilities, feedback and belief that the task is significant. He further describes the following steps for designing high performance work:

- "Management clearly defines what it needs in the form of new technology or methods of production and the results expected from its introduction.
- Multi-skilling is encouraged- that is, job demarcation lines are eliminated as far as possible and encouragement and training are provided for employees to acquire new skills.

- Equipment that can be used flexibly is selected and is laid out to allow freedom of movement and vision.
- Self-managed teams or autonomous working groups are established, each with around a dozen members and with full 'back-to-back' responsibility for product assembly and testing, fault-finding and some maintenance.
- Managers and team leaders adopt a supportive rather than an autocratic style (this is the most difficult part of the system to introduce).
- Support systems are provided for kit-marshalling and material supply, which help the teams to function effectively as productive units.
- Management sets goals and standards for success.
- The new system is introduced with great care by means of involvement and communication programs.
- Thorough training is carried out on the basis of an assessment of training needs.
- The payment system is specially designed with employee participation to fit their needs as well as those of management.
- Payment may be related to team performance (team pay), but with skill-based pay for individuals.
- In some cases, a 'peer performance review' process may be used which involves team members assessing one another's performance as well as the performance of the team as a whole" (Armstrong, 2000, p.243).

2.5. Labour turnover

The study of labour turnover is an old one dating as far back as 1910 by Barnays, and presently large volumes of research are still being carried out on this topic (Mowday, Porter & Steers, 1982, p.107).

Below is an indication of the current theory and the major causes of turnover. Based on the previous research, the extent of turnover, advantages and disadvantages together with suggestions to curb it from escalating, are discussed.

2.5.1. Theories of turnover

Van der Merwe and Miller (1988) provide the two theories of turnover as met expectations as well as the person-work relationship. The two theories are discussed below.

2.5.1.1. Met expectations

Met expectations theory refers to the extent to which a person receives what s/he expects from a job (Kreitner & Kinicki, 2001, p.225). To keep the labour-force at a required level, organizations should strive to maintain a balance between rewards and expectations of say, if higher wages and promotion opportunities are not met; the decision to quit dominates (Herzberg, Mausner & Snyderman, 1993, pp.88-89). In this context, Greenhaus and Callanan (1994, p.142) encourage organizations to introduce realistic job previews during the recruitment and selection processes. Van der Merwe and Miller (1988, p.39) add that the theory allows for change with time in terms of the levels of employment, meaning that if there is a scarcity of jobs, expectations tend to be lowered, and if jobs are in abundance, the opposite maintains.

2.5.1.2. Person-work relationship

This approach can be identified on completion of three phases. The first is regarded as highly related to the decision to quit, while the other two actually advocate the retention of manpower.

The introduction crisis as the first phase applies to the entry stage in an organization, where no relationships with fellow employees are established yet, coupled with a lack of job know-how and job-stress. The decision to withdraw is then said to be at its highest point (Van der Merwe & Miller, 1988, p.39).

The second refers to what is called differential transit where several relationships are created and the turnover decision is lowered as the organizational climate starts to be a bit conducive (Van der Merwe & Miller, 1988, p.39).

The third phase concerns what is called the settled connection where an individual feels satisfied with the job and fully bound into the work groups, and the decision to quit has now become less important (Van der Merwe & Miller, 1988, p.40).

In general, the causes of turnover are classified under three broad headings as individual, organizational and environmental factors. On the individual factors associated with turnover, demographic variables like longevity and age were found to have an impact (Van der Merwe & Miller, 1988, p.74). As Reitz (1987, pp.223-224) observed, employees with an increased longevity are less likely to quit than those with a short length of service sometimes experiencing problems with job complexity and difficulty in establishing relationships with co-workers. Age is another variable in that young people quit easily because many are just self-supportive and have no dependants to care for (Van der Merwe & Miller, 1988, pp.74-75).

Organizational factors include variables external to the individual like compensation, organizational size and supervision. It is argued that high-salaried staffs are less likely to quit than their lower-salaried counterparts. Even though the question of size has not been clear-cut, it has largely been observed that small industries tend to experience high turnover rates than bigger ones. Supervision is another determinant of turnover more especially in departments where managers are too dictatorial (Van der Merwe & Miller, 1988, p.76).

Environmental factors do tend to determine the rate of turnover. Aspects such as the location of an organization in terms of transport accessibility and economic conditions prevailing at a particular time are to be considered here. This means that in favourable conditions, when employment is high, an ease of movement from one firm to another is accelerated, while the opposite maintains if jobs are scarce (Van der Merwe & Miller, 1988, pp.76-77).

A certain study on retaining graduates conducted in the UK, "based on research in five organizations and in-depth interviews with fifty graduates with three years' work experience, identified influences on individuals' decision to stay or to leave. A common cause of dissatisfaction and lack of commitment was 'unmet expectations' in terms of development, career management and motivating work" (Crofts, 2000, p.57). This means that

when pastures dry out in a particular organization, employees leave to seek greener ones elsewhere.

One study indicated that it is not frequent for managers, including their immediate followers to have ideas of why employees quit in a particular organization, department or section than in others (Pigors & Myers, 1981, p.221).

Another study, which investigated the reasons for turnover by college graduates, who left their former employers, reported unmet pre-employment expectations and job experiences. Subjects interviewed also reported that the tasks assigned as being of minor importance and unchallenging, which conveyed a message to them that they are not capable, and in some instances the job was so complex that it needed specialized knowledge to such an extent that no newcomer could ever cope with it (Pigors & Myers, 1981, p.223).

The reasons for turnover fall into two categories. They are those that are controllable and those uncontrollable. Controllable ones include compensation, nature of work, promotion, working conditions, co-worker relationships, hours of work and job satisfaction. The uncontrollables include domestic and marital problems, illness and disability, transport and housing (Bird, 1989, pp.116-117).

2.5.2. Causes of turnover

An investigation into the source of turnover among the Hispanic and non-Hispanic blue-collar workers in the American Navy's civilian workforce found that acculturation had a positive relation to turnover for Hispanics whose community experienced little education and problems with communication in English compared to non-Hispanic workers (Booth-Kewley, Rosenfeld & Edwards, 1993, pp.761-763).

2.5.3. Extent of turnover

An older study indicated that the rate of turnover tended to escalate towards the end of summer when students on vacation employment returned to school. Turnover was found to be lower in larger organizations, particularly

in the manufacturing sector of the economy where higher wages are being paid (Mowday et al, 1982, p.108).

McBey (1996, p.224) maintains, "the paucity of serious research on performance and turnover indicated conflicting and equivocal finding. On the one hand, it is suggested that high performance is likely to be associated with turnover if organizational rewards are not performance-contingent and if external observation and evaluation of performance are relatively easy". He further found that this situation of the relation between high performance and high turnover is primarily experienced in the non-business setting, such as universities and professional groups.

A distinction was found to exist between these two constructs, turnover and retirement. Turnover was considered to be involving withdrawal from any job of any duration and followed by regular employment, whilst retirement involved withdrawal from positions of career paths of longer duration and often followed by a decreased commitment to work (Adams & Beehr, 1998, p.645).

Bird (1989, p.118) claims that when deciding on an acceptable rate of turnover, focus should be on the location of a business plant and also on the type of personnel hired. There are large areas for investigating this wastage, like in considering variables such as gender (comparison of turnover between males and females), position (between subordinates and supervisors) and across ages (newcomers and old-timers). Commenting on high wastage of employees, he warns to avoid uttering statements like the following by managers: "They were all lazy. They did us a favour by leaving" (Bird, 1989, p.119). An equation was developed to investigate the health of an organization as to whether it can keep its employees, thus (Nankervis, Compton & McCarthy, 1996, p.556)

$$\text{Stability index} = \frac{\text{No. of employees with more than 1 year' service}}{\text{Total no. of employees 1 year ago}} \times 100$$

Studies that investigated the relationship between turnover and the presence of unions in organizations revealed that unions reduce the rate of turnover. Most importantly in this regard is that voluntary turnover is very minimal among the unionized employees (Kochan, 1980, pp.370-371).

2.5.4. Advantages and disadvantages of turnover

It is argued that the essence of turnover is to continually introduce the flow of the new ideas by the young blood for the assurance of the organizational image, thereby preventing management' overly sympathy to personal and family needs of its older employees. An aid is also being provided to facilitate the needs for social issues like implementing affirmative action programs where some disadvantaged groups are offered jobs (Pigors & Myers, 1981, p.221).

Excessive waste of money is incurred mainly in recruitment, selection and placement of new employees. Above that, in many instances these new recruits have to undergo some training, which increases the burden on the hiring organization. It also happens that due to unavoidable circumstances competent, experienced and productive employees leave an organization, which has full trust in them (Pigors & Myers, 1981, p.219). Turnover is thus considered a more extreme step in terms of costs than tardiness and absenteeism (Reitz, 1987, p.222).

2.5.5. Suggestions to curb turnover

Schuitema (2000, pp.31-32) suggests two ways of retaining the human assets of organizations, which Teke (1998, p.42) refers to as the generation x-ers as they are those individuals wholly committed to the organization. Schuitema came up with two themes, care and growth, which organizations should strive to maintain in closing down the doors for their productive employees to walk away, and to put the solution thus: "It is as if all human beings have a commonly held expectation that the people in charge should be there to care for and grow those in their charge. This makes sense if one considers that the first relationship of power one has is with a parent. In this relationship there are two people, a "big" and a "little" one. The responsibility of the big one for the little one is quite specific. It is to care for and grow the little one" (2000, pp.31-32). It is further stated that within the system of an organization, the most important part that seeks a specialist mechanic, is its human resources. Teke (1998, p.46) adds that the same strategy for retaining these most productive employees who sacrifice to walk an extra mile for the sake of the business' enhancement is perfect; therefore, organizations themselves should be loyal to them by being genuine in their intentions to develop them.

If a better selection technique is used, new employees' orientation done, supervisory training and communication launched in organizations, it is possible to retain the outstanding workers. Another approach is to serve incentive awards to employees who manage to stay for three months and to supervisors whose departments have the highest reduction of turnover every three months coupled with better wages and salaries (Pigors & Myers, 1981, pp.224-225).

Abrashof (2001, pp.137-141), in his experience as a captain in the navy, observed that leadership style could impact on the behaviour of subordinates as he allowed them to participate in decision-making and other rights in the ship which had 310 sailors many whom had listed to quit under the previous leader, but all changed their minds as he approached differently.

2.6. Conclusion.

If all the suggestions proposed by the J C Model are taken into consideration by emphasizing the improvement of the job dimensions, an attempt will be on the table to enrich jobs by employing some of the methods to improve the QWL of educators and thereby a reduction in labour turnover will likely drop drastically.

The next chapter will focus on the methodology applied in this research.

CHAPTER 3 - METHODOLOGY

3.1. Introduction

This chapter is about the methodology of research used in this project. It describes the research design, which covers both the sampling technique as well as the instrument used to gather the information. The last section outlines the analysis of the data.

3.2. Research design

A research design refers to the plan for the study that provides an overall framework for collecting data (Leedy, 1989, p.93). Verhonick and Seaman (1978, p.30) argue thus: "Once the problem has been concretely formulated, a design is developed in order to provide a format for the detailed steps in the study. The design is relatively specific consisting of a series of guidelines for systematic data gathering. The type of design depends upon the statement of the problem."

The purpose of the research design is to plan and structure a project such that it enhances the eventual validity of the findings (Madzivhandila, 1998, p.252; Mouton, Marais, Prinsloo & Rhodie, 1988, p.33).

As this study is a descriptive research for which a self-designed questionnaire was used to collect relevant data that is pertinent to answering the research questions put forward, Neuman (1997, pp.19-20) argues that a descriptive study "presents a picture of the specific details of a situation, social setting, or relationship." He further argues that the focus of a descriptive study relies on 'how' and 'who' questions.

3.2.1. Sampling

A random sample of schools was used for this study of which is a type of probability sampling technique. It refers to the selection of units from a universe or population so that every unit has exactly the same chance of being included in the sample (Chadwick, Bahr & Albrecht, 1984, pp.53-54; Ratlhagana, 2004, p.55).

A simple random sampling of secondary schools was done in Qwaqwa out of which 15 schools were earmarked for inclusion in the study. From each of the 15 schools selected, each principal was asked by the researcher to distribute 10 questionnaires to grades 11 and 12 educators whom upon completion would be returned to the principal who handed them back to the researcher.

3.2.2. Units of analysis

The present research makes use of Free State department of Education, grades 11 and 12 educators' jobs as well as their experiences in those jobs as units of analysis for conducting an empirical research project within the broader framework of the Job Characteristics Model (JCM) theory designed by Hackman and Oldham.

3.2.3. Data collection instrument and procedure

A self-designed questionnaire covering the major areas of the model was used to collect the relevant and specific information. Respondents were ensured about the privacy, anonymity and confidentiality of the project. For that matter, a copy of a questionnaire, the covering letter asking for permission of using the respondents as well as the permission letter from the Provincial Department of Education, are attached as Addendum B.

The questionnaire consists of four parts. The first requires biographical information of the respondents (with regard to race, the researcher provided space for name upon which to identify racial group), secondly their opinions about the core job dimensions in the work they do, thirdly requests a response about their opinions on the critical psychological states derived from their work, while the last part requires their opinions about the personal and work outcomes. Parts two to four required ticking in an appropriate box as the questions were answered from a four-point scale: 0-24% meaning low; 25-49% meaning below average; 51-74% meaning above average and 75-100% meaning high. An exception is question 5.1, which is an open-ended one.

The study describes the distribution and the patterns found in the sample. It was undertaken among 15 high schools where each principal was requested to administer 10 questionnaires to educators in both grades 11 and 12, which

means that a total of 150 questionnaires were distributed to the sampled schools in Qwaqwa.

3.3. Data analysis

The Delphi method (questionnaire) is used for this research as it is based on the assumption that people with appropriate knowledge on a specific topic will be able to make the best precasting in that area and that the collective knowledge of more than one person is better than that of an individual (Madzivhandila, 1998, p.254; Kroon, 1990, p.194).

Plous (1993, pp.212-213) viewed the advantage of using this method as serving as a protection of participants against members who might monopolize the discussion or members who are unduly confident of their judgements.

This is a descriptive study in which the model of Hackman and Oldham served as a determinant of concepts. The concepts are operationalised as per the attached questionnaire used for this purpose.

The next chapter will attend to the analyses of the data collected.

CHAPTER 4 - PRESENTATION OF DATA AS ANALYSED

4.1. Introduction

This chapter is about presenting and analyzing the collected data presented by the research participants in the questionnaires. It starts presenting the frequencies on the biographical information, and here only two variables that the researcher deemed very important for the study are considered. Following these are the frequencies on the core job dimensions and cross-tabulation of the critical psychological states with the biographical information and also cross-tabulation of personal and work outcomes with the biographical information.

The study is constrained by the fact that regardless of various drives, a bigger group of respondents was not forthcoming. This lack of responses contains the generalize-ability of the results. It was then decided to keep to a descriptive study that claims no validity for other groups. The meaningfulness of the descriptions is exploratory as no claims of correlation or statistically meaningful conclusion is made.

As a descriptive study, it explores and describes patterns discernable in the particular organization. The detected patterns are then described and analyzed.

Of 150 questionnaires distributed, 80 (53.33%) were not returned, only 70 (46.67%) were returned of which 2 (2.86%) were not filled, hence could not be used, and this leaves only 68 (45.33%) that could be considered.

4.2. Frequencies (biographical information)

Table 4.2.1: Race

Value label	Value	Frequency	Percent
Blacks	1	52	76.3
Whites	2	13	19.1
	0	3	4.4
	Total	68	100.0

Of a sample of 68 (100.0%) respondents, 52 (76.5%) were Blacks while 13 (19.1%) were Whites and 3 (4.4%) did not disclose their races.

Table 4.2.2: Gender

Value label	Value	Frequency	Percent
Male	1	40	58.8
Female	2	26	38.2
Missing	0	2	2.9
	Total	68	100.0

Of the 68 (100.0%) respondents, 40 (58.8%) were males and 26 (38.2%) were females and 2 (2.9%) did not disclose their gender.

4.3. Frequencies (core job dimensions)

Table 4.3.1: Skill variety- to what degree does your job entail a variety of different activities which demand the use of a number of different skills and talents?

Value label	Value	Frequency	Percent
Low	1	3	4.4
High	2	64	94.1
Missing	0	1	1.5
	Total	68	100.0

On core job dimensions, of 68 respondents who responded, 3 (4.4%) indicated that their jobs consisted of a low level of skill variety while 64 (94.1%) reported a high skill variety, and only 1 (1.5%) did not respond.

Table 4.3.2: Task identity- to what degree does your job require completion of the whole and identifiable piece of work, that is, doing your job from beginning to end with a visible outcome?

Value label	Value	Frequency	Percent
Low	1	9	13.2
High	2	59	86.8
	Total	68	100.0

Of 68 respondents 9 (13.2%) reported that their jobs consisted of a low level of task identity while 59 (86.8%) reported a high level of task identity.

Table 4.3.3: Task significance- to what degree does your job have a substantial impact on the lives and work of other people whether in the immediate organization or in the external environment?

Value label	Value	Frequency	Percent
Low	1	6	8.8
High	2	62	91.2
	Total	68	100.0

Of 68 respondents 6 (8.8%) reported that their jobs consisted of a low level of task significance while 62 (91.2%) reported a high level of task significance.

Table 4.3.4: Autonomy- to what degree does your job provide substantial freedom, independence and discretion to you in scheduling your work and determining the procedures to be used in carrying it out?

Value label	Value	Frequency	Percent
Low	1	21	30.9
High	2	47	69.1
	Total	68	100.0

Of the 68 respondents 21 (30.9%) reported that their jobs consisted of a low level of autonomy while 47 (69.1%) reported a high level of autonomy.

Table 4.3.5: Feedback- to what degree are you being given direct or clear information about the effectiveness of your carrying out the work activities required by your job?

Value label	Value	Frequency	Percent
Low	1	25	36.8
High	2	43	63.2
	Total	68	100.0

Of the 68 respondents 25 (36.8%) reported that their jobs consisted of a low level of feedback while 43 (63.2%) reported a high level of feedback.

4.4. Frequencies (critical psychological states)

Table 4.4.1: to what extent does skill variety, task identity and task significance make you feel and experience meaningfulness from performing your job?

Value label	Value	Frequency	Percent
Low	1	9	13.2
High	2	59	86.8
	Total	68	100.0

Of the 68 respondents 9 (13.2%) reported experiencing a low level of meaningfulness from performing their jobs while 59 (86.8%) experienced a high level of meaningfulness.

Table 4.4.2: to what extent does autonomy make you feel and experience responsibility from performing your job?

Value label	Value	Frequency	Percent
Low	1	22	32.3
High	2	46	67.7
	Total	68	100.0

Of the 68 respondents 22 (32.3%) reported experiencing a low level of responsibility from performing their jobs while 46 (67.7%) experienced a high level responsibility.

Table 4.4.3: To what extent does feedback result in knowledge of the actual results of the activities performed by you in your job?

Value label	Value	Frequency	Percent
Low	1	23	33.8
High	2	43	63.2
Missing	0	2	3.0
	Total	68	100.0

Of the 68 respondents 23 (33.8%) reported a low level of experiencing feedback of knowledge of the actual results of their work activities, 43 (63.2%) experienced a high level of feedback, while 2 (3.0%) failed to react.

4.5. Comparisons

The section that follows presents a comparison of the core job dimensions, critical psychological states as well as personal and work outcomes, each of them in terms of the biographical information (race and gender).

4.5.1. Core job dimensions in terms of the biographical information

Table 4.5.1.1 Skill variety (comparison between races)

Value level	Blacks	Whites	Total
Low	3 4.8		3 4.8
High	48 76.2	12 19.0	60 95.2
Total	51 81.0	12 19.0	63 100.0

Of 63 respondents 51 (81.0%) were Blacks and 12 (19.0%) were Whites. Only 3 (4.8%) Blacks reported a low level of skills variety, while the other 48 (76.2%) Blacks and 12 Whites (19.0%) reported a high level of skills variety.

Table 4.5.1.2 Skill variety (comparison in gender)

Value level	Males	Females	Total
Low	3 4.8		3 4.8
High	34 53.9	26 41.3	60 95.2
Total	37 58.7	26 41.3	63 100.0

Of 63 respondents to this item 37 (58.7%) were males and 26 (41.3%) were females. Of these 3 (4.8%) males reported a low level of skill variety, while 34 (53.9%) males and 26 (41.3%) females, all in all 60 (95.2%) reported a high level of skills variety.

Table 4.5.1.3 Task identity (comparison between races)

Value level	Blacks	Whites	Total
Low	8 12.5		8 12.5
High	43 67.2	13 20.3	56 87.5
Total	51 79.7	13 20.3	64 100.0

Of 64 respondents 51 (79.7%) were Blacks and 13 (20.3%) were Whites. Of these 8 (12.5%) Blacks reported a low level of task identity while 43 (67.2%) Blacks and 13 (20.3%) Whites, all in all 56 (87.5%) reported a high level of task identity.

Table 4.5.1.4 Task identity (comparison in gender)

Value level	Males	Females	Total
Low	9 13.9	1 1.5	10 14.4
High	29 44.6	26 40.0	55 84.6
Total	38 58.5	27 41.5	65 100.0

Of 65 respondents 38 (58.5%) were males and 27 (41.5%) were females. Of these 9 (13.9%) males and 1 (1.5%) female, all in all 10 (14.4%) reported a low level of task identity, while 29 (44.6%) males and 26 (40.0%) females, all in all 55 (84.6%) reported a high level of task identity.

Table 4.5.1.5 Task significance (comparison between races)

Value level	Blacks	Whites	Total
Low	6 9.2	2 3.1	8 12.3
High	46 70.8	11 16.9	57 87.7
Total	52 80.0	13 20.0	65 100.0

Of 65 respondents 52 (80.0%) were Blacks and 13 (20.0%) were Whites. Of these 6 (9.2%) Blacks and 2 (3.1%) Whites, all in all 8 (12.3%) reported a low level of task significance while 46 (70.8%) Blacks and 11 (16.9%) Whites, all in all 57 (87.7%) reported a high level of task significance.

Table 4.5.1.6 Task significance (comparison in gender)

Value level	Males	Females	Total
Low	6 9.4	1 1.6	7 11.0
High	32 50.0	25 39.0	57 89.0
Total	38 59.4	26 40.6	64 100.0

Of 64 respondents 38 (59.4%) were males and 26 (40.6%) females. Of these 6 (9.4%) males and 1 (1.6%) female, all in all 7 (11.0%) reported a low level of task significance, while 32 (50.0%) males 25 (39.0%) females, all in all 57 (89.0%) reported a high level of task significance.

Table 4.5.1.7 Autonomy (comparison between races)

Value level	Blacks	Whites	Total
Low	18 27.7	1 1.5	19 29.2
High	34 52.3	12 18.5	46 70.8
Total	52 80.0	13 20.0	65 100.0

Of 65 respondents 52 (80.0%) were Blacks and 13 (20.0%) were Whites. Of these 18 (27.7%) Blacks and 1 (1.5%) White, all in all 19 (29.2%) reported a low level of autonomy and 34 (52.3%) Blacks and 12 (18.5%) Whites, all in all 46 (70.8%) reported a high level of autonomy.

Table 4.5.1.8 Autonomy (comparison in gender)

Value level	Males	Females	Total
Low	11 17.2	8 12.5	19 29.7
High	27 42.2	18 28.1	45 70.3
Total	38 59.4	26 40.6	64 100.0

Of 64 respondents 38 (59.4%) were males and 26 (40.6) were females. Of these 11 (17.2%) males and 8 (12.5%) females, all in all 19 (29.7%) reported a low level of autonomy, while 27 (42.2%) males and 18 (28.1%) females, all in all 45 (70.3%) reported a high level of autonomy.

Table 4.5.1.9 Feedback (comparison between races)

Value level	Blacks	Whites	Total
Low	21 32.3	4 6.2	25 38.5
High	31 47.7	9 13.8	40 61.5
Total	52 80.0	13 20.0	65 100.0

Of 65 respondents 52 (80%) were Blacks and 13 (20%) were females. Of these 21 (32.3%) Blacks and 4 (6.2%) Whites reported a low level of feedback while 31 (47.7) Blacks and 9 (13.8%) Whites, i.e. 61.5% reported a high level of feedback.

Table 4.5.2.0 Feedback (comparison in gender)

Value level	Males	Females	Total
Low	14 21.9	11 17.2	25 39.1
High	24 37.5	15 23.4	39 60.9
Total	38 59.4	26 40.6	64 100.0

Of 64 respondents 38 (59.4 %) were males and 26 (40.6%) were females. Of these 14 (21.9%) males and 11 (17.2%) females reported a low level of feedback while 24 (37.5%) males and 15 (23.4%) females reported a high level of feedback.

4.5.2 Critical psychological states with biographical information

Table 4.5.2.1: Experiencing meaningfulness of work. (Comparison between races)

	Blacks	Whites	
	1	2	Row total
1 Low	8 88.9 15.4 12.3	1 11.1 7.7 1.5	9 13.8
2 High	44 78.6 84.6 67.7	12 21.4 92.3 18.5	56 86.2
Column Total	52 80.0	13 20.0	65 100.0

Of 65 (100.0%) respondents, 52 (80.0%) were Blacks and 13 (20.0%) were Whites. Of these 9 (13.8%) respondents reported a low level of experiencing meaningfulness from performing their work; 8 (88.9%) of these were Blacks and 1 (11.1%) was a White person. Of 52 Black respondents 8 (15.4%) reported a low level of meaningfulness by performing their work, while 44 (84.6%) reported a high level and of 13 Whites 1 (7.7%) reported experiencing a low level and 12 (92.3%) a high level of meaningfulness. A total of 56 (86.2%) reported experiencing a high level of meaningfulness, consisted of 44 (78.6%) Blacks and 12 (21.4%) Whites.

Table 4.5.2.2: Experiencing meaningfulness of work. (Comparison in gender)

Count Row pct Col pct Tot pct	Male	Female	Row total
	1	2	
1 Low	6 66.7 15.0 9.1	3 33.3 11.5 4.5	9 13.6
2 High	34 59.6 85.0 51.5	23 40.4 88.5 34.9	57 86.4
Column Total	40 60.6	26 39.4	66 100.0

Of 66 respondents, 40 (60.6%) were males and 26 (39.4%) females. Of these 9 (100.0%) who reported a low level of experiencing meaningfulness of the work, 6 (66.7%) were males and 3 (33.3%) females. Of 40 male respondents 6 (15.0%) reported a low level of experiencing meaningfulness of their work while 34 (85.0%) reported a high level of experience. Of 26 female respondents 3 (11.5%) reported a low level while 23 (88.5%) reported a high level of experiencing meaningfulness of their jobs.

**Table 4.5.2.3: Feeling responsible for outcomes of the work.
(Comparison between races)**

Count Row pct Col pct Tot pct	Blacks	Whites	Row total
1 Low	22 100.0 42.3 33.8		22 33.8
2 High	30 69.8 57.7 46.2	13 30.2 100.0 20.0	43 66.2
Column Total	52 80.0	13 20.0	65 100.0

Of 65 respondents 52 (80.0%) were Blacks and 13 (20.0%) were Whites. Of these 22 (42.3%) reported a low level of feeling responsible for performing their work while 30 (57.7%) reported a high level of feeling responsible. Of 13 Whites no one reported a low level of feeling responsible for performing their jobs. Of 43 respondents who reported a high level of feeling responsible for doing their work, 30 (69.8%) were Blacks while 13 (30.2%) were Whites.

**Table 4.5.2.4: Feeling responsible for outcomes of the work.
(Comparison in gender)**

Count	Male	Female	
Row pct			
Col pct			
Tot pct	1	2	Row total
1 Low	13 59.1 32.5 19.7	9 40.9 34.6 13.6	22 33.3
2 High	27 61.4 67.5 40.9	17 38.6 65.4 25.8	44 66.7
Column Total	40 60.6	26 39.4	66 100.0

Of the total of 66 respondents 40 (60.6%) were males and 26 (39.4%) females. Of this total of 66 a total of 22 (33.3%) respondents reported a low level of feeling responsible for the outcome of their work, while 44 (66.7%) reported a positive high level of this feeling. The 22 (33.3%) respondents represent 13 males and 9 females who reported a low level of the feeling of being responsible for the outcome of their performance in the work situation. The 44 (66.7%) respondents represent 27 males and 17 females who reported a positive high level of feeling responsible for the outcome of their work performance.

**Table 4.5.2.5: Knowledge of actual results of the work activities.
(Comparison between races)**

Count Row pct Col pct Tot pct	Blacks 1	Whites 2	Row total
1 Low	20 90.9 39.2 31.3	2 9.1 15.4 3.1	22 34.4
2 High	31 73.8 60.8 48.4	11 26.2 84.6 17.2	42 65.6
Column Total	51 79.7	13 20.3	64 100.0

Of the total of 64 respondents 51 (79.7%) were Blacks and 13 (20.3%) were Whites. Of this total of 64 a total of 22 (34.4%) respondents reported a low level of having received knowledge of actual results of their work activities while 42 (65.6%) reported a high level of having received knowledge of the actual results of their work performance. The 22 (34.4%) respondents represent 20 Blacks and 2 Whites who reported a low level of having received a low level of knowledge about the actual results of their work activities. The 42 (65.6%) respondents who reported a positive high level of knowledge about their work activities consist of 31 Blacks and 11 Whites.

**Table 4.5.2.6: Knowledge of actual results of the work activities.
(Comparison in gender)**

Count Row pct Col pct Tot pct	Male	Female	
	1	2	Row total
1 Low	15 65.2 38.5 23.1	8 34.8 30.8 12.3	23 35.4
2 High	24 57.1 61.5 36.9	18 42.9 69.2 27.7	42 64.6
Column Total	39 60.0	26 40.0	65 100.0

Of a total of 65 respondents 23 (35.4%) reported a low level of receiving knowledge of actual results of their performance in the work situation. Of these 15 (23.1%) were males and 8 (12.3%) were females. On the other hand 42 (64.6%) reported a high level of receiving]g knowledge of their performance. Of these 24 (36.9%) were males and 18 (27.7%) were females.

4.5.3. Personal and work-outcomes

Table 4.5.3.1: Briefly describe your motivation to work after having answered all the questions in this questionnaire? (Comparison between races)

Count Row pct Col pct Tot pct	Blacks 1	Whites 2	Row total
1 Low	12 92.3 27.3 21.1	1 7.7 7.7 1.8	13 22.8
2 High	32 72.7 72.7 56.1	12 27.3 92.3 21.1	44 77.2
Column Total	44 77.2	13 22.8	57 100.0

Of 44 respondents 12 (21.1%) Blacks reported a low level of motivation to work while 32 (56.1%) reported a high level of motivation. Of 13 (22.8%) 1 (1.8%) White reported a low level of motivation while 12 (21.1%) reported a high level of motivation.

Table 4.5.3.2: Briefly describe your motivation to work after having answered all the questions in this questionnaire. (Comparison in gender)

Count Row pct Col pct Tot pct	Male	Female	
	1	2	Row total
1 Low	6 42.9 17.6 10.3	8 57.1 33.3 13.8	14 24.1
2 High	28 63.6 82.4 48.3	16 36.4 66.7 27.6	44 75.9
Column Total	34 58.6	24 41.4	58 100.0

Of 34 respondents 6 (10.3%) males reported experiencing a low level of motivation while 28 (48.3%) reported experiencing a high level of motivation to work. Of these 8 (13.8%) females experienced a low level of motivation while 16 (27.6%) experienced a high level of motivation.

Table 4.5.3.3: How will you rate the end results of your work performance now after having answered all the questions in this questionnaire? (Comparison between races)

Count Row pct Col pct Tot pct	Blacks	Whites	Row total
	1	2	
1 Low	7 100.0 14.3 11.3		7 11.3
2 High	42 76.4 85.7 67.7	13 23.6 100.0 21.0	55 88.7
Column Total	49 79.0	13 21.0	62 100.0

Of the 49 Blacks 7 (11.3%) rated their work performance level as low while 42 (67.7%) rated their work performance as being on a high level. All 13 Whites (21.0%) rated their work performance as being on a high level.

Table 4.5.3.4: How will you rate the end results of your work performance now after having answered all the questions in this questionnaire? (Comparison in gender)

Count Row pct Col pct Tot pct	Male	Female	Row total
	1	2	
1 Low	5 71.4 12.8 7.9	2 28.6 8.3 3.2	7 11.1
2 High	34 60.7 87.2 54.0	22 39.3 91.7 34.9	56 88.9
Column Total	39 61.9	24 38.1	63 100.0

Of the 39 male respondents 5 (7.9%) rated their work performance as being of a low level while 34 (54.0%) rated theirs as being of a high level. Of 24 female respondents 2 (3.2%) rated their work performance as being of a low level while 22 (34.9%) females rated theirs as being of a high level.

CHAPTER 5 - DESCRIPTION OF RESULTS

5.1. Introduction

This chapter provides a description of the results of the data presented and analyzed in the previous chapter. The description will be done on the basis of the figure presented by Hackman & Oldham attached as Addendum A.

5.2. Description of results reflected in chapter 4.

Table 4.2.1 presenting the data of the frequencies on biographical information with respect to race shows that out of 68 respondents, 52 (76.3%) were the Blacks while 13 (19.1%) were Whites and 3 (4.4%) did not answer this question. The number of Whites seems underrepresented because Qwaqwa as a former homeland for Basotho has only one multiracial secondary school.

Table 4.2.2 still dealing with frequencies on biographical information with respect to gender shows that out of 68 respondents 40 (58.8%) were males, 26 (38.2%) were females and 2 (2.9%) did not answer this question.

Table 4.3.1 shows the number of responses in connection with skill variety (in the column for core job dimensions, figure 4-7) on the question: to what degree does your job entail a variety of different activities which demand the use of a number of different skills and talents? Only 3 (4.4%) respondents scored low and 64 (94.1%) scored high, while 1 (1.5%) did not answer this question on skill variety

Table 4.3.2 shows the number of responses in connection with the second dimension, i.e. task identity, on the question: to what degree does your job requires completion of the whole and identifiable piece of work, i.e., doing your job from beginning to end with a visible outcome? Only 9 (13.2%) respondents scored low, while 59 (86.8%) scored high in the case of task identity.

Table 4.3.3 shows the number of responses in connection with the third dimension, i.e. task identity, to the question: to what degree does your job have a substantial impact on the lives and work of other people whether in the immediate organization or the external environment? Only 6 (8.8%)

respondents reported a low level of impact and 62 (91.2%) reported a high level of a substantial impact.

Table 4.3.4 shows the number of responses in connection with the fourth dimension, i.e. autonomy, to the question: to what degree does your job provide substantial freedom, independence and discretion to you in scheduling your work and determining the procedures to be used in carrying it out? Responses show that 21 (30.9%) respondents reported a low level of autonomy while 47 (69.1%) reported a high level of autonomy.

Table 4.3.5 shows the number of responses in connection with the fifth dimension, i.e. feedback, to the question related to information feedback on the effectiveness of carrying out activities required by the respondents' jobs. Of the 68 (100.0%) respondents, 25 (36.8%) reported a low level of feedback while 43 (63.2%) reported a high level of the feedback dimension .

Tables 4.4.1, 4.3.2 and 4.3.3 focus on the frequencies of responses on the critical psychological states of the JCM, (middle column on Figure 4-7).

Table 4.4.1 deals with the responses to the question: to what extent do skill variety, task identity and task significance show the extent of experiencing meaningfulness in performing your job? The answers show that 9 (13.2%) respondents reported a low level and 59 (86.8) a high level of experience.

Table 4.4.2 shows to what extent autonomy makes respondents experience responsibility by performing their jobs. The responses show that 22 (32.3%) reported a low level and 46 (67.7%) reported a high level of the experience.

Table 4.4.3 shows the extent of feedback that makes respondents experience having gained knowledge of the actual results of the work activities performed by them in their jobs. The responses show that 23 (33.8%) reported a low level and 43 (63.2%) gained a high level, while 2 (3.0%) did not respond to this item.

Tables 4.5.2.1 to 4.5.2.6 present a cross-tabulation of biographical information with the psychological states.

Table 4.5.2.1 indicates the experience of meaningfulness in terms of race. It shows that 8 (12.3%) Blacks and 1 (1.5%) White reported a low level while

44 (67.7%) Blacks and 12 (18.5%) Whites reported a high level of meaningfulness.

Table 4.5.2.2 presents responses for experiencing meaningfulness by showing 6 (9.1) males and 3 (4.5%) females scoring low, while 34 (51.5%) males and 23 (34.9%) females scored high on meaningfulness.

Table 4.5.2.3 shows the responses on the experience of feeling responsible for work outcomes in terms of race. For Blacks 22 (33.8%) experienced a low level of responsibility while 30 (46.2%) experienced a high level. 13 (20.0%) Whites experienced a high level of responsibility.

Table 4.5.2.4 presents the responses for the same experience as table 4.5.2.3, but in terms of gender. It shows that 13 (19.7%) males and 9 (13.6%) females experienced low feelings of responsibility while 26 (40.9%) males and 17 (25.8%) females experienced high feelings of responsibility.

On the knowledge of actual results in terms of race, table 4.5.2.5 shows that 20 (31.3%) Blacks and 2 (3.1%) Whites scored low, while 31 (48.4%) Blacks and 11 (17.2%) Whites scored high. Regarding the knowledge of results in terms of gender, table 4.5.2.6 shows 15 (23.1%) males and 8 (12.3%) females scored low, while 24 (36.9%) males and 18 (27.7%) females scored high on having experienced gaining knowledge of results.

Section 4.5.3 outlines data relating to the personal and work outcomes as proposed by Hackman and Oldham in which the current study only focused on motivation and work performance (Figure 4-7 by Hackman & Oldham).

Table 4.5.3.1 presents data on the opinions of experiencing motivation in terms of race which shows that 12 (21.1%) Blacks and 1 (1.8%) White scored low on motivation, while 32 (56.1%) Blacks and 12 (21.1%) Whites scored high.

Table 4.5.3.2 presents data on the opinions of experiencing motivation in terms of gender which shows that 6 (10.3%) males and 8 (13.8%) females scored low, while 28 (48.3%) males and 16 (27.6%) females scored high.

Tables 4.5.3.3 and 4.5.3.4 present data of the opinions on the rate of work performance in terms of race and gender respectively.

Table 4.5.3.3 shows that 7 (11.3%) Blacks reported a low level while 42 (67.7%) Blacks and 13 (21.0%) Whites reported a high level of rating their work performance; i.e. no Whites reported a low level of performance.

Table 4.5.3.4 shows 5 (7.9%) males and 2 (3.2%) females reporting a low level of work performance while 34 (54.0%) males and 22 (34.9%) females rated their work performance as being of a high level.

5.3. Interpretation of results

The educators' jobs indicate that even though all the core job dimensions are provided for in their jobs, i.e. skill variety, task identity, task significance, autonomy and feedback, further enrichment of their jobs needs to rely more also on autonomy and feedback, which are not fairly well presented.

With regard to the three critical psychological states, the data show that experiencing meaningfulness of the jobs is experienced much higher than the other psychological states, i.e., responsibility and knowledge of results, since it relates fairly well with skill variety, task identity and task significance. According to Hackman and Oldham, these high scores should also result in a high state like this one. Since the scores for the core job dimensions autonomy and feedback are low, the experience of responsibility for outcomes of the work and knowledge of the actual results of the work activities are also low. This means that since these two core job dimensions are not well presented in the jobs of these educators, the critical psychological states (of experiencing responsibility for outcomes of the work and knowledge of the actual results of the work activities) cannot be satisfactory in this case.

Regarding the personal and work outcomes (third column of Figure 4-7) where the present study only focused on motivation and work performance, it indicates that motivation and performance are fairly high. This could be as a result of the experiencing meaningfulness of the work and not experiencing responsibility and knowledge of results, due to the latter's low contribution by the core job dimensions.

5.4. Conclusion

This chapter focused on the description and interpretation of the data and results which indicated that educators' jobs lack considerably in terms of all five core job dimensions.

The following chapter will deal with the recommendations based on the findings.

CHAPTER 6 - FINDINGS AND RECOMMENDATIONS

6.1. Introduction

This final chapter presents the findings of the study as well as the recommendations.

6.2. Findings of the research

With reference to the first objective of the study that aimed at establishing the levels of the core job dimensions on the educators' job, with respect to race and gender, it appeared that even though many of the dimensions are applicable, autonomy and feedback were the most underrepresented. One respondent who had to comment on his motivation stated that: "Teachers should be given enough freedom of dealing with their work and their learners." Basically, this could be due to a lack of autonomy as out of 65 (100.0%) respondents, 19 (29.2%) of which 27.7% were Blacks and only 1 (1.5%) White person scored low on this dimension. The same dimension in terms of gender is almost the same in terms of race because out of 64 (100.0%) respondents, 19 (29.7%) of whom 11 (17.2%) males and 8 (12.5%) females scored low on this dimension. Feedback is another dimension found to be insufficient in that out of 65 (100.0%) respondents, 25 (38.5%) of whom 4 (6.2%) Whites and 21 (32.3%) Blacks scored low on this dimension while in terms of gender out of 64 (100.0%) respondents, 25 (39.1%) of whom 11 (17.2%) were females and 14 (21.9%) males scored low on this dimension. Regarding the second problem of the research of establishing the level of the critical psychological states, the study found that even though most Blacks and Whites experience high meaningfulness of the work 55 (84.6%), there are still a considerable number of those experiencing low meaningfulness of the work 9 (13.8%), especially among Blacks i.e. 8 (12.3%). In the same vein on the question of gender, most males and females experience high meaningfulness 43 (%) while a few males and females 9 (13.6%) experience low meaningfulness of the work. The most crucial states seem to be a feeling of responsibility for work outcomes and knowledge of results, where most Blacks (33.8%), males and females (33.3%) scored low.

On establishing the motivation in performing the job, all Whites except one scored high, but with Blacks 12 (21.1%) scored low while in terms of gender, 6 (10.3%) males and 8 (13.8%) females scored low. As this was an

open-ended question where respondents were required to comment on their motivation in performing their work, one respondent who was a principal, commended as follows; "There is no work induction, a person is just put in a certain position without a clear indication or description of his job. Our job situation is full of trial and error systems."

On the opinion about the rate of work performance, all Whites rated high while a number of Blacks of which 5 were males and 2 females rated low.

The above confirms Abalo's (2000) findings, which state that "Although there are significant adequate teachers' involvement in areas of professional concern in planning, organizing, and controlling issues on their work assignment, there are still problems which were identified such as interference from administration, inability to make independent decisions, working under pressure, tension and coercion."

6.3. Recommendations

Based on the results of this research it is recommended that the core job dimensions of educators' jobs be improved, especially with regard to autonomy and feedback of which they should know whether it was negative or positive.

It is further recommended that more detailed research be conducted which might confirm or disprove the propositions of the job characteristics model.

Further research is also seriously recommended to investigate the position of educators' jobs in the light of the seemingly unsatisfactory results revealed by this research.

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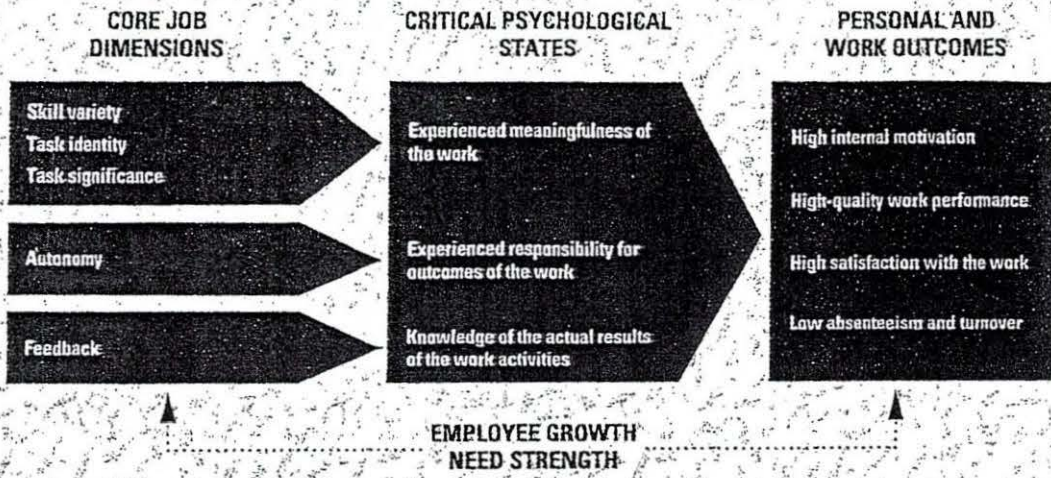
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FIGURE 4-7 Job Characteristics Model of Work Motivation



Source: J. Richard Hackman and Greg R. Oldham, "Motivation through the Design of Work: Test of a Theory," *Organizational Behavior and Human Performance*, copyright August 1976. Reprinted with permission.

HIDDENUM.A

ADDENDUM B.

CovLtrrQre4.WPD

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVERSITHI YA FREISTATA
QWAQWA BRANCH
FACULTY OF ECONOMIC & MANAGEMENT SCIENCES
DEPARTMENT OF INDUSTRIAL PSYCHOLOGY

Private Bag X13
PUTHEADITJHABA
9866 RSA

Telephone 058-7130211
Ext. 2055
Cell 0827790977

Date:

The Principal
.....
.....
.....

Dear Sir/Madam

Mr TJ Moloi is enrolled at this University for the M.Admin degree; the topic of his research is as follows:

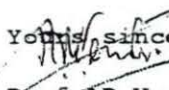
"An empirical testing of the Hackman and Oldman theory of enhancing the Quality of Work Life of workers within the framework of organizational efficiency."

Mr Moloi is performing his research under the supervision of the undersigned and Dr EJ Crause of this University in the department of Industrial & Organizational Psychology. He also needs your help and assistance to complete his research. You will not be left in doubt about the results of the study because, once these are available, you will be informed of the findings as well as any recommendations resulting from the research. Furthermore, the research will be subjected to the ethical rules laid down by the Health Services Council of SA as controlled by the Professional Board of Psychology.

Attached is a copy Of a letter no. 16/4/15-2003 dated the 15th of May 2003 from the Chief Director, Education Development for your information. We will let all participating persons have a copy of the document.

Mr Moloi will contact you soon to discuss matters related to the study, e.g. the questionnaires, procedures of the survey, etc. to prevent any disruption of the smooth running of your School's programs. Please feel free to contact me as well, if you wish to discuss any issue related to this request.

Yours sincerely


Prof AP Venter, Major Supervisor.



Enquiries :Mrs M V Wessels/
Reference no. :16/4/1/15-2003

Tel : (051) 404 8075
Fax : (051) 4048074

2003-05-15

Mr TJ Moloi
PO Box 10343
MOKOLUMELA
9868

Dear Mr Moloi

REGISTRATION OF RESEARCH PROJECT

1. This letter is in reply to your application for the registration of your research project.
2. Research topic: **TESTING THE HACKMAN AND OLDHAM THEORY OF ENHANCING THE QUALITY OF THE WORK-LIFE OF EMPLOYEES WITHIN THE CONTEXT OF ORGANISATIONAL EFFICIENCY.**
3. Your research project has been registered and you may conduct research in the Free State Department of Education under the following conditions:
 - 3.1 Educators and officials participate voluntarily in the project.
 - 3.2 The names of the educators, schools and officials involved remain confidential.
 - 3.3 The questionnaires are completed outside the normal tuition time of the school.
 - 3.4 You consider making the suggested changes.
 - 3.5 This letter is shown to all participating persons.
4. You are requested to donate a report on this study to the Free State Department of Education. It will be placed in the Education Library, Bloemfontein.
5. Once your project is complete, we should appreciate it, if you would present your findings to the relevant persons in the FS Department of Education. This will increase the possibility of implementing your findings wherever possible.
6. Would you please write a letter **accepting the above conditions**? Address this letter to:

The Head: Education, for attention: CES: IRRISS
Room 1213, FS Provincial Government Building
Private Bag X20565, BLOEMFONTEIN, 9301

7. We wish you every success with your research.

Yours sincerely

MS Rakometsi
Chief Director: Education Development
And Professional Services

QUESTIONNAIRE

1. BIOGRAPHICAL INFORMATION

Name (Surname and Initials) _____

Qualifications _____

Gender _____

Name of Directorate/School _____

Your Designation _____

Level of Job (Consult Peromnes classification on previous page)..

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2. Please use the following KEY to answer the questions put to you:

0-24%(Low); 25-49 (Below average); 49-74%(Above average); 75-100%(High).

3. CORE DIMENSIONS OF YOUR JOB

3.1. **Skills variety** - it means the degree to which a job entails a variety of different activities demanding the use of a number of skills and talents by the job holder.

QUESTION 1: To what degree does your job entail a variety of different activities which demand the use of a number of different skills and talents?

0-24%.....

--

25-49%.....

--

50-74%.....

--

75-100%.....

--

--

3.2. **Task identity** - refers to the degree to which the job requires completion of a whole and identifiable piece of work, that is, doing a job from beginning to end with a visible outcome.

QUESTION 2: To what degree does your job require completion of a whole and identifiable piece of work, that is, doing your job from beginning to end with a visible outcome?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.3.. Task significance means the degree to which the job has a substantial impact on the lives and work of other people, whether in the immediate organization or in the external environment.

QUESTION 3: To what degree does your job have a substantial impact on the lives and work of other people whether in the immediate organization or in the external environment?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.4. Autonomy means the degree to which the job provides substantial freedom, independency and discretion to the individual in scheduling his work and determining the procedures to be used in carrying it out.

QUESTION 4: To what degree does your job provide substantial freedom, independence and discretion to you in scheduling your work and determining the procedures to be used in carrying it out?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

3.5. Feedback means the degree to which carrying out the work activities required by the job results in the individual being given direct and clear information about the effectiveness of his performance.

QUESTION 5: To what degree are you being given direct or clear information/feedback about the effectiveness of you carrying out the work activities required by your job?

0-24%.....	24-49%.....	50-74%.....	75-100%.....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. CRITICAL PSYCHOLOGICAL STATES

QUESTION 4.1: To what degree does skills variety, as described in 3.1. make you feel and experience meaningfulness from performing your job?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

QUESTION 4.2: To what degree does the task identity, as described in 3.2. make you feel and experience meaningfulness from performing your job?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 4.3: To what extent does task significance, as described in 3.3. make you feel and experience meaningfulness from performing your job?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 4.4: To what extent does autonomy, as described in 3.4. make you feel and experience responsibility from performing you job?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

QUESTION 4.5: To what extent does the feedback, as described in 3.5. result in knowledge of the actual results of the activities performed by you in your job?

0-24%.....	25-49%.....	50-74%.....	75-100%.....
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. PERSONAL & WORK OUTCOMES

QUESTION 5.1: Briefly describe your motivation to work after having answered all the questions in this questionnaire.

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QUESTION 5.2: How will you rate the end results of your work performance now after having answered all the questions in this questionnaire?

(Indicate with an X on the dotted line).

5.2.1. Poor.....; 5.2.2. Below average.....; 5.2.3. Above average.....; 5.2.4. Very good.....

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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THANK YOU VERY MUCH

