

**HUMAN RESOURCE PRACTICES AND JOB SATISFACTION: A CASE
STUDY OF TANZANIA PUBLIC SERVICE COLLEGE**

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2011

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ABSTRACT

This study explored the influence of HR practices on job satisfaction. In this cross-sectional study, six dimensions of HR practice namely career development, staffing, training and development, performance appraisal, incentives and employee relations were tested against job satisfaction. A total of 100 respondents, both academics and non-academic staffs from Tanzania Public Service College (TPSC) participated in this study. The objectives of this study were answered using correlation and regression analysis, and results are also presented using descriptive statistics. All the six dimensions of HR practices were positively related to job satisfaction, with training and development showing the strongest contribution to job satisfaction. Suggestions are made for further research on ways to increase job satisfaction among the employees.

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious and most merciful, I praised to Allah for the completion of this project paper. Without the dedication and support from these people, the completion of this project would not have been possible. I would like to thank Government of Tanzania, for sponsoring my study and to College of Business, Universiti Utara Malaysia for the invaluable support throughout my candidature.

I am deeply grateful to Dr. Siti Zubaidah Othman, my supervisor for all the energy, care and enthusiasm she devoted to this effort. Without her professional guidance and support, I would not be where I am today.

To my beloved parents, thank you for all your prayers, patience, support, and word of encouragement for me to keep going till the final end of this journey.

I also would like to thank my wonderful friend, Mr Abdirahim Ibrahim, for providing me with many discussions, constructive comments and suggestions during this journey.

Finally yet importantly, I would like to express my gratitude to all staffs of Tanzania Public Service College, for their involvement in my study. Without their sincere participation, this study will not be as successful as today.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Job satisfaction has been defined as the overall evaluative judgment of a combination of psychological and environmental circumstances that make a person happy with the work performed and creates a positive emotional state regarding the experiences, attitudes and beliefs about the work (Han & Kakabadse, 2009). Currivan (2000) defined job satisfaction simply as the degree of positive emotions an employee has toward his job. On the other hand, Goris et al. (2000) have identified five main facets of job satisfaction which include the work itself, quality of supervision, relationships with co-workers, promotion opportunities and pay.

Job satisfaction has been one of the major areas of interest in both fields of organizational behavior and human resource management practice as it reflects employees' attitudes towards their job and commitment to an organization. Hence, today's managers are compelled to consider the job satisfaction of their subordinates. Also the managers have a moral responsibility to provide the employees with a satisfying work environment and they are made to believe that satisfied workers make positive contributions in terms of higher productivity, quality of products and services and less wastage to the organization (Ramayah, Jantan & Tadisina, 2001). Therefore, it would be prudent to investigate the impact of HR practices as a whole on job satisfaction. This research investigates the influence of HR practices on job satisfaction using Tanzania Public Service College as a case study.

1.2 Problem Statement

The State of the Public Service Report (2005) published by the President's Office of Public Service Management of the United Republic of Tanzania reveals glaring issues in the delivery of public services in Tanzania. Though the Tanzanian government has undertaken several projects and reform programs to modernize and improve the quality of Tanzanian public service, the public service itself has shown very little improvement. The report further states that several sectors in the public service lag behind the general expectation of customers. According to the report, most citizens had reported alarming rates of dissatisfaction with the services they receive. Citizens have also complained about long service delivery times and the main reason for the delay has been identified as the absence of the key service provider indicating high level of absenteeism in the public sector. According to Malhotra and Mukherjee (2004), job satisfaction and organizational commitment have a significant impact on service quality delivered. Thinking along the same line, Bishay (1996) also believed that employees who were satisfied with their work would show greater commitment.

Over the past years, several researches have been carried out on job satisfaction and their contributing factors. Sylvia and Hutchinson (1985) for example, have carried out a study on the relationship between job satisfaction and organizational commitment among high school teachers. They found that job satisfaction depends on the gratification of higher order needs. In other study, Maehr (1989) and Rosenholtz (1989) found that the personal investment in employees at all levels is necessary for an effective organization.

Harmer and Findlay (2005) have investigated the effect of workplace relationship on job satisfaction among younger workers and found that an individual's relationship

with co workers can be considered as the strongest predictors of job satisfaction. Khan (2007) who studied on the relation between the performance appraisal and the productivity and job satisfaction found that effective performance appraisal leads to better job satisfaction while the opposite would lead to unsatisfied workers. In other study, Naeem, Sentosa, Nejatian and Piaralal (2011) who have carried out research on the relationship between job satisfaction and salary, supervision and coworkers on 377 Maldivian civil servants found a positive relationship between job satisfaction and the three independent variables, namely the salary, supervision and coworkers. Sahinidis and Bouris (2000) have studied employee perception on training effectiveness on job satisfaction and based on the responses of 134 employees and lower managers in a large Greek organization, they found a significant correlation between employee perceived training effectiveness and job satisfaction. Chen, Chang and Yeh (2004) who carried out a study on the relationship between career development and job satisfaction, found a strong relationship between the career development needs and job satisfaction. In other study, Lundgren, Nordholm and Segesten (2005) have researched on the effect of changes in staffing practices on job satisfaction. Through a study carried out on nurses at a university hospital over a period of 3 years, they found no significant correlation between the staffing practices and job satisfaction.

From the above discussion, it can be concluded that HR practices may have an influence on employees' job satisfaction. Since past studies have studied few dimensions of HR practices and the study was carried out separately, it would be interesting to investigate the influence of HR practices as a whole on job satisfaction. Thus, this research is carried out to fill this gap by carrying out an in depth study on the relationship between the HR practices as whole and job satisfaction. Since

Tanzanian public service is facing problems related to job satisfaction, Tanzania Public Service College, a government agency under the Ministry of Public Service Management is chosen for this study.

1.3 Research Questions

Based on the problems discussed above, the central question of this study would be “*what factors influence job satisfaction?* Specifically,

1. Do HR practices related to job satisfaction?
2. Which one of the HR practices has the strongest relationship with job satisfaction?

1.4 Research Objectives

Generally, this study aims to examine factors that influence job satisfaction among academic and non-academic staff at Tanzania Public Service College. Therefore, to answer the research questions posted above, the following research objectives were formulated:

1. To investigate the relationship between HR practices and job satisfaction;
2. To determine which of HR practices (career development, staffing, training and development, performance appraisal, incentives and employee relations) have the strongest contribution on job satisfaction; and
3. To examine the impact of HR practices on job satisfaction.

1.5 Significance of the Study

The main aim of this study is to investigate the impact of HR practices on job satisfaction. Generally, this study will produce a useful finding for empirically analyzing the HR practices needed to enhance employees’ job satisfaction. The

outcome of this study can be used by the management of the Tanzania Public Service College to plan necessary improvement on their HR practices.

Apart from that, this research can also make an effective contribution in understanding the best way to increase employees' job satisfaction in educational context. This is a broader contribution that extends beyond the Tanzania Public Service College context. This study should benefit both scholars and practitioners regarding ways to increase the employees' job satisfaction in the organization.

1.6 Organization of Chapters

This is the first of five chapters in this project paper. Chapter 2 reviews the literature on job satisfaction, explaining their definition and factors that influence one's job satisfaction.

Chapter 3 describes the research method for the study. The chapter reports the research design and procedure, the selection of respondents, sample types and size, the development of the questionnaire for the research, the survey process and data collection procedure. Chapter 3 ends with a brief description of the strategies and procedures that were used to analyze data collected from the survey.

Chapter 4 discusses the interpretation of the research findings. There are reports of the descriptive statistical analysis, correlation analysis, and regression analysis. The results are summarized in a number of tables to facilitate interpretation.

Chapter 5, the final chapter, discusses the interpretation of the research findings for the study. The findings are compared to those found in the past research reviewed in Chapter 2. New findings are also discussed. Chapter 5 concludes with a discussion

on limitations of the study, the implications for both researchers and practitioners and suggestions for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses issues related to job satisfaction as presented and discussed in the management literatures. The chapter begins by describing the meaning of job satisfaction. It then follows with a discussion on HR practices. The chapter concludes by reviewing findings from past studies on HR practices and job satisfaction.

2.2 Understanding Job Satisfaction

Many definitions have been given in describing job satisfaction in the literature. For example, Locke (cited in Sempene et al., 2002) defines job satisfaction as a pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction can be viewed as an employee's observation of how well their work presents, those things which are important to them. Other authors, describe job satisfaction as an attitude people have about their jobs (Chelladurai, 1999); feelings a worker has about his or her job or job experiences in relation to previous experiences, current expectations, or available alternatives (Balzer, 1997); the attitude of workers toward the company, their jobs, their fellow workers and other psychological objects in the work environment (Beers, 1997); a specific beliefs about one's job, behavior tendencies (intentions) with respect to it, and feelings about it (Isen & Baron, 1991); and Spector (1997) a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job (Spector, 1997).

On the other hand, Camp (1994) defines job satisfaction with reference to the needs and values of individuals and the extent to which these needs and values are satisfied in the workplace. In conjunction with this, Robbins (1998) surmises that job satisfaction is based on the difference between the amount of rewards workers receive and the amount they believe they should receive.

Buitendach and de Witte (2005) relate job satisfaction individual's perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them (Sempane, Rieger & Roodt, 2002).

Maslow, Herzberg and Alderfer have focused on the needs of employees with respect to job satisfaction and performance (Luthans 1998; Robbins, Odendaal & Roodt, 2003; Smith & Cronje, 1992). Maslow believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently. Maslow's theory is based on two assumptions, that is:

- i. people always want more; and
- ii. people arranged their needs in order of importance

Practicing managers have given Maslow's need theory wide recognition, which they ascribe to the theory's intuitive logic and ease of understanding. However, Robbins et al. (2003), argue that research does not validate the theory, since Maslow

does not provide any empirical substantiation, and a number of studies that were seeking validation for the theories have similarly not found support for it.

In terms of Herzberg's motivation-hygiene theory, factors that make employees feel good about their work, are different from factors that make them feel bad about their work. According to Herzberg (cited in Schulz et al., 2003), employees who are satisfied at work attribute their satisfaction to internal factors, while dissatisfied employees ascribe their behavior to external factors. Factors that play a role in contributing to the satisfaction of employees are called motivators, while hygiene factors contribute to job dissatisfaction. These two factors are also called the intrinsic (internal) and extrinsic (external) factors.

It can be argued that if the hygiene factors are removed, that it is unlikely workers will be satisfied. Both the hygiene factors and motivators play an important role in the performance of the individual. Criticism against Herzberg's theory is that the relationship between motivation and dissatisfaction is too simplistic as well as the relationship between sources of job satisfaction and dissatisfaction (Smith et al. 1992).

Alderfer revised Maslow's theory to align work with more empirical research (Robbins et al., 2003). Alderfer's theory is referred to as ERG theory and is based on the following three needs; existence, relatedness and growth. Existence is involved with providing individuals with their basic existence requirements and it subsumes the individual's physiological and safety needs. Relatedness is the desire to keep good interpersonal relationships, which Maslow labeled social and esteem needs. Growth needs are an intrinsic desire for personal development based on the self-actualization needs of Maslow.

The ERG theory pivots around the axial point that more than one need is in operation at the same time. When the aspiration to satisfy a higher need is subdued, the desire to satisfy a lower order level need increases. Alderfer (1972) mentions two forms of movement which will become important to a person. The first one is referred to as satisfaction-progression. The second movement is the frustration-regression, which provides additional insight about motivation and human behavior. According to Alderfer (1972), when a person's needs are frustrated at higher level, it leads to movement down the hierarchy.

2.3 Factors that Influence Job satisfaction

In the literature, there are various factors that can influence job satisfaction. Dormann and Zapf (2001) for example found that job satisfaction has been significantly influenced by a wide variety of task characteristics including responsibility, task variety and communications/feedback mechanisms. Similar finding was also found in the study conducted by Hunjra, Ahmad, Rehman and Safwan (2010). They found that among the most important ingredients of job satisfaction include interesting, challenging work and a job that provides status. In other words, the content of the work itself is a major source of satisfaction.

In other study, Heller, Judge and Watson (2002) found wages and salaries are significant, but a complex and multidimensional factor in job satisfaction. Money not only helps people to attain their basic needs, but it also is an instrumental in providing upper level need satisfaction. This is because employees often consider salary as a reflection of how management views their contribution to the organization (Akerlof, 1984). Study conducted on compensation, indicates that if employees are allowed flexibility in choosing the type of benefits they prefer within a total package, called a

flexible benefits plan, there is a significant increase in both benefit satisfaction and overall job satisfaction (Steijin 2002).

Career growth and promotional opportunities were also believed to have a varying effect on job satisfaction. This is because promotions take different forms and include a variety of rewards. For example, individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted based on their performance (Worrell, 2004).

Supervision is another factor that could contribute to job satisfaction. According to Cumbey and Alexander (1998) there are two dimensions of supervisory style that affects job satisfaction. One is employee-centeredness, which is measured by the degree to which a supervisor takes personal interest in the welfare of the employees. The other dimension is participation or influence, as illustrated by managers who allow their people to participate in decisions that affect their own jobs. This second approach, generally, leads to higher job satisfaction (Thobega, 2007). This shows that a participative environment created by the supervisor has a more substantial effect on worker's satisfaction than participation in a specific decision. In addition, Harmon et al. (2007) found that the control over work practice through supervision has significantly correlated with increased job satisfaction among the workers.

Having a friendly, co-operative co-workers have been considered as a modest source of job satisfaction (Hunjra, Chani, Aslam, Azam & Rehman, 2010). This is because the work group serves as a source of support, comfort, advice, and assistance to the individual. A 'good' work group makes the job more enjoyable. On the other hand, if this factor is not considered with care, then it may have reverse effects,

meaning thereby, that the people are difficult to get along with. This in turn will have a negative effect on job satisfaction (Absar, Azim, Balasundam, & Akhter 2010).

Another modest effect of job satisfaction involved work environment and working conditions. If the working conditions are good and clean, with attractive surroundings, employees will find it easier to carry out their job (Lawson, 1996). Most people do not give working conditions a great deal of thought unless they are extremely bad. But this is crucial because it has a direct effect on job satisfaction. On the contrary, if working conditions are given importance, productivity and accomplishment of objectives are enhanced (Heller, Judge and Watson 2002).

In essence, if these formulas are taken care of then certainly there will be job satisfaction and employees will be more productive and creative (Robbins & Judge, 2009). Employees are regarded to be satisfied with his or her job if he / she continue his or her association with the organization and considerable effort to achieve organizational goals.

2.4 Human Resource Practices and Job Satisfaction

Many scholars and practitioners believed that appropriate HR practices should influence job satisfaction and hence lead to the better performance, lower turnover, lower absenteeism and quality of products and services (Absar et al., 2010). Gonzalez and Garazo (2006) believed that human resource management practices can have a positive effect on employee job satisfaction. In order to find out the relationship between HR practices and job satisfaction, the influence of each HR practices on job satisfaction are discussed next.

2.4.1 Career Development and Job Satisfaction

Career development is an ongoing and formalized effort that focuses on developing and enriching more capable workers (Gomez-Mejia et al., 2010). It is not a one short training program or career planning workshop. Rather, it is an ongoing organized and formalized effort that recognizes people as a vital resource. Career development is a lifelong process that occurs in stages (Hutchinson, 2008).

According to Super and Hall (1978), individuals experience approximately five stages of career development. The teens and twenties are a period of exploration and trial, in an attempt to establish and settle down with a job. As an individual enters his/her thirties, they begin to experience growth, establishing and advancing their career within an organization. By mid-forties, the third stage of career development presents three different paths an individual's career may follow. From this point, a career can continue to experience growth, plateau, or begin its decline. Ultimately, decline will be the final stage of development, as individuals conclude their occupational career and begin to prepare for retirement.

Despite the uncertain business environment, career development remains an important activity. It can play a key role in helping managers recruit and retain the satisfied and skilled, committed work force an organization needs to succeed (Gomez-Mejia et al., 2010). Baruch (1996) argued that career development systems should fit the needs of the individuals within the organization. The intention is to ensure job satisfaction among employees. According to the study conducted by Chen, Chang and Yeh (2004) on a career needs, career development programs, job satisfaction and turnover intentions among R&D personnel found that the gaps between career needs and career development programs are significant predictors of job satisfaction.

2.4.2 Staffing and Job Satisfaction

Staffing is the process of recruiting applicants and selecting of prospective employees remains a key strategic area for human resource management (Mello, 2006). Generally the process comprised two processes such as recruitment and selection. Recruitment is the process of generating a pool of qualified candidates for a particular job which is the first step in hiring process. While selection of making a hire or no hire decision regarding each applicant for a job, this is the second step in hiring process (Mejia, Balkin, & Cardy, 2010). Both determine the decisions as to which candidates will get employment offers. The aim of this practice is to improve the fit between employees and the organization, teams, and work requirements, and thus, to create a better work environment (Absar, Azim, Balasundam, & Akhter, 2010). The effectiveness of the recruitment and selection processes will enhance individuals to be fitted with the organization requirement and demands which obvious will lead job satisfaction to the individuals who have been fitted with organizational requirement (Mejia, Balkin, & Cardy, 2010). In other study, Belzen (2009) found that recruitment and selection are among the bundle of HR practices that have significant correlation with the job satisfaction.

2.4.3 Training and Development and Job Satisfaction

Training is the process of providing employees with specific skills or helping them to correct deficiencies in their performance, while development is an effort of providing employees with the abilities the organization will need in the future (Mejia, Balkin, & Cardy, 2010). Since training and development help to reduce performance deficiency by improving job performance, it has the potential to influence job satisfaction.

Training and development on related skills and knowledge which regarded as necessary to the organization and are required to be acquired by the employees to achieve organizational goals, training has got significant relationship with the employee motivation, commitment and job satisfaction (Sahinidis and Bouris,2007).

In other studies, training and development have been found to have a significant impact on job satisfaction, since the imparted skills and knowledge help to perform tasks effectively and efficiently (Absar, Azim, Balasundam, & Akhter, 2010; Sahinidis & Bouris, 2008; Schmit, 2007).

2.4.4 Performance Appraisal and Job Satisfaction

Performance appraisal is the periodic evaluation of an employee's performance measured against the job's stated or presumed requirements. It is systematic and objective way of evaluating both work related behavior and potential of employees. It is a process that involves determining and communicating to an employee how he or she is performing the job and ideally establishing a planning of improvement (Rao, 2000).

Khan (2005) found that performance appraisal has significant relationship with job satisfaction. The evaluation process reflects organization appreciation of what the employees have performed, and thus lead to feeling of satisfaction among the employees. According to Absar, Azim, Balasundam & Akhter (2010), performance appraisal enhances pay raise, promotion and training, which in turn lead to the employees' job satisfaction. Workers with low quality performance appraisal experiences (relative to those with mixed and high quality performance experiences) were more likely to be dissatisfied with their jobs, be less committed to the company

and more likely to have intention to leave the company (Brown, Hyatt & Benson, 2009).

Furthermore, a study on the effect of performance appraisal politics on job satisfaction and turnover intention showed that employees who perceived performance ratings to be manipulated because of raters' personal bias and intent to punish subordinates, results in low job satisfaction (Pon, 2003). Similar finding was also found in Ahmed and Akhbar's (2010) study where feeling of dissatisfaction with the performance appraisal process leads to feeling dissatisfaction with the job.

2.4.5 Incentives and Job Satisfaction

Incentives are what employees receive in exchange for their contribution to the organization (Rao, 2000). Generally employees offer their services for three types of rewards. First is the base compensation. It refers to the fixed pay an employee receives on regular basis in the form of salary or as an hourly wage. Second is pay incentive which is designed to reward employees for good performance. Third is indirect compensation or benefits. There are wide varieties of indirect benefit offered and these include health insurance, vocations and unemployment compensation (Gomez-Mejia et al., 2010).

Compared to other types of reward, incentives are more significant and were believed to be the main reasons why people work. This is because incentive that is in a form of bonuses, commissions and profit sharing plans are designed to encourage employees to produce results beyond normal expectation. This, according to Rao, 2000) indicates a significant relationship with the job satisfaction. Employees' living status in the society, satisfaction, loyalty, and productivity are also influenced by the incentives (Absar, Azim, Balasundam & Akhter, 2010).

Mello (2006) argued that, incentive is important in the organization because it can attract applicant, retain employees and ensure optimal level of performance from employees in meeting the strategic objectives of an organization. In a study conducted by Petrescu and Simons (2008), the unequal pay structure has been found to influence both non-union members' overall job satisfaction and their satisfaction with pay. In other study, Rose and Manley (2010) found that financial incentives that have been promoted as a valuable contract option can exert a positive influence on project success. They found that employees who are satisfied by the financial incentives tend to have a successful project.

2.4.6 Employee Relations and Job Satisfaction

Employee relations refer to the relationships between management and labor or among employees and their organizations that grow out of employment (Mello, 2006). Employee relations deal with either the relationships between the state and the employers and the employees' organization or the relation between the occupational organizations themselves. Employee relations have a strong relationship with job satisfaction. It can enhance the economic status of the workers, and to provide an opportunity to the employees to have a say in the management and decision making which in turn enhances job satisfaction to the employees (Rao, 2000). Khan and Taher (2008) found a significant relationship between employee relations and job satisfaction. In their study, employee relations have been perceived to be able to create appropriate and conducive environment for all employees that ultimately influences job satisfaction. In other study, Absar, Azim, Balasundam and Akhter (2010) also found employee relations to be a significant determinant of job satisfaction. Similarly, Luddy (2005) also found employee relation to be related with

job satisfaction. This is because when employees are able to get along with other employees within organization which fulfills psychological need of human being.

CHAPTER THREE

METHOD

3.1 Introduction

This chapter describes the research method for the study. In this chapter, the research design, the sources of data, the population frame, the sample and sampling techniques, the measurement, the collection and administration of data and the technique of data analysis are presented. A brief explanation on Tanzania Public Service College is also provided.

3.2 Research Framework

The research framework for this study is shown in Figure 3.1. The independent variable is the HR practices with dimensions such as career development, staffing, training and development, performance appraisal, incentives, and employee relations. The dependent variable for this study is job satisfaction.

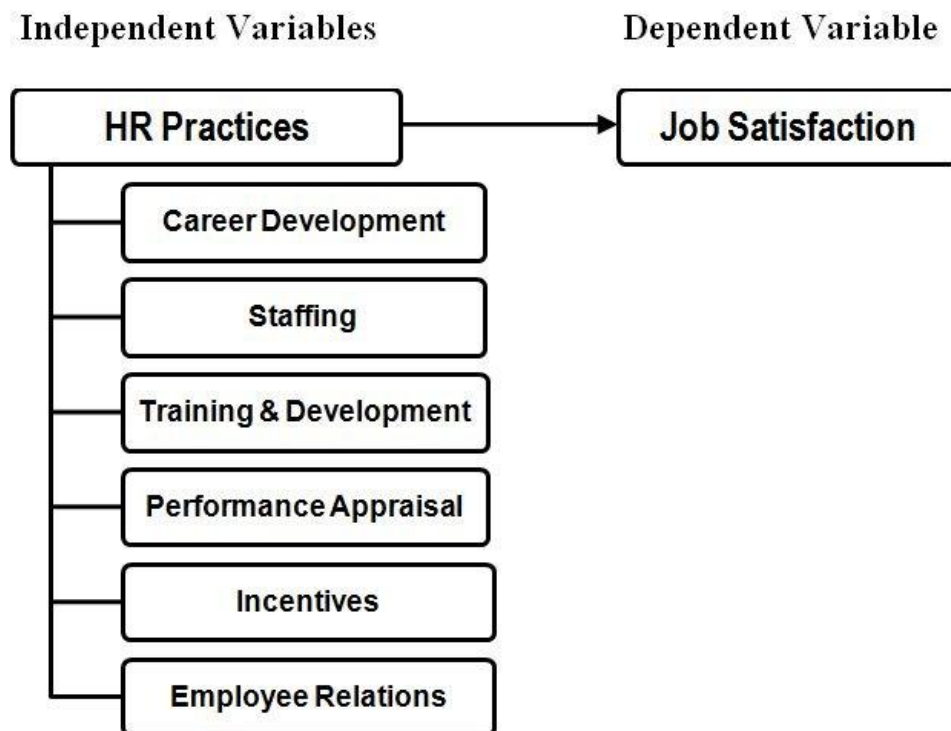


Figure 3.1. Research Framework

3.3 Research Design

Quantitative research design was used to examine the relationship between HR practices and employees' job satisfaction. The study was cross-sectional. The study was conducted in the natural environment of the organization where the researcher interference is minimal.

3.4 Operational Definition and Measurement

Table 3.1 shows the operational definition of the variable and their measurement. All items in this study were adapted from Seray, (2004), Rad & Yarmohammadian (2006), and Cho & Woods (2005), Sang (2005). In this study, each of the adapted question asked how strongly the respondents agreed or disagreed with the statement given on a five-point scale whereby 1 = strongly disagree, and 5 = strongly agree.

Table 3.1**Operational definition and measurements**

Variables (Dependent and Independent)	Operational Definition	Items	Authors
Job satisfaction	A pleasurable or a positive emotional state resulting from the appraisal of one's job or job experience	<ol style="list-style-type: none"> 1. I think my personal morale is high right now 2. The relationships in my job are important to my job satisfaction 3. I feel fairly well-satisfied with my current job. 4. I feel the training that I receive is an important part of my job. 5. My job makes good use of my skills and abilities 6. I work in a “family friendly” atmosphere 	Rad & Yarmohammadian (2006)
Career Development	Ongoing and formalized effort that focuses on developing enriched and more capable workers	<ol style="list-style-type: none"> 1. My organization considers employee developmental programs 2. Career development focuses on specific group 3. My organization uses employee assessment programs before acting for career development 4. My organization conducts promotability forecast to identify employees with high career potential 	Seray, Bolumu & Sumer (2004)
Staffing	A process that starts with the corporation's strategy and structure and flows through HR planning and development to recruitment, selection, career and success planning and ends	<ol style="list-style-type: none"> 1. There is formal employment planning in my organization 2. My organization uses internal recruiting sources extensively to fill open positions 3. Job applicants undergo structured interviews before being hired 4. Job applicants take 	Cho & Woods (2005)

	with termination.	formal pre-employment tests before being hired	
Training and Development	The process of providing employees with specific skills or helping them to correct deficiencies in their performance, while development is an effort of providing employees with the abilities the organization will need in the future	<ol style="list-style-type: none"> 1. Extensive training programs are provided for employees in my organization 2. Employees normally go through training programs every year 3. My organization provides formal training to promote skills to new hires 4. My organization provides formal training for employees who are promoted 	Sang (2005)
Performance appraisal	Periodic evaluation of an employee's performance measured against the job's stated or presumed requirements.	<ol style="list-style-type: none"> 1. Employees regularly (at least once a year) receive a formal evaluation of their performance 2. Performance appraisals are based on objective results 3. Performance appraisals are based on quantifiable results 4. Employees receive performance feedback on a routine (at least twice at year) basis 	Cho & Woods (2005)
Incentives	Is what employees receive in exchange for their contribution to the organization	<ol style="list-style-type: none"> 1. My organization has favorable incentive practices to encourage employees to pursue the company objectives 2. My organization has very fair incentive practices, aimed at rewarding people who accomplish the organization goals 3. My organization has favorable incentive practices to encourage people to reach the organization goals 4. My organization has 	Sang (2005)

		incentive practices which really recognize people who contribute the most to organization	
Employee relations	Concern with maintaining employer-employee relationships that contribute to satisfactory productivity, motivation, and morale.	<ol style="list-style-type: none"> 1. Employees have a reasonable and fair complaint-resolution process 2. Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems 3. Employees regularly (at least once a year) complete an attitude survey. 4. Employees are provided the opportunity to suggest improvements in the way things are done 	Cho & Woods (2005)

3.5 Data Collection

3.5.1 Background of the Organization

Tanzania Public Service College ((TPSC) was established in 1997. It is a government agency that collaborates with the Ministry of Public Services Management. Its' main activity is to conduct training, research and consultancy to both Public and Private sector. TPSC was established on the basis of the concept of a virtual college. In order to cope with the changing needs of the public service, the college has a flexible strategy on harness and using its resources to deliver services in terms of qualified and experienced manpower, on one hand, and training facilities on the other.

TPSC has a core of full-time, highly qualified and motivated staff. They have specialists in Management, Human Resources, Finance, Records, Economists, Accounting, Social Scientists, Engineers and Computer Analysts. A list of core faculty members is in this prospectus. TPSC maintains a pool of highly qualified and experienced associated consultants with a wide range of expertise Collaboration with Other Training and Consulting Providers.

However, TPSC is made up of two campuses: the former Civil Service Training Centre (CSTC) at Magogoni, Dar es Salaam, and the former Tabora Secretarial College (TSC) in Tabora. On the other hand it has a wide area of land comprising of five blocks of training facilities, administrative block and library/staff room block and functional hall, students' halls of residence and a Staff Housing estate.

In addition, TPSC in Dar es Salaam has fully furnished computer laboratories equipped with modern computers connected to the internet. TPSC views co-operation with other management training and development institutions as a long-term strategic choice to which it will be able to achieve those results which are otherwise unachievable.

In this regard, TPSC has partnerships with other training and consulting providers. Together they jointly design, produce and deliver training programs for the Tanzanian market. They also prepare joint bidding technical proposals for training and consulting jobs as and when they occur. Furthermore, TPSC is working in collaboration with other training and consulting providers.

Vision

To become a Centre of Excellence in delivering the highest quality, practical, responsive and competence-based training and development services to both Public and Private Sectors at all levels.

Mission

To become a Centre of Excellence in delivering the highest quality, practical, responsive and competence-based training and development services to both Public and Private Sectors at all levels.

3.5.2 Population and Sampling

The sampling frame for this study includes all academic and non-academic staff at Tanzania Service College. Following Sekaran (2003) suggestion, out of 135 staffs, 100 staffs were randomly chosen as a sample for this study.

3.5.3 Survey Materials

The questionnaire was prepared in English. The five page questionnaire consisted of three sections. Section 1 asked about the HR practices. There are twenty four items in this section. Section 2 which consists of six items asked respondents' job satisfaction. The last section, section 3 of sought the demographic characteristics of the participating staff and their respective organization.

3.5.4 Data Collection Procedure

The data collection was conducted from April 15 until April 28 2011. The process begins by obtaining permission from Tanzania Public Service College to conduct the study. Once permission was obtained, the survey question is distributed through respondents' email. During that period, 100 questionnaires were distributed.

Respondents were given two weeks to answer the survey before sending back the completed questionnaire to the researcher through email. A follow-up email reminder was used to remind respondents about returning the questionnaire.

3.6 Techniques of Data Analysis

All the 100 questionnaires distributed were returned and are potentially available for analysis. To answer the study objectives, an analysis was conducted using descriptive statistics and the relationship of independent and dependent variables were tested using correlation analysis. Regression analysis was also conducted to test the ability of the six dimensions of HR practices to predict the level of job satisfaction. The analysis was conducted using SPSS Program Version 16.0 for Windows.

3.7 Conclusion

In this chapter, the method and the analysis strategy for the study have been described, including the research framework, the sample of the study, and the selection of respondents, the development of questionnaire, the research materials and the survey procedure. This chapter also briefly explains the adoption of correlation analysis, regression analysis and descriptive statistics. The results of these tests are reported in the next chapter, Chapter 4.

CHAPTER 4

FINDINGS

4.1 Introduction

Chapter 4 reports results of the study. The chapter begins by reporting the demographic characteristics of the respondents. It then presents the bivariate relationship between the research variables. The chapter concludes with the regression analysis.

4.2 Demographic Characteristics of the Participants

Detailed descriptive statistics of the participants' demographic characteristics are presented in Table 4.1. It is noted that 52% of the 100 respondents in this survey were male. The average age of respondents was 33 years old. 60% of the respondents were married. In terms of highest academic qualification, the highest percentage of respondents (30%) had a master degree. Tutor made up 14% of the total respondents. This follows by lecturer and tutorial assistant (11%). On average, the respondents had been in their present position for 5 years and had served their organization for more than 6 years.

Table 4.1
Demographic characteristics of the participants

Description	Frequency	%	Mean	Std. Dev	Median	Min	Max
Gender							
Male	52	52.0					
Female	48	48.0					
Total	100	100					
Age							
Total response	100	100	33.49	8.03	32	21	55
Marital Status							
Single	31	31.0					
Married	60	60.0					
Divorce	9	9.0					
Total	100	100					
Academic Qualification							
High School	4	4.1					
Certificate	7	7.0					
Diploma	17	17.0					
First Degree	26	26.0					
Master	30	30.0					
PhD	16	16.0					
Total	100	100					
Position							
Consultant	4	4.0					
Assoc. Professor	8	8.0					
Senior Lecturer	9	9.0					
Lecturer	11	11.0					
Assist. lecturer	10	10.0					
Tutor	14	14.0					
Tutorial Assist	11	11.0					
Coordinator	1	1.0					
Librarian	2	2.0					
Marketing manager	2	2.0					
Accountant	5	5.0					
HR	3	3.0					
Computer technician	2	2.0					
Secretary	8	8.0					
Office Attendant	10	10					
Total	100	100					
No. of years in present position							
Total response	100	100	5.22	4.10	4	1	21
No of years with present organization							
Total response	100	100	6.40	4.59	5	1	22

4.3 Correlation Analysis

Table 4.2 presents the means, standard deviations and Pearson correlations of variables for the 135 participants. The internal consistency reliabilities (Cronbach's alpha) of the research measures are reported in parenthesis along the diagonal of the correlation tables. As shown in Table 4.2, the Cronbach's alpha for HR practices was .96. The six-subscale of the 30 item HR practices scale (career development, staffing, training and development, performance appraisal, incentive and employee relations) also have satisfactory reliability values ranging from .69 to .76. The Cronbach's alpha for dependent variable, job satisfaction, was .68.

Table 4.2
Descriptive statistics, scale reliabilities, and correlations of variables

Variables	N	Mean	S.D.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1. Gender	100	1.48	.50																
2. Age	100	33.49	8.03	-.15															
3. Marital Status	100	1.78	.60	.02	.56**														
4. Education	100	4.19	1.32	-.08	.69**	.38**													
5 Position	100	5.99	3.84	-.03	-.06	-.00	-.14												
6. Tenure in present position	100	5.22	4.10	-.14	.74**	.30**	.54**	-.04											
7. Tenure in present organization	100	6.40	4.59	-.07	.76**	.37**	.52**	-.08	.70**										
8. Career development	100	3.25	.74	-.03	-.02	.00	.05	-.13	.15	.02	(.74)								
9. Staffing	100	3.25	.74	-.03	-.02	.00	.06	-.12	.15	.02	.99**	(.73)							
10. Training & development	100	3.23	.74	-.08	-.04	-.02	.03	-.16	.11	.02	.89**	.90**	(.69)						
11. Performance appraisal	100	3.25	.74	-.01	-.03	-.01	.04	-.14	.16	.01	.99**	.98**	.88**	(.73)					
12. Incentives	100	3.23	.76	-.01	-.05	.01	.04	-.12	.13	-.00	.99**	.99**	.90**	.97**	(.76)				
13. Employee relations	100	3.27	.75	-.08	.03	.03	.08	-.04	.16	.05	.94**	.93**	.81**	.90**	.92**	(.71)			
14. HR practices - overall	100	2.60	.58	-.04	-.02	.00	.05	-.12	.15	.02	1.00**	.99**	.92**	.98**	.99	.94**	(.96)		
15. Job satisfaction	100	3.11	.69	-.11	-.02	.00	-.04	-.13	.09	-.02	.79**	.79**	.85**	.78**	.78**	.78**	.82**	(.68)	

Note: Coefficient alpha reliability estimates are in parentheses on the diagonal of the correlation table

*Correlation is significant at $p < 0.05$ and **Correlation is significant at $p < 0.01$

4.3.1 HR Practices and Job Satisfaction

Overall, HR practices were significantly positively correlated with job satisfaction ($r = .82, p < .01$). This result implies that, the more effective the HR practices, the more satisfied the employees were toward their job.

4.3.1.1 Career Development and Job Satisfaction

Table 4.2 revealed significant positive relationship between career development and job satisfaction ($r = .79, p < .01$). The result suggests that participant who received higher career opportunities, have higher job satisfaction.

4.3.1.2 Staffing and Job Satisfaction

Table 4.2 also indicated that staffing was significantly positively correlated with job satisfaction ($r = .79, p < .01$). The result indicates that the more efficient the staffing process the more satisfied the participant feels towards the job.

4.3.1.3 Training and Development and Job Satisfaction

Training and development was significantly positively correlated with job satisfaction ($r = .85, p < .01$). The finding indicates that participants who received more training and development are more satisfied with their job.

4.3.1.4 Performance Appraisal and Job Satisfaction

Table 4.2 indicates that performance appraisal was significantly positively correlated with job satisfaction ($r = .78, p < .01$). The result implies that the more effective the performance appraisal the more satisfied the participants feel toward the job.

4.3.1.5 Incentives and Job Satisfaction

Incentives were significantly positively correlated with job satisfaction ($r = .78$, $p < .01$). The result shows that the more incentives were provided to employees the more they were satisfied with the job.

4.3.1.6 Employee Relations and Job Satisfaction

Employee relations was significantly positively correlated with job satisfaction ($r = .78$, $p < .01$). This result indicates that participants with higher relationship with the employer have higher feeling of satisfaction.

4.4 Regression Analysis

Multiple regression was used to assess the ability of six control measures (career development, staffing, training and development, performance appraisal, incentives and employee relations) to predict level of job satisfaction. The result shows in Table 4.3 indicates that 75.9% of the variance in job satisfaction had been significantly explained by the six dimensions. In the model, only two control measures were statistically significant, with training and development recording a higher beta value ($\beta = .795$, $p < .001$) than employee relations recording ($\beta = .505$, $p < .05$).

Table 4.3
Regression Analysis

	Beta	Sig.
Career Development	-.006	.994
Staffing	-.717	.120
Training and Development	.795	.000***
Performance Appraisal	.433	.322
Incentives	-.098	.803
Employee Relations	.505	.010*

*p<.05, **p<.01, ***p<.001

r² = .759 Nilai F = 48.80 Sig. F = .000

4.5 Conclusion

This chapter described the demographic characteristics of the 135 participants and the results of correlation and regression analyses. The results indicate that all six of HR dimensions have a significant positive relationship with job satisfaction. Among these six dimensions of HR practices, training and development make the strongest contribution to explain employees' job satisfaction. These research findings are discussed in the next chapter, Chapter 5.

CHAPTER 5

DISCUSSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study in light of the literature reviewed in Chapter 2, and the objectives developed in Chapter 1. This study provides identification of factors that related to job satisfaction. The findings, as presented in Chapter 4, are discussed in the section below. The chapter ends with limitations of the study and recommendations for future research.

5.2 HR Practices and Job Satisfaction

The first objective of this study was to investigate the relationship between HR practices and job satisfaction. In this study, HR practices were related to job satisfaction. This finding is in accordance with previous studies conducted by Absar, Azim, Balasundam and Akhter (2010) and Gonzalez and Garazo (2006). The finding shows that employees tend to be more satisfied with their job when HR practices are effective and efficient. The result is not surprising as HR practices normally influence all facet of one's job. Therefore, management of Tanzania Public Service College (TPSC) should ensure that all its HR practices are conducted effectively, by allowing employees to participate in decision making, providing development activities, providing employees with fair rewards and acknowledging the contributions of employees to the organization. In this way TPSC will be in a position of ensuring job satisfaction of its staffs, which in return leads to retention and attraction of key talented employees

5.2.1 Career Development and Job Satisfaction

The present study shows that career development was associated with job satisfaction. This finding supported previous studies conducted by Chen, Chang & Yeh (2004) and Baruch (1996). In this study, participants who were given high career opportunities were more satisfied with their job. This is not surprising as promotion is often regarded as appreciation and acknowledgement from the management towards the employees' contribution. If Tanzania Public Service College decided to enhance job satisfaction through career development, they must continue enriching and developing their workers as career development is a lifelong process. Apart from that, the management must also pay serious attention to the job fit issues when planning for employees' career. Baruch (1996) believed that employee who fit with the job tend to be more committed with the job given to them.

5.2.2 Staffing and Job Satisfaction

In this study, staffing process was related with job satisfaction. This result supported previous studies (Belzen, 2009; Azim, Balasundam & Akhter, 2010). Since staffing has been found to have strong association with job satisfaction, the management of Tanzania Public Service College needs to consider having a proper staffing procedure such as formal human resource planning, a systematic screening process, pre-employment test and a structured interview before the final hiring process take place. This is because a good staffing system will ensure the right person with the right experience, knowledge, skills and ability is hired to fit with the job demand. When the abilities of a person match with the demands of the job, it will improve the person's job satisfaction.

5.2.3 Training and Development and Job Satisfaction

The present study shows that training and development related to job satisfaction. This finding is in accordance with previous studies by Sahinids and Bouris (2007), Schmit (2007) and Azim, Balasundam and Akhter (2010). One possible explanation for this may be because the skills and knowledge that employees receive through training program is perceived beneficial to them in achieving better performance. Training and development is any effort to improve current of future employees' skills, abilities and knowledge. Thus, to increase job satisfaction, the management should continuously conducting training on related skills and knowledge which are necessary to the organization and are required to be acquired by the employees to achieve organizational goals.

5.2.4 Performance Appraisal and Job Satisfaction

In this study, performance appraisal was also found related with job satisfaction. This finding supported previous studies conducted by Azim, Balasundam and Akhter, (2010) and Ahmed and Akbar (2010). Performance appraisal is a systematic process to evaluate the performance of an employee after certain period of time. Since performance appraisal often leads to pay raise, promotion and training, it is not surprise to find why performance appraisal influence employee job satisfaction. However, to use performance appraisal as a way to improve employee job satisfaction, the management must ensure the performance appraisal system is fair and measured relevant parts of the job.

5.2.5 Incentives and Job Satisfaction

The study showed that incentives associated with job satisfaction. This finding supported past studies on the relationship between incentives and job satisfaction

(Rao, 2000; Azim, Balasundam & Akhter, 2010). This is not surprising as incentives are often regarded as the acknowledgment from the management towards the contribution made by the employees. Compared to other types of rewards, Rao (2000) argued that incentives are more significant and were believed to be the main reason why people work. In other words, employees will be more motivated and satisfied with their job when the management recognized and rewarded them for their achievement.

5.2.6 Employee Relations and Job Satisfaction

The results showed that employee relations were associated with job satisfaction. This finding is similar to what has been reported in the previous studies (Khan & Taher, 2008; Azim, Balasundam & Akhter, 2010). This study implies that good relationship between management and employees can create appropriate and conducive environment for all employees that ultimately leads to greater job satisfaction. Logically, employees will feel more satisfied with their job when they perceived their management to be open and honest and flexible in accommodating employee's issues, allowing employee involvement in decision making and allowing employees to have life outside work.

5.3 Factors with the Strongest Contribution on Job Satisfaction

The second objective of this study was to determine which among the six dimensions of HR practices contribute the most to job satisfaction. In this study, training and development has been found to have the strongest influence on job satisfaction. One possible explanation for this may be because training provides the basis for achievement in the organization. For example, knowledge and skills that were acquired through training help the employees to perform their daily task. High

job performance will then be translated into their performance appraisal. High rating in performance appraisal means high chances of being promoted or receiving greater incentives. Therefore, training that help to reduce performance deficiency may have the potential to influence job satisfaction.

Since the finding shows training and development contribute the most to job satisfaction, the management of Tanzania Public Service should continue to invest in training and development. However, careful training plan must be conducted to ensure that relevant training was provided to the employees. This is because relevant training will increase the chances for transfer of learning to occur.

5.4 Limitations and Direction for Future Research

There are limitations in the design of this study that might influence the interpretations and generalizations of these findings. These issues are discussed next.

The study is limited by the number of variables tested. The study only tested six dimensions of HR practice (career development, staffing, training and development, performance appraisal, incentives, employee relations) on job satisfaction among college staffs. There could be other factors such as leadership style, nature of the job, culture of the organization, organization and job fit that could affect employees' job satisfaction in the organization.

Another limitation of this study is that the data provided is from a single organization. The study was carried out at one college in Tanzania. Thus, the findings cannot be generalized to other colleges or universities in the country. In future research, it would be desirable to have samples from other colleges in Tanzania so that the similarities and differences in terms of factors that may have influence the job satisfaction in the organization can be examined.

In summary, while there are some limitations associated with the approach used here and given the exploratory nature of the study, the results of this research provide useful findings that should be of interest to both researchers and practitioners.

5.5 Conclusion

The current chapter has discussed results of the study in light of the literature and limitations. The aim of this study was to examine the factors that influence job satisfaction. The results indicate that all six HR practices were related to job satisfaction. However, since the study was conducted at one organization only, the findings must be interpreted with cautious and cannot be generalized to represent other organizations. It is hoped that through the examination of the HR practices that contribute to job satisfaction, a more complete understanding of the needed to enhance job satisfaction will be achieved.

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<http://www.utumishi.go.tz>

http://www.tpsc.go.tz/tpsc_brochure.pdf

APPENDICES

APPENDIX A

SAMPLE OF THE SURVEY MATERIALS

This appendix contains copy of the survey materials provided to respondents, namely the cover letter and the questionnaire.



A STUDY ON JOB SATISFACTION

Dear Participant,

Thank you for agreeing to participate in this research.

I would appreciate it very much if you could answer the questions carefully as the information you provide will influence the accuracy and the success of this research. It will take no longer than 30 minutes to complete the questionnaire. All answers will be treated with strict confidence and will be used for the purpose of the study only.

If you have any questions regarding this research, you may address them to me at the contact details below.

Thank you for your cooperation and the time taken in answering this questionnaire.

Yours sincerely,

Mohamed Abbasi Balozzi

Master Candidate

College of Business

Universiti Utara Malaysia

Sintok, 06010 Kedah

Mobile phone: +60169836386

Email: balozyjunioryahoo.com

Section 1: Using the following scale, please tick (√) the given box that represents your most appropriate answer.						
		Strongly Disagree		Strongly Agree		
1	My organization considers employee developmental programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	Career development focuses on specific group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	My organization uses employee assessment programs before acting for career development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	My organization conducts promotability forecast to identify employees with high career potential	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5	There is formal employment planning in my organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6	My company uses internal recruiting sources extensively to fill open positions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7	Job applicants undergo structured interviews before being hired	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8	Job applicants take formal pre-employment tests before being hired	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9	Extensive training programs are provided for employees in my organization	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10	Employees normally go through training programs every year	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11	My organization provides formal training to promote skills to new hires	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12	My organization provides formal training for employees who are promoted	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13	Employees regularly (at least once a year) receive a formal evaluation of their Performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

14	Performance appraisals are based on objective results	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
15	Performance appraisals are based on quantifiable results	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
16	Employees receive performance feedback on a routine (at least twice a year) basis.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
17	My organization has favorable incentive practices to encourage employees to pursue the company objectives	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
18	My organization has very fair incentive practices, aimed at rewarding people who accomplish the organization goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
19	My organization has favorable incentive practices to encourage people to reach the organization goals	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
20	My organization has incentive practices which really recognize people who contribute the most to organization	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
21	Employees have a reasonable and fair complaint-resolution process	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
22	Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
23	Employees regularly (at least once a year) complete an attitude survey.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
24	Employees are provided the opportunity to suggest improvements in the way things are done.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Section 2: Using the following scale, please tick (✓) the given box that represents your most appropriate answer.		
		Strongly Disagree Strongly Agree
25	I think my personal morale is high right now	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
26	The relationships in my job are important to my job satisfaction	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
27	I feel fairly well-satisfied with my current job.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
28	I feel the training that I receive is an important part of my job.	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
39	My job makes good use of my skills and abilities	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
30	I work in a “family friendly” atmosphere	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

Section 3: Please tick (✓) the given box or fill in the blank that represent your answer

1 I am:

Male Female

2 My age is _____ years

3 My marital status:

Single Married Divorce

4 My highest education level:

High school education Diploma Master
 Certificate First Degree PhD

5 My position in this organization: _____

6 Number of years in present position: _____

7 Number of years with present organization: _____

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY

APPENDIX B

SPSS OUTPUT

FREQUENCIES VARIABLES=Gender Age Marital Education Position No.pp No.PO
 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN
 /ORDER=ANALYSIS.

Frequencies

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Statistics

		Gender	Age	Marital	Education	Position	No.pp	No.PO
N	Valid	100	100	100	100	100	100	100
	Missing	0	0	0	0	0	0	0
	Mean	1.48	33.49	1.78	4.19	5.99	5.22	6.40
	Median	1.00	32.00	2.00	4.00	6.00	4.00	5.00
	Std. Deviation	.502	8.026	.596	1.316	3.839	4.096	4.592
	Minimum	1	21	1	1	1	1	1
	Maximum	2	55	3	6	15	21	22

Frequency Table

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	52	52.0	52.0	52.0
	Female	48	48.0	48.0	100.0
Total		100	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21	2	2.0	2.0	2.0
	22	2	2.0	2.0	4.0
	23	4	4.0	4.0	8.0
	24	2	2.0	2.0	10.0
	25	9	9.0	9.0	19.0
	26	4	4.0	4.0	23.0
	27	5	5.0	5.0	28.0
	28	7	7.0	7.0	35.0
	29	6	6.0	6.0	41.0
	30	1	1.0	1.0	42.0
	31	1	1.0	1.0	43.0
	32	8	8.0	8.0	51.0
	33	8	8.0	8.0	59.0
	34	2	2.0	2.0	61.0

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	4	4.0	4.0	65.0
	36	2	2.0	2.0	67.0
	37	2	2.0	2.0	69.0
	38	2	2.0	2.0	71.0
	39	1	1.0	1.0	72.0
	40	7	7.0	7.0	79.0
	42	3	3.0	3.0	82.0
	43	2	2.0	2.0	84.0
	44	4	4.0	4.0	88.0
	45	3	3.0	3.0	91.0
	46	3	3.0	3.0	94.0
	48	2	2.0	2.0	96.0
	49	3	3.0	3.0	99.0
	55	1	1.0	1.0	100.0
	Total		100	100.0	100.0

Marital

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	31	31.0	31.0	31.0
	Married	60	60.0	60.0	91.0
	Divorce	9	9.0	9.0	100.0
	Total	100	100.0	100.0	

Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school education	4	4.0	4.0	4.0
	Certificate	7	7.0	7.0	11.0
	Diploma	17	17.0	17.0	28.0
	First Degree	26	26.0	26.0	54.0
	Master	30	30.0	30.0	84.0
	PhD	16	16.0	16.0	100.0
	Total		100	100.0	100.0

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Lecturer	11	11.0	11.0	11.0
	Tutor	14	14.0	14.0	25.0
	Accountant	5	5.0	5.0	30.0
	Assistant lecturer	10	10.0	10.0	40.0

Position

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Senior lecturer	9	9.0	9.0	49.0
	Tutorial Assistant	11	11.0	11.0	60.0
	Office attendant	10	10.0	10.0	70.0
	Associate professor	8	8.0	8.0	78.0
	Librarian	2	2.0	2.0	80.0
	HR	3	3.0	3.0	83.0
	Secretary	8	8.0	8.0	91.0
	Marketing manager	2	2.0	2.0	93.0
	Computer technician	2	2.0	2.0	95.0
	Cordinator	1	1.0	1.0	96.0
	Consultant	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

No.pp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	5.0	5.0	5.0
	2	26	26.0	26.0	31.0
	3	12	12.0	12.0	43.0
	4	8	8.0	8.0	51.0
	5	17	17.0	17.0	68.0
	6	9	9.0	9.0	77.0
	7	6	6.0	6.0	83.0
	8	1	1.0	1.0	84.0
	9	2	2.0	2.0	86.0
	10	5	5.0	5.0	91.0
	12	3	3.0	3.0	94.0
	15	3	3.0	3.0	97.0
	18	1	1.0	1.0	98.0
	20	1	1.0	1.0	99.0
	21	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

No.PO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	1.0	1.0	1.0
	2	18	18.0	18.0	19.0
	3	15	15.0	15.0	34.0
	4	6	6.0	6.0	40.0
	5	18	18.0	18.0	58.0

No.PO

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	6	4	4.0	4.0	62.0
	7	9	9.0	9.0	71.0
	8	5	5.0	5.0	76.0
	9	3	3.0	3.0	79.0
	10	4	4.0	4.0	83.0
	11	3	3.0	3.0	86.0
	12	2	2.0	2.0	88.0
	13	4	4.0	4.0	92.0
	14	1	1.0	1.0	93.0
	15	3	3.0	3.0	96.0
	20	3	3.0	3.0	99.0
	22	1	1.0	1.0	100.0
Total		100	100.0	100.0	

RELIABILITY

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Reliability

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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.735	.732	4

Item Statistics

	Mean	Std. Deviation	N
My organization considers employee developmental programs	2.84	.950	100
Career development focuses on specific group	3.10	1.010	100
My organization uses employee assessment programs before acting for career development	3.48	1.049	100
My organization conducts promotability forecast to identify employees with high potential	3.56	.935	100

Inter-Item Correlation Matrix

	My organization considers employee developmental programs	Career development focuses on specific group	My organization uses employee assessment programs before acting for career development	My organization conducts promotability forecast to identify employees with high potential
My organization considers employee developmental programs	1.000	.290	.199	.272
Career development focuses on specific group	.290	1.000	.622	.475
My organization uses employee assessment programs before acting for career development	.199	.622	1.000	.578
My organization conducts promotability forecast to identify employees with high potential	.272	.475	.578	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.406	.199	.622	.422	3.118	.028

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
My organization considers employee developmental programs	10.14	6.344	.301
Career development focuses on specific group	9.88	4.895	.620
My organization uses employee assessment programs before acting for career development	9.50	4.737	.624
My organization conducts promotability forecast to identify employees with high potential	9.42	5.297	.584

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization considers employee developmental programs	.109	.792
Career development focuses on specific group	.427	.618
My organization uses employee assessment programs before acting for career development	.490	.614
My organization conducts promotability forecast to identify employees with high potential	.373	.644

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.98	8.686	2.947	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Item Statistics

	Mean	Std. Deviation	N
There is formal employment in my organization	2.94	.897	100

Item Statistics

	Mean	Std. Deviation	N
My company uses internal recruiting sources extensively to fill open positions	3.10	1.010	100
Job applicants undergo structured interviews before being hired	3.48	1.049	100
Job applicants take formal pre-employment tests before being hired	3.47	1.029	100

Inter-Item Correlation Matrix

	There is formal employment in my organization	My company uses internal recruiting sources extensively to fill open positions	Job applicants undergo structured interviews before being hired	Job applicants take formal pre-employment tests before being hired
There is formal employment in my organization	1.000	.163	.085	.217
My company uses internal recruiting sources extensively to fill open positions	.163	1.000	.622	.576
Job applicants undergo structured interviews before being hired	.085	.622	1.000	.649
Job applicants take formal pre-employment tests before being hired	.217	.576	.649	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.385	.085	.649	.565	7.678	.060

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
There is formal employment in my organization	10.05	7.098	.179
My company uses internal recruiting sources extensively to fill open positions	9.89	4.927	.627

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
There is formal employment in my organization	.059	.828
My company uses internal recruiting sources extensively to fill open positions	.442	.597

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Job applicants undergo structured interviews before being hired	9.51	4.778	.628
Job applicants take formal pre-employment tests before being hired	9.52	4.697	.673

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Job applicants undergo structured interviews before being hired	.519	.594
Job applicants take formal pre-employment tests before being hired	.488	.566

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.99	8.757	2.959	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

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Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.692	.689	4

Item Statistics

	Mean	Std. Deviation	N
Extensive training programs are provided foremployees in my organization	2.88	.946	100
Employees normal go through training programs every year	3.17	.985	100
My organization provides formal training to promote skills to new hires	3.37	1.152	100
My organization provides formal training for employees who are promoted	3.48	1.010	100

Inter-Item Correlation Matrix

	Extensive training programs are provided foremployees in my organization	Employees normal go through training programs every year	My organization provides formal training to promote skills to new hires	My organization provides formal training for employees who are promoted
Extensive training programs are provided foremployees in my organization	1.000	.250	.329	.336
Employees normal go through training programs every year	.250	1.000	.353	.313

Inter-Item Correlation Matrix

	Extensive training programs are provided foremployees in my organization	Employees normal go through training programs every year	My organization provides formal training to promote skills to new hires	My organization provides formal training for employees who are promoted
My organization provides formal training to promote skills to new hires	.329	.353	1.000	.558
My organization provides formal training for employees who are promoted	.336	.313	.558	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.356	.250	.558	.308	2.234	.010

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Extensive training programs are provided foremployees in my organization	10.02	6.040	.392
Employees normal go through training programs every year	9.73	5.896	.395
My organization provides formal training to promote skills to new hires	9.53	4.615	.569
My organization provides formal training for employees who are promoted	9.42	5.175	.558

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Extensive training programs are provided foremployees in my organization	.155	.676
Employees normal go through training programs every year	.158	.676
My organization provides formal training to promote skills to new hires	.361	.562
My organization provides formal training for employees who are promoted	.347	.575

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.90	8.758	2.959	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.734	.730	4

Item Statistics

	Mean	Std. Deviation	N
Employees regularly (at least once a year) receive formal evaluation of their performance	2.84	.950	100
Performance appraisals are base on objective results	3.13	.991	100
Performance appraisals are based on quantifiable results	3.52	1.020	100
Employees receive performance feedback on routine (at least twice a year) basis	3.49	1.020	100

Inter-Item Correlation Matrix

	Employees regularly (at least once a year) receive formal evaluation of their performance	Performance appraisals are base on objective results	Performance appraisals are based on quantifiable results	Employees receive performance feedback on routine (at least twice a year) basis
Employees regularly (at least once a year) receive formal evaluation of their performance	1.000	.237	.191	.321
Performance appraisals are base on objective results	.237	1.000	.582	.476
Performance appraisals are based on quantifiable results	.191	.582	1.000	.617
Employees receive performance feedback on routine (at least twice a year) basis	.321	.476	.617	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.404	.191	.617	.426	3.231	.030

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
Employees regularly (at least once a year) receive formal evaluation of their performance	10.14	6.485	.297
Performance appraisals are base on objective results	9.85	5.260	.568
Performance appraisals are based on quantifiable results	9.46	4.958	.623
Employees receive performance feedback on routine (at least twice a year) basis	9.49	4.919	.634

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Employees regularly (at least once a year) receive formal evaluation of their performance	.115	.791
Performance appraisals are base on objective results	.369	.649
Performance appraisals are based on quantifiable results	.490	.615
Employees receive performance feedback on routine (at least twice a year) basis	.436	.608

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.98	8.828	2.971	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

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Cases	Valid	100	100.0
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	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.755	.749	4

Item Statistics

	Mean	Std. Deviation	N
My organization has favorable incentive practices to encourage employees to pursue the company objectives	2.87	.939	100
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	3.10	1.010	100
My organization has favorable incentive practices to encourage people to reach organization goals	3.48	1.049	100
My organization has incentive practices which really recognize people who contribute the most to organization	3.47	1.029	100

Inter-Item Correlation Matrix

	My organization has favorable incentive practices to encourage employees to pursue the company objectives	My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	My organization has favorable incentive practices to encourage people to reach organization goals	My organization has incentive practices which really recognize people who contribute the most to organization
My organization has favorable incentive practices to encourage employees to pursue the company objectives	1.000	.259	.187	.273
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.259	1.000	.622	.576
My organization has favorable incentive practices to encourage people to reach organization goals	.187	.622	1.000	.649
My organization has incentive practices which really recognize people who contribute the most to organization	.273	.576	.649	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.428	.187	.649	.462	3.473	.040

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
My organization has favorable incentive practices to encourage employees to pursue the company objectives	10.05	7.098	.277
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	9.82	5.341	.644

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization has favorable incentive practices to encourage employees to pursue the company objectives	.091	.828
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.448	.646

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
My organization has favorable incentive practices to encourage people to reach organization goals	9.44	5.178	.647
My organization has incentive practices which really recognize people who contribute the most to organization	9.45	5.179	.668

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization has favorable incentive practices to encourage people to reach organization goals	.514	.642
My organization has incentive practices which really recognize people who contribute the most to organization	.484	.630

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12.92	9.367	3.061	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

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Cases	Valid	100	100.0
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a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.714	.711	4

Item Statistics

	Mean	Std. Deviation	N
Employees have reasonable and fair complaint resolution process	2.90	.980	100
Employees are involved in formal participation processes suc as quality improvement groups, problem solving groups, or suggestion systems	3.20	1.025	100
Employees regularly (at least once a year) complete attitude survey	3.48	1.049	100
Employees are provided the opportunity to suggest improvements in the way things are done	3.50	1.030	100

Inter-Item Correlation Matrix

	Employees have reasonable and fair complaint resolution process	Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	Employees regularly (at least once a year) complete attitude survey	Employees are provided the opportunity to suggest improvements in the way things are done
Employees have reasonable and fair complaint resolution process	1.000	.342	.126	.260
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.342	1.000	.511	.411
Employees regularly (at least once a year) complete attitude survey	.126	.511	1.000	.636
Employees are provided the opportunity to suggest improvements in the way things are done	.260	.411	.636	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.381	.126	.636	.510	5.053	.030

Summary Item Statistics

	N of Items
Inter-Item Correlations	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
Employees have reasonable and fair complaint resolution process	10.18	6.553	.293	.158
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	9.88	5.278	.564	.342

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Employees have reasonable and fair complaint resolution process	.765
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.613

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation
Employees regularly (at least once a year) complete attitude survey	9.60	5.152	.574	.493
Employees are provided the opportunity to suggest improvements in the way things are done	9.58	5.155	.592	.439

Item-Total Statistics

	Cronbach's Alpha if Item Deleted
Employees regularly (at least once a year) complete attitude survey	.606
Employees are provided the opportunity to suggest improvements in the way things are done	.595

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
13.08	8.983	2.997	4

RELIABILITY

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Reliability

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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.677	.675	6

Item Statistics

	Mean	Std. Deviation	N
I think my personal morale is high right now	2.87	1.031	100
The relationships in my job are important to my job satisfaction	3.12	1.085	100
I feel fairly well satisfied with my current job	3.34	1.224	100
I feel the training that I receive is important part of my job	3.40	1.163	100
My job makes good use of my skills and abilities	2.85	1.048	100
I work in a "family friendly" atmosphere	3.07	1.094	100

Inter-Item Correlation Matrix

	I think my personal morale is high right now	The relationships in my job are important to my job satisfaction	I feel fairly well satisfied with my current job	I feel the training that I receive is important part of my job
I think my personal morale is high right now	1.000	.005	.195	.128
The relationships in my job are important to my job satisfaction	.005	1.000	.364	.186
I feel fairly well satisfied with my current job	.195	.364	1.000	.414

Inter-Item Correlation Matrix

	My job makes good use of my skills and abilities	I work in a "family friendly" atmosphere
I think my personal morale is high right now	.561	.250
The relationships in my job are important to my job satisfaction	.016	.529
I feel fairly well satisfied with my current job	.166	.389

Inter-Item Correlation Matrix

	I think my personal morale is high right now	The relationships in my job are important to my job satisfaction	I feel fairly well satisfied with my current job	I feel the training that I receive is important part of my job
I feel the training that I receive is important part of my job	.128	.186	.414	1.000
My job makes good use of my skills and abilities	.561	.016	.166	.249
I work in a "family friendly" atmosphere	.250	.529	.389	.271

Inter-Item Correlation Matrix

	My job makes good use of my skills and abilities	I work in a "family friendly" atmosphere
I feel the training that I receive is important part of my job	.249	.271
My job makes good use of my skills and abilities	1.000	.133
I work in a "family friendly" atmosphere	.133	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.257	.005	.561	.556	111.016	.027

Summary Item Statistics

	N of Items
Inter-Item Correlations	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
I think my personal morale is high right now	15.78	13.305	.344
The relationships in my job are important to my job satisfaction	15.53	13.039	.350
I feel fairly well satisfied with my current job	15.31	11.347	.498
I feel the training that I receive is important part of my job	15.25	12.351	.398
My job makes good use of my skills and abilities	15.80	13.273	.339
I work in a "family friendly" atmosphere	15.58	11.903	.511

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
I think my personal morale is high right now	.370	.656
The relationships in my job are important to my job satisfaction	.332	.654
I feel fairly well satisfied with my current job	.295	.601
I feel the training that I receive is important part of my job	.223	.639
My job makes good use of my skills and abilities	.350	.658
I work in a "family friendly" atmosphere	.378	.600

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
18.65	16.957	4.118	6

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RELIABILITY

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Reliability

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Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	100	100.0
	Excluded ^a	0	.0
	Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.959	.959	24

Item Statistics

	Mean	Std. Deviation	N
My organization considers employee developmental programs	2.84	.950	100
Career development focuses on specific group	3.10	1.010	100
My organization uses employee assessment programs before acting for career development	3.48	1.049	100

Item Statistics

	Mean	Std. Deviation	N
My organization conducts promotability forecast to identify employees with high potential	3.56	.935	100
There is formal employment in my organization	2.94	.897	100
My company uses internal recruiting sources extensively to fill open positions	3.10	1.010	100
Job applicants undergo structured interviews before being hired	3.48	1.049	100
Job applicants take formal pre-employment tests before being hired	3.47	1.029	100
Extensive training programs are provided for employees in my organization	2.88	.946	100
Employees normal go through training programs every year	3.17	.985	100
My organization provides formal training to promote skills to new hires	3.37	1.152	100
My organization provides formal training for employees who are promoted	3.48	1.010	100
Employees regularly (at least once a year) receive formal evaluation of their performance	2.84	.950	100
Performance appraisals are based on objective results	3.13	.991	100
Performance appraisals are based on quantifiable results	3.52	1.020	100
Employees receive performance feedback on routine (at least twice a year) basis	3.49	1.020	100
My organization has favorable incentive practices to encourage employees to pursue the company objectives	2.87	.939	100
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	3.10	1.010	100

Item Statistics

	Mean	Std. Deviation	N
My organization has favorable incentive practices to encourage people to reach organization goals	3.48	1.049	100
My organization has incentive practices which really recognize people who contribute the most to organization	3.47	1.029	100
Employees have reasonable and fair complaint resolution process	2.90	.980	100
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	3.20	1.025	100
Employees regularly (at least once a year) complete attitude survey	3.48	1.049	100
Employees are provided the opportunity to suggest improvements in the way things are done	3.50	1.030	100

Inter-Item Correlation Matrix

	My organization considers employee developmental programs	Career development focuses on specific group	My organization uses employee assessment programs before acting for career development	My organization conducts promotability forecast to identify employees with high potential
My organization considers employee developmental programs	1.000	.290	.199	.272
Career development focuses on specific group	.290	1.000	.622	.475
My organization uses employee assessment programs before acting for career development	.199	.622	1.000	.578
My organization conducts promotability forecast to identify employees with high potential	.272	.475	.578	1.000

Inter-Item Correlation Matrix

	There is formal employment in my organization	My company uses internal recruiting sources extensively to fill open positions	Job applicants undergo structured interviews before being hired	Job applicants take formal pre-employment tests before being hired
My organization considers employee developmental programs	.865	.290	.199	.315
Career development focuses on specific group	.163	1.000	.622	.576
My organization uses employee assessment programs before acting for career development	.085	.622	1.000	.649
My organization conducts promotability forecast to identify employees with high potential	.293	.475	.578	.930

Inter-Item Correlation Matrix

	Extensive training programs are provided for employees in my organization	Employees normal go through training programs every year	My organization provides formal training to promote skills to new hires	My organization provides formal training for employees who are promoted
My organization considers employee developmental programs	.653	.170	.230	.323
Career development focuses on specific group	.351	.754	.515	.477
My organization uses employee assessment programs before acting for career development	.323	.536	.713	.648
My organization conducts promotability forecast to identify employees with high potential	.259	.356	.509	.771

Inter-Item Correlation Matrix

	Employees regularly (at least once a year) receive formal evaluation of their performance	Performance appraisals are based on objective results	Performance appraisals are based on quantifiable results	Employees receive performance feedback on routine (at least twice a year) basis
My organization considers employee developmental programs	1.000	.237	.191	.321
Career development focuses on specific group	.290	.955	.557	.540
My organization uses employee assessment programs before acting for career development	.199	.619	.954	.609
My organization conducts promotability forecast to identify employees with high potential	.272	.465	.602	.948

Inter-Item Correlation Matrix

	My organization has favorable incentive practices to encourage employees to pursue the company objectives	My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	My organization has favorable incentive practices to encourage people to reach organization goals	My organization has incentive practices which really recognize people who contribute the most to organization
My organization considers employee developmental programs	.950	.290	.199	.315
Career development focuses on specific group	.259	1.000	.622	.576
My organization uses employee assessment programs before acting for career development	.187	.622	1.000	.649
My organization conducts promotability forecast to identify employees with high potential	.222	.475	.578	.930

Inter-Item Correlation Matrix

	Employees have reasonable and fair complaint resolution process	Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	Employees regularly (at least once a year) complete attitude survey	Employees are provided the opportunity to suggest improvements in the way things are done
My organization considers employee developmental programs	.894	.241	.199	.258
Career development focuses on specific group	.214	.839	.622	.544
My organization uses employee assessment programs before acting for career development	.126	.511	1.000	.636
My organization conducts promotability forecast to identify employees with high potential	.227	.367	.578	.912

Inter-Item Correlation Matrix

	My organization considers employee developmental programs	Career development focuses on specific group	My organization uses employee assessment programs before acting for career development	My organization conducts promotability forecast to identify employees with high potential
There is formal employment in my organization	.865	.163	.085	.293
My company uses internal recruiting sources extensively to fill open positions	.290	1.000	.622	.475
Job applicants undergo structured interviews before being hired	.199	.622	1.000	.578
Job applicants take formal pre-employment tests before being hired	.315	.576	.649	.930
Extensive training programs are provided foremployees in my organization	.653	.351	.323	.259
Employees normal go through training programs every year	.170	.754	.536	.356
My organization provides formal training to promote skills to new hires	.230	.515	.713	.509
My organization provides formal training for employees who are promoted	.323	.477	.648	.771
Employees regularly (at least once a year) receive formal evaluation of their performance	1.000	.290	.199	.272
Performance appraisals are base on objective results	.237	.955	.619	.465
Performance appraisals are based on quantifiable results	.191	.557	.954	.602
Employees receive performance feedback on routine (at least twice a year) basis	.321	.540	.609	.948
My organization has favorable incentive practico to encourage employees to pursue the company objectives	.950	.259	.187	.222

Inter-Item Correlation Matrix

	There is formal employment in my organization	My company uses internal recruiting sources extensively to fill open positions	Job applicants undergo structured interviews before being hired	Job applicants take formal pre-employment tests before being hired
There is formal employment in my organization	1.000	.163	.085	.217
My company uses internal recruiting sources extensively to fill open positions	.163	1.000	.622	.576
Job applicants undergo structured interviews before being hired	.085	.622	1.000	.649
Job applicants take formal pre-employment tests before being hired	.217	.576	.649	1.000
Extensive training programs are provided for employees in my organization	.611	.351	.323	.359
Employees normal go through training programs every year	.092	.754	.536	.379
My organization provides formal training to promote skills to new hires	.100	.515	.713	.602
My organization provides formal training for employees who are promoted	.266	.477	.648	.840
Employees regularly (at least once a year) receive formal evaluation of their performance	.865	.290	.199	.315
Performance appraisals are base on objective results	.168	.955	.619	.514
Performance appraisals are based on quantifiable results	.123	.557	.954	.602
Employees receive performance feedback on routine (at least twice a year) basis	.242	.540	.609	.981
My organization has favorable incentive practice to encourage employees to pursue the company objectives	.878	.259	.187	.273

Inter-Item Correlation Matrix

	Extensive training programs are provided foremployees in my organization	Employees normal go through training programs every year	My organization provides formal training to promote skills to new hires	My organization provides formal training for employees who are promoted
There is formal employment in my organization	.611	.092	.100	.266
My company uses internal recruiting sources extensively to fill open positions	.351	.754	.515	.477
Job applicants undergo structured interviews before being hired	.323	.536	.713	.648
Job applicants take formal pre-employment tests before being hired	.359	.379	.602	.840
Extensive training programs are provided foremployees in my organization	1.000	.250	.329	.336
Employees normal go through training programs every year	.250	1.000	.353	.313
My organization provides formal training to promote skills to new hires	.329	.353	1.000	.558
My organization provides formal training for employees who are promoted	.336	.313	.558	1.000
Employees regularly (at least once a year) receive formal evaluation of their performance	.653	.170	.230	.323
Performance appraisals are base on objective results	.329	.763	.462	.472
Performance appraisals are based on quantifiable results	.264	.484	.703	.589
Employees receive performance feedback on routine (at least twice a year) basis	.323	.338	.601	.799
My organization has favorable incentive practiceto encourage employees to pursue the company objectives	.630	.101	.222	.311

Inter-Item Correlation Matrix

	Employees regularly (at least once a year) receive formal evaluation of their performance	Performance appraisals are based on objective results	Performance appraisals are based on quantifiable results	Employees receive performance feedback on routine (at least twice a year) basis
There is formal employment in my organization	.865	.168	.123	.242
My company uses internal recruiting sources extensively to fill open positions	.290	.955	.557	.540
Job applicants undergo structured interviews before being hired	.199	.619	.954	.609
Job applicants take formal pre-employment tests before being hired	.315	.514	.602	.981
Extensive training programs are provided for employees in my organization	.653	.329	.264	.323
Employees normally go through training programs every year	.170	.763	.484	.338
My organization provides formal training to promote skills to new hires	.230	.462	.703	.601
My organization provides formal training for employees who are promoted	.323	.472	.589	.799
Employees regularly (at least once a year) receive formal evaluation of their performance	1.000	.237	.191	.321
Performance appraisals are based on objective results	.237	1.000	.582	.476
Performance appraisals are based on quantifiable results	.191	.582	1.000	.617
Employees receive performance feedback on routine (at least twice a year) basis	.321	.476	.617	1.000
My organization has favorable incentive practices to encourage employees to pursue the company objectives	.950	.203	.177	.278

Inter-Item Correlation Matrix

	My organization has favorable incentive practices to encourage employees to pursue the company objectives	My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	My organization has favorable incentive practices to encourage people to reach organization goals	My organization has incentive practices which really recognize people who contribute the most to organization
There is formal employment in my organization	.878	.163	.085	.217
My company uses internal recruiting sources extensively to fill open positions	.259	1.000	.622	.576
Job applicants undergo structured interviews before being hired	.187	.622	1.000	.649
Job applicants take formal pre-employment tests before being hired	.273	.576	.649	1.000
Extensive training programs are provided for employees in my organization	.630	.351	.323	.359
Employees normal go through training programs every year	.101	.754	.536	.379
My organization provides formal training to promote skills to new hires	.222	.515	.713	.602
My organization provides formal training for employees who are promoted	.311	.477	.648	.840
Employees regularly (at least once a year) receive formal evaluation of their performance	.950	.290	.199	.315
Performance appraisals are based on objective results	.203	.955	.619	.514
Performance appraisals are based on quantifiable results	.177	.557	.954	.602
Employees receive performance feedback on routine (at least twice a year) basis	.278	.540	.609	.981
My organization has favorable incentive practices to encourage employees to pursue the company objectives	1.000	.259	.187	.273

Inter-Item Correlation Matrix

	Employees have reasonable and fair complaint resolution process	Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	Employees regularly (at least once a year) complete attitude survey	Employees are provided the opportunity to suggest improvements in the way things are done
There is formal employment in my organization	.867	.156	.085	.219
My company uses internal recruiting sources extensively to fill open positions	.214	.839	.622	.544
Job applicants undergo structured interviews before being hired	.126	.511	1.000	.636
Job applicants take formal pre-employment tests before being hired	.197	.360	.649	.958
Extensive training programs are provided for employees in my organization	.554	.181	.323	.332
Employees normally go through training programs every year	.154	.726	.536	.373
My organization provides formal training to promote skills to new hires	.096	.305	.713	.541
My organization provides formal training for employees who are promoted	.243	.287	.648	.826
Employees regularly (at least once a year) receive formal evaluation of their performance	.894	.241	.199	.258
Performance appraisals are based on objective results	.159	.789	.619	.480
Performance appraisals are based on quantifiable results	.113	.441	.954	.587
Employees receive performance feedback on routine (at least twice a year) basis	.201	.321	.609	.938
My organization has favorable incentive practices to encourage employees to pursue the company objectives	.842	.206	.187	.214

Inter-Item Correlation Matrix

	My organization considers employee developmental programs	Career development focuses on specific group	My organization uses employee assessment programs before acting for career development	My organization conducts promotability forecast to identify employees with high potential
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.290	1.000	.622	.475
My organization has favorable incentive practices to encourage people to reach organization goals	.199	.622	1.000	.578
My organization has incentive practices which really recognize people who contribute the most to organization	.315	.576	.649	.930
Employees have reasonable and fair complaint resolution process	.894	.214	.126	.227
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.241	.839	.511	.367
Employees regularly (at least once a year) complete attitude survey	.199	.622	1.000	.578
Employees are provided the opportunity to suggest improvements in the way things are done	.258	.544	.636	.912

Inter-Item Correlation Matrix

	There is formal employment in my organization	My company uses internal recruiting sources extensively to fill open positions	Job applicants undergo structured interviews before being hired	Job applicants take formal pre-employment tests before being hired
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.163	1.000	.622	.576
My organization has favorable incentive practices to encourage people to reach organization goals	.085	.622	1.000	.649
My organization has incentive practices which really recognize people who contribute the most to organization	.217	.576	.649	1.000
Employees have reasonable and fair complaint resolution process	.867	.214	.126	.197
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.156	.839	.511	.360
Employees regularly (at least once a year) complete attitude survey	.085	.622	1.000	.649
Employees are provided the opportunity to suggest improvements in the way things are done	.219	.544	.636	.958

Inter-Item Correlation Matrix

	Extensive training programs are provided foremployees in my organization	Employees normal go through training programs every year	My organization provides formal training to promote skills to new hires	My organization provides formal training for employees who are promoted
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.351	.754	.515	.477
My organization has favorable incentive practices to encourage people to reach organization goals	.323	.536	.713	.648
My organization has incentive practices which really recognize people who contribute the most to organization	.359	.379	.602	.840
Employees have reasonable and fair complaint resolution process	.554	.154	.096	.243
Employees are involved in formal participation processes suc as quality improvement groups, problem solving groups, or suggestion systems	.181	.726	.305	.287
Employees regularly (at least once a year) complete attitude survey	.323	.536	.713	.648
Employees are provided the opportunity to suggest improvements in the way things are done	.332	.373	.541	.826

Inter-Item Correlation Matrix

	Employees regularly (at least once a year) receive formal evaluation of their performance	Performance appraisals are base on objective results	Performance appraisals are based on quantifiable results	Employees receive performance feedback on routine (at least twice a year) basis
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.290	.955	.557	.540
My organization has favorable incentive practices to encourage people to reach organization goals	.199	.619	.954	.609
My organization has incentive practices which really recognize people who contribute the most to organization	.315	.514	.602	.981
Employees have reasonable and fair complaint resolution process	.894	.159	.113	.201
Employees are involved in formal participation processes suc as quality improvement groups, problem solving groups, or suggestion systems	.241	.789	.441	.321
Employees regularly (at least once a year) complete attitude survey	.199	.619	.954	.609
Employees are provided the opportunity to suggest improvements in the way things are done	.258	.480	.587	.938

Inter-Item Correlation Matrix

	My organization has favorable incentive practices to encourage employees to pursue the company objectives	My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	My organization has favorable incentive practices to encourage people to reach organization goals	My organization has incentive practices which really recognize people who contribute the most to organization
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.259	1.000	.622	.576
My organization has favorable incentive practices to encourage people to reach organization goals	.187	.622	1.000	.649
My organization has incentive practices which really recognize people who contribute the most to organization	.273	.576	.649	1.000
Employees have reasonable and fair complaint resolution process	.842	.214	.126	.197
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.206	.839	.511	.360
Employees regularly (at least once a year) complete attitude survey	.187	.622	1.000	.649
Employees are provided the opportunity to suggest improvements in the way things are done	.214	.544	.636	.958

Inter-Item Correlation Matrix

	Employees have reasonable and fair complaint resolution process	Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	Employees regularly (at least once a year) complete attitude survey	Employees are provided the opportunity to suggest improvements in the way things are done
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.214	.839	.622	.544
My organization has favorable incentive practices to encourage people to reach organization goals	.126	.511	1.000	.636
My organization has incentive practices which really recognize people who contribute the most to organization	.197	.360	.649	.958
Employees have reasonable and fair complaint resolution process	1.000	.342	.126	.260
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.342	1.000	.511	.411
Employees regularly (at least once a year) complete attitude survey	.126	.511	1.000	.636
Employees are provided the opportunity to suggest improvements in the way things are done	.260	.411	.636	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance
Inter-Item Correlations	.492	.085	1.000	.915	11.822	.067

Summary Item Statistics

	N of Items
Inter-Item Correlations	24

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
My organization considers employee developmental programs	75.01	284.212	.520
Career development focuses on specific group	74.75	274.391	.788
My organization uses employee assessment programs before acting for career development	74.37	272.639	.809
My organization conducts promotability forecast to identify employees with high potential	74.29	277.865	.738
There is formal employment in my organization	74.91	288.648	.404
My company uses internal recruiting sources extensively to fill open positions	74.75	274.391	.788
Job applicants undergo structured interviews before being hired	74.37	272.639	.809
Job applicants take formal pre-employment tests before being hired	74.38	273.228	.807
Extensive training programs are provided for employees in my organization	74.97	284.332	.518
Employees normal go through training programs every year	74.68	281.129	.595
My organization provides formal training to promote skills to new hires	74.48	275.161	.662
My organization provides formal training for employees who are promoted	74.37	275.912	.740
Employees regularly (at least once a year) receive formal evaluation of their performance	75.01	284.212	.520
Performance appraisals are base on objective results	74.72	276.224	.745
Performance appraisals are based on quantifiable results	74.33	274.951	.762
Employees receive performance feedback on routine (at least twice a year) basis	74.36	274.374	.780

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization considers employee developmental programs	.	.959
Career development focuses on specific group	.	.957
My organization uses employee assessment programs before acting for career development	.	.957
My organization conducts promotability forecast to identify employees with high potential	.	.957
There is formal employment in my organization	.	.960
My company uses internal recruiting sources extensively to fill open positions	.	.957
Job applicants undergo structured interviews before being hired	.	.957
Job applicants take formal pre-employment tests before being hired	.	.957
Extensive training programs are provided for employees in my organization	.	.959
Employees normal go through training programs every year	.	.959
My organization provides formal training to promote skills to new hires	.	.958
My organization provides formal training for employees who are promoted	.	.957
Employees regularly (at least once a year) receive formal evaluation of their performance	.	.959
Performance appraisals are base on objective results	.	.957
Performance appraisals are based on quantifiable results	.	.957
Employees receive performance feedback on routine (at least twice a year) basis	.	.957

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation
My organization has favorable incentive practices to encourage employees to pursue the company objectives	74.98	285.636	.480
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	74.75	274.391	.788
My organization has favorable incentive practices to encourage people to reach organization goals	74.37	272.639	.809
My organization has incentive practices which really recognize people who contribute the most to organization	74.38	273.228	.807
Employees have reasonable and fair complaint resolution process	74.95	286.715	.425
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	74.65	279.381	.623
Employees regularly (at least once a year) complete attitude survey	74.37	272.639	.809
Employees are provided the opportunity to suggest improvements in the way things are done	74.35	274.189	.777

Item-Total Statistics

	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
My organization has favorable incentive practices to encourage employees to pursue the company objectives	.	.960
My organization has very fair incentive practices aimed at rewarding people who accomplish organizational goals	.	.957
My organization has favorable incentive practices to encourage people to reach organization goals	.	.957
My organization has incentive practices which really recognize people who contribute the most to organization	.	.957
Employees have reasonable and fair complaint resolution process	.	.960
Employees are involved in formal participation processes such as quality improvement groups, problem solving groups, or suggestion systems	.	.958
Employees regularly (at least once a year) complete attitude survey	.	.957
Employees are provided the opportunity to suggest improvements in the way things are done	.	.957

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
77.85	301.765	17.371	24

CORRELATIONS

```
/VARIABLES=Gender Age Marital Education Position No.pp No.PO career staffing training performance  
incentive employrelate hrpractice  
e jobsatis  
/PRINT=TWOTAIL NOSIG  
/STATISTICS DESCRIPTIVES  
/MISSING=PAIRWISE.
```

Correlations

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Descriptive Statistics

	Mean	Std. Deviation	N
Gender	1.48	.502	100
Age	33.49	8.026	100
Marital	1.78	.596	100
Education	4.19	1.316	100
Position	5.99	3.839	100
No.pp	5.22	4.096	100
No.PO	6.40	4.592	100
career	3.25	.737	100
staffing	3.25	.740	100
training	3.23	.740	100
performance	3.25	.743	100
incentive	3.23	.765	100
employrelate	3.27	.749	100
hrpractice	2.60	.579	100
jobsatis	3.11	.686	100

Correlations

	Gender	Age	Marital	Education	Position	No.pp	No.PO	career	staffing
Gender	1	-.154	.019	-.078	-.029	-.135	-.071	-.034	-.031
		.126	.852	.439	.775	.179	.483	.734	.762
	100	100	100	100	100	100	100	100	100
Age	-.154	1	.557**	.693**	-.059	.737**	.765**	-.018	-.018
	.126		.000	.000	.563	.000	.000	.859	.858
	100	100	100	100	100	100	100	100	100
Marital	.019	.557**	1	.376**	-.005	.301**	.368**	.003	.004
	.852	.000		.000	.958	.002	.000	.975	.965
	100	100	100	100	100	100	100	100	100
Education	-.078	.693**	.376**	1	-.138	.539**	.517**	.053	.055
	.439	.000	.000		.172	.000	.000	.600	.587
	100	100	100	100	100	100	100	100	100
Position	-.029	-.059	-.005	-.138	1	-.037	-.083	-.128	-.116
	.775	.563	.958	.172		.714	.409	.206	.248
	100	100	100	100	100	100	100	100	100
No.pp	-.135	.737**	.301**	.539**	-.037	1	.702**	.153	.150
	.179	.000	.002	.000	.714		.000	.129	.136
	100	100	100	100	100	100	100	100	100
No.PO	-.071	.765**	.368**	.517**	-.083	.702**	1	.019	.025
	.483	.000	.000	.000	.409			.849	.806
	100	100	100	100	100	100	100	100	100
career	-.034	.018	.003	.053	-.128	.153	.019	1	.991**
	.734	.859	.975	.600	.206	.129	.849		.000
	100	100	100	100	100	100	100	100	100
staffing	-.031	-.018	.004	.055	-.116	.150	.025	.991**	1
	.762	.858	.965	.587	.248	.136	.806	.000	
	100	100	100	100	100	100	100	100	100

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

Correlations

		training	performance	incentive	employrelate	hrpractice	jobsatis
Gender	Pearson Correlation	-.076	-.014	-.008	-.079	-.041	-.108
	Sig. (2-tailed)	.452	.892	.940	.432	.682	.283
	N	100	100	100	100	100	100
Age	Pearson Correlation	-.036	-.028	-.047	.028	-.021	-.023
	Sig. (2-tailed)	.721	.779	.643	.781	.839	.821
	N	100	100	100	100	100	100
Marital	Pearson Correlation	-.018	-.008	.007	.027	.003	.005
	Sig. (2-tailed)	.856	.935	.946	.790	.979	.958
	N	100	100	100	100	100	100
Education	Pearson Correlation	.033	.037	.039	.078	.051	-.038
	Sig. (2-tailed)	.741	.714	.701	.440	.616	.708
	N	100	100	100	100	100	100
Position	Pearson Correlation	-.162	-.145	-.124	-.038	-.122	-.133
	Sig. (2-tailed)	.108	.149	.220	.710	.226	.187
	N	100	100	100	100	100	100
No.pp	Pearson Correlation	.111	.157	.130	.156	.147	.091
	Sig. (2-tailed)	.272	.118	.196	.122	.144	.369
	N	100	100	100	100	100	100
No.PO	Pearson Correlation	.019	.007	-.003	.053	.021	-.022
	Sig. (2-tailed)	.849	.943	.973	.598	.839	.825
	N	100	100	100	100	100	100
career	Pearson Correlation	.887**	.988**	.987**	.939**	.995**	.793**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100
staffing	Pearson Correlation	.897**	.978**	.989**	.931**	.993**	.786**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100

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

Correlations

	Gender	Age	Marital	Education	Position	No.pp	No.PO	career	staffing
training	Pearson Correlation	-.076	-.036	.033	-.162	.111	.019	.887**	.897**
	Sig. (2-tailed)	.452	.721	.741	.108	.272	.849	.000	.000
	N	100	100	100	100	100	100	100	100
performance	Pearson Correlation	-.014	-.028	.037	-.145	.157	.007	.988**	.978**
	Sig. (2-tailed)	.892	.779	.714	.149	.118	.943	.000	.000
	N	100	100	100	100	100	100	100	100
incentive	Pearson Correlation	-.008	-.047	.039	-.124	.130	-.003	.987**	.989**
	Sig. (2-tailed)	.940	.643	.701	.220	.196	.973	.000	.000
	N	100	100	100	100	100	100	100	100
employrelate	Pearson Correlation	-.079	.028	.078	-.038	.156	.053	.939**	.931**
	Sig. (2-tailed)	.432	.781	.440	.710	.122	.598	.000	.000
	N	100	100	100	100	100	100	100	100
hrpractice	Pearson Correlation	-.041	-.021	.051	-.122	.147	.021	.995**	.993**
	Sig. (2-tailed)	.682	.839	.616	.226	.144	.839	.000	.000
	N	100	100	100	100	100	100	100	100
jobsatis	Pearson Correlation	-.108	-.023	-.038	-.133	.091	-.022	.793**	.786**
	Sig. (2-tailed)	.283	.821	.708	.187	.369	.825	.000	.000
	N	100	100	100	100	100	100	100	100

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

Correlations

	training	performance	incentive	employrelate	hrpractice	jobsatis
training	1	.877**	.895**	.812**	.921**	.848**
Pearson Correlation						
Sig. (2-tailed)		.000	.000	.000	.000	.000
N	100	100	100	100	100	100
performance	.877**	1	.973**	.897**	.981**	.781**
Pearson Correlation						
Sig. (2-tailed)	.000		.000	.000	.000	.000
N	100	100	100	100	100	100
incentive	.895**	.973**	1	.919**	.990**	.783**
Pearson Correlation						
Sig. (2-tailed)	.000	.000		.000	.000	.000
N	100	100	100	100	100	100
employrelate	.812**	.897**	.919**	1	.944**	.776**
Pearson Correlation						
Sig. (2-tailed)	.000	.000	.000		.000	.000
N	100	100	100	100	100	100
hrpractice	.921**	.981**	.990**	.944**	1	.819**
Pearson Correlation						
Sig. (2-tailed)	.000	.000	.000	.000		.000
N	100	100	100	100	100	100
jobsatis	.848**	.781**	.783**	.776**	.819**	1
Pearson Correlation						
Sig. (2-tailed)	.000	.000	.000	.000	.000	
N	100	100	100	100	100	100

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

REGRESSION

```

/MISSING PAIRWISE
/STATISTICS COEFF OUTS CI(95) R ANOVA COLLIN TOL ZPP
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT jobsatis
/METHOD=ENTER career staffing training performance incentive employrelate
/SCATTERPLOT=(*ZRESID ,*ZPRED)
/RESIDUALS NORM(ZRESID)
/CASEWISE PLOT(ZRESID) OUTLIERS(3)
/SAVE MAHAL COOK.
    
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Regression

[DataSet1] F:\balozi\dataspss-100.sav

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	employrelate, training, performance, incentive, staffing, career ^a	.	Enter

a. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.871 ^a	.759	.743	.348

a. Predictors: (Constant), employrelate, training, performance, incentive, staffing, career

b. Dependent Variable: jobsatis

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	35.391	6	5.898	48.800	.000 ^a
	Residual	11.241	93	.121		
	Total	46.632	99			

a. Predictors: (Constant), employrelate, training, performance, incentive, staffing, career

b. Dependent Variable: jobsatis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.382	.169		2.264	.026
	career	-.006	.728	-.006	-.008	.994
	staffing	-.665	.424	-.717	-1.570	.120
	training	.738	.109	.795	6.781	.000
	performance	.400	.402	.433	.995	.322
	incentive	-.088	.350	-.098	-.251	.803
	employrelate	.462	.177	.505	2.614	.010

a. Dependent Variable: jobsatis

Coefficients^a

Model		95.0% Confidence Interval for B		Correlations		
		Lower Bound	Upper Bound	Zero-order	Partial	Part
1	(Constant)	.047	.717			
	career	-1.452	1.440	.793	.000	.000
	staffing	-1.507	.176	.786	-.161	-.080
	training	.522	.954	.848	.575	.345
	performance	-.399	1.199	.781	.103	.051
	incentive	-.783	.607	.783	-.026	-.013
	employrelate	.111	.813	.776	.262	.133

a. Dependent Variable: jobsatis

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	career	.004	235.729
	staffing	.012	80.546
	training	.188	5.308
	performance	.014	73.113
	incentive	.017	58.716
	employrelate	.070	14.370

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	
		Eigenvalue	Condition Index
1	1	6.942	1.000
	2	.041	13.040

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		(Constant)	career	staffing	training	performance
1	1	.00	.00	.00	.00	.00
	2	.89	.00	.00	.00	.00

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions	
		incentive	employrelate
1	1	.00	.00
	2	.00	.00

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Condition Index	
		Eigenvalue	Condition Index
1	3	.010	26.750
	4	.005	36.458
	5	.001	71.840
	6	.000	120.308
	7	.000	210.365

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions				
		(Constant)	career	staffing	training	performance
1	3	.01	.00	.00	.68	.00
	4	.04	.00	.00	.25	.03
	5	.05	.00	.04	.06	.21
	6	.01	.00	.88	.02	.03
	7	.00	.99	.08	.00	.74

a. Dependent Variable: jobsatis

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions	
		incentive	employrelate
1	3	.00	.10
	4	.01	.35
	5	.30	.05
	6	.52	.05
	7	.17	.46

a. Dependent Variable: jobsatis

Casewise Diagnostics^a

Case Number	Std. Residual	jobsatis	Predicted Value	Residual
84	-4.044	2	2.91	-1.406

a. Dependent Variable: jobsatis

Residuals Statistics^a

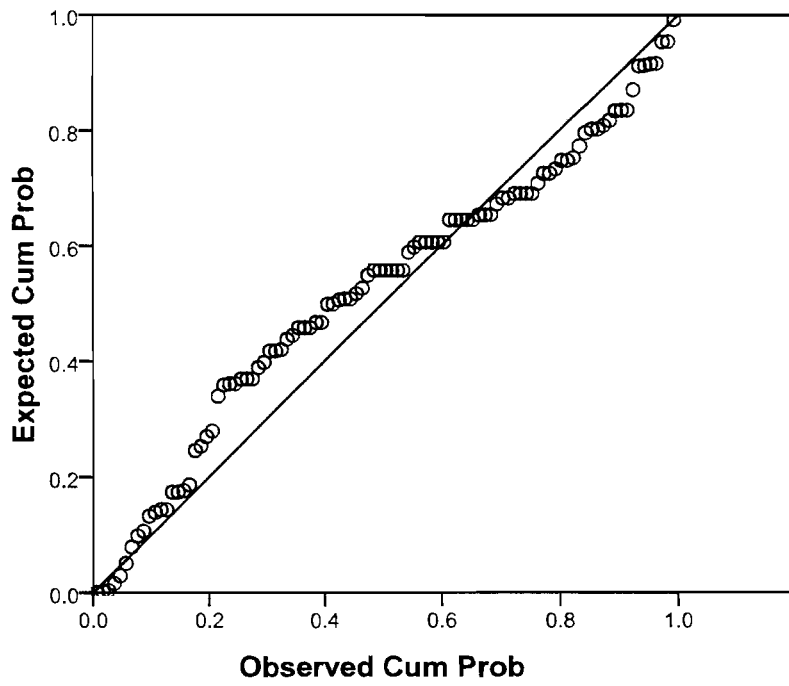
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.64	4.38	3.11	.598	100
Std. Predicted Value	-2.449	2.123	.000	1.000	100
Standard Error of Predicted Value	.035	.344	.070	.060	100
Adjusted Predicted Value	1.41	6.42	3.14	.696	100
Residual	-1.406	.850	.000	.337	100
Std. Residual	-4.044	2.445	.000	.969	100
Stud. Residual	-4.068	2.521	-.011	1.029	100
Deleted Residual	-3.424	1.126	-.034	.520	100
Stud. Deleted Residual	-4.462	2.598	-.017	1.058	100
Mahal. Distance	.034	95.979	5.940	15.661	100
Cook's Distance	.000	13.572	.169	1.365	100
Centered Leverage Value	.000	.969	.060	.158	100

a. Dependent Variable: jobsatis

Charts

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: jobsatis



Scatterplot

Dependent Variable: jobsatis

