

**Job Satisfaction of academic staff**  
**at**  
**the Institute of Vocational Education at the time of changes**

Thesis submitted for the degree of

Doctor of Education  
at the University of Leicester

by

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## **Abstract**

### **Job Satisfaction of Academic Staff at the Institute of Vocational Education at the time of changes**

Submitted by

**CHEUNG king-leung Charles**

in January 2006

The opening up of vocational education to private providers and the reduction of funding has forced the Vocational Training Council to re-define its role and structure to meet these challenges. It is against this backdrop that the study seeks to (1) assess the job satisfaction level of teaching staff at the Institute of Vocational Education in Hong Kong at this time of change; (2) investigate the relationship between selected demographic variables, job facet importance and job satisfaction.

Drawing on Lawler's (1973) facet satisfaction theory, this research identifies seventeen job facets relevant to job satisfaction: achievement, advancement opportunities, fair and considerate of department head, financial rewards, highly regarded working place, influence in your scope of work, job security, learning opportunities, relations with colleagues, recognition of good work, relationship with students, responsible for important work, task meaningfulness, use of abilities and knowledge, work influence in the workplace, work independence and work esteem. The facet approach allows focusing on different aspects of the job and exposing a more complete picture on job satisfaction.

In this study, a self reported questionnaire was developed for use in the local vocational education context. The closed end items on facet importance, facet satisfaction and general views were rated on a five-point Likert scale. The survey involved 353 academic staff of the Institute of Vocational Institution (Tsing Yi nexus) with a response rate of 47.3%. Personal interviews were conducted with eight academic staff to supplement the quantitative data. The limited interview findings were found tallied with the types of issues that were emerging from the quantitative studies.

The research revealed that the level of the overall job satisfaction of the staff was neutral. As contrary to most research findings, there were no significant correlation between the level of job satisfaction and the selected demographic variables. Further, the analysis indicated that the importance predictors had no impact on the level of job satisfaction.

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Finally, I believe that completing this work is not the end of my exploring journey but it leads to another new destination.

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## **Chapter 1      Introduction**

### **1.1              Background**

The world is undergoing unprecedented changes, and Hong Kong is no exception. In all developed societies the future depends upon harnessing knowledge and understanding to define the cultural vision and create and respond to economic opportunity (Sutherland, 2002). The local Education Commission in 2000 published the reform proposals in which it advocates 'life-long learning' and 'all-round development' to meet the challenges (Education Commission, 2000). The vision of the Commission is that everyone who aspires to higher education should be given opportunities to attend programmes appropriate to their abilities, as a first step to life long learning. Hong Kong's higher education sector is already positioning themselves for greater degree of flexibility and diversity so that individual learners can choose among different institutions and modes and determine their own pace of study in pursuing higher education.

The diversity includes the establishment of community colleges and opening up vocational education. Hong Kong commits itself to increase higher education attendance to 60% of senior secondary school leavers over the next decade (Sutherland, 2002). The policy has brought significant changes to the market scene, which will have an important impact on the Vocational Training Council, which is the current central planning organ and the main vocational education and training provider so far.

The set up of the Manpower Development Council is to oversee and co-ordinate post secondary and continuing education and as well as vocational education and training. It is anticipated that eventually it will assume the central planning role on the manpower needs of Hong Kong.

In 1996, after the final report on the Strategic and Organisational Review of the Vocational Training Council released to the Secretary for Education and Manpower of the Hong Kong Government, the Council had undergone major structural and policy changes to respond the recommendations. The organisational change in the Vocational Training Council now is moving towards quality, effectiveness and relevance in compliance with the community expectations. In this context, a number of policies of educational change are being initiated and undergoing. These changes subject the staff involved to considerable additional pressure, and are likely to impact on job satisfaction, morale and performance.

#### **1.1.1 Job Satisfaction**

Job satisfaction is one of the most widely researched psychological constructs in the area of organizational psychology. Its significance lies in the fact that job satisfaction is closely related to commitment, performance, productivity, morale and burnout (Borg *et al.*, 1991; Rhodes *et al.*, 2004; Meyer *et al.*, 2004). Throughout the past decades, many job satisfaction theories and models (Locke, 1976; Mercer, 1997) have been developed. It indicates that job satisfaction is a very important issue in behavioural science and modern management. Job satisfaction in the teaching profession is a typical example.

Job satisfaction is considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job (Spector, 1997). The global approach is used when the overall or bottom line attitude is of interest in relation to other variables of interest. The facet approach is to find out which parts of the job produce satisfaction or dissatisfaction. Then the organisation can subsequently improve the areas of dissatisfaction. Sometimes both approaches can be used to get a complete picture of employee job satisfaction.

According to Rice *et al.* (1991), job facets can be studied in two aspects: importance and fulfilment. The importance of a job facet denotes the degree of one's desirability to expect the goal in work environment to happen. While, the perceived fulfilment of a job facet is the extent that a person feels the goal in work environment to be attainable, which in turn leads to satisfaction. However, at the present, there is research (Oshagbemi, 1997) to dispute the clear demarcation line, as suggested by Herzberg's theory (1967), to distinguish factors that leading to satisfaction from those that leading to dissatisfaction.

In the sector of education, many overseas educational researchers have conducted studies on job satisfaction and also on various issues related to job satisfaction (Fay & Chapman, 1990; Mercer, 1997; Rosenholtz & Simpson, 1990). There is also similar research conducted in Hong Kong (Ip, 1982; Lau, 1992; Law 1987). However, most of this research focused on the study of job satisfaction of secondary school teachers and administrators. Therefore, it is worthwhile to study the satisfaction level of academic staff working in tertiary education at this time of change.

The setting up of Manpower Development Council (MDC) overseeing the amalgamation of Vocational Training Council (VTC) and Employees Retraining Board (ERB) and fund cutting measures as detailed in the Strategic Plan (VTC) are imposing stresses on the organizations. Therefore, it is justified to study job satisfaction and reactions to changes of the staff of Vocational Training Council. The study would contribute significant knowledge about teachers' satisfaction to the senior management when implementing the changes now and ahead.

### **1.1.2 Relationship between Life Satisfaction and Job Satisfaction**

Satisfaction is not restricted to job alone. It can be intertwined with life. It is important to note that psychologists and researchers have found job satisfaction to be clearly linked to life satisfaction.

In his study of the mental health of industrial workers, Kornhauser (1965) discovered a significant positive correlation between job attitude and attitudes towards other off-the-job activities like those involving family, leisure activities and home.

The hypotheses have been suggested by Kornhauser to explain such a relationship between job attitude and life attitude – the “spill over” hypothesis and the “compensation” hypothesis. The “spill over” hypothesis postulates that one factor affects the other in the same direction so that individuals who are more dissatisfied with their lives in general will be more dissatisfied with their jobs. However, the “compensatory” hypothesis implies just the opposite, that individuals who are more dissatisfied with their jobs will find compensation from enjoyment of some non-work activities. Hence, they will tend to be more satisfied with their non-job-related life activities. Kornhauser’s study tended to support the “spill over” hypothesis.

In another study, Iris and Barrett (1972) chose the foremen of a large chemical plant as subjects and found that foremen with lower working morale were systematically less satisfied with family, leisure and life in general than those with higher morale.

However, the “compensatory” hypothesis also has its support. Thorpe and Campbell (1965) using university graduates as subjects, observed that the two group of respondents, one made up of people who were satisfied with their jobs and the other those who were

dissatisfied, showed no difference in their general satisfaction with life. Furthermore, they noticed that the group of respondents that was not satisfied with their jobs was not vocationally oriented and appeared to gain more satisfaction from leisure activities, friends and other non-job activities. Thus Thorpe and Campbell concluded that workers dissatisfied with their work tended to seek gratification from non-work activities. Like job satisfaction, in general there are multiple predictors of life satisfaction.

## **1.2 Purposes of the Research**

The purpose of the study is to measure the job satisfaction of academic staff at the Institute of Vocational Education and to identify which facets of their role have the most impact on job satisfaction. The facets associated with the job itself are to be identified through literature and pilot staff interviews.

Supporting arguments of the study are:

1. To find out the relative importance of the job facets as perceived by the academic staff of the Institute of Vocational Education (Tsing Yi nexus).
2. To explore the relationship between the level of job satisfaction and the demographic variables.
3. To explore the relationship between the job facet importance and demographic variables.
4. To understand how the staff perceive impending organisational changes – revamping of courses and amalgamation of departments.

### **1.3 Research Questions**

The research is designed to address the following questions:

- Q 1. What is the relationship between facet importance and overall satisfaction?
- Q 2. What is the level of job satisfaction of the academic staff of the Institute of Vocational Education (Tsing Yi nexus)?
- Q 3. What is the relationship between job facet importance and selected demographic variables?
- Q 4. What is the relationship between overall job satisfaction and selected demographic variables?
- Q 5. How does staff perceive about and react to the changes?

With the above first four research questions, the following hypotheses are formulated:

- H 1. Facet importance has significant effect on the level of overall job satisfaction.
- H 2. A relationship exists between gender and job facet importance.
- H 3. A relationship exists between gender and level of overall job satisfaction.
- H 4. A relationship exists between job status (rank) and job facet importance.
- H 5. A relationship exists between job status (rank) and level of overall job satisfaction.
- H 6. A relationship exists between years of service and job facet importance.
- H 7. A relationship exists between years of service and level of overall job satisfaction.
- H 8. A relationship exists between academic qualifications and job facet importance.
- H 9. A relationship exists between academic qualifications and level of overall job satisfaction.



The H 1 is formulated for the research Q1. The research Q3 is linked to hypotheses H 2, H 4, H 6 and H 8 and research Q4 is related to H 3, H 5, H 7 and H 9. Also, the response of the four items on the section IV of the survey questionnaire will be analysed to address the research Q5.

#### **1.4 Significance of the Study**

Previous teachers' job satisfaction research in higher education focused on the fulfilment-satisfaction relationship revolving around Herzberg's model (Herzberg, 1966), content and context and situational occurrences analysis (Iiacqua *et al.*, 1995; Steve Dinham and Scott, 2000; Oshagbemi, 1997). In general, those studies did not include the importance of facet satisfaction as perceived by an individual. Therefore the present research moves the focus from the investigation of the fulfilment-satisfaction component to the study of the importance-feeling relationship. Hence, the research should make a significant conceptual contribution to the field of study.

Job satisfaction is a measure of the quality of life in organisations (Lawler, 1973). Personal experience indicates that there is significant increase in the amount of workload and in the level of stress for teachers across all educational sectors in Hong Kong. It is due to restructuring of courses and amalgamation of departments in order to stay competitiveness at a time of change. If the key aspects of job satisfaction and dissatisfaction of teachers can be identified, it would provide insights for senior management to improve the quality of work life of the teachers and to implement the strategic plan more prudently. The quality of student learning is linked to the quality of classroom teaching, which is related to the work life of teachers - that is job satisfaction. Hence the practical significance of the research findings would indirectly improve the quality of education. The relationship, whether spill over or compensatory, between job

satisfaction and life satisfaction could be investigated further through another life satisfaction research.

## **1.5                    Structure of the Thesis**

The present chapter has touched upon the job satisfaction and life satisfaction and has culminated in a set of hypotheses to be tested. The Chapter 2 describes in general the vocational education and training in Hong Kong and its development spanning from the early nineties to the present. In this context, the structure of the Vocational Training Council (VTC) and its operational arms, the Institute of Vocational Education (IVE) and Training and Development centres are also scrutinised. Chapter 3 expounds the rationale of this study through an examination of relevant literature on content and process theories culminating in a discussion of facets of job satisfaction. The chapter further to explain the existing scales available in the market, all one way or the other in facet approach, to measure job satisfaction. The effects of demographic factors are also discussed. Chapter 4 focuses on methodology beginning with a discussion of two paradigms: positivism and interpretivism and then moving to a detailed account of the procedures used to test the hypotheses. Chapter 5 concentrates on finding and analysis and Chapter 6 presents the conclusions and recommendations which also address potential areas for future research.

## **Chapter 2: Vocational Education and Training Development**

This chapter explains the rationale and context for the development of vocational education and training in the changing economy of Hong Kong. It goes on to describe the characteristics of Hong Kong's vocational education and training in relation to the recent economic changes. Nonetheless, many people in Hong Kong are even now less preferring vocational and technical education than formal general education. The student population in vocational education dropped from 67,000 in 1998 to 59,400 in 2003, while those in university education increased from 80,900 to 86,900 within the same period (Hong Kong Figures, 2004). The decline caused the Vocational Training Council to implement remedial measures, which are to be discussed later, and which are a central concern of this thesis.

Vocational education is in fact general education adapted to our modern times and the new pattern of social and industrial life. Vocational training is essentially aimed at providing the knowledge and skill required for employment in a particular sector of economic activity.

### **2.1 Vocational Education and Training (VET)**

In European countries, vocational refers to the preparation of semi-skilled and skilled workers and technical covers middle and higher technicians (Papadopoulos, 1994). In the past decades in Hong Kong, a number of terms have been used to describe job-related education, such as vocational education, technical education and industrial education. These terms can also be found in the old Vocational Training Council (VTC) Annual reports. Since 1999, it has become common to use a new term 'vocational education and

training' in a much wider sense than technical or industrial education and vocational training in Hong Kong.

Vocational education and training are two related processes. Vocational education is concerned with a preparation for working life while training is focused on inculcation of technique. Hence, training is not necessarily a part of vocational education (Winch, 2000). Vocational education is broader and longer as it involves the acquisition of knowledge, skills and understanding. Training is relatively focused and shorter as it emphasizes the mastery of skills needed to carry out a task in a particular firm or a specific occupation without having an understanding of the nature and significance of the task itself (Becker, 1975; Feinerg & Horowitz, 1990).

The vocational education and training have great influence in the aspects of economy, society and individual. It is both a challenge and opportunity for progressing Vocational Education and Training to the 21st century in a global knowledge society and economy (Kearns, 2004). The hallmarks of the new era are learning, knowledge, enterprise, creativity and innovation.

Due to these changes, it is important to impart generic skills upon the young working population to help them develop long term adaptability and life long learning interests. It is well known that most of the work related knowledge and skills are acquired while the workers are at work and via vocational education and training (Belanger & Valdivielso, 1997). However, new innovative approaches to link up skill, learning and performance are important for the successful transformation of VET into the 21st century (Brown, 1997; Kearns, 2004).

The society can also be more harmonious as people can re-arm themselves for work through popular and easily accessed vocational education and training. Any individual can fulfil his aspirations by pursuing this route even after leaving the formal education.

## **2.2 VET Development in Hong Kong**

During the past century, Hong Kong had experienced remarkable economic, social and demographic transformation. The place had been transformed from a humble fishing village in the last century to a vibrant international business city and trading hub now.

In the 1970s, small factories producing garments, toys watches and electrical goods dominated Hong Kong. Since the mid 1980s, Hong Kong has shifted towards a service-oriented economy. Many factories and workshops are abandoned or have been moved into Mainland China. The manufacturing sector's share of Gross Domestic Product (GDP) dropped substantially from 25% in 1980 to less than 4.5% in 2002. On the other hand, the service sector's share of GDP had increased from 65% in 1980 to 87.2% in 2002 (Hong Kong Figures, 2004). According to the government manpower projection report, there is a skills shortage in mid-level well-educated professionals between 2000-2005 (Education and Manpower Bureau, 2000). The average annual manpower growth rate for managers, administrators, professionals and associate professionals is 5.6% in 2000-2005. The highest annual manpower growth rates are in information technology (11.8%), financial and business services (3.7%) and tourism-related trade (2.4%). There is no doubt that the services sector will continue to play a key role in Hong Kong's economy in the 21st century. Consequently, the society calls for reforms in the VET system to adjust the supply of labour with right skill sets with emphasis on services sector, moving away from traditional hard skills, like manufacturing.

The followings described the development of vocational education and training in Hong Kong. The development can be divided into four different stages (Waters, 1982 and 2000).

### **2.2.1 Initiating Stage**

The first stage was between the early twentieth century and World War II. At that time, Hong Kong had only primitive economy. The demand for skilled workers was low. The first technical institute was built in 1907 as a department under the Director of Education. A system of VET was only formed in 1932. In that year, the first junior technical school was established which provided full-time technical education. In 1935, the Aberdeen Trade School was founded. At that time, vocational education and training mainly focused on local services particularly in carpentry, tailoring, shoemaking, printing, bookbinding and gardening (Waters, 1985). The first government post-secondary technical institution was opened in 1937. Navigation, commerce and textile departments were introduced to meet the needs of the growing economy.

### **2.2.2 Growing Stage**

The second stage was between the post-second World War and to the late 1960s. The evolution of industrial education started from the late fifties, when political changes in China had so drastically reduced the entrepot trade – the main source of income to Hong Kong at that time, and simultaneously brought about a huge influx of refugees. There was virtually nothing that Hong Kong could rely on to support its population. Industrialization was the only hope at the time. So in the early years of the industrial development, the industries moved into new areas, like plastic flowers and toys, which required relatively simple skills. Training could be done on the job and in most cases the necessary skill could be picked up in a matter of weeks or months. In 1957, the Victoria

Technical School, which was formerly a trade school, was converted into a secondary technical school. In the same year, a technical college, which was funded by the Chinese Manufacturer's Association, was built in Hunghom, Kowloon (Council of Social Service, 1972).

As technology and industrial development moved on in other developing areas in the 1970s, industrial complexity and sophistication were growing. It did mean that more training was required for more industrial employees. Thus more trade schools and junior technical college were operated. In the 1960s, VET focused on training semi-skilled workers to meet the needs of secondary industries. The Technical College at Hunghom remained as the only institute that offered VET at technician level. As economies matured, highly skilled workers became more important. Another technical institute, the Morrison Technical Institute, was built in 1969, which provided a wider range of VET courses from craft to technician levels as well as technical teacher training. So far at that time, there was still no concerted and co-ordinated effort in providing VET.

### **2.2.3                    Developing Stage**

VET was developed rapidly in the third stage from the 1970s to the mid 1990s. It was also known as the first VET boom in Hong Kong. It featured the growth and decline of manufacturing industries and an economic shift towards a service-oriented economy. There was also an increase in government intervention to adjust the supply of appropriately skilled workers (Ashton *et al.*, 1999). Due to the rapid change of the economy at that time, a wider range of skilled and highly skilled workers was in demand. In response to these skill shortages, the Government appointed the Industrial Training Advisory Committee (ITAC) to identify training and related problems as well as making recommendations from 1965 to 1972. The ITAC noticed a number of problems in skill

supply: the lack of reliable information on future manpower demands; the lack of accepted standards or criteria for measuring the skills required for the main jobs in all industries; unwillingness on the part of employers to undertake training and the need for effective coordination of the training effort (Knight 1987). To address these problems, The Hong Kong Polytechnic (1972) and the Hong Kong Training Council (1973) were established. These also involved the set up of four technical institutes, which were Kwun Tong (1975), Kwai Chung (1975), Haking Wong (1977) and Lee Wai Lee (1979) (Education Department, 1976).

In the technical institutes, two levels of VET – craft and technician levels – were provided to raise the skill level of the workforce. Also, different modes of VET courses were on offer. These included full time, part time evening, part time day release and short courses. Besides, the regulation of the apprenticeship system was introduced through the 1976 Apprenticeship Ordinance which required employers to sign a contract of apprenticeship when engaging a person aged 14 to 18 in a trade (Ashton *et al.*, 1991). In addition, the ITAC set up a manpower survey system to identify training needs in industries and also a series of industry committees to advise on VET policy. The ITAC was transformed into the Hong Kong Training Council (HKTC) in 1972. Though both ITAC and HKTC had made considerable contributions to meet the manpower needs in the 1970s, there was still a lack of a coherent VET policy because of limited resources.

Since the small and medium enterprises, which had always been a pillar of Hong Kong's economy, were unable to carry the costs of training, the Vocational Training Council (VTC) was set up in 1982 to boost the VET development (Education Department, 1976; Knight, 1991). The establishment of the VTC reflected that the government accepted the responsibility of financing and delivery of VET.



Starting from 1990, two main categories of technical and non-technical disciplines have been provided by the VTC. There were twelve technical disciplines which included Applied Science, Clothing Industries, Computing Studies, Construction, Electrical Engineering, Industrial Technology, Marine Engineering and Fabrication, Mechanical Engineering, Motor Vehicle Engineering, Printing and Textile Industries. The five non-technical disciplines consisted of Accountancy, Commercial Studies, General Studies, Design and Hotel-keeping and Tourism Studies. In response to the increasing demand for higher-level technicians in the early 1990s, Tsing Yi Technical College and Chai Wan Technical College had started providing higher diploma courses since 1993. It was then provisionally planned that the higher diploma course would be shifted gradually from the former Polytechnics to the two Colleges. Nonetheless, the process is still not yet completed.

Though the VTC's initial focus was on equipping young people for work, re-training the current working population also became important. This was partly due to major economic changes and advances in science and technology. In 1994 – 1995, only 34% of VTC trainees were school leavers but as many as over 60% were workers (Segal Quince Wicksteed Ltd. 1996). These figures revealed that the main government-led VET provision was delivered through part-time courses provided by the VTC. They also reflected that government intervention was essential to meet the skill needs in the labour market. Nonetheless, under the strain of the rapid changing manpower needs, the VTC structure at the time was not able to transform its operation to adapt the changes (Segal Quince Wicksteed Ltd. 1996). The failings of VTC were identified as:

- 1 The internal bureaucracy of the VTC had made it difficult to adapt to change.

2. The VTC had a poor image among young people and some of its qualifications were not valued.
3. The institutional framework of the VTC was not suitable for the economic development of Hong Kong. It focused on dwindling traditional industries rather than offering the young people a wide range of career options.
4. The new core skills training such as training in English, Putonghua and Information Technology were ignored.
5. There was a serious gender imbalance among trainees: the vast majority were males.

The VTC responded quickly to the findings. It produced two strategic plans across period 1997-2001 and period 2001-2004. The aims were to streamline the organization structure and internal management so improving its responsiveness to the service sector and new value-added industries in Hong Kong.

#### **2.2.4 Restructuring Stage**

The fourth stage of VET is from the late 1990s to the present. VET has been expanded and modernized significantly throughout the past decade to make it best suit the economic shift of Hong Kong from service based to knowledge and skill based. The restructuring of the vocational education was by merging two technical colleges and seven technical institutes into an Institute of Vocational Education (IVE).

The major entrants of the IVE are school leavers with secondary three or secondary five education. It also offers professional training and lifelong learning to adult workers. IVE offers three modes of study: full time (FT), part time day release (PTDR) and part time evening (PTE). Full time vocational education courses are intended to provide pre-

employment training to young people whereas part time courses are for workers to upgrade or update their knowledge and skills. Besides, different types of courses are designed to cater for students of various education levels.

Four types of courses are for secondary three school leavers: certificate in vocational studies, vocational certificate, craft certificate and advanced craft certificate. For students with a secondary five or above education, there are four choices, namely, vocational certificate, foundation diploma, diploma and higher diploma. Foundation certificate, vocational certificate, certificate, higher certificate and higher diploma are delivered in a part time mode for people with a secondary five or above education. IVE produces more than fifty-three thousands skilled workers each year.

The public vocational training in Hong Kong is now provided by the IVE and eighteen industrial training and development centres operated by the VTC. Vocational training consists of nine categories, namely, operative, craftsman, technician, technologist, clerical, supervisory, managerial, seamen's training. They are mainly offered in two modes: full time and part time. The full time courses are classified into two types: full time long courses (FTL) and full time short courses (FTS). The former are courses ranging from six months to one year. Most of them are basic craft courses jointly run by the training centres and IVE for secondary three leavers. The latter are mostly in-service courses ranging from one day to less than half year and one day or longer seminars. Part time training courses comprise evening and day release courses and half day seminars, workshops and self-learning programmes. The VTC also has three skill centres: Pokfulam Skills Centre, Kwun Tong Skills Centre and Tuen Mun Skills Centre. The statutory established Retraining Board provides the other re-trainings.

## **2.3 Hong Kong Vocational Training Council (VTC)**

The central planning organ for the system of VET is the Vocational Training Council, which was set up in 1982 under the Vocational Training Council Ordinance. The Council's main functions are to ensure a comprehensive system of technical education and industrial training suited to the developing needs of Hong Kong; to institute, develop and operate schemes for training operatives, craftsmen, technicians and technologists needed to sustain and improve industry; to promote and regulate the training of apprentices, to provide and co-ordinate the provision of skills training to disabled persons for the purpose of improving their employment prospects and preparing them for open employment; and to establish, operate and maintain education institutes, industrial training centres and skill centres.

### **2.3.1 Structure**

The council comprised one chairman and one deputy chairman and nineteen members. They are all appointed by the Government. In discharging its statutory duties, the Council is assisted by twenty-one training boards (Accountancy, Automobile, Banking and Civil Engineering, Chinese Cuisine Training Institute, Electrical and Mechanical Services, Electronics and Telecommunications, Hotel and Catering and Tourism, Insurance, Maritime Services, Mass Communications, Metals, Plastics, Printing and Publishing, Real Estate Services, Security Services, Textile and Clothing, Transport and Physical Distribution, Wholesale-Retail and Import-Export Trades) and five general committees (Apprenticeship and Trade Testing, Information Technology Training and Development, Management and Supervisory Training, Technologist Training, Vocational Training for People with a Disability), as well as four Council committees (Administration, Estates, Finance, Training) (VTC Annual Report, 2001).

The council committees (Administration, Estates, and Finance) focus on the formulation of policy proposals in their respective area of responsibilities while the Training Committee oversees the training policies throughout the VTC and co-ordinate the work of various training boards and general committees. The training boards assess the future manpower needs of their industries or commercial sectors and recommend measures to meet such needs, prepare job specifications, design training programmes and trade-test guidelines, and carry out other duties such as operating and maintaining training centres. The general committees are responsible for specific training areas, which cut across several sectors of the economy (VTC Annual Report, 2003).

The Council provides vocational education through the Institutes of Vocational Education (IVE). The IVE is comprised of nine vocational education institutes, which are formed from two technical colleges and seven technical institutes at 1999. An academic and management structure has been introduced to involve prominent members of industry and commerce in the planning and organisation of academic activities in the institutes. It can continue to provide a range of courses at craft and technician levels, higher and ordinary certificates levels, and higher and ordinary diploma levels on a full-time, part-time and evening attendance basis. IVE provides an alternative route of education for students in Hong Kong. As only 31% of overall candidates sitting the university entrance examinations are eligible for university places, IVE provides them alternative education with high quality, internationally acceptable vocational education, training and qualifications which are directly applicable to the requirements of employers and the community.

Also, the Council provides high quality vocational training to meet the needs of diverse economic sectors through eighteen training and development centres. In 2002 and 2003,

34,573 full-time, 21,146 part-time day release and 26,956 part-time evening trainee places as well as 2,140 self-study places are offered in the training and development centres (VTC Annual Report, 2003).

The Apprenticeship Ordinance provides a legal framework for the training of craftsmen and technicians. The Apprenticeship Section of the Technical Education and Industrial Training Department administers the Ordinance. Its duties include advising and helping employers in the employment and training of apprentices, ensuring that training is properly carried out, helping to resolve disputes arising out of registered contracts, and co-operating with the vocational education institutes to ensure that apprentices receive complementary technical education. Following a consultancy review, a flexible training and competence-based end-of-training trade tests are introduced.

### **2.3.2 Government Roles**

Formerly, the VTC operates only under the framework of the VTC statutory ordinances. However, the VTC and Education and Manpower Bureau (EMB) on behalf of the Government had signed a memorandum in 2000 to establish a defined working framework in accordance with the 1996 Review's recommendation. The EMB is in principle the policy planner and co-ordinator about the development of vocational education and training. It also plays the role of a block-fund controller. The Council is on the other hand responsible for advising the Government on the development of a comprehensive VET system tailored to the needs of Hong Kong (Chiu WK, 2001). It thus provides an incentive for the VTC to enhance its productivity and save money and enables the VTC to respond promptly to changing services needs and promotes longer term planning. Instead of control on inputs, the memorandum allows the Government to shift the emphasis to evaluation based on output and performance.

### **2.3.3 Institute of Vocational Education (IVE)**

The VTC provides vocational education services through the nine campuses of the Hong Kong Institute of Vocational Education (IVE). IVE provides an alternative route of education for students in Hong Kong. It provides students with high quality, internationally acceptable vocational education, training and qualifications which are directly applicable to the requirements of employers and the community (VTC Annual Report, 2002 and 2003). Full-time and part-time course are offered in nine disciplines. In 2002/03, IVE offered 24,102 full-time, 6,441 part-time day release and 23,081 part-time evening places. In order to look after the various aspects of the planning and operation of IVE, the VTC has set up the following committee and management structure:

1. Advisory Board for Vocational Education - It advises the IVE on the policies and decisions relating to development of courses to match changing manpower needs of the Hong Kong economy.
2. Institute of Vocational Education Management committee - It ensure uniformity on policies and course of actions across different nexuses. It also allocates resources and approves student numbers to different campuses.
3. Institute of Vocational Education Academic Board - It is responsible for setting and monitoring standards, and overseeing and approving academic and training activities.
4. Academic Policy Committee - It supports the Academic Board on academic policy matters.
5. Academic Services Committee - It supports the Academic Board on non-academic matters.

6. Foundation Studies Discipline Board - It advises the Academic board on academic and other relevant matters associated with the courses of foundation studies.
7. Nexus Board - It manages the affairs of the campuses of the nexus.
8. Nexus Academic Review Committee - It assists the Nexus Board to run the academic operation.
9. Nexus Support Services Committee - It assists the Nexus Board on non-academic matters.
10. Discipline Board - It advises the Nexus Board on academic and other relevant matters pertaining to Discipline within the Nexus.
11. Course Board - It looks after the day-to-day operation of courses.
12. Board of Examiners - It is responsible for making recommendations on the assessment and progression of students.

The departments with the same nexus are grouped together in order to strengthen the academic coherence (refer Table 2-1).



**Table 2-1 Disciplines and Departments of IVE**

Academic Discipline	Academic Department	9 Campuses								
		CW	HW	LWL	ST	KC	KT	TY	MH	TM
Applied Science	Dept. of Applied Science	*			*					
Business Administration	Dept. of Business Administration	*	*	*	*	*	*			
	Dept. of Business Services and Management							*	*	*
	Dept. of Real Estate and Facilities Management								*	
Child Education and Community Services	Dept. of Child Education and Community Services			*						
Construction	Dept. of Construction							*	*	*
Design, Printing, Textiles and Clothing	Dept. of Design				*					
	Dept. of Printing and Digital Media						*			
	Dept. of Fashion and Textiles					*				
Hotel, Service and Tourism Studies	Dept. of Hotel, Service and Tourism Studies	*	*							
Information Technology	Dept. of Computing and Information Management	*	*	*						
	Dept. of Computing				*	*				
	Dept. of Information and Communications Technology							*	*	*
	Dept. of Multimedia and Internet Technology							*		
Electrical and Electronic Engineering	Dept. of Electrical Engineering		*							
	Dept. of Electronic and Information Engineering				*		*			
	Dept. of Engineering							*		*
Mechanical, Manufacturing and Industrial Engineering	Dept. of Engineering Management and Technology	*		*						
	Dept. of Real Estate and Facilities Management								*	
	Dept. of Automotive Engineering			*						
	Dept. of Engineering							*		*

The table above shows the grouping of departments in each academic discipline across the nine IVE campuses.

IVE has total 1045 teaching and instructing staff. There are three staff associations, which are all registered under Trade Unions Ordinance, to represent their interests in the VTC management structure. The associations are: Institute of Vocational Education Staff Association, Institute of Vocational Education Teachers Association and Technical Graduates Staff Association (VTC, 2005). The members of these associations are sometimes overlapped and also included non-teaching staff.

The annual Government subvention to the vocational education and training is around HK\$ 2.1 billion (VTC Annual Report, 2003). The subvention, however, is to be reduced by 20% in 2006/07 and 30% by 2010/11, which is a one of the contributory factors inducing the changes within the Council.

Table 2-2 Staff Statistics of IVE as at March 2001

	Professional/ Administrative	Teaching/ Instructing	Technical, Clerical & Secretarial	Minor	Total
IVE	245	1045	691	443	2424

#### **2.3.4 Training and Development Centres**

The training and development services are provided by the fifteen training centres and three development centres, the three skills centres for training people with disabilities and the Apprenticeship Unit. The services include pre-employment and in-service training, development programmes and courses for different peoples. The course levels range from technologist, technician or craftsman to operative. The areas covered by the training centres are automobile industry, Chinese cuisine, electrical, electronics, gas, hospitality, jewellery, machine shop and metal working, plastics and tooling technology, printing, textile, welding and maritime services. The development centres provide

financial services, information technology and management and business management (VTC Annual report, 2002 and 2003). Started from 2003-2004, VTC further integrated gradually the activities between IVE and the training and development centres with a view to better utilize the resources and enhance student progression routes.

**Table 2-3 Staff Statistics of Training and Development Centres as at March 2001**

	Professional/ Administrative	Teaching/ Instructing	Technical, Clerical & Secretarial	Minor	Total
Centres	123	443	243	67	876

## **2.4 Problems and Challenges**

In Hong Kong VET system is by and large reactive and demand led. It is geared to deliver the knowledge and skills after the industries have been established. The reliance on employers and manpower surveys to modify the VET provision on courses and training places demonstrates the point. Regrettably, it led to failures (Chiu, 2001). This slow response is no longer effective in a fast changing economy and labour market (Ashton *et al.*, 1999). The VET system in Hong Kong has never been free from criticisms.

The Vocational Training Council faces different problems: declining employment rate and salary of their graduates, student progression, course quality and social status. The employment of graduates (within 6 months after graduation) slipped from 70% in 1997 to 50% in 1998 (Ming Pao, 17/6/1999) but climbed back to 81% in 2001 (Ming Pao, 12/3/2003). The starting salary of the graduates also fell 10% to HK\$7,417 when compared with 2001 (Ming Pao, 12/3/2003). It was also noted that there was a high proportion of the graduates could not find jobs in their chosen professions. All these

pointed to the concerns about the quality and flexibility of the vocational education (Lester & Berger, 1997).

Further, the students and parents in Hong Kong, similar to other Asian countries, favour education to the highest level possible. According to the survey conducted by Chiu (2001), 59.1% of respondents aspired to continue their studies after graduation. Nonetheless, only around 12% to 17% of the graduates could pursue further studies. It thus reflects their frustration and disappointment. On the social status side, Seegal Quince Wicksteed (1996) in their report indicated that VTC did not have a strong positive image and the qualifications offered were not highly regarded at large. Compounding the problems further, the enrolment rate slid from 67,000 in 1998 to 59,000 in 2003 since an increasing proportion prefer, and are offered, other opportunities, like associate degrees programmes in community colleges (Hong Kong Figures, 2003). Therefore, VTC has no other alternative but to plan and realign resources and provisions.

## **2.5 VTC Reforms and Changes**

In view of the challenges and failures, VTC carried out reforms and changes since 1996. They are (VTC, 2001 & 2002; Lee, 2001):

1. Redefined the vision and mission statements. VTC is to be the leading qualifying body and provider of vocational education and training in the region and to provide high quality, cost-effective, internationally acceptable vocational education, training and qualifications for students and trainees, directly applicable to the requirements of Hong Kong's employers and the community.
2. Amalgamated the two technical colleges and seven institutes into a unified body called the Institute of Vocational Education in 2001.

3. Developed the 'Total Quality Initiatives' to guarantee the standards both in corporate services and in the vocational education.
- 3 Established 'Staff Development Programme' and 'Staff Re-training Programme' for staff to meet the changes.
- 4 Re-appraised the organisation structure to meet the changes, for examples the set up the Human Resources and Quality Assurance Units in 2000.
- 5 Re-examined the composition and terms of reference of the working and training committees.

## **2.6 Institute of Vocational Education (Tsing Yi nexus) Development**

The campuses of the Institute of Vocational Education (IVE) also restructured their departments and courses in response to the criticisms of poor and inadequate training facilities, an irrelevant curriculum relative to market demands and obsolete courses (Lai *et al.*, 1999; Chiu, 2001).

In the Tsing Yi nexus, there was a strategic self-study on the nexus in 2000 with aims to developing courses in line with the changing needs, promoting effective course delivery strategies and optimising the utilization of human and physical resources (Pun, 2001). So, in the long run, the courses could be market driven to meet the economic trend and the requirements of employers and also self-contained, seamless 'through-train' progression route for secondary school leavers and providing multi-entry and multi-exit points along the route for the specific needs of individuals. With all these proposals in the pipeline and for some course restructuring and teaching department realignment exercises are now initiated already, staff morale is inevitably affected as the equilibrium, whether for good or not, is disturbed. It is important for the management to upkeep morale of staff and to allay staff's misgivings when making changes. It is under all these scenarios, a

study is appropriate to evaluate the job satisfaction of the teaching staff and their opinions about the changes.

### **Chapter 3: Literature Review**

In Chapter 1, a brief description about the meaning of job satisfaction has already been discussed. In this chapter, the literature relating to job satisfaction in the context of content theories and process theories is reviewed together with the deliberation of cross cultural influences on values. The case is made for adopting a facet approach and the facets that are relevant to teaching satisfaction are discussed. Finally, different job satisfaction scales and a number of local theses of job satisfaction are also discussed and evaluated.

#### **3.1 Cross Cultural Perspectives**

Culture has been conceptualised in many ways. It can be a set of fundamental ideas, practices, and experiences of a group of people that are symbolically transmitted generation to generation through a learning process (Chen & Starosta, 1998). On the other hand, Hofstede (2001) referred to 'civilization' or 'refinement of the mind' as culture. He further elaborated that culture, in broader sense, can be seen as 'mental software'. The word 'culture' is usually reserved for societies and to a human collectively (Hofstede, 2001). The aspirations, satisfaction and motivation at work are all influenced by cultures. Hofstede (2001) conducted a study on cross-cultural differences in work related values across 50 countries. In his values study together with his collaborations in the Chinese Value Survey, he employed factor analytical methods to explain cross-cultural differences in terms of five dimensions:

1. Power Distance: the extent to which a society accepts the fact that power in organisation is distributed unequally.
2. Uncertainty Avoidance: the extent to which a society feels threatened by uncertain and ambiguous situations and tries to establish normality and clarity.

3. Individualism: a concern for oneself and self-conscious as opposed to concern for the collectivity to which one belongs.
4. Masculinity: the extent of emphasis on work goals and assertiveness (masculine) as opposed to interpersonal goals and nurturance (feminine).
5. Long Term Orientation: the extent of fostering of virtues towards future rewards, in particular perseverance and thrift as opposed to the short term orientation, which with views on the past and present, in particular, respect for tradition preservation of face and fulfilling social obligations.

According to Hofstede's findings, Hong Kong, Taiwan, Singapore, Thailand and Philippines were considered in the large power distance and collectivistic group. While, United States, Canada, Britain and Australia were in the small power distance and individualistic group. In the masculinity and uncertainty avoidance dimensions, Hong Kong, United States, Canada, Britain and Australia were in the same group. Further, Hong Kong and Taiwan were at the high end in the Long-Term Orientation dimension compared with the Western countries (Hofstede, 2001). Those findings indicate that cultures play a prominent role in perceiving the work-related values.

### **3.1.1 Cultural Influences**

From the Hofstede's work, it is validated that cultures play an influential role in values orientations. In a large power distance, collectivistic and virtues seeking Chinese society, like in Hong Kong, particularly in China, people see the values may not be the same as those of Western people. In the Confucian Chinese society, the essential aspects are the following: (a) man exists through his relationship to others; (b) these relationship are structured hierarchically; (c) social order is ensured through each party's honouring the requirements in the role relationship (Bond, 1993). Nevertheless, China is moving



towards individualism with open and modernisation policy starting from 80' with more entrepreneurs in a consumer-led economics society. Therefore, there are reservations among Chinese scholars about the extent of applicability of the Western psychology theories in the context of Chinese culture. As authors of those theories rarely show any cross-cultural concern in developing their theories of social behaviour (Bond, 1993).

Despite of the drawbacks, in the context of cultures, in the Western organization theories, it remains important to investigate and compare based on them. For one thing, it helps provide a good antidote to ethnocentrism, a belief in the inherent superiority of one's own culture or group. Second, it is always easier to understand something by comparison rather in an absolute sense. Third, the world is increasingly moving toward greater intercultural and international exchanges of knowledge and many individuals will find their work careers will involve experiences in more than a single culture (Steers, 1983).

### **3.2 The nature of Motivation, Morale and Job Satisfaction**

In the past, there have been numerous theories into the nature of job satisfaction. The terms: attitudes, motivation and morale are sometimes used interchangeably in literature with reference to job satisfaction.

Hulin and Roznowski (1992) explain that attitudes have the property of internal stimuli to which individuals react. They elaborate further how the job satisfaction can be determined via a well-constructed job attitude scale. Hoy and Miskel (1991) define motivation as the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. In short, motivation is the 'why' of behaviour. The processes are qualities of a person

oriented toward the future and aimed at helping the person to evaluate the need for change or action (Ford, 1992). Stimuli such as the needs of individuals for achievement, recognition, responsibility and status are believed to lead to motivation. Psychologists such as Maslow (1954), Herzberg (1966) and others see the development of motivation as the central factor in job satisfaction. As for morale, Likert (1967) sees job morale as an individual's mental attitude towards all features of his work and towards all of the people with whom he works. Evans (1992) suggests a definition of morale as a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which he or she perceives as significantly affecting his or her work situation.

There are several working definitions for job satisfaction. Job satisfaction can be considered as the pleasurable emotional state deriving from the appraisal of one's job as achieving or facilitating one's job values (Locke, 1969). It can also be explained as the sum total of influences and feelings of an individual about his job (Gruneberg, 1976). Vroom (1995) defines it as the positive orientation of an individual towards the work role, which he is presently occupying. In principle, job satisfaction is concerned with fulfilment of specific factors such as wages, supervision, work condition, advancement opportunities, and social relations with colleagues. Gorton (1982) defines job satisfaction, as the extent to which a person can meet personal and professional needs as an employee. Job satisfaction is a topic of wide interest to both people who work in organizations and people who study them. Job satisfaction is the most frequently studied variable in organizational behaviour research. There are important reasons to pursue the topic:

#### (1) Humanitarian Perspective

People deserve to be treated fairly and with respect. Job satisfaction is to some extent a reflection of good treatment. It also can be considered an indicator of emotional well

being or psychological health (Spector, 1997). Further, general job satisfaction is one of the components of life satisfaction.

## **(2) Economic Perspective**

Job satisfaction can lead to behaviour by employees that affect organizational functioning. It also reflects how well the organization is functioning. If the satisfaction level is below the norms, measures can be instituted to improve the situations. It is also a valuable management tool to measure the satisfaction among different operating centres thus potential trouble spots can be highlighted and management interventions can be implemented to improve the situation and to reduce absences, errors and turnover (Smith, 1992). The quality of work life is thus improved.

## **3.3 Job Satisfaction Theories**

Job satisfaction in general has been the subject of extensive research since it was pioneered in the 1930. Many theories have been developed to explain the nature of job satisfaction although there is no consensus among them. However, job satisfaction can be classified into two categories: content theories and process theories. Content theories put emphasis on people's needs, and what needs result in job satisfaction. Process theories attempt to identify the relationship among various dynamic variables (e.g. needs, values, perceptions, etc.), which make up job satisfaction. In accordance with Campbell (1970), Maslow's (1943) Needs Hierarchy Theory and Herzberg's (1966) two-factor theory of job satisfaction would be considered as content theories. Process theories can be considered to include Discrepancy Theory, Expectancy Theory, Equity Theory and Facet Satisfaction Theory. This section focuses on the review of the above theories.

### **3.3.1 Content Theories**

This group of theories tries to find out the factors contributing to job satisfaction. Content theories are best illustrated by Maslow's hierarchy of needs and Herzberg's two-factor theory.

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

One of the popular accounts of job satisfaction involves fulfilling the individual's needs. The first needs theory is Maslow's hierarchy of needs (Maslow, 1954). Maslow's Model of the five need levels is a key concept in the study of motivation and job satisfaction in work. The five levels are:

- Level 5      Self-actualisation – refers to the ways that individuals can grow and utilize their fullest potential of skills and abilities.
- Level 4      Self esteem – refers how individuals feel about themselves such as their self-confidence, achievement, recognition, prestige and respect from others.
- Level 3      Social needs - belonging, love and social activities.
- Level 2      Safety and security – individual's desire for security or protection, such as job security, physical safety, and psychological well being.
- Level 1      Physiological – the most basic needs a person has such as wages and supplementary benefits.

In this needs theory, Maslow stated that each person has levels of need which can lead to success. The needs theory pre-supposes that the level of fulfilment is structured and moving incrementally from lower order need to higher order need. Job satisfaction is considered as a process through which needs are fulfilled. Unlike traditional work

motivation theories, which focus on economic rewards and work conditions, Maslow's theory suggests the existence and importance of higher needs in work situations. It is based on the belief that complete and permanent satisfaction is elusive, since the satisfaction of one need merely presents other needs to be satisfied, and it is the unremitting succession of unsatisfied needs that motivates activity directed at seeking satisfaction (Evans, 1998).

It has drawn the attention of administrators to the psychological needs of employees in work situations. Maslow's theory has provided a framework for further development of other need fulfilment theories such as Porter's hierarchy of needs (Porter, 1961). Nonetheless, his ideas have been widely criticized for lack of any research to back up his findings. Many have argued that Maslow offers little proof that the needs that he proposed are indeed needs. Mullins (1993) pointed out that some people do not necessarily satisfy their higher-order needs through their work. For example, a person who is not interested in his job may only work for security and social affiliation but not for self-actualisation.

Further, the highest level of needs is self-actualisation according to Maslow's theory. However, it is argued that self-actualisation reflects the individualism of Western cultures to some extent (Westwood, 1992). Since different countries have different value systems, it is doubtful whether the self-actualisation need is applicable to countries whose value systems put a high priority on collectivism. Therefore, his theory may be limited to some particular cultures. Also, a satisfied need is no longer a motivator according to Maslow's theory. But, no human need is ever permanently satisfied because of a single event or events (Locke, 1983).

In general, the need fulfilment approach usually measures people's satisfaction by simply asking how much of a given facet they are receiving (Lawler, 1973). Nonetheless, people's reactions to what they receive are influenced by both what they want and what they feel they should receive. Therefore, Lawler (1973) suggests that the need fulfilment approach is not valid to study job satisfaction because it cannot take into account the differences in people's feelings about what outcomes they should receive.

### **3.3.1.2 Herzberg's Two-Factor Theory**

Another popular theory is the two-factor theory developed by Herzberg (1966). Unlike other theories of viewing job satisfaction and job dissatisfaction as the opposite ends of the same continuum. Herzberg (1966) treated satisfaction and dissatisfaction as being two separate continuums. In the two-factor theory, job factors are classified into two groups: motivators and hygiene factors. Herzberg (1966) specified motivators and hygiene factors as follows:

- (1) Motivators: recognition, achievement, work itself, responsibility, and advancement;
- (2) Hygiene factors: possibility for growth, salary, interpersonal relations with superiors, interpersonal relations with peers, interpersonal relations with subordinates, supervision, company policy and administration working conditions, factors in personal life, status, job security.

Hygiene factors, if absent, cause job dissatisfaction. Motivators, if present, lead to job satisfaction. Maintenance of hygiene factors can only prevent job dissatisfaction, but cannot by themselves lead to job satisfaction. It is only the motivators that can constitute to job satisfaction. Thus, the core concept of the two-factor theory is that job satisfaction

and dissatisfaction are on different continuums. The two-factor theory has an important implication that an improvement in hygiene factors (e.g. salary and work conditions) is unable to result in a highly satisfied working team. These two factors are also sometimes related as intrinsic and extrinsic factors. Dinham & Scott (2000) confirm the two-factor theory of teacher satisfaction, derived from the work of Herzberg (1959) and Sergiovanni (1967), in their survey.

One major contribution of the two-factor theory is to improve the knowledge and understanding of the nature of job satisfaction. This contribution stems from its emphasis that job satisfaction is related to the work itself (Ilicqua, 1995). This is a finding of practical significance for administrators in designing jobs to bring about job enrichment for subordinates. Hoy and Miskel (1991) comment that the most fruitful approach studying the two-factor model is to use its knowledge to develop more appropriate conceptualisations rather than to accept or reject it totally.

Nonetheless, not all researchers support Herzberg's ideas and conclusions (House & Wigdor, 1967). It is claimed that Herzberg failed to provide a comprehensive theory of work motivation. He does not adequately describe the complex motivational process in organizational settings. Further, Herzberg's findings unfortunately have not been supported by many studies, and the findings by such researchers as Hulin and Smith (1967) tend to dispute them. Further, the two-factor theory is shackled only to the story telling method (Lock & Schneider, 1971). The theory is method bounded in the sense that only with the employment of critical incident interview is the two-factor theory supported.

Further, there are factors which do not sit clearly within the intrinsic – extrinsic dichotomy. Thus a new category of variables called ‘neutral’ variables may be defined which reflect both the content and context of the job (Iacocca *et al.*, 1995; Dinham *et al.*, 2000). In the setting of higher education, an example of a ‘neutral’ variable would be the ability to influence institutional policy, since such influence would relate not only to intrinsic job aspects such as the type of student admitted to the institution, but also to extrinsic job aspects such as the number of classes taught by each lecturer. In short, not all aspects of a job environment can be classified exclusively as intrinsic or extrinsic.

On the whole, the theory provides managers direction in motivating employees. Herzberg succeeded to draw attention to the importance of job content factors in work satisfaction which lead to motivation. His work has guided the formulation of many work environments in order to encourage greater opportunity for psychological growth.

### **3.3.2 Process theories**

This group of theories emphasizes that job satisfaction is the product resulting from the relationship between individual and the work environment. Nevertheless, how the individual interacts with the job is a subject of dispute among process theories.

#### **3.3.2.1 Discrepancy Theory**

Katzell (1964) and Locke (1969 & 1976) present the two most completely developed discrepancy approaches to investigate job satisfaction.

Katzell views satisfaction as the difference between the actual amount of the outcome and the desired amount. According to Katzell (1964), job satisfaction can be expressed



as:

$$satisfaction = 1 - \frac{|x - v|}{v}$$

where  $x$  = actual amount of outcome

$v$  = desired amount of outcome

According to the formula, the more a person wants an outcome, the less satisfied the person will be with a given discrepancy. However, the formula suggests that getting more than the desired amount would produce less satisfaction than getting the desired amount. Katzell offered no explanation for this situation.

Locke (1969 & 1976) proposed an alternative approach in which the perceived discrepancy, rather than the actual discrepancy, is important in the determination of job satisfaction. There are two dual value judgments in Locke's discrepancy theory: (1) the perceived discrepancy between what an individual wants or values and what is received and (2) the importance of what is wanted or valued by the individual. Job satisfaction comes from the perception of being able to achieve one's value from the job. Job satisfaction is determined by the perceived difference between what a person wants and what the person receives. The importance of a value affects the degree of satisfaction or dissatisfaction. Thus, overall job satisfaction is subjected to individual differences as a function of perceived discrepancy between wants and outcomes and perceived importance of some aspects of a job.

Locke's discrepancy theory has been empirically supported in many studies (Kalleberg, 1977; Mercer, 1997). However, some researchers recently have questioned whether the fulfilment of expectation leads to job satisfaction (James & Jones, 1980; James & Tetrick, 1985). Their findings have indicated that workers may first feel general satisfaction

about their job, and this general satisfaction in turn affects their perceptions on elements of the job. It thus suggests that global satisfaction may lead to facet satisfaction, and not vice versa.

### **3.3.2.2 Expectancy Theory**

Despite the predominance of Maslow's need hierarchy and Herzberg's two-factor theory, the popularity of the expectancy theory proposed by Vroom has become increasingly popular during the past two decades. Vroom (1995) suggests that individuals are motivated to work when they expect that job performance will lead to desired outcomes and when they value work activities. Weiner (1985, p.555) states "every major cognitive motivational theorist includes the expectancy of goal attainment among the determinants of action."

The theory is based on three basic concepts: valence, expectancy and force.

#### **(1) The concept of Valence**

Valence is the affective orientations toward particular outcomes (Vroom, 1995). It may be positive in nature when a person wants to attain a certain outcome, or negative, when the attainment is not desired. At any given time there may be a substantial discrepancy between the anticipated satisfaction from an outcome (valence) and the actual satisfaction that it provides (value). Vroom (1995) further proposes that the valence of an outcome to a person is a monotonically increasing function of the algebraic sum of the products of the valences of all other outcomes and his conceptions of its instrumentality for the attainment of these other outcomes.

## (2) The concept of Expectancy

Expectancy is defined as a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1995). Whenever an individual chooses between alternatives that involve uncertain outcomes, it depends not only on his preferences but also on the degree to which he believes those outcomes to be probable. Psychologists have referred to those beliefs as expectancies (Vroom, 1995). Expectancy is an action-outcome association. It takes values ranging from zero, indicating no subjective probability that an act will be followed by an outcome; to 1, indicating certainty that the act will be followed by the outcome.

## (3) The concept of Force

Vroom (1995) proposed that the force to perform an act is a monotonically increasing function of the algebraic sum of the products of the valences of all outcomes and the strength of his expectations that the act will be followed by the attainment of these outcomes. The formulation of this motivational force relationship is:

$$\text{Force of Motivation} = \sum (\text{Expectancy} \times \text{Valence})$$

In short, an outcome with high positive or negative valence will have no effect on the generation of a force unless there is some expectancy that the outcome will be attained by some act. As the strength of an expectancy that an act will lead to an outcome increases, the effect of variations in the valence of the outcome on the force to perform the act will also increase. On the other hand, if the valence of an outcome is zero, then neither the absolute value nor variations in the strength of expectancies of attaining it will have any effect on forces (Vroom, 1995).

The characteristic of the expectancy theory is that an individual's occupational behaviour is influenced by the individual's cognitive variables during the motivating process (Chung, 2001). Nonetheless, the expectancy theory, with several untested assumptions, is not without criticisms. Miskel (1982) points out that the model fails to explain how the three components combine together in a multiplicative fashion. The criticism also relates to linearity of measurement, that is, in postulating that an increase in any one of the three components brings an increase in the motivation force. It disregards the possibility that when the optimal level is reached, the strength of any one variable would decline. Further, the model exaggerates the cognitive power in human behaviour. It is difficult to visualize how individuals with different talents actually go through the labyrinthine process of arriving at the most rational alternative.

### **3.3.2.3 Equity Theory**

Another approach of studying job satisfaction is derived from equity theory. The best known equity theory was proposed by Adams (1979).

Equity theory states that a major input into job performance and satisfaction is the degree of equity that people perceive in their work situation compared with other person. If a person's perceived ratio of his outcomes to inputs is not equal to the ratio of others' outcomes to others' inputs, he will strive to restore this ratio to equity. In other words, it focuses on peoples' feelings of how fairly they have been treated in comparison with the treatment received by others. The process is essentially a personal assessment of one's psychological contract.

Employees usually make comparisons between their work inputs and job outcomes. Job satisfaction is determined by the perceived ratio of what a person receives from a job to

what the person puts into the job. When an individual feels that he has received relatively less than others in proportion to work inputs, a sense of unfair treatment results. When a person receives relatively more than others, feelings of guilt occur. Both cases will lead to job dissatisfaction. Job satisfaction results only when there is an existence of perceived equity.

Equity theory places explicit emphasis on social comparison in the determination of job satisfaction (Lawler, 1973). Equity theory matches the common-sense understanding of organisational life, and the whole mechanism is common in organisational settings (Westwood, 1992). The theory is not without criticism. In real setting, however, how a worker compares himself with others is a major research interest. Korman (1977) pointed out that it is difficult, perhaps impossible, to specify why some workers choose one reference group whereas other apparently similar workers choose another. He suggested that individuals differ in the reference group they choose according to their personalities. He further explained that those most influenced by their reference groups are those with low self-esteem. Those with high self-esteem can afford to ignore the reference group to a larger extent and behave autonomously.

#### **3.3.2.4 Facet Satisfaction Theory**

Presented by Lawler (1973), the theory states that satisfaction depends on the perception of job inputs, job characteristics, and job outputs relative to other people. Facets are distinguishable elements within the job (Conway *et al.*, 1987). Individuals are satisfied with a particular facet of their job when the amount of the facet they perceive they should receive for performing their work equals the amount they perceive they actually receive. In addition, if individuals perceive the amount they receive is greater than what is

deserved, they may feel inequity and guilty. They may feel dissatisfied if they receive too little of the facet.

Facet approach has the advantage that it permits the microanalysis of a particular aspect of work in the determination of one's job satisfaction. There are three aspects associated with each job facet: description, importance and satisfaction.

#### (1) Facet Description

Facet description is affect-free perceptions about the experiences associated with individual job facet. There are several methods to measure facet description (Rice *et al.*, 1991):

- Direct reports of facet amount;
- Comparisons of current facet amount against some explicit standard of comparison;
- Difference scores calculated by subtracting a direct report of facet amount from a specified standard of comparison.

#### (2) Facet Importance

Facet importance is the personal subjective feeling how important a facet is. It can be measured in ratings or in rankings (Rice *et al.*, 1991). According to Locke (1976), facet description interacts with facet importance to determine facet satisfaction. That is, they have moderating effects on facet satisfaction. The importance of various job aspects to employees has been considered influential in many studies (Friedlander, 1965; Conway *et al.*, 1987; Johnson & Holdaway, 1991). Nonetheless, there has been inconsistent support for the proposition that job satisfaction depends on whether the outcomes people receive from their jobs are important to them (Butler, 1983). Those studies claim that

facet importance determines, in part, the level of satisfaction associated with each job facet, the importance of a facet is already implicitly reflected in each facet satisfaction score. Blood (1971) in his study further concluded that the conception of importance was empirically invalid. Though satisfaction with an aspect of a job may vary in strength, that strength of relationship has little, if any, relationship to the importance rank that an individual will assign to that aspect (Blood, 1971).

### (3) Facet Satisfaction

Facet satisfaction is the subjective job feeling about each job facet. According to Lawler (1973), facet satisfaction is peoples' affective reactions to particular aspects of their jobs. Facet satisfaction is determined by the difference between what a person feels he should receive, and what he perceives that he actually receives.

There were two advocates to combine either linearly or non-linearly the job facets in order to measure the overall job satisfaction. Based on different findings, it was concluded that linearly combining the facets to yield the overall satisfaction score was better (Conway *et al.*, 1987). Locke (1976) proposed an unweighted additive approach. According to his view, overall job satisfaction is determined by the sum of satisfactions associated with each facet of the employee's work. On the other hand, some researchers (Butler, 1983; Rice *et al.*, 1991) used facet importance as a moderator to evaluate facet satisfaction and overall job satisfaction.

In practice a single overall score is obtained by summation of all the weighted facet-satisfaction scores to predict the overall satisfaction of an individual; that is:

$$\text{Overall satisfaction} = \Sigma(\text{facet importance} \times \text{facet satisfaction})$$

Lawler further suggests that personal factors like: age, education, experience and qualification influence what people feel they should receive. Job condition characteristic and difficulty area, like an amount of responsibility, influence both what people perceive they actually receive and what people perceive they should receive. Such interpersonal-comparison theory relies on the belief that people compare themselves to others in assessing their own feelings of job satisfaction. It is based on this suggestion that the main theme of this research study, 5 research questions and 9 hypotheses, is formulated in chapter 1.

A number of researchers have adopted facet approach to study job satisfaction (Johnson & Holdaway, 1991; Rice *et al*, 1991). Further, if job facets contribution to overall job satisfaction can be identified, only improving these facets can increase the overall job satisfaction (Conway *et al*, 1987). According to Smither (1994), most current research takes this approach. However, one problem is that there is no consensus regarding the number of facets contributing towards teaching satisfaction, which ranges between three and twenty, for example in the studies of Sergiovanni (1969), Kim & Loadman (1994) and Rhodes *et al* (2004).

### **3.3.3 Summary of Job Satisfaction Theories**

In the preceding paragraphs, it is attempted to make an overview on various theories of job satisfaction. Among all these theories, the most popular one is the Herzberg's two-factor theory. However, empirical research has discovered job satisfaction and dissatisfaction are not completely on two separate dimensions (Oshagbemi, 1997).

Locke's discrepancy theory suggests that the degree of job satisfaction depends on the importance of work values, and on the discrepancy between expectation and perceived



fulfilment of work values. It has included the importance of one's values to determine job satisfaction.

Vroom's expectancy theory hypothesizes the choices by persons depending on the relative strength of forces. Each force is in turn hypothesized to be equal to the algebraic sum of the products of the valence of outcomes and expectations that the outcomes will be attained.

Equity approach focuses on people's feelings of how fairly they have been treated in comparison with the treatment received by others.

Lawler (1973) developed the facet satisfaction theory. Overall job satisfaction is the compilations of satisfaction feelings on different job facets with considerations of facet importance. It permits the micro-analysis of a particular aspect of work in the determination of one's job satisfaction.

### **3.4 Facets of Job Satisfaction**

The approach of job satisfaction as a faceted concept focuses on factors related to the job that contributes to overall job satisfaction (Smither, 1994; Spector 1997). Spector (1997) points out the common facets are: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, organization itself, organization's policies and procedures, pay, personal growth, promotion opportunities, recognition, security and supervision. Conway *et al.* (1987) in their study to identify facets of the job that lead to overall job satisfaction, derived seventeen facets from the survey. Those facets are: promotion, training, supervisor, upper management, organizational structure, physical work environment and equipment, pay, work stress, work challenge and

autonomy, distribution of staff, merit pay, organization of work tasks, organizational commitment, work group and affirmative action. On the other hand, Gruneberg (1979) lists ten variables that relate to job satisfaction: pay, job security, work groups, supervision, role conflict, organisational structure and climate, age, tenure, gender and educational level. One can pinpoint that the facets included in the above three studies are somewhat different. There is no consensus regarding the number of facets contributing towards job satisfaction. It could be due to different ways of viewing the cause of job satisfaction (Conway *et al.*, 1987). It is also sometimes due to different cultures and at different job settings. It is an issue that has implication for the research in this study in further education in Hong Kong.

The following facets are further discussed, as they were included in job satisfaction study in local education settings (Law, 1987; Cheng, 1991; Leung, 1997):

(a) Pay

Salary is an essential aspect of job satisfaction because it means more to individuals than just the potential of acquiring material goods. Gruneberg (1979) noted that money could be seen as an objective measure of job success. The amount of money which one receives is sometimes an indication of one's value to an organization. So it is associated with achievement and recognition by one's peers. The amount of pay is a primary determinant of job satisfaction (Ho, 2002).

(b) Fringe Benefits

To enhance the job satisfaction of workers, many employers offer special benefits to their employees. Flexible compensations system can boost job satisfaction.

**(c) Promotions**

In the field of education, promotion is an external recognition of success. Promotion also brings more financial reward and a higher teaching status.

**(d) Supervisors**

Job satisfaction is consistently associated with leadership characteristics. The supervisor's abilities to demonstrate interest in and concern about employees are important to job satisfaction. Praise by the supervisor for good work done is highly valued by employees (Locke, 1983).

**(e) Coworkers**

Interaction and communication among fellow workers allows individuals to obtain the necessary information to perform their duties and gain social support. Coworkers in the workplace are important in bringing about favourable attitudes toward belonging to the workgroup and job satisfaction among employees (Hackman, 1992).

**(f) Work Itself**

The nature of the work itself includes types of work and job autonomy (Hackman & Oldham, 1980). The type of work is one of the key determinants of job satisfaction. Normally employees prefer jobs with mentally challenging characteristics (Locke, 1976; Hackman & Oldham, 1980). The pleasure and satisfaction of employees are closely related to an appropriate challenging work. Job satisfaction is positively or negatively correlated with job autonomy which is defined as the degree to which the job provides substantial freedom, independence and discretion to the employee in planning and determining the procedures to be employed in accomplishing the job (Hackman &

Oldham, 1980). The degree to which one has freedom to make decisions about one's job does determine the amount of skill that one can apply. Only a job that allows the individual to apply a skill can reasonably be expected to allow possibilities for growth in self-esteem due to effective use of the skill. If the skill aspect is removed then successful performance is someone else's success. Gruneberg (1979, p.53) concluded that, "One reason why the application of a skill is necessary for job satisfaction is that it allows the individual a certain amount of freedom and responsibility in his job."

(g) **Participation**

This may represent authority, status and responsibility. According to a local study, rank, participation in decision making, workload and variety in school activities were significant predictors of teaching satisfaction (Wong and Li, 1995). They further argued that involvement of teachers is rewarding both to the teachers and the school. Teachers who are empowered will find meaning in their work and will be more ready to commit themselves to the goals of the schools. The participation process makes them feel that their interests are being properly represented (Gruneberg, 1979). To have one's views considered and acted on is likely to increase one's self-esteem. It also allows more freedom to act in the way one thinks suitable for one's own abilities and thus increases potential for applying skill to a particular job and hence more satisfaction.

### **3.5 Importance of Job Satisfaction**

There are a number of good reasons to study job satisfaction. They range from raising the staff productivity and performance to improving the staff's mental and physical health. Many organizations, including the Vocational Training Council (Hong Kong), monitor job satisfaction regularly to maintain the dialogue between management and the employees about how well the policy implemented and company services provided. The

Vocational Training Council uses one question in their annual 'Performance Indicator' check sheet to assess the staff's global job satisfaction. In sum, the importances of job satisfaction are:

(a) Job Satisfaction and Job Performance

In the past, a number of empirical theories already indicated that there was no simple and straightforward positive relationship between job satisfaction and job performance (Muchinsky, 1987; Jewell & Siegall, 1990; Smither, 1994). The correlation between these two variables is usually positive, but the variation is large and the central tendency is low (Vroom, 1995; Podsakoff & Williams, 1986). Some workers are very satisfied in their jobs, but are low-performers, whereas other workers are dissatisfied with their jobs but are high-performers. However, Katzell (1992) argues that job satisfaction and job performance could be achieved jointly if the organizational context is managed appropriately.

(b) Improved Communication

Job satisfaction surveys can also improve the communication within an organization. The communication begins when people start to discuss the issue of job satisfaction and what may be affecting it in the organization. Communication continues in the attempt to measure job satisfaction in the organization and deciding on the appropriate survey instrument and methodology to achieve required outcomes. Participation in the survey by both management and employees in the organization stimulates reflection and discussion on the issues in the organization that may impact on job satisfaction, like curriculum changes, department alignments. Finally, the results from a job satisfaction survey stimulate further discussion about the factors found to affect job satisfaction and possible strategies to implement that will improve job satisfaction.

### **(c) Job Stress and Health**

Ironson (1992) stated that the relationship between work stress and health outcomes has assumed major importance with mounting health care costs, concerns about absenteeism and lost productivity and morbidity and mortality at stake. Mortimer (1979) reported a positive correlation between job dissatisfaction and deterioration of mental and physical health leading to depression, low self-esteem and social isolation. On the other hand, job satisfaction is negatively associated with the intention of turnover and absenteeism (Gregson, 1990; Smith 1992). Ironson (1992) outlined some of the job stress dimensions: workloads, heavy responsibility, control, role conflict, career development, interpersonal relations, job insecurity, problems and work flow and perceived equity. Ironson further concluded that while job stress contributes to adverse outcomes, so do individual and societal variables. This raises the natural question of where management interventions should be targeted. Management has a choice of trying to (a) change the individual to influence their perception and enhance their abilities through training; (b) change the job through job design methods; or (c) direct efforts at predicting which individuals fit which job.

## **3.6 Effect of Demographic Variables on Job Satisfaction**

A number of biographical factors affect job satisfaction and these are considered in this section.

### **3.6.1 Age**

The results from some studies show an increase in the level of job satisfaction with age (Hoppock, 1960; Gibson & Klein, 1970). It is explained by the general adjustment to life which comes with increased age. Then the decline is set in around the pre-retirement

period due to the blockage of the channels for self-actual and psychological growth and possibly declining physical health (Saleh & Otis, 1976).

It is discovered that years of teaching experience, which is related directly to age of teachers, is a factor to affect teacher's work attitude and job satisfaction. Cheng (1991) discovered that the extrinsic job satisfaction of local secondary school teachers was strongly related to their teaching experience because the salaries of teachers depended on teaching experience in Hong Kong.

It is established that for less experienced workers, who are younger, are more likely to change jobs than more experience workers, who are older. Less experienced workers tend to have higher expectation, especially of extrinsic aspects of work. They are less satisfied whenever their expectations are not met. However, the satisfaction of more experience workers increase due to the adjustment with greater satisfaction to maintain a psychological well being (Kalleberg & Loscocco, 1983).

### **3.6.2 Gender**

The findings of the investigation on gender differences in job satisfaction are contradictory and there appears to be no concrete relationship between gender and job satisfaction.

Hulin & Smith (1976) reported in their survey that female plant workers tended to be somewhat less satisfied with their jobs than their male counterpart. However, they also acknowledged many other variables causing the differences in job satisfaction at the same time. Also, Kitchenham (2002) pointed out that there were gender differences in areas of achievement, motivation and pedagogy among students. Cheung & Scherling

(1999) concluded in their survey on Taiwan's high technology industries that male workers had stronger job satisfaction and commanded higher ranks than their fellow female workers. But, there was no difference in levels of work values among the workers.

Kwok (1987) discovered that gender was an insignificant factor in the determination of job satisfaction of vice-principals in Hong Kong. However, local research found that female teachers of secondary schools experienced less overall job satisfaction than male teachers (Tse, 1982)

### **3.6.3 Years of Service**

Teaching staff are usually more logically connected with teaching and job satisfaction with years of service. Longer the years of service means that the teacher is older and more experienced. The very experienced teachers tend to be satisfied as they approach retirement (Reyes and Taylor, 1989). For the older teachers, they realize what they can expect from a job and the limitations impose on them. They adjust themselves flexibly to the situations and try to maintain a balanced psychological well being, which can be translated to more job satisfaction (Janson and Martin, 1982). In Vocational Training Council, the pay scale is pegged to the years of teaching and promotion is also closely related to the years of service. Therefore, teachers with more years of teaching have higher income and may also enjoy higher status (after promoting to senior grades). They may then have higher job satisfaction level.

### **3.6.4 Educational Level**

The relationship between educational level and job satisfaction is mixed. There was a proposition that a higher educational attainment would raise the expectation of greater rewards from employees (Mortimer, 1979; Mottaz, 1984). Thus for workers having equal



intrinsic reward levels, those having higher levels of education consistently expressed lower degrees of work satisfaction than did less educated workers. It also suggested that by elevating workers' aspirations and the value they placed on intrinsic work rewards, education might actually lead to reduced overall work satisfaction.

On the other hand Martin and Shehan (1989) and Gruneberg (1979) discovered that there was no evidence to support the view that a higher educational level would raise the expectation for extrinsic and intrinsic rewards of employment. Therefore there were no adverse effects of higher education on job satisfaction.

In the occupation of teaching, higher academic qualifications alone would not necessarily promise a teacher a better advancement opportunity (Fresko *et al.*, 1997). Job advancement is often the result of the work performances and interpersonal relationships. Fresko *et al.* suggested the teachers with fewer qualifications but attained the same position and status, as those with higher qualifications would have more a sense of self worth and a higher level of job satisfaction.

### **3.6.5 Occupational Level**

Job satisfaction increases with higher the occupational level because higher the level often associates with higher pay, greater autonomy and greater sense of achievement (Weaver, 1980).

### **3.7 Job Satisfaction measurement tools**

Job satisfaction is usually measured with interviews or questionnaires administered to the employees. There are several well-established and developed scales to do the

measurement like Job Descriptive Index (JDI), Job Diagnostic Survey (JDS), Job Satisfaction Survey (JSS) and Minnesota Satisfaction Questionnaire (MSQ).

There are many advantages to using existing scales (Spector, 1997):

- (a) Many of the available scales cover the major facets of satisfaction.
- (b) Most existing scales have been used a sufficient number of times to provide norms, which are the means on each facet for people in general within a given population. Comparisons with norms can help with the interpretation of results from a given organization.
- (c) Many existing scales have been shown to exhibit acceptable levels of reliability.
- (d) The use in research provides good evidence for construct validity. There is confidence that the scale will consistently measure the satisfaction facets of interest.
- (e) It saves cost to develop scales from fresh start.

### **3.7.1 Job Descriptive Index (JDI)**

The JDI is the most popular facet scale among organizational researchers and also the most widely researched (Spector, 1997; Crake, 2003).

It was originally thought that workers had only an overall feeling of job satisfaction, researchers have identified that employees also feel differently about various aspects of their job such as the work itself, pay, and co-workers. An individual's satisfaction is relative to alternatives in the person's frame of reference that is external environments. The JDI researchers initially took these comparisons into account by introducing a complicated measuring system; however this failed to improve the psychometric properties of the scales. It is thus concluded that the effects of those relative comparisons

are already reflected in individual's direct judgments of their present job (Crake, 2003). The focus of the JDI is on the characteristics of the job and not on person's emotions about their jobs, because research has shown that asking people to describe their jobs elicited more frank and less defensive responses than asking them how they felt about their jobs (Stanton & Crossley, 2000, quoted in Crake, 2003).

The scale assesses five facets: work, pay, promotion, supervision and co-workers. The entire scale contains 72 items with either 9 or 18 items per subscale. Responses are "Yes," "Uncertain," or "No." (Spector, 1997). It is appropriate to mention that JDI was not designed to be aggregated across the five factors. It was constructed to measure five distinctively different areas, which were only moderately correlated (Smith *et al.*, 1969). The straightforward aggregation would distort the findings and interpretations.

### **3.7.2 Job Diagnostic Survey (JDS)**

The Job Diagnostic Survey is an instrument that was developed to study the effects of job characteristics on people. It contains subscales to measure the nature of the job and job tasks, motivation, personality, psychological states and reactions to the job. One of the reactions is job satisfaction. As a facet measuring tool, the JDS covers several areas of job satisfaction, specifically growth, pay, security, social, and supervision and as well as global satisfaction.

The individual subscales contain from two to five items each. The format for the facet items is a 7-point scale ranging from "Extremely dissatisfied" to "Extremely satisfied". The format for the global satisfaction subscale is a seven point ranging from "disagree strongly" to "Agree strongly" (Spector, 1997).

### **3.7.3 Job Satisfaction Survey (JSS)**

The Job Satisfaction Survey, originated by Spector, assesses nine facets of job satisfaction, as well as overall satisfaction. The nine facets are: pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work and communication. Each of the nine facet subscales contains four items, and a total satisfaction score can be computed by combining all of the items. Each item is on a 6-point Likert scale. The JSS can yield 10 scores. Each of the nine subscales can produce a separate facet score. The total of all items produces a total score. Each of the nine JSS subscales is scored by combining responses to its four items (Spector, 1997).

The internal consistency reliability of the JSS is proven. The coefficients Alpha of the subscales ranged from 0.60 to 0.91, while Test-Retest varied between 0.37 between 0.74. The JSS has also shown correlated with a number of scales and variables.

### **3.7.4 Minnesota Satisfaction Questionnaire (MSQ)**

The Minnesota Satisfaction Questionnaire (MSQ) comes in two forms, a 100-item long version and a 20-item short form (Spector, 1997). It covers 20 facets. The long form contains five items per facet. The short form contains one item per facet and ranked on a 5-point Likert scale.

The short form MSQ yields three scores (Gambill, 2001):

- (a) Intrinsic satisfactions, arising from factors that originate within the position and how people feel about the work they do. The intrinsic factors are: ability utilization, achievement, activity, authority, coworkers, creativity, independence, moral values, recognition, responsibility, social service, social status, variety and working conditions.

- (b) Extrinsic satisfaction concerns aspects of work that have little related job tasks and work itself. The extrinsic factors are: supervision-human relations, supervision-technical, company policies and procedures, working conditions, advancement, compensation and security.
- (c) General satisfaction, arising from the combination of both intrinsic and extrinsic factors.

Data on the internal consistency reliability of the Minnesota Satisfaction Questionnaire have been estimated by Hoyt's analysis of variance. With various groups, the Hoyt reliability coefficients for the MSQ scales ranged from 0.84 to 0.91 for the intrinsic satisfaction scale. For the extrinsic satisfaction scale, the coefficients varied from 0.77 to 0.82. On the general satisfaction scale, the coefficients varied from 0.87 to 0.92 (Walker, 1996). The construct, concurrent and content validity of the MSQ are proven from its performing in various studies by different researchers (Gambill, 2001). However, neither the psychometric history nor the theoretical foundations of this scale are given in the manual.

### **3.8 Research on Job Satisfaction in Education**

Many local and overseas researches have been conducted to examine the job satisfaction of educators. The researches are usually revolving around the following aims:

- (a) To identify the factors with the support of Herzberg's two-factor theory.
- (b) To investigate the relationships between demographic factors and teaching satisfaction.
- (c) To look for other factors which are important in teaching satisfaction but not on the list of the factors supported by Herzberg's two-factor theory.

### **3.8.1 Sources of Job Satisfaction and Dissatisfaction**

The first well known research on the sources of teachers' job satisfaction was conducted by Sergiovanni (1967). He replicated Herzberg's methodology to assess job satisfaction of teachers in the state of New York. His findings generally supported Herzberg's theory that factors for satisfaction and dissatisfaction were different. He identified work achievement, recognition and responsibility as the factors leading to job satisfaction of teachers. Also, he concluded that teachers did not consider advancement and the work itself as satisfiers because teaching was not a profession which could offer adequate advancement opportunities. Teachers had to carry out many routine work and low profile activities which prevented the work itself from being a job satisfier. Similar to Herzberg's findings, interpersonal relations with students and colleagues, supervision, school policy, administration, and personal life contributed to job dissatisfaction. Job satisfaction factors usually focused on the work of teachers, while dissatisfies focused on work conditions. Sergiovanni also found that there were no significant differences in job satisfaction across different gender and age groups.

Miskel (1974) tested the intrinsic, extrinsic and risk propensity factors in the work attitudes of teachers, educational administrators and business managers, a conceptual continuum of different group profiles was discovered. The business managers showed attitudes with high-risk propensity and less concern for extrinsic factors. On the other hand, teachers showed low risk propensity with high concern for extrinsic factors. The educational administrators, appearing to be the moderate group, shared teachers' high concern for extrinsic factors and security, but when risk was attached to intrinsic factors, they acted like business managers.

In another study, Rhodes *et al.* (2004) developed a facets model to evaluate the satisfaction, dissatisfaction, morale and retention of teachers in England. The model consisted of forty facets. Their study was to identify the facets which were most important responsible for satisfaction and retention. The importance in rank order of the first twenty facets was: work load, balance between work and personal life, proportion of time spent on administration, friendliness of other staff, society's view of teachers, non-contact time is well allocated, pupil behaviour issues, size of classes ensures that all teachers can teach effectively, salary, recognition, managers provide effective support for teachers, classrooms present in atmosphere conducive to learning, working with others to achieve shared goals, climate of achievement within the school, support on discipline issues, support from pupil's parents, school values contribution made by its members, relationship with line manager, school works hard to make learning more effective and autonomy over my own teaching. It is interesting to note that the importance in rank order is very similar to the local findings in similar education sector (Law, 1987). The study also brings out the problem about the facet approach that there is no consensus about how many facets are to be used in job satisfaction study.

Chuang (1977) used a survey instrument to collect data about the job satisfaction of mechanical engineering full-time faculty in Taiwan. The instrument, which was adapted from an existing one, consisted of two parts. Part 1 of the survey requested demographic information. Part 2 consisted of 53 items on a five-point Likert scale ranging from (1)=very dissatisfied to (5)=very satisfied. The 53 items measured job satisfaction and dissatisfaction within various aspects of the professor's work environment. Thus the survey scale can be adapted from the existing scale to suit particular job settings. The advantages are already discussed in section 3.6. The findings of the survey support Herzberg's two-factor theory in job satisfaction.

Lee, Dedrick and Smith (1991) made use of hierarchical linear analysis to explore the self-efficacy and job satisfaction of secondary school teachers. It was found out that efficacy of teachers corresponding to the size of schools as bigger schools had more resources. In turn, the student's level of ability and the degree of classroom management were strongly associated with teachers' sense of efficacy. However, it was only the social aspects of work which affected teachers' perception of job satisfaction. Lee *et al.* suggested cooperative environments and work autonomy in classroom practices were more likely to foster job satisfaction of teachers.

Kushman (1992) investigated the organisational dynamics of teacher workplace commitment in 63 American elementary and middle schools. Two types of teacher workplace commitment were classified: "organizational" and "student learning". Organisational commitment was positively related to teachers' job and career satisfaction. School with high organisational commitment tended to involve teachers more in decision making.

However, commitment to student learning was weakly associated with both job satisfaction and teacher expectations for student success. There was also a weak association between commitment to student learning and student achievement. Job satisfaction tended to take place before the occurrence of organisational commitment. Kushman suggested that restructuring of schools should award teachers' greater decision-making responsibility and more leadership roles so as to gain more teacher's organisational commitment.



In addition, there were many local research to study job satisfaction of educators. However, they focused mainly on the sector of secondary schools.

Ip (1982) studied teachers' job satisfaction in Hong Kong aided secondary schools. Skill variety and work autonomy contributed to job satisfaction of teachers. Job dissatisfaction came from work supervision and their relations with co-workers.

Law (1987) investigated the job satisfaction of aided secondary school principals in Hong Kong with reference to the 8 job facets and background variables. The job facets in ranking were: achievement, work, personal growth, relationships with super ordinates, relationship with subordinates, relationship with students, salary and promotion and social status and recognition. In general, the principals were found to be quite satisfied with their jobs. The ranking of the job facets by the principals correlated with Maslow and Herzberg's models. Law argued that the facets that principals had greatest control over, were ranked more important by principals than those facets which they had less control over.

Cheng (1991) carried out a school-level analysis to investigate how teachers' job attitudes of aided secondary schools were related to school characteristics. Teachers' extrinsic job satisfaction was strongly related to teaching experience. Cheng explained that the salaries of teachers depended on teaching experience. A high salary would result in more financial rewards. On the other hand, teachers' intrinsic job satisfaction was substantially related to teachers' locus of control. Cheng further suggested that teachers who believed in internal control tended to emphasize the control of the school environment and growth opportunities at work. If these teachers could control the school

environment and have growth opportunities, they would derive intrinsic job satisfaction at work.

Wong (1995) found that most of the guidance team leaders in secondary schools were satisfied with their jobs. The work facet commanded a pivotal role in the overall job satisfaction. From the work, Wong argued that the leaders were rewarded with achievement and recognition. On the other hand, some guidance leaders surprisingly regarded pay and promotion as a form of recognition. In the research, the demographic variables: age, marital status and experience were found to have no significant effect on the overall job satisfaction. This corresponds to the findings of other studies (Kaufman, 1984; Reyes *et al.*, 1989)

Wu (1996) used the existing JDI instrument to carry out the job satisfaction survey. However minor changes in wordings and number of items were made to suit the contemporary school context in Hong Kong. As the reliability and consistency of JDI scale is proven, the scale development work is thus eliminated. In his research, he found out that local secondary school teachers were strongly dissatisfied with their promotion opportunities. Interesting enough, the 'work' was found the most important. It seems that the importance of the 'work' can cut across the cultural boundaries (Rhodes *et al.*, 2004). Further, significant effects were found for age, school type and major teaching level on job satisfaction.

## **Chapter 4: Research Methodology**

There are various job satisfaction researches in education sectors both in local and overseas context (Chuang, 2002; Kwok, 1987; Leung, 1997; Madhavan, 2001; Newby, 1999; Poon, 1996). However, this study is the first to investigate the job satisfaction of the academic staff of the Institute of Vocational Education in Hong Kong, especially at this time of change. The author believed that the findings, as mentioned in the Chapter 1, could contribute significant knowledge about teachers' satisfaction to the senior management when implementing the changes now and ahead. Review of the literature, especially in the light of Facet Satisfaction theory, gave rise to the following research questions, which were presented in the Chapter 1:

- Q1. What is the relationship between facet importance and overall satisfaction?
- Q2. What is the level of job satisfaction of the academic staff of the Institute of Vocational Education (Tsing Yi nexus)?
- Q3. What is the relationship between job facets importance and selected demographic variables?
- Q4. What is the relationship between overall job satisfaction and selected demographic variables?
- Q5. How does the staff perceive, and react, to the changes?

The set of hypotheses are:

- Hypothesis 1: Facet importance has significant effect on the level of overall job satisfaction.
- Hypothesis 2: A relationship exists between genders and job facets importance.

- Hypothesis 3: A relationship exists between genders and level of overall job satisfaction.
- Hypothesis 4: A relationship exists between ranks and job facets importance.
- Hypothesis 5: A relationship exists between ranks and level of overall job satisfaction.
- Hypothesis 6: A relationship exists between years of service and job facets importance.
- Hypothesis 7: A relationship exists between years of service and level of overall job satisfaction.
- Hypothesis 8: A relationship exists between academic qualifications and job facets importance.
- Hypothesis 9: A relationship exists between academic qualifications and level of overall job satisfaction.

The central focus of this chapter is a description of the formulation process of a job satisfaction scale to be used in this study and the analysis specifically employed to address the above hypotheses. The identified job facets are: achievement, task meaningfulness, relationship with students, use of abilities and knowledge, work influence in the workplace, responsible for important work, work esteem, advancement opportunities, learning opportunities, financial rewards, job security, relations with colleagues, recognition, fair and considerate of department head, influence in your scope of work, highly regarded working place and work independence. Their development is discussed in details in section 4.2.2.

Further, this chapter also discusses research design issues such as the research paradigms underlying this study, matters of validity and reliability. The chapter closes with

discussion about personal interviews and an examination of ethics in conducting research.

#### **4.1 Research Paradigms**

Research is a focused and systematic enquiry that goes beyond generally available knowledge to acquire specialised and detailed information, providing a basis for analysis and elucidatory comment on the topic of enquiry (Johnson, 1994). A paradigm is a system of beliefs about 'reality' (Cournoyer & Klein, 2000). Positivism and interpretivism are the two most deep-rooted paradigms used in educational research. Quantitative and qualitative are another set of labels virtually synonymous with these two paradigms. The relative merits of positivism versus interpretivism remain a hotly debated issue in educational research and also in a number of other research areas. Some believe that interpretive research is best used to discover themes and relationships at the case level, while positivist research is best used to validate those themes and relationships in samples and populations (Gall *et al.*, 1996). In other words, interpretive research plays a discovery and theory generation role, while positivist research plays a confirmatory and theory testing role. They both play a 'compensatory strategy'. However, another school of thoughts believes that positivist and interpretive research is incompatible because they are based on different epistemological assumptions. The following two sections are devoted to illustrate more about these two paradigms.

##### **4.1.1 Positivist Paradigm**

The term positivism has been used in different ways by philosophers and social scientists that it is difficult to assign it a precise and consistent meaning (Cohen & Manion, 1994). It is fair to state that positivism is a system of philosophy that counting only on natural phenomena and their interrelationships. Positivism, in theory, excludes the researcher's

values; interpretations and feelings in the positivist's view of scientific inquiry. In other words, positivism may be characterised by its claim that science provides us with the clearest possible ideal of knowledge (Cohen & Manion, 1994). Harre and Krause (1996) describe the ontological foundation of positivism as:

- There are external entities which exist for all people irrespective of their individual points of view or body of personal beliefs.
- These entities are foundations or universals which cannot be broken down by analysis.

They also give the epistemological implications for positivism as:

- There are truths which hold well in all contexts, at all times, and for all persons.
- These truths are incapable of further analysis and provide the foundations of knowledge.

In the positivist approach, quantitative methods are likely to be used. Positivist methodology is based on the use of scientific method and, at its extreme, seeks to 'discover' general laws explaining the nature of the reality that the researcher is observing and recording (Middlewood *et al.*, 1999). There are three major phases in the scientific method.

The first phase is to formulate a hypothesis, which is a theoretically based knowledge claim about the relation between two or more concepts. These concepts must be defined in such a way that they can be observed directly. The second phase of the scientific method is to deduce observable consequences of the hypothesis. The third phase of the scientific method is to test the hypothesis by collecting data. It is clearly seen that the

concepts and knowledge claims of the positivism are based in presumably objective observations of the world (Gall *et al*, 1996).

There are two mostly used methods in quantitative research in education. They are descriptive and causal relationship studies. The descriptive studies are primarily concerned with finding out 'what is'. Observational and survey methods are frequently used to collect descriptive data. The causal relationship study is concerned in establishing casual links between two or more variables. Quantitative methods are convenient for summarizing results, assessing measurement reliability and validity, testing inferences from samples, and planning precise research designs with high internal validity (Dooley, 1990).

#### **4.1.2 Interpretive Paradigm**

The interpretive paradigm embraces generic terms, such as phenomenological epistemology. In a phenomenological study, the researcher tries to see reality through an informant's eyes. Phenomenologists try to produce convincing descriptions of what they experience without providing explanations and causes (Russell, 1995). Similarly, interpretive researchers begin with individuals and set out to understand their interpretations of the world around them (Cohen & Manion, 1998). The main theme for the interpretive paradigm is theory emerged after research. The interpretive research approach may be used where complex issues are involved. The stress has been on the subjective reality for individuals. Harre and Krause (1996) have given an account of ontological foundation and epistemological implication of this interpretive paradigm. They are:

- The world is different for different people and there are no universals of any kind.

- There are an infinite number of perspectives on the world and one may hold the view that no perspective is valid or all perspectives are valid. Both positions are tenable.

Through a variety of qualitative methods, which are closely related to interpretivism and characterized by the use of nonnumeric data, it is considered possible to build up a picture of a social reality (Coleman, 1999). The alternative interpretive approach may be exemplified by phenomenologists who believe that it is the subjective experience of the individual that is important and that it is individual perception that bestows meaning, rather than there being any external objective meaning. This comes from the point that the world and reality are not objective and exterior, but that they are socially constructed and given meaning by people (Easterby-Smith *et al.*).

In qualitative research, although all data are coloured by the meaning, which the data provider attaches to them, such data are the rational outcome of the way the research participant sees the world. In this context, the richer, if less precise, symbols of speech are of greater value in moving toward conceptual clarity. Also, when an observation can be adequately represented in words and pictures, it is easier to communicate and contribute to the accessibility of knowledge (Cournoyer & Klein, 2000). Qualitative research is invariably conducted in the field, thus it is sometimes called field research (Dooley, 1990)

#### **4.1.3 Approach in this Study**

It is the first time to investigate the job satisfaction of academic staffs in the Institute of Vocational Education (Tsing Yi nexus). As set forth in the chapter 2, the staffs of the Institute are under enormous stress at this juncture because of shrinking public funding to



education and restructuring of VTC. The findings of the study could be useful to the management for policy formulation and tuning while implementing the changes.

This study has a positivist research orientation. It is a descriptive research that is primarily concerned with determining “what is” with respect to job satisfaction (Gall *et al.*, 1996). Descriptive research seeks to characterise a sample on one or more variables. Best and Kahn (1996) indicate that descriptive research seeks to find answers to questions through the analysis of relationships between variables, the testing of hypotheses and the development of generalisations, principles or theories that have universal applicability. They state that descriptive research is concerned with functional relationships. According to them, a researcher carrying out a descriptive research project, in contrast to an experiment, does not manipulate the variables, does not decide who receive the treatment or arrange for events to happen. Descriptive research, as it implies, is to describe what the present relationships are among variables in a given situation and to account for changes occurring in those relationships as a function of time (Cohen & Manion, 1998).

Best and Kahn (1996) further state that descriptive research studies have all of the following characteristics:

1. They involve hypothesis formulation and testing.
2. They use logical methods of inductive-deductive reasoning to arrive at generalisations.
3. They often employ methods of randomisation so that error may be estimated when population characteristics are inferred from observation of samples.

4. The variables and procedures are described as accurately and completely as possible in order that other researchers may replicate the study.

The usual method for the measurement of job global and facet satisfaction is to conduct a questionnaire survey. Questionnaire survey is used to collect data from respondents in order to determine the level of job satisfaction. It is to gather data at a particular point in time with the intention of describing the nature of existing conditions (Cohen and Manion, 1998). Questionnaire survey is not concerned with the characteristics of individuals as individuals, but rather with the statistics that resulted when data are abstracted from a number of individual cases. It is essentially cross-sectional (Best and Kahn, 1996). In this study, a questionnaire survey was carried out on the academic staff of the Institute of Vocational Institution (Tsing Yi nexus).

The researcher also conducted a limited number of semi-structured interviews with staff. The interview permitted open-ended exploration of topics and elicits responses that were couched in the unique words of the respondents (Gall *et al.*, 1996). The interviews can provide more perspectives on the phenomena being investigated (Easterby-Smith *et al.*, 2002). As the researcher could only carried out eight interviews in the study, hence it must be made clear that the limited findings are only used to illustrate with more details the types of issues that were emerging from the quantitative studies. The findings are not used to support theory building.

The present research made use of Lawler's (1973) propositions to study job satisfaction. It was a need to investigate the importance and satisfaction of the job facets. Thus the research question Q1 was formulated.

Q1. What is the relationship between facet importance and facet satisfaction?

From the facet importance and facet satisfaction, it was logical to set up research question Q2 to find out the overall job satisfaction.

Q2. What is the level of overall job satisfaction of the academic staffs of the Institute of Vocational Education (Tsing Yi nexus)?

Some researches found that personal characteristics could affect the work attitudes of individuals. A higher educational attainment could condition employees to expect more extrinsic rewards from their jobs (Klein & Maher, 1966). Hence work values of teaching staff could be due to their personal characteristics. It was then justified to investigate whether personal characteristics could significantly affect the job facets and predicted their perceived job satisfaction. Hence, it led to the development of research questions Q3 and Q4.

Q3. What is the relationship between job facets importance and selected demographic variables of gender, length of service and education level?

Q4. What is the relationship between overall job satisfaction and selected demographic variables of gender, length of service and education level?

Finally at this time of changes in vocational education, it was pertinent to analyse the staffs' reactions to and readiness for the changes. So, the research question Q5 was established.

Q5. How does the staffs perceive and react to the changes?

The hypotheses then subsequently designed to test the research questions were:

Hypothesis 1: Facet importance has significant effect on the level of overall job satisfaction.

Hypothesis 2: A relationship exists between genders and job facets importance.

Hypothesis 3: A relationship exists between genders and level of overall job satisfaction.

Hypothesis 4: A relationship exists between ranks and job facets importance.

Hypothesis 5: A relationship exists between ranks and level of overall job satisfaction.

Hypothesis 6: A relationship exists between years of service and job facets importance.

Hypothesis 7: A relationship exists between years of service and level of overall job satisfaction.

Hypothesis 8: A relationship exists between academic qualifications and job facets importance.

Hypothesis 9: A relationship exists between academic qualifications and level of overall job satisfaction.

## 4.2 Survey Instrument

Surveys are in common use nowadays to elicit information from an identified population either in education or business. Both questionnaires and interviews are used extensively in educational research. This study followed the method in the measurement of job satisfaction of past studies (Iiacqua *et al.*, 1995; Oshagbemi, 1997; Dinham. 2000),

which were to present respondents with self-reported questionnaires in their researches. According to Spector (1997), many instruments have been developed to measure job satisfaction. He states that job satisfaction is most often measured by questionnaires administered to the job incumbents in question. A survey of a large number of people with a paper-and-pencil questionnaire can be conducted with less effort or expense compared with other alternatives.

The four common instruments to measure job satisfaction are Job Satisfaction Survey (JSS), Job descriptive Index (JDI), Minnesota Satisfaction Questionnaire (MSQ) and Job Diagnostic Survey (JDS), which are already presented in section 3.6. There are many advantages to using an existing job satisfaction instruments for research and study (Spector, 1997):

1. Most of the instruments cover the major facets of satisfaction.
2. Most existing instruments have been used a sufficient number of times to provide norms. Comparisons with norms can help with the interpretation of results from a given organization.
3. They exhibit acceptable levels of reliability.
4. Their use in research provides good evidence for construct validity.

Despite the above advantages, the researcher did not use the existing instruments. It was not appropriate to adopt any of those instruments without any pilot study to understand the extent they were suitable in the local context. All the above scales were developed in the context of Western cultures. According to Hofstede's (2001) findings, Hong Kong, Taiwan, Singapore, Thailand and Philippines belonged to the group of countries with a large power distance and low individualism. On the other hand, United States, Canada,

Britain and Australia belonged to the group of countries with a small power distance and high individualism. Hong Kong, and the United States, Canada, Britain and Australia were in the group with high masculinity and weak uncertainty avoidance. These results pointed out there were cultural differences and similarities between Asian and Western countries. Chinese culture, in particular, champions humbleness and obedience. Therefore, there was a need to conduct a pilot study to investigate the teaching job facets and develop a job satisfaction scale in the vocational education setting. Besides investigating the level of job satisfaction in this study, the research also intended to gauge the staffs' personal feelings and reactions at this juncture of changes.

#### **4.2.1. Development of Questionnaires**

For the job satisfaction, the facet approach is used in this study to find out the importance of each facet, and as well as which parts of the job produce satisfaction or dissatisfaction. The facet approach can provide a more complete picture of a person's job satisfaction than simply the global approach (Spector, 1997). According to Spector (1997), the common job satisfaction facets are: appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, organisation itself, organisation's policies and procedures, pay, personal growth, promotion opportunities, recognition, security and supervision.

In the process of developing the survey instrument, references were also drawn from other researchers' works (Conway *et al.*, 1987; Gruneberg, 1979; Küskü, 2003; Oshagbemi, 1997). Conway *et al.* (1987) developed a model consisting of 17 facets to measure job satisfaction: promotion, training, supervisor, upper management, organization of work tasks, work stress, work challenge and autonomy, physical work space and equipment, work group, organizational commitment, organizational structure,

pay, merit pay, affirmative action, benefits, job security, and distribution of staff. While Küskü (2003) in his research about the job satisfaction of academic and administrative employees of higher education in Turkey, included the following job dimensions in his questionnaires: management, colleague, working group, work environment and salary.

Furthermore, other existing survey scales were also reviewed: Job Descriptive Index (JDI), Job Diagnostic Survey (JDS), Job Satisfaction Survey (JSS) and Minnesota Satisfaction Questionnaire (MSQ). These existing survey instruments were already discussed in Chapter 3 and their respective job aspects of subscales are re-quoted as below:

- Job Descriptive Index (JDI): Coworkers, Promotion, Supervision and Work. Pay.
- Job Diagnostic Survey (JDS): growth, pay, security, social and supervision.
- Job Satisfaction Survey (JSS): pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication.
- Minnesota Satisfaction Questionnaire (MSQ): activity, independence, variety, social status, supervision (human relations), supervision (technical), moral values, security, social service, authority, ability utilization, company policies and practice, compensation, advancement, responsibility, creativity, working conditions, co-workers, recognition and achievement.

Although the above-mentioned job facets were well established, they might not be completely applicable in local environment and vocational education field. Thus it was necessary to conduct a pilot study to investigate the work facets expressed by the IVE teachers. In order to develop the subscales, it was decided that: (1) for those work facets

identified in the pilot interviews, which were the same or similar to those facets already discussed in section 3.3, they would be adopted in the questionnaire, (2) for those work facets identified in the pilot interviews, which were not in the JDI, JDS, JSS or MSQ, they would be carefully examined to see if they would be included in the questionnaire, (3) for those work facets appeared in the JDI, JDS, JSS or MSQ, which were not identified in the pilot study, they would also be carefully examined and to be determined whether those facets could still be adopted in the questionnaire.

#### **4.2.2 Pilot Interviews**

In the pilot study, the researcher carried out interviews with 5 teachers of different departments of IVE (TY). The purpose of interviews was to identify work facets that were most applicable in the vocational education environment for the design of the self-reported instrument in the questionnaire survey. The pilot interviews were semi-structured to address the job facets leading to job satisfaction and dissatisfaction of staff. They were placed in an environment where they felt comfortable of self-disclosure. During the interviews, 17 distinct work facets were identified. The interview data supporting the identification of the 17 job facets is shown in Appendix I. The 17 job facets in alphabetical order are as followings:

- (1) \*Achievement – the feeling of accomplishment that I get from my job.
- (2) \*Advancement opportunities – the chance of promotion on this job.
- (3) \*Fair and considerate of department head – the Head does things impartially and cares.
- (4) \*Financial rewards – the pay and fringe benefits
- (5) \*Highly regarded working place – the status enjoyed in the society



- (6) \*Influence in your scope of work – high degree of control at work place and work independently.
- (7) \*Job security – the steady employment.
- (8) Learning opportunities – the chance of going further to develop oneself.
- (9) \*Relations with colleagues – the way colleagues get along with each other.
- (10) \*Recognition of good work – the praise I get from doing a good job.
- (11) Relationship with students – the general get along with the students.
- (12) Responsible for important work – the chance of doing something important.
- (13) Task meaningfulness – the tasks that deemed meaningful by me.
- (14) \*Use of abilities and knowledge – the chance to do something that makes use of my abilities.
- (15) \*Work influence in the workplace – the ways that I influence others in the workplace.
- (16) \*Work independence – the chance to work alone on the job.
- (17) Work esteem – the respect that I can command in the workplace.

Out of the above 17 work aspects, 12 (asterisk marked) of them were similarly covered in the MSQ. The facet ‘Task meaningfulness’ was similar to the facet ‘Work challenge’ which was treated by Conway *et al.* (1987) as one of the causes of job satisfaction. The facets ‘Responsible for important work’ (12) and ‘Work esteem’ (17) were also similarly covered in JDI and JSS. Spector (1997) explains that ‘Personal growth’ is also one of the job facets contributing to job satisfaction. If the staffs were opened to more ‘Learning opportunities’, then they would have better ‘Personal growth’. Obviously, ‘Relationship with students’ is an important job aspect for teachers. Some teachers liked their jobs because they had the opportunity of being able to frequently have contact with

students (Devorah, 1986). It is interesting to note that all the identified facets under the local context are very similar to those developed in Western cultures. It can be attributed to the organisation culture and the staff's education, and is further discussed in the Chapter 6.

After further comparing with JDI and JSS, it was decided to include all the identified job facets, which revealed the experience of lecturers (IVE) at work. Furthermore similar job facets were identified in some previous researches studying teachers' job satisfaction in Hong Kong context (Lai, 1993; Wong, 1995; Ho, 2000). The design of section II and III of the questionnaire instrument was completed.

Also, the interviewees during the interview sessions expressed concerns about the recent IVE policy changes and the establishment of Manpower Development Council (MDC) overseeing the re-organisation of vocational training and education across Hong Kong. In fact, the policy movement of MDC were the daily concerns of the staff. Therefore, 4 general items were set up in section IV to investigate staff's perception about the changes.

#### **4.2.3 Scoring Method**

There were three possible ways to measure the job elements importance and satisfaction: ranking method, point-distribution method and rating method.

The ranking expressed the position of an object or a person on a variable relative to the positions held by other objects or by other persons. It was useful in situations where respondents were reluctant to discriminate (Gall *et al.*, 1996). On the other hand, ranking did not provide any information about the distance between the ranks (Fankfort-Nachmias and Nachmias, 1992). It was considered cumbersome in this survey.

In the point distribution method, points were assigned to variables. It suffered the same drawbacks as the ranking that the score of each value was affected by the scores of all other values.

The rating method has a limitation that it provides no control for socially desirable responses (Ravlin & Meglino, 1987). For the sake of flexibility of data analysis and simplicity of administration, the rating method was nonetheless adopted. It was the scoring method generally adopted in other job satisfaction study. It was common to use Likert scales in the rating method to assess the extent of agreement with an attitude item in educational research (Gall *et al.*, 1996). The 5-point scale was used in the MSQ instrument, while the JDS and JSS used 7-point scale and 6-point scale respectively. It reflected that there was no consensus among the academics how wide the scale should be. Moreover, it was acknowledged that wider the scale better the reduction of the acquiescence (yesmanship) response set (Hofstede, 2001). Also, the use of a wider range of data scores would have a lower probability of not producing spurious results in correlation and factor analysis.

Nonetheless, the other established scales like the MSQ and Warr's Job Satisfaction Scale (WJSS) use a 5-point scale. After careful consideration, the researcher decided to adopt the common 5-point Likert scale. It was easy and ready to read and respondent could also take a neutral stance on an odd scale.

#### **4.2.4 Pilot Test**

After developing the draft questionnaire, the researcher gave it to 5 teachers to complete. They all responded positively about the coverage and wording of the instrument and did not express any confusion. They took only around 15 minutes to complete all the sections of the questionnaire. A trial run of the questionnaire was conducted with a department in IVE (Tsing Yi). This step was to identify any possible errors or inappropriateness in the final administration of the questionnaire. All the data was analysed and was found acceptable. Finally, it was believed that the questionnaire was a satisfactory instrument.

#### **4.2.5 Survey Instrument**

The self-reported questionnaire instrument was attached in the appendix II. It consisted of four sections:

##### **Section I:**

Demographics: Gender, post, years of service, academic qualifications and administrative responsibility.

##### **Section II:**

Work facet importance: It consisted of 17 work facets. It was a direct rating of importance on a 5-point Likert scale from “least important” (1) to “very important” (5). Respondents were instructed to indicate how important they felt on each work facet.

##### **Section III:**

Work facet satisfaction: This part was also consisted of 17 items. The satisfaction of each work aspect was measured by a 5-point Likert scale from “least satisfied” (1) to “very satisfied” (5).

#### Section IV:

Changes and work strategy: There were 4 items to gauge the respondents' reaction to the policy changes in vocational education and their feelings because of the changes. It was envisaged that this section could help correlate and explain the level of job satisfaction. The awareness was still measured by a 5-point Likert scale from "little" (1) to "a lot" (5).

##### **4.2.5.1 Reliability**

Reliability is essential to the effectiveness of data-gathering process. The collection instrument must be reliable for the data to be useful. Reliability is the degree of consistency that the instrument demonstrates: Whatever it is measuring, it does so consistently (Best & Kahn, 1993). A reliable instrument gives consistent results. If an instrument is unreliable, the data it generates is not useful (Gall *et al.*, 1996).

The reliability of a test refers to its degree of stability, consistency, predictability and accuracy (Groth-Marnat, 1997). The reliability of a test is usually expressed as a correlation coefficient. Best and Kahn (1993) points out that there are a number of types of reliability:

##### **1. Stability over time (test-retest).**

The correlation of score from two administrations of the same test estimates test-retest reliability. The reuse of the same test does not necessarily support the interpretation as individuals may remember their answers of the tests (Dooley, 1990). The drawback of this approach is difficult to ascertain the length of time that should elapse between the tests so that the test results of the later are not contaminated by the result of the test prior. Further, it has logistical difficulties in terms of pulling together the same group of

subjects and their willingness to participate again in the same exercise. Also for an attitude survey, the mood of respondents, which are likely to vary over time unless it is very short, could significantly affect the results.

2. Stability over parallel forms.

The correlation of two different but similar tests over the same individuals estimates parallel test reliability. There is a problem of determining whether the two forms of an instrument are in fact parallel (Fankfort-Nachimas and Nachmias, 1992). As Peter (1979) points out, it is difficult to develop substantial similar scales in content and thus the reliability will be affected. The low correlation could sometimes be due to developmental changes over time and, as well as, due to differences in testing conditions.

3. Stability of items (internal consistency). Scores on certain test items will be highly correlated with scores on other test items. There are two methods to measure the internal consistency: (a) Split halves and (b) Kuder-Richardson formulas.

4. Standard error of measurement.

It informs how much researcher can expect an obtained score to differ from the individual's true score.

For items in a test or questionnaire with more than two possible scores, Cronbach's Alpha is the appropriate test of an instrument's internal consistency. It measures the extent to which all items in a test or questionnaire relate to all other items in order to ascertain whether the items are measuring similar things and are thus internally consistent. The Cronbach's alpha coefficient is used in this study to determine the internal consistency reliability of the survey instrument. From the trial run of the

questionnaire, the importance scales (section II) and satisfaction scales (section III) had reported Cronbach's alpha coefficients of 0.926 and 0.901 respectively. Gall and Borg (1996) indicate that if Cronbach's alpha value is above 0.8, it is sufficiently reliable for most researches. It therefore suggested that the questionnaire instrument had good internal consistency to gauge the satisfaction of respondents.

#### **4.2.5.2 Validity**

Validity represents the most difficult part of scale development. A test is valid if it measures what it claims to measure (Best and Kahn, 1996). The validity is defined as the 'appropriateness, meaningfulness, and usefulness of the specific inferences made from test scores' (Gall *et al.*, 1996, p.249). Anastasi and Urbina (1988) and Groth-Marnat (1977) postulate that validity is the most important question to be asked about in any psychological test. They state that validity provides a direct check on how well the test performs its function. Fraenkel and Wallen (1996) define validity as the defensibility of the inferences researchers make from the data collected through the use of an instrument. Three basic kinds of validity can be distinguished:

##### **1. Construct Validity**

Construct validity is the extent to which a particular instrument shows it is measuring a hypothetical construct (Anastasi & Urbina, 1988; Fraenkel & Wallen, 1996; Gall *et al.*, 1996; Groth-Marnat, 1997). Best and Kahn (2003) describe construct validity as the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory. A construct valid instrument measures what it is supposed to measure. Nunnally (1978) has noted that the examination of construct validity is an unending process in which researchers are continually striving for ever more refinement of constructs and their measuring instruments.

It is discussed in Chapter 3 (Literature Review) that there is a substantial body of literature about the construct of job satisfaction and many well-established scales to measure it. The facets identified in the course of the development for this job satisfaction survey instrument were all included in those scales. It could somehow interpret that the facets of job satisfaction are cross-cultural boundary. Hence, it is confident to believe this is a construct valid instrument.

## 2. Content Validity

Content validity refers to the degree to which the scores yielded by a test adequately represent the content or traits that these scores purport to measure (Anastasi & Urbina, 1998; Best & Kahn, 2003; Fraenkel & Wallen, 1996; Gall *et al.*, 1996; Groth-Marnat, 1997). It is concerned with the extent which items in an instrument, for example the questions in a questionnaire, have *prima facie* relevance to the content area under study.

Spector (1997) points out there are 14 common facets relating to job satisfaction (appreciation, communication, co-workers, fringe benefits, job conditions, nature of the work itself, organization itself, organization's policies and procedures, pay, personal growth, promotion opportunities, recognition, security and supervision), while Gruneberg (1979) lists ten variables that relate to job satisfaction: pay, job security, work groups, supervision, role conflict, organisational structure and climate, age, tenure, gender and educational level. Conway *et al.* (1987) developed a 17 facets model to measure job satisfaction. The 17 facets are: achievement, task meaningfulness, relationship with students, use of abilities and knowledge, work influence in the workplace, responsible for important work, work esteem, advancement opportunities, learning opportunities, financial rewards, job security, relations with colleagues, recognition of good work, fair



and considerate of department head, influence in your scope of work, highly regarded working place and work independence. The IVE staff particularly highlighted those facets during the pilot interviews. Therefore the scope of content area covered by the instrument is broad and valid.

### 3. Concurrent Validity

Concurrent validity is an empirical procedure that it demonstrates the extent to which individual's scores on a new test correspond to their scores on an established test of the same construct that is administered shortly before or after the new test (Anastasi & Urbina, 1988; Fraenkel & Wallen, 1996; Gall *et al.* 1996; Groth-Marnat, 1997).

It was discussed in section 4.2.2 that twelve facets out of the seventeen identified facets were similarly covered in the MSQ. The other 4 facets were similarly covered in Conway *et al.* (1987) and in JDI and JSS. After going through the questionnaire development process, it was noted that there was strong resemblance in the content between the final instrument and the MSQ. Evidence of many research results supported the concurrent validity of the MSQ (Gambill, 2001). In addition, the instrument was reviewed and commented by a leading professor in this field. Therefore, it might be appropriate to claim the instrument to demonstrate the similar characteristics.

In summary, the present study addressed validity and reliability issues. The instrument is considered capable to measure the job satisfaction of the IVE staff at this time of change.

#### **4.2.5.3 Data Collection**

There was around 1040 teaching and instructing staff in the Hong Kong Institute of Vocational Education. In the Tsing Yi nexus, which consisted of 3 sister institutes, there were total 353 teaching staffs. Due to the administration feasibility for a single-handed researcher, it was decided to target only the teaching staffs of Tsing Yi nexus. The outcomes of the survey therefore could not be generalised across the IVE campuses.

There were some concerns about the use of a self-reported questionnaire as a measurement tool in a research. As it was an in-house survey about the job, the respondents might not honestly complete the questionnaire especially at the present economic climate. In order to allay their fears and uneasiness, the researcher promised the respondents complete anonymity in the covering letter sent to them. After completion, each respondent then sealed the completed unmarked questionnaire in an envelope for return to the researcher. Therefore, the concerns of confidentiality were solved. The respondent could then complete the questionnaire truly and confidentially. With the consent of the nexus-Principal, the distribution of the questionnaires and covering letters to the teaching staffs of Tsing Yi nexus was via in-tray. The completed survey questionnaires were returned back to the researcher also via in-tray.

#### **4.2.5.4 Data Analysis Method**

The Statistical Package for the Social Sciences (SPSS) was used for data analysis. The respondents' answers to Likert scale questions were tabulated.

The responses to the first Research Question: "What is the relationship between facet importance and facet satisfaction?" Mean and standard deviations were computed for each item in Section II and Section III. Items with means of 3.5 or above were

considered sources of importance for Section II items and sources of satisfaction for Section III items. Items with means between 2.5 and 3.5 were considered neutral for Section II items and neither sources of satisfaction nor dissatisfaction for Section III items. Then a pattern can be drawn to illustrate how the staff perceived the important facets were satisfied.

The second research question: “What is the level of overall job satisfaction of the academic staffs of the Institute of Vocational Education (Tsing Yi nexus) with and without taking into account of facet importance?” was analysed in two parts. In the first part, the overall job satisfaction was deduced by summing up all the scores of scales of Section III only. The maximum attainable score for the overall job satisfaction was ‘85’ which represented the strongest satisfaction. The minimum score was ‘17’, the utmost dissatisfaction. The score of the first overall job satisfaction (un-weighted) was expressed as percentage:

$$100 \% \times \frac{\sum (\text{facet satisfaction})}{85 \times \text{no of returns}}$$

Then, another overall job satisfaction (weighted) was computed in accordance with the Lawler’s theory, which was:

$$\text{Overall satisfaction} = \sum (\text{facet satisfaction} \times \text{facet importance}).$$

The maximum attainable score for this second overall job satisfaction was ‘425’ which represented the strongest satisfaction. The minimum score was ‘17’, the utmost dissatisfaction. The second overall job satisfaction score was expressed as percentage for comparison:

$$100\% \times \frac{\sum (\text{facet satisfaction}) \times (\text{facet importance})}{425 \times \text{no of returns}}$$

The third research question: “What is the relationship between job facets importance and selected demographic variables of gender, length of service and education level?” and the fourth research question: “What is the relationship between overall job satisfaction and selected demographic variables of gender, length of service and education level?” was answered as followed:

### 1. Gender

The respondents were divided into male and female groups. The Analysis of Variance (ANOVA) for independent samples were performed for job facets importance and weighed overall job satisfaction to determine how significant different between males and females.

### 2. Years of Service

The respondents were divided into three groups according to their years of service in VTC. The groups namely were below 6 years, 6-9 years and 10 years plus. The Analysis of Variance (ANOVA) was performed for job facets importance and the weighted overall job satisfaction to determine how significant differences between these three groups.

### 3. Educational Level

Though the highest qualifications attained of the respondents were largely of Bachelor and Master degrees, yet the respondents were divided into three groups. The first group was respondents with Bachelor degrees and the second group was those with Master and the third group was of those Doctorate degrees. The Analysis of Variance (ANOVA) for

independent samples was performed for overall job satisfaction to determine any significant differences between these three groups.

#### 4. Occupational Level

Due to the respondents were largely come from Lecturer and Senior Lecturer grade, it was decided to investigate only these two ranks. One group comprised of Lecturers, while the other group comprised of Senior Lecturers. The Analysis of Variance (ANOVA) for independent samples was performed for job facets importance and weighted overall job satisfaction to determine how significant differences between these two groups.

The fifth research question: "How does the staff perceive about and react to the changes?" was analysed as followed:

The means and standard deviations were computed for the scores of each item in Section IV of the instrument. In order to explain further how the independent variable 'Gender' would affect these four items, the Analysis of Variance (ANOVA) was run for analysis.

#### 4.3 Personal Interview

It is often for a practitioner research in education to adopt a flexible approach to the gathering of data (Middlewood *et al.*, 1999). The purpose of carrying face-to-face interviews is to elicit answers from informants pertinent to the research hypotheses (Frankfort-Nachmias and Nachmias, 1992). It can then further enhance the findings drawn from the questionnaire survey. However, it should bear in mind that interviews are a limited source of data because participants and staff can only report their

perceptions of and perspectives on what has happened, which are both subjected to bias and distortions (Patton, 1990).

#### **4.3.1 Types of Interview**

There are three major categories of interviews (Gall *et al.*, 1996; Best, 1993): Informal conversational interview, General interview guide approach and Standardised open-ended interview. However, Cournoyer and Klein (2000) use other terms: open-ended interview and structured interview, to differentiate types of interview.

##### **1. Informal conversational interviews**

It relies entirely on the spontaneous generation of questions in a natural interaction, typically one that occurs as part of ongoing participant observation fieldwork. (Gall, 1996). There is no predetermination of question topics or wording (Best, 1993).

##### **2. General interview guide approach**

It involves outlining a set of topics to be explored with each respondent. The order in which the topics are explored and the wording of the questions is not predetermined. The interviewer can decide them as the situation evolves (Gall, 1996).

##### **3. Standardised open ended interview**

The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order. The questions are worded in a completely open-ended format (Best, 1993). This approach is particularly appropriate when several interviewers are used to collect data (Gall *et al.*, 1996).

Following the advice of Pidgeon and Henwood (1997), the researcher adopted an open-ended conversational style.

#### **4.3.2 Interview Guide**

An interview guide (Appendix IV) was prepared for all interviews with lecturers. The main purpose of the guide was to ensure not to forget anything important (Carspecken, 1996) and to provide a checklist of topics that the researcher wanted to cover (Dooley, 1990). According to Seidman (1991), in-depth interviews were to ask informants to reconstruct their experience and to explore their interpretations. Therefore the guide was merely a pool of the issues within which informants could provide free responses.

The last two points of the list reminded the researcher to ask interviewee towards the end of the interview: “Can you think of a happy/unhappy event about your job?” The researcher made use of the critical incident technique developed by Flanagan (1954) to identify the sources of job satisfaction and dissatisfaction of the interviewee. The critical incident technique is a systematic method of collecting descriptions of on-the-job behaviour from interviewees related to certain feelings about the job.

After three initial interviews with staff from different departments, analysis of initial data was conducted to refine the issues for discussion in subsequent interviews.

#### **4.3.3 Interviewing with staff**

Interviews are costly in terms of time and effort (Wiersma, 1991). The range of interviewees should reasonably reflect the population of academic staff in TY (nexus). This could enable the researcher to generate information from a variety of staff for exploring the subject further and for data triangulation purposes. According to Seidman

(1991), the number of informants is determined by two criteria: sufficiency and saturation of information. A sufficient number of informants refer to enough interviewees to reflect the range of participants. Saturation of information refers to the situation when the researcher has discovered that he is no longer learning anything new. It was decided to invite two staff from each department for interview.

The researcher adopted an open-ended conversational style and indirect approach which was more likely to produce frank and open responses (Tuckman, 1972).

The interviewees were all well informed of the purposes of the interview. At the beginning of each interview, the researcher asked them to describe the career path that led to their current position and other concrete questions so as to keep the informant at ease. During each interview, the researcher actively listened to the interviewee to establish good rapport. As suggested by Bogdan and Biklen (1992), good transcripts of interviews should be filled with details and examples, the researcher often requested the informants to provide concrete experiences to support their views as far as possible.

Towards the end of each interview, the researcher asked the interviewee the question: "Can you think of a happy/unhappy event about your job?" The researcher made use of the critical incident technique to identify the sources of job satisfaction and dissatisfaction of the interviewee.

As staff could only spare at most around 30 minutes for each interview. The researcher had to make effective use of time in each interview in order to generate useful information. The field notes were taken down during the interview for analysis as most of the informants preferred not to be taped.



#### **4.3.4 Data Analysis**

The analysis of the field notes was followed the procedure recommended by other researchers (Bogdan & Biklen, 1992; Patton, 1990; Easterby-Smith *et al.*, 2002). The researcher read through the field notes for patterns and regularities before the development of coding categories. After the generation of preliminary major coding categories, the researcher assigned the categories to the units of data derived from the filed notes. During the categorization, categories would be revised in order to suit the unit of data. It was continued until the revision of coding no longer made significant contributions further (Pidgeon & Henwood, 1997). The researcher went through all data and marked each unit of data with the appropriate coding category.

Easterby-Smith *et al.* (2002) explains that the big problem with qualitative data is how to condense highly complex and context-bound information into a format which tells a story in a way that is fully convincing to the reader. Patton (1990) suggests that researcher can use case analysis or cross case analysis in analysing the interview data. In case analysis, it means writing a case study for each person interviewed. While for cross-case analysis, it means to group together answers from different people on themes or perspectives.

As the job satisfaction is the objective of this research, the researcher started the cross case analysis.

#### **4.4 Ethical Issues in Research**

Ethical concerns encountered in educational research are complex and subtle. In Britain, the British Educational Research Association (BERA, 1992) emphasizes that all educational research should be conducted within an ethic of respect for:

Persons

Knowledge

Democratic values

Quality of education research.

In the United States, the American Psychological Association (APA) published the Ethics Code to guide the educational researchers the appropriate ways to conduct the research (Gall *et al.*, 1996). The guidelines deal with the following areas of concern: informed consent; invasion of privacy; confidentiality; protection from stress, or danger; and knowledge of outcome (Best and Khan, 2003).

This study was particularly vulnerable to issues of ethics as the researcher was doing researching in his teaching institution. It was utmost important to maintain the highest ethical standards to the research in all stages. Therefore the questionnaire survey and interviews were all handled with appropriate precautions. In this study, all the questionnaires were anonymous and the collected data are kept confidential. A covering letter explaining the purposes of the study was sent together with the questionnaire to the potential respondents inviting their participation (see appendix III). Their participation was completely voluntary. Care had been taken to ensure that the outcomes of the questionnaires were used for the original purposes only and will not be used for personal administrative decision. As unscrupulous or insensitive use of research findings on the part of the researcher, or potentially on the part of the senior management team, indicated

the possibility of using research data for micro-political ends (Middlewood *et al.*, 1999).

Also, the identities of the interviewees were strictly kept confidential.

## **Chapter 5        Findings and Analysis**

This chapter presents the results of descriptive and inferential analysis to the answers of the four research questions stated in chapters 1 and 4. The findings section reports on the results of the investigation into facets importance and job satisfaction of IVE (TY) academic staff. The analysis and evaluation of findings section interprets the results in light of job satisfaction theories, conceptual framework and research objectives. The SPSS (12.0) was used to analyse the survey data. The research questions and their respective hypotheses presented in chapters 1 and 4 are repeated here for the reader's reference.

Q1.     What is the relationship between facet importance and overall job satisfaction?

Hypothesis 1: Facet importance has significant effect on the level of overall job satisfaction.

Q2.     What is the level of job satisfaction of the academic staff of the Institute of Vocational Education (Tsing Yi nexus)?

Q3.     What is the relationship between job facets importance and selected demographic variables?

Hypothesis 2: A relationship exists between genders and job facets importance.

Hypothesis 4: A relationship exists between ranks and job facets importance.

Hypothesis 6: A relationship exists between years of service and job facets importance.

Hypothesis 8: A relationship exists between academic qualifications and job facets importance.

Q4. What is the relationship between overall job satisfaction and selected demographic variables?

Hypothesis 3: A relationship exists between genders and level of overall job satisfaction.

Hypothesis 5: A relationship exists between ranks and level of overall job satisfaction.

Hypothesis 7: A relationship exists between years of service and level of overall job satisfaction.

Hypothesis 9: A relationship exists between academic qualifications and level of overall job satisfaction.

Q5. How does staff perceive about and react to the changes?

The self-developed survey instrument, which was based on the Lawler's theory facet satisfaction, was used to collect the data. Data analysis involved the following:

- The use of Cronbach's Alpha available on SPSS (12.0) to test the internal consistency of the seventeen scales comprising the job facets.
- Exploratory factor analysis was computed to uncover the underlying structure of the scales in order to determine the construct validity of the survey instrument.
- With reference to the hypothesis 1, standard multiple regressions procedure was used to examine the facet importance reflected on the overall job satisfaction. For the other hypotheses, analysis of variance procedure is used to examine the demographic variables on the job satisfaction.

## **5.1 Response Rate**

A request was made to the Principal of the Tsing Yi nexus for conducting the survey in March 2003. It was approved. The researcher then sent out 353 sets of questionnaires completed with covering letters to the teaching staff including department heads of the three institutes of Tsing Yi nexus in May 2003. After two weeks of time, the researcher emailed an appeal letter to the staff in order to boost up the response rate. Finally, there were total 168 returns. One was found not complete. Then there were 167 total valid returns for analysis. The overall response rate was 47.3%. It was considered reasonable, as the response rate of IVE internal surveys was around 15% only. Further, Babbie (1990) suggests that it is adequate to have response rate of 50%; is good for response rate of 60% and very good for response rate of 70% or above.

## **5.2 Demographic Characteristics of Respondents**

This section provides a description of the demographics of the staff responding to the survey. From the Table 5-1, the percentage of the respondents both in rank and in gender reflected the current situation in the IVE (TY) nexus. From the IVE staff list, the female staff was about 30%. In business departments, the ratio was higher. On the other hand, in engineering departments the ratio was much lower.

The established ratio of senior lecturers to lecturers was one to three in IVE institutes. It was also noted from the returns that all the respondents had administrative duty besides normal teaching and over 73% had a length of service of more than 6 years. After the Segal Quince Wicksteed Ltd. Report (1996), almost all the new posts were established on contract terms in order to have a flexible workforce as suggested by the Report. Therefore those staff that had less than 6 years of service were most likely on contract

terms. The staff force could be considered stable as 35% of respondents had a length of service more than 10 years.

The educational level of majority of the respondents (58.7%) had Master degrees. There was about 9.0% respondents possessed doctorate degrees. Summary statistics of the demographic of respondents are shown in Table 5-1.

Table 5-1 Demographic Characteristics of Respondents

Demographic Variable	Sub-group	No of Returns	Percentage (%)
Gender	Female	49	29.3
	Male	118	70.3
Rank	Assistant Lecturer	10	5.9
	Lecturer	105	62.9
	Senior Lecturer	45	26.9
	Principal Lecturer and above	7	4.2
Years of Service	Below 6 years	43	25.7
	6– 9 years	66	39.5
	10 years and above	58	34.7
Academic Qualifications attained	Bachelor	54	32.3
	Master	98	58.7
	Doctorate	15	9.0

\*The percentage does not add up to 100% due to figures rounding up or down.

### 5.3 Reliability and Correlations

The correlation matrixes of the job facets importance and satisfaction scales are shown in Table 5-2 and Table 5-3 respectively. The correlation ratios of importance scales and satisfaction scales were in the mid-range. For a good survey instrument, the predictors should correlate as little as possible with one another but correlate as highly as possible with the criterion (Gall *et al.*, 1996).

The correlation coefficients of the importance scales ranged from 0.134 to 0.742 and its average was 0.439. The lowest level of relationship was between “Student Relationship” (item 3) and “Finance Reward” (item 10). The highest level of correlation was between “Achievement” (item 1) and “Esteem” (item 7).

For the correlation coefficients of the satisfaction scales, the range was from a low of 0.075 to a high of 0.743 and the average was 0.386. The lowest ratio of correlation was between ‘Responsible Work’ (item 6) and ‘Job Security’ (item 11). The highest ratio of correlation was between ‘Achievement’ (item 1) and ‘Task Meaningfulness’ (item 2).



**Table 5-2 Correlations Matrix of Job Facet Importance**

Item		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Achievement	1	.709(**)	.522(**)	.697(**)	.595(**)	.478(**)	.742(**)	.303(**)	.416(**)	.168	.437(**)	.652(**)	.670(**)	.594(**)	.296(**)	.344(**)	.594(**)
2	TaskMeaningfulness	.709(**)	1	.512(**)	.627(**)	.558(**)	.424(**)	.640(**)	.366(**)	.457(**)	.202	.373(**)	.475(**)	.646(**)	.552(**)	.450(**)	.491(**)	.522(**)
3	StudentRelationship	.522(**)	.512(**)	1	.643(**)	.499(**)	.377(**)	.497(**)	.216	.337(**)	.134	.310(**)	.632(**)	.472(**)	.584(**)	.335(**)	.370(**)	.408(**)
4	AbilitiesKnowledge	.697(**)	.627(**)	.643(**)	1	.512(**)	.541(**)	.619(**)	.353(**)	.432(**)	.177	.445(**)	.562(**)	.553(**)	.530(**)	.266(*)	.402(**)	.556(**)
5	WorkplaceInfluence	.595(**)	.558(**)	.499(**)	.512(**)	1	.520(**)	.660(**)	.310(**)	.309(**)	.291(*)	.319(**)	.578(**)	.602(**)	.530(**)	.555(**)	.486(**)	.377(**)
6	ResponsibleWork	.478(**)	.424(**)	.377(**)	.541(**)	.520(**)	1	.584(**)	.566(**)	.609(**)	.332(**)	.394(**)	.390(**)	.530(**)	.392(**)	.384(**)	.552(**)	.458(**)
7	Esteem	.742(**)	.640(**)	.497(**)	.619(**)	.660(**)	.584(**)	1	.320(**)	.441(**)	.140	.369(**)	.615(**)	.595(**)	.546(**)	.333(**)	.513(**)	.474(**)
8	AdvancementOpport	.303(**)	.366(**)	.216	.353(**)	.310(**)	.566(**)	.320(**)	1	.645(**)	.341(**)	.383(**)	.156	.394(**)	.193	.438(**)	.383(**)	.345(**)
9	LearningOpport	.416(**)	.457(**)	.337(**)	.432(**)	.309(**)	.609(**)	.441(**)	.645(**)	1	.159	.501(**)	.217	.497(**)	.313(**)	.367(**)	.579(**)	.423(**)
10	FinancialRewards	.168	.202	.134	.177	.291(*)	.332(**)	.140	.341(**)	.159	1	.494(**)	.143	.302(**)	.306(**)	.318(**)	.235(*)	.179
11	JobSecurity	.437(**)	.373(**)	.310(**)	.445(**)	.319(**)	.394(**)	.369(**)	.383(**)	.501(**)	.494(**)	1	.399(**)	.398(**)	.566(**)	.297(**)	.330(**)	.397(**)
12	RelationsColleagues	.652(**)	.475(**)	.632(**)	.562(**)	.578(**)	.390(**)	.615(**)	.156	.217	.143	.399(**)	1	.512(**)	.594(**)	.304(**)	.255(*)	.475(**)
13	WorkRecognition	.670(**)	.646(**)	.472(**)	.553(**)	.602(**)	.530(**)	.595(**)	.394(**)	.497(**)	.302(**)	.398(**)	.512(**)	1	.548(**)	.384(**)	.453(**)	.583(**)
14	FairConsiderateHoD	.594(**)	.552(**)	.584(**)	.530(**)	.530(**)	.392(**)	.546(**)	.193	.313(**)	.306(**)	.566(**)	.594(**)	.548(**)	1	.419(**)	.320(**)	.469(**)
15	InfluenceWorkScope	.296(**)	.450(**)	.335(**)	.266(*)	.555(**)	.384(**)	.333(**)	.438(**)	.367(**)	.318(**)	.297(**)	.304(**)	.384(**)	.419(**)	1	.532(**)	.314(**)
16	WorkPlaceRegard	.344(**)	.491(**)	.370(**)	.402(**)	.486(**)	.552(**)	.513(**)	.383(**)	.579(**)	.235(*)	.330(**)	.255(*)	.453(**)	.320(**)	.532(**)	1	.468(**)
17	WorkIndependence	.594(**)	.522(**)	.408(**)	.556(**)	.377(**)	.458(**)	.474(**)	.345(**)	.423(**)	.179	.397(**)	.475(**)	.583(**)	.469(**)	.314(**)	.468(**)	1

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

\* Correlation is significant at the 0.05 level (2-tailed).

Table 5-3 Correlations Matrix of Job Facet Satisfaction

Item		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Achievement	1	.743(**)	.285(*)	.494(**)	.554(**)	.481(**)	.742(**)	.444(**)	.455(**)	.255(*)	.291(*)	.256(*)	.628(**)	.422(**)	.371(**)	.626(**)	.422(**)
2	TaskMeaningfulness	.743(**)	1	.356(**)	.591(**)	.454(**)	.492(**)	.620(**)	.315(**)	.363(**)	.136	.107	.269(*)	.536(**)	.445(**)	.431(**)	.524(**)	.427(**)
3	StudentRelationship	.285(*)	.356(**)	1	.338(**)	.228(*)	.317(**)	.266(*)	.138	.355(**)	.190	.038	.325(**)	.229(*)	.298(**)	.276(*)	.137	.249(*)
4	AbillitesKnowledge	.494(**)	.591(**)	.338(**)	1	.533(**)	.469(**)	.527(**)	.418(**)	.443(**)	.265(*)	.184	.267(*)	.478(**)	.437(**)	.342(**)	.455(**)	.455(**)
5	WorkplaceInfluence	.554(**)	.454(**)	.228(*)	.533(**)	1	.521(**)	.637(**)	.566(**)	.434(**)	.405(**)	.362(**)	.207	.471(**)	.316(**)	.497(**)	.464(**)	.284(*)
6	ResponsibleWork	.481(**)	.492(**)	.317(**)	.469(**)	.521(**)	1	.676(**)	.347(**)	.406(**)	.144	.075	.146	.434(**)	.154	.386(**)	.325(**)	.117
7	Esteem	.742(**)	.620(**)	.266(*)	.527(**)	.637(**)	.676(**)	1	.473(**)	.544(**)	.178	.195	.306(**)	.711(**)	.351(**)	.323(**)	.581(**)	.353(**)
8	AdvancementOpport	.444(**)	.315(**)	.138	.418(**)	.566(**)	.347(**)	.473(**)	1	.420(**)	.339(**)	.557(**)	.132	.450(**)	.281(*)	.389(**)	.315(**)	.095
9	LearningOpport	.455(**)	.363(**)	.355(**)	.443(**)	.434(**)	.406(**)	.544(**)	.420(**)	1	.499(**)	.415(**)	.335(**)	.590(**)	.401(**)	.407(**)	.399(**)	.406(**)
10	FinancialRewards	.255(*)	.136	.190	.265(*)	.405(**)	.144	.178	.339(**)	.499(**)	1	.536(**)	.433(**)	.336(**)	.225(*)	.418(**)	.343(**)	.342(**)
11	JobSecurity	.291(*)	.107	.038	.184	.362(**)	.075	.195	.557(**)	.415(**)	.536(**)	1	.238(*)	.446(**)	.314(**)	.384(**)	.359(**)	.164
12	RelationsColleagues	.256(*)	.269(*)	.325(**)	.267(*)	.207	.146	.306(**)	.132	.335(**)	.433(**)	.238(*)	1	.484(**)	.504(**)	.285(*)	.456(**)	.264(*)
13	WorkRecognition	.628(**)	.536(**)	.229(*)	.478(**)	.471(**)	.434(**)	.711(**)	.450(**)	.590(**)	.336(**)	.446(**)	.484(**)	1	.629(**)	.333(**)	.638(**)	.493(**)
14	FairConsiderateHoD	.422(**)	.445(**)	.298(**)	.437(**)	.316(**)	.154	.351(**)	.281(*)	.401(**)	.225(*)	.314(**)	.504(**)	.629(**)	1	.409(**)	.558(**)	.492(**)
15	InfluenceWorkScope	.371(**)	.431(**)	.276(*)	.342(**)	.497(**)	.386(**)	.323(**)	.389(**)	.407(**)	.418(**)	.384(**)	.285(*)	.333(**)	.409(**)	1	.497(**)	.300(**)
16	WorkPlaceRegard	.626(**)	.524(**)	.137	.455(**)	.464(**)	.325(**)	.581(**)	.315(**)	.399(**)	.343(**)	.359(**)	.456(**)	.638(**)	.558(**)	.497(**)	1	.580(**)
17	WorkIndependence	.422(**)	.427(**)	.249(*)	.455(**)	.284(*)	.117	.353(**)	.095	.406(**)	.342(**)	.164	.264(*)	.493(**)	.492(**)	.300(**)	.580(**)	1

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

\* Correlation is significant at the 0.05 level (2-tailed).

The present study used Cronbach's Coefficient Alpha to confirm reliability. It is an index of the extent to which test items are all pulling in the direction of the construct being measured (Cronbach, 1951). The SPSS programme was run to calculate the coefficient. The importance scales and satisfaction scales of the survey instrument had reported Cronbach's alpha coefficients of 0.928 and 0.912 respectively. Gall and Borg (1996) indicate that if Cronbach's alpha value is above 0.8, it is sufficiently reliable for most researches. It therefore suggested that the questionnaire instrument had good internal consistency to gauge the job facets satisfaction and facets importance.

#### **5.4 Factor Analysis of Satisfaction Scales**

Exploratory factor analyses were computed to uncover the underlying structure and process of the 17 Satisfaction scales. It is a tool for consolidating variables. The principal components analysis was used to transform the original variables into a new set of linear combinations, which were called the principal components (Stevens, 1992). It was expected that a smaller number of these components could account for most of the variance in the original set of variables and thus assisted to interpret the components meaningfully.

Then the Kaiser (1960) criterion was applied to retain the number of factors whose eigenvalues (also called characteristic roots) were greater than 1. The eigenvalues of a factor represents the amount of the total variance explained by that factor. Thus a component with an eigenvalues less than 1 is not as important as an observed variable. In this analysis, four factors with eigenvalues greater than 1 were extracted.

**Table 5-4 Factor validity and Reliability**

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.854
Bartlett's Test of Sphericity	Approx. Chi-Square	1702.036
	df	136
	Sig.	.000

All the job facets were used in the principal component analysis. The most commonly Varimax method was used in the orthogonal approach. The Kaiser-Meyer-Oklin value was 0.854 exceeding the recommended value of 0.6 and the Barlett's Test of Sphericity reached statistical significance 0.00 which is much less than 0.05, supporting the view that the factor analysis was valid (see Table 5-4).

**Table 5-5 Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	7.403	43.546	43.546	7.403	43.546	43.546
2	1.685	9.911	53.457	1.685	9.911	53.457
3	1.425	8.380	61.837	1.425	8.380	61.837
4	1.091	6.416	68.253	1.091	6.416	68.253
5	.842	4.952	73.205			
6	.754	4.436	77.640			
7	.697	4.102	81.742			
8	.552	3.250	84.992			
9	.524	3.081	88.074			
10	.419	2.463	90.537			
11	.340	1.998	92.535			
12	.316	1.858	94.393			
13	.265	1.558	95.951			
14	.235	1.384	97.335			
15	.171	1.006	98.341			
16	.160	.941	99.282			
17	.122	.718	100.000			

Extraction Method: Principal Component Analysis.

The exploratory factor analyses identified four factors with eigenvalues greater than one (see Table 5-5). The first component accounted for 43.55%, the second component

accounted for 9.91%, the third component accounted for 8.38% and the fourth component accounted for 6.42% of the total variance explained.

The ‘extracted’ communality of a variable is the amount of variance on a variable accounted for by the factors (Stevens, 1992). The communalities are shown in Table 5-6. In a principal component analysis the initial communalities are always one. When the communalities are high ( $> 0.70$ ), the Kaiser criterion of eigenvalues is more accurate and reliable. For example in this analysis, the StudentRelationship (Item 3) and JobSecurity (Item 11) had communality after extraction of 0.79, which represented 79% of the variance in the solution to this factor analysis.

Table 5-6      Communalities

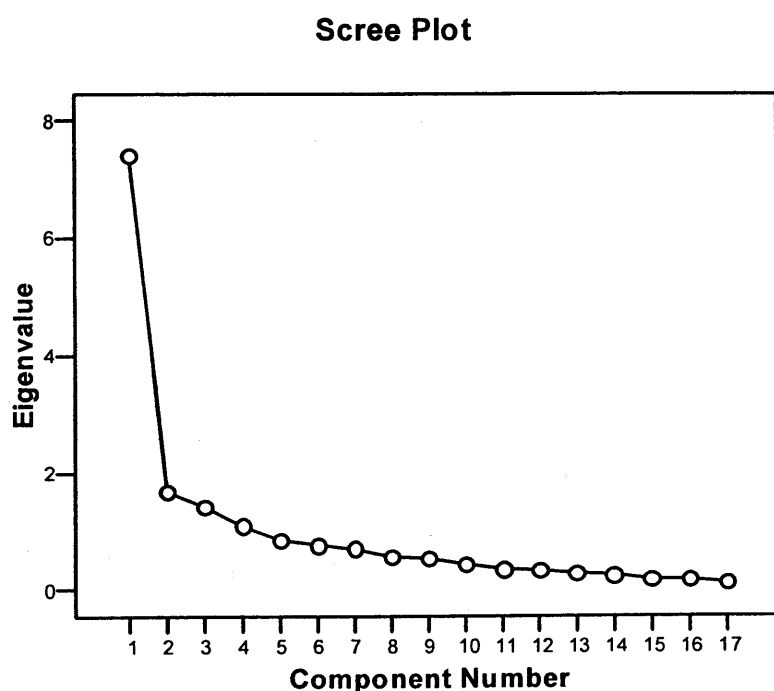
Item	Description	Initial	Extraction
1	Achievement	1.000	.741
2	TaskMeaningfulness	1.000	.737
3	StudentRelationship	1.000	.797
4	AbilitiesKnowledge	1.000	.554
5	WorkplaceInfluence	1.000	.661
6	ResponsibleWork	1.000	.732
7	Esteem	1.000	.792
8	AdvancementOpport	1.000	.695
9	LearningOpport	1.000	.601
10	FinancialRewards	1.000	.690
11	JobSecurity	1.000	.790
12	RelationsColleagues	1.000	.607
13	WorkRecognition	1.000	.707
14	FairConsiderateHoD	1.000	.654
15	InfluenceWorkScope	1.000	.448
16	WorkPlaceRegard	1.000	.769
17	WorkIndependence	1.000	.626

The Cattell scree plot for determining the number of factors was applied. Components (items) are plotted on the X axis and eigenvalues on the Y-axis. Stevens (1992) recommends retaining all eigenvalues (and hence components) in the sharp descent before the first one on the line where they start to level off. The Cattell scree plot clearly

showed a clear break after the second component. It was decided to retain two components for further investigation (see Table 5-7).

To aid in the interpretation of these two components, a second factor analysis using Varimax rotation was carried out. The Rotated Component Matrix displays correlations, sometimes referred to as loadings, sorted by size that relates to the satisfaction scales to the two extracted factors. With Varimax-Kaiser rotation (1960), each factor tends to load high on a smaller number of variables and low or very low on the other variables. This makes interpretation of the resulting factors easier (Stevens, 1992).

Table 5-7 Cattell Scree Plot



The rotated solution revealed the presence of a simple structure, with the two components showing a number of strong loadings (Table 5-8). The first factor accounted for 30.66% and the second factor accounted for 22.80% of the total variance as explained.

The cumulative variance explained was 53.46%. These two components could be interpreted as intrinsic and extrinsic satisfaction factors.

Table 5-8 Rotated Component Matrix

Item		Component	
		1	2
1	Achievement	.858	
12	RelationsColleagues	.829	
7	Esteem	.797	
4	AbilitiesKnowledge	.765	
3	StudentRelationship	.692	
14	FairConsiderateHoD	.620	.392
2	TaskMeaningfulness	.601	.559
5	WorkplaceInfluence	.549	.531
13	WorkRecognition	.395	
17	WorkIndependence		.798
9	LearningOpport		.793
8	AdvancementOpport		.590
16	WorkPlaceRegard	.441	.582
6	ResponsibleWork	.401	.550
15	InfluenceWorkScope	.400	.522
10	FinancialRewards	.413	.452
11	JobSecurity	.414	.421

Note:

Only loadings above 0.3 are displayed

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Rotation converged in 3 iterations.

The Rotated Component Matrix (Table 5-8) shows component one contained of achievement (item 1), RelationsColleagues (item 12), Esteem (item 7), AbilitiesKnowledge (item 4), StudentRelationship (item 3), FairConsiderateHoD (item 14), TaskMeaningfulness (item 2), WorkplaceInfluence (item 5) and WorkRecognition (item 13). The component one might be called “intrinsic satisfaction”. The second component includes strong loadings of WorkIndependence (item 17), LearningOpport (item 9), AdvancementOpport (item 8), WorkPlaceRegard (item 16) and ResponsibleWork (item 6), InfluenceWorkScope (item 16), FinancialRewards (item 10) and JobSecurity (item 11). This second component might be called “extrinsic satisfaction”. These two factors are closely resembled to the motivators and hygiene

factors proposed by Herzberg (1967). The work is thus empirically validated Herzberg's two-factor theory.

## 5.5 Research Questions and Hypotheses

The survey returns were systematically analysed, using SPSS programmes, to answer the four research questions that were set up in chapter 1.

### 5.5.1 Job Facet Importance and Satisfaction

The first research question is:

**What is the relationship between the facet importance and overall satisfaction?**

And the

**Hypothesis 1: Facet importance has significant effect on the level of overall job satisfaction.**

The data of section II and III were analysed and the overall satisfaction score was calculated. Table 5-9 shows the spread of the job facets importance.

Table 5-9 Job Facets Importance Summary

Item		Minimum	Maximum	Mean	Std. Deviation
1	Achievement	1	5	4.20	.845
2	Task Meaningfulness	1	5	4.16	.801
3	Student Relationship	1	5	4.14	.823
4	Abilities & Knowledge	1	5	4.19	.840
5	Workplace Influence	1	5	3.59	.815
6	Responsible Work	1	5	3.65	.890
7	Esteem	1	5	3.95	.823
8	Advancement Opportunities	1	5	3.45	.942
9	Learning Opportunities	1	5	3.80	.845
10	Financial Rewards	1	5	3.72	.911
11	Job Security	1	5	4.10	.939
12	Relations with Colleagues	1	5	4.02	.772
13	Work Recognition	1	5	3.97	.853
14	Fair Considerate of HoD	1	5	4.28	.955
15	Influence of Work Scope	1	5	3.71	.737
16	Workplace Regard	2	5	3.71	.712
17	Work Independence	2	5	3.99	.690



The level of importance of each job facet was marked on the five point Likert Scale: 1 – least important; 2 – marginal important; 3 – neutral; 4 – important and 5 – very important. Items with means of 3.5 or above were considered sources of importance, between 2.5 and 3.5 considered neutral and means less than 2.5 were treated as no importance.

Table 5-10 Hierarchy of Job Facets Importance and Percentage of satisfaction expressed by the respondents

Item		Mean	Std. Deviation	Percentage of Satisfaction
14	Fair Considerate of HoD	4.28	.955	53
1	Achievement	4.20	.845	60
4	Abilities & Knowledge	4.19	.840	60
2	Task Meaningfulness	4.16	.801	62
3	Student Relationship	4.14	.823	81
11	Job Security	4.10	.939	35
12	Relations with Colleagues	4.02	.772	66
17	Work Independence	3.99	.699	60
13	Work Recognition	3.97	.853	47
7	Esteem	3.95	.823	47
9	Learning Opportunities	3.80	.845	44
16	Workplace Regard	3.71	.712	32
10	Financial Rewards	3.72	.911	68
15	Influence of Work Scope	3.71	.737	55
6	Responsible Work	3.69	.892	50
5	Workplace Influence	3.65	.890	42
8	Advancement Opportunities	3.45	.942	13

It was found that all respondents expressed all the job facets were important except ‘Advancement Opportunities’ (item 8, mean=3.45), which was just under reference mean=3.5. The mean scores for the sixteen job facets were well above 3.5, particularly importance were attached to five facets: ‘Achievement’ (item 1, mean=4.20), ‘Task is meaningfulness’ (item 2, mean=4.16), ‘Relationship with students’ (item 3, mean=4.14), ‘Good use of abilities and knowledge’ (item 4, mean=4.19) and ‘Fairness and considerate of the department head’ (item 14, mean=4.25).

The standard multiple regressions were performed using the 17-job facets importance as the predictors and the overall job satisfaction as the dependent variable (see Table 5-11).

Table 5-11 Correlation of Overall Job Satisfaction with Job Facets Importance

Item	Job Facets Importance	Overall Job Satisfaction
1	Achievement	.026
2	TaskMeaningfulness	-.116
3	StudentRelationship	.137
4	AbilitiesKnowledge	.200
5	WorkplaceInfluence	.143
6	ResponsibleWork	.171
7	Esteem	.163
8	AdvancementOpport	.130
9	LearningOpport	.181
10	FinancialRewards	-.121
11	JobSecurity	.025
12	RelationsColleagues	.204
13	WorkRecognition	.073
14	FairConsiderateHoD	-.090
15	InfluenceWorkScope	.065
16	WorkPlaceRegard	.091
17	WorkIndependence	.013

From the Table 5-11 it was observed that there was little correlation between the dependent variable 'Overall-Job-Satisfaction' with the 17 Importance predictors as all the correlation coefficients were less than 0.3. The Importance model could only explain 33.4% (R square) of the variance in the 'Overall-job-Satisfaction' (Table 5-12).

Table 5-12 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578 (a)	.334	.256	.55723

a Predictors: (Constant), WorkIndependence, FinancialRewards, InfluenceWorkScope, StudentRelationship, LearningOpport, Esteem, JobSecurity, AdvancementOpport, WorkPlaceRegard, TaskMeaningfulness, WorkRecognition, ResponsibleWork, RelationsColleagues, FairConsiderateHoD, AbilitiesKnowledge, WorkplaceInfluence, Achievement

b Dependent Variable: OverallJobSat

As there was no significant correlation between the 'overall Job Satisfaction' and the importance predictors, therefore the Hypothesis 1 was not supported. Blood (1971) in his study on the validity of importance suggested that the conception of importance was empirically invalid. Further, Rice *et al.* (1991) concluded that the relationship between facet satisfaction and overall job satisfaction generally did not change significantly as a function of facet importance.

### 5.5.2 Overall Job Satisfaction

The second research question is:

**What is the level of overall job satisfaction of the academic staffs of the Institute of Vocational Education (Tsing Yi nexus)?**

The question was analysed in two steps, with and without taking into account facet importance. Firstly, the scores of the section II and section III were combined together by multiplication as suggested by Wanous and Lawler (1972). The minimum score was 1 and the maximum score was 25. Job facets with means above 16 were considered sources of satisfaction, between 11 and 15 considered neutral and means with less than 11 were treated as no satisfaction. The maximum level of weighted job facet satisfaction was 'relationship with students' (item 3, weighted mean=16.79), which was above score 16. Job facet 'job security' (item 11, mean=10.9) and 'advancement opportunities' (item 8, weighted mean=8.32) was perceived least satisfied by the respondents. The weighted means of the other facets were all between 11 and 15 and were considered neutral. The weighted overall job satisfaction in percentage was calculated in accordance with the following formulae as stated in the chapter 4:

$$100\% \times \frac{\sum(\text{facet satisfaction}) \times (\text{facet importance})}{425 \times \text{no of returns}}$$

$$\text{Weighted Overall Job Satisfaction} = \frac{37200}{425 \times 167} \times 100\%$$

$$= \underline{52.4\%}$$

(2.62 on 5-point Likert scale)

Table 5-13 Hierarchy of Importance-Weighted Job Facets Satisfaction

Item		Minimum	Maximum	Mean	Std. Deviation
3	Student Relationship	4	25	16.76	5.113
4	Abilities & Knowledge	2	25	15.03	5.738
2	Task Meaningfulness	4	25	14.71	4.965
1	Achievement	3	25	14.62	4.826
12	Relations with Colleagues	3	25	14.62	4.944
17	Work Independence	4	25	14.49	4.907
14	Fair Considerate of HoD	3	25	14.37	5.908
10	Financial Rewards	3	25	13.36	5.126
7	Esteem	2	25	13.29	5.301
13	Work Recognition	3	25	12.83	5.260
6	Responsible Work	1	25	12.61	5.105
9	Learning Opportunities	1	20	12.40	4.972
5	Workplace Influence	1	20	11.54	4.484
15	Influence of Work Scope	1	20	11.54	4.352
16	Workplace Regard	3	25	11.34	4.415
11	Job Security	3	25	10.90	5.535
8	Advancement Opportunities	1	25	8.34	4.711

Secondly, the overall job satisfaction (un-weighted) was also similarly calculated:

$$100\% \times \frac{\sum(\text{facet satisfaction})}{85 \times \text{no of returns}}$$

$$\text{Overall Job Satisfaction} = \frac{9405}{85 \times 167} \times 100\%$$

$$= \underline{67.46\%}$$

(3.37 on 5-point Likert scale)

**Table 5-14 Hierarchy of Job Facets Satisfaction**

Item		Minimum	Maximum	Mean	Std. Deviation
3	Student Relationship	2	5	3.98	.707
10	Financial Rewards	1	5	3.63	1.095
17	Work Independence	1	5	3.60	1.000
12	Relations with Colleagues	1	5	3.59	.858
4	Abilities & Knowledge	1	5	3.54	1.010
2	Task Meaningfulness	1	5	3.53	.949
1	Achievement	1	5	3.47	.863
6	Responsible Work	1	5	3.40	.925
14	Fair Considerate of HoD	1	5	3.37	1.111
7	Esteem	1	5	3.31	.968
9	Learning Opportunities	1	5	3.21	.999
13	Work Recognition	1	5	3.22	1.055
5	Workplace Influence	1	5	3.18	.959
15	Influence of Work Scope	1	5	3.09	.987
16	Workplace Regard	1	5	3.04	.927
11	Job Security	1	5	2.77	1.321
8	Advancement Opportunities	1	5	2.39	1.108

The weighted overall job satisfaction and un-weighted overall job satisfaction were 2.62 (52.4%) and 3.37 (67.5%) respectively after they were converted back to the 5-point Likert scale. Therefore it was found that the academic staff of IVE (Tsing Yi nexus) felt neither satisfied nor dissatisfied with their jobs.

### **5.5.3 Demographic Factors**

The third research question and the respective hypotheses are:

**What is the relationship between job facets importance and selected demographic variables?**

And the related hypotheses are:

**Hypothesis 2:** A relationship exists between genders and job facets importance.

**Hypothesis 4:** A relationship exists between ranks and job facets importance.

**Hypothesis 6:** A relationship exists between years of service and job facets importance.

**Hypothesis 8:** A relationship exists between academic qualifications and job facets importance.

And the fourth research questions and the respective hypotheses are:

**What is the relationship between overall job satisfaction and selected demographic variables?**

And the related hypotheses are:

**Hypothesis 3:** A relationship exists between genders and level of overall job satisfaction.

**Hypothesis 5:** A relationship exists between ranks and level of overall job satisfaction.

**Hypothesis 7:** A relationship exists between years of service and level of overall job satisfaction.

**Hypothesis 9:** A relationship exists between academic qualifications and level of overall job satisfaction.

The third and fourth research questions addressed the relationships between demographic variables, job facets importance and overall satisfaction. The personal variables surveyed were gender, post, years of service and highest qualification attained.

#### **5.5.3.1 Gender**

**Hypothesis 2:** A relationship exists between genders and job facets importance.

An analysis of variance (ANOVA) was performed in order to evaluate whether gender difference would have any effects on the job facets importance

Table 5-15

## Analysis of Job Facets Importance between Men and Women

Item	Job Facets		Sum of Squares	df	Mean Square	F	Sig.
1	Achievement	Between Groups	.155	1	.155	.216	.642
		Within Groups	118.324	165	.717		
2	TaskMeaningfulness	Between Groups	.480	1	.480	.747	.389
		Within Groups	106.154	165	.643		
3	StudentRelationship	Between Groups	3.468	1	3.468	5.246	.023
		Within Groups	109.083	165	.661		
4	AbilitiesKnowledge	Between Groups	1.377	1	1.377	1.961	.163
		Within Groups	115.869	165	.702		
5	WorkplaceInfluence	Between Groups	.252	1	.252	.377	.540
		Within Groups	110.060	165	.667		
6	ResponsibleWork	Between Groups	.849	1	.849	1.072	.302
		Within Groups	128.340	162	.792		
7	Esteem	Between Groups	1.686	1	1.686	2.510	.115
		Within Groups	110.829	165	.672		
8	AdvancementOpport	Between Groups	.720	1	.720	.811	.369
		Within Groups	146.597	165	.888		
9	LearningOpport	Between Groups	11.189	1	11.189	17.208	.000
		Within Groups	107.290	165	.650		
10	FinancialRewards	Between Groups	.141	1	.141	.169	.681
		Within Groups	137.631	165	.834		
11	JobSecurity	Between Groups	1.541	1	1.541	1.755	.187
		Within Groups	144.926	165	.878		
12	RelationsColleagues	Between Groups	.757	1	.757	1.272	.261
		Within Groups	98.189	165	.595		
13	WorkRecognition	Between Groups	.863	1	.863	1.187	.277
		Within Groups	119.987	165	.727		
14	FairConsiderateHoD	Between Groups	1.440	1	1.440	1.584	.210
		Within Groups	148.172	163	.909		
15	InfluenceWorkScope	Between Groups	.482	1	.482	.886	.348
		Within Groups	89.722	165	.544		
16	WorkPlaceRegard	Between Groups	2.383	1	2.383	4.806	.030
		Within Groups	81.820	165	.496		
17	WorkIndependence	Between Groups	.532	1	.532	1.120	.292
		Within Groups	78.462	165	.476		

From the ANOVA (see Table 5-15), the job facets StudentRelationship (item 3), Learning Opportunities (item 9) and WorkPlaceRegard (item 16) were found less than 0.05. The three facets represented 17.6% of the job facets importance model. The responses of these three importance facets were statistically different between female and male. For the responses of the remaining fourteen job facets there was no statistically significant difference in genders. So Hypothesis 2 was supported for facets:

StudentRelationship (item 3), Learning Opportunities (item 9) and WorkPlaceRegard (item 16).

**Hypothesis 3: A relationship exists between genders and level of overall job satisfaction.**

Table 5-16 Analysis of Overall Job Satisfaction between Men and Women by ANOVA

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Male	118	3.2927	.63206	.05819	3.1775	3.4079	2.06	5.00
Female	49	3.3604	.68244	.09749	3.1644	3.5564	1.35	4.29
Total	167	3.3126	.64591	.04998	3.2139	3.4113	1.35	5.00

Overall Job Satisfaction

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.159	1	.159	.379	.539
Within Groups	69.097	165	.419		
Total	69.256	166			

From the ANOVA of Table 5-16, the Sig. value is 0.539, which was more than 0.05; therefore it was concluded that there was no statistically significant difference at the  $p < 0.05$  level of overall job satisfaction between males and females ( $F = 0.379$ ;  $p = 0.539$ ). The effect size, calculated using eta squared, was 0.002 and the effect was therefore small. Hence, Hypothesis 3 was not supported. Ho (2002) also found that there was no difference in job satisfaction between males and females of local teachers.

### 5.5.3.2 Rank

The breakdown in rank of the 167 respondents were: 10 Assistant Lecturers, 105 Lecturers, 45 Senior Lecturers and 7 Principal Lecturers or above. As the sizes were hugely different among the groups, it was not possible to run an ANOVA test. The ratio



of largest to smallest group was 15, while the recommended ratio should be less than 1.5 (Stevens, 1992). Therefore the analysis was concentrated on two ranks namely lecturers and senior lecturers only.

**Hypothesis 4: A relationship exists between ranks and job facets importance.**

**Table 5-17 Analysis of Job Facets Importance by Rank**

Item			Sum of Squares	df	Mean Square	F	Sig.
1	Achievement	Between Groups	.008	1	.008	.011	.917
		Within Groups	108.825	148	.735		
2	TaskMeaningfulness	Between Groups	1.882	1	1.882	2.941	.088
		Within Groups	94.711	148	.640		
3	StudentRelationship	Between Groups	1.260	1	1.260	1.805	.181
		Within Groups	103.333	148	.698		
4	AbilitiesKnowledge	Between Groups	.016	1	.016	.021	.885
		Within Groups	110.044	148	.744		
5	WorkplaceInfluence	Between Groups	.198	1	.198	.292	.590
		Within Groups	100.635	148	.680		
6	ResponsibleWork	Between Groups	.243	1	.243	.302	.584
		Within Groups	117.433	148	.804		
7	Esteem	Between Groups	1.738	1	1.738	2.491	.117
		Within Groups	103.302	148	.698		
8	AdvancementOpport	Between Groups	8.026	1	8.026	9.695	.002
		Within Groups	122.514	148	.828		
9	LearningOpport	Between Groups	4.198	1	4.198	5.938	.016
		Within Groups	104.635	148	.707		
10	FinancialRewards	Between Groups	.762	1	.762	.928	.337
		Within Groups	121.511	148	.821		
11	JobSecurity	Between Groups	4.648	1	4.648	5.274	.023
		Within Groups	130.425	148	.881		
12	RelationsColleagues	Between Groups	.092	1	.092	.146	.703
		Within Groups	92.902	148	.628		
13	WorkRecognition	Between Groups	.892	1	.892	1.183	.279
		Within Groups	111.568	148	.754		
14	FairConsiderateHoD	Between Groups	1.509	1	1.509	1.557	.214
		Within Groups	141.410	148	.969		
15	InfluenceWorkScope	Between Groups	.672	1	.672	1.184	.278
		Within Groups	83.968	148	.567		
16	WorkPlaceRegard	Between Groups	.003	1	.003	.005	.941
		Within Groups	76.990	148	.520		
17	WorkIndependence	Between Groups	1.143	1	1.143	2.387	.124
		Within Groups	70.857	148	.479		

From the ANOVA (see Table 5-17), the job facets AdvancementOpport (item 8) LearningOpport (item 9) and JobSecurity (item 11) were found to be less than 0.05. They

represented 17.6% of the job facets importance model. The responses of these three importance facets demonstrated statistically different between ranks (lecturers and senior lecturers). For the responses of the remaining fourteen job facets there was no statistically significant difference between ranks. So Hypothesis 4 was supported for facets: AdvancementOpport (item 8), LearningOpport (item 9) and JobSecurity (item 11).

**Hypothesis 5: A relationship exists between ranks and level of overall job satisfaction**

Table 5-18 Analysis of Overall Job Satisfaction by Rank

Overall Job Satisfaction								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
L	105	3.2570	.64104	.06256	3.1329	3.3810	1.35	5.00
SL	45	3.3993	.72076	.10745	3.1828	3.6159	2.24	4.41
Total	150	3.2997	.66672	.05444	3.1921	3.4072	1.35	5.00

Overall Job Satisfaction		ANOVA			
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.639	1	.639	1.441	.232
Within Groups	65.595	148	.443		
Total	66.233	149			

The ANOVA test was performed and the results showed that there was no statistically significant difference at  $p < 0.05$  level of overall job satisfaction between the lecturers and senior lecturers ( $F = 1.441$ ;  $p = 0.232$ ) as the Sig. value was 0.232 and was well above 0.05. The effect size, calculated using eta squared, was 0.009. Therefore, the hypothesis 5 was not supported. The result was not followed the general trend as reported in Weaver (1980). Wu (1996) pointed it out that the blocking of promotion often resulting in a decrease in satisfaction among teachers. Due to re-organising and decreasing in funding, promotion opportunity is limited in VTC in recent years.

### 5.5.3.3 Years of Service

The grouping of the respondents was according to the years of service in VTC. The three groups were those of having service below 6 years (Group 1), 6-9 years (Group 2) and 10 years and above (Group 3). ANOVA test was run to analyse how the length of service would affect the job facets importance and the level of overall job satisfaction.

**Hypothesis 6: A relationship exists between years of service and job facets importance.**

Table 5-19 Analysis of Job Facets Importance between by Years of Service

Item			Sum of Squares	df	Mean Square	F	Sig.
1	Achievement	Between Groups	4.097	2	2.048	2.937	.056
		Within Groups	114.382	164	.697		
2	TaskMeaningfulness	Between Groups	4.397	2	2.198	3.527	.032
		Within Groups	102.238	164	.623		
3	StudentRelationship	Between Groups	.217	2	.108	.158	.854
		Within Groups	112.334	164	.685		
4	AbilitiesKnowledge	Between Groups	.049	2	.024	.034	.966
		Within Groups	117.197	164	.715		
5	WorkplaceInfluence	Between Groups	.009	2	.004	.007	.993
		Within Groups	110.303	164	.673		
6	ResponsibleWork	Between Groups	.355	2	.178	.222	.801
		Within Groups	128.834	161	.800		
7	Esteem	Between Groups	4.630	2	2.315	3.519	.032
		Within Groups	107.885	164	.658		
8	AdvancementOpport	Between Groups	7.856	2	3.928	4.619	.011
		Within Groups	139.462	164	.850		
9	LearningOpport	Between Groups	4.401	2	2.200	3.163	.045
		Within Groups	114.078	164	.696		
10	FinancialRewards	Between Groups	3.478	2	1.739	2.124	.123
		Within Groups	134.294	164	.819		
11	JobSecurity	Between Groups	6.578	2	3.289	3.856	.023
		Within Groups	139.889	164	.853		
12	RelationsColleagues	Between Groups	1.482	2	.741	1.247	.290
		Within Groups	97.464	164	.594		
13	WorkRecognition	Between Groups	2.372	2	1.186	1.642	.197
		Within Groups	118.478	164	.722		
14	FairConsiderateHoD	Between Groups	9.950	2	4.975	5.771	.004
		Within Groups	139.662	162	.862		
15	InfluenceWorkScope	Between Groups	1.841	2	.920	1.708	.184
		Within Groups	88.363	164	.539		
16	WorkPlaceRegard	Between Groups	.229	2	.114	.223	.800
		Within Groups	83.975	164	.512		

17	WorkIndependence	Between Groups	.223	2	.112	.233	.793
		Within Groups	78.771	164	.480		

#### Multiple Comparisons

##### Tukey HSD

Item	Dependent Variable	(I) ServiceYr	(J) ServiceYr	Mean Difference (I-J)	Std. Error	Sig.
2	TaskMeaningfulness	G 1	G 2	.282	.155	.165
			G 3	.419(*)	.159	.025
		G 2	G 1	-.282	.155	.165
			G 3	.136	.142	.603
		G 3	G 1	-.419(*)	.159	.025
			G 2	-.136	.142	.603
7	Esteem	G 1	G 2	.374	.159	.052
			G 3	.065	.163	.917
		G 2	G 1	-.374	.159	.052
			G 3	-.309	.146	.089
		G 3	G 1	-.065	.163	.917
			G 2	.309	.146	.089
8	AdvancementOpport	G 1	G 2	.548(*)	.181	.008
			G 3	.360	.186	.131
		G 2	G 1	-.548(*)	.181	.008
			G 3	-.189	.166	.493
		G 3	G 1	-.360	.186	.131
			G 2	.189	.166	.493
9	LearningOpport	G 1	G 2	.403(*)	.163	.039
			G 3	.311	.168	.156
		G 2	G 1	-.403(*)	.163	.039
			G 3	-.092	.150	.813
		G 3	G 1	-.311	.168	.156
			G 2	.092	.150	.813
14	FairConsiderateHoD	G 1	G 2	.541(*)	.183	.010
			G 3	.577(*)	.187	.007
		G 2	G 1	-.541(*)	.183	.010
			G 3	.036	.168	.976
		G 3	G 1	-.577(*)	.187	.007
			G 2	-.036	.168	.976

\* The mean difference is significant at the .05 level.

Group 1: Years of service below 6

Group 2: Years of service between 6 – 9

Group 3: Years of service 10 years or above.

A one way between groups analysis of variance was conducted to explore the impact of years of service on the scores of the importance facets. There was a statistically significant difference at the  $p < 0.05$  level for 5 facets of the importance model (see Table 5-19). Post-hoc comparisons using the Tukey HSD test indicated: for

TaskMeaningfulness (item 2), the mean score for Group 1 was significantly different from Group 3 ( $p=0.025$ ); for Esteem (item 7), the mean score of Group 1 was different from Group 3 ( $p=0.052$ ); for AdvancementOpport (item 8), the mean score of Group 1 was significantly different from Group 2 ( $p=0.008$ ); for LearningOpport (item 9), the mean score of Group 1 was significantly different from Group 2 ( $p=0.039$ ) and for FairConsiderateHoD (item 14), the mean score of Group 1 was significantly different from Group 2 ( $p=0.01$ ) and also from Group 3 ( $p=0.007$ ).

Therefore, the hypothesis 6 was supported for the importance facets TaskMeaningfulness (item 2), Esteem (item 7), AdvancementOpport (item 8), LearningOpport (item 9) and FairConsiderateHoD (item 14).

**Hypothesis 7: A relationship exists between years of service and level of overall job satisfaction.**

Table 5-20 Analysis of Overall Job Satisfaction by Years of Service

Descriptives								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
G 1	43	2.8898	.52371	.07987	2.7286	3.0509	1.35	3.82
G 2	66	3.2986	.60017	.07388	3.1511	3.4462	2.29	5.00
G 3	58	3.6419	.59726	.07842	3.4849	3.7989	2.06	4.41
Total	167	3.3126	.64591	.04998	3.2139	3.4113	1.35	5.00

#### ANOVA

##### Overall Satisfaction Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	13.990	2	6.995	20.758	.000
Within Groups	55.266	164	.337		
Total	69.256	166			

#### Multiple Comparisons

Dependent Variable: Overall Job Satisfaction  
Tukey HSD

(I) ServiceYr	(J) ServiceYr	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
G 1	G 2	-.40887(*)	.11377	.001	-.6779	-.1398
	G 3	-.75213(*)	.11682	.000	-1.0284	-.4758
G 2	G 1	.40887(*)	.11377	.001	.1398	.6779
	G3	-.34326(*)	.10448	.004	-.5904	-.0961
G 3	G 1	.75213(*)	.11682	.000	.4758	1.0284
	G 2	.34326(*)	.10448	.004	.0961	.5904

Group 1: Below 6 years; Group 2: 6-9 years; Group 3: 10 years and above

A one way between groups analysis of variance was conducted to explore the impact of 'years of service' on the level of overall job satisfaction. The results showed that there was statistically significant difference at  $p < 0.05$  levels in overall job satisfaction among the three groups ( $F = 20.758$ ,  $p = 0.000$ ) as the significant value between groups was below 0.05. The effect size, calculated using eta squared, was 0.20. Post-hoc comparisons using the Tukey HSD test indicated the difference was between Group 1 and Group 2 and Group 3 (see Table 5-20). Also the means of the overall satisfaction score for Group 1 (less than 6 years), Group 2 (between 6 years and 9 years) and Group 3 (ten years and above) were 2.9, 3.3 and 3.6 respectively.

The analysis demonstrated that staff had service less than 6 years responded low satisfaction towards the job when compared with other two groups of longer years of service. So the findings supported the Hypothesis 7. The result conformed the other research findings in the education field that the length of service demonstrated a positive relationship to job satisfaction (Herzberg *et al.*, 1957; Leung, 1997; Ho, 2000; Chung, 2001).

### 5.5.3.4 Highest Qualification Attained

The breakdown in the highest qualification attained of the 167 respondents was: 54 possessed Bachelor degrees (Group 1), 98 possessed Master degrees (Group 2), 17 possessed Doctorate degrees (Group 3). Although the ratio of largest to smallest group was 5.8 against the recommended ratio to be less than 1.5 (Stevens, 1992), yet one way between groups analysis of variance test was still run. It was considered important to see the effect of qualifications on the job facets importance model and the level of overall job satisfaction.

**Hypothesis 8: A relationship exists between academic qualifications and job facets importance.**

Table 5-21 Analysis of Job Facets Importance by Highest Qualification attained

ANOVA							
Item			Sum of Squares	df	Mean Square	F	Sig.
1	Achievement	Between Groups	.013	2	.006	.009	.991
		Within Groups	118.467	164	.722		
2	TaskMeaningfulness	Between Groups	.252	2	.126	.194	.824
		Within Groups	106.383	164	.649		
3	StudentRelationship	Between Groups	.490	2	.245	.358	.699
		Within Groups	112.061	164	.683		
4	AbilitiesKnowledge	Between Groups	2.213	2	1.106	1.577	.210
		Within Groups	115.033	164	.701		
5	WorkplaceInfluence	Between Groups	1.408	2	.704	1.060	.349
		Within Groups	108.903	164	.664		
6	ResponsibleWork	Between Groups	.245	2	.122	.153	.858
		Within Groups	128.944	161	.801		
7	Esteem	Between Groups	2.419	2	1.209	1.801	.168
		Within Groups	110.096	164	.671		
8	AdvancementOpport	Between Groups	.550	2	.275	.307	.736
		Within Groups	146.767	164	.895		
9	LearningOpport	Between Groups	1.732	2	.866	1.217	.299
		Within Groups	116.747	164	.712		
10	FinancialRewards	Between Groups	.622	2	.311	.372	.690
		Within Groups	137.150	164	.836		
11	JobSecurity	Between Groups	5.319	2	2.659	3.090	.048
		Within Groups	141.148	164	.861		
12	RelationsColleagues	Between Groups	1.490	2	.745	1.254	.288
		Within Groups	97.456	164	.594		

13	WorkRecognition	Between Groups	.191	2	.095	.130	.879
		Within Groups	120.660	164	.736		
14	FairConsiderateHoD	Between Groups	2.609	2	1.304	1.438	.241
		Within Groups	147.003	162	.907		
15	InfluenceWorkScope	Between Groups	.895	2	.447	.821	.442
		Within Groups	89.309	164	.545		
16	WorkPlaceRegard	Between Groups	.539	2	.269	.528	.591
		Within Groups	83.665	164	.510		
17	WorkIndependence	Between Groups	3.517	2	1.758	3.821	.024
		Within Groups	75.477	164	.460		

#### Multiple Comparisons

##### Tukey HSD

Item	Dependent Variable	(I) H Quali	(J) H Quali	Mean Difference (I-J)	Std. Error	Sig.
11	JobSecurity	1	2	-.375(*)	.157	.048
			3	-.063	.271	.971
		2	1	.375(*)	.157	.048
			3	.312	.257	.448
		3	1	.063	.271	.971
			2	-.312	.257	.448
17	WorkIndependence	1	2	-.166	.115	.321
			3	.326	.198	.229
		2	1	.166	.115	.321
			3	.492(*)	.188	.026
		3	1	-.326	.198	.229
			2	-.492(*)	.188	.026

A one way between groups analysis of variance was conducted to explore the impact of the highest qualification attained on the scores of the importance facets. There was a statistically significant difference at the  $p < 0.05$  level for 2 facets of the importance model (see Table 5-21). Post-hoc comparisons using the Tukey HSD test indicated: for JobSecurity (item 11), the mean score for Group 1 (Bachelor degrees) was significantly different from Group 2 (Master degrees) ( $p=0.048$ ) and for WorkIndependence (item 17), the mean score of Group 2 was different from Group 3 (Doctorate degrees) ( $p=0.026$ ).

Therefore, the hypothesis 8 was supported for the importance facets JobSecurity (item 11) and WorkIndependence (item 17).



**Hypothesis 9: A relationship exists between academic qualifications and level of overall job satisfaction.**

**Table 5-22 Analysis of Overall Job Satisfaction by Highest Qualification attained**

Overall Job Satisfaction			Descriptives					
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Bachelor	54	3.5791	.64809	.08819	3.4022	3.7560	2.24	5.00
Master	98	3.1739	.60872	.06149	3.0518	3.2959	1.35	4.41
Doctorate	15	3.2593	.61464	.15870	2.9190	3.5997	2.35	3.94
Total	167	3.3126	.64591	.04998	3.2139	3.4113	1.35	5.00

Overall Job Satisfaction			ANOVA		
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.763	2	2.881	7.443	.001
Within Groups	63.493	164	.387		
Total	69.256	166			

Dependent Variable: Overall Job Satisfaction  
Tukey HSD

Multiple Comparisons

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bachelor	Master	.40520(*)	.10545	.001	.1558	.6546
	Doctorate	.31974	.18160	.186	-.1098	.7493
Master	Bachelor	-.40520(*)	.10545	.001	-.6546	-.1558
	Doctorate	-.08546	.17251	.874	-.4935	.3226
Doctorate	Bachelor	-.31974	.18160	.186	-.7493	.1098
	Master	.08546	.17251	.874	-.3226	.4935

A one way between groups analysis of variance was conducted to explore the impact of 'Highest Qualification attained' on the level of overall job satisfaction. The results showed that there was a statistically significant difference at  $p < 0.05$  levels in overall job satisfaction among the three groups ( $F = 7.443$ ,  $p = 0.001$ ) as the significant value between groups was below 0.05. The effect size, calculated using eta squared, was 0.083. Post-hoc comparisons using the Tukey HSD test indicated the difference was between Group

1 and Group 2 (see Table 5-22). Also the means of the overall satisfaction score for Group 1 (Bachelors), Group 2 (Masters) were 3.6 and 3.2 respectively.

The analysis demonstrated that staff had only Bachelor degrees responded higher satisfaction towards the job when compared with Master degrees group. Group 3 (Doctorate degrees) did not differ significantly from either Group 1 or Group 2 in job satisfaction. So in this research, the relationship between qualifications and level of overall job satisfaction is mixed. It therefore concluded that Hypothesis 9 was supported. The other research findings also reported the mixed relationship (Mortimer, 1979; Mottaz, 1984; Martin and Shehan, 1989; Gruneberg, 1979).

## 5.6 Staff views and others

The section IV of the survey instrument is to gauge the staff's personal feelings about and reactions to the changes.

Table 5-23 Staff's Views Analysis

Item			N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
							Lower Bound	Upper Bound		
1	Confidence	Male	116	2.38	1.101	.102	2.18	2.58	1	5
		Female	47	2.66	1.221	.178	2.30	3.02	1	5
		Total	163	2.46	1.140	.089	2.28	2.64	1	5
2	Anxieties	Male	116	3.44	1.218	.113	3.22	3.66	1	5
		Female	47	3.30	1.232	.180	2.94	3.66	1	5
		Total	163	3.40	1.220	.096	3.21	3.59	1	5
3	Explore New Learning	Male	118	3.57	.901	.083	3.40	3.73	1	5
		Female	49	3.73	1.056	.151	3.43	4.04	1	5
		Total	167	3.62	.949	.073	3.47	3.76	1	5
4	Self Improvement	Male	118	3.37	1.123	.103	3.17	3.58	1	5
		Female	49	3.67	1.144	.163	3.34	4.00	1	5
		Total	167	3.46	1.134	.088	3.29	3.63	1	5

In these turbulent times, the respondents did not feel confident (item 1, mean=2.46).

They also showed anxieties as changes might affect their teaching posts (item 2,

mean=3.4). The section also indicated staff were marginally positive in self-improvement (item 4, mean=3.46) and exploring new learning areas to meet the challenges ahead (item 3, mean=3.62).

A one way between groups analysis of variance was conducted to explore the effect of gender on the perception of and reaction to the changes.

**Table 5-24          Staffs' Views Analysis by Gender**

Item		Sum of Squares	df	Mean Square	F	Sig.
1	Between Groups	2.627	1	2.627	2.035	.156
	Within Groups	207.864	161	1.291		
2	Between Groups	.672	1	.672	.450	.503
	Within Groups	240.407	161	1.493		
3	Between Groups	.964	1	.964	1.072	.302
	Within Groups	148.509	165	.900		
4	Between Groups	3.128	1	3.128	2.454	.119
	Within Groups	210.369	165	1.275		

The data were further analysed to determine whether views were differed by gender. It was found statistically both males and females possessed similar views as the significant values of all the four scales were above 0.05 (see Table 5-24)

## **5.7                      Personal Interviews**

It should be re-emphasised again here that the limited interview findings are only used to illustrate with more detail the types of issues that are emerging from the quantitative studies. The findings are not used to support theory building, but to supplement the quantitative data.

The researcher managed to have the consent of eight staff for the personal interviews. They were five lecturers, two senior lecturers and one principal lecturer. The gender mix was seven males and one female.

The duration of each interview was around 30 minutes. As the researcher came from the same organisation, interviewees were concerned very much about anonymity. They all requested the interviews not to be tape-recorded. Data collected during the interviews therefore was recorded in note form. As mentioned in section 4.3.3, it was important to place the interviewees at ease at the start of the interviews. The researcher as far as possible requested the interviewees to provide episodes and examples to illustrate any points they made.

### **5.7.1 Interview Results**

The aspects touched by the participants during the interviews were noted as followings:

#### **(i) Stress and workload**

During the interviews, all the participants mentioned that the stress and pressure were coming from the persistent course structure changes in recent years. This led to rewriting and revising course materials within a very short spell of time. They were all burdened by the teaching and administrative assignments. Staff 'H' said:

In the last three years, I had to prepare teaching materials for new modules. There is no time to sit down to do some thinking and revision on what I have done. Really, I feel stressed and tired.

#### **(ii) Job security**

They also expressed anxieties over the job security. Staff 'A' said:

The Council has already indicated that there are surplus of senior lecturers. Although it has been promised no compulsory redundancy, I still have many concerns on my future.

Staff 'C' also mentioned that in recent years his department experienced difficulties to enrol enough students to fill up the courses. It would have adverse implication on staff establishment in his department.

Staff 'D' also mentioned about the Manpower Development Council (MDC). He said:

I feel the set up of Manpower Development Council would finally threaten the bread and butter of our jobs. Though now, there isn't much news coming down.

### (iii) Promotion

Five participants agreed that the promotion and advancement guidelines and procedures were open and transparent after the Segal Quince Wicksteed report (1996) published. But, the promotion opportunities were limited as the organisation re-structuring was ongoing. Staff 'E' said:

In recent years, there is almost no new post created in my department. In fact, some staffs are being transferred out to suit the development of the department. I feel my career is being stuck at the bottleneck. I am a bit disappointed.

Staff 'F' said:

I have been teaching here for ten years. However, I am still at the same post. Promotion, I don't think it is for me.

### (iv) Commitment

They agreed that teaching staff were committed to work and teaching quality. Staff 'B' said:

Besides teaching, I have joined many seminars to gather updated information and development about my profession. It helps me to deliver the lectures soundly.

Staff 'A' also said:

I try hard to give a lot of illustrative examples to help them understand. It is my job.

(v) Recognition

They were not so sure about the work recognition at workplace in IVE.

Staff 'B' said:

I heard about the 'The best Teacher Award'. I am not so sure about the nomination and assessing method. I come here to play my part.

Staff 'A' said:

The department head is very bossy. It is not realistic to send you an appreciation.

Staff 'D' commented:

I haven't heard about any sort of recognition here.

(vi) Department management style

Another aspect brought up by seven interviewees was the management style of the heads of department. Staff 'A' mentioned during the departmental meeting, the head used to dictate his terms and used time constraint to restrict the debates. Two years ago, staff 'A' continued, his department set up a management committee and staff reporting system without discussion and consensus. It subsequently caused deep strains within the department. On the hand, Staff 'C' said his head was very democratic and open. His department would discuss openly and fairly in every major issues. He found the staff morale was excellent and the staff were in relatively good terms. Staff 'D' said in the interview, his department experienced an upheaval because of the struggle between the head and a group of staff.

(vii) Leaving Intention

None of the interviewees expressed any intention of leaving IVE in the near future. Staff 'H' said:

At the present economic climate, it is not easy to switch back to industry.  
The pay here, nonetheless, so far is better than industry now.

Staff 'G' said:

In fact several years ago, I had tried to leave but could not find a decent job. Now I have been here for almost seven years. I do not intend to leave now despite my prospect here is not so bright.

(viii) Student and staff Relationship

Five informants expressed they were encouraged by their good relationship with the students. One staff further said:

It is pleased to have harmonious relationship with students. It is encouraging to see the students to enter University or to society after graduation. It is all right for the students to appraise my performance. From their feedbacks, I can learn and improve myself and know what they all want. Of course, I feel a bit upset if there are a lot of negative comments.

(ix) Student Quality

Five participants in general agreed the academic quality of the intakes were gradually in decline. Two interviewees said they were not so sure. Staff 'C' said:

The associate degree courses set up by other tertiary institutes have attracted many comparatively high quality students from us. The class discipline sometimes is really bad.

Staff 'E' said:

The students are quite capable to catch up the courses in my department.  
Anyhow this is my gut feeling.

The points consolidated from the field notes of the interviews are presented in Table 5-26

Table 5-25                      Summary of Staff Interview Result

	Interview Data Category	Staff							
		A	B	C	D	E	F	G	H
i	Stress and workload	x	x	x	x	x	x	x	x
ii	Job security	x	x	x	x	x	x	x	x
iii	Promotion	o	x	x	o	x	x	x	o
iv	Commitment	y	y	y	y	y	y	y	y
v	Recognition	x	x	o	o	x	o	o	o
vi	Department management style	x	x	y	x	o	x	x	x
vii	Leaving intention	x	x	x	x	x	x	x	x
viii	Student and staff Relationship	y	o	y	o	y	y	y	o
ix	Student Quality	o	o	x	x	y	x	x	x

Note:

- y:            Participant felt positively.  
x:            Participant felt negatively.  
o:            No opinion or not discussed.



## **Chapter 6: Discussion and Conclusion**

This chapter is divided into three parts. The first part is a summary of the purposes, research questions and hypothesis, research methodology and major findings. The second part is the discussion of findings in this research. It is followed by the implications for IVE management. The final part includes the conclusion, research limitations and suggestions for moving the present research forward.

### **6.1 Summary**

The shrinking of public funding, opening up of vocational education to private sectors and the restructuring of tertiary education has forced the Institute of Vocational Education (IVE) to realign itself to meet these challenges. In this context, a number of policies on educational change have been initiated and are ongoing, which have inevitably generated additional pressures on staff and in turn may be affecting their morale. This research investigated the job satisfaction perceived by the academic staff of Tsing Yi nexus at this juncture of internal and external changes.

#### **6.1.1 Purposes, Research Questions and Hypothesis**

The aims of the study were to: (1) investigate the relationship between the importance and satisfaction of each work facets, and as well as the overall job satisfaction of the teaching staff of Institute of Vocational Education (TY nexus), (2) examine how the staff's demographic characteristics would affect the job facets importance and the overall job satisfaction, (3) analyse how the staff perceived and reacted to the internal and external changes of vocational education in Hong Kong.

There were five research questions formulated to address the above three aims. These five questions are:

- Q1. What is the relationship between facet importance and overall satisfaction?
- Q2. What is the level of job satisfaction of the academic staff of the Institute of Vocational Education (Tsing Yi nexus)?
- Q3. What is the relationship between job facets importance and selected demographic variables?
- Q4. What is the relationship between overall job satisfaction and selected demographic variables?
- Q5. How does staff perceive about and react to the changes?

The hypothesis 1 to hypothesis 9 was constructed to test the first, second, third and the fourth research questions. The set of hypotheses are:

- Hypothesis 1: Facet importance has significant effect on the level of overall job satisfaction.
- Hypothesis 2: A relationship exists between genders and job facets importance.
- Hypothesis 3: A relationship exists between genders and level of overall job satisfaction.
- Hypothesis 4: A relationship exists between ranks and job facets importance.
- Hypothesis 5: A relationship exists between ranks and level of overall job satisfaction.
- Hypothesis 6: A relationship exists between years of service and job facets importance.
- Hypothesis 7: A relationship exists between years of service and level of overall job satisfaction.
- Hypothesis 8: A relationship exists between academic qualifications and job facets importance.

**Hypothesis 9: A relationship exists between academic qualifications and level of overall job satisfaction.**

The responses of the four questions in part IV of the survey instrument were used to address the fifth research question. Therefore no hypothesis was constructed for it.

### **6.1.2 Literature Review**

Job satisfaction is concerned with fulfilment of specific factors such as wages, supervision, work condition, advancement opportunities, and social relations with colleagues. The staff have an overall feeling about their jobs as well as different feelings of satisfaction with various aspects of their work such as interest, rewards and student relationship. In short, it can be defined as the degree to which an individual feels positively or negatively about work. The meaning of job satisfaction can be conceptualised in the following ways:

- (1) needs theory;
- (2) two-factor theory;
- (3) discrepancy theory;
- (4) expectancy theory;
- (5) equity theory;
- (6) facet satisfaction theory.

In this study, the facet satisfaction theory, which was put forward by Lawler (1973), was used to investigate the job satisfaction of staff of Institute of Vocational Institutes (TY nexus). The theory permits the microanalysis of a particular aspect of work in the determination of one's job satisfaction. The overall job satisfaction is the compilation of

satisfaction feelings on different job facets with considerations of facet importance. However, there are particularly two concerns about the facet approach, namely: which job facets should be considered and how many job facets are to be composed of a job.

### **6.1.3 Methodology**

The researcher adopted a quantitative survey. The researcher also conducted a limited number of semi-structured interviews. The qualitative findings are only used to illustrate with more details the types of issues that were emerging from the quantitative studies. The findings are not used to support theory building.

The survey instrument was a self-reported questionnaire with contents mainly developed according to a pilot study with the teaching staff. It measured the importance and level of satisfaction of seventeen work facets as perceived by the respondents, rated on a 5-point Likert scale. The seventeen work facets were:

- (1) Achievement
- (2) Task meaningfulness
- (3) Relationship with students
- (4) Use of abilities and knowledge
- (5) Work influence in the workplace
- (6) Responsible for important work
- (7) Work esteem
- (8) Advancement opportunities
- (9) Learning opportunities
- (10) Financial rewards
- (11) Job security

- (12) Relations with colleagues
- (13) Recognition of good work
- (14) Fair and considerate of department head
- (15) Influence in your scope of work
- (16) Highly regarded working place
- (17) Work independence

The SPSS computer program was used to analyse the questionnaire results and the data collected from the semi-structured interviews were used for illustrative purposes.

#### **6.1.4 Findings**

Exploratory factor analyses were computed to uncover the underlying structure and process of the 17 satisfaction scales. After two factor analyses, the research identified two components from the seventeen job facets and named them as intrinsic and extrinsic satisfaction factors. The intrinsic factor comprised of Achievement (item 1), RelationsColleagues (item 12), Esteem (item 7), AbilitiesKnowledge (item 4), StudentRelationship (item 3), FairConsiderateHoD (item 14), TaskMeaningfulness (item 2), WorkplaceInfluence (item 5) and WorkRecognition (item 13). The extrinsic factor consisted of WorkIndependence (item 17), LearningOpport (item 9), AdvancementOpport (item 8), WorkPlaceRegard (item 16) and ResponsibleWork (item 6), InfluenceWorkScope (item 16), FinancialRewards (item 10) and JobSecurity (item 11). The intrinsic and extrinsic factors deduced in the course of factorisation are closely related to the motivators and hygiene factors. Therefore, the Herzberg's two-factor theory is empirically substantiated by this work.

The other major findings are summarised and presented below:

1. All the seventeen job facets were rated important as the average mean score of each facet was above 3.5 on the Likert scale. The three most important facets were 'Fairness and Considerate of the department head' (item 14, mean=4.28), 'Achievement' (item 1, mean=4.20) and 'Good use of Abilities and Knowledge' (item 4, mean=4.19). Nonetheless, statistically the facets importance was not significant to affect the overall job satisfaction. So the Hypothesis 1 was not supported.
2. Of the seventeen job facets, only six facets scored between mean=3.5 and mean=4.00 in satisfaction scale. The three most satisfied job facets as reported were 'Student Relationship' (item 3, mean=3.98), 'Financial Rewards' (item 10 mean=3.63) and 'Work independence' (item 17, mean=3.60). The standard deviation of seven job facets were greater than 1.0. The implications are to be explained fully in the discussion section.
3. The three most dissatisfied job facets were 'Advancement Opportunities' (item 8, mean=2.39), 'Job Security' (item 11, mean=2.77) and 'Workplace Regard' (item 16, mean=3.04).
4. The importance weighted overall job satisfaction was 52.4% (mean=2.62 on 5-point Likert scale).
5. The unweighted overall job satisfaction was 67.46% (mean=3.37 on 5-point Likert scale).

6. The responses of three importance facets: StudentRelationship (item 3), Learning Opportunities (item 9) and WorkPlaceRegard (item 16) were statistically different between male and female. So Hypothesis 2 was supported only for these three facets:
7. There was no statistically significant difference at  $p < 0.05$  level of overall job satisfaction between males and females ( $F = 0.379$ ;  $p = 0.539$ ) on overall job satisfaction. Hence, Hypothesis 3 was not supported.
8. The responses of the importance job facets: AdvancementOpport (item 8) Learning Opportunities (item 9) and JobSecurity (item 11) were found less than 0.05 and therefore demonstrated statistically different between ranks (lecturers and senior lecturers). So Hypothesis 4 was supported for facets: AdvancementOpport (item 8), Learning Opportunities (item 9) and JobSecurity (item 11).
9. There was no statistically significant difference at  $p < 0.05$  level of overall job satisfaction between lecturers and senior lecturers ( $F = 1.441$ ;  $p = 0.232$ ). Therefore, the hypothesis 5 was not supported.
10. The responses of five importance job facets: TaskMeaningfulness (item 2), Esteem (item 7), AdvancementOpport (item 8), LearningOpport (item 9) and FairConsiderateHoD (item 14) on years of service were found statistically significant difference at the  $p < 0.05$  level among the three groups. Therefore, the Hypothesis 6 was supported for these five facets only.

11. There was statistically significant difference at  $p < 0.05$  level in overall job satisfaction over years of service among the academic staffs ( $F = 20.758$ ,  $p = 0.000$ ). The findings supported the Hypothesis 7.
12. The responses of two importance job facets: JobSecurity (item 11) and WorkIndependence (item 17) on highest of academic qualifications attained were statistically significant difference at  $p < 0.05$  level among the three groups. Therefore, the hypothesis 8 was supported for these two facets
13. There was statistically significant difference at  $p < 0.05$  levels in overall job satisfaction over highest academic qualifications obtained among the academic staffs ( $F = 7.443$ ,  $p = 0.001$ ). Hypothesis 9 was supported.

## **6.2 Discussions**

Despite within the local context, which is a large power distance and collectivistic society as suggested in Hofstede's work (2001), the identified 17 facets are closely related to those developed by Western scholars who are in a small power distance and individualistic society. Thus, it is comfortable to say that organization sub-culture is also being taking place. The aspirations at work of the IVE academic staff are closely related with their counterparts in the Western countries. As substantial portion of the academic staff received their education abroad, some even lived and worked at there in the past, it is no surprise that they are 'Westernised' by their cultures.

The study was designed to (1) identify the sources of satisfaction, and dissatisfaction, (2) evaluate the effects of job facet importance, (3) explore the effects of demographic



variables on facets importance and job satisfactions and (3) explore the staff views towards the changing educational environment in Hong Kong.

#### **6.2.1 Source of Satisfaction and Dissatisfaction**

In section 5.4, it was demonstrated that two components were separated from the seventeen job facets. One was called “intrinsic satisfaction” as they assessed intrinsic features of a work situation that the respondents felt. It consisted of Achievement, RelationsColleague, Esteem, AbilitiesKnowledge, StudentRelationship, FairConsiderateHoD, TaskMeaningfulness, WorkplaceInfluence and WorkRecognition.

The other component was called “extrinsic satisfaction” as they measured the extent to which the respondents felt their jobs provided extrinsic rewards which existed independently of the individual occupying the role and centred on societal factors and the employer (Dinham & Scott, 2000). It included of WorkIndependence, LearningOpport, AdvancementOpport, WorkPlaceRegard and ResponsibleWork, InfluenceWorkScope, FinancialRewards and JobSecurity. In this study the difference between intrinsic and extrinsic components was slim, with means of 3.47 and 3.14 respectively. Therefore, the work empirically substantiated the Herzberg’s two-factor theory.

The level of overall satisfaction of staffs of IVE (TY nexus), whether it was importance weighted or unweighted was found to be neutral i.e. between mean=2.62 and 3.37 on 5-point Likert scale. It was further found that the job facets importance model statistically not significant to affect the overall job satisfaction in this study. In previous studies, the role of the importance in job facet satisfaction was mixed. Some researchers found it did not play a moderating role (Blood, 1971; Wanous & Lawler, 1972), however some found it did (Rice *et al.*, 1991).

The respondents deemed all the job facets identified in the course of the study important (see Table 5-10). However, it was noted the satisfaction of the various job facets varied (see Table 5-14). They expressed to find satisfaction only on the following six job facets out of seventeen: Task Meaningfulness (item 2), Student Relationship (item 3), Abilities & Knowledge (item 4), Financial Rewards (item 10), Relations with Colleagues (item 12) and Work Independence (item 17). Nonetheless, the scores of those six facets were just marginally above the satisfaction level. One explanation was that a higher importance would elevate the staffs' expectation. The staffs would therefore seek more rewards to get satisfaction at work. Given a fixed amount of job reward, a higher emphasis on job value would result in less job satisfaction or more job dissatisfaction. Another explanation was that high emphasis on a job value could result in an unrealistically high expectation of job rewards. In reality, there was a possibility that staff could not get the expected high level of job rewards, resulting in job dissatisfaction (Hui, 1990).

The study revealed that the participants took a very dim view of 'Job Security' (item 11, mean=2.77) and 'Advancement Opportunities' (item 8, mean=2.39). The percentages of respondents expressed satisfaction on these two facets were 35% and 13% respectively. It was understandable. The ongoing fund cutting by the Government, freezing and sometimes cutting posts, staff voluntary redundancy exercises and re-structuring departments and merging courses had all undermined the prospects of promotion and advancement and worse still, the very nature of the job itself. This finding corresponded closely with the item 1 ("Confident despite the Changes", mean=2.46) and item 2 ("Anxieties about the Changes", mean=3.40) in section IV of the questionnaire instrument. Nonetheless, the standard deviations for these two items were large. It meant staff's views were at two ends. With respect to promotion opportunities, irregular promotions and limited opportunities for promotion seemed to be the main sources of

dissatisfaction. This corresponded to the findings of other local theses of the teaching profession (Chung, 2002; Poon, 1996; Wu, 1996).

The research further revealed the staff treating the “student relationship” (Item 3: importance mean=4.14) respectfully. At the same time they also enjoyed job satisfaction in this job facet (satisfaction mean=3.98) and 81% of the respondents agreed. The other research found that the local teachers considered the interaction with students as their primary source of job rewards and they enjoyed this kind of relationship (Leung, 1997). Moreover, Wong (1989) in his research concluded that teacher job satisfaction in student aspects was somehow neutral.

### **6.2.2 Demographic Effects**

In this study the following personal characteristics: gender, rank, years of service and qualifications were collected from the participants. The data was subsequently analysed against the job facets and overall job satisfaction to evaluate their effects. The survey revealed that the demographic variables had no significant bearing on the levels of job satisfaction. The demographic variable “Age” was not put in the survey instrument as the teaching staff in general were seasoned and had many years of experience in their professions before taking up the teaching in IVE. So “Age” was considered to carry little weight in this circumstance.

#### **Gender**

Hulin & Smith (1976), Tse (1982) and Cheung & Scherling (1999) argued that male workers had higher job satisfaction than their fellow female workers. However, Kwok (1987) discovered that gender was an insignificant factor in the determination of job satisfaction of vice-principals in Hong Kong. This study also confirmed gender played

no significant role in overall job satisfaction ( $F=0.379$ ,  $Sig=0.539$ ). Therefore the gender effect, in general, was inconclusive. On the other hand, gender effect did hold up for the following importance facets: StudentRelationship (item 3), Learning Opportunities (item 9) and WorkPlaceRegard (item 16) evaluated from the data.

### **Rank**

It was stated in 3.5.5 that in Hong Kong the higher the rank, the better the financial rewards and the greater the sense of the achievement. All that led to higher job satisfaction. However, statistically there was no difference in job satisfaction between lecturers and senior lecturers ( $F=1.441$ ;  $p=0.232$ ). The result did not follow the general trend as reported in Weaver (1980). Wu (1996) pointed it out that the blocking of promotion often resulting in a decrease in satisfaction among teachers. Due to re-organising and decreasing in funding, promotion opportunity is limited in VTC in recent years. Moreover, the effect of rank did play a role in importance job facets: AdvancementOpport, Learning Opportunities and JobSecurity.

### **Years of Service**

The analysis demonstrated staff that had years of service less than 6 years responded low satisfaction towards the job when compared with other two groups of longer years of service. The result confirmed other research findings in the education field that the length of service demonstrated a positive relationship to job satisfaction (Herzberg *et al.*, 1957; Leung, 1997; Ho, 2000; Chung, 2001). Further, importance job facets: TaskMeaningfulness, Esteem, AdvancementOpport, LearningOpport and FairConsiderateHoD were exhibited effects of years of service among the three groups.

## **Qualifications**

The analysis demonstrated that staff had only Bachelor degrees responded higher satisfaction towards the job when compared with Master degrees group. Group 3 (Doctorate degrees) did not differ significantly from either Group 1 or Group 2 in job satisfaction. So in this research, the relationship between qualifications and level of overall job satisfaction is mixed. The other research findings also reported the mixed relationship (Mortimer, 1979; Mottaz, 1984; Martin and Shehan, 1989; Gruneberg, 1979). The findings on the other hand showed that Qualifications had influence on the importance facets JobSecurity and WorkIndependence.

### **6.2.3 Staff Views and Others**

The finding revealed that participants were not keen to improve and update themselves despite all the fears about the job security and the lack of confidence about the changes (section IV: item 4, mean=3.46). This is difficult to explain. One possible explanation is that they are all bogged down, as suggested by the low levels of job satisfaction. In these turbulent times, the respondents were not confident (item 1, mean=2.46). They also showed anxieties as changes might affect their teaching posts (item 2, mean=3.4). The section also indicated staff were marginally positive in self-improvement and exploring new learning areas to meet the challenges ahead (item 3, mean=3.62; item 4, mean=3.46).

From the limited number of personal interviews conducted, it further revealed that the staff were stressed and overloaded with work. They were all concerned about their job security. This micro-picture about the psycho-health of the staff were disturbing. It was tied in with the survey results analysed in Chapter 5.

### **6.3 Implications for IVE Management**

The research has discovered that the staff in general expressed little satisfaction at their jobs. They were particularly not satisfied with the advancement opportunities and job security. As teachers are generally better-educated people, tangible rewards such as financial gains would not further increase their job satisfaction when it exceeds a certain level. However, a new job title may give them a sense of recognition, accomplishment and prestige. So it is recommended that the career ladders should be refined in order to have more posts available. The staff will be more satisfied if they perceive a better chance for promotion and have more frequent promotions.

Another low satisfaction aspect is job security. It is understandable at this time of economic and social climate coupling with organizational changes both in terms of courses and departments, the staff feel their jobs are threatened. In order to allay their fears, it is important for the Management communicate openly the proposed changes and seek consensus before implementing the changes. This shortcoming is further substantiated during the interviews with the staff. Communicating with employees and letting them know what is happening within the organization is important in almost any job setting (Choy, 2002). An effective communication channel between staff and management or Heads of Departments is a key factor to enhance the consensus development of policies.

### **6.4 Conclusion**

This research has identified seventeen job facets considered relevant and important for the academic staff of Institute of Vocational Education (TY). After factor analysis, these seventeen facets were further reduced to two components, one is named 'intrinsic factor', which consisted of Achievement, RelationsColleagues, Esteem, AbilitiesKnowledge,

StudentRelationship, FairConsiderateHoD, TaskMeaningfulness, WorkplaceInfluence and WorkRecognition. The other one is named 'extrinsic factor' which comprised of WorkIndependence, LearningOpport, AdvancementOpport, WorkPlaceRegard and ResponsibleWork, InfluenceWorkScope, FinancialRewards and JobSecurity. As these two factors are closely related to the motivators and hygiene factors, therefore the Herzberg's two- factor theory is thus empirically substantiated.

It was found that the importance weighted overall satisfaction was 52.4% (mean=2.62 on 5-point Likert Scale). The unweighted overall satisfaction was 67.46% (mean=3.37 on 5-point Likert Scale). In general, the research revealed that the staffs derived no satisfaction at their jobs.

The identified most important job facet was Fair and Considerate HoD (item 14, mean=4.28) and the satisfaction level was mean=3.37 with 52% of the respondents expressed satisfaction on this facet. Also the least important job facet was Advancement Opportunities (item 8, mean=3.45) and the satisfaction level was mean=3.44 with only 13% of the respondents found satisfaction on this job facet. The job facets importance statistically had no significant effect on the overall job satisfaction.

The findings in the interviews also indicated the staffs had low-level satisfaction and morale at work.

It was notable to deduce from the questionnaire survey that demographic variables: gender and rank had no significant effect on the overall job satisfaction. However demographic variables: years of service and qualifications did have. This finding might

be unique only to the local vocational education. In sum, it tallied with most local research findings in the education sector.

As the academic staff, especially the lecturer grade, are the frontier practitioners in everyday education processes, their perception of their own job cannot be neglected if we want to advance the effectiveness of vocational education. It leads to the conclusion that there is a need to consider thoroughly both organisation-communication and departmental management style and the advancement opportunities for staff even under the current stringent economic climate in order to raise the job satisfaction of the staff.

## **6.5 Research Limitations**

There were several limitations in the present study. First, the data only present a picture of IVE (TY nexus) academic staff at a particular point in time. It is not known how stable their current perceptions are, or whether they have changed during the course of the time lapsed, either to better or to worse. It is recommended that the instrument be administered to all academic staff across IVE nexuses every year in order to establish a data bank of current and longitudinal information.

Second, the questionnaire of the survey measured staff's perception of job facets importance and satisfaction. The measure had a limitation that it depended on the respondents' perceptions of their situations. There was an assumption that the perceptions of respondents could significantly reflect the reality.

Third, it was possible that there was a social desirability effect in the measurement of job facet importance by the self-reported questionnaire. This effect could inflate the scores for facet importance.



Fourth, this research was aimed at the academic staff in vocational education; therefore the results could not be extended to teachers of other education sectors in Hong Kong.

Fifth, the basic assumption was that the amount each staff had received in a facet is linearly related to his satisfaction with the facet; regardless of the importance an individual places on that facet. However, previous research (Rice *et al.*, 1991) indicated that the relationship between facet amount satisfactions was stronger for respondents reporting high facet importance than for respondent reporting low facet importance. Therefore, the mediating effect of the facet importance in determining the job satisfaction requires further research.

Finally, the interaction of the sub-culture and characteristics of departments upon the levels of importance and satisfaction of job facets was not considered. Further the survey instrument was developed within a predominantly Chinese culture. Its general application requires further validation and improvement. Data from different sources would increase the generality of the model and help predict of teaching satisfaction. Preferably, the instrument could be pursued further in the cross-cultural and cross-profession direction in order to increase its validity.

## **6.6 Future Research**

The findings of this study have contributed to the understanding of job satisfaction of teaching staffs of the Institute of Vocational Education (Tsing Yi) nexus. It would be appropriate to investigate the levels of job satisfaction of the other nexuses in order to complete the overall picture on this subject.

Future research can also study the interrelationship how the importance of job facets influencing the levels of job facets satisfaction. It might also a good research area to see how the difference of the departmental characteristics influencing the job satisfaction by means of a qualitative approach. It was concluded in many researches that the organizational variable was a contributory factor in job satisfaction (Lo, 1981; Wu, 1996; Ip, 2001).

Furthermore, it might be possible to conduct comparative studies on the job satisfaction of vocational teaching staffs working in similar society backdrops but different culture settings, for example in Singapore and Taipei of Taiwan. This would provide researchers as well as practitioners in the field the enriched perspectives of job satisfaction.

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## **Appendices**

### **Appendix I**

#### **Pilot Interview leading to the identification of the 17 job facets**

**(1) A sense of Achievement**

A teacher: I am happy when the students have mastered the key part of my module materials.

Another teacher: When I have successfully solved a difficult problem at work and presented the solution subsequently. I am satisfied with my work.

**(2) Task meaningfulness**

A teacher: I don't think it is meaningful to have so many laboratory classes for each module. The students cannot find time to writing up so many laboratory reports properly.

Another teacher: It is right to have site visits for students to expanding their horizons. I am doing my best to schedule the visits.

**(3) Relationship with students**

One teacher: Although the students are all grown up young teens, I feel good whenever I can interact with them amicably.

Another teacher: It is sensible to have good relationship with them. Besides, it avoids them to criticizing me unfairly.

**(4) Use of abilities and knowledge**

A teacher: I don't like to carry out a teaching duty which does not suit my abilities.

Another teacher: My department assigns academic duties by and large according to our interests and ranks. The arrangement is quite satisfactory.

**(5) Work influence in the workplace**

A teacher: Senior grades have much influence over the course development and teaching assignments. It seems that the other staff are being marginalized.

(6) Responsible for important work

A teacher: I feel great this term because I am leading a course.

Another teacher: After so many years teaching here, I am still just only a module leader.

(7) Work esteem

One teacher: I am respected as a teacher by others at the college.

A teacher: I am respected by students. I am happy at work.

(8) Advancement opportunities

A teacher: Under the current shrinking funding from Government, it is very difficult to get promotion as all senior posts are frozen.

Another teacher: Somehow, there might still be a chance for promotion if I take up further personal development to higher level.

(9) Learning opportunities

A teacher: I was very happy when my request for pursuing further studies was granted by the college.

Another teacher: I am not happy when my department turned down my request for support in attending a seminar. I hope to learn something new from the industry in the seminar.

(10) Financial rewards

One teacher: The salary is stable in the occupation of teaching. Therefore, I am more able to accurately plan my future life.

Another teacher: I am relatively satisfied my present salary. In fact, it is very competitive compared with other professionals working in industry.

(11) Job security

A teacher: After working so many years, I am still on contract terms. It is not comfortable.

(12) Relations with colleagues

A teacher: The staffs of my department are friendly and cooperative.



Another teacher: Within my department, it is acceptable. It seems odd that the staffs of one department do not mix with those in other departments although we are so closed.

(13) Recognition of good work

A teacher: I am happy if my work performances are praised by others.

Another teacher: I would have spent more time on it if my effort could be recognised by others.

(14) Fair and considerate of department head

A teacher: Some staff of my department believe the head favours only a few staff and quite often takes sides without rational reasons.

Another teacher: My head more than often makes decisions without proper consultation. The job prospects of some staff are being jeopardized.

(15) Influence in your scope of work

A teacher: Although for each module has key content guidelines, I have relatively high degree of freedom to prepare my teaching materials.

Another teacher: I have complete control over teaching environment in class. I enjoy it.

(16) Highly regarded workplace

A teacher: It is obvious that IVE does not enjoy high degree of respect when compared with other tertiary institutions.

Another teacher: It is perceived that IVE is not highly regarded. Moreover, I will do my best.

(17) Work Independence

One teacher: Once I take up a task, I can manage it in my own ways, of course within the agreed framework.

Another teacher: The head always looks into details and sometimes over-prescribed the guidelines how I do the work.

## Appendix II

### Questionnaire

#### **Objective:**

The objective of conducting this questionnaire survey is to assess the relationship between roles and values in work place and the impact of the prospective changes of vocational education on staff.

#### **Section I – Personal Data**

Please **tick** where appropriate.

1. Gender:

- ☐ Male
- ☐ Female

2. Your working position falls in this rank:

- ☐ Assistant Lecturer
- ☐ Lecturer
- ☐ Senior Lecturer
- ☐ Principal Lecturer and above

3. Your total length of service in the Vocational Training Council is:

- ☐ Below 6 years
- ☐ 6-9 years
- ☐ 10 years and above

4. Highest qualification attained:

- ☐ Bachelor
- ☐ Master
- ☐ Doctorate

5. Your administrative duties included (may tick more than one):

- ☐ Year tutorship
- ☐ Course leadership
- ☐ Academic leadership
- ☐ Others (please specify:)

## Section II

For the following working aspects, please **circle** the most suitable number to reflect their relative importance to you. (1=very unimportant; 2=unimportant; 3= neutral; 4= important; 5= very important).

1.	A sense of achievement	1	2	3	4	5
2	Task meaningfulness	1	2	3	4	5
3.	Relationship with students	1	2	3	4	5
4.	Good use of abilities and knowledge	1	2	3	4	5
5.	Good influence in the workplace	1	2	3	4	5
6.	Responsible for important work	1	2	3	4	5
7.	Work esteem	1	2	3	4	5
8.	Advancement opportunities	1	2	3	4	5
9.	Learning opportunities	1	2	3	4	5
10.	Financial rewards	1	2	3	4	5
11.	Job security	1	2	3	4	5
12.	Relations with colleagues	1	2	3	4	5
13.	Recognition of good work	1	2	3	4	5
14.	Fair and considerate department head	1	2	3	4	5
15.	Influence in your scope of work	1	2	3	4	5
16.	Highly regarded working place	1	2	3	4	5
17.	Work independence	1	2	3	4	5

### Section III

Please **circle** the most suitable number to reflect your feelings about your present work place situation (1=very unsatisfied; 2=unsatisfied; 3= neutral; 4=satisfied; 5=very satisfied).

- |     |                                                        |   |   |   |   |   |
|-----|--------------------------------------------------------|---|---|---|---|---|
| 1.  | You have a sense of achievement.                       | 1 | 2 | 3 | 4 | 5 |
| 2.  | Your task is meaningful.                               | 1 | 2 | 3 | 4 | 5 |
| 3.  | You have good relationship with students.              | 1 | 2 | 3 | 4 | 5 |
| 4.  | You can make good use of your abilities and knowledge. | 1 | 2 | 3 | 4 | 5 |
| 5.  | You have influence in the workplace.                   | 1 | 2 | 3 | 4 | 5 |
| 6.  | You are responsible for important work.                | 1 | 2 | 3 | 4 | 5 |
| 7.  | You feel a sense of esteem.                            | 1 | 2 | 3 | 4 | 5 |
| 8.  | You have advancement opportunities.                    | 1 | 2 | 3 | 4 | 5 |
| 9.  | You have learning opportunities.                       | 1 | 2 | 3 | 4 | 5 |
| 10. | You are satisfied with the present financial reward.   | 1 | 2 | 3 | 4 | 5 |
| 11. | The job is secure.                                     | 1 | 2 | 3 | 4 | 5 |
| 12. | You enjoy your relations with colleagues.              | 1 | 2 | 3 | 4 | 5 |
| 13. | Your good work is recognised.                          | 1 | 2 | 3 | 4 | 5 |
| 14. | Your department head is fair and considerate.          | 1 | 2 | 3 | 4 | 5 |
| 15. | You can influence the scope of your work.              | 1 | 2 | 3 | 4 | 5 |
| 16. | Your work place is highly regarded.                    | 1 | 2 | 3 | 4 | 5 |
| 17. | You can work independently.                            | 1 | 2 | 3 | 4 | 5 |

## **Section IV**

For the following prospective changes and work strategy, please **circle** the most suitable number to reflect your own view (1=very little, 2=little, 3=neutral, 4=to some extent, 5= a lot).

To what extent do you:

- |    |                                                                                   |   |   |   |   |   |
|----|-----------------------------------------------------------------------------------|---|---|---|---|---|
| 1. | feel confident despite the prospective changes in vocational education?           | 1 | 2 | 3 | 4 | 5 |
| 2. | have anxieties about the changes which might affect your teaching post in future? | 1 | 2 | 3 | 4 | 5 |
| 3. | want to explore new learning areas to meet the changes?                           | 1 | 2 | 3 | 4 | 5 |
| 4. | think you are going to improve yourself because of the changes?                   | 1 | 2 | 3 | 4 | 5 |

**Thank you for your time and assistance**

**-End of Questionnaire-**

**(Please return the completed questionnaire to B324 Department of Engineering TY Campus via in-tray)**

## **Appendix III**

**Dear Colleague**

### **A study of effects of changes in vocational education in Hong Kong**

I am now conducting a study to obtain the opinion of staff (Tsing Yi nexus) on how they perceive the effects on their roles and values in face of the anticipated changes in funding and competition in Hong Kong vocational education.

This is a part of my academic work in the Doctorate of Education at the University of Leicester. The aims of this study are trying to assess the staff's satisfaction in work place and the impact of the prospective changes on staff.

All the information provided in this questionnaire including your particulars will be kept confidential. The questionnaire will be destroyed immediately after the analysis to ensure confidentiality.

Please return the completed questionnaire to me using the enclosed envelope via in-tray on or before 30 April 2003.

**Your participation and assistance in this study is highly appreciated. Thank you.**

Yours faithfully

CHEUNG king-leung

(ENG/TY)

6 April 2003

## **Appendix IV**

### **Interview Guide**

1. Advancement opportunities
2. Personnel selection process
3. Cognitive abilities of students
4. Learning attitude of students
5. Personality and leadership of Head
6. Motivational skills of Head
7. Communication channels within the Institute and department
8. Decision making style in departmental meetings
9. Ways of conducting staff meetings
10. Collegiality among staff
11. Staff Development – learning opportunities
12. Workload distribution in department
13. VTC policy changes – anxieties
14. MDC roles in VTC
15. Any intention of leaving IVE
16. Think of any happy event at work
17. Think of any unhappy event at work

## Appendix V

### Job Descriptive Index (1997 Revision)

#### Work on Present Job

Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write

Y      for "Yes" if it describes your work  
N      for "No" if it does not describe it  
?      for "?" if you cannot decide

.....  
----- Fascinating  
----- Routine  
----- Satisfying  
----- Boring  
----- Good  
----- Gives sense of accomplishment  
----- Respected  
----- Uncomfortable  
----- Pleasant  
----- Useful  
----- Challenging  
----- Simple  
----- Repetitive  
----- Creative  
----- Dull  
----- Uninteresting  
----- Can see results  
----- Uses my abilities

#### Pay

Think of the pay you get now. How well does each of the following words or phrases describe your present pay? In the blank beside each word or phrase below, write

Y      for "Yes" if it describes your work  
N      for "No" if it does not describe it  
?      for "?" if you cannot decide

.....  
----- Income adequate for normal expenses  
----- Fair  
----- Bad  
----- Income provides luxuries  
----- Less than I deserve  
----- Well paid  
----- Barely live on income



\_\_\_\_\_ Insecure  
\_\_\_\_\_ Underpaid

### Opportunities for Promotion

Think of the opportunities for promotion that you have now. How well does each of the following words or phrases describe your these? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your work  
N for "No" if it does not describe it  
? for "?" if you cannot decide

.....  
\_\_\_\_\_ Good opportunities for promotion  
\_\_\_\_\_ Opportunities somewhat limited  
\_\_\_\_\_ Promotion on ability  
\_\_\_\_\_ Dead-end job  
\_\_\_\_\_ Good chance for promotion  
\_\_\_\_\_ Unfair promotion policy  
\_\_\_\_\_ Infrequent promotions  
\_\_\_\_\_ Regular promotions  
\_\_\_\_\_ Fairly good chance for promotion

### Supervision

Think of the kind of supervision that you get on your job. How well does each of the following words or phrases describe this? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your work  
N for "No" if it does not describe it  
? for "?" if you cannot decide

.....  
\_\_\_\_\_ Ask my advice  
\_\_\_\_\_ Hard to please  
\_\_\_\_\_ Impolite  
\_\_\_\_\_ Praise good work  
\_\_\_\_\_ Tactful  
\_\_\_\_\_ Influential  
\_\_\_\_\_ Up-to-date  
\_\_\_\_\_ Doesn't supervise enough  
\_\_\_\_\_ Has favourites

----- Tells me where I stand  
 ----- Annoying  
 ----- Stubborn  
 ----- Knows job well  
 ----- Bad  
 ----- Intelligent  
 ----- Poor Planner  
 ----- Around when needed  
 ----- Lazy

### People on Your Present Job

Think of the majority of people with whom you work or meet in connection with your work.. How well does each of the following words or phrases describe these people? In the blank beside each word or phrase below, write

Y for "Yes" if it describes your work  
N for "No" if it does not describe it  
? for "?" if you cannot decide

.....

----- Stimulating  
 ----- Boring  
 ----- Slow  
 ----- Helpful  
 ----- Stupid  
 ----- Responsible  
 ----- Fast  
 ----- Intelligent  
 ----- Easy to make enemies  
 ----- Talk too much  
 ----- Smart  
 ----- Lazy  
 ----- Unpleasant  
 ----- Gossipy  
 ----- Active  
 ----- Narrow Interests  
 ----- Loyal  
 ----- Stubborn

## Appendix VI

### Job Diagnostic Survey (1975)

**Section One:** This part of the questionnaire asks you to describe your job, as objectively as you can. You are to circle the number which is the most accurate descriptions of your job.

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7

Very little

Moderately

Very much

1. To what extent does your job require you to work closely with other people (either "clients", or people in related jobs in your own organization)?
2. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?
3. To what extent does your job involve doing a "whole" and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end: Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?
4. How much variety is there in your job: That is, to what extent does the job require you to do many different things at work, using a variety of your skills and talents?
5. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?
6. To what extent do managers or co-workers let you know how well you are doing on your job?
7. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provides clues about how well you are doing -- aside from any "feedback" co-workers or supervision may provide?

**Section Two:** Listed below are a number of statements which could be used to describe a job. You are to indicate whether each statement is in an accurate or an inaccurate description of your job.

Write a number in the blank beside each statement, based on the following scale. How accurate is the statement in describing your job?

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7

Very Inaccurate	Mostly Inaccurate	Slightly Inaccurate	Uncertain	Slightly Accurate	Mostly Accurate	Very Accurate
--------------------	----------------------	------------------------	-----------	----------------------	--------------------	------------------

\_\_\_\_\_ 1. The job requires me to use a number of complex or high-level skills.

\_\_\_\_\_ 2. The job requires a lot of cooperative work with other people.

- 3. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.
- 4. Just doing the work required by the job provides many chances for me to figure out how well I am doing.
- 5. The job is quite simple and repetitive.
- 6. The job can be done adequately by a person working alone – without talking or checking with other people.
- 7. The supervisors and co-workers on this job almost never give me any “feedback” about how well I am doing in my work.
- 8. The job is one where a lot of other people can be affected by how well the work gets done.
- 9. The job denies me any chance to use my personal initiative or judgment in carrying out the work.
- 10. Supervisors often let me know how well they think I am performing the job.
- 11. The job provides me the chance to completely finish the pieces of work I begin.
- 12. The job itself provides very few clues about whether or not I am performing well.
- 13. The job gives me considerable opportunity for independence and freedom in how I do the work.
- 14. The job itself is not very significant or important in the broader scheme of things.

Section Three: Now please indicate how you personally feel about your job. Each of the statements below is something that a person might say about his or her job. You are to indicate your own, personal feelings about your job by marking how much you agree with each of the statements.

Write a number in the blank for each statement, based on this scale:

How much do you agree with the statement?

1..... 2..... 3..... 4..... 5..... 6..... 7

Disagree	Disagree	Disagree	Neutral	Agree	Agree	Agree
Strongly	Slightly				Slightly	Strongly

- 1. My opinion of myself goes up when I do this job well.
- 2. Generally speaking, I am very satisfied with this job.
- 3. I feel a great sense of personal satisfaction when I do this job well.
- 4. I frequently think of quitting this job.

- \_\_\_\_\_ 5 I feel bad and unhappy when I discover that I have performed poorly on this job.
- \_\_\_\_\_ 6. I am generally satisfied with the kind of work I do in this job.
- \_\_\_\_\_ 7. My own feelings generally are not affected much one way or the other by how well I do on this job.

Section Four: Now please indicate how satisfied you are with each aspect of your job listed below. Once again, write the appropriate number in the blank beside each statement.

How satisfied are you with this aspect of your job?

1 ..... 2 ..... 3 ..... 4 ..... 5 ..... 6 ..... 7

Extremely Dissatisfied	Dissatisfied	Slightly Dissatisfied	Neutral	Slightly Satisfied	Satisfied	Extremely Satisfied
---------------------------	--------------	--------------------------	---------	-----------------------	-----------	------------------------

- \_\_\_\_\_ 1. The amount of job security I have.
- \_\_\_\_\_ 2. The amount of pay and fringe benefits I receive.
- \_\_\_\_\_ 3. The amount of personal growth and development I get in doing my job.
- \_\_\_\_\_ 4. The people I talk to and work with on my job.
- \_\_\_\_\_ 5. The degree of respect and fair treatment I receive from my boss.
- \_\_\_\_\_ 6. The feeling of worthwhile accomplishment I get from doing my job.
- \_\_\_\_\_ 7. The chance to get to know other people while on the job.
- \_\_\_\_\_ 8. The amount of support and guidance I receive from my supervisor.
- \_\_\_\_\_ 9. The degree to which I am fairly paid for what I contribute to this organization.
- \_\_\_\_\_ 10. The amount of independent thought and action I can exercise in my job.
- \_\_\_\_\_ 11. How secure things look for me in the future in this organization.
- \_\_\_\_\_ 12. The chance to help other people while at work.
- \_\_\_\_\_ 13. The amount of challenge in my job.
- \_\_\_\_\_ 14. The overall quality of the supervision I receive in my work.

Section Five: Listed below are a number of characteristics which could be present on any job. People differ about how much they would like to have each one present in their own jobs. We are interested in learning how much you personally would like to have each one present in your job. Using the scale below, please indicate the degree to which you would like to have each characteristic present in your job.

1.....	2.....	3.....	4.....	5.....	6.....	7
Would like			Would like			Would like
having this only			having this			having this
a moderate amount			very much			<u>extremely</u> much
(or less)						

- \_\_\_\_\_ 1. High respect and fair treatment from my supervisor.
- \_\_\_\_\_ 2. Stimulating and challenging work.
- \_\_\_\_\_ 3. Chances to exercise independent thought and action in my job.
- \_\_\_\_\_ 4. Great job security.
- \_\_\_\_\_ 5. Very friendly co-workers
- \_\_\_\_\_ 6. Opportunities to learn new things from my work.
- \_\_\_\_\_ 7. High salary and good fringe benefits.
- \_\_\_\_\_ 8. Opportunities to be creative and imaginative in my work.
- \_\_\_\_\_ 9. Quick promotions.
- \_\_\_\_\_ 10. Opportunities for personal growth and development in my job.
- \_\_\_\_\_ 11. A sense of worthwhile accomplishment in my work.

## Appendix VII

### Job Satisfaction Survey

PLEASE CIRCLE THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.

1 – Disagree very much  
3 – Disagree slightly  
5 – Agree moderately

2 – Disagree Moderately  
4 – Agree slightly  
6 – Agree very much

1	I feel I am being paid a fair amount for the work I do	1 2 3 4 5 6
2	There is really too little chance for promotion on my job	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with	1 2 3 4 5 6
8	I sometimes feel my job is meaningless	1 2 3 4 5 6
9	Communications seem good within this organization	1 2 3 4 5 6
10	Raises are too few and far between	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6

24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my co-workers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6



## Appendix VIII

### MINNESOTA SATISFACTION QUESTIONNAIRE

The purpose of this questionnaire is to give you a chance to tell how you feel about your current job and the aspects of your job with which you are satisfied and not satisfied. On the basis of your answers and those of people like you, we hope to get a better understanding of what people like and dislike about their jobs.

Below you will find statements about your current job. Decide how satisfied you feel about the aspect of your job described by the statement and circle the response that most closely identifies how you feel about that aspect of your job.

**On my current job, this is how I feel about:**

	Very Dissat	Dissat	Neutral	Satisfied	Very Satisfied
1. Being able to keep busy all the time	1	2	3	4	5
2. The chance to work alone on the job	1	2	3	4	5
3. The chance to do different things from time to time	1	2	3	4	5
4. The chance to be "somebody" in the Community.	1	2	3	4	5
5. The way my boss handles his/her workers.	1	2	3	4	5
6. The competence of my supervisor in making in making decisions.	1	2	3	4	5
7. Being able to do things that don't go against my conscience.	1	2	3	4	5
8. The way my job provides for steady employment.	1	2	3	4	5
9. The chance to do things for other people.	1	2	3	4	5
10. The chance to tell peoples what to do.	1	2	3	4	5
11. The chance to do something that makes use of my abilities.	1	2	3	4	5
12. The way company policies are put into practice.	1	2	3	4	5
13. My pay and the amount of work I do.	1	2	3	4	5
14. The chances for advancement on this job	1	2	3	4	5
15. The freedom to use my own judgment	1	2	3	4	5
16. The chance to try my own methods of doing the job.	1	2	3	4	5
17. The working conditions	1	2	3	4	5

18.	The way my coworkers get along with each other	1	2	3	4	5
19.	The praise I get for doing a good job	1	2	3	4	5
20.	The feeling of accomplishment I get from the job	1	2	3	4	5