

**THE INFLUENCE OF JOB SATISFACTION ON EMPLOYEE
COMMITMENT AT TEACHERS SERVICE COMMISSION- KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Business Administration (MBA), School of
Business, University of Nairobi**

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DECLARATION

This is my original work and has not been presented for a degree in any other university.

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D61/71240/2008

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This project has been submitted for examination with my approval as University supervisor.

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DEDICATION

This work is dedicated to my son Brandon Mwenda Ntai.

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This research work involved extensive reading, consultation and on-going dialogue with many key persons whom I thank for their invaluable time, guidance and professional input.

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ABSTRACT

In recent times there has been a convergence of interest on the efforts by organisations to examine conditions or factors that foster greater job satisfaction and that will make positive contributions to the organisation. This study sought to determine the level of job satisfaction and its influence on commitment of employees of Teacher's Service Commission. The study had one objective; to determine the level of job satisfaction and its influence on commitment of employees of Teacher's Service Commission.

This study adopted a Descriptive survey design. The Target population comprised of all the employees of the Teachers Service Commission. There are 2966 employees of the secretariat at all levels. This study targeted employees at all levels of management, middle level and subordinate employees of the Teacher's Service Commission. The study collected both primary and secondary data. A semi-structured questionnaire was used to collect data. The Statistical Package for Social Sciences (SPSS) was used for analysis of data and for descriptive analysis, percentages and frequency distributions were used. Correlation analysis was performed to reveal the contribution of each following variables as determinants of employee commitment. Satisfaction was measured using the job description index (JDI) developed by Smith (1969).

The study concluded that job satisfaction moderates the relationship between organizational commitment and job performance and that job satisfaction is important in helping an organisation improve employee commitment to their performance. The study recommended that the Teachers Service Commission should find ways of collaborating with stakeholders like the government agencies and other non-profit making institutions in order to facilitate the implementation of employee job satisfaction among its staff.

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Job satisfaction refers to the extent that the working environment meets the needs and values of employees and the individual's response to that environment Lambert (2004) defines job satisfaction as "the degree to which a person likes his/ her job," while Lambert, Barton, and Hogan (1999) define the term as "the fulfillment of gratification of certain needs that are associated with one's work." The concept of employee satisfaction has been a focus for research and practice for the last two decades in particular (Greasley, *et. al.*, 2005) and considered to be a critical issue for organizational performance. A number of scholars and management "gurus" stressed the importance of employee satisfaction and its influences on organizational performance as much as customer satisfaction (Chen, *et. al.*, 2006).

The concept of employee satisfaction is a multi-dimensional and inter- disciplinary term that has been attracting the attention of researchers and practitioners from different disciplines such as psychology, human resource management, organizational behavior, TQM and so forth. In literature there are a large number of studies that analyze the term from many different perspectives and its relationship with various organizational variables (Lund, 2003). However there is no universal definition of employee satisfaction that exposes all these dimensions at the same time (Bernal, *et. al*, 2005). Most of the definitions emphasize the importance of employees' job-related perceptions that link the expectations of them and what they receive in return. Some researchers focus on the

overall job satisfaction or even life satisfaction of employees (Judge, *et. al*, 2005) whereas some others underline a variety of satisfaction facets such as satisfaction with pay, promotion, supervisor, or co-workers. Cranny, *et. al*, (1992), suggests that employee satisfaction encompasses a lot of different facets. Hence overall employee satisfaction describes a person's overall affective reaction to the set of work and work-related factors whereas the facets of job satisfaction involve workers' feelings toward different dimensions of the work and work environment. In contrast, Rousseau (1978) identified three components of employee satisfaction: they are characteristics of the organization, job task factors, and personal characteristics.

1.1.1 Job Satisfaction

Job Satisfaction: Job satisfaction is defined as "the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997). This definition suggests job satisfaction is a general or global affective reaction that individuals hold about their job. While researchers and practitioners most often measure global job satisfaction, there is also interest in measuring different "facets" or "dimensions" of satisfaction. Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors. Traditional job satisfaction facets include: co-workers, pay, job conditions, supervision, nature of the work and benefits. An alternative approach is that proposed by Sousa-Poza and Sousa-Poza, based on the assumption that there are basic and universal human needs, and that, if an individual's needs are fulfilled in their current situation, then that individual will be happy. This framework postulates that job satisfaction depends on the balance between

work-role inputs - such as education, working time, effort - and work-role outputs - wages, fringe benefits, status, working conditions, intrinsic aspects of the job. If work-role outputs ('pleasures') increase relative to work-role inputs ('pains'), then job satisfaction will increase (Sousa-Poza and Sousa-Poza, 2000).

Other theorists (e.g. Rose, 2001) have viewed job satisfaction as a bi-dimensional concept consisting of intrinsic and extrinsic satisfaction dimensions. Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job. Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security; these are financial and other material rewards or advantages of a job. Both extrinsic and intrinsic job facets should be represented, as equally as possible, in a composite measure of overall job satisfaction.

1.1.2 Employee commitment

Schein, (1980) reports that there are two conditions which exert influence on an employee's willingness to commit to an organization. The first condition is the "goodness of fit" or match of the employee's expectations to the organization's expectations and if there is agreement, then the very nature of what is being exchanged is the second condition. Mutual expectations relative to exchange relationships contribute to the "psychological contract." This contract is an unwritten agreement between the organization and the individual which specifies expectations of giving and receiving from each. Employee Commitment has been a subject of interest for some time. The past

decades have seen a broadening of the domain within which commitment is studied. Becker (1992) suggested that there are different foci of commitment. Individuals can feel committed to the organization, top management, supervisors, or the work group. Some of the earliest work within the organizational behavior literature (Porter et al., 1974) examined employees' commitment to their employers, commonly referred to as organizational commitment. In this study, organizational commitment was to be examined. There are two different approaches to define *Organizational commitment* (Porter, 1983). In the first approach, organizational commitment is referred to as a behavior; the individual is viewed as committed to an organization if he/she is bound by past actions of "sunk costs" (fringe benefits, salary) as a function of age or tenure. Thus an individual becomes "committed" to an organization because it has become too costly for him/her to leave (Blau & Boal, 1987). In the second approach, organizational commitment is referred to as an attitude. Employee commitment has also been viewed as an attitude with three components: (a) Belief in and acceptance of organization's goals and values, (b) Willingness to exert effort on behalf of the organization and (c) Strong desire to maintain organizational membership (Gregson, 1992). More recently, Meyer & Allen (1991) described three forms of organizational commitment: commitment as an affective attachment to the organization; commitment as a perceived cost associated with leaving the organization; and commitment as an obligation to remain in the organization. These three forms are termed as affective (i.e. individuals stay in the organization because they want to), continuance (i.e. individuals stay in the organization because they need to), and normative commitment (i.e. individuals stay in the organization because they feel they should), respectively. Meyer and Allen (1994) state that employee

commitment is "a psychological state that a) characterizes the employee's relationships with the organization, and b) has implications for the decision to continue membership in the organization" Other researchers use similar definitions that refer to an employee's attachment, goal congruency, identification, loyalty and allegiance to their organization.

1.1.3 Influence of Job Satisfaction on Employee commitment

Although a strong relationship between satisfaction and commitment has been found, more recent research gives more support to the idea that commitment causes satisfaction. Numerous empirical studies show a strong positive relationship between employee satisfaction and Job commitment (Band, 1988). As suggested by this wealth of findings, positive changes in employee attitudes lead to positive changes in customer satisfaction. Some investigations have provided explicit measures of this relationship. For example, a study at Sears Roebuck & Co. showed that a five-point improvement in employee attitudes led to a 1.3 rise in Job commitment which, in turn, generated a 0.5 increase in revenues. Brooks (2000) reviewed the relationship between financial success and customer and employee variables and found that, depending on market segment and industry, between 40 and 80 percent of customer satisfaction and customer loyalty was accounted for by the relationship between employee attitudes and customer-related variables.

Similarly, Vilares and Cohelo (2000) found that perceived employee satisfaction, perceived employee loyalty, and perceived employee commitment had a sizable impact on perceived product quality and on perceived service quality. The relationship between employee satisfaction and Job commitment has received further empirical confirmation

from two methodologically strong studies. Specifically, a recent meta-analytic investigation (Harter, Schmidt, & Hayes, 2002), based on 7,939 business units in 36 companies, found generalizable relationships, large enough to have substantial practical value, between unit-level employee satisfaction-engagement and business-unit outcomes such as customer satisfaction, productivity, profit, employee turnover, and accidents. Finally, Berhardt, Donthu, and Kennett (2000) measured the relationship between employee satisfaction, customer satisfaction, and profit longitudinally showing that, although the effects of employee satisfaction and customer satisfaction on business profit at a given point in time might not be detectable, they become visible and prominent over time. Specifically, these researchers found a positive relationship between change in customer satisfaction and change in profit/sales, a positive relationship between change in employee satisfaction and change in business profit, and strong relationship between employee satisfaction and customer satisfaction at any point in time.

1.1.4 Teachers Service Commission

The Teacher service commission was established in 1967 by an Act of Parliament under the Teachers Service commission Act cap 212 of the laws of Kenya (Legal Notice No. 2 of 1967). Its core functions include the registration of all teachers, recruitment of teachers, deployment of teachers to stations where their services are needed, discipline of teachers in public schools and tertiary institutions, remuneration, promotion and the general maintenance of teaching standards (T.S.C Act, 1968). However due to the dynamism and changes of the environment the functions have expanded to include

human resource development, information technology, public relations and management of H.I.V and A.I.D.S (T.S.C Strategic Plan, 2005-20 10).

The Teachers Service Commission is a governmental organization consisting of 2400 staff that serves a staggering over 240,000 teachers in 18,000 primary schools and 4,000 post primary institutions across the country. It is the only body of the government that registers all teachers in the country and manages all their affairs relating to recruitment, deployment, remuneration, transfers, and promotions. Discipline and other matters related to the management of teachers and the teaching profession especially in the public sector. The task thus facing the commission is huge notwithstanding the available resources in terms of monetary, skill/expertise or otherwise needed to merely fulfill its set out objectives. Malura (1993)

1.2 Statement of the Problem

Although research indicates that job satisfaction may not necessary lead to individual commitment but does also lead to the organizational-level improvement (Luthans, 2001). In recent times there has been a convergence of interest on the efforts by organisations to examine conditions or factors that foster greater job satisfaction and that will make positive contributions to the organisation (Bartolo and Furlonger, 1999). Why job satisfaction? Robbins (2003) said that impressive evidences exist concerning the significant of job satisfaction. A satisfied workforce leads to higher productivity because of fewer disruptions such as absenteeism, turnover, and negative behaviors'. Society in general also benefits because satisfaction on the job contributes to satisfaction off the job.

The current study intended to reveal the relationship between employee's job satisfaction and work environmental factors and personal variables.

Retaining an adequate and qualified workforce is a prerequisite for a well-functioning organization, but is sometimes difficult to realize when conditions, such as a good economic situation, a tight labour market and an ageing workforce, tend to increase the turnover of the workforce. It can be hypothesized that job satisfaction could function as a buffer against conditions favoring a high turnover, because a small but significant relationship exists between a low level of job satisfaction and turnover. Moreover, job satisfaction could also buffer against other negative influences in the workplace, such as occupational stress. For these reasons, attention paid to job satisfaction of employees may prevent staff shortages in the future and may even cut costs.

Against the background of increasing global and local organizational competitiveness it is crucial for any organization, and particularly for those in developing countries with limited skills resources, such as Kenya, to ensure that it develops and retains a loyal, dedicated, committed and able workforce on a consistent basis. A loyal, dedicated, committed and able staff complement presupposes employees who are satisfied with the work that they do, and with the culture of the organization they are employed by, and who are consequently motivated to continue their relationship with that organization. A great many employees all over the world do not enjoy this level of job satisfaction and work motivation, and as a result often opt for seeking alternative employment where they may be able to experience a higher degree of job satisfaction. There is however very little is known about the influence of job satisfaction on employee commitment in the Kenyan

situation. The current workplace in Kenya offers many challenges and yet no extensive studies have been done to find out the extent to which commitment management affects organizations in Kenya. The operating environment for the teacher's service commission in Kenya has changed considerably such that there is need to understand the effect of job satisfaction on commitment in the organization.

How employees feel about their job has an impact on their work experience, but also on tangible business outcomes such as customer satisfaction. Employees can strongly contribute to an organization's success by having a customer-centric approach in their work and in their work-related interactions. However, they are more likely to do so if they are satisfied with their job. Recently there have been numerous cases of staff sit-ins and go slows at the teacher's service commission this has motivated this study to ask the question: "What should teacher's service commission do to ensure high job satisfaction among the employees?" "Is the staff at the teacher's service commission committed to their jobs?" "Which factors influence job satisfaction among teacher's service commission employees?"

In Kenya, number of studies has been conducted on employee job satisfaction. Malura (1993) worked on the probable causes of job dissatisfaction among the Teachers service commission library workers and Okoth (2003) surveyed on the factors that determine the level of job satisfaction among teachers I top ranking private secondary schools in Nairobi. Although researches have been done on employee job satisfaction in the education sector, from the foregoing, no research has been done conclusively on the effects of job satisfaction on employee commitment at the teacher's service commission.

1.3 Objectives of the Study

To determine the level of job satisfaction and its influence on commitment of employees of Teacher's Service Commission.

1.4 Significance of the study

The results of the study will be important to the management of the teacher's service commission and also employees of the TSC in improving its job satisfaction levels to achieve the three domains of research, training and development.

Through the research, organizations will see the need to have job satisfaction on their employees in order for them to be effective and efficient in their Job commitment and this will enhance the firm to achieve its set goals and objectives. This will also lead to improvement in cases where the firm's job satisfaction is poor and understand that workers are not only satisfied by monetary terms but other factors like working environment

Findings from this research will assist academics broadening of syllabus with respect to the concept of job satisfaction as a tool of employee management.

This study would contribute to the knowledge of the relationship between perception of equity as an independent variable and job satisfaction as a dependent variable. The study intends to add more insight of the relationship into the disciplines of Organizational behavior and Human resource management.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter analyzes and reviews related literature; it introduces the concept of job satisfaction and evaluates theories of job satisfaction. The chapter looks at the determinants of job satisfaction, the concept of employee commitment and it examines the components of employee commitment.

2.1 The concept of Job Satisfaction

Job satisfaction is simply defined as the affective orientation that an employee has towards his or her work (Price, 2001). In other words, it is an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired. Job satisfaction describes the feelings, attitudes or preferences of individuals regarding work (Chen, 2008). Furthermore, it is the degree to which employees enjoy their jobs (McCloskey and McCain, 1987). And also, it is possible to see a number of theories developed to understand its nature in literature. Vroom (1964), need/value fulfillment theory, states that job satisfaction is negatively related to the discrepancy between individual needs and the extent to which the job supplies these needs. On the other hand, Porter and Lawler (1968) collect the influences on job satisfaction in two groups of internal and external satisfactory factors. According to them, internal satisfactory factors are related the work itself (such as feeling of independence, feeling of achievement, feeling of victory, self-esteem, feeling of control and other similar feeling obtained from



work), whereas external satisfactory factors are not directly related to work itself (such as good relationships with colleagues, high salary, good welfare and utilities). So, the influences on job satisfaction can be also divided into work-related and employee-related factors (Glisson and Durick, 1988).

Consequently, numerous researches have been going on job satisfaction for many years. And it is common thought that job satisfaction influences organizational behavior, namely it positively affects employee working commitment and organizational commitment, and negatively influences employee turnover Chen, (2008). Moreover, the relationships between job satisfaction and many variables such as motivation, stress, salary, promotion, role conflict, distributive and procedural justice, role ambiguity, autonomy, workload, leadership style, educational level, emotional intelligence are still being analyzed in different fields as an attractive and important subject of management literature.

Job Satisfaction in the workplace is valuable to study for multiple reasons: (a) increased satisfaction is suggested to be related to increased productivity, and (b) promoting employee satisfaction has inherent humanitarian value (Smith et al., 1969). In addition, job satisfaction is also related to other positive outcomes in the workplace, such as increased organizational citizenship behaviors increased life satisfaction (Judge, 2000).

2.2 Theories of Job Satisfaction

The explanations for job satisfaction have included such rationales as the job itself determines job satisfaction, the workers character influences job satisfaction, and personality determines the job satisfaction of workers. Edwin Locke (value theory),

Edward Lawler (facet theory), Salancik and Pfeffer (social information processing theory), Hackman and Oldman (job characteristics model), and Staw and Ross (dispositional theory) each postulated a theory of job satisfaction. Although the literature contains numerous other theories of job satisfaction, these theories are relatively new, since they were developed during the past thirty years

There are also standard theories related to job satisfaction. Edwin A. Locke's "Affect Theory" is accepted worldwide in this regard. According to this theory, job satisfaction refers to what one wants in a job and what one has in a job. It is obvious that a person will be satisfied if he gets what he wants. The theory also states that people who are serious about their employment are more affected (positively or negatively) than those who have a casual approach towards work. "Dispositional theory" put forth by Timothy A. Judge establishes a direct link between self esteem and believing in one's talent as dispositions leading to job satisfaction. The "Two factor theory" proposed by Frederick Herzberg states that motivation and hygiene factors contribute to satisfaction. Employee motivation means the desire to perform well and emerge victorious in every task and hygiene refers to company policies, pay packet and working conditions. "Job characteristics model" by Hackman and Oldham indicate how job characteristics, like, task significance, feedback, task identity and skill variety affect job satisfaction.

2.3 Determinants of Job Satisfaction

Researchers have found that a number of variables are related positively to job satisfaction while others are more of an indicator of job dissatisfaction. A review of the literature indicates that most studies have focused on personal variables and work-related

factors. The personal variables include factors such as age, gender, and education. The relationship between age and job satisfaction tends to be a U-shaped function where job satisfaction with younger employees is initially high and then drops for several years, and finally raises again with employees age (Waskiewicz, 1999). Older people seem to be generally more satisfied with their jobs than younger ones. However, Coll and Rice (1990) found that age was not related to job satisfaction (in Green, 2000). While research on the relationship between gender and job satisfaction also was unclear, Hollen and Gemmell (1976) compared job satisfaction levels of community-college male and female professors and reported males express higher levels of overall job satisfaction than females.

Ducharme and Martin (2000) findings revealed that affective coworker support significantly enhance employee job satisfaction (in DeMato, 2001). Pay could be one of the important determinants of job satisfaction because it helps fulfill so many of employee needs including their basic needs and upper-level needs. Employees often see pay as a reflection of how management views their contribution to the organisation (Luthans, 2001). Also, fringe benefits contribute to job satisfaction, but would not be as influential as pay. Derlin and Schneider (1994) stated that researchers in some studies have concluded that pay and fringe benefits are an important variable to be considered in the study of job satisfaction (in Waskiewicz, 1999). Opportunity for advancement seems to have a varying effect on job satisfaction. This is because opportunity for advancement takes a number of forms and has a variety of accompanying rewards (Luthans, 2001). A positive environment and opportunities to grow intellectually and broaden their skill base has become more important than traditional promotion opportunities. Employees who are

given opportunities to learn to widen their knowledge and improve their skills are more satisfied with their jobs (Waskiewicz, 1999; Luthans, 2001). Styles and quality of supervision also play an important role on job satisfaction. A number of research indicated that employees' attitude was directly related to the quality of supervision provided to them (DeMato, 2001). In terms of organizational communication

2.3.1 Salary

Greenberg and Baron (1995) stated that a fair and equitable pay system contributes to job satisfaction. Miceli and Lane (1991) found that workers who perceived that their company had a fair method of determining wages and of paying workers accordingly were more satisfied with their job. In addition, salary was a good indicator of job satisfaction. Additional research indicated that workers' Perception of pay equity and satisfaction is influenced by whether workers think their salary is comparable to other people with similar credentials and jobs (Lawler 1981). Berkowitz, Fraser, Treasure, and Cochran (1987) interviewed subjects regarding their job satisfaction and these researchers found that the best indicator of workers' Job satisfaction was their subjective perception that they were being treated fairly. The implications of this and other research are that an equitable salary and the perception of fairness are major factors that contribute to job satisfaction.

2.3.2 Job Training

In global economy of the world, employees have more provision of learning for improving their career. Employee attitudes and behaviors' towards career satisfaction is a

wide issue in the domain of human development. In literature many authors argue that job training is an important predictor of employee positive attitudes. Georgellis *et al.* (2007) define job training is availability of written materials for learning, courses, participation in seminars, and conferences for the employees in organisation. Authors further argue that job training is an important predictor of employee job satisfaction however, surprisingly very little attention have been given to the relationship of job training to job attitudes. Many authors supported the relationship between job training and employee satisfaction. From all above studied job training was found most effective in helping employees to learn new things relating to commitment.

2.3.3 Gender

Research results regarding job satisfaction and gender differences have been inconsistent. Witt and Nye (1992) indicated there is little or no gender differences regarding job satisfaction, women are more satisfied with their jobs than male. Although the literature regarding gender differences is voluminous but inconsistent, sex differences continue to be a common variable that is studied.

Research has indicated there are gender differences related to job satisfaction. Black and Holden (1998) found that male psychologists were more satisfied with their opportunity for advancement, pay level, and the respect they received than their female colleagues. Other research found that female therapists indicated they received more compensation from their job, and it was determined that females had better coping skills than male therapists.

2.3.4 Employee Motivation

Along with perception, personality, attitudes, and learning, motivation is a very important part of understanding behaviour. Luthan (1998) asserts that motivation should not be thought of as the only explanation of behaviour, since it interacts with and acts in conjunction with other mediating processes and with the environment. Luthan stress that, like the other cognitive process, motivation cannot be seen. All that can be seen is behaviour, and this should not be equated with causes of behaviour. While recognizing the central role of motivation, Evans (1998) states that many recent theories of organizational behaviour find it important for the field to re-emphasize behaviour. Definitions of motivation abound. One thing these definitions have in common is the inclusion of words such as "desire", "want", "wishes", "aim", "goals", "needs", and "incentives". Luthan (1998) defines motivation as, "a process that starts with a physiological deficiency or need that activates behaviour or a drive that is aimed at a goal incentive". Therefore, the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives.

Walker (1980) stated that studies over the years have shown little relationship between measures of job satisfaction and commitment outputs. Highly satisfied workers may be poor performers, whereas highly dissatisfied workers may be good performers. Several variables influence the relationship between job satisfaction and job commitment; although no direct causal relationships between these have been identified as yet.

2.3.5 Age

Age is a factor that has consistently been shown to be related to job satisfaction, although the association between these two variables is not totally understood. Most studies have shown that job satisfaction increased with age, or that job satisfaction vacillated or fluctuated with age. Bernal, Snyder, and McDaniel (1998) found that job satisfaction increased for both males and females as they got older. Brush, Moch, and Pooyan (1987) conducted a meta-analysis of several studies and found that overall job satisfaction was positively correlated with an increase in age.

2.3.6 Job clarity

Job clarity refers to the level to which job tasks and rules affecting how to perform them are clearly communicated to employees. This has link to employee's sense of knowing and what is expected from employee to perform. According to Kim (2009) job clarity is the degree to which desired responsibilities and expectations of job are made clear to employee. It is related to the organizational structure and usually having roots in how clearly employees see their expectations and roles in organisation (Zeffane *et al.*, 2008). In other way job clarity is a construct that moves in hand to hand with employee commitment and likely to enhance organisation commitment (Locke *et al.*, 2002).

Research shows that clarity of job reduces uncertainty and level of learning through hit and trial risk among employees. In addition job clarity helps employees to adjust with their job and lessen uncertainty (Ting, 1997).

2.3.7 Years of Experience

Bass and Barrett (1972) stated that seniority, or years of service, with the same organization contributed to job satisfaction. Kreis (1983) found that the length of workers. Employment with a company was an indicator of job satisfaction. Other researchers found that high-ranking persons in an organization are more satisfied with their job than low-ranking persons. It was concluded that high-level officials have better working conditions, which encourages them to continue employment with a company but also contributes to their job satisfaction (Near, Smith, Rice, & Hunt 1984.).

2.3.8 Job Diversity

Monotonous job duties are a source of complacency and boredom in workers. According to Wright (1990), workers will be more satisfied with their job if there is a level of variety incorporated in their position. Griffin (1991) conducted a long-term quasi experiment to determine how changing job characteristics influenced the attitudes of workers. Results indicated that workers. job satisfaction increased because of changes in job responsibilities

2.3.9 Supervision

Trempe, Rigny, and Haccoun (1985) found that when workers perceived that their supervisor was competent, cared about them, and respected them, workers. level of job satisfaction was higher; in addition, workers who saw their supervisor as incompetent, insensitive, and self-centered had lower job satisfaction. Schroffel (1999) studied the job satisfaction of workers who provided services to seriously mentally ill clients. The results

indicated that workers satisfied with their supervision had higher overall levels of job satisfaction. Brown, Hohenshil, and Brown (1998), in a ten-year follow-up study of school psychologists, found that psychologists were satisfied with the supervision they had received. Researchers postulated that this finding was the result of receiving supervision from qualified staff

2.4 Employee Commitment

Many definitions exist in the literature for organizational commitment. For the purposes of this study, the definition of organizational commitment is derived from Mowday, Porter and Steers (1982). Organizational commitment is defined in terms of the relative intensity of an employee's Involvement in, and identification with, a specific organization. Mathieu and Zajac (1990) state that this definition reflects multiple dimensions since it includes the concept of identification and incorporates the desire to remain with the organization and work toward organizational goals.

Three factors of attitudes and behaviors lend salience to the characterization of organizational commitment. They are (1) acceptance of and a belief in the values and goals of the organization; (2) desire to maintain organizational membership; and (3) a willingness to contribute to the organization. This definition of organizational commitment denotes an active relationship exchange between the employee and the organization and involves attitudes and behaviors as manifestations of the actual concept of organizational commitment. Observed behaviors of the committed employee will be congruent with the definition constituents (Mowday, Porter & Steers, 1982).

Based on the multidimensional nature of organizational commitment, there is growing support for a three-component model proposed by Meyer and Allen (1991). All three components have implications for the continuing participation of the individual in the organization. The three components are:

Affective Commitment: Psychological attachment to organization.

Continuance Commitment: Costs associated with leaving the organization.

Normative Commitment: Perceived obligation to remain with the organization.

Guest (1991) concludes that high organizational commitment is associated with lower turnover and absence, but there is no clear link to performance. It is probably wise not to expect too much from commitment as a means of making a direct and immediate impact on performance. It is not the same as motivation. Commitment is a broader concept and tends to withstand transitory aspects of an employee's job. It is possible to be dissatisfied with a particular feature of a job while retaining a reasonably high level of commitment to the organization as a whole. When creating a commitment strategy, Armstrong, 1999 asserts that "it is difficult to deny that it is desirable for management to have defined strategic goals and values. And it is equally desirable from management point of view for employees to behave in a way that support those strategies and values." Creating commitment includes communication, education, training programmes, and initiatives to increase involvement and ownership and the development of performance and reward management systems.

2.4.1 Components of Employee Commitment

The components of organizational commitment appearing in the model developed by

Meyer and Allen (1991) by emphasizing the psychological dimension of organizational commitment are explained below:

Affective Commitment

AC is the affective bond an individual feels toward the organization, characterized by identification and involvement with the organization as well as enjoyment in being a member of the organization (Allen and Meyer, 1990). Of the three components, AC has received the most research attention (Mathieu and Zajac, 1990; Meyer *et al.*, 2002).

Continuance Commitment

CC is the extent to which a person needs to stay with the organization, due to the costs of forgoing benefits associated with an individual's investments in the organization (i.e., 'side bets'; H.S. Becker, 1960). These investments are close relations of an employee with fellow workers, pension benefits, seniority, career and special competencies gained by working in an organization for a long time. Employees have the fear of losing these investments in case of leaving the organization.

Normative Commitment

Last introduced and least studied; NC is the extent to which a person is obligated to stay with the organization (Meyer and Allen, 1991; 1997). NC's definition has changed since its inception (Allen, 2003). NC was originally based on Weiner's (1982) work on the internalization of norms about loyalty to organizations. NC later became an obligation to stay with the organization, without specific reference to social pressures about loyalty (Meyer *et al.*, 1993). More recently, the obligation has subtly changed, alluding to

reciprocity for a benefit (Meyer *et al.*, 2002). Some of the definitional changes have been reflected in revisions to the NCS (Meyer and Allen, 1991; Meyer *et al.*, 1993). Across these definitions, the core nature of NC is the employee's sense of obligation; here, NC is defined as the individual's bond with the organization due to an obligation on the part of the individual.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

This study adopted a Descriptive survey design. Scholars posit that the descriptive studies ^{are} ~~is~~ undertaken in order to ascertain and be able to describe the characteristics of the variables of interest and in a situation, (Sekaran 2003). Surveys are the most widely used techniques to gather information that describe the nature and extent of a specified data ranging from physical counts and frequencies to attitudes and opinions. Information gathered through surveys can be used to answer questions that have been asked, solve problems that have been posed or observed, to assess how quality management impacts on customer satisfaction

3.2 Target Population

The Target population comprised of all the employees of the Teachers Service Commission. There are 2966 employees of the secretariat at all levels. This study targeted employees at all levels of management, middle level and subordinate employees of the Teacher's Service Commission.

3.3 Sample design

The sample for this study was employees at all levels of management, middle level and subordinate employees of the Teacher's Service Commission. The employee's job designations included secretaries, administration officers, accountants, auditors, accounts

clerks, human resource officers, security officers and support staff. This study selected a sample size of 10%. According to Mugenda and Mugenda (2003) a sample of 10% is representative when the population is not homogeneous. The sample for this study was therefore 10% of 2966 which was 296 respondents. Below is a sample frame.

Table 3.1: Sample Size

Designation	Number	10Percent
Commission Secretary	1	0.1%
Commissioners	22	2.2%
Directors	5	0.5%
Deputy Secretary	12	1.2%
Assistant deputy Secretary	32	3.2%
Administrative Officers	271	27.1%
Receptionists	117	11.7%
Staffing	160	16%
Finance	202	20.2%
Discipline officer	418	41.8%
Secretaries	328	32.8%
Human resource	700	70%
Accountants	510	51%
Support staff	188	18.8%

10% was randomly selected from each category.

3.4 Data Collection

The study used both primary and secondary data. Primary data was collected using semi-structured questionnaire. The questionnaire was developed in order to gather information. The questionnaire was sent to different categories of respondents with different backgrounds of position and work and experience. The researcher chose this method because it saves time and human effort for collecting data. The questionnaire was in three sections namely; section A demographics, Section B employee motivation and Section C JDI. The Job Satisfaction was measured using the job description index (JDI) developed by Smith (1969). The JDI was chosen as it has been shown by extensive research to be reliable and a valid measure of job satisfaction. JDI is designed to measure satisfaction through 5 aspects of a job, the work itself, pay, promotion, supervision and co-workers.

3.5 Data analysis

This study employed a descriptive statistics analysis where Percentages and frequency distributions were used. Qualitative data was coded and organized into themes which used description of behavior and context in which it occurs. Quantitative data used percentage (%) means frequency. Qualitative data was partly used to generate quantitative data. Both were finally integrated to form this report. For reliability analysis, the study employed Cronbach's coefficient alpha which estimates the reliability of Likert

type of scale by determining the internal consistency of the test or the average correlation of items within the test (Cronbach's 1951).

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents analysis and findings of the study as set out in the research in the methodology. The results are presented in line with the objective of the study which was to determine the level of job satisfaction and its effect on commitment of employees of Teacher's Service Commission. The questionnaire was designed in three sections; the first section covered demographic and background information while the second section covered the employee commitment. The third section covered employee job satisfaction. The study targeted a total of 296 secretariat employees but out of that number of questionnaires given out 151 were completed and returned. This represented 66.66% of the ^{sample!} population.

4.1 The Response rate

The response rate is expressed as the return rate calculated as a percentage of the total number of questionnaires that the researcher gave out. Out of the total 296 questionnaires the researcher administered and 151 were returned. The response rate was therefore 66.66%. This percentages was therefore fair and representative. Mugenda and Mugenda (1999) stipulate that a response rate of 50% is adequate for analysis and reporting. A response rate of 60% is good and a response rate of 70% is very good this response rate of 51.01%. It is therefore an adequate rate to base the study conclusions. The KMO

(Kaiser-Mayer-olkin) measure of validity was .50 meaning the sample was representative.

Table 4.1 Response rate

	<i>Frequency</i>	<i>Percentage</i>	<i>Cumulative Percentage</i>
<i>valid</i>			
<i>Returned</i>	151	51.01	51.01
<i>Unreturned</i>	145	49.98	100
<i>Total</i>	296	100	

Source: Research data 2011

According to table 4.1 above the researcher distributed 296 questionnaires, out of which 51.01% were returned and 49.98% were not returned. The rate was however sufficient to base the study findings.

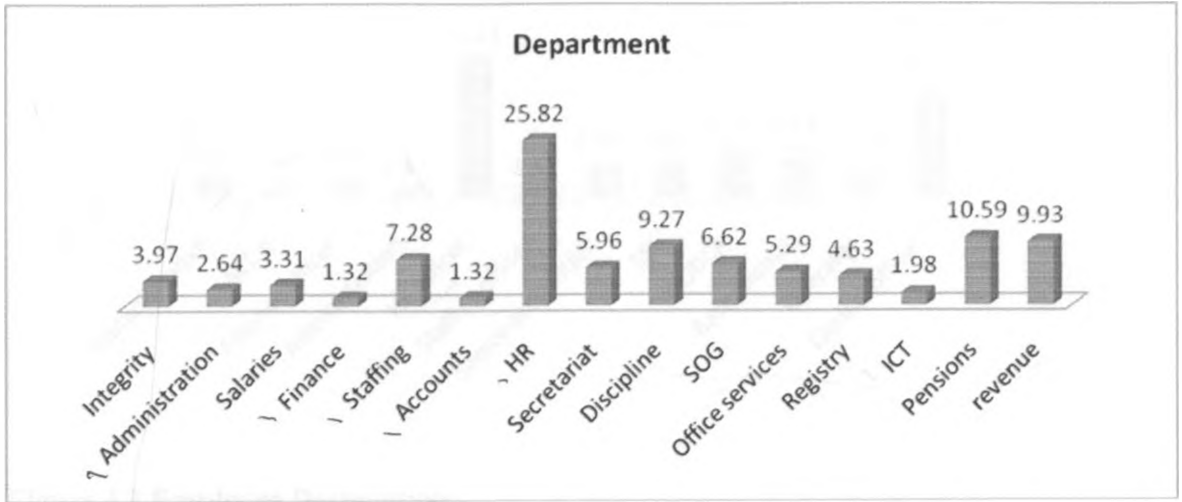
4.2 Demographic characteristics

This section analyses key characteristics of the respondents' this was and intended to establish certain characteristics like; Department, Designation, Age and length of service

4.2.1 Departmental representation

This study set to find out the distribution of employees who responded in each of the departments

Figure 4.1 distributions by department



Source: Research data 2011

According to figure 4.1 HR had the highest number of respondents 25.82% followed by pensions with 10.59%. Revenue was third with 9.93% while discipline had a response rate of 9.7%. Staffing also had a significant response of 7.28% and SOG had 6.62% while Secretariat Had 5.96% and Office services had 5.29%. The rest of the departments had a response of less than 5%. From the study findings except for HR department all the secretariat employees were fairly represented.

4.2.2 Employee Designation

The respondents were asked to indicate their designations within the Teachers Service Commission. The purpose of the challenge question was to establish their role and position in the Teachers Service Commission. Below are the study findings.

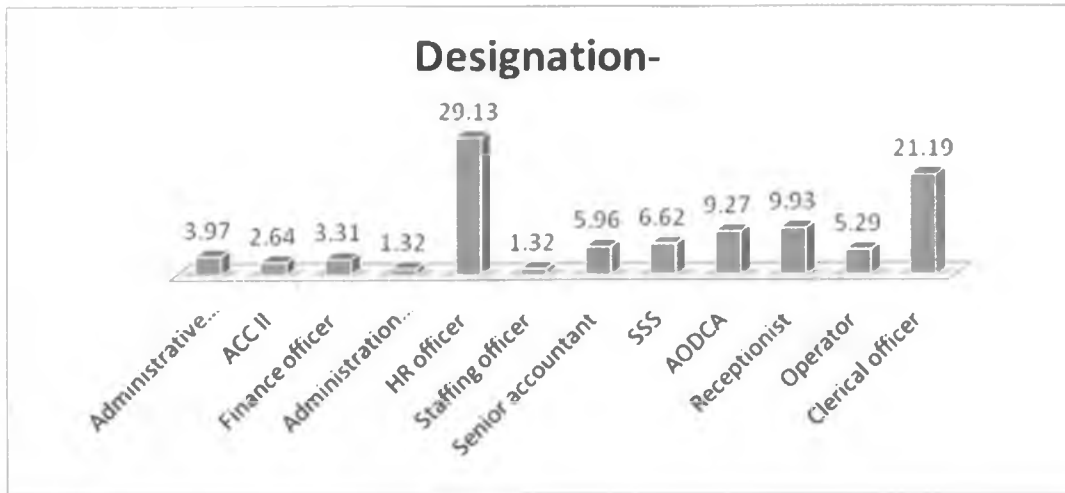


Figure 4.2 Employee Designation

Source: Research data 2011

According to figure 4.2 the highest designation was that of HR officer with 29.13%, this was followed by the title of clerical officer at 21.19%, and that of receptionist at 9.93%, AODCA (Discipline Officers) had 9.27% while SSS (Support Staff) had 6.62% respondents and Senior Accountant had 5.96% and operator with 5.29%. From this study findings HR officers had the highest respondents although averagely all the designations within the secretariat were all represented in the study

4.2.3 Age of respondents

Age is a factor that has consistently been shown to be related to job satisfaction. Most studies have shown that job satisfaction increased with age, or that job satisfaction fluctuated with age. This is in agreement with Brush, Moch, and Pooyan (1987) who conducted a meta-analysis of several studies and found that overall job satisfaction was positively correlated with an increase in age.

Table 4.2 Age of respondents

	<i>Frequency</i>	<i>Percentage</i>	<i>Cumulative Percentage</i>
<i>21-30 years</i>	<i>31</i>	<i>20.52</i>	<i>20.52</i>
<i>31 – 40 years</i>	<i>84</i>	<i>55.62</i>	<i>76.14</i>
<i>41-50 years</i>	<i>25</i>	<i>16.55</i>	<i>92.69</i>
<i>51-60 years</i>	<i>11</i>	<i>7.28</i>	<i>100</i>
<i>Total</i>	<i>151</i>	<i>100</i>	

Source: Research data 2011

According to table 4.2 the highest numbers of employees were aged between 31-44 years 55.62%, those that had operated between 21 to 30 years were 20.52 % followed by those between 41- 50 years at 16.55%. Only 7.28 percent had operated for more than 51 years. From these study findings therefore the majority of the respondents were aged between 31 to 40 years.

4.2.4 Length of service

This study set to find out the Years of operation of the employees at the Teachers Service Commission. The purpose was to link the years of experience with job satisfaction to find out if the length of service was due to job satisfaction. The figure below illustrates the findings.

Figure 4.3 Length of service



Source: Research data 2011

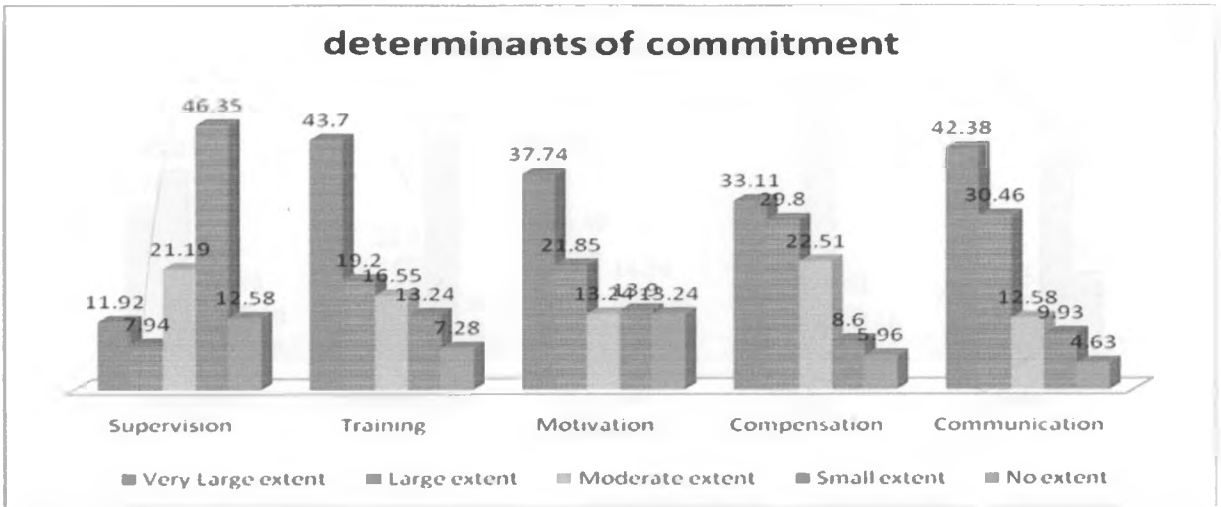
According to figure 4.2 the majority of the employees 45.03% had worked for between 6 to 15 years. 25.16% had worked for between 1 to 5 years while those who had worked between 16 to 31 years were 22.51% followed by those between 31 to 60 years at 7.28%. From this study findings, 69.84% of the employees had worked over 6 years and above and therefore had the requisite experience to respond to the research questions.

4.3 Employee job commitment

4.3.1 Determinants of commitment

The respondents were required to indicate the extent to which the determinants of commitment enhanced their performance at the Teacher’s Service Commission. The respondents were given a scale (Where 1-No extent, 2-Small extent, 3-Moderate extent, 4-Large extent, 5-Very Large extent). The variables to be measured were the following: Supervision, Training, Communication, Compensation and Motivation

Figure 4.4 Determinants of commitment



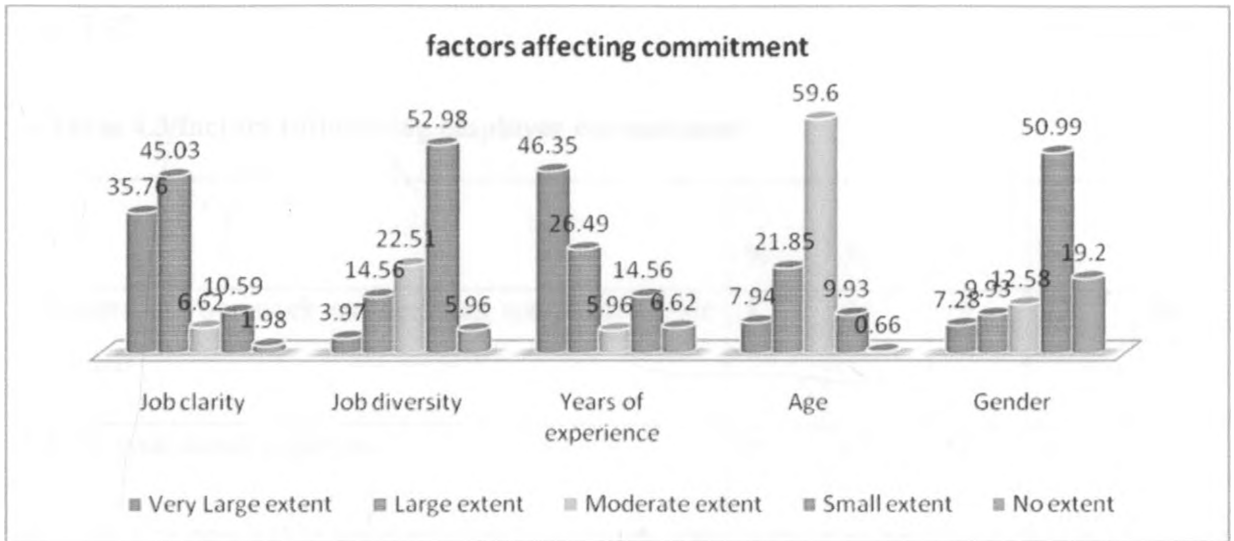
Source: Research data 2011

According to figure 4.4 the determinants of job commitment that is Supervision, Training, Communication, Compensation and Motivation enhanced performance. From the findings all the determinants except employee supervision influenced staff commitment at the teacher’s service commission. According to this study findings, employee supervision demotivated staff at the Teachers Service Commission instead of motivating them.

4.4.2 Factors affecting commitment

This study set to find out the factors affecting employee commitment at the TSC. The respondents were given a scale 5 – To a very great extent, 4 – To a great extent, 3 – To a moderate extent, 2 – To a lesser extent, 1 – To no extent. They were required to indicate the extent to which their commitment is affected by the following elements. Job clarity, Job diversity, Years of experience, Age, Gender. Below is an analysis of the findings.

Figure 4.5 Factors affecting commitment



Source: Research data 2011

According to figure 4.5 the factors that affect employee job commitment were Job clarity, Job diversity, Years of experience, Age, Gender. From the findings on key factors affecting employee’s commitment the variables analyzed only Job clarity and years of experience had an effect on employee commitment. The rest Job diversity, Age and Gender had no effect on employee commitment.

4.4.3 Influencing employee commitment to TSC

The study set to find out the level of influence on selected variables on **employee commitment**

Using the scale where; 5 – To a very great extent, 4 – To a great extent, 3 – To a moderate extent, 2 – To a lesser extent, 1 – To no extent. Provided the respondents were



indicate the extent to which the following variables factors influenced their commitment to TSC

Table 4.3 factors Influencing employee commitment

	5 %	4 %	3 %	2 %	1 %
leaders in your work environment are positive role models	1	11	19	13	56
With your direct supervisor	9	13	51	11	17
your supervisor keeps you well informed about what's going on	8	15	40	18	20
That your views and participation are valued	3	13	28	32	24
your supervisor cares and is responding to the issues of most importance to you	4	14	34	22	26
With the professionalism of the people you work with	8	14	40	28	10
With the team spirit in your work environment	4	14	42	30	12
With the morale of the people with whom you work	6	14	34	34	11
With your own morale	2	25	32	13	28
That your work gives you a feeling of personal accomplishment	2	32	20	24	22

That you receive appropriate recognition for your contributions	<i>3</i>	<i>29</i>	<i>21</i>	<i>23</i>	<i>23</i>
With the empowerment you have to influence the quality of your work	<i>3</i>	<i>23</i>	<i>17</i>	<i>31</i>	<i>25</i>
With the reasonableness of your work responsibilities	<i>11</i>	<i>23</i>	<i>40</i>	<i>15</i>	<i>13</i>
With your ability to maintain a reasonable balance between family life and work life	<i>7</i>	<i>35</i>	<i>25</i>	<i>23</i>	<i>10</i>
That your compensation matches your responsibilities	<i>3</i>	<i>13</i>	<i>28</i>	<i>19</i>	<i>37</i>
With your overall job security	<i>9</i>	<i>13</i>	<i>27</i>	<i>29</i>	<i>21</i>
With the amount and frequency of informal praise and appreciation you receive from	<i>3</i>	<i>11</i>	<i>38</i>	<i>19</i>	<i>30</i>
With the TSC as a place to work	<i>1</i>	<i>25</i>	<i>27</i>	<i>27</i>	<i>19</i>

Source: Research data 2011

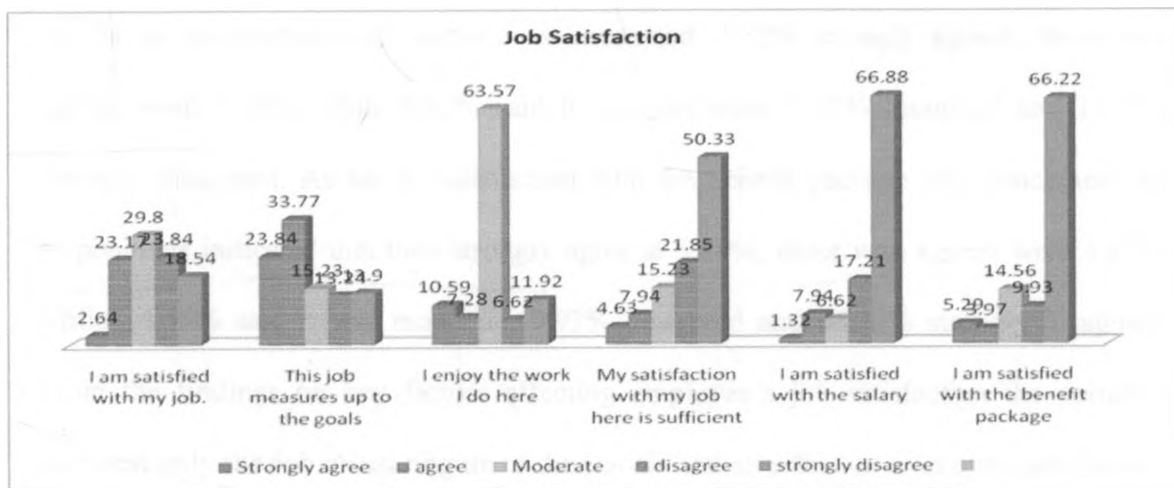
According to table 4.3 above feeling of personal accomplishment, appropriate recognition for contributions and balance between family life and work life were the only factors that influencing employee commitment to a great extent. The majority of the variables; TSC as a place to work, amount and frequency of informal praise and appreciation you receive from, the reasonableness of your work responsibilities, morale, the morale of the people with whom you work, the team spirit in your work environment, the professionalism of the people you work with, supervisor cares and is responding to the issues of most

importance to you and satisfaction With direct supervisor all were to a moderate extent while satisfaction with leaders in your work environment are positive role models, your views and participation are valued and That your compensation matches your responsibilities did not influence their commitment.

4.5 Job Satisfaction

On a scale where 5-Strongly agree; 4- agree; 3-Moderate, 2- disagree and 1-strongly disagree, respondents were required to indicate their agreement with the challenge variables.

Figure 4.6 Job Satisfaction



Source: Research data 2011

According to figure 4.6 the factors that affect Job Satisfaction were rated as follows; As far as satisfaction with their job was concerned, the respondents indicated that they

strongly agree at 2.64%, those who agreed were 23.1%, while 29.8% said it was moderate, 2.84% disagreed and 50.33% strongly disagreed.

According to the study findings the challenge on whether the job measured up to their goals, they strongly agreed at 23.84%, those who agreed were 33.77%, while 15.23% said it was moderate, 13.12% disagreed and 24.9% strongly disagreed. On whether they enjoyed their job 10.59% strongly agreed those who agreed were 7.28%, while 63.57% said it was moderate, 17.21% disagreed and 66.88% strongly disagreed. According to the study findings the challenge on whether their satisfaction was sufficient 5.29% strongly agreed, those who agreed were 7.94%, while 15.23% said it was moderate, 21.85% disagreed and 11.92% strongly disagreed

As far as satisfaction with salary was concerned, 1.32% strongly agreed, those who agreed were 7.94%, while 6.62% said it was moderate, 6.62% disagreed and 11.92% strongly disagreed. As far as satisfaction with the benefit package was concerned, the respondents indicated that they strongly agree at 5.29%, those who agreed were 3.97%, while 14.56% said it was moderate, 9.93% disagreed and 66.22% strongly disagreed. From the findings on key factors affecting employee's job satisfaction the variables analyzed only the Job measuring up to their goals had an effect on employee satisfaction. The rest of the variables were all not a source of the employee's job satisfaction. The employee's at TSC were therefore not satisfied with their job.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the findings of this study, it gives conclusions pertinent to the study and provides recommendations as well as limitation of the study.

5.1 Summary of the findings

This study set to determine the level of job satisfaction and its effect on commitment of Employees Teacher's Service Commission. This chapter contains a summary of the results as presented in the previous chapter and give conclusions and recommendations based on the findings of the study the chapter also provides the limitations of the study and finally the study provides suggestions for further research.

From the findings the majority of the employees had served the TSC for over 5 years an indication that they were satisfied. This is in agreement with Kreis (1983) who found that the length of workers employment with a company was an indicator of job satisfaction. The experience of the respondents in terms of years worked was also important to the study. This was meant to ensure that the study involved people with enough experience who could give relevant information based on the experience they have with the TSC

The study gave cognizance to the elements of job commitment as supervision, training, communication compensation and motivation. From the findings all the determinants except employee supervision influenced staff commitment at the teacher's service

commission. The conclusion here is that supervision imparted negatively on the level of commitment of the employees.

From the findings on key factors affecting employee's commitment the variables Job diversity, Age, years of experience and Gender were analyzed but only Job clarity and years of experience had an effect on employee commitment. The rest Job diversity, Age and Gender had no effect on employee commitment. On gender the study is in agreement with Witt and Nye (1992) who indicated that there is little or no gender differences regarding job satisfaction.

Satisfaction was measured using the job description index (JDI) developed by Smith (1969). However only feeling of personal accomplishment, appropriate recognition for contributions and balance between family life and work life were the only factors that Influencing employee commitment.

From the findings on key factors affecting employee job satisfaction the variables analyzed only the Job measuring up to their wok had an effect on employee satisfaction. The rest of the variables were all not a source of the employee's job satisfaction. The employee's at TSC were therefore not satisfied with their job.

5.2 Conclusion

The following conclusions are pertinent to the findings of this study. The study concluded that job satisfaction moderates the relationship between organizational commitment and job performance. It can be concluded that job satisfaction important in helping an organisation improve employee commitment to their performance. However, it seems

that

~~like~~ the TSC is not keen on adoption of strategies to improve on employee job satisfaction. The reason is the findings on employee supervision at the TSC which demotivates staff. This means that the challenges of employee commitment are not addressed by the various organisations in Kenya. It is important for an organization like TSC to identify the required strategies to improve on employee job satisfaction.

There is a relationship that exists between job satisfaction and employee commitment. Most of the respondents indicated that their lack of commitment was due to lack of job satisfaction. The various factors that determine employee commitment in organizations; amount of informal praise and appreciation you receive, team spirit, morale, positive role model are missing at the TSC. The study findings indicate that such strategies as innovation and diversification are equally effective in marketing strategy implementation.

5.3 Recommendations

The Teachers service commission should find ways of collaborating with stakeholders like the government, trade unions, and other non-profit making institutions in order to facilitate the implementation of employee job satisfaction among its staff. Teacher's service commission should emphasize more on motivating its employees as the backbone of job satisfaction if it needs its staff to be dedicated and committed. Teacher's service commission should improve on the system and style of employee supervision to ensure that it does not de-motivate its staff

5.4 Limitations of the study

This study's findings were concluded on the basis of job satisfaction at the TSC. The findings can therefore not be generalized to all organizations. Another challenge faced

was the administration of the questionnaires; most employees of the TSC were not comfortable with the questionnaires the argument being that they could breach confidentiality. Other employees were not free to fill the questionnaires fearing intimidation from their superiors.

5.5 Recommendations for further study

The researcher conducted a study of the Teachers service commission only. This study therefore recommends that for a more generalized conclusion to be made on the influence of job satisfaction on employee commitment a study should be carried out across other sectors in Kenya. The researcher took time to explain that the data was for academic purposes only and that information provided will be treated with confidentiality.

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APPENDIX I: QUESTIONNAIRE

Introduction

Thank you for taking your time to assist in collection of the data which is essential for this study.

SECTION A: Demographics

1. Name _____

2. Year of employment _____

3. Department-----

4. Designation-----

5. Indicate your age bracket

21-30 years []

31 – 40 years []

41-50 years []

51-60 years []

6. For how long have you been in service of the TSC? (Please tick as appropriate)

1-5 years []

6 – 15 years []

16 – 30 years []

31 – 60 years []

SECTION B: commitment

7. Please indicate to what extent each of the enlisted elements influences your commitment. (Where 1-No extent, 2-Small extent, 3-Moderate extent, 4-Large extent, 5-Very Large extent)

	Very large extent	Large extent	Moderate extent	Small extent	No extent at all
Supervision					
Training					
Motivation					
Compensation					
Communication					

8. Using the scale provided indicate the extent to which your commitment is affected by the following elements. (5 – To a very great extent, 4 – To a great extent, 3 – To a moderate extent, 2 – To a lesser extent, 1 – To no extent)

	Very great extent	Great extent	Moderate extent	To a lesser extent	No extent at all
Job clarity					
Job diversity					
Years of experience					
Age					
Gender					

Using the scale provided please indicate the extent to which the following variables factors influence your commitment to TSC

5 – To a very great extent, 4 – To a great extent, 3 – To a moderate extent,
2 – To a lesser extent, 1 – To no extent

To what extent	Very large extent	Large extent	Moderate extent	Small extent	No extent at all
Are you Optimistic about the future of the TSC?					
Are you Optimistic about your future success with the TSC					
Are you proud to work for the TSC					
Are you committed to a career with the TSC this year than you did a year ago					
Does the TSC care about its people ?					
Do you Feel that working for the TSC will lead to the kind of future you want?					
Do you Feel people get ahead primarily on the merits of their work?					
Do you Feel that Men and women are provided with equal career opportunities at the TSC					
Do you understand of how the TSC strategy differentiates it from the competition?					
Are you satisfied with understanding of how your goals are linked to organizational goals?					
Is the organization a leader in the industry in important ways?					

The c organization is a strong competitor in key growth areas.					
Is the TSC's leadership has a clear vision of the future.					
Is the TSC's leadership has made changes that are positive for the company.					
Is the TSC's leadership has made changes which are positive					
Is the TSC's leadership is responding to the important external issues.					
Is the TSC's leadership is responding to the important internal issues.					

SECTION C: Job Satisfaction

	Strongly Agree	Agree	Neutral	Dissagree	Dissagree
Meaningfulness of the Job					
1. My job here utilizes well my skills and abilities.					
2. I find my job to be challenging and often difficult.					
3. My job is challenging, but in a way more positive than negative.					
4. My job allows me to feel as though I am being productive and contributing something.					
5. This job allows me opportunities to try out					

new and innovative (creative) ways to carry out my responsibilities as a probation/parole officer.					
6. With this job, I feel a real sense of job security.					

	Strongly Agree	Agree	Neutral	Dissagree	Strongly Dissagree
Reward System					
1. Recognition of employees depends on how well they perform their jobs.					
2. Pay raises in this agency depend on how well employees perform.					
3. High-performing employees are recognized for their efforts through promotion.					
4. Exceptional employees are often the recipients of non-monetary rewards as well (e.g. praise, recognition letter, etc.).					

	Strongly Agree	Agree	Neutral	Dissagree	Strongly Dissagree
Job Satisfaction					
1. Overall I am satisfied with my job.					
2. This job measures up to the goals I had in mind for myself when looking for					

employment.					
3. I would say that I enjoy the work I do here.					
4. My satisfaction with my job here is sufficient that I have no immediate plans to look for another job elsewhere.					
5. Overall, I am satisfied with the salary associated with my job.					
6. Overall, I am satisfied with the benefit package associated with my job.					

Using the scale provided please indicate the extent to which the following variables factors influence your commitment to TSC

5 – To a very great extent, 4 – To a great extent, 3 – To a moderate extent,
2 – To a lesser extent, 1 – To no extent

	Very large extent	Large extent	Moderate extent	Small extent	No extent at all
How satisfied are you					
That the leaders in your work environment are positive role models?					
With your direct supervisor?					
That your supervisor keeps you well informed about what's going on in the company?					
That your views and participation are valued?					
That your supervisor cares and is responding to the issues of most importance to you?					

That your supervisor cares and is responding to the issues of most importance to you?					
With the professionalism of the people with whom you work?					
With the team spirit in your work environment?					
With the morale of the people with whom you work?					
With your own morale?					
That your work gives you a feeling of personal accomplishment?					
That you receive appropriate recognition for your contributions?					
With the empowerment you have to influence the quality of your work?					
With the reasonableness of your work responsibilities?					
With your ability to maintain a reasonable balance between family life and work life?					
That your compensation matches your responsibilities?					
With your overall job security?					
With the amount and frequency of informal praise and appreciation you receive from					
With the TSC as a place to work?					