

87081

T.C.  
MARMARA ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
İNGİLİZCE İŞLETME ANA BİLİM DALI  
ORGANIZATIONAL BEHAVIOR BİLİM DALI

**THE PERCEPTION OF CORE JOB CHARACTERISTICS BY TURKISH  
EMPLOYEES, AND ITS RELATION TO JOB SATISFACTION**

(YÜKSEK LİSANS TEZİ)

87081

ASLI RODOPMAN

Danışman: Yrd. Doç. Dr. ALEV TORUN

İstanbul, 1999

T.C. YÜKSEKÖĞRETİM KURULU  
DOKÜMANTASYON MERKEZİ

## ACKNOWLEDGEMENTS

I would like to express my thanks to many people who contributed to this thesis in various ways .

I am grateful to Yrd. Doç. Dr. Alev Torun for her continued guidance, valuable advice, and understanding attitude throughout this study.

I would like to thank Prof. Dr. Suna Tevrüz for her constructive suggestions during the study.

I would like to thank Doç. Dr. Tülay Bozkurt for her valuable contributions.

I would like to express my thanks to Cem Kirazoğlu for his help in the statistical analysis of the data.

My special thanks to Altuğ Uygun who valued this study and encouraged his organization to participate in the research.

Extra special thanks to every member of my sample for their valuable contributions.

Last but not the least, I would like to thank my family for their continuous support and encouragement throughout my education.

## ABSTRACT

This research aims to analyze desired and actual levels of core job characteristics and their relation to job satisfaction among 124 Turkish employees. The job dimensions of skill variety, task identity, task significance, autonomy, and feedback have been specified to create an enriching job by Hackman and Oldham (1980) in their job characteristics model. Factor analysis of the current study came out with three dimensions which were named as 'freedom at work', 'significance by skills', and 'feedback'. Although there was not a significant difference among the three dimensions at the desired level, 'significance by skills' was the most highly desired dimension. At the actual level, 'feedback' was experienced significantly less than other factors. In accordance with the hypothesis, the correlation between each of the job dimensions and job satisfaction was significant. Being at least a high school graduate was found to be influential for the high correlation between the job dimensions and job satisfaction. Supporting another hypothesis, a significant negative correlation was found between the job satisfaction of employees and the difference between the desired-actual levels of job dimensions. The correlation of actual level of job dimensions to the 'internal' factors of the job satisfaction inventory was higher than their correlation to the 'external' factors. T-test and ANOVA analyses revealed that gender and position of employees were effective on the desired levels of job dimensions, but not on their actual experiences. The implications of these results for the design of enrichment programs in Turkey, and directions for future research are discussed.

## ÖZET

Bu araştırma 124 Türk çalışanında, temel iş özelliklerinin istenen ve yaşanan düzeylerini ve bu özelliklerin iş tatmini üzerindeki etkisini incelemeyi amaçlamaktadır. Hackman ve Oldham (1980) 'iş özellikleri modeli' ile, beceri çeşitliliği, iş bütünlüğü, iş önemi, özerklik ve geribildirim boyutlarını iç kaynaklı motivasyonu oluşturan ve işi zenginleştiren özellikler olarak tanımlamışlardır. Bu çalışmada yapılan faktör analizi, 'iş içinde özgürlük', 'becerilerle önem' ve 'geribildirim' olarak adlandırılan üç boyut ortaya koymaktadır. Bu boyutlar göz önüne alındığında, 'becerilerle önem'in daha çok istendiği saptanmıştır. Yaşanan düzey incelendiğinde, 'geribildirim' in en az yaşanan boyut olduğu ortaya çıkmıştır. Araştırma hipotezini doğrular şekilde, iş boyutları ve iş tatmini arasında pozitif bir ilişki bulunmuştur. En az lise mezunu olmanın, bu ilişkiyi kurmakta etkili olduğu ortaya çıkmıştır. Bir diğer hipotezin öngördüğü gibi, çalışanların iş tatmini ile iş boyutlarının istenen-yaşanan düzey farkları arasında negatif bir ilişki bulunmuştur. Ayrıca, iş boyutlarının, iş tatmini ölçeğindeki iç kaynaklı faktörlerle olan ilişkisinin, dış kaynaklı faktörlerle olan ilişkisinden daha yüksek olduğu saptanmıştır. T-test ve ANOVA analizleri cinsiyet ve pozisyonun iş boyutlarının istenme düzeyleri üzerinde etkili olduğunu, ancak yaşanan, gerçek düzeyi etkilemediğini ortaya koymaktadır. Elde edilen sonuçların, Türkiye'deki iş zenginleştirme programlarına katkısı ve gelecek araştırmalara yönelik öneriler tartışılmıştır.

## TABLE OF CONTENTS

	Pages
<b>ACKNOWLEDGMENTS</b> .....	<b>iii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ÖZET</b> .....	<b>v</b>
<b>TABLE OF CONTENTS</b> .....	<b>vi</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>INTRODUCTION</b> .....	<b>1</b>
<b>APPROACHES TO DESIGNING WORK: A HISTORICAL OVERVIEW</b> .....	<b>3</b>
<b>THE JOB CHARACTERISTICS THEORY</b> .....	<b>7</b>
<b>SOME RELATED RESEARCH</b> .....	<b>11</b>
<b>THE CRITICISMS OF THE JOB CHARACTERISTICS RESEARCH</b> .....	<b>14</b>
<b>JOB SATISFACTION AND MOTIVATION</b> .....	<b>16</b>
<b>CULTURAL EFFECTS ON WORK VALUES</b> .....	<b>19</b>
<b>PURPOSE OF THE STUDY AND RESEARCH QUESTIONS AND HYPOTHESES</b> .....	<b>22</b>
<b>METHOD</b> .....	<b>27</b>
<b>SUBJECTS</b> .....	<b>27</b>
<b>PROCEDURE</b> .....	<b>28</b>
<b>MATERIALS</b> .....	<b>29</b>
<b>STATISTICAL ANALYSES</b> .....	<b>31</b>
<b>RESULTS</b> .....	<b>32</b>
<b>RESULTS OF THE RELIABILITY ANALYSES</b> .....	<b>32</b>
<b>RESULTS WITH THE DIMENSIONS OF THE 'JOB CHARACTERISTICS MODEL'</b> .....	<b>32</b>
<b>RESULTS OF THE FACTOR ANALYSIS</b> .....	<b>35</b>
<b>RESULTS WITH THE EXTRACTED FACTORS OF THE 'JOB CHARACTERISTICS MODEL'</b> .....	<b>38</b>
<b>RESULTS WITH THE EXTRACTED FACTORS OF THE JOB SATISFACTION SCALE</b> .....	<b>40</b>
<b>RESULTS CONCERNING THE HYPOTHESES</b> .....	<b>41</b>
<b>THE EFFECT OF DEMOGRAPHIC CHARACTERISTICS ON JOB DIMENSIONS</b> .....	<b>48</b>
<b>DISCUSSION</b> .....	<b>52</b>
<b>LIMITATIONS</b> .....	<b>70</b>
<b>REFERENCES</b> .....	<b>72</b>
<b>APPENDIX I</b> .....	<b>77</b>
<b>APPENDIX II</b> .....	<b>79</b>
<b>APPENDIX III</b> .....	<b>84</b>

## LIST OF TABLES

Table 1. Mean and SD of desired levels of five job characteristics as defined by Hackman and Oldham

Table 2. Mean and SD of actual levels of five job characteristics as defined by Hackman and Oldham

Table 3. Items of Factor 1: 'Freedom at Work'

Table 4. Items of Factor 2: 'Significance by Skills'

Table 5. Items of Factor 3: 'Feedback'

Table 6. Mean and SD of the three job dimensions at the desired level

Table 7. Mean and SD of the three job dimensions at the actual level

Table 8. Mean and SD of internal and external satisfaction factors

Table 9. The correlation coefficients between each of the job dimensions and job satisfaction

Table 10. The correlation coefficients between the job dimensions and the 'internal' and 'external' factors of the job satisfaction scale

Table 11. The correlation coefficients between the job dimensions and job satisfaction at different education levels

Table 12. The correlation coefficients between job satisfaction and each of the job dimensions at different education levels

Table 13. The correlation coefficients between the job dimensions and job satisfaction at different positions

Table 14. The correlation coefficients between job satisfaction and each of the job dimensions at different positions

## I. INTRODUCTION

All organizations aim to make profit and continue their living functions. Employees as one of the most valuable resources of an organization, play a vital role in the efficient and effective running of an organization. Therefore, it can be stated that, high motivation, satisfaction, commitment, and performance of employees, enable organizations to reach their basic goals of continuous functioning and profit.

How can a work be structured so that it is performed effectively and at the same time, job holders find the job personally rewarding and satisfying, is a question that many industrial psychologists aim to find an answer. Quality of the relationship between people who do the work and the jobs that they perform leads to improved productivity and quality in working life.

So as to reach its goals, an organization needs to construct and change its structure in time, to form the most suitable organization design. Building blocks of the organizational design is formed by the jobs that people do on a day-to-day basis. The way that these tasks are grouped forms the job design (Robbins, 1987, p.268). 'Job design' refers to any set of activities that involve the alteration of specific jobs or interdependent systems of jobs with the intent of improving the quality of employees' job experience and their on-the-job productivity (Kreitner & Kinicki. 1989, p.525). It is the manipulation of the content, functions, and relationships of jobs to accomplish organizational purposes, and satisfy the needs of jobholders (Szilagyi & Wallace, 1990, p.164).

Job enrichment is one aspect of job design that aims to improve employee motivation and job satisfaction (Umstot, 1988, p.167). It attempts to expand the job psychologically by adding tasks that develop employee skills, or adding challenging work (Anderson, 1988, p.363). There are several approaches to job enrichment. 'Job Characteristics Model' by Hackman and Oldham (1980) is one of the approaches that clearly specifies characteristics that are needed to create an enriching job.

This model proposes the use of five core job characteristics which are skill variety, task identity, task significance, autonomy, and feedback. These five core job characteristics elicit the three psychological states that generate internal work motivation. One of the psychological states is 'experienced meaningfulness' which leads to a perception of work as worthwhile and important. Another one is 'experienced responsibility' which refers to the extent to which a person experiences personal responsibility for the outcomes of the work. The third one is the 'knowledge of the results' which enables the individual to determine whether or not the outcomes of his/her work are satisfactory. Through the psychological states that are elicited by the core job characteristics a number of positive personal and work outcomes are predicted. These outcomes can be summarized as high internal work motivation, high quality work performance, high satisfaction with the work, and low absenteeism and turnover (Luthans, 1995).

Job characteristics model is thought as worth studying, since it provides rich information about the attitudes and values that employees hold in relation to their work life. This information may help to develop new enrichment plans with a better understanding of the needs of employees. Moreover, since the model is linked to the work outcomes, a detailed

evaluation and knowledge about the appropriate implementation of the model may lead to improved productivity, motivation, and satisfaction in organizations.

The present research, studies the effects of core job characteristics among a sample of Turkish jobholders. The aim is to investigate whether the five core job characteristics that are valued by the employees in the U.S. are salient for Turkish employees as well. Another point of interest is to study the relationship between the core job characteristics and satisfaction with work. Furthermore, it will be examined whether gender, education level, position, and the amount of time spent in/out of the office effect the value given to the core job characteristics.

### **1.1. Approaches to Designing Work: A Historical Overview**

There has been many different approaches for designing work since the beginning of the industrial era. Over the time, people emphasized different aspects of work to reach the valued outcomes of that particular period and environment. In the early decades of this century, 'Classical Organization Theory' attempted to manage organizations in a way that they function as rationally and as efficiently as possible. A fundamental product of this pure efficiency view was the principle of division of labor. Repetition of simple and specialized functions was advised to reach maximum efficiency (Hackman & Oldham, 1980, p.46).

Like classical organization theory, the discipline of 'Industrial Engineering' had the objective of increasing the productive efficiency of organizations. The principle of

'scientific management' that underlies the industrial engineering approach was developed by Frederick W. Taylor in 1911. This view included partitioning of work among workers, specifying the equipment and order of the work, and making sure that the previously set regulations are followed by the jobholders. So as to match the demands of this simple and routine design employees should not have been overqualified for the job (Hackman & Oldham, 1980, p.48).

During the 1940's there was a growing awareness of negative employee responses to jobs. The high level of job specialization created problems for workers' morale and behavior. The problems of low satisfaction, high absenteeism, and turnover were attributed to the monotony created by the highly specialized, routine nature of work.

After experiencing the costs of traditionally designed jobs on people, more human-oriented behavioral approaches began to emerge by the mid-century. In this perspective, 'Activation Theory' was developed with the claim that when a job is repetitive, it provides little stimulation to the job incumbent and declines the activation level. The purpose was to design work in such a way that it might provide desirable levels of stimulation and activation to the jobholders (Schwab & Cummings, 1976).

Job rotation and job enlargement were the first responses of management to reach these purposes. These techniques focused on rotating individuals between jobs or giving workers a greater variety of tasks (Szilagyi & Wallace, 1990, p.166). It was assumed that through rotating employees between different jobs, or increasing the variety of skills required, boredom and routineness would be minimized. However, these techniques were criticized

soon by stating that employees were only exposed to different series of monotonous and boring jobs. Essential nature of jobs remained unchanged, and the jobs were still dissatisfying.

One of the most influential approach to work design is Frederick Herzberg's 'Two-factor Theory' of satisfaction and motivation. This approach makes a distinction between the 'motivators' and 'hygiene' factors. The theory proposes that the primary determinants of employee satisfaction are the factors intrinsic to the work which are also called 'motivators'. Recognition, achievement, responsibility, advancement, and personal growth are the factors that form motivators. Hygiene factors that are extrinsic to the work are thought to cause dissatisfaction when absent. However, their presence is not effective on job satisfaction. Examples include company policies, supervisory practices, pay plans, and working conditions. The Herzberg theory states that a job will enhance work motivation only to the degree that 'motivators' are designed into the work. Changes on hygiene factors are not expected to bring motivational gains (McCormick & Ilgen, 1985).

Herzberg suggests that motivators and hygienes assume different functions. He claims that 'hygiene' factors fulfill physical needs, while 'motivators' serve to fulfill growth needs. Herzberg states that growth is dependent on some achievement, and achievement requires a task. 'Motivators' are the task factors that provide the worker a sense of accomplishment through the work itself (Herzberg, 1968). Herzberg's motivation-hygiene model, provided the roots for job enrichment programs. He intended to enrich jobs by increasing the motivators such as challenge, autonomy, and responsibility (Gordon, 1993, p.622).

When 'motivators' are designed into the work, the job is said to be enriched (Arnold & Feldman, 1986). Job enrichment as a fundamental aspect of job design intends to make jobs more meaningful, interesting, and challenging (Umstot, 1988, p.167). Job enrichment can be viewed as an organizational intervention designed to restructure jobs with the intent of making them more motivating and satisfying to the individual. It aims to motivate people through achievement, recognition, a stimulating work, responsibility, and advancement. The key word of job enrichment is 'vertical loading' that consists of giving employees more responsibility (McCormick & Ilgen, 1985, p.375). As it is stated by Watson (1972), the current emphasis on job enrichment is caused, in part, by the fact that today's employees tend to bring more abilities, higher expectations, and a greater desire for self responsibility to the workplace than did their predecessors (Loher, Noe, Moeller, & Fitzgerald, 1985, p.280).

Hackman and Oldham with their 'Job Characteristics Theory' went one step further from the job enrichment view and tried to pinpoint the situations and individuals for which job design was most effective. The theory of job characteristics is now the theoretical basis for many current enrichment efforts. Job characteristics theory shares basic ideas with Herzberg's two-factor theory. Like motivation-hygiene theory, job characteristics theory deals only with aspects of the job that can be altered to create positive motivational incentives for job holders (Hackman & Oldham, 1980, p.61). In both theories job content and the work itself are seen as the basis for intrinsic motivation. Both emphasize the feelings of accomplishment, responsibility, and growth.

Job characteristics theory aims to satisfy higher-order needs by designing jobs that are intrinsically meaningful, and that gives employees responsibility and feedback about the things accomplished. These properties are achieved through the core dimensions of task variety, identity, significance, autonomy, and feedback (Szilagyi & Wallace, 1990, p.179).

Finally, 'systems approach' aims to understand how organizations, as social systems affected by the outside environment, influence the way work is designed and managed. 'Sociotechnical Systems Theory' by Chermis et. al. (1976) puts an emphasis on creating work systems in which the social and technical aspects are integrated and are as supportive of one another as possible (Hackman & Oldham, 1980, p.62). However, the theory is criticized for not offering any theory-specified principles or procedures for carrying out the sociotechnical changes in work systems. Because of this lack of specificity the implementation is thought to cause difficulties (Hackman & Oldham, 1980, p. 65).

## —1.2. The Job Characteristics Theory

Among the approaches to designing work, job characteristics model developed by Hackman and Oldham is the most recent work on job design, and the topic of the current study. The main question of Hackman and Oldham was, how organizations can be designed, staffed, and managed so that both organization productivity and employee satisfaction are increased to the fullest extent (Hackman & Oldham, 1980, p.20). Their research results revealed that people who have the knowledge and skills necessary to do the job, who have high growth needs, and who are satisfied with the work context can be intrinsically

motivated by a work which provides skill variety, task identity, task significance, autonomy, and feedback (Kreitner & Kinicki, 1989, p.533). They labeled these five characteristics as core job characteristics.

At this point it is necessary to summarize five core job characteristics of work that will be the main focus of the present study. As they are defined by Hackman and Oldham, **skill variety** refers to the degree to which a job requires a variety of different activities in carrying out the work, involving the use of a number of different skills and talents of the person. **Task identity** is about the degree to which a job requires completion of a 'whole' and identifiable piece of work, that is, doing a job from beginning to end with a visible outcome. **Task significance** refers to the degree to which the job has a substantial impact on the lives of other people, whether those people are in the immediate organization or in the world at large. **Autonomy** is related to the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used in carrying it out. Finally, **feedback** is about the degree to which carrying out the work activities required by the job provides the individual with direct and clear information about the effectiveness of his or her performance (Hackman & Oldham, 1980, p.78).

The presence of these core job characteristics is assumed to form three critical psychological states (CPS) which are named as 'experienced meaningfulness of the work', 'experienced responsibility for outcomes of the work', and 'knowledge of actual results of the work activities'. According to the theory, skill variety, task identity, and task significance are most strongly associated with 'experienced meaningfulness'. These three

job characteristics do not need to be present simultaneously to have a positive effect on meaningfulness. There may be trade-offs among them. Autonomy is most strongly associated with the 'experienced responsibility for outcomes of the work', and feedback with the 'knowledge of actual results of the work activities'. These psychological states are found to be crucial in the formation of high internal work motivation (Kreitner & Kinicki, 1989, p.531).

The core job dimensions, together with the critical psychological states that they form are accepted to bring beneficial outcomes to employees and to the organization. As personal outcomes, employees feel internal work motivation and personal growth satisfaction (Arnold & Feldman, 1986, p.378). Motivational changes are often expected to bring improved quality of product and service to the organizations. Moreover, people who are satisfied are more likely to come to work, and they are more likely to stay in the job. To sum up, the core job dimensions tend to improve motivation, satisfaction, and quality of work and reduce turnover and absenteeism (Davis, 1984, p.291).

The individual's knowledge and skills, strength of his or her growth needs, and satisfaction with the work context moderate the links between the core job characteristics and critical psychological states and between the critical psychological states and outcomes. Individuals who have the knowledge and skills to perform enriched jobs will be more satisfied than those who are less competent. Employees with high growth needs (needs for learning, personal accomplishment, and development) respond more positively to enriched jobs than those with low growth needs. This is because low growth need individuals may not value such opportunities or may be negatively influenced by them. Finally, individuals

satisfied with the work context may be more able to take advantage of the opportunities provided by enriched jobs than those dissatisfied with the work context who may be too preoccupied with that aspect of the work (Gordon, 1993, p. 623).

Some practical strategies are developed to enrich jobs by increasing one or more of the job characteristics. One of them is combining tasks. It suggests putting fractionalized tasks together to form a new and larger module of work. This is expected to increase skill variety and task identity. A second way is to create natural work units that form an identifiable and meaningful whole. This increases employee ownership, and helps employees to perceive their work as a meaningful and important one. Thirdly, establishing direct relationships between employees and their clients is expected to increase skill variety, autonomy, and feedback. Another strategy is to expand job vertically. This is about combining 'doing' and 'controlling' aspects of the job. Thus, employees are given more responsibility and control. Therefore, an increase in employee autonomy is observed. The final suggestion is to open the feedback channels. Setting goals and evaluating their accomplishment, increases knowledge of results (Robbins, 1987, p.273).

Job enrichment through the job characteristics model has been a major job design strategy in the last two decades. Research has generally shown that it has the greatest effect on quality and morale, but does not have a significant effect on the quantity of production. This may be due to the increased attention people give to the task and the time lost when employees switch from one step to another (Anderson, 1988, p.366). As a function of this limitation, it is advised that before job enrichment is used managers should ask if the job can

be enriched at a reasonable cost, and if improvements in quality and morale will pay for the enrichment effort.

### **1.3. Some Related Research**

Job characteristics approach of Hackman and Oldham has been a topic of interest since the model was developed in 1976. Through the years, the model has generated a large quantity of generally supportive research. However, since the model was developed in the mid 1970's, the validity of the model in today's organizations was a question in mind. To find an answer, various OB and management textbooks were searched and it was found that the job characteristics model is defined as the most recent work on job design (Daft, 1994, p.533). New motivational programs such as pay for performance, gain sharing, ESOPs (Employee Stock Ownership Plans), lump-sum bonuses, and pay for knowledge are mostly designs on pay systems instead of designs on the work itself.

A multivariate test of the job characteristics theory came with the results that mostly support the predictions of the theory (Champoux, 1991). Findings were in accordance with the expected relation between the core job characteristics and critical psychological states (CPS). Such that, skill variety, task identity, and task significance were found to be associated with 'experienced meaningfulness', autonomy with 'experienced responsibility', and feedback with the 'knowledge of results'.

In a similar research, the mediating role of the CPS in the job characteristics model was examined (Renn & Vandenberg, 1995). The results supported the hypothesized linkages between the core job characteristics and the CPS, and between CPS and attitudinal outcomes such as job satisfaction and internal motivation. The findings did not support the requirement that all three CPS need to be experienced to reach the work outcomes. Moreover, results demonstrated that the core job characteristics had direct and indirect effects (through CPS) on the outcome variables. Therefore it was stated that CPS are partial rather than complete mediator variables. Within this perspective, Renn and Vandenberg (1995) proposed that the core job characteristics' direct effects may represent an individual's immediate affective reaction to a job. By contrast, the core job characteristics' indirect effects through the CPS may represent an individual's more thought out and long term assessments of the job.

Griffin (1991) was interested about studying long-term effects of work redesign on perceptual, attitudinal, and behavioral variables. For the research purposes, work was enhanced by a number of task dimensions. These dimensions were task variety, autonomy, feedback, identity, and significance. The field experiments of Griffin that lasted for four months provides clear evidence for the effects of work redesign. His studies show that employees perceive changes that have been made in their jobs and express higher levels of motivation and satisfaction. However, they do not always perform better (Griffin, 1991).

On a longer term research, Griffin (1991) examined the effects of job changes on employee attitudes and behaviors over time intervals of 6, 24, and 48 months. The results revealed that positive attitudes (satisfaction and commitment) increased quickly within the

first 6 months, but then diminished back to their original levels by the end of 24 months. On the other hand, performance did not increase initially, but it was increased within 24 months, and remained at the higher level by the end of 48 months. The most important finding of this study was the differential pattern of changes across time periods.

In another research, dimensionality of the job characteristics model was questioned (Fried & Ferris, 1986). The aim of the research was to study whether the five factor dimensionality -skill variety, task identity, task significance, autonomy, and feedback- of the job characteristics theory would be confirmed. This research with a sample of nearly 7000 employees and 900 jobs came up with a three factor solution. This solution retained 'task identity' and 'job feedback' as legitimate job dimensions but detected a third dimension that collapsed skill variety, task significance, and autonomy into a single factor. Moreover, age, education level, and position were found to influence the ability to differentiate among job characteristics. According to the findings, whereas the data from management and staff, young people, and highly educated employees supported the a priori five-dimensional job characteristics model, responses of non-managerial personnel, older people, and those with a lower level of formal education failed to do so.

A research by Loher, Noe, Moeller, and Fitzgerald (1985) is about the relation of job characteristics to job satisfaction which is also an interest of the present study. Their research results reveal that the correlation between the job characteristics and job satisfaction is about .39. The relation between each of the job characteristics and job satisfaction ranged from .32 (task identity) to .46 (autonomy). This level of correlation certainly seemed to offer some support for efforts to increase job satisfaction through the use of job enrichment.

However, it is also reminded that simply enriching a job would not necessarily hold the same amount of benefit for everyone. It was stated that growth need strength (GNS) acts as a moderator of the relation between job characteristics and job satisfaction. The correlation between job characteristics and satisfaction was found to be .68 for people who were high on GNS, and about .38 for people who were low on GNS.

Hackman and Oldham's model of job design takes generally supportive results within its framework of core job characteristics, critical psychological states, and employee growth need strength. Especially in its homeland, job characteristics model is commonly applied to motivate employees, and to design and enrich jobs. However, there exists certain criticisms in relation to the job characteristics approach which can add further strength to the model in the future.

#### **1.4. Criticisms of the Job Characteristics Research**

Besides the supportive research in relation to the theory, a debate is going on between the job characteristics theory and the social information processing model about the measurement method of job dimensions. Social information processing model stresses social and cognitive processes, and argues that peoples' descriptions of their jobs and their attitudes about their jobs are under the influence of the social context. They criticize job characteristics theory for its heavy reliance on a single method of self-report and claim that the observed relationships between the job characteristics and attitudinal outcomes could be explained through the use of a single method of self-report, rather than through substantive

associations between the two sets of variables (Glick, Jenkins, & Gupta, 1986). The job characteristics theory, on the other hand, claims that peoples' descriptions and attitudes of their jobs will be objective and predicts only minor method effects when data are primarily self-reported.

A research by Glick, Jenkins, and Gupta (1986) with the multiple methods of interviews, card sorts, and observations came with the finding that job characteristics and outcomes are related to each other independent of method effects. However, it was added that while more behavior-oriented responses such as motivation, effort, and performance were predicted better through the job characteristics theory, individuals' affective responses were better explained by the social information processing approach.

In one research, the relationship between the extent of employees' social interaction and their perceptions of job characteristics was investigated (Dean & Brass, 1985). Employees' perceptions of job characteristics were compared with the perceptions of an outside observer. The results indicated that the perceptions of employees who were more central to the communication networks, who had more contacts with the people outside the organization, and who were more exposed to differing perspectives were more similar to the perceptions of the outside observer. Results provide support for the hypothesis that increased social interaction leads to a convergence of perceptions, such that perceptions are more similar to observable reality.

Even though the convergence between the observer's and incumbent's ratings of job characteristics were more obvious among the more socially interacted employees, this

convergence still supports the idea that incumbent's perceptions reflect the physical and objective characteristics of the tasks. Therefore it leaves less room to the method effect criticisms.

### **1.5. Job Satisfaction and Motivation**

An important outcome of an enriching job is stated to be the high satisfaction with work (Umstot, 1988, p.168). Job satisfaction refers to a worker's emotional, affective, or evaluative responses toward his/her job (Saal & Knight, 1988, p.297). Lawler (1981) suggests that job or life satisfaction is a function of a comparison between what one receives (reality) and what one would like to receive (expectations) (Tang, 1993, p.94). This view is related to Locke's model of job satisfaction (1969) which states that perceived have-want discrepancy scores are powerful predictors of facet job satisfaction.

The model of Locke on job satisfaction shares many similarities with the current research. According to Locke, satisfaction with a single job facet is an interactive function of the have-want discrepancy for that facet, and its importance to the individual (McFarlin & Rice, 1992, p.41). Consistent with Locke's model, research findings supported the important role that psychological comparison processes played in determining satisfaction with job facets. Moreover, when a facet had high personal importance, workers were more satisfied with a small have-want discrepancy and more dissatisfied with a large discrepancy, than when a facet was viewed as having low personal importance. Parallel with the research of McFarlin and Rice (1992), the current study stresses this discrepancy issue in terms of job

enrichment dimensions that have an influence on motivation, and measures desired and actual levels of the job characteristics. The relation of the actual job characteristics to job satisfaction, and the relation of the actual-desired levels discrepancy to satisfaction at work are determined as issues to be investigated.

Since jobs are complex and have many facets, it is possible for a single worker to have very different attitudes toward the different aspects of a job. Psychologists describe the complex nature of job satisfaction by saying that it is multidimensional (Saal & Knight, 1988, p.297). This multidimensionality results in different approaches about the measurement of the concept. In the present study there is an interest for worker's global job satisfaction, therefore various facets of intrinsic and extrinsic aspects are taken into consideration.

The 'intrinsic' and 'extrinsic' terms have been used in the job satisfaction literature for a long time. However, there still exists differences among the definitions and classifications of intrinsic and extrinsic factors. In general, intrinsic factors involve such outcomes as feelings of accomplishment, achievement, and feelings of using and developing one's skills and abilities. On the other hand, extrinsic factors are part of the job situation and are provided by others. Another definition is related to the reward system. According to that explanation, intrinsic satisfaction is obtained when an individual performs an activity for its own sake. However, if the activity is performed to obtain a reward or to avoid punishment then it is about extrinsic satisfaction (Ross, 1975).

Herzberg uses the concepts of 'hygiene factors' and 'motivators' while making a distinction similar to 'extrinsic' and 'intrinsic' job satisfaction factors. He states that the factors which make people happy on the job are not the same factors that make people unhappy on the job. The distinguishing characteristic between these two sets of factors is whether they describe the job content or the job context. Moreover, Herzberg points out that, the effects of hygiene factors on job attitudes are of a relatively short duration in contrast with the motivator factors which have long lasting attitude effects (Matteson, & Ivancevich, 1993, p.382).

When the concept of job motivation is taken into consideration, it is accepted that while job satisfaction refers to the attitudes towards a job, motivation is about the behaviors that occur on the job. Motivation is the process that causes behavior to be energized, directed, and sustained (Umstot, 1988, p.111). In spite of this difference between the two concepts, it is possible to make deductions about job satisfaction through the theories of motivation.

One of the most well known theories of motivation is the need hierarchy theory developed by Abraham Maslow. First, the theory identifies the needs, which are the basis of motivation and satisfaction. Then, it explains how these needs are related to each other. According to Maslow, needs are arranged in a hierarchy from lower deficiency needs to higher-level growth needs (Maslow, 1954).

To start with, the most basic needs are the physiological needs, such as need for food and water. Once the physiological needs are relatively well met, safety needs begin to motivate the individual. These include needs to maintain a safe environment and a healthy

existence that is free from threats. After the physiological and safety needs are assured, the social needs become important motivators of behavior. These include needs for belonging, and needs to be accepted and liked by others. Next in the hierarchy are the esteem needs, which include the need for a positive self-image, achievement, recognition, and approval of others. In contrast with the lower level needs, the esteem needs are seldom fully satisfied. These needs become dominant when the lower needs have been fulfilled. Finally, once the first four levels of needs have been satisfied, self-actualization needs become a major motivating force in a person's life. Self-actualization refers to a process whereby an individual reaches his/her full potential. Maslow suggests that gratification of self-actualization needs, unlike other needs, results in a strengthening rather than a weakening of the need (Maslow, 1954).

It is expected that job satisfaction will be achieved to the degree that individual's personal needs are satisfied in the job situation. The concept of job enrichment, and the core job characteristics seem to be effective on job satisfaction only when the physiological and safety needs are already fulfilled. According to the need hierarchy theory, it is not likely that employees will be satisfied with a more enriching job when their salary is not enough to secure their basic needs.

### **1.6. Cultural Effects on Work Values**

Values have been conceived as playing an important role in understanding human behavior at work. National culture affects values in both work and non-work situations.

Cited in Dicle and Dicle (1998), Newman and Nollen (1996) define 'national culture' as the values, beliefs, and assumptions learned in early childhood that distinguish one group of people from another. Currently, many investigations are carried out to study the relationship between national culture, organizational culture, and HRM practices. These studies emphasize the need of HRM practices to be in line with the national and organizational cultures. It is accepted that the failure to consider the local cultural beliefs and values can lead to the unsuccessful implementation of HRM practices (Galperin & Lituchy, 1998).

The 'Model of Culture Fit' proposed by Kanungo and his associates postulates that the socio-cultural environment affects the internal work culture, which in turn influences the HRM practices (Kanungo & Aycan, 1997). This proposal is in line with the intent and objectives of the present research, which aims to examine the value attached to core job characteristics before recommending their implementation to the organizations.

In relation to the differing socio-cultural dimensions, Kanungo and Aycan (1997) revealed that Canada, the United States, and Romania differed significantly from China, India, Pakistan, and Turkey on the dimension of '**paternalism**' which effects people in authority to assume the role of a parent, and provide support and protection to others under their care. The two group of countries also differed on the dimension of '**power distance**' that concerns the extent to which power hierarchy and inequality are acceptable in society, and '**loyalty**' that describes the extent to which individuals feel loyal to their communities, and compelled to fulfill their obligations.

It appears that, these socio-cultural dimensions have an influence on the internal work culture of organizations and perceptions of managers. According to the research results, in paternalistic societies managers believe that employees seek for their superiors' guidance. This assumption leads them to give less autonomy to employees. In cultures high on fatalism, managers assume that employee nature is not malleable and as a result they do not provide any feedback to employees to improve their skills and potential. Furthermore, assuming that employees are passive and reactive, prevents managers from designing enriched jobs (Kanungo & Aycan, 1997).

A recent study carried by Sinangil and Aycan (1998) tests the 'Model of Culture Fit' in Turkey. Results showed that Turkish culture was characterized by medium paternalism, and fatalism. A series of mediated multiple regression analyses revealed that paternalism had a positive impact on managerial assumptions regarding 'employee obligation towards others' which is about feeling obliged to fulfill responsibilities towards others in workplace. On the other hand, the characteristic of paternalism was thought to have a negative impact on managerial assumptions about 'employee proactivity' which causes to perceive employees as taking a reactive instead of a proactive stance towards the job objectives. Fatalism was found to lead managers to perceive employees as unchangeable, and those assumptions led to poor job design, poor supervision, and ineffective reward systems (Sinangil & Aycan, 1998).

Another study that stresses cultural differences was the research of Soydaş (1997). In that study, a comparison of basic values and norms was made between a domestic and a European company. The analysis has revealed that the European company appreciated

teamwork at higher levels, and gave much more importance to the customer relations than the local company. Moreover, European company culture seemed to permit its employees to criticize the organization and talk openly about the problems more, when compared to the local company culture. Associate relations was the only dimension that was more strongly emphasized in the local company's corporate culture compared to the European company's (Soydaş, 1997).

These differences in the work values can be a reflection of the socio-cultural differences. It seems that varying norms and values prevalent in Western and Turkish cultures lead to differing practices at work. Cultural variations create the need for additional research so as to know more about different viewpoints of individuals from various countries. The present research aims to shed light to the work values, desires, and experiences of Turkish employees.

### **1.7. Purpose of the Study and Research Questions and Hypotheses**

Hackman and Oldham (1980) came with a quite comprehensive theory and model that emphasize the underlying factors for designing jobs that reach a fit between the work done and talents of the people who do the work. The core job characteristics were found to be influential for designing an enriched work as the research carried in the United States revealed. However, as it is also indicated by the studies of Kanungó and Aycan (1997), work culture dimensions are strongly influenced by the socio-cultural dimensions of a specific

country, which in turn affect the perceptions of the working people. Therefore, individuals from various cultural backgrounds may respond differently to the job characteristics.

Some societies may have an individualistic preference in which individuals are expected to take care of themselves. In such societies, being autonomous may gain significance among the job holders. Some other societies may hold the collectivism perspective, in which people are bound to one another in a social framework. In these cultures task significance may be perceived as more important. In some societies masculinity may be dominant. Individuals can hold a preference for achievement, assertiveness, and material success. Another culture may value femininity and have a preference for caring the weak and quality of life. In masculine societies, feedback and autonomy may be the strong characteristics of work life.

The existence of socio-cultural differences among countries, reminds us that it is necessary to test work-related characteristics in the particular country of interest, before accepting their applicability to the work life of that specific country. One purpose of this research, is to question whether the stated job characteristics - skill variety, task identity, task significance, autonomy, and feedback - are valued by the jobholders in Turkey.

A better understanding about the attitudes and expectations of Turkish jobholders in terms of the core job characteristics can enable organizations to prepare enrichment plans that suit the needs and realities of work life in Turkey. Hopefully, if the same questions start to be asked in various cultures, the results may allow us to make cultural comparisons.

Questioning the applicability of the core job dimensions among various cultures can also let us to test the 'job characteristics approach' at a practical base.

One of the reasons for designing enriched job settings is to increase job satisfaction of the employees. A research by Loher, Noe, Moeller, and Fitzgerald (1985) indicates the relation between the core job characteristics and job satisfaction. In the current research, it is expected to find a relationship between these two variables. In general, job satisfaction is thought to be an important outcome to indicate the existence of a fit between the personal needs of employees and the work that they perform.

In the present study, the job satisfaction questionnaire includes 'intrinsic' and 'extrinsic' satisfaction factors. Considering the definitions of these terms, the core job characteristics are assumed to share more with the intrinsic satisfaction factors than the extrinsic factors. Job characteristics idea, similar to the intrinsic satisfaction factors makes an emphasis on the feelings of responsibility and achievement, and the use of personal skills and abilities.

Respondents of the current study were asked to evaluate 'desired' and 'actual' levels of core job characteristics by separate questionnaires. A negative correlation between the discrepancy among the desired and actual levels of job characteristics and job satisfaction was expected, such that, when there is a large discrepancy between desired and actual levels of job characteristics, a decline in job satisfaction would be observed. This expectation was in line with Locke's model of job satisfaction who argues that perceived have-want discrepancy appears as a powerful predictor of satisfaction (McFarlin & Rice, 1992).

Some studies indicate the impact of education level and position on employees' perceptions of core job characteristics. A study by Fried and Ferris (1986) states that highly educated and higher positioned employees are more competent in comprehending the difference between the core job characteristics. It is probable that higher educated people who are more talented and ambitious may have higher expectations from their work lives. They may desire more intrinsic work satisfaction, and be less willing to accept routine and monotonous work. Similarly, the position held, which may also be related to the education level can be influential in one's perceptions and expectations related to a particular work. As a function of their improved capacity to differentiate among core job characteristics and higher expectations from their work lives, the correlation between core job characteristics and job satisfaction are expected to be higher among the highly educated and positioned employees than the lower educated and positioned ones. Therefore, it may be worth studying whether education level and position make a difference in employees' perceptions of the relation between job characteristics and job satisfaction. Sex of the employees, and the time spent in/out of the office are included into this research as additional demographic variables.

Under the light of the above stated opinions, following questions and hypotheses are determined to carry this study:

**Question 1 a:** To what extent do the Turkish jobholders **desire** the core job characteristics - skill variety, task identity, task significance, autonomy, and feedback - ?

**Question 1 b:** To what extent do the Turkish jobholders **experience** the core job characteristics - skill variety, task identity, task significance, autonomy, and feedback - ?

**Question 2 a:** To what extent do the Turkish jobholders **desire** the extracted factors of 'freedom at work', 'significance by skills', and 'feedback' in their workplace ?

**Question 2 b:** To what extent do the Turkish jobholders **experience** the extracted factors of 'freedom at work', 'significance by skills', and 'feedback' in their workplace ?

**Question 3:** To what extent do the desired and experienced levels of job dimensions vary as a function of demographic variables such as (a) sex, (b) time spent in/out of the office, (c) education level, and (d) position ?

**Hypothesis 1:** There will be a significant positive correlation between the experienced levels of job dimensions and the job satisfaction of employees.

**Hypothesis 2:** The correlation between actual level of job dimensions and 'internal factors' of the job satisfaction inventory will be higher than the correlation between actual level of job dimensions and the 'external factors'.

**Hypothesis 3:** There will be a significant negative correlation between the job satisfaction of employees and the difference between the desired and actual levels of job dimensions.

**Hypothesis 4 a:** The correlation between actual job dimensions and job satisfaction will be higher among the highly educated employees than the less educated employees.

**Hypothesis 4 b:** The correlation between actual job dimensions and job satisfaction will be higher among the higher positioned employees than the lower positioned employees.

## II. METHOD

### 2.1. Subjects

Data is collected from 124 subjects, working for different departments of one organization located in İstanbul. The main business of the organization, is the storage and sales of pharmacy products. Subjects were performing a variety of jobs including accountancy (31% of the sample), sales (30% of the sample), preparation of the orders in the depot (29% of the sample), and transfer of the orders to the clients (10% of the sample).

Accountancy and sales personnel are at a higher level in the position rank. **Accountancy** group arrange income and expenses of the organization. They invoice daily sales. Moreover, some individuals are responsible for the importation processes of certain products. Their position require them to use various skills and their knowledge accumulation. **Sales** group take the orders of the clients by phone, and transfer the list of orders to the depot section through the computer network. They are also responsible for informing the clients about the new price lists, and possible promotions. Their position require them to be presentable and communicate well by telephone. since most of the sales are made on the phone. **Depot** group receive the order list through the computer network, and put the products in boxes. In this group, some employees only collect the orders in baskets, and others box them. Finally, they take the boxes to the relevant exit points of the depot in relation to the box addresses. This division of labor requires them to use a few abilities while working, and turns their task into a monotonous one. The last group is the

**transfer** personnel who place the boxes in the vans, and deliver them to the clients. Transfer members need to drive and learn the addresses of the clients in their area of distribution.

Majority of the subjects (81%) were between the ages of 18 and 35, 59% of whom were males. Thirty percent of subjects held secondary school diplomas, 32% were high school graduates, and 38% had university degrees. Distribution of education levels among positions are presented in Appendix I.

Within the whole sample, 84% were working in the offices all day, while the rest 16% were spending more time outside their offices. Since the organization had grown in size and changed its location within the last two years, majority of the employees were working for less than two years in the organization.

## **2.2. Procedure**

Respondents who agreed to participate in the study were drawn for the research, and they were assured that their responses would be confidential. The questionnaire was completed in small groups during regular work hours at a location outside the work area. Standard written instructions were given to each subject prior to the administration of the questionnaires and it took 10 to 15 minutes for each subject to answer the questions. Of the questionnaires distributed (N=140) and returned, 124 were fully completed and usable, yielding a response rate of 93%.

### 2.3. Materials

The questionnaire utilized in this study consists of three sections. Section I assesses employees' desire towards the core job characteristics. Section II assesses the present situation at work in relation to the core job characteristics. And Section III evaluates the job satisfaction of the employees. All subjects were asked to answer three sections of the questionnaire. (See Appendix II).

Section I and Section II of the questionnaire are formed by the researcher. The contents of these sections are the same but they differ in purpose, one referring to the desired situation, other to the current situation at work. Sample statements are : 'I would like to have regular feedback about my performance at work.' for Section I, and 'I have regular feedback about my performance at work.' for Section II.

Section I and Section II each consist of 17 questions that are formed with reference to Hackman and Oldham's definitions of the core job characteristics. One question (no.1) refers to the core concept of job enrichment, and the core job characteristics of skill variety (no.2,5,12), task identity (no.6,9,15), task significance (no.3,8,13), and feedback (no.4,11,14) are tapped by three questions each. The job characteristic of autonomy was assessed by four questions (no.7,10,16,17). The questions were evaluated on a 6-point Likert-type scale (1: strongly disagree ; 6: strongly agree).

A pilot study with 30 subjects was carried with Section I of the questionnaire. The Cronbach Alpha reliability analysis revealed a coefficient of .71. After a few corrections the

questionnaire was given to another 20 subjects with an additional open ended question. This question required the subjects to list at least three items that enable them to feel more happy and satisfied in their working lives. The aim of this question was to check whether there were other intrinsic dimensions that influence employees' job satisfaction except the known five core job characteristics. Most of the listed items were related to the extrinsic aspects of job satisfaction such as relationships with the co-workers and supervisors, working hours, and working conditions. Other items overlapped with the five core job characteristics of the theory, with the greatest emphasis on the characteristic of autonomy. Thus, it seemed that there was no additional dimension that may have a strong influence on intrinsic satisfaction of employees besides the core job characteristics. If such a dimension had been found, it would have been included to the questionnaire so as to cover all intrinsic job dimensions. Under these conditions, it was decided to make no further changes in the content of the questionnaires and both sections were ready for use.

For assessing the satisfaction level of employees, short form of Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967) was used as Section III of the questionnaire (Saal & Knight, 1988). The MSQ is one of the most widely used instrument for collecting data on job satisfaction. It has acceptable statistical coefficients for validity and reliability. The Turkish version of the questionnaire was previously used by Oran (1989). The short form of MSQ consists of 20 items which are responded on a 6-point Likert type scale (6: absolutely satisfied ; 1: very dissatisfied). The instrument has three scales which measure general satisfaction, intrinsic satisfaction, and extrinsic satisfaction. Twenty facets of the short form of MSQ are presented in Appendix III.

## 2.4. Statistical Analysis

To test the reliability of the questionnaires Cronbach Alpha value is calculated separately for each section. For the validity of the instrument, a factor analysis is carried out and Kaiser-Meyer-Olkin measure of sampling adequacy is calculated. Mean and SD of original 'job characteristics model' dimensions, and the factors extracted by the factor analyses is calculated. Whether the difference among the factors and between the desired and actual levels is significant is tested through a number of t-test analysis.

Correlation between job dimensions and job satisfaction scores are computed by Pearson correlation coefficient. The correlation between these two variables is investigated separately among different education levels and positions. Moreover, the relationship between the actual level job characteristics and job satisfaction is computed separately for 'intrinsic' and 'extrinsic' factors. Finally, the relation between the desired-actual discrepancy of job dimensions and job satisfaction is investigated by another Pearson correlation coefficient.

The effects of demographic factors such as sex, education level, position, and the amount of time spent in/out of office on the extracted job factors are determined through t-test and one way ANOVA.

### III. RESULTS

#### 3.1. Results of the Reliability Analyses

Reliability analyses were carried out separately for each inventory. The analysis of Section I, Section II, and the short form of MSQ revealed the Cronbach Alpha values of .77, .86, and .91 respectively.

#### 3.2. Results with the Dimensions of 'Job Characteristics Model'

**Question 1 a:** To what extent do the Turkish jobholders **desire** the core job characteristics - skill variety, task identity, task significance, autonomy, and feedback - ?

**Question 1 b:** To what extent do the Turkish jobholders **experience** the core job characteristics - skill variety, task identity, task significance, autonomy, and feedback - ?

Before carrying out the factor analysis for each inventory, means and standard deviations of five core job characteristics as defined by Hackman and Oldham (1976) were calculated. These calculations were made to give an idea about how much these characteristics were desired, and how much they were experienced in the actual work setting. The scores are presented in Table 1 and Table 2.

Table 1. Mean and SD of desired levels of five job characteristics as defined by Hackman and Oldham

<b>Job Characteristics</b>	<b>Mean</b>	<b>SD</b>
Task Significance	4.99	0.77
Task Identity	4.95	0.66
Autonomy	4.95	0.68
Feedback	4.79	0.77
Skill Variety	4.66	0.83

'Task significance' was the most desired dimension among the five job characteristics. It was desired significantly more than the characteristics of 'skill variety' ( $t=-4.12$ ,  $p<.0001$ ) and 'feedback' ( $t=2.48$ ,  $p<.015$ ).

'Skill variety' was the least desired dimension among the five job characteristics. It was desired significantly less than the characteristics of 'task significance' ( $t=-4.12$ ,  $p<.0001$ ), 'task identity' ( $t=-4.16$ ,  $p<.0001$ ), and 'autonomy' ( $t=-3.49$ ,  $p<.001$ ).

Table 2. Mean and SD of actual levels of five job characteristics as defined by Hackman and Oldham

<b>Job Characteristics</b>	<b>Mean</b>	<b>SD</b>
Task Significance	4.33	1.00
Task Identity	4.29	1.07
Autonomy	4.21	1.13
Skill Variety	3.77	1.15
Feedback	3.45	1.24

The most experienced dimension was 'task significance' which was experienced significantly more than 'skill variety' ( $t=-5.37, p<.0001$ ) and 'feedback' ( $t=7.56, p<.0001$ ).

'Feedback' was the least experienced dimension in the workplace, among the five job characteristics. It was experienced significantly less than the characteristics of 'skill variety' ( $t=2.78, p<.006$ ), 'task significance' ( $t=7.56, p<.0001$ ), 'task identity' ( $t=7.10, p<.0001$ ), and autonomy ( $t=6.69, p<.0001$ ).

Furthermore, when the 'desired' and 'actual' situation scores were compared for each job characteristic, it was found out that, employees' desire to have the core job characteristics in the workplace was significantly higher than what they stated to be experiencing. Related values are as follows: Skill variety ( $t=7.21, p<.0001$ ), task identity ( $t=6.34, p<.0001$ ), task significance ( $t=7.31, p<.0001$ ), autonomy ( $t=6.77, p<.0001$ ), and feedback ( $t=10.89, p<.0001$ ).

### 3.3. Results of the Factor Analysis

Factor analysis was carried out for the three sections of the questionnaire. Kaiser-Meyer-Olkin measure of sampling adequacy, which is a criterion for the adequacy of the given data for factor analysis was found to be .75, .81, and .85 for Section I, Section II, and the short form of MSQ respectively. The factors extracted from Section II, which refers to the actual, experienced situation at work were taken as the basis to form the job dimensions of the present research.

Exploratory factor analysis of Section II came out with five factors. Items with factor loadings of at least .40 were accepted as belonging to a particular factor. The items that measure 'feedback' formed one factor. Almost all other items were spread among three factors. The final factor was composed of a single item, which was referring to 'task significance': 'The job I do is useful and valuable for the society'. So as to place this single item to one of the existing factors, a confirmatory factor analysis with four factors was carried out. In this analysis again, the items of 'feedback' formed one factor. The previously single item remained as the only item of the forth factor. With a loading of .38, this item was decided to be placed in Factor 2 ('significance by skills'). The final form of the factor analysis yielded three factors. Table 3, Table 4, and Table 5 indicate the distribution of the items among these factors.

Factor 1 was named as '**freedom at work**'. It was composed of nine items. In this factor all three items of 'task identity' and all four items of 'autonomy' were collected. This

mentions an emphasis to follow various aspects of the work, from the beginning to the end, and to take the responsibility of timing and decisions related to the work. Furthermore, the additional two items of 'skill variety' imply a work that is not routine, and that requires the use of personal experiences.

Table 3. Items of Factor 1: 'Freedom at Work'

Item No.	Item	Factor Loading
5	The work I do is not repetitious.	.50
6	I am able to follow the work I do from the beginning to the end, and see the results.	.54
7	I am able to determine the order of the work that will be done.	.61
9	I am able to deal with the whole work done instead of a piece of it.	.57
10	I have the right to decide about my work.	.56
12	I am able to use the knowledge accumulation I have, while doing my work.	.46
15	I am able to deal with various aspects of the work that I must do.	.73
16	I am able to tell the faulty aspects of the work done, when there is any.	.71
17	I am able to take the whole responsibility about the work I do.	.56

Factor 2 was named as '**significance by skills**'. There were five items. All three items of 'task significance' were within this factor. There were two additional items, one referring to the core concept of 'job enrichment', and the other to the 'skill variety'. The whole factor suggested that, a job which allowed the use of personal skills would be both meaningful and

interesting, and it would have an impact on the people in the organization, family, close environment, and the society as a whole.

Table 4. Items of Factor 2: 'Significance by Skills'

Item No.	Item	Factor Loading
1	I find the job I do meaningful and interesting.	.70
2	The job I do, allows me to use my various abilities.	.70
3	I am able to contribute to my organization and other employees with the work I do.	.59
8	The work I do leaves a positive impact on my family and close environment.	.57
13	The work I do is useful and valuable for the society.	.38

Factor 3 which was named as '**feedback**' consisted of three items. These items belonged to the original dimension of 'feedback'.

Table 5. Items of Factor 3: 'Feedback'

Item No.	Item	Factor Loading
4	The incomplete things about the work I do are told me.	.75
11	My successful aspects are told me, when I finish the work I do.	.56
14	I am taking regular feedback about my work performance.	.76

A second factor analysis was carried out with Section III of the questionnaire; short form of MSQ. This job satisfaction inventory was designed to measure intrinsic aspects with 12 items, and extrinsic aspects with 8 items. Since the two main factors have already been stated, and the test have been commonly used, a confirmatory factor analysis for two factors was carried out. The aim was to see the distribution of intrinsic and extrinsic items among the two factors.

Factor 1 was named as '**internal satisfaction**'. It was composed of 11 of the intrinsic items and four additional extrinsic items which were referring to 'compensation', 'advancement', 'working conditions', and 'recognition'. One of the intrinsic satisfaction items which was referring to 'activity' was deleted, since its factor loading was under .40.

Factor 2 was named as '**external satisfaction**'. There were four items, which were all referring to the extrinsic aspect of job satisfaction. They were 'supervision', 'supervision-technical', 'company policies & practices', and 'co-workers'(I).

### **3.4. Results with the Extracted Factors of the 'Job Characteristics Model'**

**Question 2 a:** To what extent do the Turkish jobholders **desire** the extracted factors of 'freedom at work', 'significance by skills', and 'feedback' in the work place ?

---

I. Intrinsic and extrinsic satisfaction factors will be called as 'internal' and 'external' satisfaction factors in the following pages.

**Question 2 b:** To what extent do the Turkish jobholders **experience** the extracted factors of ‘freedom at work’, ‘significance by skills’, and ‘feedback’ in the work place ?

Means for job dimensions at the desired level ranged from 4.94 for ‘significance by skills’ to 4.79 for ‘feedback’. ‘Significance by Skills’ was the most desired dimension among the three job factors. However, there was no significant difference among the three dimensions at the desired level. Means and SDs of desired level of the three job dimensions are presented in Table 6.

Table 6. Mean and SD of the three job dimensions at the desired level

<b>Factor Name</b>	<b>Mean</b>	<b>SD</b>
Significance by Skills	4.94	0.68
Freedom at Work	4.85	0.57
Feedback	4.79	0.77

Means for job dimensions at the experienced level ranged from 4.14 for ‘freedom at work’ and ‘significance by skills’ to 3.45 for ‘feedback’. Feedback was the least experienced dimension among the three job factors. It was experienced significantly less than the factors of ‘freedom at work’ ( $t= 6.78, p<.0001$ ) and ‘significance by skills’ ( $t= 6.61, p<.0001$ ). Means and SDs of experienced level of the three job dimensions are presented in Table 7.

Table 7. Mean and SD of the three job dimensions at the actual level

Factor Name	Mean	SD
Freedom at Work	4.14	0.97
Significance by Skills	4.14	0.94
Feedback	3.45	1.24

Moreover, when the 'desired' and 'experienced' situation scores were compared for each dimension, it was found out that desire for the three job dimensions was significantly higher than their experienced levels. Related values are as follows: 'Significance by skills' ( $t=-8.63$ ,  $p<.0001$ ), 'freedom at work' ( $t=-7.67$ ,  $p<.0001$ ), and 'feedback' ( $t=-10.89$ ,  $p<.0001$ ).

### 3.5. Results with the Extracted Factors of the Job Satisfaction Scale (Short form of MSQ)

Short form of MSQ revealed an item mean of 3.97 on a scale in which the minimum possible item score was 1 and maximum possible item score was 6. When the 'internal' and 'external' satisfaction factors were considered separately, mean values were 3.96 and 4.06 respectively. Results are presented in Table 8.

Table 8. Mean and SD of internal and external satisfaction factors

Factor Name	Mean	SD
Internal Satisfaction	3.96	0.94
External Satisfaction	4.06	1.09

### 3.6. Results Concerning the Hypotheses

**Hypothesis 1:** There will be a significant positive correlation between the experienced levels of job dimensions and the job satisfaction of employees.

One purpose of the research was to study the relationship between the experienced job dimensions and job satisfaction. The correlation of the Section II (Actual Situation) scores with Section III (Job Satisfaction, MSQ) scores was investigated. The correlation was  $r_{xy} = .63$  ( $p < .0001$ ). The  $r_{xy}^2$  was found to be .3969 which meant that, 40 % of the variability in job satisfaction scores was accounted for by the variability in actual job dimensions score.

When the correlations between each of the job dimensions and job satisfaction were examined, it was seen that the coefficients ranged from .53 for 'feedback' to .51 for 'significance by skills'. Within this narrow range of coefficients, 'feedback' had the highest correlation to job satisfaction. The results of the analysis are presented in Table 9.

Table 9. The correlation coefficients between each of the job dimensions and job satisfaction

Job	Job Dimensions		
	Freedom at Work	Significance by Skills	Feedback
Satisfaction	.52*	.51*	.53*

\* ( $p < .0001$ )

**Hypothesis 2:** The correlation between actual level of job dimensions and ‘internal factors’ of the job satisfaction inventory, will be higher than the correlation between actual level of job dimensions and the ‘external factors’.

Confirming the hypothesis, the scores of the actual level of job dimensions (Section II) were more highly correlated with ‘internal’ satisfaction factors than the ‘external’ satisfaction factors. The  $r_{xy}^2$  was found to be .4096 and .1521 for internal and external factors respectively. This reveals that 40 % of the variability in internal job satisfaction, and 15 % of the variability in external job satisfaction was accounted for by the variability in actual job dimensions score. The correlation coefficients are presented in Table 10.

Table 10. The correlation coefficients between the job dimensions and the 'internal' and 'external' factors of the job satisfaction scale

Job Dimensions	Job Satisfaction	
	Internal Factors	External Factors
Scale (Section II)	0.64*	0.39*

\* ( $p < .0001$ )

**Hypothesis 3:** There will be a significant negative correlation between the job satisfaction of employees and the difference between the 'desired' and 'experienced' levels of job dimensions.

The discrepancy between actual and desired levels of job dimensions were computed by subtracting the total scores of Section II from the total scores of Section I. The mean of the difference was found as - 9.70. This minus value revealed that employees' desire to have the job dimensions in the workplace was higher than what they actually experienced. Therefore, a significant correlation coefficient was expected to reveal the negative correlation between the difference and job satisfaction. The correlation coefficient was found as  $r_{xy} = -.55$  ( $p < .0001$ ) which confirmed the hypothesis, implying that the greater the

difference between the desired and actual levels of motivating factors, the lesser the job satisfaction.

**Hypothesis 4.a:** The correlation between actual job dimensions and job satisfaction will be higher among the highly educated employees than the less educated employees.

The correlation between job dimensions and job satisfaction changed in relation to the education level. The correlation coefficients are presented in Table 11.

Table 11. The correlation coefficients between the job dimensions and job satisfaction at different education levels

Job Dimensions	Job Satisfaction		
	Secondary School	High School	University
Scale (Section II)	.42*	.71**	.71**

\* ( $p < .05$ )    \*\* ( $p < .0001$ )

In accordance with the hypothesis, the lowest correlation was found among the secondary school graduates, which was the least educated group. However, no difference was observed among the high school and university graduates with regard to the correlation between the

job dimensions and job satisfaction. Nevertheless, as a function of the prominent increase in the correlation coefficients from the secondary school level to the high school and university levels, it is possible to accept the hypothesis that the correlation between actual job dimensions and job satisfaction is higher among the highly educated employees than the less educated employees.

So as to have a much more detailed understanding, the correlation between job satisfaction and each of the job dimensions was computed for different education levels. As the values presented in Table 12 indicate, among the secondary school graduates the dimension of 'feedback' had the highest correlation to job satisfaction. For the high school graduates 'significance by skills' was found to have the highest correlation to job satisfaction. Finally, among the university graduates, 'freedom at work' was perceived to be the most important dimension that leads to job satisfaction.

Table 12. The correlation coefficients between job satisfaction and each of the job dimensions at different education levels

		<b>Job Dimensions</b>		
	<b>Education</b>	Freedom at Work	Significance by Skills	Feedback
<b>Job</b>	Secondary S.	.25	.41*	.42*
<b>Satisfaction</b>	High S.	.59**	.66**	.63**
	University	.67**	.49*	.60**

\* (p<.05) \*\* (p<.0001)

**Hypothesis 4.b:** The correlation between actual job dimensions and job satisfaction will be higher among the higher positioned employees than the lower positioned employees.

The correlation between job dimensions and job satisfaction varied for different positions. The correlation coefficients are presented in Table 13.

Table 13. The correlation coefficients between the job dimensions and job satisfaction at different positions

Job Dimensions	Job Satisfaction			
	Depot personnel	Transfer personnel	Sales personnel	Accountancy personnel
Scale (Section II)	0.65*	0.06	0.51*	0.75**

\* (p<.001) \*\* (p<.0001)

Although the difference between positions was not tested for statistical significance, accountancy personnel who were at a higher position, obtained the highest correlation coefficients between the job dimensions and job satisfaction. On the other hand, sales personnel who were at a higher position compared to depot personnel formed a weaker relation between job satisfaction and job dimensions. For that reason, it is difficult to accept the hypothesis that the correlation between actual job dimensions and job satisfaction is higher among the higher positioned employees than the lower positioned employees.

Further analysis was carried so as to find out the dimensions that members of different positions give precedence to get job satisfaction. As the values presented in Table 14 indicate, among the depot and sales personnel, the dimension of 'feedback' had the highest

correlation to job satisfaction. Among the accountancy personnel, 'significance by skills' and job satisfaction had the highest correlation.

Table 14. The correlation coefficients between job satisfaction and each of the job dimensions at different positions

		Job Dimensions		
		Freedom at Work	Significance by Skills	Feedback
<b>Job Satisfaction</b>	Transfer	.09	.15	.04
	Depot	.56**	.46*	.58**
	Sales	.42*	.33*	.44*
	Accountancy	.63**	.69**	.68**

\* (p<.05) \*\* (p<.0001)

### 3.7. The Effect of Demographic Characteristics on Job Dimensions

In order to see the effect of the demographic characteristics on the desired and actual levels of the three job dimensions, t-test and one-way analysis of variance (ANOVA) were carried out. One-way ANOVA analyses were followed by a Scheffe test to see which groups are significantly different from each other.

### 3.7.1. The Effect of Sex on Job Dimensions

**Question 3 a:** To what extent do the desired and experienced levels of job dimensions vary as a function of sex ?

Women 'desired' to have the three job dimensions significantly more than men. The values for each of the job dimensions are as follows: 'Freedom at work' ( $t= 2.05, p<.042$ ), 'significance by skills' ( $t= 2.92, p<.004$ ), and 'feedback' ( $t= 3.08, p<.003$ ).

However, when the 'actual' experiences of men and women were investigated no significant difference between the two sexes was found.

### 3.7.2. The Effect of the Time Spent In/Out of Office on Job Dimensions

**Question 3 b:** To what extent do the desired and experienced levels of job dimensions vary as a function of the time spent in/out of the office ?

'Desired' and 'actual' experiences of employees for the three job dimensions, did not vary significantly as a function of the time spent in/out of the office.

### 3.7.3. The Effect of Education on Job Dimensions

**Question 3 c:** To what extent do the desired and experienced levels of job dimensions vary as a function of education level ?

Employees' 'desire' to have the dimension of 'freedom at work' varied significantly as a function of education level [F (4,119)=3.67,  $p<.05$ ]. Scheffe test was carried out to make all possible comparisons. The results indicated that the university graduates had a higher desire to have the dimension of 'freedom at work' in their workplace than the secondary school graduates ( $p<.05$ ).

At the 'actual' work setting, the amount of 'feedback' that employees get varied as a function of education level [F (4,119)=2.82,  $p<.05$ ]. However, the Scheffe test revealed that no two groups were significantly different at the .05 level. This result may be due to the fact that Scheffe test is the most conservative technique to see the significant differences between groups.

### 3.7.4. The Effect of Position on Job Dimensions

**Question 3 d:** To what extent do the desired and experienced levels of job dimensions vary as a function of position ?

The desire to have three job dimensions present in the work setting varied significantly as a function of position [F (3,120)=6.07,  $p<.05$ ]. Scheffe test was carried out to make all possible comparisons. The results indicated that both the accountancy and sales personnel had a higher desire to have the three dimensions present in their workplace than the transfer personnel ( $p<.05$ ).

Employees' 'desire' to have 'freedom at work' varied as a function of position [F (3,120)=8.61,  $p<.05$ ]. Scheffe test was carried out to make all possible comparisons. The results indicated that both the accountancy and sales personnel had a higher desire to have the dimension of 'freedom at work' present in the workplace than the transfer personnel ( $p<.05$ ).

The 'desire' to have the dimension of 'significance by skills' also varied as a function of position [F (3,120)=2.92,  $p<.05$ ]. However, the results of the Scheffe test revealed that no two groups were significantly different at the .05 level.

When the 'actual' level of job dimensions were analyzed, it was seen that the three job dimensions did not vary as a function of position.

## DISCUSSION

The current study with its emphasis on Turkish employees' evaluations about the motivating aspects of their working lives, enables to have a better understanding about Turkish work values. Under the light of these values, recommending the implementation of certain job dimensions as a specific job enrichment program was possible.

Mean values of five job characteristics as originally defined by Hackman and Oldham reveals that 'task significance' was the most desired dimension. Turkish people are known to be concerned with each other, therefore, their higher desire to have a substantial impact on the lives of other people is understandable.

The least desired dimension was 'skill variety'. Employees were less eager to perform activities that require the use of diverse skills and abilities. It is probable that, they thought this characteristic will change their work into a more complex one. And everything being the same, such as pay and incentives they did not want this change.

When the mean values of five job dimensions at the experienced level was investigated, 'task significance' was again the most experienced dimension, and 'feedback' was found to be the least experienced dimension in the workplace. The results in relation to the dimension of 'feedback', reflects organization policies about performance appraisals. Research and surveys of a Turkish Human Resources periodical states that in Turkey, the scientific studies about the performance appraisal issues are not sufficient. The organizations that apply performance appraisal mostly aim to regulate their compensation

systems through this information. Only a few organizations are concerned with the motivation and advancement of employees through performance appraisals (Başçıftçi, 1998, p.36). As a function of this mentality, organizations do not give enough importance for providing regular feedback about success and failure. Therefore, employees get limited feedback.

Inherent in job characteristics model, there is an assumption of various dimensions of work. Many studies confirm the multidimensional assumption of the job characteristics model. However, these studies fail to present a consistent picture about the number of dimensions. Some research confirm the five factor dimensionality, whereas other studies give support for a lesser number of dimensions. In most of the studies with less than five dimensions, skill variety and autonomy items, or skill variety and task significance items were collapsed in a single factor (Fried & Ferris, 1986, p.419).

Factor analysis of the current study confirmed the multidimensional assumption of the job characteristics model, but did not confirm the five factor dimensionality. In one factor, the dimension of 'feedback' retained as a legitimate dimension (Feedback Factor). In another factor, 'task significance' items were dominant but there were additional 'skill variety' and 'job enrichment' items (Significance by Skills Factor). Finally in the third factor, the three dimensions of 'skill variety', 'task identity', and 'autonomy' were collapsed (Freedom at Work Factor).

These changes in the dimensionality point out that it is difficult to talk about definite boundaries between the job dimensions. As Loher, Noe, Moeller, and Fitzgerald (1985)

offer in their research about the relation between the job characteristics and job satisfaction, generally what is measured is the overall complexity of the job rather than the specific job characteristics. The current study supports this statement, with the narrow range of correlation between each of the job dimensions and job satisfaction. The correlation coefficients between job dimensions and job satisfaction was .52, .51, and .53 for the factors of 'freedom at work', 'significance by skills', and 'feedback' respectively. None of the dimensions had a noticeably high or low impact on job satisfaction, supporting the lack of definite boundaries between the job dimensions.

When the mean values of extracted factors were computed, 'significance by skills' was found to be the most desired dimension. Though the difference between dimensions was not significant, higher desire for 'significance by skills' may imply employees' desire to have a substantial impact on the lives of other people, and their wish to use various abilities while working. The least desired factor was 'feedback'. Mean values of the 'feedback' items revealed that compared to other dimensions employees are reluctant to get both affirmative and negative feedback. Overall, employees' desire to experience the job dimensions was more than average at each factor level.

At the actual level, the dimensions of 'freedom at work' and 'significance by skills' were experienced at the same level. 'Feedback' was again the least experienced dimension. Statistical analysis revealed that the dimension of 'freedom at work' and 'significance by skills' were experienced significantly more than the dimension of 'feedback'.

When the job dimensions are compared at the desired and actual levels, it is clear that employees' desire to have the job dimensions are significantly more than what they actually experience at work. Psychological comparisons of the actual and desired levels are expected to have an influence on peoples' thoughts and feelings in relation to their work life. As it is emphasized in the model of Locke, satisfaction with a single job facet is an interactive function of the have-want discrepancy for that facet. The have-want discrepancy of the job dimensions was expected to have an impact on overall job satisfaction, and this hypothesis was supported in the current research. A significant negative correlation was found between the job satisfaction of employees and the difference between the desired and experienced levels of job dimensions. This meant that, the greater the difference between the desired and actual levels of motivating factors, the lesser the job satisfaction will be. This finding may imply that when the job dimensions of 'freedom at work', 'significance by skills', and 'feedback' are designed into the work, an increase in the job satisfaction of employees can be expected. This expectation was supported by another finding which states the positive correlation between the actual levels of job dimensions and the job satisfaction of employees.

With the dimension of 'freedom at work'. employee will be dealing with the whole work instead of a piece of it. This way, individual will take the whole responsibility including the decisions and timing related to his/her work. Dealing with the various aspects of the work necessitates the use of knowledge accumulation and prevents the work to be a repetitious work.

When the dimension of 'significance by skills' is designed to the work, the work done will be useful and linked to the other employees in the organization, to the close environment, and to the society. Using various abilities in a work which is perceived to have a substantial impact on the lives of other people, will make the job meaningful and interesting.

Finally with the dimension of 'feedback', individual will be able to take regular evaluation about the successful and unsuccessful aspects of the work he or she has done. Thus, individual will have a concrete idea about his/her performance at work.

In the confirmatory factor analysis of the short form of MSQ, some of the extrinsic satisfaction items were placed into the 'internal satisfaction' factor. According to Herzberg's two-factor theory, extrinsic factors meet physiological, security, and belongingness needs including physical working conditions, salary, company policies and practices, benefits, coworkers, or other features of a job's context. Intrinsic factors are features of a job's content, including responsibility, autonomy, self-esteem, and self-actualization opportunities (Gordon, 1991, p.142).

The factor analysis of the current study collected the items of compensation, advancement, recognition, and working conditions under the 'internal satisfaction' factor. Regarding compensation it is accepted that financial rewards have multiple meanings. In addition to satisfying basic needs of the employees, pay is also an indication of social status, social value, and competence that relate to self-esteem. Therefore, workers can also satisfy higher-order needs with their salaries (Gray & Starke, 1984, p.102). Cited in Tang

(1993), McClelland (1967) states that 'the meaning of money is in the eye of the beholder'. According to McClelland, peoples' attitudes toward money change; 'Money can be good or evil, it can be symbol of success and achievement or a source of respect and honor; for some others money gives autonomy and freedom and it means power'. These attitudes of people toward money are related to their inner values, culture, and their own experiences in the society (Tang, 1993, p.94). All of these multiple meanings and personal influences can make it possible to place pay in the intrinsic aspect of satisfaction among certain research samples.

With regard to advancement, although job title is accepted to be a factor outside the job itself, it may bring internal feelings of personal accomplishment. Moreover, like pay, advancement is related to the social status, and social values of the individual. Promotion is one of the most important rewards, since it sends signals to everyone in the organization about what management wants from employees. It meets needs for security, esteem, and achievement (Anderson, 1988). These qualities make it possible to place advancement into the 'internal satisfaction' factor.

Recognition, which is the feedback and praise one gets for doing a good job is defined as an extrinsic reward by Anderson (1988). In the current study, it appeared under the 'internal satisfaction' factor. Supervisory recognition can reinforce learning, satisfaction, and morale. With increases in job satisfaction, esteem and achievement needs are met. Recognition seems to go together with achievement which is an intrinsic quality that refers to the feelings of accomplishment one gets from the job. Although recognition refers to the praise coming from someone else, if it is realistic, it can still lead to the feelings of self-

worth. As a function of the feelings accompanying recognition, this item may be combined with other 'internal satisfaction' items among certain groups of subjects.

Finally, working conditions can effect the perception of the value given to the employees by the organization. While proper working conditions may lead to the feelings of self-worth and internal satisfaction, poor working conditions may bring the feelings of insignificance and inferiority. These feelings which are related to the perception of the self, can allow to place working conditions into the 'internal satisfaction' factor.

Four of the items which were placed in the 'external satisfaction' factor originally belonged to the extrinsic aspect of job satisfaction. They were supervision, supervision-technical, company policies and practices, and co-workers. One common characteristic for four of these items was that, they were all related to other people in the organization, more than the self of the employee.

Supervision and supervision-technical is about the way the boss handles his/her employees, and the competence of the supervisor in making decisions. The main figure of these items are the boss. So the positive and negative feelings in relation to these items are not reflected to the self, but to the supervisor.

Company policies and practices are about the way policies are put into practice. Policies are guidelines that set constraints on decisions that employees make. Organizations use policies to regulate the behavior of members (Robbins, 1987, p.70). Most of the time, policies are established by the people on the top of the organization, and

every individual in the organization is under the influence of them. Therefore, they are generally above the scope of the employee and they are not perceived at the personal level.

The way employees get along with each other, is also related to others more than the self. Since, people other than the individual may play a more important role in the co-worker relations, this item may not commonly be used to evaluate the self. More than the content of the job, it has an important influence on the working environment.

When the 'internal' and 'external' satisfaction factors of the current study are considered, a distinctive property can be recognized: While in 'internal satisfaction' items feelings and evaluations are about the self of the employee, in the 'external satisfaction' items they are about other people, job environment, and outside forces. However, it is still difficult to make a clear distinction between internal and external factors. It is probable that the concepts such as satisfiers and dissatisfiers or intrinsic and extrinsic factors bring restriction to the broad concept of job satisfaction. Job satisfaction may comprise factors other than intrinsic and extrinsic factors. Furthermore, what job satisfaction concept implies may be subject to the culture that it is evaluated in.

As it is stated by McCormick and Ilgen (1985), 'The two-factor theory of Herzberg generated considerable research and debate during the 1960's. By now the support for the theory has declined. Some researchers state that both facets contribute to both satisfaction and dissatisfaction. In general, satisfiers seem to contribute more to both than dissatisfiers do. It is concluded that the two-factor theory deserves more consideration (McCormick & Ilgen, 1985, p.314).

Regarding the internal and external satisfaction factors extracted by the current study, it was hypothesized that the correlation between actual level of job dimensions and 'internal factors' will be higher than the correlation between actual level of job dimensions and 'external factors'. The correlation coefficients proved this hypothesis. The scores of the actual level of job dimensions were more highly correlated with 'internal satisfaction' factors than the 'external satisfaction' factors. Eventhough it is not aimed to make a sharp distinction between the internal and external factors, the considerable difference between the correlation coefficients of internal and external factors to the job dimensions implies that the two facets are actually measuring different things.

This result serves to support validity, as well. Discriminant validity, which is a branch of construct validity is established when, based on theory, two variables are predicted to be uncorrelated, and the scores obtained by measuring them are indeed empirically found to be so. Congruent validity is established when the scores obtained by two different instruments measuring the same concept are highly correlated (Sekaran, 1992, p. 173). According to this explanation, the low correlation between the job dimensions and 'external factor' of job satisfaction is a support for discriminant validity. And the high correlation between the job dimensions and the 'internal factor' of job satisfaction is a support for congruent validity.

This statement can be done based on the relation between the motivators (intrinsic satisfaction) and job enrichment (job dimensions). It is known that Herzberg prepared the basis for job enrichment programs through the two-factor theory. Job enrichment was done by increasing the motivators such as challenge, autonomy, and responsibility (Davis, 1984,

p.288). In relation to these results, it can be stated that when a job is enriched through the job dimensions, increase in the internal satisfaction will be more than the external satisfaction.

When the influence of demographic factors on the job dimensions and job satisfaction was studied, sex was found to be an influential variable for the desired level of job dimensions. Women desired to have the dimensions of 'freedom at work', 'significance by skills', and 'feedback' significantly more than men. This can be explained through the general tendency of women to be more overt while expressing their feelings and desires. Stereotypes depict men as 'silent types' who keep their feelings to themselves, and women as 'talkers' who freely share confidences. Studies support this belief by stating that in the same-sex relationships, women do indeed disclose more than men, on average (Sears, Peplau, & Taylor, 1991, p.221). Another explanation for women's higher desire to have job dimensions can be their comparatively higher expectations in relation to their work lives than men. However, when it comes to the evaluation of the actual situation in terms of the presence of job dimensions, there was no significant difference between women and men. This implies that expressed desires or higher expectations of women does not distort the objective evaluation of the reality.

Regarding the time spent in/out of the office, it was expected that individuals who spent majority of their time out, would be the ones who experience the dimension of 'freedom at work' more than others. In the current study, transfer members who were taking the orders to the pharmacies were the ones who were out of the office most of the time. These employees were working more independently compared to people in other

departments of the organization. Moreover, their direct contact with the clients was thought to give them continuous responsibility for managing relationships with them. Establishing client relationships is known to increase the job characteristics of skill variety, autonomy, and feedback (Arnold & Feldman, 1986, p.381). However, neither of the job dimensions were desired or experienced significantly different as a function of time spent in/out of the office.

This result can be explained through the nature of transfer members' job, since it is highly routine. Another explanation may be their education level. In relation to these factors, their pay is not satisfactory. According to the job characteristics model, employees who are not skilled and satisfied with the work context, fail to take the advantage of the opportunities provided by enriched jobs. Moreover, probably due to the weaker growth need strength, transfer members do not have a high desire to have the job dimensions present in their work settings.

Concerning the education level, it was hypothesized that the correlation between actual job dimensions and job satisfaction will be higher among the highly educated employees than the less educated employees. This hypothesis was partially in harmony with the results. However, the correlation coefficient did not ascend through the education level as it became higher. The lowest correlation was observed among the secondary school graduates. But there was not much difference among the correlation coefficients of high school and university graduates. This result reveals that a minimum of high school education was effective in constructing a link between the job dimensions and job satisfaction. Fried and Ferris (1986) state that through the higher levels of education,

people might acquire the ability to analyze their work environment more completely and thus be better able to differentiate among job characteristics. If the employees can not appreciate the presence of the job dimensions and value them, then they can not feel satisfied through these characteristics.

Results of the current study reveal the prominence of number of years spent in education institutions. In Turkey, the legislation that suggests eight year continuous fundamental education was put into effect very recently, on August, 18, 1997. This way, all individuals will be at least secondary school graduates. In the present study, it is observed that being graduated from high school is a critical point for desiring and valuing job dimensions, and forming a link between the dimensions and job satisfaction. These results remind the need for a continuous education system that also includes the additional three years of high school education. Longer years of education is expected to increase the quality of overall society by developing individuals' ability to analyze and to think.

When the correlation between job satisfaction and job dimensions was computed it was found out that different dimensions were defined to be more related to job satisfaction for different education levels. For example, among the secondary school graduates 'feedback' was the most related dimension to job satisfaction. This may be because less educated individuals may need concrete evaluations about their performance, like the grade system that they get used to at their school lives. As the education level gets higher, the dimension of 'freedom at work' gains more importance for feeling job satisfaction. It was found that university graduates had a significantly higher desire to have the dimension of 'freedom at work' in their work place than the secondary school graduates. This reveals that higher

educated employees value the characteristics of autonomy, task identity, and skill variety more than the less educated employees. In general more highly educated people tend to work on more complex issues. They have a higher concern for job content. Better educated employees are more ambitious in their expectations about life, and they have a desire for a challenging and personally fulfilling work.

The hypothesis that expects the correlation between actual job dimensions and job satisfaction to be higher among the higher positioned employees than the lower positioned employees was not accepted, because the correlation coefficients between job dimensions and job satisfaction varied among different positions. The highest correlation belonged to the accountancy personnel, and the lowest to the transfer personnel, but the overall coefficients were not in the expected order. Sales personnel who were at a higher position compared to depot personnel formed a weaker relation between job satisfaction and job dimensions. This change in the expected order may be a function of the slight hierarchy between the positions in the current organization.

Further analysis about position reveals that people at varying positions give importance to different job dimensions to get job satisfaction. For the depot and sales personnel, although not significant 'feedback' was more highly related to job satisfaction. Prominence of a job dimension may be related to the nature of the job done in that position. For example, sales personnel may desire direct information about the effectiveness of their sales performance to get job satisfaction. Because their success at work can be directly reflected by the rate of sales they perform. For the accountancy personnel, compared to other dimensions 'significance by skills' was more highly related to job satisfaction. This may be

because accountancy personnel give service to both clients and employees of the organization. The feelings of having a substantial impact on others may gain higher importance in the case of their jobs' nature.

In general, it was found out that accountancy and sales personnel who were holding higher positions compared to personnel in other departments had a higher desire to have the three dimensions present in the workplace than the transfer personnel. They especially desired to have the dimensions of 'freedom at work' and 'significance by skills' more than other working groups. These include the characteristics of autonomy, task identity, skill variety, and task significance.

Two possible explanations can be made for the high desire of the job dimensions among the accountancy and sales personnel. First, besides being high positioned, these employees are also educated more. Therefore, they may be more competent to differentiate among the job dimensions, and they can be much more aware of the positive impacts that these dimensions bring into their work. As a result, they can express a higher value and desire for the job dimensions.

As a second explanation, being at a higher position, the hopes and expectations of these employees may be higher. Their talent, and aspirations can be above the average. Therefore, they may have a perception that with these personal skills and background they are underutilized and underchallenged at work. This may result in a higher desire for the job dimensions.

Cited in Hackman and Oldham (1980), O'Toole (1975) calls this group of underutilized people as the 'reserve army of the underemployed'. These people have more to offer their employers than those employers seek, and they have personal aspirations that can not be satisfied by the work they do (Hackman & Oldham, 1980, p.13). Differentiating between these two possibilities, and studying which suits more may be a topic of interest for a future research.

One attention seeking finding in relation to position was that, while the desire to have the three job dimensions present in the work setting varied significantly as a function of position, actual experiences of the employees were not effected by it. The same result was also observed for the desired and actual levels of job dimensions among the two sexes. This can point out that desires can be influenced by the personal characteristics such as position, gender, growth need strength, aspirations, and needs. However, when it comes to the evaluation of the actual situation, no significant difference is observed among the various positions or between different sexes. This is probably because actual levels of the job dimensions are mostly determined by the organizational rules, procedures, policies, and the whole organizational culture. Therefore, they are perceived and evaluated similarly among different groups of people.

One important aim of this research was to specify the dimensions which, if designed into the work would bring beneficial results to the organizations. Under the light of the current study, positive influences in the work setting are expected with the implementation of the most desired dimension of 'significance by skills' and the least experienced

dimension of 'feedback'. This way, first employees will be able to experience what they desire and need. The work they handle with their skills, will have an influence on the lives of others. The high desire for 'significance by skills' reveal that Turkish jobholders value a job which is linked to people in the work and in their close environment. So as to apply this dimension, establishing relations with the clients can be emphasized while preparing job enrichment programs.

'Feedback' which was not experienced sufficiently in the workplace, is another dimension that can be added to the enrichment plans. This way, employees can know how effective they are performing their job. Feedback is accepted as the primary factor of job design, since it establishes the link between the job done and the accomplishments and reactions of the employees (Szilagyi & Wallace, 1990, p.165). Feedback makes communication a two-way process, and minimizes a number of communicative barriers. Therefore, besides providing information about performance, feedback helps to form healthy relationships between the employees and supervisors.

Many studies emphasize the positive influences of feedback. A research by Karl, Kelly, and Martocchio (1993) present the relation between feedback and self-efficacy, and their influence on performance. The research shows that receiving feedback about performance significantly increases the self-efficacy of the individual. Especially when the received feedback was positive, a greater increase in self-efficacy was observed. Moreover, it was found that feedback was beneficial to the performance of all subjects, but particularly to the individuals with high self-efficacy (Karl, Kelly, & Martocchio, 1993).

As a function of these beneficial results, this understated characteristic must be considered as a basic step of enrichment programs in organizations. Moreover, in the current research although not tested in terms of statistical significance, the dimension of 'feedback' was found to have the highest correlation coefficient with job satisfaction. As an application suggestion, Robbins (1987) states that ideally feedback about performance should be received directly from the work done, rather than from management on an occasional basis.

It is important to keep in mind that, job enrichment theories are not accepted as a cure-all for all organizational ills. The success of job enrichment practices depends on some prerequisites (Gray & Starke, 1984, p.101). First of all, employees have to want more responsibility. Giving more responsibility to an employee who does not want it brings problems more than benefits. In the current research, taking responsibility which was mostly explained by the 'freedom at work' factor, was desired more than average (a mean of 4.14 on a 1 to 6 scale). Therefore, this prerequisite was mostly achieved.

Another prerequisite is the organizational environment. Job enrichment practices can have only limited success if the supervisory practices are poor. Each organization perceives and values job enrichment programs differently depending on its organizational culture. A culture that does not value core job dimensions, can hardly benefit from their implementation.

So as to get successful results through job enrichment, lower-order needs are required to be relatively satisfied. Particularly in underdeveloped economies, in which lower-order needs are not relatively satisfied, higher order needs (more responsibility) are probably meaningless (Gray & Starke, 1984, p.101). A research by 'Milli Prodükivite Merkezi' (MPM) states the 25 basic principles to increase the success and motivation of Turkish employees. Among these principles a sufficient and just compensation, and job security are at the top of the list. Advancement opportunities, effective communication, and recognition follow these basic needs (Cumhuriyet, 25 Feb. 1998, p.18).

The economic conditions of Turkey, makes salary as the focus of interest, therefore less room is left for job enrichment issues. Even under these conditions, the MPM research states that employees dislike monotonous and repetitive work that limit the use of talents, and they show a desire for job enrichment. These results are parallel with the current research. In the job satisfaction questionnaire (MSQ), the statement referring to the 'salary' got the lowest mean value (3.3 on a 1 to 6 scale). The least satisfied point of employees was the compensation system. However, they still presented a more than average desire to have an enriched work through the job dimensions. This may imply that resolving the compensation problems can enable Turkish employees to benefit more from the enrichment programs.

It is necessary to consider individual differences as an important factor that influence the perception of job dimensions. Employees with high growth needs will be positively motivated when they have jobs that are high in the core job dimensions. On the other hand, the variety, task identity, and autonomy may overwhelm employees with low growth need

strength. However, most individual characteristics such as needs, desires, and motives are dynamic. Therefore, it is necessary to avoid placing employees into rigid and inflexible categories while preparing redesigning programs.

#### **4.1. Limitations**

Subjects' growth need strength was not viewed as a moderator in this research. Exclusion of this factor from the model may seem as a limitation while evaluating the desire of employees for the core job dimensions and their relation to job satisfaction. Including the growth need strength moderator into the research design may add strength to future studies.

In the current study, job incumbents' answers to the questionnaires was used as the main source of data, for measuring desired and actual levels of job dimensions, and examining their relation to job satisfaction. Social information processing approach states that, especially while dealing with affective responses like job satisfaction, using a single method of self-report may bring limitations to make causal conclusions (Glick, Jenkins, & Gupta, 1986). Moreover, heavy reliance on questionnaires was thought to distort the aim to assess different variables (Roberts & Glick, 1981, p.213). Although self-report methodology can be useful in providing a picture of how people feel about and view their jobs (Spector, 1994), this study should have more robust results if the questionnaires were supplemented with different methods such as interviews and observations.

In the future, a more comprehensive research can be designed by comparing employee attitudes towards core job characteristics from various countries. This kind of a cultural comparison can give a concrete idea about the position of working people in Turkey, compared to other countries.

Finally, generalizability of the results to the general population was another limitation of the present study. Since all respondents were from a single organization, the results may be under the influence of that organization's culture. Future research with more heterogeneous samples selected from different organizations in various sectors will help to improve the generalizability of the results to the general population.

## REFERENCES

- Anderson, C.R. (1988). Management: Skills, Functions, and Organization Performance. (2<sup>nd</sup> ed.) London: Allyn and Bacon.
- Arnold, H.J., & Feldman, D.C. (1986). Organizational Behavior. New York : McGraw Hill Publishing Company.
- Başçiftci, H. (1998). “Performans Nasıl Değerlendirilmeli?”. Kariyer Dünyası, No.11 (Ağustos): 36-38.
- Champoux, J.E. (1991). A multivariate test of the job characteristics theory of work motivation. Journal of Organizational Behavior, 12, 431-446.
- Cumhuriyet (1998). Başarının 25 Anahtarı. (25 Şubat): 18.
- Daft, R.L. (1994). Management. New York : The Dryden Press.
- Davis, K. (1984). Human Behavior at Work : Organizational Behavior. New Delhi : McGraw Hill Publishing Company.
- Dean, J.W., & Brass, D.J. (1985). Social interaction and the perception of job characteristics in an organization. Human Relations, 38, 571-582.
- Dicle, A.I., & Dicle, U. (1998). A cross-cultural study of work values of expatriate and local managers in Singapore. 6<sup>th</sup> International Conference on Work Values and Behavior. July 12-15, Istanbul, Turkey.

- Fried, Y., & Ferris, G.R. (1986). The dimensionality of job characteristics : Some neglected issues. Journal of Applied Psychology, 71, 419-426.
- Galperin, B.L., & Lituchy, T.R. (1998). The relationship between national value orientations, organizational value profiles, and HRM practices. 6<sup>th</sup> International Conference on Work Values and Behavior. July 12-15, Istanbul, Turkey.
- Glick, W.H., Jenkins, G.D., & Gupta, N. (1986). Method versus substance : How strong are underlying relationships between job characteristics and attitudinal outcomes? Academy of Management Journal, 29, 441-464.
- Gordon, J.R. (1991). A Diagnostic Approach to Organizational Behavior. (3<sup>rd</sup> ed.) Boston: Allyn & Bacon.
- Gordon, J.R. (1993). A Diagnostic Approach to Organizational Behavior. (4<sup>th</sup> ed.) Boston: Allyn & Bacon.
- Gray, J.L., & Starke, F.A. (1984). Organizational Behavior Concepts and Applications. (3<sup>rd</sup> ed.) London: Merrill Publishing Company.
- Griffin, R.W. (1991). Effects of work redesign on employee perceptions, attitudes, and behaviors. Academy of Management Journal, 34, 425-435.
- Hackman, J.R., & Oldham, G.R. (1980). Work Redesign. California: Addison - Wesley Publishing Company.
- Herzberg, F. (1968). Work and the Nature of Man. London: Crosby Lockwood Staples.
- Kanungo, R.N., & Aycan, Z. (1997). Organizational culture and human resource practices from a cross-cultural perspective. Paper presented in symposium conducted at the Canadian Psychological Association Annual Conference, June 11-14, Toronto.

- Karl, K.A., Kelly, A.M., & Martocchio J.J. (1993). The impact of feedback and self-efficacy on performance in training. Journal of Organizational Behavior, 14, 379-394.
- Kreitner, R., & Kinicki, A. (1989). Organizational Behavior. Homewood : BPI Irwin.
- Locke, E.A. (1969). What is job satisfaction? Organizational Behavior and Human Performance, 4, 309-336.
- Loher, B.T., Noe, R.A., Moeller, N.L., & Fitzgerald, M.P. (1985). A meta-analysis of the relation of job characteristics to job satisfaction. Journal of Applied Psychology, 70, 280-289.
- Luthans, F. (1995). Organizational Behavior. (7<sup>th</sup> Ed). New York: McGraw Hill Inc.
- Maslow, A.H. (1954). Motivation and Personality. New York: Harper.
- Matteson, M.T., & Ivancevich, J.M. (1993). Management and Organizational Behavior Classics. Boston: Irwin.
- McCormick, E.J., & Ilgen, D.R. (1985). Industrial and Organizational Psychology. London: Allen & Unwin.
- McFarlin, D.B., & Rice, R.W. (1992). The role of facet importance as a moderator in job satisfaction processes. Journal of Organizational Behavior, 13, 41-54.
- Oran, N.B. (1989). A study on job satisfaction of a group of academical staff in Marmara University. Unpublished Graduate Study Thesis. Marmara University, İstanbul, Turkey.

- Renn, R.W., & Vandenberg, R.J. (1995). The critical psychological states : An Underrepresented component in job characteristics model research. Journal of Management, 21, 279-303.
- Robbins, S.P. (1987). Organization Theory. New Jersey : Prentice-Hall Inc.
- Roberts, K.H., & Glick, W. (1981). The job characteristics approach to task design : A critical review. Journal of Applied Psychology, 66, 193-217.
- Ross, M. (1975). Salience of reward and intrinsic motivation. Journal of Personality and Social Psychology, 33, 245-254.
- Saal, F.E., & Knight, P.A. (1988). Industrial / Organizational Psychology. California: Brooks/Cole Publishing Company.
- Schwab, D.P., & Cummings, L.L. (1976). A theoretical analysis of the impact of task scope on employee performance. Academy of Management Review, 1, 23-35.
- Sears, D.O., Peplau, L.A., & Taylor, S.E. (1991). Social Psychology. California: Prentice-Hall International, Inc.
- Sekaran, U. (1992). Research Methods for Business. Toronto: John Wiley & Sons, Inc.
- Sinangil-Kepir, H., & Aycan, Z. (1998). Work values and HRM practices in Turkey. 6<sup>th</sup> International Conference on Work Values and Behavior. July 12-15, Istanbul, Turkey.
- Soydaş, Y. (1997). A comparison of basic values and norms in a domestic and European company. Unpublished Graduate Study Thesis. Boğaziçi University, Istanbul, Turkey.

Spector, P.E. (1994). Using self-report questionnaires in OB research : A comment on the use of a controversial method. Journal of Organizational Behavior, 15, 385-392.

Szilagyi, A.D., & Wallace, M.J. (1990). Organizational Behavior and performance. (5<sup>th</sup> ed.). New York: Harper Collins Publishers.

Tang, T.L. (1993). The meaning of money: Extension and exploration of money ethic scale in a sample of university students in Taiwan. Journal of Organizational Behavior, 14, 93-99.

Umstot, D. (1988). Understanding Organizational Behavior. St Paul : West Publishing Company.

Weiss, D.J., Dawis, R.V., England, G.W., and Lofquist, L.H. (1967). Minnesota studies in vocational rehabilitation: 22, Manual for the Minnesota Satisfaction Questionnaire. Minneapolis: University of Minnesota Industrial Relations Center.



# APPENDIX I

### Distribution of Education Levels Among Positions

<b>Position/Education</b>	<b>Secondary school</b>	<b>High school</b>	<b>University</b>
<b>Accountancy</b>	-	10	29
<b>Sales</b>	2	17	18
<b>Depot</b>	27	9	-
<b>Transfer</b>	8	4	-



## **APPENDIX II**

Bu araştırma Marmara Üniversitesi İktisadi ve İdari Bilimler Fakültesi 'Organizational Behavior' Yüksek Lisans Programı bitirme tezi olarak hazırlanmaktadır.

Soruların dikkatle okunması ve cevapların samimi olması, araştırmanın doğruluğu için önemlidir.

Katkılarınız için şimdiden çok teşekkürler.

Cinsiyet: Kadın  Erkek

Yaş: .....

Öğrenim Durumu: İlkokul  Ortaokul  Lise  Üniversite  Y.Lisans/Doktora

Çalıştığınız Departman: .....

Göreviniz: .....

Kaç yıldır bu işletmede çalışıyorsunuz ? .....

Toplam kaç yıldır iş yaşamındasınız ? .....

İşiniz ofis dışında bulunmayı ne derece gerektiriyor ?

Hiç  Çok az  Biraz  Oldukça  Çok  Sürekli

**BÖLÜM 1:** Aşağıda iş yaşamının çeşitli yönleriyle ilgili sorular bulunmaktadır. Lütfen soruları dikkatle okuyun. Ve okuduğunuz özelliğin, işinizde ne derece bulunmasını istediğinize karar verin. Soruların yanındaki boşluğa size uyan değer rakamını yazın.

**DEĞERLER :**

- 1:** Hiç istemem
- 2:** Çok az isterim
- 3:** Biraz isterim
- 4:** Oldukça isterim
- 5:** Çok isterim
- 6:** Pek çok isterim

**NE DERECE İSTERSİNİZ ?**

- 1.Yaptığım işin anlamlı ve ilginç olmasını.
- 2.İşimin çeşitli yeteneklerimi kullanmama olanak sağlamasını.
- 3.Ortaya çıkardığım işle firmama ve diğer çalışanlara katkıda bulunmayı.
- 4.Yaptığım işle ilgili eksiklerimin bana söylenmesini.
- 5.Yaptığım işin tekrara dayanmamasını.
- 6.Yaptığım işi başından sonuna dek takip etmeyi ve sonuçlarını görmeyi.
- 7.Yapılacak işlerin sırasını kendim belirlemeyi.
- 8.Yaptığım işin, ailem ve yakın çevrem üzerinde olumlu etkiler bırakmasını.
- 9.Yapılan işin bir parçasıyla ilgilenmek yerine, bütünüyle ilgilenmeyi.
- 10.İşimle ilgili kararlarda söz sahibi olmayı.
- 11.Bir işi tamamladığımda başarılı olduğum yönlerin bana söylenmesini.
- 12.İşimi yaparken sahip olduğum bilgi birikimini kullanabilmeyi.
- 13.Yaptığım işin toplum için faydalı ve değerli olmasını.
- 14.İş performansım ile ilgili düzenli bilgi almayı.
- 15.Yapmam gereken bir işin çeşitli yönleriyle ilgilenmeyi.
- 16.Yapılan işin doğru bulmadığım yönleri olduğunda, bunları söyleyebilmeyi.
- 17.Yaptığım işle ilgili bütün sorumluluğu almayı.

BÖLÜM 2 : Aşağıda iş yaşamının çeşitli yönleriyle ilgili cümleler bulunmaktadır. Sizden beklenen, şu anda çalışmakta olduğunuz işinizi, bu cümleler doğrultusunda değerlendirmenizdir. Lütfen soruları dikkatle okuyunuz. Ve okuduğunuz cümleye, ne derecede katıldığınıza karar veriniz. Soruların yanındaki boşluğa size uyan değer rakamını yazınız.

DEĞERLER :

- 1: Hiç katılmıyorum
- 2: Çok az katılıyorum
- 3: Biraz katılıyorum
- 4: Oldukça katılıyorum
- 5: Çok katılıyorum
- 6: Tamamıyla katılıyorum

- 1.Yaptığım işi anlamlı ve ilginç buluyorum.
- 2.İşim çeşitli yeteneklerimi kullanmama olanak sağlıyor.
- 3.Ortaya çıkardığım işle firmama ve diğer çalışanlara katkıda bulunabiliyorum.
- 4.Yaptığım işle ilgili eksiklerim bana söyleniyor.
- 5.Yaptığım iş tekrara dayanmıyor.
- 6.Yaptığım işi başından sonuna dek takip edip, sonuçlarını görebiliyorum.
- 7.Yapılacak işlerin sırasını kendim belirleyebiliyorum.
- 8.Yaptığım iş, ailem ve yakın çevrem üzerinde olumlu etkiler bırakıyor.
- 9.Yapılan işin bir parçasıyla ilgilenmek yerine, bütünüyle ilgilenebiliyorum.
- 10.İşimle ilgili kararlarda söz sahibi olabiliyorum.
- 11.Bir işi tamamladığımda, başarılı olduğum yönlerim bana söyleniyor.
- 12.İşimi yaparken, sahip olduğum bilgi birikimini kullanıyorum.
- 13.Yaptığım iş toplum için faydalı ve değerlidir.
- 14.İş performansıyla ilgili düzenli bilgi alıyorum.
- 15.Yapmam gereken bir işin çeşitli yönleriyle ilgilenebiliyorum.
- 16.Yapılan işin doğru bulmadığım yönleri olduğunda bunları söyleyebiliyorum.
- 17.Yaptığım işle ilgili bütün sorumluluğu alabiliyorum.





## **APPENDIX III**

## **Twenty Facets of the Short Form of MSQ**

1. Activity: Being able to keep busy all the time.
2. Independence: The chance to work alone on the job.
3. Variety: The chance to do different things.
4. Social Status: The chance to be 'somebody' in the community.
5. Supervision: The way one's boss handles his employees.
6. Supervision-Technical: The competence of one's supervisor in making decisions.
7. Moral Values: Being able to do things that do not go against one's conscience.
8. Security: The way one's job provides for steady employment.
9. Social Service: The chance to do things for other people.
10. Authority: The chance to tell other people what to do.
11. Ability Utilization: The chance to do something that makes use of one's abilities.
12. Company Policies and Practices: The way company policies are put into practice.
13. Compensation: Money received for work.
14. Advancement: The chances for advancement on the job.
15. Responsibility: The freedom to use one's own judgment.
16. Creativity: The chance to try one's own methods of doing the job.
17. Working Conditions: Physical working conditions of a work.
18. Co-workers: The way one's co-workers get along with each other.
19. Recognition: The praise one gets for doing a good job.
20. Achievement: The feeling of accomplishment one gets from the job.