

**JOB SATISFACTION AMONG MANAGERS OF PT. CAHAYA
SAKTI MULTI INTRACO (CASMI)**

THESIS

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**UNIVERSITAY OF INDONESIA
FACULTY OF ECONOMICS
MAGISTER OF MANAGEMENT
MAGISTER OF BUSINESS ADMINISTRATION
JAKARTA
FEBRUARY 2009**

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**Submitted to fulfill one of the requirements to obtain degree of
Magister Management**

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**PERPUSTAKAAN
UNIVERSITAS INDONESIA**

**FEBRUARY 2009
STATEMENT OF ORIGINALITY**

**This final paper represents my own effort,
any idea or excerpt from other writers in this final paper, either in form of
publication or in other form of publication, if any, have been acknowledged
in this paper in accordance to the academic standard or reference procedures**

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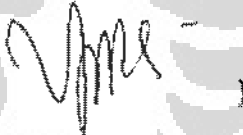
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PREFACE

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Finally, the writer is always expecting that this paper can be useful to all readers

Jakarta, February 13, 2009

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ABSTRACT

Nama : Tengku Mohamad Meidi Akbar
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Judul : Job Satisfaction Among Managers of PT. Cahaya Sakti Multi
Intraco (CASMI)

This study discuss about job satisfaction of managerial employee of PT. Cahaya Sakti Multi Intraco (CASMI). The reason is the current condition at CASMI shows high turnover of managerial level employee, low performance of managerial employee, and high absence level of managerial employee, that are related to job satisfaction. Author also gets information from the books, journal, and internet, which discuss about job satisfaction, the phenomena related to job satisfaction and how to measure job satisfaction. Job satisfaction has relationship to turnover, absence level, and performance, so if the company can measure and increase job satisfaction level, it can be increase the productivity.

Job satisfaction is strategic issue in company related to their human resources as one of the important asset. Because of job satisfaction level related to productivity, so the company always try to increase the job satisfaction level of their employee. If the company can increase job satisfaction level, the employee will have spirit to do the job. One concept that famous to study about job satisfaction in job descriptive index, it consist of five facet of job satisfaction, that are work itself (job), pay, supervision, promotion, working relations (co-workers). Beside those five facets, it can be combined with job in general to get information about satisfaction in general.

The conclusion from this study is five facets of job descriptive index significantly influence job satisfaction in general. For managers CASMI, job dimension and supervision dimension influence significantly to job satisfaction in general, that's about 58,4 %. From this study, the author want to give information to top management about job satisfaction level of managers of CASMI, and what factors that influence job satisfaction of them, is there any difference in job satisfaction related to gender, age, education, working period, and status of managers in CASMI, so the company can do the right way to increase job satisfaction in the future to increase the productivity of company.

Keywords: Job Satisfaction, Job Descriptive Index, Employee Satisfaction

TABLE OF CONTENTS

Title	i
Statement of Originality	ii
Validation Statement	iii
Preface	iv
Publication Agreement Statement	v
Abstract	vi
Table of Contents	vii
Lists of Tables	x
Lists of Figures	xii
Lists of Appendixes	xiii
Chapter 1: Introduction	
1.1. Background	1
1.2. Research Problems	4
1.3. Problem Scope	4
1.4. Objectives	4
1.5. Benefits	4
1.6. Methodology	5
1.7. The Systematic of Writing	6
Chapter 2: Literature Review	
2.1. Job Satisfaction	7
2.2. Factors Influencing Job Satisfaction	8
2.2.1. Extrinsic sources of job	8
2.2.2. Intrinsic factors of job satisfaction	12
2.2.3. Impact of demographic variables on job satisfaction	14
2.3. Theories of Job Satisfaction	18
2.3.1. Discrepancy theories	18
2.3.2. Value-percept theory	22
2.3.3. Equity theory	23

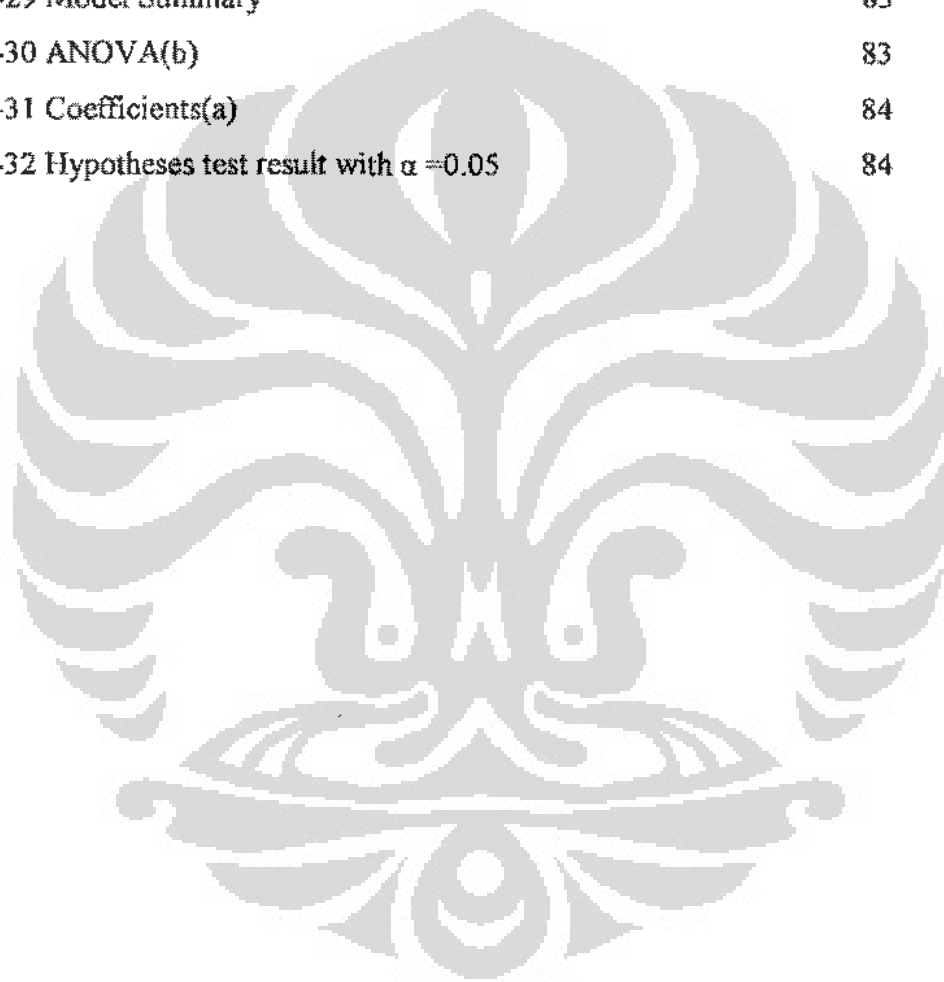
2.3.4. Job Characteristics Models	23
2.4. Consequences of Job Satisfaction	24
2.4.1. Productivity	24
2.4.2. Life satisfaction	25
2.4.3. Organizational commitment and organizational citizenship behavior	25
2.4.4. Withdrawal behaviors	26
2.4.5. Turnover	26
2.4.6. Absenteeism	26
2.4.7. Counterproductive behaviors	27
Chapter 3: Organization Overview	
3.1. Company Background	28
3.2. Philosophy, Vision and Mission	30
3.3. Organization Structure	31
3.4. Company Product	32
3.5. Production Flow Process	35
3.6. Distribution Channel	39
Chapter 4: Research Method	
4.1. Introduction	40
4.2. Research Design	40
4.2.1. Population	40
4.2.2. Sampling	40
4.3. Question Response Format	42
4.4. Questionnaire Model	43
4.4.1. Biographical questionnaire	43
4.4.2. Job Satisfaction Questionnaire	43
4.5. Procedure	51
4.5.1. Person-administered survey	51
4.5.2. Self-administered surveys	51
4.6. Validity & Reliability	52

4.7. Statistical Techniques	60
4.7.1. Descriptive statistics	60
4.7.2. Inferential statistics	61
Chapter 5: Presentation of Results	
5.1. Introduction	63
5.2. Results	63
5.2.1. Respondents	63
5.2.2. Descriptive statistics	65
5.2.3. Compare means analysis	70
5.2.4. Regression analysis	83
Chapter 6: Conclusion & Suggestion	
6.1. Conclusion	86
6.2. Suggestion	91
References	93

LIST OF TABLES

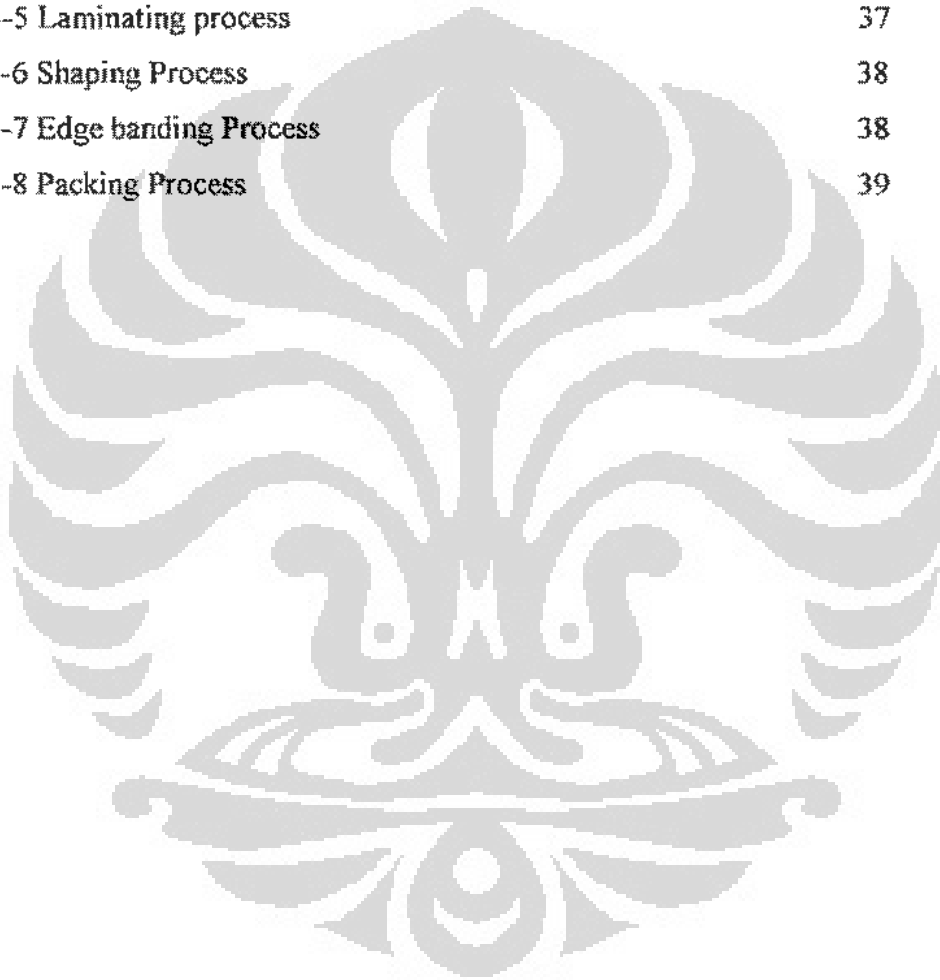
Table 4-1 Advantages and disadvantages person-administered survey	51
Table 4-2 Cronbach's Alpha Scale	53
Table 4-3 Validity test of job	54
Table 4-4 Validity test of pay	55
Table 4-5 Validity test of promotion	56
Table 4-6 Validity test of supervision	57
Table 4-7 Validity test of working relations	58
Table 4-8 Validity test of general job satisfaction	59
Table 4-9 Hypotheses test with $\alpha = 0.05$	62
Table 5-1 Gender	63
Table 5-2 Education	64
Table 5-3 Age	64
Table 5-4 Working Period	64
Table 5-5 Status	65
Table 5-6 The option for the answer	65
Table 5-7 The category from the answer	66
Table 5-8 Descriptive (Job)	66
Table 5-9 Descriptive (Pay)	67
Table 5-10 Descriptive (Promotion)	67
Table 5-11 Descriptive (Supervision)	68
Table 5-12 Descriptive (Working Relations)	68
Table 5-13 Descriptive (General Job Satisfaction)	69
Table 5-14 Descriptive Group Statistic (Gender)	70
Table 5-15 Levene-Test (Gender)	71
Table 5-16 Test of Homogeneity of Variances (Age)	72
Table 5-17 Value of Mean Test (Age)	73
Table 5-18 Post Hoc Test (Age)	74
Table 5-19 Test of Homogeneity of Variances (Education)	75
Table 5-20 Value of Mean Test (Education)	76
Table 5-21 Post Hoc Test (Education)	77

Table 5-22 Test of Homogeneity of Variances (Working Period)	77
Table 5-23 Value of Mean Test (Working Period)	78
Table 5-24 Post Hoc Test (Working Period)	79
Table 5-25 Test of Homogeneity of Variances (Status)	80
Table 5-26 Value of Mean Test (Status)	80
Table 5-27 Post Hoc Test (Status)	81
Table 5-28 Variables Entered/Removed(b)	83
Table 5-29 Model Summary	83
Table 5-30 ANOVA(b)	83
Table 5-31 Coefficients(a)	84
Table 5-32 Hypotheses test result with $\alpha = 0.05$	84



LIST OF FIGURES

Figure 3-1 Organization Structure of CASMI 2008	32
Figure 3-2 Brand Albatros product	34
Figure 3-3 Brand Olympic & Solid Product	35
Figure 3-4 Production Flow Process	36
Figure 3-5 Laminating process	37
Figure 3-6 Shaping Process	38
Figure 3-7 Edge banding Process	38
Figure 3-8 Packing Process	39



LIST OF APPENDIXES

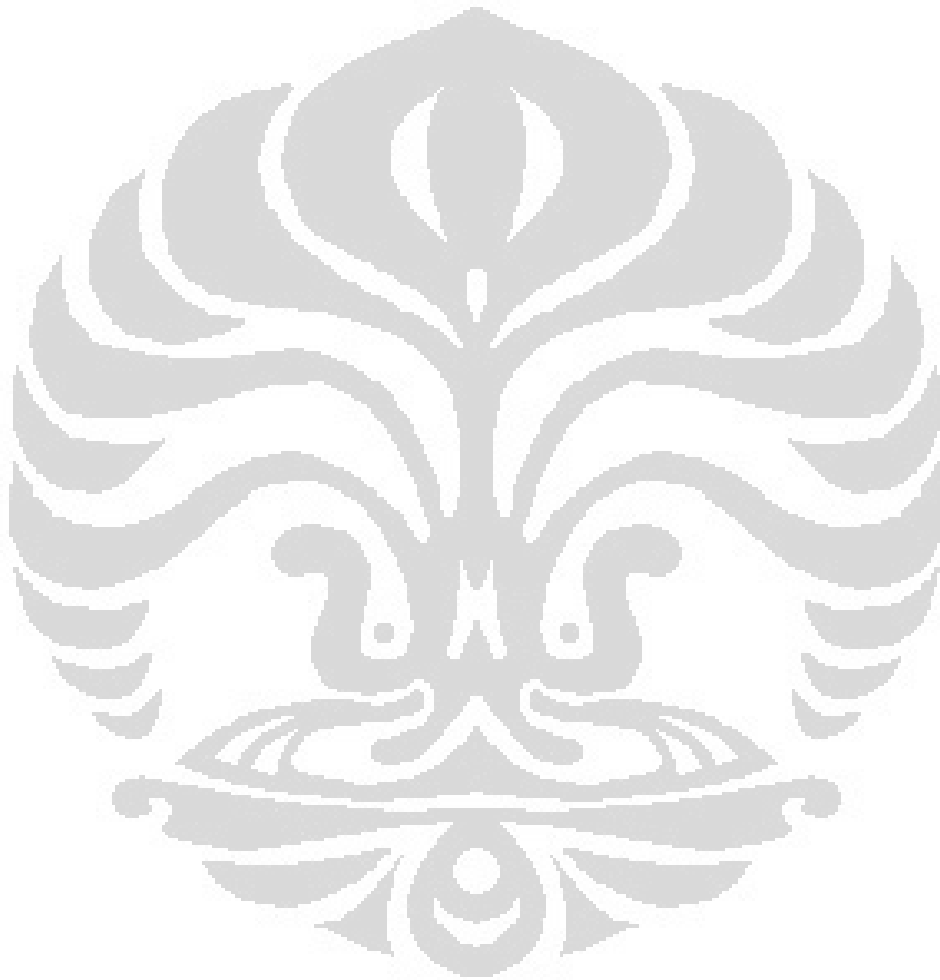
Appendix -1 Questionnaire

Appendix -2 Reliability

Appendix -3 Compare Means Analysis

Appendix -4 Multiple Regressions

Appendix -5 Crosstab



CHAPTER I

INTRODUCTION

1.1 BACKGROUND

Job satisfaction is generally regarded as an employee's attitude toward the job and job situation. Spector (1997) defines job satisfaction simply as "the degree to which people like their jobs." Some people therefore enjoy work and consider it a central part of their lives while others do so only because they have to.

Locke (1976) as cited by Cooper and Locke (2000) offers a further definition of job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." Job satisfaction is defined as positive affect of employees toward their jobs or job situations.

Job satisfaction is also defined in terms of equity. Robbins (2003) defines job satisfaction as "the difference between the rewards employees receive and the reward they believe they should receive." As a result, the higher this discrepancy, the lower job satisfaction will be. Empirical findings also suggest job satisfaction is related to employee work performance and workplace accidents (Vroom, 1964)

Many studies have researched stability of job satisfaction (Schneider and Dachler, 1978; Staw and Ross, 1985), significance with other factors, such as absenteeism (Hackett and Guion, 1985; Hulin, 1991), turnover (Carsten and Spector, 1987) and performance (Iaffaldano and Muchinsky, 1985; Ostroff, 1992; Podsakoff and Williams, 1986). Job Satisfaction can be an important indicator of how employees feel about their jobs and a predictor of work behaviors such as absenteeism (Wegge, J., Schmidt, K., Parkes, C., & van Dick, K., 2007).

Theories of absence hypothesize that job satisfaction plays a critical role in an employee's decision to be absent (Spector, 1997). Most research indicates a consistent negative relationship between satisfaction and absenteeism, even though the correlation is not very high (Robbins, 1989; Spector, 1997). Owing to the large amount of research conducted on absenteeism there are a plethora of definitions of absenteeism. Absenteeism is defined as "an unplanned, disruptive incident and can be seen as non-attendance when an employee is scheduled for work" (Van der Merwe & Miller, 1988). Milkovich and Boudreau (1994) further

define absenteeism as "the frequency and/or duration of work time lost when employees do not come to work. Van der Merwe and Miller (1988) classify absenteeism into three broad categories that help to understand the nature of this phenomenon. They are: sickness absence, authorized absence/absence with permission and unexcused absence or absence without leave. Absence is a phenomenon that can reduce an organization's effectiveness.

The other factor that has significant correlation with job satisfaction is turnover. Turnover is important to managers as it disrupts organizational continuity and it can be very costly. The different costs associated with turnover include separation costs (exit interviews, separation pay), replacement costs of new employee and training costs of the new employee (Saal & Knight, 1988). According to Spector (1997), studies have been reasonably consistent in showing a correlation between job satisfaction and turnover. Employees with low satisfaction are therefore more likely to quit their jobs. According to Luthans (1995), "high job satisfaction will not, in and of itself, keep turnover low, but it does seem to help. On the other hand, if there is considerable job dissatisfaction, there is likely to be high turnover." It is therefore important to manage satisfaction levels as it might trigger decisions by employees to leave the organization.

Job satisfaction also has correlation with job performance. Traditional theory suggests that job performance is affected by job satisfaction; increase job satisfaction and you will increase job performance. Job satisfaction and job performance are too closely linked to one another, and that they affect each other. Here are cases in point: If a person is highly satisfied with his/her job, this would lead the person to want to do a good job and to perform well. On the other side is the person's ability level. If the person is struggling with performing the job, it may give the appearance that the person is a poor performer even though he/she may be exhausting a great deal of effort in trying to perform the job. This person's frustration then in turn leads to poor job satisfaction (Caudron, 1995).

One of the most popular and extensively researched measures of job satisfaction is the Job Descriptive Index (JDI) (Smith, Kendall, & Hullin, 1969). This measure identifies five facets of job satisfaction, that are the work itself, supervision, coworker, pay, and promotion.

Researchers of job satisfaction have widely adopted Job Descriptive Index (JDI) as the instrument to measure five organizational and individual outcomes related to job satisfaction: work, pay, supervision, co-worker, and supervision. The past literature agreed upon its solid construct validity (Kinicki et al., 2002) and validity (Bowling Green State University, 1997; Spector, 2002). In general, job satisfaction is more highly correlated to performance in complex jobs, in relevance to the relationship in less complex jobs.

Talking about the relationship between job satisfaction and absenteeism, turnover, and job performance, at this time, CASMI has very high level of managerial resignation and absenteeism, and low level of achievement. The current condition, CASMI has 51 branch managers, 25 managers at head office, so, the company has 76 managers. During 2008, 3 managers resigned because they got better job and 12 managers fired by the company because they have low performance. They were warned by top management to improve their performance but they failed. From 51 branches around Indonesia, 27 branches had performances less than 90 % achievement (until October 2008). The situation was totally different compare to 2005, 2006, and 2007. In 2005, 2006 and 2007 there were no turnovers. In 2005, CASMI had the best performance. In 2006 and 2007, CASMI had lower performance than 2005 but still above average and growing.

In 2007 and 2008, the discipline level of managers were low, they usually came late to the office, asked for permission, and left the office for personal interest. Most of managers are come late to the office. They usually arrive at the office on 08.15 – 08.30 a.m. The office hour start from 08.10 a.m. everyday. Most of managers also asked for permission during office hour for their personal interest, for instance because of their family, children, etc. The absence level of manager on 2007 was 6 days per manager per year excluding annual leave (data until December 2007) and in 2008 was 6 days per manager per year excluding annual leave (data until October 2008). Because of the discipline problem, the company had loss financially because those managers were still paid by the company although they were absence. It was also difficult to do task coordination and productivity of company decreased.

Based on this condition, the study focus on job satisfaction among managers in CASMI.

1.2 RESEARCH PROBLEMS

Based on the above condition, writer formulates research problem as follows:

- How is the job satisfaction level of managers in CASMI?
- Is there any difference in job satisfaction related to gender, age, education, working period, and status of managers in CASMI?
- What factors that influence job satisfaction of managers in CASMI?

1.3 PROBLEM SCOPE

Job satisfaction is a complicated matter because it is related to someone's feeling to various aspects that existed in job. To narrow the discussion of job satisfaction aspects, the study only evaluates *the work itself, supervision, pay, promotion and coworker*.

In this thesis, analysis unit used for measuring job satisfaction is employees from managerial level.

1.4 OBJECTIVES

The objectives of this research are:

- Give information for top management of CASMI about level of job satisfaction among managers.
- Show the difference in job satisfaction related to gender, age, education, working period, and status of managers in CASMI
- Get information about factors influencing job satisfaction among managers.

1.5 BENEFITS

From this research, top management CASMI can get information about satisfaction of managers to make decision precisely for improvement, either in order to prevent or give solution to manager's problems. With this information,

then top management of CASMI can use it as strong diagnosis instrument to know source of problem of dissatisfaction employee from managerial level.

1.6 METHODOLOGY

1.6.1 Data Collection

Data that required to analyze job satisfaction among managers in CASMI is obtained through primary data and also secondary data.

1.6.1.1 Primary datas

One of way for getting the primary data can be conducted from survey among 76 managers of CASMI as sample research for getting the information about job satisfaction among managers in CASMI. The questionnaire was given to respondents to be filled up directly, and was collected after they finished. The questionnaire uses likert scale, whereas respondents profile uses nominal scale.

The data collection was conducted in the head office of CASMI.

1.6.1.2 Secondary Data

Secondary data was obtained from literature study to get supporting data related to job satisfaction.

1.7 THE SYSTEMATIC OF WRITING

Chapter 1 contains introduction that describes organization of the report. It contains background, research problem, scope of problem, objectives, benefits, methodology, and the systematic of the writing.

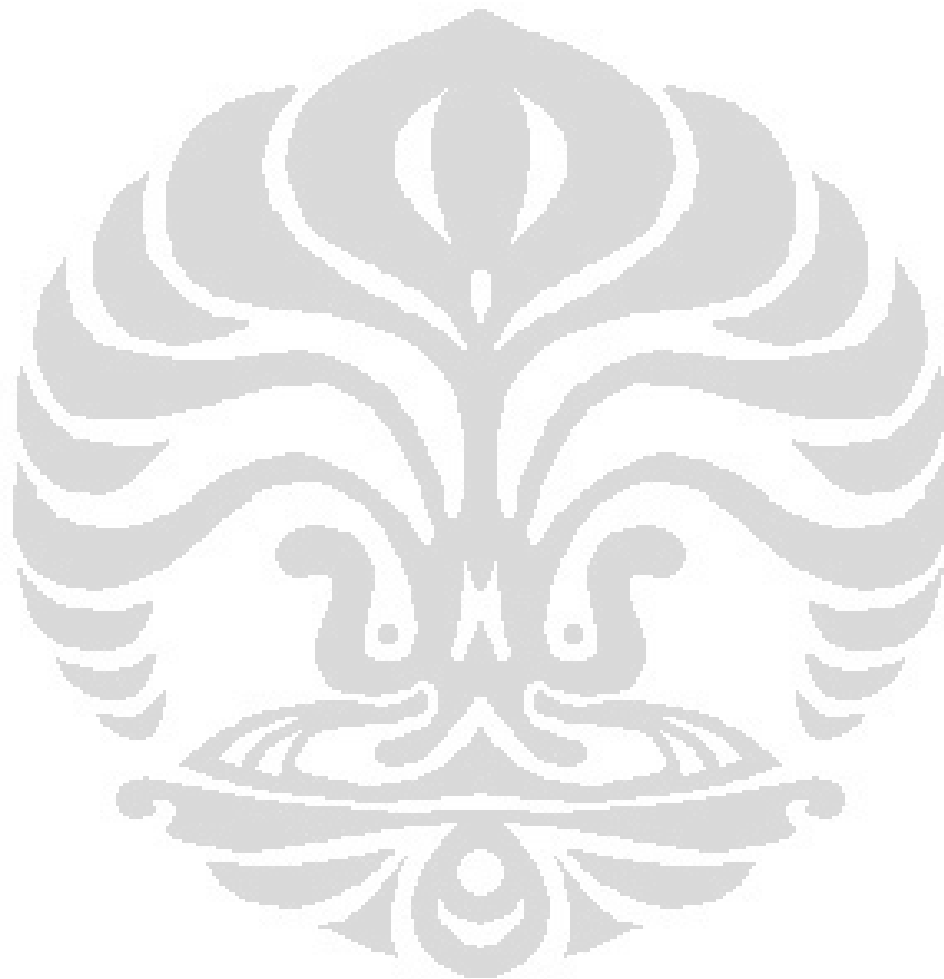
Chapter 2 explain about overview theory that cover explanation about job satisfaction, factors that influence job satisfaction, and approach that conducted to measure job satisfaction. In this chapter also will be discussed about motivation, theory of motivation and comparison of some motivation theories.

Chapter 3 discusses about research object, that is will be discussed about CASMI, that cover history, main business, philosophy, vision and mission, and organization structure.

Chapter 4 discusses about research method that used for this research.

Chapter 5 describes about analysis and research result. How is the job satisfaction among managers of CASMI, is there any difference in job satisfaction related to gender, age, education, working period, and status for all managers, and what are the factors that influence job satisfaction of managers in CASMI.

Chapter 6 describes the conclusion of the study and the recommendation for top management as the basis for improving job satisfaction among managers in CASMI.



CHAPTER 2

LITERATURE REVIEW

2.1 JOB SATISFACTION

Job satisfaction is generally regarded as an employee's attitude toward the job and job situation. Spector (1997) defines job satisfaction simply as "the degree to which people like their jobs." Some people therefore enjoy work and consider it a central part of their lives while others do so only because they have to.

Robbins (2005) defines job satisfaction as "a collection of feelings that an individual holds toward his or her job." This implies that a person with a high level of job satisfaction will hold positive feelings towards the job and a person who is dissatisfied will hold negative feelings about the job.

Locke (1976) as cited by Cooper and Locke (2000) offers a further definition of job satisfaction as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences."

Hoole and Vermeulen (2003) maintain that the popularity of his field of study is also due to its relevance to the physical and mental well-being of employees. Furthermore, Robbins (2005), postulates that managers have a humanistic responsibility to provide employees with jobs that are challenging, rewarding and satisfying. According to Alavi and Askaripur (2003), there are at least three reasons why managers must focus on the job satisfaction of its employees:

- Evidence suggests that unsatisfied individuals leave organizations.
 - Satisfied employees are in better health and have longer life expectancy.
- Connolly and Myers (2003) further maintain that a lack of job satisfaction has been associated with symptoms like anxiety, depression and poor physical and psychological health, which have concomitant consequences for absenteeism and commitment.
- Job satisfaction in the workplace also affects individuals' private lives which in turn has an effect on absenteeism and other important work-related attitudes and behavior.

Job satisfaction is also defined in terms of equity. Robbins et al. (2003) define job satisfaction as “the difference between the rewards employees receive and the reward they believe they should receive.” As a result, the higher this discrepancy, the lower job satisfaction will be.

2.2 FACTORS INFLUENCING JOB SATISFACTION

Job satisfaction is a complex variable and is influenced by factors of the job environment as well as dispositional characteristics of an individual. These factors have been arranged according to two dimensions, namely, extrinsic and intrinsic factors (Buitendach & De Witte, 2005).

The extrinsic factors include things like pay, promotion opportunities, co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence and abilities, age and marital status (Mullins, 1999).

2.2.1 Extrinsic sources of job

Extrinsic sources of job satisfaction are determined by conditions that are beyond the control of the employee (Atchison, 1999). The following factors will be discussed, namely, pay, the job itself, promotion opportunities, supervision, co-workers, working conditions and the issue of fairness.

2.2.1.1 Pay

Pay refers to the amount of compensation received for a specific job (Robbins et al., 2003). Luthans (1995) notes that “wages and salaries are recognized to be a significant, but complex, multidimensional predictor of job satisfaction.”

According to Spector (1997) and Berkowitz (1987), the correlation between the level of pay and job satisfaction tends to be surprisingly small. This suggests that pay in itself is not a very strong factor influencing job satisfaction. Berkowitz (1987) notes that “there are other considerations, besides the absolute value of one’s earnings that influences attitudes toward satisfaction with pay.”

Spector (1996) postulates that “it is the fairness of pay that determines pay satisfaction rather than the actual level of pay itself.” If an employee’s

compensation is therefore perceived to be equitable, when compared to another person in a similar position, satisfaction might be the likely result.

2.21.2 Job or the work itself

According to Luthans (1995), the content of the work performed by employees is a major predictor of job satisfaction. Not surprisingly, "research is fairly clear that employees who find their work interesting, are more satisfied and motivated than employees who do not enjoy their jobs" (Gately, 1997 as cited by Aamodt, 2004). Employees tend to prefer jobs which afford them the opportunity to apply their skills and abilities, offer them variety and freedom as well as jobs where they get constant feedback on how well they are doing (Robbins, 2005). Hence, it is important for managers to take innovative steps to make work more interesting in order to increase the levels of job satisfaction of employees.

Furthermore, if a job is highly motivating, employees are likely to be satisfied with the job content and deliver higher quality work, which in turn could lead to lower rates of absenteeism (Friday & Friday, 2003). Fox (1994) as cited by Connolly and Myers (2003) however, advances a contradictory view and maintain that "as workers become more removed from the ability to make meaning through work, the opportunity to experience job satisfaction becomes more difficult." This stems from the fact that job satisfaction is related to a myriad of factors, including physical, psychological and demographic variables, which are unrelated to the workplace.

2.2.1.3 Promotion opportunities

According to Friday and Friday (2003), satisfaction with promotion assesses employees' attitudes toward the organization's promotion policies and practices. In addition to this, Bajpai and Srivastava (2004) postulate that promotion provides employees with opportunities for personal growth, more responsibilities and also increased social status.

Robbins (1989) maintains that employees seek promotion policies and practices that they perceive to be fair and unambiguous and in line with their expectations. Research indicates that employees who perceive that promotion

decisions are made in a fair and just manner are most likely to experience job satisfaction.

2.2.1.4 Supervision

Research indicates that people who enjoy working with their supervisors will be more satisfied with their jobs (Aamodt, 2004). Furthermore, a study by Bishop and Scott (1997) as cited by Aamodt (2004) found that satisfaction with supervisors was related to organizational and team commitment, which in turn resulted in higher productivity, lower turnover and a greater willingness to help.

According to Luthans (1995), there seem to be three dimensions of supervision that affect job satisfaction. The first dimension has to do with the extent to which supervisors concern themselves with the welfare of their employees. Research indicates that employee satisfaction is increased if the immediate supervisor is emotionally supportive (Egan & Kadushin, 2004; Robbg, 1997, as cited by Connolly & Myers, 2003).

The second dimension has to do with the extent to which people participate in decisions that affect their jobs. Research by Grasso (1994) and Malka (1989) as cited by Egan and Kadushin (2004) found a positive relationship between managerial behavior that encourages participation in decision-making and job satisfaction. Robbins (1989) supports this view and maintains that satisfaction is increased if the immediate supervisor listens to employees' inputs.

A third dimension of supervision which is related to job satisfaction, according to Luthans (1995), is an employee's perception of whether they matter to their supervisor and their organization. Connolly and Myers (2003) maintain that this aspect of an employee's work setting may also be related to enhancing job satisfaction.

2.2.1.5 Co-Workers

Another dimension which influences job satisfaction is the extent to which co-workers are friendly, competent and supportive (Robbins et al., 2003). Research indicates that employees who have supportive co-workers will be more satisfied with their jobs (Aamodt, 2004; Robbins, 1989; 2005). This is mainly

because “the work group normally serves as a source of support, comfort, advice and assistance to the individual worker” (Luthans, 1995).

Researchers further found that employees observe the levels of satisfaction of other employees and then model these behavior (Salancik & Pfeffer, 1997 as cited by Aamodt, 2004). Hence, if an organization’s veteran employees work hard and talk positively about their jobs, new employees will model this behavior and be both productive and satisfied. The reverse can also be true.

2.2.1.6 Working conditions

Working conditions is an extrinsic factor that has a moderate impact on an employee’s job satisfaction (Luthans, 1995). Working conditions refer to such aspects as temperature, lighting, noise and ventilation. Robbins (1989) states that employees are concerned with their work environment for both personal comfort and for facilitating good job performance. Studies have demonstrated that employees prefer physical surroundings that are safe, clean, comfortable and with a minimum degree of distractions (Robbins, 2005). According to Spector (1997), research has shown that employees who perceive high levels of constraints in terms of their work environment, tend to be dissatisfied with their jobs.

Contradictory literature, however, indicates that “most people do not give working conditions a great deal of thought unless they are extremely bad” (Luthans, 1995).

2.2.1.7 Fairness

One factor related to job satisfaction is the extent to which employees perceive that they are being treated fairly (Aamodt, 2004). According to Robbins (1989), employees seek for policies and systems that they perceive to be fair as this will likely result in an increase in job satisfaction.

Johns (1996) distinguishes between distributive fairness and procedural fairness. Distributive fairness is perceived fairness of the actual decisions made in an organization. If employees perceive that decisions are made in a fair manner, they are likely to express satisfaction with their jobs (Robbins, 2005).

Procedural fairness on the other hand, occurs when the processes to determine work outcomes/decisions are perceived to be reasonable. According to Johns (1996), “procedural fairness is particularly relevant to outcomes such as performance evaluations, pay raises, promotions, layoffs and work assignments. Hence, if the processes used to arrive at for example, promotion decisions, are perceived to be fair, it could lead to job satisfaction. Aamodt (2004) states that the relationship between perceptions of justice and job satisfaction is very strong, hence employers should be open about how decisions are made and provide feedback to employees who might not be happy with certain important decisions.

2.2.2 Intrinsic factors of job satisfaction

Intrinsic sources of job satisfaction primarily come from within the individual and are essentially longer lasting than the extrinsic sources (Atchison, 1999). These sources are generally intangible, such as employees feeling a sense of pride in their work as well as individual differences such as personality.

2.2.2.1 Person-Job fit

According to Spector (1997), some research has attempted to investigate the interaction between job and person factors to see if certain types of people respond differently to different types of jobs. This approach posits that “there will be job satisfaction when characteristics of the job are matched to the characteristics of the person” (Edwards, 1991 as cited by Spector, 1997).

One stream of research has examined this perspective in two ways: (1) in terms of the fit between what organizations require and what employees are seeking and (2) in terms of the fit between what employees are seeking and what they are actually receiving (Mumford, 1991 as cited by Mullins, 1999).

Johns (1996, p. 140) refers to this as the “discrepancy theory” of job satisfaction and maintains that “satisfaction is a function of the discrepancy between the job outcomes people want and the outcomes they perceive they obtain.” Thus, the smaller the discrepancy, the higher the job satisfaction should be (Johns, 1996; Spector, 1997). For example, a person who desires a job that

entails interaction with the public but who is office bound, will be dissatisfied with this aspect of the job.

2.2.2.2 Disposition/Personal

Robbins (1989) defines it as "a total of ways in which an individual reacts and interacts with others." Research indicates that some people are predisposed by virtue of their personality to be more or less satisfied despite the changes to their working environment and other factors (Aamodt, 2004; Johns, 1996).

This idea can apparently be traced back to the Hawthorne studies, which found that certain people were continually complaining about their jobs (Spector, 1996). No matter what the researchers did, the participants found a reason to complain. They concluded that their dissatisfaction is a product of their personality. Thus one way to increase the overall level of job satisfaction in an organization is to recruit applicants who show high levels of overall job and life satisfaction (Aamodt, 2004).

Schneider and Dachler (1978) as cited by Spector (1996) also found that job satisfaction seemed stable over time and that it might be the product of personality traits. This view holds some truth in that people with a negative tendency towards life would most likely respond negatively to their jobs even if their jobs changed (Atchison, 1999). The author further advances that many organizations spend much time trying to turn these "negative" people around. In these cases, the best organizations could do is to keep these individuals from affecting the rest of their employees. On the other hand, people with a positive inclination towards life, would most likely most positive attitude towards their job as well.

Aamodt (2004), however, notes that findings on the personality-job satisfaction relationship are controversial and have received some criticism, therefore more research is needed before firm conclusions can be drawn. Spector (1997) further indicates that most research on the personality-job satisfaction relationship has only demonstrated that a correlation exists, without offering much theoretical explanations.

2.2.3 Impact of demographic variables on job satisfaction

Research on job satisfaction has further identified certain personal or demographic characteristics which influence satisfaction in one way or another. This typically involves comparing job satisfaction ratings based on demographic variables such as age, gender, marital status, job level, tenure and number of dependents.

2.2.3.1 Gender

More and more women are entering the workforce and it has become important to understand how men and women might differ in their job attitudes. There is a large body of research explaining the gender-job satisfaction relationship. However, research in this regard has been inconsistent. Some literature reports that males are more satisfied than females, others suggest females are more satisfied and some have found no differences in satisfaction levels based on gender

According to Spector (2000), most studies have found only a few differences in job satisfaction levels amongst males and females.

Studies conducted by Loscocco (1990) indicated that female employees demonstrated higher levels of job satisfaction than male employees across different settings. This author purports that most women value rewards that are readily available to them, such as relationships with co-workers. It therefore becomes easier for them to experience job satisfaction. Male employees on the other hand, most likely desire things like autonomy and financial rewards which are not as readily available. This might result in lower levels of job satisfaction.

A study by Alavi and Askaripur (2003) amongst 310 employees in government organizations, found no significant difference in job satisfaction among male and female employees. Carr and Human's (1988) research is consistent with this view. These authors investigated a sample of 224 employees at a textile plant in the Western Cape and found no significant relationship between gender and satisfaction. Furthermore, Pors (2003) conducted a study including 411 Danish library managers and 237 library managers from the United Kingdom and concluded that there is no overall difference in job satisfaction in

relation to gender. A possible explanation is offered by Tolbert and Moen (1998), who maintain that men and women attach value to different aspects of the job. This therefore makes it difficult to measure differences in job satisfaction based on gender.

On the other hand, a study conducted by Okpara (2004) which involved 360 Information Technology managers in Nigeria, indicated that female employees are less satisfied than their male counterparts – specifically with pay, promotion and supervision. According to Okpara (2004), this finding may educational levels of women in this sample. The author postulates that higher education levels raise expectations about status, pay and promotion and if these expectations are not met, they might experience lower levels of satisfaction.

2.2.3.2 Age

While research has yielded mixed evidence on the influence of age on job satisfaction, most studies suggest a positive correlation, that is, older workers tend to be more satisfied with their jobs than younger workers (Okpara, 2004; Rhodes, 1983 as quoted by Kacmar & Ferris, 1989; Saal & Knight, 1988).

Numerous explanations may be presented to explain the positive correlation between age and job satisfaction (Okpara, 2004) ; older employees have adjusted to their work over the years, which may lead to higher satisfaction ; prestige and confidence are likely to increase with age and this could result in older employees being more satisfied ; younger employees may consider themselves more mobile and seek greener pastures, which could lead to lower satisfaction levels.

However, in contrast to this, other studies found that age does not significantly explain the variance in job satisfaction levels (Alavi & Askaripur, 2003; Carr & Human, 1988; Kacmar & Ferris, 1989; Siu, 2002).

2.2.3.3 Tenure

According to Saal and Knight (1988), research suggests that tenure is likely to influence job satisfaction. Literature overwhelmingly indicates a positive correlation between tenure and job satisfaction, that is, employees with longer job

experience are more satisfied compared to those with fewer years of experience (Bilgic, 1998 as cited by Okpara, 2004; Jones-Johnson & Johnson, 2000; Staw, 1995). Okpara (2004) provides an explanation for this positive correlation and advances that employees settle into their jobs over time, which leads to an increase in organizational commitment and job satisfaction. Furthermore, Robbins (1989) maintains that the longer an employee holds a job, the more they tend to be satisfied with the status quo.

Lambert, Hogan, Barton and Lubbock (2001) on the other hand argue that there is an inverse relationship between tenure and job satisfaction. Hence, longer tenured employees are less satisfied than those who have been in the organization for shorter periods. A possible explanation could be that employees who hold the same jobs over a long period of time, may become bored and experience lower levels of satisfaction.

Another view is provided by Alavi and Askaripur (2003). The authors conducted a study amongst 310 employees in government organizations and found no significant difference in job satisfaction amongst employees based on their years of service. Research in this regard is thus contradictory.

2.2.3.4 Marital status

Research has consistently found that married employees are more satisfied with their jobs than their un-married co-workers (Chambers, 1999; Loscocco, 1990; Robbins et al., 2003). Chambers (1999) in particular, found that married employees experienced increased satisfaction with pay, work, supervision and co-worker subscales of the JDI.

A possible explanation is provided by Robbins (1989). He purports that marriage imposes increased responsibilities which might make a steady job more valuable, hence increasing their satisfaction. However, Robbins et al. (2003) note that the available research only distinguishes between being single and married. Divorcees, couples who cohabit and the widowed have been excluded from research and these are in need of investigation.

Furthermore, a study by Alavi and Askaripur (2003) reported no significant difference in job satisfaction and its five dimensions among single and

married personnel. Researchers are therefore in disagreement concerning the relationship between marital status and job satisfaction.

2.2.3.5 Number of dependents

Robbins (1989) purports that there is strong evidence suggesting a positive relationship between the number of dependents and job satisfaction. This implies that the higher the number of dependents an employee has, the higher the job satisfaction is likely to be. A possible explanation could be that employees with more children are probably older and longer in their jobs. They might therefore have adapted to their work situations, hence the increase in job satisfaction.

Studies by Alavi and Askaripur (2003) amongst employees in government organisations reported no statistically significant relationship between the number of dependents and job satisfaction. Research in this area is, however, limited.

2.2.3.6 Job Level

Oshagbemi (1997) highlights the fact that relatively few studies have attempted to investigate the relationship between employees' job level and corresponding levels of job satisfaction.

However, according to Mowday and Saal and Knight (1988), the limited research available suggests that people who hold higher level jobs are more satisfied than those who hold lower level positions. Several other researchers also found support for a positive correlation between job level and satisfaction. Smither (1998) states that job satisfaction tends to be lower among employees in jobs that characterized by hot or dangerous conditions, which is normally of a lower level nature. Furthermore, Miles, Patrick and King (1996) found that job levels moderates the communication-job satisfaction relationship.

It is possible that the more challenging, complex nature of higher-level jobs lead to higher job satisfaction. Also, employees in professional and managerial jobs are normally paid more, have better promotion prospects, autonomy and responsibility which might also increase the levels of job satisfaction (Saal & Knight, 1988).

It seems therefore that job level is a reliable predictor of job satisfaction, more specifically employees in higher level jobs have greater satisfaction than lower level employee.

2.3 THEORIES OF JOB SATISFACTION

Over the years, researchers devised a number of theoretical approaches to explaining job satisfaction. The theories most frequently addressed in literature are presented below.

2.3.1 Discrepancy theories

According to Aamodt (2004), discrepancy theories postulate that job satisfaction is determined by the discrepancy between what employees want, value and expect and what the job actually provides. Employees will therefore experience dissatisfaction if there is a discrepancy between what they want and what the job offers. Theories that focus on employees' needs and values include Maslow's hierarchy of needs theory, ERG theory, Two-factor theory and McClelland's needs theory (Aamodt, 2004; Robbins et al., 2003).

Maslow's needs hierarchy

Maslow's (1954) theory, which is one of the best known theories, holds that employees would be motivated by and satisfied with their jobs only if certain needs are met (Aamodt, 2004). Maslow advances five major types of needs which are hierarchical. This implies that lower-level needs must be satisfied first before an individual will consider the next level of needs (Robbins, 1989). The five major needs are as follows:

- **Basic biological needs.** According to Maslow's theory, individuals are concerned first and foremost with satisfying their needs for food, water, shelter and other bodily needs. An unemployed individual, who is homeless will be satisfied with any job as long as it provides for these basic needs (Aamodt, 2004).
- **Safety needs.** These needs include security and protection from physical and

emotional harm (Robbins et al., 2003). After basic biological needs have been met, employees become concerned with meeting their safety needs. This implies that employees will remain satisfied with their jobs only if they believe the workplace to be safe to work in (Aamodt, 2004).

- **Social needs.** Once the first two levels of needs have been met, employees will remain satisfied with their jobs only when their social needs have been met (Aamodt, 2004). Social needs include the need for affection, belongingness, acceptance and friendship. In the work context this would typically involve working with others and feeling needed in the organization. Organizations attempt to satisfy their employees' social needs by providing things like cafeterias, organizing sport programs and family events (Aamodt, 2004).
- **Esteem needs.** Esteem or ego needs include the need for status, recognition and achievement (Robbins, 2005). Once an employee's social needs have been met, they start to focus on meeting their esteem needs. According to Aamodt (2004), organizations can help to satisfy these needs through awards, promotions and salary increases.
- **Self-actualization needs.** These needs represent the fifth level of Maslow's needs hierarchy. According to Robbins et al. (2003), self-actualization needs include the need for growth, achieving one's potential and self-fulfillment. An employee striving for self-actualization wants to reach their full potential in every task. Therefore, employees who have been doing the same job for a long time might become dissatisfied and unmotivated in search of a new challenge.

Even though Maslow's theory has received wide recognition, there has been criticism of this theory. Robbins et al. (2003) state that certain reviews of this theory postulate that needs are not necessarily structured along these dimensions "as people simultaneously move through several levels in the hierarchy of needs." Furthermore, because satisfied needs activate movement to the next level, the employee will always have an active need, making long term job satisfaction unlikely in terms of this theory.

ERG theory

Alderfer (1972) reworked Maslow's needs theory and classified needs into only three groups of core needs, namely, existence, relatedness and growth (Robbins et al., 2003). The existence group is concerned with providing basic needs and includes items that Maslow's theory considered as biological and safety needs (Robbins, 1989). The second group of needs relates to maintaining important relationships and the growth needs refers to the desire for personal development (Robbins, 1989; Robbins et al., 2003).

According to Aadmott (2004), the major difference between Maslow's theory and the ERG theory is that the latter theory postulates that progression to the next level need not be fixed; a person can skip levels. People can therefore be simultaneously motivated by needs at different levels. A person can be concerned with satisfying growth needs even though existence and relatedness needs are not met. The ERG theory removes some of the problems associated with Maslow's theory and several studies supported the ERG theory (Robbins et al., 2003).

Two factor theory

One of the earliest theories of job satisfaction is Herzberg's two-factor theory, the factors being "intrinsic factors" and "motivators" (Cooper & Locke, 2000). Herzberg found that intrinsic factors (achievement, responsibilities and recognition) were more strongly correlated with satisfaction than extrinsic factors like policies, benefits and working conditions.

According to Atchison (1999), external satisfiers tend to be short-lived. The author provides an example of employees wanting faster computers to make them happy. They could be excited at first, but if those computers are no longer the status quo a few months down the line, these employees will begin to look to other external factors in their search for job satisfaction. As Randolph and Johnson (2005) surmise "if you want to motivate workers, don't put in another water fountain; provide a bigger share of the job itself." It becomes apparent that internal satisfaction is longer lasting and more motivating than external satisfiers.

However, according to Cooper and Locke (2000), this theory has been widely criticized in that some research has shown that both intrinsic and extrinsic factors contribute to both satisfaction and dissatisfaction.

McClelland's needs theory

David McClelland, a well known psychologist, has been studying the relationship between needs and behavior since the late 1940s. Although he is most recognized for his research on the need for achievement, he also investigated the needs for affiliation and power.

The need for achievement is defined by the following desires : To accomplish something difficult. To master, manipulate, or organize physical objects, human beings, or ideas. To do this as rapidly and as independently as possible. To overcome obstacles and attain a high standard. To excel one's self. To rival and surpass others. To increase self-regard by the successful exercise of talent. (H.A. Murray, 1938).

Achievement-motivated people share three common characteristics : (1) a preference for working on tasks of moderate difficulty; (2) a preference for situations in which performance is due to their efforts rather than other factors, such as luck; and (3) they desire more feedback on their successes and failures than do low achievers. A review of research on the "entrepreneurial" personality showed that entrepreneurs were found to have a higher need for achievement than nonentrepreneurs. (K.G. Shaver, 1995).

The need for affiliation reflects an individual's desire to spend more time maintaining social relationship, joining group, and wanting to be loved. Individuals high in this need are not the most effective managers or leaders because they have a hard time making difficult decisions without worrying about being disliked. (HR Magazine, 2005).

The need for power reflects an individual's desire to influence, coach, teach, or encourage others to achieve. People with a high need for power like to work and are concerned with discipline and self-respect. There is a positive and negative side to this need. The negative face of power is characterized by an "if I win, you lose" mentality. In contrast, people with a positive orientation to power

focus on accomplishing group goals and helping employees obtain the feeling of competence. Because effective managers must positively influence others, McClelland proposes that top managers should have a high need for power coupled with low need for affiliation. He also believe that individuals with high achievement motivation are not best suited for top management positions. Several studies support these propositions. (A M Harrel and M J Stahl, 1981).

Employees who have a strong need for achievement would be satisfied with jobs that are challenging and over which they can exert some control (Aamodt, 2004). In contrast, employees with low achievement needs are satisfied with jobs involving little challenge.

Individuals with a high need for affiliation would be satisfied with jobs that involve working with people and establishing close interpersonal relationships (Robbins, 1989).

Finally, employees who have a need for power, have a desire to impact, influence and to control others (Robbins et al., 2003). Employees with strong power needs are most likely satisfied with jobs where they can direct and manage others.

2.3.2 Value-percept theory

Locke (1976) as quoted by Cooper and Locke (2000) argued that “individual’s values would determine what satisfied them on the job.” Employees in organizations hold different value systems, therefore based on this theory, their satisfaction levels will also differ. Furthermore, this theory predicts that “discrepancies between what is desired and received are dissatisfying only if the job facet is important to the individual” (Anderson, Ones, Sinangil & Viswesvaran, 2001).

According to Cooper and Locke (2000), the potential problem with this theory is that what people desire and what they consider important are likely to be highly correlated. In theory these concepts are separable; however, in practice many people will find it difficult to distinguish the two. Despite this limitation, research on this theory has been highly supportive (Cooper & Locke, 2000).

2.3.3 Equity theory

This theory proposes that job satisfaction is a function of what employees put into a job situation compared to what they get from it (Cooper & Locke, 2000; Robbins, 2005). Therefore, the more an employee receives relative to what they put into a job, the higher job satisfaction will be. Three components are involved in this perception of fairness, namely, inputs, outputs and input/output ratio (Aamodt, 2004): Inputs refer to those elements we put into our jobs and include things such as effort, experience, education and competence (Robbins, 2005). Outputs are elements that individuals receive from their jobs (Aamodt, 2004). These include things such as pay, benefits and challenge. Input/Output ratio. According to Aamodt (2004), employees subconsciously compute an input/output ratio by dividing output value by input value.

Employees may attempt to increase their outputs, for example, by asking for a salary increase. Conversely, they can reduce their inputs by not working as hard as they would normally do (Aamodt, 2004).

Furthermore, employees compare their input-outcome ratio with that of other employees and if they perceive it to be fair, employees will experience satisfaction (Robbins, 2005). Conversely, if employees perceive an inequity in their input- outcome ratio compared to other employees, they become dissatisfied and less motivated.

2.3.4 Job Characteristics Models

This model, introduced by Hackman and Oldham (1976), recognizes that “certain aspects of the job are inherently motivating for most people and individuals may perceive and respond to the same stimuli differently” (Anthony, Perrewe & Kacmar, 1999). Employees are thus motivated by the intrinsic satisfaction they derive from doing their job. The five core job characteristics are defined in the following terms (Spector, 1997): Task identity refers to the degree to which the job requires completion of a whole piece of work (Robbins, 2005). Employees can complete a task from beginning to end with an identifiable outcome. Task significance is the degree to which the job is important (Spector, 1997). This is determined by the impact the employee’s work has on others within

or outside the organization. Skill variety refers to the degree to which employees are able to do a number of different tasks using many different skills, abilities and talents (Anthony et al., 1999). Autonomy is defined as “the freedom employees have to do their jobs as they see fit” (Spector, 1997). This freedom or discretion relates to things such as scheduling, prioritizing and determining procedures for task completion (Anthony et al., 1999). Feedback refers to the degree to which the job offers information to employees regarding performance and work outcomes (Spector, 1997).

According to Robbins (2005), the Job Characteristics Model has been well researched and evidence supports the general idea that certain job characteristics have an impact on behavioral outcomes.

2.4. CONSEQUENCES OF JOB SATISFACTION

Satisfaction on the job influences many other organizational variables. These include not only work variables such as performance or turnover, but also personal or non-work variables such as health and satisfaction with life. The next section briefly discusses the potential effect of job satisfaction on different variables.

2.4.1 Productivity

According to Robbins et al. (2003), managers' interest in job satisfaction tends to centre on its effect on employees performance and productivity. The natural assumption is that satisfied employees should be productive employees. A large body of research postulates that job satisfaction has a positive effect on productivity, however, this correlation is rather modest (Cranny, Cain-Smith & Stone, 1992; Kreitner & Kinicki, 2001; Robbins, 2005; Spector, 1997). Gibson, Ivancevich & Donnelly (1997) surmised that some employees who are satisfied with work are poor performers, conversely, there might be employees who are not satisfied, but who are excellent performers.

Robbins (2005) concluded that productivity is more likely to lead to satisfaction than the other way around. Hence, if employees do a good job (productivity), they intrinsically feel good about it. In addition, higher

productivity could lead to an increase in rewards, pay level and promotion, which are all sources of job satisfaction.

2.4.2 Life satisfaction

Three hypotheses have been put forth about the relationship between job and life satisfaction (Cooper & Locke, 2000; Spector, 1996). The *spill over* hypothesis suggests that job experiences spill over into life and vice versa. Problems at home can affect satisfaction at work and problems at work can affect home life. In terms of the *segmentation* hypothesis, people compartmentalize their lives and satisfaction in one area of life has little to do with satisfaction in another area. The *compensation* hypothesis states that people will compensate for a dissatisfying job by seeking fulfillment in non-work life and vice versa. The relationship between life and job satisfaction is thus reciprocal- being satisfied with a job is postulated to affect life satisfaction and vice versa (Spector, 1997).

2.4.3 Organizational commitment and organizational citizenship behavior

According to Kreitner and Kinicki (2001), organizational commitment "reflects the extent to which an individual identifies with an organization and is committed to its goals." Armstrong (1996) advances that "organizational commitment has three components: an identification with the goals of the organization; a desire to belong to the organization and a willingness to display effort on behalf of the organization." There seems to be a strong correlation between job satisfaction and organizational commitment. Higher commitment can, in turn, facilitate higher productivity.

Closely linked to the concept of organizational commitment is the variable called organizational citizenship behavior (OCB). Spector (1997) defines OCB as a "behavior by an employee intended to help co-workers or the organization." It is thus voluntary things employees do to help their fellow workers and their employers. Robbins (2005) states that job satisfaction is a major determinant of OCB in that satisfied employees would more likely talk positively about the organization and go beyond their normal call of duty. According to Robbins et al. (2003), there is a modest overall relationship between these two variables.

2.4.4 Withdrawal behaviors

Many theories purport that people who dislike their jobs will avoid them. This is commonly referred to as withdrawal, which refers to behaviors by which employees remove themselves from the workplace, either temporarily or permanently (Saal & Knight, 1988). Withdrawal behaviors have been widely considered in job satisfaction research. Three forms of withdrawal behavior which have been linked to satisfaction will be discussed, namely, turnover, absenteeism and sabotage.

2.4.5 Turnover

The first form of withdrawal is need as “any permanent departure beyond organisational boundaries Cascio (2003). Turnover is important to managers as it disrupts organizational continuity and it is can be very costly. The different costs associated with turnover include separation costs (exit interviews, separation pay), replacement costs of new employee and training costs of the new employee (Saal & Knight, 1988).

According to Spector (1997), studies have been reasonably consistent in showing a correlation between job satisfaction and turnover. Employees with low satisfaction are therefore more likely to quit their jobs. According to Luthans (1995), “high job satisfaction will not, in and of itself, keep turnover low, but it does seem to help. On the other hand, if there is considerable job dissatisfaction, there is likely to be high turnover.” It is therefore important to manage satisfaction levels as it might trigger decisions by employees to leave the organization.

2.4.6 Absenteeism

Absence is a phenomenon that can reduce an organization’s effectiveness. Theories of absence hypothesize that job satisfaction plays a critical role in an employee’s decision to be absent (Spector, 1997). Most research indicates a consistent negative relationship between satisfaction and absenteeism, even though the correlation is not very high (Robbins, 1989; Spector, 1997). Literature therefore suggests that a dissatisfied employee will most likely be absent.

However, there appears to be disagreement concerning the strength of this relationship as absenteeism is influenced by a number of inter-related factors.

2.4.7 Counterproductive behaviors

Counterproductive behaviors are the opposite of organizational citizenship behavior. These behaviors include aggression against co-workers, aggression against the employer, sabotage and theft at work and they are associated with frustration and dissatisfaction at work (Spector, 1997). According to French (1998, p. 110), sabotage- which is “the deliberate damaging of equipment or products by employees represents one of the more costly possible consequences of organizational frustrations.” Spector (1997) notes that a limited number of studies have investigated the causes of counter productive behaviors in organizations. It is, however, important for organizations to create workplaces that enhance job satisfaction, which could assist in reducing counter productive behaviors.

CHAPTER 3

ORGANIZATION OVERVIEW

3.1. COMPANY BACKGROUND

In the beginning, Olympic Group is home industry of loudspeaker box producer with materials particle board that founded by three brothers that are AU Bintoro, Eddy Mulianto and Simarba Atong in 1975. And up to 1979 this home industry still is small industry which borrowed a very simple warehouse in Bogor area.

In 1980, the three brothers formed a small private company by name as CV Cahaya Sakti Elektronik and develop its effort in area Kaum Sari RT 01/05 Kelurahan Cibuluh, north Bogor and build a factory by producing of loudspeaker box .

This factory has been growing fast, on 29 November 1983 the three brothers found PT Cahaya Sakti Furintraco (CSF). It's business channel that gone through manufacturer and marketing desk products that have the character of knockdown furniture by adoption of Olympic Furniture as it's brand name.

Product type that produced are very varied products, that consist of kinds of furniture panel with trademark Olympic. Olympic is the first producer knock down panel wood in Indonesia. And then in 1984, CSF have acquisitioned CV Cahaya Sakti Elektronik.

Because market is growing open and fast, so it's needed effort development and expansion of market, and also needed distribution company independently. In year 1986, PT Cahaya Sakti Multi Intraco (CASMI) was founded, as the company of marketing and distribution. And starting in 1986, company starts recruit roof professional for its effort management. Mr. Au Bintoro as Chairman Olympic Group thinks that the importance of marketing extension and distribution also must followed by the extension of product group and product type, starting with at Bed Room Set, Living Room Set, Children Set, Kitchen Set, and Office Set, as it's objective to cover the increasing of request to knockdown products for home furniture and also office.

In 1990 is preparation era of take-off where all systems and procedures has started applied either in company management or the usage of equipments and newest machine for production process. Restructuring in organization conducted also where owner involvement in operational technique has started limited and delivered to professional.

The Successful of CSF as the pioneer of furniture knock down and creating demand of furniture and increase product quality, so in 1995, this company has achieved the ISO certificate 9002 and also this company can develop international market.

At this time Olympic Furniture has became one part of the life of consumer in domestic market and also foreign market. This condition are proven by with existence of more than 50 branches of Olympic in all around Indonesia that distribute to more than 3600 stores, either Traditional Retails Outlet or Modern Retails Outlet, and also distributed to more than 100 countries in the world.

Knowing the importance of consumer request accomplishment, CASMI distributes to the market the products of a kind with brand differences, matching with market demand, like: Albatross, Solid , Princess, Olympia, & Inovative. The Successful of Olympic Group in Indonesia society as Indonesia Best Knock Down Furniture is proved with accepted various of awards from Indonesia and also abroad.

Some awards which already achieved are : Indonesia Customer Satisfaction Award (2002-2008), 28th International Award For The Best Trade Name (2004), Super brand (2006/2007), Indonesia Good Design (2006), Solo Best Brand Index (2008), Marketing Award (2006), Indonesia Golden Brand (2006), The 7 Indonesia's Most Admired Companies (2007), Top Brand (2003-2008), ISO 9001 – 2000 (2005-2008), Primaniyarta Award (2006 & 2007), E-Company Award (2007), & 12 Achievements recorded in Museum Rekor Indonesia (MURI) (2004 – 2007).

3.2 PHILOSOPHY, VISION, AND MISSION

On November 2006, Olympic Furniture Group has launched new Philosophy, Vision and Mission. Our Philosophy is the best generation conducting for the best regeneration which has values as follows :

1. **The Best Generation :**

Values : Organization, Leadership, Yield of Business, Management, Infrastructure, Cooperation (OLYMPIC)

2. **Conducting for :**

Values : Flexible, Unilateral Benefit, Reasonable, National, Inspiration, Timing, Under Controlled, Realization, Effective & Efficient (FURNITURE)

3. **The Best Generation**

Values : Gentlemanly, Rational, Organizer, Universal Conduct, Proudness (GROUP)

The company Vision is become the world class integrated and comprehensive furniture company and the mission is to give performance excellence and cooperation harmony for business relations and benefit for all the take holders.

To support the successful of this philosophy, the company has socialization 7 steps, as follows :

1. **Awareness Step**

The employee must know and aware that Olympic Furniture Group has A new philosophy, Vision and Mission, and they know the content

2. **Perusal**

The employee must read philosophy, Vision, and Mission together every day in the morning on "Sarapan Pagi" at Head Office and "Briefing Pagi" at Branch Office

3. **Memorization**

The employee must memorize the content of Philosophy, Vision, and Mission

4. Comprehension

The employee must understand the meaning of Philosophy, Vision, and Mission

5. Full and Total Comprehension

The employee must understand the good impact if there is the values and if there is no value

6. Application

The employee must do action in their activity and do their job based on the values

7. Implementation

The values become second nature of the employee

3.3. ORGANIZATION STRUCTURE

CASMI implement non-bureaucratic organization structure as shown in figure 3-1. In this organization, managing director has a main role and supervises Chief Financial & Accounting Officer, Chief Operating Officer for Retail, Chief Operating Officer for Wholesaler, Chief Operating Officer for Modern Retail Outlet, Chief Marketing Officer, Chief Human Resources Management & General Affair Officer, Chief Information Technology Officer, Chief Business Supporting Officer and Chief Research & Development Officer .

Chief Operating Officer has a role to control the selling activities from head office until branches office. Chief Marketing Officer has role responsible in controlling of all marketing activities at CASMI. Chief Human Resources Management & General Affair Officer has role responsible for human resources administration, human resources development, and general affair activities. Chief Financial & Accounting Officer has role responsible in controlling finance, budget, cash flow report , cash, payment and financial statement reporting. Chief Research & Development Officer has responsibility to create new product from design until the guidance to produce the product. Chief Business Supporting Officer has responsibility to maintain relationship with supplier, domestic and international.

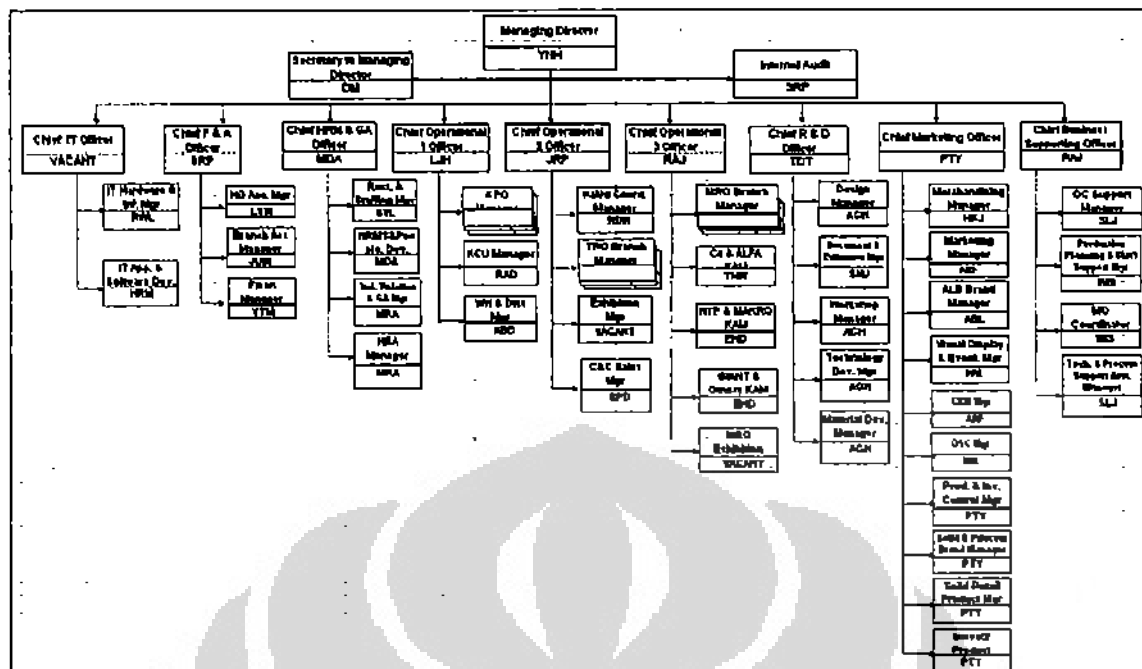


Figure 3-1 Organization Structure of CASMI 2008

3.4. COMPANY PRODUCT

As a big distributor of furniture, CASMI distributes all product produced by CSF. The product was produced uses complete and modern machines. All production process are conducted effectively with system computerization and high and sophisticated technology, so that it produces kinds of product efficiently. Newest designs that fixed consistence and made product quality always make surprise and competitive price.

This company always concerned about its product by orientation at consumer, quality and quantity become an important attention for the company. That is why in supporting certifiable product, company in its business activity operate modern machine that bought from Germany and Italian.

Some kind of product can be categorized as follows:

- Office Furniture, like : computer desk, writing desk, study desk, book cabinet, cupboard of archives repository.
- Family room Furniture, like : TV rack, Video rack, accessories/decorative cupboard.
- Bed room set Furniture , like : wardrobe, decorative desk, study desk.

- d. Kitchen set Furniture, like : cupboard to keep kitchen flavors, cupboard for draining-board.
- e. And other furniture products.

As for raw material as used in supports its business activity shall be as follows :

1. Raw material that consist of :
 - Particle Board .
 - *Medium Density Fiber Board*
 - *Solid*
 - *Foil*
 - Chemical Glue
 - *Sides edging*
2. Accessories Material that consist of :
 - Screw
 - Door Hasp
 - Cupboard key
 - Door Hold (Handle)

Nowadays, this company has brand name as follows :

1. Brand Albatros : Middle up market
2. Brand Olympic : Middle market
3. Brand Solid-Inovatif : Low-middle market :



Figure 3-2 : Brand Albatros product

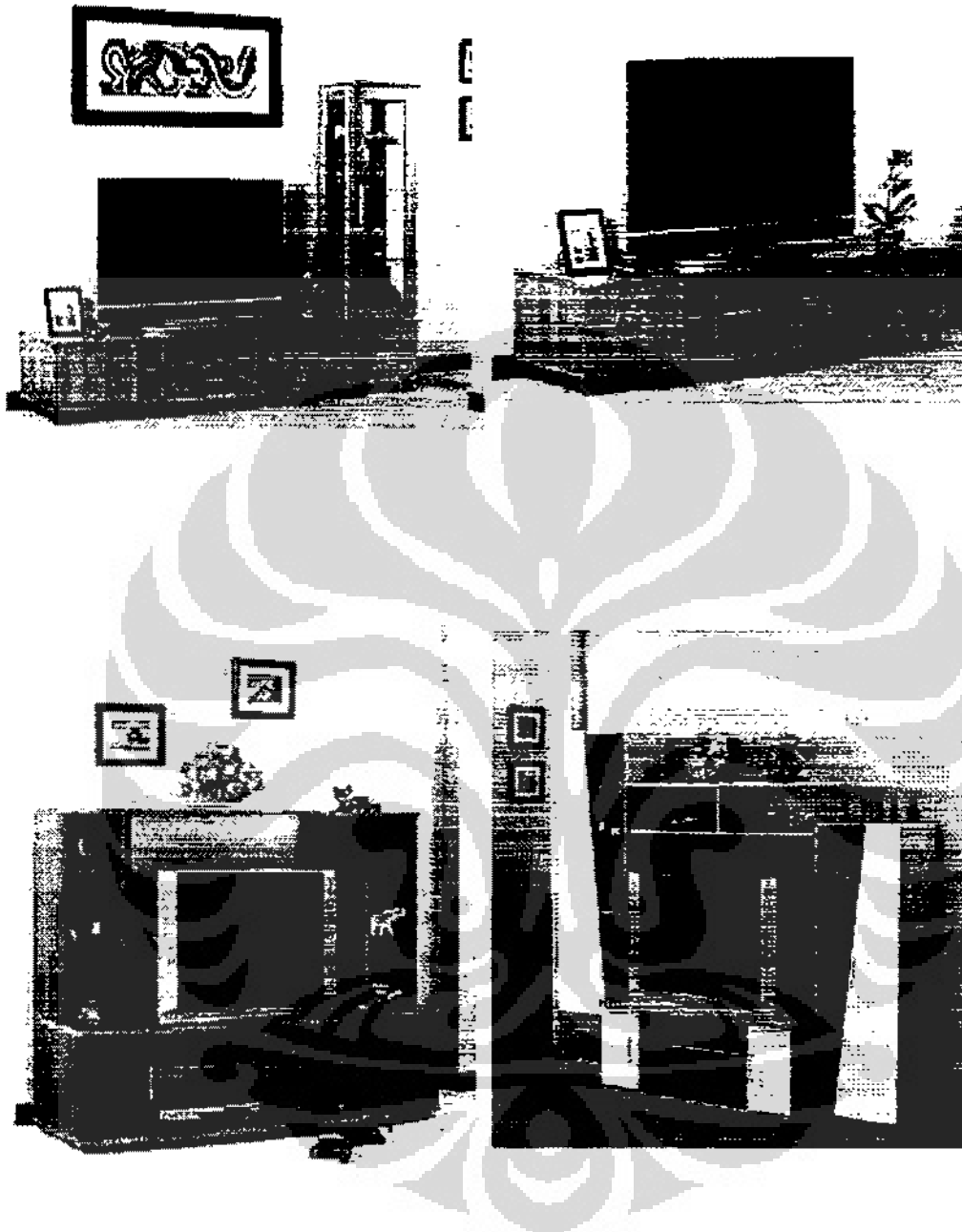


Figure 3-3 : Brand Olympic & Solid Product

3.4. PRODUCTION FLOW PROCESS

Production flow process starts from raw material (pure material) as particle board (PB) or material density fiber board (MDF) and go to next process like as laminating, cutting, shaping, edgebanding, boring, cnc router, finishing and

finally in packing process out put become as finished goods (as shown in figure 3.4)

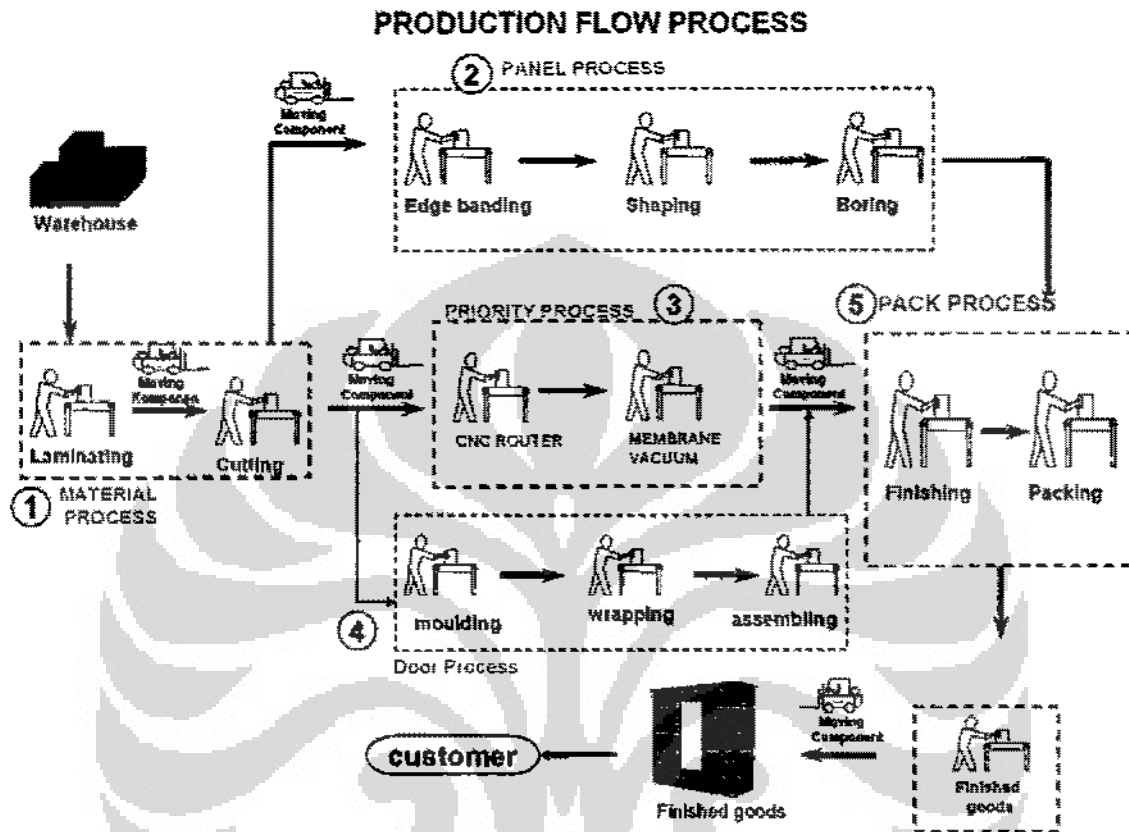
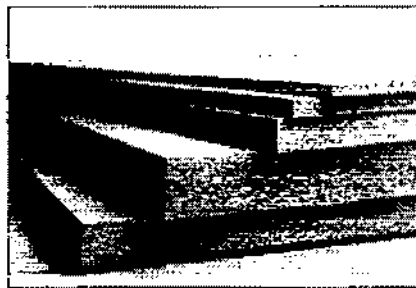


Figure 3.4 : Production Flow Process
(Source : QSO Department CSF Olympic)

Production flow process has 8 processes, as follows :

1. **Laminating** process is a process to laminate foil on material like as Particle Board (PB) or Medium Density Fiber (MDF) by using hot press & cool press machine (as shown in figure 3-5).

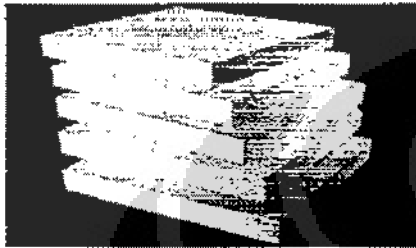


PLAIN PARTICLE BOARD

RAW MATERIAL



Foil PO & PVC (Paper Overlay)



MEDIUM DENSITY FIBRE BOARD

Figure 3-5 : Laminating process

2. **Cutting Process** is a process to cut the material (PB/MDF) based on size determined by using the cutting machine which operated computerized and semi automatic.
3. **Shaping Process** is a process to shape the component according to drawing/grooving by using router machine with high speed (as shown in fig.3-6)

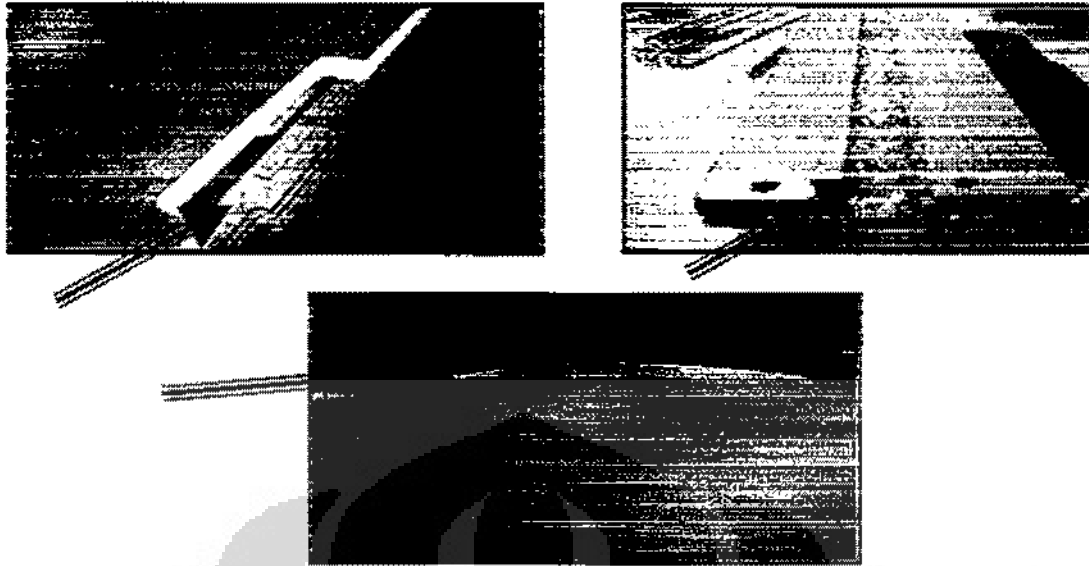


Figure 3-6 : Shaping Process

4. **Edgebanding Process** is a process to edge the side part (thick side) of the component by using straight line machine or brandt machine (as shown in figure 3-7).

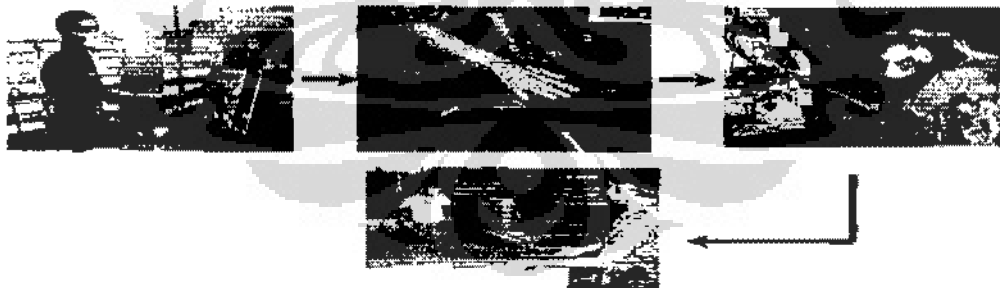


Figure 3-7 : Edge banding Process

5. **Boring Process** is a process to drill holes on the component based on size and drawing determined in order every piece part of component can be assemble properly.

6. **CNC (Code Number Computerize) Router** is a process to make profile, grooving, circle, motif, on the component by using router machine with multi spindles automatically.
7. **Finishing Process** is a process in finishing the component like as visual and function of the component in order to make better quality.
8. **Packing process** is a process to pack the components in to a package with a proper lay out based on quality standard (as shown in figure 3-8)

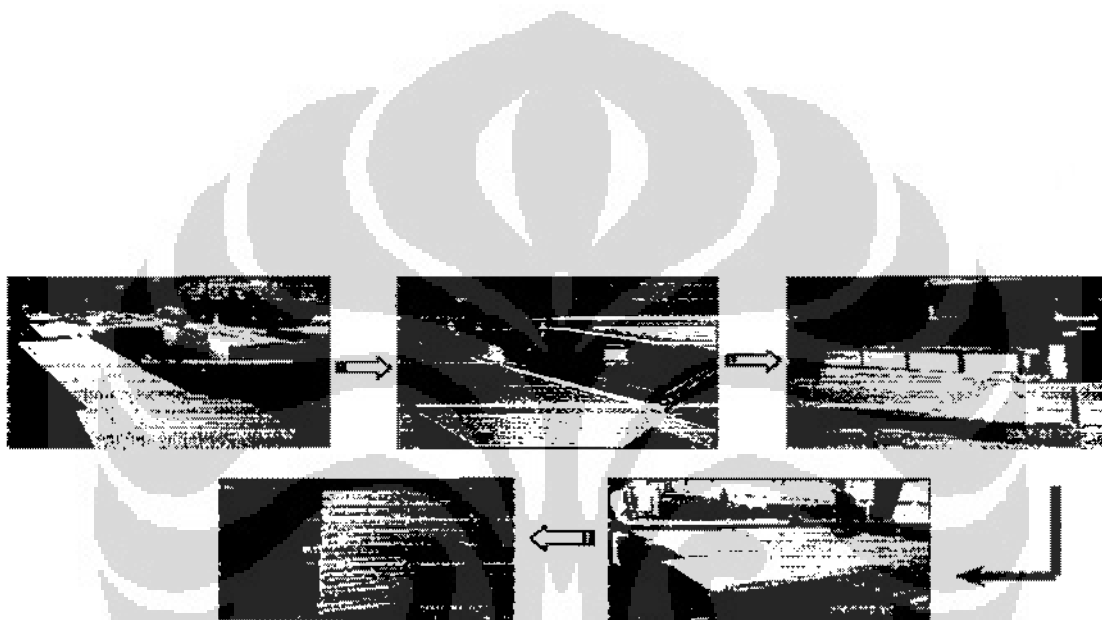


Figure 3-8 : Packing Process

3.5. DISTRIBUTION CHANNEL

CASMI has 51 branches around Indonesia from Sumatera until Sulawesi. The branches office lead by Branch Manager. CASMI also has 28 sub-branches which lead by Supervisor. Sub Branches are located at small area in province to support the branch to distribute the product.

The product delivered from Head Office to branch for retail product, but for wholesaler product directly delivered to the store from head office. Head office also deliver the product directly to sub branches. With many distribution channels, make CASMI can distribute the product around Indonesia to support sales activities to get revenue for company.

CHAPTER 4

RESEARCH METHOD

4.1 INTRODUCTION

This chapter focuses on how the research problem was analyzed by discussing the sampling methods, data gathering instruments and the statistical techniques that were utilized to test the hypotheses for the present study.

The sample for the present study was drawn from all managers in CASMI.

4.2 RESEARCH DESIGN

Research design provides the basic direction for carrying out a research project so as to obtain answers to research questions (Cooper & Schindler, 2003). According to Hair, Babin, Money and Samouel (2003, p. 57), "the researcher should choose a design that will (1) provide relevant information on the research questions and (2) will do the job most efficiently."

The present study used a cross-sectional study as it provides the user with a snapshot of business elements at a given point in time (Hair et al., 2003). This type of study seemed appropriate as it can be used within a short space of time and data can be summarized statistically. According to Hair et al. (2003), most surveys fall into this category.

4.2.1 Population

In statistics, a statistical population is a set of entities concerning which statistical inferences are to be drawn, often based on a random sample taken from the population (www.wikipedia.com, February 01, 2009).

The population for the present study consisted of managers of CASMI.

4.2.2 Sampling

According to Cooper and Schindler (2003 : 179), "the basic idea of sampling is by selecting some elements in a population, we may draw conclusions about the entire population." Furthermore, Bless and Higson-Smith (1995) highlight the main advantages of sampling:

- Gathering data on a sample is less time-consuming, especially when populations may be spread over large geographical areas.
- It is less costly.
- Sampling is a practical way of collecting data when the population is extremely large.

In statistics, a sample is a subset of a population. Typically, the population is very large, making a census or a complete enumeration of all the values in the population impractical or impossible. The sample represents a subset of manageable size. Samples are collected and statistics are calculated from the samples so that one can make inferences or extrapolations from the sample to the population. This process of collecting information from a sample is referred to as sampling (www.wikipedia.com, February 01, 2009).

The best way to avoid a biased or unrepresentative sample is to select a random sample, also known as a probability sample. A random sample is defined as a sample where the probability that any individual member from the population being selected as part of the sample is exactly the same as any other individual member of the population. Several types of random samples are simple random samples, systematic samples, stratified random samples, and cluster random samples.

A sample that is not random is called a nonrandom sample or a nonprobability sample. Some examples of nonrandom samples are convenience samples, judgment samples, purposive samples, quota samples, snowball samples, and quadrature nodes in quasi-Monte Carlo methods

4.2.2.1 Sampling Design

According to Hair et al. (2003, p. 211), "traditional sampling methods can be divided into two broad categories: probability and non-probability sampling." In probability sampling each participant has an equal chance of being selected (Cooper & Schindler, 2003). The simple random sample is the simplest form of probability sampling. On the other hand, "in non-probability sampling the selection of elements for the sample is not necessarily made with the aim of being

statistically representative of the population” (Hair et al., 2003, p. 217). The probability of selecting elements within a population is therefore unknown.

The sampling design that was considered appropriate for the present study was non-probability sampling, as the researcher selected a specific section within the Field Service department of an Electricity Utility in the Western Cape.

4.2.2.2 Simple Random Sampling

The most elementary methodology is called simple random sampling. Most of the theory of statistics assumes this kind of sampling unless otherwise noted. In theory it ensures that all subsets of the population are given a balanced probability of selection. The researcher used simple random sampling for the present study because all managers have the same probability to become sample to fulfilled the questionnaire.

4.2.2.3 Sample Size

The ideal sample size of 30 % is considered acceptable for most research purposes as it provides the ability to generalize to a population (Cresswell, 2003; Sekaran, 2000). Sample of this research is the same with the population. The sample is all of managers in CASMI. Total sample is 76 managers, consist of 51 branch managers and 25 managers of head office.

4.3. QUESTION RESPONSE FORMAT

The question responses format in this thesis is scaled response question. The scaled response question utilizes scale developed to measure the attributes of some construct under study. There are many variation of psychological aspect of consumers such as their opinion, attitudes, evaluation, beliefs, impressions, perceptions, feelings and attentions. All these items create difficulty of measurement. The scaled response questions designed to measure unobservable construct. It is common practice to design scaled response questions in an assumed interval scale format.

A scaled response used in this thesis is the modified Likert Scale, in which respondents are asked to indicate their degree of agreement or disagreement on a symmetric agree-disagree scale for each of series of statements.

The scale range from strongly disagree until strongly agree. For 1 is very disagree, 2 is disagree, 3 is agree, 4 is very agree.

4.4 QUESTIONNAIRE MODEL

4.4.1 Biographical questionnaire

The biographical questionnaire contained the following personal information to be completed by the participants:

- a) Gender
- b) Age
- c) Education
- d) Working Period/Tenure
- e) Marital Status

4.4.2 Job Satisfaction Questionnaire

Job satisfaction is mostly assessed by asking people how they feel about their jobs, either through a questionnaire or an interview. There are a few measures of satisfaction that are widely used in research which will be briefly discussed. Specific attention will be given to the Job Satisfaction Survey as it was used for the present study.

Job Descriptive Index (JDI)

The most popular measure of job satisfaction is the Job Descriptive Index (JDI) and it measures five dimensions of job satisfaction: pay, work, promotion, supervision and co-workers. According to Cooper and Locke (2000, p. 172), "the JDI is reliable and has an impressive array of validation evidence behind it."

Job-In-General Scale (JIG)

The Job-In-General Scale has been designed to measure overall job satisfaction rather than facets. According to Ironson et al. (1989) as quoted by

Spector (1997, p. 18), "overall job satisfaction is not the sum of individual facets, it should rather be managed by using a general scale like the JIG." Cooper and Locke (2000, p. 172) also argue that "faceted and global measures do not measure the same construct."

The questionnaire models of job, pay, promotion, supervision, working relations (co-workers) and job in general taken from the journal and modified by author.

4.4.2.1. Job

According to Luthans (1995), the content of the work performed by employees is a major predictor of job satisfaction. Not surprisingly, "research is fairly clear that employees who find their work interesting, are more satisfied and motivated than employees who do not enjoy their jobs" (Gately, 1997 as cited by Aamodt, 2004, p. 326). Employees tend to prefer jobs which afford them the opportunity to apply their skills and abilities, offer them variety and freedom as well as jobs where they get constant feedback on how well they are doing (Robbins, 2005). Hence, it is important for managers to take innovative steps to make work more interesting in order to increase the levels of job satisfaction of employees.

Furthermore, if a job is highly motivating, employees are likely to be satisfied with the job content and deliver higher quality work, which in turn could lead to lower rates of absenteeism (Friday & Friday, 2003). Fox (1994) as cited by Connolly and Myers (2003, p. 152) however, advances a contradictory view and maintain that "as workers become more removed from the ability to make meaning through work, the opportunity to experience job satisfaction becomes more difficult." This stems from the fact that job satisfaction is related to a myriad of factors, including physical, psychological and demographic variables, which are unrelated to the workplace.

The questions related to job as follows:

My current job is :

1. Fascinating
2. Routine
3. Satisfying

4. Boring
5. Good
6. Gives sense of accomplishment
7. Respected
8. Uncomfortable
9. Pleasant
10. Useful
11. Challenging
12. Simple
13. Repetitive
14. Creative
15. Dull
16. Uninteresting
17. Can see results
18. Uses my abilities

4.4.2.2. Pay

Pay refers to the amount of compensation received for a specific job (Robbins et al., 2003). Luthans (1995 : 127) notes that “wages and salaries are recognized to be a significant, but complex, multidimensional predictor of job satisfaction.”

According to Spector (1997) and Berkowitz (1987), the correlation between the level of pay and job satisfaction tends to be surprisingly small. This suggests that pay in itself is not a very strong factor influencing job satisfaction. Berkowitz (1987 : 545) notes that “there are other considerations, besides the absolute value of one’s earnings that influences attitudes toward satisfaction with pay.” Spector (1996 : 226) postulates that “it is the fairness of pay that determines pay satisfaction rather than the actual level of pay itself.” If an employee’s compensation is therefore perceived to be equitable, when compared to another person in a similar position, satisfaction might be the likely result.

The questions related to pay dimension:

My current pay is:

1. Income adequate for normal expenses
2. Fair
3. Barely live on income
4. Bad
5. Income provides luxuries
6. Less than I deserve
7. Well paid
8. Insecure
9. Underpaid

4.4.2.3. Promotion

According to Friday and Friday (2003), satisfaction with promotion assesses employees' attitudes toward the organization's promotion policies and practices. In addition to this, Bajpai and Srivastava (2004) postulate that promotion provides employees with opportunities for personal growth, more responsibilities and also increased social status.

Robbins (1989) maintains that employees seek promotion policies and practices that they perceive to be fair and unambiguous and in line with their expectations. Research indicates that employees who perceive that promotion decisions are made in a fair and just manner are most likely to experience job satisfaction.

The questions are as follows:

My current opportunities for promotion are :

1. Good opportunities for promotion
2. Opportunities somewhat limited
3. Promotion on ability
4. Dead-end job
5. Good chance for promotion
6. Unfair promotion policy
7. Infrequent promotions

8. Regular promotions

9. Fairly good chances for promotion

4.4.2.4. Supervision

Research indicates that people who enjoy working with their supervisors will be more satisfied with their jobs (Aamodt, 2004). Furthermore, a study by Bishop and Scott (1997) as cited by Aamodt (2004) found that satisfaction with supervisors was related to organizational and team commitment, which in turn resulted in higher productivity, lower turnover and a greater willingness to help.

According to Luthans (1995), there seem to be three dimensions of supervision that affect job satisfaction. The first dimension has to do with the extent to which supervisors concern themselves with the welfare of their employees. Research indicates that employee satisfaction is increased if the immediate supervisor is emotionally supportive (Egan & Kadushin, 2004; Robbg, 1997, as cited by Connolly & Myers, 2003).

The second dimension has to do with the extent to which people participate in decisions that affect their jobs. Research by Grasso (1994) and Malka (1989) as cited by Egan and Kadushin (2004) found a positive relationship between managerial behavior that encourages participation in decision-making and job satisfaction. Robbins (1989) supports this view and maintains that satisfaction is increased if the immediate supervisor listens to employees' inputs.

A third dimension of supervision which is related to job satisfaction, according to Luthans (1995), is an employee's perception of whether they matter to their supervisor and their organization. Connolly and Myers (2003) maintain that this aspect of an employee's work setting may also be related to enhancing job satisfaction.

The questions related to supervision dimension:

My current kind of supervision is:

1. Ask my advice
2. Hard to please
3. Impolite
4. Praises good work

5. Tactful
6. Influential
7. Up-to-date
8. Doesn't supervise enough
9. Has favorites
10. Tells me where I stand
11. Annoying
12. Stubborn
13. Knows job well
14. Bad
15. Intelligent
16. Poor planner
17. Around when needed
18. Lazy

4.4.2.5. Working Relations/Co-Workers

Another dimension which influences job satisfaction is the extent to which co-workers are friendly, competent and supportive (Robbins et al., 2003). Research indicates that employees who have supportive co-workers will be more satisfied with their jobs (Aamodt, 2004; Robbins, 1989; 2005). This is mainly because "the work group normally serves as a source of support, comfort, advice and assistance to the individual worker" (Luthans, 1995, p. 127).

Researchers further found that employees observe the levels of satisfaction of other employees and then model these behavior (Salancik & Pfeffer, 1997 as cited by Aamodt, 2004). Hence, if an organization's veteran employees work hard and talk positively about their jobs, new employees will model this behavior and be both productive and satisfied. The reverse can also be true.

The questions related to working relations/co-workers:

My current Co-workers are:

1. Stimulating
2. Boring
3. Slow

4. Helpful
5. Stupid
6. Responsible
7. Fast
8. Intelligent
9. Easy to make enemies
10. Talk too much
11. Smart
12. Lazy
13. Unpleasant
14. Gossipy
15. Active
16. Narrow interests
17. Loyal
18. Stubborn

4.4.2.6. Job in General/General job satisfaction

General job satisfaction is an important part of a system of interrelated satisfactions. General job satisfaction involves component not caused by the immediate job situation. One is temperamental; it called happiness (Patricia Cain Smith 1959). Another is trust in management. Both can act as causes, effects, or quasi moderators, and each is likely to be related to cooperative and adaptive behavior. Since neither can be changed easily by management, both should be measured and the extent of their influences estimated. General job satisfaction to be a function of a variety of features of the work environment. Although such changes are likely to have a greater immediate impact on various facets of satisfaction than on general satisfaction, eventually their cumulative effects will be reflected in general satisfaction. Moreover, general satisfaction will influence the way in which workers subsequently evaluate specific aspects of their jobs or the work environment (for example, satisfaction with pay, working condition, and supervision)

Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., & Paul, K. B. (1989). Construction of a job in general scale: A comparison of global, composite, and specific measures. *Journal of Applied Psychology*, 74, 193-200.

The questions related to job in general:

My current Job is:

1. Pleasant
2. Bad
3. Ideal
4. Waste of time
5. Good
6. Undesirable
7. Worthwhile
8. Worse than most
9. Acceptable
10. Superior
11. Better than most
12. Disagreeable
13. Makes me content
14. Inadequate
15. Excellent
16. Rotten
17. Enjoyable
18. Poor

For this research, all managers of CASMI become the sample. The total sample is 76 respondents.

4.5 PROCEDURE

There are three major ways to collect information from respondent

1. Have a person ask the question (person-administered survey)
2. Have a computer assist or direct the questioning (computer-administered survey)
3. Allow respondent to fill out the questionnaire themselves (self-administered survey).

This study uses self-administered survey.

4.5.1. Person-administered survey

A person-administered survey is one in which an interviewer reads questions to respondent and records his or her answers.

The advantages of person-administered surveys are (Stephen C. Jefferies);

Table 4-1

Advantages and disadvantages person-administered survey

Advantages	Disadvantages/Challenges
Greater confidentiality possible because of personal contact	Fewer subjects can be sampled
Flexibility to give follow-up questions	More expensive because of travel or phone
Opportunity to clarify questions	Need to be able to take notes quickly or get permission to tape
Can judge adequacy (honesty?) of replies	Need to be able to listen to one reply and be ready to follow-up immediately with the next question
Higher return rate	Requires skilled interviewer

4.5.2. Self-administered surveys

A self-administered surveys is one in which the respondent completes the survey on his or her own. The respondents are asked to fill the questionnaire and he/she may decide when questionnaire will be returned. The advantages of self-administered surveys are they are low in cost, they give respondents control and they avoid interviewer evaluation apprehension. The disadvantages of self-administered surveys are there is a possibility the

respondents will not complete the survey and will answer erroneously, will not respond in a timely manner and respondent misunderstood or do not follow directions.

4.6 VALIDITY AND RELIABILITY

Validity Test

Validity refers to whether the measuring instrument measures what it is supposed to (Bless & Higson-Smith, 1995), or whether the measure reflects the phenomenon the researcher claims to be investigating. Validity can be assessed in different ways: content validity, construct validity and criterion-related validity (Cresswell, 2003).

Content validity

Content validity of a measuring instrument reflects the extent to which the items measure the content they were intended to measure (Cooper & Schindler, 2003). It must therefore provide adequate coverage of the questions guiding the research.

Criterion-related validity

Criterion-related validity reflects the extent to which measures can successfully predict an outcome and how well they correlate with other instruments (Cooper & Schindler, 2003).

Reliability Test

Reliability is the consistency of a set of measurements or measuring instrument, often used to describe a test. In this study, it was impractical to conduct a test-retest measure of reliability as it likely would have produced unwanted resistance by respondents. Considering the complexity and subjectivity of the constructs for this study, the most appropriate method to assess reliability was by using the Cronbach's Alpha internal-consistency methods. Because the Cronbach's Alpha coefficient gives an estimate of proportion of the total variance that is not due to error, it provides a corresponding measure of the reliability of

the scale (Oppenheim, 1992) . The scale of Cronbach' Alpha base on Triton 2006 is below:

Table 4-2
Cronbach's Alpha Scale

Cronbach's Alpha Scale	Definition
0.00-0.20	not reliable
0.21-0.40	slightly reliable
0.41-0.60	quite reliable
0.61-0.80	reliable
0.81-1.00	very reliable

Reliability refers to the consistency of measures (Bless & Higson-Smith, 1995). An instrument which therefore produces different scores every time it is used, has low reliability. According to Spector (1997), there are two types of reliability estimates that are important when evaluating a scale, internal consistency and test-retest reliability.

Internal consistency reliability

Internal consistency refers to whether items are consistent across different constructs (Cresswell, 2003). It therefore looks at how well items of a scale relate to one another. According to Spector (1997), "the widely accepted minimum standard for internal consistency is .70."

Test-retest reliability

Test –retest reliability reflects "the stability of a scale over time" (Spector, 1997). This means that if the same test is being administered a second time to the same subjects over a period of time, and it yields the same results, it is considered to have test-retest reliability.

The result from validity and reliability test :

Job

Table 4-3
Validity test of job
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.793
Bartlett's Test of Approx. Chi-Square	403.689
Df	91
Sig.	.000

Component Matrix(a)

	Component
	1
JOB1	.589
JOB3	.556
JOB4	.503
JOB5	.534
JOB6	.573
JOB7	.557
JOB9	.686
JOB10	.679
JOB11	.676
JOB14	.724
JOB15	.676
JOB16	.517
JOB17	.605
JOB18	.755

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

All of the questions above have a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.793 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation.

From reliability test, cronbach's alpha of job dimension is 0.8669. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

Pay

Table 4-4
Validity test of pay

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.774
Bartlett's Test of Sphericity	Approx. Chi-Square	120.481
	df	15
	Sig.	.000

Component Matrix^a

	Component
	1
PAY2	.577
PAY3	.639
PAY4	.764
PAY6	.771
PAY8	.707
PAY9	.725

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

All of the questions above has a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.774 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation.

From reliability test, cronbach's alpha of pay dimension is 0.7915. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

Promotion

Table 4-5
Validity test of promotion

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.791
Bartlett's Test of Sphericity	Approx. Chi-Square	175.801
	df	28
	Sig.	.000

Component Matrix^a

	Component
	1
PRO1	.766
PRO2	.603
PRO3	.562
PRO4	.617
PRO5	.712
PRO6	.689
PRO7	.609
PRO9	.745

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

All of the questions above has a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.791 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation.

From reliability test, cronbach's alpha of promotion dimension is 0.8181. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

Supervision

Table 4-6
Validity test of supervision
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.786
Bartlett's Test of Sphericity	Approx. Chi-Square	205.705
	Df	15
	Sig.	.000

Component Matrix(a)

	Component
	1
SUP11	.759
SUP12	.794
SUP13	.811
SUP14	.901
SUP15	.588
SUP18	.563

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

All of the questions above has a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.786 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation.

From reliability test, cronbach's alpha of supervision dimension is 0.8316. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

Working Relations

Table 4-7
Validity test of working relations

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.860
Bartlett's Test of Sphericity	Approx. Chi-Square	485.089
	df	105
	Sig.	.000

Component Matrix(a)

	Component
	1
WRE1	.506
WRE2	.767
WRE3	.681
WRE5	.545
WRE6	.661
WRE7	.529
WRE9	.699
WRE10	.564
WRE11	.504
WRE12	.842
WRE13	.656
WRE14	.658
WRE15	.556
WRE16	.769
WRE18	.571

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

All of the questions above has a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.860 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation.

From reliability test, cronbach's alpha of working relations dimension is 0.8909. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

Job in General/General Job Satisfaction

Table 4-8

Validity test of general job satisfaction

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.858
Bartlett's Test of Sphericity	Approx. Chi-Square	465.357
	Df	66
	Sig.	.000

Component Matrix(a)

	Component
	1
JG1	.687
JG2	.664
JG4	.698
JG6	.623
JG7	.668
JG8	.679
JG9	.599
JG12	.772
JG14	.800
JG16	.750
JG17	.593
JG18	.715

Extraction Method: Principal Component Analysis.
a. 1 components extracted.

All of the questions above has a component matrix > 0.5 , so the average perception of respondents about that questions are valid.

From KMO and Bartlett's Test, Kaiser-Meyer-Olkin Measure of Sampling Adequacy = $0.858 > 0.6$ with significance level $0.000 < 0.05$, so the variable is valid to construct the correlation

From reliability test, cronbach's alpha is 0.9070. This result means the various test questions measure a unitary construct or the correlation of instruments already qualified because the alpha is greater than 0.6, so the reliability is reliable.

4.7 STATISTICAL TECHNIQUES

4.7.1. Descriptive statistics

Descriptive statistics provide a statistical summary of the data which has been collected. De Vos (1998, p. 203) states that "the purpose of descriptive statistics is to reduce data to an intelligible and interpretable form so that the relations of research problems can be studied, tested and conclusions drawn." The descriptive statistics considered appropriate for this research included frequencies, percentages, means, and standard deviations. Data analysts must begin with a visual inspection of data to ensure that assumptions are not flawed (Cooper & Schindler, 2003). The present study will provide a visual representation of data in graphical and tabular format.

Frequencies and percentages

Frequencies and percentages are useful for arranging data either in graphical and tabular format. The frequencies are used in the present study to display the total number of observations for all dimensions of job satisfaction and general job satisfaction.

Percentages provide information on the percentage of respondents within each of the biographical variables, for example, the percentage of males compared to females participating in the study.

Mean

The mean is one of the common measures of central tendency and reflects the arithmetic average of frequency distributions (Hussey & Hussey, 1997). Central tendency measures can be used to summarize information to better understand it.

Standard Deviation

The standard deviation is a common measure of dispersion, which describes the tendency for sample responses to depart from the average data values (Hair et al., 2003). The standard deviation gives a measure of the spread of the distribution of data.

4.7.2 Inferential statistics

Inferential statistics enable the researcher to draw conclusions about a population from a sample (Hair et al., 2003). The inferential statistics that were used for the present study included Independent sample t-test, Analysis of Variance (ANOVA) and Multiple Regression Analysis.

Independent Samples T Test

A *t*-test is any statistical hypothesis test in which the test statistic has a Student's *t* distribution if the null hypothesis is true. It is applied when the population is assumed to be normally distributed but the sample sizes are small enough that the statistic on which inference is based is not normally distributed because it relies on an uncertain estimate of standard deviation rather than on a precisely known value.

Analysis of Variance (ANOVA)

According to Tredoux and Durrheim (2002, p. 254), "ANOVA is used to test for differences between the means of more than two groups, and can be used in designs with more than one independent variable." In the present study, ANOVA was used to test for differences in job satisfaction related to five facets of job satisfaction based on the biographical characteristics of respondents.

Multiple Regression Analysis

Hair et al. (2003, p. 290) state that "regression analysis is perhaps the most widely applied data analysis technique for measuring linear relationships between two or more variables." The degree of confidence of this regression is 95% or statistically significant at the 5% level. The data will be accurate if *assump sig* is less than 0.05. It means significant difference is lower than 5% or contingency

" In terms of the present study, multiple regression analysis was used to predict whether the independent variables job, pay, promotion, supervision, and working relations contribute to predicting general job satisfaction.

Table 4-9
Hypotheses test with $\alpha = 0,05$

Hypotheses	Statement
H1	Job has a significant effect to general job satisfaction
H2	Pay has a significant effect to general job satisfaction
H3	Promotion has a significant effect to general job satisfaction
H4	Supervision has a significant effect to general job satisfaction
H5	Working Relations have a significant effect to general job satisfaction

CHAPTER 5

RESULTS

5.1 INTRODUCTION

In this section the results of the empirical analysis are reported and presented. The presentation proceeds with an analysis of the descriptive statistics on the variables under consideration.

The statistical program used for the analyses and presentation of data in this research is the Statistical Package for the Social Sciences (SPSS) version 11.5. The current chapter outlines the results obtained in the study and provides a comprehensive discussion of these results. The descriptive statistics are presented for the characteristics of the sample. Multiple regressions will be used for the relationship between factors to general job satisfaction.

5.2 RESULTS

5.2.1 Respondents

This section shows the descriptive statistics on the basis of the demographic data, such as gender, age, education background, working period, and marital status.

Respondents of this research are all managers in CASMI consisting of 51 branch managers and 25 managers from head office.

Gender

TABLE 5-1
GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	68	89.5	89.5	89.5
	Female	8	10.5	10.5	100.0
	Total	76	100.0	100.0	

From total 76 employees completed the research, they consisted of 68 males (89.5 percent) and 8 females (10.5 percent).

Education

**TABLE 5-2
EDUCATION**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Junior High School	2	2.6	2.6	2.6
	Senior High School	17	22.4	22.4	25.0
	Diploma	11	14.5	14.5	39.5
	Bachelor	42	55.3	55.3	94.7
	Master	4	5.3	5.3	100.0
	Total	76	100.0	100.0	

About their educational background, 2 employees (2.6 percent) are from junior high school, 17 employees (22.4 percent) are from senior high school, 11 employees (14.5 percent) are from diploma, 42 employees (55.3 percent) are from bachelor, and 4 employees (5.3 percent) are from master degree.

**TABLE 5-3
AGE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 - 34 Years Old	22	28.9	28.9	28.9
	35 - 44 Years Old	44	57.9	57.9	86.8
	45 - 54 Years Old	10	13.2	13.2	100.0
	Total	76	100.0	100.0	

From all respondents, 22 employees between 25 – 34 years old (28.9 percent), 44 employees between 35 – 44 years old (57.9 percent), 10 employees between 45 – 54 years old (13.2 percent).

**TABLE 5-4
WORKING PERIOD**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 - 3 Year (s)	1	1.3	1.3	1.3
	3 - 5 Years	5	6.6	6.6	7.9
	5 - 7 Years	14	18.4	18.4	26.3
	> 7 Years	56	73.7	73.7	100.0
	Total	76	100.0	100.0	

From all respondents, about 56 employees (73.7 percent) have worked with the company for more than seven years, 14 employees (18.4 percent) have worked between 5 to 7 years, 5 employees (6.6 percent) have worked between 3 to 5 years, and only 1 employee (1.3 percent) have worked between 1 to 3 years.

**TABLE 5-5
STATUS**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	70	92.1	92.1	92.1
	Single	4	5.3	5.3	97.4
	Widower	2	2.6	2.6	100.0
	Total	76	100.0	100.0	

About their status, 70 employees (92.1 percent) are married, 4 employees (5.3 percent) are single, and 2 employees (2.6 percent) are widower.

5.2.2 Descriptive Analysis

Based on the option of the answer in the questionnaire, the author makes the category.

Table 5-6

The option for the answer

Code	Descriptive
1	Strongly Disagree
2	Disagree
3	Agree
4	Strongly Agree

Table 5-7

The category from the answer

Range	Descriptive
1 – 1.75	Very Dissatisfied
1.76 – 2.50	Dissatisfied
2.51 – 3.25	Satisfied
3.26 – 4.00	Very Satisfied

Table 5-8 Descriptive (Job)

Descriptive Statistics			
	N	Mean	Std. Deviation
JOB1	76	3.08	.688
JOB3	76	2.78	.506
JOB4	76	3.12	.588
JOB5	76	3.04	.255
JOB6	76	3.03	.489
JOB7	76	3.03	.461
JOB9	76	3.01	.503
JOB10	76	3.28	.532
JOB11	76	3.41	.546
JOB14	76	3.29	.485
JOB15	76	3.29	.585
JOB16	76	3.24	.709
JOB17	76	3.20	.401
JOB18	76	3.25	.493
JOB_AVE	76	3.14	.320
Valid N (listwise)	76		

From descriptive statistic, the mean value of job is 3.14, it means that the satisfaction level related to job is "satisfied".

Table 5-9 Descriptive (Pay)

Descriptive Statistics			
	N	Mean	Std. Deviation
PAY2	76	2.33	.551
PAY3	76	2.43	.618
PAY4	76	2.80	.633
PAY6	76	2.63	.690
PAY8	76	2.47	.599
PAY9	76	2.43	.680
PAY_AVE	76	2.52	.441
Valid N (listwise)	76		

From descriptive statistic, the mean value of pay is 2.52, it means that the satisfaction level related to pay is “satisfied”.

Table 5-10 Descriptive (Promotion)

Descriptive Statistics			
	N	Mean	Std. Deviation
PRO1	76	2.84	.612
PRO2	76	2.67	.575
PRO3	76	2.96	.474
PRO4	76	3.24	.513
PRO5	76	2.96	.445
PRO6	76	2.75	.569
PRO7	76	2.63	.562
PRO9	76	2.76	.513
PRO_AVE	76	2.85	.355
Valid N (listwise)	76		

From descriptive statistic, the mean value of promotion is 2.85, it means that the satisfaction level related to promotion is “satisfied”.

Table 5-11 Descriptive (Supervision)

Descriptive Statistics			
	N	Mean	Std. Deviation
SUP11	76	3.11	.531
SUP12	76	2.99	.447
SUP13	76	2.95	.514
SUP14	76	3.14	.559
SUP15	76	2.92	.425
SUP18	76	3.17	.575
SUP_AVE	76	3.02	.431
Valid N (listwise)	76		

From descriptive statistic, the mean value of supervision is 3.02, it means that the satisfaction level related to supervision is "satisfied".

Table 5-12 Descriptive (Working Relations)

Descriptive Statistics			
	N	Mean	Std. Deviation
WRE1	76	3.14	.453
WRE2	76	3.08	.425
WRE3	76	2.86	.559
WRE5	76	3.25	.436
WRE6	76	3.04	.344
WRE7	76	2.78	.506
WRE9	76	3.20	.517
WRE10	76	2.97	.461
WRE11	76	2.89	.473
WRE12	76	3.14	.453
WRE13	76	3.00	.365
WRE14	76	3.08	.483
WRE15	76	2.96	.361
WRE16	76	2.92	.455
WRE18	76	2.96	.445
WRE_AVE	76	3.01	.285
Valid N (listwise)	76		

From descriptive statistic, the mean value of working relations is 3.01, it means that the satisfaction level related to working relations is "satisfied".

Table 5-13 Descriptive (General Job Satisfaction)

Descriptive Statistics			
	N	Mean	Std. Deviation
JG1	76	3.20	.433
JG2	76	3.30	.462
JG4	76	3.17	.444
JG6	76	3.20	.482
JG7	76	3.29	.457
JG8	76	3.49	.503
JG9	76	3.08	.271
JG12	76	3.14	.509
JG14	76	3.21	.442
JG16	76	3.30	.490
JG17	76	3.12	.431
JG18	76	3.18	.509
JG_AVE	76	3.22	.320
Valid N (listwise)	76		

From descriptive statistic, the mean value of general job satisfaction is 3.22, it means that the satisfaction level related to general job satisfaction is "satisfied".

5.2.3 Compare Means Analysis

5.2.3.1 Independent Samples T Test

In Independent T Test, the variables are Job, Pay, Promotion, Supervision, Working Relations, and General Job Satisfaction compare to gender. This analysis shows if there is difference between level of male and female managers.

Table 5-14 Descriptive Group Statistic (Gender)

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
JOB_AVE	Male	68	3.13	.320	.039
	Female	8	3.25	.315	.111
PAY_AVE	Male	68	2.50	.435	.053
	Female	8	2.65	.500	.177
PRO_AVE	Male	68	2.86	.366	.044
	Female	8	2.81	.259	.091

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
SUP_AVE	Male	68	2.99	.422	.051
	Female	8	3.27	.454	.160
WRE_AVE	Male	68	3.01	.288	.035
	Female	8	3.03	.278	.098
JG_AVE	Male	68	3.20	.307	.037
	Female	8	3.39	.403	.143

From the table, we find the result :

For Male, values of mean are 3.13 (Job), 2.50 (Pay), 2.86 (Promotion), 2.99 (Supervision), 3.01 (Working Relations), 3.20 (Job in General). For Female, vales of mean are 3.25 (Job), 2.65 (Pay), 2.81 (Promotion), 3.27 (Supervision), 3.03 (Working Relations), 3.39 (General Job Satisfaction).

From the result, female managers have higher than male managers for all dimensions except for promotion dimension. For promotion, in current condition, the company focuses on male managers because it is easier to promote and move male managers than female managers. For female managers, little difficult to move to other city because they have to stay with their husband and family, it makes there are more promotion opportunities for male managers.

Table 5-15 Levene-Test (Gender)

		JOB AVE		PAY AVE		PRO AVE	
		Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.167		.209		1.532	
	Sig.	.684		.649		.220	
Test for Equality of Means	t	-.804	-.988	-.868	-.778	.350	.434
	df	74	9,767	74	8,500	74	10,632
	Sig. (2-tailed)	.425	.345	.388	.438	.740	.673
	Mean Difference	-.12	-.12	-.14	-.14	.04	.04
	Std. Error Difference	.120	.116	.163	.154	.134	.102
95% Confidence Interval of the Difference	Lower	-.356	-.365	-.472	-.466	-.222	-.161
	Upper	.121	.150	.188	.279	.310	.269

		SVP AVE		WRE AVE		JG AVE	
		Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.919		.000		2.850	
	Sig.	.341		.994		.096	
Test for Equality of Means	t	-1.783	-1.681	-.201	-.207	-1.824	-1.227
	df	74	8,485	74	8,622	74	7,963
	Sig. (2-tailed)	.079	.129	.841	.841	.132	.255
	Mean Difference	-.35	-.28	-.02	-.02	-.18	-.18
	Std. Error Difference	.158	.158	.107	.104	.119	.147
95% Confidence Interval of the Difference	Lower	-.599	-.667	-.236	-.258	-.417	-.521
	Upper	.033	.161	.192	.215	.056	.158

From F test, we get the result :

For Job variable, equals variances assumed 0.167 with significant value $0.684 > 0.05$, so variance between male and female for job are same.

For Pay variable, equals variances assumed 0.209 with significant value $0.649 > 0.05$, so variance between male and female for pay are same.

For Promotion variable, equals variances assumed 1.532 with significant value $0.220 > 0.05$, so variance between male and female for promotion are same.

For Supervision variable, equals variances assumed 0.919 with significant value $0.341 > 0.05$, so variance between male and female for supervision are same.

For Working Relations variable, equals variances assumed 0.000 with significant value $0.994 > 0.05$, so variance between male and female for working relations are same.

For General Job Satisfaction variable, equals variances assumed 2.800 with significant value $0.098 > 0.05$, so variance between male and female for general job satisfaction are same.

From the t test, the result shows there is no variance between male and female for all dimensions of job satisfaction.

5.2.3.2 Oneway ANOVA

The Analysis Of Variance (or ANOVA) is a powerful and common statistical procedure in the social sciences. It can handle a variety of situations

Age

Table 5-16 Test of Homogeneity of Variances (Age)

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
JOB_AVE	1.076	2	73	.346
PAY_AVE	1.004	2	73	.371
PRO_AVE	.883	2	73	.418
SUP_AVE	1.881	2	73	.160
WRE_AVE	1.521	2	73	.225
JG_AVE	1.412	2	73	.250

From test of homogeneity of variance, we find that value of Levene Statistic is 1.076 with significant level 0.346 (Job), 1.004 with significant level 0.371 (Pay), 0.883 with significant level 0.418 (Promotion), 1.881 with significant level 0.160 (Supervision), 1.521 with significant level 0.225 (Working Relations), and 1.412 with significant level 0.250 (General Job Satisfaction).

From this test, all significant level is more than 0.05, it means that all variables have the same variance, so there is no significant impact of age to all variables.

Table S-17 Value of Mean Test (Age)

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.019	2	.009	.089	.915
	Within Groups	7.654	73	.105		
	Total	7.673	75			
PAY_AVE	Between Groups	1.538	2	.769	4.302	.017
	Within Groups	13.050	73	.179		
	Total	14.588	75			
PRO_AVE	Between Groups	.248	2	.124	.984	.379
	Within Groups	9.211	73	.126		
	Total	9.460	75			
SUP_AVE	Between Groups	.159	2	.080	.423	.657
	Within Groups	13.762	73	.189		
	Total	13.921	75			
WRE_AVE	Between Groups	.137	2	.069	.837	.437
	Within Groups	5.972	73	.082		
	Total	6.109	75			
JG_AVE	Between Groups	.147	2	.074	.712	.494
	Within Groups	7.536	73	.103		
	Total	7.683	75			

For value of mean, $F = 0.089$ with significant level 0.915 (Job), $F = 4.302$ with significant level 0.017 (Pay), $F = 0.984$ with significant level 0.379 (Promotion), $F = 0.423$ with significant level 0.657 (Supervision), $F = 0.837$ with significant level 0.437 (Working Relations), $F = 0.712$ with significant level 0.494 (General Job Satisfaction). From this result, we find that the value of mean for job, promotion, supervision, working relations, and job in general are the same, but for pay is different. It means that age influences pay, different group of age will have different impact of pay, different group of age will have different satisfaction level of pay. But for others variable, there is the same between them, they are no significant impact of age.

Table 5-18 Post Hoc Test (Age)

		Multiple Comparisons						
Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
JOB_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.02	.085	.971	-.18	.22
			45 - 54 Years Old	-.03	.123	.976	-.32	.27
		35 - 44 Years Old	25 - 34 Years Old	-.02	.085	.971	-.22	.18
			45 - 54 Years Old	-.05	.113	.915	-.32	.23
		45 - 54 Years Old	25 - 34 Years Old	.03	.123	.976	-.27	.32
			35 - 44 Years Old	.05	.113	.915	-.23	.32
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.02	.085	1.000	-.19	.23
			45 - 54 Years Old	-.03	.123	1.000	-.33	.28
		35 - 44 Years Old	25 - 34 Years Old	-.02	.085	1.000	-.23	.19
			45 - 54 Years Old	-.05	.113	1.000	-.32	.23
		45 - 54 Years Old	25 - 34 Years Old	.03	.123	1.000	-.28	.33
			35 - 44 Years Old	.05	.113	1.000	-.23	.32
PAY_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.28	.110	.053	-.53	.00
			45 - 54 Years Old	-.42*	.161	.028	-.81	-.04
		35 - 44 Years Old	25 - 34 Years Old	.28	.110	.053	.00	.53
			45 - 54 Years Old	-.16	.148	.524	-.52	.19
		45 - 54 Years Old	25 - 34 Years Old	.42*	.161	.028	.04	.81
			35 - 44 Years Old	.16	.148	.524	-.19	.52
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.26	.110	.062	-.53	.01
			45 - 54 Years Old	-.42*	.161	.032	-.82	-.03
		35 - 44 Years Old	25 - 34 Years Old	.28	.110	.062	-.01	.53
			45 - 54 Years Old	-.16	.148	.839	-.52	.20
		45 - 54 Years Old	25 - 34 Years Old	.42*	.161	.032	.03	.82
			35 - 44 Years Old	.16	.148	.839	-.20	.52

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

		Multiple Comparisons						
Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRO_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.07	.093	.725	-.16	.29
			45 - 54 Years Old	-.09	.135	.766	-.42	.23
		35 - 44 Years Old	25 - 34 Years Old	-.07	.093	.725	-.29	.15
			45 - 54 Years Old	-.17	.124	.384	-.46	.13
		45 - 54 Years Old	25 - 34 Years Old	.09	.135	.766	-.23	.42
			35 - 44 Years Old	.17	.124	.384	-.13	.46
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.07	.093	1.000	-.16	.30
			45 - 54 Years Old	-.09	.135	1.000	-.43	.24
		35 - 44 Years Old	25 - 34 Years Old	-.07	.093	1.000	-.30	.16
			45 - 54 Years Old	-.17	.124	.584	-.47	.14
		45 - 54 Years Old	25 - 34 Years Old	.09	.135	1.000	-.24	.43
			35 - 44 Years Old	.17	.124	.584	-.14	.47
SUP_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.00	.113	.999	-.27	.28
			45 - 54 Years Old	.14	.166	.684	-.26	.53
		35 - 44 Years Old	25 - 34 Years Old	.00	.113	.999	-.28	.27
			45 - 54 Years Old	.13	.152	.654	-.23	.50
		45 - 54 Years Old	25 - 34 Years Old	-.14	.166	.684	-.53	.26
			35 - 44 Years Old	-.13	.152	.654	-.50	.23
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.00	.113	1.000	-.27	.28
			45 - 54 Years Old	.14	.166	1.000	-.27	.54
		35 - 44 Years Old	25 - 34 Years Old	.00	.113	1.000	-.28	.27
			45 - 54 Years Old	.13	.152	1.000	-.24	.51
		45 - 54 Years Old	25 - 34 Years Old	-.14	.166	1.000	-.54	.27
			35 - 44 Years Old	-.13	.152	1.000	-.51	.24

Multiple Comparisons

Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
WRE_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.08	.076	.532	-.28	.10
			45 - 54 Years Old	.02	.109	.868	-.24	.28
		35 - 44 Years Old	25 - 34 Years Old	.08	.075	.532	-.10	.26
			45 - 54 Years Old	.10	.100	.601	-.14	.34
		45 - 54 Years Old	25 - 34 Years Old	-.02	.109	.968	-.28	.24
			35 - 44 Years Old	-.10	.100	.601	-.34	.14
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.08	.075	.858	-.26	.10
			45 - 54 Years Old	.02	.109	1.000	-.25	.26
		35 - 44 Years Old	25 - 34 Years Old	.08	.075	.858	-.10	.26
			45 - 54 Years Old	.10	.100	1.000	-.15	.34
		45 - 54 Years Old	25 - 34 Years Old	-.02	.109	1.000	-.28	.26
			35 - 44 Years Old	-.10	.100	1.000	-.34	.15
JG_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.07	.084	.654	-.27	.13
			45 - 54 Years Old	-.14	.123	.506	-.43	.15
		35 - 44 Years Old	25 - 34 Years Old	.07	.084	.654	-.13	.27
			45 - 54 Years Old	-.06	.113	.841	-.33	.21
		45 - 54 Years Old	25 - 34 Years Old	.14	.123	.506	-.16	.43
			35 - 44 Years Old	.06	.113	.841	-.21	.33
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.07	.084	1.000	-.28	.13
			45 - 54 Years Old	-.14	.123	.600	-.44	.16
		35 - 44 Years Old	25 - 34 Years Old	.07	.084	1.000	-.13	.28
			45 - 54 Years Old	-.06	.113	1.000	-.34	.21
		45 - 54 Years Old	25 - 34 Years Old	.14	.123	.600	-.16	.44
			35 - 44 Years Old	.06	.113	1.000	-.21	.34

From Post Hoc Tests, we find that age variable only has significant impact on pay variable. The significant different on pay is between group 25 – 34 years old and 45 – 54 years old, mean difference = - 0.42, significant level = -0.028 < 0.05.

Education

Table 5-19 Test of Homogeneity of Variances (Education)

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	1.007	4	71	.410
PAY_AVE	.311	4	71	.869
PRO_AVE	1.667	4	71	.167
SUP_AVE	1.826	4	71	.133
WRE_AVE	.952	4	71	.439
JG_AVE	2.242	4	71	.073

From test of homogeneity of variance, we find that value of Levene Statistic is 1.007 with significant level 0.410 (Job), 0.311 with significant level 0.869 (Pay), 1.667 with significant level 0.167 (Promotion), 1.826 with significant level 0.133 (Supervision), 0.952 with significant level 0.439 (Working Relations),

and 2.242 with significant level 0.073 (General Job Satisfaction). From this test, all significant level is more than 0.05, it means that all variables have the same variance, there is no significant impact of education to all variables.

Table 5-20 Value of Mean Test (Education)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.481	4	.120	1.188	.324
	Within Groups	7.192	71	.101		
	Total	7.673	75			
PAY_AVE	Between Groups	.791	4	.198	1.018	.404
	Within Groups	13.797	71	.194		
	Total	14.588	75			
PRO_AVE	Between Groups	.562	4	.140	1.120	.354
	Within Groups	8.898	71	.125		
	Total	9.460	75			
SUP_AVE	Between Groups	.776	4	.194	1.048	.389
	Within Groups	13.145	71	.185		
	Total	13.921	75			
WRE_AVE	Between Groups	.120	4	.030	.354	.840
	Within Groups	5.990	71	.084		
	Total	6.109	75			
JG_AVE	Between Groups	1.290	4	.322	3.581	.010
	Within Groups	6.394	71	.090		
	Total	7.683	75			

For value of mean, $F = 1.188$ with significant level 0.324 (Job), $F = 1.018$ with significant level 0.404 (Pay), $F = 1.120$ with significant level 0.354 (Promotion), $F = 1.048$ with significant level 0.389 (Supervision), $F = 0.354$ with significant level 0.840 (Working Relations), $F = 3.581$ with significant level 0.010 (General Job Satisfaction). From this result, we find that the value of mean for job, pay, promotion, supervision, and working relations are the same, but for general job satisfaction is different. It means that education influences the general job satisfaction, different group of education will have different impact of general job satisfaction, different group of education will have different satisfaction level in general job satisfaction. But for other variables, there is the same between them, they are no significant impact of education.

Table 5-21 Post Hoc Test (Education)

Multiple Comparisons

Dependent Variable: JD_AVE

Category	Group 1	Group 2	Mean Difference	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Tingkat Pendidikan	Senior High School	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01
	Senior High School	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01
	Master	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01
Bachelor	Senior High School	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01
	Senior High School	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01
	Master	Junior High School	-.17	.001	-.34	-.01
		Madrasah	-.17	.001	-.34	-.01
		LATIHAN	-.17	.001	-.34	-.01
		Blambangan	-.17	.001	-.34	-.01

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

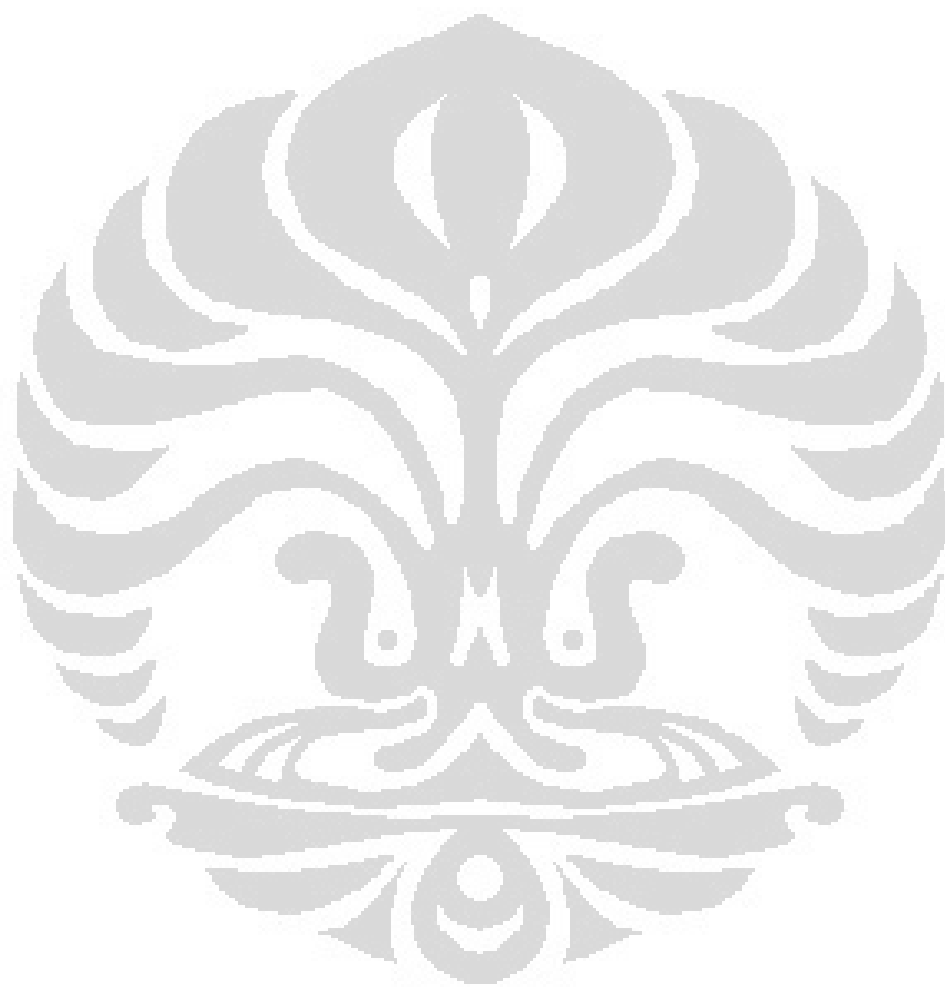
From Post Hoc Tests, we find that education variable only has significant impact on general job satisfaction. The significant different on general job satisfaction is between group Master Degree and Senior High School, mean difference = 0.48, significance level = $-0.043 < 0.05$.

Working Period

Table 5-22 Test of Homogeneity of Variances (Working Period)

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	.324	2	73	.724
PAY_AVE	.315	2	73	.731
PRO_AVE	10.288	2	73	.000
SUP_AVE	4.243	2	73	.018
WRE_AVE	.697	2	73	.501
JG_AVE	1.170	2	73	.316



From test of homogeneity of variance, we find that value of Levene Statistic is 0.324 with significant level 0.724 (Job), 0.315 with significant level 0.731 (Pay), 10.228 with significant level 0.000 (Promotion), 4.243 with significant level 0.018 (Supervision), 0.697 with significant level 0.501 (Working Relations), and 1.170 with significant level 0.316 (General Job Satisfaction).

From this test, significant level of promotion and supervision is less than 0.05, it means that promotion and supervision have different variance, there are significant impact of working period to promotion and supervision. But, other variables have the same variance with significant level more than 0.05.

Table 5-23 Value of Mean Test (Working Period)

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.203	2	.102	.994	.375
	Within Groups	7.470	73	.102		
	Total	7.673	75			
PAY_AVE	Between Groups	.557	2	.278	1.448	.242
	Within Groups	14.031	73	.192		
	Total	14.588	75			
PRO_AVE	Between Groups	.896	2	.448	3.817	.027
	Within Groups	8.564	73	.117		
	Total	9.460	75			
SUP_AVE	Between Groups	.864	2	.432	2.415	.096
	Within Groups	13.057	73	.179		
	Total	13.921	75			
WRE_AVE	Between Groups	.149	2	.074	.912	.406
	Within Groups	5.961	73	.082		
	Total	6.109	75			
JG_AVE	Between Groups	.114	2	.057	.547	.581
	Within Groups	7.570	73	.104		
	Total	7.683	75			

For value of mean, $F = 0.994$ with significant level 0.375 (Job), $F = 1.448$ with significant level 0.242 (Pay), $F = 3.817$ with significant level 0.027 (Promotion), $F = 2.415$ with significant level 0.096 (Supervision), $F = 0.912$ with significant level 0.406 (Working Relations), $F = 0.547$ with significant level 0.581 (General Job Satisfaction). From this result, we find that the value of mean for job, pay, supervision, working relations and general job satisfaction are the same, but for promotion is different. It means that working period influences the promotion, different group of working period will have different impact of

promotion, different group of working period will have different satisfaction level of promotion. But for other variables, there is the same between them, they are no significant impact of working period.

Table 5-24 Post Hoc Test (Working Period)

Dependent Variable		(i) WORKPER		(j) WORKPER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
								Lower Bound	Upper Bound
PRO_AVE	Tukey HSD	0 - 5 years	5 - 7 years		.46*	.167	.020	.06	.68
			> 7 years		.31	.147	.093	-.04	.66
		5 - 7 years	0 - 5 years		-.46*	.167	.020	-.38	-.08
			> 7 years		-.15	.102	.345	-.39	.10
		> 7 years	0 - 5 years		-.31	.147	.093	-.58	.04
			5 - 7 years		.15	.102	.345	-.10	.39
	Bonferroni	0 - 5 years	5 - 7 years		.46*	.167	.022	.05	.87
			> 7 years		.31	.147	.113	-.05	.67
		5 - 7 years	0 - 5 years		-.46*	.167	.022	-.87	-.05
			> 7 years		-.15	.102	.445	-.40	.10
		> 7 years	0 - 5 years		-.31	.147	.113	-.57	.08
			5 - 7 years		.15	.102	.445	-.10	.40
SUP_AVE	Tukey HSD	0 - 5 years	5 - 7 years		-.32	.206	.271	-.82	.17
			> 7 years		-.40	.182	.082	-.83	.04
		5 - 7 years	0 - 5 years		.32	.206	.271	-.17	.82
			> 7 years		-.07	.126	.827	-.35	.21
		> 7 years	0 - 5 years		.40	.182	.082	-.04	.83
			5 - 7 years		.07	.126	.827	-.23	.38
	Bonferroni	0 - 5 years	5 - 7 years		-.32	.206	.371	-.83	.18
			> 7 years		-.40	.182	.098	-.84	.03
		5 - 7 years	0 - 5 years		.32	.206	.371	-.18	.83
			> 7 years		-.07	.126	1.000	-.38	.24
		> 7 years	0 - 5 years		.40	.182	.098	-.05	.84
			5 - 7 years		.07	.126	1.000	-.24	.38

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

From Post Hoc Tests, we find that working period only has significant impact on promotion. The significant different on promotion is between group 0 – 5 years and 5 – 7 years, mean difference = 0.46, significant level = $-0.020 < 0.05$. And between 5 – 7 years and 0 – 5 years, mean difference = -0.46 , significant level = $0.022 < 0.05$.

Status

Table 5-25 Test of Homogeneity of Variances (Status)

	Levene Statistic	df1	df2	Sig.
JOB_AVE	2.455	2	73	.093
PAY_AVE	.537	2	73	.587
PRO_AVE	6.274	2	73	.003
SUP_AVE	.678	2	73	.511
WRE_AVE	.744	2	73	.479
JG_AVE	.010	2	73	.990

From test of homogeneity of variance, we find that value of Levene Statistic is 2.455 with significant level 0.093 (Job), 0.537 with significant level 0.587 (Pay), 6.274 with significant level 0.003 (Promotion), 0.678 with significant level 0.511 (Supervision), 0.744 with significant level 0.479 (Working Relations), and 0.010 with significant level 0.990 (General Job Satisfaction). From this test, significant level of promotion is less than 0.05, it means that promotion has different variance, there is significant impact of status to promotion. But, other variables have the same variance with significant level more than 0.05.

Table 5-26 Value of Mean Test (Status)

		Sum of Squares	df	Mean Squares	F	Sig.
JOB_AVE	Between Groups	.053	2	.026	.252	.778
	Within Groups	7.621	73	.104		
	Total	7.673	75			
PAY_AVE	Between Groups	1.249	2	.625	3.418	.038
	Within Groups	13.339	73	.183		
	Total	14.588	75			
PRO_AVE	Between Groups	.405	2	.203	1.634	.202
	Within Groups	9.054	73	.124		
	Total	9.460	75			
SUP_AVE	Between Groups	.114	2	.057	.302	.741
	Within Groups	13.807	73	.189		
	Total	13.921	75			
WRE_AVE	Between Groups	.028	2	.014	.168	.846
	Within Groups	6.082	73	.083		
	Total	6.109	75			
JG_AVE	Between Groups	.212	2	.106	1.034	.361
	Within Groups	7.472	73	.102		
	Total	7.683	75			

For value of mean, $F = 0.252$ with significant level 0.778 (Job), $F = 3.418$ with significant level 0.038 (Pay), $F = 1.634$ with significant level 0.202 (Promotion), $F = 0.303$ with significant level 0.741 (Supervision), $F = 0.168$ with significant level 0.846 (Working Relations), $F = 1.034$ with significant level 0.361 (General Job Satisfaction). From this result, we find that the value of mean for job, promotion, supervision, working relations and general job satisfaction are the same, but for pay is different. It means that status influences the pay, different group of status will have different impact of pay, different group of status will have different satisfaction level of pay. But for other variables, there is the same between them, they are no significant impact of status.

Table 5-27 Post Hoc Test (Status)

		Multiple Comparisons						
Dependent Variable		I STATUS	J STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
JOB_AVE	Tukey HSD	Married	Single	-.05	.168	.950	-.45	.35
			Widower	.15	.232	.604	-.41	.70
		Single	Married	.05	.168	.950	-.35	.45
			Widower	.20	.260	.783	-.47	.87
		Widower	Married	-.15	.232	.604	-.70	.41
			Single	-.20	.260	.783	-.87	.47
	Bonferroni	Married	Single	-.05	.165	1.000	-.48	.36
			Widower	.15	.232	1.000	-.42	.71
		Single	Married	.05	.165	1.000	-.36	.48
			Widower	.20	.250	1.000	-.49	.88
		Widower	Married	-.15	.232	1.000	-.71	.42
			Single	-.20	.260	1.000	-.88	.49
PAY_AVE	Tukey HSD	Married	Single	.51	.220	.057	-.01	1.04
			Widower	.39	.307	.416	-.35	1.12
		Single	Married	-.51	.220	.057	-1.04	.01
			Widower	-.13	.370	.939	-1.01	.78
		Widower	Married	-.39	.307	.419	-1.12	.35
			Single	.13	.370	.939	-.78	1.01
	Bonferroni	Married	Single	.51	.220	.067	-.63	1.05
			Widower	.39	.307	.623	-.38	1.14
		Single	Married	-.51	.220	.067	-1.05	.03
			Widower	-.13	.370	1.000	-1.03	.76
		Widower	Married	-.39	.307	.829	-1.14	.39
			Single	.13	.370	1.000	-.78	1.03

Multiple Comparisons

Dependent Variable		(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRQ_AVE	Tukey HSD	Married	Single	.25	.181	.381	-.18	.68
			Widower	.31	.253	.438	-.20	.81
		Single	Married	-.25	.181	.381	-.66	.18
			Widower	.06	.305	.977	-.67	.79
		Widower	Married	-.31	.253	.438	-.93	.29
			Single	-.06	.305	.977	-.78	.67
	Bonferroni	Married	Single	.25	.181	.524	-.20	.69
			Widower	.31	.253	.668	-.31	.93
		Single	Married	-.25	.181	.524	-.69	.20
			Widower	.06	.305	1.000	-.68	.61
		Widower	Married	-.31	.253	.668	-.93	.31
			Single	-.06	.305	1.000	-.81	.68
SUP_AVE	Tukey HSD	Married	Single	-.11	.224	.879	-.64	.43
			Widower	.15	.312	.827	-.56	.87
		Single	Married	.11	.224	.879	-.43	.64
			Widower	.29	.377	.720	-.81	1.19
		Widower	Married	-.15	.312	.827	-.93	.56
			Single	-.29	.377	.720	-1.19	.61
	Bonferroni	Married	Single	-.11	.224	1.000	-.66	.44
			Widower	.15	.312	1.000	-.56	.85
		Single	Married	.11	.224	1.000	-.44	.66
			Widower	.29	.377	1.000	-.83	1.21
		Widower	Married	-.15	.312	1.000	-.95	.56
			Single	-.29	.377	1.000	-1.21	.63

Multiple Comparisons

Dependent Variable		(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
VRE_AVE	Tukey HSD	Married	Single	.02	.148	.992	-.34	.37
			Widower	.12	.207	.836	-.35	.61
		Single	Married	-.02	.148	.992	-.37	.34
			Widower	.10	.250	.916	-.50	.70
		Widower	Married	-.12	.207	.838	-.61	.38
			Single	-.10	.250	.916	-.70	.50
	Bonferroni	Married	Single	.02	.148	1.000	-.35	.38
			Widower	.12	.207	1.000	-.36	.63
		Single	Married	-.02	.148	1.000	-.38	.35
			Widower	.10	.250	1.000	-.51	.71
		Widower	Married	-.12	.207	1.000	-.63	.39
			Single	-.10	.250	1.000	-.71	.51
JG_AVE	Tukey HSD	Married	Single	.07	.184	.606	-.32	.46
			Widower	.32	.229	.351	-.23	.87
		Single	Married	-.07	.184	.608	-.48	.32
			Widower	.25	.277	.641	-.47	.91
		Widower	Married	-.32	.229	.351	-.87	.23
			Single	-.25	.277	.641	-.91	.41
	Bonferroni	Married	Single	.07	.184	1.000	-.33	.47
			Widower	.32	.229	.506	-.24	.88
		Single	Married	-.07	.184	1.000	-.47	.33
			Widower	.25	.277	1.000	-.43	.93
		Widower	Married	-.32	.229	.506	-.88	.24
			Single	-.25	.277	1.000	-.83	.43

From Post Hoc Tests, we find that status variable has no significant impact on all dimensions of job satisfaction.

5.2.4 Regression Analysis

Table 5-28 Variables Entered/Removed(b)

Model	Variables Entered	Variables Removed	Method
1	FACTOR WRe, FACTOR Pay, FACTOR Job, FACTOR Pro, FACTOR Sup(a)		Enter

a All requested variables entered.

b Dependent Variable: FactorJG

Table 5-29 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782(a)	.612	.584	.64497248

a Predictors: (Constant), FACTOR WRe, FACTOR Pay, FACTOR Job, FACTOR Pro, FACTOR Sup

Table 5-30 ANOVA(b)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.681	5	9.176	22.059	.000(a)
	Residual	29.119	70	.416		
	Total	75.000	75			

a Predictors: (Constant), FACTOR WRe, FACTOR Pay, FACTOR Job, FACTOR Pro, FACTOR Sup

b Dependent Variable: FactorJG

Based on anova table, the value of F is 22.059 and the significant level is 0.000. The significant level 0.000 is less than $\alpha = 0.05$, so this regression model can be used for prediction of general job satisfaction. In other words, it means job, pay, promotion, supervision, working relations give effect on general job satisfaction.

Table 5-31 Coefficients(a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.886E-16	.074		.000	1.000
	FACTOR Job	.689	.085	.689	8.132	.000
	FACTOR Pay	.057	.084	.057	.676	.501
	FACTOR Pro	-.147	.085	-.147	-1.724	.089
	FACTOR Sup	.258	.094	.258	2.751	.008
	FACTOR WRe	-.058	.091	-.058	-.635	.527

a Dependent Variable: FactorJG

The job and supervision dimensions give effect significantly to job satisfaction in general. It is proven base on significant levels are 0.000 and 0.008 and less than 0.05 or 5%. But pay, promotion, and working relations dimensions have not significant effect on job satisfaction in general because the significant levels are more than 0.05 or 5%.

The B value of job is 0.689 which means if we increase 1 value then the total job satisfaction level in general will increase 0.689 point, and if we increase 1 value of supervision, the job satisfaction level in general will increase 0.258 point because it has B value 0.258.

As result, the equation of job satisfaction level in general is shown below:

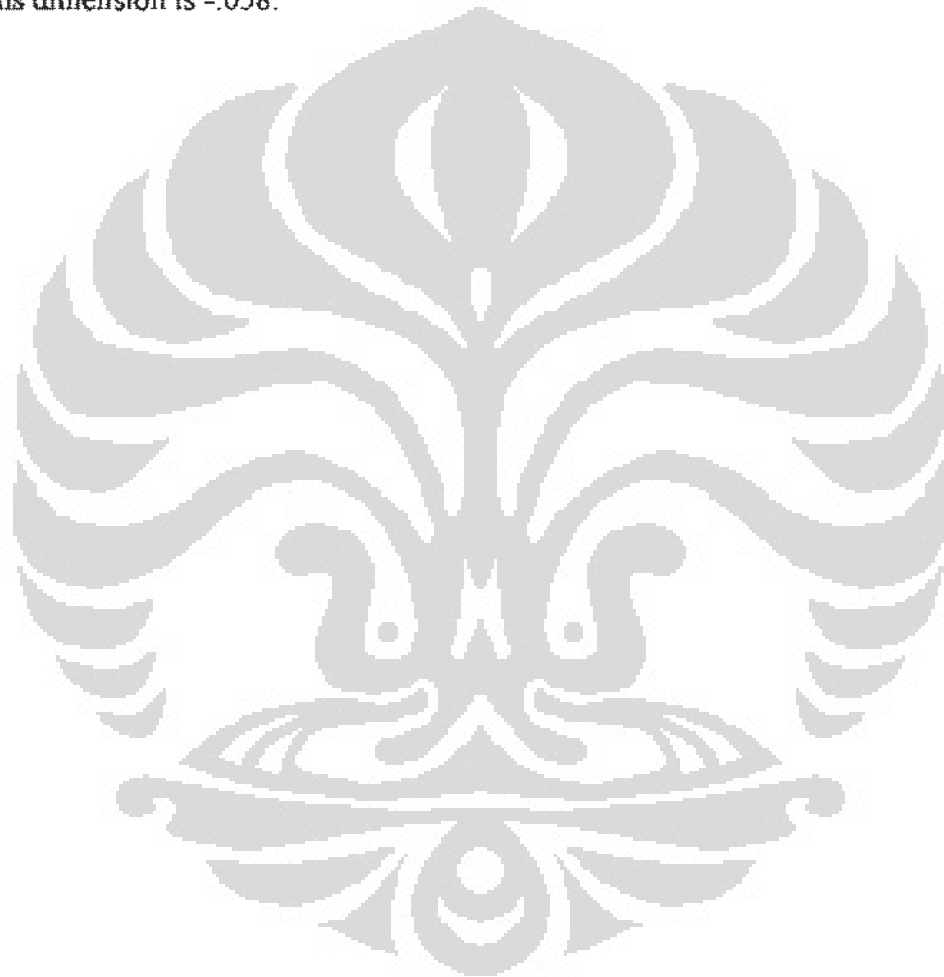
$$Y = 0.689 \text{ Job} + 0.258 \text{ Supervision} + \text{Error}$$

The value of adjusted R^2 is 0.584. It means 58.4% of general job satisfaction level comes from job and supervision.

Table 5-32 Hypotheses test result with $\alpha = 0.05$

Hypotheses	Statement	Sig	Conclusion
H1	Job has a significant effect to job satisfaction level in general	0.000	Accepted
H2	Pay has a significant effect to job satisfaction level in general	0.501	Rejected
H3	Promotion has a significant effect to job satisfaction level in general	0.089	Rejected
H4	Supervision has a significant effect to job satisfaction level in general	0.008	Accepted
H5	Working Relations have a significant effect to job satisfaction level in general	0.527	Rejected

Pay dimension does not have significant effect on general job satisfaction but it has positive relationship with general job satisfaction. The B value of pay dimension is .057. Promotion dimension does not have significant effect on general job satisfaction but it has negative relationship with general job satisfaction. The B value of promotion dimension is -.147. Working Relations dimension does not have significant effect on general job satisfaction but it has negative relationship with general job satisfaction. The B value of working relations dimension is -.058.



CHAPTER 6

CONCLUSIONS & SUGGESTIONS

6.1 CONCLUSIONS

From the result of this research, we can make conclusion :

- a. Majority of respondents are satisfied with their job, salary, supervision from their leader, promotion opportunities, and working relations with their colleagues. Their general job satisfaction level is also high.
- b. From mean comparison, the results are :
 - Gender has no significant difference in all dimensions of job satisfaction, but female managers have higher job satisfaction level than male managers except in promotion.

This is related to Clark's (1997) seminal study of gender differences in levels of job satisfaction in Britain which found females have greater satisfaction levels of satisfaction compared to males, despite being in jobs with lower earnings and promotion opportunities compared to males. He posits that this is due to females having lower expectations at work due to "the poorer position in the labor market than women have held in the past" (Clark, 1997: 342).

Top management of CASMI tries to do the best to make their managers satisfied. In company's policies, male and female managers have the same standard title of position, salary level, and promotion opportunities. But in reality due to business characteristic, all managers must be willing to be transferred to every location of CASMI's representative. This condition is difficult for female managers to move to other location because they must stay with their husband and family. Therefore, it is easier for male managers to get promotion opportunities because male managers are willing to move to other location and bring their family with them. The company gives allowances related to transfer program, such as accommodation, education for heir

children, etc. That is why the satisfaction level of male managers related to promotion is higher than female managers.

- Age has significant difference in pay dimension between managers with the age of 25 – 34 years old and 45 – 54 years old. Managers with the age of 45 – 54 years old are more satisfied.

Study in the United States with 1707 public employees showed that job satisfaction increased with age. Younger employees were less satisfied with their jobs, especially with the intrinsic characteristics of the work. Older employees were more satisfied with the extrinsic characteristics than were the two younger groups of employees. When the effects of salary, job tenure, and education were removed independently as well as simultaneously, the same differences were found. However, when the effect of job characteristics was added to the combination and partialled out, the intrinsic characteristics factor was no longer significant (Lee & Wilbur, 1985).

In CASMI, 18 managers from 22 managers with the age of 25 – 34 years old have bachelor degree and master degree, 8 managers from 10 managers with the age of 45 – 54 years old have educational background from junior high school (1 manager), senior high school (4 managers) and diploma (3 managers).

Managers with the age of 25 – 34 years old think they have better education background but their salary is lower than those managers with the age of 45 – 54 years old because the managers with the age of 45 – 54 years old have longer working period in CASMI so they get higher salary. In CASMI, working period influences increasing salary.

CASMI doesn't have salary structure which considers educational background. They only have very simple salary structure, which is based on subjectivity of top management.

- Education has significant difference in general job satisfaction between managers with senior high school and master degree.

Managers with master degree are more satisfied than managers with senior high school degree.

This is related to the study from Norvald and Weaver (1982), a principal motivation for attaining a high level of formal education in American society has presumably been able to do satisfying work, and there are reasons to believe that education does tend to enhance job satisfaction.

In CASMI, 17 managers graduated from senior high school and only 4 (four) managers graduated from master degree. Management of CASMI gives more attention to managers with master degree by giving them higher salary, more promotion opportunities, and more training opportunities. It makes them more satisfied. But for managers with senior high school, management only gives them standard attention by giving standard salary, less promotion opportunities, and less training opportunities, therefore they are less satisfied.

- Working period has significant difference in promotion dimension between managers with service years of 0 – 5 years and 5 – 7 years. Managers with service years of 0 – 5 years are more satisfied.

From 76 managers in CASMI, most of their working period (tenure) is more than 7 years (56 managers) and between 5 – 7 years (14 managers). It means that they have been working in CASMI for enough long time.

Top management focuses on young managers with tenure of 0 – 5 years because they have high spirit and they like to be challenged. Although managers with 5 – 7 years tenure have minimum education of bachelor degree, they are afraid to take challenge from management. For instance, top management always try to create promotion opportunities for all managers by opening new branch, developing the business, and doing the re-generation program based on one of the value from philosophy of Olympic Group. But, for managers with service years of 5 – 7 years, they are already

satisfied and enjoy their current position, so they don't want to transfer to other location or be promoted to higher level.

- c. Factors influencing general job satisfaction of managers in CASMI are job and supervision. The other dimensions (pay, promotion, and working relations) have no effect.

Job and supervision dimensions have significant impact on general job satisfaction. Job and supervision dimensions contribute 58.4% to general job satisfaction. If management can improve job dimension and supervision dimension, it will influence 58.4 % of general job satisfaction. Managers in CASMI want challenging job, good title of position, and good supervisor or leader. The challenging job and good title of position can make them proud of their job and themselves. Effective supervisor or leader can give them clear direction to do their job and motivate them if they face problems.

In current condition, management of CASMI already gives good position title for their managers. Related to supervision dimension, in current condition, the relationship between managers and their leader are more like transactional relationship, formal relationship, and they get less supervision from their leader.

- d. The relationship between general job satisfaction and promotion dimension is negative. It means that when we increase the promotion, the general job satisfaction will decrease.

From the real condition in the company, the promotion policy is not attractive. When somebody gets promotion, he or she will not automatically get the increasing compensation and benefit. They must do acting period for 6 months until 12 months. They will get increasing compensation and benefit after they pass the acting period. Sometime, managers don't get any increasing of their compensation although they have been promoted by the company. They will only get increasing compensation and benefit base on merit system on February or March every year. It is not clear for them, they get increasing salary because of their performance or their promotion.

In current condition, CASMI does not have good promotion system, compensation and benefit system and top management thinks that promotion is about position only, and they don't give salary increase or incentive scheme.

It makes the managers less motivated when they get promotion. They like promotion but they also want increasing salary as the logic consequences of the promotion.

The other thing that can describe the negative relationship between general job satisfaction and promotion dimension is because most of the managers in CASMI have been in the company for more than 7 years, with the age of more than 34 years old. They graduated from master degree (1 female manager), diploma (9 managers), senior high school (12 managers), and junior high school (2 managers). They already get their comfort zone, so they are less motivated to get promotion. They prefer to stay at their current position. For example, most branch managers prefer to stay at their current branch rather than move to bigger branch at the other area although by moving to bigger branch is promotion for them. They don't want to move to other area because they already enjoy being in their current branch, family or children reason, and CASMI's unattractive promotion policy.

- e. Overall, we can say that in CASMI, the dissatisfaction of managers caused by the current human resources management system in CASMI such as compensation & benefit system, promotion policy, career path & career planning, people development program, and performance appraisal. Most of decision related to compensation & benefit, promotion, people development policy, and performance appraisal come from decision of top management.

6.2 SUGGESTIONS

The suggestions for management of CASMI:

- a. Top management must make improvement program related to job and supervision dimensions to maintain general job satisfaction level. The company must create good relationship between all managers and between managers and their leaders by implementing good organization mechanism (information mechanism, instruction mechanism, consultation mechanism, and coordination mechanism), informal activities like sport activities, lunch together, family gathering, etc to increase their satisfaction related to supervision. Top management must give more challenging and qualified job, good position title to managers to increase their pride to their job.
Top management must create interesting offering for managers with senior high school by giving good title of position, challenging and qualified job to increase their proudness of their job, more competitive salary, and more training opportunities.
- b. Top management must create more competitive salary structure based on updated salary survey and combine it with promotion policy. Top management must give managers with the age of 25 – 34 years old the more competitive salary and allowance based on their performance, not year of service. Top management must increase their salary automatically when they get promotion, at least after they pass an acting period. Top management also can give them other benefit, for instance, give them opportunities to have the share of company, give them good life insurance, etc.
- c. Top management must make career path and career planning for all managers, especially for female managers and managers who have longer working period. Top management must give more promotion opportunities to female managers and managers who have service years of 5 – 7 years. For female managers, top management must give solution to their difficulty moving to other province in Indonesia related to promotion. For instance, making policy that CASMI's representatives in Jabodetabek and Jabar are for female managers or ask them where is the location they want

to move. It will help female managers to get promotion opportunities and therefore will increase their satisfaction level related to promotion.

For regeneration program, top management must make managers with service years of 5 – 7 years and managers with senior high school as priority to increase their satisfaction level related to promotion. They are already loyal to company, so the company must pay attention to the progress of their career in CASMI by creating their career path and career planning, development program, etc.

- d. Top management must create attractive promotion policy and communicate the system to all managers who get promotion.
- e. Top management must create integrative and comprehensive development program for all managers to increase and improve their knowledge, skill, and attitude.
- f. Top management must create objective performance appraisal system to make motivate all managers that they are reviewed objectively by top management and combine it with attractive reward system.

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KUESIONER QUESTIONNAIRE

A. PROFIL RESPONDEN

Respondent Profile

Beri tanda ✓ di pada jawaban yang paling sesuai dengan Anda.
Please check ✓ on the

1. Jenis Kelamin (*Gender*)

- 1. Laki-laki (*Male*)
- 2. Perempuan (*Female*)

2. Usia (*Age*)

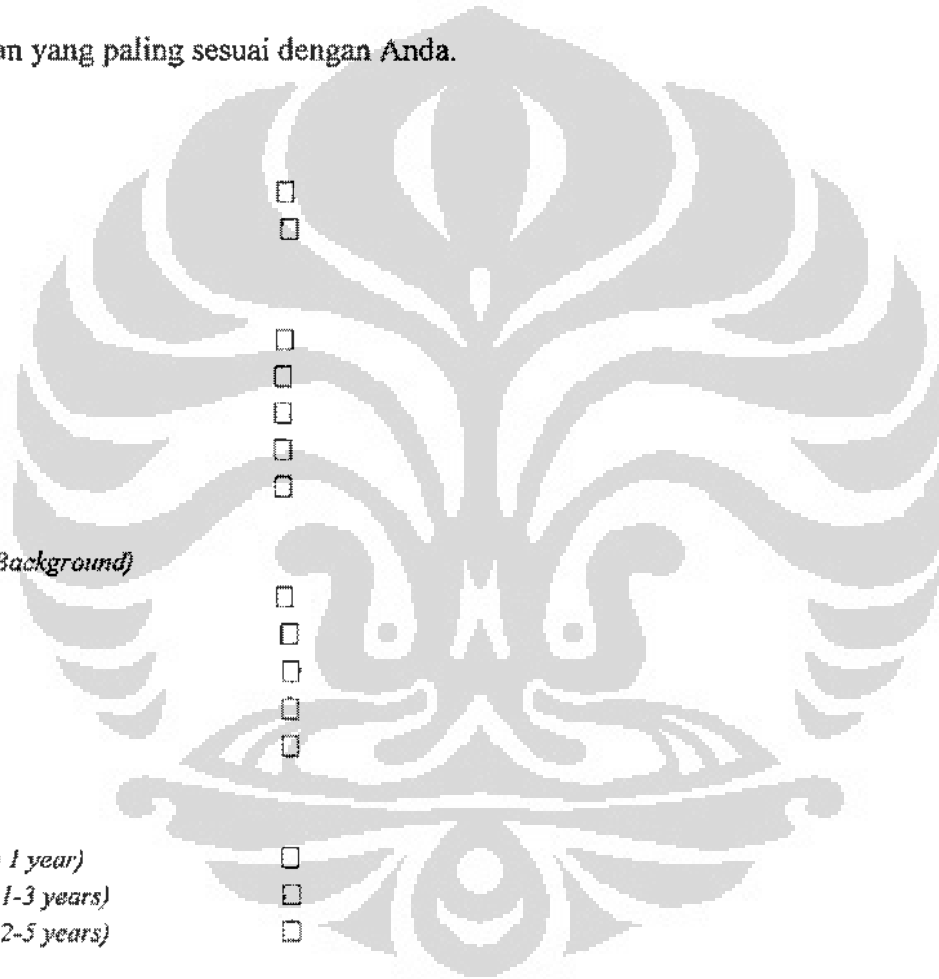
- 1. Dibawah 25 Tahun (*Below 25*)
- 2. 25 – 34 Tahun (*25 – 34*)
- 3. 35 – 44 Tahun (*35 – 44*)
- 4. 45 – 54 Tahun (*45 – 54*)
- 5. Di atas 54 Tahun (*Over 54*)

3. Pendidikan Terakhir (*Educational Background*)

- 1. SLTP (*Junior High School*)
- 2. SLTA (*Senior High School*)
- 3. Akademi (*Diploma*)
- 4. Sarjana (*Bachelor*)
- 5. Magister (*Magister*)

4. Masa Kerja (*Working Period*)

- 1. Kurang dari 1 Tahun (*Less Than 1 year*)
- 2. Antara 1 dan 3 Tahun (*Between 1-3 years*)
- 3. Antara 3 dan 5 Tahun (*Between 2-5 years*)



4. Antara 5 dan 7 Tahun (*Between 5 -7 years*)
5. Lebih dari 7 Tahun (*More Than 7 years*)

5. Status Perkawinan (*Marital Status*)

1. Menikah (*Married*)
2. Tidak Menikah (*Single*)
3. Duda/Janda (*Widower*)

B. KEPUASAN KERJA (*Job Satisfaction*)

I. Aspek Pekerjaan *Job itself*

Pikirkan mengenai pekerjaan Anda saat ini. Bagaimana kondisi pekerjaan Anda saat ini dikaitkan dengan pilihan kondisi di bawah ini. Pilih jawaban :

- 1 Sangat tidak puas
2 Tidak puas
3 Puas
4 Sangat puas

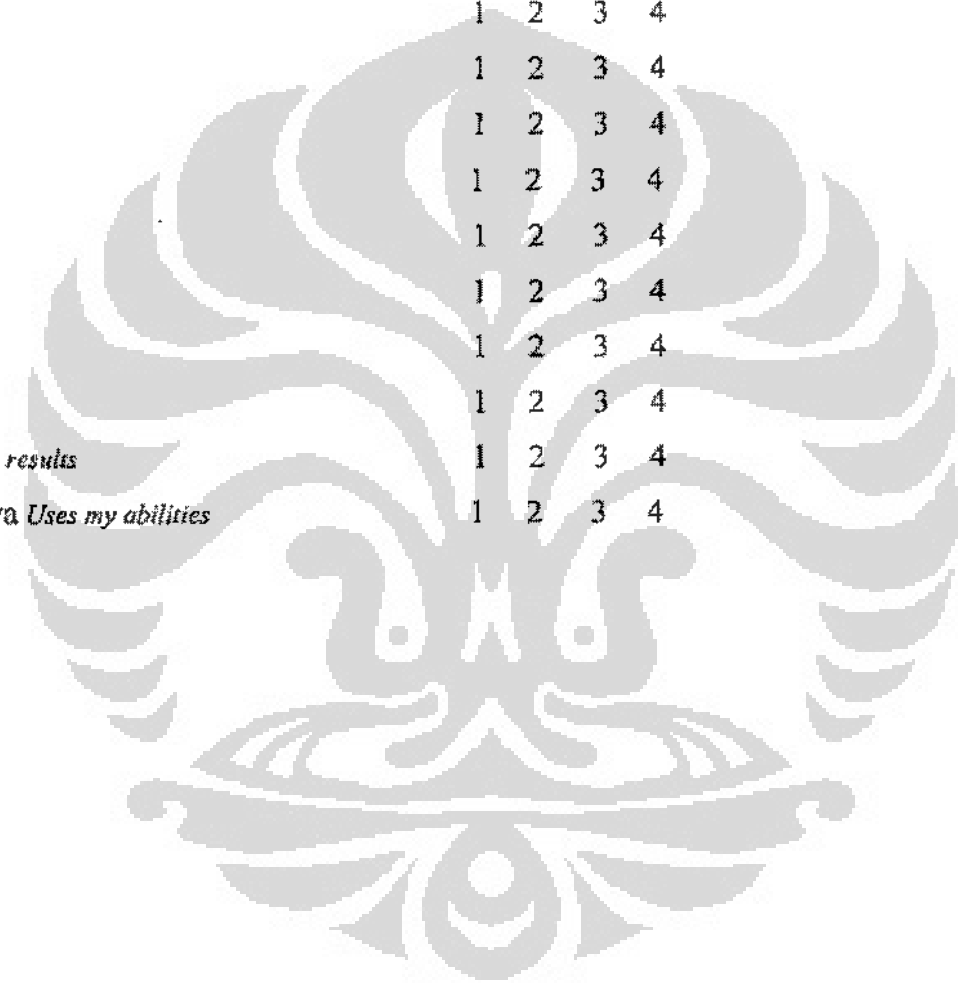
Think of the work you do at present. How well does each of the following words or phrases describe your work? In the blank beside each word or phrase below, write :

- 1 *Very dissatisfied*
2 *Dissatisfied*
3 *Satisfied*
4 *Very Satisfied*

Pekerjaan Saya saat ini :
My current job is :

- | | | | | |
|---|---|---|---|---|
| 1. Mempesona/Menarik <i>Fascinating</i> | 1 | 2 | 3 | 4 |
| 2. Rutin <i>Routine</i> | 1 | 2 | 3 | 4 |
| 3. Memuaskan <i>Satisfying</i> | 1 | 2 | 3 | 4 |

- | | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| 5. Baik <i>Good</i> | 1 | 2 | 3 | 4 |
| 6. Memberikan perasaan keberhasilan <i>Gives sense of accomplishment</i> | 1 | 2 | 3 | 4 |
| 7. Terhormat <i>Respected</i> | 1 | 2 | 3 | 4 |
| 8. Tidak nyaman <i>Uncomfortable</i> | 1 | 2 | 3 | 4 |
| 9. Menyenangkan <i>Pleasant</i> | 1 | 2 | 3 | 4 |
| 10. Bermanfaat <i>Useful</i> | 1 | 2 | 3 | 4 |
| 11. Menantang <i>Challenging</i> | 1 | 2 | 3 | 4 |
| 12. Sederhana <i>Simple</i> | 1 | 2 | 3 | 4 |
| 13. Berulang <i>Repetitive</i> | 1 | 2 | 3 | 4 |
| 14. Kreatif <i>Creative</i> | 1 | 2 | 3 | 4 |
| 15. Tidak cerdas <i>Dull</i> | 1 | 2 | 3 | 4 |
| 16. Tidak menarik <i>Uninteresting</i> | 1 | 2 | 3 | 4 |
| 17. Bisa melihat hasil kerja <i>Can see results</i> | 1 | 2 | 3 | 4 |
| 18. Menggunakan kemampuan saya <i>Uses my abilities</i> | 1 | 2 | 3 | 4 |



II. Aspek Penghasilan *Pay*

Pikirkan mengenai penghasilan yang Anda peroleh ini. Bagaimana kondisi penghasilan Anda saat ini dikaitkan dengan pilihan kondisi di bawah ini. Pilih jawaban :

- 1 Sangat tidak puas
- 2 Tidak puas
- 3 Puas
- 4 Sangat puas

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

- 1 Very dissatisfied*
- 2 Dissatisfied*
- 3 Satisfied*
- 4 Very Satisfied*

Penghasilan Saya saat ini :

My current pay is :

- | | | | | |
|---|---|---|---|---|
| 1. Cukup untuk pengeluaran normal <i>Income adequate for normal expenses</i> | 1 | 2 | 3 | 4 |
| 2. Adil <i>Fair</i> | 1 | 2 | 3 | 4 |
| 3. Tidak memadai <i>Barely live on income</i> | 1 | 2 | 3 | 4 |
| 4. Buruk <i>Bad</i> | 1 | 2 | 3 | 4 |
| 5. Pendapatan yang dapat memberikan kemewahan <i>Income provides luxuries</i> | 1 | 2 | 3 | 4 |
| 6. Tidak layak <i>Less than I deserve</i> | 1 | 2 | 3 | 4 |
| 7. Baik <i>Well paid</i> | 1 | 2 | 3 | 4 |
| 8. Memberikan rasa tidak aman <i>Insecure</i> | 1 | 2 | 3 | 4 |
| 9. Dibayar kurang/di bawah kewajaran <i>Underpaid</i> | 1 | 2 | 3 | 4 |

III. Aspek Kesempatan Promosi *Promotion*

Pikirkan mengenai kesempatan promosi di perusahaan Anda saat ini. Bagaimana kondisi kesempatan promosi di perusahaan Anda saat ini dikaitkan dengan pilihan kondisi di bawah ini. Pilih jawaban :

- 1 Sangat tidak puas
- 2 Tidak puas
- 3 Puas
- 4 Sangat puas

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

- 1 *Very dissatisfied*
- 2 *Dissatisfied*
- 3 *Satisfied*
- 4 *Very Satisfied*

Kesempatan promosi di perusahaan Saya saat ini :

My current opportunities for promotion are :

- | | | | | |
|---|---|---|---|---|
| 1. Banyak peluang untuk promosi <i>Good opportunities for promotion</i> | 1 | 2 | 3 | 4 |
| 2. Terbatas <i>Opportunities somewhat limited</i> | 1 | 2 | 3 | 4 |
| 3. Promosi didasarkan kemampuan <i>Promotion on ability</i> | 1 | 2 | 3 | 4 |
| 4. Tidak ada kesempatan promosi <i>Dead-end job</i> | 1 | 2 | 3 | 4 |
| 5. Kesempatan terbuka untuk promosi <i>Good chance for promotion</i> | 1 | 2 | 3 | 4 |
| 6. Kebijakan promosi tidak adil <i>Unfair promotion policy</i> | 1 | 2 | 3 | 4 |
| 7. Kesempatan promosi jarang <i>Infrequent promotions</i> | 1 | 2 | 3 | 4 |
| 8. Promosi adalah kegiatan regular <i>Regular promotions</i> | 1 | 2 | 3 | 4 |
| 9. Kesempatan promosi cukup baik <i>Fairly good chances for promotion</i> | 1 | 2 | 3 | 4 |

IV. Aspek Supervisi dari Atasan *Supervision*

Pikirkan mengenai bentuk supervisi dari Atasan yang Anda dapat di pekerjaan Anda. Bagaimana bentuk supervisi dari Atasan yang Anda dapat di pekerjaan Anda dikaitkan dengan pilihan kondisi di bawah ini. Pilih jawaban :

- 1 Sangat tidak puas
- 2 Tidak puas
- 3 Puas
- 4 Sangat puas

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

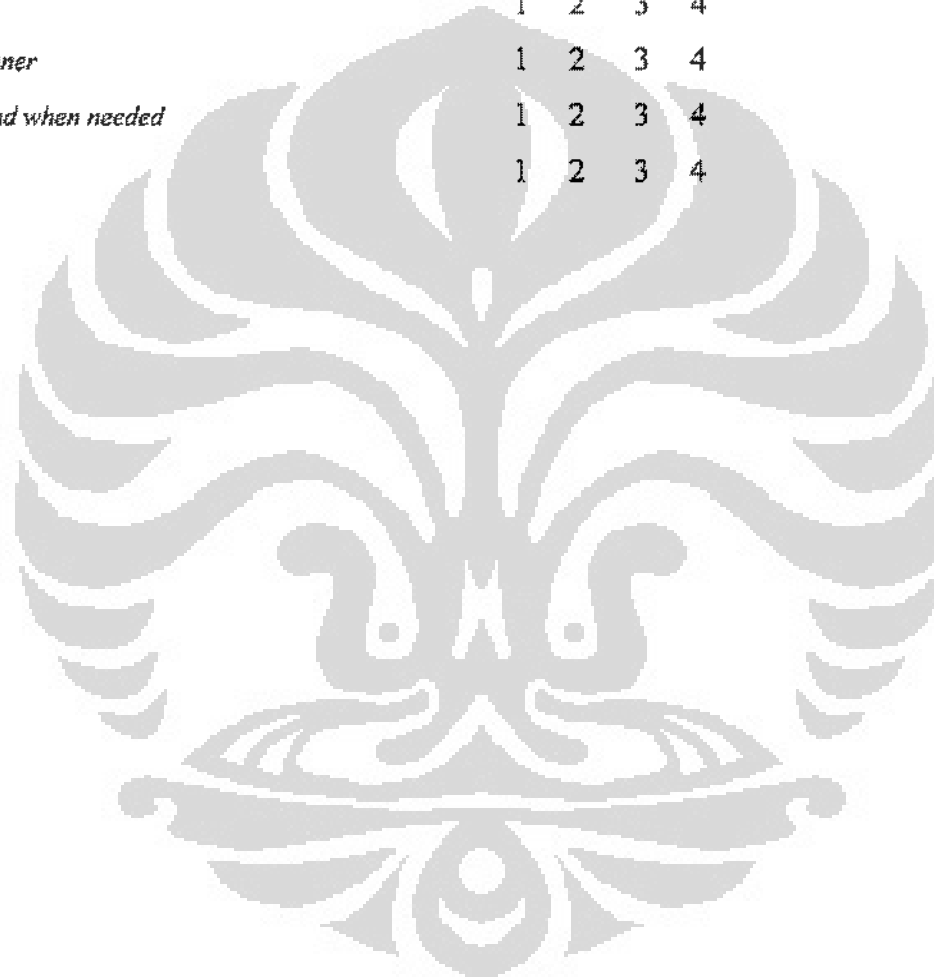
- 1 *Very dissatisfied*
- 2 *Dissatisfied*
- 3 *Satisfied*
- 4 *Very Satisfied*

Bentuk supervisi dari Atasan yang Saya dapat di pekerjaan saya adalah :

My current kind of supervision is :

- | | | | | |
|--|---|---|---|---|
| 1. Menanyakan saran saya <i>Ask my advice</i> | 1 | 2 | 3 | 4 |
| 2. Sulit untuk memenuhi keinginannya <i>Hard to please</i> | 1 | 2 | 3 | 4 |
| 3. Tidak sopan <i>Impolite</i> | 1 | 2 | 3 | 4 |
| 4. Memberikan pujian untuk pekerjaan yang bagus <i>Praises good work</i> | 1 | 2 | 3 | 4 |
| 5. Bijaksana/penuh pertimbangan <i>Tactful</i> | 1 | 2 | 3 | 4 |
| 6. Berpengaruh <i>Influentlal</i> | 1 | 2 | 3 | 4 |
| 7. Terkini/terbaru <i>Up-to-date</i> | 1 | 2 | 3 | 4 |
| 8. Tidak memberikan supervisi yang cukup <i>Doesn't supervise enough</i> | 1 | 2 | 3 | 4 |
| 9. Memiliki karyawan yang disenangi <i>Has favorites</i> | 1 | 2 | 3 | 4 |

10. Mengatakan bagaimana kinerja saya <i>Tells me where I stand</i>	1	2	3	4
11. Mengganggu <i>Annoying</i>	1	2	3	4
12. Keras kepala <i>Stubborn</i>	1	2	3	4
13. Mengetahui pekerjaan secara baik <i>Knows job well</i>	1	2	3	4
14. Buruk <i>Bad</i>	1	2	3	4
15. Pintar <i>Intelligent</i>	1	2	3	4
16. Perencana yang lemah <i>Poor planner</i>	1	2	3	4
17. Ada pada saat dibutuhkan <i>Around when needed</i>	1	2	3	4
18. Malas <i>Lazy</i>	1	2	3	4



V. Aspek Rekan Kerja *Co-workers*

Pikirkan mengenai rekan kerja Anda di pekerjaan Anda. Bagaimana rekan kerja Anda dikaitkan dengan pilihan kondisi di bawah ini. Pilih jawaban :

- 1 Sangat tidak puas
- 2 Tidak puas
- 3 Puas
- 4 Sangat puas

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

- 1 *Very dissatisfied*
- 2 *Dissatisfied*
- 3 *Satisfied*
- 4 *Very Satisfied*

Rekan kerja Saya adalah rekan kerja yang:
My current Co-workers are:

- | | | | | |
|--|---|---|---|---|
| 1. Mendukung untuk lebih baik <i>Stimulating</i> | 1 | 2 | 3 | 4 |
| 2. Membosankan <i>Boring</i> | 1 | 2 | 3 | 4 |
| 3. Lambat <i>Slow</i> | 1 | 2 | 3 | 4 |
| 4. Penolong <i>Helpful</i> | 1 | 2 | 3 | 4 |
| 5. Bodoh <i>Stupid</i> | 1 | 2 | 3 | 4 |
| 6. Bertanggung jawab <i>Responsible</i> | 1 | 2 | 3 | 4 |
| 7. Cepat <i>Fast</i> | 1 | 2 | 3 | 4 |
| 8. Pintar <i>Intelligent</i> | 1 | 2 | 3 | 4 |
| 9. Mudah membuat musuh atau permusuhan <i>Easy to make enemies</i> | 1 | 2 | 3 | 4 |
| 10. Terlalu banyak bicara <i>Talk too much</i> | 1 | 2 | 3 | 4 |

12. Malas *Lazy*

1 2 3 4

13. Tidak nyaman *Unpleasant*

1 2 3 4

14. Tukang gosip *Gossipy*

1 2 3 4

15. Aktif *Active*

1 2 3 4

16. Minat kurang *Narrow interests*

1 2 3 4

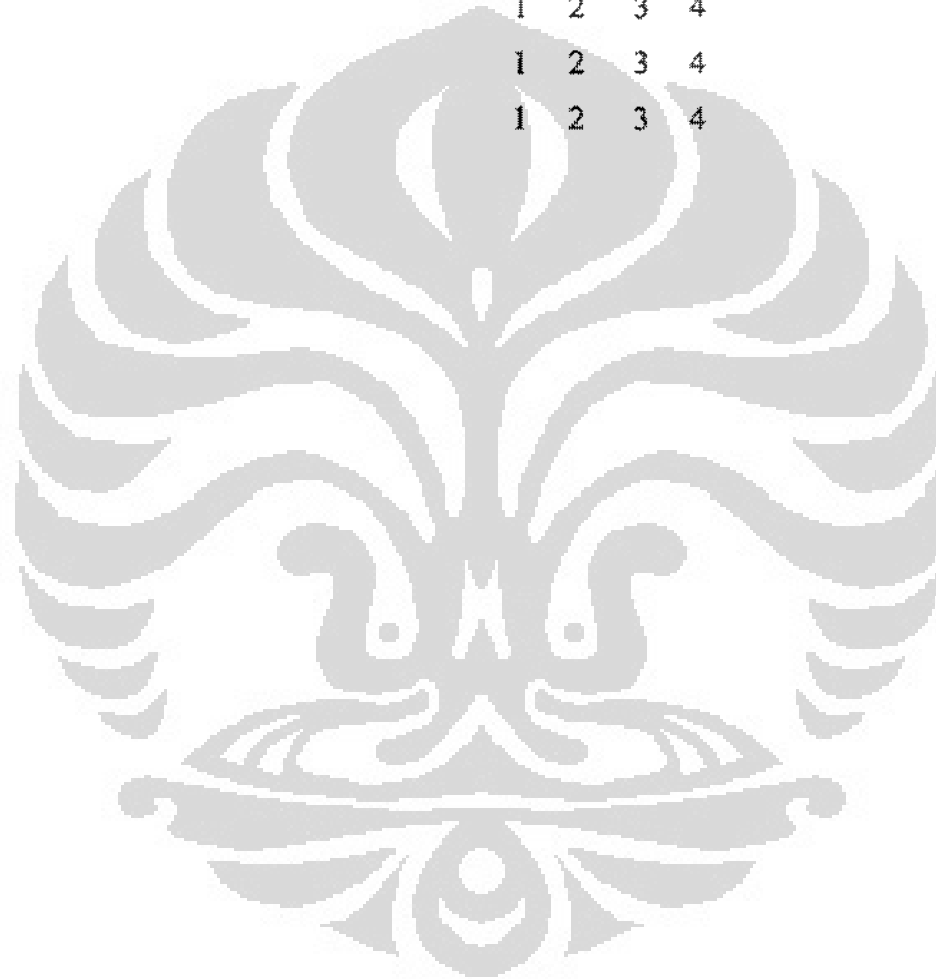
17. Setia *Loyal*

1 2 3 4

18. Keras kepala *Stubborn*

1 2 3 4

1 2 3 4



VI. Aspek Pekerjaan Secara Umum *Job in General*

Pikirkan mengenai pekerjaan Anda secara umum. Secara umum, bagaimana Anda menilai pekerjaan Anda. Pilih jawaban :

- 1 Sangat tidak puas
- 2 Tidak puas
- 3 Puas
- 4 Sangat puas

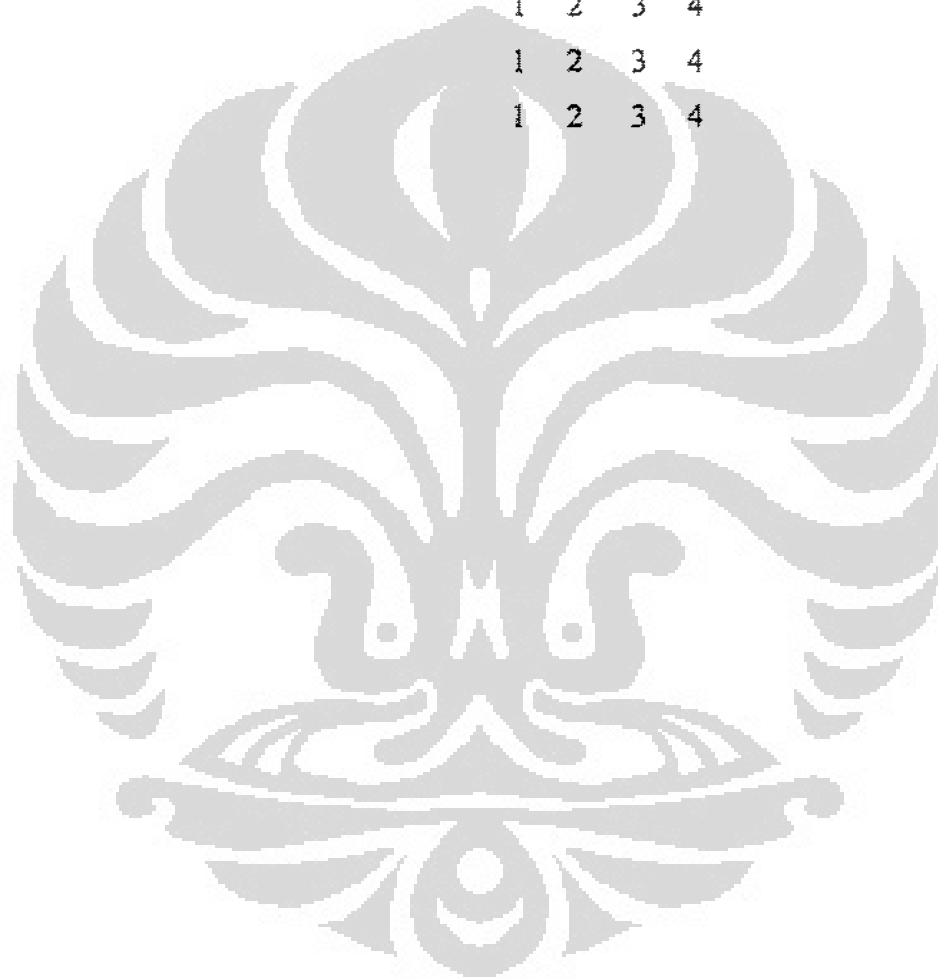
Think of your job in general. All in all, what is it like most of the time? In the blank beside each word or phrase below, write :

- 1 *Very dissatisfied*
- 2 *Dissatisfied*
- 3 *Satisfied*
- 4 *Very Satisfied*

Pekerjaan Saya secara umum adalah pekerjaan yang:
My current Job is:

- | | | | | |
|--|---|---|---|---|
| 1. Menyenangkan <i>Pleasant</i> | 1 | 2 | 3 | 4 |
| 2. Buruk <i>Bad</i> | 1 | 2 | 3 | 4 |
| 3. Ideal <i>Ideal</i> | 1 | 2 | 3 | 4 |
| 4. Pemborosan waktu <i>Waste of time</i> | 1 | 2 | 3 | 4 |
| 5. Baik <i>Good</i> | 1 | 2 | 3 | 4 |
| 6. Tidak diinginkan <i>Undesirable</i> | 1 | 2 | 3 | 4 |
| 7. Bermanfaat <i>Worthwhile</i> | 1 | 2 | 3 | 4 |
| 8. Paling buruk <i>Worse than most</i> | 1 | 2 | 3 | 4 |
| 9. Dapat diterima <i>Acceptable</i> | 1 | 2 | 3 | 4 |
| 10. Superior <i>Superior</i> | 1 | 2 | 3 | 4 |

- | | | | | |
|---|---|---|---|---|
| 11. Paling baik <i>Better than most</i> | 1 | 2 | 3 | 4 |
| 12. Tidak menyenangkan <i>Disagreeable</i> | 1 | 2 | 3 | 4 |
| 13. Membuat saya berisi <i>Makes me content</i> | 1 | 2 | 3 | 4 |
| 14. Tidak layak <i>Inadequate</i> | 1 | 2 | 3 | 4 |
| 15. Baik sekali <i>Excellent</i> | 1 | 2 | 3 | 4 |
| 16. Curang/menyebalkan <i>Rotten</i> | 1 | 2 | 3 | 4 |
| 17. Menyenangkan <i>Enjoyable</i> | 1 | 2 | 3 | 4 |
| 18. Menyedihkan <i>Poor</i> | 1 | 2 | 3 | 4 |



Appendix 2: Reliability

Reliability (JOB)

		Mean	Std Dev	Cases
1.	JOB1	3.0789	.6882	76.0
2.	JOB3	2.7763	.5059	76.0
3.	JOB4	3.1184	.5880	76.0
4.	JOB5	3.0395	.2551	76.0
5.	JOB6	3.0263	.4892	76.0
6.	JOB7	3.0263	.4611	76.0
7.	JOB9	3.0132	.5031	76.0
8.	JOB10	3.2763	.5316	76.0
9.	JOB11	3.4079	.5460	76.0
10.	JOB14	3.2895	.4849	76.0
11.	JOB15	3.2895	.5846	76.0
12.	JOB16	3.2368	.7093	76.0
13.	JOB17	3.1974	.4007	76.0
14.	JOB18	3.2500	.4933	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	44.0263	20.0526	4.4780	14

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
JOB1	40.9474	16.8505	.4829	.8624
JOB3	41.2500	17.8167	.4636	.8611
JOB4	40.9079	17.5514	.4375	.8633
JOB5	40.9868	18.9732	.4564	.8638
JOB6	41.0000	17.8400	.4775	.8604
JOB7	41.0000	17.9733	.4774	.8605

JOB9	41.0132	17.2665	.6058	.8539
JOB10	40.7500	17.1767	.5885	.8545
JOB11	40.6184	17.0391	.6025	.8537
JOB14	40.7368	17.2632	.6340	.8527
JOB15	40.7368	16.6765	.6355	.8515
JOB16	40.7895	16.9684	.4417	.8658
JOB17	40.8289	18.1170	.5204	.8591
JOB18	40.7763	17.0293	.6828	.8501

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 76.0

N of Items = 14

Alpha = .8669

Reliability (PAY)

		Mean	Std Dev	Cases
1.	PAY2	2.3289	.5511	76.0
2.	PAY3	2.4342	.6183	76.0
3.	PAY4	2.8026	.6329	76.0
4.	PAY6	2.6316	.6898	76.0
5.	PAY8	2.4737	.5994	76.0
6.	PAY9	2.4342	.6799	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	15.1053	7.0021	2.6461	6

Item-total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted

PAY2	12.7763	5.5893	.4257	.7848
PAY3	12.6711	5.2637	.4780	.7747
PAY4	12.3026	4.8805	.6155	.7420
PAY6	12.4737	4.6793	.6189	.7403
PAY8	12.6316	5.1425	.5519	.7579
PAY9	12.6711	4.8370	.5694	.7534

Reliability Coefficients

N of Cases = 76.0

N of Items = 6

Alpha = .7915

Reliability (PROMOTION)

		Mean	Std Dev	Cases
1.	PRO1	2.8421	.6122	76.0
2.	PRO2	2.6711	.5748	76.0
3.	PRO3	2.9605	.4744	76.0
4.	PRO4	3.2368	.5130	76.0
5.	PRO5	2.9605	.4454	76.0
6.	PRO6	2.7500	.5686	76.0
7.	PRO7	2.6316	.5620	76.0
8.	PRO9	2.7632	.5130	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	22.8158	8.0723	2.8412	8

Item-total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
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PRO1	19.9737	5.7860	.6491	.7797
PRO2	20.1447	6.3654	.4746	.8068
PRO3	19.8553	6.7921	.4267	.8113
PRO4	19.5789	6.5404	.4836	.8044
PRO5	19.8553	6.5254	.5925	.7920
PRO6	20.0658	6.1156	.5908	.7907
PRO7	20.1842	6.3923	.4801	.8056
PRO9	20.0526	6.2105	.6252	.7852

Reliability Coefficients

N of Cases = 76.0

N of Items = 8

Alpha = .8181

Reliability (SUPERVISION)

		Mean	Std Dev	Cases
1.	SUP11	3.1053	.5311	76.0
2.	SUP12	2.9868	.4470	76.0
3.	SUP13	2.9474	.5137	76.0
4.	SUP14	3.1447	.5587	76.0
5.	SUP15	2.9211	.4247	76.0
6.	SUP18	3.1711	.5748	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	18.2763	5.1093	2.2604	6

Item-Total Statistics

Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted

SUP11	15.1711	3.6104	.6029	.8046
SUP12	15.2895	3.7818	.6486	.7976
SUP13	15.3289	3.5037	.6977	.7845
SUP14	15.1316	3.1825	.8101	.7565
SUP15	15.3553	4.1254	.4658	.8294
SUP18	15.1053	3.8021	.4358	.8429

Reliability Coefficients

N of Cases = 76.0 N of Items = 6

Alpha = .8316

Reliability (CO-WORKER)

		Mean	Std Dev	Cases
1.	WRE1	3.1447	.4533	76.0
2.	WRE2	3.0789	.4247	76.0
3.	WRE3	2.8553	.5587	76.0
4.	WRE5	3.2500	.4359	76.0
5.	WRE6	3.0396	.3441	76.0
6.	WRE7	2.7763	.5059	76.0
7.	WRE9	3.1974	.5169	76.0
8.	WRE10	2.9737	.4611	76.0
9.	WRE11	2.8289	.4730	76.0
10.	WRE12	3.1447	.4533	76.0
11.	WRE13	3.0000	.3651	76.0
12.	WRE14	3.0789	.4834	76.0
13.	WRE15	2.9605	.3809	76.0
14.	WRE16	2.9211	.4550	76.0
15.	WRE18	2.9605	.4454	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	45.2105	18.3284	4.2812	15

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Alpha if Item Deleted
WRE1	42.0658	16.5156	.4363	.8889
WRE2	42.1316	15.7691	.7053	.8783
WRE3	42.3553	15.4321	.5888	.8832
WRE5	41.9605	16.4384	.4810	.8870
WRE6	42.1711	16.5437	.5952	.8836
WRE7	42.4342	16.1689	.4678	.8882
WRE9	42.0132	15.5065	.6275	.8810
WRE10	42.2368	16.2898	.4906	.8868
WRE11	42.3816	16.4258	.4380	.8891
WRE12	42.0658	15.3156	.7913	.8742
WRE13	42.2105	16.5151	.5661	.8842
WRE14	42.1316	15.8491	.5834	.8829
WRE15	42.2500	16.6967	.4776	.8871
WRE16	42.2895	15.5684	.7110	.8776
WRE18	42.2500	16.3233	.5019	.8862

RELIABILITY ANALYSIS - SCALE (ALPHA)

Reliability Coefficients

N of Cases = 76.0

N of Items = 15

Alpha = .8909

Reliability (JOB SATISFACTION)

		Mean	Std Dev	Cases
1.	JG1	3.1974	.4327	76.0
2.	JG2	3.3026	.4624	76.0
3.	JG4	3.1711	.4439	76.0
4.	JG6	3.1974	.4624	76.0
5.	JG7	3.2895	.4565	76.0
6.	JG8	3.4868	.5031	76.0
7.	JG9	3.0789	.2714	76.0

8.	JG12	3.1447	.5087	76.0
9.	JG14	3.2105	.4417	76.0
10.	JG16	3.3026	.4904	76.0
11.	JG17	3.1184	.4310	76.0
12.	JG18	3.1842	.5089	76.0

Statistics for	Mean	Variance	Std Dev	N of Variables
SCALE	38.6842	14.7523	3.8409	12

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Alpha if Item Deleted
JG1	35.4868	12.6532	.6212	.9001
JG2	35.3816	12.5591	.6039	.9010
JG4	35.5132	12.5998	.6206	.9001
JG6	35.4868	12.0665	.7694	.8928
JG7	35.3947	12.6154	.5946	.9014
JG8	35.1974	12.3205	.6168	.9006
JG9	35.6053	13.6288	.5238	.9053
JG12	35.5395	11.9851	.7122	.8956
JG14	35.4737	12.2793	.7359	.8947
JG16	35.3816	12.1858	.6793	.8973
JG17	35.5658	12.9423	.5237	.9045
JG18	35.5000	12.1733	.6534	.8987

Reliability Coefficients

N of Cases = 76.0

N of Items = 12

Alpha = .9070

Appendix 3: Compare Means Analysis

Oneway Anova (age)

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
JOB_AVE	25 - 34 Years Old	22	3.15	.314	.067	3.01	3.29	3	4
	35 - 44 Years Old	44	3.13	.343	.052	3.03	3.24	2	4
	45 - 54 Years Old	10	3.18	.239	.075	3.01	3.35	3	4
	Total	76	3.14	.320	.037	3.07	3.22	2	4
PAY_AVE	25 - 34 Years Old	22	2.31	.494	.105	2.09	2.53	1	3
	35 - 44 Years Old	44	2.57	.396	.060	2.45	2.69	2	4
	45 - 54 Years Old	10	2.73	.362	.114	2.47	2.99	2	3
	Total	76	2.52	.441	.051	2.42	2.62	1	4
PRO_AVE	25 - 34 Years Old	22	2.88	.411	.088	2.70	3.06	2	3
	35 - 44 Years Old	44	2.81	.340	.051	2.71	2.91	2	4
	45 - 54 Years Old	10	2.98	.275	.087	2.78	3.17	3	4
	Total	76	2.85	.355	.041	2.77	2.93	2	4
SUP_AVE	25 - 34 Years Old	22	3.04	.252	.054	2.93	3.15	3	4
	35 - 44 Years Old	44	3.03	.451	.068	2.90	3.17	1	4
	45 - 54 Years Old	10	2.90	.639	.202	2.44	3.36	1	4
	Total	76	3.02	.431	.049	2.92	3.12	1	4
WRE_AVE	25 - 34 Years Old	22	2.97	.300	.064	2.84	3.10	2	4
	35 - 44 Years Old	44	3.05	.300	.045	2.96	3.14	2	4
	45 - 54 Years Old	10	2.95	.154	.049	2.84	3.06	3	3
	Total	76	3.01	.285	.033	2.95	3.08	2	4
JG_AVE	25 - 34 Years Old	22	3.16	.239	.051	3.06	3.27	3	4
	35 - 44 Years Old	44	3.24	.343	.052	3.13	3.34	3	4
	45 - 54 Years Old	10	3.30	.377	.119	3.03	3.57	3	4
	Total	76	3.22	.320	.037	3.15	3.30	3	4

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	1.076	2	73	.346
PAY_AVE	1.004	2	73	.371
PRO_AVE	.883	2	73	.418
SUP_AVE	1.881	2	73	.160
WRE_AVE	1.521	2	73	.225
JG_AVE	1.412	2	73	.250

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.019	2	.009	.089	.915
	Within Groups	7.654	73	.105		
	Total	7.673	75			
PAY_AVE	Between Groups	1.538	2	.769	4.302	.017
	Within Groups	13.050	73	.179		
	Total	14.588	75			
PRO_AVE	Between Groups	.248	2	.124	.984	.379
	Within Groups	9.211	73	.126		
	Total	9.460	75			
SUP_AVE	Between Groups	.159	2	.080	.423	.657
	Within Groups	13.762	73	.189		
	Total	13.921	75			
WRE_AVE	Between Groups	.137	2	.069	.837	.437
	Within Groups	5.972	73	.082		
	Total	6.109	75			
JG_AVE	Between Groups	.147	2	.074	.712	.494
	Within Groups	7.536	73	.103		
	Total	7.683	75			

Post Hoc Tests

Multiple Comparisons

Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
JOB_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.02	.085	.971	-.18	.22
			45 - 54 Years Old	-.03	.123	.976	-.32	.27
		35 - 44 Years Old	25 - 34 Years Old	-.02	.085	.971	-.22	.18
			45 - 54 Years Old	-.05	.113	.915	-.32	.23
		45 - 54 Years Old	25 - 34 Years Old	.03	.123	.976	-.27	.32
			35 - 44 Years Old	.05	.113	.915	-.23	.32
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.02	.085	1.000	-.19	.23
			45 - 54 Years Old	-.03	.123	1.000	-.33	.28
		35 - 44 Years Old	25 - 34 Years Old	-.02	.085	1.000	-.23	.19
			45 - 54 Years Old	-.05	.113	1.000	-.32	.23
		45 - 54 Years Old	25 - 34 Years Old	.03	.123	1.000	-.28	.33
			35 - 44 Years Old	.05	.113	1.000	-.23	.32
PAY_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.26	.110	.053	-.53	.00
			45 - 54 Years Old	-.42*	.161	.028	-.81	-.04
		35 - 44 Years Old	25 - 34 Years Old	.26	.110	.053	.00	.53
			45 - 54 Years Old	-.16	.148	.524	-.52	.19
		45 - 54 Years Old	25 - 34 Years Old	.42*	.161	.028	.04	.81
			35 - 44 Years Old	.16	.148	.524	-.19	.52
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.26	.110	.062	-.53	.01
			45 - 54 Years Old	-.42*	.161	.032	-.82	-.03
		35 - 44 Years Old	25 - 34 Years Old	.26	.110	.062	-.01	.53
			45 - 54 Years Old	-.16	.148	.839	-.52	.20
		45 - 54 Years Old	25 - 34 Years Old	.42*	.161	.032	.03	.82
			35 - 44 Years Old	.16	.148	.839	-.20	.52

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

Multiple Comparisons

Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRO_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.07	.093	.725	-.15	.29
			45 - 54 Years Old	-.09	.135	.766	-.42	.23
		35 - 44 Years Old	25 - 34 Years Old	-.07	.093	.725	-.29	.15
			45 - 54 Years Old	-.17	.124	.384	-.46	.13
		45 - 54 Years Old	25 - 34 Years Old	.09	.135	.766	-.23	.42
			35 - 44 Years Old	.17	.124	.384	-.13	.46
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.07	.093	1.000	-.15	.30
			45 - 54 Years Old	-.09	.135	1.000	-.43	.24
		35 - 44 Years Old	25 - 34 Years Old	-.07	.093	1.000	-.30	.16
			45 - 54 Years Old	-.17	.124	.564	-.47	.14
		45 - 54 Years Old	25 - 34 Years Old	.09	.135	1.000	-.24	.43
			35 - 44 Years Old	.17	.124	.564	-.14	.47
SUP_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	.00	.113	.999	-.27	.28
			45 - 54 Years Old	.14	.166	.684	-.26	.53
		35 - 44 Years Old	25 - 34 Years Old	.00	.113	.999	-.28	.27
			45 - 54 Years Old	.13	.152	.654	-.23	.50
		45 - 54 Years Old	25 - 34 Years Old	-.14	.166	.684	-.53	.26
			35 - 44 Years Old	-.13	.152	.654	-.50	.23
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	.00	.113	1.000	-.27	.28
			45 - 54 Years Old	.14	.166	1.000	-.27	.54
		35 - 44 Years Old	25 - 34 Years Old	.00	.113	1.000	-.28	.27
			45 - 54 Years Old	.13	.152	1.000	-.24	.51
		45 - 54 Years Old	25 - 34 Years Old	-.14	.166	1.000	-.54	.27
			35 - 44 Years Old	-.13	.152	1.000	-.61	.24

Multiple Comparisons

Dependent Variable		(I) AGE	(J) AGE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
WRE_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.08	.075	.532	-.26	.10
			45 - 54 Years Old	.02	.109	.988	-.24	.28
		35 - 44 Years Old	25 - 34 Years Old	.08	.075	.532	-.10	.28
			45 - 54 Years Old	.10	.100	.601	-.14	.34
		45 - 54 Years Old	25 - 34 Years Old	-.02	.109	.988	-.28	.24
			35 - 44 Years Old	-.10	.100	.601	-.34	.14
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.08	.075	.858	-.26	.10
			45 - 54 Years Old	.02	.109	1.000	-.25	.28
		35 - 44 Years Old	25 - 34 Years Old	.08	.075	.858	-.10	.28
			45 - 54 Years Old	.10	.100	1.000	-.15	.34
		45 - 54 Years Old	25 - 34 Years Old	-.02	.109	1.000	-.28	.25
			35 - 44 Years Old	-.10	.100	1.000	-.34	.15
JG_AVE	Tukey HSD	25 - 34 Years Old	35 - 44 Years Old	-.07	.084	.654	-.27	.13
			45 - 54 Years Old	-.14	.123	.506	-.43	.16
		35 - 44 Years Old	25 - 34 Years Old	.07	.084	.654	-.13	.27
			45 - 54 Years Old	-.06	.113	.841	-.33	.21
		45 - 54 Years Old	25 - 34 Years Old	.14	.123	.506	-.16	.43
			35 - 44 Years Old	.06	.113	.841	-.21	.33
	Bonferroni	25 - 34 Years Old	35 - 44 Years Old	-.07	.084	1.000	-.28	.13
			45 - 54 Years Old	-.14	.123	.800	-.44	.16
		35 - 44 Years Old	25 - 34 Years Old	.07	.084	1.000	-.13	.28
			45 - 54 Years Old	-.06	.113	1.000	-.34	.21
		45 - 54 Years Old	25 - 34 Years Old	.14	.123	.800	-.16	.44
			35 - 44 Years Old	.06	.113	1.000	-.21	.34

Oneway Anova (education)

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
JOB_AVE	Junior High School	2	2.96	.051	.036	2.51	3.42	3	3
	Senior High School	17	3.11	.312	.076	2.95	3.27	2	4
	Diploma	11	3.21	.377	.114	2.96	3.47	3	4
	Bachelor	42	3.12	.307	.047	3.03	3.22	3	4
	Magister	4	3.43	.345	.173	2.88	3.98	3	4
	Total	76	3.14	.320	.037	3.07	3.22	2	4
PAY_AVE	Junior High School	2	2.33	.471	.333	-1.90	6.57	2	3
	Senior High School	17	2.52	.399	.097	2.31	2.72	2	3
	Diploma	11	2.61	.430	.130	2.32	2.89	2	3
	Bachelor	42	2.54	.467	.072	2.39	2.69	1	4
	Magister	4	2.13	.285	.142	1.67	2.58	2	3
	Total	76	2.52	.441	.051	2.42	2.62	1	4
PRO_AVE	Junior High School	2	2.69	.265	.187	.31	5.07	3	3
	Senior High School	17	2.97	.271	.066	2.83	3.11	2	3
	Diploma	11	2.90	.357	.108	2.66	3.14	2	4
	Bachelor	42	2.82	.361	.056	2.71	2.93	2	4
	Magister	4	2.63	.586	.293	1.69	3.56	2	3
	Total	76	2.85	.355	.041	2.77	2.93	2	4
SUP_AVE	Junior High School	2	3.00	.000	.000	3.00	3.00	3	3
	Senior High School	17	3.07	.339	.082	2.89	3.24	2	4
	Diploma	11	2.80	.645	.194	2.37	3.24	1	4
	Bachelor	42	3.03	.395	.061	2.91	3.15	1	4
	Magister	4	3.25	.500	.250	2.45	4.05	3	4
	Total	76	3.02	.431	.049	2.92	3.12	1	4
WRE_AVE	Junior High School	2	3.00	.000	.000	3.00	3.00	3	3
	Senior High School	17	3.04	.324	.079	2.87	3.21	2	4
	Diploma	11	3.08	.328	.099	2.86	3.30	3	4
	Bachelor	42	3.00	.272	.042	2.91	3.08	2	4
	Magister	4	2.90	.258	.129	2.49	3.31	3	3
	Total	76	3.01	.285	.033	2.95	3.08	2	4
JG_AVE	Junior High School	2	3.25	.354	.250	.07	6.43	3	4
	Senior High School	17	3.13	.289	.070	2.98	3.28	3	4
	Diploma	11	3.42	.407	.123	3.15	3.70	3	4
	Bachelor	42	3.17	.274	.042	3.09	3.26	3	4
	Magister	4	3.60	.258	.129	3.19	4.01	3	4
	Total	76	3.22	.320	.037	3.15	3.30	3	4

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	1.007	4	71	.410
PAY_AVE	.311	4	71	.869
PRO_AVE	1.667	4	71	.167
SUP_AVE	1.826	4	71	.133
WRE_AVE	.952	4	71	.439
JG_AVE	2.242	4	71	.073

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.481	4	.120	1.188	.324
	Within Groups	7.192	71	.101		
	Total	7.673	75			
PAY_AVE	Between Groups	.791	4	.198	1.018	.404
	Within Groups	13.797	71	.194		
	Total	14.588	75			
PRO_AVE	Between Groups	.562	4	.140	1.120	.354
	Within Groups	8.898	71	.125		
	Total	9.460	75			
SUP_AVE	Between Groups	.778	4	.194	1.048	.389
	Within Groups	13.145	71	.185		
	Total	13.921	75			
WRE_AVE	Between Groups	.120	4	.030	.354	.840
	Within Groups	5.990	71	.084		
	Total	6.109	75			
JG_AVE	Between Groups	1.290	4	.322	3.581	.010
	Within Groups	6.394	71	.090		
	Total	7.683	75			

Multiple Comparisons

Dependent Variable: JOB_AVE

	(I) EDU	(J) EDU	Mean Difference (I-J)	Std. Error	Sig.	.95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Junior High School	Senior High School	.15	.238	.970	-.82	.52
		Diploma	.25	.245	.944	-.83	.43
		Bachelor	.18	.250	.960	-.80	.48
	Senior High School	Magister	.48	.276	.450	-.24	.31
		Junior High School	.15	.238	.970	-.82	.52
		Diploma	.10	.173	.924	-.45	.24
	Diploma	Bachelor	.01	.051	1.000	-.28	.25
		Magister	.32	.177	.392	-.81	.16
		Junior High School	.25	.245	.944	-.83	.43
	Bachelor	Senior High School	.10	.123	.924	-.24	.45
		Diploma	.09	.108	.909	-.21	.40
		Magister	.21	.168	.778	-.73	.31
	Teacher	Junior High School	.18	.250	.960	-.80	.48
		Senior High School	.01	.081	1.000	-.25	.26
		Diploma	-.09	.108	.909	-.40	.21
Magister	Junior High School	.31	.187	.355	-.77	.18	
	Senior High School	.48	.276	.450	-.24	.31	
	Diploma	.32	.177	.392	-.81	.16	
Bachelor	Senior High School	.21	.188	.778	-.73	.31	
	Diploma	.31	.167	.355	-.77	.18	
	Junior High School	.15	.200	.900	-.84	.54	
Senior High School	Diploma	.25	.245	.944	-.83	.43	
	Bachelor	.18	.250	.960	-.80	.48	
	Magister	.48	.276	.450	-.24	.31	
Junior High School	Senior High School	.15	.238	.970	-.82	.52	
	Diploma	.10	.173	.924	-.45	.24	
	Bachelor	.01	.051	1.000	-.28	.25	
Diploma	Magister	.32	.177	.392	-.81	.16	
	Junior High School	.25	.245	.944	-.83	.43	
	Senior High School	.10	.123	.924	-.24	.45	
Bachelor	Senior High School	.09	.108	.909	-.21	.40	
	Magister	.21	.168	.778	-.73	.31	
	Junior High School	.15	.200	.900	-.84	.54	
Magister	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
	Diploma	.09	.108	.909	-.21	.40	
Senior High School	Magister	.32	.177	.392	-.81	.16	
	Junior High School	.25	.245	.944	-.83	.43	
	Senior High School	.10	.123	.924	-.24	.45	
Diploma	Senior High School	.01	.091	1.000	-.28	.25	
	Diploma	.09	.108	.909	-.21	.40	
	Magister	.31	.167	.355	-.77	.18	
Bachelor	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
	Diploma	.09	.108	.909	-.21	.40	
Magister	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
	Diploma	.09	.108	.909	-.21	.40	
Senior High School	Magister	.31	.167	.355	-.77	.18	
	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
Diploma	Senior High School	.09	.108	.909	-.21	.40	
	Magister	.31	.167	.355	-.77	.18	
	Junior High School	.15	.238	.970	-.82	.52	
Bachelor	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
	Diploma	.09	.108	.909	-.21	.40	
Magister	Junior High School	.15	.238	.970	-.82	.52	
	Senior High School	.01	.081	1.000	-.25	.26	
	Diploma	.09	.108	.909	-.21	.40	

(I) EDU	(J) EDU	Mean Difference (I-J)	Std. Error	Sig.	519	95% Confidence Interval	
						Lower Bound	Upper Bound
Tuleny HSD	Junior High School						
	Senior High School	.19	.350	.990			.74
	Diploma	.27	.339	.928			.68
	Bachelor	.21	.319	.967			.69
	Magister	.21	.382	.952			1.20
	Junior High School	.19	.390	.980			1.11
	Diploma	.09	.171	.848			.39
	Bachelor	.02	.127	1.000			.33
	Magister	.38	.245	.890			1.08
	Junior High School	.27	.339	.928			1.32
	Senior High School	.09	.171	.995			.68
	Bachelor	.07	.149	.992			.88
	Magister	.48	.357	.843			1.20
	Bachelor	.21	.319	.967			1.10
Senior High School	.02	.127	1.000			.37	
Diploma	.07	.149	.992			.35	
Magister	.41	.231	.993			1.06	
Junior High School	.21	.319	.967			.86	
Senior High School	.38	.245	.895			.20	
Diploma	.48	.257	.849			.34	
Bachelor	.41	.231	.993			.23	
Senior High School	.19	.330	1.000			.77	
Diploma	.27	.339	1.000			.71	
Bachelor	.21	.319	1.000			.72	
Magister	.21	.382	1.000			1.31	
Junior High School	.19	.390	1.000			1.14	
Diploma	.09	.171	1.000			.41	
Bachelor	.02	.127	1.000			.35	
Magister	.38	.246	1.000			1.10	
Junior High School	.27	.339	1.000			1.25	
Senior High School	.09	.171	1.000			.58	
Bachelor	.07	.149	1.000			.50	
Magister	.48	.257	.857			1.23	
Junior High School	.27	.319	1.000			1.13	
Senior High School	.02	.127	1.000			.39	
Diploma	.07	.149	1.000			.37	
Magister	.41	.231	.785			1.58	
Junior High School	.21	.382	1.000			.90	
Senior High School	.38	.245	1.000			.82	
Diploma	.48	.257	.957			.26	
Bachelor	.41	.231	.785			.25	

Multiple Comparisons

Dependent Variable: PRO_AVE

	(I) EDU	(J) EDU	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Junior High School	Senior High School	-.28	.265	.821	-1.02	.46
		Diploma	-.21	.272	.638	-.85	.43
		Bachelor	-.13	.296	.985	-.85	.59
	Senior High School	Magister	.06	.307	1.000	-.80	.82
		Junior High School	.25	.265	.821	-.46	1.02
		Diploma	.07	.137	.954	-.31	.46
	Bachelor	Magister	.15	.102	.508	-.14	.43
		Senior High School	.35	.197	.407	-.21	.90
		Junior High School	-.31	.272	.036	-.85	.17
	Diploma	Senior High School	-.07	.137	.984	-.46	.31
		Bachelor	.08	.120	.669	-.25	.41
		Magister	.27	.207	.680	-.31	.85
	Bachelor	Junior High School	.13	.256	.985	-.55	.65
		Senior High School	-.16	.102	.598	-.43	.14
		Diploma	-.08	.120	.669	-.41	.26
Magister	Senior High School	.20	.165	.828	-.32	.71	
	Junior High School	-.06	.307	1.000	-.92	.80	
	Senior High School	-.35	.197	.407	-.80	.11	
Diploma	Bachelor	-.27	.207	.680	-.85	.31	
	Senior High School	-.20	.165	.828	-.71	.32	
	Magister	-.28	.265	1.000	-.92	.36	
Bachelor	Junior High School	-.13	.256	.985	-.65	.17	
	Senior High School	-.21	.272	1.000	-.80	.38	
	Diploma	-.13	.256	1.000	-.88	.61	
Magister	Senior High School	.06	.307	1.000	-.83	.71	
	Junior High School	.28	.265	1.000	-.48	1.05	
	Diploma	.07	.137	1.000	-.32	.47	
Bachelor	Senior High School	.16	.102	1.000	-.15	.44	
	Magister	.35	.187	.833	-.22	.92	
	Junior High School	.31	.272	1.000	-.58	1.00	
Diploma	Senior High School	-.07	.137	1.000	-.47	.32	
	Bachelor	.08	.120	1.000	-.27	.42	
	Magister	.27	.207	1.000	-.33	.87	
Bachelor	Junior High School	.13	.256	1.000	-.61	.88	
	Senior High School	-.15	.102	1.000	-.44	.15	
	Diploma	-.08	.120	1.000	-.42	.27	
Magister	Senior High School	.20	.165	.828	-.34	.73	
	Junior High School	-.06	.307	1.000	-.95	.83	
	Senior High School	-.35	.197	.407	-.82	.12	
Diploma	Bachelor	-.27	.207	1.000	-.87	.33	
	Senior High School	-.20	.165	1.000	-.73	.34	
	Magister	-.28	.265	1.000	-.93	.36	

Multiple Comparisons

Dependent Variable: SUP_AVE

	(I) EDU	(J) EDU	Mean Difference (I-J)	Std. Error	Sig.	85% Confidence Interval		
						Lower Bound	Upper Bound	
Tukey HSD	Junior High School	Senior High School	-.07	.322	1,000	-.97	.83	
		Diploma	.20	.331	.975	.73	1.12	
		Bachelor	.03	.311	1,000	.90	.84	
	Senior High School	Magister	-.25	.373	.962	-1.29	.79	
		Diploma	.27	.322	1,000	-.83	.87	
		Bachelor	.04	.166	.505	-.20	.73	
	Diploma	Magister	.18	.239	.941	-.31	.38	
		Junior High School	-.20	.331	.975	-1.12	.73	
		Senior High School	-.27	.166	.505	-.73	.20	
	Bachelor	Magister	-.23	.146	.522	-.64	.18	
		Magister	-.45	.251	.394	-1.15	.28	
		Senior High School	.03	.311	1,000	-.84	.80	
	Bonferroni	Junior High School	Senior High School	-.04	.124	.998	-.38	.31
			Diploma	.23	.146	.522	-.18	.64
			Magister	-.22	.225	.868	-.85	.41
Senior High School		Junior High School	.25	.373	.962	-.79	1.29	
		Senior High School	.18	.239	.941	-.49	.85	
		Diploma	.45	.251	.394	-.26	1.15	
Bachelor		Magister	-.22	.225	.868	-.41	.85	
		Senior High School	-.07	.322	1,000	-1.00	.86	
		Diploma	.20	.331	1,000	.76	1.16	
Senior High School		Bachelor	-.03	.311	1,000	-.93	.87	
		Magister	.25	.373	1,000	-1.33	.83	
		Junior High School	.07	.322	1,000	-.86	1.00	
Diploma		Diploma	.27	.166	.522	-.22	.75	
		Bachelor	.04	.124	1,000	-.32	.40	
		Magister	-.18	.239	1,000	-.87	.51	
Bachelor	Junior High School	-.20	.331	1,000	-1.18	.76		
	Senior High School	-.27	.166	1,000	-.75	.22		
	Bachelor	-.23	.146	1,000	-.65	.19		
Magister	Magister	-.45	.251	.795	-1.17	.28		
	Junior High School	.03	.311	1,000	-.87	.83		
	Senior High School	-.04	.124	1,000	-.40	.32		
Senior High School	Diploma	.23	.146	1,000	-.19	.65		
	Magister	-.22	.225	1,000	-.87	.43		
	Junior High School	.25	.373	1,000	-.83	1.33		
Magister	Senior High School	.18	.239	1,000	-.51	.87		
	Diploma	.45	.251	.795	-.28	1.17		
	Bachelor	.22	.225	1,000	-.43	.87		

Multiple Comparisons

Dependent Variable: WRE_AVE

	(I) EDU	(J) EDU	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
						Tukey HSD	Junior High School
		Diploma	-.08	.223	.997	-.70	.55
		Bachelor	.00	.210	1.000	-.59	.59
		Magister	.10	.252	.085	-.50	.60
	Senior High School	Junior High School	.04	.217	1.000	-.57	.65
		Diploma	-.04	.112	.997	-.35	.20
		Bachelor	.04	.083	.988	-.19	.27
		Magister	.14	.161	.910	-.31	.59
	Diploma	Junior High School	.08	.223	.997	-.55	.70
		Senior High School	.04	.112	.997	-.28	.35
		Bachelor	.08	.098	.925	-.19	.36
		Magister	.18	.170	.829	-.30	.65
	Bachelor	Junior High School	.00	.210	1.000	-.59	.59
		Senior High School	-.04	.083	.988	-.27	.19
		Diploma	-.08	.080	.925	-.35	.19
		Magister	.10	.162	.967	-.33	.52
	Magister	Junior High School	-.10	.252	.085	-.80	.60
		Senior High School	-.14	.161	.910	-.59	.31
		Diploma	-.18	.170	.828	-.65	.30
		Bachelor	-.10	.152	.967	-.52	.31
Bonferroni	Junior High School	Senior High School	-.04	.217	1.000	-.67	.59
		Diploma	-.08	.223	1.000	-.73	.57
		Bachelor	.00	.210	1.000	-.61	.61
		Magister	.10	.252	1.000	-.63	.83
	Senior High School	Junior High School	.04	.217	1.000	-.59	.67
		Diploma	-.04	.112	1.000	-.37	.29
		Bachelor	.04	.083	1.000	-.20	.28
		Magister	.14	.161	1.000	-.33	.51
	Diploma	Junior High School	.08	.223	1.000	-.57	.73
		Senior High School	.04	.112	1.000	-.29	.37
		Bachelor	.08	.098	1.000	-.20	.37
		Magister	.18	.170	1.000	-.31	.67
	Bachelor	Junior High School	.00	.210	1.000	-.61	.61
		Senior High School	-.04	.083	1.000	-.28	.20
		Diploma	-.08	.086	1.000	-.37	.20
		Magister	.10	.152	1.000	-.34	.54
	Magister	Junior High School	-.10	.252	1.000	-.83	.63
		Senior High School	-.14	.161	1.000	-.61	.33
		Diploma	-.18	.170	1.000	-.67	.31
		Bachelor	-.10	.152	1.000	-.54	.34

Multiple Comparisons

Dependent Variable: JG_AVE

Turkey HSD	(I) EDU Junior High School	(J) EDU Senior High School	Mean Differenced (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Diploma	Diploma	.12	.224	.892	-.51	.75
	Bachelor	Bachelor	.17	.231	.942	-.82	.47
	Magister	Magister	.08	.217	.998	-.53	.63
	Junior High School	Junior High School	-.35	.260	.853	-1.08	.37
	Diploma	Diploma	.12	.224	.892	-.51	.75
	Bachelor	Bachelor	.30	.116	.000	.62	.03
	Magister	Magister	.05	.086	.955	-.20	.20
	Junior High School	Junior High School	-.48*	.187	.043	-.94	-.01
	Diploma	Diploma	.17	.231	.942	-.82	.47
	Senior High School	Senior High School	.30	.116	.000	.62	.03
	Bachelor	Bachelor	.25	.102	.108	.00	.54
	Magister	Magister	.18	.175	.942	-.82	.31
	Junior High School	Junior High School	-.08	.217	.996	-.88	.53
	Senior High School	Senior High School	.05	.086	.955	-.20	.29
	Diploma	Diploma	-.25	.102	.108	-.54	.03
	Magister	Magister	.43	.157	.057	-.87	.01
	Junior High School	Junior High School	.35	.260	.853	-.37	1.08
	Senior High School	Senior High School	.48*	.167	.043	.01	.94
	Diploma	Diploma	.18	.175	.942	-.82	.57
	Bachelor	Bachelor	.43	.157	.057	-.87	.01
	Junior High School	Junior High School	.12	.224	.892	-.51	.75
	Diploma	Diploma	.17	.231	.942	-.82	.47
	Bachelor	Bachelor	.08	.217	.998	-.53	.63
	Magister	Magister	-.35	.260	.853	-1.11	.40
	Junior High School	Junior High School	.12	.224	.892	-.51	.75
	Diploma	Diploma	.30	.116	.000	.62	.03
	Bachelor	Bachelor	.05	.086	.955	-.20	.20
	Magister	Magister	.48	.187	.043	-.94	-.01
	Junior High School	Junior High School	.17	.231	.942	-.82	.47
	Senior High School	Senior High School	.30	.116	.000	.62	.03
	Bachelor	Bachelor	.25	.102	.108	.00	.54
	Magister	Magister	.18	.175	.942	-.82	.31
	Junior High School	Junior High School	-.08	.217	.996	-.88	.53
	Senior High School	Senior High School	.05	.086	.955	-.20	.29
	Diploma	Diploma	-.25	.102	.108	-.54	.03
	Magister	Magister	.43	.157	.057	-.87	.01
	Junior High School	Junior High School	.35	.260	.853	-.37	1.08
	Senior High School	Senior High School	.48*	.167	.043	.01	.94
	Diploma	Diploma	.18	.175	.942	-.82	.57
	Bachelor	Bachelor	.43	.157	.057	-.87	.01

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

Oneway Anova (work period)

Descriptives

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
JOB_AVE	0 - 5 years	6	3.32	.322	.131	2.98	3.66	3	4
	5 - 7 years	14	3.13	.362	.097	2.92	3.34	3	4
	> 7 years	56	3.13	.309	.041	3.05	3.21	2	4
	Total	76	3.14	.320	.037	3.07	3.22	2	4
PAY_AVE	0 - 5 years	6	2.47	.531	.217	1.91	3.03	2	3
	5 - 7 years	14	2.35	.460	.123	2.08	2.61	1	3
	> 7 years	56	2.57	.424	.057	2.45	2.68	1	4
	Total	76	2.52	.441	.051	2.42	2.62	1	4
PRO_AVE	0 - 5 years	6	3.17	.219	.089	2.94	3.40	3	4
	5 - 7 years	14	2.71	.538	.144	2.39	3.02	2	3
	> 7 years	56	2.85	.268	.038	2.78	2.93	2	4
	Total	76	2.85	.355	.041	2.77	2.93	2	4
SUP_AVE	0 - 5 years	6	2.67	.782	.319	1.85	3.49	1	4
	5 - 7 years	14	2.99	.201	.054	2.87	3.10	3	3
	> 7 years	56	3.06	.415	.055	2.95	3.17	1	4
	Total	76	3.02	.431	.049	2.92	3.12	1	4
WRE_AVE	0 - 5 years	6	2.94	.356	.145	2.57	3.32	3	4
	5 - 7 years	14	2.94	.224	.060	2.81	3.07	2	3
	> 7 years	56	3.04	.291	.039	2.96	3.12	2	4
	Total	76	3.01	.285	.038	2.95	3.08	2	4
JG_AVE	0 - 5 years	6	3.29	.386	.158	2.89	3.70	3	4
	5 - 7 years	14	3.15	.249	.067	3.00	3.29	3	4
	> 7 years	56	3.24	.331	.044	3.15	3.32	3	4
	Total	76	3.22	.320	.037	3.15	3.30	3	4

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	.324	2	73	.724
PAY_AVE	.315	2	73	.731
PRO_AVE	10.288	2	73	.000
SUP_AVE	4.243	2	73	.018
WRE_AVE	.697	2	73	.501
JG_AVE	1.170	2	73	.316

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.203	2	.102	.994	.375
	Within Groups	7.470	73	.102		
	Total	7.673	75			
PAY_AVE	Between Groups	.557	2	.278	1.448	.242
	Within Groups	14.031	73	.192		
	Total	14.588	75			
PRO_AVE	Between Groups	.896	2	.448	3.817	.027
	Within Groups	8.564	73	.117		
	Total	9.460	75			
SUP_AVE	Between Groups	.864	2	.432	2.415	.096
	Within Groups	13.057	73	.179		
	Total	13.921	75			
WRE_AVE	Between Groups	.149	2	.074	.912	.406
	Within Groups	5.961	73	.082		
	Total	6.109	75			
JG_AVE	Between Groups	.114	2	.057	.547	.581
	Within Groups	7.570	73	.104		
	Total	7.683	75			

Post Hoc Tests

Multiple Comparisons

Dependent Variable		(I) WORKPER	(J) WORKPER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
JOB_AVE	Tukey HSD	0 - 5 years	5 - 7 years	.19	.156	.432	-.18	.57
			> 7 years	.19	.137	.350	-.14	.52
		5 - 7 years	0 - 5 years	-.19	.156	.432	-.57	.18
			> 7 years	.00	.096	1.000	-.23	.23
		> 7 years	0 - 5 years	-.19	.137	.350	-.52	.14
			5 - 7 years	.00	.096	1.000	-.23	.23
	Bonferroni	0 - 5 years	5 - 7 years	.19	.156	.655	-.19	.58
			> 7 years	.19	.137	.504	-.15	.53
		5 - 7 years	0 - 5 years	-.19	.156	.655	-.58	.19
			> 7 years	.00	.096	1.000	-.24	.23
		> 7 years	0 - 5 years	-.19	.137	.504	-.53	.15
			5 - 7 years	.00	.096	1.000	-.23	.24
PAY_AVE	Tukey HSD	0 - 5 years	5 - 7 years	.13	.214	.824	-.38	.64
			> 7 years	-.09	.188	.874	-.54	.36
		5 - 7 years	0 - 5 years	-.13	.214	.824	-.64	.38
			> 7 years	-.22	.131	.219	-.53	.09
		> 7 years	0 - 5 years	.09	.188	.874	-.36	.54
			5 - 7 years	.22	.131	.219	-.09	.53
	Bonferroni	0 - 5 years	5 - 7 years	.13	.214	1.000	-.40	.65
			> 7 years	-.09	.188	1.000	-.55	.37
		5 - 7 years	0 - 5 years	-.13	.214	1.000	-.65	.40
			> 7 years	-.22	.131	.291	-.54	.10
		> 7 years	0 - 5 years	.09	.188	1.000	-.37	.55
			5 - 7 years	.22	.131	.291	-.10	.54

Multiple Comparisons

Dependent Variable		(I) WORKPER	(J) WORKPER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRO_AVE	Tukey HSD	0 - 5 years	5 - 7 years	.46*	.167	.020	.06	.86
			> 7 years	.31	.147	.093	-.04	.66
		5 - 7 years	0 - 5 years	-.46*	.167	.020	-.86	-.06
			> 7 years	-.15	.102	.315	-.39	.10
		> 7 years	0 - 5 years	-.31	.147	.093	-.66	.04
			5 - 7 years	.15	.102	.315	-.10	.39
	Bonferroni	0 - 5 years	5 - 7 years	.46*	.167	.022	.05	.87
			> 7 years	.31	.147	.113	-.05	.67
		5 - 7 years	0 - 5 years	-.46*	.167	.022	-.87	-.05
			> 7 years	-.15	.102	.445	-.40	.10
		> 7 years	0 - 5 years	-.31	.147	.113	-.67	.05
			5 - 7 years	.15	.102	.445	-.10	.40
SUP_AVE	Tukey HSD	0 - 5 years	5 - 7 years	-.32	.206	.271	-.82	.17
			> 7 years	-.40	.182	.082	-.83	.04
		5 - 7 years	0 - 5 years	.32	.206	.271	-.17	.82
			> 7 years	-.07	.126	.827	-.38	.23
		> 7 years	0 - 5 years	.40	.182	.082	-.04	.83
			5 - 7 years	.07	.126	.827	-.23	.38
	Bonferroni	0 - 5 years	5 - 7 years	-.32	.206	.371	-.83	.18
			> 7 years	-.40	.182	.098	-.84	.05
		5 - 7 years	0 - 5 years	.32	.206	.371	-.18	.83
			> 7 years	-.07	.126	1.000	-.38	.24
		> 7 years	0 - 5 years	.40	.182	.098	-.05	.84
			5 - 7 years	.07	.126	1.000	-.24	.38

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

Multiple Comparisons

Dependent Variable		(I) WORKPER	(J) WORKPER	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
WRE_AVE	Tukey HSD	0 - 5 years	5 - 7 years	.01	.139	.999	-.33	.34
			> 7 years	-.10	.123	.715	-.39	.20
		5 - 7 years	0 - 5 years	-.01	.139	.999	-.34	.33
			> 7 years	-.10	.085	.458	-.31	.10
		> 7 years	0 - 5 years	.10	.123	.715	-.20	.39
			5 - 7 years	.10	.085	.458	-.10	.31
	Bonferroni	0 - 5 years	5 - 7 years	.01	.139	1.000	-.34	.35
			> 7 years	-.10	.123	1.000	-.40	.20
		5 - 7 years	0 - 5 years	-.01	.139	1.000	-.35	.34
			> 7 years	-.10	.085	.703	-.31	.11
		> 7 years	0 - 5 years	.10	.123	1.000	-.20	.40
			5 - 7 years	.10	.085	.703	-.11	.31
JG_AVE	Tukey HSD	0 - 5 years	5 - 7 years	.14	.157	.636	-.23	.52
			> 7 years	.06	.138	.912	-.27	.39
		5 - 7 years	0 - 5 years	-.14	.157	.636	-.52	.23
			> 7 years	-.09	.096	.644	-.32	.14
		> 7 years	0 - 5 years	-.06	.138	.912	-.39	.27
			5 - 7 years	.09	.096	.644	-.14	.32
	Bonferroni	0 - 5 years	5 - 7 years	.14	.157	1.000	-.24	.53
			> 7 years	.06	.138	1.000	-.28	.40
		5 - 7 years	0 - 5 years	-.14	.157	1.000	-.53	.24
			> 7 years	-.09	.096	1.000	-.32	.15
		> 7 years	0 - 5 years	-.06	.138	1.000	-.40	.28
			5 - 7 years	.09	.096	1.000	-.15	.32

Oneway Anova (status)

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
JOB_AVE	Married	70	3.15	.310	.037	3.07	3.22	2	4
	Single	4	3.20	.567	.283	2.29	4.10	3	4
	Widower	2	3.00	.202	.143	1.18	4.82	3	3
	Total	76	3.14	.320	.037	3.07	3.22	2	4
PAY_AVE	Married	70	2.55	.420	.050	2.45	2.65	1	4
	Single	4	2.04	.614	.307	1.06	3.02	1	3
	Widower	2	2.17	.236	.167	.05	4.28	2	2
	Total	76	2.52	.441	.051	2.42	2.62	1	4
PRO_AVE	Married	70	2.87	.324	.039	2.80	2.95	2	4
	Single	4	2.63	.736	.368	1.45	3.80	2	3
	Widower	2	2.56	.442	.313	-1.41	6.53	2	3
	Total	76	2.85	.355	.041	2.77	2.93	2	4
SUP_AVE	Married	70	3.02	.441	.053	2.91	3.12	1	4
	Single	4	3.13	.370	.185	2.54	3.71	3	4
	Widower	2	2.83	.000	.000	2.83	2.83	3	3
	Total	76	3.02	.431	.049	2.92	3.12	1	4
WRE_AVE	Married	70	3.02	.283	.034	2.95	3.09	2	4
	Single	4	3.00	.425	.213	2.32	3.68	3	4
	Widower	2	2.90	.141	.100	1.63	4.17	3	3
	Total	76	3.01	.285	.033	2.95	3.08	2	4
JG_AVE	Married	70	3.24	.319	.038	3.16	3.31	3	4
	Single	4	3.17	.326	.163	2.65	3.69	3	4
	Widower	2	2.92	.354	.250	-.26	6.09	3	3
	Total	76	3.22	.320	.037	3.15	3.30	3	4

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
JOB_AVE	2.455	2	73	.093
PAY_AVE	.537	2	73	.587
PRO_AVE	6.274	2	73	.003
SUP_AVE	.678	2	73	.511
WRE_AVE	.744	2	73	.479
JG_AVE	.010	2	73	.990

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB_AVE	Between Groups	.053	2	.026	.252	.778
	Within Groups	7.621	73	.104		
	Total	7.673	75			
PAY_AVE	Between Groups	1.249	2	.625	3.418	.038
	Within Groups	13.339	73	.183		
	Total	14.588	75			
PRO_AVE	Between Groups	.405	2	.203	1.634	.202
	Within Groups	9.054	73	.124		
	Total	9.460	75			
SUP_AVE	Between Groups	.114	2	.057	.302	.741
	Within Groups	13.807	73	.189		
	Total	13.921	75			
WRE_AVE	Between Groups	.028	2	.014	.168	.846
	Within Groups	6.082	73	.083		
	Total	6.109	75			
JG_AVE	Between Groups	.212	2	.106	1.034	.361
	Within Groups	7.472	73	.102		
	Total	7.683	75			

Post Hoc Tests

Multiple Comparisons

Dependent Variable		(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
JOB_AVE	Tukey HSD	Married	Single	-.05	.166	.950	-.45	.35
			Widower	.15	.232	.804	-.41	.70
		Single	Married	.05	.166	.950	-.35	.45
			Widower	.20	.280	.763	-.47	.87
		Widower	Married	-.15	.232	.804	-.70	.41
			Single	-.20	.280	.763	-.87	.47
	Bonferroni	Married	Single	-.05	.166	1.000	-.46	.36
			Widower	.15	.232	1.000	-.42	.71
		Single	Married	.05	.166	1.000	-.36	.46
			Widower	.20	.280	1.000	-.49	.88
		Widower	Married	-.15	.232	1.000	-.71	.42
			Single	-.20	.280	1.000	-.88	.49
PAY_AVE	Tukey HSD	Married	Single	.51	.220	.057	-.01	1.04
			Widower	.39	.307	.419	-.35	1.12
		Single	Married	-.51	.220	.057	-1.04	.01
			Widower	-.13	.370	.939	-1.01	.76
		Widower	Married	-.39	.307	.419	-1.12	.35
			Single	.13	.370	.939	-.76	1.01
	Bonferroni	Married	Single	.51	.220	.067	-.03	1.05
			Widower	.39	.307	.629	-.36	1.14
		Single	Married	-.51	.220	.067	-1.05	.03
			Widower	-.13	.370	1.000	-1.03	.78
		Widower	Married	-.39	.307	.629	-1.14	.36
			Single	.13	.370	1.000	-.78	1.03

Multiple Comparisons

Dependent Variable		(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
PRO_AVE	Tukey HSD	Married	Single	.25	.181	.361	-.18	.68
			Widower	.31	.253	.439	-.29	.91
		Single	Married	-.25	.181	.361	-.68	.18
			Widower	.06	.305	.977	-.67	.79
		Widower	Married	-.31	.253	.439	-.91	.29
			Single	-.06	.305	.977	-.79	.67
	Bonferroni	Married	Single	.25	.181	.524	-.20	.69
			Widower	.31	.253	.668	-.31	.93
		Single	Married	-.25	.181	.524	-.69	.20
			Widower	.06	.305	1.000	-.68	.81
		Widower	Married	-.31	.253	.668	-.93	.31
			Single	-.06	.305	1.000	-.81	.68
SUP_AVE	Tukey HSD	Married	Single	-.11	.224	.879	-.64	.43
			Widower	.18	.312	.827	-.56	.93
		Single	Married	.11	.224	.879	-.43	.64
			Widower	.29	.377	.720	-.61	1.19
		Widower	Married	-.18	.312	.827	-.93	.56
			Single	-.29	.377	.720	-1.19	.61
	Bonferroni	Married	Single	-.11	.224	1.000	-.66	.44
			Widower	.18	.312	1.000	-.56	.95
		Single	Married	.11	.224	1.000	-.44	.66
			Widower	.29	.377	1.000	-.63	1.21
		Widower	Married	-.18	.312	1.000	-.95	.58
			Single	-.29	.377	1.000	-1.21	.63

Multiple Comparisons

Dependent Variable		(I) STATUS	(J) STATUS	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
							Lower Bound	Upper Bound
WRE_AVE	Tukey HSD	Married	Single	.02	.148	.992	-.34	.37
			Widower	.12	.207	.836	-.38	.61
		Single	Married	-.02	.148	.992	-.37	.34
			Widower	.10	.250	.916	-.50	.70
		Widower	Married	-.12	.207	.836	-.61	.38
			Single	-.10	.250	.916	-.70	.50
	Bonferroni	Married	Single	.02	.148	1.000	-.35	.38
			Widower	.12	.207	1.000	-.39	.63
		Single	Married	-.02	.148	1.000	-.38	.35
			Widower	.10	.250	1.000	-.51	.71
		Widower	Married	-.12	.207	1.000	-.63	.39
			Single	-.10	.250	1.000	-.71	.51
JG_AVE	Tukey HSD	Married	Single	.07	.164	.908	-.32	.46
			Widower	.32	.229	.351	-.23	.87
		Single	Married	-.07	.164	.908	-.46	.32
			Widower	.25	.277	.641	-.41	.91
		Widower	Married	-.32	.229	.351	-.87	.23
			Single	-.25	.277	.641	-.91	.41
	Bonferroni	Married	Single	.07	.164	1.000	-.33	.47
			Widower	.32	.229	.506	-.24	.88
		Single	Married	-.07	.164	1.000	-.47	.33
			Widower	.25	.277	1.000	-.43	.93
		Widower	Married	-.32	.229	.506	-.88	.24
			Single	-.25	.277	1.000	-.93	.43

Appendix 4: Multiple Regressions

Regression 1

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	wre_fac, pay_fac, job_fac, promo_fa c, sup_fac		Enter

a. All requested variables entered.

b. Dependent Variable: jg_fac

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.612	.584	.64497248

a. Predictors: (Constant), wre_fac, pay_fac, job_fac, promo_fac, sup_fac

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	45.881	5	9.176	22.059	.000 ^a
	Residual	29.119	70	.416		
	Total	75.000	75			

a. Predictors: (Constant), wre_fac, pay_fac, job_fac, promo_fac, sup_fac

b. Dependent Variable: jg_fac

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.89E-16	.074		.000	1.000
	job_fac	.689	.085	.689	8.132	.000
	pay_fac	.057	.084	.057	.676	.501
	promo_fac	-.147	.085	-.147	-1.724	.089
	sup_fac	.258	.094	.258	2.751	.008
	wre_fac	-.058	.091	-.058	-.635	.527

a. Dependent Variable: jg_fac

Regression 2

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	sup_fac, job_fac	.	Enter

a. All requested variables entered.

b. Dependent Variable: jg_fac

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.769 ^a	.592	.580	.64783261

a. Predictors: (Constant), sup_fac, job_fac

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.363	2	22.181	52.852	.000 ^a
	Residual	30.637	73	.420		
	Total	75.000	75			

a. Predictors: (Constant), sup_fac, job_fac

b. Dependent Variable: jg_fac

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.57E-16	.074		.000	1.000
	job_fac	.675	.081	.675	8.327	.000
	sup_fac	.190	.081	.190	2.345	.022

a. Dependent Variable: jg_fac

Appendix 5 : Crosstab

WORKPER * EDU * AGE * STATUS * GENDER Crosstabulation

Count				EDU					Total	
GENDER	STATUS	AGE	WORKPER	Junior High School	Senior High School	Diploma	Bachelor	Magister		
Male	Married	25 - 34 Years Old	WORKPER 1 - 3 Year (s)		0		1	0	1	
			3 - 5 Years		0		1	0	1	
			5 - 7 Years		3		5	0	8	
			> 7 Years		0		7	1	8	
			Total		3		14	1	18	
	35 - 44 Years Old	WORKPER	3 - 5 Years	0	0	0	1	0	1	
			5 - 7 Years	0	0	1	1	1	3	
			> 7 Years	1	8	5	20	0	34	
			Total	1	8	6	22	1	36	
	45 - 54 Years Old	WORKPER	3 - 5 Years	0	0	1	0		1	
			5 - 7 Years	0	1	0	0		1	
			> 7 Years	1	3	0	1		5	
Total			1	4	1	1		7		
Single	25 - 34 Years Old	WORKPER	3 - 5 Years		1		0	1	2	
			5 - 7 Years		0		2	0	2	
		Total		1		2	1	4		
Widower	35 - 44 Years Old	WORKPER	> 7 Years				1		1	
			Total				1		1	
Female	Married	35 - 44 Years Old	WORKPER > 7 Years		1	2	1	1	5	
			Total		1	2	1	1	5	
	45 - 54 Years Old	WORKPER	> 7 Years			2			2	
			Total			2			2	
	Widower	45 - 54 Years Old	WORKPER	> 7 Years				1		1
				Total				1		1