



A Study on Job Involvement and Job Satisfaction-----A Case of  
Employees of Private Driving Schools in Wuhan, China.

by

Ms. Zhan Jing

A Thesis of the Twelve-Credit Course  
CE 7000 Master Thesis

Submitted in Partial Fulfillment  
of the requirements for the Degree of  
Master of Science  
in Computer and Engineering management  
Assumption University

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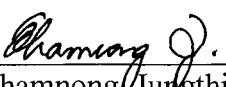
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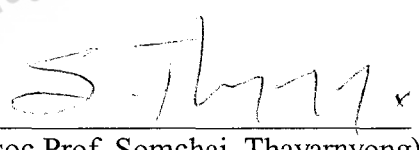
The Graduate School of Assumption University has approved this final report of the Twelve-credit course, CE 7000 MASTER THESIS, submitted in partial fulfillment of the requirements for the degree of Master of Science in Computer and Engineering Management.

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## ABSTRACT

The purpose of this study is to gain a better understanding of the relationship between job involvement and job satisfaction of employees in Wuhan private driving schools. This study also focuses on revealing different demographic characteristics of employees exhibit that affect their involvement and satisfaction level. For this research, three-part questionnaire were sent to the randomly selected private driving schools in Wuhan. For the statistical treatment, Average weighted mean was used to rate the different job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction among demographic groups. One-way ANOVA and a series of Mann-Whitney tests and Kruskal-Wallis tests, and Pearson Correlation tests were conducted to test the hypotheses.

There are 4 grouping items: age, tenure, department and position strongly related to job involvement. And having 5 grouping items strongly related to job satisfaction in terms of intrinsic job satisfaction, which is age groups, tenure groups, education level groups, department groups, and position groups. Only one grouping item is not related to extrinsic job satisfaction that is department groups.

The results of analysis indicate there is a positive relationship between job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction.

According to the findings, there are some recommendations and suggestions for the managers and future research. For example: researcher suggests that managers focus on training young employees to improve their skills and enhance their experiences. This study identified only six characteristics that possibly influence employee's job

involvement and job satisfaction. It is recommended that future studies continue in the quest to identify factors that influence employees' job involvement and job satisfaction.



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## I. INTRODUCTION

### 1.1 Significance of the Study

Employee attitudes toward involvement in and satisfaction with the job have become of compelling interest to industrial psychologists because of their impact on behavior at work (Robbins, 1993). Robbins (1998) recently concluded that impressive evidence exists concerning the significance of job involvement and job satisfaction. An involved and satisfied workforce leads to higher productivity because of fewer disruptions such as absenteeism, departure of good employees, and incidences of destructive behavior. The presence of involved and satisfied employees also translates into lower medical and life insurance costs. Society in general benefits too, because involvement and satisfaction on the job contributes to involvement and satisfaction off the job. High job involvement and job satisfaction as a goal can lead to saving dollars and cents as well as increasing social responsibility.

The managers of driving schools should consider how to make the employees focus on their work and more willing to spend extra energy, how to make them satisfied with their work, to improve integral performance and to deal with the instability external environment, which is the orientation of driving schools.

The purpose of this study is to gain a better understanding of the relationship between job involvement and job satisfaction of employees in Wuhan private driving schools. This study also focuses on revealing different demographic characteristics of employees exhibit that affect their involvement and satisfaction level. Based on these considerations, the researcher hopes that the results will provide benefits for the

following parties:

For the managers: The information from the study may influence the development of a deeper understanding of the relationship between job involvement and job satisfaction. This understanding will enable managers to better assess the needs of the employees, to identify workable strategies for accommodating and managing diversity in job involvement and job satisfaction of employees in organizations.

For the academicians: It answers the question of what personal variables related to job involvement and job satisfaction of private driving schools in Wuhan. To date no study has been focused on job involvement and job satisfaction among private driving schools, thus this study will be the first to study personal variables that lead to job involvement and job satisfaction among this group. This information may provide insight and direction for improving practice in the field of human resource development. This study will hopefully encourage other researchers to conduct more studies on job involvement and job satisfaction.

## **1.2 Background of the Study**

In both organizational research and practice, work attitudes, such as job involvement and job satisfaction, are important constructs because they are related to work behavior and performance, especially in high-complexity jobs (Judge & Bono, 2001; Kluger & Tikochinsky, 2001). Some literatures strongly suggest that job involvement and job satisfaction are the important contributing factors to an organization's success. The detailed information about these can be summarized as following:

Job involvement has been characterized as an employee's psychological identification with his or her job has the potential to satisfy those needs (Kanungo, 1982). Employees who believe that their jobs satisfy their needs should put forth greater effort in their jobs and can become an important contributor to the company's competitive strength in the industry. (Kahn, 1990; Pfeffer, 1995)

Brown & Leigh (1996) suggested that employees have time and energy to contribute to their employer and that the degree to which these resources were contributed to the organization depended partly on the employees' involvement with their jobs.

"Job satisfaction is viewed as important indicator of organizational effectiveness" (Cherrington, 1989). Job satisfaction is important not only to behavioral scientists, but also to managers and administrators. Some of the most important attitudes within any organization are attitudes related to job satisfaction. "Jobs require interaction with coworkers and bosses following organizational rules and policies, meeting performance standards, living with working conditions that are often less than ideal, and the like" (Robbins, 1996) Cherrington (1989) believed that managers for many years have been concerned about the job satisfaction of their employees.

If one is involved in a job, one is likely to be satisfied with the job and committed to the organization. A person who is dissatisfied with a job may become less involved in the work and less committed to the employer. (Mortimer & Lorence, 1989).

### 1.3 Private Driving Schools in Wuhan, China

Wuhan: The capital of Hubei Province and one of the major cities in China is composed of nine districts, two suburbs and two nearby counties, with an area of 8467 sq km and a population of 7.28 million. Located in the central part of China, where the Yangtze River, the third biggest in the world meets its biggest tributary the Han River, Wuhan is divided by the two rivers into 3 towns, named Hankou, Hanyang and Wuchang. Being accessible by water and land, it has earned the reputation of "the thoroughfare to nine provinces" and functions as one of the few pivots of water, land, air, post and telecommunication. Wuhan is the important strategic supporting point of Central China. Today, Wuhan has grown into a center of industry, finance, commerce, science and education in Central China. With the development of the Yangtze River Valley, Wuhan will in due time become an international metropolis producing steel and automobiles, prospering in commerce and finance and advanced in science and technology.

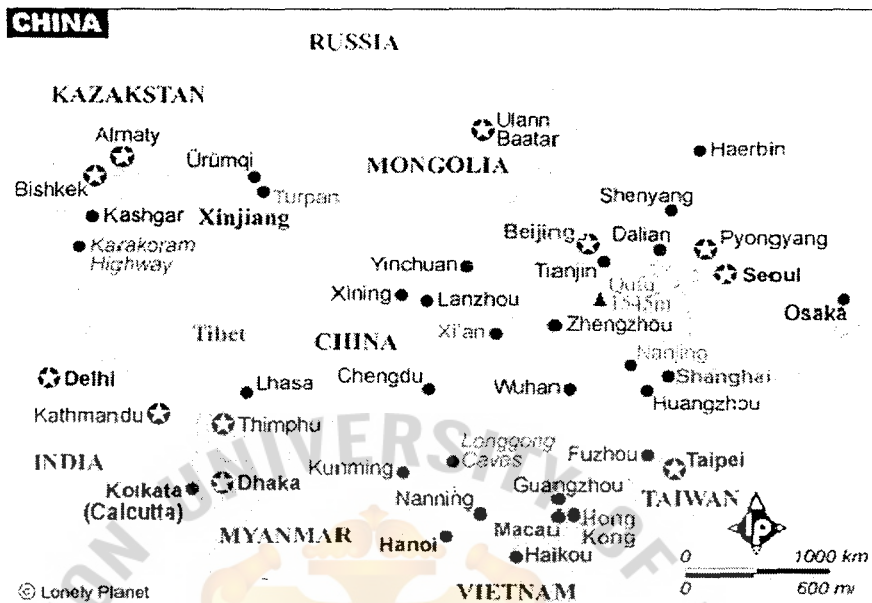


Figure 1.1. The map of China.

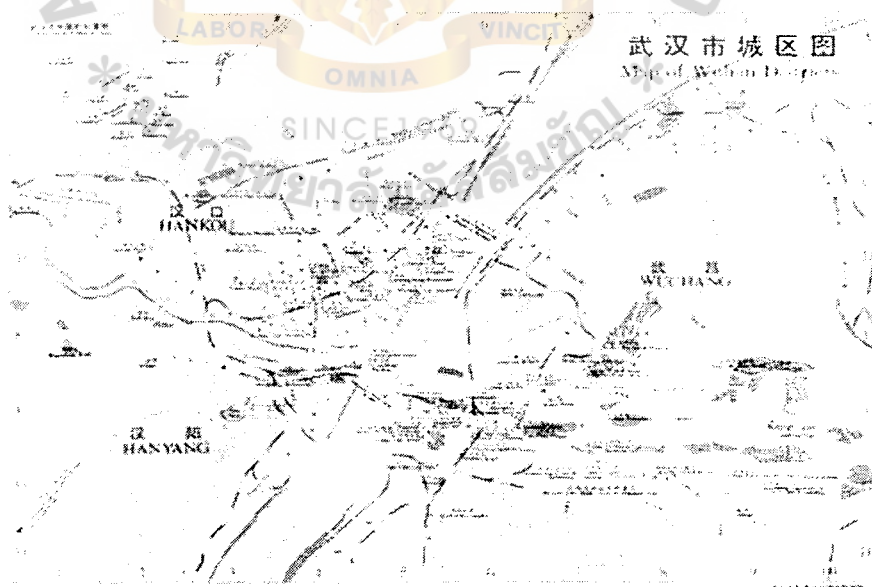


Figure 1.2. The map of Wuhan.

There are 35 driving schools in Wuhan, 16 of them in Hankou, 11 of them in Wuchang, 9 of them in Hanyang. The sum of employees (include: Group head, Administrative personnel, Coach, Technician) is 1070.

Since China officially became a member of the World Trade Organization (WTO) in December 11, 2001, all economic and social fields have been experiencing unprecedented reforms and changes. January and February used to be a slack season for driving schools, but this year is different, and there are long queues at the driving schools in Wuhan where people wait to get behind the wheel, because of the sharp fall in auto prices. Some managers of driving schools said: "Some original driving inspectors were not in service with the original driving school, they moved to other driving schools which can satisfy their needs more. And some driving schools discount the training price to attract customers." (Source: Xin Hua News, August 8, 2004) The private driving schools in Wuhan faced a very competitive market. So, the strategy of private driving schools has been to gain market share through providing value-added services with a strong focus on customer service. A determined effort has been made to ensure that all employees are committed to the goals and vision of company. In part, this is a result of the fact that all employees are involved in and satisfied with the job.

#### **1.4 Statement of the Problem**

This research will focus on the relationship between job involvement and job satisfaction, also focuses on revealing different demographic characteristics of employees exhibit that affect their involvement and satisfaction level, and would like to answer the following questions:

Whether there are some differences in job involvement and job satisfaction among demographic groups in terms of gender, age, tenure, department, and position.

What are the relationships between job involvement and job satisfaction?

### **1.5 Research Objectives**

To date no study has been focused on job involvement and job satisfaction among private driving schools in China, thus this study will be the first to study personal variables that lead to job involvement and job satisfaction and the relationship between job involvement and job satisfaction among this group in China. The following are in details:

- (1) Measure the current job involvement and job satisfaction of employees in Wuhan private driving schools.
- (2) Study the difference in job involvement and job satisfaction among different demographic groups in terms of gender, age, tenure, education level, department, and position.
- (3) Study the relationship between job involvement and job satisfaction.

### **1.6 Limitations of the Study**

The limitations of this study are described as follows:

- (1) Limitations on the research scope: This study only considers certain key variable that related to job involvement and job satisfaction. And two sub-variables of job satisfaction. Therefore, the finding may not be generalized for other variables and sub-variables which are not included in the framework of this study.

- (2) Limitations on the research tools: The demographic data sheet, JIQ, and MSQ are self-reported instruments. Because of this self-reporting, response rates are generally low, inadequate answers cannot be probed for a more specific or relevant response and if the respondents are puzzled by an item, there is no interviewer to explain the item. Additionally question order bias may also occur because the respondent can study the whole questionnaire before answering the first question (Rossi, Wright, & Anderson, 1983).
- (3) Limitations on the sampling and investigation: the samplings in the research are simply coming from parts of Wuhan private driving schools, and could not reach the ideal random in statistics, the results may not be generalized for all Wuhan private driving schools and other driving schools located outside Wuhan.

### 1.7 Definition of Terms

Age: A time in life (usually defined in years) at which some particular qualification or power arises: "she was now of school age".

([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn))

Demographics: having to do with population statistics (for example, age, gender, religion, ethnic background, education level, profession)

([www.indianahistory.org/programming/immigration/glossary/](http://www.indianahistory.org/programming/immigration/glossary/))

Department: A department is a division within a school or institution, giving instruction or performing other tasks such as administration. For example, the Fine Arts

department; the Dean's office, etc. Departments have no inherent Web Checkout meaning, that is, the department designation is not used to track or manage resources. It is used as an annotation on patrons for general information only. ([support.webcheckout.net/wco/admin/glossary.html](http://support.webcheckout.net/wco/admin/glossary.html))

Education level: knowledge acquired by learning and instruction; "it was clear that he had a very broad education" ([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn))

Extrinsic job satisfaction: is the feeling associated with company policies, working conditions, supervision, and the work itself (Ryan& Deci, 2000)

Gender: Male and Female classification. (<https://data.gmu.edu/irr/hr/info.html>)

Human resource management: All the activities related to the recruitment, hiring, training, promotion, retention, separation, and support of faculty and staff. ([w3fp.arizona.edu/dataadmnl/Infoarch/iaais.htm](http://w3fp.arizona.edu/dataadmnl/Infoarch/iaais.htm))

Intrinsic job satisfaction: is derived from the aspects of the job related to challenge, achievement, and helping others. (Ryan& Deci, 2000)

Job involvement: "generalized cognitive state of psychological identification with work, as work is perceived to have the potentiality to satisfy one's salient needs and expectations" [Kanungo (1982)]

Job satisfaction: is an attitude toward work-related conditions, facets, or aspects of the job. [Wiener (1982)]

Motivation: the process that initiates, directs and sustains behavior in order to satisfy psychological and physiological needs motor skills learned skills involving physical dexterity or the coordination of muscular movements multiple intelligences a

theory developed by Howard Gardner that postulates six essential, independent mental capacities: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, and personal intelligence. ([special.ed.peoria.k12.il.us/psygloss.htm](http://special.ed.peoria.k12.il.us/psygloss.htm))

Position: a job in an organization; "he occupied a post in the treasury"([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn))

Recruitment: According to Everhart and Youngs (1981), recruitment is "defined as the addition of new members to the aggregate under consideration".

Tenure: A right of holding or occupying land or a position for a certain amount of time. The term was first used in the English feudal land system, whereby all land belonged to the king but was lent out to lords for a certain period of time; the lord never owning, but having tenure in the land. Used in modern law mostly to refer to a position a person occupies such as in the expression "a judge holds tenure for life and on good behavior." ([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn))

Training: \* activity leading to \* skilled behavior.  
([www.cogsci.princeton.edu/cgi-bin/webwn](http://www.cogsci.princeton.edu/cgi-bin/webwn))

## II. LITERATURE REVIEW

This chapter is arranged as follows: section 1 presents the literature to support the framework; section 2 describes the literature to support methodology, the empirical findings are concluded in section 3, and the researcher makes a critical comment in section 4.

### 2.1 Literature to Support Framework

#### 2.1.1 Job Involvement

Lodahl & Kejner (1965) consider JI (job involvement) successively as: (a) “the degree to which an individual is identified psychologically with his/her work or the importance of work in his/her total self-image”, (b) “internalization of values about the goodness of work or the importance of work in the worth of the person and perhaps it thus measures the ease with which the person can be further socialized into an organization” and (c) “the degree to which a person’s work performance affects his/her self-esteem”

Lawer & Hall (1970) consider JI as the “the degree to which a person perceives his/her total work situation to be an important part of his/her life and to be central to him/her and his/her identity because of the opportunity it affords him/her to satisfy his/her important needs”

Saleh & Hosek (1976) have arranged several relative literatures of job involvement, they think that individuals have been described as job involved if they (1) view the job as a central life interest, (2) actively participate in the job, and (3) detect performance as central to their self-esteem.

Kanungo (1982) regards job involvement should be considered as a kind of

physical acceptance or belief state whether it is to special work or general work, so Kanungo (1982) defines JI as a “ generalized cognitive state of psychological identification with work, insofar as work is perceived to have the potentiality to satisfy one’s obvious needs and expectations”.

Blau (1985, 1987) thinks: (1) Job involvement is “the degree to which an employee is participating in his/her job and meeting such needs as prestige and autonomy” (2) Job involvement is “the degree to which the job is perceived to be the main source for the satisfaction of important needs versus non-job-oriented activities”

Paullay, Alliger & Stone-Romero (1994) divide job involvement into work-centrality (WC) and job involvement (JI). They regard WC as “the importance level of work in employee’s life”, it also is the result of individual socialization, so it is hard to change with the environment, and its stability. Thus, they definite JI as “the degree of employee to treat, promise and care for his/her current work conscientiously”.

In a word, Kanungo’s restricted approach to JI focus on the psychological identification factor, brings back conceptual clarity, and eliminates cultural biases related to the self-esteem and intrinsic motivation factors. So this research adopts Kanungo’s viewpoint about job involvement.

#### 2.1.2 Job Satisfaction

Although no uniform definition of job satisfaction exists (Siegel & Lane, 1982); job satisfaction generally refers to the degree to which a worker feels satisfied by his /her job. A number of theorists in vocational psychology have sought to conceptualize job satisfaction.

According to Vroom (1967), job satisfaction is the reaction of the employees against the role that they play in their work. Similarly, Blum & Naylor (1986) consider job satisfaction as “ a universal attitude of the employees constituted by their approach towards the wages, working conditions, control, promotion related with the job, social relations in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life”.

It is suggested that job satisfaction is a state of pleasure gained from applying one's value to a job (Locke, 1969). Job satisfaction is the total of the feelings related with the job conducted. If the individual perceives that his/her values are realized within the job, he/she improvises a positive attitude towards his/her job and acquires job satisfaction (Mc Cormic & Tiffin 1974). Hackman & Oldham (1976) thinks job satisfaction is joyful and active emotional situation generalized by commencing the job or job experience.

Job satisfaction in the broadest sense simply refers to a person's general attitude toward specific dimensions of the job. (Hodson, 1991). Wiener (1982) states that job satisfaction is an attitude toward work-related conditions, facets, or aspects of the job. Similarly, Spector (1997) believes that job satisfaction “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job”.

According to the Two-Factor Theory of Satisfaction, each of the job satisfaction facets, except overall satisfaction, can be further combined into intrinsic and extrinsic measures of satisfaction (Herzberg, Mausner, & Snyderman, 1959). Intrinsic job

satisfaction is how people feel about the nature of the job tasks themselves, whereas extrinsic job satisfaction is how people feel about aspects of the work situation that are external to the job tasks or work itself (Spector, 1997).

In this research, job satisfaction is defined as “can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job”. (Spector, 1997) It includes of two components: intrinsic and extrinsic job satisfaction.

### 2.1.3 Demographic Characteristics and Job Involvement

There are many researches on demographic characteristics and job involvement.

Research studies over the past two decades which have explored the construct of job involvement have approached it from two different perspectives (Sekaran, 1989; Sekaran & Mowday, 1981). First, when viewed as an individual different variable, job involvement is believed to occur when the possession of certain needs, values, or personal characteristics predispose individuals to become more or less involved in their jobs. The second perspective views job involvement as a response to specific work situation characteristics. In other words, certain types of jobs or characteristics of the work situation influence the degree to which an individual becomes involved in his/her job.

These two theoretical approaches to investigating the nature of job involvement suggest that it should be examined from both the perspective of the individual as well as the work environment. Indeed, Rabinowitz & Hall (1977) in their review of the literature on job involvement concluded that both approaches contributed significantly

to our understanding. They found several studies, for example, where individual characteristics such as age, education, sex, tenure, need strength, level of control and values were linked to job involvement, although these linkages were not very consistent across studies. Similarly, they described other studies in which job involvement was related to situational variables in the work environment such as leader behavior, decision making processes, interpersonal relations and job characteristics as well as with work outcomes such as job satisfaction, turnover and absenteeism. Furthermore, they suggested that individual difference and job characteristic variables were about equally important in determining job involvement.

The characteristics examined in this research include: gender, age, tenure, education level, department, and position.

#### 2.1.4 Demographic Characteristics and Job satisfaction

Despite the wide acceptance of theories of needs satisfaction stemming from conditions or elements of the work environment, a more recent set of literature has suggested that characteristics of the individual interact with the conditions of the job to produce job satisfaction (Kasperson, 1982). Frost & Wilson (1983) suggested that satisfaction in administrative and managerial jobs which require some degree of autonomy is particularly influenced by individual characteristics and personality variables. Research by Organ & Bateman (1986) related this phenomenon to the concept that the individual variables shape the perception of satisfaction. They further reasoned that variables arising from prior socialization and established beliefs and feelings have a great effect on self-expressed satisfaction.

These varied approaches to the nature and origin of job satisfaction have been explored at various points in the works of Vroom (1960, 1964). Vroom proposed that the study of job satisfaction could be approached from two perspectives: (a) the nature of the job, and (b) the nature of the individual. Other researches have supported the need to study the personal characteristics and personality variables as predictors or influences on job satisfaction (Oliver, 1983; O'Reilly & Roberts, 1975; Organ & Bateman, 1986; Roethlisberger & Dickson, 1966; Chrisler, & Devlin, 1992).

The literature reflects the extensive interest and effort that have been extended to the study of personal characteristics as they affect job satisfaction. The characteristics examined in this research include: gender, age, tenure, education level, department and Position.

#### 2.1.5 Job Involvement and Job Satisfaction

Job involvement and job satisfaction are often discussed in organization behaviors; both of them are an attitude toward the present job.

Lodahl & Kejner (1965) find the same contents between job involvement and job satisfaction. Some scholars think both of them mean the emotion dependent phenomenon of individual to job, just have different names. Cheloha & Farr (1980) find job satisfaction is related to job involvement notably, but they are two independent job attitudes in reality, when they did researches on the relationship among job satisfaction, job involvement and absent behavior of employees.

Employee who believes that his/her job satisfies his/her needs should more involved in his/her job. (Kahn, 1990; Pfeffer, 1995)

An employee who is satisfied with a job may become more involved in the work. An employee who is dissatisfied with a job may become less involved in the work (Mortimer & Lorence, 1989).

## **2.2 Literature to Support Methodology**

### **2.2.1 Measuring Methods of Job Involvement**

The Lodahl & Kejner Index (1965) often used in job involvement study, including multi-facet of involvement (Brown, 1996). Lodahl & kejner (1965) integrate the two conceptual facets into their definition of structure and measure method. The first facet is about the level of self-respect affected by job performance, coming from Allport (1947), French&Kahn (1962) and Vroom (1962). The second facet is individual psychological acceptance of his/her job or the importance of the job in integral self-image.

But a number of severe criticisms have been put forward in the literature against Lodahl & Kejner (1965) index. For example, Rabinowitz & Hall (1977) notice that the different dimensions have never been clearly identified and labeled. Paullay, Alliger & Stone-Romero (1994) emphasize the lack of distinction between involvement with the present job (JI) and involvement with work in general (“work centrality”). When analyzing psychometric properties, Ramsey, Lassk & Marshall (1995) indicate serious flaws, such as an unstable dimensionality and a difficulty to interpret the factors. Finally, Reeve & Smith (2001) state that the use of a single composite score derived from a multidimensional scale can lead to inconclusive and contradictory results. They argue that some of the 20 items are not relevant, or tap irrelevant construct space, thus bringing in “psychological noise”.

Saleh & Hosek (1976) also released a job involvement index with multiplayer facets, which responses 4 facets: (1) job is the center of life interest; (2) the degree of individual participating in job initiatives; (3) the degree of performance self-respect; (4) accordance of job performance and self-performance. But the index of Sacleh & Hosek is criticized by Kanungo (1979, 1982a, 1982b), who regards this index contains some irrelative conceptions. So it is hardly used to measure job involvement in practicality. However, another job involvement index developed by Jans (1982) is used rarely, too. (Brown, 1996)

Kanungo (1982b) designed the job involvement index according to psychological acceptance belief and concept of conscious situation. He believes the index including: (1) consciousness and feelings situation; (2) individual devotes to general and special job; (3) internal encouragement and job involvement. According to Kanungo's viewpoint, involvement should be directly measured in terms of individual's cognition about his or her identification with work, with identification depending on both the saliency of needs and the perception about need-satisfying potentialities of work. Furthermore, Kanungo (1982b) distinguishes between JI and work involvement, JI being a "specific belief regarding one's relationship with one's present job", as opposed to work in general.

This index has already been tested in various cultural environments (e.g. Kanungo, 1983; Misra et al., 1985), and seems more generalizable. So the JI index developed by Kanungo becomes popular. This research used this index to measure job involvement.

### 2.2.2 Measuring Methods of Job Satisfaction

Many kinds of job satisfaction indexes have been developed according to different definitions and purposes. Different indexes have different factor structures, there has yet to be a universally agreed upon definition of satisfaction as the various definitions touch on various aspects of job satisfaction (Gruneberg, 1979). Job satisfaction indexes usually been used now are as follows:

(1) Single-Item Job Satisfaction Measure

Hoppock (1935) proposed an early and widely used brief measure of job satisfaction, and he essentially defined job satisfaction as "any combination of psychological, physiological, or environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job.'"

(2) Facet-Specific Job Satisfaction

Job Descriptive Index (JDI): Smith, Kendall, & Hulin's (1969) publication of the Measurement of Satisfaction in Work and Retirement described the painstakingly careful development of the JDI. The Job Descriptive Index (JDI) is designed to measure employees' satisfaction with their jobs. The full-length JDI subscales contain either 9 or 18 items, with an overall total of 72 items; the five facets of the JDI are Work on Present Job, Present Pay, Opportunities for Promotion, Supervision, and Coworkers. These serve to diagnose important aspects of the job. The JDI is easy to administer and score, easy to read, simple in format, and nationally normed. After 40 years of research and application it remains one of the most widely used

measures of job satisfaction (DeMeuse, 1985; Zedeck, 1987).

Job Diagnostic Survey (JDS): This index is made by Hackman & Oldman (1975), including 21 items that measure general satisfaction (process of employee satisfying with job), internal motivation (degree of achievement through self-encourage) special satisfaction (satisfying degree of sense of safety, treatment, social satisfaction, supervision, growth satisfaction).

Minnesota Satisfaction Questionnaires (MSQ): This index is designed to measure an employee's satisfaction with his /her job. Three forms are available: two long forms (1977 version and 1967 version) and a short form. The MSQ provides more specific information on the aspects of a job that an individual finds rewarding than do more general measures of job satisfaction. Short-Form MSQ was developed by Weiss, Dawis, England & Lofquist in 1967. This form consists of 20 items from the long-form MSQ that best represent each of the 20 scales.

Spector (1997) identified the 20-item short form of the MSQ as a popular facet measure that is frequently used in job satisfaction research. One advantageous feature of the MSQ short form is that it can be used to measure two distinct components: intrinsic job satisfaction and extrinsic job satisfaction. The work personality measured by the "intrinsic scale", refers to vocational abilities and vocational needs. The work environment (measured by the "extrinsic scale") consists of ability, requirements and reinforcer systems. In this research used MSQ short form to measure job

satisfaction.

### 2.2.3 Measuring Methods of Statistics Analysis

Most studies used ANOVA to analyze demographic characteristics related to job involvement and job satisfaction.

Siegel & Ruth (1973), Rabinowitz, Hall & Goodale (1977), Mckelvey & Sekaram (1977), Rush, Peacock, & Milkovich (1980), Lynn et al. (1996) used ANOVA to measure the relationship between demographic characteristics and job involvement. Demographic variables that are characteristically assessed in conjunction with the Job Involvement Index.

Newby (1999) used ANOVA to measure interrelationships between sub-scale on the MNQ and sex, age, years of teaching experience, years of administrative experience and 23 characteristics present in the job.

In 2001, Brady conducted a study using the MSQ in which he studied 245 assistant principals in Mississippi to determine the degree of general, intrinsic, and extrinsic job satisfaction among high school assistant principals. Brady mailed a survey to the subjects and used the results to conduct a series of ANOVA.

Exploring the contention of Rabinowitz & Hall (1977) that job involvement is related to personnel, situational and job satisfaction variables, correlation analyses were undertaken between job involvement and some of the variables in each of these three categories.

## 2.2 Empirical Findings

This part provides the empirical findings of demographic characteristics and job

involvement, job satisfaction. And the relationship between job involvement and job satisfaction.

*Demographic characteristics and job involvement:*

*Gender:* Generally speaking, male usually shows his achievement through job, on the contrary, female is told to be based on family, so male is more involved in job than female. (Zhang Shulun, 1995)

Female is more involved in the job than male. (Cai Yingxian, 1996)

*Age:* Rabinowitz, Hall & Goodale (1977) have arranged past researches and prove that the older the employee is, the more involved in job occurs, they think it may be caused by increasing job rewards and satisfactions with the time passed.

Young employees have more involved in job than older ones. (Buzawa, 1984)

*Tenure:* In a general way, length of tenure is much relative to job involvement, so the tenure is longer, the level of job involvement is higher. [Cai Yingxian (1996)]

According to Rush, Peacock, & Milkovich (1980) and Lynn et al. (1996) studies showed a positive influence of tenure on job involvement.

*Education level:* The degree of job involvement of high-educated employees is obviously more than that of the low educated employees, which is shown in research of Siegel & Ruth (1973)

There is no relationship between job involvement and education level. Rabinowitz, Hall & Goodale (1977)

*Position:* Mckelvey & Sekaram (1977) do research in researchers and engineers, they find the management position is higher the more job involvement occurs.

*Department:* Employees show different levels of job involvement in different departments. (Zhang Shulun, 1995)

*Demographic characteristics and job satisfaction*

*Gender:* There have been a number of studies investigating gender differences and job satisfaction (Hulin & Smith, 1964; Poole, 1992). While most studies use gender as a predictor variable, they report little or no significance as related to job satisfaction (McCann, 2002; Newby, 1999).

*Age:* Mixed evidence exists in the literature concerning the relationship between age and job satisfaction. The U- shaped curve result that shows the relationship between job satisfaction and age starting high, declining, and then starting to improve again were found in a study by Kacmar & Ferri (1993).

Worker's age has been found to have a negative impact on worker's job satisfaction. (Buzawa, 1984). This means that younger workers are more satisfied with their jobs than their senior counterparts.

*Tenure:* Brady (2001) found that those who stayed in their current position the longest most likely stayed due to high job satisfaction and perceived job performance. Tenure is negative related to job satisfaction, tenure is longer, job satisfaction is lower (Gibson, 1970)

*Education level:* Sutter (1994) found no relationship between job satisfaction and education level. The studies that have shown a significant difference between education level and job satisfaction. (Klien & Maher, 1966; Quinn, Graham, & McCullough, 1974). Griffin, Dunbar & McGill (1978) found that workers with higher education level

would tend to be more satisfied with their job than workers with lower education level

*Position:* The higher position of employees is the higher degree of job satisfaction shows. (Xu Shijun, 1977).

*Department:* Employees show different level of job satisfaction in different departments. (Zhang Shulun, 1995)

*Job involvement and job satisfaction*

Brown's (1996) meta-analysis of job involvement substantiated distinct links between job involvement and intrinsic and extrinsic job satisfaction; the results suggest that intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction.



Table 2.1. Summary of Previous Studies.

Authors	Topic	Methodology	Empirical Findings
Mckelvey & Sekaram (1977)	Toward A Career-Based Theory of job Involvement.	ANOVA	The management position is higher the more job involvement occurs.
Kacmar & Ferri (1989)	Politics at work: Sharpening the focus of political behavior in organizations	ANOVA	The U- shaped curve result that shows the relationship between job satisfaction and age starting high, declining, and then starting to improve again.
Brown (1996)	A Meta-Analysis and Review of Organizational Research on Job Involvement.	Correlation Analysis	Intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction.
Brady (2001)	Correlates of Job Satisfaction among California Principals.	ANOVA	Individuals stayed in their current position the longest most likely stayed due to high job satisfaction and perceived job performance.

## 2.4 Critical Comment

In summary, this chapter concludes the literature related to this study and explained that there are several possible demographic characteristic factors that affect job involvement and job satisfaction which include: gender, age, tenure, education level, position, and department. And there is a relationship between job involvement and job satisfaction.

This study adopts Kanungo's restricted approach to job involvement, and using the Job Involvement Index developed by Kanungo to measure it. According to the Two-Factor Theory of Satisfaction, it contains two components----intrinsic and extrinsic job satisfaction. This study uses Minnesota Satisfaction Questionnaire short-term to measure job satisfaction. The previous studies test demographic characteristics and job involvement and job satisfaction using ANOVA. Study the relationship between job involvement and job satisfaction using Correlation. So this research also adopts these statistic analysis methods.

There are many researches on demographic characteristics and job involvement, job satisfaction. Throughout the research, little consistency is apparent in the findings. The relationship among age and job involvement, job satisfaction was reported as positive in some studies and as negative in others. Considering gender and job involvement, job satisfaction, some studies reported more satisfied females than males and others documented that males were more satisfied than females. A negative relationship was reported between length of service and job satisfaction. After analyzing the situation about employees of private driving schools in Wuhan, some interesting

findings are found in this study.



### III. RESEARCH FRAMEWORK

There are four sections in this chapter. The first section presents the conceptual framework concerning empirical studies in the previous chapter. The second section presents the definition of the variables. The third section presents the research hypotheses. And the last section presents the expected outcomes.

#### 3.1 Conceptual Framework

This study uses demographic characteristics as the independent variables; the job satisfaction and the job involvement as the dependent variable trying to probe the possible correlations among of demographic characteristics, job satisfaction and job involvement.

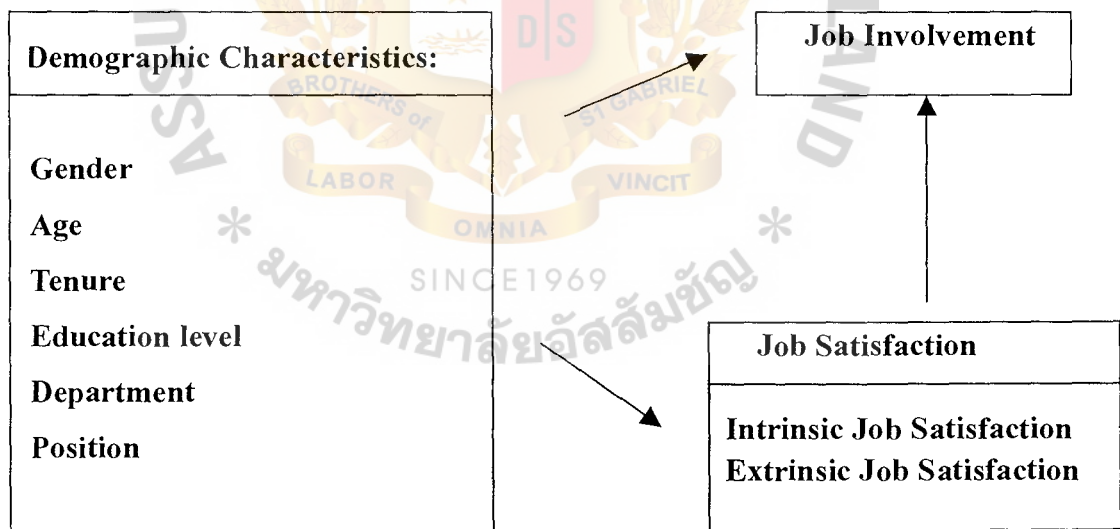


Figure 3.1. Conceptual structures for research.

### 3.2 Definition of Variables

The operative definitions of the variables in the research are mainly gained from the discussed literatures above. The different definitions are as follows:

Demographic characteristics:

- (1) *Gender*: male or female
- (2) *Age*: the actual age is separated into 7 sections, under 30, between 31 and 35, 36—40, 41—45, 46- 50, 51—55 and above 56.
- (3) *Tenure*: the time they have worked for the company, no more than 1 year is set to 1 year, others are: 5 years below, 6—10, 11—15, 16—20, 21—25, above 26.
- (4) *Education level*: the highest diploma of the formal education one has ever had, is classified into three classes, high school and below, Bachelor, and Master and above.
- (5) *Position*: according to the structure of the driving schools, it is characterized as coach, group head, technician, and administrative personnel.
- (6) *Department*: according to Wuhan private driving school's organization structure, it includes of administrative unit; teaching unit; maintenance unit.

Job involvement: adapt the view of Kanungo (1982), who said, “Generalized cognitive state of psychological identification with work, as work is perceived to have the potentiality to satisfy one's salient needs and expectations.”

Job satisfaction: defined as the feelings or affective responses to a particular job.

(Smith, Kendall, & Hulin, 1969). According to the Two-Factor Theory of Satisfaction, each of the job satisfaction facets, except overall satisfaction, can be further combined into intrinsic and extrinsic measures of satisfaction (Herzberg, Mausner, & Snyderman, 1959).

*Intrinsic job satisfaction* is how people feel about the nature of the job tasks themselves, whereas *extrinsic job satisfaction* is how people feel about aspects of the work situation that are external to the job tasks or work itself (Spector, 1997)

### 3.3 Research Hypothesis

The main purpose of the study is to investigate the relations how personal variables affect their satisfaction and the job involvement in Wuhan private driving schools, and the relationship between job involvement and job satisfaction.

Hypothesis o1: There is no difference in job involvement among demographic groups in terms of gender.

Hypothesis a1: There is a significant difference in job involvement among demographic groups in terms of gender.

Hypothesis o2: There is no difference in job involvement among demographic groups in terms of age.

Hypothesis a2: There is a significant difference in job involvement among demographic groups in terms of age.

Hypothesis o3: There is no difference in job involvement among demographic groups in terms of tenure.

Hypothesis a3: There is a significant difference in job involvement among demographic groups in terms of tenure.

Hypothesis o4: There is no difference in job involvement among demographic groups in terms of education level.

Hypothesis a4: There is a significant difference in job involvement among demographic groups in terms of education level.

Hypothesis o5: There is no difference in job involvement among demographic groups in terms of department.

Hypothesis a5: There is a significant difference in job involvement among demographic groups in terms of department.

Hypothesis o6: There is no difference in job involvement among demographic groups in terms of position.

Hypothesis a6: There is a significant difference in job involvement among demographic groups in terms position.

Hypothesis o7: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of gender.

Hypothesis a7: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of gender.

Hypothesis o8: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of age.

Hypothesis a8: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of age.

Hypothesis o9: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of tenure.

Hypothesis a9: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of tenure.

Hypothesis o10: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of education level.

Hypothesis a10: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of education level.

Hypothesis o11: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of department.

Hypothesis a11: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of department.

Hypothesis o12: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of position.

Hypothesis a12: There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of position.

Hypothesis o13: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of gender.

Hypothesis a13: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of gender.

Hypothesis o14: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of age.

Hypothesis a14: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of age.

Hypothesis o15: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of tenure.

Hypothesis a15: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of tenure.

Hypothesis o16: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of education level.

Hypothesis a16: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of education level.

Hypothesis o17: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of department.

Hypothesis a17: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of department.

Hypothesis o18: There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of position.

Hypothesis a18: There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of position.

Hypothesis o19: There is no relationship between job involvement and job satisfaction in terms of intrinsic job satisfaction.

Hypothesis a19: There is a relationship between job involvement and job satisfaction in terms of intrinsic job satisfaction.

Hypothesis o20: There is no relationship between job involvement and job satisfaction in terms of extrinsic job satisfaction.

Hypothesis a20: There is a relationship between job involvement and job satisfaction in terms of extrinsic job satisfaction.

### **3.4 Expected Outcomes:**

Based on the empirical findings of previous studies, the researcher expects the research outcomes as follows:

- (1) There is a significant difference in job involvement among demographic groups in terms of age. [According to empirical finding of Rabinowitz, Hall & Goodale (1977): the older the employee is, the more job involvement has. According to empirical finding of Buzawa (1984): young employees have more involved in job than older ones.]
- (2) There is a significant difference in job involvement among demographic groups in terms of gender. [According to empirical finding of Zhang Shulun (1995): male is more involved in the job than female is. According to empirical finding of Cai Yingxian (1996), female is more involved in the job than male.]
- (3) There is a significant difference among demographic groups in job involvement in terms of tenure. [According to empirical findings of Rush, Peacock & milkovich (1980) and Lynn et al (1996): show a positive influence of tenure on job involvement. According to empirical finding of Cai Yingxian (1996): the longer length of tenure is, the more job

involvement occurs.]

- (4) There is a significant difference in job involvement among demographic groups in terms of education level. [According to empirical finding of Siegel & Ruth (1973)] or there is no difference between education level and job involvement. [According to empirical finding of Rabinowitz, Hall & Goodale (1977)]
- (5) There is a significant difference in job involvement among demographic groups in terms of position. [According to empirical finding of Mckelvey & Sekaram (1977): the management position is higher the more job involvement occurs.]
- (6) There is a significant difference in job involvement among demographic groups in terms of department. [According to empirical finding of Zhang Shulun (1995): Employees show different levels of job involvement in different departments.]
- (7) There is no difference in job satisfaction among demographic groups in terms of gender. [According to empirical findings of McCann (2002) and Newby (1999), they report there is little or no significance that gender is related to job satisfaction.]
- (8) There is a significant difference in job satisfaction among demographic groups in terms of age. [According to empirical finding of Buzawa (1984): Worker's age has been found to have a negative impact on worker's job satisfaction.]

- (9) There is a significant difference in job satisfaction among demographic groups in terms of tenure. [According to empirical finding of Gibson (1970): tenure is negative related to job satisfaction. According to empirical finding of Brady (2001): who stayed in their current position the longest most likely stayed due to high job satisfaction and perceived job performance.]
- (10) There is no difference in job satisfaction among demographic groups in terms of education level. [According to empirical finding of Sutter (1994): no relationship between job satisfaction and education level.] Or there is a significant difference between education level and job satisfaction. [According to empirical findings of Klien & Maher (1996), Quinn, Graham & McCullough (1974), Griffin, Dunbar & McGill (1978): employees with higher education level would tend to be more satisfied with their job than employees with lower education level.]
- (11) There is a significant difference in job satisfaction among demographic groups in terms of position. [According to empirical finding of Shijun Xu (1977): The higher position of employees is the higher degree of job satisfaction shows.]
- (12) There is a significant difference in job satisfaction among demographic groups in terms of department. [According to empirical finding of Zhang Shulun (1995): employees show different level of job satisfaction in different department.]
- (13) There is a relationship between job involvement and job satisfaction.

[According to empirical finding of Brown (1996), suggests that intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction.]



## **IV. RESEARCH METHODOLOGY**

This chapter presents the methodology used to conduct in this research, including data collection, respondents and sampling procedure, data measurement, and data analysis.

### **4.1 Data Collection**

The method for gathering data was a three-part questionnaire, including “Job Involvement Questionnaire” (JIQ) (part 1), “Minnesota Satisfaction Questionnaire” (MSQ) short form (part 2), and individual data sheet (part 3). Firstly, the researcher connected with the administrative office of private driving schools in Wuhan by phone to ask for the permission of investigating in the company. Secondly, the Chinese version questionnaires mailed to the selected driving schools’ administrative office (Appendix A). The officer helped researcher distribute them to the employees. Thirdly, after 3 weeks, the researcher asked for the information about returned questionnaires by phone, and then returned questionnaires were mailed to the researcher.

The data collected from these questionnaires were put into SPSS files for analysis.

### **4.2 Respondents and Sampling Procedure**

The population of the research is employees of private driving schools in Wuhan. The way to determine sample size, the sample size table developed by Krejcie & Moran (1970) was used. The table is based on 5% error.

Table 4.1. Required Sample Size in Given Population.

N-n	N-n	N-n	N-n	N-n
10-10	100-80	280-162	800-260	2800-338
15-14	110-86	290-165	850-265	3000-341
20-19	120-92	300-169	900-269	3500-346
25-24	130-97	320-175	950-274	4000-351
30-28	140-103	340-181	1000-278	4500-354
35-32	150-108	360-186	<b>1100-285</b>	5000-357
40-36	160-113	380-191	1200-291	6000-361
45-40	170-118	400-196	1300-297	7000-364
50-44	180-123	420-201	1400-302	8000-367
55-48	190-127	440-205	1500-306	9000-368
60-52	200-132	460-210	1600-310	10000-370
65-56	210-136	480-241	1700-313	15000-375
70-59	220-140	500-217	1800-317	20000-377
75-63	230-44	550-226	1900-320	30000-379
80-66	240-148	600-234	2000-322	40000-380
85-70	250-152	650-242	2200-327	50000-381
90-73	260-155	700-248	2400-331	75000-382
95-76	270-159	750-254	2600-335	100000-384

Samples were selected at random from 35 private driving schools. Based on the table, there are 1070 employees in private driving schools, in 350 questionnaires, which were sent to employees, 339 responses were got, 17 of them were unusable, 322 of them were usable, the researcher used 280 of them to do the research.

### 4.3 Data Measurement

*Demographic Characteristics:* An individual data sheet was used to gather data about selected characteristics of the respondents. These characteristics were based on the literature that identified these characteristics as primarily related to job involvement and job satisfaction or items that would help provide a description of the subjects such as age, gender.

*Job involvement:* was measured with the job involvement questionnaire (JIQ) developed by Kanungo in 1982 that consisted of 10-item scale. The items were accompanied by a 5-point rating scale: 1 = Strongly disagree; 2= Disagree; 3 = Neutral; 4 = Agree; 5= Strongly agree. Higher score on this scale indicates higher job involvement.

*Reliability:* The internal consistency and test-retest reliability of this scale are 0.87 and 0.85 respectively (Kanungo, 1982a).

Table 4.2. List of Items in Kanungo's (1982a) Scale.

Item	Wording
1	The most important things that happen to me involve my present job.
2	To me, my job is only a small part of who am I.
3	I am very much involved personally in my job.
4	I live, eat and breathe my job.
5	Most of my interests are centered around my job.
6	I have very strong ties with my present job which would be very difficult to break.
7	Usually I feel detached from my job.
8	Most of my personal life goals are job-oriented.
9	I consider my job to be very central to my existence.
10	I like to be absorbed in my job most of time.

*Job satisfaction*: was measured by "Minnesota Satisfaction Questionnaire" short form (Weiss, Davis, English, & Lofquist, 1967), which consists of 20 items rated on a five-point scale: 1 = Strongly disagree; 2= Disagree; 3 = Neutral; 4 = Agree; 5= Strongly agree. This form can be scored on two scales: intrinsic job satisfaction (question: 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16, 20), extrinsic job satisfaction (question: 5, 6, 12, 13, 14, 19). Higher score on this scale indicates higher job satisfaction.

*Reliability*: For the intrinsic job satisfaction scale, the coefficients ranged from .84 for one group to .91 for another. For the extrinsic job satisfaction scale, the coefficients varied from .77 for one group to .82 for another. . Median reliability coefficients

were .86 for intrinsic job satisfaction, .80 for extrinsic job satisfaction. (Weiss et al., 1967)

Table 4.3. Assignment of Minnesota Satisfaction Questionnaire (MSQ) Short-Form Items to Intrinsic and Extrinsic Subscales.

MSQ Short-Form Item	Subscales
1. Being able to keep busy all the time.	Intrinsic
2. The chance to work alone on the job.	Intrinsic
3. The chance to do different things from time to time.	Intrinsic
4. The chance to be “somebody” in the community.	Intrinsic
5. The way my boss handles his/her workers.	Extrinsic
6. The competence of my supervisor in making decisions.	Extrinsic
7. Being able to do things that don’t go against my conscience.	Intrinsic
8. The way my job provides for steady employment.	Intrinsic
9. The chance to do things for other people.	Intrinsic
10.The chance to do something that makes use of my abilities.	Intrinsic
11.The chance to tell people what to do.	Intrinsic

Table 4.3. Assignment of Minnesota Satisfaction Questionnaire (MSQ) Short-Form Items to Intrinsic and Extrinsic Subscales (Con.).

MSQ Short-Form Item	Subscales
12.The way company policies are put into practice.	Extrinsic
13.My pay and the amount of work I do.	Extrinsic
14.The chances for advancement on this job.	Extrinsic
15.The freedom to use my own judgment.	Intrinsic
16.The chance to try my own methods of doing the job.	Intrinsic
17.The working conditions.	General
18. The way my co-workers get along with each other.	General
19.The praise I get for doing a good job.	Extrinsic
20.The feeling of accomplishment I get from the job.	Intrinsic

Table 4.4. Operationalization of Variables.

Main Variables	Explanations	Measurement
Gender	Male and Female	Nominal Scale
Age	A time in life (usually defined in years)	Ordinal Scale
Tenure	A right of holding or occupying land or a position for a certain amount of time.	Ordinal Scale
Education Level	The highest diploma of the formal education one has ever had	Ordinal Scale
Position	A job in an organization	Nominal Scale
Department	A department is a division within a school or institution, giving instruction or performing other tasks such as administration.	Nominal Scale
Job involvement	“Generalized cognitive state of psychological identification with work, insofar as work is perceived to have the potentiality to satisfy one’s salient needs and expectations.”	Interval Scale
Intrinsic Job Satisfaction	Is derived from the aspects of the job related to challenge, achievement, and helping others.	Interval Scale
Extrinsic Job Satisfaction	Is the feeling associated with company policies, working conditions, supervision, and the work itself	Interval Scale

4.4 Data Analysis

The data analysis for this study was conducted to respond to each hypothesis.

Hypotheses 1-18:

*Average weighted mean:* Similar to the simple mean but use in case the researcher gives some observation greater weight (Webster, 1998). If  $X_1, X_2, \dots, X_N$  are several independent unbiased measurements of a physical quantity  $\lambda$  and if the measurements have the standard deviations  $\sigma_1, \sigma_2, \dots$ , then the *weighted mean* or *weighted average*

$$\bar{X} = \sum_{i=1}^N w_i X_i / \sum_{i=1}^N w_i$$

According to Vanichbancha (2001), the interval score table can be calculated by using the formula as followed:

$$\begin{aligned} \text{Range} &= \text{Max} - \text{Min} \\ &= 5 - 1 = 4 \end{aligned}$$

$$\begin{aligned} \text{Interval} &= \text{Range/Level} \\ &= 4/5 \\ &= 0.8 \end{aligned}$$

Table 4.5. Rating Score and Its Interpretation.

Rating Score	Interpretation
4.20-5.00	Very high
3.40-4.19	High
2.60-3.39	Neutral means neither positive or negative
1.80-2.59	Low
1.00-1.79	Very low

*One-Way ANOVA (Analysis of Variance)*: tests differences in a single interval dependent variable among two, three, or more groups formed by the categories of a single categorical independent variable.

- (1) The populations from which the samples were obtained must be normally or approximately normally distributed.
- (2) The samples must be independent.
- (3) The variances of the populations must be equal.

If the significant value is less than 0.05, the null hypothesis is rejected.

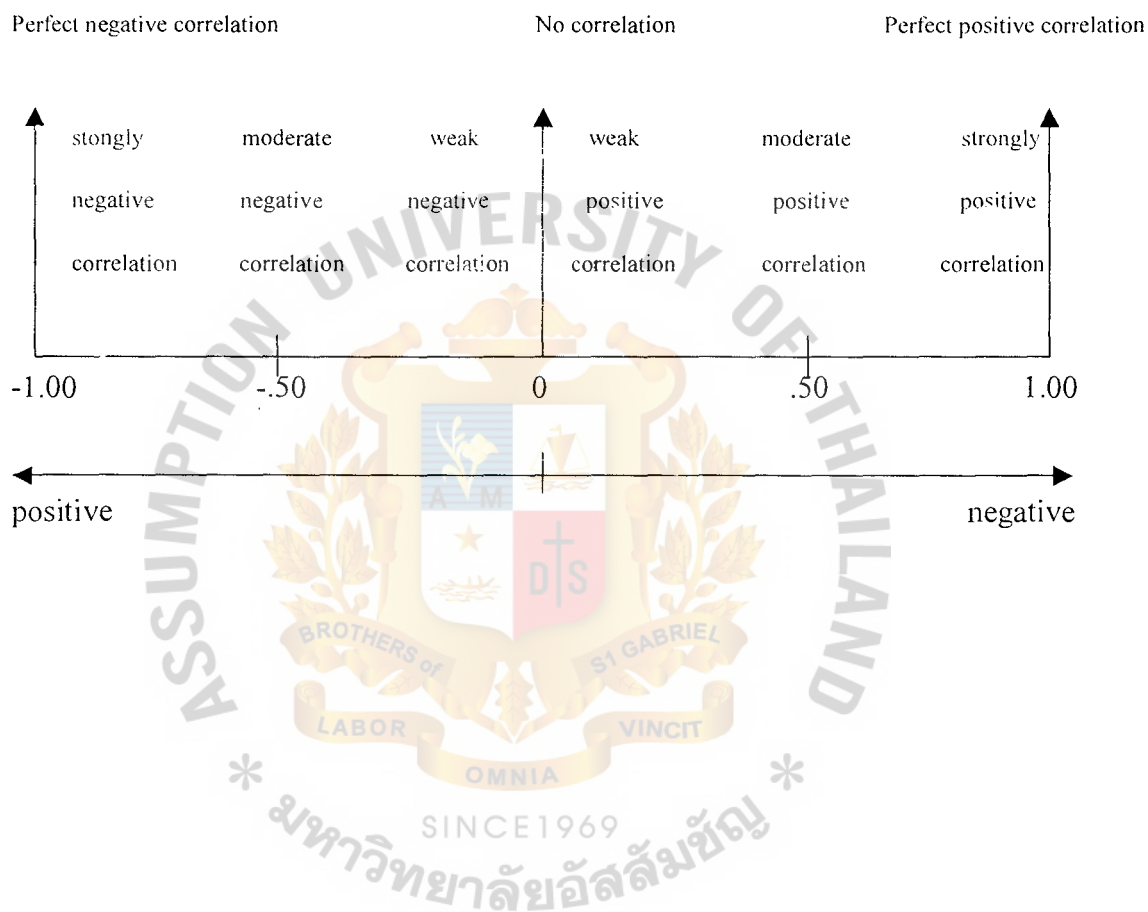
*Mann-Whitney Test (Non-parametric independent two-group comparison)*: is an alternative to the independent group ANOVA, when the assumption of normality or equality of variance is not met. If the significant level is less than 0.05, the null hypothesis is rejected. When there are more than two groups in this comparison, the test becomes a Kruskal-Wallis test.

*Kruskal Wallis test (K-Independent Sample Test of Nonparametric Tests)*: can be applied in the one factor ANOVA case. It is a non-parametric test for the situation where the ANOVA normality assumptions may not apply. If the significant level is less than 0.05, the null hypothesis is rejected.

Hypotheses 19 and 20 are analyzed using Pearson correlation.

*Pearson Correlation*: In the present study, the correlation will indicate the strength of the relationship between job involvement (dependent variable) and job satisfaction (independent variables) in terms of intrinsic job satisfaction and extrinsic job

satisfaction. It varies from 0 (no relationship) to +1 (perfect positive linear relationship) or -1 (perfect negative linear relationship). If the calculated value is not equal zero, the null hypothesis is rejected.



## V. RESULTS OF THE STUDY

This chapter presents the empirical results of the data analysis. This chapter is divided into four sections. The first section discusses the descriptive statistics. The second section presents the results of hypothesis. The third section presents the summary of findings in this research, and the last section is critical discussions.

### 5.1 Descriptive Statistics

Descriptive analysis refers to the transformation of the raw data into a form that will make them easy to understand and interpret. It is a branch of statistics that provides researchers with summary measures for data in their samples (Zikmund, 2000).

#### 5.1.1 Descriptive Analysis of Respondents' Profile

To identify the characteristic of respondents who participated in this research, the descriptive analysis is applied to analyze the data. The profile of surveyed residents including gender, age, tenure, education level, department, and position.

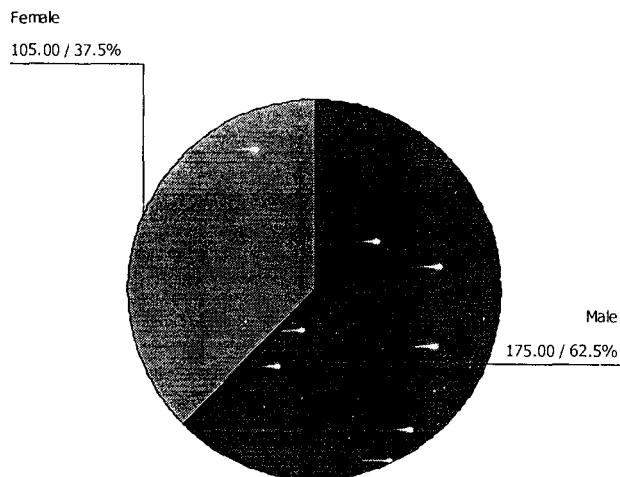


Figure 5.1. The Gender of Respondent.

Majority of respondents are male, which is represented by 62.5%, while the percentage of females is only 37.5%

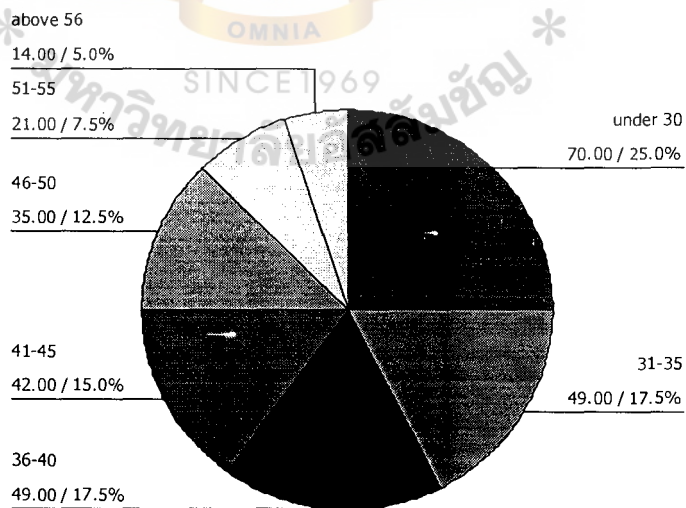


Figure 5.2. The Age of Respondents.

The sample of respondents with different age: under 30 (25%), 31-35 (17.5%), 36-40 (17.5%), 41-45 (15%), 46-50 (12.5%), 51-55 (7.5%), and above 56 (5%).

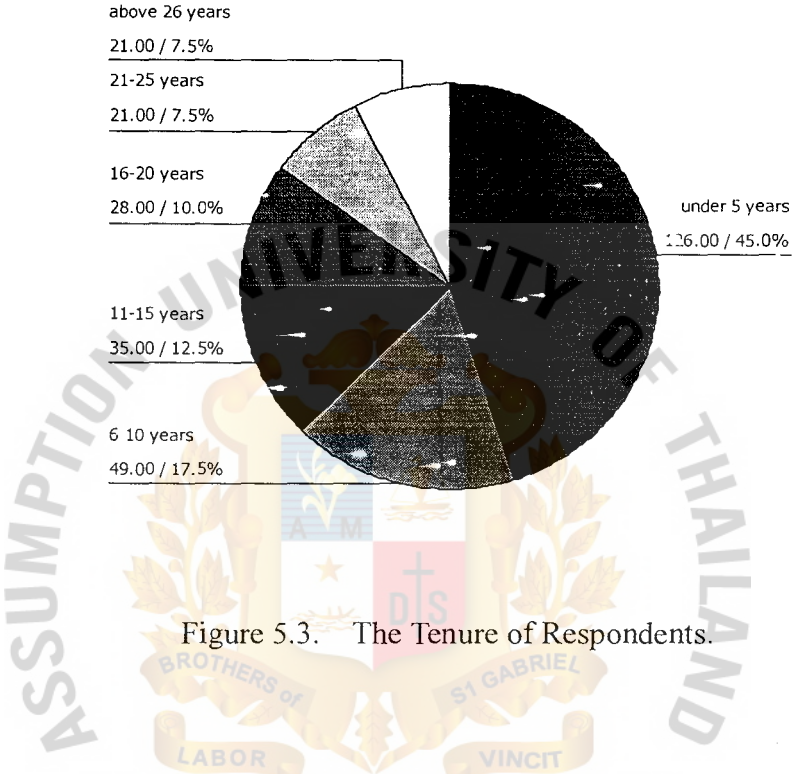


Figure 5.3. The Tenure of Respondents.

The tenure as reported by participants ranged from under 5 years (45%), 6-10 years (17.5%), 11-15 years (12.5%), 16-20 years (10%), 21-25 (7.5%), to above 26 (7.5%).

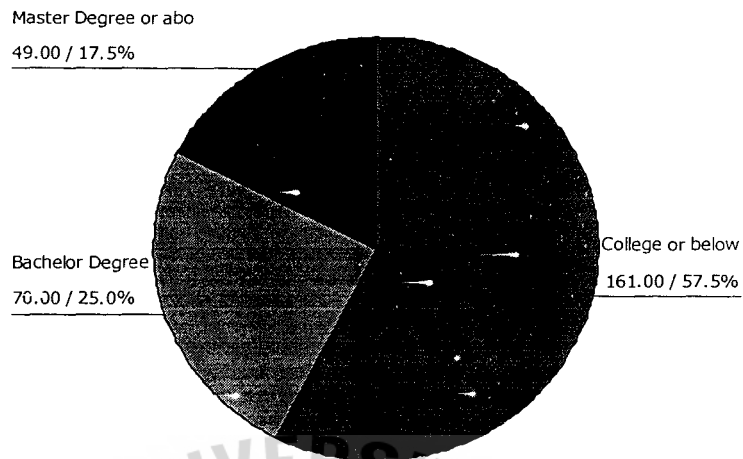


Figure 5.4. The Education Level of Respondents.

Most participants were College or below (57.5%), Bachelor (25%) with the remainder (17.5%) being Master or above.

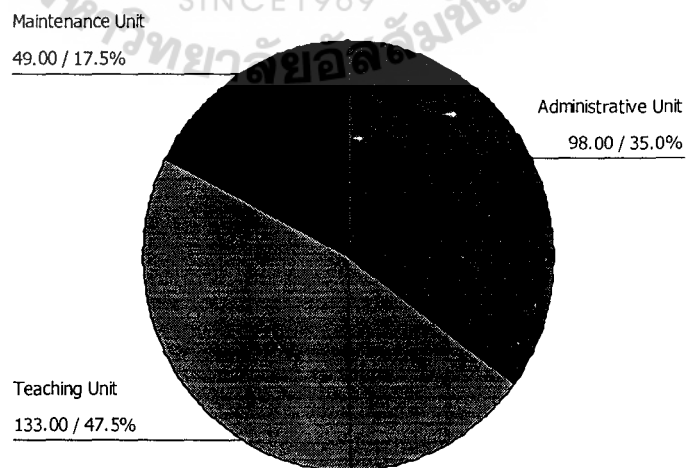


Figure 5.5. The Department of Respondents.

Department of the participant sample was as follows: administrative unit (35%), teaching unit (47.5%), and maintenance unit (17.5%).

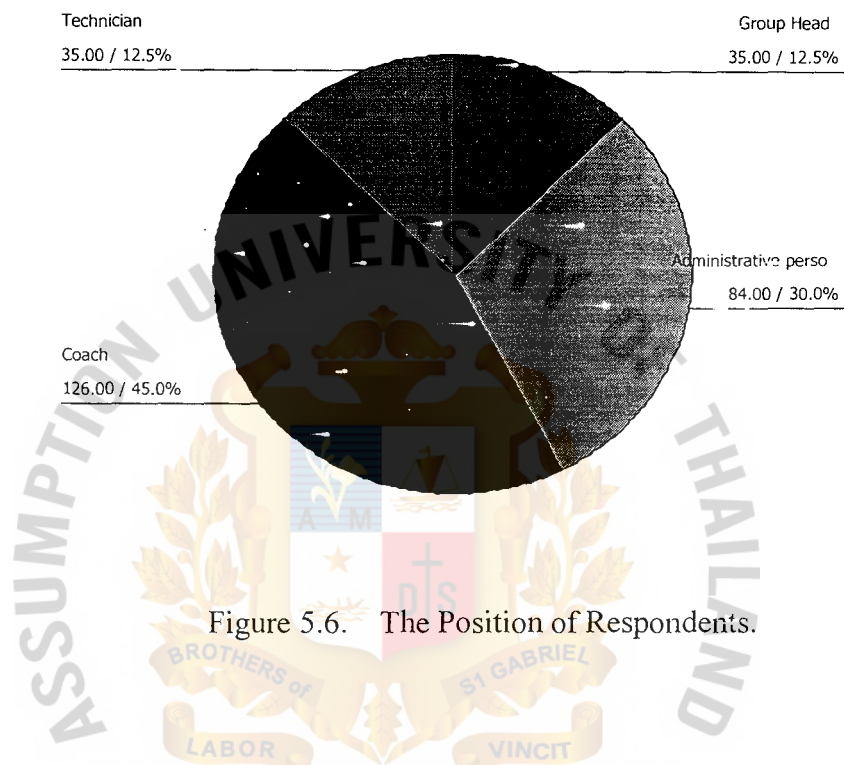


Figure 5.6. The Position of Respondents.

Respondents reported their job titles, which are summarized by the following categories: group head (12,5%), administrative personnel (30%), coach (45%), and technician (12.5%).

5.1.2 Descriptive Statistics for Job Involvement and Job Satisfaction among Demographic Groups

Table 5.1. Descriptive Statistics for Job Involvement and Intrinsic and Extrinsic Job Satisfaction among Demographic Groups.

Variables	N	Mean	Std. Deviation
Job Involvement	280	3.55	.632
Intrinsic Job Satisfaction	280	4.20	.715
Extrinsic Job Satisfaction	280	3.47	.776
Valid N (listwise)	280		

Table 5.1 shows most of respondents have high job involvement and extrinsic job satisfaction (M=3.55, M=3.47 respectively), and most of respondents have very high intrinsic job satisfaction (M=4.20).

5.2 Hypotheses Testing

This section analyzes the twenty hypotheses that have been developed in order to test and find out differences in job involvement, job satisfaction in terms of intrinsic and extrinsic job satisfaction among demographic groups in terms of gender, age, tenure, education level, department, and position. The result of each hypothesis testing is shown in Table 5.2- Table 5.40.

### 5.2.1 Tests of Normality for Overall Dependent Variables

Table 5.2. Tests of Normality for Overall Variables.

Variables	Kolmogorov-Smirnov(a)			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Job Involvement	.287	280	.000	.788	280	.000
Intrinsic Job Satisfaction	.265	280	.000	.790	280	.000
Extrinsic Job Satisfaction	.280	280	.000	.848	280	.000

a. Lilliefors Significance Correction

According to Table 5.2, using Kolmogorov-Smirnov test and Shapiro-Wilk test, the significant values are all 0, which is less than 0.05; hence, it can be summarized that the data of three dependent variables are not normally distributed.

### 5.2.2 Test of Homogeneity of Variances

Table 5.3. Test of Homogeneity of Variances.

Dependent variables	Levene Statistic	df1	df2	Sig.	Variance	Grouping Variables
Job involvement	0.000	1	278	1.000	Equal	Gender
Intrinsic job satisfaction	7.058	1	278	0.008	Unequal	
Extrinsic job satisfaction	63.779	1	278	0.000	Unequal	
Job involvement	12.138	6	273	0.000	Unequal	Age
Intrinsic job satisfaction	13.216	6	273	0.000	Unequal	
Extrinsic job satisfaction	46.519	6	273	0.000	Unequal	
Job involvement	4.542	5	274	0.001	Unequal	Tenure
Intrinsic job satisfaction	8.065	5	274	0.000	Unequal	
Extrinsic job satisfaction	9.952	5	274	0.000	Unequal	
Job involvement	3.526	2	277	0.031	Unequal	Education level
Intrinsic job satisfaction	29.340	2	277	0.000	Unequal	
Extrinsic job satisfaction	22.514	2	277	0.000	Unequal	

Table 5.3. Test of Homogeneity of Variances (Con.).

Dependent variables	Levene Statistic	df1	df2	Sig.	Variance	Grouping Variables
Job involvement	13.725	2	277	0.000	Unequal	Department
Intrinsic job satisfaction	24.007	2	277	0.000	Unequal	
Extrinsic job satisfaction	0.379	2	277	0.685	Equal	
Job involvement	5.082	3	276	0.002	Unequal	Position
Intrinsic job satisfaction	5.082	3	276	0.002	Unequal	
Extrinsic job satisfaction	29.466	3	276	0.000	Unequal	

As shown in Table 5.3, only when grouping variables are gender (dependent variable: job involvement) (Sig. =1.000) and department (dependent variable: extrinsic job satisfaction) (Sig. =0.685), the data for each group show equal variance, the others are all unequal variances since the significant value are lower than 0.05.

### 5.2.3 Test Statistic Technique Selecting

Based on the test of normality for overall variables and test of homogeneity of variances, the appropriate statistic techniques were selected in Table 5.4.

Table 5.4. Selected Test Statistic Technique for Each Hypothesis.

Hypot hesis	Normalit y	Variance	Variables	Grou ps	Statistics
H1	Rejected	Equal	Gender	2	One-Way ANOVA test
H2	Rejected	Unequal	Age	7	Kruskal-Wallis test
H3	Rejected	Unequal	Tenure	6	Kruskal-Wallis test
H4	Rejected	Unequal	Education level	3	Kruskal-Wallis test
H5	Rejected	Unequal	Department	3	Kruskal-Wallis test
H6	Rejected	Unequal	Position	4	Kruskal-Wallis test
H7	Rejected	Unequal	Gender	2	Mann-Whitney test

Table 5.4. Selected Test Statistic Technique for Each Hypothesis (Con.).

Hypothesis	Normality	Variance	Variables	Groups	Statistics
H8	Rejected	Unequal	Age	7	Kruskal-Wallis test
H9	Rejected	Unequal	Tenure	6	Kruskal-Wallis test
H10	Rejected	Unequal	Education level	3	Kruskal-Wallis test
H11	Rejected	Unequal	Department	3	Kruskal-Wallis test
H12	Rejected	Unequal	Position	4	Kruskal-Wallis test
H13	Rejected	Unequal	Gender	2	Mann-Whitney test
H14	Rejected	Unequal	Age	7	Kruskal-Wallis test
H15	Rejected	Unequal	Tenure	6	Kruskal-Wallis test
H16	Rejected	Unequal	Education level	3	Kruskal-Wallis test
H17	Rejected	Equal	Department	3	One-Way ANOVA test
H18	Rejected	Unequal	Position	4	Kruskal-Wallis test

For Hypothesis 1 and Hypothesis 17, they have equal variance; hence One-Way ANOVA test was selected. The Kruskal-Wallis test (K-Independent Samples test of Nonparametric Tests) was conducted for Hypothesis 2, Hypothesis 3, Hypothesis 4, Hypothesis 5, Hypothesis 6, Hypothesis 8, Hypothesis 9, Hypothesis 10, Hypothesis 11, Hypothesis 12, Hypothesis 14, Hypothesis 15, Hypothesis 16, Hypothesis 18, due to the data in each group having unequal variance. Mann-Whitney test (Two-Independent Samples Tests of Nonparametric Test) was selected when numbers of groups are two, for Hypothesis 7, and Hypothesis 13. Hypothesis 19, and Hypothesis 20 used Pearson Correlation.

of **age**.

**Ha2:** There is a significant difference in job involvement among demographic groups in terms of **age**.

(1) **Test Statistics:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.6. Means of Job Involvement among Age Group.

Age	Job Involvement
under 30	3.50
31-35	3.57
36-40	3.86
41-45	3.00
46-50	3.40
51-55	4.33
above 56	3.50
Total	3.55

Table 5.6 shows 51-55 years old employees have very high job involvement ( $M=4.33$ ), and 41-45 years old employees have neutral job involvement ( $M=3.00$ ).

Table 5.7. Nonparametric Test (Kruskal-Wallis): Difference of Job Involvement among Age Groups.

Test Statistics (a, b)	
Statistic analysis	Job Involvement
Chi-Square	74.953
df	6
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Age

Further to Table 5.7, it can be seen that the employees with different age have different job involvement because the significant value is 0, which is lower than 0.05. Thus the test **rejects Ho**.

Hypothesis 3

**Ho3:** There is no difference in job involvement among demographic groups in terms of **tenure**.

**Ha3:** There is a significant difference in job involvement among demographic groups in terms of **tenure**.

- (1) **Test Statistic:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha = 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.8. Means of Job Involvement among Tenure Groups.

Tenure	Job Involvement
under 5 years	3.56
6-10 years	3.71
11-15 years	3.00
16-20 years	3.50
21-25 years	4.00
above 26 years	3.67
Total	3.55

Table 5.8 shows employees with tenure of 11-15 years have neutral job involvement ( $M=3.00$ ), the remainders with different tenure have high job involvement.

Table 5.9. Nonparametric Test (Kruskal-Wallis): Difference of Job Involvement among Tenure Groups.

Test Statistics (a, b)	
Statistic analysis*	Job Involvement
Chi-Square	34.569
df	5
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Tenure

Table 5.9 illustrates that there is a significant difference in job involvement among tenure groups, the significant value is 0, lower than 0.05. The test **rejects  $H_0$** .

#### Hypothesis 4

**$H_0$ 4:** There is no difference in job involvement among demographic groups in terms

of **education level**.

**Ha4:** There is a significant difference in job involvement among demographic groups in terms of **education level**.

- (1) **Test Statistic:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha= 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.10. Means of Job Involvement among Education Level Groups

Education Level	Job Involvement
College or below	3.52
Bachelor Degree	3.50
Master Degree or above	3.71
Total	3.55

Table 5.10 illustrates employees with different education level have high job involvement.

Table 5.11. Nonparametric Test (Kruskal-Wallis): Difference of Job Involvement among Education Level Groups.

Test Statistics (a, b)	
Statistic analysis	Job Involvement
Chi-Square	2.466
Df	2
Asymp. Sig.	.291

a Kruskal Wallis Test

b Grouping Variable: Education Level

Table 5.11 illustrates that the employees with different education level have no different job involvement because significant value is 0.291, which is more than 0.05.

The test **accepts Ho**.

Hypothesis 5

**Ho5:** There is no difference in job involvement among demographic groups in terms of **department**.

**Ha5:** There is a significant difference in job involvement among demographic groups in terms of **department**.

- (1) **Test Statistic:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha = 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.12. Means of Job Involvement among Department Groups.

Department	Job Involvement
Administrative Unit	3.43
Teaching Unit	3.79
Maintenance Unit	3.42
Total	3.55

Table 5.12 shows employees in teaching unit ( $M=3.79$ ) are more involved in the job than those in administrative unit ( $M=3.43$ ) and maintenance unit ( $M=3.42$ ).

Table 5.13. Nonparametric Test (Kruskal-Wallis): Difference of Job Involvement among Department Groups.

Test Statistics (a, b)	
Statistic analysis	Job Involvement
Chi-Square	22.117
df	2
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Department

Table 5.13 illustrates that the employees in different department have different job involvement because significant value is 0, which is lower than 0.05. The test **rejects** **Ho**.

#### Hypothesis 6

**Ho6:** There is no difference in job involvement among demographic groups in terms of **position**.

**Ha6:** There is a significant difference in job involvement among demographic groups in terms of **position**.

(1) **Test Statistic:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.14. Means of Job Involvement among Position Groups.

Position	Job Involvement
Group Head	3.80
Administrative personnel	3.75
Coach	3.44
Technician	3.20
Total	3.55

As shown in Table 5.14, technician just has neutral job involvement ( $M=3.20$ ), the remainders have high job involvement.

Table 5.15. Nonparametric Test (Kruskal-Wallis): Difference of Job Involvement among Position Groups.

Test Statistics (a, b)	
Statistic analysis	Job Involvement
Chi-Square	21.723
df	3
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Position

Table 5.15 indicates the employees with different position have different job involvement; since significant value is 0.000, which is lower than 0.05. The test **rejects** **H<sub>0</sub>**.

#### Hypothesis 7

**H<sub>07</sub>**: There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **gender**.

**Ha7:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **gender**.

- (1) **Test Statistics:** Mann-Whitney test
- (2) **Significant Level:**  $\alpha= 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.16. Means of Intrinsic Job Satisfaction among Gender Group.

Gender	Intrinsic Job Satisfaction
Male	4.24
Female	4.13
Total	4.20

Table 5.17. Nonparametric Test (Mann-Whitney): Difference of Intrinsic Job Satisfaction among Gender Groups.  
Test Statistics (a)

Statistic analysis	Intrinsic Job Satisfaction
Mann-Whitney U	8085.000
Wilcoxon W	13650.000
Z	-1.866
Asymp. Sig. (2-tailed)	.062

a Grouping Variable: Gender

Table 5.16 shows that male have higher intrinsic job satisfaction than female, however, in terms of the results of Table 5.17, the significance value (0.062) is more

than 0.05. It can be concluded that male and female residents have similar intrinsic job satisfaction. The test **accepts Ho**.

Hypothesis 8

**Ho8:** There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **age**.

**Ha8:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **age**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha = 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant > 0.05, **Accept Ho**
  - (b) Calculated significant < 0.05, **Reject Ho**

Table 5.18. Means of Intrinsic Job Satisfaction among Age Groups.

Age	Intrinsic Job Satisfaction
under 30	4.10
31-35	4.14
36-40	4.57
41-45	3.37
46-50	4.20
51-55	5.00
above 56	4.00
Total	4.20

As shown in Table 5.18, employees in 51-55 years old have the highest intrinsic job satisfaction ( $M=5.00$ ), while employees in 41-45 years old have lower intrinsic job satisfaction ( $M=3.37$ ).

Table 5.19. Nonparametric Test (Kruskal-Wallis): Difference of Intrinsic Job Satisfaction among Age Groups.

Test Statistics (a, b)	
Statistic analysis	Intrinsic Job Satisfaction
Chi-Square	73.918
df	6
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Age

Further to Table 5.19, it can be seen that the employees with different age have a significant different intrinsic job satisfaction because the significant value is 0.000, which is less than 0.05. Thus the test **rejects  $H_0$** .

#### Hypothesis 9

**$H_0$ 9:** There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **tenure**.

**$H_a$ 9:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **tenure**.

(1) **Test Statistics:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept  $H_0$**

(b) Calculated significant < 0.05, **Reject Ho**

Table 5.20. Means of Intrinsic Job Satisfaction among tenure Group.

Tenure	Intrinsic Job Satisfaction
under 5 years	4.17
6-10 years	4.43
11-15 years	3.60
16-20 years	4.25
21-25 years	4.67
above 26 years	4.33
Total	4.20

Table 5.20 shows that employees who have been serving 21-25 years in driving school have higher intrinsic job satisfaction (M=4.67) than others; while employees have been serving 11-15 years in the driving school have lower intrinsic job satisfaction than others (M=3.60).

Table 5.21. Nonparametric Test (Kruskal-Wallis): Difference of Intrinsic Job Satisfaction among Tenure Groups.

Test Statistics (a, b)

Statistic analysis	Intrinsic Job Satisfaction
Chi-Square	37.263
df	5
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Tenure

According to Table 5.21, the significant value is 0, this shows that the employees

with different tenure have different intrinsic job satisfaction. Hence, the test result **rejects Ho**.

Hypothesis 10

**Ho10:** There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **education level**.

**Ha10:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **education level**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha = 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.22. Means of Intrinsic Job Satisfaction among Education Level Groups.

Education Level	Intrinsic Job Satisfaction
College or below	4.30
Bachelor Degree	4.00
Master Degree or above	4.14
Total	4.20

The data in Table 5.22 shows that employees who have college or below have very high intrinsic job satisfaction (M=4.30), employees who have Bachelor and Master or above degree have high intrinsic job satisfaction (M=4.00, 4.14 respectively).

Table 5.23. Nonparametric Test (Kruskal-Wallis): Difference of Intrinsic Job Satisfaction among Education Level Groups.

Test Statistics (a, b)	
Statistic analysis	Intrinsic Job Satisfaction
Chi-Square	15.890
df	2
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Education Level

Table 5.23 shows there is a significant difference in intrinsic job satisfaction among education level groups, significance is 0.000, which is less than 0.05, and the test **rejects Ho**.

Hypothesis 11

**Ho11:** There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **department**.

**Ha11:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **department**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha= 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.24. Means of Intrinsic Job Satisfaction among Department Groups.

Department	Intrinsic Job Satisfaction
Administrative Unit	4.29
Teaching Unit	4.37
Maintenance Unit	3.57
Total	4.20

As shown in Table 5.24, employees who in teaching unit have higher intrinsic job satisfaction ( $M=4.37$ ) than those who in maintenance unit ( $M=3.57$ ).

Table 5.25. Nonparametric Test (Kruskal-Wallis): Difference of Intrinsic Job Satisfaction among Department Groups.

Test Statistics (a, b)	
Statistic analysis	Intrinsic Job Satisfaction
Chi-Square	33.506
df	2
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Department

Table 5.25 illustrates that there is a significant difference in intrinsic job satisfaction among department groups, as the value is 0.000, which is lower than 0.05.

The test **rejects  $H_0$** .

### Hypothesis 12

**$H_{012}$ :** There is no difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **position**.

**Ha12:** There is a significant difference in job satisfaction in terms of intrinsic job satisfaction among demographic groups in terms of **position**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha= 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant > 0.05, **Accept Ho**
  - (b) Calculated significant < 0.05, **Reject Ho**

Table 5.26. Means of Intrinsic Job Satisfaction among Position Groups.

Position	Intrinsic Job Satisfaction
Group Head	4.20
Administrative personnel	4.25
Coach	4.44
Technician	3.20
Total	4.20

As Table 5.26 shown coach has higher intrinsic job satisfaction (M=4.44) than technician (M=3.20)

Table 5.27. Nonparametric Test (Kruskal-Wallis): Difference of Intrinsic Job Satisfaction among Position Groups.

Test Statistics (a, b)	
Statistic analysis	Intrinsic Job Satisfaction
Chi-Square	62.902
df	3
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Position

Table 5.27 shows the significance value is 0, it can be concluded that there is a significant difference in intrinsic job satisfaction among position groups. The test rejects **Ho**.

### Hypothesis 13

**Ho13:** There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **age**.

**Ha13:** There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **age**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha= 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.28. Means of Extrinsic Job Satisfaction among Gender Groups.

Gender	Extrinsic Job Satisfaction
Male	3.72
Female	3.07
Total	3.47

The data in Table 5.28 shows that male have high extrinsic job satisfaction, female have neutral extrinsic job satisfaction.

Table 5.29. Nonparametric Test (Mann-Whitney): Difference of Extrinsic Job Satisfaction among Gender Groups.

Test Statistics (a)	
Statistic analysis	Extrinsic Job Satisfaction
Mann-Whitney U	4753.000
Wilcoxon W	10318.000
Z	-7.339
Asymp. Sig. (2-tailed)	.000

a Grouping Variable: Gender

Table 5.29 indicates there is a significant difference in extrinsic job satisfaction between male and female; since significant value is 0.000, which is lower than 0.05. The test **rejects Ho**.

Hypothesis 14

**Ho14:** There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **age**.

**Ha14:** There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **age**.

- (1) **Test Statistics:** Kruskal-Wallis test
- (2) **Significant Level:**  $\alpha = 0.05$
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.05$ , **Accept Ho**
  - (b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.30. Means of Extrinsic Job Satisfaction among Age Groups.

Age	Extrinsic Job Satisfaction
under 30	3.40
31-35	3.57
36-40	3.53
41-45	3.29
46-50	3.60
51-55	4.00
above 56	3.50
Total	3.47

The data in Table 5.30 shows that 51-55 years old employees have neutral extrinsic job satisfaction, the remainders have high extrinsic job satisfaction.

Table 5.31. Nonparametric Test (Kruskal-Wallis): Difference of Extrinsic Job Satisfaction among Age Groups.

Test Statistics (a, b)	
Statistic analysis	Extrinsic Job Satisfaction
Chi-Square	22.367
df	6
Asymp. Sig.	.001

a Kruskal Wallis Test

b Grouping Variable: Age

Table 5.31 indicates employees with different ages have different extrinsic job satisfaction; since significant value is 0.001, which is lower than 0.05. The test **rejects** **H<sub>0</sub>**.

#### Hypothesis 15

**H<sub>015</sub>**: There is no difference in job satisfaction in terms of extrinsic job satisfaction

among demographic groups in terms of **tenure**.

**Ha15:** There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **tenure**.

(1) **Test Statistics:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ ; **Reject Ho**

Table 5.32. Means of Extrinsic Job Satisfaction among Tenure Groups.

Tenure	Extrinsic Job Satisfaction
under 5 years	3.39
6-10 years	3.57
11-15 years	3.20
16-20 years	3.75
21-25 years	3.67
above 26 years	3.67
Total	3.47

As shown in Table 5.32, employees who have different tenure generally have different extrinsic job satisfaction.

Table 5.33. Nonparametric Test (Kruskal-Wallis): Difference of Extrinsic Job Satisfaction among Tenure Groups.

Test Statistics (a, b)	
Statistic analysis	Extrinsic Job Satisfaction
Chi-Square	15.771
df	5
Asymp. Sig.	.008

a Kruskal Wallis Test

b Grouping Variable: Tenure

Table 5.33 illustrates that there is a significant difference in extrinsic job satisfaction among tenure groups, as the value is 0.008, which is lower than 0.05. The test **rejects Ho**.

#### Hypothesis 16

**Ho16:** There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **education level**.

**Ha16:** There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **education level**.

(1) **Test Statistics:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.34. Means of Extrinsic Job Satisfaction among Education Level Groups.

Education Level	Extrinsic Job Satisfaction
College or below	3.57
Bachelor Degree	3.20
Master Degree or above	3.57
Total	3.47

Table 5.34 indicates that employees with Bachelor degree have neutral extrinsic job satisfaction ( $M=3.20$ ), and those with College or below and Master degree or above have high extrinsic job satisfaction. ( $M=3.57$ )

Table 5.35. Nonparametric Test (Kruskal-Wallis): Difference of Extrinsic Job Satisfaction among Education Level Groups.

Test Statistics (a, b)	
Statistic analysis	Extrinsic Job Satisfaction
Chi-Square	11.186
df	2
Asymp. Sig.	.004

a Kruskal Wallis Test

b Grouping Variable: Education Level

As shown in Table 5.35, the significant value is 0.004, which is lower than 0.05. The test **rejects  $H_0$** . It can be concluded that employees with different education level have different extrinsic job satisfaction.

Hypothesis 17

**$H_{017}$ :** There is no difference in job satisfaction in terms of extrinsic job satisfaction

among demographic groups in terms of **department**.

**Ha17:** There is a significant difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **department**.

(1) **Test Statistics:** One-Way ANOVA test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ ; **Reject Ho**

Table 5.36. ANOVA Test: Difference of Extrinsic Job Satisfaction among Department Groups.

Statistic analysis	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.404	2	1.702	2.867	.059
Within Groups	164.421	277	.594		
Total	167.825	279			

As shown in Table 5.36, the significance value is 0.059, which is more than 0.05, so the test rejects Ho, it can be summarized that there is no difference in extrinsic job satisfaction among department groups.

#### Hypothesis 18

**Ho18:** There is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of **position**.

**Ha18:** There is a significant difference in job satisfaction in terms of extrinsic job

satisfaction among demographic groups in terms of **position**.

(1) **Test Statistics:** Kruskal-Wallis test

(2) **Significant Level:**  $\alpha = 0.05$

(3) **Decision Rule:**

(a) Calculated significant  $> 0.05$ , **Accept Ho**

(b) Calculated significant  $< 0.05$ , **Reject Ho**

Table 5.37. Means of Extrinsic Job Satisfaction among Department Groups.

Position	Extrinsic Job Satisfaction
Group Head	3.80
Administrative personnel	3.33
Coach	3.67
Technician	2.80
Total	3.47

Table 5.37 indicates technician has neutral extrinsic job satisfaction, group head, administrative personnel, and coach has high extrinsic job satisfaction.

Table 5.38. Nonparametric Test (Kruskal-Wallis): Difference of Extrinsic Job Satisfaction among Position Groups.

Test Statistics (a, b)

Statistic analysis	Extrinsic Job Satisfaction
Chi-Square	43.104
df	3
Asymp. Sig.	.000

a Kruskal Wallis Test

b Grouping Variable: Position

As shown in Table 5.38, the significant value is 0.000, which is lower than 0.05. The test **rejects Ho**. It can be concluded that employees in different position have different extrinsic job satisfaction.

### Hypothesis 19

**Ho19:** There is no relationship between job involvement and job satisfaction in terms of intrinsic job satisfaction.

**Ha19:** There is no relationship between job involvement and job satisfaction in terms of extrinsic job satisfaction.

- (1) **Test Statistics:** Pearson Correlation
- (2) **Significant Level:**  $\alpha= 0.01$  (2 tailed)
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.01$ , **Accept Ho**
  - (b) Calculated significant  $< 0.01$ , **Reject Ho**

Table 5.39. Correlation Test of The Relationship Between Job Involvement and Job Satisfaction.

Variables	Statistic analysis	Job Involvement	Intrinsic Job Satisfaction
Job Involvement	Pearson Correlation	1	.755(**)
	Sig. (2-tailed)	.	.000
	N	280	280
Intrinsic Job Satisfaction	Pearson Correlation	.755(**)	1
	Sig. (2-tailed)	.000	.
	N	280	280

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

Table 5.39 shows the significant value is equal  $0.000 < 0.01$ , it means that there is a relationship between job involvement and intrinsic job satisfaction, and it is the positive linear relationship, the degree of relationship is medium (correlation  $\alpha = 0.755$ ). The **null hypothesis is rejected**.

Hypothesis 20

**Ho20:** There is no relationship between job involvement and job satisfaction in terms of intrinsic job satisfaction.

**Ha20:** There is no relationship between job involvement and job satisfaction in terms of extrinsic job satisfaction.

- (1) **Test Statistics:** Pearson Correlation
- (2) **Significant Level:**  $\alpha = 0.01$  (2-tailed)
- (3) **Decision Rule:**
  - (a) Calculated significant  $> 0.01$ , **Accept Ho**
  - (b) Calculated significant  $< 0.01$ , **Reject Ho**

Table 5.40. Correlation Test of Relationship Between Job Involvement and Extrinsic Job Satisfaction.

Variables	Statistic analysis	Job Involvement	Extrinsic Job Satisfaction
Job Involvement	Pearson Correlation	1	.540(**)
	Sig. (2-tailed)	.	.000
	N	280	280
Extrinsic Job Satisfaction	Pearson Correlation	.540(**)	1
	Sig. (2-tailed)	.000	.
	N	280	280

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

Table 5.40 shows the significant level is equal  $0.000 < 0.01$ , it means that there is a relationship between job involvement and extrinsic job satisfaction, and it is the positive linear relationship, the degree of relationship is medium (correlation  $\alpha = 0.540$ ). The **null hypothesis is rejected**.

The results show that intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction.

### 5.3 Summary of Important Findings

As stated in Chapter 1, the first objective of this study is to measure the current job involvement and job satisfaction of employees in Wuhan private driving schools. In order to test each listed items, the average weighted mean technique has been used. The results in this research are illustrated in Table 5.41.

Table 5.41. Respondents of Job Involvement and Job Satisfaction.

Variable	Mean	Interpretation
Job involvement	3.55	Most employees have high job involvement
Intrinsic job satisfaction	4.20	Most employees have very high intrinsic job satisfaction
Extrinsic job satisfaction	3.47	Most employees have high extrinsic job satisfaction.

**Data source:** Author's survey

Table 5.41 presents the information about job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction of employees in Wuhan driving schools.

Most of the employees can be involved in and satisfied with the current job.

The second of this research is to study the difference in job involvement and job satisfaction among demographic groups in terms of gender, age, tenure, education level, department, and position. In order to examine each listed impact item; the rating score has been used. The results in this research are illustrated in Table 5.42.

Table 5.42. Demographic Groups and Job Involvement, Job Satisfaction.

Dependent variables	Independent variable	Mean	Interpretation
Job involvement	Gender	Male: 3.60,	High
		Female: 3.47	High
Intrinsic job satisfaction		Male: 4.24,	Very high
		Female: 4.13	High
Extrinsic job satisfaction		Male: 3.72,	High
		Female: 3.07	Neutral
Job involvement	Age	Under 30: 3.50,	High
		31-35: 3.57,	High
		36-40: 3.86,	High
		41-45: 3.00,	Neutral
		46-50: 3.40,	High
		51-55: 4.33,	Very high
		above 56: 3.50.	High
Intrinsic job satisfaction		Under 30: 4.10,	High
		31-35: 4.14,	High
		36-40: 4.57,	Very high
		41-45: 3.37,	Neutral
		46-50: 4.20,	Very high
		51-55: 5.00,	Very high
		above 56: 4.00.	High
Extrinsic job satisfaction		Under 30: 3.40,	High
		31-35: 3.57,	High
		36-40: 3.53,	High
		41-45: 3.29,	Neutral
		46-50: 3.60,	High
		51-55: 4.00,	High
		above 56: 3.50.	High

Table 5.42. Demographic Groups and Job Involvement, Job Satisfaction (Con.).

Dependent variables	Independent variable	Mean	Interpretation
Job involvement	Tenure	Under 5 years: 3.56,	High
		6-10 years: 3.71,	High
		11-15 years: 3.00,	Neutral
		16-20 years: 3.50,	High
		21-25 years: 4.00,	High
		above 26 years: 3.67.	High
Intrinsic job satisfaction		Under 5 years: 4.17,	High
		6-10 years: 4.43,	Very high
		11-15 years: 3.60,	High
		16-20 years: 4.25,	Very high
		21-25 years: 4.67,	Very high
		above 26 years: 4.33.	Very high
Extrinsic job satisfaction	Education level	Under 5 years: 3.39.	Neutral
		6-10 years: 3.57,	High
		11-15 years: 3.20,	Neutral
		16-20 years: 3.75,	High
		21-25 years: 3.67,	High
		above 26 years: 3.67.	High
Job involvement	Education level	College or below: 3.52,	High
		Bachelor Degree: 3.50,	High
		Master Degree or above: 3.71.	High
Intrinsic job satisfaction		College or below: 4.30,	Very high
		Bachelor Degree: 4.00,	High
		Master Degree or above: 4.14.	High
Extrinsic job satisfaction	Education level	College or below: 3.57,	High
		Bachelor Degree: 3.20,	Neutral
		Master Degree or above: 3.57.	High

Data source: Author's survey

Table 5.42. Demographic Groups and Job Involvement, Job Satisfaction (Con.).

Dependent variables	Independent variable	Mean	Interpretation
Job involvement	Department	Administrative unit: 3.43,	High
		teaching unit: 3.79,	High
		maintenance unit: 3.42.	High
Intrinsic job satisfaction		Administrative unit: 4.29,	Very high
		teaching unit: 4.37,	Very high
		maintenance unit: 3.57.	High
Extrinsic job satisfaction	Department	Administrative unit: 3.43,	High
		teaching unit: 3.58,	High
		maintenance unit: 3.29.	Neutral
Job involvement	Position	Group head: 3.80,	High
		administrative personnel: 3.75,	High
		coach: 3.44,	High
		technician: 3.20.	Neutral
Intrinsic job satisfaction		Group head: 4.20,	Very high
		administrative personnel: 4.25,	Very high
	Position	coach: 4.44,	Very high
		technician: 3.20.	Neutral
Extrinsic job satisfaction		Group head: 3.80,	High
	Position	administrative personnel: 3.33,	Neutral
		coach: 3.67,	High
		technician: 2.80.	Neutral

Data source: Author's survey

Table 5.42 shows the level of job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction among demographic groups in terms of gender, age, tenure, education level, department, and position. We can find that males have higher extrinsic job satisfaction ( $M=3.72$ ) than male ( $M=3.07$ ). The employees with the tenure of 11-15 years old have lower job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction ( $M=3.00$ ,  $3.60$ ,  $3.20$  respectively) than others. Employees with college or below education level have very high intrinsic job

satisfaction ( $M=4.30$ ), employees with Bachelor education level have neutral extrinsic job satisfaction ( $M=3.20$ ). We also can find job satisfaction is related to job involvement: if one is involved in a job, one is likely to be satisfied with the job; a person who is dissatisfied with a job may become less involved in the work. For example: 41-45 years old employees have the lowest job satisfaction and also have the lowest job involvement among all of the employees with different ages, 51-55 years old employees have the highest job satisfaction also have the highest job involvement among all of the employees with different ages. And also can find that intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction. For example, there is a significant difference in job involvement and intrinsic job satisfaction among demographic groups in terms of department. But there is no difference in extrinsic job satisfaction among demographic groups in terms of department.

#### 5.4 Analysis and Critical Discussion of Results

##### Gender groups and job involvement, job satisfaction

According to Zhang Shulun (1995), Cai Yingxian (1996), male and female has different job involvement. However, in this study, there is no difference in job involvement among demographic groups in terms of gender. The major reason is maybe the position of male and female in the society is equaled important today, individuals usually shows his/her achievement through job.

Some previous studies use gender as a predictor variable (McCann, 2002; Newby, 1999), they report little or no significance as related to job satisfaction. However, in this

study, there is a difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of gender. Male has more extrinsic job satisfaction than female. Researcher believes that this may be caused by culture differences in different countries and areas.

#### Age groups and job involvement, job satisfaction

Although age is an influencing factor, it has a mixed relationship with job involvement, job satisfaction, which is not same as Rabinowitz, Hall & Goodale (1977), Buzawa (1984), and Kacmar & Ferri (1993)'s findings. The 41-45 years old employees show the lowest job involvement and job satisfaction among all of employees, the 51-55 years old employees show the highest job involvement and job satisfaction among all employees, and other employees with different years old show similar job involvement and job satisfaction. The major reason is maybe that 41-45 years old employees had professional skills and abundant experience, they can move to other companies easily, so they are less involved in and satisfied with the job. Compared with 51-55 years old employees, the opportunity of moving to other companies is less, they just want to retain in current company, and try their best to do the job, so they are more involved in and satisfied with the job.

#### Tenure groups and job involvement, job satisfaction

For tenure, Cai Yingxian (1996), Rush, Peacock, & Mikovich (1980) and Lynn et al. (1996) studies show a positive influence of tenure on job involvement. Kacmar & Ferri (1993) and Buzawa (1984) find that it is positive or negative related to job satisfaction. However, the results of this study tell people it is mixed relationship

between tenure and job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction. The reason may be is the sample. Previous studies had been done with samples of civil servants, military employees, and assembly workers. However, this study used the sample of private driving schools' employees. There no studies reported in the previous analyses utilized private driving schools' employees as samples.

#### Education level groups and job involvement, job satisfaction

Rabinowitz, Hall & Goodale (1977) find there is no relationship between job involvement and education level. In this study shows same outcome. The researcher thinks maybe demographic groups in terms of education level is not related to job involvement in Wuhan private driving schools.

For education level, Griffin, Dunbar & McGill (1978) found that workers with higher education level would tend to be more satisfied with job than workers with lower education level. However, in this study, employees who have Master or above degree have the higher job satisfaction in terms of intrinsic and extrinsic job satisfaction than others. Employees with Bachelor degree have lower job satisfaction in terms of intrinsic and extrinsic job satisfaction than those with College or below. The major reason is employees with Master or above degree always can get a higher position and more payment than others, so they are satisfied with the current job, the employees with Bachelor degree have high expectation and eager to be respected, so they always feel dissatisfied with some job aspects, on the contrary, employees with College or below degree have low expectation, they just want to get a job and do the job well, so they are

easily satisfied with the job.

#### Department groups and job involvement, job satisfaction

The employees in teaching unit have higher job involvement than those in other units. Similar with Zhang Shulun (1995)'s finding: employees have different job involvement in different department. It confirms empirical findings.

Zhang Shulun (1995) finds that employees show different level of job satisfaction in different department. However, there is no difference in job satisfaction in terms of extrinsic job satisfaction among demographic groups in terms of department. The reason may be that in each department has similar working conditions, employees in each department feel fairness.

#### Position groups and job involvement, job satisfaction

In this study finds the management position is higher, the more job involvement occurs. Finding from this study confirms Mckelvey & Sekram (1977) theory.

Further, the researcher finds that coach has the highest intrinsic job satisfaction among employees in each position. And also finds group head has the highest extrinsic job satisfaction among employees in each position. This is not the same as Xu Shijun (1977) finding: the higher position of employees is the higher degree of job satisfaction shows. The reasons are the job makes coach directly feel satisfied with the aspects of the job related to challenge, achievement, and helping others, so they have highest intrinsic job satisfaction among all employees. And Group head usually has better working conditions than others, so they have highest extrinsic job satisfaction among all employees. The results of this study also show technician has the lowest job

involvement and job satisfaction among all employees. The reason is may be they feel that they are an unimportant part of the company, they have less development opportunities than others. They do relatively heavy job with relatively low salary.

#### Job involvement and job satisfaction

In this study also finds an employee who is satisfied with a job may become more involved in the work. An employee who is dissatisfied with a job may become less involved in the work. And intrinsic job satisfaction is more strongly related to job involvement than is extrinsic job satisfaction. These findings confirm Mortimer & Lorence (1989), and Brewn's (1996) theory.



## VI. CONCLUSIONS AND RECOMMENDATION

This chapter consists of three parts, the first part presents the conclusions, which is used to answer the statement of problems and achieve the research objectives. The second part is contributions of the study. The third part is the recommendations, and suggestions for further study are presented in part three.

### 6.1 Conclusion

As to the twenty hypotheses, the results of hypotheses testing at 95% of confidence level in this research are illustrated in Table 6.1.

Table 6.1. Summary of Hypothesis Testing Results.

Hypothesis	Statistic Technique	Calculated Significant	Significant level	Conclusion
H1	One-Way ANOVA test	0.087	0.05	Accepts Ho
H2	Kruskal-Wallis test	0.000	0.05	Rejects Ho
H3	Kruskal-Wallis test	0.000	0.05	Rejects Ho
H4	Kruskal-Wallis test	0.291	0.05	Accepts Ho
H5	Kruskal-Wallis test	0.000	0.05	Rejects Ho
H6	Kruskal-Wallis test	0.000	0.05	Rejects Ho
H7	Mann-Whitney test	0.062	0.05	Accepts Ho
H8	Kruskal-Wallis test	0.000	0.05	Rejects Ho
H9	Kruskal-Wallis test	0.000	0.05	Rejects Ho

Data source: Author's survey

Table 6.1. Summary of Hypothesis Testing Results (Con.).

Hypothesis	Statistic Technique	Calculated Significant	Significant level	Conclusion
<b>H10</b>	Kruskal-Wallis test	<b>0.000</b>	0.05	<b>Rejects Ho</b>
<b>H11</b>	Kruskal-Wallis test	<b>0.000</b>	0.05	<b>Rejects Ho</b>
<b>H12</b>	Kruskal-Wallis test	<b>0.000</b>	0.05	<b>Rejects Ho</b>
<b>H13</b>	Mann-Whitney test	<b>0.000</b>	0.05	<b>Rejects Ho</b>
<b>H14</b>	Kruskal-Wallis test	<b>0.001</b>	0.05	<b>Rejects Ho</b>
<b>H15</b>	Kruskal-Wallis test	<b>0.008</b>	0.05	<b>Rejects Ho</b>
<b>H16</b>	Kruskal-Wallis test	<b>0.004</b>	0.05	<b>Rejects Ho</b>
<b>H17</b>	One-Way ANOVA test	<b>0.059</b>	0.05	<b>Accepts Ho</b>
<b>H18</b>	Kruskal-Wallis test	<b>0.000</b>	0.05	<b>Rejects Ho</b>
<b>H19</b>	Pearson Correlation	<b>0.000</b>	0.01	<b>Rejects Ho</b>
<b>H20</b>	Pearson Correlation	<b>0.000</b>	0.01	<b>Rejects Ho</b>

Data source: Author's survey

Table 6.1 summarizes the result of hypotheses testing by SPSS processes. There are 14 hypotheses including **H2, H3, H5, H6, H8, H9, H10, H11, H12, H13, H14, H15, H16, H18**, which rejected the null hypothesis as their significant values are less than 0.05. And **H19, H20** that rejected the null hypothesis, as their significant values are equal  $0 < 0.01$ . Whereas, only, **H1, H4, H7**, and **H17**, failed to reject the null hypothesis due to the significant value (0.087, 0.291, 0.062, and 0.059 respectively) which were more than 0.05 at 95 percent confidence interval.

## 6.2 Contributions of the Study

This research makes several methodological and conceptual contributions for understanding the relationship between job involvement and job satisfaction. Demographic variables that are characteristically assessed in conjunction with the Job Involvement Index and Minnesota Satisfaction Questionnaire. This research is just a sample population of employees in Wuhan driving schools. Previous studies had been done with samples of civil servants, military employees, and assembly workers. However, this study used the sample of private driving schools' employees. There no studies reported in the previous analyses utilized private driving schools' employees as samples.

This research has indicated the information of job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction of employees in Wuhan driving schools by applying average weighted mean technique. The findings, in genera, show most of employees can be involved in and satisfied with the current job.

One-way ANOVA test was applied to examine the difference in job involvement among gender groups, and the difference in job satisfaction in terms of extrinsic job satisfaction among department groups. Results showed there is no difference in job involvement between male and female, because the significant value is 0.087, which is more than 0.05. Similarly, the finding illustrates there is no difference in job satisfaction in terms of extrinsic job satisfaction among department groups, because the significant value is 0.059, which is more than 0.05.

Simultaneously, the research examined the difference in job involvement among

demographic groups in terms of age, tenure, education level, department, and position. To identify that, a series of nonparametric test were conducted. The results reveal that, as expected, among most of grouping factors, only education level groups show no difference in job involvement. A series of nonparametric test used to exam the difference in intrinsic job satisfaction among demographic groups in terms of gender, age, tenure, education level, department and position. Results showed there is only one grouping factor: gender indicating no difference in intrinsic job satisfaction. In this research also examined the difference in extrinsic job satisfaction among demographic groups in terms of gender, age, tenure, education level, and position. To test that, a series of nonparametric examination were conducted. The results reveal that, as expected, among all grouping factors show difference in extrinsic job satisfaction.

This research used Pearson Correlation to test the relationship between job involvement and intrinsic and extrinsic job satisfaction. Results showed that, as expected, there is a positive relationship between them.

Overall, although there are no previous researches about the relationship between job involvement and job satisfaction in China, the study results confirm some findings from the empirical related literatures. That is to say, those empirical findings also can practice in China.

### **6.3 Implication and Recommendations**

As a whole, most of the respondents in Wuhan private driving schools have high extrinsic job satisfaction, and have very high intrinsic job satisfaction, so is their support to company's development. Because the presence of involved and satisfied employees

also translates into lower medical and life insurance cost. The implications and recommendations are made by the researcher using the data available from the survey, integrated with the knowledge from the literature. The summary implications and recommendations are shown in the Table 6.2.

Table 6.2. Summary of Major Findings and Recommendations.

Findings	Implications	Recommendations
The 41-45 years old employees have the lowest job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction among all employees.	The finding reminds Wuhan private driving schools' managers that those employees maybe have high probability of departure.	Focus on training young employees to improve their skills and enhance their experience. Making them become good alternatives to those 41-45 years employees.
Technician has the lowest job involvement and job satisfaction in terms of intrinsic and extrinsic job satisfaction among all employees.	The finding implies technician has low effectiveness, and efficiency.	Pay more attention to technicians, improving their salary situation, opportunity of development, etc.
There is a positive relationship between job satisfaction and job involvement.	It is obvious that employees are more satisfied with a job may become more involved in the work.	Reinforce communicating with employees to better assess their needs.

For managers:

High job involvement and job satisfaction as a goal can lead to saving dollars and cents. The researcher thinks that private driving schools' managers need to be able to

identify what factors related to employees' job involvement and job satisfaction so that appropriate personnel policy decisions can be followed in an effort to retain and attract quality workers.

- (1) **Training employees:** 41-45 years old employees have low energy and relative high cost compared with young employees have high energy and relative low cost, although those older employees have professional skills and abundant experiences. In long-term strategic orientation, young employees are key contributors to company, the researcher suggest managers no need to pay more attention to 41-45 years old employees, should focus on training young employees, improve their skills and enhance their experiences by providing periodical advanced training course and practice.
- (2) **Motivate employees:** Although technicians share a small profile in company, they are important to company's routine operation. Most of them have heavy job but low salary. And they have small opportunities of development. Therefore, the researcher suggests managers should make the effort to improve technicians' salary situation, and provide more chances of development for them, motivate their activities.
- (3) **Recruit employees:** There is no difference in job involvement among demographic groups in terms of education level, and employees with College or below education level are more satisfied with the job than those with Bachelor education level. The findings suggest that in recruiting employees, it is not wise just to determine by which one has higher diploma. It is based on

detailed characters of each job. For management position, it needs high education level employees, for coach and technician position, it needs these employees having relative knowledge no matter with education level.

- (4) **Reinforce communication:** As shown in this study, there is a positive relationship between job satisfaction and job involvement. It is obvious that employees are more satisfied with a job may become more involved in the work. Communicate with employees frequently, this can help managers better assess the needs of employees, to identify workable strategies for accommodating and managing diversity in job satisfaction of employees in organizations. This also helps them avoid unnecessary waste of human and capital resources.

#### 6.4 Suggestions for Future Research

According to the research limitation and results, the following recommendations are suggested to academicians for further research.

- (1) This study provides information about the status of facet-specific job satisfaction: intrinsic and extrinsic job satisfaction among random selected samples of private driving schools in Wuhan. Due to the lack of a previously conducted study using the same methodology, neither changes nor trends could be identified. Therefore, it is recommended that this study be repeated in the future.
- (2) The Minnesota Satisfaction Questionnaire short form provides only 20 questions, perhaps limiting the broader picture of the clerical workers. Even

though the long form would take more time to fill out, it would most likely produce a more comprehensive picture of the worker's job satisfaction. So, further research would use a long test to measure job satisfaction.

- (3) This study identified only six characteristics that possibly influence employees' job involvement and job satisfaction. It is recommended that future studies continue in the quest to identify factors that influence employees' job involvement and job satisfaction.





## APPENDIX A

### ENGLISH VERSION QUESTIONNAIRE

## THE QUESTIONNAIRE PAPERS:

Ladies and Gentlemen:

This is an academic questionnaire paper that aims on investigating “Job involvement and job satisfaction”. We promise it would be used for academic study, and there is no need to fill your name or the name of the company.

Thank you for your support to our research.

Best Wishes!



## Part 1: Job Involvement

This part needs you to choose the best one describes your view on your job involvement, after reading the question, tick( ☒ ) in the box ( ☐ ), do not miss any one!

Scale: 5=strongly agree; 4= agree; 3=nature; 2=disagree; 1= strongly disagree

Questions	Strongly agree		Strongly disagree		
	5	4	3	2	1
1. The most important things that happen to me involve my present job.					
2. To me, my job is only a small part of who am I.					
3. I am very much involved personally in my job.					
4. I live, eat and breathe my job.					
5. Most of my interests are centered around my job.					
6. I have very strong ties with my present job which would be very difficult to break.					
7. Usually I feel detached from my job.					
8. Most of my personal life goals are job-oriented.					
9. I consider my job to be very central to my existence.					
10. I like to be absorbed in my job most of time.					

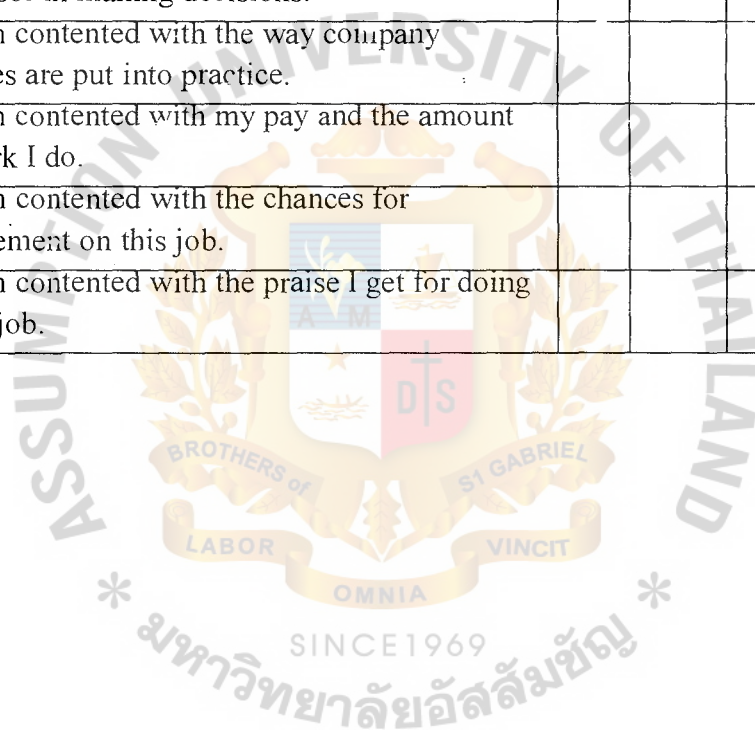
## Part 2: job satisfaction

This part needs you to choose the best one describes your view on your job satisfaction, after reading the question, tick( ✓ ) in the box ( ☐ ), do not miss any one!

Scale: 5=strongly agree; 4= agree; 3=nature; 2=disagree; 1= strongly disagree

Questions	Strongly agree		Strongly disagree		
	5	4	3	2	1
Intrinsic job satisfaction					
1. I am contented with being able to keep busy all the time.					
2. I am contented with the chance to work alone on the job.					
3. I am contented with the chance to do different things from time to time.					
4. I am contented with the chance to be “somebody” in the community.					
7. I am contented with being able to do things that don’t go against my conscience.					
8. I am contented with the way my job provides for steady employment.					
9. I am contented with the chance to do things for other people.					
10 I am contented with the chance to do something that makes use of my abilities.					
11 I am contented with the chance to tell people what to do.					
15 I am contented with the freedom to use my own judgment.					
16 I am contented with the chance to try my own methods of doing the job.					
20 I am contented with the feeling of accomplishment I get from the job.					

Questions	Strongly agree					Strongly disagree				
	5	4	3	2	1	5	4	3	2	1
Extrinsic job satisfaction										
5. I am contented with the way my boss handles his/her workers.										
6. I am contented with the competence of my supervisor in making decisions.										
12. I am contented with the way company policies are put into practice.										
13. I am contented with my pay and the amount of work I do.										
14. I am contented with the chances for advancement on this job.										
19. I am contented with the praise I get for doing a good job.										



### Part 3: individual information

1. Gender:

☐ Male

☐ Female

2. Age

☐ Under 30

☐ 31—35

☐ 36-40

☐ 41—45

☐ 46—50

☐ 51—55

☐ above 56

3. Tenure (7 months is regarded as 1 years)

☐ Under 5

☐ 6-10

☐ 11—15

☐ 16—20

☐ 21- 25

☐ above 26

4. Education level

☐ High school or below

☐ Bachelor

☐ Master or above

5. Department

☐ Administrative unit

☐ teaching unit

☐ maintenance unit

6. Position

☐ Group head

☐ Administrative personnel

☐ Coach

☐ Technician



## APPENDIX B

### CHINESE VERSION QUESTIONNAIRE

各位先生，女士：

您好！这是一份学术性的问卷，目的在对员工[工作投入与工作满足]做研究。本问卷仅供学术上研究，资料绝对保密，不需填写个人姓名以及公司的名称。十分感谢您的协助和对本研究的支持。

祝身体健康，万事如意！



第一部分：工作投入

以下是您对目前工作投入的看法，请仔细阅读每一题目，请在符合您的想法的方格内打勾。

5=非常同意 4=同意 3=很难说 2=不同意 1=非常不同意

问题	5	4	3	2	1
1. 发生在我身上最重要的事包括我目前的工作。					
2. 对我而言，工作只是代表我生活的小部分。					
3. 我非常投入我的工作。					
4. 我生存，呼吸靠我的生活。					
5. 生活中最大的兴趣来自我的工作。					
6. 我感觉自己一刻都不能离开我的工作。					
7. 我时常感觉到自己从工作中抽离出来。					
8. 大部分我生活的目标都和工作有关。					
9. 我认为我的工作是我存在的重心。					
10. 我喜欢大部分时间投入我的工作。					

第三部分：工作满足

以下是您对目前工作满意的看法，请在符合您的想法的括号打勾。

5=非常同意 4=同意 3=很难说 2=不同意 1=非常不同意

问题	5	4	3	2	1
内在满足：					
1. 我很满意目前工作忙碌的程度。					
2. 我很满意目前工作赋予您独自发挥能力的机会。					
3. 我很满意工作提供给我做不同事情的机会。					
4. 我很满意工作提供给我成为社会中的一员的机会。					
7. 我很满意目前工作不违反我的道德标准。					
8. 我很满意目前工作的稳定性。					
9. 我很满意目前工作提供我替他人服务的机会。					
10 我很满意工作提供给我运用我的能力去处理事情的机会。					
11 我很满意工作提供给我告诉别人怎么做事的机会。					
15 我很满意在工作中能自由发挥自己判断的机会。					
16 我很满意在工作中能用自己的方式做事。					
20 我很满意工作中的成就感。					
外在满足					
5. 我很满意我的主管做事的能力。					
6. 我很满意我的主管作决定的能力。					
12 我很满意公司执行政策的方法。					
13 我很满意现在的报酬。					
14 我很满意提升的机会。					
19 我很满意我从工作中得到的评价。					

第三部分： 个人信息

1. 性别： 男 ☐ 女 ☐
2. 年龄： 30 岁以下 ☐ 31-35 ☐ 36-40 ☐ 41-45 ☐ 46-50 ☐  
51-55 ☐ 56 以上 ☐
3. 任期:5 年以下 ☐ 6-10 年 ☐ 11-15 年 ☐ 16-20 年 ☐ 21-25  
年 ☐ 26 年以上 ☐
4. 文化程度： 大专 ☐ 本科 ☐ 研究生 ☐
5. 部门： 行政部门 ☐ 教学部门 ☐ 修理部门 ☐
6. 职务： 部门负责人 ☐ 行政人员 ☐ 教练 ☐ 修理工人 ☐



Name	Connect	Telephone	Sum of questionnaires had been send
Jing Guang Private Driving School	Zhao Beidou	027-83629451	45
Xing Shen Private Driving School	Hong Shongsheng	027-83516601	40
Jing Xun Private Driving School	Du Yonghuang	027-85734136	35
Fang Shen Private Driving School	Liu Liangfang	027-87887282	35
Wu Gang Private Driving School	Chen Zhongwen	027-86865590	45
Hong Ji Private Driving School	Ma zhipeng	027-86860900	40
Hua Tong Private Driving School	Yao Mingchao	027-84841206	35
You Er Qi Private Driving School	Jiang haoqin	027-84845595	40
Li Chen Private Driving School	Wang Facheng	027-84943251	35

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