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BANKING EMPLOYEES' PERCEPTIONS OF TRAINING PROGRAMS AND JOB SATISFACTION

The University of Oklahoma PH.D. 1983

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

BANKING EMPLOYEES' PERCEPTIONS OF TRAINING PROGRAMS AND JOB SATISFACTION

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for a

degree of

DOCTOR OF PHILOSOPHY

BY

FRANCES M. HENDRIX

1983

BANKING EMPLOYEES' PERCEPTIONS OF

TRAINING PROGRAMS AND JOB SATISFACTION

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ABSTRACT

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The study was conducted to determine: 1. the degree of the provision of company training; 2. the degree of the provision of company training through specific delivery systems; 3. the degree of the provision of company training administered from employee preferences; 4. the degree the promotional climate within the company influenced the employees' perception of the possibility of promotion; 5. the degree the climate for interpersonal relationships within the company were positive; 6. the degree employees' perceptions were important indications of job satisfaction; 7. the degree the company influenced the quality and achievement of employee performance; 8. the degree monetary compensation practices of the company served as positive reward to the employee; and, 9. the degree intangible compensation practices of the company served as a positive reward to the company.

A Likkert-style questionnaire containing 118 items identified in the areas of employee improvement; promotional climate; interpersonal relations; and, quality, achievement and contribution, was distributed to 140 banking employees below the level of Vice-President. The questionnaire gathered data concerning the employees' perceptions of training programs and job satisfaction as the identified item was being currently offered by the company, as the item should be offered by the company, and as the item contributed to job satisfaction.

The analyses of the data using descriptive statistics revealed the training currently provided by the banking industry was concentrated in the area of orientation and management training. The employee perceived this training as valuable to his/her job satisfaction, although more input from the employee concerning programs offered, scheduling, and availability was desired. The employee perceived a need for expansion of the training programs especially for the older employee not involved in a management training program. Since the level of monetary compensation was not perceived by the employee as a reason to remain with the company, other types of compensation to retain experienced employees was also indicated in the conclusion of the study.

To James and Marcella Hendrix, my parents.

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BANKING EMPLOYEES' PERCEPTIONS OF TRAINING PROGRAMS AND JOB SATISFACTION

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The retention of trained employees is an important challenge to the banking industry. When employees leave an organization at an excessive rate, there is a negative impact on the financial welfare of the business. (Embrey, Mondy, Noe, 1979) While some turnover is desirable to permit new blood, the loss of many places a tremendous burden on the company.

Commercial banking, an industry that is very reliant on public confidence and influences the nation's economic life, finds this dilema crucial. Commercial banking needs quality employees. With quality employees banks can attain maximum operating efficiency and profitability to adequately serve their function. (Reed, 1980).

Among several causes determined through exit interviews by the American Society for Personnel Administration's Accreditation Institute was, "Many employees terminate because they feel that training needed for career development and advancement with a company is inadequate." (Embrey et al., p. 48) The turnover rate had led employers to seek solutions which included: 1. finding improvements to increase job satisfaction; and, 2. finding alternatives not only to improve the economic stability of the business, but also to improve the self-concept and self-worth of the employee.

Research in employee improvement gave an indication of training wants and needs of employees. Since the average person in the work force was identified as forty years old by 1990, ("Training and Development", 1980) a different type of program must be developed based on needs of a more experienced worker.

Another indication of the necessity of satisfying employee training needs was a current trend toward career development. Suiting the training needs of the employee on a continuing basis through retirement was necessary as a result of the changing technology and work ethics. This trend was identified in The Personnel Administrator. (1980) The emphasis was placed on coping with this changing work ethic and technology.

> "Our changing work ethic coupled with transcience will produce greater allegiance to one's specialty or profession than to the organization in which one happens to practice. Employees will be less prone to salute the company flag in the 1980's than was the case in the 1960's and 1970's." (p. 26)

In view of the increasing costs of training and the need for the minimal cost justification necessary for a learning program, it was imperative that training be perceived by both the employer and the employee as important to job satisfaction, career development, job retention, and as an economic asset to the business. Training must be directed toward the specific types of employee needs based on the work stage of those employees. By identifying the training needs of different employee groups and satisfying the needs through training programs, these programs would be more efficient and effective.

In the banking industry the rationale for training programs was to justify program expense in a supportive department. Three cost effective purposes of

the training program were "to prepare the newly hired employee for needed skills, to meet current manpower needs, and to upgrade existing employees." (Somers, 1971) A more recent purpose, the fourth, was retention of the employee.

The relationship between employment training or development and satisfactory job performance was somewhat vague in current literature. Although there was a significant amount of material written concerning either training programs or job satisfaction, the material was focused through the view of management and was not conclusive in determining a relationship between the training programs and job satisfaction. The improvement was relevant to the employee's advancement potential, but nothing was related directly to the employee's global job satisfaction concerning other basic needs as indicated in the hierarchy of needs by Maslow and other theorists.

Training seemed to exist to help the employee gain specific ends. "Employees are evaluated and appraised of their needs for development which would permit their advancement and promotion in the organization." (Somers)

In other studies, job satisfaction was found to be a complex concept formed as a result of various attitudes concerning aspects of work perceived by the individual. According to the Nezzer Study, (1971)

> "An organization has control over a change in these aspects of work through its policies and practices. This in turn can influence individual perceptions of satisfaction. In other words, organizational practices can determine what aspects produce global satisfaction." (p. 2)

No research was found to combine employee development and cost effectiveness to the company and employee improvement and satisfaction. Research emphasis was placed on one or the other.

Statement of the Problem

In this descriptive research project, employee perceptions were identified concerning training and job satisfaction. Specific areas concerning employee perceptions of factors relating to training; environmental factors and job satisfaction were investigated. Specific categories on the data collection instrument were: Employee Improvement; Promotional Climate; Interpersonal Relations; and Quality, Achievement and Contribution.

Specific questions answered included:

1. To what degree did the company provide training?
2. To what degree did the company provide training through specific delivery systems?
3. To what degree did the company provide training administered from employee preferences?
4. To what degree did the promotional climate within the company influence the employee's perception of the possibility of promotion?
5. To what degree was the climate for interpersonal relationships within the company positive?
6. To what degree were the employee perceptions important as indications of job satisfaction.
7. To what degree did the company influence the quality and achievement of the employee performance?
8. To what degree did the monetary compensation practices of the company serve as a positive reward to the employee?
9. To what degree did intangible compensation practices of the company serve as a positive reward to the employees?

Significance

By ascertaining the worth of training programs to the employees, the employer will be able to determine if programs are operational as a benefit to the employees. The employers will be able to understand the factors on which employees place emphasis in attaining job satisfaction. From this point, the employer will be able to evaluate the effectiveness of current training programs and will be able to create more effective programs for future needs.

From the employee's point of view, more efficient training will not only increase competency, but also help the employee expand upon experience and educational background. The training will improve the quality of output of work in a particular position as well as increase training efficiency by continually challenging the employee both educationally and professionally.

Operational Definitions

Bank employee - Office worker below the rank of vice president.

Employee improvement - Acquisition and refinement of skills necessary to perform competently in an office worker position, as well as developing a positive attitude and outlook toward personal goals and the company.

Job satisfaction - An employee's general attitude toward his/her job, to the extent that a person's job fulfills his/her dominant needs and is consistent with his/her expectations and values. (Wexley, 1975)

Research Design

An exhaustive study of literature regarding the office workers' environment, training and job satisfaction was completed. A computerized search of ERIC, ABI and Comprehensive Dissertation Abstracts was obtained for bibliographical data. The data collection instrument was designed to be used to collect pertinent data. A panel of leading experts from industry reviewed the

instrument for communication of ideas and topics. The data collection instrument was revised to include suggestions obtained from the panel of experts. A pilot test was conducted of the data collection instrument.

The population of the study was limited to the banking industry due to the extensive use of office employees and the banking industry's recognized extensive use of training programs. The data collection instrument was printed and prepared for distribution. A professional printer was used to reduce and duplicate the data collection instrument. (An example of the final instrument appears in Appendix A.)

The distribution and collection of the instrument was the personal responsibility of the researcher. The researcher introduced, distributed and collected the completed data collection instrument. All data collection instruments were checked for completeness prior to leaving the premises.

The completed data collection instruments were coded in preparation for keypunching on computer cards. The data were coded, keypunched and verified.

Statistical techniques described in Chapter III were used to tabulate and analyze the collected data. The statistical programs, Condescriptive, Frequencies, Crosstabs and ANOVA from the Statistical Package for the Social Sciences, (SPSS), (Nie, 1975) were used.

Organization of the Study

The statement of the problem, introduction, operational definitions, research design and organization of the study comprised Chapter I of the study. Chapter II included a review of recent related literature. The review included formal (past and present) research, books, abstracts, and articles pertinent to the background of the topic. In Chapter III, the research design and procedures used in completing the study were presented. Results of the tabulation and analyses of the data comprised Chapter IV. Chapter V included the review of the problem, the procedures used, a summary of the findings and recommendations for further study.

Summary

As indicated in Chapter I, the changing ethics and changing technology of today's business world were influencing not only the skills and job performance of the bank employees, but also the attitude and job satisfaction of that employee toward the company and the job.

> Adelson described the labor market as the continuous improving patterns and qualities of career streams and decisions available to the individual worker. Success in this expectation is dependent upon the effective interaction of intricate subsystems: the individual, education/training, facilitation and maintenance/innovation subsystems. (Weerts, 1977, p. 16))

The retention of trained employees was a growing problem to industry which left unaltered would eventually have a negative impact on the financial welfare of the business. The interaction of the subsystems in training programs identified by Adelson would help to minimize this problem.

Included in Chapter I was the initial research, formulated statement of the problem including identification of questions to be answered by systematic research procedures. The significance of the study, operational definitions, design of the study and organization of the study were identified.

This descriptive research study has identified several areas pertinent to effective training and ultimate job satisfaction of the banking employee. The areas to be investigated included: Employee Improvement; Promotional Climate; Interpersonal Relations; and, Quality, Achievement and Contribution.

CHAPTER II

SELECTED RELATED LITERATURE

Introduction

Understanding the related literature written prior to current research gives a clarity and a perspective to data gathered and analyzed. Therefore, the value of literature to a study of this type is immeasureable. Selltiz (1976) states this viewpoint, "The fact that this has become almost a routine requirement may blind us to its great potential value . . . The accumulation of . . . knowledge is a slow, gradual process, in which, on the whole, one group of investigators build on the work of others." (p. 57) A point to enter this learning process is found through what has previously been written.

The indices used in this study were: Educational Resources Information Center, (ERIC), American Business Index, (ABI), and Comprehensive Dissertation Abstracts. Although a significant amount of material has been written concerning the topics of training programs and job satisfaction, the research has not been conclusive in determining the relationship between training and job satisfaction. The literature indicates a need for research to be conducted on training as a part of job satisfaction.

The related literature pertaining to the topic of this study is divided into three categories: literature concerning training programs, literature concerning job satisfaction, and literature concerning job perceptions related to the working climate. The selected related literature in Chapter II was presented in this order.

Selected Literature on Training

Job-related training, which includes training for activities that are immediately income producing, is a highly skilled professional activity which has been introduced in a variety of ways in the business world. "Training has been caught up in the massive forces that are changing the nature of society. Most enterprises are faced with the need for renewal in an age of constant change and innovation." (Davies, 1973) As a result, training programs in private firms have increased in an attempt to meet changing manpower needs of the firm, and ultimately, perform as a viable tool in increasing productivity. The forces of these societal changes effecting training were identified by Wellens as:

1. The increasing recognition that training is one of the functions of management.
2. The gradual realization that instructional or teaching styles produce different motivational climates.
3. The general acceptance of a body of ideas, originally stemming from programmed learning. These include such concepts as the need for training to be learner-oriented and success-oriented.
4. The more accurate understanding of the fundamental distinction between training in knowledge, training in skills and training in attitudes.

Somers (1971) indicated that one of the principal reasons for the necessity of training programs was, "to prepare the newly hired employee for needed skills, to meet current manpower needs and to upgrade existing employees." (p. 36) In the Somers Study (1971), "The Availability of Data on Company Training Programs: A Feasibility Study," the University of Wisconsin, 248 firms were interviewed concerning the existence of training in their company.

> Approximately 40% of the companies indicated that they had apprenticeship or union-management training programs. Of these, a little over one half indicated that their apprenticeship training programs were registered with a state-supported apprenticeship training program . . . .

Somers continues that:

> The principal reason for conducting training programs in private industry is to prepare newly hired employees for needed skills. Eighty-five percent of the responding companies indicated that this was the reason for the initiation of their employee training. Among this group, 46% gave this reason the highest priority." (p. 38)

Somers also found that:

> The next important reason given was to meet current manpower needs. Almost 83% of the respondents gave this as one of their reasons for training, and 36% of them gave this reason the highest priority . . . . Similarly, large proportions of the respondents stated that their training programs were conducted in order to upgrade existing employees. (p. 38)
>
> An examination of those companies who had specified an increase in company training practices was conducted to determine the training content and the major reasons for it. Approximately one out of four respondents provided general training but could not specify an occupational aim for the additional training.
>
> Where an occupational aim to the program could be given, the most noticeable finding is in the growth in management and supervisory training programs. (p. 40)

One of the first steps in the development of training programs was in the diagnosis of the need for the program. Bradshaw (1972) differentiated between

normative need, felt need, comparative need and expressed need which may be applied to the development of training programs.

The normative need was developed as a comparison to a standard. An example of this type of need with regard to training was a need of skill to qualify for an entry-level position. The second category of need was an indication of the desire for the training based on wanting the training for personal or professional reasons. On the third level, Bradshaw (1972) identified the stronger demand as the expressed need. In terms of training, the individuals expressed desire for training before it was offered. The fourth identified category of need was the area of comparative needs which was determined by comparing characteristics of individuals receiving training to those with the same characteristics not receiving training and predicting that the training would be beneficial to both groups. (Bradshaw, 1972)

Another identification of the need for training was presented by Thayer (1973). Thayer differentiated between diagnostic and prescriptive needs. The differentiation was that diagnostic needs related to the identification of a problem while prescriptive needs related to the problem solution.

By using the need differentations presented by Bradshaw and Thayer to identify the self-perceived need for training, the objectives of the training program were established to provide a higher degree of success through the satisfaction of the need for training.

Another important factor in considering the value of training programs was the type of program which was being offered to satisfy this need. Several types were defined such as orientation training in which the new employee was taught the skills to do a particular task to developmental training such as apprentice training in which the employee acted as an assistant. The objective at this point was to identify the level of need from the employer's and employee's viewpoint.

According to Johnson (Somers, 1971), the needs from which programs were developed should be the result of established objective techniques and approaches that provided measures of qualities desired. Line managers, supervisors, and occasionally, employees furnished this information requisite to establishing training. Ultimately, management was actually the force in initiating training to achieve the end result of securing suitable personnel as rapidly as possible without sacrificing quality.

Needs assessment for training through information gathered through management was presented by Michael Victor Weerts (1977). In this study of personnel problems, it was indicated that the Bureau of National Affairs invited industrial and personnel relations executives from all types of companies and sections of the country to become members of the panel. The panel focused specifically on the development of job skills and abilities in "rank-and-file" employees in both large and small companies. The objectives were to compare the practices and attitudes of major public and private employers toward career development of sub-professional employees, and to prepare a self-assessment questionnaire by which employers could compare their practices to those employers of comparable size and type of business. A Likkert questionnaire was mailed to 244 Colorado employers with at least 250 employees. These employers were grouped into the industrial divisions of: mining, manufacturing, construction, commercial services, wholesale or retail trade, and public institutions and agencies.

An analysis of the 138 responses for each of the questionnaire items resulted in a variety of findings. One finding for each of the groups indicated that all of the groups publicized training opportunities through the use of a bulletin board. The supervisor recommendations were used to determine

participation which was seldom determined through seniority. Career counseling also played an important role.

This report concluded that, "On the job training is the principal method for production, clerical, sales employees and management development candidates." (p. 10) As a result, systematic upgrading programs to prepare employees for potential job advancement were provided as were retraining programs for displaced workers by smaller numbers of companies.

Weerts (1977) also investigated and found that employers were continuously faced with the problem of whether to buy or train their skilled-position employees. If buying the employees was the solution, the results created and maintained a certain economic supply and demand situation including:

1. Inducing employees to leave one employer for another through economic or other types of benefits meant demand for skills was not reduced, but only changed in locality, and,
2. Entry level positions were not increased through openings created by internal upward mobility. (p. 38)

Both of these situations were extremely problematic and the buying of skills did little to alleviate the social and economic pressures of a high supply, low demand labor market economy. Artificial creation of entry level positions was simply a short-term solution.

An approach suggested by Weerts to reconcile the supply/demand imbalance of skilled labor was through the support of government, employers and education toward internal training and upgrading of employees. Not only would the skills of these employees be upgraded, but employee transition from secondary to primary labor markets would increase with job stability. Subsequently, these vacancies would create demand for new labor market entries.

Another study indicated the need for training from the employer's viewpoint. In Miller's Study (1976), 16,000 large business, industry and service organizations in the state of New Hampshire were questioned concerning the needs of current and future employees and the academic programs considered important. Of the 1,883 employers who responded to the mailed questionnaire and the 68 employers interviewed, 84% would like to see their employees better trained, while 77% were either "very interested" or "somewhat interested" in custom-made courses designed for the employees. Other significant results of this study with regard to the identification of the need of training was that 73% of the responding New Hampshire employers were having some degree of difficulty finding employees.

The Copa Study (1978) was one of the few studies that reported the need for training from the employee point of view. This study reported that approximately 17% of Minnesota's population aged 16 and over were questioned to determine the characteristics of the people needing training; how many need more training; why and what type of training was needed and barriers to the employee to be able to participate in the training. The purpose of the study was to provide a set of information concerning the perceived need for additional training by the population of Minnesota.

In addition to the 17% of the respondents who indicated a need for more training, results from the following year also showed another 9% felt that they needed more training. A further indication of the degree of interest was indicated by the 40% who would pay a non-refundable course fee, and 85% who were willing to read information about available programs. The most frequent reasons or needs for wanting more training were to do better at or remain qualified for a job, (30%), prepare for a job unrelated to the present or past job,

(26%), and prepare for a job advancement, (20%). Among the most frequently cited occupational choices for more training for job advancement were professional/technical (25%), craft, (12%), clerical, (11%), managerial/administrative, (9%), and service, (8%).

The Copa Study also included the barriers which prevented employees from attending training programs. These barriers included: work took too much time, program costs, family obligations and lack of program information.

Another experimental and demonstration study by Aller (Aller, 1978) reflecting the need for training by employees was conducted to determine the effect of layoff time training as a key to upgrading the workforce in the Northern Colorado Canning Industry. The project was supported over a five-year period of time. The results of the first two years during which non-skilled training such as adult basic education was provided did not prove to be attractive to the employee on temporary layoff. Although this initial training proved to be unsuccessful, when the program moved to offering job-related training, the project showed more success. The need to the employee was the key to the success of the program.

Information and counseling about jobs and the bidding and advancement processes were interspersed within the courses. Large numbers of the primary target group of workers participated in, and learned from the courses. The employees overall, increased their bidding rates which equalled a net gain of 5.7% in total cannery income for the trainee group in comparison with a matched control group.

Although basic operational results were probably the most important findings, another insight which was also important was the impact of worker characteristics from community to community. The flexibility of the program

had to be adaptable to the needs of the community worker rather than only to a standard.

Conclusions that were drawn from the results of the Aller Study included:

1. Layoff time training can be useful, and may even be essential during extensive seasonal layoff time for certain industries.
2. Non-skills training generally had a lack of support by industrial employers because the impact of the training is hard to measure.
3. Any training program in an industry needs to be constructed on the basis of a very detailed and precise understanding of the requirements of the individual industry labor market.
4. Skills training should be built on the basis of very specific employment goals based on a clear understanding of the industry labor market structure. (1978)

Literature also indicated that results from these studies meant that the system for delivering learning was becoming extremely important in organizations. Training professionals needed to be sensitive to this and must be willing to exercise flexibility and adaptation.

The effectiveness of different types of training programs and the reasons for their success or failure has been identified in several instances. One such model program in the banking industry, the Staff Advisory Service, was conducted at Citibank the second largest commercial bank in the world, where a pilot program was employed to assist staff members with personal and job-related problems.(Puder, 1980) Although initially the services provided were primarily for personal problems, an extensive human resource program including personnel initiatives such as, career development, outplacement, job-related counseling, affirmative action, organizational training and development, etc.,

was added to the program. Since the program was initiated in 1971, the Staff Advisory Service at Citibank has helped 9,079 employees which indicates the impact of counseling programs in which training has been adopted.

Another research study in the area of the effectivenss of training was conducted by Alvarado in the California Office of New Dimensions (Alvarado and Shaver, 1977). The purpose of this study was to determine the extent to which full-time employees in the Los Angeles Community College District would be interested in participating in non-campus based educational opportunities. The project was conducted in the form of a needs assessment in which 25 employers were interviewed using open-ended questionning techniques. The interview questions were constructed to determine the employee needs that might be met by educational programs, existing employer-sponsored programs, and the extent to which the employees participate in employment based education or training programs.

A variety of training delivery systems were evident. Overall, only one surveyed employer, the smallest interviewed, reported not having some form of educational program for employees. The remaining employers conducted some type of training programs. Employers generally were found to pay from 75% to 100% of an employee's tuition and materials expenses upon completion of a job-related course.

In-house training was also used as a form of training by several employers. These programs, in terms of content, were specifically relevant to the employer's business or operation. These programs ranged from set-up and operation of a particular type of manufacturing equipment to sophisticated management techniques. However, these in-house training opportunities were generally found to be available more frequently on a management or supervisory level.

Off-site programs were also conducted in which employers had contractual agreements with outside agencies that offered formal instruction in certain areas. Generally, these programs were more extensive than the in-house seminars, programs and workshops.

Cooperative programs were also quite frequently utilized. These programs usually had "industry-wide" relevance or were developed by an outside agency for use in the setting of an individual organization. Among the external agencies offering cooperative programs were the American Institute of Banking, the Institute of Financial Education and various community colleges. Several employers were found to print and distribute to their employees schedules of these classes, educational bulletins and other announcements of training programs.

The conclusions of the Alvarado Study indicated that there exists a strong need for employment site educational programs even though several other types of agencies offer supplemental programs. There still remains a wide margin between existing programs and the interest and needs expressed by the employers surveyed.

According to Alvarado, along with a strong emphasis on flexibility, training needs may be met by the Office of New Dimensions if:

1. Educational programs could be developed that could meet the diverse and specific training needs identified by the employers and organizations, and
2. Educational programs can be delivered via flexible delivery systems that clearly focus on time schedules and convenience of employers and employees.

In a study conducted by Harvey (1980) regarding the effectiveness of training programs in Ontario, the barriers and problems businesses encounter when offering a training program even though a need has been demonstrated for the program were investigated. According to the field study concerning the barriers to employer-sponsored training in Ontario, there was growing evidence that the manpower training and development needs of Ontario would be better served by more employer-sponsored and union-sponsored training to guarantee adequate and predictable suppliers of skilled labor. The relevance of the skills to actual industrial requirements would also provide an alternative to institution-based training that was not available to post-secondary and adult workers. The major objectives of the study were: to investigate incentives for employer-sponsored training; to prepare an inventory of barriers which prevented the expansion of employer-sponsored training; and, to investigate the perceptions of employers of changes needed in governmental legislation and supporting policies and practices with respect to employer-sponsored training.

The Harvey Study consisted of field survey data gathered by personal interviews conducted with 49 companies in Ontario and 21 organizations representing educational establishments, employer associations, governmental agencies and unions. Of the 49 companies involved, 30 were engaged in employer-sponsored training.

Conclusions determined from this study were:

It would seem clear that those firms that are involved in employer-sponsored training have, compared to firms that do not train, a more positive view of the benefits arising from such training and fewer concerns related to possible risks. In particular, the data suggest that training firms regard training as a good investment and are less likely than non-training

firms to express concern over such matters as trainee attrition. The findings incline one to infer cautiously that if more firms could be attracted to undertake employer-sponsored training on an experimental or conditional basis, a not insignificant number of these firms would become persuaded of its merits and adopt it on a continuing basis. (p. 64)

Other conclusions drawn from this study included:

It would appear that our changing economic environment is making skilled work more attractive to both the present labor force and to young people preparing for labor force entry. It is also evident, however, that our highly institutionalized system of industrial training has created numerous rigidities and inflexibilities which are well typified by the frequently inhibiting effects of entrance requirements, whether these entrance requirements are developed by employers or educational establishments or attached to governmental programs. (p. 65)

Selected Literature on Job Satisfaction

With regard to the second topic of this review, job satisfaction, many volumes have been written. As indicated in the McIntosh Study, (1974)

According to the majority of social scientists, absenteeism, turnover, poor work performance, and other unsatisfactory behaviors are often the product of low job satisfaction. Logically, then, we should be addressing our attention to increasing job satisfaction. (p. 38)

The McIntosh Study also stated that the most widely accepted explanation of job satisfaction was the Two-Order Theory by Herzberg. Herzberg showed that the worker was affected by several forces divided into two classes, satisfiers and dissatisfiers.

The interrelationship of job attitudes and performance as functions of job satisfaction were found to be most prevalent in the literature. According to Wanous, (1974)

> The present viewpoint is that both job characteristics and employee individual differences must be included in a thorough treatment of work humanization. Historically, however, some researchers emphasize either jobs or people at the expense of the other." (p. 616)

Bryan (1973) also emphasized the concept of job satisfaction containing these two approaches. He stated that:

> The trouble with the job approach is that it deals with work done as if it were independent of the workers who do it. In assessing job satisfaction, there was a tendency to value the work highly while negating their individual value. (p. 2)

Several studies have been conducted concerning the effects of job performance on the individual's job satisfaction. This performance can be viewed as, "worker activity, or behavior, which has been evaluated as to its appropriateness or desirability in an organizational setting." (Carroll and Schneier, 1982, p. 2)

The Umstot Study (1976) concerning the importance of job design investigated whether the structure and the content of jobs can be designed so that workers are more satisfied and productive. This research project investigated the effects of job enrichment and goal setting on employee productivity and satisfaction in a simulated job environment. In the first phase two conditions of goal setting and two conditions of job enrichment were established, producing four experimental conditions.

In Umstot's Study, job enrichment as a part of job design, the purposeful planning of the job in structural as well as social aspects, enlarged the basic

content of the job based on the Herzberg Two-Factor Theory. By focusing on the motivational aspects of the job, the structure of the concept was provided for categorizing the aspects of the job into enrichment targets. However, few systematic and specific theories have been developed to explain the impact of enrichment on satisfaction and performance.

One exception was the research by Hackman and Oldham (Umstot, 1976) in which a comprehensive testable theory of job enrichment was presented. In this theory five "core-job dimensions" were combined to produce the Motivating Potential Score, the overall indication of motivation, which could be used as a predictor of both satisfaction and performance. This study suggested that the core job dimension and MPS were significantly and strongly related to job satisfaction measures. However, with respect to productivity, the findings were less significant. In general, the parts of the theory were significantly, but not strongly significantly, related to measures of the quality of output.

The basic motivational assumption of management by objectives through goal-setting techniques, the second objective of the Umstot Study, was that performance was increased by providing clear targets toward which employees may direct their energies. Locke was cited as researching the strongest evidence for setting task goals. Locke theorized that man's conscious ideas regulate his actions, in other words goals determine performance. Locke developed "a partial theory to task motivation" central to which is the belief that "the most immediate, direct motivational determinant of task performance is the individual's goal or intention." (p. 381)

Locke showed support for the hypothesis that the degree of goal achievement was positively related to satisfaction with performance. However, job satisfaction was not necessarily synonymous with the satisfaction with one's performance.

The Hackman and Oldham Job Enrichment Theory (Umstot, 1976 p. 380) predicted that enriching jobs led to high job satisfaction, high quality of work and high attendance. The Locke Goal-Setting Theory predicted that setting specific, difficult goals led to high performance. The Umstot Study represented an experimental investigation of the integrated model of the Hackman, Oldham and Locke theories.

The objectives of the Umstot Study were:

1. Test experimentally the Hackman-Oldham Model of job enrichment to examine the effects of job enrichment on job satisfaction and productivity.
2. Test Locke's Theory of the effects of goal specificity and goal difficulty as they related to job satisfaction and productivity.
3. Test the usefulness of the integrated design of the Hackman-Oldham Theory and the Locke Theory to determine the effects of these job design components, job enrichment and task goals, alone and in combination, on satisfaction and productivity.
4. For the theory to be tested adequately, a controlled experimental method was used so that independent variables could be carefully manipulated, extraneous influences controlled and dependent variables measured.

The results of both phases of the experiment provided support for the job enrichment/satisfaction relationship. However, the relationship between job satisfaction and productivity had little support. Initial enrichment manipulations, the changes in job enrichment and the perceptions of enrichment were positively significantly related to job satisfaction, but not to productivity.

Three general issues of the Umstot Study were deemed important. First, Hackman and Oldham suggested that job enrichment led to improved work performance in terms of the degree of expended work effort, the quality of work produced, the quantity of work produced, and little relationship between job enrichment and the quantity of production. However, while productivity was not directly effected by enrichment, indirect effects could occur in the setting of the organization. Many studies suggest that increased satisfaction may lead to higher quality and reduced turnover and absenteeism. Umstot indicated that enrichment might have an impact on the organizational effectiveness criteria that were not reflected by the quantity of productivity analyses.

The second issue involved the question of causality. The Umstot Study provided a causal support for the proposition that manipulating the aspects of a job created feelings of enrichment which caused varied degrees of satisfaction. However, an argument was presented that the causality could be reversed.

The third issue regarded the methodology used to obtain the data. It seemed that the effectiveness of the employee's being able to differentiate between the enriched and unenriched conditions substantiated the conclusions and provided reason for further investigation.

Goal setting in the Umstot Study also appeared to have a significant impact on job satisfaction. The presence of goals made the employee's job more interesting and challenging and ultimately, more satisfying. However, the effects or task goals on satisfaction showed an apparent difference if the job was a newly created one or had been in existence. The employee who started a new job accepted the goal as a part of the job. On the other hand, the employee who had worked for some time without goals felt more constrained.

Several studies have been conducted to study the effect of the personal differences on job satisfaction. One study of this nature was conducted by Reinharth/Wahba (1976) to test alternative methods of the Expectancy Theory. Questionnaires were mailed to the sales forces of three industrial organizations. This theory was presented as: "The individual's behavior was a function of the degree to which the behavior was instrumental for the attainment of some outcomes, and the individual's evaluation of these outcomes." (p. 257)

The purpose of the Reinharth/Wahba Study (1976) was to test predictive validity of the alternative models of the three Vroom Models; valence outcomes, work motivation and job performance of the Expectancy Theory and to deal with the methodological and measurement problems in the Expectancy Theory concerning the distinction between instrumentalities in terms of acts and outcomes and of subjective probability versus means to an end. For the purpose of the Reinharth/Wahba Study it was accepted that expectancy and instrumentality shared the properties of common belief and means to an end. It was then stated that the concept of expectancy with the approach motivation according to Atkinson (1964), was "the likelihood that a person will undertake a specific activity or behavior in anticipation of the behavior leading to a specific desired outcome or avoiding a specific undesired outcome." (p. 392) This concept was the same as positive instrumentality. Also, Reinharth and Wahba stated that the concept of negative instrumentality related to avoidance motivation which was "the likelihood that a person will avoid undertaking a specific activity or behavior if he believes that such behavior will lead to an undesired outcome or will not lead to a desired outcome." (p. 392)

Job Perceptions Related to Work Climate

This study is based primarily on the works of Maslow and Herzberg. By using these two models to illustrate the needs of the employees at different levels of job satisfaction, a relationship to the perceptions of the employee concerning prevalent training programs was established.

In Maslow's Hierarchy of Needs (Gray, 1952), physical needs are the lowest need form followed by the needs for safety, including being free from fear, deprivation, danger and threat on and off the job. Social needs are the next level involving the need to accept, to be accepted and to belong. Egotistical needs to obtain respect, recognition and status are the next level of Maslow's hierarchy. The highest level of this model is the individual's need for self-actualization, a person's desire to fulfill his or her capabilities.

The Herzberg Model (Herzberg, 1959), establishing job satisfiers and dissatisfiers, is also used as a basis for this study. Herzberg establishes five job dissatisfiers and five job satisfiers. The job dissatisfiers include company policy and administration, supervision, salary, interpersonal relations and working conditions. Herzberg's five satisfiers are identified as: achievement, recognition for achievement, responsibility, advancement and work itself. Satisfaction with one's job is fulfillment in the Maslow Model and the Herzberg Model.

An examination of the different levels of the hierarchies shows the increasing level of satisfaction and how employee perceptions of training effect job satisfaction. Initially, the employee's needs are for an adequate physical atmosphere, which constitutes working conditions necessary to complete the task assigned. Much of this need satisfaction is fulfilled with physical facilities. Several examples of training conducted on this lower level are available. Skills training in which a minimum level of competency is required to satisfy physical

need is an example. On-the-job training, defined as "on-the-position training" (p. 93) in which the experienced worker conducts the trainee to the location of the job, explains the job, and demonstrates how to complete the job, illustrates satisfying physical need. Company policy and administration qualifies on the physical level by giving the employee instructions which enable the employee to function only on one particular level within the business.

The employee's perceptions of the training are important regarding the dissemination of information pertinent to what the employee needs to complete the task. Little or no evaluative judgment is called upon. However, the employee's perception of how well the training instructs one to perform successfully could determine the employee's willingness to remain on a particular job. Although orientation training could be used to satisfy this need, if the training does not continue, there is a danger that higher needs, as they develop in the employee, will not be met. Dissatisfaction results.

Both the fulfillment of Maslow's safety needs in an individual and the Herzberg's supervision and beginning of interpersonal relationships indicated the second level of an individual's needs system. Although still on a level of physical conditions of the workplace, the employee's perceptions of training to competency regarding job security is apparent. The employee perceives training as necessary for skill development to perform a particular task to the satisfaction of a supervisory figure.

Interpersonal relationship is included as a dissatisfier and as a need of safety resulting from the rationale that the employee is looking for a "safe" environment. These relationships do not carry the responsibility of quality on the part of the employee. One-way communication in skill-oriented training takes place at this lower level of satisfying needs.

As indicated in the division of Herzberg's needs into the categories of dissatisfiers and satisfiers, the employee's physical and safety needs require only a minimum level of satisfaction. The evaluation of the training program's role is basically on a dichotomous scale. Either the training program is fulfilling the needs or it is not.

This was related to the prediction that:

> The length of a newcomer's tenure in an organization is a function of the result of two simultaneous processes: (1) the decision by the organization to retain the individual, and (2) the decision of the individual to stay. Job performance is the primary determinant of the former decision; whereas, job attitudes influence the latter. (Wanous, 1974 p. 652)

The third stage of Maslow's Hierarchy of Needs is comparable to the beginning of Herzberg's satisfiers. Continuous process training, training beyond orientation, is indicated to satisfy the employee's higher level needs. "This developmental training within the organization is comprised of learning activities concerning a variety of subjects pertinent to the industry." (Greenlaw, 1979 p. 214)

One's identity as an individual becomes apparent in the social need to belong and to be accepted. Many different descriptions categorize the employee into a hierarchical order. For example,

> To be called a professional is a distinct compliment because it means someone has a high level of competence and a thorough understanding of theory as well as practice and has demonstrated an ability to get results. ("Training Today," Sept. 1980, p. 9)

Again, the perception of the training program as developmental could play a very important role in how the employee sees himself/herself in the social hierarchy

and be an indicator of perceptions of self-worth. As a result, job satisfaction would be indicated through self-satisfaction.

Another indicator regarding training programs as related to the satisfaction of job social needs is the question of how the employee is selected to attend various programs, the social stature of the program and its participants. With regard to these factors, a training program satisfying an employee's social needs would be perceived as a method of developing professional relationships which would again be an indication of being accepted and belonging.

In the area of satisfying the social needs, and the development of the employee's social stature, the personal recognition by the employer is evidenced as a mode of acceptance. Reciprocity-of-liking indicates an acceptance through the two-way communication process which brings the employee to a new level of acceptance. A developmental training program indicates the employer's concern for the employee's welfare. Management training programs are described on this level. In these programs the individual is trained in an understudy-type program in which "promising employees act as assistants to executives in an internship-type training." (Gray, p. 106)

Achievement characterizes the egotistical level of the Maslow Hierarchy as an illustration of obtaining recognition, status and respect. With regard to a training program, this state is evidenced by the successful completion of the program resulting in the attainment of advancement and/or more responsibility. The achievement of a goal is related to the self-actualization phase, the culmination of Maslow's Model. The employee recognizes the work itself as the satisfier.

The relationship between the training program and the job satisfaction is of a developmental nature. The affiliated training program is an illustration of this

type of training. "Formal related instruction for college and university credit were offered in conjunction with the company." (p. 108)

Other needs such as security through giving the employee more flexibility in the job market are also realized by the employee as, for example, a link for the employee between two educational degrees. The result is training for advancement, but not necessarily with the same company. Hence, the problem of retention arises.

Summary

The purpose of Chapter II was to provide a review of past and present selected related literature on training programs, job satisfaction and job perceptions related to the working climate. It was important to this study to locate major works in literature concerning training programs and job satisfaction to determine this study's area of concentration. A void in research was found concerning training programs as they effect an employee's job satisfaction from the perception of the employee.

Related literature on the topic of training programs was found to concentrate on the effects of the different types of training programs on the employee from a management perspective. Management perceptions of need for training and the effects of training on the employee was researched. The Copa Study (1977) was cited as an example of the limited research conducted on training programs through the employee viewpoint. Copa evaluated the need for skills training during lay-off time and was concerned with employee perceived barriers to training.

Selected literature relating to job satisfaction was also reported in Chapter II. Past and present literature on this topic was concerned with the effects of job content and design; the employee's approach to his/her particular job; the

Expectancy Theory; and, the effects of goal setting as influential to job satisfaction. The evaluation of job satisfaction was found in the Herzberg Model. Herzberg's Model was also the basis for job perceptions related to the working climate.

The section containing job perceptions related to the working climate incorporated the Maslow Hierarchy of Needs Theory and the Herzberg Model. The employee's basic need levels were different according to the employee's particular purpose for working and the employee's particular work stage. The needs for training of employees being based on particular need levels were identified. The level of satisfaction being derived from different areas of business operation was also discussed. The continuation of Herzberg's satisfiers and dissatisfiers as a basis of research concerning items of job satisfaction was based on delineation of needs. The job perceptions relating to the working climate provided the framework for this study to continue the research of previous studies relating to job satisfaction.

METHODOLOGY

CHAPTER III

Introduction

The purpose of Chapter III was to explain the methodology used for the study of banking employees' perceptions of training programs and job satisfaction. The six topics presented in Chapter III include: the introduction, the background, the population, the data collection instrument, the validation and the data analyses.

After a brief introduction of the presentation of Chapter III, the background of the study was covered indicating the reasons which led to the decision to conduct the study. The third topic reviewed the process used to designate the population of the study and the respondents to the data collection instrument. The steps taken in the development of the data collection instrument and the rationale was explained as the fourth topic. The validation, the fifth topic, outlined the process used in the pilot study of the data collection instrument as well as the methods used to obtain data. The final area covered in Chapter III was the organization and procedure used to analyze data collected on the data collection instrument.

Background

Training programs and job satisfaction had become very critical to the employer and employee. A review of the past and present literature revealed that although a substantial number of studies have been conducted, these two subjects have been treated individually. The two most prominent characteristics of literature were found to be consistent. First, most of the literature and studies have been written from management's perception rather than from the

employee's perception of current training practices, of training practices which should be offered in an ideal setting and of training effects on perception of job satisfaction. Second, the findings of the literature search also indicated studies of training practices and studies concerning job satisfaction, but no study of the effects of training variables on job satisfaction.

The following sources were used to locate literature on these subjects: business periodicals, Business Education Index, dissertation catalogs, Educational Resources Information Center, and American Business Index/Information. In light of the current literature, it was decided to conduct a study concerning employees' perceptions of training programs and training program effects on job satisfaction.

Population

Considering the different levels of training available over the numerous types of industries comprising the business world, it was important to the reliability and validity of the study to conduct the research within one industry. Since the banking industry had an organized training program available to employees on many different levels, it was felt that the employees in the banking industry had the knowledge and experience of training programs on which to place judgments concerning the effectiveness to the employee and contribution to job satisfaction.

The American Institute of Banking was contacted for assistance. Chapters were identified from which respondents, employees from various banks in Oklahoma County, were obtained. One hundred forty Oklahoma County banking employees completed the data collection instrument.

Data Collection Instrument

The purpose of the data collection instrument was to collect data concerning the employee perceptions of factors relating to training, environment

and job satisfaction. Four sections were identified to collect the data necessary to research these areas. Section I was "Employee Improvement." Section II was titled "Promotional Climate." Section III was "Interpersonal Relations." "Quality/Achievement/Contribution" was Section IV. In each of the major sections questions to be answered by the study containing specific items were identified to which the employee responded.

Specific items were identified through the review of secondary research and the compilation of items from previous study questionnaires concerning training programs or job satisfaction. These items were categorized and listed under each section. The respondent was also provided an item in each section entitled "Others," so that any additions could be made by the respondent. A total of 118 items were identified on the data collection instrument.

A three-fold employee perception of each item was needed. First, perceptions were obtained concerning each item as it was currently being offered, Column I. Second, perceptions were recorded from employees rating each item as it should be offered in an ideal situation, Column II. The third perception of training programs reported indicated the effect of each item on job satisfaction, Column III.

Since the perceptions differed in intensity or strength, a Likkert Scale was used to indicate each response to each item in each column.

> Renis Likkert developed a technique which has been widely and successfully used to measure attitudes. A Likkert Scale employs choices expressing different degrees of agreement or disagreement. Items are internally consistent so as to measure attitudinal differences along a single dimension. Each individual's score places him or her along a continuum of favorableness to unfavorableness toward a homogenously defined attitude. (Sax, 1980, p. 500)

For Columns I and II, Likkert scales ranging from 0 to +5 were used by the respondent to indicate the strength of his/her perception of the item as it currently was offered and as it should ideally be offered by the company. A scale of -5 to +5 was used for Column III, "Company's Provision of Item to Job Satisfaction." By providing the respondent with a range from negative to positive strength, the respondent was able to indicate a negative effect as well as a positive effect of an item on job satisfaction. This negative range was not needed in Column I or II since these reported the item as absent or present to a degree of strength.

After items concerning training programs and job satisfaction were identified and categorized on the data collection instrument, demographic items to which the employee was asked to respond were identified. These items were structured to provide information about the employee such as age, sex, marital status, educational level, and income level. Options to which the individual responded were grouped into intervals for selection. As stated by Gilbert Sax, "The failure to distinguish between levels and areas of interest can lead to faulty decisions." This information was reported and analyzed to determine at what levels items of training programs were provided, needed and contributed to job satisfaction.

Open-ended items were provided to obtain information about the employee's company such as size of the company and the employee's position title. This information was used to detect any type of bias toward size or position within the bank of the respondents selected.

The data collection instrument was constructed from a synthesis of secondary information from related literature, and a compilation of information from various related industry leaders. A sample collection instrument was presented in Appendix A.

Data Collection Instrument Validation

To be assured the data collection instrument would collect information needed to answer the questions presented in this study validation was necessary. After the instrument was professionally printed, a panel of experts was utilized including an instructor of AIB, personnel managers of local banks, faculty in higher education, and consultants in banking. A meeting was arranged at which the study was explained and the procedures for validation of the study were discussed. It was the personal responsibility of the researcher to distribute and collect the instrument to AIB student/employees under the management level identified as Vice-President. The participants rated each item in each of the three columns on the scales provided. Suggestions and deletions for the data collection instrument and procedure for distribution were identified and analyzed.

The major sections and questions were left in tact. Revisions concerned the wording of items to correspond to local usage. It was also suggested that employee and bank name not be included on the data collection instrument to reduce possible bias. The instruments were coded only by number to indicate the number of data collection instruments completed.

The final data collection instrument contained four major sections: Employee Improvement, Promotional Climate, Interpersonal Relations, and Quality/Achievement/Contribution. A total of nine questions containing 118 items were categorized in the four sections. The employee responded to each item as it currently was provided by the company, as the item should ideally be provided by the company and as the company's provision of the item contributed to job satisfaction from the perception of the employee.

The AIB classes to be used for distribution of the data collection instrument were identified. Instructors were personally contacted. The study was explained. Arrangement for the distribution of the instrument to banking employees participating in the class was made. The instruments were distributed during the first class period. The distribution and collection of the instruments were the researcher's responsibility. After each distribution, instruments were checked for completeness before leaving the premises.

Data Analyses

The data were analyzed using the Statistical Package for the Social Sciences, (SPSS), computer programs of Condescriptive, Frequencies, and Crosstabs. All 118 items were coded and keypunched for each of the three columns. A total of 354 responses were keypunched using one computer card column for each response. The cards were verified by computer, errors located and corrected.

Since the study was a collection of data from a selected population, descriptive statistics were used. The actual mean was computed for each item as the most relevant measure of central tendency. The Condescriptive Program from the Statistical Package for the Social Sciences was used for this purpose. The theoretical mean for each column was used as a standard to which the actual means were compared. Column I and II gave a theoretical mean of 2.5. Column III had a theoretical mean of zero. The variation by standard deviation from the mean for each item indicated the significance level of that item.

The age level as an indication of the stage of worklife of the respondent was used to determine the levels at which the training was offered to a more significant degree. A percent of responses in the 3, 4, or 5 rating level by age group was identified by the Crosstabs Program for Columns I and II and a percent

of responses above zero to Column III was identified by the Crosstabs program by age group.

Summary

The methodology of the study was presented in Chapter III to clarify the procedures used to conduct the research. A brief explanation of the reasons for selecting the topic of Banking Employees' Perceptions of Training Programs and Job Satisfaction was presented in the Background. The population was also presented with the rationale of selecting the banking industry for the study. The method for construction of the data collection instrument was discussed to indicate how the sections and items were selected to be included in the instrument. The validation procedures were explained and the process for collecting the data was presented. The final section explained the statistical procedures used as a means of analyzing the data collected on the data collection instrument.

CHAPTER IV

PRESENTATION OF DATA

Introduction

Chapter IV reports responses of employees' perceptions of training programs and job satisfaction indicated on the data collection instrument by respondents from the banking industry. The data collection instrument was comprised of four major sections.

Section I was "Employee Improvement" in which three questions were asked containing identified items concerning each question. The questions asked: The degree the company provided training regarding sixteen items; The degree the company provided training regarding six specific delivery systems; and, The degree the company administered training programs from employee preferences regarding thirteen related items.

Section II was titled "Promotional Climate." One question, the degree to which the promotional climate of the company influenced the employee's perception of the possibility of promotion regarding nine items, was asked.

"Interpersonal Relations" was the subject of Section III. Two questions were identified for this topic. The first question, the degree the climate for interpersonal relationships was positive within the company included 21 specific items. The second question, the degree five specific employee perceptions were important as indications of job satisfaction was also asked in this section.

The fourth section, "Quality/Achievement/Contribution," contained three questions. The degree the company influenced the quality and achievement of employee performance was the first question for which fourteen items were identified. The second question, the degree monetary compensation practices of

the company served as a positive reward, had nine items identified. The third question asked the degree to which intangible compensations practices served as a positive reward for the employee regarding 17 items. A total of 110 items were specified on the data collection instrument. The respondent was also given eight categories to which other items could be added as additional items. None of these eight "other items" revealed valid responses. To facilitate organization and clarity, the data was presented by question in Part I and Part II, Chaper IV.

Each respondent was asked to respond to each item in three columns. The first column, Column I, concerned the item as "Item Currently Provided by Company." The respondent indicated his/her responses for each item in Column I on a 0 to +5 Likkert Scale. A theoretical mean was used as a standard of comparison for responses indicated in Column I. Column II, "Item Should Ideally Be Provided by Company," was also used for rating each item by the respondent. In Column II the scale on which the individual indicated a response for each item was a 0 to +5 Likkert Scale. The theoretical mean for responses in Column II was 2.5. The third column to which the employee responded for each item was "Company's Provision of Item to Job Satisfaction." A Likkert Scale ranging from -5 to +5 was used by the respondents to rate the level of response for each item. A theoretical mean of zero was used for comparison to response of Column III.

Statistical means for responses to each item in each column were obtained by utilizing the Condescriptive Program of the Statistical Package for Social Sciences and were presented in Part I of Chapter IV. The mean responses for each item by column were compared to the theoretical mean for that column. Tables 1 through 9 were constructed by question to present each statistical mean. The standard deviation was used as the criteria to evaluate the significance of the responses.

In Part II, Chapter IV the responses to each item on the data collection instrument were cross tabulated by age group using the Crosstabs Program of the Statistical Package for Social Sciences to ascertain the level of employee for which each item was more prevalent. Age levels cross tabulated were identified in the first demographic item on the data collection instrument. The first level included the respondent from 16 to 19 years of age of whom there were 25 respondents. The second category encompassed the respondent from 20 to 24 years of age which included 45 respondents. Forty respondents were in the 25 to 34 age level, the third age bracket. The highest age range including valid levels of responses was 35 to 44 aged employees of whom there were 23. Seven of the respondents were above the age of 44, however, the responses did not reach a valid cell level for this group. A total of 140 banking employees comprised the respondents of this study.

In Part II of Chapter IV the data were presented showing age to response category for each question. This was the same order used for presentation of the data in Part I, Chapter IV. Each item's response level above the theoretical mean for each column was indicated in percentage form. Tables 10 through 36 were used to present these percentages by question by age group. This cross tabulation by age group gave the researcher an indication of the areas of training that were currently being provided by the company for both new employees and older employees at the different levels. An indication of the preferences for training by the different levels of employees was also indicated through the cross tabulation. The effect of the training on job satisfaction at the different work stages of the employees was the third area which was clarified by the cross tabulation.

PART I

The data collection instrument was divided into four major sections, each containing items pertaining to related questions. The topics included: Section I, "Employee Improvement;" Section II, "Promotional Climate;" Section III, "Interpersonal Relations;" and, Section IV, "Quality/Achievement/Contribution." The individual items were rated as the respondent's perception of the item as it was currently provided by the company; as it should ideally be provided by the company; and, as the company's provision of the item was influential to job satisfaction.

The first major topic on the data collection instrument was "Employee Improvement." Three questions were asked in this section. The respondent was asked to place judgment on each item listed under each question.

The Likkert Rating Scale, ranging from 0 to +5, was used for the responses to "Item Currently Provided by Company," Column I; and, "Item Should Ideally Be Provided by Company," Column II. A theoretical mean of 2.5 was used as a comparison standard for the actual mean response rating for each item in Column I and Column II. Please refer to Table 1 through Table 9 for a listing of each item's actual mean.

The third column, to which the individual was asked to respond, rated the employee's perception of the "Company's Provision of the Item to Job Satisfaction." A Likkert Scale, ranging from -5 to +5, was used with a theoretical mean response of zero. Each of the actual means for the individual item responses for this column were compared to the zero theoretical mean. The actual means of the item responses to Column III are also listed in Table 1 through Table 9.

The first question in Section I, "Employee Improvement," asked the degree to which the respondent's company provided training with regard to each item.

Sixteen items were listed. Please refer to Table 1 for listings of actual means by item by column. A tabulation of responses and computation of the mean for each of the sixteen items revealed that all of the items were rated above 2.5, the theoretical mean, in Column I, "Item Currently Provided by Company." Even closer observation revealed that two of the sixteen items, Supervision and management and Skill development, were rated in excess of one sigma above the mean. The remaining fourteen items were between the mean and one sigma above the mean. These fourteen items were: Orientation to new employees, Career/Life planning; Employee personal development; Consumer education; General education; Job/Design enrichment; Labor relations; Career development; Safety; Legal aspects of labor; Proposed office changes; Organizational plans; Organizational goals and philosophies; and, Organizational policies and practices.

Items perceived as very significant for the bank to offer by ratings above two sigmas above the mean in Column II, "Item Should Ideally Be Provided by Company," were: Orientation to new employees; Supervision and management; Skill development; General education; Career development; Safety; Organizational plans; and, Organizational policies and practices. A level of one sigma above the mean was reported for: Career/Life planning; Employee personal development; Consumer education; Job/Design enrichment; Labor relations; Legal aspects of labor; Proposed office changes; and, Organizational goals and philosophies.

The items as influential to the respondent's job satisfaction, Column III, "Company's Provision of Item to Job Satisfaction," were all rated above the mean. Above the one sigma level over the mean were: Skill development; General education; Career development; Safety; and, Organizational plans. Orientation to new employees; Supervision and management; Career/Life

planning; Employee personal development; Consumer education; Job/Design enrichment; Labor relations; Legal aspects of labor; Proposed office changes; Organizational goals and philosophies; and, Organizational policies and practices were rated between the mean and the one sigma level.

It was interesting to note the increased emphasis placed on items relating to job performance in comparison to the emphasis placed on items relating to personal development. An indication was given by the mean ratings of the importance training plays to the employee in several areas both skill-oriented and personally-oriented.

TABLE 1

STATISTICAL MEANS OF RESPONSES
CONCERNING COMPANY PROVISION OF
TRAINING IN EMPLOYEE IMPROVEMENT CATEGORY

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training regarding each of the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
1.	Orientation to new employees	3.1	4.5	2.3
2.	Supervision and management	3.6	4.4	2.5
3.	Career/Life planning	2.7	4.1	1.8
4.	Employee personal development	3.1	4.1	2.2
5.	Skill development	3.4	4.3	2.8
6.	Consumer education	2.9	3.8	2.4
7.	General education	3.4	4.0	3.1
8.	Job/Design enrichment	3.1	4.1	2.4
9.	Labor relations	3.2	4.2	2.3
10.	Career development	3.3	4.3	2.7
11.	Safety	3.5	4.4	3.3
12.	Legal aspects of labor	3.2	4.0	2.6
13.	Proposed office changes	3.1	3.9	2.2
14.	Organizational plans	3.3	4.2	2.5
15.	Organizational goals and philosophies	3.3	4.1	2.3
16.	Organizational policies and practices	3.4	4.3	2.3

The second question asked under the heading, "Employee Improvement," was the degree to which the company provided training through delivery systems contained in the listed items. Six items were included.

The Likkert Scale was used to identify the mean for Column I, "Item Currently Provided by Company," and, Column II, "Item Should Ideally Be Provided by Company." Refer to Table 2 for a listing of each actual mean. Each actual item mean rating in these two columns was compared to a 2.5 theoretical mean to ascertain the perception of the respondent concerning each item.

The Likkert Scale was also used to measure the response of the individuals concerning the provision of the item as important to job satisfaction in Column III. A range of -5 to +5 was used for Column III, "Company's Provision of Item to Job Satisfaction." Each item's actual mean, refer to Table 2, was compared to a mean of zero.

Of the items, all responses ranged above the mean as currently provided by the company. Reimbursement for costs incurred received the highest rating, in excess of two sigmas above the mean. Items in excess of one sigma above the mean included: Open enrollment to any employee; Provision of information about training programs to all employees; and, Freedom by employee to select/attend programs. Two items, Evaluation of training programs and Time off provided for attendance during work day, were computed between the mean and one sigma above the mean.

The responses indicated that several companies were currently paying training expenses for the employee, but were selective in their decision who attended training programs. Information was not provided to all employees to a high degree.

From the perceptions of the respondent concerning the training delivery system that should be available, Column II, all six items were ranked above the 2.5 theoretical mean. The item exceeding three sigmas above the mean, the highest rating, was Provision of information about training programs to all employees. Four of the six items surpassed two sigmas beyond the mean. These items included: Open enrollment to any employee; Reimbursement for costs incurred; Freedom by employee to select/attend programs; and, Evaluation of training programs. Time off provided for attendance during work day was the lowest rated item, but was still rated in excess of one sigma above the mean.

From the ratings in this category, it can be observed that the employees placed more emphasis on items involving: 1. the distribution of information about the training programs available to all; and, 2. the decision to select or attend the training program within the employee's control. These two preferences were currently offered, but in the respondent's estimation, should be offered to a greater extent.

The six items concerning delivery systems as important factors to job satisfaction, Column III, were rated above the mean. These items included: Open enrollment to any employee; Provision of information about training programs to all employees; Freedom by employee to select/attend programs; Evaluation of training programs; and, Time off provided for attendance during working day. The significant and very significant rating for each item was indicative of the value placed on each item by the respondent. From these responses, the perception of the respondent was that the manner in which the program was offered, the delivery system, was perceived as significantly important to the employee's job satisfaction.

The data were gathered to evaluate the degree that the company provided and should provide training through a delivery system containing the specific items and the importance of the delivery system to job satisfaction. It was observed that the employee perceived these items consistently as important to job satisfaction. It was also observed that the company was providing the items consistently on a level above the mean, but not provided to the degree that the employee perceived the item should be provided.

TABLE 2

STATISTICAL MEANS OF RESPONSES
CONCERNING COMPANY PROVISION OF ITEMS
THROUGH SPECIFIC DELIVERY SYSTEMS
IN EMPLOYEE IMPROVEMENT CATEGORY

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training through a delivery system containing each of the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
18.	Open enrollment to any employee	4.2	4.5	3.7
19.	Reimbursement for costs incurred	4.4	4.6	3.9
20.	Provision of information about training programs to all employees	4.0	4.6	3.6
21.	Freedom by employee to select/attend programs	3.8	4.5	3.4
22.	Evaluation of training programs	3.0	4.3	2.9
23.	Time off provided for attendance during work day	3.5	4.0	3.1

The third question of Section I, "Employee Improvement," asked the degree to which the company provided training administered from the employee preferences. The range for the Likkert Scale concerning "Items Currently Provided by Company," Column I, and "Items Should Ideally Be Provided by Company," Column II, was 0 to +5. A theoretical mean of 2.5 was established for these two columns. A range of -5 to +5 with a theoretical mean of zero was used for comparison of the respondent ratings of Column III, "Company's Provision of Item to Job Satisfaction." Refer to Table 3 for actual means for each item in each column.

The respondents rated thirteen items to the degree they perceived the item was currently provided by the company. Of the thirteen items, ten were ranked above the mean. Two of these ten items, Programs located on college campuses and Certificate of completion for training programs were rated above one sigma over the mean. The remaining eight of the ten items were rated between the mean and one sigma including: Programs scheduled during the work day; Programs scheduled for more than one day; Programs scheduled for one-hour periods per day; Programs located on site; Programs located close to the company; Programs located at commercial sites; and, College credit for training programs. Items rated below the mean as currently being provided by the company included: Programs scheduled on weekends only; Programs located at Vo-Tech centers; and, Programs offered by correspondence study.

Three perceptions were observed from the responses. First, it was apparent that the scheduling of training programs on weekends was not used by the companies to the extent of other scheduling practices more closely related to the time of the work day. Second, more prominent locations currently being used, as indicated by the mean responses, were on college campuses; on the

premises of the company; or, close to the company. Avenues not being used to the same extent included programs offered at Vo-Tech centers and programs offered by correspondence study. Third, recognition of the completion of the program was currently being used in the form of certificates of completion and college credit.

As items of training that are administered from employee preferences which should ideally be provided by the company, all thirteen were classed above the 2.5 theoretical mean. Table 3 shows actual means for each item. In the range exceeding two sigmas, three items were identified. These items were: College credit for training programs; Programs located on college campuses; and, Certificate of completion for training programs. Three items, Programs scheduled during work day; Programs located on site; and, Programs located close to company, were rated in excess of one sigma above the mean. The items ranked between the mean and one sigma over the mean included: Programs scheduled other than during work day; Programs scheduled on weekends only; Programs scheduled for one-hour periods per day; Programs located at Vo-Tech centers; Programs located at commercial sites; and, Programs offered by correspondence study. As indicated by the ratings of these items, more emphasis was placed on the necessity of the items being offered at least to the same degree or greater than what the items were currently being offered. This was identified by the ratings for Column II, "Items Should Ideally Be Provided by Company," as high as one sigma level above the ratings for Column I, "Item Currently Provided by Company."

Each of the thirteen items were above the mean level as important items to job satisfaction. Refer to Table 3 for the actual mean of responses to each item. The highest range, in excess of one sigma above the mean, was reported

for five of the thirteen items. These items included: Programs located on site; Programs located close to company; Programs offered by correspondence study; College credit for training programs; and, Programs located on college campuses. The items identified between the mean and one sigma over the mean included: Programs scheduled during the work day; Programs scheduled other than during the work day; Programs scheduled for one-hour periods per day; Programs located at Vo-Tech centers; Programs located at commercial sites; and, Certificate of completion for training programs.

Responses to items relating to the current location of training programs indicated a working relationship between colleges and companies. A limited relationship was observed between companies and other commercial sites, Vocational-Technical centers and correspondence study programs as indicated by the respondents' perceptions concerning these items. Significant ratings under Column II, "Items Should Ideally Be Provided by Company," indicated the preference of the employee for the different training program locations, especially college campuses. On-site training provided by the company was preferred to a higher degree than what was offered which indicated a need for expansion. Scheduling of the training programs as administered from employee preferences was important to job satisfaction. The need for employee input to program scheduling was indicated by significant ratings by the respondent to items related to scheduling in Column III, "Company's Provision of Item to Job Satisfaction."

TABLE 3

STATISTICAL MEANS OF RESPONSES CONCERNING COMPANY PROVISION OF TRAINING ADMINISTERED FROM EMPLOYEE PREFERENCES IN EMPLOYEE IMPROVEMENT CATEGORY

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training administered from employee preferences regarding the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
25.	Programs scheduled during work day	2.7	3.8	2.3
26.	Programs scheduled other than during work day	3.2	3.4	2.1
27.	Programs scheduled on weekends only	2.0	2.6	.5
28.	Programs scheduled for more than one day	3.0	3.6	2.3
29.	Programs scheduled for one-hour periods per day	2.8	3.5	2.4
30.	Programs located on site	3.0	4.0	2.7
31.	Programs located close to company	2.9	3.8	2.7
32.	Programs located at Vo-Tech centers	2.2	3.2	1.7
33.	Programs located at commerical sites	2.5	3.3	2.3
34.	Programs offered by correspondence study	2.3	3.1	1.6
35.	College credit for training programs	3.7	4.4	4.1
36.	Programs located on college campuses	4.1	4.4	3.9
37.	Certificate of completion for training programs	4.0	4.4	3.7

The second general section in the data collection instrument was the respondent's perception of the promotional climate of the company. The respondent was asked the degree to which the promotional climate within the company influenced the employee's perceptions of the possibility for promotion regarding each of the nine items. The respondent was asked to rate each item on a Likkert Scale from a range of 0 to +5 as it currently existed and as it should be provided by the company. The Likkert Scale ranging from -5 to +5 was used to determine the respondent's perception of each item's importance to job satisfaction.

All of the responses to the nine items were compared to a theoretical mean of 2.5 concerning the respondent's perception of the item being currently provided by the company. Actual means for these items are available in Table 4. One of the nine items, Provision of continued learning opportunities, was rated in excess of one sigma over the mean. Eight of the nine items ranged between the mean and one sigma above the mean. These items were identified as: Evaluation of employee potential for promotion; Development of employee skills and attitudes; In-house promotions; Communication of future managerial needs; Provision of company's growth-oriented climate; Opportunities to assist others with duties of next higher job level; Evaluation of individual for proper initial position placement; and, Prevention of employee obsolescence.

When comparing the item to the 2.5 mean as an item which the respondent indicated should be offered by the company, four were identified as being over two sigmas above the theoretical mean. These items were: Evaluation of employee potential for promotion; Development of employee skills and attitudes; Opportunities to assist with duties of the next higher job level; and, Evaluation of individual for proper job placement. The remaining five items were placed one

sigma above the mean. Items included in this category were: In-house promotions; Communication of future managerial needs; Provision of continued learning opportunities; Provision of company's growth-oriented climate, and, Prevention of employee obsolescence. It was apparent that the respondent felt that all of the nine items were important and should be offered by the company.

It was interesting to note the increased importance placed on items involving job performance shown by higher levels of ratings. The items, although still important to the employee but rated one sigma lower, included items involving promotional learning opportunities.

Comparing each item to a mean of zero as a contributing factor to job satisfaction resulted in all items being rated above the mean. Eight items were rated one sigma in excess of the mean. These eight items included: Evaluation of employee potential for promotion; Development of employee skills and attitudes; In-house promotions; Provision of continued learning opportunities; Provision of company's growth-oriented climate; Opportunities to assist with duties of next higher job level; Evaluation of individual for proper initial position placement; and, Prevention of employee obsolescence. Communication of future managerial needs was the only item rated between the mean and one sigma over the mean.

From the data gathered in response to the question of the promotional climate being influential in the employee's perception of the possibility for promotion, it was observed the items were perceived as important factors to job satisfaction on the same level as they were perceived as items which should be offered by the company. However, the items were perceived as currently being provided on a lower level. A discrepancy was noted between the value placed on the items by the company as shown by the company's current provision on the

items, and the value placed on the items by the employee indicated by the level of the responses to Column III, "Company's Provision of Item to Job Satisfaction."

TABLE 4

STATISTICAL MEANS OF RESPONSES
TO DEGREE PROMOTIONAL CLIMATE WITHIN
THE COMPANY INFLUENCES THE EMPLOYEE'S
PERCEPTIONS OF PROMOTION POSSIBILITIES
IN PROMOTIONAL CLIMATE CATEGORY

II. PROMOTIONAL CLIMATE

To what degree does the promotional climate within the company influence the employee's perceptions of possibility of promotion regarding the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
39.	Evaluation of employee potential for promotion	3.3	4.4	2.7
40.	Development of employee skills and attitudes	3.3	4.3	2.8
41.	In-house promotions	3.3	4.3	2.9
42.	Communication of future managerial needs	2.9	4.2	2.3
43.	Provision of continued learning opportunities	3.8	4.3	3.2
44.	Provision of company's growth-oriented climate	3.5	4.2	2.9
45.	Opportunties to assist with duties of next higher job level	3.5	4.4	3.0
46.	Evaluation of individual for proper initial position placement	3.3	4.3	2.8
47.	Prevention of employee obsolescence	3.3	4.1	3.1

"Interpersonal Relations" was Section III of the data collection instrument. Two questions containing items for each were identified. The first question concerned the degree to which the climate for interpersonal relationships within the company was considered positive. Twenty-one items were listed. The respondent rated each item on a Likkert Scale from 0 to +5 as "Item Currently Provided by the Company," Column I, and using the same scale, as "Item Should Ideally Be Provided by Company," Column II. A theoretical mean of 2.5 was used for a comparison standard. The twenty-one items were also evaluated as "Company's Provision of Item to Job Satisfaction," Column III. A Likkert Scale ranging from -5 to +5 was used for this category. A zero theoretical mean was identified for responses in Column III.

All items were rated above 2.5. Actual means for each item are available in Table 5. One of the twenty-one items was rated in excess of one sigma above the mean. This item was Co-workers listen. Twenty items were ranked between the mean and one sigma above the mean. These items were: Builds employee morale; Motivates managers to effectively develop subordinates; Develops two way cooperation; Build communication among co-workers and supervisors; Stimulates interaction; Fosters the processes of conflict resolution; Clarifies ethics/values; Utilizes group dynamics; Assists employees in goal setting; Stresses human dignity; Utilizes the team approach; Develops leadership; Recognizes professional organization participation; Provides feedback from superiors; Shows empathy; Understands employee needs; Uses criticism postively; Assists with stressful situations; Supervisors listen; and, Builds individual's identity on job.

The degree to which the twenty-one items were all evaluated as "Item Should Ideally Be Provided by Company," Column II, regarding the climate for

interpersonal relationships within the company as being positive was not only above the 2.5 theoretical mean, but was in excess of one sigma above the mean. Five of these items reached a level in excess of two sigmas above the mean. Included in these items were: Motivates managers to effectively develop subordinates; Develops two-way cooperation; Builds communication among co-workers and supervisors; Uses criticism positively; and, Co-workers listen. The remaining sixteen items were ranked above one sigma over the mean. Included in this level were: Builds employee morale, Stimulates interaction; Fosters the processes of conflict resolution; Clarifies ethics/values; Utilizes group dynamics; Assists employees in goal setting; Stresses human dignity; Utilizes the team approach; Develops leadership; Recognizes professional organization participation; Provides feedback from superiors; Shows empathy; Understands employee needs; Assists with stressful situations; Supervisors listen; and, Builds individual's identity on job.

It was observed from the responses to these items, that items which encouraged communication between managers and employees were perceived as more important and that they should be offered by the company. Items concerning personal improvement in the areas of interpersonal relations were not indicated on this same level although still important to a lower degree. This difference was not indicated by the respondent in answers reflecting the current provision of the item by the company. The respondent perceived that each item was offered on an equal basis. This indicated that the company felt that each item was on an equal level of importance.

Relating to the items as "Company's Provision of Item to Job Satisfaction," Column III, all were rated above the zero theoretical mean. Actual means are given in Table 5. Fifteen were indicated as important to job satisfaction on a

level of above one sigma over the mean. These items were: Builds employee moral; Motivates managers to effectively develop subordinates; Develops two-way cooperation; Builds communication among co-workers and supervisors; Stimulates interaction; Utilizes group dynamics; Assists employees in goal setting; Stresses human dignity; Develops leadership; Recognizes professional organization; Understands employee needs; Assists with stressful situtations; Supervisors listen; Co-workers listen; and Builds individual's identity on job. Six items were rated between the mean and one sigma in excess of the mean. Included in these items were: Fosters the processes of conflict resolution; Clarifies ethics/values; Utilizes the team approach; Provides feedback from superiors; Shows empathy; and, Uses criticism positively.

Several observations were important regarding the responses to this question. Although the respondent identified that the item should be offered, it was not indicated to the same strength as important to job satisfaction. This occurred with the items, Motivates managers to effectively develop subordinates; Develops two-way cooperation; Builds communication among co-workers and supervisors; Fosters the processes of conflict resolution; Clarifies ethics/values; Utilizes team approach; Provides feedback from superiors; Shows empathy; Utilizes criticism positively and Co-workers listen. The company placed the same degree of value, on each of the items with the exception of Co-workers listen. The level on which the employee placed value, as indicated by the responses to Column II, "Item Should Ideally Be Provided by Company," was at least one sigma above the level of value placed by the company. The level indicated by the responses to Column III, "Company's Provision of Item to Job Satisfaction," was at least the same level of the responses to "Item Currently Provided by Company," Column I, or one sigma above the value placed on the

item as a current offering by the company. The degree to which the respondent perceived the item as important to job satisfaction was at least as high or higher than the degree of importance placed on the item by the company.

TABLE 5

STATISTICAL MEANS OF RESPONSES CONCERNING THE DEGREE THE CLIMATE FOR INTERPERSONAL RELATIONSHIPS WITHIN THE COMPANY IS POSITIVE IN THE INTERPERSONAL RELATIONS CATEGORY

III. INTERPERSONAL RELATIONS

To what degree is the climate for interpersonal relationships within the company positive regarding the following items?

	Items	Column I: Item Currently Provided By Company	Column II: Item Should Ideally Be Provided By Company	Column III: Company's Provision of Item to Job Satisfaction
49.	Builds employee morale	3.3	4.3	2.8
50.	Motivates managers to effectively develop subordinates	3.2	4.2	2.5
51.	Develops two-way cooperation	3.4	4.3	2.8
52.	Builds communications among co-workers and supervisors	3.6	4.5	2.9
53.	Stimulates interaction	3.4	4.1	2.7
54.	Fosters the processes of conflict resolution	3.2	4.0	2.3
55.	Clarifies ethics/values	3.2	3.9	2.4
56.	Utilizes group dynamics	3.0	3.8	2.4
57.	Assists employees in goal setting	2.9	4.0	2.2
58.	Stresses human dignity	3.3	4.1	2.7
59.	Utilizes the team approach	3.4	4.1	2.6
60.	Develops leadership	3.2	4.3	2.4

Table 5 continued

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
61.	Recognizes professional organization participation	3.4	4.1	2.7
62.	Provides feedback from superiors	3.3	4.1	2.2
63.	Shows empathy	3.3	4.1	2.3
64.	Understands employee needs	3.2	4.3	2.7
65.	Uses criticism positively	3.4	4.4	2.4
66.	Assists with stressful situations	3.4	4.2	2.6
67.	Supervisors listen	3.6	4.3	2.9
68.	Co-workers listen	3.7	4.3	3.0
69.	Builds individual's identity on job	3.5	4.2	2.8

The second question considered in Section III, "Interpersonal Relations," was the degree to which employee perceptions were important as indications of job satisfaction regarding five items. A Likkert Scale ranging from 0 to +5 was used to measure each item in Column I, "Item Currently Provided by Company," and Column II, "Item Should Ideally Be Provided by Company." The actual mean of each item's responses was compard to the theoretical mean of 2.5 The range used on the Likkert Scale for Column III, "Company's Provision of the Item to Job Satisfaction," was -5 to +5 with a theoretical mean of zero. Actual means for responses to each item by column were listed in Table 6.

Each item was reported in Column I, "Item Currently Provided by Company," above the theoretical mean. Four of the items ranged over one sigma above the mean. The items that comprised this group were: Respect for authority; Credibility of supervision; Confidence in supervisory performance; and, Positive interaction with supervisors. The fifth item, Technical competence of supervision, was rated between the mean and one sigma above the mean.

The responses to Column II reached a level above two sigmas above the mean. A significant difference was observed between the ratings of all the items, Column I, "Item Currently Provided by the Company," and the items as "Item Should Ideally Be Provided by the Company."

The responses of the two items in Column III, "Company's Provision of Item to Job Satisfaction," reported that the five items reached the same level, in excess of one sigma above the mean. The items were: Respect for authority; Technical competence of supervision; Credibility of supervision; Confidence in supervisory performance; and, Positive interaction with supervisors.

An observation of this data was that the ratings of the items as important to job satisfaction was comparable to the ratings of the items as currently

provided by the company. The company placed value on the type and quality of supervision as indicated by the responses to the items as currently provided. This same level was indicated by responses that the respondent perceived competent supervision, and maintaining respect for authority was necessary to job satisfaction. The respondents also perceived the importance of offering competent supervision to allow the employee to place confidence on a higher level as indicated by responses to Column II, "Item Should Ideally Be Provided by Company."

TABLE 6

STATISTICAL MEANS OF RESPONSES CONCERNING
DEGREE EMPLOYEE PERCEPTIONS ARE IMPORTANT
AS INDICATIONS OF JOB SATISFACTION
IN INTERPERSONAL RELATIONS CATEGORY

III. INTERPERSONAL RELATIONS

To what degree are the following employee perceptions important as indications of job satisfaction?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
71.	Respect for authority	3.8	4.4	3.0
72.	Technical competence of supervision	3.4	4.4	2.9
73.	Credibility of supervision	3.6	4.4	3.3
74.	Confidence in supervisory performance	3.7	4.5	3.2
75.	Positive interaction with supervisors	3.8	4.6	2.9

"Quality/Achievement/Contribution" was Section IV of the data collection instrument. This section was comprised of three questions each involving specific items. The Likkert Scale was used to measure responses. For Column I, "Item Currently Provided by Company," and Column II, "Item Should Ideally Be Provided by Company," a range of 0 to +5 was used. The theoretical mean computed for these two columns was 2.5 For Column III, "Company's Provision of Item to Job Satisfaction," the Likkert Scale ranging from -5 to +5 was used. For responses in Column III, the theoretical mean of zero was the basis of comparison. Actual mean responses for each item are given in Table 7.

The first question asked the degree to which the company influences the quality and achievement of employee performance. The ratings of the responses to Column I, "Item Currently Provided by Company," ranged above the theoretical mean, 2.5. A significance level above one sigma in excess of the mean was reached by three items: Stresses company loyalty; Increases employee ability to perform job successfully; and, Improves employee ability to perform job independently. The other eleven items were reported between the mean and one sigma over the mean. These eleven items were identified as: Improves individual productivity; Stresses performance appraisal; Stresses job retention; Provides training for related job categories; Improves qualifications of workers; Properly utilizes employees; Considers employee opportunities with proposed technological changes; Fosters positive changed atmosphere for employees; Communicates effects of advancements in the field; Motivates employee to accept challenges; and, Increases employee's confidence in using skills.

The respondent's perception of the items in Column II, " Item Should Ideally Be Provided by Company," was reported on a significance level of over two sigmas above the mean for six of the items. These items were: Provides

training for related job categories; Improves qualifications of workers; Increases employee ability to perform job successfully; Improves employee ability to perform job independently; Properly utilizes employees; and, Motivates employees to accept challenges. A level of above one sigma in excess of the mean was reported for the remaining eight items: Improves individual productivity; Stresses performance appraisal; Stresses job retention; Stresses company loyalty; Considers employee opportunities with proposed technological changes; Fosters positive changed atmosphere for employees; Communicates effects of advancements in the field; and Increases employee's confidence in using skills.

Column III, "Company's Provision of Item to Job Satisfaction," indicated responses which all ranged above the mean to a level in excess of one sigma above the mean. This level was reported for twelve items including: Improves individual productivity; Stresses performance appraisal; Stresses job retention; Provides training for related job categories; Improves qualifications of workers; Stresses company loyalty; Increases employee ability to perform job successfully; Improves employee ability to perform job independently; Properly utilizes employees; Considers employee opportunities with proposed technological changes; Fosters positive changed atmosphere; and Motivates employees to accept challenges. Two items, Communicates effects of advancements in the field and Increases employee's confidence in using skills, reported significance levels between the mean and one sigma.

The greatest significance level was reported for Column II, "Item Should Ideally Be Provided by the Company." Higher significance levels were observed for items relating to improving qualifications of the employees. Items observed as being significant to the company as apparent by higher significance levels computed for responses to Column I, "Item Currently Provided by Company,"

involved loyalty and performance items. Another area of interest, the utilization of employees and motivation of employees to accept challenges was observed as being offered on a lower level than what not only the employee perceived they should be offered, but also lower than the level at which the employee considered these items as important to job satisfaction. The suggestion of this data indicated the lack of emphasis being placed on related training by the company while the employee seemed to consider the training needs significantly more important in the area of quality, achievement and contribution.

TABLE 7

STATISTICAL MEANS OF RESPONSES
CONCERNING THE DEGREE THE COMPANY
INFLUENCES THE QUALITY AND ACHIEVEMENT
OF EMPLOYEE PERFORMANCE IN
QUALITY/ACHIEVEMENT/CONTRIBUTION CATEGORY

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree does the company influence the quality and achievement of employee performance regarding the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
76.	Improves individual productivity	3.4	4.1	2.5
77.	Stresses performance appraisal	3.3	4.1	2.7
78.	Stresses job retention	3.3	4.0	2.8
79.	Provides training for related job categories	3.5	4.2	2.9
80.	Improves qualifications of workers	3.5	4.2	3.0
81.	Stresses company loyalty	3.7	4.2	3.1
82.	Increases employee ability to perform job successfully	3.6	4.1	2.9
83.	Increases employee ability to perform job independently	3.7	4.3	3.4
84.	Properly utilizes employees	3.3	4.2	2.9
85.	Considers employee opportunities with proposed technological changes	3.2	4.0	2.5

Table 7 continued

	Items	Column I: Item Currently Provided By Company	Column II: Item Should Ideally Be Provided By Company	Column III: Company's Provision of Item to Job Satisfaction
86.	Fosters positive changed atmosphere for employee	3.3	4.0	2.8
87.	Communicates effects of advancements in the field	3.1	4.0	2.5
88.	Motivates employees to accept challenges	3.5	4.4	3.0
89.	Increases employee's confidence in using skills	3.6	4.3	3.6

The second question relating to the topic of "Quality/Achievement/Contribution," Section IV, was asked to determine to what degree respondents perceived the monetary compensation practices of the company serving as a positive reward for the employee. The range of 0 to +5 was used on a Likkert Scale for ratings of the items in Column I, "Item Currently Provided by Company," and Column II, "Item Should Ideally Be Provided by Company." A theoretical mean of 2.5 was used as a standard for comparison of actual mean responses reported in Table 8. The third column rated was "Company's Provision of Item to Job Satisfaction." The rating range used in Column III was -5 to +5 on a Likkert Scale which indicated a zero theoretical mean to be used for comparison. The actual means were listed in Table 8.

The responses to Column I, "Item Currently Provided by Company," were above the mean for all items. The item, Amount of sick leave, was rated significantly above the mean, in excess of one sigma more than the mean. The rest of the nine items listed for this question were rated above the mean, but under the one sigma level. These items included: Incomes are adequate for normal expenses; Satisfactory fringe benefits are provided; Overtime pay is provided; Amount of personal leave is adequate; Amount of pay matches responsibilities; Amount of pay comparable to that paid by other companies for similar positions; Amount of pay determined through sound evaluative practices; and, Amount of pay is a major reason to remain with this company.

The responses to the items in Column II, "Item Should Ideally Be Provided by Company," showed a higher significance level overall. Five of the nine items were rated very significantly above the mean, in the range of over two sigmas above the mean. These items included: Incomes are adequate for normal expenses; Satisfactory fringe benefits are provided; Overtime pay is provided;

Amount of sick leave is adequate; and, Amount of pay matches responsibilities. The remaining four items were rated above one sigma over the mean at a significant level. These items were: Amount of personal leave is adequate; Amount of pay comparable to that paid by other companies for similiar positions; Amount of pay determined through sound evaluative practices; and, Amount of pay is a major reason to remain with this company.

The third rating of the items, Column III, "Company's Provision of Item to Job Satisfaction," showed a similiar significance level to that of the same items as being currently provided by the company. As items which contribute to job satisfaction, a significant level of one sigma above the mean was reported for two items including: Satisfactory fringe benefits are provided; and, Overtime pay is provided. The majority of the items, seven items, were rated between the mean and one sigma. These items were identified as: Incomes are adequate for normal expenses; Amount of sick leave is adequate; Amount of personal leave is adequate; Amount of pay matches responsibilities; Amount of pay comparable to that paid by other companies for similiar positions; Amount of pay determined through sound evaluative practices; and, Amount of pay is a major reason to remain with this company.

The responses to this question indicate the importance of monetary compensation to the respondent that was not felt to the same degree by the company. Especially concerning items of pay, there was a significant difference between what is currently provided and should be provided. From the responses at the present time, the items are provided on a lower level which reflects a lower level of job satisfaction, but should be offered on a very significant level as perceived by the employee. An observation of lower job satisfaction with regard to the turnover problem in the banking industry was especially important.

Higher significance levels for overtime pay and fringe benefits as important factors of job satisfaction were also observed. The respondent indicated by these responses that an increased amount of pay for an increased amount of work was very significant for job satisfaction. Overtime pay reached even a higher level of significance than amount of pay. Complimenting this observation was the respondent's perception that amount of pay should be determined through sound evaluative practices and that amount of pay should be congruent with responsibilities. Very significant levels were indicated for these two items in Column II. Another observation indicating the differences between the company and the employee concerning pay was the lower level indicated by the respondent of the item, Amount of pay is a reason to remain with the company.

TABLE 8

STATISTICAL MEANS OF RESPONSES CONCERNING THE DEGREE MONETARY COMPENSATION PRACTICES SERVE AS A POSITIVE REWARD FOR THE EMPLOYEE IN QUALITY/ACHIEVEMENT/CONTRIBUTION CATEGORY

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree do the monetary compensation practices of the company serve as a positive reward for the employee regarding the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
91.	Incomes are adequate for normal expenses	2.8	4.4	2.3
92.	Satisfactory fringe benefits are provided	3.3	4.4	2.9
93.	Overtime pay is provided	3.9	4.5	3.5
94.	Amount of sick leave is adequate	4.0	4.4	3.5
95.	Amount of personal leave is adequate	3.4	4.3	2.6
96.	Amount of pay matches responsibilities	2.9	4.5	2.1
97.	Amount of pay comparable to that paid by other companies for similiar positions	3.1	4.4	2.4
98.	Amount of pay determined through sound evaluative practices	3.1	4.4	2.2
99.	Amount of pay is a major reason to remain with this company	2.6	3.9	1.5

The third question in the section of "Quality/Achievement/Contribution" concerned the degree to which intangible compensation practices of the company served as positive reward to the employee. Likkert Scales ranging from 0 to +5 were used for ratings to Column I, "Item Currently Provided by Company," and Column II, "Item Should Ideally Be Provided by Company." The theoretical mean, 2.5, was the comparison standard for the actual mean for each item. Please refer to Table 9 for actual mean listings. A Likkert Scale was also used for Column III, "Company's Provision of Item to Job Satisfaction." The range for Column III was -5 to +5. The theoretical mean for Column III was zero. Actual means for Column III are also listed in Table 9.

All of the seventeen items listed for this question were reported above the mean in Column I, "Item Currently Provided by Company." Two of these items were reported above one sigma above the mean. These items were: Recognition for quality; and, Recognition for performing well. Fifteen of these items were rated above the mean including: Recognition for acceptance of alternative procedures; Recognition for experimental methods to improve system; Recognition through performance evaluation; Recognition through promotion practices; Recognition of the exertion of extra effort of an increased workload as the situation requires; Recognition of demands other than endurance of a position; Recognition of ability regardless of personal feelings; Recognition of harmonizing attitude toward co-workers; Recognition of capability; Recognition for decision-making; Recognition of abilities to direct others; Recognition of abilities to instruct others; Recognition for judgment and discretion; and Recognition for suggestions.

As items which should be provided by the company, Column II, the respondent's perceptions were consistent. Nine items were rated on a very

significant level, two sigmas above the mean. The items rated in this category were: Recognition for participation in updating skills and retraining; Recognition through performance evaluation; Recognition of harmonizing attitude toward co-workers; Recognition of capability; Recognition for quality work; Recognition for performing well; Recognition of abilities to direct others; Recognition for judgment and discretion; and, Recognition for suggestions.

The respondent's perception of each intangible compensation item rated in Column III, "Company's Provision of Item to Job Satisfaction," showed all items above the mean. Of the seventeen items, six ranged above the level of one sigma in excess of the mean. These items included: Recognition of capability; Recognition for quality work; Recognition for performing well; Recognition for decision-making; Recognition of abilities to direct others; and, Recognition of abilities to instruct others. The eleven remaining items were rated above the mean as the significance of the company's provision of each item to job satisfaction. Included in this level were: Recognition for acceptance of alternative procedures; Recognition for experimental methods to improve system; Recognition for participation in updating skills and retraining; Recognition through performance evaluation; Recognition through promotion practices; Recognition of the exertion of extra effort of an increased workload as the situation requires; Recognition of demands other than endurance of a position; Recognition of ability regardless of personal feelings; Recognition of harmonizing attitude toward co-workers; Recognition for judgment and discretion, and, Recognition for suggestions.

Many of the responses in Column II, "Item Should Ideally Be Provided by Company," were observed to be one significance level above that of the responses to the item in Column I, "Item Currently Provided by Company," and,

Column III, "Company's Provision of Item to Job Satisfaction." Recognition for participation in updating skills and retraining, Recognition through performance evaluation, Recognition of harmonizing attitudes toward co-workers, and, Recognition for suggestions were indicative of this trend.

The recognition of intangible compensation was currently offered by the company, though not to the degree the respondent perceived it should be offered. Especially important to the respondent were items concerning recognition for quality performance of a job and items concerning assuming responsibilities of a position toward decision-making and the instruction of others.

TABLE 9

STATISTICAL MEANS OF RESPONSES CONCERNING THE DEGREE INTANGIBLE COMPENSATION PRACTICES SERVE AS A POSITIVE REWARD FOR THE EMPLOYEE IN QUALITY/ACHIEVEMENT/CONTRIBUTION CATEGORY

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree do the intangible compensation practices of the company serve as a positive reward to the employee regarding the following items?

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
101.	Recognition for acceptance of alternative procedures	3.1	4.0	2.2
102.	Recognition for experimental methods to improve system	3.1	4.0	1.9
103.	Recognition for participation in updating skills and retraining	3.3	4.3	2.5
104.	Recognition through performance evaluation	3.4	4.4	2.5
105.	Recognition through promotion practices	3.3	4.3	2.6
106.	Recognition of the exertion of extra effort of an increased workload as the situation requires	3.1	4.3	2.5
107.	Recognition of demands other than endurance of a position	3.1	4.1	2.3
108.	Recognition of ability regardless of personal feeling	3.2	4.1	2.1
109.	Recognition of harmonizing attitude toward co-workers	3.5	4.1	2.6

Table 9 continued

	Items	Column I Item Currently Provided By Company	Column II Item Should Ideally Be Provided By Company	Column III Company's Provision of Item to Job Satisfaction
110.	Recognition of capability	3.6	4.3	2.8
111.	Recognition for quality work	3.6	4.4	2.9
112.	Recognition for performing well	3.6	4.5	3.1
113.	Recognition for decision-making	3.3	4.3	2.8
114.	Recognition of abilities to direct others	3.4	4.3	2.8
115.	Recognition of abilities to instruct others	3.4	4.3	2.8
116.	Recognition for judgment and discretion	3.4	4.3	2.9
117.	Recognition for suggestions	3.3	4.3	2.4

Part II

The data reported on the data collection instrument were cross tabulated to report the responses to variables by age group. This information indicated the age level most aware and most in need of information about training programs and their contents.

As shown in Table 10, most of the responses by the 16 to 19 year age group identified for items in Section I, "Employee Improvement," were in the 3, 4 and 5 range. These ratings indicated an awareness of the training programs offered by the company. The awareness was due to recent entry-level training of the younger employee upon employment. The percentage level steadily declines as the employee from the higher age brackets responds. A lack of knowledge or lack of training programs being made available to the employee in the 35 to 44 year age group was indicated by lower percentages responding above the 3 rating level in the 35 to 44 age group. All items were indicated by under 60% of this group. The higher statistic found for items relating to job performance rather than personal development in Part I was explained by this trend.

Current training programs existing for the new, younger employee in the different training areas relating to each item was identified. This employee was the employee building a career from the perspective of the company. Since this employee had a longer work life, the company justified a larger budget evidenced by offerings for the younger age group.

Responses to Column II "Item Should Ideally Be Provided by Company" by age group to each item listed in Section I, "Employee Improvement," showed ratings above 3 for all items by the 16 to 19 year age group, especially with regard to training related to career development such as supervision and management training. Table 11 lists the percentage of responses above 3 by age

group to this column. This trend was also indicated in both the 20 to 24 year age group and the 25 to 34 year age group as above 70% of the respondents indicated an above 3 rating for all of the items in Column II, "Item Should Ideally Be Provided by Company." Since it was found that these employees were building a career with the company, these employees would be aware of the different types of training. This employee indicated a conscientious desire for training with a particular end result.

The responses from employees in the 35 to 44 year age group indicated a need for training mainly regarding personal improvement of abilities on the job. A conspicuous absence of desire for training in areas regarding career development was noticed. Obviously, the employee in this age bracket had established a career path and had reached a higher level of this path.

The responses to Column III, "Company's Provision of Item to Job Satisfaction," indicated the importance of the different types of training to the respondent. Percentages of responses above the 3 rating by age group were listed in Table 12.

The younger employee indicated all of the training programs to be important to job satisfaction by at least 70% of the responses being 3 or above. This same level was indicated by the 20 to 24 age group for training related to career development. However, this age group did not place as much emphasis on training traditionally offered in orientation training, such as, the organizational goals and philosophies and organizational policies and practices. The 20 to 24 year old employee had reached a plateau of preferring the emphasis of learning his/her job requirements and self-direction rather than emphasizing the company direction. Indications by responses of 25 to 34 year old respondents ranging above 70% for all of the items except Career/life planning and Legal aspects of

labor were a renewed interest in the broader training needs. A desire for improvement on higher levels was indicated to achieve job satisfaction for the 25 to 34 age level.

As was apparent in the responses to the current training programs by the 35 to 44 year respondent, the trend declined for the 35 to 44 age group that the company's provision of the current item was important to job satisfaction. This was evidenced by the responses of the majority, below 70%, of the items within the 3 to 5 rating levels. Actual percentages for each item are indicated in Table 12. Only the traditional programs were considered by this employee as important to job satisfaction such as, Orientation to new employees, Career/life planning and General education. This type of training although considered important for this employee was not satisfying the wants and needs for the 35 to 44 age group. An expansion of the company's current offerings of training to include training for this employee was indicated.

TABLE 10

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training regarding each of the following items?

		Column I Item Currently Provided By Company			
		Age Group			
	Items	16-19	20-24	25-34	44-45
1.	Orientation to new employees	52%	32%	77%	30%
2.	Supervision and management	88%	89%	85%	53%
3.	Career/Life planning	50%	53%	51%	27%
4.	Employee personal development	71%	62%	80%	50%
5.	Skill development	87%	86%	92%	72%
6.	Consumer education	30%	67%	63%	60%
7.	General education	70%	77%	92%	70%
8.	Job/Design enrichment	86%	58%	61%	65%
9.	Labor relations	83%	80%	72%	58%
10.	Career development	95%	70%	82%	45%
11.	Safety	92%	73%	86%	42%
12.	Legal aspects of labor	96%	50%	61%	58%
13.	Proposed office changes	82%	70%	77%	42%
14.	Organizational plans	82%	78%	68%	60%
15.	Organizational goals and philosophies	70%	77%	87%	60%
16.	Organizational policies and practices	96%	80%	85%	64%

TABLE 11

PERCENTAGES OF ABOVE MEAN REPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training regarding each of the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
1.	Orientation to new employees	92%	90%	100%	83%
2.	Supervision and management	100%	91%	89%	65%
3.	Career/Life planning	70%	95%	70%	76%
4.	Employee personal development	87%	95%	70%	76%
5.	Skill development	87%	95%	100%	82%
6.	Consumer education	95%	93%	97%	72%
7.	General education	100%	89%	100%	80%
8.	Job/Design enrichment	82%	97%	89%	47%
9.	Labor relations	78%	95%	84%	69%
10.	Career development	95%	88%	88%	53%
11.	Safety	68%	88%	89%	63%
12.	Legal aspect of labor	78%	95%	93%	82%
13.	Proposed office changes	80%	77%	100%	56%
14.	Organizational plans	85%	100%	100%	53%
15.	Organizational goals and philosophies	90%	82%	100%	100%
16.	Organizational policies and practices	92%	88%	88%	50%

TABLE 12

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training regarding each of the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
1.	Orientation to new employees	92%	90%	100%	83%
2.	Supervision and management	100%	92%	89%	65%
3.	Career/Life planning	70%	95%	70%	76%
4.	Employee personal development	87%	95%	100%	82%
5.	Skill development	95%	93%	97%	72%
6.	Consumer education	54%	95%	89%	100%
7.	General education	100%	89%	100%	80%
8.	Job/Design enrichment	82%	97%	89%	47%
9.	Labor relations	78%	95%	84%	69%
10.	Career development	95%	88%	88%	53%
11.	Safety	68%	88%	89%	63%
12.	Legal aspect of labor	78%	95%	93%	82%
13.	Proposed office changes	80%	77%	100%	56%
14.	Organizational plans	85%	100%	100%	53%
15.	Organizational goals and philosophies	90%	82%	100%	100%
16.	Organizational policies and practices	92%	88%	88%	50%

The information reported in Table 13 gave the percentage of respondents by age group who responded 3, 4, or 5 to each item listed under the second question in Section I, "Employee Improvement." The second question asked the degree the company provided training through specific delivery systems. Three characteristics were prevalent for all age groups. First, if the employee used the training programs available, he/she was reimbursed to a large degree. Second, very little evaluation of training programs was being done from the perception of the employee on any level. Third, time off during the work day was not provided for the most part for attendance of training programs.

The age group 16 to 19 responded mainly in the 70% range due to the limited experience they have had with training programs other than those of an orientation nature. Although the 16 to 19 age group responded positively to the existence of the programs, this did not indicate a knowledge of the stipulations of attendance. The 20 to 24 year age group and the 25 to 34 year age group indicated a higher percentage of specific delivery systems available to them in the areas of information, enrollment and reimbursement. An indication of the availability of a more diversified training program for the 20 to 24 age group and 25 to 34 age group showed the location of the company's training emphasis. The non-availability of training for the 35 to 44 year age bracket was indicated by the low percentage levels of the responses of above 3 ratings.

The percentages listed in Table 14 of the responses of 3, 4, and 5 ratings to the second question of Section I, "Employee Improvement," were responses to Column II, "Item Should Ideally Be Provided by Company." The second question concerned the specific delivery systems of training programs which should be used by the company from the perception of the employee.

The responses to this question indicated the need and desire for training programs by all age groups. Percentages of responses for the 16 to 19 age level ranged above 86% for all items except Evaluation of training programs and Time off provided for attendance during workday. This was also the trend for the 35 to 44 year old employee. These percentages indicated a high need level for the training in these peripheral groups, 16 to 19 and 35 to 44.

The 20 to 24 age level indicated above 82% responses for all items including Evaluation of training programs and Time off provided during work day. This trend was also observed for the 25 to 34 year age group.

Extremely high percentages were calculated for Open enrollment to any employee in the 20 to 24, 25 to 34, and 35 to 44 age groups. Lower percentages were determined for the 16 to 19 age group. Considering the orientation training available to the lower age group, the need for open enrollment had not been felt as this level.

The responses to Column III, "Company's Provision of Item to Job Satisfaction," above the rating of 3 were identified by age group in percentage form in Table 15. The importance of the specific delivery systems to the job satisfaction of the employee was highlighted by percentages above 77% for all responses to items listed by the 16 to 19 year age level, the 20 to 24 aged group and the 25 to 34 age level. The responses indicated the employees at the earlier stages of work life need more knowledge and skills to remain a viable force in the company as well as to achieve individual career goals. The desire for self-improvement was a factor in employee perceptions of job satisfaction. As indicated, the employee wanted more control over the decision of whether or not he/she would take advantage of the opportunity to attend training programs, as well as an opportunity to evaluate training programs. An independence and assumption of responsibility for personal improvement on the job was indicated.

The company's current provision of each delivery system was influential to a low degree to the job satisfaction of the 35 to 44 age bracket because the 35 to 44 aged employees perceived very low offerings of training programs beneficial to them. As 35 to 44 aged employees saw the status quo, if the company took the responsibility of providing training and selecting attendance, the employee should be reimbursed. However, the desire for more training in the form of more availability of information was indicated by the 70% rating by the 35 to 44 year old respondent. The 70% rating indicated the acceptance of training programs and a desire to be included.

TABLE 13

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training through a delivery system containing each of the following items?

		Column I: Item Currently Provided By Company			
		Age Group			
	Items	16-19	20-24	25-34	35-44
18.	Open enrollment to any employee	78%	82%	98%	68%
19.	Reimbursement for costs incurred	73%	95%	98%	81%
20.	Provision of information about training programs to all employees	70%	81%	87%	53%
21.	Freedom by employee to select/ attend programs	74%	84%	63%	90%
22.	Evaluation of training programs	65%	66%	76%	43%
23.	Time off provided for attendance during work day	73%	63%	74%	43%

TABLE 14

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training through a delivery system containing each of the following items?

		Column II: Item Should Ideally Be Provided By Company — Age Group			
	Items	16-19	20-24	25-34	35-44
18.	Open enrollment to any employee	83%	98%	100%	95%
19.	Reimbursement for costs incurred	86%	90%	87%	71%
20.	Provision of information about training programs to all employees	100%	82%	89%	71%
21.	Freedom by employee to select/ attend programs	86%	98%	100%	94%
22.	Evaluation of training programs	62%	96%	100%	59%
23.	Time off provided for attendance during work day	55%	88%	94%	76%

TABLE 15

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training through a delivery system containing each of the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
18.	Open enrollment to any employee	100%	82%	87%	62%
19.	Reimbursement for costs incurred	79%	90%	97%	85%
20.	Provision of information about training programs to all employees	78%	84%	83%	70%
21.	Freedom by employee to select/ attend programs	81%	79%	97%	39%
22.	Evaluation of training programs	85%	77%	90%	54%
23.	Time off provided for attendance during work day	76%	86%	69%	67%

The third question asked in Section I, "Employee Improvement," was the degree to which training programs were administered from employee preferences regarding thirteen items. Table 16 shows the percentage of responses of above 3 ratings for each item by age group to Column I, "Item Currently Provided by Company."

From the perception of the 16 to 19 year old respondent, programs were currently administered from employee preferences to a small degree. A significant level of percentages occurred in the 60% level. This 60% response related to the orientation training, daytime training, with which this employee was the most familiar. Another area receiving of a higher percentage of responses, 70% was related to college courses available on college campuses to which an entry-level employee had access.

Percentages for the 20 to 24 year old and 30 to 34 year age level were also low with the exception of the current availability of college courses. The lower response was also noted for the 35 to 44 year old group which showed a strong acceptance of college courses used by company training programs. An indication of a willingness on the part of the established employee to increase skills and knowledge was observed.

In response to the items as training that should ideally be administered from employee preferences, Column II, the percentages for all age groups increased to the level of at least 70% as shown in Table 17. An exception for all age levels to the ideal offering of specific delivery systems was weekend scheduling. One hour scheduling per day was indicated more strongly by the age groups from 20 to 24 and 25 to 34 age groups than the 16 to 19 and 35 to 44 age levels as was Vocational-Technical center locations, on-site locations and correspondence study.

Overall, the age levels between 20 to 24 and 25 to 34 were in need of training with very few limitations by employee preferences. The 16 to 19 and 35 to 44 groups required more specific scheduling and locations as a result of employee preferences.

The administration of the training administered from employee preferences as an important factor of job satisfaction, Column III, was indicated more strongly by the 25 to 34 year age bracket. Correspondence to the identification of more current offerings by this age group was apparent. However, especially with regard to college campus or on site locations, importance was indicated by all age groups by above 60%. Emphasis was also placed on the availability of college credit for training programs by all age groups.

The 25 to 34 age level indicated the highest percentages of ratings of 3, 4, or 5, above 70%, for all items with the exceptions of weekend scheduling, limits of one-hour periods and correspondence study. The 25 to 34 age level indicated the greatest satisfaction of need for training by the company regardless of time and location. On the other hand, the least amount of satisfaction was indicated by the 35 to 44 year old group. Six of the items were rated below 3 by these respondents. The company's provision of location and scheduling of training was only suiting the needs of the 35 to 44 year old employee with regard to college courses and one-hour training close to the company.

TABLE 16

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training administered from employee preferences regarding the following items?

		Column I			
		Item Currently Provided By Company			
		Age Group			
	Items	16-19	20-24	25-34	35-44
25.	Programs scheduled during work day	69%	48%	42%	24%
26.	Programs scheduled other than during work day	36%	66%	84%	25%
27.	Programs scheduled on weekends only	32%	21%	18%	0%
28.	Programs scheduled for more than one day	58%	57%	50%	33%
29.	Programs scheduled for one-hour periods per day	33%	49%	56%	31%
30.	Programs located on site	32%	54%	67%	0%
31.	Programs located close to company	59%	64%	57%	0%
32.	Programs located at Vo-Tech centers	0%	0%	58%	0%
33.	Programs located at commercial sites	52%	45%	50%	0%
34.	Programs offered by correspondence study	30%	40%	32%	0%
35.	College credit for training programs	71%	69%	81%	39%
36.	Programs located on college campuses	68%	96%	87%	87%
37.	Certificate of completion for training programs	62%	92%	92%	56%

TABLE 17

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training administered from employee preferences regarding the following items?

		Column II Item Should Ideally Be Provided By Company			
		Age Group			
	Items	16-19	20-24	25-34	35-44
25.	Programs scheduled during work day	80%	87%	90%	95%
26.	Programs scheduled other than during work day	70%	61%	84%	46%
27.	Programs scheduled on weekends only	63%	53%	53%	0%
28.	Programs scheduled for more than one day	76%	72%	84%	55%
29.	Programs scheduled for one-hour periods per day	63%	78%	77%	46%
30.	Programs located on site	55%	88%	80%	62%
31.	Programs located close to company	100%	91%	80%	54%
32.	Programs located at Vo-Tech centers	50%	78%	86%	0%
33.	Programs located at commercial sites	72%	75%	57%	0%
34.	Programs offered by correspondence study	48%	83%	63%	0%
35.	College credit for training programs	71%	77%	81%	77%
36.	Programs located on college campuses	77%	88%	97%	91%
37.	Certificate of completion for training programs	82%	94%	85%	69%

TABLE 18

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

I. EMPLOYEE IMPROVEMENT

To what degree does your company provide training administered from employee preferences regarding the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
25.	Programs scheduled during work day	68%	66%	70%	0%
26.	Programs scheduled other than during work day	56%	56%	76%	0%
27.	Programs scheduled on weekends only	33%	33%	40%	0%
28.	Programs scheduled for more than one day	40%	41%	71%	0%
29.	Programs scheduled for one-hour periods per day	46%	57%	59%	78%
30.	Programs located on site	93%	72%	74%	61%
31.	Programs located close to company	61%	66%	73%	78%
32.	Programs located at Vo-Tech centers	38%	40%	95%	0%
33.	Programs located at commercial sites	43%	48%	83%	57%
34.	Programs offered by correspondence study	42%	42%	38%	0%
35.	College credit for training programs	78%	80%	100%	80%
36.	Programs located on college campuses	83%	73%	100%	70%
37.	Certificate of completion for training programs	79%	70%	86%	50%

The second topic identified on the data collection instrument was "Promotional Climate," Section II. The question under this topic concerned the degree the respondent perceived the company's promotional climate influential to the employees' perception of the possibility of promotion. Responses rated 3, 4, or 5 for each item were cross tabulated by column to report the percentages by age level.

The responses reported for the age level 16 to 19 indicated that the new employee perceived the promotional climate currently provided by the company very limited with regard to the items listed. The limited perception by the 16 to 19 year group was largely due to the newness of this employee. Only with items concerning skill and attitude involved in initial training did the 16 to 19 year level employee see the opportunity for advancement above a 70% level. The other items regarding successive information usually available to older employees were rated on a lower level by the 16 to 19 age group.

As the respondent's age level increased; the percentages increased. The 20 to 24 and 25 to 34 age groups indicated that the current promotional climate was influential in the employee's perception of opportunity with the company. Especially with regard to skills training and management training. Only one item was rated by below 70% of the respondents in the 20 to 24 and 25 to 34 age groups. The below 70% rating was for Communication of future managerial needs. The lower rating would be indicative of the employee's limited knowledge concerning the future of the company. The 20 to 24 age level and 25 to 34 age group, due to an increased length in work history, were more likely to be involved with training for promotional opportunities. As apparent by individuals in these age groups were new employees with college degrees hired into a management training level.

The level of responses decreases for the 35 to 44 age group. This group was only involved with promotional training.

Concerning the employee's perception of each item reported by Column II, "Item Should Ideally Be Offered by Company," higher percentages were reported by each age group for most items especially to items relating to skills and attitudes. Actual percentages are presented in Table 20. Skills and attitudes training was prevalent for the 16 to 19 aged group and the 35 to 44 aged group. Skills and attitudes training and management training were identified for both the 20 to 24 and the 25 to 34 aged group. All items received above 80% levels of responses for both groups.

Percentages reported by the 35 to 44 aged group for items regarding future promotional opportunities were lower than what was being offered. Indications were that training offered on this topic was not beneficial to the 35 to 44 year old employee.

The responses by age group identified in Table 21 indicated the percentage of respondents who felt the items contributed to job satisfaction on a rating level of 3, 4, or 5 concerning the promotional climate of the company. The training for the 16 to 19 aged group contributed to job satisfaction for 70% or more of the respondents. The employee at this level was aware of the opportunities and possibilities for a career with the company. Again, initial training in orientation training characterized this information.

The 20 and 24 age group did not respond on the same level. A trend toward the awareness of the possibilities of promotion with the company was indicated. The employee of 20 to 24 years was aware of a promotional climate being positive through the environment of the company including actual job activity rather than identifying skills training or communication of future career

opportunities in management. Items rated on the 70% to 80% level were indicative of additional or evaluative job responsibilities or observance of promotions of other employees.

The 25 to 34 aged group indicated an upward trend for most items perceived as important to job satisfaction. The satisfaction at this level was indicative of the management training programs which generally characterize training for a 25 to 34 year group. The management training programs were successfully meeting the needs in the area of developing a career-oriented employee for the company at the 25 to 34 aged level.

The trend drastically turns for the 35 to 44 year old employee who perceived little job satisfaction through the promotional climate of the company other than skills and attitude training. Retention of this employee was necessary for the company, but not likely through the apparent promotional climate perceived by this employee.

TABLE 19

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

II. PROMOTIONAL CLIMATE

To what degree does the promotional climate within the company influence the employees' perceptions of possibility of promotion regarding the following items?

		Column I Item Currently Provided by Company Age Group			
	Items	16-19	20-24	25-34	35-44
39.	Evaluation of employee potential for promotion	54%	76%	82%	48%
40.	Development of employee skills and attitudes	79%	74%	84%	0%
41.	In-house promotions	39%	74%	86%	45%
42.	Communication of future managerial needs	54%	60%	63%	28%
43.	Provision of continued learning opportunities	71%	88%	89%	77%
44.	Provision of company's growth-oriented climate	48%	74%	89%	0%
45.	Opportunities to assist with duties of next higher job level	58%	80%	86%	64%
46.	Evaluation of individual for proper initial position placement	58%	80%	78%	64%
47.	Prevention of employee obsolescence	74%	88%	77%	0%

TABLE 20

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

II. PROMOTIONAL CLIMATE

To what degree does the promotional climate within the company influence the employees' perceptions of possibility of promotion regarding the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
39.	Evaluation of employee potential for promotion	68%	90%	97%	93%
40.	Development of employee skills and attitudes	91%	95%	100%	100%
41.	In-house promotions	95%	88%	100%	100%
42.	Communication of future managerial needs	86%	83%	100%	71%
43.	Provision of continued learning opportunities	82%	86%	94%	64%
44.	Provision of company's growth-oriented climate	63%	93%	94%	50%
45.	Opportunities to assist with duties of next higher job level	96%	94%	91%	43%
46.	Evaluation of individual for proper initial position placement	82%	85%	98%	56%
47.	Prevention of employee obsolescence	95%	92%	100%	90%

TABLE 21

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

II. PROMOTIONAL CLIMATE

To what degree does the promotional climate within the company influence the employees' perceptions of possibility of promotion regarding the following items?

		Column III Company's Provision of Item to Job Satisfaction Age Group			
	Items	16-19	20-24	25-34	35-44
39.	Evaluation of employee potential for promotion	81%	80%	79%	39%
40.	Development of employee skills and attitudes	73%	57%	79%	80%
41.	In-house promotions	88%	75%	84%	0%
42.	Communication of future managerial needs	75%	62%	60%	64%
43.	Provision of continued learning opportunities	80%	70%	90%	64%
44.	Provision of company's growth-oriented climate	72%	82%	100%	50%
45.	Opportunities to assist with duties of next higher job level	90%	86%	96%	0%
46.	Evaluation of individual for proper initial position placement	95%	65%	88%	50%
47.	Prevention of employee obsolescence	56%	73%	94%	88%

"Interpersonal Relations" was the third topic of concern on the data collection instrument. Two questions were identified under this topic. Responses were cross tabulated by age group. Percentages of 3, 4 and 5 ratings were computed for each item listed under this topic by column.

The first question asked the respondent the degree the climate for interpersonal relationships within the company was positive. Responses to Column I, "Item Currently Provided by Company," indicated perceptions by age level, Table 22. The 16 to 19 year old respondents perceived that currently interpersonal relations were not stressed to a great extent by the company, especially with regard to items relating to the personal development of the employee. The emphasis placed on skills training for the 16 to 19 age group limited the training available for personal development.

A higher perception was indicated by the 20 to 24 age group by a higher percentage range, 61% to 94%. A difference was indicated in career development items which train the 20 to 24 age level employee in interpersonal relations. The career development training was personal in nature so that the employee perceived a higher level of positive interpersonal relations within the company for all of the items.

The upward trend was observed for the 25 to 34 age level employee with the exception of the assistance of goal setting and utilization of group dynamics. Percentages for the 25 to 34 age level ranged from 70% to 90%.

The 35 to 44 age group perceived a very limited degree of positive interpersonal relations within the company. Only one item, "Co-workers listen," was indicated by 82% of the respondents as currently available. Currently, the employee in the 35 to 44 age level did not perceive the positive interpersonal relations within the company. Training techniques in interpersonal relations

were not apparent or did not exist for the employee past the orientation or career development stage of his/her work life. A lower level of job satisfaction was evident.

Percentages identified in Table 23 were the 3, 4, and 5 level responses of the employee to each item by age to Column II, "Item Should Ideally Be Provided by Company." The trend apparent for the 16 to 19 age group as well as the 20 to 24 and 25 to 34 age levels was that all items listed concerning interpersonal relations within the company should be offered. Percentages ranging above 70% for all items indicated this trend.

Differences occurred in the degree of emphasis observed by each group. The 16 to 19 age group placed more emphasis on items concerning communication, understanding and empathy. The 20 to 24 age group emphasized goal setting, feedback and participation in professional organizations. The employee in the 25 to 34 age level placed more on both communication, understanding and empathy and goal setting, feedback and participation in professional organizations which indicated an increased need for positive interpersonal relations within the company.

Although the 35 to 44 year old respondents did not indicate the high strength overall for all items listed as did the lower age groups, a definite trend of need was indicated in areas of empathy, understanding and feedback. Again, needs related to personal growth rather than career growth were indicated by the 35 to 44 year old respondent.

The responses in Column III, "Company's Provision of Item to Job Satisfaction," were cross tabulated. Percentages of responses above the 3 level were reported by age group in Table 24.

Several items identified the direction taken in interpersonal relations perceived as important to the 16 to 19 year old employee for job satisfaction. The 16 to 19 age level employee perceived items related to the development of the employee to take his/her place as a part of the organization as important to job satisfaction.

The degree of the response of the 20 to 24 aged respondent was not as high as the 16 to 19 age level. However, emphasis identified by responses above 70% were observed for several items relating to the importance of communication, interaction and building the individual's job identity.

The importance of interpersonal relations to job satisfaction was most apparent in the responses of the 25 to 34 aged respondent. Professional improvement, cooperation and communication items were indicated by the highest percentages. The 25 to 34 aged individual reported the importance of the team approach to develop the future of the company through cooperation and communication.

The 35 to 44 year old employee indicated the lowest percentages for all items as important to job satisfaction. Responses indicated the positive interpersonal relations currently offered were non-existent for the 35 to 44 age group as contributing factors to job satisfaction.

TABLE 22

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree is the climate for interpersonal relationships within the company positive regarding the following items?

Column I

Item Currently Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
49.	Builds employee morale	32%	72%	72%	24%
50.	Motivates managers to effectively develop subordinates	63%	70%	78%	26%
51.	Develops two-way cooperation	91%	77%	81%	37%
52.	Builds communication among coworkers and supervisors	68%	64%	84%	42%
53.	Stimulates interaction	43%	67%	87%	37%
54.	Fosters the processes of conflict resolution	52%	75%	84%	26%
55.	Clarifies ethics/values	54%	61%	74%	0%
56.	Utilizes group dynamics	59%	72%	47%	0%
57.	Assists employees in goal setting	52%	63%	59%	0%
58.	Stresses human dignity	46%	78%	72%	63%
59.	Utilizes the team approach	60%	79%	89%	25%
60.	Develops leadership	52%	69%	78%	29%
61.	Recognizes professional organization participation	74%	84%	78%	58%
62.	Provides feedback from superiors	68%	79%	78%	0%
63.	Shows empathy	32%	85%	66%	55%
64.	Understands employee needs	65%	64%	78%	53%

Table 22 continued

		Column I Item Currently Provided by Company Age Group			
	Items	16-19	20-24	25-34	35-44
65.	Uses criticism positively	65%	76%	86%	25%
66.	Assists with stressful situations	50%	84%	78%	24%
67.	Supervisors listen	87%	80%	90%	43%
68.	Co-workers listen	65%	94%	92%	82%
69.	Builds individual's identity on job	78%	86%	86%	62%

TABLE 23

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree is the climate for interpersonal relationships within the company positive regarding the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
49.	Builds employee morale	69%	87%	95%	50%
50.	Motivates managers to effectively develop subordinates	87%	82%	82%	57%
51.	Develops two-way cooperation	86%	87%	85%	57%
52.	Builds communication among co-workers and supervisors	100%	80%	88%	86%
53.	Stimulates interaction	81%	90%	97%	57%
54.	Fosters the processes of conflict resolution	84%	79%	94%	64%
55.	Clarifies ethics/values	100%	93%	85%	46%
56.	Utilized group dynamics	91%	89%	94%	92%
57.	Assists employees in goal setting	87%	90%	82%	44%
58.	Stresses human dignity	90%	76%	100%	71%
59.	Utilizes the team approach	88%	83%	100%	40%
60.	Develops leadership	83%	83%	91%	58%
61.	Recognizes professional organization participation	87%	95%	94%	86%
62.	Provides feedback from superiors	77%	90%	100%	94%
63.	Shows empathy	95%	81%	100%	94%
64.	Understands employee needs	100%	87%	91%	94%

Table 23 continued

		Column II Item Should Ideally Be Provided By Company Age Group			
	Items	16-19	20-24	25-34	35-44
65.	Uses criticism positively	95%	72%	88%	55%
66.	Assists with stressful situations	64%	90%	100%	76%
67.	Supervisors listen	83%	89%	100%	65%
68.	Co-workers listen	83%	87%	91%	65%
69.	Builds individual's identity on job	82%	89%	85%	41%

TABLE 24

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree is the climate for interpersonal relationships within the company positive regarding the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
49.	Builds employee morale	64%	66%	71%	60%
50.	Motivates managers to effectively develop subordinates	86%	59%	78%	70%
51.	Develops two-way cooperation	87%	70%	97%	50%
52.	Builds communication among coworkers and supervisors	59%	74%	90%	0%
53.	Stimulates interaction	80%	70%	92%	55%
54.	Fosters the processes of conflict resolution	72%	75%	69%	56%
55.	Clarifies ethics/values	64%	62%	74%	56%
56.	Utilized group dynamics	55%	62%	69%	0%
57.	Assists employees in goal setting	67%	61%	66%	0%
58.	Stresses human dignity	57%	64%	92%	67%
59.	Utilizes the team approach	80%	61%	100%	0%
60.	Develops leadership	94%	63%	89%	56%
61.	Recognizes professional organization participation	88%	65%	100%	0%
62.	Provides feedback from superiors	79%	63%	81%	0%
63.	Shows empathy	72%	73%	69%	79%
64.	Understands employee needs	60%	72%	72%	0%

Table 24 continued

		Column III Company's Provision of Item to Job Satisfaction Age Group			
	Items	16-19	20-24	25-34	35-44
65.	Uses criticism positively	59%	65%	93%	0%
66.	Assists with stressful situations	93%	86%	80%	50%
67.	Supervisors listen	95%	74%	92%	54%
68.	Co-workers listen	71%	76%	93%	0%
69.	Builds individual's identity on job	59%	76%	79%	46%

The second question under "Interpersonal Relations" asked the degree the listed items concerning supervisory performance and competence were perceived by the employee as important indications of job satisfaction. Percentages of responses in the 3, 4, and 5 level by age group for Column I, "Item Currently Provided by Company" were listed in Table 25.

To the 16 to 19 year old employee the perception of the competence and performance of supervisors is very important to job satisfaction. This importance was emphasized to a higher degree by the 20 to 24 year old employee. Supervisors as role models for the new and the career-oriented employee were important as indicated by the responses, but not to the level that all interactions were positive. However, positive interactions were important especially to maintain communication and motivation.

The 20 to 24 age level placed the greatest emphasis on the importance of the employee's perception of supervision. The 20 to 24 year old employee was more cognizant of the importance of the perception of supervision as the 20 to 24 year old viewed his/her career in management.

The 25 to 34 year old group placed importance on the current perception of supervision, but not to the same degree as the 20 to 24 year old employee. This 25 to 34 year old employee was developing more independence with the company which let the 25 to 34 age group more objectively evaluate the influence of the supervisor as a role model. An objective evaluation was apparent to a larger degree in the responses of the 35 to 44 year old group who indicated the importance of the employee's perceptions of the supervisor's performance and competence as relatively unimportant to job satisfaction.

Percentages of responses ranging from 3 to 5 by age level to Column II, "Item Should Ideally Be Provided by Company" were identified in Table 26. The

perceptions of the respondents for all items listed concerning the competence and performance of the supervision indicated that the supervision as a role model form should be positively apparent to all age groups. Only two items, Technical competence of supervision and Credibility of Supervision, were identified by the 35 to 44 age group below 70% as should be provided.

Table 27 identified the percentages by age group of responses above 3 as important to job satisfaction. The 16 to 19 year old group indicated greater importance of the employee's perception of the credibility of supervision and the positive interaction with supervision. The 16 to 19 year age level, an employee who has usually been with the company for a short time, did not have enough experience to evaluate his/her supervisors on technical competence, but preferred at this stage to work with and believe in the supervision.

The 20 to 24 year old group placed more emphasis on all of the items as evaluations perceived to be important to job satisfaction. Respect for authority was the least influential item which indicated it was more important to job satisfaction for the 20 to 24 year old employee to know the supervisor performed the job competently than to have a high personal evaluation of the supervisor.

On the other hand, the 25 to 34 year old employee placed more emphasis on respect than technical competence. The employee's respect for supervision was the crucial factor to job satisfaction for the 25 to 34 year old employee. It was interesting to note the only emphasis placed by the 35 to 44 age group was on respect, confidence and interaction with supervisors. The actual job performance did not effect the perception of the 35 to 44 year old employee's job satisfaction. A higher level of job independence was indicated by the responses of the 35 to 44 age level.

TABLE 25

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree are the following employee perceptions important as indications of job satisfaction regarding the following items?

Column I

Item Currently Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
71.	Respect for authority	74%	94%	85%	67%
72.	Technical competence of supervision	78%	81%	86%	28%
73.	Credibility of supervision	92%	91%	89%	61%
74.	Confidence in supervisory performance	95%	91%	80%	72%
75.	Positive interaction with supervisors	88%	80%	83%	44%

TABLE 26

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree are the following employee perceptions important as indications of job satisfaction regarding the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
71.	Respect for authority	68%	90%	100%	79%
72.	Technical competence of supervision	100%	87%	91%	64%
73.	Credibility of supervision	87%	100%	100%	57%
74.	Confidence in supervisory performance	70%	87%	91%	100%
75.	Positive interaction with supervisors	100%	89%	90%	92%

TABLE 27

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

III. INTERPERSONAL RELATIONS

To what degree are the following employee perceptions important as indications of job satisfaction regarding the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
71.	Respect for authority	60%	68%	97%	70%
72.	Technical competence of supervision	60%	88%	76%	0%
73.	Credibility of supervision	87%	92%	80%	0%
74.	Confidence in supervisory performance	56%	77%	72%	70%
75.	Positive interaction with supervisors	80%	75%	89%	70%

Section IV, "Quality/Achievement/Contribution," on the data collection instrument listed three questions containing specific items to which the employee responded. These responses were cross tabulated by age group to report the percentages of level 3, 4, and 5 responses.

The first question under "Quality/Achievement/Contribution" asked the degree the company influenced the quality and achievement of employee performance. Percentages of responses to each item listed under this question in Column I, "Item Currently Provided by Company," were listed in Table 28 by age level.

Currently, the perception of the 16 to 19 year old employee indicated the company placed the emphasis on job performance training. The viewpoint of the 16 to 19 year old employee was a result of the entry-level position of this employee who must concentrate on learning skills for job performance to be successful.

The emphasis of the company was more diversified from the perception of the 20 to 24 year old group. A perception showing more emphasis on development and retention was placed on training by the 20 to 24 year old employee. The trend was more apparent as the age of the respondent increased.

The 25 to 34 year old group perceived higher levels of the company's influence on achievement and quality of employee performance in job performance related items, but little influence of performance with regard to future changes. Training for the 25 to 34 year level employee on the basis of job performance was currently done for short range objectives.

The 35 to 44 age group indicated higher levels of the company's influence of quality and achievement especially in the areas of performing the job successfully and independently. Lower influences were identified for evaluation,

retention and loyalty. It was perceived by the 35 to 44 year old group, that the company no longer stressed improvement for an increased position with the company.

The responses were reported in percentage form by age groups in Table 29 to each item as the item should ideally be influential in the quality and achievement of employee performance. The responses were perceived overall as more important to all of the age groups. The responses by the age groups, 16 to 19, 20 to 24, and 25 to 35, for each item were above 70%.

Some observations were apparent among the different age levels. Increased emphasis was placed by the 16 to 19 age level on areas of job retention and loyalty which reflected this employee's intentions of developing the job into a career. Emphasis was placed more uniformly by the 20 to 24 year group stressing the importance of all areas. However, a higher level was indicated by the 20 to 24 year level for the company's influence on the quality and achievement of qualifications, skills and utilization of employees. The emphasis placed by the 25 to 34 year level was increased with regard to quality and achievement with proposed changes and communication of advancement. A more sophisticated career outlook was apparent for the employee of this level. Although the 35 to 44 year group did not rank all of the items to the same degree of the rankings of previous groups, emphasis was placed in certain areas of the company's influence of quality and achievement of employee performance with regard to items concerning proposed technological changes, job retention and company loyalty. The 35 to 44 year old employee also perceived an influence from the company's standpoint of quality and achievement through the necessity of giving the 35 to 44 aged employee a future outlook with the company.

Table 30 reported the respondent's answers by age group on a 3, 4, or 5 level to the provision of each item regarding the company's influence of quality and achievement on employee performance to job satisfaction, Column III of the data collection instrument.

The areas indicated by the 16 to 19 year age group as influential to job satisfaction were centered around career-oriented items. The 16 to 19 year old employee perceived the company's influence in the quality and achievement of performance regarding retention, qualifications, job performance, and motivation as most important to job satisfaction.

The 20 to 24 year level placed wider degrees of emphasis on the same areas as the 16 to 19 year old group. In addition the 20 to 24 year level employee emphasized productivity and communication of advancements as important to job satisfaction.

The 25 to 34 year old employee perceived the company's influence of quality and achievement as very important to job satisfaction to a high degree as did the previous age level. More emphasis on job performance for future promotional possibilities was placed by the 25 to 34 age group.

The responses of the 35 to 44 age level employee indicated a much lower perception of the importance of the company's influence on the quality and achievement of the employee's job performance. The only area the 35 to 44 age level respondent perceived value to job satisfaction was in developing company loyalty and utilizing employees. These responses showed the need of the employee of the 35 to 44 age group for positive influence even though his/her career with the company had been established.

TABLE 28

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree does the company influence the quality and achievement of employee performance regarding the following items?

Column I

Item Currently Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
76.	Improves individual productivity	64%	85%	81%	76%
77.	Stresses performance appraisal	87%	65%	92%	37%
78.	Stresses job retention	46%	86%	80%	36%
79.	Provides training for related job categories	86%	74%	86%	62%
80.	Improves qualifications of workers	88%	79%	83%	83%
81.	Stresses company loyalty	71%	88%	75%	54%
82.	Increases employee ability to perform job successfully	91%	87%	91%	95%
83.	Improves employee ability to perform job independently	78%	85%	89%	81%
84.	Properly utilizes employees	91%	85%	62%	76%
85.	Considers employee opportunities with proposed technological changes	86%	75%	59%	74%
86.	Fosters positive changed atmosphere for employee	73%	79%	66%	63%
87.	Communicates effects of advancements in the field	41%	63%	37%	90%
88.	Motivates employees to accept challenges	59%	77%	80%	72%
89.	Increases employee's confidence in using skills	82%	84%	83%	71%

TABLE 29

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree does the company influence the quality and achievement of employee performance regarding the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
76.	Improves individual productivity	81%	92%	83%	77%
77.	Stresses performance appraisal	81%	83%	97%	83%
78.	Stresses job retention	100%	89%	91%	94%
79.	Provides training for related job categories	82%	84%	88%	94%
80.	Improves qualifications of workers	82%	95%	94%	39%
81.	Stresses company loyalty	90%	89%	97%	94%
82.	Increases employee ability to perform job successfully	85%	89%	87%	65%
83.	Improves employee ability to perform job independently	71%	89%	89%	78%
84.	Properly utilizes employees	81%	97%	94%	39%
85.	Considers employee opportunities with proposed technological changes	80%	76%	100%	100%
86.	Fosters positive changed atmosphere for employee	85%	85%	97%	88%
87.	Communicates effects of advancements in the field	91%	85%	100%	89%
88.	Motivates employees to accept challenges	76%	80%	92%	67%
89.	Increases employee's confidence in using skills	90%	90%	89%	61%

TABLE 30

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree does the company influence the quality and achievement of employee performance regarding the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
76.	Improves individual productivity	76%	87%	86%	64%
77.	Stresses performance appraisal	86%	85%	92%	46%
78.	Stresses job retention	93%	93%	85%	0%
79.	Provides training for related job categories	65%	68%	93%	0%
80.	Improves qualifications of workers	94%	69%	97%	0%
81.	Stresses company loyalty	69%	70%	78%	70%
82.	Increases employee ability to perform job successfully	63%	80%	84%	55%
83.	Improves employee ability to perform job independently	84%	88%	93%	58%
84.	Properly utilizes employees	86%	93%	89%	77%
85.	Considers employee opportunities with proposed technological changes	75%	59%	91%	46%
86.	Fosters positive changed atmosphere for employee	46%	83%	92%	0%
87.	Communicates effects of advancements in the field	57%	81%	86%	60%
88.	Motivates employees to accept challenges	88%	78%	90%	0%
89.	Increases employee's confidence in using skills	94%	75%	83%	60%

The degree monetary compensation practices of the company serve as a positive reward for the employee was the second question of Section IV, "Quality/Achievement/Contribution." The responses were cross tabulated by age level and reported in percentage form. Table 31 lists percentages of level 3, 4, and 5 responses to this question to Column I, "Item Currently Provided by Company."

The compensation practices perceived by the 16 to 19 year old group as positive rewards were in the provision of sick leave and the evaluation process used to determine the amount of pay. Items relating to adequacy of amounts of compensation were rated by the 16 to 19 year old on a 60% level. The observation that fringe benefits were not apparent to the 16 to 19 year old employee due to the eligibility time standards generally set for this compensation was made.

The 20 to 24 age group saw the provision of sick leave and the provision of fringe benefits and overtime pay as positive rewards. The 20 to 24 year old agreed with the 16 to 19 year old group that items relating to the adequacy of dollar amounts of compensation were acceptable on a 60% level. As the age of the respondent increased, the ratings of the adequacy of dollar compensation decreased. Only 47% of the 25 to 34 age level respondents considered pay a major reason to remain with the company, while current provision of monetary compensation in the fringe benefit, overtime and leave areas remained on a higher level to the 25 to 34 age level. A reduction was detected in the percentages reported by the 35 to 44 year old group in which the only item above the 50% level was amount of sick leave provided. None of the respondents in the 35 to 44 year old group indicated pay to be a major reason to remain with the company. The observation made that the bank was relying on non-monetary compensation practices to retain its employee.

Responses of 3, 4, and 5 were reported for Column II, "Item Should Ideally Be Provided by Company," by age group. These responses were reported in Table 32 in percentage form.

The 16 to 19 year old group considered that the amount of pay should definitely be a reason to remain with the company as did the 35 to 44 age group. An indication of the inadequacy of pay for employees other than those in the management training or a career path was evidenced. The 16 to 19 year old employee placed more emphasis on the need for leave although a reflection of the low pay scale was detected in all responses being above 70% to items relating to how the company should increase the importance of monetary compensation practices as positive reward for the employee.

The 20 to 24 age level considered all items important for the company to offer especially with regard to pay. However, in the 20 to 24 age group's responses, an indication of the importance of items other than pay as major reasons to remain with the company was observed. Considering the work stage and career opportunities available to this employee, the availability of other career factors should also be considered.

The 25 to 34 year old considered all items concerning the monetary compensation important to the level of at least 60% as items which should be offered by the company as positive reward. However, the 25 to 34 age level employee emphasized the necessity of overtime pay. The higher percentage reflected the salary schedule of the management training program and higher level employees.

Ninety-three percent of the 35 to 44 age group considered the necessity of pay being a major reason to remain with the company. The 35 to 44 year old employee was not receiving the monetary advantages of the younger employee.

The disillusionment of the 35 to 44 aged employee with the monetary compensation practices were reflected in the low percentages of the items concerning pay. An observation was made that the overall increase of the pay level for 35 to 44 age group was necessary for the 35 to 44 age level to reach a point that other factors could be used to differentiate between responsibility levels.

Responses by age level to items relating monetary compensation to job satisfaction were shown in Table 33. The most important compensation items to job satisfaction for the employee in both the 16 to 19 year old groups and the 20 to 24 year level were fringe benefits and leave compensation. The higher responses to fringe benefits and leave compensation showed the employee's awareness of not only the lower level of beginning salaries, but the importance of fringe benefits and leave.

The 25 to 34 year old was not only concerned with leave time being important to job satisfaction, but also emphasized income and overtime pay. An indication of the work stage this employee was approaching was evident. From this point, the 25 to 34 year old group reflected the knowledge that monetary compensation by promotion was limited due to the peak of the career cycle. A reflection of this attitude was observed in the 35 to 44 year old group. The overtime pay and provision of leave was more important to job satisfaction for the 35 to 44 year old employee indicating the lack of monetary motivation for job satisfaction.

The amount of pay as a minor reason to remain with the company as an influencing factor of job satisfaction by all age levels were shown as very low, below 70%. These percentages indicated that to retain this employee, monetary compensation practices needed improvement or motivation from other areas would have to become more important to the employee.

TABLE 31

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree do the monetary compensation practices of the company serve as a positive reward for the employee regarding the following items?

Column I

Item Currently Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
91.	Incomes are adequate for normal expenses	61%	68%	54%	36%
92.	Satisfactory fringe benefits are provided	64%	80%	74%	27%
93.	Overtime pay is provided	61%	79%	75%	43%
94.	Amount of sick leave is adequate	94%	91%	80%	75%
95.	Amount of personal leave is adequate	66%	65%	68%	41%
96.	Amount of pay matches responsibilities	65%	63%	54%	29%
97.	Amount of pay comparable to that paid by other companies for similiar positions	64%	68%	75%	40%
98.	Amount of pay determined through sound evaluative practices	86%	63%	64%	44%
99.	Amount of pay is a major reason to remain with this company	65%	57%	47%	0%

TABLE 32

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree do the monetary compensation practices of the company serve as a positive reward for the employee regarding the following items?

Column II

Item Should Ideally Be Provided By Company

	Items	Age Group 16-19	20-24	25-34	35-44
91.	Incomes are adequate for normal expenses	74%	98%	91%	61%
92.	Satisfactory fringe benefits are provided	68%	88%	88%	61%
93.	Overtime pay is provided	83%	79%	100%	75%
94.	Amount of sick leave is adequate	91%	81%	85%	72%
95.	Amount of personal leave is adequate	91%	86%	94%	64%
96.	Amount of pay matches responsibilities	70%	87%	94%	69%
97.	Amount of pay comparable to that paid by other companies for similiar positions	73%	77%	88%	71%
98.	Amount of pay determined through sound evaluative practices	70%	78%	86%	71%
99.	Amount of pay is a major reason to remain with this company	100%	87%	86%	93%

TABLE 33

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

To what degree do the monetary compensation practices of the company serve as a positive reward for the employee regarding the following items?

Column III

Company's Provision of Item to Job Satisfaction

	Items	Age Group 16-19	20-24	25-34	35-44
91.	Incomes are adequate for normal expenses	60%	61%	82%	67%
92.	Satisfactory fringe benefits are provided	95%	78%	69%	67%
93.	Overtime pay is provided	73%	88%	81%	80%
94.	Amount of sick leave is adequate	85%	70%	82%	78%
95.	Amount of personal leave is adequate	95%	53%	67%	50%
96.	Amount of pay matches responsibilities	62%	47%	62%	58%
97.	Amount of pay comparable to that paid by other companies for similiar positions	68%	63%	59%	58%
98.	Amount of pay determined through sound evaluative practices	68%	62%	67%	46%
99.	Amount of pay is a major reason to remain with this company	69%	54%	58%	64%

The third question in Section IV, "Quality/Achievement/Contribution," on the data collection instrument concerned the degree to which intangible compensation practices of the company served as a positive reward to the employee. Percentages of responses to this question by age group in Column I, "Item Currently Provided by Company," were listed in Table 34.

To the 16 to 19 year old employee, the intangible compensation practices in the form of recognition for job performance were currently offered from the perception of at least 75% of the respondents on the 3, 4, or 5 level. Items which reflected lower percentages by the 16 to 19 year old respondent were indicated for items with which an entry-level employee would have little or no experience. The positive recognition of intangible compensation practices for the entry-level employee was evidenced through working with the entry-level employee to train him or her in initial skills and procedures necessary to become competent in the position.

The trend of recognition and intangible compensation declines as indicated by the 20 to 24 year old employee with the exception of recognition for the assumption of additional responsibilities to importance of skills and retraining to be shown through promotion and decision-making. The 20 to 24 year age group was no longer recognized for entry-level performance. The recognition was given for management level performance.

For the 25 to 34 year old level, emphasis was placed on learning new activities. An indication of promotion to a position of higher responsibility by the majority of the 25 to 34 aged respondent was observed. The 25 to 34 age level employee was recognized in much the same manner as the entry-level employee. Areas of job capability and performance received higher percentages.

The 35 to 44 year old employee received the least amount of intangible compensation. Several areas of recognition were indicated by employees of the 35 to 44 age level to be under 50% as currently being offered. Considering the low degree of both monetary and intangible compensation as positive reward for this group, retention would be difficult.

High degrees of percentage levels were observed by all age group responses to each item in Column II, "Item Should Ideally Be Provided by Company." By the higher percentages, the respondent indicated the importance of intangible compensation practices.

Emphasis by the 16 to 19 year old group was placed especially on items concerning objective job performance other than endurance and skills and new methods to improve the system. Apparently, as has been indicated previously, the acceptance of the 16 to 19 age level employee on an equal level with older employees is a very important compensation practice.

Needed acceptance and recognition of the 20 to 24 year old employee was indicated by the recognition of ability to instruct others and accept new methods and procedures. Recognition of this employee as more than an entry-level employee was indicated by above 70% responses to each item.

The 25 to 34 year old employee desired the higher recognition for all items by not less than an 84% response. The 25 to 34 age group was at the peak of the promotional step of the career level at which recognition was critical in all areas other than monetary.

The 35 to 44 year old respondent indicated a high level of recognition desired from the company for most items concerning training and promotion. An indication by the responses of the 35 to 44 age group was the prevalence of the desire to proceed on the job to higher job and compensation levels through recognition and training programs.

The importance of the intangible compensation practices to job satisfaction by age level was indicated by responses of 3, 4, and 5 to Column III, "Company's Provision of Item to Job Satisfaction." Percentages by age group were shown in Table 36.

The reflection of the high levels of intangible compensation practices for the 16 to 19 year old employee were important to the job satisfaction of the 16 to 19 year old employee as evidenced by percentage levels above 70% for all items except Recognition for judgment and discretion and Recognition for demands other than endurance. Positive reinforcement through recognition gave needed initial confidence and job satisfaction to the entry-level employee of his/her ability to perform the functions of the position satisfactorily.

The 20 to 24 year old employee considered the importance of intangible compensation to a lesser degree. The lower level corresponded to the 20 to 24 age group responses to the current offerings of intangible compensation practices. The areas the 20 to 24 age level considered the most important for recognition to be offered was capable, quality performance and working with and instructing others. However, areas not included to a high degree by the 20 to 24 age group as important to job satisfaction concerned recognition for instruction of others, new methods and objectivity in recognition.

Again the 25 to 34 age group was more aware of the importance of recognition in the areas of intangible compensation to job satisfaction especially in areas concerning higher level management performance and job performance. The percentages for all items by this age group were above 67%. The outward recognition of professional accomplishments were not only important to the 25 to 34 year old employee for personal satisfaction, but also professional satisfaction.

The responses of the 35 to 44 year old group indicated a lack of job satisfaction from the intangible compensation practices of the company which were currently offered to a very low degree. Apparently, the 35 to 44 age level employee needed recognition in some form suitable to his/her work stage to influence job satisfaction.

TABLE 34

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

To what degree do the intangible compensation practices of the company serve as positive reward to the employee regarding the following items?

Column I

Item Currently Provided By Company

Items	Age Group 16-19	20-24	25-34	35-44
101. Recognition for acceptance of alternative procedures	86%	69%	69%	44%
102. Recognition for experimental methods to improve system	86%	67%	74%	72%
103. Recognition for participation in updating skills and retraining	53%	95%	91%	82%
104. Recognition through performance evaluation	72%	71%	82%	61%
105. Recognition through promotion practices	64%	82%	80%	50%
106. Recognition of the exertion of extra effort of an increased workload as the situation requires	59%	78%	51%	28%
107. Recognition of demands other than endurance of a position	73%	65%	79%	33%
108. Recognition of ability regardless of personal feeling	78%	80%	71%	28%
109. Recognition of harmonizing attitude toward co-workers	95%	80%	88%	28%
110. Recognition of capability	85%	80%	94%	33%
111. Recognition for quality work	90%	90%	91%	33%

Table 34 continued

Items	Column I: Item Currently Provided By Company — Age Group 16-19	20-24	25-34	35-44
112. Recognition for performing well	85%	84%	94%	28%
113. Recognition for decision-making	65%	73%	82%	28%
114. Recognition of abilities to direct others	90%	82%	91%	0%
115. Recognition of abilities to instruct others	80%	74%	93%	0%
116. Recognition for judgment and discretion	85%	72%	89%	0%
117. Recognition for suggestions	75%	68%	85%	28%

TABLE 35

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

To what degree do the intangible compensation practices of the company serve as positive reward to the employee regarding the following items?

		Column II Item Should Ideally Be Provided By Company Age Group			
	Items	16-19	20-24	25-34	35-44
101.	Recognition for acceptance of alternative procedures	80%	100%	100%	94%
102.	Recognition for experimental methods to improve system	95%	97%	96%	94%
103.	Recognition for participation in updating skills and retraining	96%	86%	91%	82%
104.	Recognition through performance evaluation	85%	70%	91%	63%
105.	Recognition through promotion practices	80%	86%	91%	82%
106.	Recognition of the exertion of extra effort of an increased workload as the situation requires	55%	83%	84%	63%
107.	Recognition of demands other than endurance of a position	100%	81%	100%	44%
108.	Recognition of ability regardless of personal feeling	100%	82%	100%	63%
109.	Recognition of harmonizing attitude toward co-workers	80%	97%	100%	62%
110.	Recognition of capability	85%	89%	94%	63%
111.	Recognition for quality work	80%	76%	91%	63%

Table 35 continued

	Items	Column II: Item Should Ideally Be Provided By Company — Age Group 16-19	20-24	25-34	35-44
112.	Recognition for performing well	65%	81%	94%	63%
113.	Recognition for decision-making	80%	76%	91%	56%
114.	Recognition of abilities to direct others	85%	92%	88%	56%
115.	Recognition of abilities to instruct others	80%	97%	100%	63%
116.	Recognition for judgment and discretion	85%	86%	88%	75%
117.	Recognition for suggestions	65%	73%	97%	63%

TABLE 36

PERCENTAGES OF ABOVE MEAN RESPONSE LEVELS BY AGE GROUP

To what degree do the intangible compensation practices of the company serve as positive reward to the employee regarding the following items?

		Column III Company's Provision of Item to Job Satisfaction Age Group			
	Items	16-19	20-24	25-34	35-44
101.	Recognition for acceptance of alternative procedures	87%	62%	69%	0%
102.	Recognition for experimental methods to improve system	72%	39%	70%	0%
103.	Recognition for participation in updating skills and retraining	82%	63%	86%	0%
104.	Recognition through performance evaluation	94%	70%	85%	0%
105.	Recognition through promotion practices	86%	77%	89%	0%
106.	Recognition of the exertion of extra effort of an increased workload as the situation requires	93%	81%	89%	46%
107.	Recognition of demands other than endurance of a position	69%	71%	85%	0%
108.	Recognition of ability regardless of personal feeling	75%	53%	67%	42%
109.	Recognition of harmonizing attitude toward co-workers	76%	82%	92%	0%
110.	Recognition of capability	82%	73%	93%	39%
111.	Recognition for quality work	83%	81%	87%	39%

Table 36 continued

	Items	Column III: Company's Provision of Item to Job Satisfaction — Age Group 16-19	20-24	25-34	35-44
112.	Recognition for performing well	84%	85%	90%	50%
113.	Recognition for decision-making	94%	71%	76%	0%
114.	Recognition of abilities to direct others	88%	85%	85%	0%
115.	Recognition of abilities to instruct others	94%	68%	92%	50%
116.	Recognition for judgment and discretion	59%	74%	100%	46%
117.	Recognition for suggestions	88%	74%	87%	64%

Summary

The purpose of Chapter IV was to present the analyses of data collected for the items listed in the four sections of the data collection instrument. The responses were obtained from 140 banking employees from banks in Oklahoma County.

The analyses of the data were presented to illustrate the respondents' perceptions of currently offered training programs, the respondents' perceptions of training programs which should ideally be offered by the company, and the respondents' perceptions of how training programs contribute to job satisfaction. The major sections, questions and items were presented by question in the same order as listed on the data collection instrument.

In Part I the data reported for 118 items by column were computed statistically, listed in tables and reported by the comparison of each item's actual mean to the theoretical mean established for that column. The significance level was indicated by identifying the standard deviation from the theoretical mean. Part II presented the data reported for the 118 items in each column as cross tabulated by age group. The percentage level of responses reported in the 3, 4, or 5 degree was computed, identified in tabular form and presented to determine the significant levels of concentration of training programs currently provided or necessary as perceived by the respondents.

CHAPTER V

SUMMARY

Introduction

Questions to be investigated in this research study were presented in Chapter I. Chapter II reviewed literature, past and present, related to training programs and job satisfaction. Chapter III presented the methodology by which the research was conducted. In Chapter IV data collected by the data collection instrument were reported. Chapter V summarizes: the problems of the study; the procedures used to conduct the study; the findings of the study; and, recommendations for further study.

Problem

Employees' perceptions were identified concerning their training and job satisfaction. Specific areas concerning employees' perceptions of factors relating to the current training; the ideal environment; and, job satisfaction were investigated.

Procedures

An exhaustive study of related literature, past and present, regarding the office workers' environment, training and job satisfaction was conducted. Sources from the ERIC, ABI and Comprehensive Dissertation Indices included books, abstracts, journals, dissertations and periodicals.

The banking industry was selected for the study due to the extensive use of training programs and availability of office workers. The population of the study was limited to 140 banking employees in Oklahoma County.

The data collection instrument was designed to collect pertinent information. The instrument was reviewed by a panel of industry experts, revised, and validated by a pilot study. The American Institute of Banking was contacted to identify persons who were employed in banks in Oklahoma County. The distribution of the data collection instrument was the personal responsibility of the researcher. The researcher distributed, collected and checked the data collection instrument for completeness during the first meeting of the AIB classes.

The data were coded, keypunched and verified in preparation for computer analyses using the Statistical Package for the Social Sciences, (SPSS). Programs used were Condescriptive, Frequencies, and Crosstabs. Actual means of each item derived from computer analyses were compared to theoretical means to determine significance. Percentages of above-mean responses were determined by age group by cross tabulation to obtain an indication of the areas of predominance of training and job satisfaction.

Findings

Nine major questions were investigated in this study. The findings of this study concerning these questions were summarized by question.

To what degree did the company provide training?

From the perceptions of the employees the strength of training currently provided by the company was concentrated in skill-related orientation training and management training. Although training was perceived as being provided, the respondents indicated a strong desire for an increase in training not only in these areas, but also in career development areas. Especially the respondents in the higher age levels desired more training programs being made available at those levels as very little training was currently provided to these employees.

To what degree did the company provide training through specific delivery systems?

Currently the most prominent delivery systems known to the employees were through college campus and on-site programs. These systems were very satisfactory to the employees and received strong support to be continued. Convenience was more important to the employees of the lower and higher age levels. On-site training seemed to be more important while the middle age groups did not show the same degree of concern for convenience of the program.

Certification or college credit was also deemed necessary to be continued. The employees perceived it necessary to be recognized for their accomplishments obtained through increased training.

To what degree did the company provide training administered from employee preferences?

The major finding in this area concerned the provision of the training program during the work day so that time from the work day was allocated for training purposes. The perceptions from the respondents concerning the current status of the administration of training were that most of the training was allocated on this basis, but not to the scale that it was needed. The older employees perceived very little training administered from their preferences which indicated much of the training existed on an orientation or management training level.

The importance of training administered from the employees' preferences were also indicated as important as a part of job satisfaction. The employees intimated that they would be very positive in taking a part of the responsibility for their training in the form of program planning.

To what degree does the promotional climate within the company influence the employees' perceptions of possibility of promotion?

A high level of significance was placed on a growth-oriented promotional climate within the company concerning not only skills improvement, but also attitude orientation. The employees perceived a need to improve the communication not only of future management needs, but also to prevent employee obsolescence. The importance of the inner need to achieve one's own goals was reflected in the responses to this question. The recognition by the company of the employees' personal needs for training as well as personal promotion was indicated necessary to be provided by the company's promotional climate.

To what degree is the climate for interpersonal relationships within the company positive?

The climate for interpersonal relationships within the company was perceived positively especially when concerning performance related items. Interpersonal relationships needed to function within the company were more apparent than interpersonal relationships needed to develop the employees to a degree of involvement in decision-making such as goal-setting and group dynamics.

The responses of the employees to this question indicated the need and desire of the employees to become a more viable force within the company. Interaction not only between employees, but between employees and management was perceived as important to job satisfaction. The group orientation and team approach was influential to the employees' satisfaction which reflects the need for a high level of self-esteem of the employees in the company.

To what degree are the employees' perceptions important as indications of job satisfaction?

Perceiving the competence in the supervisory staff's ability to competently perform their duties was significantly important to the respondents. Having confidence in the direction of the company and the management's ability to direct was important to the employees' job satisfaction. Security that the company was being operated on the highest level of competence gave the employees confidence in the company and in themselves. This seemed even more critical to the employees than positive interaction with the supervisor. When evaluating the importance of job performance, the employees placed a high degree of emphasis on the importance of objectively evaluating the performance of management over personal feelings.

To what degree does the company influence the quality and achievement of employee performance?

The employees' perceptions of the company's influence of quality and achievement were evident mainly in the areas of job performance where measurement through evaluative appraisals was apparent. Although the responses indicated this as important to job satisfaction, responses also indicated a need for a more progressive attitude toward future advancements and changes. The employees indicated a desire to improve and a need for the company's support when accepting new challenges. This attitude seemed evident among all age levels. Especially with regard to the older employees, the need for this support in order for them to reach a level of self-actualization as they realize the peak of their work life, the perceptions of company support and influence of quality and achievement was influential in their job satisfaction.

To what degree did the monetary compensation practices of the company serve as a positive reward for the employees?

The degree to which the monetary compensation practices were satisfactory to the employees indicated the emphasis in compensation practices was placed in the area of provision of leave and fringe benefit compensation. In other areas of compensation, the responses indicated a need for improvement.

Another area of monetary compensation that received increasing importance as age level increased was receiving overtime pay and pay that matched responsibilities. It seemed as the employees grew older on an employee level, the cynicism or lack of promotional opportunity was evidenced in a more specific accounting of equal payment. The appearance of disillusionment was evident. Since these responses indicated that monetary compensation was not a reason to remain with the company, other avenues contributing to job satisfaction were important to determine if and where the employees found a reason to remain with the company.

To what degree did the intangible compensation practices of the company serve as a positive reward to the employees?

Considering the lack of high monetary compensation, an important question was the degree the company provides intangible compensation that influences the employees' job satisfaction. As has been determined, the bank provided intangible compensation, but not on the level needed by the employees. Especially with regard to job performance, the employees wanted recognition for performing in a capable manner to produce quality work.

The expectation of the employees to take on an extra workload was also an area in need of significant improvement especially from the perception of the older employees. Recognition with the expectation was needed to increase the employees' feelings of involvement and contribution as well as self-esteem.

Conclusions

The training provided currently by the banking industry had progressed to a higher level than that of other industries. Formalized training programs especially in orientation, skill development and management training have been developed by the banking industry to a sophisticated level.

The entry-level employees were receiving the intense orientation training necessary to acquaint the new employees with the skills necessary to perform the job efficiently. The new employees were also receiving information concerning the history and future plans of not only the banking industry, but also the specific bank.

The management trainees had opportunities with the banking industry to increase skills and knowledge through various areas relating to management through several delivery and recognition systems. Promotional opportunities were the goal for which training was undertaken by the management trainees.

The training programs for the entry-level employees and the management trainees were fulfilling the needs which resulted in an increase in job satisfaction for the new and career-minded employees. However, the lack of training programs to satisfy the needs of the older employees did not maintain the level of satisfaction for the employees who had reached the maximum point of their career.

The retention of experienced banking employees is critical to the banking industry. Since the level of monetary compensation was not perceived by the employees as being on the level of other industries, it was more important to the banking industry to develop other types of compensation for the experienced banking employees. From the data gathered from the employees who have reached their potential with the company, the banking industry should

their training programs to meet the needs in areas of increasing job development and personal growth for the experienced employees. Therefore, retention would be greater through the satisfaction of training needs for a group other than the entry level employees and management trainees.

Recommendations for Further Study

Learning is a continuous process. Further study concerning training programs and job satisfaction will be necessary to continue the learning process from the literature reviewed through this study to successive investigation.

Training programs and job satisfaction may be investigated from various points of view. Further study recommended by this study includes several areas.

This study was limited to the banking industry. Further study of employees' perceptions regarding training programs and job satisfaction from other industries would give an indication of the similarities and differences among related and unrelated industries concerning training and job satisfaction.

Since this study was conducted from the perceptions of banking employees, the perceptions of mid-managers of banks in Oklahoma County should be compared. Through the comparison of these two studies similarities and differences of perceptions of like items on different levels would provide insight on which to recommend improvements for training programs and job satisfaction.

Another viewpoint from which perceptions would be important is that of the personnel managers. A study reporting the perceptions of the personnel managers of training programs and job satisfaction as compared to the banking employees' perceptions of job satisfaction would provide valuable information from the implementers' viewpoint, the personnel managers just as this study from the employees' perception of training programs and job satisfaction was from the receivers' viewpoint. A comparison would indicate communication between the two levels.

A combination of viewpoints from the management level through further study of data obtained from the American Business Association in Oklahoma County would highlight the decision-making aspects of training programs and job satisfaction. This study in comparison with banking employees' perceptions would indicate the communication among the different levels of management as well as the management and the employees concerning training programs and job satisfaction.

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APPENDIX A

EMPLOYEE QUESTIONNAIRE

PRELIMINARY INFORMATION

RETURN TO:
Frances Hendrix

INSTRUCTIONS: Please indicate (circle) the following information regarding yourself and your company.

AGE:
(1) 16 to 19 years
(2) 20 to 24 years
(3) 25 to 34 years
(4) 35 to 44 years
(5) 45 to 54 years
(6) 55 years and over
(7) No response

SEX:
(1) Male
(2) Female
(3) No response

RACE:
(1) Caucasian
(2) Black
(3) Hispanic
(4) Oriental
(5) Other
(6) No response

MARITAL STATUS:
(1) Married
(2) Single
(3) Separated
(4) Divorced
(5) Widowed
(6) No response

EDUCATIONAL LEVEL:
(1) Less than 8 years
(2) 9 to 11 years
(3) 12 years
(4) 13 to 15 years
(5) 16 years and over
(6) No response

YOUR COMBINED FAMILY INCOME:
(1) Below $15,000
(2) $15,000 to $19,999
(3) $20,000 to $24,999
(4) $25,000 to $29,999
(5) $30,000 to $34,999
(6) $35,000 to $39,999
(7) $40,000 to $44,999
(8) $45,000 to $49,999
(9) $50,000 and over
(10) No response

INSTRUCTIONS: Please complete the following information.

Your current position name/title_____

Are you considered a full-time employee?_____

Your length of time in current position _____

Number of training programs in which you have participated_____

Your length of service with this company_____

Number of employees in the company_____

Would you like to be working with this company five years from now?_____

If so, in what position?_____

INSTRUCTIONS:

COLUMN I - Please indicate (circle) the degree to which your company currently offers the following items.

COLUMN II- Please indicate (circle) the degree to which your company should ideally offer the following items.

COLUMN III- Please indicate (circle) the degree to which the company's provision of the following items contributes to your overall job satisfaction from a strong negative influence to a strong positive influence.

The number one (1) will indicate the lowest degree of strength/predominance.
The number five (5) will indicate the highest degree of strength/predominance.
The number negative five (-5) will indicate a negative influence.
The letter "N" will indicate a neutral or no influence.

I. EMPLOYEE IMPROVEMENT

TO WHAT DEGREE DOES YOUR COMPANY PROVIDE TRAINING REGARDING EACH OF THE FOLLOWING ITEMS? (REMINDER: "L" above "1" column indicates low level. "H" above "5" column indicates high level.)	COLUMN I: Item Currently Provided by Company (L 1 2 3 4 5 H)	COLUMN II: Item Should Ideally Be Provided by Company (L 1 2 3 4 5 H)	COLUMN III: Company's Provision of Item to Job Satisfaction (L -5 -3 -1 N 1 3 5 H)
1. Orientation to new employees	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
2. Supervision and management	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
3. Career/Life planning	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
4. Employee personal development	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
5. Skill development	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
6. Consumer education	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
7. General education	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
8. Job/Design enrichment	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
9. Labor relations	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
10. Career development	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
11. Safety	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
12. Legal aspects of labor	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
13. Proposed office changes	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
14. Organizational plans	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
15. Organizational goals and philosophies	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
16. Organizational policies and practices	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
17. Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
(Please specify_____)			
TO WHAT DEGREE DOES YOUR COMPANY PROVIDE TRAINING THROUGH A DELIVERY SYSTEM CONTAINING EACH OF THE FOLLOWING ITEMS?			
18. Open enrollment to any employee	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
19. Reimbursement for costs incurred	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
20. Provision of information about training programs to all employees	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
21. Freedom by employee to select/attend programs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
22. Evaluation of training programs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
23. Time off provided for attendance during work day	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
24. Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
(Please specify_____)			
TO WHAT DEGREE DOES YOUR COMPANY PROVIDE TRAINING ADMINISTERED FROM EMPLOYEE PREFERENCES REGARDING THE FOLLOWING ITEMS?			
25. Programs scheduled during work day	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
26. Programs scheduled other than during work day	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
27. Programs scheduled on weekends only	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
28. Programs scheduled for more than one day	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
29. Programs scheduled for one-hour periods per day	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
30. Programs located on site	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
31. Programs located close to company	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
32. Programs located at VO-tech center	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
33. Programs located at commercial site	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
34. Programs offered by correspondence study	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
35. College credit for training programs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
36. Programs located on college campuses	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
37. Certificate of completion for training programs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
38. Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
(Please specify_____)			

II. PROMOTIONAL CLIMATE

TO WHAT DEGREE DOES THE PROMOTIONAL CLIMATE WITHIN THE COMPANY INFLUENCE THE EMPLOYEE"S PERCEPTIONS OF POSSIBILITY OF PROMOTION REGARDING THE FOLLOWING ITEMS?

(REMINDER: "L" above "1" column indicates low level. "H" above "5" column indicates high level.)

		COLUMN I: Item Currently Provided by Company (L 1 2 3 4 5 H)	COLUMN II: Item Should Ideally Be Provided by Company (L 1 2 3 4 5 H)	COLUMN III: Company's Provision of Item to Job Satisfaction (L -5 -3 -1 N 1 3 5 H)
39.	Evaluation of employee potential for promotion	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
40.	Development of employee skills and attitudes	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
41.	In-house promotions	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
42.	Communication of future managerial needs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
43.	Provision of continued learning opportunities	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
44.	Provision of company's growth oriented climate	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
45.	Opportunities to assist with duties of next higher job level	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
46.	Evaluation of individual for proper initial position placement	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
47.	Prevention of employee obsolescence	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
48.	Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

(Please specify_____)

III. INTERPERSONAL RELATIONS

TO WHAT DEGREE IS THE CLIMATE FOR INTERPERSONAL RELATIONSHIPS WITHIN THE COMPANY POSITIVE REGARDING THE FOLLOWING ITEMS?

49.	Builds employee morale	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
50.	Motivates managers to effectively develop subordinates	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
51.	Develops two-way cooperation	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
52.	Builds communication among co-workers and supervisors	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
53.	Stimulates interaction	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
54.	Fosters the processes of conflict resolution	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
55.	Clarifies ethics/values	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
56.	Utilizes group dynamics	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
57.	Assists employees in goal setting	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
58.	Stresses human dignity	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
59.	Utilizes the team approach	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
60.	Develops leadership	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
61.	Recognizes professional organization participation	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
62.	Provides feedback from superiors	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
63.	Shows empathy	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
64.	Understands employee needs	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
65.	Uses criticism positively	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
66.	Assists with stressful situations	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
67.	Supervisors listen	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
68.	Co-workers listen	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
69.	Builds individual's identity on job	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
70.	Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

(Please specify_____)

TO WHAT DEGREE ARE THE FOLLOWINGEMPLOYEE PERCEPTIONS IMPORTANT AS INDICATIONS OF JOB SATISFACTION?

71.	Respect for authority	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
72.	Technical competence of supervision	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
73.	Credibility of supervision	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
74.	Confidence in supervisory performance	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
75.	Positive interaction with supervisors	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

IV. QUALITY/ACHIEVEMENT/CONTRIBUTION

TO WHAT DEGREE DOES THE COMPANY INFLUENCE THE QUALITY AND ACHIEVEMENT OF EMPLOYEE PERFORMANCE REGARDING THE FOLLOWING ITEMS?

(REMINDER: "L" above "1" column indicates low level. "H" above "5" indicates high level.)

		COLUMN I: Item Currently Provided by Company (L 1 2 3 4 5 H)	COLUMN II: Item Should Ideally Be Provided by Company (L 1 2 3 4 5 H)	COLUMN III: Company's Provision of Item to Job Satisfaction (L -5 -3 -1 N 1 3 5 H)
76.	Improves individual productivity	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
77.	Stresses performance appraisal	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
78.	Stresses job retention	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
79.	Provides training for related job categories	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
80.	Improves qualifications of workers	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
81.	Stresses company loyalty	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
82.	Increases employee ability to perform job successfully	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
83.	Improves employee's ability to perform job independently	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
84.	Properly utilizes employees	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
85.	Considers employee opportunities with proposed technological changes	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
86.	Fosters positive changed atmosphere for employees	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
87.	Communicates effects of advancements in the field	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
88.	Motivates employees to accept challenges	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
89.	Increases employee's confidence in using skills	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
90.	Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

(Please specify_____)

TO WHAT DEGREE DO THE MONETARY COMPENSATION PRACTICES OF THE COMPANY SERVE AS A POSITIVE REWARD OR THE EMPLOYEE REGARDING THE FOLLOWING ITEMS?

91.	Incomes are adequate for normal expenses	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
92.	Satisfactory fringe benefits are provided	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
93.	Overtime pay is provided	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
94.	Amount of sick leave is adequate	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
95.	Amount of personal leave is adequate	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
96.	Amount of pay matches responsibilities	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
97.	Amount of pay comparable to that paid by other companies for similar positions	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
98.	Amount of pay determined through sound evaluative practices	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
99.	Amount of pay is a major reason to remain with this company	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
100.	Other	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

(Please specify_____)

TO WHAT DEGREE DO THE INTANGIBLE COMPENSATION PRACTICES OF THE COMPANY SERVE AS A POSITIVE REWARD TO THE EMPLOYEE REGARDING THE FOLLOWING ITEMS?

101.	Recognition for acceptance of alternative procedures	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
102.	Recognition for experimental methods to improve system	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
103.	Recognition for participation in updating skills and retraining	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
104.	Recognition through performance evaluation	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
105.	Recognition through promotion practices	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
106.	Recognition of the exertion of extra effort of an increased workload as the situation requires	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
107.	Recognition of demands other than endurance of a position	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
108.	Recognition of ability regardless of personal feelings	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
109.	Recognition of harmonizing attitude toward co-workers	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
110.	Recognition of capability	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
111.	Recognition for quality work	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
112.	Recognition for performing well	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
113.	Recognition for decision-making	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
114.	Recognition of abilities to direct others	1 2 3 4 5	1 2 3 4 6	-5 -3 -1 N 1 3 5
115.	Recognition of abilities to instruct others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
116.	Recognition for judgment and discretion	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
117.	Recognition for suggestions	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5
118.	Others	1 2 3 4 5	1 2 3 4 5	-5 -3 -1 N 1 3 5

(Please specify_____)