

Running head: JOB TRAINING AND JOB SATISFACTION SURVEY

The Job Training and Job Satisfaction Survey

Technical Manual

Steven W. Schmidt

East Carolina University

Abstract

Job training has become an important aspect of an employee's overall job experience. However, it is not often called out specifically on instruments measuring job satisfaction. This technical manual details the processes used in the development and validation of a survey instrument to measure job training satisfaction and overall job satisfaction. Included in the manual are construct development processes and construct definitions, reliability and validity checks and verifications, and results of a pilot study. Also included is the instrument itself, along with details on instrument administration and scoring.

Instrument Summary

The Job Training and Job Satisfaction Survey is a 43-item, nine facet scale to assess employee attitudes about aspects of the job and aspects of job training. Each facet is assessed with between three and 12 items, and a total score is computed from all items. A summary rating scale format is used, with six choices per item ranging from “disagree very much” to “agree very much”. Items are written in both directions, so about half of the items must be reverse scored.

The job satisfaction aspects of this survey originate, in part, from Paul Spector’s 36-item, nine-factor Job Satisfaction Survey (JSS). Spector’s nine subscales measure satisfaction with pay, promotion, supervision, fringe benefits, contingent rewards (performance-based rewards), operating procedures (required rules and procedures), coworkers, nature of work, and communication. There are four questions for each subscale. Although the JSS was originally developed for use in human service organizations, it is applicable to all organizations.

The Job Training and Job Satisfaction Survey eliminates one of Spector’s subscales (satisfaction with communication) and combines the pay, promotion, and contingent reward subscales into one subscale, entitled satisfaction with opportunities and rewards.

The Job Training facets measure employee satisfaction with on-the-job training. The three subscales measure organizational support for training, employee feelings about training, and employee satisfaction with training. There are four questions for each subscale. Demographic questions address training methods, preferred training method, training content, time spent in training within the past year, job tenure, age, sex, employee status, and formal education level achieved.

The Job Training and Job Satisfaction Survey can be used to measure employee attitudes and beliefs about on-the-job training and overall job satisfaction. It can also measure the relationship between satisfaction with on-the-job training and overall job satisfaction. It can be used in all workplaces.

The Job Training and Job Satisfaction Survey uses a six point Likert scale. Respondents are asked to rank the degree to which they agree or disagree with the statement posed. Ranking options are as follows:

DVM	Disagree very much
DM	Disagree moderately
DS	Disagree somewhat
AS	Agree somewhat
AM	Agree moderately
AVM	Agree very much

Sample Questions

Following are two sample questions from the Job Training and Job Satisfaction Scale:

Construct: Satisfaction with opportunities and rewards
Question: I feel I am being paid a fair amount for the work I do

DVM DM DS AS AM AVM

Construct: Organizational support for training and development
Question: Training and development are encouraged and rewarded in my department

DVM DM DS AS AM AVM

Construct Definition

The constructs used as a basis for the Job Training and Job Satisfaction Scale were developed based on the following definitions.

Job Satisfaction Constructs

The six constructs that comprise overall job satisfaction include an employee's level of satisfaction with each of the following:

- 1. Opportunities and rewards**
- 2. Supervision**
- 3. Fringe benefits**
- 4. Operating rules and procedures**
- 5. Coworkers**
- 6. The nature of work performed**

Employee Training Constructs

Content	<p>What is taught, or the type of training.</p> <p>Examples: Technical (job skill) training Business skill training Personal development</p>
Method of Training	<p>Method in which training was presented or delivered.</p> <p>Examples: Instructor-lead classroom One-on-one training. On-line or computer-based learning Job-shadowing or observation Self-study</p>
Time spent in training	<p>Number of hours employee has spent in training or educational situations on-the-job.</p>
Employee satisfaction with training	<p>Degree to which employee is satisfied with training received.</p> <p>Examples: Thoroughness of training. Completeness of training. Applicability of training to job.</p>
Employee tenure	<p>Length of time employee has spent in position.</p> <p>Examples: New employee receiving initial job training. Existing employee receiving ongoing training.</p>
Organizational support for training and employee development	<p>Degree to which employee feels that the organization supports on-the-job education/training.</p>
Employee feelings about training and development.	<p>Employee feelings and beliefs about training and development in general, as related to job-specific or technical training, general skill training, and personal development.</p>

Job Training and Job Satisfaction Survey
Description of sample used to validate instrument

Following are demographic statistics regarding the sample used to validate the Job Training and job satisfaction instrument.

Instrument validation sample size = 118

Gender:

Number of responses to question = 108

	<u>Frequency</u>	<u>Percent</u>
Male	30	25.4
Female	77	65.3
Missing	10	8.5

Age

Number of responses to question = 106

<u>Age Category</u>	<u>Frequency</u>	<u>Percent</u>
Under 20	1	.8
20-25	9	8.5
26-30	24	22.6
31-35	13	11.0
36-40	19	16.1
41-45	17	14.4
46-50	7	5.9
51-55	12	10.2
56-60	2	1.7
61-65	1	.8
Over 65	1	.8
Missing	12	10.2

Formal Education Level

Number of responses to question = 111

<u>Education level</u>	<u>Frequency</u>	<u>Percent</u>
Some high school	0	00.0
High School diploma	15	12.7
Some college	41	34.7
Bachelor's degree	24	20.3
Some graduate study	13	11.0
Graduate degree	18	15.3
Missing	12	5.9

Time In Position

Number of responses to question = 103

<u>Time in current position</u>	<u>Frequency</u>	<u>Percent</u>
One year or less	28	38.7
One to two years	23	19.5
Two to three years	14	11.9
Over three years	38	32.2
Missing	15	12.7

Time at Company

Number of responses to question = 104

<u>Time at company</u>	<u>Frequency</u>	<u>Percent</u>
One year or less	17	14.4
One to two years	15	12.7
Two to three years	10	8.5
Three to four years	12	10.2
Over four years	50	42.4
Missing	14	11.9

Job Status (Permanent or contract employee)

Number of responses to question = 108

<u>Status</u>	<u>Frequency</u>	<u>Percent</u>
Permanent	86	72.9
Contract	24	20.3
Missing	8	6.8

**Job Training and Job Satisfaction Survey
Evidence of Reliability**

Evidence of reliability, based on information obtained in the pilot study, can be found in Appendix A.

Job Training and Job Satisfaction Survey Evidence of Validity

In order to insure construct validity, the following steps were taken:

1. Face validity was used to review items for clarity and preciseness, and to insure that constructs have been translated to items on the measurement tool correctly.
2. Variables on other job satisfaction scales were compared with those on this scale; those on my scale were determined to be similar, which aids in strengthening construct validity.
3. A pilot study (n=118) was conducted using this instrument and a factor analysis was conducted. Inappropriate questions were deleted based on information collected in the pilot.
4. A review of literature was conducted on the relationship between job training and job satisfaction. Several studies point to job training as a means of improving job satisfaction. Following is an excerpt from that review of literature:

The Job Satisfaction and Job Training Connection

Many different aspects of a job have been studied in relationship to job satisfaction. Job training is one of those aspects, and there has been research done on the relationship between job training and job satisfaction. Some studies include job training as a specific factor in measuring job satisfaction (Traut, 2000; Mau and Kopischke, 2001). In others, it may be included as an organizational variable (Schwepker, 2001; Shapiro, Burkey, Dorman, & Welker, 1996). Ongoing training throughout an employee's career has been determined to be an important factor which can be used to improve job satisfaction in older, or more tenured workers. Mentoring programs, in which longer-term workers introduce newer workers to the organization and teach specific tasks, have been recommended to improve job satisfaction in older workers (and to help in the education of new employees, as well) (Traut, 2001). Similarly, train-the-trainer programs for employee trainers and improved training programs for employees have been shown to have positive effects on job satisfaction (Hatcher, 1999).

In thinking of workplace training, images of formal classrooms where employees are taught by instructors may come to mind. The classroom is only one arena for job training, however. In fact, Senge (1990) would argue that opportunities to educate, train, and learn present themselves on continual bases in all workplace situations. As noted above, mentoring programs, in which some employees are “teachers” and others are “learners” may be effective in helping employees learn and in increasing job satisfaction. Self-directed learning has also shown to be positively related to job satisfaction. In the Shapiro et al. (1996) study of child welfare professionals, a positive correlation was noted between the amount of professional reading employees did (self-directed learning) and job satisfaction, and between number of training sessions attended in the past year (often required for those in the profession) and job satisfaction. College internships, which can be viewed as a form of on-the-job training, have also been found to be valuable in providing students with real-world training different than the formal classroom education received at school. Internships provide benefits to students in the form of career preparation and income, and after graduation, former interns had greater job satisfaction than college graduates who had not participated in internship programs (Gault, Redington & Schlager, 2000).

Other researchers have come conclusions similar to Pergamit and Veum (1999) with regard to the importance of training as a means of providing opportunity on the job. A study of nurses in the United Kingdom found that dissatisfaction with promotion and training opportunities had a stronger impact on job satisfaction than dissatisfaction with workload or pay. The researchers concluded that recent UK policies which focus heavily

on improving the pay of nurses will have only limited success unless they are accompanied by improved promotion and training opportunities (Shields & Ward, 2001).

Well-designed jobs can result in high internal motivation, high work effectiveness, and high job satisfaction, even in less-than-desirable circumstances. Employees in organizations that have been downsized, or face downsizing, have been shown to be more powerfully motivated by job-related factors, including job design, and less influenced by the downsizing going on around them. Jalanjas and Bommer (1999) found that in order to increase desired behaviors in downsized work environments, employees must be trained to have the skills necessary to perform their jobs in those environments. They noted that the effective management of downsizing depends on the degree to which management and workers can be trained to perform their redesigned jobs.

It has been shown that training has an influence on job satisfaction, and with the increasing importance being placed on continuous learning and education throughout one's career, its importance will increase. Watkins and Marsick (1993) provide a good description of the importance of on-the-job education.

“The need for lifelong learning is clearly evident in most people's jobs. The information that people need to perform effectively changes almost as quickly as it is produced. The intelligent technology on which many jobs are based requires a greater grasp of elementary and advanced mathematical and scientific principles. Enhanced needs for communication in today's flattened, participatory organization call for new interpersonal skills as well as high levels of ability in reading, writing, and speaking. Most important, people must learn to learn collaboratively. In some organizations, employees may be members of as many as eleven different teams. The interpersonal demands of the workplace used to be predominantly vertical. They are now much more horizontal, with peer influence (teamwork) and cooperation representing key skills.” (p. 6-7)

As training becomes more a part of an employee's life, its relationship to job satisfaction will become more prominent. It will be up to organizations to provide employees with the skills that they need to do their jobs (both at present and in the future), to work successfully within teams, and to continually improve their processes and procedures. In order to do their jobs, employees depend on the training they receive from their employers, and as the workplace continues to evolve, and as demands on employees continue to increase, employee satisfaction with education received on the job will permeate all aspects of overall job satisfaction (Schmidt, 2004).

Reference List

- Gault, J., Redington, J., and Schlager, T. (2000) Undergraduate business internships and career success: Are they related? *Journal of Marketing Education*. 22 (1) 45-54
- Hatcher, T. (1999) How multiple interventions influenced employee turnover: A case study. *Human Resource Development Quarterly*. 10 (4) 365-382.
- Jalajas, D. S., and Bommer, M. (1999) The influence of job motivation versus downsizing on individual behavior. *Human Resource Development Quarterly*. 10 (4) 329-341
- Mau, W., and Kopischke, A. (2001) Job search methods, job search outcomes, and job satisfaction of college graduates: A comparison of race and sex." *Journal of Employment Counseling*. Volume 38. September, 2001. p. 141-149
- Pergamit, M. R., and Veum, J. R. (1999) What is a promotion. *Industrial and Labor Relations Review*. 52 (4) 581-602.
- Schmidt, S.W., (2004). The Relationship Between Job Training Satisfaction and Overall Job Satisfaction Among Employees in Customer Contact Positions (Doctoral dissertation, University of Wisconsin – Milwaukee, 2004).
- Schwepker, Jr., C. H. (2001) Ethical climate's relationship to job satisfaction, organizational commitment and turnover intention in the sales force. *Journal of Business Research*. 54 (1) 39-52
- Senge, P.M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday.

Shapiro, J.P., Burkey, W.M., Dorman, R.L., and Welker, C. J. (1996). Job satisfaction in child abuse professionals: measure development, factor analysis, and job characteristics. *Journal of Child Sexual Abuse*, 5. 21-38.

Shields, M.A. and Ward, M. (2001) Improving nurse retention in the National Health Service in England: the impact of job satisfaction on intentions to quit. *Journal of Health Economics*. 20 (5) 677-701

Traut, C. A., Larsen, R., and Fiemer, S.H. Hanging on or Fading Out. *Public Personnel Management*. 29 (3) 343

Watkins, K. and Marsick, V. (1993). *Sculpting the Learning Organization*. San Francisco: Jossey-Bass Publishers. P. 6-7

In order to insure content validity, the following steps were taken:

1. Three professors who are subject-matter experts in the field of adult education examined all education-related constructs, definitions, and questions for validity.
2. A panel of measurement experts examined education-related constructs for validity.

In order to insure concurrent-criterion validity, the following steps were taken:

1. Based on information garnered in the pilot study, a factor analysis was conducted. Specifics can be found in Appendix B.

**Job Training and Job Satisfaction Survey
Administration Guidelines**

Before administering the Job Training and Job Satisfaction survey, provide the following information to respondents:

1. The Job Training and Job Satisfaction Survey consists of 43 statements regarding various aspects of your job followed by a series of demographic questions about the on-the-job training you receive. It should take between five and 10 minutes to complete.
2. When completing the first 43 questions on the survey, think about your own job and rank each item based on the degree you agree or disagree with the statement using the following scale:

DVM	Disagree very much
DM	Disagree moderately
DS	Disagree somewhat
AS	Agree somewhat
AM	Agree moderately
AVM	Agree very much

3. Following the 43 ranking statements, there are several demographic questions regarding on-the-job training. These questions will ask you to rank the type of training you receive on the job and your preferred method of receiving training.

There is also a question regarding the total number of days you've spent in training within the past year. When answering this question, only include the number of days spent in formal training situations. If you have been in formal training sessions that have lasted less than a full day, it may help you to think about the total hours you've spent in formal training within the past year and then convert the number of hours to days in order to answer the question. Refer to question 46 for clarification on formal training methods if you're unsure as to what to include.

Again, think about the training you receive in your job when answering these questions.

4. If you have any questions about the survey as you're completing it, please see (name). Please return completed surveys to (name) by (date).

Scoring the Survey

The Job Training and Job Satisfaction Survey has some of its items written in each direction – positive and negative. Responses can be converted to numeric scores using the following scale:

DVM	Disagree very much	1
DM	Disagree moderately	2
DS	Disagree somewhat	3
AS	Agree somewhat	4
AM	Agree moderately	5
AVM	Agree very much	6

Using the conversion chart above, scores on each of 9 subscales can range as follows:

Subscale	Number of Items	Scoring Range
Opportunities and rewards	12	12-72
Supervision	4	1-24
Fringe benefits	4	1-24
Operating rules and procedures	4	1-24
Coworkers	3	3-18
The nature of work performed	4	1-24
Total Job Satisfaction Questions	31	31-186
Organizational Support for training	4	1-24
Employee feelings about training and development	4	1-24
Employee satisfaction with training	4	1-24
Total Training Satisfaction Questions	12	12-72
Overall Total	43	43-258

As noted above, scores for total job satisfaction, based on the sum of the 31-item JSS scale items can range from 31-186 and scores for job training satisfaction can range from 12 to 72. High scores on the scale represent job satisfaction and training satisfaction, so the scores on the negatively worded items must be reversed before summing with the positively worded into facets or total scores. A score of 6 (agree very much) representing strongest agreement with a negatively worded item is considered equivalent to a score of

1 (disagree very much) representing strongest disagreement on a positively worded item, allowing them to be combined meaningfully. Below is the step by step procedure for scoring.

1. Responses to the items should be numbered from 1, representing strongest disagreement to 6, representing strongest agreement, using the chart above.
2. The negatively worded items should be reverse scored. Below are the reversals for the original item score in the left column and reversed item score in the right. The rightmost values should be substituted for the leftmost.

1	=	6
2	=	5
3	=	4
4	=	3
5	=	2
6	=	1

3. Negatively worded items are 2, 4, 6, 8, 9, 13, 17, 19, 21, 22, 27, 29, 30, 38, 40. Note the reversals are NOT every other one.
4. Sum responses to four items for each facet score and all items for total score after the reversals from step 2. Items go into subscales as shown in the table below.

<u>Subscale</u>	<u>Item numbers</u>
Opportunities and rewards	1, 2, 5, 9, 10, 13, 17, 18, 21, 30, 43,
Supervision	3, 19, 36, 38
Fringe benefits	4, 12, 20, 27
Operating rules and procedures	6, 14, 22, 29
Coworkers	23, 34, 40
The nature of work performed	8, 15, 25, 33
Organizational Support for training	7, 16, 28, 35
Employee feelings about training and development	11, 32, 37, 39
Employee satisfaction with training	24, 26, 41, 42

Job Training and Job Satisfaction Survey

This survey was designed as a class project and also to help improve departmental training. THE SURVEY IS ANONYMOUS. Please circle the response for each question that comes closest to reflecting your opinion about it. Please return completed surveys to (name) by the end of the day on (date). Thanks for your time.

Disagree					Agree
Very	Disagree	Disagree	Agree	Agree	Very
Much	Moderately	Slightly	Slightly	Moderately	Much
(DVM)	(DM)	(DS)	(AS)	(AM)	(AVM)

1. I feel I am being paid a fair amount for the work I do.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

2. There is really too little chance for promotion on my job.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

3. My supervisor is quite competent in doing his/her job.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

4. I am not satisfied with the benefits I receive.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

5. When I do a good job, I receive the recognition for it that I should receive.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

6. Many of our rules and procedures make doing a good job difficult.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

7. My department provides learning/training opportunities to meet the changing needs of my workplace

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

8. I sometimes feel my job is meaningless.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

9. Raises are too few and far between.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

10. Those who do well on the job stand a fair chance of being promoted.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

11. I view my education on-the-job as a continuous, lifelong endeavor.

<u>DVM</u>	<u>DM</u>	<u>DS</u>	<u>AS</u>	<u>AM</u>	<u>AVM</u>
------------	-----------	-----------	-----------	-----------	------------

Disagree Very Much (DVM)	Disagree Moderately (DM)	Disagree Slightly (DS)	Agree Slightly (AS)	Agree Moderately (AM)	Agree Very Much (AVM)
---	---	---------------------------------------	------------------------------------	--------------------------------------	--

12. The benefits we receive are as good as most other organizations offer.
DVM DM DS AS AM AVM
13. I do not feel that the work I do is appreciated.
DVM DM DS AS AM AVM
14. My efforts to do a good job are seldom blocked by red tape.
DVM DM DS AS AM AVM
15. I like doing the things I do at work.
DVM DM DS AS AM AVM
16. In my department, learning is planned and purposeful rather than accidental.
DVM DM DS AS AM AVM
17. I feel unappreciated by the organization when I think about what they pay me.
DVM DM DS AS AM AVM
18. People get ahead as fast here as they do in other places.
DVM DM DS AS AM AVM
19. My supervisor shows too little interest in the feelings of subordinates.
DVM DM DS AS AM AVM
20. The benefit package we have is equitable.
DVM DM DS AS AM AVM
21. There are few rewards for those who work here.
DVM DM DS AS AM AVM
22. I have too much to do at work.
DVM DM DS AS AM AVM
23. I enjoy my coworkers.
DVM DM DS AS AM AVM
24. Overall, the on-the-job training I receive is applicable to my job
DVM DM DS AS AM AVM

Disagree Very Much (DVM)	Disagree Moderately (DM)	Disagree Slightly (DS)	Agree Slightly (AS)	Agree Moderately (AM)	Agree Very Much (AVM)
---	---	---------------------------------------	------------------------------------	--------------------------------------	--

25. I feel a sense of pride in doing my job.

DVM DM DS AS AM AVM

26. Overall, the training I receive on the job meets my needs

DVM DM DS AS AM AVM

27. There are benefits we do not have which we should have.

DVM DM DS AS AM AVM

28. In my department, people are interested in both personal and professional development.

DVM DM DS AS AM AVM

29. I have too much paperwork.

DVM DM DS AS AM AVM

30. I don't feel my efforts are rewarded the way they should be.

DVM DM DS AS AM AVM

31. I am satisfied with my chances for promotion.

DVM DM DS AS AM AVM

32. I am proactive in seeking ways to improve what I do

DVM DM DS AS AM AVM

33. My job is enjoyable.

DVM DM DS AS AM AVM

34. I like the people I work with.

DVM DM DS AS AM AVM

35. Training and development are encouraged and rewarded in my department.

DVM DM DS AS AM AVM

36. I like my supervisor

DVM DM DS AS AM AVM

Disagree Very Much (DVM)	Disagree Moderately (DM)	Disagree Slightly (DS)	Agree Slightly (AS)	Agree Moderately (AM)	Agree Very Much (AVM)
---	---	---------------------------------------	------------------------------------	--------------------------------------	--

37. I deliberately seek out learning opportunities rather than waiting to be sent to training.

 DVM DM DS AS AM AVM

38. My supervisor is unfair to me.

 DVM DM DS AS AM AVM

39. I have learning goals designed to enhance my current work assignment and to prepare me for future positions

 DVM DM DS AS AM AVM

40. There is too much bickering and fighting at work.

 DVM DM DS AS AM AVM

41. Overall, I am satisfied with the amount of training I receive on the job

 DVM DM DS AS AM AVM

42. I am generally able to use what I learn in on-the-job training in my job

 DVM DM DS AS AM AVM

43. I feel satisfied with my chances for salary increases.

 DVM DM DS AS AM AVM

44. Think about the types of formal training you have participated in within the past year, and rank on a scale of 1-5 which types of on-the-job training situations you have participated in the most. (1=most time spent in this type of training situation; 5=least time spent in this type of training situation)

- Instructor-lead classroom training
- One-on-one training
- On-line or computer-based training
- Job shadowing or observing experienced employees
- Self-study or independent study (including video-based training)

45. Of all the training methods listed in question 44 (above), circle the one that you believe is most effective in helping you learn.

46. In the past year, rank on a scale of 1-3 the types of on-the-job training that you have received in order of most to least (1=most time spent in this type of training; 3=least amount of time spent in this type of training).

- _____ Technical or job-specific skill training
- _____ General business skill training
(example: computer classes)
- _____ Personal development training

47. How many years have you been in your current position:

- _____ Less than one
- _____ 1-3 years
- _____ 4-6 years
- _____ 7-9 years
- _____ 10-12 years
- _____ Over 13 years

If you have been in your job for one year or more, skip to question 49.

48. If you have been in your current position for less than a year, how many days have you spent in formal on-the-job training _____. (skip to question 50)

49. If you have been in your current position for more than a year, how many days in the past year have you spent in formal on-the-job training _____.

50. My age is:

- _____ under 20
- _____ 20-25
- _____ 26-30
- _____ 31-35
- _____ 36-40
- _____ 41-45
- _____ 46-50
- _____ 51-55
- _____ 56-60
- _____ 61-65
- _____ over 66

51. My level of education is:

- Some High School
- High School Diploma
- Some College
- Bachelor's Degree
- Some Graduate Study
- Graduate Degree

52. I am Male Female

53. I am a Permanent employee Contract employee

Appendix A
Reliability Information

Table 1

Organizational Support for Training with an overall alpha of .77.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 7 My department provides learning/training opportunities to meet the changing needs of the workplace	4.49	1.35	.64	.70
Question 18 In my department, learning is planned and purposeful rather than accidental	4.03	1.39	.68	.68
Question 30 In my department, people are interested in both personal and professional development	4.33	1.32	.49	.77
Question 39 Training and development are encouraged and rewarded in my department	4.00	1.57	.54	.75

Note. CTTC represents the corrected item-total correlation. AIID denoted the alpha if item deleted.

Table 2

Employee feelings about Training with an overall alpha of .61.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 12 I view my education on-the-job as a continuous, lifelong endeavor	5.06	1.2	.37	.54
Question 34 I am proactive in seeking ways to improve what I do	5.06	.96	.41	.53
Question 41 I deliberately seek out learning opportunities rather than waiting to be sent to training	4.75	1.1	.47	.48
Question 43 I have learning goals designed to enhance my current work assignment and prepare me for future positions	4.37	1.46	.33	.60

Note. CTTC represents the corrected item-total correlation. AIID denoted the alpha if item deleted.

Table 3

Employee satisfaction with training with an overall alpha of .85.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 26 Overall, the on-the-job training I receive is applicable to my job	4.5	1.2	.75	.77
Question 28 Overall, the training I receive on the job meets my needs	4.3	1.21	.83	.74
Question 45 Overall, I am satisfied with the amount of training I receive on the job.	4.14	1.33	.60	.85
Question 47 I am generally able to use what I learn in on-the-job training in my job	4.75	.98	.59	.85

Note. CTTC represents the corrected item-total correlation. AIID denoted the alpha if item deleted.

Table 4

Satisfaction with opportunities for rewards with an overall alpha of .90.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 1 I feel I am being paid a fair amount for the work I do	3.9	1.5	.59	.89
Question 2 There is really too little chance for promotion on my job	3.05	1.61	.49	.89
Question 5 When I do a good job, I receive the recognition for it that I should receive	4.04	1.36	.62	.89
Question 10 Raises are too far and few between	3.13	1.6	.6	.89
Question 11 Those who do well on the job stand a fair chance of being promoted	3.4	1.5	.57	.89
Question 14 I do not feel the work I do is appreciated	3.9	1.44	.58	.89
Question 19 I feel unappreciated by the organization when I think about what they pay me	3.87	1.64	.67	.89
Question 20 People get ahead as fast here as they do in other places	3.1	1.4	.46	.89
Question 23 There are few rewards for those who work here	4.1	1.5	.57	.89
Question 32 I don't feel my efforts are rewarded the way they should be	3.6	1.4	.73	.88
Question 33 I am satisfied with my chance for promotion	3.2	1.6	.7	.88
Question 48 I feel satisfied with my chances for salary increases	3.5	1.6	.77	.88

Note. CTTC represents the corrected item-total correlation. AIID denoted the alpha if item deleted.

Table 5

Employee satisfaction with coworkers with an overall alpha of .77.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 25 I enjoy my coworkers	5.0	1.0	.7	.61
Question 37 I like the people I work with	5.0	0.9	.72	.63
Question 44 There is too much bickering and fighting at work	3.8	1.5	.53	.9

Note. CTTC represents the corrected item-total correlation. AITD denoted the alpha if item deleted.

Table 6

Employee satisfaction with supervision with an overall alpha of .86.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 3 My supervisor is quite competent in doing his/her job	4.5	1.4	.65	.84
Question 21 My supervisor shows too little interest in the feelings of subordinates	4.4	1.5	.67	.84
Question 40 I like my supervisor.	4.9	1.1	.78	.8
Question 42 My supervisor is unfair to me	5.0	1.3	.76	.77

Note. CTTC represents the corrected item-total correlation. AITD denoted the alpha if item deleted.

Table 7

Employee satisfaction with fringe benefits with an overall alpha of .78.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 4 I am not satisfied with the benefits I receive	4.4	1.9	.55	.75
Question 13 The benefits we receive are as good as most other organizations offer	4.5	1.6	.6	.72
Question 22 The benefits package we have is equitable	4.4	1.6	.67	.68
Question 29 There are benefits we do not have which we should have	3.5	1.5	.54	.75

Note. CTTC represents the corrected item-total correlation. AITD denoted the alpha if item deleted.

Table 8

Employee satisfaction with operating conditions with an overall alpha of .68.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 6 Many of our rules and procedures make doing a good job difficult	3.8	1.5	.37	.68
Question 15 My efforts to do a good job are seldom blocked by red tape	3.8	1.2	.31	.7
Question 24 I have too much to do at work	3.7	1.3	.5	.6
Question 31 I have too much paperwork	3.6	1.7	.7	.4

Note. CTTC represents the corrected item-total correlation. AITD denoted the alpha if item deleted.

Table 9

Employee satisfaction with nature of work with an overall alpha of .81.

Item Questions	<u>M</u>	<u>SD</u>	<u>CTTC</u>	<u>AIID</u>
Question 8 I sometimes feel my job is meaningless	4.2	1.6	.48	.85
Question 17 I like doing the things I do at work	4.9	1.2	.81	.66
Question 27 I feel a sense of pride in doing my job	5.3	.9	.65	.76
Question 35 My job is enjoyable	4.7	1.2	.65	.75

Note. CTTC represents the corrected item-total correlation. AIID denoted the alpha if item deleted.

Appendix B

Factor Analysis

Factor Analysis Based on Pilot Study

Job Satisfaction

When combined with questions regarding job training, the factor structure of Spector's original Job Satisfaction survey differed slightly from that of the original. A six-factor solution was obtained rather than the eight constructed by Spector. The original subscales of satisfaction with pay, promotion, and contingent rewards were combined to form a single subscale that was called satisfaction with opportunities and rewards. Another subscale, satisfaction with communication, was removed entirely. The remainder of Spector's original subscales engendered a relatively clean factor structure with limited overlap between the scales. Results of the pilot study indicated a Cronbach's alpha of .89 for the revised job satisfaction scale by itself.

In summary, the six subscales that comprise overall job satisfaction on the Job Training and Job Satisfaction Survey include an employee's level of satisfaction with each of the following. Opportunities and rewards include satisfaction with pay, pay raises, promotion opportunities and rewards (not necessarily monetary) given for good performance. There are twelve items on the instrument relating to this construct. Satisfaction with supervision examines an employee's feelings about his/her immediate supervisor. This construct is measured using four items. The instrument also includes four items measuring each of the following constructs: satisfaction with fringe benefits, satisfaction with coworkers, and satisfaction with the nature of the work performed by the employee. Satisfaction with operating conditions, including rules and procedures, is also measured using four items.

Job Training

The Job Training facets of this survey measure employee satisfaction with on-the-job training. The three subscales measure organizational support for training, employee feelings about training, and employee satisfaction with training. There are four questions for each subscale. Additionally, the Job Training and Job Satisfaction Survey contains five questions regarding training methodology, training content, and time spent in training. In addition to separate subscale use, the entire measure may be used as an overall measure of training satisfaction. Results of the aforementioned pilot study indicated a Cronbach's alpha of .83 for the job training satisfaction scale by itself.

Table 1.Summary of the Factor Loading for Varimax Three-Factor Solution for the Satisfaction with Training Questions

Item	Factor Loading		
	1	2	3
Q28	.92		
Q45	.89		
Q47	.86		
Q26	.85		
Q41		.81	
Q12		.77	
Q34	.39	.59	
Q43		.48	.38
Q18	.79		.45
Q7	.72		.43
Q30			.77
Q39		.44	.75

Note. Factors for the 3 factors are Employee Satisfaction, Employee Satisfaction, and Organizational Support, respectively. Item-to-factor loadings below .30 were suppressed.

Table 2

Summary of the Factor Loading for Varimax Six-Factor Solution for the General Job Satisfaction

Item	Factor Loading					
	1	2	3	4	5	6
Q48	.82					
Q33	.75					
Q32	.73					
Q19	.71					
Q11	.71					
Q1	.66					
Q10	.61			.42		
Q5	.61	.31	.43			
Q23	.60					
Q2	.60				-.32	
Q20	.56					
Q14	.51	.35				
Q17		.83				
Q35		.78				
Q27		.73				
Q8		.71				
Q40			.87			
Q3			.83			
Q42			.80			
Q21	.37		.70			
Q22				.76		
Q29				.71		
Q4				.69		
Q13				.68		
Q24					.86	
Q31					.81	
Q6					.67	
Q15		.47			.42	
Q44						.71
Q25		.45				.69
Q37		.40				.69

Note. Factors for the 6 factors are opportunity for Pay and Promotion, Nature of Work, Supervision, Fringe Benefits, operating Conditions, and Coworkers, respectively. Item-to-factor loadings below .30 were suppressed.

