DEMOGRAPHIC FACTORS AND POLICE OFFICERS' JOB SATISFACTION

AT TANZANIA POLICE SCHOOL – MOSHI

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2017

CERTIFICATION

I, the undersigned, certify that I have read and recommend the dissertation entitled **Demographic Factors and Police Officers' Job Satisfaction at Tanzania Police School – Moshi** for acceptance.

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DECLARATION

I, **Aristides Damazo,** do hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University.

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ACKNOWLEDGEMENT

ABSTRACT

The general objective of this study was to assess the demographic characteristics which affect police officers' job satisfaction at Tanzania Police School – Moshi. Specific objectives were to assess the level of Police officers' job satisfaction, analyse demographic characteristics and assess the differences in job satisfactions across categories of demographic characteristics of Police Officers at TPS - Moshi. The researcher used a non-probability convenience sampling technique to get 150 respondents out of 404 police officers, out of whom 34 were females and 116 males. Job satisfaction was assessed using the Job Satisfaction Survey (JSS) questionnaire (Spector, 1994) containing nine facets of job satisfaction. The differences in job satisfactions across categories of demographic variables of Police officers at TPS – Moshi were analysed by descriptive statistics and Analysis of Variance (ANOVA) techniques. The findings reveal that the average mean scores on job satisfaction of police officers at TPS Moshi were of satisfaction level. Furthermore, the findings reveal that there was a significant difference in job satisfaction scores across educational level, working experience, age and marital status. But the findings show that there was no significant difference among the job satisfaction scores across the rank and gender. The findings would assist TPF to create an operating environment which moderates the differences across officers' demographic differences in order to enhance their satisfaction levels policies.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACP	Assistant Commissioner of Police
ANOVA	Analysis of Variance
CI	Chief Instructor
CID	Criminal Investigation Department
FFU	Field Force Unit
IGP	Inspector General of Police
JSS	Job Satisfaction Survey
NCO	Non- Commissioned Officer
PC	Police Constable
PHQ	Police Head Quarters
R.E.	Revised Edition
SACP	Senior Assistant Commissioner of Police
SOA	Staff Officer Administration
SOF	Staff Officer Finance
SPSS	Statistical Package for the Social Sciences
TAZARA	Tanzania and Zambia Railway Authority
TPF	Tanzania Police Force
TPS	Tanzania Police School
TRC	Tanzania Railway Corporation

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Police officers like other employees have their individual needs which can make them satisfied or not satisfied in serving the public. Employees' job satisfaction has attracted researcher's interest for many years. Many have linked job satisfaction to various outcomes such as performance (Imran, Arif, Cheema, & Azeem, 2014), turnover and turnover intent (Rahman & Iqbal, 2013), employees organisation commitment (Azem & Akhtar, 2014), absenteeism (Diestel, 2014), to mention but a few.

Equally many other researchers have focussed on identifying factors behind employees' satisfaction with their jobs. For example, Hinai (2014) reported that, work environment, pay and promotion criteria have significant impact on employees' job satisfaction, while Lambert et al.(2015) found that training and supervision have positive associations with satisfaction. Furthermore, Parvin et al. (2011) reveal that salary, efficiency in work, fringe benefit, supervision, and co-worker relation affect job satisfaction. Also Kuo (2015) show that employee's relationships with their peers and their perceptions about the department's promotion system affect job satisfaction. Other findings indicate that justice and procedural justice in terms of promotions and evaluations had significant positive relationships with job satisfaction (Qureshi, Frank, Lambert, Klahm, & Smith, 2016). Furthermore, other researchers have linked job satisfaction to employees' personal characteristics (Pham, 2016). Other researchers associated job satisfaction with demographic characteristics of people such as gender, age, wages and level of education (Hong, Norhan, Hamid, & Salleh, 2013). Findings from a case study of the Dubai police show that there is an association between police general job satisfaction and age, being

married and increased years of experience (Abdulla, 2011). The evidence is consistently mixed and therefore far from being conclusive. Studying job satisfaction of employees is of interest to many stake holders such as the government, managers, employees, regulators, trade unions and even customers. When employees are not satisfied with the job it is likely to have a negative impact to the organization, customers as well as to the employees themselves. Thus, a study of the predictors of employees' job satisfaction would provide useful insights to all these stakeholders as they debate, negotiate and putting in place human resource management practices aimed at raising the level of employees' satisfaction in order to contribute to better performance.

Police force represents a unique nature of work force, job satisfaction of which is equally important if quality law and order levels are to be achieved in a country. However, in the job satisfaction literature little attention has been given to police force, which in a way could be attributable to the nature of their jobs and the operation and regulatory environment unique to security forces. These arguments notwithstanding, several studies have been conducted about satisfaction of police officers with their job and about the factors behind it. For example, the effects of education on police officer job satisfaction (Balcı, 2011), Occupational Stress (Kuo, 2015), working conditions, training opportunities, remuneration, standards of living, workloads and transparent promotion (Mabila, Dorasamy, & Wallis, 2014) and organisational justice's relationship (Qureshi et al., 2016). Moreover, police job satisfaction is linked with work – life balance, stress and coping strategies (Kazmi & Singh, 2015), job autonomy, pay and perceived support from other employees in the organization (Nalla, Paek, & Lim, 2016), job involvement; perceptions of organizational support, promotional opportunities, instrumental communication and input into decision-making (Lambert, Qureshi, Klahm, Smith, & Frank, 2016). Through the literature reviewed by the researcher on factors affecting Police

officers job satisfaction, it revealed that most of studies were conducted outside the the United Republic of Tanzania (URT) hence the researcher needed to fill this gap. The researcher wanted to study and understand the relationship between demographic factors and job satisfaction of police officers at Tanzania Police School (TPS) - Moshi. Findings of this study could inform the Government's efforts to make its police officers satisfied with the job so as to minimize unethical behaviour such as committing suicide (Ubwani, 2015, December 22) and corruption allegations against police officers (Aiko, 2015).

The present structure and organization of the Tanzania Police Force (TPF) is a replica of the British police system. In 1916 when the First World War was on the process in Europe and Africa, a contingent of 31 Commissioned officers and non- commissioned officers arrived in Tanganyika from South Africa mounted with rifles to perform civil duties principally at settled areas. This group was published on 25 August 1919 in the Government Gazette Volume One No. 21 as Police Force and Service. The first Police Headquarters was at Lushoto in Tanga region and it later transferred to Dar es Salaam in 1930 where it is situated up to now.

The roles and functions of Tanzania Police Force are established under the Police Force and Auxiliary Service Act, R.E. 2002 Cap. 322. Under section 5(i) of the Act, the functions of TPF are preservation of peace, maintenance of laws and order, detection of crime, apprehension and guarding of offenders and protection of property. Under the constitution of the United Republic of Tanzania, (URT, 1977), the Police Force is a union institution hence the provisions of the Act apply to Zanzibar as well (Tanzania Police, 2011). The first police training school in Tanganyika was opened by a group of European Police Inspectors at Morogoro in 1921. It was then transferred from Morogoro to Dar-es-Salaam at Kilwa road in 1930. This school was transferred again from Dar es Salaam to

Moshi- Kilimanjaro in 1954 where it is situated up to now. The role of this police school is to conduct training of basic recruit course and other in service courses (Tanzania Police, 2011). The Chief of the TPF is the IGP who is assisted by the Commissioners of Police, Deputy Commissioners and Senior Officers of the Police Force.

TPF has several commands which are divided into four main groups namely; Police Headquarters, Training wing, Regional Commands and Police Units. Training wing is divided into five institutions namely; Dar Es Salaam Police Academy, TPS Moshi, Zanzibar Police School, Police Marine School - Mwanza and Kidatu Police Staff College. Other Commands are Police Regions and Police Units which are Criminal Investigation Department, Dar Es Salaam Special Zone, Field Force Unit, Information and Communication Technology Unit, Traffic Police Unit, Airport Police Unit, Air wing Police Unit, Police Vehicles Maintenance Unit, TRC Police Unit, TAZARA Police Unit, Stock Theft Prevention Unit (STPU), Police Medical Unit, Police Dog and Horse Unit, Police Main Stores, Marine Police Unit, Police Band, Arusha Region, Ilala Region, Dodoma Region, Iringa Region, Kagera Region, Kaskazini Pemba Region, Kaskazini Unguja Region, Kigoma Region, Kilimanjaro Region, Kinondoni Region, Kusini Pemba Region, Kusini Unguja Region, Lindi Region, Manyara Region, Mara Region, Mbeya Region, Mjini Magharibi Region, Morogoro Region, Mtwara Region, Mwanza Region, Pwani Region, Rukwa Region, Ruvuma Region, Shinyanga Region, Singida Region, Tabora Region, Tanga Region, Tarime-Rorya Special Region and Temeke Region (Tanzania Police, 2011).

TPS Moshi is the only Police School in the URT used for conducting Basic Recruit Course. Also, most of initial courses of Police specialties are conducted at this school such as initial FFU, CID, Traffic, Dog handlers, Horse riders, Brass Band courses and others.

Also, this school is used to conduct promotion courses and other advanced courses such Second in Command course. The Head of TPS Moshi is titled as a Commandant assisted by SOA, CI, SOF and Officers commanding departments and Companies. Police Officers at TPS Moshi were selected by the researcher to be respondents in this study of job satisfaction of Tanzania Police Officers because most of instructors at TPS Moshi are experienced and knowledgeable enough to give reliable answers concerning with the study. But also, there is a trend of some of TPS staff to ask for transfer to other Police Commands other than Police training institutions which attracted the researcher to know why so. Not only that, but also when students graduate at this school and required by the TPF Administration to apply to be Instructors, they are normally not willing to do so. This situation was taken by the researcher to be associated with job dissatisfaction.

1.2 Statement of the Research Problem

TPF is one of organs of the State with its specific role of protecting people and their properties. "Police organisations tend to be very labour-intensive, relying on their officers to carry out a wide array of duties and tasks to meet the mission and goals of the agency" (Qureshi et al., 2016). According to the study conducted by Michael (2014), most of the Police Officers in the URT have a spirit of commitment even though some of Tanzanian Police Officers are frequently accused of taking corruption as revealed by Msami (2009), cited in Aiko (2015). In addition, the Transparency International survey ranks Tanzanian Police first in bribery and corruption, followed by Kenya, in the East African region (Kemboi & Moronge, 2016). There is also an augment of unethical events along with some of Police Officers in Tanzania such as unfortunate accountability such as poor customer care. These problems are often associated with some levels of dissatisfaction among the police officers. It is this situation that motivated the present study. The study

was therefore designed to compare the level of job satisfaction among police officers across the demographic factors. The study used TPS Moshi as a study area due to its significance of conducting training and interacting with basic police recruits and in-service police officers. TPS Moshi has two Campuses that are Moshi main campus situated in Moshi Municipality and Kilelepori campus which is situated in Siha District in Kilimanjaro region. Moshi campus is used for indoor and outdoor training courses. Kilelepori campus is used for field craft training in which more than 90% is outdoor training. TPS Moshi has a unique working environment compared with other Police Commands because most of the courses conducted at this School are tought, and practical oriented which need close supervision by instructors throughout the programme. Also, this school is different from other Police training institutions due to its role of converting civilian recruits into competent police officers and conducting initial police specialties' courses.

1.3 Research Objectives

1.3.1 General Research Objective

The general objective of this study was to assess job satisfaction of Police Officers' job satisfaction at Tanzania Police School – Moshi, across their demographic characteristics.

1.3.2 Specific Research Objectives

(i)   To assess the level of Police Officers' job satisfaction at Tanzania Police School - Moshi.

(ii)   To analyse demographic characteristics of Police Officers at Tanzania Police School - Moshi.

(iii) To assess the differences in job satisfaction across categories of demographic variables of Police Officers at TPS - Moshi.

1.4 Research Questions

1.4.1 General Research Question

How demographic characteristics affect Police Officers' job satisfaction at Tanzania Police School – Moshi?

1.4.2 Specific Research Questions

(i)   What is the level of Police Officers' job satisfaction at Tanzania Police School – Moshi?

(ii)   What are demographic characteristics of the Police Officers at Tanzania Police School - Moshi?

(iii) Is there a difference in job satisfactions across categories of demographic variables of Police Officers at Tanzania Police School – Moshi?

1.5 Significance of the Research

The study added value to the researcher's knowledge on methodology to conduct other studies in the coming future in the best way. Also, findings and recommendations of this study would be useful to TPF members and other Researchers in the URT and in other Countries. Moreover, the findings of this study would assist TPF policy makers in their subsequent efforts to either prepare new or review current Police General Orders (PGO), Regulations and policies. Employees' job satisfaction is linked to various outcomes such as performance, turnover intent and employees' organisation commitment. Therefore, when Police Officers will be satisfied, there will be a high performance, maintenance of employees and employees' commitment. The TPS Moshi and TPF in general would have knowledge of how to treat employees so as to make them satisfied all the time hence to increase good services to their customers and achieve individual and organizational goals.

1.6 Organization of the Dissertation

This dissertation organized into five chapters. Chapter two of this dissertation contains literature review; in which there are conceptual definitions, theoretical literature reviews, empirical literature reviews, research gap, conceptual theoretical frame work, Hypotheses, and Summary. In chapter three the dissertation shows the following components; research design, research strategies, surveyed population, area of the research, sampling design and procedures, methods of data collection, and results of the study. Chapter four contains the findings and discussion of the results. Chapter five contains conclusion, implication and recommendations of the results.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter presents a critical review of supporting theories and relevant empirical studies. Research gap is identified and analytical/conceptual framework developed. Finally, statements of hypothesis are presented.

2.2 Conceptual Definitions

2.2.1 Job Satisfaction

The term 'job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction (Armstrong, 2006:264)**.** According to Locke (1976) as cited by Gyamfi (2014) job satisfaction is the pleasurable emotional state of a worker that results from the appraisal of that worker's job experience. Hopkins (1983:7) as cited by Roy & Avdija (2012) defined job satisfaction as "the fulfilment or gratification of certain needs that were associated with one's work". According to Čiarnienė1 and Kumpikaitė (2010), job satisfaction refers to "the extent to which employees gain enjoyment from their efforts at the workplace. It is generally believed that higher job satisfaction is associated with better organizational and individual performance, commitment; increased productivity, lower absenteeism, and lower employee turnover".

2.3   Theoretical Analysis

2.3.1 Herzberg et al., two Factor Theory

According to Herzberg Mausner and Snyderman"s (1959) as cited by Castillo & Cano, (2004) and Dartey-Baah (2011), there is a relationship between job satisfaction and job motivators and hygiene factors. There is a difference between hygiene or maintenance factors from motivators or satisfiers factors. Hygiene factors do not motivate but prevent workers from been dissatisfied. Employees will be satisfied after hygiene needs are met and when they are not met, they will be dissatisfied. Hygiene factors are such as salary, working condition, interpersonal relationships, supervision, status and company policy. Job motivators are used to motivate employees intrinsically to work hard. Job motivators are like meaningful work, achievement, recognitions, personal growth, responsibility and advancement. According to this theory: employees cannot be satisfied intrinsically by job motivators without been first extrinsically satisfied by hygiene factors.

2.3.2 Maslow's Hierarchy of needs Theory

According to Maslow's Hierarchy of Needs Theory, there are five motivational factors namely; physiological needs, safety needs, belongingness needs, esteem needs and self-actualisation needs which have a relationship with job satisfaction. Physiological needs are found at the lowest level of the hierarchy such as food, air, water and shelter which require pay in order to afford some of these needs. Safety needs are at the second level of the hierarchy which are needs for a secure working environment. The third level is represented by belongingness and love needs to be accepted by other people. Esteem needs includes the need for self-respect and approval of others such as recognition. Self-actualisation is at the highest level of the hierarchy. Therefore factors affecting job satisfaction are found in this theory namely; pay, Security, working environment,

belongingness and love and self-respect (Kaur, 2013). Although, the factors stated in the motivation theories presented here have not clearly stated a relationship between demographic factors with employees' job satisfaction but demographic factors are expected to affect employees' job satisfaction (Duong, 2014). For instance, needs of employees differ from one individual to another based on age, e.g. the need to be married is related with age. Also, according to Abraham Maslow, what you have is no longer a motivator for example; employee's rank or education is not a motivator but an expected one. Also, as per the nature difference between males and females, there are some resources which can satisfy one sex but not another.

2.4 Empirical Analysis of Relevant Studies

Some practical studies related with factors affecting Police officers' job satisfaction and demographic characteristics which affect police officers' job satisfaction have been done either in the United Republic of Tanzania or in other parts of the world.

2.4.1 General Studies

Bezabeh (2015) conducted a study of socio-demographic and work-related factors as correlates of job satisfaction of midwives working in public hospitals in Addis Ababa. Findings show that work related variables have significant association with job satisfaction than socio-demographic variables such as age, years of experience and living conditions. A study was conducted in Pakistan to assess the relationship between job satisfaction, job performance, attitude towards work, and organizational commitment. The results reveal that there is a positive relationship between job satisfaction and performance (Imran et al., 2014). Also, Hinai (2014) conducted a study on the factors affecting job satisfaction of academic staff in higher education institution in Malaysia. Findings show

that work environment, pay and promotion have a positive relationship with employees' job satisfaction. Findings from the study conducted by Lambert et al. (2015b) on Indian Police Officers reveal that training has a positive relationship with job satisfaction. Another study by Hong (2013) was conducted to determine the relationship between level of job satisfaction of the non-administrative employees in Seremban Malaysia with four demographic factors, which are gender, age, wages and level of education. The researcher reveals that demographic factors do not affect employees' level of job satisfaction. Pham (2016) conducted a study to assess the job satisfaction and its relationships with age, gender and educational background in a Vietnamese context at Massey University, New Zealand. The results show that there is a relationship between job satisfaction and educational background.

Abdulla (2011) studied Dubai police employees to examine the relative effects of demographic: age, race, gender, education level, and years of work and environmental factors on job satisfaction among them. Work experience and age were found to have relationship with job satisfaction. According to Amarasena (2015) there is a relationship between current working rank/status and job satisfaction of University faculty members in Sri Lanka. Another study was conducted by Reid (2013) on examination of relationship between the socio-demographics and job satisfaction in Australian registered nurses. Findings show that there is no significant interaction between age and work experience and Job Satisfaction. The findings of another study suggest that Police Officers' demographic characteristics alone do little to explain variation in job satisfaction (Nalla, 2011). Another study examined the extent to which attitudinal dimensions are associated with supervisor and officer styles with police officers' satisfaction levels in USA. Results show that officers working under more experienced sergeants and under sergeants with greater expectations for aggressive enforcement reported significantly less satisfaction.

Also more experienced and more highly educated officers reported significantly less satisfaction (Ingram & Lee, 2015). Balcı (2011) conducted a study on the effects of education on police officers' job satisfaction of Turkish National Police. Results show that there is a relationship between education and Police Officers' job satisfaction. The research on factors impacting job satisfaction among Police personnel in India by multidimensional analysis reveal that demographic factors have an impact on Police officers' job satisfaction (Kumar, 2017). Paoline (2015) examined the impact of varying levels of education (i.e. high school, some college, and bachelor's degree and higher) on officers' job satisfaction. Results show that there is a negative relationship between education and job satisfaction of police officers.

2.4.2　Studies in African Countries

Munyewende, Rispel, & Chirwa, (2014)conducted a study on positive practice environments influence job satisfaction of primary health care clinic nursing managers in two South African provinces. The findings show a negative relationship between tenure and job satisfaction. A study on job satisfaction in the Royal Swaziland Police Service reveals that Police Officers perform effectively when given necessary resources (Mabila et al., 2014).

2.4.3 Studies in Tanzania

Ngimbudzi (2009) conducted a study on job satisfaction among secondary school Teachers in Njombe District – Tanzania. The researcher revealed that there are significant differences in teachers' job satisfaction in relation to age but there are no significant differences in relation to teaching experience and promotional position. Shaibu (2014) conducted a study on factors influencing job satisfaction and turnover intentions in commercial banks in Tanzania. The findings of the study show that the age, job position

and length of service categories of the employees significantly predicted their level of job satisfaction. Lukosi (2015) show that the domains of job dissatisfaction in TPF at the Police Headquarters are salary and allowances, promotion opportunities, company and administrative policies, advancement and achievement, working environment/condition, supervision and recognition and responsibility.

2.5 The Research Gap

From the analysis of theoretical and empirical literatures reviewed by the researcher show a number of gaps left behind such as geographically and nature of institutions in which studies were conducted. Most of studies related with factors affecting Police officers' job satisfaction reviewed were conducted outside the URT. Notwithstanding the relevance of the reviewed studies above, little is known about factors affecting Police Officers' job satisfaction in Tanzania, with the exception of Lukosi (2015). Therefore, the findings may not apply to Tanzania due to their cultural differences. Therefore, to fill this gap, the researcher conducted the study to assess the demographic characteristics affecting police officers' job satisfaction at Tanzania Police School – Moshi.

2.6   The Conceptual Framework

This study was guided by the conceptual framework in Figure 2.1. The framework has six independent variables which are; age, gender, marital status, work experience, rank and education level and one dependent variable which is job satisfaction (Gligorovic and Terek 2014).

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│  ┌──────────────────────────────┐        ┌─────────────────────────┐  │
│  │ Demographic variables as     │        │ Dependent variable      │  │
│  │ independent variables        │        │                         │  │
│  └──────────────────────────────┘        └─────────────────────────┘  │
│  ┌──────────────────────────────┐                                     │
│  │ Age                          │         ┌─────────────────────────┐  │
│  │ Gender                       │         │ Job                     │  │
│  │ Education level              │────────▶│ Satisfaction            │  │
│  │ Work experience              │         │                         │  │
│  │ Marital status               │         └─────────────────────────┘  │
│  │ Rank                         │                                     │
│  └──────────────────────────────┘                                     │
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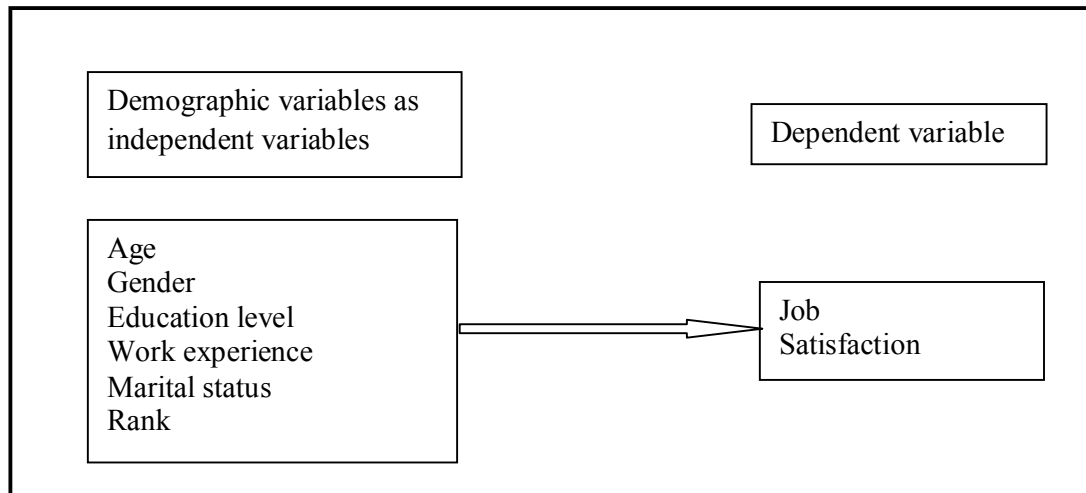
Figure 2.1 Conceptual Framework
Source: Developed by the Researcher, 2017

2.7   Theoretical Framework

Age, gender, education, work experience, marital status and ranks were used in this study as independent variables while Job satisfaction was a dependent variable. Based on the findings, education level might not be the only indicator of job satisfaction. More educated police officers in Turkish National Police were mostly doing desk work while the other less educated officers were tasked with the more traditional police patrolling assignments. But also promotion on the job and getting benefits from social and cultural standing among the police officers and giving more opportunities to the more educated police officers than the others but still there was a decreased job satisfaction among the police officers (Balcı, 2011). Also Lee (2014) assessed police officer job satisfaction and officer-sergeant educational levels. Findings show that when officers had higher education, they essentially had lower job satisfaction. Another study on higher education, college degree major, and Police occupational attitudes reveal that higher education for lower ranks has no impact on job satisfaction, except in higher ranks and/or officers with specialised assignments (Paoline,Terrill & Rossler, 2014). According to Buzawa (1984) as cited by Forsyth (1994), the job satisfaction of Police Officers appears to decrease with years on

the job. Older Police Officers also have lower levels of job satisfaction due to the fact that the years on the force are generally associated with the age of police officers. The findings further reveal that female police officers have less job satisfaction than male police officers. Another study shows "male instructors have higher job satisfaction scores than female instructors. This indicates that, male instructors love their jobs and feel more pleased with their jobs. Also the study presents that, single instructors have higher, even slightly, job satisfaction levels than married instructors (Dalkilic, Cimen and Ramazanoglu, 2015). But also Hinai (2014) reported that, promotion (rank) has significant impact on employees' job satisfaction.

A study conducted by Abdulla (2011) on Dubai police employees to examine the relative effects of demographic: age, race, gender, education level, and years of work and environmental factors on job satisfaction among them, show that work experience and age were found to have relationship with job satisfaction. Moreover, more experienced and more highly educated officers reported significantly less satisfaction (Ingram & Lee, 2015). Another study on factors impacting job satisfaction among Police personnel in India by multidimensional analysis reveal that demographic factors have an impact on Police officers' job satisfaction (Kumar, 2017). Furthermore Paoline (2015) examined the impact of varying levels of education (i.e. high school, some college, and bachelor's degree and higher) on officers' job satisfaction. Results show that there is a negative relationship between education and job satisfaction of police officers. Despite of these findings the researcher assessed the relationship between demographic factors: age, gender, marital status, and work experience, rank and education level with Tanzania Police Officers' job satisfaction.

2.8   Statement of Hypotheses

This study tested the following hypotheses:-

(i)   There are significant differences in job satisfaction across Ranks.

(ii)   There are significant differences in job satisfaction across work experience categories.

(iii)   There are significant differences in job satisfaction across education qualification levels.

(iv)   There are significant differences in job satisfaction across age groups.

(v)   There are significant differences in job satisfaction across gender

(vi)   There are significant differences in job satisfaction across marital status groups

2.9   Summary

This topic of review of related literatures is based on theoretical analysis and empirical analysis of relevant studies. Most of studies reviewed show that there is a relationship between job satisfaction as a dependent variable and six independent variables which are age, gender, marital status, work experience, rank and education level.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1   Overview

This chapter is composed of research strategies, survey population, area of the survey, sampling design and procedures, variables and measurement procedures, methods of data collection, data processing and analysis, and results of the study.

3.2.   Research Strategies

This section gives an overall view of the method chosen and the reason for that choice (Saunders, et al., 2009:43). The quantitative paradigm was used because the researcher wished to assess variables. The survey study strategies were used because the researcher collected data over a relatively large number of respondents. Deductive approach was used in this study so as to test the hypotheses about effects of demographic variables on job satisfaction. The cross-sectional study was used because the researcher would like to collect data for a short period of time. A cross-sectional design entails the collection of data on more than one case and at a single point in time (Bryman, and Bell, 2011:53).

3.2.1   Survey Population

The population of this study was all Police Officers working at TPS– Moshi from the rank of Police Constable to Inspectors making the total of 404 in number. They were of different gender, age, education, work experience, marital status and ranks. The distribution of ranks and gender in this population was: PCs were 226: 170 males and 56 females, NCOs were 128: 109 males and 19 females and Inspectorates were 50: 46 males and 04 females. Out of 404 Police Officers; there are 325 males and 79 females. PC is the immediate rank after Police recruitment course. NCOs is the group of police officers with

the ranks of Corporal, Sergeant, Staff Sergeant and Sergeant Major. Inspectorate is composed of Assistant Inspectors and Inspectors. Most of workforces at TPS Moshi are found in this population hence this Survey population would give a proportional representation of TPF police officers.

3.2.2 Area of the Research

The area of the study was the TPS Moshi main campus of which it is found in Moshi Municipal in Kilimanjaro Region. Kilimanjaro is found on the Northern part of the URT.

3.3. Sampling Design and Procedures

The sampling frame was known in this study but the researcher used a non-probability convenience sampling technique because this technique does not depend on sampling frame. It is based on the subjective judgement of the researcher through which respondents are selected based on their availability and willingness to participate in the study (Saunders et al., 2009:291). Hence the sample size was obtained by using number of independent variables (IV): Sample size = 50 + 8(IV) where IV = 06 hence 50 + 8(6) = 98. Therefore 98 Police Officers selected out of 404 as the minimum sample. Hence, take care of possible nonresponses, 150 Police Officers were selected out of 404. According to this population, 226 are PCs, 128 are NCOs and 50 are Inspectorates. Hence to get a representative sample, the researcher considered proportional sampling based on the ranks and gender. That is PCs: 226/404 x 150 = 83 respondents, NCOs: 128/404 x 150 = 48 respondents and Inspectorates: 50/404 x 82=19 respondents. Because of their number, four female inspectors, 10 female NCOs and 20 female PCs were assessed. Therefore, the sample size of 150 police officers (34 females and 116 males): 83 PCs (20 females and 63 males), 48 NCOs (10 females and 38 males) and 19 Inspectorates (04 females and 15

males) were used in order the researcher to have a convenient representative sample (Bryman, and Bell, 2011:176). The researcher was interested to assess all females and all inspectorates due to their small number but because of the nature of their work it was difficult to get all of them. The researcher distributed questionnaires to members of the population willing to respond until the designated number of respondents. The researcher used a sample to represent the population because of economical and time limitations hence the aim was to save time and money for studying the whole population. Also the researcher used this sample because of its accessibility (Bryman, and Bell, 2011:179).

3.4   Variables and Measurement Procedures

The independent variables in this study were six social demographic variables and one dependent variable. The social demographic variables were age, gender, education level, work experience, marital status and ranks. The dependent variable is job satisfaction. JSS measurement scale developed by Spector (1994) was used to assess the level of job satisfaction in which nine independent variables were measured; namely; pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication (Ali, 2010). The difference in job satisfaction across categories of the selected demographic variables was assessed using by descriptive statistics and analysis of variance (ANOVA).

3.5.   Methods of Data Collection

In this study, the structured questionnaire was used to collect data. The researcher distributed questionnaires to Police inspectorates at their club where they are used to meet for breakfast every day and some were distributed during the master parade. The researcher did the same for PCs and NCOs at rank and file mess where they meet several times until the designated sample size was reached. Rank and file mess is used for only

PCs and NCOs. This technique was used due to difficultness of locating all respondents together at the same time due to the nature of their work and timetable (Kazmi & Singh, 2015).

3.5.1 Questionnaire

The instrument used to collect job satisfaction data was JSS questionnaire developed by Spector (1994) containing nine facets of job satisfaction. The first section of the questionnaire asked for demographic variables of work experience, age, rank, marital status, gender and education. The second section of the questionnaire contained the 36-item JSS scale in which nine facets were assessed whereby each facet was assessed with four items, and a total score is computed from all items. Respondents were asred to given their rating of satisfaction with the police job on a 6-point rating scale, ranging from ranging from "1 = disagree very much" to "6 = agree very much". The respondents were requested to Circle only one number for each statement that would come closest to reflecting his/her opinion about it. The questionnaire was administered to respondents during regular work hours. A copy of questionnaire is included with this dissertation as Appendix 1.

3.5.2 Reliability of Research Instrument

The internal reliability of the JSS scale was tested by using Cronbach's coefficient alpha. It was used by the researcher to make sure all items measure the same underlying construct. Normally values range from 0 to 1, with higher values indicating greater reliability; "values above .7 are considered acceptable; however, values above .8 are preferable" (Pallant, 2011:100). The calculated Cronbach's Alpha of internal reliability of the JSS scale for total job satisfaction in this study was .942 which is greater reliability.

However, the calculated Cronbach's Alpha of four items for each sub scale is indicated in Table 3.1.

3.6. Data Processing and Analysis

3.6.1 Data Preparation

Data collected were coded, tabulated and then drawn statistical inferences ready to be analysed (Kothari, 2004).

3.6.2 Data Analysis

The JSS measurement scale with 36 items through nine independent variables namely; pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work and communication was used to measure the level of job satisfaction among police officers at TPS Moshi. The quantitative data collected were converted into a format that SPSS can understand. The codebook involved defining and labelling each of the variables as well as assigning numbers to each of the possible responses (Pallant, 2011:11). "The JSS, has some of its items written in each direction: positive and negative worded. Scores on each of nine facet subscales, based on 4 items each, can range from 4 to 24; while scores for total job satisfaction, based on the sum of all 36 items, can range from 36 to 216. High scores on the scale represent job satisfaction, so the scores on the negatively worded items were reversed-coded before summing with the positively worded into total scores. The negatively worded items were reverse scored, that is $1 = 6$, $2 = 5$, $3 = 4$, $4 = 3$, $5 = 2$ and $6 = 1$ for instance, score of 6 representing strongest agreement with a negatively worded item was considered equivalent to a score of 1 representing strongest disagreement on a positively worded item. Negatively worded items in this scale were 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36. Items go into the subscales as shown in Table 3.1. The researcher assumed that

agreement with positively-worded items and disagreement with negatively-worded items would represent satisfaction and vice versa. Each subscale with 4-items and a mean item response of 4 or more represent satisfaction, whereas mean responses of 3 or less will represent dissatisfaction. Mean scores between 3 and 4 were ambivalence. The summed scores for 36-item, with a range from 4 to 24, scores of 4 to 12 were interpreted as dissatisfied and 16 to 24 were satisfied, where between 12 and 16 were ambivalent. (Spector,1985).

Table 3.1 Items in each Subscale

Subscale	Item numbers	Cronbach's Alpha
Pay	1, 10, 19, 28	.786
Promotion	2, 11, 20, 33	.816
Supervision	3, 12, 21, 30	.691
Fringe Benefits	4, 13, 22, 29	.808
Contingent rewards	5, 14, 23, 32	.668
Operating Procedures	6, 15, 24, 31	.565
Co workers	7, 16, 25, 34	.551
Nature of work	8, 17, 27, 35	.560
Communication	9, 18, 26, 36	.533
Total satisfaction	1-36	.942

The relationship between job satisfaction of Police Officers at TPS Moshi and demographic variables was analysed by descriptive statistics and analysis of variance (ANOVA) (Duong, 2014). SPSS software was used to undertake calculations and chart drawing (Saunders et al., 2009:473).

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents and discusses the findings. It is organised into several sections according to the study's objectives: The specific objectives were (i) to assess the level of Police Officers' job satisfaction at Tanzania Police School - Moshi.; (ii) to analyse demographic characteristics of Police Officers at Tanzania Police School – Moshi; and (iii) to assess the differences in job satisfactions of Police Officers at TPS Moshi across their demographic variables.

4.1 Analysis of Job Satisfaction

The first objective was to assess the level of Police Officers' job satisfaction at Tanzania Police School – Moshi. To achieve this, descriptive statistics technique was applied. Table: 4.1 shows that the job satisfaction mean score is 160 for 150 respondents as well and standard deviation, minimum and maximum scores. According to Spector (1994), for the 36-item scale, the job satisfaction mean score ranges are 36 to 108 for dissatisfaction, 144 to 216 for satisfaction, and 108 to 144 for ambivalent. Therefore, the 160 score in this study is within the range for satisfaction of 144 to 216 which means Police Officers at TPS Moshi were satisfied with their job.

Table 4.1 The Level of Job Satisfaction

	N	Minimum	Maximum	Mean	Std. Deviation
TJS1	150	79.00	198.00	160	23.36599

Source: Field data (2017)

4.2 Demographic Characteristics of Respondents

The second objective was to analyse demographic characteristics of Police officers at Tanzania Police School – Moshi. Table 4.2 presents the results. The next subsections report the results. The variables considered were education level, rank, working experience, age, gender and marital status.

4.2.1   Education Level

According to Table 4.2, majority of the respondents fall between the education levels of Secondary to diploma which is equal to 121 respondents which is equivalent to 80.7%. The next level of education in this sample is Post diploma which is composed of 29 respondents (19.3%) making a total of 150 respondents (100%). These findings indicate that the academic qualifications of police officers are still very low.

4.2.1   Job Ranks

Results in Table 4.2 further shows that over half of the Police Officers in the sample fall under the rank of Police Constable (PC) rank. About a third of the Police Officers are in the rank of non-commissioned officers' rank. The rank which has a smallest number in this sample is Inspectorate which is composed of 19 respondents which is equivalent to 12.7%.

4.2.3   Working Experience

Table 4.2 further shows distribution of Police Officers according to their working experience. Slightly above half of them had worked for between 3 and 12 years, while 40 percent had worked for more than 12 years. The remaining 10 percent had worked for less

than three years at the time of this survey. This finding implies that the respondents had sufficient experience to which they could rate their satisfaction.

4.2.4 Age

Also in Table 4.2, findings on age distribution are presented. Slightly above half of the respondents were aged between 26 – 35 years of age, followed by those who were aged between 36 – 45 years who were constituted 28 percent. Those who were aged above 46 years and 25 or less were respectively 6.7 and 13.3 percent.

4.2.5 Gender

In Table 4.2 results show that 77 percent of the respondents were male while the remaining 23 percent were female. This finding shows that most of TPS Moshi instructors are male. This is a representative of the real situation of the entire TPF in general.

4.2.6 Marital Status

Finally, Table 4.2 also shows that 71 percent of the respondents were married. Singles constitutes 23 percent and the rest were widowed and equaled 7 percent.

Table 4.2 Demographic Distribution of Respondents

Demographic Variable	Frequency	Percentage
Education		
Secondary to Diploma	121	80.7
Post Diploma	29	19.3
Job rank		
PC	83	55.3
NCO	48	32
Inspectorate	19	12.7
Working Experience		
Below 3 years	12	8
3 - 12 years	78	52
above 12 years	60	40
Age		
25 years or less	20	13.3
26-35 years	78	52
36 - 45 years	42	28
46-55 years	10	6.7
Gender		
Male	116	77.3
Female	34	22.7
Marital Status		
Single	34	22.7
Married	106	70.7
Widowed	10	6.7

4.3 Job Satisfaction Across Demographic Factors

The third objective was to assess the differences in job satisfactions of police officers at TPS Moshi across their demographic variables. One-way between groups analysis of variance (ANOVA) technique was used to achieve the objective. Demographic variables of interest were education, job rank, working experience, age, gender and marital status.

Cut-off probability value of .05 was used to judge significance levels. Table 4.3 presents the findings

4.3.1 Education Level and Job Satisfaction

Table: 4.3 reveal that there was a statistically significant difference in job satisfaction of police officers (F (1, 148) = 26.6; ρ < .001) between Police Officers with diploma and below qualification (M = 164, SD = 22.51) and those with qualification higher than diploma (M = 141; SD = 17.08). This shows that more educated Police Officers at TPS Moshi are less satisfied. This result is supported by a study on higher education, college degree major, and Police occupational attitudes revealed that higher education for lower ranks has no impact on job satisfaction, except in higher ranks and/or officers with specialised assignments (Paoline,Terrill & Rossler, 2014).

4.3.2 Rank and Job Satisfaction

Table: 4.3 also shows that there was statistically insignificant difference in the Police Officer's job satisfaction (F(2,147) = 1.62, ρ =.200) across their job ranks.

4.3.3 Working Experience and Job satisfaction

Table: 4.3 further reveals that there was a statistically significance differences in Police Officer's job satisfaction (F(2,147) = 14.03, ρ < .001) across their experience categories i.e. Those with experience of below three years (M =167, SD = 18.36), between 3 and 12 years (M = 78, SD = 15.9) and those with above 12 years of experience (M = 148, SD = 27.65). The results are consistent with those of Abdulla (2011) in Dubai which also found that work experience had a significant relationship with job satisfaction of Police Officers.

4.3.4 Age and Job Satisfaction

Also Table: 4.3 show that there was a statistically significance difference in the police officer's job satisfaction based on age categories $(F(2,147) = 6.19, \rho = .001)$ with i.e. Those aged 25 years or lower (M =172, SD = 15.91), between 26 and 35 years (M = 163, SD = 18.17); those aged between 36 and 45 years (M = 149, SD = 29.79). and those aged above 45 years (M= 155, SD = 24.75). The findings are also consistent with those done on Police Officers in Dubai (Abdulla, 2011).

4.6.5 Gender and Job Satisfaction

Further Table 4.3 shows that there was statistically insignificant difference in Police Officer's job satisfaction $(F (1, 148) = 0.017, \rho = .896)$ between male (M = 160, SD = 24.48) and female (M = 160, SD = 19.37).

4.3.6 Marital Status and Job Satisfaction

Lastly, Table: 4.3 shows that there was a statistically significant difference in the police officers job satisfaction $(F(2,147) = 3.715, \rho = .027)$. i.e. Singles (M = 166, SD 16.33), married (M= 159, SD = 24.19) and Widowed (M =144, SD =28.25).

Table 4.3 Differences in Job Satisfaction across Demographic Variables

	Frequency	Mean	S.D.	Min.	Max.	F	ρ - value
Education							
Secondary to Diploma	121	164	22.51	79	198	26.6	< .001
Post Diploma	29	141	17.08	102	179		
Job rank							
PC	83	159	24.66	79	190	1.62	0.2
NCO	48	164	18.85	122	198		
Inspectorate	19	153	26.85	102	198		
Working Experience							
Below 3 years	12	167	18.36	134	187	14.03	< .001
3 - 12 years	78	167	15.9	115	198		
above 12 years	60	148	27.65	79	198		
Age							
25 years or less	20	172	15.91	134	190	6.19	0.001
26-35 years	78	163	18.17	115	198		
36 - 45 years	42	149	29.79	79	194		
46-55 years	10	155	24.75	122	198		
Gender							
Male	116	160	24.48	79	198	0.017	0.896
Female	34	160	19.37	115	198		
Marital Status							
Single	34	166	16.33	130	187	3.715	0.027
Married	106	159	24.19	79	198		
Widowed	10	144	28.25	107	188		

4.7 Discussion of the Findings

This study aimed to assess demographic characteristics affecting police officers' job satisfaction at Tanzania Police School – Moshi. Specifically, the study assessed the level of Police Officers' job satisfaction, analysed demographic characteristics of Police officers and assessed the differences in job satisfactions scores across categories of demographic

variables of Police officers at Tanzania Police School - Moshi. The results of this study show that Police officers at TPS Moshi are satisfied with their job by the average score of 160. Even though this is the average score but it reflects that majority of instructors at TPS Moshi are satisfied with their job.

Furthermore, the total job satisfaction of police officers at TPS Moshi was compared across the demographic factors to assess their relationship. The results reveal that there is a significant difference among the mean scores on job satisfaction and educational level. This result is consistent with Lee (2014) who assessed police officer job satisfaction and officer-sergeant educational levels and found that when officers had higher education, they essentially had lower job satisfaction. Another study on higher education, college degree major, and Police occupational attitudes revealed that higher education for lower ranks has no impact on job satisfaction, except in higher ranks and/or officers with specialised assignments (Paoline,Terrill & Rossler, 2014).

Another result shows that statistically there is no significant difference between rank and job satisfaction. This finding is inconsistence with the study conducted by Hinai (2014) which reported that, promotion criteria have significant impact on employees' job satisfaction. The results also show that there is a significance difference among police officers with difference working experience and statistically there is a significant difference between age and job satisfaction. These results are consistent with other studies like Buzawa (1984) as cited by Forsyth (1994) who revealed that the job satisfaction of Police officers appears to decrease with years on the job. Older Police officers also have lower levels of job satisfaction due to the fact that the years on the force are generally associated with the age of police officers. Moreover, more experienced and more highly educated officers reported significantly less satisfaction (Ingram & Lee, 2015). Likewise, Abdulla (2011) in Dubai also found that work experience had a significant relationship

with job satisfaction of police officers. Furthermore, the findings show that statistically there is no significant difference between female instructors and male instructors at TPS Moshi.

Also the results show that statistically there is a significance difference among single, married and widowed police officers at TPS Moshi. Dalkilic, Cimen and Ramazanoglu (2015) found that "male instructors have higher job satisfaction scores than female instructors. This indicates that, male instructors love their jobs and feel more pleased with their jobs which are different at TPS Moshi whereby there is no statistical difference between them. Also, the study presents that, single instructors have higher, even slightly, job satisfaction levels than married instructors which is consistent with the results of this study.

CHAPTER FIVE

5.0 CONCLUSION, IMPLICATION AND RECOMMENDATIONS

5.1 Overview

The general objective of this study was to assess differences in job satisfaction of Police Officers' job satisfaction across their demographic characteristics. The study used Police Officers from Tanzania Police School – Moshi. The specific objectives were to assess the level of Police Officers' job satisfaction, analyse demographic characteristics and the differences in job satisfactions scores across categories of demographic variables of Police Officers. The convenience sampling technique was used to get 150 respondents out of 404 Police Officers and the School. Job satisfaction data was collected by JSS questionnaire developed by Spector (1994) containing nine facets of job satisfaction. The levels of, and differences in, total job satisfaction scores across demographic variables, were analysed by descriptive statistics and analysis of variance (ANOVA) respectively. This chapter presents conclusion, implication of the study findings and recommendations based on the findings. The chapter is divided into summary of the findings, conclusion, implication, limitations and areas of future study.

5.2 Summary of Findings

The findings reveal that the average mean scores on job satisfaction of police officers at TPS Moshi are of satisfaction level. Furthermore, the findings reveal that there is a significant difference in the job satisfaction scores across educational level, working experience, age and marital status. But in case of rank and gender, the findings show that there is no significant difference among the job satisfaction scores across the rank and gender.

5.3 Conclusion

This study has attempted to assess the differences on job satisfaction scores across demographic characteristics of police officers in Tanzania where by TPS Moshi was used as a study area. The results would be useful to TPF members and other Researchers since this study is one of few and unique studies conducted in the URT. Moreover, the findings of this study would assist TPF administration on how to manage their human resource by considering their level of education, rank, age, working experience, gender and marital status.

5.4 Implication

The findings of this study imply that the average number of police officers at TPS Moshi is satisfied with job. Also, the findings show that the TPS Moshi administration is smart in planning and development of its staff by considering educational level, working experience, age and marital status hence job satisfaction.

5.5 Recommendations

The job satisfaction of any employee including police officers may be linked to various outcomes such as performance, turnover intent and commitment. Therefore, when police officers are satisfied with their job, there would be a high performance, maintenance of employees, employees' commitment and good customer care. Therefore, it is recommended to TPS Moshi and TPF in general to always consider demographic characteristics in managing their human resources so as to raise their level of job satisfaction.

5.6   Limitations and Areas of Future Research

This study only focused on six demographic characteristics. Also, the study was limited to only one command which was TPS Moshi. The researcher used only questionnaire to collect data. The researcher suggests in the future more studies on other factors than demographic characteristics. Furthermore, the researcher suggests in the future studies to use more data collection instruments such as open-ended questions or interview to give room for respondents to describe their perceptions. It is also recommended that future studies consider other antecedents of job satisfaction as well as of its consequences. One limitation is that the results are based on TPS members. It would of interest to study a bigger sample across difference categories of the police force in order to increase generalizability of the findings.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Dear Respondent;

My name is Aristides Damazo, I'm pursuing a Master of Human Resource Management degree at the Open University of Tanzania. As a part of my program I am in the process of collecting data of my Research topic "the factors affecting police officers' job satisfaction in Tanzania using Tanzania Police School Moshi as a study area.

You are requested to complete the following questionnaire by circling only one number for each statement below that comes closest to reflecting your opinion about it. Your responses will be treated confidential hence don't write even your name.

Thank you very much.

A: GENERAL INFORMATION: (Circle only one number for each statement below)
1.   My education level is **1.** Below secondary **2.** Secondary to Diploma **3.** Post Diploma
2.   My rank is **1.** PC **2.** NCO **3.** Inspector
3.   My working experience is 1. Below three years **2.** Three to below 12 years **3.** 12 years and above
4.   My age is **1.** 25 years and below **2.** 26 – 35 years **3.** 36 – 45 years **4.** 46 – 55 years **5.** Above 55 years
5.   My gender is **1.** Male **2.** Female
6.   My marital status is **1.** Single **2.** Married **3.** Widowed

B: Circle only one number for each statement below (1= Disagree very much, 2= Disagree moderately, 3= Disagree slightly, 4= Agree slightly, 5= Agree moderately, 6= Agree very much.)		Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6

2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of this organization are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6

25	I enjoy my co-workers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I am satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6