Are there significant differences in the motivation and job satisfaction levels of Higher Executive Officers and Administrative Officers in an Irish Civil Service Department?

by

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Abstract

Motivation and job satisfaction play a crucial role in enabling organisations to be successful. The purpose of this study is to examine and compare the factors influencing the motivation and job satisfaction of two groups of middle managers in an Irish Civil Service Department. The data was primarily gathered from the Employee Attitude Survey with 77 respondents. From the seven constructs examined the findings show that satisfaction with empowerment, satisfaction with pay and overall job satisfaction were found to be influenced by age, salary and length of time in the grade. The survey has its limitations as the sample was taken from one small Government Department but it is anticipated that a larger scale survey replicated across the Civil Service could provide a clearer insight to what motivates middle managers in the Irish Civil Service. Recommendations emanating from the research are also proposed.

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Chapter 1. Introduction

Employee motivation and job satisfaction are frequently studied subjects by psychologists to better understand what influences are at play in the workplace. Managers need to understand the importance of employee motivation and the effect that the changing work environment is having on their staff to ensure that levels of motivation and job satisfaction are not only maintained but increase. If organisations are to succeed in business they must have the ability to effectively manage change (Thomas, 2012) and seek to obtain high performance from their staff. Middle managers have an important role to play in an organisation as they are expected to become future leaders. It is critical therefore that they are fully engaged employees and that their behaviour is aligned with the values and goals of the organisation. They must be highly motivated personally to enable them to translate the higher goals and objectives of the organisation into more specific plans and actions (Bateman and Snell, 2007) and should strive to ensure their staff members are also highly motivated. In attempting to motivate staff managers need to understand that people are unable to make radical changes to their behavioural characteristics and instead managers must create the right environment for motivation to occur (Herbig and Genestre, 1997). Senior leaders, who are generally older, must be cognizant that younger employees may possess differing work values. Misunderstanding this concept may cause younger workers to feel they do not fit into the organisation (Cennamo and Gardner, 2008) and may negatively impact on performance and loyalty to the organisation (Adkins, Russell and Werbel, 1994; Vandenberg and Scarpello, 1990). Creating the right environment can be quite challenging because employee motivators are constantly changing (Bowen and Radhakrishna, 1991) due to the influence in personal, social and other dynamics shifting (Wiley, 1995; Rebrov, 2012) and the increasing diversity of the workforce (Grobler et al., 2001). It is also argued that motivators in general are individualistic thus increasing the difficulty in meeting employees' needs (Grobler et al., 2001).

Against the backdrop of the global economic crisis the Irish Government was forced to take steps to reduce costs and increase the efficiency and effectiveness of its public services. The reforms in the Civil Service included pay cuts, reduced headcount,

embargoes on recruitment and promotion and the implementation of new work practices. The effects of such reforms on employee motivation in an Irish Civil Service context have not been fully examined. Blennerhassett (1983) conducted research in 1978 of over eight hundred executive staff comprising of Higher Executive Officers and Executive Officers in the Civil Service to analyse the factors affecting their motivation, based on Vroom's (1964) expectancy theory. Whilst the data was collected thirty seven years ago and the Civil Service has since undergone significant change it is not known if those findings are still relevant to today's middle ranking civil servants. A noticeable gap in academic literature and studies in identifying how motivation, satisfaction and the desirability of working in the public sector are impacted by recent Human Resource reforms has been identified by Demmke, Henökl and Moilanen, (2008). Jansen and Samuel (2014) conducted a quantitative study of 250 middle level managers in the private sector but commented on the scarce research that has been conducted on the motivation of middle managers. Manolopoulos (2008) states that the focus of motivation studies continues to be on the private sector but where research was completed on public organisations it tends to refer to the employer standpoint rather than the employees'.

The focus for this study is the level of motivation and job satisfaction of two groups of middle managers in an Irish Civil Service Department. The research will seek to establish if there are significant differences in the motivation and job satisfaction levels of Higher Executive Officers (HEOs) and Administrative Officers (AOs) in the Department of X. The research will examine the factors that impact on levels of motivation and job satisfaction and in particular the study will focus on the job facets of job satisfaction. The novel approach of this study is in the comparison of the two groups of middle managers in an Irish Government Department. The aim of this research is not to fill this gap entirely but rather to gain a better understanding of what currently motivates middle managers in the Department of X and for these to be considered by senior management. The findings suggest no significant difference between the job satisfaction levels of HEOs and AOs. Significant differences were found in relation to the factors contributing to satisfaction, namely age, salary and length of time in the grade.

Chapter 2. Literature Review

This literature review will examine the existing body of research on employee motivation and job satisfaction and will focus primarily on the factors that contribute to job satisfaction as identified by Hodgetts (1991). The review begins by outlining the concept of motivation and will introduce some key theories relevant to this study. Thereafter job satisfaction will be explained and its impact will also be explored. Following this the next section discusses in more detail the main motivation factors proposed by existing research along with a consideration of the influence of demographic variables. The review proceeds to a dialogue on measuring job satisfaction and concludes with a view of Public Service Motivation in the context of this study.

2.1 What is motivation?

Motivation can be described as the reason for a particular action and is a derivative of the Latin word movere, meaning to move (Kreitner and Kinicki, 1998). Many academics have offered a definition of motivation. It is described as an internal process in order to achieve one's own and organisational objectives (Bedeian, 1993), to satisfy unmet needs (Higgins, 1994) and a reason and a way of behaviour (Kreitner, 1995). Whichever definition is used, Bandura (1997) reports that belief in one's ability to achieve desired outcomes underpins human motivation. The significance of employee motivation is that when enhanced it will yield higher productivity and reduce employee turnover which ultimately results in company survival in the ever changing nature of business (Smith, 1994; Lindner, 1998) and therefore is a critical management tool.

2.2 Introduction to Motivation theories

Having defined what motivation is various theories on motivation will now be discussed. In the early 1900's Taylor (1911) produced the Scientific Management theory which was the earliest motivational theory. His study took a "time and motion" approach to identify how workers could be motivated to become more efficient and he found that employees are motivated by money. Between 1927 and 1932 Mayo and

Roethlisberger (Mayo, 1933) undertook a set of experiments at the Western Electric Hawthorne Works to examine productivity. These studies, known as the Hawthorne Studies found that contrary to what Taylor (1911) said employees were motivated by much more than money and that social factors such as group involvement and managerial interaction were far more important. The Hawthorne Studies changed the way employees were managed with the major focus of managers being the needs and motivation of their workers (Bedeian, 1993). Following publication of the Hawthorne Studies further research was conducted in an attempt to get a deeper understanding of what motivates employees.

Over the years many theories have been developed on motivation and whilst these theoretical conceptualisations differ in their perspectives, the common viewpoint is that "motivation requires a desire to act, an ability to act, and having an objective" (Ramlall, 2004, p. 53). Whilst each perspective is specific in the scope of its analysis and its application may be relevant to specific work circumstances, the myriad of theories collectively can provide a context to gain a better understanding of employee motivation. Employee motivation falls into one of two theoretical frameworks: content or need theories and process theories. Content theories concentrate on 'the what'; what motivates people psychologically and physiologically and considers the internal factors that strengthen, guide, maintain or stop behaviour. Content theories include Maslow's Hierarchy of Needs (1943) and Herzberg's Two-factor theory (1959). Process theories analyse 'the how'; how behaviour is improved or changed and include Adams' Equity theory (1965b) and Vroom's Expectancy theory (1964). Having introduced the main motivation theories the next section will discuss the two theoretical frameworks in more detail.

2.3 Content Theories

One much cited theory is Maslow's (1943) hierarchy of needs theory which states that people are motivated to achieve five hierarchical levels of unmet needs. The lowest level begins with physiological needs (basic human needs) and rises to safety (a secure environment, secure tenure), social (acceptance by others), esteem (gaining respect, approval and recognition) and self-actualizing (reaching ones full potential) and need to be fulfilled to motivate people.

Figure 1: Maslow's Hierarchy of Needs amalgam

Much of the literature on Maslow's (1943) theory state that the needs of a human being must be met sequentially, with the lowest level being met before progressing onto the next level need (Baron and Greenberg, 1990). However this is not the case as humans will constantly be seeking more and their needs will be at varying levels of satisfaction and unsatisfaction (Ramlall, 2004). Even though Maslow's (1943) theory is very popular and one of the most known, it has its critics. The Need theory has been tested many times and has obtained inconsistent support (Wahba and Bridwell, 1976). The reasons offered for this lack of support or outright rejection of the theory include lack of empirical evidence (Wahba and Bridwell, 1976), the method and measurement used (Wahba and Bridwell, 1976), the fixed aspect of the hierarchy (Berkowitz, 1969) and the vagueness of the concepts and language (Cofer and Appley, 1964). Research has also shown that his theory does not transfer as easily to other cultures (Adler, 2007) and the hierarchy of the needs and the number of level of needs will also differ across nations (Wahba and Bridwell, 1976). Views expressed state that the main impact of Maslow's (1943) theory is to provide a classification structure for human needs (Griffin and Moorehead, 2011) and the development of philosophies (Miner and Dachler, 1973).

Another theory that appears in much literature on motivation is Herzberg's theory (Herzberg, Mausner and Snyderman, 1959) who developed the two factor theory which is divided into hygiene factors and motivation factors. These two separate and

distinct factors are different from each other and are not measured on the same continuum (Tietjen and Myers, 1998).

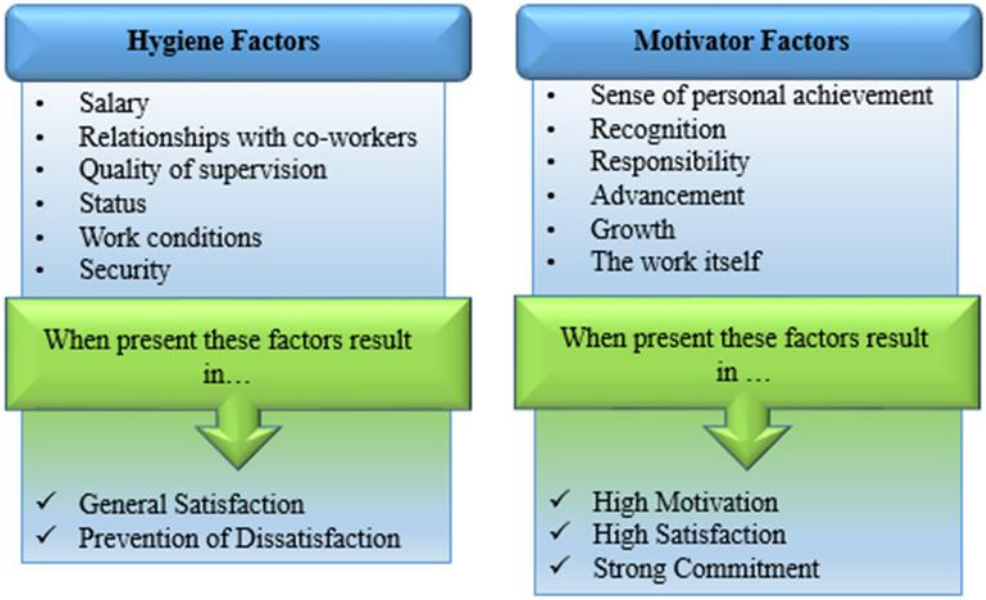

Figure 2: An amalgam of Herzberg's Two-factor theory

Hygiene or extrinsic factors include relationships with co-workers supervisor, salary, status, work conditions and security. While these hygiene factors or dissatisfaction avoidance factors are not motivation drivers their absence will result in dissatisfaction (Herzberg et al., 1959). Eradicating the causes of dissatisfaction will not result in employees being satisfied, instead it will only lead to what can be described as a neutral state. To ensure satisfaction and ultimately motivation managers need to understand the second set of factors identified by Herzberg et al., (1959) which are essential to achieving motivated employees. This group of motivational or intrinsic factors are factors which stimulate an increase in effort and the impetus to perform at a higher level and include achievement, recognition, responsibility, advancement and the work itself. Herzberg (1959) identifies that job enrichment is the key to motivation. Steers (1983) agrees with this belief and argues that to increase motivation managers need to enrich the nature of an employee's job by incorporating additional responsibility and more challenging work and ensuring opportunities for promotion, personal development and recognition are included.

As a result of scientific testing Herzberg's (1959) theory has received criticism. The validity of the methodology has been questioned and studies that use alternative

measurements of satisfaction and dissatisfaction have produced different results (Dunnette, Campbell and Hakel, 1967; Hulin and Smith, 1967). It is argued that the theory itself and the sample of respondents are too narrow (Griffin and Moorehead, 2011), the connection between satisfaction and motivation is not identified and, similar to Maslow's (1943) theory, Adler (2007) argues that the theory will not apply equally across the globe. Some similarities can be drawn between both theories as the extrinsic factors of Herzberg's (1959) theory and the lower levels of Maslow's (1943) theory relate to similar needs. Likewise Herzberg's (1959) intrinsic factors are comparable to Maslow's (1943) higher level of needs.

2.4 Process Theories

A different approach taken by Vroom's (1964) expectancy theory is that it does not focus on individual needs of employees. This broader theory refers to the individual nature of motivation, how motivation occurs and is based on cognitive antecedents. It proposes that employees believe that the effort expended relates to the performance achieved which in turn denotes the reward received. This expectancy theory is comprised of three elements: expectancy which refers to a belief that a particular amount of effort will influence performance, instrumentality or the achievement of expected results based on performance and valence which relates to the value placed on rewards received. Research conducted support this theory (Mitchell, 1974; Heneman and Schwab, 1972; Campbell, 1976) and Griffin and Moorehead (2011) suggest that this theory has value. One area of concern is its applicability in other cultures (Adler, 2007).

Akin to this theory is the equity theory developed by Adams (1965) who states that employees seek fairness in terms of their inputs and their outputs and make social comparisons between themselves and others based on these inputs and outputs. Inputs include effort, commitment, skill and loyalty. Outputs include financial rewards, praise, responsibility and advancement. Such comparisons may be made against employees inside or outside the organisation. As equity theory deals with perception of fairness an individual will feel motivated if they view they are being treated fairly in comparison to a referenced person although not every employee will make comparisons (Sauler and Bedeian, 2000; Bing and Burroughs, 2001). Any inequities perceived may result in an individual seeking to rectify such inequities to avoid

negatively impacting on job satisfaction and motivation. The methods used, if any, by an employee to reduce a feeling of inequity may include altering their own inputs, seeking greater outputs, changing their self-perception, changing their perception of the referent, choosing a different referent or removing themselves from the situation by transferring or resigning (Adams, 1963). When rewarding employees either formally for example financially or allocating extra responsibility or informally for example by way of praise managers must ensure that the rationale for the reward is understood by everyone. The mutuality of the content and process theories help to provide an understanding of what people want and how it can be obtained.

2.5 Job satisfaction

Before moving to discuss what motivates people it is necessary to refer to the concept of job satisfaction as it is often discussed in conjunction with motivation. In this study the terms motivation and job satisfaction are used interchangeably. Job satisfaction refers to the level of satisfaction an individual has with their job and their attitude and commitment towards that job (Oshagbemi, 1999) and it is stated that employees who are satisfied with their job are likely to be highly motivated and vice versa (Zafar et al., 2014). Many academics have written about employee motivation and cite that it falls into two categories; intrinsic and extrinsic (Herzberg, 1959; Selden and Brewer, 2000; Nawab, Ahmad and Shafi, 2011; Twenge et al., 2010; Kordbacheh, Shultz and Olson, 2014) or satisfaction/lack of satisfaction and dissatisfaction/lack of dissatisfaction (Winefield et al., 1988), which support the two factor theory of Hertzberg (1959). As there is no universal agreement on the definition of job satisfaction much argument has taken place on whether job satisfaction is a concept in itself or if it is composed of a collection of facets of job satisfaction (Oshagbemi, 1999). There are many differing views on how to achieve high job satisfaction levels in a workforce. The most influential views of Maslow (1943), Hertzberg (1959) and Vroom (1964) propose that the psychological needs of the employee, including achievement, recognition, responsibility and status are critical factors in creating satisfaction, which in turn leads to motivated employees. Other psychologists such as Fiedler (1967) and Blake and Moulton (1964) state that the style of supervision and management of staff should be the focus as it has a significant impact on employee attitudes. The effort and reward approach of Gowler and Legge (1970) relates to how the pay of groups of employees are decided based on the effort expended and have

their roots in Adam's (1963) equity theory. They state that a fair's day pay for a fair days work is key to obtaining high job satisfaction. A view shared by Crozier (1964) and Gouldner (1955) is that the values, beliefs and behaviours of management greatly impacts on the satisfaction of its employees. In addition a major influence on job satisfaction will be the values held by an individual and the outcomes and activities that are treasured as a result of these values. An employee's values will directly affect their behaviour and mindset (Dose, 1997), job choice (Judge and Bretz, 1992) and their perceptions and decision making (Ravlin and Meglino, 1987) thus it is vital that the values of the employee and the organisation are aligned. Mumford (1991) states that the needs of the employee and the employer can be grouped into five themes, knowledge, psychological, efficiency, ethical and task structure and when all are present will result in job satisfaction but the importance of a facet may be demonstrated by the influence it has on satisfaction in general (Blood, 1971). Many theories have been offered on what motivates individuals and these theories will be tested.

Having discussed job satisfaction the next section will discuss motivation factors in general.

2.6 Motivation and job satisfaction factors

As described earlier intrinsic motivational factors are intangible and relate to when an individual receives recognition, responsibility, development opportunities and high value work. Intrinsically motivating work is valued by individuals of all ages in the workforce but the youngest employees show the least appreciation (Twnege et al. 2010) whilst other researchers argue that the importance of intrinsic values have decreased over generations (Arnett, 2004; Lancaster and Stillman, 2003; Smola and Sutton, 2002; Dumais, 2009). Extrinsic factors are tangible and include salary, benefits, job security and physical working conditions. Herzberg (1959) does not view these as motivational drivers but states they must be present to avoid dissatisfaction and that they work together to enhance motivation (Manolopoulos, 2008; Jansen and Samuel (2014). This view is shared by Emmanuel, Kominis, and Slapnicar, (2007) who found that 51% of the 500 middle managers surveyed in Financial Institutions in Greece, Slovenia and the UK view financial, promotion and personal development rewards with lesser importance than recognition and accomplishment. Interestingly

these middle managers view financial, promotion and personal development rewards as being part of their employment contract. Extrinsic rewards were found to be most valued by younger workers with older workers showing significantly less interest (Twenge et al, 2010).

Exploring over forty years of research on human motivation Pink (2009) argues that true motivation in the 21st century is comprised of three elements; to self-govern, to possess comprehensive knowledge or skills and to have a sense of purpose. In reviewing the literature on employee motivation the researcher found many factors cited in influencing motivation and job satisfaction. Hodgetts (1991) ascertains that the factors affecting job satisfaction are salary, career advancement, the nature of the work, relationship with work group and leaders and the physical conditions and these will be discussed next.

2.6.1 Salary

Researchers (Herzberg et al., 1968; Taylor, 1911; Mayo, 1933; Pinto 2011; Zafar et al., 2014) argue that financial reward does not significantly relate to motivation and Ryan and Deci (2000) found that pay rewards may actually decrease motivation. These views are in complete contrast to findings that high salaries and a safe future were the most important factor to Boomers and GenX (Appelbaum et al., 2004) and that individuals with public sector motivation can still be motivated by higher earnings (Wright and Pandey, 2008; Christensen and Wright, 2011). Lawler (2000) comments that workers satisfaction with their salary is dependent on if their pay is on par with others, either within or outside of the organisation. He states that pay satisfaction is affected by an individual's perception of the fairness of pay policy which supports the theories of Vroom (1964) and Adams (1965) although the importance of money is likely to decline as salary increases (Kovach, 1987). It is also argued that satisfaction with pay is related to other areas such as work-life balance, status, advancement and development prospects and opportunities to use their skills (Lawler, 2000). This view is shared by Tymon and Rees (2013) who argue that although dissatisfaction with pay may be cited as the reason for employees resigning further investigation may find the root cause being lack of opportunities, tedium and inadequate management. Following analysis of their annual employee engagement survey of over 200,000 participants, TINYhr (2015) state that money is just a reason to take a job and will not serve as a motivator.

According to Till and Karren (2011) much of the literature on pay satisfaction is based on two theories; Adam's (1963) equity theory and Lawler's (1971) discrepancy theory. The concept of equity theory (Adams, 1963) is that employees make comparisons to others in relation to the output/ input ratio and this ratio determines the employee's level of satisfaction in relation to pay. The discrepancy theory (Lawler, 1971) grew from Adam's (1963) theory and is concerned with the discrepancy of two perceptions relating to the amount of pay received against the amount of pay that should be paid. When comparing the pay of others employees have various comparators to use and research has shown that equity or perceived fairness will have a bearing on the behaviours and attitudes of an employee (Judge, 1993; Rice et al., 1990; Sweeney and McFarlin, 1990; Scholl et al., 1987). There are three forms of equity and these can be categorized as (1) internal, where the comparators are employees in the same organisation doing different jobs, (2) external, where the comparators are employed outside of the organisation doing the same job and (3) individual, where the comparators are employees in the same organisation doing the same job. Researchers are divided on the most important equity dimension. In their study of university faculty members Terpstra and Honoree (2003) found individual equity had the most impact on pay satisfaction. Other preferred comparators found were colleagues with similar qualifications (Law and Wong, 1998) and external equity (Sweeney and McFarlin, 2005). Till and Karren (2010) found that while pay satisfaction of employees at managerial and executive level are affected by all three types of equity, individual equity was the area that impacted on pay satisfaction the most. Other research suggests that the selection of a comparator is influenced by variables such as access to information (Levine and Moreland 1987) or job level (Kulik and Ambrose, 1992).

2.6.2 Career advancement

Prospects for career advancement have been identified as having a positive effect on motivation (Shilpajainusms, cited in Tarak (2012), being very important for the GenYs (Dries, Pepermans and De Kerpel, 2008) less important for older workers (Kooij et al., 2008) and were rated higher than money by Civil Service executive staff under forty one years of age with third level qualifications (Blennerhassett, 1983). A study of public servants in the EU member states found 65% of respondents are dissatisfied with career development opportunities (Demmke et al., 2008). Using data gathered

over a five year period AON Hewitt (2014) produced statistics representing over 7 million employees in 6,000 companies worldwide on employee satisfaction factors. The top three engagement factors for middle managers globally were reported as career opportunities, managing performance and organisation reputation. When the data was analysed based on generational cohort, the top two factors remained the same for all of the generations but varied in the lower level factors expressed (AON Hewitt, 2014).

2.6.3 Recognition and challenging work

Much research exists on challenging work and organisational responsibility with many of the studies' emphasis being on younger employees. It is argued that GenY crave organisational responsibility (Lindquist 2008; Shaw and Fairhurst 2008), to be involved in decision making (Luscombe, Lewis and Biggs, 2013) and seek out challenging work and pressure (Shaw and Fairhurst 2008) and need their skills to be fully exploited (Oliver, 2006; Blennerhassett, 1983). However GenY do not like to be micromanaged or restricted (Broadbridge, Maxwell and Ogden 2007) and they require immediate recognition and constant feedback (Mencl and Lester, 2014; Shaw and Fairhurst, 2008). Other research found no differences between the generations in seeking recognition. (Lester et al., 2012) Research by Kovach (1987) states that interesting work acts as a motivator as employees age and that older workers value input into decision making and are ambitious and high achievers (Alexander and Sysko, 2012). However, they are more motivated by the type of task they are performing and thrive when passing on knowledge to younger workers and are less interested in tasks that stretch their abilities (Stamov-Robnagel, 2012) which may be as a result of their self-perception being shaped by negative age stereotyping (Bennett and Gaines, 2010). It is also suggested that older workers work hard on the tasks they can do to compensate for their reduced technical ability (Ng and Feldman, 2010). The desire for an individual to do a job well and for their effort to be acknowledged is the major theme across the AON Hewitt (2014) survey. The study ranked recognition as number one for Executives and Senior Managers and number five for GenXs but interestingly recognition did not feature in the top five motivational factors for middle managers or those of the baby boomer or GenY generations.

2.6.4 Relationship with work group and leaders

Teamwork is an important dynamic in any organization as no one individual can get all of the work completed alone. The main purpose of a team is to co-ordinate efforts, knowledge and abilities to achieve a common goal (Shonk, 1992) and team members will generally prioritise the team goals over their own goals (Kacmar et al., 1999). The many benefits of team working include higher achievements, stimulating creativity and collaboration, finding solutions and reducing mental and emotional strains of the team members (Shonk, 1992). It is also said that full participation in team decisions and planning the work to be performed will increase job satisfaction and the psychological health of the individual team members will increase when the team is self-managed (Sharma and Bajpai, 2014). The creation of a good teamwork environment will be achieved when the team becomes self-sufficient in terms of tasks and work and it is argued that public sector organisations excel in the scale of teamwork displayed (Sharma and Bajpai, 2014; Cummings, 1978).

Leaders also have a role to play in creating a good team environment. They must foster a sense of mutual trust where individuals behave in a satisfactory manner, play their part and support each member of the team (Sharma and Bajpai, 2014). The failure to build trust will negate all the benefits listed earlier. The style of leadership will also impact on the motivation of employees and Babnik et al. (2014) suggest that a leader who is people orientated rather than task orientated will yield an increase in expected behaviour. This leadership approach can provide psychological safety and will facilitate two-way conversations leading to openness, sharing of information and positive actions (Edmondson, 1999).

2.6.5 Physical conditions

Job performance and satisfaction can also be influenced by the physical environment in which someone works (Vischer, 2007). The ergonomic features identified to have an impact on workers relate to furniture and equipment and include lighting, noise (Hedge, 1986; Oldham, 1988) heat and ventilation (Visher, 2007). The spatial design of the office has shown to be the most influential factor (Hatch, 1987; Sullivan 1991) In addition to these environmental needs there are also three psychological needs; possessing one's own space, privacy and empowerment (Sundstrom & Sundstrom, 1986; Wells, 2000). These deal with a sense of belonging and having psychosocial control by involvement in decisions on the physical work space. The positive effect of

psychosocial control has been proven in employees' reaction to their work setting (Dewulf and Van Meel, 2003; Vischer, 2004). To achieve the desired work space there must be an equilibrium between an employee's environmental needs and their ability to deal with same (Csikszentmihalyi, 1991). It is argued that the value placed on various components of job satisfaction may be further influenced by demographics including generation, age and tenure (Kovach, 1980) and these are discussed next.

2.6.6 Generation and age

Studies conducted recently on workers expectations have been on the younger generation of workers. Generations are defined by individual who were born during a specific time period with similar beliefs and behaviours as a result of being influenced by the same historic and social events (Wong et al., 2008). There are some variations on the time frames involved but the researcher uses the dates suggested by Twenge et al. (2010) as Twenge is a much cited author on the topic. These categories of generations are outlined in **Table 1**.

Generation Name	Term used in this study	Year of Birth	Current age in years (2015)
Baby Boomers	Boomers	1946-1964	51-69
Generation X	GenX	1965-1981	34-50
Generation Me, Generation Y, Millennials	GenY	1982-1999	16-33

Table 1: An amalgam of definitions of generations

It is said that GenY and GenX display very different behaviours and have opposing needs to older workers (Wong et al., 2008; Smola and Sutton, 2002). According to Taris, Feij and Capel (2006) GenY anticipate their expectations will be met and the consequences of their expectations not being realised include higher turnover, higher sick-leave and low intrinsic values It is also stated that GenY expect their skills to be fully utilised or motivation will be negatively affected (Oliver, 2006). Some others argue that GenY may have unrealistic expectations (Arnold and Mackenzie Davey, 1992; Sturges, Guest and Mackenzie Davey, 2000) and that their expectations can differ from those of the employer (Perrone and Vickers, 2003) but may become more

realistic with tenure (Arnold and Mackenzie Davey, 1992) and experience (Petri and Govern, 2012). In relation to older workers attention in research has been given to their values and behaviours rather than on the impact of their expectations not being met. Generational stereotyping has also been discussed with some researchers arguing that the characteristic differences in people cannot be justified by generation unit but can be by age (Wong et al., 2008), stage in their career (Cennamo and Garner, 2008; Wong, et al., 2008) or point in their lives (Appelbaum, Serena and Shapiro, 2004). Mencl and Lester (2014) found more similarities than differences between the generations and cite the concern of some researchers regarding the lack of empirical evidence to categorise human traits into the various generational categories (Meriac, Woehr and Banister, 2010; Macky, Gardner and Forsyth, 2008; Hansen and Leuty, 2012) and the impact of equating employee differences to generation rather than to age may result in individual needs being ignored (Wong et al., 2008) and the continuation of age stereotyping (Kanfer and Ackerman, 2004; Posthuma and Campion, 2009).

2.6.7 Tenure

There are competing arguments regarding how the different generations view their employments. Boomers are more committed and are likely to stay with an organisation, regarding their job as a 'job for life' (Kupperschmidt, 2000; Ng and Feldman, 2010) yet as tenure increases a decrease in employee engagement occurs (Robinson, Perryman and Hayday, 2004) and a less positive work attitude (Luscombe et al., 2013), was found. Job security is not valued by GenXs (Beuttell and Wittig-Berman, 2008; Glass, 2007) or GenYs (Oliver, 2006; Masibigiri and Nienaber, 2011) or mid-level managers under the age of forty one (Blennerhassett, 1983) and unlike the Boomers, these generations will switch jobs frequently. They display no allegiance to an employer and their decision to stay or leave will be based on the relationship they have with their individual managers.

2.7 Measuring job satisfaction

The measurement of job satisfaction is based on the constituent elements used and these facets and the independent and dependent variables may vary greatly across studies (Wanous and Lawler, 1972). While there is no international standardised

measurement of job satisfaction because of differences in culture, economies and development, job satisfaction measurement generally falls into two categories, single item measure or multiple measures (Faragher, Cass and Cooper, 2005). A single item measure assesses job satisfaction at a very high level. This measure may ask "How satisfied are you with your job?" and the response is indicated on a sliding scale. Although multiple-items measures also use a sliding scale, the questions being asked with this approach probe into the various facets of the job. Researchers are divided on the best measurement to use. The single item measure is favoured by Scarpello and Campbell, (1983), is viewed as adequate by Wanous, Reichers and Hudy (1997) particularly when measuring change in overall job satisfaction or when comparing job satisfaction across different occupations (Oshagbemi, 1999). Developing on the work of Wanous et al. (1997) Nagy (2002) found that single item measures were reliable and more flexible than those measuring facets of job satisfaction. This is in contrast to other research which found that single item measurements, while succinct, overestimate the level of job satisfaction and completely underestimate dissatisfaction (Oshagbemi, 1999), have low reliability (Oshagbemi, 1999) and are less comprehensive (Pollard, 1996). A study conducted by Gardner et al. (1998) found that neither single item nor multiple item measures appeared to be empirically superior to the other. The type of measurement used may be dependent on the particular research being undertaken and should be gauged accordingly (Wanous et al., 1997). Clark (2011) points out that measures of job satisfaction are subjective and that employees reporting high satisfaction are viewed as also having high quality work. Brown, Charlwood and Spencer (2012) argue that high job satisfaction does not necessarily indicate high job quality and cautions that a prudent approach is required when analysing job satisfaction data as many employee surveys are measuring subjectively on job characteristics that can be objectively measured, such as autonomy and skill development (Green, 2006; Gallie, 2007). Employees may be satisfied with some facets of their job but internal factors such as personality (Faragher et al., 2005), well-being or life dissatisfaction (Judge and Watanbe, 1993) may result in an overall feeling of job dissatisfaction, and vice versa.

In conclusion many theories on motivation and job satisfaction have been outlined, beginning with the earliest theory of Taylor (1911). The content theorists Maslow (1943) and Herzberg (1959) focus on what motivates people psychologically and

physiologically. The process theorists Adams (1965) and Vroom (1964) concentrate on how behaviour is improved or changed. Some of these significant theories are theoretical whilst others more directly apply to a working environment and although these theoretical conceptualisations differ in their perspectives understanding the theories helps managers by providing a road map to assist them nurture the motivation of their employees. It is clear that there is no one best way to motivate people and managers need to find a solution to continuously motivate their staff.

An overview of the Public and Civil Service are provided in the next chapter.

Chapter 3. Public and Civil Service

3.1 Public Service motivation

The current study is seeking to understand the motivation of public servants. Rainey (1982) was first to coin the term Public Service motivation (PSM) when he referred to the specific motivation of public servants. Since then much empirical research has been developed to identify the motives of public servants and are stated as the impetus to serve the public (Brewer and Seldon, 1998) and the common good of society (Perry and Hondeghem, 2008), to work in public organisations (Perry and Wise, 1990) and to display behaviours driven by the political system (Vandenabeele, 2007). In their research on the transition of employees to the public sector Georgellis, Iossa and Tabvuma, (2011) concluded that people who have a preference for intrinsic rewards are more likely to choose to work in the public sector. However they acknowledge their research is limited as it does not allow for altruistic or social reasons to be examined. Although the PSM concept was conceived in the United States, Kim et al. (2013) state that it can be applied to Public Service workers in other countries and cultures yet Vandenabeele, Scheepers and Hondeghem (2006) found PSM is not universal as it is influenced by conventions. Individuals choosing public sector employment do so for reasons such as terms and conditions and the availability of jobs rather than for intrinsic motivation (Gabris and Simo, 1995). The IPA (2013) produced evidence based research on how the current set of public sector reforms are impacting on the motivation of its employees. They state that the Public Service is unable to offer additional extrinsic rewards and in fact extrinsic rewards such as pay have been significantly reduced therefore what motivates workers intrinsically need to be a focus of Public Service managers.

3.2 The Public Service

Having defined the theories on motivation and job satisfaction it is important to understand the Public Service and Civil Service in terms of who they are and what they do. The Irish Public Service employs almost 290,000 staff (wholetime equivalent) and is tasked with providing a huge range of public services. In terms of function the Irish Public Service is composed of the Civil Service, the Education Sector (largely teaching professionals at primary, post-primary and third level), the Health Sector (largely staff employed by the Health Service Executive), the Justice Sector (the

majority being An Garda Síochána or police force), the Defence Sector (mostly Army, Air Corps and the Naval Service), local authorities and the non-commercial state agencies (Department of Public Expenditure and Reform, 2015). The number of staff employed in each sector is outlined in **Table 2**.

Public Service Sector	Number of employees
Central Government Bodies (the Civil Service)	36,172
Defence Sector	9,785
Education Sector	94,045
Health Sector	97,791
Justice Sector	12,787
Local Authorities	26,786
Non-commercial State Agencies	12,276
Total	**289,642**

Table 2: Number of employees in the Public Service at 31 December 2014

3.3 The Civil Service

The Civil Service employs approximately 36,000 staff and accounts for 12% of the Public Service. It has responsibility for assisting members of the Government in making policy and implementing policy decisions. There are over 30 Departments (Ministries) and Offices with each Department led by a Minister. The numbers of civil servants in a Department/Office varies greatly ranging from 25 in the President's Office to over 6,600 in the Department of Social Protection. The Department under investigation employees just over 300 employees. The reporting structure and the number of staff at each grade level in this Department are listed in **Table 3**.

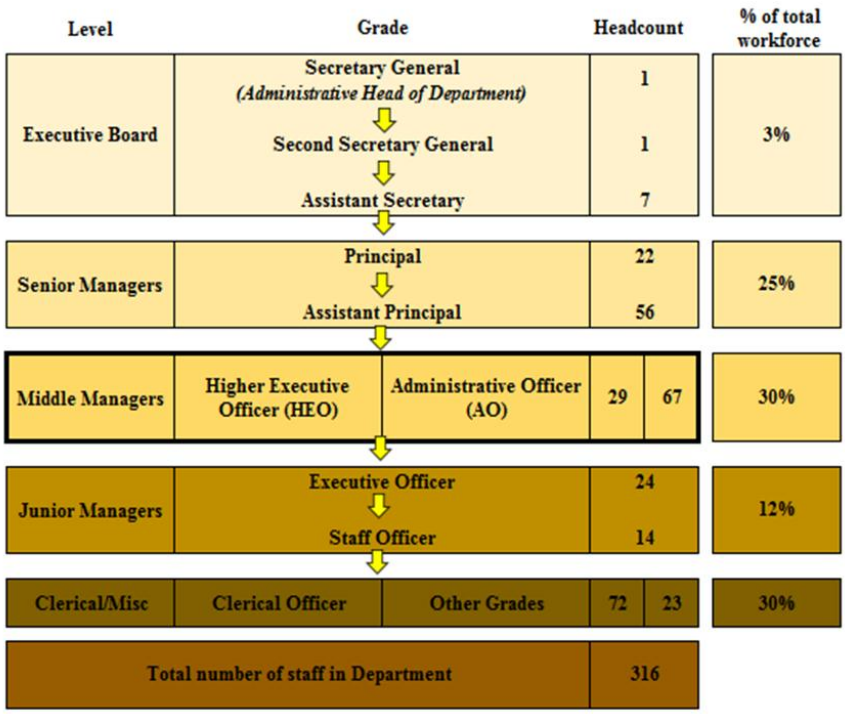

Table 3: Hierarchal structure by headcount in Department X at 19 June 2015

The groups under consideration are HEOs and AOs who are mid-ranking managers in the Department. Although both sets of employees are regarded equal and are interchangeable in terms of the posts they hold and the responsibilities they are given there are differences in how they are recruited and the pay they receive. AOs are recruited as graduates and must have a first or second class honours degree. HEOs are appointed through promotion from within the Civil Service, having come up through the ranks, without the prerequisite of any third level qualification, although many possess these qualifications. Across the Civil Service HEOs have more management responsibility for larger numbers of people but this does not occur in Department X due to its unique structure.

The pay structure in the Civil Service is based on a grade system with fixed pay scales and annual incremental progression. Pay rates for the Civil Service are dictated by Government policy and are managed by the Department of Public Expenditure and Reform. Risher (1999) argues that one of the benefits of this traditional approach to pay is internal equity. However there are some variances in the pay scales for each group with remuneration levels starting at €29,922 for new entrant AOs compared to €46,081 for HEOs. The pay scales for both grades are shown in Appendix 1. The

discrepancy in the pay can be accounted for by Civil/Public Service tenure. The starting pay for new entrants at AO level is the lowest point on the scale, regardless of their skills or experience gained outside of the Civil Service. In contrast, the starting pay for HEOs reflects their tenure and existing pay prior to being promoted and if junior civil servants are recruited as AOs their accrued service is also reflected in their starting pay. No studies have been found that examined the effects, if any, these pay differences have on motivation or job satisfaction for this cohort of employees.

3.4 Conclusions

This researcher found a magnitude of research on motivation. The most-up-date research was used to ensure that the research proposal was grounded in the appropriate theories whilst also acknowledging the contribution of older and more influential studies. The review of the literature has highlighted that motivation has a significant impact on employees and an organisation. The research questions have been developed as a result of reviewing the literature to provide a better understanding of what motivates the middle managers in Department X.

The analytical processes of the research and the subsequent findings are described in the next chapter.

Chapter 4. Research methodology

4.1 Research objectives

The objective of this research is to test the hypothesis that there is a significant difference in the motivation and job satisfaction levels of HEOs and AOs in Department X. The research will seek to identify the motivational drivers of both groups and will examine if they are significantly different. The question has been subdivided in 3 hypotheses based on thematic elements of employee motivation and job satisfaction and are as follows:

H_1: There is a significant difference in the independent factors leading to satisfaction with empowerment expressed by the two groups of middle managers.
H_2: In comparison to people in similar jobs in the Civil Service AOs perceive there is inequity in the pay they receive.
H_3: The source of overall job satisfaction is influenced by the related aspects of age and length in grade of AOs and HEOs.

The aim of asking these questions is to gain insight into motivation in the Department X from the perspective of middle managers. This understanding will enable senior managers to re-engineer its approach to motivation and create an environment where the motivation levels of these middle managers is as high as possible.

4.2 Methodological approach

Research examining one database on the methodologies used in assessing motivation found that 50% used a quantitative approach, with qualitative and mixed approach being 37% and 13% respectively (Iqbal et al., 2012). Accordingy to Brown et al. (2012) more research is required using a mixed-methods approach and they state that while surveys can provide valuable information, the interpretation of the data is far more important. This study uses both qualitative and quantitive research. Following in the footsteps of other researchers investigating the conceptual dimensions of motivation and job satisfaction (Westover and Taylor, 2010; Castaing, 2006; Tarak, 2012; Stamov-Robnagel, 2012; Sharma and Bajpai, 2014) the researcher chose to collect data via a questionnaire. There are three main reasons for selecting this method.

Firstly the researcher sought to objectively analyse the phenonemon of motivation by testing the hypotheses that there are significant differences in the motivation and job satisfaction levels of HEOs and AOs in the Department X. The researcher is employed in the Department where the research is being conducted, is conscious of the risk of bias and wished to remain objective. In undertaking quantitative research it allows for the observable evidence to produce generalised results. Secondly, by using an on-line survey it ensures anonymity and may promote a higher response rate and increased candour from the participants (Collis and Hussey, 2009). Thirdly, the research population is located in two areas in Ireland with a small group of employees working in Europe and the United States making a qualitative approach impractical to achieve a representative sample. An on-line questionnaire was deemed to be the best option in terms of cost, promptness and capturing the characteristics of the group. It also allows for the study to be replicted across the Civil Service. However two problems have been identified with using questionnaires in a survey. The first being "questionnaire fatigue" where individuals are averse to partake in surveys due to the many requests they receive (Collis and Hussey, 2009, p. 194). The second difficulty of "non-response bias" arises when not all of the sample population complete the questionnaire which can give rise to the data being unreliable and invalid as it does not represent the full range of the sample (Collis and Hussey, 2009, p. 194). A study conducted on almost five hundred self-report surveys found that the average response rate was 52.7% with a standard deviation of 20.4 (Baruch and Holtom, 2008). The response rate received by this researcher is 80% which should strengthen the reliability and validity of the data gathered.

Exploratory interviews were conducted with six employees from the sample population to gain insight into the factors contributing to their motivation which enabled the researcher to choose an appropriate survey questionnaire. The interviewees were randomly selected and their biographical information is contained in Appendix 2. The interviews were conducted using the following topics: your job, your team, relationships (team and manager), communications, your skills, staff management, performance management, training and equity. The researcher also asked the participants to identify the three most important motivators to them. A summary of the interview responses are shown in Appendix 3. On completion of the interviews the researcher identified the Employee Attitude Survey (Schneider et al.,

2003) as being the most appropriate questionnaire to use. It was chosen because it encompasses the job satisfaction factors identified by Hodgetts (1991) discussed earlier and is the most appropriate questionnaire reflecting a Civil Service environment.

A pilot study was undertaken to test the readability of the questionnaire. An email was issued to eleven people randomly chosen from the population. The email is attached at Appendix 4. Subsequently the questionnaire was modified slightly to provide clarity on two questions and references to company were replaced by the word "Department" and/or "Civil Service". The addition of the words "i.e. promotion" to the end of question four resulted in the question being: How satisfied are you with the opportunity to get a better job in this Department or the Civil Service (i.e. promotion)? Clarification was given to question sixteen regarding total benefits program by adding "e.g. flexitime, shorter working year scheme, career break, study and exam leave" because it was found to be ambiguous in its meaning. The Employee Attitude Survey (Schneider et al., 2003) questionnaire used is this study is contained in Appendix 5A. It contains twenty-eight questions examining seven constructs;

1. Satisfaction with empowerment which encompasses communication, skills enhancement, advancement opportunities, innovation and quality of supervision;
2. Satisfaction with job fulfillment relates to the type of work done, personal accomplishment from that work and opportunities to use skills and abilities;
3. Satisfaction with pay considers salary received and how it compares to others;
4. Satisfaction with work group relates to co-operation an work done by team;
5. Satisfaction with security signifies job security and total benefits program;
6. Satisfaction with work facilitation refers to the tools required to do the job, the physical environment and training;
7. Overall job satisfaction investigates satisfaction with the job and the organisation.

The measurement scale is a five-point Likert scale with higher scores signifying stronger endorsement for the construct. Demographic details were also sought at the beginning of the questionnaire in relation to grade, gender, age, salary, education,

length of service in the grade, Department and Civil Service along with length of employment prior to joining the Civil Service, shown in Appendix 5B.

4.3 The sample population

The target population for the survey were all HEOs and AOs in the Department in June 2015, a total of ninety six people. The link to the on-line questionnaire was emailed to all ninety six of the population on 18 June 2015. Potential participants were advised that participation was voluntary and that all information received would be treated confidentially and anonymity was assured. A copy of this introductory email is attached at Appendix 6. Two reminder emails were issued and the survey closed on 1 July 2015. The final number of responses received was 77, equating to a response rate of 80%. Of the 77 respondents there are 56 AOs and 21 HEOs with the gender breakdown being 39 Females and 38 Males. Additional biographical information is shown in **Table 4**.

Variables	Category	AO	HEO
Grade	AO	56	
	HEO		21
Gender	Female	27	12
	Male	29	9
Age	Under 30 years	23	-
	31 - 40 yers	25	11
	Over 40 years	8	10
Salary	Less than €30.000	12	-
	€30,001- €40,000	31	-
	€40,001 - €50,000	6	6
	More than €50,000	7	15
Length in grade	Less than 2 years	24	1
	2 - 5 years	28	7
	6 -10 years	3	3
	More than 10 years	1	10

Table 4: Biographical information of respondents

4.4 Ethical considerations

When conducting any research the rights of participants must be safeguarded at all times (Quinlan, 2011). All of the participants were advised of the purpose of the study and informed that participation was voluntary. The researcher guaranteed that all data collected would be anonymous and treated confidentially. Assurance was also given that the data would be stored securely and password protected and that all of the data will be destroyed within 12 months of collection. Owing to the potential of some participants being identified biographically some data were merged to ensure anonymity. This resulted in the data being analysed at a broader level and prevented the researcher from examining the results in greater detail, for example by generation cohorts. Permission was received from senior management in the Department to conduct the study and the name of the Department is not identified to allay any possible concerns.

4.5 Research validity and reliability

Before proceeding to the analysis it is necessary to explain the various tests used in scrutinising the data using the Statistical Package for Social Sciences tool:

a) To determine the internal consistency or reliability of items in a scale Cronbach's alpha coefficient (αvalue) is used. When comparing groups, αvalues between 0.70 and 1 are deemed satisfactory however the value may be impacted by the correlation of the test items in that group (Nunnaly, 1978).

b) The Shapiro-Wilk's test of normality implies if normality is present in the sample distribution by using the null hypothesis. If the test shows a p value <0.05 the null hypothesis (H_0) is rejected because the evidence indicates that the data tested are not from a normally distributed population. If p > 0.05 then the data is regarded as normal. The p value will indicate whether a parametric or nonparametric test is required to further test the data.

c) If the data is normal and comparison is required of two groups the parametric Independent t-test is the appropriate test to use to compare if the means of two groups are statistically different from each other.

d) If the data is not normal when comparing two groups a non-parametric Mann-Whitney U test is required. This test also determines if the mean of the two groups are different from each other.

e) If there are variations in normality when testing three groups or more a non-parametric Kruskal Wallis H test is appropriate. If the Asymptotic Significance (p) is < 0.05 then the null hypothesis must be rejected in favour of the alternative hypothesis that a statistically significance difference exits.

The findings from the data analysis will be discussed in the next chapter.

Chapter 5. Analysis and Finding

This chapter outlines the findings of the survey with the analysis divided into three composite scales based on the research instrument; satisfaction with empowerment, satisfaction with pay, and overall job satisfaction. As the results for satisfaction with job fulfillment, security and work facilitation displayed sporadic significant differences and no significant difference was found in satisfaction with work group between the grades, these will not be discussed. Analysis was conducted using gender, age, salary and duration in grade independent variables. The results are further dissected by grade as the research hypotheses are all based on differences between AOs and HEOs. In all cases the variables being investigated are illustrated and the statistical test results are also introduced.

The tests used for each construct will now be outlined along with the findings of the survey.

5.1 Satisfaction with empowerment

Satisfaction with empowerment encompasses communication, skills enhancement, advancement opportunities, innovation and quality of supervision. **Table 5** and **Table 6** provide a case summary and reliability statistics respectively. The αvalue for the empowerment construct is 0.880 which indicates its reliability.

Case Processing Summary

		N	%
Cases	Valid	77	100.0
	Excluded [a]	0	.0
	Total	77	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5: Empowerment sample sizes

Reliability Statistics

Cronbach's Alpha	N of Items
.880	7

Table 6: Empowerment Reliability Statistics

5.1.1 Satisfaction with empowerment - by grade

The total responses for the study was 77, of which 56 were AOs and 21 were HEOs. **Table 7** provides a case summary. Histograms of the distributions for AOs and HEOs are shown in **Figures 3 and 4** respectively. In both illustrations the horizontal axis

represents the distribution of the scores (1-5) on the seven sub-scales of empowerment. The vertical axis represents the number of respondents. For example, **Figure 3** indicates 11 AOs rated their satisfaction with empowerment as 29.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Grade	N	Percent	N	Percent	N	Percent
Empowerment	Administrative Officer	56	100.0%	0	0.0%	56	100.0%
	Higher Executive Officer	21	100.0%	0	0.0%	21	100.0%

Table 7: Empowerment by grade sample sizes

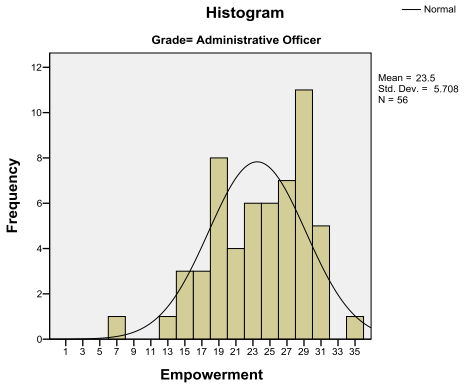

Figure 3: Empowerment AO distribution

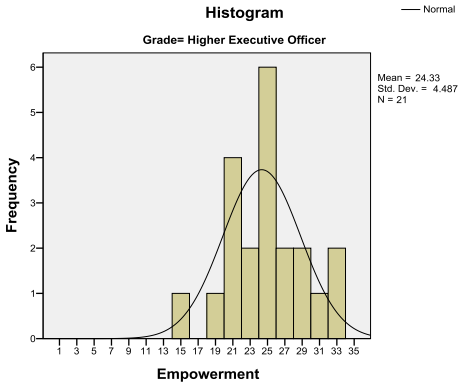

Figure 4: Empowerment HEO distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7A.

Test results for normality are presented in **Table 8**. The Shapiro-Wilk's test of normality indicates there are no significant deviations from normality for either group **(W_{AO} = .966. df = 56, p = .116), (W_{HEO} = .974, df = 21, p = .814)**.

Tests of Normality

	Grade	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Empowerment	Administrative Officer	.123	56	.034	.966	56	.116
	Higher Executive Officer	.108	21	.200 *	.974	21	.814

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 8: Empowerment Normality results by grade

As a result of no deviations identified in normality an Independent t-test was used to test for any differences on satisfaction with empowerment between the two groups, see **Table 9** and **Table 10**.

Group Statistics

	Grade	N	Mean	Std. Deviation	Std. Error Mean
Empowerment	Administrative Officer	56	23.50	5.708	.763
	Higher Executive Officer	21	24.33	4.487	.979

Table 9: Empowerment Independent t-test – mean by grade

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Empowerment	Equal variances assumed	2.466	.121	-.602	75	.549	-.833	1.384	-3.591	1.924
	Equal variances not assumed			-.671	45.541	.505	-.833	1.241	-3.332	1.666

Table 10: Empowerment Independent t-test equality of means by grade

No significant differences were found for AOs **(M=23.50, SD = 5.708)** compared to HEOs **(M = 24.33, SD = 4.487), (t (75) = -.602, p = .549).**

The results of the analysis of the differences in satisfaction with empowerment by gender are presented next.

5.1.2 Satisfaction with empowerment - by gender

The total responses received was 77 comprising of 56 AOs, 27 Female and 29 Male and 21 HEOs, 12 Female and 9 Male. **Table 11** provides a case summary. Histograms of the distributions by gender for AOs and HEOs are shown in **Figures 5 to 8**

respectively. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the seven sub-scales of empowerment. The vertical axis represents the number of respondents. For example, **Figure 5** shows 1 female HEO scored satisfaction with empowerment at 33.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Gender	N	Percent	N	Percent	N	Percent
Administrative Officer	Empowerment	Female	27	100.0%	0	0.0%	27	100.0%
		Male	29	100.0%	0	0.0%	29	100.0%
Higher Executive Officer	Empowerment	Female	12	100.0%	0	0.0%	12	100.0%
		Male	9	100.0%	0	0.0%	9	100.0%

Table 11: Empowerment by grade and gender sample sizes

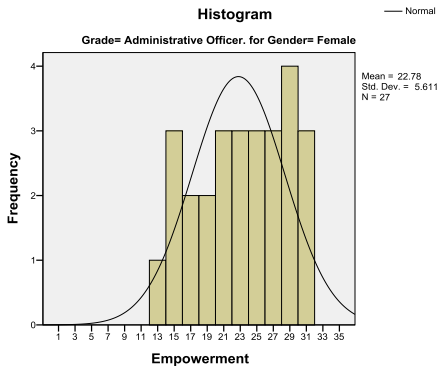

Figure 5: Empowerment AO Female distribution

Figure 6: Empowerment HEO Female distribution

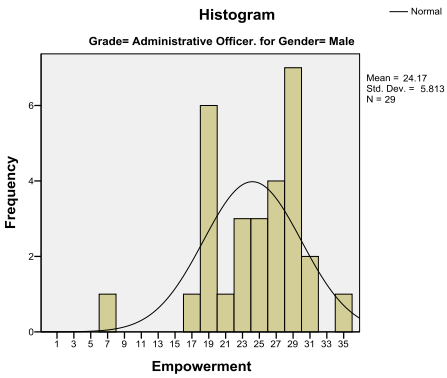

Figure 7: Empowerment AO Male distribution

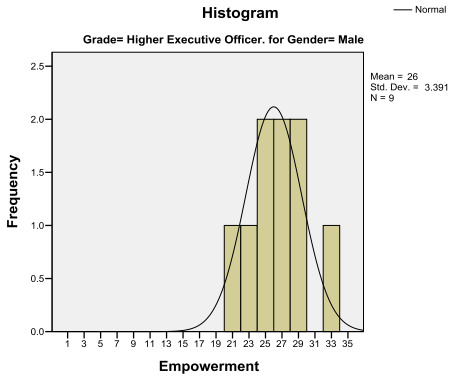

Figure 8: Empowerment HEO Male distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7B.

Normality test results are presented in **Table 12.** The Shapiro-Wilk's test indicates that in all cases there are no significant deviations from normality **($W_{AO\ FEMALE}$ = .942, df = 27, p = .137), ($W_{AO\ MALE}$ = .944, df = 29, p =.127), ($W_{HEO\ FEMALE}$ = .951, df = 12, p = .656), ($W_{HEO\ MALE}$ = .961, df = 9, p =.811).**

Tests of Normality

			Kolmogorov-Smirnov [a]			Shapiro-Wilk		
Grade		Gender	Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Empowerment	Female	.135	27	.200 *	.942	27	.137
		Male	.135	29	.189	.944	29	.127
Higher Executive Officer	Empowerment	Female	.182	12	.200 *	.951	12	.656
		Male	.172	9	.200 *	.961	9	.811

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 12: Empowerment Normality results by grade and gender

As the normality test results show no significant difference by gender between the grades an Independent t-test was used. The results yielded no significant differences between the groups based on gender **(AO_{FEMALE} M=22.78, SD = 5.611), (AO_{MALE} M=24.17, SD = 5.813), (HEO_{FEMALE} M=23.08, SD = 4.926), (HEO_{MALE} M=26.00, SD = 3.391), (t_{AO} (54) = -.912, p = .366), (t_{HEO} (19) = -1.522, p = .145),** shown in **Tables 13 and 14**.

Group Statistics

Grade		Gender	N	Mean	Std. Deviation	Std. Error Mean
Administrative Officer	Empowerment	Female	27	22.78	5.611	1.080
		Male	29	24.17	5.813	1.079
Higher Executive Officer	Empowerment	Female	12	23.08	4.926	1.422
		Male	9	26.00	3.391	1.130

Table 13: Empowerment Independent t-test – mean by grade

Independent Samples Test

			Levene's Test for Equality of Variances		t-test for Equality of Means						
										95% Confidence Interval of the Difference	
Grade			F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Administrative Officer	Empowerment	Equal variances assumed	.042	.838	-.912	54	.366	-1.395	1.529	-4.460	1.671
		Equal variances not assumed			-.913	53.924	.365	-1.395	1.527	-4.456	1.667
Higher Executive Officer	Empowerment	Equal variances assumed	.909	.352	-1.522	19	.145	-2.917	1.917	-6.928	1.095
		Equal variances not assumed			-1.606	18.911	.125	-2.917	1.817	-6.720	.887

Table 14: Empowerment Independent t-test equality of means by grade and gender

The results of the analysis of the differences in satisfaction with empowerment by grade and age are presented next.

5.1.3 Satisfaction with empowerment - by age

The total responses received was 77. There are 23 AOs under the age of 30 years, 25 AOs and 11 AOs aged 31-40 years and 8 AOs and 10 HEOs aged over 40 years. **Table 15** provides a case summary. Histograms of the distributions by age bands for AOs and HEOs are shown in **Figures 9 to 13** respectively. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the seven sub-scales of empowerment. The vertical axis represents the number of respondents.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Age New	N	Percent	N	Percent	N	Percent
Administrative Officer	Empowerment	Under 30 Years	23	100.0%	0	0.0%	23	100.0%
		31 Years to 40 Years	25	100.0%	0	0.0%	25	100.0%
		Over 40 Years	8	100.0%	0	0.0%	8	100.0%
Higher Executive Officer	Empowerment	31 Years to 40 Years	11	100.0%	0	0.0%	11	100.0%
		Over 40 Years	10	100.0%	0	0.0%	10	100.0%

Table 15: Empowerment by grade and age sample sizes

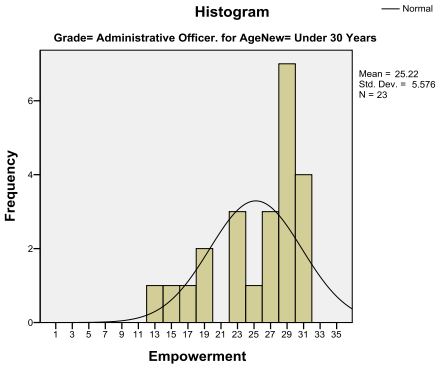

Figure 9: Empowerment AO aged under 30 years of age distribution

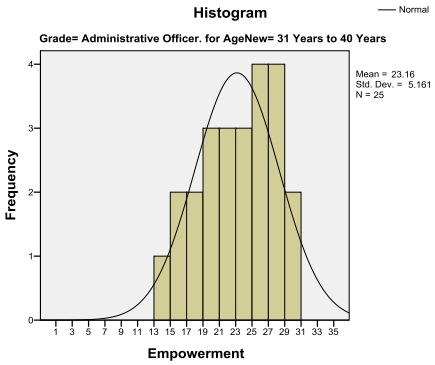

Figure 10: Empowerment AO aged 31-40 years of age distribution

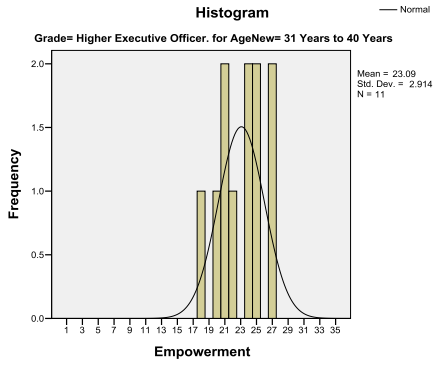

Figure 11: Empowerment HEO aged 31-40

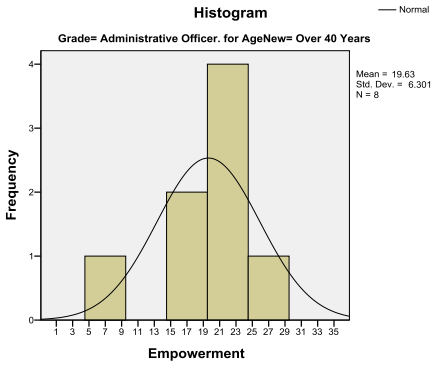

Figure 12: Empowerment AO aged over 40

years of age distribution years of age distribution

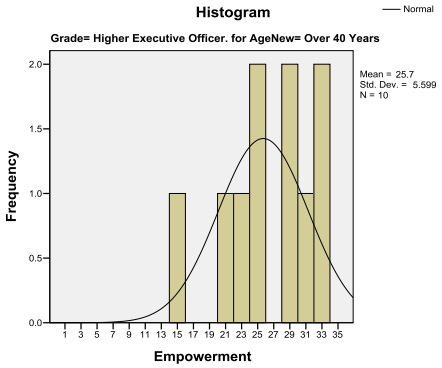

Figure 13: Empowerment HEO aged over 40 years of age distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7C.

Test results for normality are presented in **Table 16**. The Shapiro-Wilk's test of normality shows that the only case where the results indicate a significant deviation from normality relate to AOs under the age of 30 years **($W_{AO\ <30\ YRS}$ = .865, df = 23, p = .005), ($W_{AO\ 31\text{-}40\ YRS}$ = .979, df = 25, p = .864), ($W_{AO\ >40\ YRS}$ = .941, df = 8, p = .619), ($W_{HEO\ 31\text{-}40\ YRS}$ = .949, df = 11, p = .634), ($W_{HEO\ >40\ YRS}$ = .935, df = 10, p =.500).**

Tests of Normality

			Kolmogorov-Smirnov [a]			Shapiro-Wilk		
Grade		Age New	Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Empowerment	Under 30 Years	.234	23	.002	.865	23	.005
		31 Years to 40 Years	.110	25	.200 *	.979	25	.864
		Over 40 Years	.158	8	.200 *	.941	8	.619
Higher Executive Officer	Empowerment	31 Years to 40 Years	.168	11	.200 *	.949	11	.634
		Over 40 Years	.159	10	.200 *	.935	10	.500

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 16: Empowerment Normality results by grade and age

Owing to this deviation a Kruskal Wallis H test was relied upon to test for any differences on satisfaction with empowerment by age for both groups of employees, shown in **Table 17** and **Table 18**. The results of this test show that there is a statistically significant difference by age in empowerment between **AOs (χ^2 = 6.202, p = .045) and HEOs (χ^2 = 2.002, p = .157)** with a mean rank of **AOs under 30**

years = 34.20, AOs aged 31-40 years = 26.44, AOs over 40 years = 18.56, HEOs aged 31-40 years = 9.18 and HEOs over 40 years = 13.00.

Ranks

Grade		Age New	N	Mean Rank
Administrative Officer	Empowerment	Under 30 Years	23	34.20
		31 Years to 40 Years	25	26.44
		Over 40 Years	8	18.56
		Total	56	
Higher Executive Officer	Empowerment	31 Years to 40 Years	11	9.18
		Over 40 Years	10	13.00
		Total	21	

Table 17: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Empowerment
Administrative Officer	Chi-Square	6.202
	df	2
	Asymp. Sig.	.045
Higher Executive Officer	Chi-Square	2.002
	df	1
	Asymp. Sig.	.157

a. Kruskal Wallis Test

b. Grouping Variable: Age New

Table 18: Grouping Variables: Grade and age

The results of the analysis of the differences in satisfaction with empowerment by grade and salary are presented next.

5.1.4 Satisfaction with empowerment - by salary

A breakdown of the salary bands of the 77 respondents is provided in **Table 19**. Histograms of the distributions by salary bands for both groups are shown in **Figures 14 to 19** respectively. No HEOs were earning less than €40,000. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the seven sub-scales of empowerment satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Salnew	N	Percent	N	Percent	N	Percent
Administrative Officer	Empowerment	Less than â, ¬30,000	12	100.0%	0	0.0%	12	100.0%
		â, ¬30,001 to â, ¬40,000	31	100.0%	0	0.0%	31	100.0%
		â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	7	100.0%	0	0.0%	7	100.0%
Higher Executive Officer	Empowerment	â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	15	100.0%	0	0.0%	15	100.0%

Table 19: Empowerment by grade and salary band sample sizes

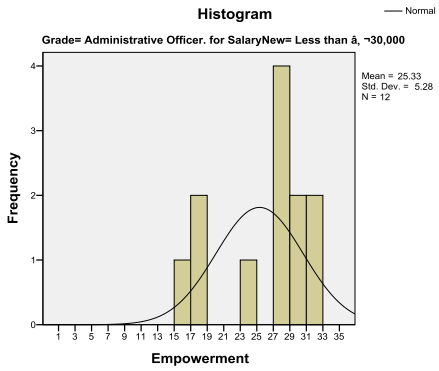

Figure 14: Empowerment AO salary < €30,000 distribution

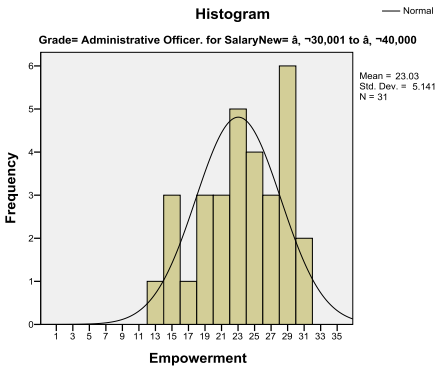

Figure 15: Empowerment AO salary €30,001-€40,000 distribution

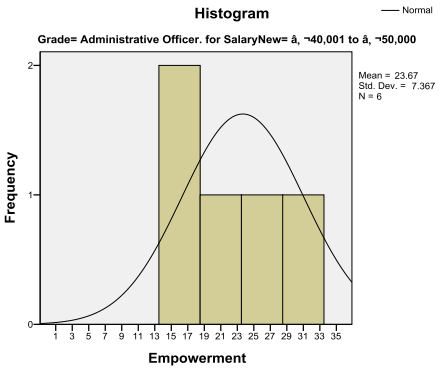

Figure 16: Empowerment AO salary €40,001-€50,000 distribution

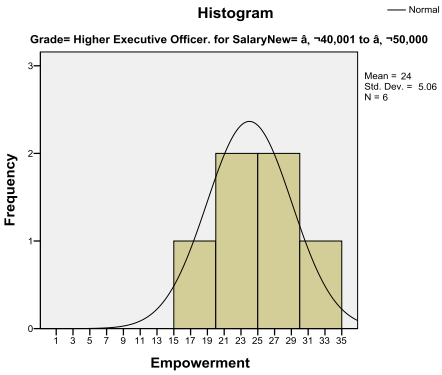

Figure 17: Empowerment HEO salary €40,001-€50,000 distribution

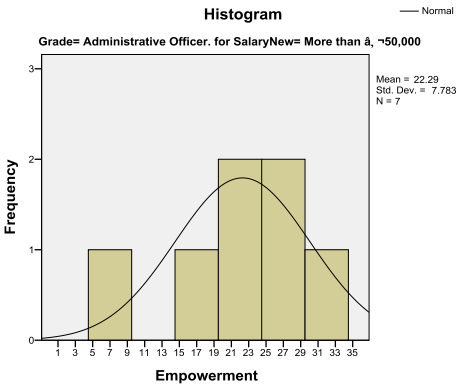

Figure 18: Empowerment AO salary >€50,000 distribution

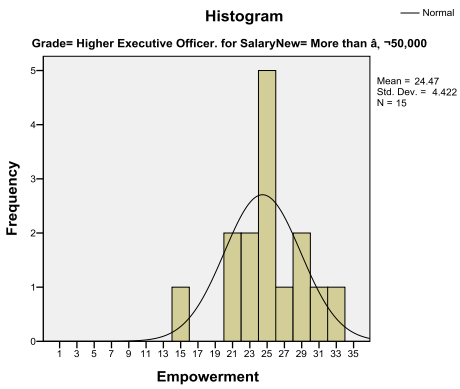

Figure 19: Empowerment HEO salary >€50,000 distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7D.

Test results for normality are presented in **Table 20**. The Shapiro-Wilk's test of normality shows that the only case where the results indicate a significant deviation from normality relate to AOs earning less than €30,000 **($W_{AO <€30,000} = .852$, df = 12, p = .038), ($W_{AO €30,001-€40,000} = .958$, df = 31, p = .257, ($W_{AO €40,001-€50,000} = .924$, df = 6, p = .535), ($W_{AO >€50,000} = .882$, df = 7, p = .236), ($W_{HEO €40,001-€50,000} = .952$, df = 6, p = .757), ($W_{HEO >€50,000} = .973$, df = 15, p = .904).**

Tests of Normality

Grade		Salnew	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Empowerment	Less than â, ¬30,000	.291	12	.006	.852	12	.038
		â, ¬30,001 to â, ¬40,000	.091	31	.200 *	.958	31	.257
		â, ¬40,001 to â, ¬50,000	.237	6	.200 *	.924	6	.535
		More than â, ¬50,000	.194	7	.200 *	.882	7	.236
Higher Executive Officer	Empowerment	â, ¬40,001 to â, ¬50,000	.223	6	.200 *	.952	6	.757
		More than â, ¬50,000	.125	15	.200 *	.973	15	.904

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 20: Empowerment Normality results by grade and salary

A Kruskal Wallis H test further tested the data and found no statistical significant difference in satisfaction with empowerment between AOs and HEOs based on salary as shown in **Table 21** and **Table 22**.

Ranks

Grade		Salnew	N	Mean Rank
Administrative Officer	Empowerment	Less than â, ¬30,000	12	33.92
		â, ¬30,001 to â, ¬40,000	31	26.79
		â, ¬40,001 to â, ¬50,000	6	27.67
		More than â, ¬50,000	7	27.50
		Total	56	
Higher Executive Officer	Empowerment	â, ¬40,001 to â, ¬50,000	6	10.33
		More than â, ¬50,000	15	11.27
		Total	21	

Table 21: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Empowerment
Administrative Officer	Chi-Square	1.714
	df	3
	Asymp. Sig.	.634
Higher Executive Officer	Chi-Square	.098
	df	1
	Asymp. Sig.	.754

a. Kruskal Wallis Test

b. Grouping Variable: Salnew

Table 22: Grouping Variables: Grade and salary

The results of this test show that there is no statistically significant difference by salary level in empowerment between **AOs ($\chi^2 = 1.714$, p = .634) and HEOs ($\chi^2 = .098$, p = .754)** with a mean rank of **AOs earning less than €30,000 = 33.92, AOs earning between €30,001 and €40,000 = 26.79, AOs earning between €40,001**

and €50,000 = 27.67, AOs earning more than €50,000 = 27.50, HEOs earning between €40,001 and €50,000 = 10.33, HEOs earning more than €50,000 = 11.27.

The results of the analysis of the differences in satisfaction with empowerment by grade and length in grade are presented next.

5.1.5 Satisfaction with empowerment - by length in grade

Table 23 shows a breakdown of length in grade of the 77 respondents. Histograms of the distributions by length in grade for AOs and HEOs are shown in **Figures 20 to 25** respectively. No Histograms are produced where n=1. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the seven items of empowerment. The vertical axis represents the number of respondents.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Length in Grade New	N	Percent	N	Percent	N	Percent
Administrative Officer	Empowerment	Less than 2 Years	24	100.0%	0	0.0%	24	100.0%
		2 Years to 5 Years	28	100.0%	0	0.0%	28	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	1	100.0%	0	0.0%	1	100.0%
Higher Executive Officer	Empowerment	Less than 2 Years	1	100.0%	0	0.0%	1	100.0%
		2 Years to 5 Years	7	100.0%	0	0.0%	7	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	10	100.0%	0	0.0%	10	100.0%

Table 23: Empowerment by grade and length in grade sample sizes

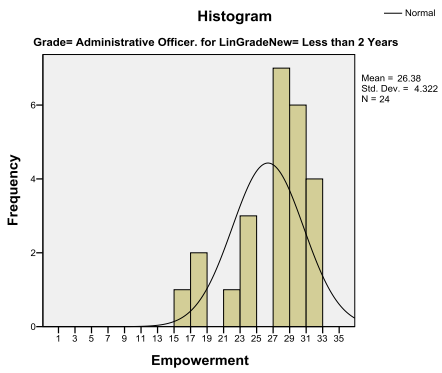

Figure 20: Empowerment AO >2 years in the grade distribution

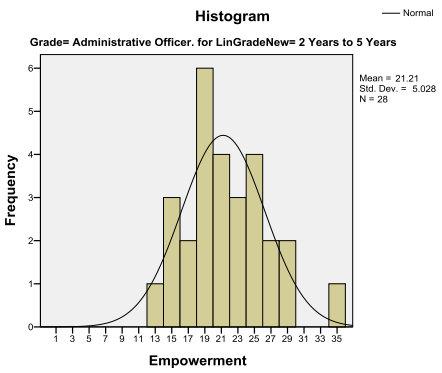

Figure 21: Empowerment AO 2-5 years in the grade distribution

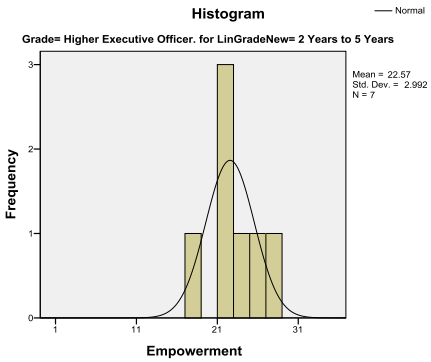

Figure 22: Empowerment HEO 2-5 years in the grade distribution

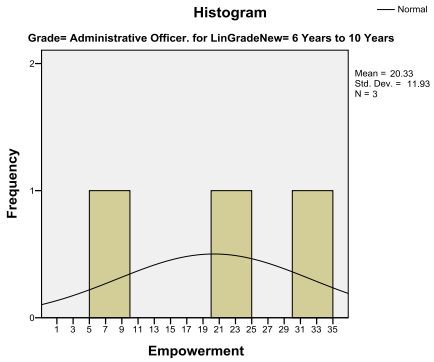

Figure 23: Empowerment AO 6-10 years in the grade distribution

Figure 24: Empowerment HEO 6-10 years in the grade distribution

Figure 25: Empowerment HEO >10 years in the grade distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7E.

Test results for normality are presented in **Table 24**. The results indicate there is a significant deviation from normality for AOs less than 2 years in the grade **($W_{AO < 2 YRS}$ = .853, df = 24, p = .002), ($W_{AO 2-5 YRS}$ = .966, df = 28, p = .482, ($W_{AO 6-10 YRS}$ = .929, df = 3, p = .485), ($W_{HEO 2-5 YRS}$ = .977, df = 7, p = .943), ($W_{HEO 6-10 YRS}$ = 1.000, df = 3, p = 1.000), ($W_{HEO >10 YRS}$ = .919, df = 10, p = .345).**

Tests of Normality [c,d]

Grade		Length in Grade New	Kolmogorov-Smirnov [a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Administrative Officer	Empowerment	Less than 2 Years	.266	24	.000	.853	24	.002
		2 Years to 5 Years	.099	28	.200 *	.966	28	.482
		6 Years to 10 Years	.287	3	.	.929	3	.485
Higher Executive Officer	Empowerment	2 Years to 5 Years	.157	7	.200 *	.977	7	.943
		6 Years to 10 Years	.175	3	.	1.000	3	1.000
		More than 10 Years	.157	10	.200 *	.919	10	.345

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

c. Empowerment is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

d. Empowerment is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.

Table 24: Empowerment Normality results by grade and length in grade

Because of the deviation identified a Kruskal Wallis H test was relied upon to further test for any differences on satisfaction with empowerment by length in grade for both groups of employees. The results, as demonstrated in **Table 25** and **Table 26.** A Kruskal Wallis H test shows that there is a statistically significant difference in satisfaction with empowerment between AOs and HEOs based on length in grade (**AOs (χ^2 = 14.075, p = .003) and HEOs (χ^2 = 4.707, p = .195)** with a mean rank of **AOs less than 2 years in the grade = 37.25, AOs between 2-5 years in the grade = 20.71, AOs being 6-10 years in the grade = 26.67, AOs more than 10 years in the grade = 43.00, HEOs less than 2 years in the grade = 15.50, HEOs between 2-5 years in the grade = 8.43, HEOs being 6-10 years in the grade = 7.00and HEOs more than 10 years in the grade = 13.55.**

Ranks

Grade		Length in Grade New	N	Mean Rank
Administrative Officer	Empowerment	Less than 2 Years	24	37.25
		2 Years to 5 Years	28	20.71
		6 Years to 10 Years	3	26.67
		More than 10 Years	1	42.00
		Total	56	
Higher Executive Officer	Empowerment	Less than 2 Years	1	15.50
		2 Years to 5 Years	7	8.43
		6 Years to 10 Years	3	7.00
		More than 10 Years	10	13.55
		Total	21	

Table 25: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Empowerment
Administrative Officer	Chi-Square	14.075
	df	3
	Asymp. Sig.	.003
Higher Executive Officer	Chi-Square	4.707
	df	3
	Asymp. Sig.	.195

a. Kruskal Wallis Test

b. Grouping Variable: Length in Grade New

Table 26: Grouping Variables: Grade and length in grade

The next section will present the results of the analysis of the differences of satisfaction with pay for AOs and HEOs using gender, age, salary and length in grade as independent variables.

5.2 Satisfaction with pay

Satisfaction with pay examines how the respondents rate their pay for the job they do and against people in similar jobs in the Civil Service. A case summary and reliability statistics are provided in **Table 27** and **Table 28** respectively. The αvalue for the satisfaction with pay construct is 0.736 which indicates its reliability.

Case Processing Summary

		N	%
Cases	Valid	77	100.0
	Excluded [a]	0	.0
	Total	77	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.736	2

Table 27: Satisfaction with pay sample sizes Table 28: Satisfaction with pay Reliability Statistics

5.2.1 Satisfaction with pay - by grade

A case summary of the 77 responses is shown in **Table 29.** Histograms of the distributions for AOs and HEOs are shown in **Figures 28 and 29** respectively. In both illustrations the horizontal axis represents the distribution of the scores (1-5) on the two sub-scales of pay satisfaction. The vertical axis represents the number of respondents. For example, **Figure 27** indicates 3 HEOs scored their satisfaction with pay as 4.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Grade	N	Percent	N	Percent	N	Percent
Pay	Administrative Officer	56	100.0%	0	0.0%	56	100.0%
	Higher Executive Officer	21	100.0%	0	0.0%	21	100.0%

Table 29: Satisfaction with pay by grade sample sizes

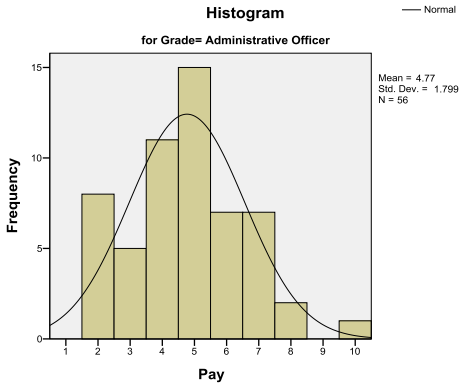

Figure 26: Satisfaction with pay AO distribution

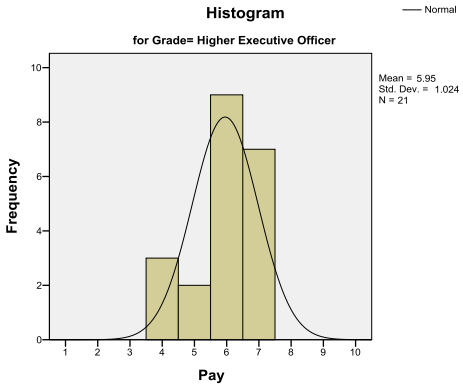

Figure 27: Satisfaction with pay HEO distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7F.

The Shapiro-Wilk's test results of normality, as seen in **Table 30** imply that in both cases there is a significant deviation from normality **(W_{AO} = .946, df = 56, p= .014), (W_{HEO} = .817, df = 21, p = .001).**

Tests of Normality

		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Grade	Statistic	df	Sig.	Statistic	df	Sig.
Pay	Administrative Officer	.145	56	.005	.946	56	.014
	Higher Executive Officer	.280	21	.000	.817	21	.001

a. Lilliefors Significance Correction

Table 30: Satisfaction with pay Normality results by grade

Due to the low p values for both grades a Mann-Whitney U test was applied to determine the means. The results in **Tables 31 and 32** show a significant difference in the satisfaction with pay between AOs (Mdn = 34.37) and HEOs (Mdn = 51.36), (U = 328.5, p = .003)

Ranks

	Grade	N	Mean Rank	Sum of Ranks
Pay	Administrative Officer	56	34.37	1924.50
	Higher Executive Officer	21	51.36	1078.50
	Total	77		

Table 31: Mann-Whitney U test –mean

Test Statistics [a]

	Pay
Mann-Whitney U	328.500
Wilcoxon W	1924.500
Z	-3.018
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Grade

Table 32: Grouping Variable: Gender

The next analytic results that are presented relate to satisfaction with pay by gender.

5.2.2 Satisfaction with pay - by gender

The case summary for the 77 responses are how in **Table 33**. Histograms of the distributions by gender for AOs and HEOs are shown in **Figures 28 to 31.** In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the two sub-scales of pay satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Gender	N	Percent	N	Percent	N	Percent
Administrative Officer	Pay	Female	27	100.0%	0	0.0%	27	100.0%
		Male	29	100.0%	0	0.0%	29	100.0%
Higher Executive Officer	Pay	Female	12	100.0%	0	0.0%	12	100.0%
		Male	9	100.0%	0	0.0%	9	100.0%

Table 33: Satisfaction with pay by grade and gender sample sizes

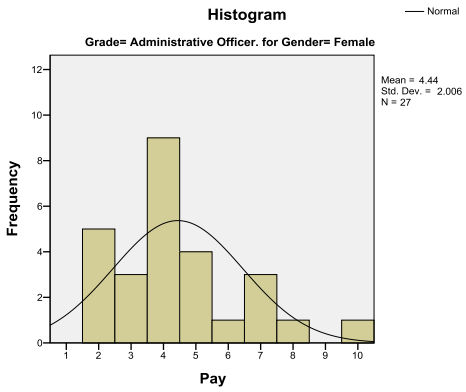

Figure 28: Satisfaction with pay Female distribution

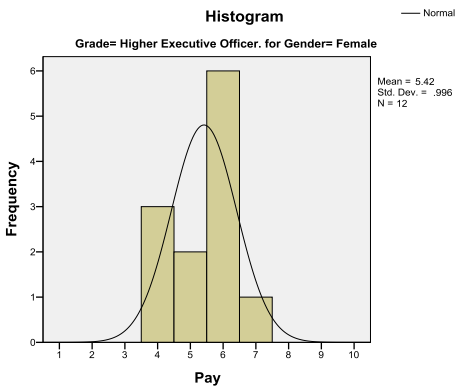

Figure 29: Satisfaction with pay HEO Female distribution

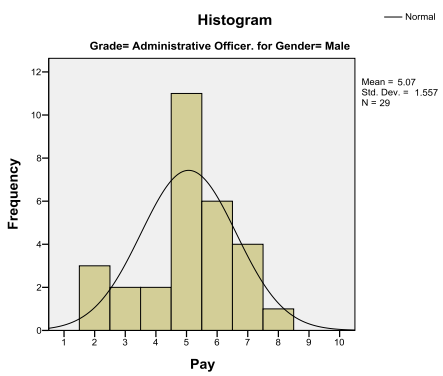

Figure 30: Satisfaction with pay AO Male distribution

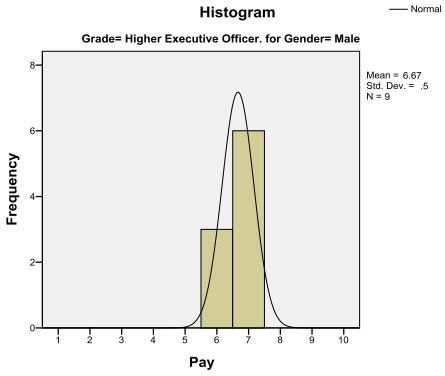

Figure 31: Satisfaction with pay HEO Male distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7G.

Test results for normality are presented in **Table 34**. The Shapiro-Wilk's normality test results indicate significant deviations from normality for all variables **($W_{AO\ FEMALE}$ = .899, df = 27, p = .013), ($W_{AO\ MALE}$ = .9917 df = 29, p = .026), ($W_{HEO\ FEMALE}$ = .840, df = 12, p = .028), ($W_{HEO\ MALE}$ = .617, df = 9, p = .000).**

Tests of Normality

Grade		Gender	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Pay	Female	.217	27	.002	.899	27	.013
		Male	.241	29	.000	.917	29	.026
Higher Executive Officer	Pay	Female	.304	12	.003	.840	12	.028
		Male	.414	9	.000	.617	9	.000

a. Lilliefors Significance Correction

Table 34: Satisfaction with pay Normality results by grade and gender

The deviations in normality identified necessitated the use of a Kruskal Wallis H test, shown in **Tables 35 and 36**.

Ranks

Grade		Gender	N	Mean Rank
Administrative Officer	Pay	Female	27	24.37
		Male	29	32.34
		Total	56	
Higher Executive Officer	Pay	Female	12	7.75
		Male	9	15.33
		Total	21	

Table 35: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Pay
Administrative Officer	Chi-Square	3.461
	df	1
	Asymp. Sig.	.063
Higher Executive Officer	Chi-Square	8.705
	df	1
	Asymp. Sig.	.003

a. Kruskal Wallis Test

b. Grouping Variable: Gender

Table 36: Grouping Variables: Grade and gender

The results show that there is a statistically significant difference in satisfaction with pay between **AOs (χ^2 = 3.461, p = .063)** and **HEOs (χ^2 = 8.705, p = .003)** based on gender with a mean rank of **Female AOs = 24.37, Male AOs = 32.34, Female HEOs = 7.75, Male HEOs = 15.33.**

We will now look at the analysis for satisfaction with pay for both groups using age as a variable.

5.2.3 Satisfaction with pay - by age

The total responses received was 77 comprising of 56 AOs and 21 HEOs with **Table 37** providing a case summary. There are no HEOs under the age of 30 years. Histograms of the distributions by age bands for AOs and HEOs are shown in **Figures 32 to 36**. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the two sub-scales of pay satisfaction.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Age New	N	Percent	N	Percent	N	Percent
Administrative Officer	Pay	Under 30 Years	23	100.0%	0	0.0%	23	100.0%
		31 Years to 40 Years	25	100.0%	0	0.0%	25	100.0%
		Over 40 Years	8	100.0%	0	0.0%	8	100.0%
Higher Executive Officer	Pay	31 Years to 40 Years	11	100.0%	0	0.0%	11	100.0%
		Over 40 Years	10	100.0%	0	0.0%	10	100.0%

Table 37: Satisfaction with pay by grade and age sample sizes

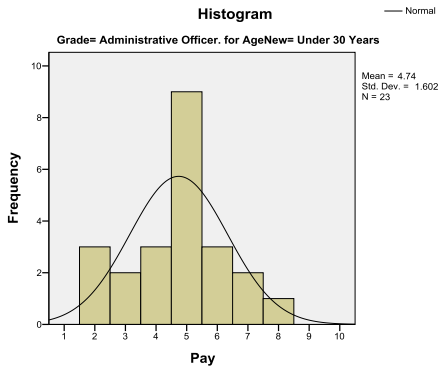

Figure 32: Satisfaction with pay AO under 30 years of age distribution

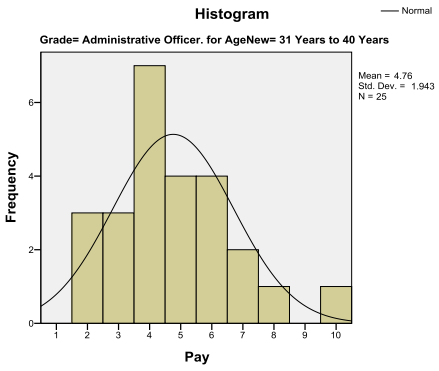

Figure 33: Satisfaction with pay AO aged 31-40 years distribution

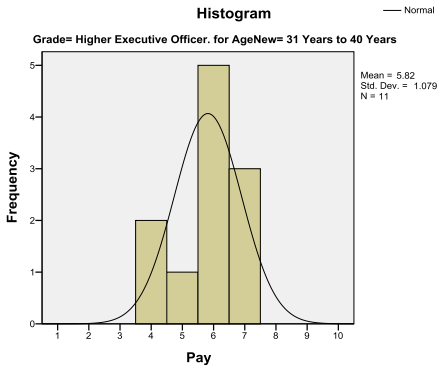

Figure 34: Satisfaction with pay HEO aged 31-40 years distribution

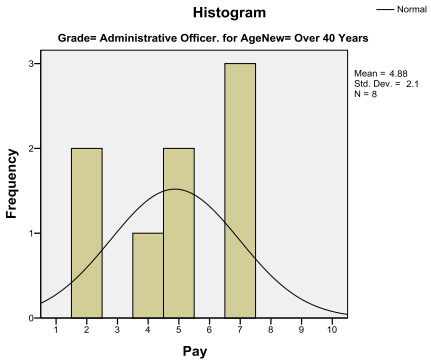

Figure 35: Satisfaction with pay AO aged over 40 years distribution

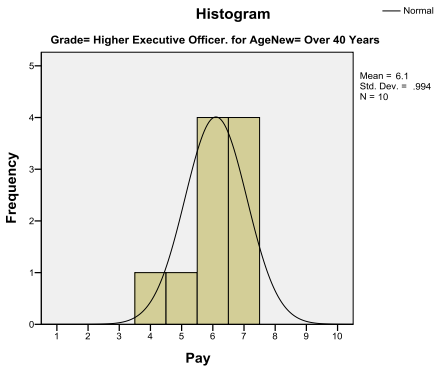

Figure 36: Satisfaction with pay HEO aged over 40 years of age distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7H.

Test results for normality are presented in **Table 38**. The results indicate there are significant deviations from normality for HEOs based on their age **($W_{AO\ <30\ YRS}$ = .934, df = 23, p = .130), ($W_{AO\ 31\text{-}40\ YRS}$ = .937, df = 25, p = .128), ($W_{AO\ >40\ YRS}$ = .853, df = 8, p = .102), ($W_{HEO\ 31\text{-}40\ YRS}$ = .840, df = 11, p = .032), ($W_{HEO\ >40\ YRS}$ = .829, df = 10, p = .033).**

Tests of Normality

			Kolmogorov-Smirnov [a]			Shapiro-Wilk		
Grade		Age New	Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Pay	Under 30 Years	.217	23	.006	.934	23	.130
		31 Years to 40 Years	.172	25	.054	.937	25	.128
		Over 40 Years	.219	8	.200 *	.853	8	.102
Higher Executive Officer	Pay	31 Years to 40 Years	.294	11	.009	.840	11	.032
		Over 40 Years	.260	10	.054	.829	10	.033

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 38: Satisfaction with pay Normality results by grade and age

As differences in normality were identified a Kruskal Wallis H test was relied upon to further test for any differences. **See Tables 39 and 40** below.

The results indicate that there is no relationship between satisfaction with pay and age for both sets of employees **(AOs χ^2 = .186, p = .911)** and **(HEOs χ^2 = 406, p = .524)** with a mean rank of **AOs under 30 years = 28.87, AOs aged 31-40 years = 27.60, AOs over 40 years = 30.25, HEOs aged 31-40 years = 10.23 and HEOs over 40 years = 11.85)**.

Ranks

Grade		Age New	N	Mean Rank
Administrative Officer	Pay	Under 30 Years	23	28.87
		31 Years to 40 Years	25	27.60
		Over 40 Years	8	30.25
		Total	56	
Higher Executive Officer	Pay	31 Years to 40 Years	11	10.23
		Over 40 Years	10	11.85
		Total	21	

Table 39: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Pay
Administrative Officer	Chi-Square	.186
	df	2
	Asymp. Sig.	.911
Higher Executive Officer	Chi-Square	.406
	df	1
	Asymp. Sig.	.524

a. Kruskal Wallis Test

b. Grouping Variable: Age New

Table 40: Grouping Variables: Grade and age

The analysis on satisfaction with pay based on salary will now be shown.

5.2.4 Satisfaction with pay - by salary

A case summary of the 77 responses by salary band is provided in **Table 41**. Histograms of the distributions by salary bands for AOs and HEOs are shown in **Figures 37 to 42**. There are no HEOs in the sample group earning a salary less than €40,000. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the two subscales of pay satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Salnew	N	Percent	N	Percent	N	Percent
Administrative Officer	Pay	Less than â, ¬30,000	12	100.0%	0	0.0%	12	100.0%
		â, ¬30,001 to â, ¬40,000	31	100.0%	0	0.0%	31	100.0%
		â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	7	100.0%	0	0.0%	7	100.0%
Higher Executive Officer	Pay	â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	15	100.0%	0	0.0%	15	100.0%

Table 41: Satisfaction with pay by grade and salary sample sizes

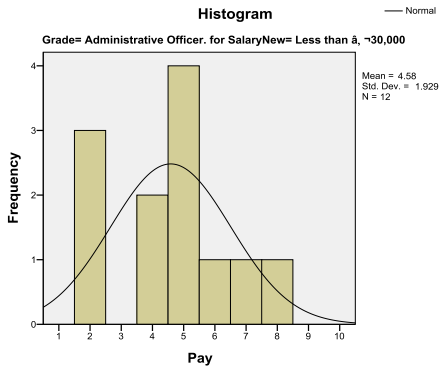

Figure 37: Satisfaction with pay AO earning > €30,000 distribution

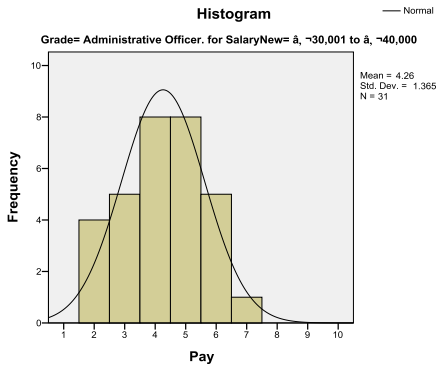

Figure 38: Satisfaction with pay AO earning €30,001-€40,000 distribution

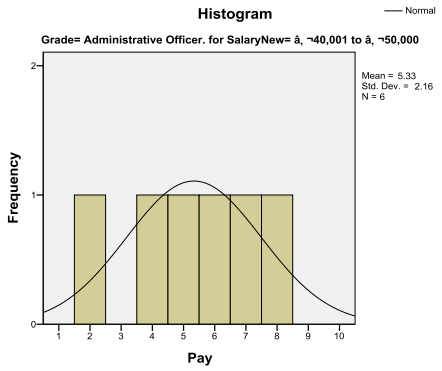

Figure 39: Satisfaction with pay AO earning €40,001-€50,000 distribution

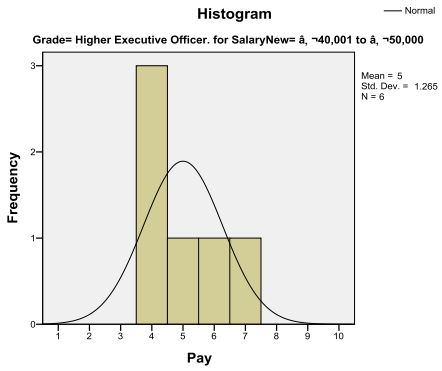

Figure 40: Satisfaction with pay HEO earning €40,001-€50,000 distribution

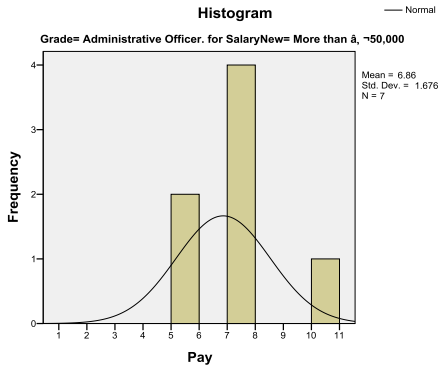

Figure 41: Satisfaction with pay AO earning > €50,000 distribution

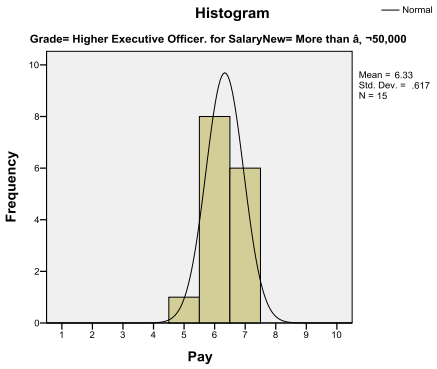

Figure 42: Satisfaction with pay HEO earning > €50,000 distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7I.

The Shapiro-Wilk's test results of normality are presented in **Table 42** below. The results imply there are significant deviations from normality for HEOs earning more than €50,000 **($W_{AO <€30,000}$ = .920, df = 12, p = .290), ($W_{AO €30,001-€40,000}$ = .936, df = 31, p = .066, ($W_{AO €40,001-€50,000}$ = .983, df = 6, p = .964), ($W_{AO >€50,000}$ = .822, df = 7, p = .067), ($W_{HEO €40,001-€50,000}$ = .831, df = 6, p = .110), ($W_{HEO >€50,000}$ = .766, df = 15, p = .001).**

Tests of Normality

Grade		Salnew	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Pay	Less than â, ¬30,000	.169	12	.200*	.920	12	.290
		â, ¬30,001 to â, ¬40,000	.158	31	.047	.936	31	.066
		â, ¬40,001 to â, ¬50,000	.121	6	.200*	.983	6	.964
		More than â, ¬50,000	.323	7	.026	.822	7	.067
Higher Executive Officer	Pay	â, ¬40,001 to â, ¬50,000	.285	6	.138	.831	6	.110
		More than â, ¬50,000	.305	15	.001	.766	15	.001

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 42: Satisfaction with pay Normality results by grade and salary band

To further test the data a Kruskal Wallis H test was used. The results, shown in **Tables 43 and 44**, indicate that there is a relationship between satisfaction with pay and salary for AOs and HEOs

(AOs χ^2 = 11.184, p = .011) and (**HEOs χ^2 = 5.194, p = .023)** with a mean rank of **AOs earning less than €30,000 = 27.25, AOs earning between €30,001 and €40,000 = 24.06, AOs earning between €40,001 and €50,000 = 33.83, AOs earning more than €50,000 = 45.71, HEOs earning between €40,001 and €50,000 = 6.42 and HEOs earning more than €50,000 = 12.83**.

Ranks

Grade		Salnew	N	Mean Rank
Administrative Officer	Pay	Less than â, ¬30,000	12	27.25
		â, ¬30,001 to â, ¬40,000	31	24.06
		â, ¬40,001 to â, ¬50,000	6	33.83
		More than â, ¬50,000	7	45.71
		Total	56	
Higher Executive Officer	Pay	â, ¬40,001 to â, ¬50,000	6	6.42
		More than â, ¬50,000	15	12.83
		Total	21	

Table 43: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Pay
Administrative Officer	Chi-Square	11.184
	df	3
	Asymp. Sig.	.011
Higher Executive Officer	Chi-Square	5.194
	df	1
	Asymp. Sig.	.023

a. Kruskal Wallis Test

b. Grouping Variable: Salnew

Table 44: Grouping Variables: Grade and salary

The results of satisfaction with pay by length in grades is shown in the next section.

5.2.5 Satisfaction with pay - by length in grade

Details of the 77 cases are displayed in **Table 45**. Histograms of the distributions by length in grade for AOs and HEOs are shown in Figures 43 to 48. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the two sub-scales of pay satisfaction. The vertical axis represents the number of respondents. Histograms are not produced where n=1.

Case Processing Summary

Grade		Length in Grade New	Cases					
			Valid		Missing		Total	
			N	Percent	N	Percent	N	Percent
Administrative Officer	Pay	Less than 2 Years	24	100.0%	0	0.0%	24	100.0%
		2 Years to 5 Years	28	100.0%	0	0.0%	28	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	1	100.0%	0	0.0%	1	100.0%
Higher Executive Officer	Pay	Less than 2 Years	1	100.0%	0	0.0%	1	100.0%
		2 Years to 5 Years	7	100.0%	0	0.0%	7	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	10	100.0%	0	0.0%	10	100.0%

Table 45: Satisfaction with pay by grade and length in grade sample sizes

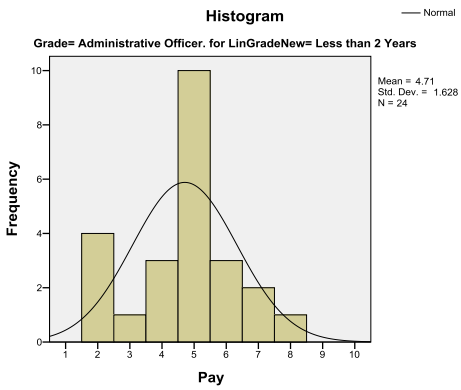

Figure 43: Satisfaction with pay AO with > 2 years in the grade distribution

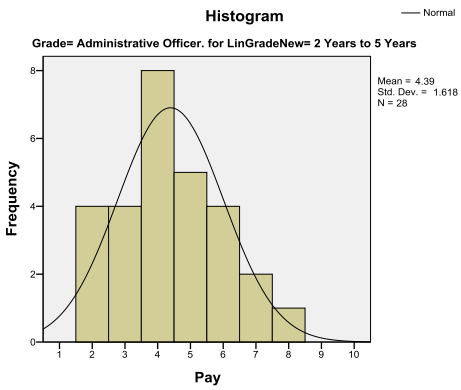

Figure 44: Satisfaction with pay AO with 2-5 years in the grade distribution

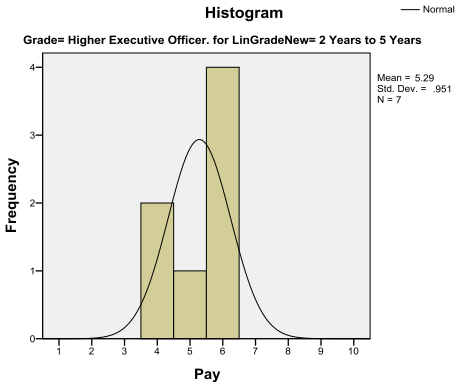

Figure 45: Satisfaction with pay HEO with 2-5 years in the grade distribution

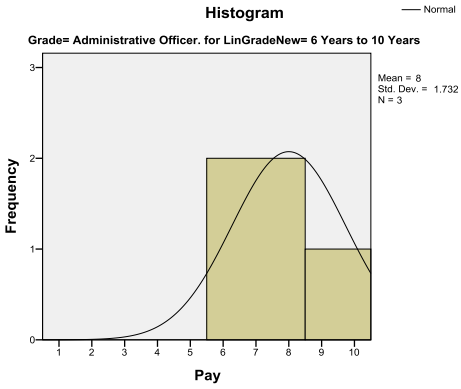

Figure 46: Satisfaction with pay AO with 6-10 years in the grade distribution

Figure 47: Satisfaction with pay HEO with 6-10 years in the grade distribution

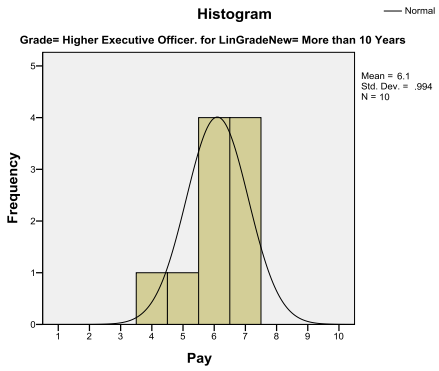

Figure 48: Satisfaction with pay HEO >10 years in the grade distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7J.

Test results for normality are shown in **Table 46**. They indicate that there are significant deviations from normality for both groups by their length in the grade **($W_{AO < 2\ YRS}$ = .911, df = 24, p = .037), ($W_{AO\ 2\text{-}5\ YRS}$ = .945, df = 28, p = .154, ($W_{AO\ 6\text{-}10\ YRS}$ = .750, df = 3, p = .000), ($W_{HEO\ 2\text{-}5\ YRS}$ = .732, df = 7, p = .008), ($W_{HEO\ 6\text{-}10\ YRS}$ = .750, df = 3, p = .000), ($W_{HEO >10\ YRS}$ = .829, df = 10, p = .033).**

Tests of Normality [b,c]

Grade		Length in Grade New	Kolmogorov-Smirnov [a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Administrative Officer	Pay	Less than 2 Years	.238	24	.001	.911	24	.037
		2 Years to 5 Years	.167	28	.043	.946	28	.154
		6 Years to 10 Years	.385	3	.	.750	3	.000
Higher Executive Officer	Pay	2 Years to 5 Years	.345	7	.012	.732	7	.008
		6 Years to 10 Years	.385	3	.	.750	3	.000
		More than 10 Years	.260	10	.054	.829	10	.033

a. Lilliefors Significance Correction

b. Pay is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

c. Pay is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.

Table 46: Satisfaction with pay Normality results by grade and length in grade

Owing to the differences found a Kruskal Wallis H test was used to test for differences on satisfaction with pay based on length in grade for both groups of employees. The results, shown in **Tables 47 and 48** infer that there is a relationship between satisfaction with pay and length in grade for AOs.

Ranks

Grade		Length in Grade New	N	Mean Rank
Administrative Officer	Pay	Less than 2 Years	24	28.73
		2 Years to 5 Years	28	25.02
		6 Years to 10 Years	3	52.00
		More than 10 Years	1	50.00
		Total	56	
Higher Executive Officer	Pay	Less than 2 Years	1	18.00
		2 Years to 5 Years	7	6.93
		6 Years to 10 Years	3	15.33
		More than 10 Years	10	11.85
		Total	21	

Table 47: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Pay
Administrative Officer	Chi-Square	9.573
	df	3
	Asymp. Sig.	.023
Higher Executive Officer	Chi-Square	6.728
	df	3
	Asymp. Sig.	.081

a. Kruskal Wallis Test

b. Grouping Variable: Length in Grade New

Table 48: Grouping Variables: Grade and length in grade

The next section will present the results of the analysis of the differences of overall job satisfaction for AOs and HEOs using gender, age, salary and length in grade as independent variables.

5.3 Overall job satisfaction

To examine overall job satisfaction the sample population were asked to indicate their satisfaction with their job, to measure their Department in comparison to other organisations and to rate their overall satisfaction with the Department.

The α value for the empowerment construct is 0.902 which indicates its reliability. Details are shown in **Tables 49 and 50**.

Case Processing Summary

		N	%
Cases	Valid	77	100.0
	Excluded [a]	0	.0
	Total	77	100.0

a. Listwise deletion based on all variables in the procedure.

Table 49: Overall job satisfaction sample sizes

Reliability Statistics

Cronbach's Alpha	N of Items
.902	3

Table 50: Overall job satisfaction Reliability Statistics

The results of overall job satisfaction by grade using independent variables will now be outlined.

5.3.1 Overall job satisfaction - by grade

The total responses received of 77 comprises 56 AOs and 21 HEOs, see **Table 51** for a case summary. Histograms of the distributions for AOs and HEOs are shown in **Figures 49 and 50** respectively. In both illustrations the horizontal axis represents the distribution of the scores (1-5) on the three sub-scales of overall job satisfaction. The vertical axis represents the number of respondents. For example, **Figure 50** indicates 2 HEOs rated their overall job satisfaction as 15.

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Grade	N	Percent	N	Percent	N	Percent
Overall Job Satisfaction	Administrative Officer	56	100.0%	0	0.0%	56	100.0%
	Higher Executive Officer	21	100.0%	0	0.0%	21	100.0%

Table 51: Overall job satisfaction by grade sample sizes

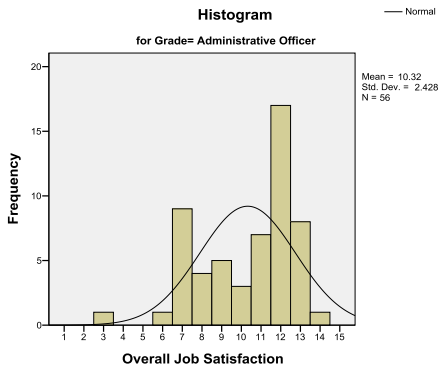

Figure 49: Overall job satisfaction AO distribution

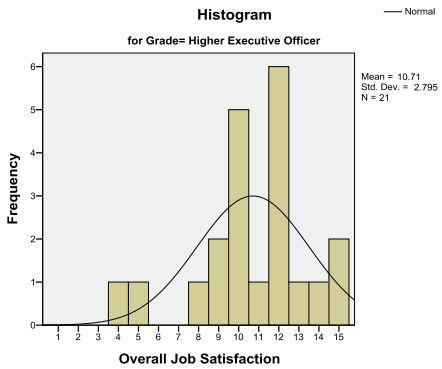

Figure 50: Overall job satisfaction HEO distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7K.

The Shapiro-Wilk's test was used to test normality, see **Table 52**. The results achieved indicate there are significant deviations from normality for AOs **(W_{AO} = .890, df = 56, p= .000), (W_{HEO} = .926, df = 21, p = .116).**

Tests of Normality

	Grade	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Overall Job Satisfaction	Administrative Officer	.220	56	.000	.890	56	.000
	Higher Executive Officer	.161	21	.162	.926	21	.116

a. Lilliefors Significance Correction

Table 52: Overall job satisfaction Normality results by grade and gender

As deviations in normality were identified a Kruskal Wallis H test was used to test for any differences on overall job satisfaction for both groups, displayed in Tables **53 and 54**. The results show that there no statistically significant difference in overall job satisfaction between AOs and HEOs **(χ^2 = .280. p = .597)** with a mean rank of **AOs = 38.19** and **HEOs = 41.17.**

Ranks

	Grade	N	Mean Rank
Overall Job Satisfaction	Administrative Officer	56	38.19
	Higher Executive Officer	21	41.17
	Total	77	

Table 53: Kruskal Wallis H Test - mean

Test Statistics [a,b]

	Overall Job Satisfaction
Chi-Square	.280
df	1
Asymp. Sig.	.597

a. Kruskal Wallis Test

b. Grouping Variable: Grade

Table 54: Grouping Variables: Grade

The results for overall job satisfaction by gender will now be outlined.

5.3.2 Overall job satisfaction - by gender

Table 55 demonstrates a case summary of the 77 responses received. Histograms of the distributions by gender for AOs and HEOs are shown in **Figures 51 to 54**. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the three sub-scales of overall job satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

Grade		Gender	Cases					
			Valid		Missing		Total	
			N	Percent	N	Percent	N	Percent
Administrative Officer	Overall Job Satisfaction	Female	27	100.0%	0	0.0%	27	100.0%
		Male	29	100.0%	0	0.0%	29	100.0%
Higher Executive Officer	Overall Job Satisfaction	Female	12	100.0%	0	0.0%	12	100.0%
		Male	9	100.0%	0	0.0%	9	100.0%

Table 55: Overall job satisfaction by grade and gender sample sizes

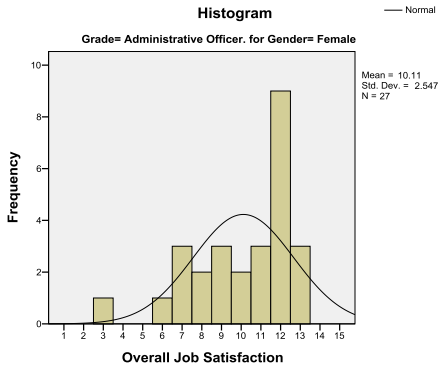

Figure 51: Overall job satisfaction AO Female distribution

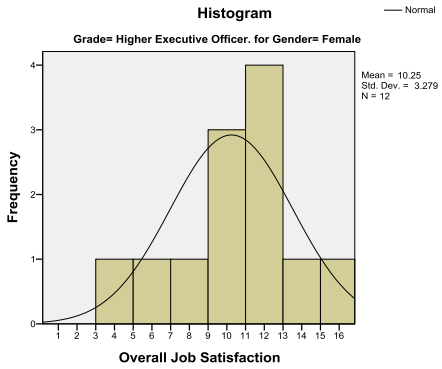

Figure 52: Overall job satisfaction HEO Female distribution

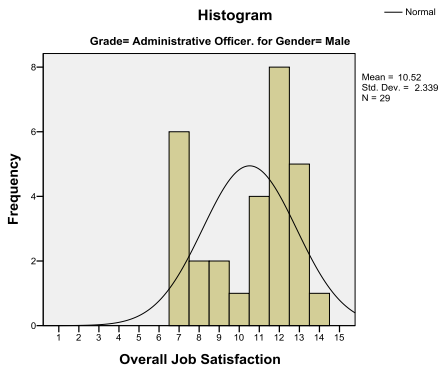

Figure 53: Overall job satisfaction AO Male distribution

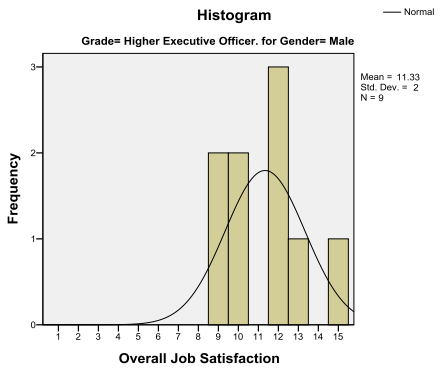

Figure 54: Overall job satisfaction HEO Male distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7L.

To test for normality a Shapiro-Wilk's test of normality was conducted, see **Table 56**. The results indicate there are significant deviations from normality for AOs

based on gender **($W_{AO\ FEMALE}$ = .880, df = 27, p = .005), ($W_{AO\ MALE}$ = .863, df = 29, p = .001), ($W_{HEO\ FEMALE}$ = .930, df = 12, p = .379), ($W_{HEO\ MALE}$ = .917, df = 9, p = .364).**

Tests of Normality

Grade		Gender	Kolmogorov-Smirnov [a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Administrative Officer	Overall Job Satisfaction	Female	.215	27	.002	.880	27	.005
		Male	.220	29	.001	.863	29	.001
Higher Executive Officer	Overall Job Satisfaction	Female	.220	12	.114	.930	12	.379
		Male	.192	9	.200 *	.917	9	.364

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 56: Overall job satisfaction Normality results by grade and gender

As deviations in normality were identified a Kruskal Wallis H test was used to test for any differences on overall job satisfaction for both groups. The results show, as seen in **Tables 57 and 58** that there is no relationship between overall job satisfaction and gender between **AOs (χ^2 = .323, p = .0570** and **HEOs (χ^2 = .336, p = .562)** based on gender with a mean rank of **Female AOs = 27.24, Male AOs = 29.67, Female HEOs = 10.33, Male HEOs = 11.89**.

Ranks

Grade		Gender	N	Mean Rank
Administrative Officer	Overall Job Satisfaction	Female	27	27.24
		Male	29	29.67
		Total	56	
Higher Executive Officer	Overall Job Satisfaction	Female	12	10.33
		Male	9	11.89
		Total	21	

Table 57: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Overall Job Satisfaction
Administrative Officer	Chi-Square	.323
	df	1
	Asymp. Sig.	.570
Higher Executive Officer	Chi-Square	.336
	df	1
	Asymp. Sig.	.562

a. Kruskal Wallis Test

b. Grouping Variable: Gender

Table 58: Grouping Variables: Grade and gender

5.3.3. Overall job satisfaction - by age

The dispersal of the 77 responses are provided in **Table 59**. Histograms of the distributions by age bands for AOs and HEOs are shown in **Figures 55 to 59**. There are no HEOs under the age of 30 years. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the three sub-scales of overall job satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

Grade		Age New	Cases					
			Valid		Missing		Total	
			N	Percent	N	Percent	N	Percent
Administrative Officer	Overall Job Satisfaction	Under 30 Years	23	100.0%	0	0.0%	23	100.0%
		31 Years to 40 Years	25	100.0%	0	0.0%	25	100.0%
		Over 40 Years	8	100.0%	0	0.0%	8	100.0%
Higher Executive Officer	Overall Job Satisfaction	31 Years to 40 Years	11	100.0%	0	0.0%	11	100.0%
		Over 40 Years	10	100.0%	0	0.0%	10	100.0%

Table 59: Overall job satisfaction by grade and age sample sizes

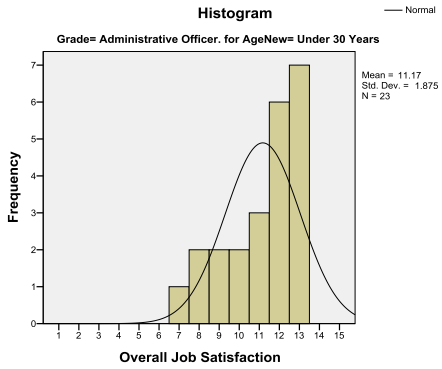

Figure 55: Overall job satisfaction AO aged > 30 years distribution

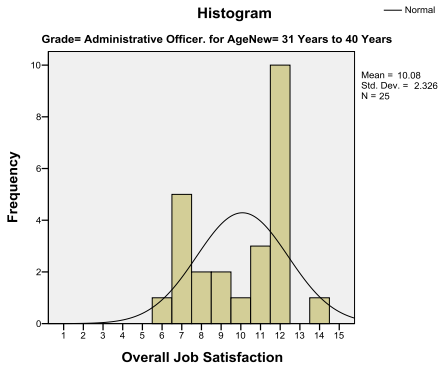

Figure 56: Overall job satisfaction AO aged 31-40 years distribution

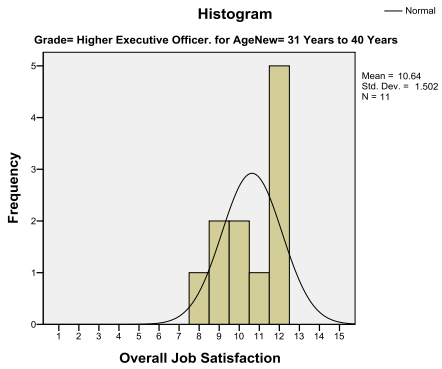

Figure 57: Overall job satisfaction HEO aged 31-40 years distribution

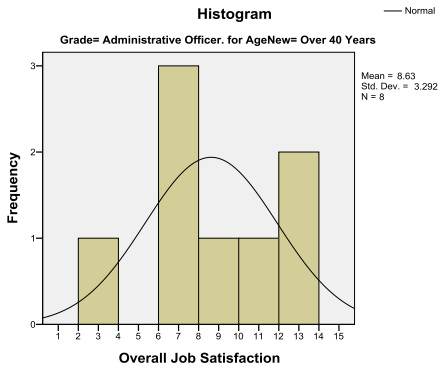

Figure 58: Overall job satisfaction AO aged >40 years distribution

Figure 59: Overall job satisfaction HEO aged over 40 years distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7M.

To test for normality a Shapiro-Wilk's test was conducted, see **Table 60**. The results indicate there are significant deviations from normality for both groups under the age of 40 **($W_{AO\ <30\ YRS}$ = .860, df = 23, p = .004), ($W_{AO\ 31\text{-}40\ YRS}$ = .860, df = 25, p = .003), ($W_{AO\ >40\ YRS}$ = .940, df = 8, p = .612), ($W_{HEO\ 31\text{-}40\ YRS}$ = .835, df = 11, p = .027), ($W_{HEO\ >40\ YRS}$ = .890, df = 10, p = .171).**

Tests of Normality

			Kolmogorov-Smirnov [a]			Shapiro-Wilk		
Grade		Age New	Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Overall Job Satisfaction	Under 30 Years	.235	23	.002	.860	23	.004
		31 Years to 40 Years	.235	25	.001	.860	25	.003
		Over 40 Years	.189	8	.200 *	.940	8	.612
Higher Executive Officer	Overall Job Satisfaction	31 Years to 40 Years	.273	11	.022	.835	11	.027
		Over 40 Years	.218	10	.197	.890	10	.171

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 60: Overall job satisfaction Normality results by grade and age

As the normality test showed differences in normality a Kruskal Wallis H test was conducted to test for any differences on overall job satisfaction by age. The results, shown in **Tables 61 and 62** infer that there is a relationship between overall job satisfaction for AOs and their age (**AOs χ^2 = 6.109, p = .047), (HEOs (χ^2 = .465, p = .495)** with a mean rank of **AOs under 30 years = 34.33, AOs aged 31-40 years = 25.96, AOs over 40 years = 19.69, HEOs aged 31-40 years = 10.14 and HEOs over 40 years = 11.95)**.

Ranks

Grade		Age New	N	Mean Rank
Administrative Officer	Overall Job Satisfaction	Under 30 Years	23	34.33
		31 Years to 40 Years	25	25.96
		Over 40 Years	8	19.69
		Total	56	
Higher Executive Officer	Overall Job Satisfaction	31 Years to 40 Years	11	10.14
		Over 40 Years	10	11.95
		Total	21	

Table 61: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Overall Job Satisfaction
Administrative Officer	Chi-Square	6.109
	df	2
	Asymp. Sig.	.047
Higher Executive Officer	Chi-Square	.465
	df	1
	Asymp. Sig.	.495

a. Kruskal Wallis Test

b. Grouping Variable: Age New

Table 62: Grouping Variables: Grade and age

5.3.4 Overall job satisfaction - by salary

A case summary is provided in **Table 63** outlining the details of the 77 responses received. Histograms of the distributions by salary for AOs and HEOs are shown in **Figures 60 to 65**. There are no HEOs in the sample group earning a salary less than €40,000. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on the three sub-scales of overall job satisfaction and salary. The vertical axis represents the number of respondents. For example, **Figure 64** indicates 1 AO earning more than €50,000 rated their overall job satisfaction as 13.

Case Processing Summary

			Cases					
			Valid		Missing		Total	
Grade		Salnew	N	Percent	N	Percent	N	Percent
Administrative Officer	Overall Job Satisfaction	Less than â, ¬30,000	12	100.0%	0	0.0%	12	100.0%
		â, ¬30,001 to â, ¬40,000	31	100.0%	0	0.0%	31	100.0%
		â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	7	100.0%	0	0.0%	7	100.0%
Higher Executive Officer	Overall Job Satisfaction	â, ¬40,001 to â, ¬50,000	6	100.0%	0	0.0%	6	100.0%
		More than â, ¬50,000	15	100.0%	0	0.0%	15	100.0%

Table 63: Overall job satisfaction by grade and salary sample sizes

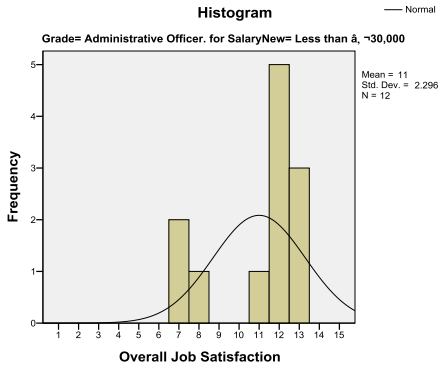

Figure 60: Overall job satisfaction AO earning > €30,000 distribution

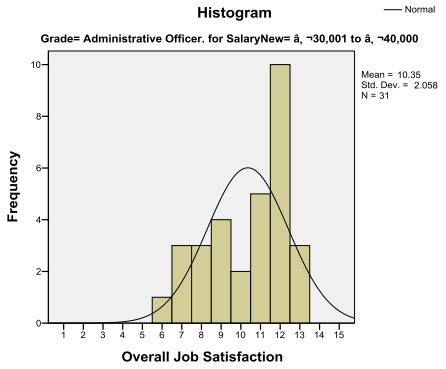

Figure 61: Overall job satisfaction AO earning €30,001-€40,000 distribution

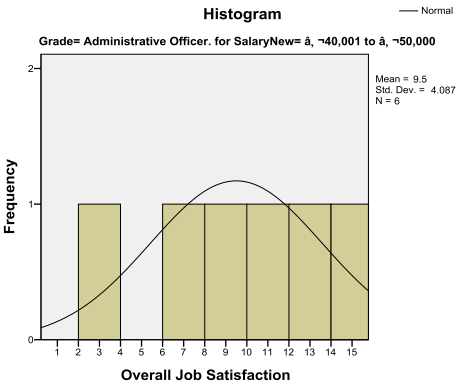

Figure 62: Overall job satisfaction AO earning €40,001-€50,000 distribution

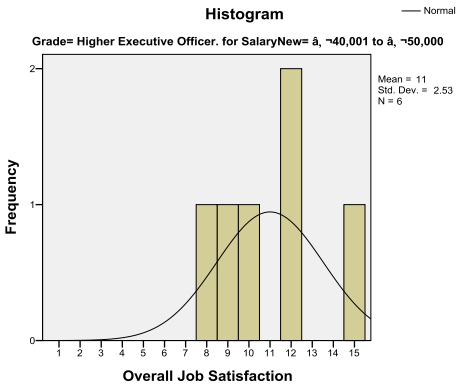

Figure 63: Overall job satisfaction HEO earning €40,001-€50,000 distribution

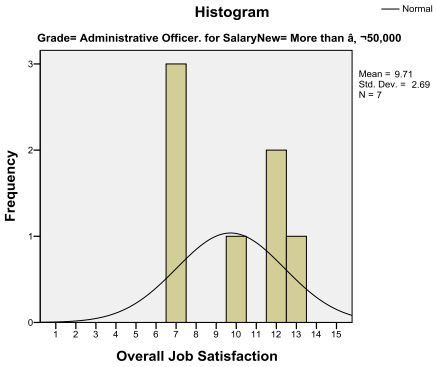

Figure 64: Overall job satisfaction AO earning > €50,000 distribution

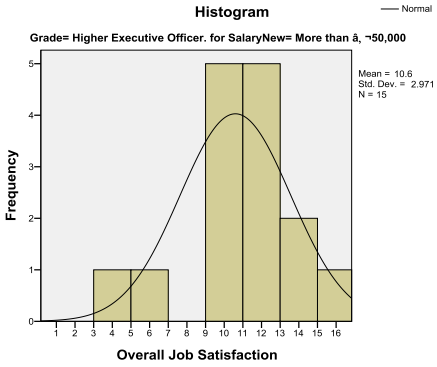

Figure 65: Overall job satisfaction HEO earning > €50,000 distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7N.

The Shapiro-Wilk's test results of normality are presented in **Table 64**. The results indicate there are significant deviations from normality for AOs earning less than €40,000 **($W_{AO <€30,000} = .754$, df = 12, p = .003), ($W_{AO €30,001-€40,000} = .894$, df = 31, p = .005, ($W_{AO €40,001-€50,000} = .956$, df = 6, p = .787), ($W_{AO >€50,000} = .818$, df = 7, p = .061), ($W_{HEO €40,001-€50,000} = .952$, df = 6, p = .757), ($W_{HEO >€50,000} = .900$, df = 15, p = .096).**

Tests of Normality

Grade		Salnew	Kolmogorov-Smirnov [a]			Shapiro-Wilk		
			Statistic	df	Sig.	Statistic	df	Sig.
Administrative Officer	Overall Job Satisfaction	Less than â, ¬30,000	.335	12	.001	.754	12	.003
		â, ¬30,001 to â, ¬40,000	.207	31	.002	.894	31	.005
		â, ¬40,001 to â, ¬50,000	.143	6	.200 *	.956	6	.787
		More than â, ¬50,000	.272	7	.127	.818	7	.061
Higher Executive Officer	Overall Job Satisfaction	â, ¬40,001 to â, ¬50,000	.180	6	.200 *	.952	6	.757
		More than â, ¬50,000	.220	15	.049	.900	15	.096

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 64: Overall job satisfaction Normality results by grade and salary

Owing to identified deviations in normality a Kruskal Wallis H test was applied to test for any differences on overall job satisfaction by salary for both group.

Ranks

Grade		Salnew	N	Mean Rank
Administrative Officer	Overall Job Satisfaction	Less than â, ¬30,000	12	33.67
		â, ¬30,001 to â, ¬40,000	31	27.71
		â, ¬40,001 to â, ¬50,000	6	26.75
		More than â, ¬50,000	7	24.64
		Total	56	
Higher Executive Officer	Overall Job Satisfaction	â, ¬40,001 to â, ¬50,000	6	10.83
		More than â, ¬50,000	15	11.07
		Total	21	

Table 65: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Overall Job Satisfaction
Administrative Officer	Chi-Square	1.806
	df	3
	Asymp. Sig.	.614
Higher Executive Officer	Chi-Square	.006
	df	1
	Asymp. Sig.	.937

a. Kruskal Wallis Test

b. Grouping Variable: Salnew

Table 66: Grouping Variables: Grade and salary

The results of this test, illustrated in **Tables 65 and 66** show that there is no statistically significant difference by salary level in overall job satisfaction between **AOs (χ^2 = 1.806, p = .614) and HEOs (χ^2 = .006, p = .937)** with a mean rank of **AOs earning less than €30,000 = 33.67, AOs earning between €30,001 and €40,000 = 27.71, AOs earning between €40,001 and €50,000 = 26.75, AOs earning more than €50,000 = 24.64, HEOs earning between €40,001 and €50,000 = 10.83, HEOs earning more than €50,000 = 11.07.**

5.3.5 Overall job satisfaction - by length in grade

Table 67 demonstrates the case summary of the 77 responses received. Histograms of the distributions by length in grade for AOs and HEOs are shown in **Figures 66 to 71**. In all illustrations the horizontal axis represents the distribution of the scores (1-5) on

the three sub-scales of overall job satisfaction. The vertical axis represents the number of respondents.

Case Processing Summary

Grade		Length in Grade New	Cases					
			Valid		Missing		Total	
			N	Percent	N	Percent	N	Percent
Administrative Officer	Overall Job Satisfaction	Less than 2 Years	24	100.0%	0	0.0%	24	100.0%
		2 Years to 5 Years	28	100.0%	0	0.0%	28	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	1	100.0%	0	0.0%	1	100.0%
Higher Executive Officer	Overall Job Satisfaction	Less than 2 Years	1	100.0%	0	0.0%	1	100.0%
		2 Years to 5 Years	7	100.0%	0	0.0%	7	100.0%
		6 Years to 10 Years	3	100.0%	0	0.0%	3	100.0%
		More than 10 Years	10	100.0%	0	0.0%	10	100.0%

Table 67: Overall job satisfaction by grade and length in grade sample sizes

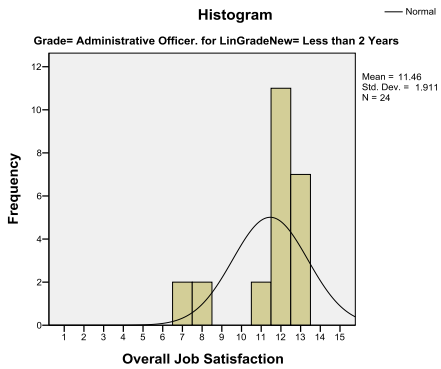

Figure 66: Overall job satisfaction AO > 2 years in grade distribution

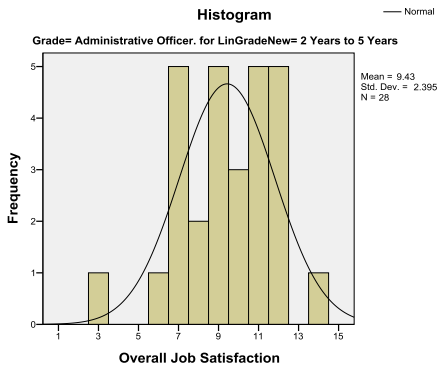

Figure 67: Overall job satisfaction AO 2-5 years in grade distribution

Figure 68: Overall job satisfaction HEO 2-5 years in grade distribution

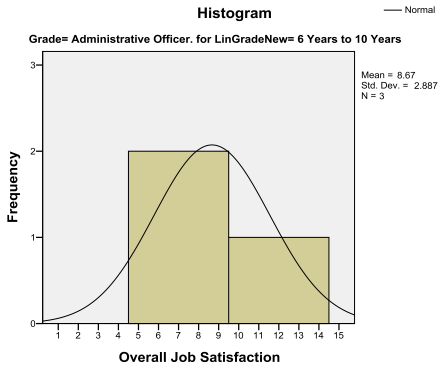

Figure 69: Overall job satisfaction AO 6-10 years in grade distribution

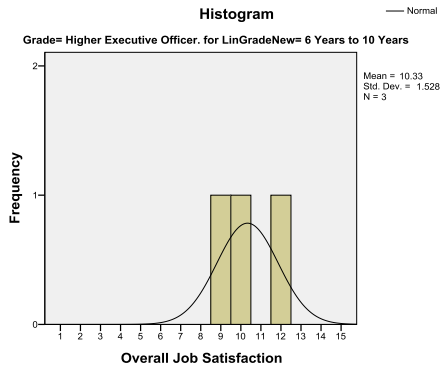

Figure 70: Overall job satisfaction HEO 6-10 years in grade distribution

Figure 71: Overall job satisfaction HEO > 10 years in grade distribution

All descriptive statistics for the AO and HEO sample distribution are shown in Appendix 7O.

Test results for normality were conducted using the Shapiro-Wilk's test and are shown in **Table 68**. The results indicate there are significant deviations from normality for AOs based on their length in the grade **($W_{AO < 2\ YRS}$ = .706, df = 24, p = .000), ($W_{AO\ 2\text{-}5\ YRS}$ = .952, df = 28, p = .227, ($W_{AO\ 6\text{-}10\ YRS}$ = .750, df = 3, p = .000), ($W_{HEO\ 2\text{-}5\ YRS}$ = .935, df = 7, p = .637), ($W_{HEO\ 6\text{-}10\ YRS}$ = .964, df = 3, p = .637), ($W_{HEO\ >10\ YRS}$ = .875, df = 10, p = .113).**

Tests of Normality [b,c]

Grade		Length in Grade New	Kolmogorov-Smirnov [a] Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Administrative Officer	Overall Job Satisfaction	Less than 2 Years	.362	24	.000	.706	24	.000
		2 Years to 5 Years	.137	28	.191	.952	28	.227
		6 Years to 10 Years	.385	3	.	.750	3	.000
Higher Executive Officer	Overall Job Satisfaction	2 Years to 5 Years	.160	7	.200 *	.935	7	.591
		6 Years to 10 Years	.253	3	.	.964	3	.637
		More than 10 Years	.202	10	.200 *	.875	10	.113

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Overall Job Satisfaction is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

c. Overall Job Satisfaction is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.

Table 68: Overall job satisfaction Normality results by grade and length in grade

On account of differences in normality being found a Kruskal Wallis H test was used to further test for differences on overall job satisfaction by length in grade.

Ranks

Grade		Length in Grade New	N	Mean Rank
Administrative Officer	Overall Job Satisfaction	Less than 2 Years	24	36.85
		2 Years to 5 Years	28	21.68
		6 Years to 10 Years	3	17.67
		More than 10 Years	1	51.50
		Total	56	
Higher Executive Officer	Overall Job Satisfaction	Less than 2 Years	1	14.50
		2 Years to 5 Years	7	9.07
		6 Years to 10 Years	3	9.00
		More than 10 Years	10	12.60
		Total	21	

Table 69: Kruskal Wallis H Test - mean

Test Statistics [a,b]

Grade		Overall Job Satisfaction
Administrative Officer	Chi-Square	15.080
	df	3
	Asymp. Sig.	.002
Higher Executive Officer	Chi-Square	2.047
	df	3
	Asymp. Sig.	.563

a. Kruskal Wallis Test

b. Grouping Variable: Length in Grade New

Table 70: Grouping Variables: Grade and length in grade

The results, shown in **Tables 69 and 70** infer that there is a relationship between overall job satisfaction by length in grade for AOs, **(AOs (χ^2 = 15.080, p = .002) and HEOs (χ^2 = 2.047, p = .563** with a mean rank of **AOs less than 2 years in the grade = 36.85, AOs between 2-5 years in the grade = 21.68, AOs being 6-10 years in the grade = 17.67, AOs more than 10 years in the grade = 51.50, HEOs less than 2 years in the grade = 14.50, HEOs between 2-5 years in the grade = 9.07, HEOs being 6-10 years in the grade = 9.00 and HEOs more than 10 years in the grade = 12.60).**

The next chapter will discuss the findings.

Chapter 6. Discussion

Having statistically analysed the data this chapter discusses the main findings. From the seven dimensions investigated significant differences were found in relation to satisfaction with empowerment, satisfaction with pay and overall job satisfaction for one or both groups. As the results for satisfaction with job fulfillment, security and work facilitation displayed sporadic significant differences and no significant difference was found in satisfaction with work group between the grades, these will not be discussed.

The objective of the research was to investigate if there is a significant difference in the motivation and job satisfaction levels of HEOs and AOs in Department X and the first hypothesis seeks to establish if there is a significant difference in the independent factors leading to satisfaction with empowerment expressed by the two groups of middle managers. Satisfaction with empowerment (SWE) incorporates communication, skills enhancement, advancement opportunities, innovation and quality of supervision and relates to employees being able to manage themselves and their work and take responsibility for their results. Whilst overall no correlation was found between grade and SWE, significant differences were discovered in two of the five SWE factors examined between the groups therefore H_1 is accepted. The five factors investigated were grade, gender, age, salary and length in grade. None of these five independent factors were found to have any effect on HEOs' SWE. In contrast, the research has revealed that SWE for AOs is impacted by their age and length in grade with those aged under 30 years or less than two years in the grade being the employees who did not feel empowered in the Department. Due to the correlation between age and length in grade there is a probability that the results refer to the same group of individuals. The results disprove the findings of Lester at al. (2012) but support the views of Lindquist (2008), Shaw and Fairhurst (2008) and Luscombe et al. (2013) that younger employees crave responsibility and need to be involved in decision making. The leadership style, as proposed by Babnik (2004), may also be a contributing factor to the dissatisfaction with empowerment disclosed. Evidence from the interviews confirms that whilst employees are happy with the communication with their immediate manager, the communications received from senior management needed to improve. Another interesting finding from the interviews illustrate

frustrations with the perceived lack or inconsistent approach to promotional opportunities and how difficult it is to succeed in promotional competitions. The prospect for career advancement is not only important to younger workers, as suggested by Dries, Pepermans and De Kerpel (2008) but equally important to older workers which challenges the opinions of Kooij et al. (2008).

The second hypothesis proposed that in comparison to people in similar jobs in the Civil Service AOs perceive there is inequity in the pay they receive. The research provided evidence to support H_2. Satisfaction with pay (SWP) examined how the respondents rate their pay for the job they do and against people in similar jobs in the Civil Service. SWP was significantly different for both AOs and HEOs and was impacted by varying independent variables. The first factor shown to influence SWP for AOs is the salary they receive, with the lowest mean value displayed for those earning between €30,001 and €40,000. This finding contradicts the influential views of Herzberg et al. (1968), Taylor (1911), Mayo (1933) and more recently Pinto (2011) and Zafar et al. (2014) who argue that financial reward is unrelated to motivation. Although the individual statements in the questionnaire were not analysed it can also be inferred from the results that the sample population's perception of pay inequity is prompted by comparing their pay to others, which corroborate the ideas of Adam's (1965) theory. As AOs are generally on a lower pay than HEOs it could be assumed that the comparators used are HEOs. However, interesting findings resulting from the interviews could dispel this view. Whilst all of the AO interviewees mentioned the difference in pay between AOs and HEOs, the concerns voiced referred to the inequity in starting pay within the AO grade where specialist skills and private sector experience are not reflected in the pay rate awarded.

Also contributing to the low rate of SWP for AOs is the length of time in the grade which is consistent with findings of Cennamo and Garner (2008) and Wong et al. (2008). It is worth noting the connection with the level of salary and length in grade so it is not surprising that both of these variables are factors in SWP. The majority of AOs are less than five years in the grade and their dissatisfaction, based on length in grade, may be related to their salary level. More detailed information gleaned from the interviews uncovered that three quarters of the AOs interviewed had expectations of being promoted within three years of joining the Department, thus increasing their

salary. These unmet expectations may be influencing their SWP matching those observed by Arnold and Mackenzie Davey (1992) and Sturges, Guest and Mackenzie Davey (2000). One unexpected result is that whilst age can also be associated with length in grade and by extension salary, age is not identified as a contributing factor to pay satisfaction for AOs. In examining the data other interest findings are that the factors associated with dissatisfaction with pay for HEOs are gender and salary. By gender, the mean value for female HEOs is much less than that for male HEOs although no gender differentials in pay apply to either gender. Unlike the male HEO sample, some female HEOs avail of work-sharing and it is not clear if the resulting reduction in pay is affecting SWP for female HEOs.

The third hypothesis proposes that the source of overall job satisfaction (OJS) is influenced by the related aspects of age and length in grade of AOs and HEOs. OJS as defined by Oshagbemi (1999) is the level of satisfaction an individual has with their job and their attitude and commitment towards that job. The OJS of both groups were found to be normal which indicates that they are likely to be highly motivated (Zafar et al., 2014). The research evidence shows no relationship between OJS and gender, age, salary or length in grade for HEOs therefore H_3 is rejected. As HEOs are generally older the findings for this group reinforce the opinions of Beuttell and Wittig-Berman (2008), Glass, (2007), Oliver (2006) and Masibigiri and Nienaber (2011) that older workers value their job security and they regard their job as a job for life as suggested by Kupperschmidt (2000) and Ng and Feldman (2010). However the same support is not provided from the AO data. Consistent with satisfaction with empowerment, age and length in grade were found to be contributing factors to OJS for AOs. The evidence highlights that as age increases for AOs their level of satisfaction decreases, with those under 30 years old being the least dissatisfied. These results bolster the views of Wong et al. (2008) and Smola and Sutton (2002) regarding opposing needs between younger and older workers. It is also clear from the results that as tenure increases a decrease in OJS occurs, supporting the argument of Robinson, Perryman and Hayday (2004). The data shows that OJS for AOs decreases gradually up to 10 years in the grade. As there was only one AO respondent longer than 10 years in the grade caution is required if any assumptions are to be made regarding OJS for AOs more than 10 years in the grade. Information provided by the interviews shows that overall the participants are happy but their level of job satisfaction and motivation is

being negatively impacted for a number of reasons and these will be summarised in the next chapter.

Chapter 7. Conclusion and Recommendations

Building a corporate culture where outstanding performance is t norm and people are proud of where they work is a desire for any organisation so ensuring employees are motivated and satisfied with their jobs is key. The identification of what motivates employees can be challenging as employees have individual needs and values. A noticeable gap in academic literature examining motivation and job satisfaction in the Irish Civil Service was identified. The present study was conducted to determine if there are significant differences in the motivation and job satisfaction levels of middle managers in an Irish Civil Service Department. Specifically the research sought to establish if independent factors contributed to facets of job satisfaction.

The results of the research found that overall there is no significant difference in the motivation and job satisfaction levels of HEOs and AOs in Department X. This however, does not mean that all of the results are positive. Age and length in grade for AOs played a substantial part in their dissatisfaction with how empowered they felt and their overall job satisfaction, with the younger workers and those relatively new to the Department feeling the least empowered and satisfied. The HEOs have shown that they are satisfied with their levels of empowerment and overall job satisfaction. This may be explained by the experience they have gained over many years and therefore have more autonomy. Another reason may be that HEOs have more realistic expectations and these are easier to meet. The present results are significant in one major respect. Contrary to what was anticipated, this study found a significant difference in satisfaction with pay for both groups. Whilst AOs start on a much lower rate of pay than HEOs, over time the gap is eliminated. Dissatisfaction with pay is influenced not surprisingly by the salary level for both groups but also by length in grade for AOs and gender for HEOs. The linkage between length in grade and salary and possibly age, may explain some of the results. The effect gender has on pay satisfaction is harder to explain but may be related to some females working reduced hours.

When the results of the survey are considered in conjunction with the interview results the picture becomes somewhat clearer. Middle managers in the Department are highly motivated, really enjoy their work particularly when it offers challenges and variety. However as middle managers they prefer to self-manage with minimal input from their

managers. A good team spirit and good relationships with team members and managers was identified as being very important and good communication amongst these players is also valued. Two of the areas where improvements are required is communication from senior management and the need for staff to be aware of what is happening in other parts of the Department.

One area that received negative responses was prospects for advancement where some middle managers feel it takes too long to get promoted and promotional opportunities in the Department are not equal. AOs have an expectation of being promoted within a few years of joining the Department and when this is not realised morale is affected. HEOs do not seem to have the same eagerness for promotion and this may be due to age range of that group or simply that they are satisfied. On a final note the motivators stated by the interviewees as being valued are challenging and appropriate work, team work and friendly colleagues, good working environment, opportunities for, and consistent approach to, promotion, respect and recognition, managing performance and access to the mentoring programme.

7.1 Recommendations

The following recommendations have been derived from this research:

1. All employees must be clear on the goals expected to be achieved and how these goals are to be achieved therefore timely and regular performance management discussions are recommended.

2. Employees need to have self-awareness and should critically evaluate their expectations to ensure they are realistic and achievable. They should take responsibility for identifying their own opportunities for career development and advancement in conjunction with their managers.

3. Managers must allow their staff to learn and grow and should encourage independent thinking and autonomy. Whilst most learning is carried out on the job formal learning interventions are also beneficial. The cost of providing training initiatives may be dependent on the number of participants

and examples of relevant training programmes and their costs recently undertaken by the Department include:

a. HEO/AO Development Programme, €3,640 for twenty people or €182 per person;
b. Mindfulness Lunch and Learn talks, €588 for groups of thirty equating to €20 per person;
c. EU Negotiations training, €3,400 for twenty attendees or €170 for each attendee, and
d. Influencing Skills training, the cost of which is €395 per person.

4. Managers have a vital role to play in identifying what motivates their staff and should not assume staff are naturally motivated. Managers should strive to ensure the work assigned to AOs and HEOs is challenging, rewarding and has variation to maintain motivation and drive. Training to provide managers with essential management skills costs in the region of €3,400 for a six day programme for each attendee.

5. It is also important that staff have the tools necessary to perform effectively and are recognised for their efforts. Applying rewards that are valued by the individual can be a positive motivator. Such rewards do not necessarily have financial implications and can include recognition or responsibility for an important project.

6. Managers and leaders need to model the behaviour expected and set high standards for themselves and their staff.

7. Access to a mentoring programme should be extended to longer serving staff in the Department. If a mentor ceases to be available a suitable alternative should be found. The cost of providing one half day's training for twenty mentors or mentees is currently €1,500, equating to €75 per person.

8. A consistent approach to promotion competitions is required. A key policy priority should therefore be to ensure the methods used to fill vacancies are balanced and equitable.

These first eight recommendations are practical and can be implemented quite quickly with limited cost implications.

9. A key priority that needs to be considered by the Department of Public Expenditure and Reform is the policy on starting pay for AOs. Currently all staff appointed to the grade of HEO are from within the Civil/Public Service and their pay reflects their experience and previous pay. In contrast the starting pay for AOs new to the Civil Service does not reflect any specialist skills or private sector experience. If, for example, an AO with significant relevant experience was placed on the 4th point of the scale rather than the 1st point the resulting annual costs would be approximately €6,200 in salary and an additional €675 in employer's PRSI.

This final recommendation has financial consequences but any additional costs could counter-balance the costs of losing experienced staff and the associated costs of sourcing, recruiting and training replacements. However, in reality, the financial implications may be beyond some organisations' budgetary provisions.

7.2 Limitations of the research

The results of the study are based on a small sample size of civil servants in one relatively small Government Department in Ireland. With the sample size being small and not ethnically diverse caution must be employed as the findings might not apply to the wider Civil Service and beyond. The use of an existing tested research instrument was not entirely suitable for a Civil Service environment, particularly in relation to job security as civil servants' employment is generally made permanent on successful completion of a probationary period. The merging of twenty-four individual questions into seven composite scales further reduced the ability of the researcher to gain real insight into the individual aspects in the questionnaire. The

quantitative nature of the research was also restrictive in that no depth of information was received and it was not possible for clarity to be provided on any of the topics.

7.3 Opportunities for further research

This study has given an insight to the views of a sample of middle managers in one Government Department. Further research is suggested to test if the results of this study encompass the views of middle managers across the Civil Service.

This research is based on group differences only and there are likely to be greater differences between individuals therefore a further study with focus on job satisfaction at an individual level is suggested.

Qualitative research would be valuable to gain a real knowledge of what motivates employees and to understand their attitudes to motivation and job satisfaction. It would enable managers to nurture motivation and to actively pursue ways to ensure employees remain motivated.

As the present research study was at a point in time a longitudinal survey may be worthy to establish if age rather than stage in their career or point in their lives is a true contributor to job satisfaction.

Personal learning reflection

The process of conducting research and creating this Dissertation was rewarding and challenging and it has also allowed me to achieve a long-standing personal goal. I was stretched beyond my comfort zone and this has contributed greatly to my learning and to my professional and personal development. I have learned not to jump to conclusions and to base decisions on valid, reliable and sensible analysis. This enhanced knowledge provides me with sound judgement which assists in solving industry related problems.

In relation to the questionnaire, in hindsight too much biographical information was sought from respondents. This resulted in an excess of data being analysed without any added value. In addition, the questionnaire itself was not a perfect fit for a Civil Service environment, particularly the questions on satisfaction with security. The availability of a more appropriate questionnaire would have been beneficial. However I am proud that I have made a contribution to the existing body of knowledge on a contemporary topic.

Liz Doyle
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Appendices

Appendix 1

Current pay scales for AOs and HEOs

AO Standard Scale		HEO Standard Scale		AO Standard Scale - PPC *		HEO Standard Scale - PPC *	
Point	Salary	Point	Salary	Point	Salary	Point	Salary
1	€ 28,457	1	€ 43,816	1	€ 29,922	1	€ 46,081
2	€ 30,978	2	€ 45,125	2	€ 32,575	2	€ 47,458
3	€ 31,619	3	€ 46,426	3	€ 33,247	3	€ 48,831
4	€ 34,420	4	€ 47,730	4	€ 36,194	4	€ 50,204
5	€ 38,004	5	€ 49,035	5	€ 39,967	5	€ 51,581
6	€ 40,734	6	€ 50,347	6	€ 42,838	6	€ 52,955
7	€ 43,463	Max	€ 51,653	7	€ 45,711	Max	€ 54,329
8	€ 46,202	LSI1 **	€ 53,532	8	€ 48,593	LSI1 **	€ 56,314
9	€ 48,930	LSI2 ***	€ 55,415	9	€ 51,466	LSI2 ***	€ 58,294
Max	€ 51,653			Max	€ 54,329		
LSI1 **	€ 53,532			LSI1 **	€ 56,314		
LSI2 ***	€ 55,415			LSI2 ***	€ 58,294		

AO Higher Scale		HEO Higher Scale		AO Higher Scale - PPC *		HEO Higher Scale - PPC *	
Point	Salary	Point	Salary	Point	Salary	Point	Salary
1	€ 40,734	1	€ 46,426	1	€ 42,838	1	€ 48,831
2	€ 43,463	2	€ 47,730	2	€ 45,711	2	€ 50,204
3	€ 46,202	3	€ 49,035	3	€ 48,593	3	€ 51,581
4	€ 48,930	4	€ 50,347	4	€ 51,466	4	€ 52,955
5	€ 51,653	5	€ 51,653	5	€ 54,329	5	€ 54,329
6	€ 53,532	6	€ 53,532	6	€ 56,314	6	€ 56,314
7	€ 55,392	7	€ 54,766	7	€ 58,267	7	€ 57,614
Max	€ 57,251	8	€ 56,007	Max	€ 60,224	8	€ 58,918
		Max	€ 57,251			Max	€ 60,224

* *PPC refers to people who joined the Civil Service after1 April 1995 and who make a personal pension contribution*

** *A first long service increment is payable after 3 years on the max of the scale*

*** *A second long service increment is payable after 6 years on the max of the scale*

Appendix 2

Biographical information of interviewees

Grade	Gender	Age	Tenure in grade
HEO	Male	44 years	14 years
HEO	Female	38 years	7 years
AO	Female	44 years	3 years
AO	Female	38 years	3 years
AO	Male	35 years	3 years
AO	Male	26 years	1 year

Appendix 3

Themes discussed at interviews

Your Job

In general all respondents said they really enjoyed their work and enjoyed it most when it was challenging and afforded variety. They valued their work most when it was high profile and topical and necessitated interaction with senior management in the Department. Although some people were frustrated with the volume of work particularly when there was a delay in filling vacant posts.

Relationships

All respondents reported having very good relationships with their managers and emphasised the importance of a great team regardless of how small the team it. The strongest motivation for most was team spirit and good will and being able to rely on team members to get things done even when extra effort is required.

Communications

Communications with immediate managers was viewed as good and effective at a local level. However when asked about communications from senior management it was stated by all that this needed much improvement. It was stated by some that they were not aware of what was happening in the wider Department and feel the need for regular briefing sessions with senior management and the Executive Board similar to the "town hall" meetings previously held. It was suggested that communications need to be cognisant of the various audiences and shaped accordingly. One respondent felt the town hall meetings were of no value as staff were not afforded the opportunity to contribute to these.

Skills

When asked if they have an opportunity to use their skills in their current job there were contrasting responses. All of the AOs stated they use their skills as they were recruited through specific competitions such as tax or banking. One of the HEOs felt his skills were somewhat related to the job but the other HEO would like more opportunities to use her skills more.

Promotion

Promotion was one of two topics, along with pay equity, that received the most criticism and identified as the factor that affected motivation greatly. HEOs felt promotion prospects in the Department are poor and perceived that AOs are more successful in promotion competitions. Three of the four AOs were unhappy with their promotion prospects as specialists as they had expectations of being promoted within three years of joining the Department. It was stated that conducting generalists promotion competitions rules out some people while conducting specialists' competitions rules out other people which they felt was unfair. It was also stated that the Department is inconsistent in the approach it takes to the promotion competitions it runs and how it fills vacancies. One person's interest in promotion has increased since

joining the Department because of how hard it is to get promoted. They also felt that competition processes are unyielding and lengthy and successful candidates may not be the best people.

Staff Management

Of the four AO participants, three have extensive experience of managing staff in the private sector but very limited, if any, experience in the Civil Service. The HEOs have significant experience in the Civil Service but would prefer not to manage staff. The general view was that staff management is time consuming but a necessary skill in order to get promoted.

Performance Management

The management of performance is viewed by five of the interviewees as being important but felt the process is regarded as a form filling exercise by their managers. One person stated that the performance management ratings vary across the Department and as such have no impact on the individual or their promotion prospects.

Training

The majority of those interviewed highly value training and commented on the training initiatives provided by the Department. All of the respondents are eager to develop their skills and knowledge to improve their chances of promotion.

Equity

All 6 interviewees stated they are treated fairly compared to others in terms of work, training and other opportunities. One HEO was of the view that AOs are generally regarded as superior to HEOs in terms of their abilities. The issue of pay inequity as raised by all four of the AO respondents in relation to HEOs receiving a higher starting pay than AOs and they were also extremely vocal about their perception of the discrimination of the Civil Service rules on starting pay. In particular three AOs spoke about their previous private sector experience not being reflected in their salary in contrast to previous Civil Service experience which is recognised and results in a much higher starting pay for the latter. The unfairness of the same starting pay for general AOs compared to specialist AOs was a concern for two AOs. One AO further stated that the low pay for AOs may result in them seeking employment elsewhere with another AO stating that while the pay is very poor the decision to stay lies with each individual.

The discussions concluded with all participants offering the most important motivators valued by them personally and these are ranked as follows: challenging and appropriate work (3), team work and friendly colleagues (3), good working environment (2), opportunities for, and consistent approach to, promotion (2), respect and recognition (1), managing performance (1) and a mentoring programme (1).

To: 11 recipients
Subject: I need your help ..... please!!
Wed 17/06/2015 14:18

Hi

I am undertaking research for my dissertation as part fulfilment of a Master's Degree in Human Resource Management. The topic being investigated is the motivation and job satisfaction levels of HEOs and AOs in the Department of Finance. I will be issuing a survey by Friday to all HEOs and AOs. But before I do this I have to pilot test my questionnaire to see if it is clear and to if there are any issues with it. Please bear in mind that I am obliged to use an existing validated survey (I cannot create my own one!) and cannot make significant changes to the questions/statements.

I am hoping that you are willing to assist me in reviewing the attached questionnaire and let me know if you have any difficulty with it and if you see any issues in relation to the demographic page (page 1).

I would really appreciate it if you could get back to me by lunchtime tomorrow at the latest.

I am also hoping that when the questionnaire is issued through survey monkey you will be kind enough to fill it in.

Many thanks.
Liz Doyle
Tel +353-1-6696340

Appendix 5a

Employee Attitude Survey (Schneider et al., 2003)

Items and Factors for the Employee Attitude Survey (with scale for responding)

Satisfaction with Empowerment

1. How satisfied are you with your involvement in the decisions that affect your work? (VD-VS)
2. Sufficient effort is made to get the opinions and thinking of people who work here. (SD-SA)
3. How satisfied are you with the information you receive from management regarding what's going on in the Department? (VD-VS)
4. How satisfied are you with the opportunity to get a better job in this Department or the Civil Service (i.e. promotion)? (VD-VS)
5. I am given a real opportunity to improve my skills in this Department. (SD-SA)
6. I feel encouraged to come up with new and better ways of doing things. (SD-SA)
7. Overall, how good a job do you feel is being done by your immediate supervisor/manager? (VP-VG)

Satisfaction with Job Fulfillment

8. I like the kind of work I do. (SD-SA)
9. My work gives me a feeling of personal accomplishment. (SD-SA)
10. My job makes good use of my skills and abilities. (SD-SA)

Satisfaction with Pay

11. In comparison with people in similar jobs in the Civil Service my pay is ... (ML-MH)
12. How do you rate the amount of pay you get for your job? (VP-VG)

Satisfaction with Work Group

13. How would you rate the overall quality of work done in your work group? (VP-VG)
14. The people I work with co-operate to get the job done. (SD-SA)

Satisfaction with Security

15. How would you rate this Department in providing job security for people like yourself? (VP-VG)
16. How do you rate the benefits available in the Department (e.g. flexitime, shorter working year scheme, career break, study and exam leave)? (VP-VG)

Satisfaction with Work Facilitation

17. My Department is making the changes necessary to compete effectively. (SD-SA)
18. How satisfied are you with the training you received for your present job? (VD-VS)
19. I have enough information to do my job well. (SD-SA)
20. Conditions at my job allow me to be as productive as I could be. (SD-SA)
21. How satisfied are you with your physical working conditions? (VD-VS)

Overall Job Satisfaction

22. Considering everything, how satisfied are you with your job? (VD-VS)
23. How would you rate this Department as an organisation to work for compared to other organisations? (VP-VG)
24. Considering everything, how would you rate your overall satisfaction with this Department at the present time? (VD-VS)

Note: The endpoints for these 5-point scales, ranging from 1-5, were as follows: VD-VS = very dissatisfied-very satisfied; SD-SA = strongly disagree-strongly agree; VP-VG = very poor-very good; ML-MH = much lower-much higher.

Biographical information sought from respondents included in questionnaire

About you:

Grade	AO	☐	**Age Band**	less than 25	☐
	HEO	☐		26-30	☐
				31-35	☐
				36-40	☐
Gender	Female	☐		41-45	☐
	Male	☐		46-50	☐
				51-55	☐
				56-60	☐
				Over 60	☐

Salary band	less than €30,000	☐	**Highest Education level achieved:**		
	€30,001-€35,000	☐		Junior Certificate	☐
	€35,001-€40,000	☐		Leaving Certificate	☐
	€40,001-€45,000	☐		Advanced/Higher Certificate	☐
	€45,001-€50,000	☐		Ordinary Bachelor's Degree	☐
	€50,001-€55,000	☐		Honours Bachelor's Degree/Higher Diploma	☐
	€55,001-€60,000	☐		Master's Degree/Postgraduate Diploma	☐
	More than €60,000	☐		Doctorate Degree/Higher Doctorate	☐

Length in current grade	less than 2 yrs	☐	**Length in Department**	less than 2 yrs	☐
	2-5 yrs	☐		2-5 yrs	☐
	6-10 yrs	☐		6-10 yrs	☐
	11-15 yrs	☐		11-15 yrs	☐
	16-20 yrs	☐		16-20 yrs	☐
	21-25 yrs	☐		21-25 yrs	☐
	26-30 yrs	☐		26-30 yrs	☐
	31-35 yrs	☐		31-35 yrs	☐
	More than 35 yrs	☐		More than 35 yrs	☐

Length in Civil Service	less than 2 yrs	☐	**Length of employment prior to Civil Service:**	Not applicable	☐
	2-5 yrs	☐		less than 2 yrs	☐
	6-10 yrs	☐		2-5 yrs	☐
	11-15 yrs	☐		6-10 yrs	☐
	16-20 yrs	☐		11-15 yrs	☐
	21-25 yrs	☐		16-20 yrs	☐
	26-30 yrs	☐		21-25 yrs	☐
	31-35 yrs	☐		26-30 yrs	☐
	More than 35 yrs	☐		31-35 yrs	☐
				More than 35 yrs	☐

Subject: To all HEOs and AOs - Your assistance is needed
Fri 19/06/2015 13:05

Hello

I am undertaking research for my dissertation as part fulfilment of a Master's Degree in Human Resource Management. The topic being investigated is the motivation and job satisfaction levels of HEOs and AOs in the Department of Finance. I am inviting you to participate in this research study by completing an online survey, see link https://www.surveymonkey.com/r/XPQC5CY .The questionnaire takes approximately 5-6 minutes to complete. When completing the survey

The questionnaire forms a major part of my research and I am seeking to obtain a response rate of 100% because the sample group is quite small - so the greater the response the more reliable my data will be. Therefore your participation is crucial. In giving your views you will provide me with a better understanding of what motivates and provides job satisfaction to middle level managers in this Department.

Participation in the survey is voluntary but if you partake in the study (*and I really hope you do*) I give my personal guarantee that all information collected will be **anonymous** - no-one will be identified and all information will be treated **confidentially**. The data will be stored securely and password protected and all of the data will be destroyed within 12 months of collection.

Your participation by **Monday 29th June** would be very much appreciated.

On successful completion of my dissertation a copy of my findings will be presented to the Department and will be available for anyone to view. I will also provide a copy to you if you wish (just let me know).

If you require additional information or have any queries please contact me by email (liz.doyle@finance.gov.ie), landline 01-6696340, Ext 6340 or mobile 086-2338458.

Many thanks

Liz Doyle

Appendix 7A

Empowerment by grade Descriptive Statistics

Descriptives

	Grade			Statistic	Std. Error
Empowerment	Administrative Officer	Mean		23.50	.763
		95% Confidence Interval for Mean	Lower Bound	21.97	
			Upper Bound	25.03	
		5% Trimmed Mean		23.69	
		Median		24.00	
		Variance		32.582	
		Std. Deviation		5.708	
		Minimum		7	
		Maximum		35	
		Range		28	
		Interquartile Range		9	
		Skewness		-.510	.319
		Kurtosis		-.080	.628
	Higher Executive Officer	Mean		24.33	.979
		95% Confidence Interval for Mean	Lower Bound	22.29	
			Upper Bound	26.38	
		5% Trimmed Mean		24.42	
		Median		24.00	
		Variance		20.133	
		Std. Deviation		4.487	
		Minimum		15	
		Maximum		32	
		Range		17	
		Interquartile Range		7	
		Skewness		.003	.501
		Kurtosis		-.250	.972

Satisfaction with empowerment by grade and gender Descriptive Statistics

Descriptives

Grade		Gender			Statistic	Std. Error
Administrative Officer	Empowerment	Female	Mean		22.78	1.080
			95% Confidence Interval for Mean	Lower Bound	20.56	
				Upper Bound	25.00	
			5% Trimmed Mean		22.85	
			Median		23.00	
			Variance		31.487	
			Std. Deviation		5.611	
			Minimum		13	
			Maximum		31	
			Range		18	
			Interquartile Range		10	
			Skewness		-.268	.448
			Kurtosis		-1.159	.872
		Male	Mean		24.17	1.079
			95% Confidence Interval for Mean	Lower Bound	21.96	
				Upper Bound	26.38	
			5% Trimmed Mean		24.44	
			Median		24.00	
			Variance		33.791	
			Std. Deviation		5.813	
			Minimum		7	
			Maximum		35	
			Range		28	
			Interquartile Range		10	
			Skewness		-.786	.434
			Kurtosis		1.253	.845
Higher Executive Officer	Empowerment	Female	Mean		23.08	1.422
			95% Confidence Interval for Mean	Lower Bound	19.95	
				Upper Bound	26.21	
			5% Trimmed Mean		23.04	
			Median		23.00	
			Variance		24.265	
			Std. Deviation		4.926	
			Minimum		15	
			Maximum		32	
			Range		17	
			Interquartile Range		5	
			Skewness		.449	.637
			Kurtosis		.092	1.232
		Male	Mean		26.00	1.130
			95% Confidence Interval for Mean	Lower Bound	23.39	
				Upper Bound	28.61	
			5% Trimmed Mean		25.94	
			Median		27.00	
			Variance		11.500	
			Std. Deviation		3.391	
			Minimum		21	
			Maximum		32	
			Range		11	
			Interquartile Range		5	
			Skewness		.148	.717
			Kurtosis		-.059	1.400

Empowerment by grade and age Descriptive Statistics

Descriptives

Grade		Age New			Statistic	Std. Error
Administrative Officer	Empowerment	Under 30 Years	Mean		25.22	1.163
			95% Confidence Interval for Mean	Lower Bound	22.81	
				Upper Bound	27.63	
			5% Trimmed Mean		25.57	
			Median		27.00	
			Variance		31.087	
			Std. Deviation		5.576	
			Minimum		13	
			Maximum		31	
			Range		18	
			Interquartile Range		7	
			Skewness		-.964	.481
			Kurtosis		-.200	.935
		31 Years to 40 Years	Mean		23.16	1.032
			95% Confidence Interval for Mean	Lower Bound	21.03	
				Upper Bound	25.29	
			5% Trimmed Mean		23.06	
			Median		24.00	
			Variance		26.640	
			Std. Deviation		5.161	
			Minimum		14	
			Maximum		35	
			Range		21	
			Interquartile Range		8	
			Skewness		.127	.464
			Kurtosis		-.311	.902
		Over 40 Years	Mean		19.63	2.228
			95% Confidence Interval for Mean	Lower Bound	14.36	
				Upper Bound	24.89	
			5% Trimmed Mean		19.86	
			Median		20.50	
			Variance		39.696	
			Std. Deviation		6.301	
			Minimum		7	
			Maximum		28	
			Range		21	
			Interquartile Range		7	
			Skewness		-1.030	.752
			Kurtosis		1.846	1.481
Higher Executive Officer	Empowerment	31 Years to 40 Years	Mean		23.09	.879
			95% Confidence Interval for Mean	Lower Bound	21.13	
				Upper Bound	25.05	
			5% Trimmed Mean		23.16	
			Median		24.00	
			Variance		8.491	
			Std. Deviation		2.914	
			Minimum		18	
			Maximum		27	
			Range		9	
			Interquartile Range		4	
			Skewness		-.228	.661
			Kurtosis		-.867	1.279
		Over 40 Years	Mean		25.70	1.770
			95% Confidence Interval for Mean	Lower Bound	21.69	
				Upper Bound	29.71	
			5% Trimmed Mean		25.94	
			Median		26.50	
			Variance		31.344	
			Std. Deviation		5.599	
			Minimum		15	
			Maximum		32	
			Range		17	
			Interquartile Range		10	
			Skewness		-.627	.687
			Kurtosis		-.262	1.334

Empowerment by grade and salary Descriptive Statistics

Descriptives

Grade		Salnew			Statistic	Std. Error
Administrative Officer	Empowerment	Less than â, ¬30,000	Mean		25.33	1.524
			95% Confidence Interval for Mean	Lower Bound	21.98	
				Upper Bound	28.69	
			5% Trimmed Mean		25.54	
			Median		27.00	
			Variance		27.879	
			Std. Deviation		5.280	
			Minimum		16	
			Maximum		31	
			Range		15	
			Interquartile Range		10	
			Skewness		-.829	.637
			Kurtosis		-.810	1.232
		â, ¬30,001 to â, ¬40,000	Mean		23.03	.923
			95% Confidence Interval for Mean	Lower Bound	21.15	
				Upper Bound	24.92	
			5% Trimmed Mean		23.13	
			Median		23.00	
			Variance		26.432	
			Std. Deviation		5.141	
			Minimum		13	
			Maximum		31	
			Range		18	
			Interquartile Range		9	
			Skewness		-.361	.421
			Kurtosis		-.740	.821
		â, ¬40,001 to â, ¬50,000	Mean		23.67	3.007
			95% Confidence Interval for Mean	Lower Bound	15.94	
				Upper Bound	31.40	
			5% Trimmed Mean		23.46	
			Median		22.00	
			Variance		54.267	
			Std. Deviation		7.367	
			Minimum		16	
			Maximum		35	
			Range		19	
			Interquartile Range		13	
			Skewness		.657	.845
			Kurtosis		-.956	1.741
		More than â, ¬50,000	Mean		22.29	2.942
			95% Confidence Interval for Mean	Lower Bound	15.09	
				Upper Bound	29.48	
			5% Trimmed Mean		22.71	
			Median		24.00	
			Variance		60.571	
			Std. Deviation		7.783	
			Minimum		7	
			Maximum		30	
			Range		23	
			Interquartile Range		9	
			Skewness		-1.412	.794
			Kurtosis		2.209	1.587
Higher Executive Officer	Empowerment	â, ¬40,001 to â, ¬50,000	Mean		24.00	2.066
			95% Confidence Interval for Mean	Lower Bound	18.69	
				Upper Bound	29.31	
			5% Trimmed Mean		23.89	
			Median		23.00	
			Variance		25.600	
			Std. Deviation		5.060	
			Minimum		18	
			Maximum		32	
			Range		14	
			Interquartile Range		8	
			Skewness		.625	.845
			Kurtosis		-.230	1.741
		More than â, ¬50,000	Mean		24.47	1.142
			95% Confidence Interval for Mean	Lower Bound	22.02	
				Upper Bound	26.92	
			5% Trimmed Mean		24.57	
			Median		24.00	
			Variance		19.552	
			Std. Deviation		4.422	
			Minimum		15	
			Maximum		32	
			Range		17	
			Interquartile Range		6	
			Skewness		-.234	.580
			Kurtosis		.341	1.121

Empowerment by grade and length in grade Descriptive Statistics

Descriptives [a,b]

Grade		Length in Grade New			Statistic	Std. Error
Administrative Officer	Empowerment	Less than 2 Years	Mean		26.38	.882
			95% Confidence Interval for Mean	Lower Bound	24.55	
				Upper Bound	28.20	
			5% Trimmed Mean		26.68	
			Median		27.50	
			Variance		18.679	
			Std. Deviation		4.322	
			Minimum		16	
			Maximum		31	
			Range		15	
			Interquartile Range		6	
			Skewness		-1.147	.472
			Kurtosis		.483	.918
		2 Years to 5 Years	Mean		21.21	.950
			95% Confidence Interval for Mean	Lower Bound	19.26	
				Upper Bound	23.16	
			5% Trimmed Mean		21.00	
			Median		21.00	
			Variance		25.286	
			Std. Deviation		5.028	
			Minimum		13	
			Maximum		35	
			Range		22	
			Interquartile Range		7	
			Skewness		.561	.441
			Kurtosis		.611	.858
		6 Years to 10 Years	Mean		20.33	6.888
			95% Confidence Interval for Mean	Lower Bound	-9.30	
				Upper Bound	49.97	
			5% Trimmed Mean		.	
			Median		24.00	
			Variance		142.333	
			Std. Deviation		11.930	
			Minimum		7	
			Maximum		30	
			Range		23	
			Interquartile Range		.	
			Skewness		-1.252	1.225
			Kurtosis		.	.
Higher Executive Officer	Empowerment	2 Years to 5 Years	Mean		22.57	1.131
			95% Confidence Interval for Mean	Lower Bound	19.80	
				Upper Bound	25.34	
			5% Trimmed Mean		22.58	
			Median		22.00	
			Variance		8.952	
			Std. Deviation		2.992	
			Minimum		18	
			Maximum		27	
			Range		9	
			Interquartile Range		4	
			Skewness		.005	.794
			Kurtosis		-.319	1.587
		6 Years to 10 Years	Mean		22.00	1.155
			95% Confidence Interval for Mean	Lower Bound	17.03	
				Upper Bound	26.97	
			5% Trimmed Mean		.	
			Median		22.00	
			Variance		4.000	
			Std. Deviation		2.000	
			Minimum		20	
			Maximum		24	
			Range		4	
			Interquartile Range		.	
			Skewness		.000	1.225
			Kurtosis		.	.
		More than 10 Years	Mean		26.00	1.726
			95% Confidence Interval for Mean	Lower Bound	22.10	
				Upper Bound	29.90	
			5% Trimmed Mean		26.28	
			Median		26.50	
			Variance		29.778	
			Std. Deviation		5.457	
			Minimum		15	
			Maximum		32	
			Range		17	
			Interquartile Range		8	
			Skewness		-.841	.687
			Kurtosis		.388	1.334

a. Empowerment is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

b. Empowerment is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.

Satisfaction with pay by grade Descriptive Statistics

Descriptives

	Grade			Statistic	Std. Error
Pay	Administrative Officer	Mean		4.77	.240
		95% Confidence Interval for Mean	Lower Bound	4.29	
			Upper Bound	5.25	
		5% Trimmed Mean		4.70	
		Median		5.00	
		Variance		3.236	
		Std. Deviation		1.799	
		Minimum		2	
		Maximum		10	
		Range		8	
		Interquartile Range		2	
		Skewness		.323	.319
		Kurtosis		.082	.628
	Higher Executive Officer	Mean		5.95	.223
		95% Confidence Interval for Mean	Lower Bound	5.49	
			Upper Bound	6.42	
		5% Trimmed Mean		6.00	
		Median		6.00	
		Variance		1.048	
		Std. Deviation		1.024	
		Minimum		4	
		Maximum		7	
		Range		3	
		Interquartile Range		2	
		Skewness		-.825	.501
		Kurtosis		-.206	.972

Pay satisfaction by grade and gender Descriptive Statistics

Descriptives

Grade		Gender			Statistic	Std. Error
Administrative Officer	Pay	Female	Mean		4.44	.386
			95% Confidence Interval for Mean	Lower Bound	3.65	
				Upper Bound	5.24	
			5% Trimmed Mean		4.30	
			Median		4.00	
			Variance		4.026	
			Std. Deviation		2.006	
			Minimum		2	
			Maximum		10	
			Range		8	
			Interquartile Range		2	
			Skewness		.967	.448
			Kurtosis		.922	.872
		Male	Mean		5.07	.289
			95% Confidence Interval for Mean	Lower Bound	4.48	
				Upper Bound	5.66	
			5% Trimmed Mean		5.09	
			Median		5.00	
			Variance		2.424	
			Std. Deviation		1.557	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		2	
			Skewness		-.489	.434
			Kurtosis		-.040	.845
Higher Executive Officer	Pay	Female	Mean		5.42	.288
			95% Confidence Interval for Mean	Lower Bound	4.78	
				Upper Bound	6.05	
			5% Trimmed Mean		5.41	
			Median		6.00	
			Variance		.992	
			Std. Deviation		.996	
			Minimum		4	
			Maximum		7	
			Range		3	
			Interquartile Range		2	
			Skewness		-.388	.637
			Kurtosis		-.974	1.232
		Male	Mean		6.67	.167
			95% Confidence Interval for Mean	Lower Bound	6.28	
				Upper Bound	7.05	
			5% Trimmed Mean		6.69	
			Median		7.00	
			Variance		.250	
			Std. Deviation		.500	
			Minimum		6	
			Maximum		7	
			Range		1	
			Interquartile Range		1	
			Skewness		-.857	.717
			Kurtosis		-1.714	1.400

Satisfaction with pay by grade and age Descriptive Statistics

Descriptives

Grade		Age New			Statistic	Std. Error
Administrative Officer	Pay	Under 30 Years	Mean		4.74	.334
			95% Confidence Interval for Mean	Lower Bound	4.05	
				Upper Bound	5.43	
			5% Trimmed Mean		4.72	
			Median		5.00	
			Variance		2.565	
			Std. Deviation		1.602	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		2	
			Skewness		-.114	.481
			Kurtosis		-.180	.935
		31 Years to 40 Years	Mean		4.76	.389
			95% Confidence Interval for Mean	Lower Bound	3.96	
				Upper Bound	5.56	
			5% Trimmed Mean		4.64	
			Median		4.00	
			Variance		3.773	
			Std. Deviation		1.943	
			Minimum		2	
			Maximum		10	
			Range		8	
			Interquartile Range		3	
			Skewness		.776	.464
			Kurtosis		.830	.902
		Over 40 Years	Mean		4.88	.743
			95% Confidence Interval for Mean	Lower Bound	3.12	
				Upper Bound	6.63	
			5% Trimmed Mean		4.92	
			Median		5.00	
			Variance		4.411	
			Std. Deviation		2.100	
			Minimum		2	
			Maximum		7	
			Range		5	
			Interquartile Range		5	
			Skewness		-.399	.752
			Kurtosis		-1.403	1.481
Higher Executive Officer	Pay	31 Years to 40 Years	Mean		5.82	.325
			95% Confidence Interval for Mean	Lower Bound	5.09	
				Upper Bound	6.54	
			5% Trimmed Mean		5.85	
			Median		6.00	
			Variance		1.164	
			Std. Deviation		1.079	
			Minimum		4	
			Maximum		7	
			Range		3	
			Interquartile Range		2	
			Skewness		-.739	.661
			Kurtosis		-.354	1.279
		Over 40 Years	Mean		6.10	.314
			95% Confidence Interval for Mean	Lower Bound	5.39	
				Upper Bound	6.81	
			5% Trimmed Mean		6.17	
			Median		6.00	
			Variance		.989	
			Std. Deviation		.994	
			Minimum		4	
			Maximum		7	
			Range		3	
			Interquartile Range		1	
			Skewness		-1.085	.687
			Kurtosis		.914	1.334

Satisfaction with pay by grade and gender Descriptive Statistics

Descriptives

Grade		Salnew			Statistic	Std. Error
Administrative Officer	Pay	Less than â¬30,000	Mean		4.58	.557
			95% Confidence Interval for Mean	Lower Bound	3.36	
				Upper Bound	5.81	
			5% Trimmed Mean		4.54	
			Median		5.00	
			Variance		3.720	
			Std. Deviation		1.929	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		3	
			Skewness		.076	.637
			Kurtosis		-.521	1.232
		â¬30,001 to â¬40,000	Mean		4.26	.245
			95% Confidence Interval for Mean	Lower Bound	3.76	
				Upper Bound	4.76	
			5% Trimmed Mean		4.25	
			Median		4.00	
			Variance		1.865	
			Std. Deviation		1.365	
			Minimum		2	
			Maximum		7	
			Range		5	
			Interquartile Range		2	
			Skewness		-.082	.421
			Kurtosis		-.730	.821
		â¬40,001 to â¬60,000	Mean		5.33	.882
			95% Confidence Interval for Mean	Lower Bound	3.07	
				Upper Bound	7.60	
			5% Trimmed Mean		5.37	
			Median		5.50	
			Variance		4.667	
			Std. Deviation		2.160	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		4	
			Skewness		-.463	.845
			Kurtosis		-.300	1.741
		More than â¬60,000	Mean		6.86	.634
			95% Confidence Interval for Mean	Lower Bound	5.31	
				Upper Bound	8.41	
			5% Trimmed Mean		6.79	
			Median		7.00	
			Variance		2.810	
			Std. Deviation		1.676	
			Minimum		5	
			Maximum		10	
			Range		5	
			Interquartile Range		2	
			Skewness		.904	.794
			Kurtosis		1.775	1.587
Higher Executive Officer	Pay	â¬40,001 to â¬60,000	Mean		5.00	.516
			95% Confidence Interval for Mean	Lower Bound	3.67	
				Upper Bound	6.33	
			5% Trimmed Mean		4.94	
			Median		4.50	
			Variance		1.600	
			Std. Deviation		1.265	
			Minimum		4	
			Maximum		7	
			Range		3	
			Interquartile Range		2	
			Skewness		.889	.845
			Kurtosis		-.781	1.741
		More than â¬60,000	Mean		6.33	.159
			95% Confidence Interval for Mean	Lower Bound	5.99	
				Upper Bound	6.68	
			5% Trimmed Mean		6.37	
			Median		6.00	
			Variance		.381	
			Std. Deviation		.617	
			Minimum		5	
			Maximum		7	
			Range		2	
			Interquartile Range		1	
			Skewness		-.312	.580
			Kurtosis		-.404	1.121

Satisfaction with pay by grade and length in grade Descriptive Statistics

Descriptives [a,b]

Grade		Length in Grade New			Statistic	Std. Error
Administrative Officer	Pay	Less than 2 Years	Mean		4.71	.332
			95% Confidence Interval for Mean	Lower Bound	4.02	
				Upper Bound	5.40	
			5% Trimmed Mean		4.69	
			Median		5.00	
			Variance		2.650	
			Std. Deviation		1.628	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		2	
			Skewness		-.210	.472
			Kurtosis		-.176	.918
		2 Years to 5 Years	Mean		4.39	.306
			95% Confidence Interval for Mean	Lower Bound	3.77	
				Upper Bound	5.02	
			5% Trimmed Mean		4.34	
			Median		4.00	
			Variance		2.618	
			Std. Deviation		1.618	
			Minimum		2	
			Maximum		8	
			Range		6	
			Interquartile Range		3	
			Skewness		.320	.441
			Kurtosis		-.424	.858
		6 Years to 10 Years	Mean		8.00	1.000
			95% Confidence Interval for Mean	Lower Bound	3.70	
				Upper Bound	12.30	
			5% Trimmed Mean		.	
			Median		7.00	
			Variance		3.000	
			Std. Deviation		1.732	
			Minimum		7	
			Maximum		10	
			Range		3	
			Interquartile Range		.	
			Skewness		1.732	1.225
			Kurtosis		.	.
Higher Executive Officer	Pay	2 Years to 5 Years	Mean		5.29	.360
			95% Confidence Interval for Mean	Lower Bound	4.41	
				Upper Bound	6.17	
			5% Trimmed Mean		5.32	
			Median		6.00	
			Variance		.905	
			Std. Deviation		.951	
			Minimum		4	
			Maximum		6	
			Range		2	
			Interquartile Range		2	
			Skewness		-.764	.794
			Kurtosis		-1.667	1.587
		6 Years to 10 Years	Mean		6.67	.333
			95% Confidence Interval for Mean	Lower Bound	5.23	
				Upper Bound	8.10	
			5% Trimmed Mean		.	
			Median		7.00	
			Variance		.333	
			Std. Deviation		.577	
			Minimum		6	
			Maximum		7	
			Range		1	
			Interquartile Range		.	
			Skewness		-1.732	1.225
			Kurtosis		.	.
		More than 10 Years	Mean		6.10	.314
			95% Confidence Interval for Mean	Lower Bound	5.39	
				Upper Bound	6.81	
			5% Trimmed Mean		6.17	
			Median		6.00	
			Variance		.989	
			Std. Deviation		.994	
			Minimum		4	
			Maximum		7	
			Range		3	
			Interquartile Range		1	
			Skewness		-1.085	.687
			Kurtosis		.914	1.334

a. Pay is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

b. Pay is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.

Appendix 7K

Overall job satisfaction by grade Descriptive Statistics

Descriptives

	Grade			Statistic	Std. Error
Overall Job Satisfaction	Administrative Officer	Mean		10.32	.324
		95% Confidence Interval for Mean	Lower Bound	9.67	
			Upper Bound	10.97	
		5% Trimmed Mean		10.44	
		Median		11.00	
		Variance		5.895	
		Std. Deviation		2.428	
		Minimum		3	
		Maximum		14	
		Range		11	
		Interquartile Range		4	
		Skewness		-.762	.319
		Kurtosis		-.148	.628
	Higher Executive Officer	Mean		10.71	.610
		95% Confidence Interval for Mean	Lower Bound	9.44	
			Upper Bound	11.99	
		5% Trimmed Mean		10.85	
		Median		11.00	
		Variance		7.814	
		Std. Deviation		2.795	
		Minimum		4	
		Maximum		15	
		Range		11	
		Interquartile Range		3	
		Skewness		-.768	.501
		Kurtosis		.923	.972

Overall job satisfaction by grade and gender Descriptive Statistics

Descriptives

Grade		Gender			Statistic	Std. Error
Administrative Officer	Overall Job Satisfaction	Female	Mean		10.11	.490
			95% Confidence Interval for Mean	Lower Bound	9.10	
				Upper Bound	11.12	
			5% Trimmed Mean		10.30	
			Median		11.00	
			Variance		6.487	
			Std. Deviation		2.547	
			Minimum		3	
			Maximum		13	
			Range		10	
			Interquartile Range		4	
			Skewness		-1.024	.448
			Kurtosis		.643	.872
		Male	Mean		10.52	.434
			95% Confidence Interval for Mean	Lower Bound	9.63	
				Upper Bound	11.41	
			5% Trimmed Mean		10.54	
			Median		11.00	
			Variance		5.473	
			Std. Deviation		2.339	
			Minimum		7	
			Maximum		14	
			Range		7	
			Interquartile Range		4	
			Skewness		-.464	.434
			Kurtosis		-1.303	.845
Higher Executive Officer	Overall Job Satisfaction	Female	Mean		10.25	.946
			95% Confidence Interval for Mean	Lower Bound	8.17	
				Upper Bound	12.33	
			5% Trimmed Mean		10.33	
			Median		10.50	
			Variance		10.750	
			Std. Deviation		3.279	
			Minimum		4	
			Maximum		15	
			Range		11	
			Interquartile Range		4	
			Skewness		-.693	.637
			Kurtosis		.121	1.232
		Male	Mean		11.33	.667
			95% Confidence Interval for Mean	Lower Bound	9.80	
				Upper Bound	12.87	
			5% Trimmed Mean		11.26	
			Median		12.00	
			Variance		4.000	
			Std. Deviation		2.000	
			Minimum		9	
			Maximum		15	
			Range		6	
			Interquartile Range		3	
			Skewness		.496	.717
			Kurtosis		-.308	1.400

Overall job satisfaction by grade and age Descriptive Statistics

Descriptives

Grade		Age New			Statistic	Std. Error
Administrative Officer	Overall Job Satisfaction	Under 30 Years	Mean		11.17	.391
			95% Confidence Interval for Mean	Lower Bound	10.36	
				Upper Bound	11.98	
			5% Trimmed Mean		11.30	
			Median		12.00	
			Variance		3.514	
			Std. Deviation		1.875	
			Minimum		7	
			Maximum		13	
			Range		6	
			Interquartile Range		3	
			Skewness		-.865	.481
			Kurtosis		-.382	.935
		31 Years to 40 Years	Mean		10.08	.465
			95% Confidence Interval for Mean	Lower Bound	9.12	
				Upper Bound	11.04	
			5% Trimmed Mean		10.10	
			Median		11.00	
			Variance		5.410	
			Std. Deviation		2.326	
			Minimum		6	
			Maximum		14	
			Range		8	
			Interquartile Range		5	
			Skewness		-.364	.464
			Kurtosis		-1.328	.902
		Over 40 Years	Mean		8.63	1.164
			95% Confidence Interval for Mean	Lower Bound	5.87	
				Upper Bound	11.38	
			5% Trimmed Mean		8.69	
			Median		8.00	
			Variance		10.839	
			Std. Deviation		3.292	
			Minimum		3	
			Maximum		13	
			Range		10	
			Interquartile Range		5	
			Skewness		-.295	.752
			Kurtosis		-.377	1.481
Higher Executive Officer	Overall Job Satisfaction	31 Years to 40 Years	Mean		10.64	.453
			95% Confidence Interval for Mean	Lower Bound	9.63	
				Upper Bound	11.65	
			5% Trimmed Mean		10.71	
			Median		11.00	
			Variance		2.255	
			Std. Deviation		1.502	
			Minimum		8	
			Maximum		12	
			Range		4	
			Interquartile Range		3	
			Skewness		-.537	.661
			Kurtosis		-1.271	1.279
		Over 40 Years	Mean		10.80	1.218
			95% Confidence Interval for Mean	Lower Bound	8.04	
				Upper Bound	13.56	
			5% Trimmed Mean		10.94	
			Median		11.00	
			Variance		14.844	
			Std. Deviation		3.853	
			Minimum		4	
			Maximum		15	
			Range		11	
			Interquartile Range		6	
			Skewness		-.772	.687
			Kurtosis		-.354	1.334

Overall job satisfaction by grade and salary Descriptive Statistics

Descriptives

Grade		Salnew			Statistic	Std. Error
Administrative Officer	Overall Job Satisfaction	Less than â, ¬30,000	Mean		11.00	.663
			95% Confidence Interval for Mean	Lower Bound	9.54	
				Upper Bound	12.46	
			5% Trimmed Mean		11.11	
			Median		12.00	
			Variance		5.273	
			Std. Deviation		2.296	
			Minimum		7	
			Maximum		13	
			Range		6	
			Interquartile Range		4	
			Skewness		-1.135	.637
			Kurtosis		-.372	1.232
		â, ¬30,001 to â, ¬40,000	Mean		10.35	.370
			95% Confidence Interval for Mean	Lower Bound	9.60	
				Upper Bound	11.11	
			5% Trimmed Mean		10.43	
			Median		11.00	
			Variance		4.237	
			Std. Deviation		2.058	
			Minimum		6	
			Maximum		13	
			Range		7	
			Interquartile Range		3	
			Skewness		-.587	.421
			Kurtosis		-.906	.821
		â, ¬40,001 to â, ¬50,000	Mean		9.50	1.668
			95% Confidence Interval for Mean	Lower Bound	5.21	
				Upper Bound	13.79	
			5% Trimmed Mean		9.61	
			Median		10.00	
			Variance		16.700	
			Std. Deviation		4.087	
			Minimum		3	
			Maximum		14	
			Range		11	
			Interquartile Range		7	
			Skewness		-.673	.845
			Kurtosis		-.253	1.741
		More than â, ¬50,000	Mean		9.71	1.017
			95% Confidence Interval for Mean	Lower Bound	7.23	
				Upper Bound	12.20	
			5% Trimmed Mean		9.68	
			Median		10.00	
			Variance		7.238	
			Std. Deviation		2.690	
			Minimum		7	
			Maximum		13	
			Range		6	
			Interquartile Range		5	
			Skewness		-.007	.794
			Kurtosis		-2.425	1.587
Higher Executive Officer	Overall Job Satisfaction	â, ¬40,001 to â, ¬50,000	Mean		11.00	1.033
			95% Confidence Interval for Mean	Lower Bound	8.35	
				Upper Bound	13.65	
			5% Trimmed Mean		10.94	
			Median		11.00	
			Variance		6.400	
			Std. Deviation		2.530	
			Minimum		8	
			Maximum		15	
			Range		7	
			Interquartile Range		4	
			Skewness		.556	.845
			Kurtosis		-.166	1.741
		More than â, ¬50,000	Mean		10.60	.767
			95% Confidence Interval for Mean	Lower Bound	8.95	
				Upper Bound	12.25	
			5% Trimmed Mean		10.72	
			Median		11.00	
			Variance		8.829	
			Std. Deviation		2.971	
			Minimum		4	
			Maximum		15	
			Range		11	
			Interquartile Range		2	
			Skewness		-1.001	.580
			Kurtosis		1.088	1.121

Overall job satisfaction by grade and length in grade Descriptive Statistics

Descriptives [a,b]

Grade		Length in Grade New			Statistic	Std. Error
Administrative Officer	Overall Job Satisfaction	Less than 2 Years	Mean		11.46	.390
			95% Confidence Interval for Mean	Lower Bound	10.65	
				Upper Bound	12.27	
			5% Trimmed Mean		11.62	
			Median		12.00	
			Variance		3.650	
			Std. Deviation		1.911	
			Minimum		7	
			Maximum		13	
			Range		6	
			Interquartile Range		2	
			Skewness		-1.583	.472
			Kurtosis		1.298	.918
		2 Years to 5 Years	Mean		9.43	.453
			95% Confidence Interval for Mean	Lower Bound	8.50	
				Upper Bound	10.36	
			5% Trimmed Mean		9.52	
			Median		9.50	
			Variance		5.735	
			Std. Deviation		2.395	
			Minimum		3	
			Maximum		14	
			Range		11	
			Interquartile Range		4	
			Skewness		-.532	.441
			Kurtosis		.454	.858
		6 Years to 10 Years	Mean		8.67	1.667
			95% Confidence Interval for Mean	Lower Bound	1.50	
				Upper Bound	15.84	
			5% Trimmed Mean		.	
			Median		7.00	
			Variance		8.333	
			Std. Deviation		2.887	
			Minimum		7	
			Maximum		12	
			Range		5	
			Interquartile Range		.	
			Skewness		1.732	1.225
			Kurtosis		.	.
Higher Executive Officer	Overall Job Satisfaction	2 Years to 5 Years	Mean		10.29	.565
			95% Confidence Interval for Mean	Lower Bound	8.90	
				Upper Bound	11.67	
			5% Trimmed Mean		10.32	
			Median		10.00	
			Variance		2.238	
			Std. Deviation		1.496	
			Minimum		8	
			Maximum		12	
			Range		4	
			Interquartile Range		3	
			Skewness		-.256	.794
			Kurtosis		-.968	1.587
		6 Years to 10 Years	Mean		10.33	.882
			95% Confidence Interval for Mean	Lower Bound	6.54	
				Upper Bound	14.13	
			5% Trimmed Mean		.	
			Median		10.00	
			Variance		2.333	
			Std. Deviation		1.528	
			Minimum		9	
			Maximum		12	
			Range		3	
			Interquartile Range		.	
			Skewness		.935	1.225
			Kurtosis		.	.
		More than 10 Years	Mean		11.00	1.220
			95% Confidence Interval for Mean	Lower Bound	8.24	
				Upper Bound	13.76	
			5% Trimmed Mean		11.17	
			Median		12.00	
			Variance		14.889	
			Std. Deviation		3.859	
			Minimum		4	
			Maximum		15	
			Range		11	
			Interquartile Range		6	
			Skewness		-.957	.687
			Kurtosis		-.096	1.334

a. Overall Job Satisfaction is constant when Length in Grade New = More than 10 Years in one or more split files. It has been omitted.

b. Overall Job Satisfaction is constant when Length in Grade New = Less than 2 Years in one or more split files. It has been omitted.