

https://dspace.org/

Incorporating career dynamics into the job design - attitudinal outcome relationship.

Mechanic, Amanda

2009-06-10T08:45:02Z
http://hdl.handle.net/10539/7010

Downloaded from a DSpace repository. https://dspace.org/

Student Name: Amanda Mechanic
Student Number: 0401363G
Supervisor Name: Professor Karen Milner
Course Coordinator: Professor Karen Milner
Course: Organisational Psychology Masters by Coursework and Research Report

Research Report Title:

Incorporating Career Dynamics into the Job Design – Attitudinal Outcome Relationship.

Declaration:

A research project submitted in partial fulfilment of the requirements for the degree of MA by Coursework and Research Report in the field of Industrial Psychology in the Faculty of Humanities, University of the Witwatersrand, Johannesburg, 8 January 2009

I declare that this research project is my own, unaided work. It has not been submitted before for any other degree or examination at this or any other university.

Sign: _____ Date: 8 January

Amanda Mechanic

Word Count: 21 735

Abstract:

The current research study is based on a model proposed by job design theorists, Fried, Grant, Levi, Hadani and Slowik (2007). This proposal is valuable in the organisational psychology research as it is the first to evaluate and incorporate career dynamics into the conceptualisation of the job design premise. As their argument, Fried et al. (2007) suggest that employees' attitudinal reactions that result from the stimulation (or lack thereof) obtained from the design of their jobs is influenced by their career dynamics. More specifically, Fried et al. (2007) infer that career dynamics would moderate the relationship, whereby employees would be more likely to respond favourably to a lack of stimulation when they perceive themselves in the early stages of their careers; or when they perceive their jobs as enabling career advancement.

The aim of this study is to quantitatively assess the hypotheses suggested by Fried et al. (2007); and therefore conduct an investigation that evaluates job design from a career dynamics perspective. Ninety five employees from sister accounting firms in Johannesburg and Cape Town formed the sample utilised in the study by volunteering to complete the self-report measures that were administered. The measures that are used in this study encompass the job diagnostic survey, an occupational tenure questionnaire, the expected utility of present job scale and the affective well-being scale. A biographic inventory was also administered in order to comprehend the demographic characteristics of the sample.

The research hypotheses were evaluated using moderated multiple regression statistics. Insufficient evidence was found to conclude any moderating effects of career dynamics on the relationship between the stimulation derived from the job and the attitudinal reaction of affective well-being. Following the exploration of the research study and the interpretation of the findings, limitations of the study, directions for future research and practical implications are addressed.

Acknowledgements:

I would like to take this opportunity to offer sincere gratitude and appreciation to the following people:

My family and special loved ones, your continuous support, encouragement, motivation and love has been a huge inspiration to me. Thank you all for your unconditional dedication and devotion without which this dissertation would not have had the same heart. Thank you all for the valuable lessons and the meaning of family, loyalty, commitment and love you have taught me this year, which I will never forget. Thank you for the encouragement and support you devoted to me and the pride you share with me on completion of my dissertation. I love you all.

Karen Milner, my supervisor. Thank you for your dedication and unwavering support. Thank you for all your help, guidance and continued enthusiasm. Your motivation and encouragement has been extremely valuable to me throughout this process. Thank you.

Mike Greyling, thank you for the support you provided with the statistics of my study. Thank you for your patience, time, guidance and enthusiasm. I truly appreciate the help you so willingly gave.

The organisation who agreed to participate in the study, thank you for your time, support and assistance during the research process.

Thank you all, your help, dedication, guidance, support and encouragement is greatly appreciated and treasured.

Table of Contents A:

- Chapter 1: Theoretical and Conceptual Background 1
  - Introduction 1
  - Literature Review 5
  - Rationale 25
  - Hypotheses 27
- Chapter 2: Method 28
  - Research Design 28
  - Organisational Context 28
  - Sample 29
  - Procedure 31
  - Measuring Instruments 33
  - Method of Analysis 36
  - Ethical Considerations 38
- Chapter 3: Results 40
  - Reliabilities 40
  - Descriptive Statistics 41
  - Correlation Analysis 54
  - Multiple Moderated Regression 57
- Chapter 4: Discussion 71
  - Limitations of the Study 77
  - Directions for Future Research 79
  - Practical Implications 80
- Chapter 5: Conclusion 83
- Reference List 86
- Appendices 94
  - Appendix A: Organisational Information Sheet 94
  - Appendix B: Participant Information Sheet 96
  - Appendix C: Biographical Inventory 98
  - Appendix D: Job Diagnostic Survey 99

- Appendix E: Occupational Tenure Questions 101
- Appendix F: Expected Utility of Current Job 102
- Appendix G: Job-Related and Non-Job Affective Well-Being 103

Table of Contents B:

- Figure 1: A Career Dynamics Model of Reactions to Job Design 3
- Figure 2: Model to be investigated in the current study based on Career Dynamics Model of Reactions to Job Design 4
- Figure 3: Principle Axes for the Measurement of Affective Well-Being 14
- Table 1: Age Distribution 29
- Table 2: Biographical Distribution 31
- Table 3: Cronbach Alpha Scores 40
- Table 4: Summary Results of the Variables 41
- Table 5: *T* Test (Group) 42
- Table 6: *T* Test (Gender) 43
- Table 7: *F* Test (Race) 44
- Table 8: Bonferonni (Dunn) Post-Hoc *T* Test (Race on Non-Job Well-Being) 45
- Table 9: *F* Test (Marital Status) 46
- Table 10: Bonferonni (Dunn) Post-Hoc *T* Test (Marital Status on Career Stage) 46
- Table 11: Bonferonni (Dunn) Post-Hoc ***T*** Test (Marital Status on Job-Related Well-Being) 47
- Table 12: *F* Test (Children) 48
- Table 13: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Career Stage) 49
- Table 14: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Perceived Instrumentality of Current Job) 50
- Table 15: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Non-Job Well-Being) 50
- Table 16: *F* Test (Education) 51
- Table 17: Bonferonni (Dunn) Post-Hoc *T* Test (Education on Career Stage) 52

- Table 18: Correlation Results Table 54
- Table 19: Model Statistics 58
- Table 20: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being) 58
- Table 21: Model Statistics 59
- Table 22: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being) 59
- Table 23: Model Statistics 59
- Table 24: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being) 60
- Table 25: Model Statistics 61
- Table 26: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being) 61
- Table 27: Model Statistics 62
- Table 28: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being) 62
- Table 29: Model Statistics 62
- Table 30: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being) 63
- Table 31: Model Statistics 64
- Table 32: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being) 64
- Table 33: Model Statistics 65
- Table 34: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being) 65

- Table 35: Model Statistics 65
- Table 36: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being) 66
- Table 37: Model Statistics 67
- Table 38: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being) 67
- Table 39: Model Statistics 68
- Table 40: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being) 68
- Table 41: Model Statistics 68
- Table 42: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being) 69

Chapter 1: Theoretical and Conceptual Background:

Introduction:

The basic principle that underlies the job design premise is the notion that stimulating jobs are associated with motivating psychological states that contribute to both attitudinal work outcomes (such as job satisfaction, organisational commitment and well-being) and behavioural work outcomes (such as performance) (Fried, Grant, Levi, Hadani & Slowik, 2007). Job design research has however revealed mixed results in terms of the relationships between the stimulating job characteristics and these attitudinal and behavioural work outcomes (Fried, 1991). This inconsistency introduces the possibility that situational and individual factors play an important role in moderating the relationship between the stimulation derived from the design of the job and the attitudinal and behavioural outcomes that result from the job (Fried et al., 2007).

As a result, there has been a growing interest in distinguishing what encompasses the experience of work in order to understand the reactions employees express as a result of their situational and individual experiences (Wrzesniewski & Dutton, 2001). Traditionally, the focus has been on either individual determinants, such as personal expectations and values; or external characteristics of the job itself, such as work tasks (Hackman & Oldham, 1980; Wrzesniewski & Dutton, 2001). It has been argued that by systematically incorporating personal factors, such as perceptions, aspirations and expectations of career dynamics, into the relationship between the stimulation derived from the design of the job and the resulting attitudinal reactions, the current understanding of job design and the influence it has on attitudinal and behavioural work outcomes will be expanded (Fried et al., 2007). Fried et al. (2007) argue that the contribution of career dynamics into the existing field of job design may influence employees' reactions (both attitudinal and behavioural) to stimulating jobs; and therefore may enhance current understandings of the job design paradigm.

As career changes and job transitions become increasingly frequent, employees' reactions to their jobs are therefore likely to be shaped in powerful ways by the perceptions they have of how they expect their careers to develop over time (Fried et al., 2007; Hall & Chandler, 2005). Fried at al. (2007) therefore propose that job design must be investigated from a career dynamics perspective. The current study utilises the foundation provided by Fried et al. (2007) and aims to investigate whether career dynamics influence employees' attitudinal reactions that result from the stimulation derived from the design of their jobs. The proposition to incorporate career dynamics into the relationship between the stimulation employees derive from the design of the job and the attitudinal reactions that result suggests that individuals' reactions to their jobs may be affected not only by their current job characteristics, but also by their individual career perceptions (Hall & Chandler, 2005). Furthermore, it is those individual career perceptions that may have an influence on the relationship that already exists between the stimulating job characteristics and employees' attitudinal reactions to their jobs (Fried et al., 2007). According to Daniels (2006), by carefully considering these different interpretations of assessing job characteristics it is possible to develop a rich appreciation and understanding of how organisational and individual factors combine to influence what is experienced at work and how employees react to their work experiences (Daniels, 2006).

In the current research investigation, career dynamics refers to the processes of development and change both within a job over time; and across jobs over employees' life cycles (Blau, 1999). Thus, career dynamics are defined in this study in terms of employees' career stage; and their perceptions of career instrumentality and value employees derive from their current jobs that aid in the advancement towards the attainment of their future career goals.

The proposal made by Fried et al. (2007), which suggests that perceptions of career dynamics may be considered a feature that possesses the potential to influence the existing relationship between the stimulation derived from the design of the job and attitudinal reactions, forms the basis and foundation of the current study. Therefore, the current study intends to operationalise aspects of Fried et al.'s (2007) career dynamics

model of reactions to job design, in order to assess the proposition that career dynamics are said to moderate the relationship between job stimulation and attitudinal reactions to the job. Fried et al.'s (2007) model is presented below.

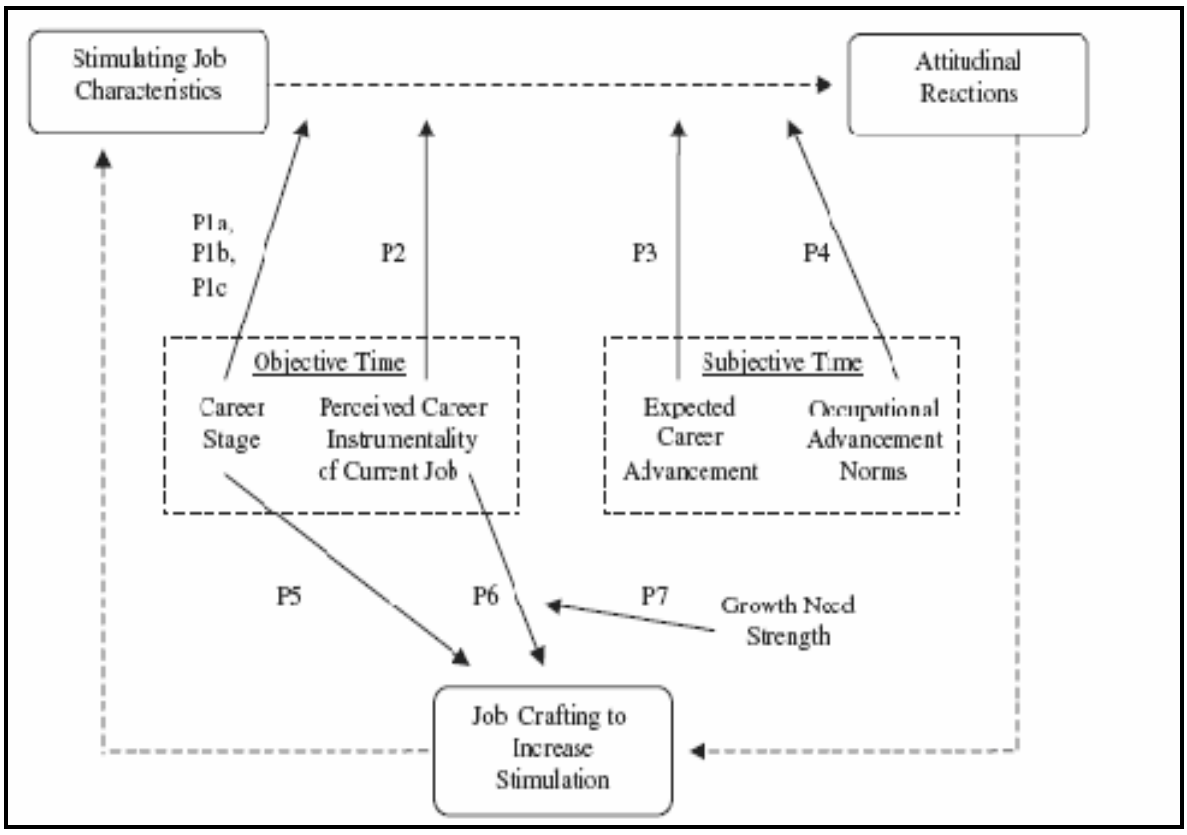

Figure 1: A Career Dynamics Model of Reactions to Job Design (Fried et al., 2007).

The specific variables to be examined in this study are introduced in order to understand what aspects of Fried et al.'s (2007) model will be focused on and operationalised in the current study. These are, according to Fried et al.'s (2007) model "stimulating job characteristics", "attitudinal reactions" and "career stage and perceived career instrumentality of current job". "Stimulating job characteristics" are defined in this study as the stimulation employees derive from the design of their job characteristics; as such this variable is operationalised using the job design paradigm. "Attitudinal reactions" are defined in this study as the reactions employees experience that result from the design of their jobs. This is operationalised by assessing employees' job-related and non-job affective well-being in relation to and as a result of the stimulation they derive from their

jobs. Career dynamics, which comprises of the elements of "career stage" and "perceived career instrumentality of current job", is operationalised in this study by comprehending employees' perceptions of the stages of their careers and their perceptions of the instrumentality and value derived from their jobs in terms of attaining their future career goals.

According to Fried et al.'s (2007) model, the current study investigates the possible notion that employees' reactions to stimulating jobs may depend on their perceptions of the attainment of their own career aspirations and expectations (Fried et al., 2007). In this situation, the incorporation of career dynamics is therefore expected to enhance the understanding of employees' reactions to the design of their jobs (Fried et al., 2007). Furthermore, the current study aims to investigate and assess the proposition that career dynamics moderate the relationship between job design and job-related and non-job affective well-being. The aspects of Fried et al.'s (2007) career dynamics model of reactions to job design, that are to be investigated in the current research study are thus depicted in the following diagram.

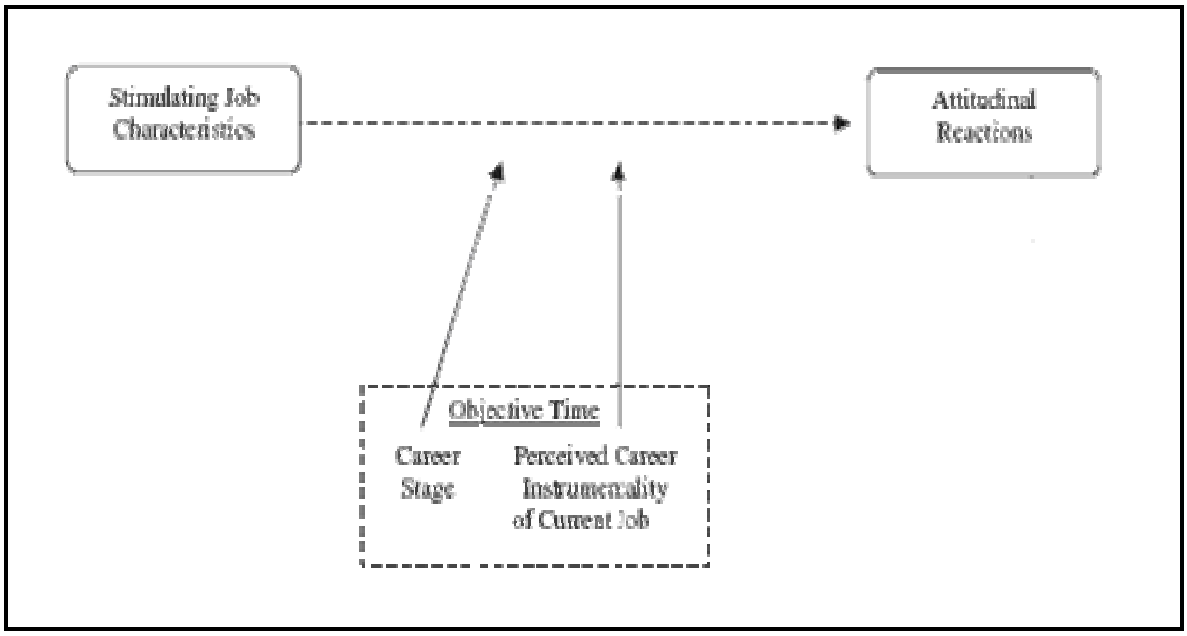

Figure 2: Model, based on Fried et al.'s (2007) Career Dynamics Model of Reactions to Job Design, to be investigated in the current study.

Literature Review:

The literature review discusses the variables of interest, upon which the research investigation is focused. Job design, affective well-being and career dynamics are evaluated in great detail in order to assess the relevance of exploring whether career dynamics moderate the relationship between job design and attitudinal reactions of affective well-being. Rationale to encourage and support the study are considered, which then introduce the hypotheses.

Job Design:

In recent years extensive focus has been placed on recognising and understanding the outcomes employees experience as reactions to the core dimensions and design of their jobs (Tiegs, Tetrick & Fried, 1992). Such focus, according to Hackman and Oldham (1980), has led to the established notion that the manner in which jobs are designed is considered to significantly affect employees' attitudinal and behavioural work and non-work outcomes (Fried et al., 2007; Johns & Saks, 2005; Katz, 1978). These attitudes and behaviours that result from the way in which the core characteristics of the jobs are designed are relevant to both the employees and their organisations; and thus have individual as well as workplace implications (Hackman & Oldham, 1980; Johns & Saks, 2005). It is therefore apparent that the design of the work system must be carefully architected as it not only acts to ensure that the organisation's products and services meet customer satisfaction but also configures the work activities of the individual employees (Mohrman, 2008). From extensive investigation on this job design premise, it has been concluded that job design that encourages stimulation from carrying out meaningful, engaging, complex and challenging tasks, has the desired impact on the reactions (both attitudinal and behavioural) of employees at work and therefore lead to successful, effective and efficient organisational outcomes (Fried et al., 2007).

Therefore, tasks that are mentally stimulating and challenging have been shown to be important to employees in their work and non-work domains (Lantz & Brav, 2007). Job

design research has found evidence to conclude that in order for jobs to be designed well, they must provide employees with stimulation and opportunities to deal with demanding tasks (Hackman & Oldham, 1980; Lantz & Brav, 2007). The foundation that underpins job design research is the notion that stimulation derived from the design of jobs causes certain attitudinal work outcomes (such as job satisfaction, organisational commitment and well-being) (Karasek, 1979; Warr, 1990) and behavioural work outcomes (such as performance) (Chang & Lee, 2006). Therefore it has been concluded that job design incorporates significant importance in human resource management and in strategies for organisational success (Garg & Rastogi, 2005).

The design of the work system has been explored extensively; and important organisational implications have been shown to be related to this construct. According to Garg and Rastogi (2005), job design determines not only the nature of talent needed by the organisation; and the variety of knowledge and skills that are built through experience in the organisation, but also the extent to which employees can become engaged in their work (Garg & Rastogi, 2005). With the knowledge of the importance of job design and the insight into the optimum design of the job characteristics, it has been determined that various factors do however constrain the choice of job design (Garg & Rastogi, 2005). Such factors can be internal to the organisation, such as style of management, technology, organisational design, or high performance improvement. Other factors can be external to the organisation, such as environmental uncertainty, available technology and the labour market. Thus, considering the internal and external factors that may impact on the design of the job, it is important for management to influence the core job characteristics so as to enhance the stimulation employees can derive from the design of their jobs in order to advance employee and organisational well-being (Garg & Rastogi, 2005).

Hackman and Oldham (1976) developed the most widely recognised theory of job characteristics (Garg & Rastogi, 2005), which is dominant in the theoretical framework for understanding reactions to job design (Fried & Ferris, 1987; Kulik, Oldham & Hackman, 1987; Tiegs et al., 1992). Renn and Vandenberg (1995) studied this Job Characteristics Model and reported that the model investigates and provides insight into

the direct and indirect effects on personal and work outcomes that result from the design of the core job dimensions experienced at work. The current study therefore utilises this theory and the insight gained from the Job Characteristics Model in order to understand employees' reactions to the design of their jobs.

The Job Characteristics Model asserts that objective characteristics of a job may impact directly upon employees' attitudes and behaviours at work (Hackman & Lawler, 1971). There are five core objective job characteristics that, according to this model, are said to have a psychological impact on employees and in turn lead to certain outcomes that are relevant to both the employees and the organisation (Hackman & Oldham, 1980; Johns & Saks, 2005). In accordance with this theory, Hackman and Oldham (1975) compiled the Job Diagnostic Survey that is intended to assess the core job characteristics important in the job design premise (Chang & Lee, 2006).

These five core job characteristics are:
Skill Variety: The degree to which a job requires the utilisation of a variety of different skills and activities in the production of work.
Task Identity: The degree to which a job requires the conclusion of a complete and identifiable piece of work, in which there is a visible outcome.
Task Significance: The amount of impact a job has on the lives of other people.
Autonomy: The degree to which the job provides substantial freedom, independence and discretion to the employee in the scheduling their work and determining the procedures to be used in its implementation.
Job Feedback: The degree to which carrying out the work activities required by the job provides employees with direct and clear information about the effectiveness of their performance.
(Hackman & Oldham, 1975, p161).

These characteristics are designed to combine in many different ways according to the nature of the task undertaken to provide three different critical psychological states that are in turn accountable for increased work satisfaction, internal work motivation,

performance, reduced absence and employee turnover (Garg & Rastogi, 2005; Hackman & Oldham, 1980). The three critical states that result from the job characteristics are experienced meaningfulness, experienced responsibility and knowledge of results (Hackman & Oldham, 1980). According to Johns and Saks (2005), when employees use a variety of skills to accomplish a complete job that is perceived as significant to others, the employees perceive the job as meaningful. Furthermore, when employees have autonomy to organise and perform their jobs as they see fit, employees feel personally responsible for the outcome of the work (Johns & Saks, 2005). Employees will experience knowledge of their results when the job provides feedback about their performance (Johns & Saks, 2005). Hackman and Oldham (1980) argue that work will be intrinsically motivating when it is perceived as meaningful, when the employees feel responsible for the outcomes of the work and when the employees have knowledge about the progress made.

Along with the core job characteristics, Hackman and Lawler (1971) and Hackman and Oldham (1980) suggest that personal characteristics of the individual employees themselves should be taken into account simultaneously in order to generate valid predictions about affective and behavioural responses of employees at work. This indicates that in addition to the objective characteristics of the job, it is how a job is experienced and perceived by the individual employees that determines and influences their attitudinal and behavioural reactions (Hackman & Lawler, 1971). The relationship between the design of the characteristics of the job and the outcomes that result should therefore be assessed in accordance with the individuals' perceptions and personal expectations of the situation (Hackman & Lawler, 1971). Thus the importance of incorporating individual differences into the realm of job design is introduced. It is therefore evident that job design theory encourages the relationship between job characteristics and employees' resulting outcomes to be moderated by individual characteristics (Hackman & Lawler, 1971).

Katz (1978) explains that a number of researchers have tested for significant moderator effects to determine specific circumstances under which different kinds of employees are

most responsive to stimulating and enriching jobs. As such, investigations that have taken place have concluded that certain moderators are considered to affect the relationship between core job dimensions and attitudinal and behavioural outcomes that result from the design of employees' jobs (Hackman & Oldham, 1980). Hackman and Oldham (1980) identified knowledge and skill, the growth need satisfaction and context satisfaction as factors that moderate the relationship. For example, Hackman and Oldham (1980) explain that a job may be highly motivating and stimulating; however, if the employees do not possess the knowledge and skills needed to perform the meaningful and important task effectively, they will experience frustration and unhappiness (Hackman & Oldham, 1980; Johns & Saks, 2005). The job characteristics model proposed by Hackman and Oldham (1975) therefore indicates that job characteristics influence personal and job-related outcomes through individual differences, perceptions and expectations (Chang & Lee, 2006).

In terms of the organisational psychology literature, job design has had a popular influence; and has thus been investigated to a considerable extent (Chang & Lee, 2006). Many different researchers and theorists have explored the notion of job design in accordance with a variety of themes to understand its significance and consequence over other organisational constructs in order to enhance the knowledge and insight of the job design variable (Chang & Lee, 2006). Aspects that have been incorporated with the construct of job design include job satisfaction, resignation rates (Turner & Lawrence, 1965), employee transfer, organisational commitment, performance (Chang & Lee, 2006; Steers, 1977), mental health and well-being (Karasek, 1979; Lantz & Brav, 2007; Warr, 1990). Thus it is evident that researchers have been interested in exploring the relationships among employee personality traits, job satisfaction and organisational commitment, mental health and well-being to the design of job characteristics (Chang & Lee, 2006). Turner and Lawrence (1965) focused on job characteristics from 47 types of jobs. Their study aimed to evaluate the influence various types of jobs had on employee satisfaction and truancy. The results of this study implied that employees prefer jobs that are high in complexity, challenge and stimulation (Turner & Lawrence, 1965). It was concluded that well designed jobs, those that encouraged stimulation, are thus

determinants of job satisfaction and attendance of employees (Turner & Lawrence, 1965). Furthermore, Karasek (1979) conducted a study whereby it was concluded that there is a significant relationship between job characteristics and well-being (Warr, 1990).

It can therefore be established that job design, with focus placed on the stimulation, challenge and complexity derived from the characteristics of the job, has been looked at extensively in various research studies and in relation to a number of variables, both at the individual level of the employees and at the level of the organisation (Chang & Lee, 2006). Job design has also been investigated in terms of the effects it has on attitudinal reactions (Fried et al., 2007). This can be seen from results that conclude that aspects of job design such as task characteristics, autonomy and control, and complexity promote motivation, personal development, learning and health (Lantz & Brav, 2007).

According to Lantz and Brav (2007), the analysis, evaluation and design of work have relationships with effectiveness, optimised mental load and physical and mental health at work. This established relationship that therefore concludes the existence of an association between the stimulation derived from the design of the job and health-related attitudinal and behavioural outcomes (Karasek, 1979; Lantz & Brav, 2007; Warr, 1990) forms the foundation of the current study. It is widely accepted that organisational characteristics are influential drivers of employee well-being (Kelloway & Barling, 1991). Having said this however, it is clear from the substantial investigation and exploration of the job design construct; and from the arguments made above that individual characteristics are important in understanding the intricacies of the relationships between job design and the impact it has on attitudinal and behavioural variables. Fried et al. (2007) suggest the incorporation of employees' perceptions and expectations of the progression of their careers as an individual characteristic that may impact this relationship. Thus, a proposal has been constructed, which encourages the view that such attitudinal and behavioural reactions that result from the design and implementation of the core job characteristics are influenced and moderated by individual career perceptions, aspirations and expectations (Fried et al., 2007). From Fried et al.'s

(2007) proposal it is argued that the relationship between the stimulation derived from the design of the job and the resulting effect it has on the attitudinal outcome of job-related and non-job affective well-being, should be considered in terms of these individual perceptions.

Research on job design, although looked at from many perspectives, does not consider career dynamics as an individual characteristic that may affect the attitudinal response of employees' job-related and non-job well-being to the stimulation derived from the design of the job. In order to enhance job design, Fried et al. (2007) therefore propose that by incorporating career dynamics to assess the relationship between job characteristics and attitudinal reactions, new and valuable insights will be gained. These job design theorists have introduced the notion of incorporating career dynamics into the construct of job design in order to deduce whether understanding the effects of career expectations will lead to understanding the implications job design has on the attitudinal and behavioural outcomes of employees at work.

The idea behind Fried et al.'s (2007) proposal is to investigate whether employees react to the stimulation provided from their jobs differently as a result of their individual perceptions, aspirations and expectations of their career dynamics. The aim of the current research study is therefore to investigate whether employees' career stages and their perceptions of the instrumentality and value they derive from their jobs would influence the relationship between the stimulation they obtain from their jobs and their resulting attitudinal reactions of job-related and non-job affective well-being. Therefore, the current study intends to bridge the gap that exists in the current job design literature, operationalise Fried et al.'s (2007) proposition and investigate job design and the resulting implication it has on job-related and non-job affective well-being, using the Job Characteristics Model, from a career dynamics perspective.

In order to completely comprehend the aim of the current research study, it is important not only to understand the principles of job design but also the principles of the implication job design has on job-related and non-job affective well-being. Affective

well-being, which forms an integral part of the investigation of the study will now be evaluated and discussed.

Affective Well-Being:

It is evident from reviews widely documented in the literature that there is a relationship between organisational characteristics and physical and mental health (Kelloway & Barling, 1991; Warr, 1987). Specifically, there has been growing awareness of the relationship between employees' working lives and their work-related and non-work affective well-being (Danna & Griffin, 1999; Warr, 1990).Thus it has be established that the design of the job environment is considered to have significant implications for employees' organisational and personal attitudinal and behavioural outcomes (Kelloway & Barling, 1991).

From the emerging responsiveness to the relationship between job design and affective well-being, it has been concluded that by encouraging stimulation and challenge from the design of the core job characteristics, stress may be reduced; and motivation, employee satisfaction and job performance may be improved; and well-being may be enhanced (Garg & Rastogi, 2005). Thus, workplace characteristics, such as job design issues, are believed to have major consequences for both employee and organisational outcomes (Danna & Griffin, 1999; Garg & Rastogi, 2005).

According to Danna and Griffin (1999), Warr (1987, 1990) has provided the most extensive examination of the concept of mental health and affective well-being. Warr (1987) proposed a definition of mental health that comprises of five components: affective well-being, competence, autonomy, aspiration and integrated functioning. In his conceptualisation of the affective well-being construct, Warr (1999) describes two types of well-being. Job-related well-being is concerned with employees' feelings about themselves in relation to their jobs; and context free well-being, which has a broader focus concerns employees' feelings with regard to numerous settings (Warr, 1999). According to Warr (1999), job specific well-being is derived from different facets of

employees' jobs, such as working conditions, job security, promotion aspects and the nature of the work undertaken. Furthermore, Warr (1999) believes that job specific and context free well-being are related constructs. From the established relationship between the core job characteristics and well-being, it is apparent that employees' experiences at work, whether they are physical, emotional, mental or social in nature, affect employees' work-related well-being (Danna & Griffin, 1999). In addition from Warr's (1990) conceptualisation of the integrated manner of job-related and non-job well-being, it is understood that these work-related attitudinal experiences may extend into employees' non-work domains (Danna & Griffin, 1999).

The overlap between work-related and non-work well-being that is described is consistent with the reciprocal relationship between work and family life, which has been emphasised by Warr (1999). There has been an emergent interest, in the recent well-being literature, to investigate this overlap in order to gain insight into the intricacies of the well-being construct (Danna & Griffin, 1999). With increasing focus placed on the overlap between work-related and non-work well-being, this study undertakes to explore the relationship not only between job characteristics and job-related affective well-being but also between job characteristics and non-job affective well-being.

In the current study, both job-related and non-job affective well-being are investigated in a manner that is consistent with Warr's (1987) conceptualisation of affective well-being. Affective well-being, according to Warr (1987), is recognised according to the two independent dimensions of pleasure and arousal (Danna & Griffin, 1999). The pleasure dimension is examined as the degree of satisfaction or happiness experienced by an individual (Warr, 1999). However, the arousal dimension on its own, according to Warr (1990) is not considered to reflect well-being and therefore does not comprise of an individual axis to represent expressions of affective well-being. Therefore three main axes are established to consider job specific and context free well-being in terms of the pleasure and arousal dimensions (Warr, 1987, 1990, 1999). The first axis is the pleasure-displeasure axis, which represents the employees' degrees of satisfaction. The second and third axes take account the combination of both the pleasure and arousal dimensions

(Warr, 1990). The second axis thus represents the notion of anxiety and comfort on the anxiety-comfort axis. Feelings of anxiety are comprised of a combination of low levels of pleasure and high levels of arousal (Warr, 1999). The experience of comfort combines high levels of pleasure with low levels of arousal (Warr, 1999). The third axis is the depression-enthusiasm axis and therefore represents levels of depression and enthusiasm. Enthusiasm includes high levels of pleasure and high levels of arousal. Depression, on the other hand comprises of low levels of pleasure and low levels of arousal (Warr, 1999). Warr's (1999) principle axes for the measurement of affective well-being is portrayed below.

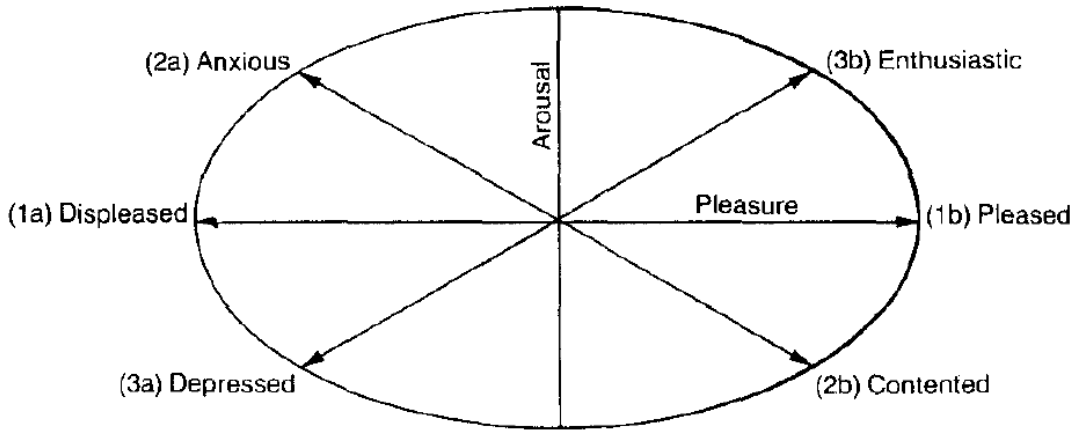

Figure 3: Principle Axes for the Measurement of Affective Well-Being (Warr, 1999).

These axes have been shown to be associated differently with various combinations of work characteristics and with various levels of stimulation provided by the design of these work characteristics (Warr, 1999). According to Daniels (2006), by carefully considering different approaches to measuring job design it is possible to develop a rich appreciation and understanding of how organisational, social and individual factors combine to influence what is experienced at work and how this might relate to the reactions of mental health and well-being. Many studies have examined the impact of work and careers on job-related and non-job mental health (Warr, 1990). It is therefore understood that certain principal features in the environment have an influence on employees' mental health outcomes, such as affective well-being (Warr, 1987). Game

(2006) emphasises that lack of stimulation obtained from the task and the work environment induces boredom. This type of work environment has been shown to have effects on job satisfaction, well-being and psychosomatic symptoms (Game, 2006). According to Game (2006), theories of job design suggest that by changing the nature of the job that induces boredom, particularly the intrinsic characteristics such as variety and skill utilisation, employees will experience enhanced interest satisfaction and well-being. From Kornhauser's (1965) study on the mental health of factory workers, the overriding conclusion was that organisational work characteristics influence both physical and psychological well-being. Therefore, many dominant theoretical models that guide work stress research consistently emphasise and accord characteristics of the work environment with powerful causal status in determining health reactions, well-being and job satisfaction (Daniels, 2006; Karasek & Theorell, 1990; Warr, 1987).

Clearly, extensive research evidence exists to investigate the effects job characteristics and the design of the job have on the construct of job-related and non-job affective well-being. Researchers have investigated job design; in particular, to understand the influence different job characteristics have on well-being (Warr, 1999). In this regard, Warr (1999) explains that jobs differ in the degree to which they are characterised by specific features. The variations of these core features experienced by employees in differing jobs thus give rise to differences in job-related and non-job affective well-being. Renn and Vandenberg (1995) support the notion that job design and different combinations of the core job dimensions have both direct and indirect effects on resulting personal and work outcomes (Garg & Rastogi, 2005). Much research has investigated links between specific aspects of an employee's work environment and the resulting effects these have on affective well-being (Warr, 1999).

Warr (1999) classifies certain job characteristics, consistent with those described by Hackman and Oldham (1975, 1980) in the job characteristics model, as some of the key features that give rise to differences in employees' affective well-being. Due to this established association it is justified that well-being is determined by differences in job characteristics and therefore differences in the amount of stimulation employees

experience from the design of their jobs. However, according to Hall and Chandler (2005) and Daniels (2006) it is not only organisational and job characteristics, but also individual and personal factors that combine to influence employees' perceptions of their experiences of work and thus their work-related and non-work affective well-being. Therefore attitudinal and behavioural outcomes that result from the stimulation employees derive from the design of their jobs can be argued to differ between employees by accounting for their individual differences.

The notion of incorporating individual characteristics into understanding the relationship between job design and well-being is an aspect of this relationship that has not been investigated at large in the literature. Fried et al. (2007) advise that by exploring this relationship, by incorporating individual factors, valuable knowledge will be acquired and understanding of both the job design and well-being constructs will be enhanced. The argument by Hackman and Oldham (1980), Hall and Chandler (2005) and Daniels (2006), that individual differences should not be overlooked in the exploration of organisation-related variables, forms the foundation of the suggestion introduced by Fried et al. (2007) and the investigation of the current research study. Fried et al. (2007) hypothesise that the attitudinal reaction of both job-related and non-job affective well-being that result from the amount of stimulation employees obtain from the design of their jobs is influenced and moderated by the employees' individual perceptions, aspirations and expectations of their career dynamics. Fried et al. (2007) argue that employees' career aspirations and expectations differ at different stages of their careers and therefore they will respond to the amount of stimulation they derive from the design of their jobs according to their expectations. Fried et al. (2007) also argue that employees respond differently to the amount of stimulation they obtain from their jobs according to the instrumentality and value they perceive is derived from their jobs in terms of aiding in the advancement of their careers and the attainment of their career goals. Therefore Fried et al. (2007) hypothesise that employees' career stages; and their perceptions of the instrumentality of their current jobs will moderate the relationship between the stimulation derived from the design of their jobs and their job-related and non-job affective well-being. Thus, the aim of the current study is to address the relationship

between the stimulation derived from the design of the job and affective well-being from a career dynamics perspective.

Career Dynamics:

Within the career dynamics paradigm, it is evident that there has been a substantial development of the construct of the career and the perception of career success in recent years (Dries, Pepermans & Carlier, 2008). This development in career dynamics is grounded in the gradual displacement of traditional organisation-based career perspectives, which emphasise upward mobility, with the emergence of new types of career perspectives (Dries et al., 2008). The development of the career construct and the perception of career success are apparent in current organisational literature by evidence of the introduction and inclusion of popular new career perspectives, such as the "protean career" (Segers, Inceoglu, Vloeberghs & Henderickx, 2008).

The "protean career" is an example of a career orientation which refers to a career that is driven by the values, expectations and aspirations of the employees rather than those of the organisation (Segers et al., 2008). Thus, this career perspective promotes the progression of career development from an organisational perception to the perceptions of the individual employees. This emphasises the influence employees have over the development of their careers, which is facilitated by their individual career goals and desires. Comprehension of the implications brought about by the emergence of this recent career orientation, among others, emphasises the development and evolution of the construct of the career from traditional thought towards an emerging conceptualisation.

Dries et al. (2008), identify a noticeable evolution in the way career and consequently, career success has been defined. According to Dries et al. (2008), Wilensky (1961) defined the concept of the career in terms of a succession of related jobs arranged in a hierarchy of prestige through which employees move in a linear sequence. Following this, Super (1980) referred to the career as the combination and sequence of roles played

by employees during the course of their lifetime. Arthur, Hill and Lawrence (1989) defined the career as the advancement of the sequence of employees' work experiences over time (Dries et al., 2008). However, according to Carmeli, Shalom and Weisberg, (2007), the definition that associates most compatibly with the career dynamics construct is the definition by Callanan and Greenhouse (1999), which defines the notion of the career as a pattern of work experiences that span the course of employees' lives; and is usually perceived in terms of a series of stages reflecting the passage from one phase to another, guiding employees on their desired career paths. This definition of the career focuses on the phases employees go through in order to attain valued outcomes, which emphasises the importance of both the career stage; and the instrumental job which facilitates movement toward employees' desired career paths. Thus, according to this definition, career success can be evaluated by assessing the employees' career stages and assessing their perceptions of the instrumentality of their current jobs in aiding the advancement and attainment of their career goals.

The conceptualisation of career dynamics is therefore dependent on the aspects of the career that have evolved over time. Thus, the increasing significance placed on the importance of the individual employees in shaping their own career development influences the manner in which career dynamics is defined. The definition of career dynamics, according to Blau (1999), therefore refers to processes of development and change both within a job over time; and across jobs over employees' life cycles. As such, career dynamics are assessed in terms of two processes. The first process of development and change within a job over time is assessed in terms of employees' perceptions of the progression of their career stages. The second is the process of development and change across jobs over employees' life cycles. This is associated with the advancement of employees' careers and is thus assessed in terms of employees' perceptions of the instrumentality of their current jobs in the attainment of their future career goals. Therefore, career dynamics, in this study, is characterised by employees' career stages; and their perceptions of the value they derive from their jobs that are perceived as instrumental in advancing their careers.

Both these processes of career dynamics are concerned with the idea that employees continuously strive to achieve success in their careers (Dries et al., 2008). Career success is thus described as the positive work-related outcomes or achievements employees have accumulated as a result of their work experiences (Cheramie, Sturman & Walsh, 2007). However the way in which career success is defined has a multitude of implications, which depends on the individuals and their constructions of the meaning of success (Dries et al., 2008). This therefore emphasises that career dynamics and the concept of career success have individual implications for each employee according to their career aspirations and expectations (Daniels, 2006). Therefore, it is not only the organisational characteristics, but also the individual factors, such as those described by career dynamics, that combine to influence employees' perceptions of their experiences of work (Daniels, 2006; Hall & Chandler, 2005); and therefore influence employees' perceptions of their career success (Dries et al., 2008).

The conceptualisation of the career construct, according to Dries et al. (2008), can be considered in terms of its objective reality and its subjective construction. From the objective perspective, the career is concerned primarily with observable, measurable, and verifiable factors such as pay, promotion and occupational status (Dries et al., 2008). From the subjective perspective however, the primary concern is with the notion that career satisfaction is comprised of all aspects of the career relevant to the specific individual (Dries et al., 2008). Thus the subjective construction of the career is measured by the individuals' perceptions of their success based on their career aspirations and expectations, their perceptions of their personal career accomplishments and the attainment of their desired prospects (Dries et al., 2008). Thus, employees' internalised career success appraisals measured against their personal career expectations; and a sense of progress towards their personally defined goals are significant when employees appraise and evaluate their jobs (Dries et al., 2008). According to Hall and Chandler (2005) the importance of subjective career perceptions can no longer be ignored and it is a combination of the objective and subjective aspects of the career that is of importance when assessing career success. Thus, from this insight into the career construct, it is

furthermore apparent that employees are influenced not only by job characteristics and organisational factors but also by individual characteristics (Cheramie et al., 2007).

The emerging importance of incorporating those individual factors when assessing employees' experiences of their work is therefore evident. In this study, the job characteristics and organisational factors are assessed in order to comprehend the influence they have over employees' experiences of work and attitudinal outcomes. However, upon investigation of the career dynamics literature, it is evident that individual characteristics also influence employees' experiences of work and attitudinal outcomes. Thus the purpose of the current investigation is to assess whether the incorporation of career dynamics influences employees' experiences at work and attitudinal outcomes that result from the job and organisational characteristics. More specifically this research investigation is designed to assess whether there is a moderating effect of career dynamics on the attitudinal outcome of job-related and non-job affective well-being that results from the stimulation employees derive from the design of the jobs. Career dynamics has been defined in two dimensions, each of which will now be discussed.

Employees' Career Stages:

Career development is an ongoing process in which employee's progress through a series of occupational stages that consist of a unique set of issues, themes and tasks in order to ensure the advancement of their careers and the attainment of their desired career objectives (Johns & Saks, 2005). It has been established that employees continually strive to achieve career success (Dries et al., 2008), therefore striving to advance their career stages in order to progress toward their desired career goals (Johns & Saks, 2005). Thus it can be said that employees strive to achieve career development. This process of career development aids in employees' preparation for potential future roles and responsibilities (Johns & Saks, 2005).

Super was one of the first theorists to expand the idea of career development according to the life-span approach (Langley, 1999). Life-span theories of career development suggest

that employees' and their careers develop, progress and change across their life-span (Jepsen & Sheu, 2003; Super, 1984; Swanson & Fouad, 1999). According to the life-span approach, Super believed that career development occurs as individuals master personal and organisational challenges (Langley, 1999). Super identified five life stages, which are growth, exploration, establishment, maintenance and decline (Langley, 1999). Within each stage Super proposed the importance of certain characteristic developmental tasks (Swanson & Fouad, 1999). Individuals are said to move through distinct occupational stages in their organisational careers, whereby each stage is characterised by differences in work activities, attitudes and behaviours, types of relationships, psychological issues and aspects of work that are valued (Aryee, Chay & Chew, 1994; Dalton, Thompson & Price, 1977; Thompson, Baker & Smallwood, 1986). Successful mastery of these tasks allow individuals to function effectively in their roles within that stage and prepare them for the next stage (Swanson & Fouad, 1999).

According to Thompson et al.'s (1986) conceptualisation of career development, employees in the first stage of their careers assume an apprentice role. Employees lack experience in the organisation and are therefore expected to do routine work. Employees are concerned with identifying their interests and capabilities, they learn to perform well under pressure and accomplish tasks effectively (Thompson et al., 1986). Employees in the second stage of their careers take on responsibility and gain independence for certain tasks. They develop a sense of competence and therefore acquire credibility in the organisation (Thompson et al., 1986). In the third stage, employees broaden their interests and capabilities. They begin to assume responsibility for others as leaders, mentors or supervisors (Thompson et al., 1986). At the fourth stage of their careers, according to Thompson et al. (1986), employees begin to provide direction for the organisation. They focus on areas of competence and highlight organisational opportunities and dangers. Employees initiate action and influence decisions, thereby managing the processes within the organisation. Thus it is evident that with the increasing levels of career stage development, jobs and tasks become increasingly stimulating, challenging and complex (Fried et al., 2007).

According to these definitions of the progression and development of the career, employees in the early stages of their careers lack experience and need to develop the skills and competencies necessary for successful job accomplishments. Over time and after familiarity with the early stage, employees learn to manage the stage-appropriate tasks and challenges, which therefore facilitate in the successful mastery of these tasks, and allow for effective functioning in the stage (Swanson & Fouad, 1999). Fried et al. (2007) explain that with increasing career stage advancements, comes increasing task responsibility and job stimulation. Thus, it is assumed that at early career stages there is little stimulation in the stage-appropriate tasks and challenges (Fried et al., 2007).

Due to this conceptualisation of career stage development, Fried et al. (2007) thus propose that employees at early stages of their careers respond more favourably to situations in which their jobs are designed to provide low stimulation than employees in later stages of their careers. The proposition is based on the premise that employees, in early career stages, expect their jobs to be designed in a way that provides little stimulation. Therefore, employees in this situation will respond more favourably than employees in later career stages who expect high stimulation to be derived from the design on their jobs. Thus, Fried et al. (2007) introduce the idea that career dynamics moderate the relationship between job design and attitudinal reactions. This study is therefore interested in using Fried et al.'s (2007) proposal as a baseline to further the research on these dimensions. More specifically, employees' perceptions of the stages of their careers is examined as a moderator of the relationship between the stimulation derived from the design of the job and the resulting attitudinal outcome of job-related and non-job affective well-being.

The way in which employees define the success of their career stage progression and career development is dependent on their internalised career success appraisals compared to their personal career expectations; and the appraisal of their perceptions of progress towards their personally defined goals (Dries et al., 2008). Therefore, individual aspirations, expectations, desires and goals are important in determining the attitudinal outcomes that result from the amount of stimulation employees derive from the design of

their jobs. Thus it justified to propose that attitudinal reactions, such as well-being, that result from the stimulation obtained from employees' jobs differ at different stages of their careers (Fried et al., 2007; Katz, 1978).

Employees' Perceptions of the Career Instrumentality of their Current Jobs:

According to the foundation provided by the career development paradigm, the progression through the career stages is the process employees endure in order to attain their desired career outcomes, goals and objectives (Johns & Saks, 2005). Due to the notion that has been established that employees continually strive to achieve career success (Dries et al., 2008), which they define by measuring their career attainments against their career goals, it can be assumed that employees endeavour to advance in their career stages in order to progress toward their desired career goals (Johns & Saks, 2005).

Fried et al. (2007) argue that employees who strive to achieve career success and thus strive to achieve their organisational career goals will endure jobs that lack stimulation if they perceive the job will benefit the employees and facilitate advancement toward achieving their career goals. Furthermore, Mobley, Griffeth, Hand and Meglino (1979) suggest that employees may be dissatisfied with their current jobs, but be attracted to them because of the expectation that the experience gained from the job will be relevant to their subsequent career goal attainments (Bedeian, Kemery & Pizzolatto, 1991). According to Bedeian et al. (1991), Graen and Ginsburg (1977) report findings that a strong association exists between the perceived relevance of current jobs and employees' later career and organisational aspirations. Thus career growth opportunities have been shown to be important determinants of employee's attitudinal and behavioural responses to their work and in turn how employees will experience work-related outcomes (Aryee et al., 1994). This is in line with Super's (1984) assumption which states that the process of career development is essentially that of developing and attaining desired career aspirations. Thus the facilitation of the future attainment of desirable outcomes will be viewed positively even when stimulation derived from the design of the job is low (Bedeian et al., 1991).

Advancing this logic, Fried et al. (2007) propose that employees may be more satisfied with low levels of stimulation that is derived from the design of their jobs because they expect that their current jobs are instrumental and will thus serve to enable future career advancement and the attainment of career goals, aspirations and desires (Fried et al., 2007).

It is therefore apparent that there is a gap in the understanding and conceptualisation of career dynamics and the influence it may have on organisational factors. Career dynamics thus requires further investigation with regard to the possible moderating effect it may have on attitudinal reactions that result from the stimulation (or lack thereof) that is derived from the design of the job and the job characteristics. Fried et al. (2007) attempt to fill the existing gap in current job design knowledge by examining job design in the context of career dynamics; and propose that employees' reactions to stimulating jobs may depend on dynamic aspects of their career stages and their career expectations. The purpose of this study, therefore, is to operationalise Fried et al.'s (2007) proposed model in order to further understand the relationship between the stimulation employees derive from their jobs and their job-related and non-job affective well-being, from a career dynamics perspective.

Rationale:

Attention has been placed on recognising and understanding the outcomes employees experience as reactions to the core dimensions and the design of their jobs (Tiegs et al., 1992). It has been established that organisational characteristics such as job design are related to physical and mental health, including work-related and non-work affective well-being (Danna & Griffin, 1999; Lantz & Brav, 2007; Warr, 1990). Therefore, the notion that the design of the work environment is considered to have significant implications on employees' organisational and personal attitudinal and behavioural outcomes is emphasised (Kelloway & Barling, 1991).

Hackman and Oldham (1980), Hall and Chandler (2005) and Daniels (2006) suggest that understanding the effects job characteristics have on attitudinal and behavioural outcomes is insufficient with regard to the investigation of organisational relationships. To enhance the understanding of these relationships, it has been advised that along with the job characteristics, personal characteristics of the individual employees themselves should be taken into account (Hackman & Oldham, 1980; Hall & Chandler, 2005; Daniels, 2006). This indicates that in addition to the objective characteristics of the job, it is how a job is subjectively experienced and perceived by the individual employees that determines and influences their attitudinal and behavioural reactions (Hackman & Lawler, 1971). Therefore, it is important to assess the relationship between the design of the characteristics of the job and the outcomes that result in accordance with the individuals' perceptions and personal expectations of the situation (Hackman & Lawler, 1971).

The argument that recommends the investigation of the relationship between job design and affective well-being by incorporating individual characteristics has been justified, as understanding the effects individual differences may have on the outcomes that result from the amount of stimulation experienced from the job will enhance the understanding of both the job design and the affective well-being constructs as well as understanding the intricacies of the relationship between the two constructs. By taking this argument into account, Fried et al. (2007) constructed a model that considers not only objective job and

organisational characteristics but also subjective personal characteristics in the investigation of the relationship between these two constructs. Fried et al.'s (2007) proposal, which does not appear to have been empirically evaluated, suggests that such attitudinal and behavioural reactions that result from the design and implementation of the core job characteristics is influenced and moderated by individual career perceptions, aspirations and expectations (Fried et al., 2007). From Fried et al.'s (2007) proposal it is argued that the relationship between the stimulation derived from the design of the job and the effect it has on attitudinal outcomes, such as affective well-being, should be considered in terms of individuals' perceptions of their career dynamics.

Although looked at from many perspectives, job design has not yet considered career dynamics as an individual characteristic that may affect the attitudinal response of employees' job-related and non-job affective well-being resulting from the stimulation derived from the design of the job. In order to enhance job design, Fried et al. (2007) therefore propose that by incorporating career dynamics to assess the relationship between job characteristics and attitudinal reactions, new and valuable insights will be gained. These job design theorists have introduced the notion of incorporating career dynamics into the construct of job design in order to deduce whether understanding the effect career expectations have, will lead to understanding the implications job design has on the attitudinal and behavioural outcomes of employees at work.

The idea behind Fried et al.'s (2007) proposal is to investigate whether employees react to the stimulation provided from their jobs differently as a result of their individual perceptions, aspirations and expectations of their career dynamics. The aim of the current research study is therefore to investigate the untested proposal by Fried et al. (2007) that intends to assess whether employees' career stages and their perceptions of the instrumentality and value they derive from their jobs, moderates the relationship between the stimulation they obtain from their jobs and their resulting attitudinal reactions of job-related and non-job affective well-being.

Hypotheses:

Hypothesis 1a: Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of stimulation at early career stages.

Hypothesis 1b: Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of stimulation at early career stages.

Hypothesis 2a: Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

Hypothesis 2b: Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

Chapter 2: Methodology:

Research Design:

This research study was operationalised within the quantitative paradigm. Therefore, the instruments that were chosen and the data that was examined were analysed by means of quantitative methodology.

The research design utilised in this study to investigate the research hypotheses was a non-experimental, cross-sectional research design.

Organisational Context:

The sample consisted of employees from sister accounting firms in Johannesburg and Cape Town. These firms, together with branches in Durban and Pretoria, form part of the South African division of a greater international network of independent accounting and management consulting firms.

These firms met the desired organisation context requirements, in that the sample incorporated a range of employees from all levels within the organisation. This is important as the aim of the study was to assess whether developmental career stage differences and differences with regard to individual employees' perceived instrumentality of their current jobs moderate the relationship between job design and attitudinal reaction of job-related and non-job affective well-being. Therefore, differences in career stage as well as differences in employees' perceptions of utility that is derived from the job among the participants was essential to effectively operationalise the study. These criteria were met in the organisation and thus the organisation provided this study with a useful sample.

Sample:

The sampling strategy that was implemented was volunteer sampling. This was utilised as it allowed all willing and accessible individuals to participate in the study (Howell, 2004).

The questionnaires were distributed to all the employees from the Johannesburg and Cape Town branches of the organisation. One hundred and two questionnaires were returned; and upon closer inspection, ninety five questionnaires were included into the sample. This was due to incomplete responses and missing values in some questionnaires. Therefore, the sample for this research study included ninety five participants. A description of the biographical characteristics of the sample is portrayed in the tables below:

Table 1: Age Distribution

AGE DISTRIBUTION				
Variable	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**
Age	34	12.3	19	78

Table one indicates that the youngest participant in the study was nineteen years of age. The oldest participant was seventy eight years of age. The average age of participants was thirty four.

As illustrated in table two, seventy eight (82%) out of the ninety five participants included in the sample were employees from the Johannesburg branch. The remaining 17 (18%) participants were therefore employees from the Cape Town branch of the organisation. Forty one (43%) of the ninety five participants were male and fifty four (57%) were female. Sixty (63%) participants were White, nineteen (20%) were Black, six (6%) were Coloured, seven (8%) were Indian and three (3%) were Asian. Sixty one (64%) participants indicated that they speak English. Seventeen (18%) participants speak Afrikaans as their first language. The remaining seventeen (18%) participants speak a

first language other than English and Afrikaans as their first language. Of the ninety five participants, forty eight (51%) indicated they were single, forty three (45%) indicated they were married and four (4%) indicated they were divorced. Among these participants, fifty six (59%) expressed they did not have children, sixteen (17%) had one child, twelve (13%) had two children, eight (8%) had three children and three (3%) participants had four or more children. Education was the last of the biographical questions. Three (3%) participants had received an education until Standard 8 or 9. Thirteen (14%) participants received a matric education. Twenty one (22%) participants had received a diploma. The remaining fifty eight (61%) participants had obtained a degree.

Table 2: Biographical Distribution

BIOGRAPHICAL DISTRIBUTION	
Group (n=95)	
Johannesburg	78 (82%)
Cape Town	17 (18%)
Gender (n=95)	
Male	41 (43%)
Female	54 (57%)
Race (n=95)	
White	60 (63%)
Black	19 (20%)
Coloured	6 (6%)
Indian	7 (8%)
Asian	3 (3%)
Language (n=95)	
English	61 (64%)
Afrikaans	17 (18%)
Other	17 (18%)
Marital Status (n=95)	
Single	48 (51%)
Married	43 (45%)
Divorced	4 (4%)
Children (n=95)	
None	56 (59%)
One	16 (17%)
Two	12 (13%)
Three	8 (8%)
Four/More	3 (3%)
Education (n=95)	
Std 8/9	3 (3%)
Matric	13 (14%)
Diploma	21 (22%)
Degree	58 (61%)

Procedure:

A human resource manager from a small organisation in Johannesburg was approached by the researcher. An appointment was made to discuss the option of conducting the research study at the organisation. Prior to the meeting, an organisational information sheet was emailed to the manager (Appendix A), which gave the manager a brief understanding about the research and what the researcher's intentions were. The research

rationale, purpose and intended methodology were discussed in the meeting with the human resource manager. During the meeting, a participant information sheet (Appendix B), biographical inventory (Appendix C) and the relevant questionnaires that assess job characteristics, career stage, perceived instrumentality of employee's current jobs and job-related and non-job affective well-being (Appendices D, E, F and G respectively) were given to the manager to make an informed decision about allowing the research to be conducted at the firm.

After the discussion, the human resource manager, with approval from the executive committee of the organisation, granted the researcher permission to conduct the research at the organisation. The researcher was also granted access to the Cape Town branch of the organisation if the desired sample size was not obtained solely from the Johannesburg branch. A letter of the organisation's consent was then collected by the researcher.

Shortly after permission was granted and the letter of consent was collected, the research process began. The participant information sheet, biographical inventory and questionnaires were printed out and distributed to all employees in the Johannesburg branch of the organisation. The information sheet explained the purpose of the research to the employees of the organisation and also explained how the research was to be executed. The participant information sheet explained whom the researcher was and why the research was to be conducted. It invited all employees to participate in the study. Furthermore, it clarified that participation was voluntary, confidential and anonymous.

It was estimated that the total time to complete the questionnaires would be roughly 20 minutes. Once completed, participants were asked to submit their anonymous questionnaires into a sealed box situated at the reception of the organisation. The act of handing in the questionnaires was considered as the participants' informed consent.

After it had been identified that the sample size was inadequate, the process was repeated in the Cape Town branch of the organisation. These completed questionnaires were sent

to the Johannesburg branch of the organisation, where the researcher collected all the questionnaires.

With the use of SAS Enterprise Guide 4, statistical analyses were conducted on the data obtained from the usable questionnaires from the Johannesburg and Cape Town branches of the organisation.

Anonymity is ensured as no identifiable information is requested from the questionnaires. Confidentiality throughout this process has been ensured and will continue to be ensured, as no individual results will be published. After the completion of the research study, a copy of the report and summary of the results will be sent to both branches of the organisation. A summary of the results will also be distributed, via email, to all employees so that those who participated are able to peruse the findings.

Measuring Instruments:

The data obtained from the questionnaires contain two types of information. The first type of information is used for descriptive purposes and describes the sample. This information is derived from the Biographical Inventory. The second type of information is the information that is instrumental to answering the research hypotheses. This information is derived from the Job Diagnostic Survey, the Occupational Tenure Questions, the Expected Utility of Present Job Questionnaire and the Affective Well-Being Scale. All the instruments are explained below.

Biographical Inventory (Appendix C):

Demographic details are required in order to describe the characteristics of the sample in terms of gender, age, marital status and so on. The questions in the biographical inventory are sufficiently general so as to ensure the anonymity of participants.

Job Characteristics (Appendix D):

Stimulation derived from the design of the job characteristics was assessed by the Job Diagnostic Survey developed in 1975 by Hackman and Oldham. Although a revision of the job diagnostic survey has been developed by Idaszak and Drasgow (1987), Kulik, Oldham and Langner (1988) advise that rather than using this revised version, it is best to use the original job diagnostic survey. This scale consists of 15 items. Responses are scored on a one to seven Likert type scale. Examples of the items used are: "How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing your work?" and "The job provides me the chance to completely finish the pieces of work I begin". Fried et al. (2007) argue that the core job dimensions of skill variety, task identity, task significance, autonomy and job feedback contribute to job stimulation. Therefore, according to this conceptualisation of the job design principle and the notion that the stimulation employees derive from their jobs is derived from these dimensions, the researcher assessed job stimulation rather than the individual job characteristics in the research investigation. Therefore, instead of exploring the effects of each of the subscales, the total scale is utilised in this study. The internal-consistency reliabilities are 0.71; 0.59; 0.66; 0.66 and 0.71 for skill variety, task identity, task significance, autonomy and feedback respectively (Hackman & Oldham, 1975). The internal-consistency reliability for the total scale is not given. Although Anastasi (1988) reports that an acceptable internal-consistency reliability is 0.6, Hackman and Oldham (1975) conclude that their results suggest the internal-consistency reliabilities of the items are satisfactory. The internal-consistency reliability for the total scale in the current study is 0.8 and is thus psychometrically sound for the purpose of this research study.

Career Stage (Appendix E):

In accordance with the procedure Ayree et al. (1994) utilised in their study, career stage was measured, in this study, by drawing on a variety of occupational tenure questions. Career stage was thus operationalised by questions that explore employees' tenure in their line of work or vocation (Ayree et al., 1994).

Employee's Perceived Instrumentality of their Current Job (Appendix F):

Employees' perceived instrumentality of their current jobs was measured by The Expected Utility of Present Job two-item measure, developed by Bedeian et al (1991). The two items that established the expected utility of employees' present jobs for the future attainment of valued career outcomes are: "I feel that my present job will lead to future attainment of my career goals" and "My present job is relevant to the growth and development in my career". Responses were scored on a one (strongly agree) to five (strongly disagree) Likert dimension. This indicated that the higher the score obtained, the greater the expected utility of the employees' present jobs. The internal-consistency reliability for this scale is 0.77, which is considered to be an acceptable Cronbach Alpha (Anastasi, 1988). The internal-consistency reliability for the total scale in the current study is 0.94. Therefore, the expected utility of present job measure has sufficient psychometric properties for use in this research study.

Affective Well-Being (Appendix G):

Affective well-being was assessed using Warr's (1990) Affective Well-Being Scale. The two axes of affective well-being were assessed through parallel sets of questionnaire items that evaluate both job-related and non-job mental health (Warr, 1990). The job-related mental health questions asked participants to consider "how much of the time your job has made you feel each of the following [in] the past few weeks". The non-job mental health question required participants to assess "how much of the time in your life outside your job have you felt each of the following [in] the past few weeks". Both these questions contained items from the three principal axes for the measurement of affective well-being. All items are scored on a range from one to six. Adjectives that measure anxiety-contentment affective well-being are "tense, uneasy, worried, calm, contented and relaxed" for both questions. The Cronbach's Alpha for this scale is 0.76 and 0.81 for the job-related and non-job aspects of affective mental health respectively. Adjectives that measure depression-enthusiasm affective well-being are "depressed, gloomy, miserable, cheerful, enthusiastic, and optimistic" for both questions. The internal-consistency reliability is 0.8 and 0.81 for the job-related and non-job aspects of affective mental health respectively. The negative adjectives are reverse scored, which indicates

that high scores represent positive well-being. According to Warr (1990) the questionnaire of affective well-being appears to be psychometrically acceptable and easy for job-holders at all levels to complete. The internal-consistency reliabilities for the job-related and non-job well-being in the current study are 0.89 and 0.9 respectively. Thus, this measure has reliable psychometric properties and is therefore suitable for this research investigation.

Method of Analysis:

Internal-Consistency Reliabilities:

Reliability refers to the consistency of scores obtained by the same person with different sets of equivocal items (Anastasi, 1988). The method for interpreting a reliability score using a single administration of a single form is based on the consistency of responses to all items in the scale (Anastasi, 1988). This is called internal-consistency reliability and is measured using a Cronbach Alpha. Cronbach Alpha is used when a respondent may receive a range of numerical scores on a test (Anastasi, 1988). A Cronbach Alpha scores between 0 and 1. The closer the score is to 1, the more reliable the scale is (Devlin, 2006). Thus, internal-consistency reliabilities were tested in order to assess the integrity of the scales; and to assess whether the scales adequately measure, in this study, what the developers intended them to (Anastasi, 1988; Devlin, 2006).

Descriptive Statistics:

Descriptive statistics were used to provide an overview of the sample. Demographic variables such as gender, marital status and age were assessed in order to determine their implications on the variables in the study.

The *t* test is a test of significance that examines the difference between two groups (for example: the Johannesburg and the Cape Town branches of the organisation; or between the male and female groups of participants) (Rosenthal & Rosnow, 1991). It was utilised in this study to assess whether these variables have an influence over any of the other variables.

When analysing the difference between more than two groups, an *f* test, Analysis of Variance (ANOVA) is the technique used (Rosenthal & Rosnow, 1991). The same assumptions apply here as did in the *t* test. Thus, once again, all assumptions are met. In the current study an ANOVA was used to assess if there are significant differences between participant's marital status, race, education and so forth.

If significant differences occur, it is essential to comprehend which of the groups differ from each other. This will give information about which group generally score either higher or lower in the scales that were found to be significant. In this situation, a post-hoc Bonferroni test was implemented in order to assess exactly which groups differed significantly from each other and how. The Bonferroni post hoc test is a conservative analysis in that it controls for the individual type I error rates (Rosenthal & Rosnow, 1996). This type of conservative analysis is used when there is a small number of a groups being assessed.

Correlation Analysis:

A correlation procedure was used in this study to determine whether a there are relationships between any of the variables measured in the study (Devlin, 2006; Howell, 2004; Mimmack, Meyer & Manas, 2001). Anastasi (1988) defines this procedure as expressing the degree of correspondence or relationship between two sets of scores.

According to Howell (2004) the correlation coefficient measures the strength of an existing relationship and ranges from –1 to +1. A positive number represents a positive relationship, whereby an increase in one variable is associated with an increase in the other variable. Therefore, a negative relationship is one where an increase in the one variable is associated with a decrease in the other (Howell, 2004). The closer the number is to one, the stronger the relationship is, be it positive or negative (Howell, 2004). Rosenthal and Rosnow (1996) and Howell (2004) state that the most powerful parametric correlation coefficient is the Pearson Product-Moment Correlation Coefficient.

Moderated Multiple Regression:

A moderator is a qualitative or quantitative variable that affects the direction and/or strength of the relation between an independent and dependent variable (Baron & Kenny, 1986). Moderation, according to Baron and Kenny (1986), implies that the causal relationship between two variables changes as a function of the moderator variable. The present study aims to assess whether career stage differences and differences in perceptions of utility, value and instrumentality of employee's current jobs, classified as career dynamics, moderate the relationship between job design and job-related and non-job affective well-being.

Baron and Kenny (1986) indicate that a moderator model is one where certain criteria are required. There are three causal paths that feed into the outcome variable: the impact of the independent variable, the impact of the moderator variable, and an interaction of these two paths. The statistical analysis must measure and test the differential effect of the independent variable on the dependent variable as a function of the moderator variable (Baron & Kenny, 1986). Therefore, to test a moderator relationship for both career stage and the instrumentality of employees' present jobs on the relationship between job design and affective well-being, the appropriate procedure is the moderated multiple regression technique (Baron & Kenny, 1986).

Ethical considerations:

The participant information sheet expresses that all participation is voluntary, confidential and anonymous; and that there will be no negative consequences if an employee chooses not to participate in the study. The participant information sheet explains that submission of the completed questionnaires serves as the participant's consent. This ensures anonymity as no identifying characteristics are required or requested.

The participant information sheet communicates that all participation is completely voluntary, thus the participant can choose whether or not to hand in his or her

questionnaire. However, once the questionnaire has been submitted, the participant cannot withdraw from the study. Thus, the handing in of the questionnaire serves as the participant's informed consent.

After completion of the study, summary results will be published and given to the organisation. No individual results will be published, which will further ensure confidentiality.

Chapter 3: Results:

The aim of this chapter is to answer the hypotheses and present the results of the research investigation. The internal consistency-reliabilities and descriptive statistics are discussed. After which, the biographical information and the effects they have on the variables in the study are inspected. The results of the correlation procedure, which examines whether the variables are related to each other and how, are explored. Finally, the moderated multiple regression results, which evaluate the primary research hypotheses, are investigated and discussed.

Reliabilities:

It has been concluded that an internal-consistency reliability (or Cronbach Alpha) score of .6 indicates that the scale is reliable (Anastasi, 1988). The achievement of a sufficiently reliable score leads to the interpretation that the scale is of sound psychometric properties to be utilised in a study. Table three illustrates the internal-consistency reliability scores for the scales used in the current study.

Table 3: Cronbach Alpha Scores

INTERNAL-CONSISTENCY RELIABILITY COEFFICIENTS CRONBACH ALPHA	
Variable	**Reliability Score**
Stimulation derived from Job Design	0.8
Perceived Instrumentality of Current Job	0.94
Job-Related Well-Being	0.89
Non-Job Well-Being	0.9

The reliability score for the job design variable is .8. The reliability score for the instrumentality employee's perceive from their jobs is .94. The job-related and non-job affective well-being scales scored Cronbach Alpha's of .89 and .9 respectively. The

internal-consistency reliability scores for all the variables are thus above the required score of .6. Therefore, all the scales meet the desired requirements for psychometrically sound scales and are sufficiently reliable and credible for use in the current research investigation.

Descriptive Statistics:

Table four displays the means, the minimum and maximum scores; and the standard deviations of each of the variables considered in the study. The aim of this information is to describe the results obtained in the current study.

Table 4: Summary Results of the Variables

DESCRIPTIVE STATISTICS					
Variable	**Mean**	**Standard Deviation**	**Minimum**	**Maximum**	**Sample Size**
Stimulation derived from Job Design	73.76	12.53	46	102	95
Career Stage	10.19	12	0.25	49	95
Perceived Instrumentality of current Job	8.24	1.95	2	10	95
Job-Related Well-Being	45.43	9.84	18	70	95
Non-Job Well-Being	53.76	9.22	23	71	95

The job design variable had an average score of 73.76. The minimum score for this variable was 46 and the maximum score was 102. The average score for career stage was 10.19. This variable had 0.25 as its minimum and 49 as its maximum. For the employee's perceived instrumentality of their current jobs, the average score was 8.24, where the

minimum was 2 and the maximum was 10. The job-related well-being variable had an average score of 45.43. The minimum and maximum scores were 18 and 70 respectively. The average score for non-job well-being was 53.76. The minimum score for this variable was 23 and the maximum score was 71. This table provides a description of the results obtained by the sample of 95 employees from the accounting firm. To understand the sample more accurately, however, analyses were conducted on the biographical information. The purpose of this was to infer the results obtained by the sample onto the larger population.

Using the information provided in table one and two above that describe the sample, *t* tests and *f* (ANOVA: Analysis of Variance) tests were performed in order to assess whether these groups have any significant differences. Table five and six demonstrate the results for the *t* tests.

Table 5: *T* Test (Group)

TWO INDEPENDENT SAMPLES *T*-TESTS (GROUP)			
Variable	**Degrees of Freedom**	***T* Value**	**Probability Value**
Stimulation derived from Job Design	93	-1.75	0.08
Career Stage	93	1.36	0.18
Perceived Instrumentality of current Job	93	-1.50	0.14
Job-Related Well-Being	93	-1.13	0.26
Non-Job Well-Being	93	-1.17	0.25

* Significant result at .05 level of significance.

From the statistical analyses, it can be established that there are no significant differences on any of the variables in the study in terms of the group to which the participants belonged. In other words there is no significant difference between participants from the Johannesburg and Cape Town branches of the organisation in respect to the way they perceive the manner in which their jobs are designed, their career stage, the instrumentality they derived from their jobs and their job-related and non-job affective well-being.

Table 6: *T* Test (Gender)

TWO INDEPENDENT SAMPLES *T*-TESTS (GENDER)			
Variable	**Degrees of Freedom**	***T* Value**	**Probability Value**
Stimulation derived from Job Design	93	0.94	0.35
Career Stage	93	0.43	0.67
Perceived Instrumentality of current Job	93	0.96	0.34
Job-Related Well-Being	93	-0.48	0.63
Non-Job Well-Being	93	1.94	0.05

* Significant result at .05 level of significance.

There are no significant differences on any of the variables in the study in terms of gender. Thus, the scores obtained on each of the variables (job design, career stage, perceived instrumentality of their current jobs and their job-related and non-job affective well-being) are derived regardless of whether the participant is male or female.

The following tables indicate the results of the Anova analyses and the Bonferonni (Dunn) post-hoc tests (where necessary).

Table 7: *F (*Race)

ANALYSIS OF VARIANCE: *F*-TEST (RACE)			
Variable	**Degrees of Freedom**	***F* Value**	**Probability Value**
Stimulation derived from Job Design	4. 90	1.82	0.13
Career Stage	4. 90	2.57	0.05
Perceived Instrumentality of current Job	4. 90	0.78	0.54
Job-Related Well-Being	4. 90	0.34	0.85
Non-Job Well-Being	4. 90	4.86	0.0014*

* Significant result at .05 level of significance.

From the *f* test that was conducted to test whether there are significant differences in the participant's perceptions of job design, their career stage, their perceptions of the instrumentality they derive from their jobs and their job-related and non-job affective well-being due to their race, it was possible to comprehend that race has a significant effect on the participants' non-job affective well-being. There are no significant differences, according to the race a participant belongs, on job design, career stage, perceived instrumentality of the employee's job and job-related affective well-being. However, membership of particular racial groups has a significant effect on the participant's non-job affective well-being. A Bonferonni (Dunn) post-hoc *t* test was conducted to determine which of these groups differed from each other in terms of non-job well-being.

Table 8: Bonferonni (Dunn) Post-Hoc *T* Test (Race on Non-Job Well-Being)

BONFERONNI (DUNN) POST-HOC *T* TEST (Race on Non-Job Well-Being)			
Significantly different at alpha = .05	**Variable**	**Name**	**Mean**
*	• 2 • 1	• Black • White	• 47.36 • 54.68
*	• 2 • 4	• Black • Indian	• 47.36 • 62.57

According to this analysis, it was found that there are significant differences in the non-job affective well-being scores between the different racial groups. Specifically, participants who fall into the Black racial category rate their non-job affective well-being significantly lower than both the White racial group and the Indian racial group.

The next ANOVA test was conducted to assess the effect marital status may have on the variables in the study. This is shown in table nine.

Table 9: *F* Test (Marital Status)

ANALYSIS OF VARIANCE: *F*-TEST (MARITAL STATUS)			
Variable	**Degrees of Freedom**	***F* Value**	**Probability Value**
Stimulation derived from Job Design	2. 92	0.48	0.62
Career Stage	2. 92	13.86	<.0001*
Perceived Instrumentality of current Job	2. 92	2.39	0.1
Job-Related Well-Being	2. 92	3.41	0.04*
Non-Job Well-Being	2. 92	0.70	0.51

* Significant result at .05 level of significance.

It is clear from the analysis that marital status has a significant effect on career stage and job-related affective well-being. It does not however have a significant effect on the job design, perceived instrumentality of current job, or the non-job affective well-being scores. To further understand the significant effect marital status has on career stage and job-related affective well-being, the Bonferonni (Dunn) post-hoc *t* test must be analysed. These are shown in tables 10 and 11.

Table 10: Bonferonni (Dunn) Post-Hoc *T* Test (Marital Status on Career Stage)

BONFERONNI (DUNN) POST-HOC *T* TEST (Marital Status on Career Stage)			
Significantly different at alpha = .05	**Variable**	**Names**	**Means**
*	• 1 • 3	• Single • Divorced	• 4.52 • 13.62

Upon assessment, it is understood that single and divorced participants had significantly different career stage scores. Single participants scored significantly lower than the divorced participants in response to their career stage.

Table 11: Bonferonni (Dunn) Post-Hoc ***T*** Test (Marital Status on Job-Related Well-Being)

BONFERONNI (DUNN) POST-HOC *T* TEST (Marital Status on Job-Related Well-Being)			
Significantly different at alpha = .05	**Variable**	**Names**	**Means**
*			

Despite the significant result that indicated marital status has an effect on job-related affective well-being, upon inspection of the post-hoc analysis it was found that none of the groups scored significantly differently on the job-related affective well-being variable. Thus there is insufficient evidence to conclude that marital status causes a significant difference among participant's job-related affective well-being scores.

The next table, table 12, represents the *f* test conducted on the number of children participants have. This was executed to assess whether there are any significant differences among the groups of this category.

Table 12: *F* Test (Children)

ANALYSIS OF VARIANCE: *F*-TEST (CHILDREN)			
Variable	**Degrees of Freedom**	***F* Value**	**Probability Value**
Stimulation derived from Job Design	5. 89	1.99	0.09
Career Stage	5. 89	17.02	<.0001*
Perceived Instrumentality of current Job	5. 89	5.56	0.0002*
Job-Related Well-Being	5. 89	1.93	0.1
Non-Job Well-Being	5. 89	4.04	0.0024*

* Significant result at .05 level of significance.

The number of children the participants have does not result in significant differences in terms of participant's responses to their job design and job-related affective well-being. However, amount of children does result in significant differences in terms of career stage, perceived instrumentality of current job and non-job affective well-being. These are examined in greater detail in the following tables. Tables 13, 14 and 15 therefore represent the post-hoc analysis for the number of children on career stage, perceived instrumentality of current job and non-job affective well-being respectively.

Table 13: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Career Stage)

BONFERONNI (DUNN) POST-HOC *T* TEST (Children on Career Stage)			
Significantly different at alpha = .05	**Variable**	**Name**	**Mean**
*	• 0 • 2	• No Children • 2 Children	• 4.65 • 21.5
*	• 0 • 3	• No Children • 3 Children	• 4.65 • 26.12
*	• 0 • 4	• No Children • 4 Children	• 4.65 • 35.5
*	• 1 • 2	• 1 Child • 2 Children	• 9.5 • 21.5
*	• 1 • 3	• 1 Child • 3 Children	• 9.50 • 26.12
*	• 1 • 4	• 1 Child • 4 Children	• 9.5 • 35.5

The number of children participants have has a major effect on their career stage. Participants who have no children differ significantly to those who have two, three and four children. In particular, the participants with no children have significantly lower career stages than those who have two, three and four children. Similarly, those participants who have one child differ significantly and have indicated earlier career stages than those who have two three and four children.

Table 14: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Perceived Instrumentality of Current Job)

BONFERONNI (DUNN) POST-HOC *T* TEST (Children on Perceived Instrumentality of Current Job)			
Significantly different at alpha = .05	**Variable**	**Name**	**Mean**
*	• 0 • 3	• No Children • 3 Children	• 8.53 • 5.75
*	• 1 • 3	• 1 Child • 3 Children	• 9.12 • 5.75

From this analysis, it is recognised that those who have three children perceive the instrumentality derived from their current jobs significantly lower than those with no children or one child.

Table 15: Bonferonni (Dunn) Post-Hoc *T* Test (Children on Non-Job Well-Being)

BONFERONNI (DUNN) POST-HOC *T* TEST (Children on Non-Job Well-Being)			
Significantly different at alpha = .05	**Variable**	**Name**	**Mean**
*	• 0 • 8	• No Children • 8 Children	• 55.55 • 23
*	• 1 • 8	• 1 Child • 8 Children	• 54.06 • 23
*	• 2 • 8	• 2 Children • 8 Children	• 51 • 23

The participant who indicated that he or she has eight children differs significantly from the participants who have no children, one child or two children in terms of non-job affective well-being. The participant with eight children scores lower than those with no children, one child or two children in the non-job affective well-being score.

Lastly, the amount of education participants received was examined. This can be viewed in table 16 as follows.

Table 16: *F* Test (Education)

ANALYSIS OF VARIANCE: *F*-TEST (EDUCATION)			
Variable	**Degrees of Freedom**	***F* Value**	**Probability Value**
Stimulation derived from Job Design	3. 91	0.43	0.73
Career Stage	3. 91	3.54	0.0178*
Perceived Instrumentality of current Job	3. 91	2.23	0.09
Job-Related Well-Being	3. 91	1.45	0.23
Non-Job Well-Being	3. 91	0.44	0.72

* Significant result at .05 level of significance.

The amount of education participants had received had an influence on the participant's career stages. However, education does not have an influence on job design, perceived instrumentality of current job or job-related and non-job affective well-being. The next analysis, which can be seen in table 17, looks at this result in order to make sense of the finding.

Table 17: Bonferonni (Dunn) Post-Hoc *T* Test (Education on Career Stage)

BONFERONNI (DUNN) POST-HOC *T* TEST (Education on Career Stage)			
Significantly different at alpha = .05	**Variable**	**Name**	**Mean**
*	• 3 • 4	• Diploma • Degree	• 15.41 • 7.14

The result of this post-hoc analysis indicates that the participants with diplomas and degrees differ significantly in the way they view their career stages. Those who had obtained degrees indicated significantly lower career stage scores than those who had obtained diplomas.

Descriptive Results:

There is sufficient evidence to conclude that:

a) Race has an effect on Non-Job Affective Well-Being:
    - Black participants rate their non-job affective well-being significantly lower than both White and Indian participants.

b) Marital Status has an effect on Career Stage:
    - Single participants scored significantly lower than the divorced participants in response to their career stages.

c) The number of children has an effect on Career Stage:
    - Participants with no children or one child have reported significantly lower career stages than those who have two, three or four children.

d) The number of children has an effect on Perceived Instrumentality of Employees' Current Jobs:
    - Employees who have three children perceive the instrumentality they derive from their current jobs significantly lower than those with no children or one child.

e) The number of children has an effect on Non-Job Affective Well-Being:

- The participant with eight children scores lower than those with no children, one child or two children in their non-job affective well-being scores.

f) Education has an effect on Career Stage:
    - Those who had obtained degrees indicate significantly lower career stages than those who had obtained diplomas.

Correlation Analysis:

The current research investigation utilises the Pearson's Product-Moment Correlation to test the research hypotheses. The Pearson's test was conducted, as this parametric test is the most powerful correlation technique (Rosenthal & Rosnow, 1996). Table 18 contains the Pearson Product-Moment Correlation Matrix between all the variables of interest in the study: job design, career stage, perceived instrumentality of employees' current jobs, job-related affective well-being and non-job affective well-being.

Table 18: Correlation Results Table

PEARSON CORRELATION COEFFICIENTS AND RELATED PROBABILITY VALUES					
	Career Stage	Stimulation derived from Job Design	Perceived Instrumentality of Current Job	Job-Related Well-Being	Non-Job Well-Being
Career Stage	1				
Stimulation derived from Job Design	0.18 0.08	1			
Perceived Instrumentality of Current Job	-0.43 <.0001*	0.22 0.03*	1		
Job-Related Well-Being	0.08 0.46	0.3 0.0031*	0.02 0.85	1	
Non-Job Well-Being	-0.16 0.11	0.02 0.85	0.2 0.06	0.25 0.01*	1

* Significant result at .05 level of significance.

From the results of the correlation table it is evident that some of the variables of interest are associated with one another. Each of these associations will now be discussed.

The correlation between career stage and perceived instrumentality of employees' current jobs is -.43 ($p < .0001$). This significant score indicates that there is a moderate association between these two variables. From the Pearson Correlation Coefficient it is clear that the association between these variables is negative. Therefore, later stages of participants' careers are associated with lower perceived instrumentality they derive from their current jobs. In other words, later career stage is associated with low perceptions of instrumentality employees derive from their current jobs in terms of realising their desired career objectives.

Stimulation derived from job design and perceived instrumentality of employees' current jobs have a correlation of .23 ($p = .03$). This signifies that a positive, but weak association between these variables exist. High amounts of stimulation employees derive from the design of their jobs is associated with high levels of value they perceive from their jobs in terms of the attainment of their desired careers.

There is a significant correlation of .3 between job design and job-related affective well-being, which suggests that a moderate relationship between these two variables exists ($p = .003$). High stimulation derived from the design of employee's jobs is associated with high levels of job-related affective well-being.

The correlation between the perceived instrumentality of employees' current jobs and job-related affective well-being is .27 ($p = .008$). This significant value indicates the existence of a weak positive association between these variables. High perceptions of instrumentality employees derive from their jobs is associated with high levels of job-related affective well-being.

There is a weak correlation of .25 between job-related affective well-being and non-job affective well-being ($p = .01$). Thus, high levels of job-related affective well-being are weakly associated with high levels of non-job affective well-being.

Summary of Correlation Results:

There is sufficient evidence to conclude that:

a) Career Stage is associated with Perceived Instrumentality of Employees' Current Jobs:
   - High career stage is associated with low perceptions of instrumentality employees derive from their current jobs in terms of realising their desired careers.

b) Stimulation derived from Job Design is associated with Perceived Instrumentality of Employees' Current Jobs:
   - High degrees of stimulation employees derive from the design of their jobs is associated with high perceptions of job instrumentality.

c) Stimulation derived from Job Design is associated with Job-Related Affective Well-Being:
   - High stimulation derived from the design of employees' jobs is associated with high levels of job-related affective well-being.

d) Job Instrumentality is associated with Job-Related Affective Well-Being:
   - High perceptions of instrumentality employees' derive from their jobs is associated with high levels of job-related affective well-being.

e) Job-Related Affective Well-Being is associated with Non-Job Affective Well-Being:
   - High levels of job-related affective well-being are associated with high levels of non-job affective well-being.

Multiple Moderated Regression:

The primary research hypotheses in this study are:

1a. Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of stimulation at early career stages.

1b. Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of stimulation at early career stages.

2a. Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

2b. Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

Therefore, in order to assess these hypotheses, the multiple moderated regression analysis was conducted. According to Baron and Kenny (1986) three paths must be tested. The purpose of this is to establish the effect the independent variable (job design) has on the dependant variable (job-related affective well-being; and non-job affective well-being); the effect the independent variable and the moderator variable (career stage; and perceived instrumentality of employees' current jobs) have on the dependent variable; and the effect the independent variable, the moderator variable and an interaction of the two have on the dependent variable (Baron & Kenny, 1986). Therefore, an explanation of what was done in each hypothesis test precedes the results of each research hypotheses. These are shown as follows.

Hypothesis 1:

In the first hypothesis analysis the following regressions took place:

- Stimulation derived from Job Design on Job-Related Affective Well-Being (Hypothesis 1: Regression Equation 1)
- Stimulation derived from Job Design and Career Stage on Job-Related Affective Well-Being (Hypothesis 1: Regression Equation 2)
- Stimulation derived from Job Design and Career Stage and Stimulation derived from Job Design*Career Stage on Job-Related Affective Well-Being (Hypothesis 1: Regression Equation 3)

Table 19: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
12.34	0.12	0.0007*

* Significant result at .05 level of significance.

Table 20: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	1. 93	3.51	0.0007*

* Significant result at .05 level of significance.

Table 21: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
6.11	0.11	0.0032*

* Significant result at .05 level of significance.

Table 22: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	2. 92	3.41	0.001*
Career Stage	95	2. 92	0.14	0.89

* Significant result at .05 level of significance.

Table 23: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
4.16	0.12	0.0082*

Significant result at .05 level of significance.

Table 24: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	3. 91	2.78	0.0065*
Career Stage	95	3. 91	-0.56	0.57
Stimulation derived from Job Design* Career Stage	95	3. 91	0.59	0.55

* Significant result at .05 level of significance.

As illustrated in regression equation one, there is a significant relationship between the independent variable and the dependent variable (p = .0007). The regression equation two suggests there is also a significant relationship between the moderator variable and the dependent variable (p = .0032). Thus, there is a relationship between the stimulation employees derive from the design of their jobs; and their career stages on job-related affective well-being. Upon inspection of regression equation three, the model remains significant (p = .0082). Therefore, there is no change in the significance or in the direction of the relationship with the inclusion of the interaction effect. While it is established that there is a direct relationship between job design; and career stage and job-related affective well-being, there is insufficient evidence to conclude career stage moderates the relationship between job design and job-related affective well-being.

Hypothesis 2:

The following regression analyses took place:

- Stimulation derived from Job Design on Non-Job Affective Well-Being (Hypothesis 2: Regression Equation 1)
- Stimulation derived from Job Design and Career Stage on Non-Job Affective Well-Being (Hypothesis 2: Regression Equation 2)
- Stimulation derived from Job Design and Career Stage and Stimulation derived from Job Design*Career Stage on Non-Job Affective Well-Being (Hypothesis 2: Regression Equation 3)

Table 25: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
0.04	0.0005	0.84

* Significant result at .05 level of significance.

Table 26: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	1. 93	0.21	0.84

* Significant result at .05 level of significance.

Table 27: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
1.39	0.03	0.25

Significant result at .05 level of significance.

Table 28: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	2. 92	0.51	0.61
Career Stage	95	2. 92	-1.65	0.10

* Significant result at .05 level of significance.

Table 29: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
1.32	0.04	0.27

Significant result at .05 level of significance.

Table 30: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	3. 91	-0.02	0.98
Career Stage	95	3. 91	-1.35	0.18
Stimulation derived from Job Design* Career Stage	95	3. 91	1.08	0.28

* Significant result at .05 level of significance.

From these analyses, it is established that there is no significant relationship between the independent variable and the dependent variable ($p = .83$); and the moderator variable and the dependent variable ($p = .25$). Thus, there is no significant relationship between the stimulation employees derive from the design of their jobs; and their career stages on non-job affective well-being. With the incorporation of the interaction effect there is no change in the significance or the direction of the relationship ($p = .27$). Therefore, there is insufficient evidence to conclude career stage moderates the relationship between job design and non-job affective well-being.

Hypothesis 3:

In the next multiple moderated regression, the following took place:

- Stimulation derived from Job Design on Job-Related Affective Well-Being (Hypothesis 3: Regression Equation 1)
- Stimulation derived from Job Design and Perceived Instrumentality of Employee's Current Job on Job-Related Affective Well-Being (Hypothesis 3: Regression Equation 2)
- Stimulation derived from Job Design and Perceived Instrumentality of Current Job and Stimulation derived from Job Design*Perceived Instrumentality of Employee's Current Job on Job-Related Affective Well-Being (Hypothesis 3: Regression Equation 3)

Table 31: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
12.34	0.11	0.0007*

* Significant result at .05 level of significance.

Table 32: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	1. 93	3.51	0.0007*

* Significant result at .05 level of significance.

Table 33: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
9.45	0.17	0.0002*

* Significant result at .05 level of significance.

Table 34: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	2. 92	2.83	0.006*
Perceived Instrumentality	95	2. 92	2.43	0.02*

* Significant result at .05 level of significance.

Table 35: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
6.26	0.17	0.0007*

Significant result at .05 level of significance.

Table 36: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: JOB-RELATED AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	3. 91	2.36	0.02*
Perceived Instrumentality	95	3. 91	0.83	0.41
Stimulation derived from Job Design* Perceived Instrumentality	95	3. 91	0.26	0.8

* Significant result at .05 level of significance.

A direct relationship exists between the stimulation employees obtain from the design of their jobs (p = .0007); and the instrumentality employees perceive from their jobs (p = .0002) and job-related well-being. By incorporating the moderator effect, neither the significance nor the direction of these relationships change (p = .0007). While it is established that there is a direct relationship between job design; and the perceived instrumentality of employee's current job and job-related affective well-being, there is insufficient evidence to conclude the perceived instrumentality of employees' current jobs moderate the relationship between job design and job-related affective well-being.

Hypothesis 4:

The last analysis focused on the following regression procedures:

- Stimulation derived from Job Design on Non-Job Affective Well-Being (Hypothesis 4: Regression Equation 1)
- Stimulation derived from Job Design and Perceived Instrumentality of Current Job on Non-Job Affective Well-Being (Hypothesis 4: Regression Equation 2)
- Stimulation derived from Job Design and Perceived Instrumentality of Current Job and Stimulation derived from Job Design*Perceived Instrumentality of Current Job on Non-Job Affective Well-Being (Hypothesis 4: Regression Equation 3)

Table 37: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
0.04	0.0005	0.84

* Significant result at .05 level of significance.

Table 38: Multiple Moderated Regression Equation 1: (Job Design on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	1. 93	0.21	0.84

* Significant result at .05 level of significance.

Table 39: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
0.53	0.0113	0.59

* Significant result at .05 level of significance.

Table 40: Multiple Moderated Regression Equation 2: (Job Design and Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	2. 92	-0.07	0.95
Perceived Instrumentality	95	2. 92	1.01	0.32

* Significant result at .05 level of significance.

Table 41: Model Statistics

MODEL STATISTICS		
***F* Value**	**R-Square**	**Probability Value**
1.86	0.06	0.14

* Significant result at .05 level of significance.

Table 42: Multiple Moderated Regression Equation 3: (Job Design and Career Stage and Job Design*Career Stage on Job-Related Affective Well-Being)

MULTIPLE MODERATED REGRESSION: NON-JOB AFFECTIVE WELL-BEING				
Variable	**N**	**Degrees of Freedom**	***T* Value**	***P* Value**
Stimulation derived from Job Design	95	3. 91	0.94	0.35
Perceived Instrumentality	95	3. 91	2.36	0.02*
Stimulation derived from Job Design* Perceived Instrumentality	95	3. 91	-2.12	0.04*

* Significant result at .05 level of significance.

It is established that the there is no significant relationship between the stimulation employees gain from their jobs (p = .83), and the instrumentality they perceive from their jobs (p = .59) and non-job affective well-being. Furthermore, there is no change in the significance or in the direction of the relationship upon inclusion of the interaction effect (p = .14). Therefore, there is insufficient evidence to conclude the instrumentality employees perceive from their jobs moderates the relationship between job design and non-job affective well-being.

Moderated Multiple Regression Results:

a) There is insufficient evidence to conclude Career Stage moderates the relationship between Stimulation derived from Job Design and Job-Related Affective Well-Being.
b) There is insufficient evidence to conclude Career Stage moderates the relationship between Stimulation derived from Job Design and Non-Job Affective Well-Being.
c) There is insufficient evidence to conclude the Perceived Instrumentality of Employees' Current Jobs moderates the relationship between Stimulation derived from Job Design and Job-Related Affective Well-Being.
d) There is insufficient evidence to conclude the Perceived Instrumentality of Employees' Current Jobs moderates the relationship between Stimulation derived from Job Design and Non-Job Affective Well-Being.

Chapter 4: Discussion:

The primary goal of the current research was to assess the suggestion proposed by Fried et al. (2007) that by incorporating career dynamics into the job design premise, the current conceptualisation of job design and the effects it has on attitudinal outcomes will be enhanced. Therefore, the foundation that underpinned the current study was the hypothesis that career dynamics moderate the relationship between the stimulation derived from the design of the job and the attitudinal reaction of job-related and non-job affective well-being that result from the job. It was thus hypothesised that employees' reactions to stimulating jobs are dependant on their personal career aspirations and expectations. A discussion of the primary aims of the study will now take place. Upon completion of this section, limitations of the study, directions for future research and practical implications are identified.

Although interpreting the biographical characteristics of the sample is not the principal aim of the research, it is important to understand findings which may be derived from the biographical data. It is therefore necessary to be aware of the influence the biographical information may have in order to investigate the primary research hypotheses more effectively. Therefore, this discussion will commence with an acknowledgment of some of the interesting implications derived from the biographic findings.

A finding derived from the study concludes that single employees report earlier levels of career stage than divorced employees; as well as the finding that concludes that employees with no children or one child report earlier levels of career stage than the employees with two, three or four children. As expected, the study supported the results, which suggest that career stage and life stage are associated concepts. The concepts relate in a manner that suggests that employees early in their life stages (single rather than divorced) perceive themselves to be in earlier career stages. Employees later in their life stages (with more children) perceive themselves to be later in their career stages.

The following finding reports that the number of children employees have has an effect on the perceptions of instrumentality they derive from their current jobs. Specifically, this suggests that employees who have three children describe lower perceptions of job instrumentality than employees with no children or one child. This implies that employees with more children may perceive themselves to be tied down to their jobs and less mobile than employees with fewer children in their possible job movement and in the attainment of their desired career aspirations. These employees may therefore not consider the value of their current jobs as aiding in the advancement of their career goals, which may thus prompt them to report lower perceptions of job instrumentality than employees with fewer children.

From assessing of some of the biographic findings and understanding the implications that may be derived, the primary research hypotheses can now be evaluated with more awareness and therefore more effectiveness. Therefore, the hypotheses upon which the study was based are:

Hypothesis 1a: Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of stimulation at early career stages.

Hypothesis 1b: Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of stimulation at early career stages.

Hypothesis 2a: Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably, in terms of their job-related affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

Hypothesis 2b: Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal

reactions, such that employees are more likely to respond favourably, in terms of their non-job affective well-being, to lack of job stimulation when they perceive their job as enabling career advancement.

During the assessment, it was found that there is insufficient evidence to conclude moderating effects of career dynamics on the relationship between the stimulation derived from the design of the job and the attitudinal reaction of job-related and non-job affective well-being that result from the job.

Therefore the findings of the study are expressed as follows:

Hypothesis 1a: There is insufficient evidence to conclude career stage moderates the relationship between job design and job-related affective well-being.

Hypothesis 1b: There is insufficient evidence to conclude career stage moderates the relationship between job design and non-job affective well-being.

Hypothesis 2a: There is insufficient evidence to conclude that perceived instrumentality of employee's current jobs moderates the relationship between job design and affective job-related well-being.

Hypothesis 2b: There is insufficient evidence to conclude that perceived instrumentality of employee's current jobs moderates the relationship between job design and non-job affective well-being.

The current research study, which was unable to conclude that career dynamics moderate the relationship between the stimulation derived from job design and affective well-being, was centred on the proposal that job design theorists, such as Fried, Grant, Levi, Hadani and Slowik (2007) introduced a career dynamics model of reactions to job design. This model suggests the idea of incorporating career dynamics into the construct of job design in order to deduce whether understanding the effect career expectations and

aspirations have on employees will lead to understanding the greater concept of job design and the implications it has on the attitudinal and behavioural outcomes of employees at work (Fried et al., 2007). In the conception and development of their model, Fried et al. (2007) propose that career dynamics are useful in the interpretation of the relationship between job design and attitudinal outcomes, such as affective well-being. While their proposal that there is a moderating effect of career dynamics on the relationship between the stimulation derived from the design of the job and the attitudinal reaction of affective well-being was not supported, the idea of incorporating career dynamics into the relationship was shown to be of relevance in the findings of the current study.

The study concluded a significant relationship between the stimulation employees derive from the design of their jobs and their job-related affective well-being, whereby high stimulation is associated with high levels of job-related affective well-being. This is supported by findings by Chang and Lee, 2006; Karasek, 1979; Kelloway and Barling, 1991; Lantz and Brav, 2007 and Warr, 1990, who all found significant relationships between job design and effective well-being and mental health. The significant finding supports the foundation of Fried et al.'s (2007) model that there is a relationship between the stimulating job characteristics and the attitudinal reaction of well-being. Furthermore, while the current study reported that career stage was neither related to job design nor affective well-being, employees' perceptions of the instrumentality of their current jobs was related to both job design and job-related affective well-being. This therefore confirms Fried et al.'s (2007) proposition that career dynamics is important in understanding the relationship between job design and effective well-being and is therefore worth investigating further. Therefore, Fried et al.'s (2007) initial proposal that the constructs of job design and affective well-being will be enhanced by taking a career dynamics perspective (Fried et al., 2007) is supported.

However, in their model, Fried et al. (2007) not only suggest that career dynamics is important in enhancing the understanding of the relationship but specifically propose that career dynamics moderate the relationship between job design and job-related and non-

job affective well-being. However, the proposed moderating affect of career dynamics on the relationship between the stimulation derived from the design of the job and affective well-being was not supported in the current research investigation. At this point it would be useful to relate the current findings to previous research. However, very little previous research could be found that either supports or refutes the findings that were concluded in the current research study. Therefore, a key disadvantage of the study is the limited existing literature on the incorporation of career dynamics into the job design premise and the implications these have on attitudinal reactions, such as job-related and non-job affective well-being. This is due to the fact that the proposal by Fried et al. (2007) to investigate the relationship between job design and attitudinal reactions from a career dynamics perspective is a relatively new concept. With this in mind however, it was very difficult for the researcher to find literature that investigates job design from a career dynamics perspective; as well as literature that supports or undermines the findings of this study.

The results and conclusions of the study therefore signify that the primary hypotheses suggested by Fried et al. (2007) were not supported. There are two possibilities that explain this phenomenon. The first possibility that could be used to explain the lack of significant results in the current study is the idea that there is in fact no moderating effect of career dynamics on the relationship between job design and affective well-being. The second possibility to explain the lack of significant results found in the current study is the possibility that there were methodological shortfalls that contaminated the ability of the study to establish the significant results that were expected. The notion that the null hypotheses (which state that there are no moderating effects of career dynamics on the relationship between job design and attitudinal outcomes) do exist can be entertained. However, the second possibility is of significance in terms of comprehending not only the outcomes of the study but also the limitations of the study, directions for future research and practical implications.

Possible explanations are provided in order to explain the findings of the current study:

Sample Size: The size of the sample utilised in the study has significant implications for the results of the study. Specifically, the conclusion that the bigger the sample is, the higher the statistical power of the results (Mimmack et al., 2001) is of relevance in the study. It is possible that if the study utilised a larger sample to investigate the research hypotheses, the statistical power could have resulted in an increase in significance of the results. This could therefore have resulted in the support of the hypotheses. Therefore the relatively small sample size was a limitation of the study that could be addressed in future replications.

Variance in Careers: Variance in careers can be described, in this situation, as the degree to which various different types of careers are practised among the participants. Career dynamics could have been looked at in terms of a context of a variety of careers. By making use of an environment that supports a variety of careers, a larger variance of career dynamics in terms of employees' career stages and the instrumentality they gained from their current jobs in the advancement of their future career goals could have resulted. A larger variance in career dynamics could have resulted in a more diverse data set upon which the results were based. This could therefore have had an impact over the significance of the results. Furthermore, the limited variance in the sample suggests that the results are applicable only to a limited subset of the population. If variance in careers existed and participants in the sample were from various careers the results of the study could have been more generalisable to a larger portion of the population. Therefore, this limitation should be taken into consideration whereby samples incorporating different careers could be accessed in future replications of the study.

Career Dynamics: During the examination of the analyses that were conducted, a negative relationship between employees' career stages and the perceived instrumentality and value they derive from their current jobs for the purpose of advancing toward the attainment of their future career goals was found. This implication suggests that the longer employees have been in their careers, signifying later career stages, the less value or instrumentailty they perceive to derive from their jobs in terms of advancing their careers. This could be explained by the notion of a shift in priorities. Therefore, employees who have been in their careers for longer periods of time, thus indicating later

career stages, may be less concerned with moving toward their desired career goals and are perhaps more concerned with ending their careers.

Social Desirability: There is likely to be a social desirability to report high perceptions of instrumentality and value derived from employees' current jobs. This notion should be taken into consideration in future studies as it may contaminate the results and therefore bias the conclusions of the study.

Two-Item Scale: The two-item scale used to assess employees' perceptions of the instrumentality they derive from their jobs is not sufficiently broad to cover the construct in its entirety. The two-item scale should therefore be developed in more depth in order to possess the ability to eliminate bias and provide uncontaminated results. Thus, this limitation should be rectified before future replications of the study take place.

These are all elements that could have contributed to the insignificant findings that resulted in the current investigation. The consequences of which, resulted in insufficient evidence to conclude that moderator effects of career dynamics influence the relationship between the stimulation derived from the design of the job and the attitudinal reactions of job-related and non-job affective well-being. These possibilities should therefore be understood as they form limitations and practical implications that must be addressed in future replications of the study.

Limitations of the Study:

Important limitations, which are mentioned above is the small sample size utilised in the study and the small variance in careers that resulted from the sample choice. Although the size of the sample met the required size, a larger sample size would have yielded more powerful (Mimmack et al., 2001), and perhaps more significant results. Furthermore, the sample of accounting professionals was chosen due to the nature of the upward potential of mobility among the profession, which was necessary in the investigation of the hypotheses. However, had the study occurred within an environment that supported a number of various and different career opportunities, instead of only accounting opportunities, the findings and results of the study would have had more

potential to be generalisable to other populations rather than limiting this result to the accounting profession and the careers within it.

A further limitation of this study is the manner in which the career stage construct was operationalised. This study took on a narrow view of the concept of career stage by assessing it using career tenure questions. While this is an established method of understanding career stage and perceptions thereof (Ayree et al., 1994), career stage theories and models do exist in the literature. By using these existing theories of career stage, more sophisticated techniques could have perhaps been developed for and utilised in this study and thus elicited more valuable information. Therefore, this limitation should be investigated before replications of the study take place.

Furthermore, although the decision to utilise the total job diagnostics survey scale to assess the stimulation obtained from the design of the core job characteristics was justified in Fried et al.'s (2007) conceptualisation of the job design variable, more insight may have been gained from understanding the effects the individual subscales could have had on the outcome of the study. This limitation could therefore be accounted for in future replications of this research by considering the effects of both the total scales and the subscales on the results of the study rather than looking at the total scale in isolation.

Another limitation of the study is the two-item scale that measured the perceived instrumentality employees derived from their jobs that contain value for obtaining future career objectives. The two-item scale, developed by Bedeian et al. (1991), may not provide an adequate assessment of the instrumentality employees' perceive from their jobs. This is especially the case when there is a significant amount of social desirability to report high levels of perceived instrumentality and value employees derive from their current jobs. Thus, a more comprehensive measure of this variable could provide a more substantial report; and could also provide a better tool for interpreting the aim of the study, which is the assessment of a moderating effect of career dynamics on the relationship between the stimulation derived from the design of the jobs and attitudinal reactions that result.

There is another possible limitation that suggests the constructs of career stage and job design may be multicollinear. The stimulation derived from the design of the jobs is thought to be highly dependent on the career stages of employees. The earlier the career stage, the lower the stimulation derived from the design of the job and the stage-appropriate tasks; and the later the career stage, the higher the stimulation. The correlation coefficient of these constructs are weak (0.0751), and thus the results do not show multicollinearity. However, the theory behind these constructs show the potential limitation of multicollinearity.

Directions for Future Research:

Future research, both conceptual and practical, should concentrate on addressing the limitations highlighted by the researcher in the analysis as detailed above in order to present a more concrete evaluation of the exploration and existence of a moderating effect of career dynamics on the relationship between stimulation derived from the job and the attitudinal reactions of affective well-being that result.

Future researchers should therefore consider the use of either a larger sample size; or a sample that provides greater inference about the population. Both these suggestions will provide a greater ability to generalise the results to a larger proportion of the population. Possible replications of the study could also focus on repeating this investigation on a different sample in order to assess whether the moderating effect exists in a different sample and a different type of career. Furthermore, future replications of the study should also focus on addressing other possible variables that could moderate the relationship between job design and attitudinal reactions.

The scale used to measure employees' perceived instrumentality of their current jobs is suggested to be revised in order to enhance its ability to reduce bias and provide less socially desirable results. On a similar observation, the measure used to assess career stage in this study took a limited approach. Thus, it is suggested that the assessment of

the career stage construct could be enhanced by strengthening the developmental career stage theories and models that exist in the literature. Once the improvement of these scales has been enhanced, future researchers may re-explore the aim of this study in order to appraise the research hypotheses more effectively.

Another direction for future research is the possibility of assessing the idea that the non-job affective well-being attitudinal reaction resulting from the stimulation employees derive from their jobs is moderated by the attitudinal reaction of job-related affective well-being. From the results of the study, there is a weak, but well established relationship between job-related affective well-being and non-job affective well-being. Job design, the amount of stimulation that is derived from the design of the job, as well as employees perceptions of the values and instrumentality they derive from their jobs informs the job-related affective well-being construct. However, the only variable that informs the non-job affective well-being construct is the job-related affective well-being construct. Thus, there is potential to investigate the effects of job design on non-job affective well-being from understanding job-related affective well-being. Therefore, there is a possibility for future researchers to investigate the study from this unique angle.

Practical Implications:

The idea behind the current research study, to investigate the relationship between the stimulation derived from the design of the job and affective well-being that was reported as an outcome of the stimulation, was to investigate whether employees reacted to the stimulation provided from their jobs differently as a result of their individual perceptions of their career dynamics. Thus, the aim of the research hypotheses was to investigate whether employees' career stages and their perceptions of the instrumentality derived from their jobs would influence the relationship between the stimulation they obtained from their jobs and their resulting attitudinal reactions, such as their job-related and non-job affective well-being.

With the theoretical argument proposed by Fried et al. (2007) that underpinned the focus of this study, it was expected that career dynamics would moderate this relationship such that employees would be more likely to respond favourably, in terms of their affective well-being, to lack of stimulation when they perceived themselves to be in the early stages of their careers and when they perceived their jobs as enabling career advancement. The practical implication of this expected result would imply that managers could use this new conceptualisation and understanding of career dynamics to reduce or eliminate the negative effects of job-related and non-job affective well-being that resulted due to the lack of stimulation employees derived from their jobs.

However, despite the fact that the moderating effect of career dynamics on the relationship between job design and affective well-being was not supported, important conclusions and key implications can still be derived from the study. A direct relationship was found between job design and job-related affective well-being. This is supported by studies conducted by Chang and Lee, 2006; Karasek, 1979; Kelloway and Barling, 1991; Lantz and Brav, 2007 and Warr, 1990. There was also a relationship found to exist between career stage and job-related affective well-being; as well as a relationship between employees' perceptions of the instrumentality of their jobs and job-related affective well-being. Therefore, although there were no moderating relationships to effectively devise affective well-being enhancement strategies, direct relationships exist from which effective and successful strategies can be devised and implemented.

The relationship between the stimulation derived from the design of the job and job-related affective well-being suggests that affective well-being enhancement strategies may be implemented in organisations by enhancing the degree of stimulation employees derive from the design of their jobs. Thus, managers should be aware of the implications job design has on affective well-being in order to enhance the well-being of their employees and the effectiveness of their organisational products. The relationship between career stage and job-related well-being also acts as a driver for important work-place implications. With increasing career stages, employees gain increasing challenge from the nature of their stage-related tasks. Therefore, managers could use this insight

and understanding to devise well-being enhancement strategies that focus on increasing challenging tasks in order to enhance not only the employees but also the organisation. Furthermore, the degree of instrumentality that employees derive from their jobs that aid in the attainment of future career goals relates to job-related affective well-being. Understanding the implications of this finding will also lead managers to understand that the value employees perceive to gain from their jobs enhances their affective well-being, thus well-being enhancement strategies that are focus on increasing the value and instrumentality of jobs can be designed. Therefore, the direct relationships that were concluded in this study do have relevance and usefulness and are therefore important, in terms of both the theoretical and practical realms.

This research investigation is however preliminary in nature as it is one of the first attempts to explore the hypotheses that suggest the inclusion of career dynamics into understanding the premise of job design. Thus, the outcomes and findings of this study may be premature and therefore provide introductory research findings, the consequence of which could result in further and deeper replications of the study. Greater emphasis and focus on the investigation of the relationship between the stimulation derived from the job and the resulting attitudinal reactions from a career dynamics perspective may thus be motivated from this preliminary research study. The principal implication of this study suggests that management executives may be able to utilise this study as a foundation to further comprehend the effects of career dynamics, specifically on attitudinal or behavioural reactions that result from the stimulation (or lack thereof) employees derive from their jobs. Thus, future replications should focus on understanding and enhancing the limitations of the study in order to produce suggestions, conclusions and implications that are practical for organisational applications. However, in the meantime effective well-being enhancement strategies can be created by utilising the knowledge derived from the research study, which seek to improve the wellness of both the employees and the organisation.

Chapter 5: Conclusion:

The current research study examined the notion of investigating job design from a career dynamics perspective as proposed by Fried et al. (2007) and represented in their career dynamics model of reactions to job design. This novel study contributes to original organisational psychology literature in terms of investigating job design, the stimulation derived from the design of the job, and the attitudinal reactions that result with regard to individual career expectations and aspirations.

The research hypotheses focused on exploring whether career dynamics, defined in this study as employees' career stages and their perceptions of the instrumentality of their current jobs in aiding in the attainment of their future career goals, had a moderating influence on the relationship between the stimulation (or lack thereof) derived from the job and the resulting attitudinal reactions of job-related and non-job affective well-being of employees at work. The argument presented by Fried et al. (2007) is based on the notion that employees would be more likely to respond favourably, in terms of their affective well-being, to lack of stimulation when they perceived themselves to be in the early stages of their careers or when they perceive their jobs as enabling career advancement. Thus, this conceptualisation developed by Fried and his colleagues (2007) formed the foundation upon which the study was based and upon which the hypotheses were directed.

One hundred and two employees from sister accounting firms in Johannesburg and Cape Town volunteered to participate in the research investigation by completing the questionnaires that assessed biographic information as well as questionnaires that assessed the stimulation employees perceived from the jobs, their organisational tenure, the perceived instrumentality of their current jobs; and their affective well-being (both job-related and non-job). Due to the number of incomplete questionnaires, ninety five of these employees were included into the sample from which the analyses were conducted and results were extracted. The primary research hypotheses were investigated using moderated multiple regression statistics.

Upon examination and interpretation of the findings of the research study, it was established that there was insufficient evidence to conclude that career dynamics had a moderating influence on the affective well-being attitudinal reactions of employees as a result of the stimulation they derived from the design of their jobs. Thus it cannot be confirmed that employees who perceive themselves at early stages of their careers or employees that perceive their jobs as instrumental in the advancement of the career desires and goals, respond more favourably to a lack of stimulation than other employees.

However, in view of the fact that the research topic of assessing job design and its implications from a career dynamics perspective is highly original and that there are limited available studies that either support or refute the results and findings of the study, it is suggested that future replications of the current topic take place. Future research should focus on addressing the limitations mentioned in the study in order to improve the strength of the results found in the study. Thus further exploration of the current research investigation is encouraged. Assessing the existence of a moderating effect of career dynamics on the relationship between job design and affective well-being attitudinal reactions with more confidence is necessary in order to justify or contest the use of well-being enhancement techniques based on career dynamics within the organisational structure.

Ultimately, it can be pointed out that a more comprehensive understanding of the concept of incorporating career dynamics into the relationship between the stimulation employees derive from their jobs and the attitudinal reactions that result is crucial. This is necessary in order to further develop theoretical and practical implications of the topic and applications to the organisational context. Knowledge and insight that will be gained from future replications of the study will enhance the understanding; provide significant implications and tangible benefits for theorists, researchers and practitioners alike.

Thus, in light of the current study, the importance of developing the conceptualisation of incorporating career dynamics into the job design paradigm is of paramount importance

and strategic value to organisations. Significance added by encompassing this area into the organisational psychology research is instrumental in organisational practice. The researcher thus hopes that this study will contribute towards informing further theoretical and practical engagement with regard to future well-being strategies and approaches that integrate insights gained by career dynamics evaluations.

Reference List:

Anastasi, A. (1988). *Psychological Testing* (6th ed.). New York: MacMillan.

Aryee, S., Chey, Y.W. & Chew, J. (1994). An Investigation of the Predictors and Outcomes of Career Commitment in the Three Stages. *Journal of Vocational Behavior, 44.* 1-16.

Baron, R.M. & Kenny, D.A. (1986). The Moderator-Mediator Variable Distinction in Social Psychological Research: Conceptual, Strategic, and Statistical Considerations. *Journal of Personality and Social Psychology, 51.* 1173-1182.

Bedeian, A.G., Kemery, E.R. & Pizzolatto, A.B. (1991). Career Commitment and Expected Utility of Present job as Predictors of Turnover Intentions and Turnover Behavior. *Journal of Vocational Behavior, 39.* 331-343.

Blau, G. (1999). Early-career Job Factors Influencing the Professional Commitment of Medical Technologists. *Academy of Management Review, 42.* 687-695.

Carmeli, A., Shalom, R. & Weisberg, J. (2007). Considerations in Organizational Career Advancement: What Really Matters. *Personnel Review, 36.* 190-205.

Chang, S.C. & Lee, M.S. (2006). Relationships among Personality Traits, Job Characteristics, Job Satisfaction, and Organizational Commitment – An Empirical Study in Taiwan. *The Business Review, Cambridge, 6*. 201.

Cheramie, R.A., Sturman, M.C. & Walsh, K. (2007). Executive Career Management: Switching Organizations and the Boundaryless Career. *Journal of Vocational Behavior, 71.* 359-374.

Dalton, G.W., Thompson, P.H. & Price, R.L. (1977). The Four Stages of Professional Careers: A New Look at Performance by Professionals. *Organizational Dynamics,* 19.

Daniels, K. (2006). Rethinking Job Characteristics in Work Stress Research. *Human Relations, 59.* 267-290.

Danna, K. & Griffith, R.W. (1999). Health and Well-Being in the Workplace: A Review and Synthesis of the Literature. *Journal of Management, 25.* 357-384.

Devlin, A. S. (2006). *Research Methods. Planning, Conducting and Presenting Business: The Analysis of Business Data*. South Africa: Pearson Education.

Dries, N., Peppermans, R. & Carlier, O. (2008). Career Success: Constructing a Multidimensional Model. *Journal of Vocational Behavior, 73.* 254-267.

Fried, Y. & Ferris, G.R. (1987). The Validity of the Job Characteristics Model. A Review and Meta-Analysis. *Personnel Psychology, 40.* 287-322.

Fried, Y. (1991). Meta-Analytic Comparison of the Job Characteristics Inventory as Correlates of Work Satisfaction and Performance. *Journal of Applied Psychology, 76. 690-697.*

Fried, Y., Grant, A., Levi, A.S., Hadani, M. & Slowick, L.H. (2007). Job design in temporal context: a career dynamics perspective. *Journal of Organizational Behavior, 28.* 911-927.

Game, A.M. (2006). Workplace Boredom Coping: Health, Safety, and HR Implications. *Personnel Review, 36.* 701-721.

Garg, P. & Rastogi, R. (2005). New Model of Job Design: Motivating Employees' Performance. *Journal of Management Development, 25.* 572-587.

Hackman, J.R. & Lawler, E.E. (1971). Employee Reactions to Job Characteristics. *Journal of Applied Psychology, l 55.* 259-286.

Hackman, J.R. & Oldham, G.R. (1976). Motivation through the Design of Work: Test of a Theory. *Organization Behavior and Human Performance, 16. 250-279.*

Hackman, J.R. & Oldham, G.R. (1975). The Development of the Job Diagnostic Survey. *Journal of Applied Psychology, 60.* 159-170.

Hackman, J.R. & Oldham, G.R. (1980). *Work Redesign.* MA: Addison-Wesley.

Hall, D.T. & Chandler, D.E. (2005). Psychological Success: When the Career is Calling. *Journal of Organizational Behavior, 26.* 155-176.

Howell, D. C. (2004). *Fundamental Statistics for the Behavioural Sciences* (5th ed.). USA.: Thomson Learning.

Idaszak, J.R. & Drasgow, F. (1987). A Revision of the Job Diagnostics Survey: Elimination of a Measurement Artifact. *Journal of Applied Psychology, 72.* 69-74.

Jepsen, D.A. & Sheu, H.B. (2003). General Job Satisfaction From a Developmental Perspective: Exploring Choice-Job Matches at Two Career Stages. *The Career Development Quarterly, 52.*

Johns, G. & Saks, A.M. (2005). *Organizational Behavior: Understanding the Meaning of Life at Work (6th ed.).* Toronto: Pearson Education Canada.

Karasek, R.A. (1979). Job Demands, Job Decision Latitude, and Mental Strain: Implications for Job Redesign. *Administrative Science Quarterly, 24.* 285 – 308.

Karasek, R. & Theorell, T. (1990). *Healthy Work: Stress, Productivity, and the Reconstruction of Working Life.* New York: Basic Books.

Katz, R. (1978). Job Longevity as a Situational Factor in Job Satisfaction. *Administrative Science Quarterly, 23.*

Kelloway, E.K. & Barling, J. (1991). Job Characteristics, Role Stress and Mental Health. *Journal of Occupational Psychology, 64.* 291-304.

Kornhauser, A. (1965). *Mental Health of the Industrial Worker: A Detroit Study.* New York: Wiley.

Kulik, C.T., Oldham, G.R. & Langner, P.H. (1988). Measurement of Job Characteristics: Comparison of the Original and the Revised Job Diagnostic Survey. *Journal of Applied Psychology, 73.* 462-466.

Langley, R. (1999) Super's Theory. In G.B. Stead and M.B. Watson. (Eds.). *Career Psychology in the South African Context (2nd ed. pp. 67-90).* Pretoria, South Africa: J.L. van Schaik.

Lantz, A. & Brav, A. (2007). Job Design for Learning in Work Groups. *Journal of Workplace Learning, 19.* 269-285.

Mimmack, G. M., Meyer, D. H., & Manas, G. J. (2001). *Introductory Statistics for Research.* U.S.A.: Thomson Wadsworth.

Morhman, S.A. (2008). Designing Organizations for Growth: The Human Resource Contribution. *Human Resource Planning, 30.*

Renn, R.W. & Vandenberg, R.J. (1995). The Critical Psychological States: An Underrepresented Component in Job Characteristics Model Research. *Journal of Management, 21.* 279-303.

Rosenthal, R. & Rosnow, R.L. (1991). *Essentials of Behavioural Research: Methods and Data Analysis.* (2nd ed.). McGraw Hill.

Rosenthal, R. & Rosnow, R.L. (1996). *Beginning Behavioral Research: A Conceptual Primer* (2nd ed.). New Jersey: Prentice Hall.

Segers, J., Incoeglu, I., Vloeberghs, D. & Henderickx, E. (2008). Protean and Boundaryless Careers: A Study on Potential Motivators. *Journal of Vocational Behavior, 73.* 212-230.

Steers, R.M. (1977). Antecedents and Outcomes of Organizational Commitment. *Administrative Science Quarterly, 22.* 46-56.

Super, D.E. (1980) A Life-Span, Life-Space Approach to Career Development. *Journal of Vocational Behaviour, 16.* 282-296.

Super, D.E. (1984). Career and Life Development. In U. Delworth and G.R. Hanson (Eds.). *Career Choice and Development (pp. 192-234).*

Swanson, J.L. & Fouad, N.A. (1999). *Career Theory and Practice: Learning Through Case Studies.* Sage Publications, Inc.

Thompson, P.H., Baker, R.Z. & Smallwood, N. (1986). Improving Development by Applying the Four-Stage Career Model. *Organizational Dynamics,* 49-62.

Tiegs, R.B., Tetrick, L.E. & Fried, Y. (1992). Growth Need Strength and Context Satisfactions as Moderators of the Relations of the Job Characteristics Model. *Journal of Management, 18.*

Turner, A.N. & Lawrence, P.R. (1965). *An Investigation of Response to Task Attributes.* Boston: Harvard University, Division of Research, Graduate School of Business.

Warr, P. (1987). *Work, Unemployment, and Mental Health.* Oxford, UK: Oxford University Press.

Warr, P. (1990). The Measurement of Well-Being and Other Aspects of Mental Health. *Journal of Occupational Psychology, 63.* 193-210.

Warr, P. (1999). Well-being and the Workplace. In D. Kahneman, E. Diener and N. Schwartz (eds.). *Well-being: The Foundations of Hedonic Psychology*. 392 – 412.

Wrzesniewski, A. & Dutton, J.E. (2001). Crafting a Job: Revisioning Employees as Active Crafters of their Work. *Academy of Management Review, 26.* 179.

Appendices:

Appendix A: Organisation Information Sheet:

SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4500 Fax: (011) 717 4559

To whom it may concern,

My name is Amanda Mechanic. I am currently an Organisational Psychology Masters student at the University of Witwatersrand. I would like to ask your permission to allow me to conduct my research at your organisation in order to obtain my degree. The research deals with the possible effects career stages differences and differences in the value employees perceive their current jobs hold in relation to their desired career goals has on the relationship between characteristics of the job and well-being.

It has been proposed that job design must be looked at from a career dynamics perspective. This suggests that individuals' reactions, such as well-being, to their jobs may be affected not only by their current job characteristics, but also by their individual career perceptions. The research therefore intends to examine whether:

- Career stage moderates the effect of stimulating job characteristics on well-being, such that employees are more likely to respond favourably to lack of stimulation at early career stages.
- Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on well-being, such that employees are more likely to respond favourably to lack of job stimulation when they perceive their job as enabling career advancement.

Participation will involve completing a biographical blank (to summarise the sample) and four questionnaires that assess job design, career stage, perceived utility of employee's current job and well-being. It is voluntary and anonymous; and will take roughly 20 minutes. Participants are asked to submit the completed questionnaires into the sealed box that will be made available at reception. The desired sample size includes 150 participants that range between different organisation levels.

After completion of the research, summarised results will be given to the organisation. Confidentiality will be assured because no individual results will be published, as the information will be written up in a way that only summarised results will be reported. Further benefits to your organisation will be the knowledge derived from the study as well as attaining suggested practical insights that aim to address the conclusions of the study.

Yours sincerely

Amanda Mechanic
Organisational Psychology Masters Student
maniacs@global.co.za

Appendix B: Participant Information Sheet:

SCHOOL OF HUMAN & COMMUNITY DEVELOPMENT
University of the Witwatersrand
Private Bag 3, WITS, 2050
Tel: (011) 717 4500 Fax: (011) 717 4559

Dear Sir or Madam,

My name is Amanda Mechanic and I would like to invite you to participate in the research study I am conducting in order to obtain my Masters degree in Organisational Psychology at the University of Witwatersrand. The research deals with the possible effects career dynamics (defined as career stages differences and differences in the value employees perceive their current jobs hold in relation to their desired career goals) has on the relationship between characteristics of the job and well-being.

It has been proposed that job design must be looked at from a career dynamics perspective. This suggests that individuals' reactions, such as well-being, to their jobs may be affected not only by their current job characteristics, but also by their individual career perceptions. The research therefore intends to examine whether:

- Career stage moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably to lack of stimulation at early career stages.
- Perceived career instrumentality of an employee's current job moderates the effect of stimulating job characteristics on attitudinal reactions, such that employees are more likely to respond favourably to lack of job stimulation when they perceive their job as enabling career advancement.

Participation will involve completing a brief biographical blank (to summarise the sample) and four questionnaires that assess job design, career stage, the expected utility of your current job and well-being. This process is completely voluntary, confidential and anonymous; and will take roughly 20 minutes. There will be no negative consequences for choosing not to participate. If you are willing to participate please complete the questionnaires and submit them into the sealed box that is available at reception. This will serve as your informed consent to ensure your anonymity.

After completion of the research, summarised results will be given to the organisation. Confidentiality will be ensured because no individual results will be published. The report will be written up in a way that only summarised results will be mentioned.

Yours sincerely

Amanda Mechanic
Organisational Psychology Masters Student
maniacs@global.co.za

Appendix C: Biographical Inventory:

The aim of the study it to assess whether career dynamics moderate the relationship between job design and well-being. Career dynamics is defined in this study as career stage differences and differences in the perception of the value of your current job with regard to reaching your desired career goals. The following questions are devised in order to obtain a clear indication of these career dynamics differences as well as an indication of job characteristics and well-being. The completion of the questionnaires is much appreciated.

The first part of the questionnaire includes simple biographical details.

Are you male or female?

_____

How old are you?

_____

What race are you?

_____

What is your home language?

_____

What is your current marital status?

_____

Do you have children? How many?

_____

What is your highest level of education?

● Standard 8 – Standard 9 ● Matric ● Diploma ● Degree

_____

Appendix D: Job Diagnostic Survey (Hackman and Oldham, 1975):

These questions are designed to obtain your perceptions of your job and your reactions to it. Listed below are a number of statements, which could be used to describe a job. This part of the questionnaire asks you to describe your job indicating to what degree you agree with the following statements.

1. Very Little	2.	3.	4. Moderate	5.	6.	7. Very Much

1. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing the work?	1	2	3	4	5	6	7
2. To what extent does your job involve doing a whole and identifiable piece of work? That is, is the job a complete piece of work that has a beginning and an end?	1	2	3	4	5	6	7
3. How much variety is there in your job? That is, to what extent does your job require you to do many different things at work, using a variety of your skills and talents?	1	2	3	4	5	6	7
4. In general, how significant or important is your job? That is, are the results of your work likely to significantly affect the lives or well-being of other people?	1	2	3	4	5	6	7
5. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing – aside from and feedback co-workers or supervisors provide?	1	2	3	4	5	6	7
6. The job requires me to use a number of complex or high-level skills.	1	2	3	4	5	6	7
7. The job is arranged so that I do not have the chance to do an entire piece of work from beginning to end.	1	2	3	4	5	6	7

8. Just doing the work required by the job provides many chances for me to figure out how well I am doing.	1	2	3	4	5	6	7
9. The job is quite simple and repetitive.	1	2	3	4	5	6	7
10. The job is one where other people can be affected by how well the work is done.	1	2	3	4	5	6	7
11. The job denies me any chance to use my personal initiative or judgment in carrying out the work.	1	2	3	4	5	6	7
12. The job provides me the chance to completely finish the pieces of work I begin.	1	2	3	4	5	6	7
13. The job itself provides very few clues about whether or not I am performing well.	1	2	3	4	5	6	7
14. The job gives me considerable opportunity for independence and freedom in how I do the work.	1	2	3	4	5	6	7
15. The job itself is not very significant or important in the broader scheme of things.	1	2	3	4	5	6	7

Appendix E: Occupational Tenure Questions (Ayree, Chay and Chew, 1994):

This portion of the questionnaire aims to assess the stage of your career you are currently in through understanding your organisational tenure.

What is your current job position?

_____

How long have you been at this position?

_____

How long have you been in this line of work/career?

_____

Appendix F: The Expected Utility of Present Job (Bedeian, Kemery and Pizzolatto, 1991):

The following two questions are designed to determine the expected value your present job has for the future attainment of your career goals. Please indicate the degree to which you agree with the following statements.

1. Strongly Disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly Agree

1. I feel that my present job will lead to future attainment of my career goals	1	2	3	4	5
2. My present job is relevant to the growth and development in my career.	1	2	3	4	5

Appendix G: Job-Related and Non-Job Affective Well-Being Scale (Warr, 1990):

The last part of the questionnaire aims to measure well-being by assessing job-related and non-job mental health. Please answer the following two questions by marking your answers below.

1. Thinking of the past few weeks, how much of the time has **your job** made you feel each of the following:

1. Never	2. Occasionally	3. Some of the time	4. Much of the time	5. Most of the time	6. All of the time

Tense	1	2	3	4	5	6
Calm	1	2	3	4	5	6
Relaxed	1	2	3	4	5	6
Worried	1	2	3	4	5	6
Uneasy	1	2	3	4	5	6
Contented	1	2	3	4	5	6
Miserable	1	2	3	4	5	6
Depressed	1	2	3	4	5	6
Optimistic	1	2	3	4	5	6
Enthusiastic	1	2	3	4	5	6
Gloomy	1	2	3	4	5	6
Cheerful	1	2	3	4	5	6

2. Thinking of the past few weeks, how much of the time has **your life outside your job** have you felt each of the following:

1. Never	2. Occasionally	3. Some of the time	4. Much of the time	5. Most of the time	6. All of the time

Tense	1	2	3	4	5	6
Calm	1	2	3	4	5	6
Relaxed	1	2	3	4	5	6
Worried	1	2	3	4	5	6
Uneasy	1	2	3	4	5	6
Contented	1	2	3	4	5	6
Miserable	1	2	3	4	5	6
Depressed	1	2	3	4	5	6
Optimistic	1	2	3	4	5	6
Enthusiastic	1	2	3	4	5	6
Gloomy	1	2	3	4	5	6
Cheerful	1	2	3	4	5	6