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VARIABLES OF IMPORTANCE IN WORK VALUE RELATED RESEARCH

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5.1 INTRODUCTION

In this chapter the variables of importance in work value related research are extensively discussed. On the basis of a literature research 11 independent variables have been selected to explore the relationships among the dependent variables (power distance, uncertainty avoidance, individualism, masculinity, internality, externality and powerful others). The main variables which may be responsible for differences in the dependent variables are sex, religion, language, educational level, years of formal schooling received, income, age, occupational level, country of origin, ethnicity and sector of the economy employed in. These variables may all have an important bearing on the work values expressed by the different groups in the South African work environments. Attention is also paid to the concepts "Nuisance variable" and the control thereof.

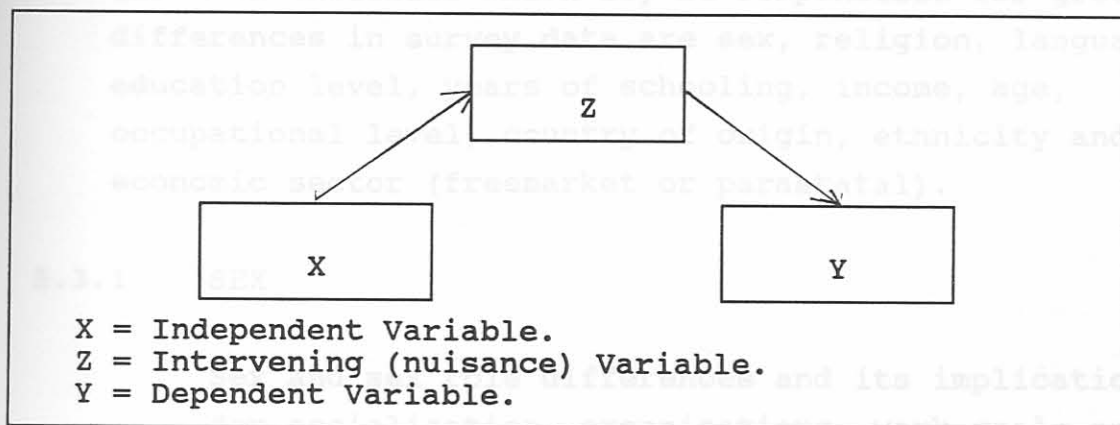
5.2 EXPLORATION OF POSSIBLE NUISANCE VARIABLES

Mason and Bramble (1989, p 433) define variables as characteristics of persons, objects, groups, events, etc. to which qualitative and quantitative values can be assigned. However, De la Rey (1978, p 11) offers a more elaborate description of a variable. He sees it as "any psychological attribute, quality, characteristic or feature, or norm of judgement on which people tend to differ". Variables have to

differentiate between people. De la Rey views research as generally successful only when the observed changes in behaviour can be attributed to the Independent Variable (IV). However, it would not be possible for a psychologist to control all factors and variables which may have an influence on the results of the research. Variables which may have an affect on the findings of the research are called nuisance variables (also called intervening variables or extraneous variables) (De la Rey, 1978, p 12; Mason et al, 1989, p 63).

Psychologists try to control these variables which may contaminate and obscure the results of a research. If it is impossible to control these nuisance variables while planning the research, psychologists may control the intervening variables statistically by means of analysis of covariance. A nuisance variable is also known as a covariate (De la Rey, 1978, p 12). These covariates may intervene between an independent variable and a dependent variable affecting the direct relationship between input and output variables (Baker, 1988, p 289).

Nuisance variables may contaminate the relationship between the independent variable and the dependent variable (De la Rey, 1978, p 12) and psychologists try to control these nuisance variables to minimize the effects of the results of experiment or survey (Mason et al, 1989, p 68). Baker (1988, p 464) views such a control variable as a third variable in a trivariate analysis. The relationship between the dependent variable and the independent variable is examined under each condition of the control variable. The relationship between the independent and dependent variables and the nuisance (control) variable intervening between them is diagrammatically presented in Figure 5.1.

Figure 5.1: AN INTERVENING RELATIONSHIP.

(Source: Healy, 1990, p 342).

Figure 5.1 shows a trivariate relationship with the intervening variable occurring between the independent and dependent variables. As previously stated, the psychologist controls the nuisance variable statistically by means of analysis of covariance. Tabachnick and Fidell (1983, p 14) consider analysis of covariance as an analysis of variance which includes one or more extraneous or control variables in addition to the independent variables and a single dependent variable. The analysis of covariance is based on the possibility of a linear correlation between covariates and the dependent variable. This relationship is or can be evaluated by statistically testing the effect of covariates as a source of variance in the dependent variable (Tabachnick *et al*, 1983, p 178). The researcher contemplates to control for possible nuisance variables in order to ascertain the true relationship between the dependent and independent variables.

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5.3 MAIN INDEPENDENT VARIABLES

The main variables which may be responsible for group differences in survey data are sex, religion, language, education level, years of schooling, income, age, occupational level, country of origin, ethnicity and economic sector (freemarket or parastatal).

5.3.1 SEX

Sex and sex role differences and its implications for socialization, organizations, work goals and occupations have already been discussed in detail (4.2.4) and it will not be repeated here.

5.3.2 RELIGION

Religion is seen as related to the origin of the uncertainty avoidance syndrome. High uncertainty avoidance cultures usually have activist religions while low uncertainty avoidance cultures have pragmatic or introvert, meditative religions. Catholicism is seen as more masculine than Protestantism of which certain currents allow women as clergy. Religion has played a decisive role in South Africa in the mobilization for ethnicity. Afrikaner nationalism achieved its goal of securing control of the South African state through a skilful manipulation of the group's symbolic resources, e.g. language and religion. Ethnic entrepreneurs used religion to create a relatively strong sense of unity and forged a sense of identity among Afrikaners (Adam and Moodley, 1986, p 44).

The Dutch Reformed Church with its strong Calvinist orientation has given Apartheid its religious basis. From 1935 onwards, the Dutch Reformed Church (DRC) made little attempt to base its views and policies on the Scriptures when formulating its stand upon social issues. Instead, it took traditional Afrikaner norms as motivation for its decisions. "It believed that God created nations and shaped their destinies: the course along which a nation was guided, in other words the 'traditional', was an expression of God's will and was this in accordance with the Scriptures. As Afrikaner nationalists, the church leaders believed in Apartheid and used scattered texts and the history of Israel to provide some moral justification for their actions" (Giliomee and Schlemmer, 1989, p 46). Religion is also far more important to the Afrikaans group and has a strong influence on their behaviour. Although the church has occupied a central place in the social values of the Afrikaans people, there are signs that the Calvinist tradition is losing its grip. English speakers do not attach the same importance to religion as the Afrikaans group in the sense that they do not entertain a Calvinist view of themselves as "a chosen people" (Hanf, Weiland and Vierdag, 1981, pp 166-169).

Black theology with its emphasis on material, political and spiritual suffering has been seen as an unifying religious bond. But Black theology does not have a united pervasive church as Latin American liberation theology has in the Roman Catholic church. It does not encourage a separate religious ethnicity. On the contrary, Black theology laments the behaviour of fellow brothers

and sisters who are failing in their Christian duty. It advocates initiatives fundamentally at odds with the world view of the adversary just as Afrikaner Calvinism was with Anglican, Catholic and Jewish faiths (Adam et al, 1986, pp 49-50).

5.3.3

LANGUAGE

Afrikaner nationalism also uses the Afrikaans language as a symbolic resource to forge Afrikaner identity. Language has been a primary contributor to ethnic prosperity once the Afrikaner was able to use the state to further Afrikaner occupational opportunities in the public service as well as in a spreading state capitalism. The Afrikaans language was the mobilizing and unifying force in channeling the displaced and impoverished Afrikaans peasants away from socialism into the ethnic fold by providing protective employment and status in a racial caste system (Adam et al, 1986, p 44). Blacks, however, do not have a single unifying African language. The African tradition of communalism fosters close kinship ties and reinforces ethnic solidarity in African society. The mutual social obligations within the particular tribe or clan establish cohesive bonds and are backed by a much higher degree of state organization and group awareness than among Whites. But heritage of language is not a unifying force among the different clans or tribes forging a particular identity on the Blacks. To insist on Zulu or Xhosa or Sotho to communicate in an interdependent industrial setting would bar Africans from jobs, education and occupational opportunities which depend on a mastery of official languages. "The indigenous language (be

it Xhosa, Zulu or Sotho) is used as a medium of resistance, a secret underground code during the struggle for equality, but it is not the language of material success. These oppositional modes of African expression are nevertheless not perceived as in need of rescue from the danger of Anglicization, let alone absorption into "Afrikanerdom" observe Adam et al (1986, pp 47-50). A language struggle (taalstryd) is not necessary to save the indigenous languages from extinction in the same way that Afrikaans-speaking people had to fight for the preservation of their language and language rights against the British.

Black students, regardless of ideological outlook, prefer to be educated in English but without giving up their linguistic heritage. Contrary to Afrikaans and English, the indigenous languages only retain regional importance but are insignificant in the arena of national or international politics. As Black consciousness includes awareness of the three designated racial groups of Africans, Coloureds and Indians and is based on the common political factor of discrimination and not common cultural affinities, the emergence of a single African language as a unifying cultural symbol would alienate Africans using other African vernaculars as well as the Coloureds and the Indians who have little historical relationships with African culture (Adam et al, 1986, pp 48-49).

5.3.4

EDUCATIONAL LEVEL AND YEARS OF SCHOOLING

There is a close relationship between educational level and years of schooling received. Data about education levels may be less accurate than data

about years of schooling as education systems vary from one country to another and also from one ethnic group to another. The power distance dimension has an effect on educational systems. Across cultures, PDI and years of formal education received are positively correlated. In high PDI cultures which are also the poorer countries, there is a relative oversupply of people with long formal schooling. In low PDI countries, there is a need for education of lower strata. A need exists in lower PDI cultures for mastery of technology and achievement in the physical sciences. There tends to be more mastery of physics, chemistry, medicine and physiology in lower PDI countries judged by the number of Nobel laureates produced (Hofstede, 1980a, pp 124-127).

Since 1948, when the National Party came to power, an education policy of Christian National education has been in place in South Africa. The Christian principle of this policy means that education should be based on the Bible while the nationalist principle demands that for all ethnic groups the educational system should inculcate a love of "their own", love for their country, language, history and culture¹. Religion was thus linked to education to foster the maintenance of desired value systems.

However, in the case of African education it implies the advocacy of a close link between schooling and the so-called "homelands" (Giliomee et al, 1989, p 52). The whole system of Bantu education (as it was derogatorily called) has led to immense dissatisfaction among the Blacks. The

¹ Federasie van Afrikaanse Kultuurvereniginge. 1948. Christelike Nasionale Onderwysbeleid. Johannesburg: FAK.

system rejects preparation for incorporation into industrial society. This education system was based on the principle that the Black child had to be "trained and conditioned in Bantu culture ... The schools must also regard the fact that out of school hours the young Bantu child develops and lives in a Bantu community and when he reaches maturity he will be concerned with sharing and developing the life and culture of that community"². Blacks regard this education system as "second class, deliberately designed to give them an inferior training" (Hanf et al, 1981, p 274). The Black youth regard this educational system as evil and a symbol of the whole hated system of Apartheid. Black schools have also been overcrowded which necessarily lowered the quality of teaching and increased pupils' fears for the future (Hanf et al, 1981, p 274).

A growth in Gross Domestic Product, an increase in personal wealth and dispensable income, the attainment of a higher standard of living and national economic growth and the competitive position of Blacks in the labour market demands an education, grounding the South African populace in the basic components of literacy and technical training. The economy has specific and compelling needs of its own. Economic growth can only be attained and sustained if the necessary schooled manpower is delivered through an advanced education system combining manpower planning and educational reform, making education and training more relevant and realistic (Bethlehem, 1988, pp 224-225).

² Report of the Commission on Native Education. Eiselen Report, UG 53/951, paragraphs 773-774.

5.3.5 INCOME

Income is strongly correlated with inequality in society in the areas of social status and status and wealth. In South Africa there is a concentration of wealth in the White populace and widespread poverty among Blacks which implies a close relationship between income level and ethnicity. This relationship underlies the charge that the essence of Apartheid is exploitation and labour control. Ethnicity and class overlap to a high degree in South Africa. According to Giliomee et al (1989, p 103) the Apartheid order spawned a whole set of policies which favoured White over Black groups and the Afrikaners over the rest of the Whites. As a result of these policies, the income distribution and the distribution of status and prestige of Whites and the Black groups remained badly skewed. Apartheid was the common platform on which all the classes within Afrikanerdom joined forces with the common purpose to advance Afrikanerdom's interests.

Succeeding Nationalist governments expanded public and semi-state corporations to promote Afrikaner economic progress. The agricultural sector of which 80% were Afrikaners, were economically much aided by marketing boards, agricultural co-operatives and other forms of governmental intervention. The small Black bourgeoisie consists mostly of professional people but only a few of its members possess substantial independent wealth. Adam et al (1986, pp 16-17) formulate the income problem in an excellent way: "An emerging Black bureaucratic middle class is achieving salary parity but is still frustrated by

indignities of status. The few Black businessmen operate under so many severe restrictions that to all intents and purposes a free-enterprize system does not exist for them. Likewise, the Black labour market is constrained by influx control and bureaucratic tyranny ... Historically shortages in the local labour market have been filled by immigration from Europe rather than by training the indigenous subordinate population. With such a history of inequality, discrimination and neglect, it is not surprising that few cross-cutting ties and interests between the same strata in the different groups have developed to blunt the collective perceptions of one another". Many of these facts highlighted by Adams et al are in the process of change but despite those changes the perceptions still exist with the Blacks that inequality discrimination and neglect are still in existence.

5.3.6 OCCUPATIONAL LEVEL

Interesting differences in regard to occupation and type of work exist in the South African society. Afrikaans speaking people are over-represented in the primary sector, transport and the civil service. English speaking people form the bulk of employees in industry, commerce and banking and are heavily represented in the upper strata of the private sector. Blacks form the bulk of semi-skilled and unskilled labour. It is only since the passing of the Labour Relations Amendment Act that Blacks have become liable for training as artisans. Very few Blacks find themselves in managerial and executive positions.

Hofstede (1980a, p 105) finds that lower education and lower status occupations tend to produce high PDI values. The opposite is true for the higher education, higher status occupations. Occupational level is also associated with uncertainty avoidance in the sense that stress differences can be identified due to occupation. For example, Friedman and Rosenman (in Hofstede, 1980a, p 163) have created a distinction between persons showing Type A and Type B behaviour. The Type A person tries to do more things in less time and was seven times more likely to develop coronary heart disease. Hofstede (1980a, pp 242-246) also finds two factors by means of principal axis factoring with varimax rotation, comprising work goals across occupations. He calls the first factor intrinsic/extrinsic and the second social-ego. The intrinsic variables are on the positive side and refer to job content while the negative pole (extrinsic) refers to job context. The social pole of the social-ego factor refers to nurturance while the ego pole refers to assertiveness. High scoring occupations on the first factor are departmental managers, divisional managers and headquarter managers. Low scoring occupations are semi-skilled and unskilled plant workers.

5.3.7

AGE

Age is another independent variable which may have a significant influence on results. Employment stability is a function of the average age of its incumbents - the older the more stable. Young Whites are supposed to become more liberal and young Blacks more militant. Differences in values

5.3.9 among respondents of different ages may be due to maturation, seniority, generation and/or zeitgeist. Maturation implies that respondents' values shift as they grow older. Seniority effects occur when people become more senior in their organization and have acquired greater commitment, greater frustration, or perhaps a lower market value elsewhere. Generation effects mean that values are fixed in youth and stay with their age cohorts over its lifetime. Drastically different conditions during youth may lead to different generations having different fixed values. Zeitgeist refers to drastic system-wide changes in conditions which cause a shift in everyone's values (regardless of age) (Hofstede, 1980a, pp 344-345).

5.3.8 LATITUDE OF COUNTRY OF ORIGIN

Latitude is an unambiguous measure of a country's geographical position and a crude measure of climate (Hofstede, 1980a, p 87). Hofstede (1980a, pp 121-123) observes that latitude is the strongest predictor of PDI. It has a strong effect on the subjective culture of the inhabitants as it was shaped over many generations. Tropical and subtropical countries usually have high PDI measures. The opposite holds for moderate to cold climates. A possible explanation, according to Hofstede, is that in tropical climates man is less inclined to work and less in need of technology. Colder climates suppose protection against nature. Only those people who are able to master the minimum technical skills necessary, survive.

5.3.9 ETHNICITY with a free enterprise economy is attributed to poor rates of growth, passive Ethnicity and its implications for the work, social and political environment have already been discussed in detail (3.3) and no further attention would be paid to it here.

5.3.10 ECONOMIC SECTOR After Party came to power, a number of parastatal enterprises (corporations) were created. The research of this case was conducted in two sectors of the South African economy, viz a freemarket corporation and a parastatal (semi-state) corporation. A freemarket or free enterprise economy is essentially a demand economy with price relationships regulating all the major economic decisions. "Changes in price reflect changes in the relative scarcity of commodities, changes in costs show changes in the relative scarcity of the factors of production and their reaction provides a sensitive index for the distribution of productive resources" (Viljoen, 1974, p 269).

5.4 CONCLUSIONS

In recent years, there has been a tremendous increase in the advocacy of the market mechanism as a key instrument for promoting greater efficiency and economic growth³. According to Todaro (1987, p 496) several underdeveloped countries instituted major economic reforms in the direction of a freemarket in the hope that "the 'invisible foot' would provide a more powerful kick toward economic growth and development than the 'visible' hand of central planning". This

³ Ronald Reagan referred to it as "the magic of the market place" - Cancun, Mexico, 1981.

regret obsession with a free enterprise economy is attributed to poor rates of growth, massive inflation, balance of payments problems, the rising burden of public spending, excessive price distortions and inward-looking trade policies (Todaro, 1987, p 497).

Since the National Party came to power, a number of semi-state enterprises (corporations) were established, dominating especially utilities, transportation and communications. The main rationale for the creation and expansion of these semi-state corporations was the economic promotion and upliftment of Afrikanerdom. Many Afrikaners were impoverished due to the Great Depression and the engagement in public production was a means to expand employment and to facilitate training of that labour force. Characteristic of such parastatal organizations is the lack of private incentive to engage in promising economic activities.

5.4 CONCLUSIONS

In this chapter the 11 independent variables applicable to this research were discussed. Value differences between sexes have an influence on the chosen career, motivation, working environment and relationships with co-workers and self-actualization. Differences among subjects of different ages may be due to maturation, seniority, generation or zeitgeist. Values shift as the subjects grow older. Different generations may also have different fixed values. But events may also occur which lead to drastic value shifts regardless of age. Country of origin (geographical latitude) has, according to Hofstede (1980a, p 332), a rich multiple

regression pattern which is positively related to the dependent variables of individualism and uncertainty avoidance and negatively to masculinity. The language split in South Africa is still a hot political issue. It is emotionally charged and is a result of historical events. The exploration of the value patterns of the different ethnic groups is of utmost importance to intercultural understanding, economic development and the bringing about of a system of government acceptable to all ethnic groups. An investigation into the prevalent value systems of a freemarket corporation and a parastatal corporation is also of importance as economic arrangements play a dual role in the promotion of a free society and the achievement of political freedom (Friedman, 1982, p 8). Religion is another variable of importance in this time of change which may have a profound influence on subjects' value systems. Religion may be decisive in the granting of development aid to underdeveloped countries in Africa and in showing a greater benevolence to the needy, the poor and the unemployed by means of a national state social security system (feminine value system). Education level and years of formal schooling attained with the attendant variables of income and occupational level, all have a bearing on economic and industrial development. This is a prerequisite for a stable government and economic growth with a prudent amount of redistribution.

In a catholic overview of these independent variables, they are all of importance to value systems or a shift in value systems which may be conducive to a negotiated settlement at Codesa, economic growth and development and a stable government.