CHAPTER 2: LITERATURE REVIEW

2.1 Overview

The purpose of this chapter is to provide an understanding of the concept of Continuous Improvement (CI) and its practices. Definitions and analysis from several studies have been cited for the literature review purpose. This study also traced the historical significance elements of CI.

The second part of this chapter is to review and define the Job Satisfaction. The study explored the theoretical basis of Job Satisfaction and the pitfall of poor Job Satisfaction. This study also compared several Job Satisfaction tools and related theory in order to identify the best measurement tool that suitable for Malaysia industry environment.

2.2 Continuous Improvement

2.2.1 Introduction

Recognition of the important of quality product and services is not new in Malaysia, in fact many management systems are emphasising CI as part of the important elements in the quality system. This including Total Quality Management (TQM) which to improve constantly and forever (Selvaraj, 2002; Deming 1994; Limon, 1993; Juran, 1988), European Foundation Quality Management (EFQM) which to establish a continuous process towards improvement (Nabitz and Klazinga, 1999; Jackson, 1999; Naylor, 1999), Kaizen in Japanese word or means “Continuous Improvement” that aims small but continuously changes (Manos, 2007; Ortiz, 2006; Bodek, 2005).

Therefore and with no doubt, CI is an important element in quality management system. It helps the organisation to achieve flexibility, responsiveness and the ability to adapt quickly to changes within its environment (Kaye and Anderson, 1998). The organisation also could create the competitive advantages that couldn't copy or match easily by other competitor due to the improvements are required time to implement and might involve culture change. The following sections will review and comment the previous studies on the issues that related CI practices.

2.2.2 Definition

Continuous Improvement is defined as on going long-term and never-ending process for the improvement of an organisation's service and products to both its internal and external customers (Witell, Antoni and Dahlgaard, 2004; Selvaraj and Devi, 2002; Jha, Noori and Michela, 1996). In their view, Continuous Improvement is a collection of activities that constitute a process intended to achieve improvement and every level in the organisation must continually strive to improve structures, system and process to achieve enhanced quality and this will ultimately increase customer satisfaction. The Continuous Improvement program is all about internal improvement. It is improving-relentlessly in this case-the operations within the walls of the organisation.

Basically, CI is involving the whole organisation for the benefits of organisation, employees and the customers. The world and customers' demands are never stop changing due to the advance information technology,

they would seek more information before they proceed for a product or service. Therefore, the organisation should understand that they need to parallel or even advance their ability in order to meet and exceed employees and customers' expectation and satisfy them.

Prevention is always better than curing. According to Culp's dissertation (1992), CI emphasizes constancy of purpose, quality in every product and service from the beginning, eliminating mass inspections and ensuring constant quality improvement. He further explained that the important of continuous education and training, pride in work and leadership are the components of quality improvement process. CI is not a short term process, but it should has a constant and continuing reviewed purpose, and it should starts from product or service design, up to the delivery of product or service. This is directly and indirectly involving the internal staffs, suppliers and customers in the process. Beside that, the management by leadership plays an important role to conduct or provide training to related parties and educate them on the important of quality improvement. In other words, CI would not success to be implemented unless the employees, suppliers and customers accept and recognise the concept.

According to Boer, Berger, Chapman, and Gertsen (2000), Continuous Improvement refers to organisation-wide change on the incremental improvements planned and implemented with existing resources. The changing is to improve the organisation performance. Continuous Improvement behavior seeks that Continuous Improvement goals must be aligned with organisation's strategic objective to increase Continuous Improvement implementation and employees also should have working

knowledge of Continuous Improvement and support organisation's strategic objective through Continuous Improvement.

According to Jorgensen (2003), Boer et al. (2000), Schroeder & Robinson (1991), if an organisation unable to lead their employee understand well the objective of the performance improvement with CI, the organisation may fail in this regards and in additional failure on Continuous Improvement also may due to lack of skills and abilities from employees. They also emphasized that employees and middle managers to use Continuous Improvement tools, knowledge, project management, team skills, leadership, personal attribute to success Continuous Improvement implementation.

The father of scientific management, Frederick Taylor established the Continuous Process Improvement (CPI) management system (Chuku, 2003). It is an incremental - small and gradual, and breakthrough – large improvement. It focuses on improvement in products and services, error and cost, productivity and effectiveness. In current competitive and globalization world, the quality standard that required from respective body becomes tougher. Organisations or companies must focus attention to become more competitive by increasing productivity, decreasing cost, and improving the quality of products and services (Olga, 1993). Once the organisation or organisation has identified the key improvement area, they could start to meet with those quality requirements with small change. These small changes could result a great improvement to the organisation, then the organisation could apply the small change into their policy and become part of the culture.

Continuous Improvement requires continuous management and senior managers have to understand the important of their role in ceaselessly driving the improvement cause (Kaye and Anderson, 1999). Other than that, keeping the business aligns with stakeholder requirements, measuring performance and learning from past results also contribute to the driving force for improvement. The foundations of CI are provided through creating a culture for innovation, involving and focusing on employees, identifying the critical processes for achieving success, and integrating improvement activities throughout the organisation. It's not easy to sustain CI in long term without management support and employees' involvement.

In Japan, Continuous Improvement is known as Kaizen, which refer to subtle, gradual improvements that are made over time (Manos, 2007). Kaizen events are the opportunities to make focused changes in the workplace, but they required solid planning and smart implementation (Ortiz, 2006). It also emphasizes the importance of involving employees at every level of the organisation. Typically it focuses on eliminating waste, driving down costs, reducing inventories and other efficiency improvements.

In overall, CI is an organisation-wide change on the incremental improvements planned. Everyone in the organisation should understand the purpose of CI and work together to achieve it. The changes might small but can be done by the employees and need continuously apply it. CI focuses on key success area which could improve organisation performance in term of quality, cost reduction, employees and customers' satisfaction.

2.2.3 History of CI

The first modern CI program is started at National Cash Register in 1894 in Dayton, Ohio (Jha, Noori and Michela, 1996). This program has some similarities with today CI program, which including the total labour-management relationship (where employees play important role), encouraging and rewarding improvement suggestion (improvement starts from small but can be done), developing employees by providing educational opportunities (training is important).

"Training within Industries" was imported from America into Japan in the late 1940s by United States military occupation authorities (Witell, Antoni and Dahlgaard, 2004; Limon, 1993; Schroeder and Robinson, 1991). The purposes of this process were to rebuild Japanese industry quickly with the limited capital and to prevent widespread starvation and unrest. Subsequently the CI was called as Kaizen in Japan (Manos, 2007; Ortiz, 2006). Nevertheless, the Japanese system had all employees involved in Continuous Improvement activities, while in United States it was a cost savings system (Bodek, 2005). CI gained popularity in Japan as low investment, proven method of raising quality and productivity. In the same time, United States industry was strong by applying CI program.

However, Second World War had resulted the CI programs disappeared from most United States industry and returned back on early 1980s. The CI programs were bought back to United States, due to the direct Japanese investment in United States. However, to a large extent, it was been forced on United States industries by competition from foreign imports,

especially from Japan (Witell, Antoni and Dahlgaard, 2004; Chuku, 2003; Jha, Noori and Michela, 1996). The success of CI programs in United States industry had been limited and the programs primarily had been applied in the operations sector (Witell, Antoni and Dahlgaard, 2004). However the interest of CI in United States industry was increasing on the early 1980s. This could be proven by the volume of reports concerning CI programs in business journal over that period. According to Jha, Noori and Michela's research and database (1996), they found the number of articles related to CI program were grew exponentially, beginning one to two articles on 1982, up to one hundred sixty six articles on 1994.

However in Japan, the post-war period was the time to learn about quality principles and tools. Dr. W. E. Deming and Joseph M. Juran from United States brought the concept of CI to Japan and illustrated that by improving process, an organisation could solve most of its problems (Chuku, 2003; Limon, 1993). Now Japan is believed to have largest share of the world's market in various products, especially electronics and automotive parts. Process improvement is important element in the organisation in order to overcome the market condition and competitive pressure.

The example of successful organisations in United States that implements CI program is The Saturn automobile organisation, a subsidiary of General Motors (Jha, Noori and Michela, 1996), Motorola Xerox (Ying, 2000). In the results, the companies were rated high in the customer satisfaction survey and enjoyed the advantages that had been mentioned in early chapter.

2.2.4 Theoretical support for CI

Improvement should be a way of corporate life. It is certainly central to many of the fashionable schools of management thinking such as JIT, TQM and BPR. Change may be continuous or discontinuous. Improvement can be categorised as either small incremental change (Continuous Imrovement) or innovative step change (process re-engineering). The two are complementary, not mutually exclusive, routes to progress (Bond, 1999).

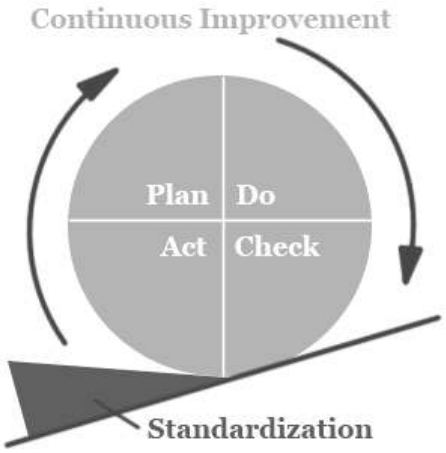
Continuous Improvement is characterised by operatives on the shop floor identifying problems and proposing solutions - the epitome of spontaneous, bottom-up change. Small scale tuning of a system, by its very nature, is likely to be low cost, generated from an intimate knowledge of a small part of the system. Progress is likely to be largely outside the control of management who are not the sponsors of change but only play, at most, a supporting role. Even though the aggregate effect may be significant, there is an obvious danger that progress may be erratic and fragmented (Ghalayini and Noble, 1996).

Continuous Improvement is small incremental changes in product or process to improve the performance of product and services. The changes do not require high resources to implement them but give positive impact on the quality, cost, and satisfaction (Jager, et al, 2004; Witell, Antoni and Dahlgaard, 2004; Selvaraj and Devi, 2002; Jabnoun, 2001; Jha, Noori and Michela, 1996). With the improvement in these areas, CI program therefore enables organisation and companies to compete in both foreign and domestic markets (Chuku, 2003). However, CI does not mean unremitting change,

within limits or otherwise. In fact, CI consists of planned change, followed by stabilisation of the system at its new level, followed by more planned change (Jha, Noori and Michel, 1996).

Toyoda, the chairman of Toyota, has commented that suggestions for improvement, which is the foundation of kaizen, come from the operator not senior staff (Imai, 1987). The ongoing improvement process cannot easily be grafted on to a traditional organisation. Rigid departmental boundaries with an emphasis on financial control tend to restrict perspectives and encourage defensive sub-optimal action - the antithesis of empowered teams.

Figure 2.1: CI Plan-Do-Check-Act cycle



CI is based on the Deming cycle, consists of Plan – Do – Check – Act, which also known as Shewart Cycle or Deming Wheel (Garcia, Pardo, and Martin, 2008; Ying, 2000; Jha, Noori and Michella, 1996; Deming, 1994; Limon, 1993). Refer to Figure 2.1, the cycle shows the step of “studying the current situation and identify problem”, “gathering the previous and current

data to propose the suggestions for improvement", "setting purpose of the proposal", "checking the result of tested proposal", "implementation and standardisation the proposal with the necessary modifications".

In the early stage, Frederick Taylor, the father of scientific management suggested that improvement in business should be designed by engineers and specialist, and then carried out by workers. This was because of the low educational levels of most supervisors and workers hardly to contribute into it (Limon, 1993). Nevertheless, the educational levels were increasing and plenty of quality trainings had provided to the employees, the involvement in CI had covered by all employees. Nowadays, many people have high capacity for finding and solving problems and seizing opportunities. While some innovative activities require specialised knowledge, the bulk of them can be addressed. Within of this, the CI program encourages high level of workforce participation (Jager, et al, 2004).

Garcia, Pardo and Martin (2008) explained some others ways of implementing CI in the organisations and companies, such as improvement originates from a group or quality cycles, or through multifunctional or self-regulating work teams that incorporated with the CI activities among their responsibilities, or through improvement teams of predetermined duration. Suggestion system was used to collect the ideas and comments from all level of employees.

CI is team oriented process and emphasizes customer satisfaction (Limon, 1993). Plenty of quality management researches support the important of customers' satisfaction (Garcia, Pardo, and Martin, 2008; Witell,

Antoni and Dahlgaard, 2004; Jabnoun, 2001; Lorenzo, Prado, and Acra, 2000; Jha, Noori and Michela, 1996; Limon, 1993). CI is necessarily customer oriented and the organisations and companies should listen to the customers, collect data from them and understand their purchasing and consume attitude, studying their needs and expectation, and anticipating their future needs. Nevertheless, the customers are not limited to external customers who use the product or service, but also included the internal customers who receive the outputs of the process in the organisation.

As mentioned in early, CI is perceived as an effective methodology that could improve the long term quality and performance of an organisation. However, there are many organisations that were trying to implement quality improvement but were failed (Chang, 1995). Chang further explained that it was because they were trying to implement too many quality improvement activities too fast without taking the time to develop systematic and long term strategies. Besides that, supervisors and middle managers often presented the greatest resistance to CI because they often went with the greatest role change, from controller to facilitator (Jha, Noori and Michella, 1996). They refused to accept the suggestion from lower level employees and felt uncomfortable on the continuously change. Technical staffs and workers also created obstacle to CI due to lack of understanding on CI or lack of confidence on management.

2.2.5 Major components of CI

CI program is human oriented and focus on the gradual and incremental improvement compare to traditional programs which are focus on “detect and correction” radical improvement method. Employees play important role in CI program especially middle and low level of employees who participated directly in the daily operation or deal directly with customers. They know well in the operations or services and might have idea to improve the products or services. Therefore support and understanding from them are very important in order to implement the CI program.

Deming’s 14 points (Deming, 1994; Limon, 1993) of quality principles are the good references for CI program. The 14 points (abridged) are shown as below:

1. Create constancy of purpose for improvement of product and service.
2. Adopt the new philosophy.
3. Cease dependence on mass inspection.
4. End the practice of awarding business on price tag alone.
5. Improve constantly and forever the system of production and service.
6. Institute training.
7. Adopt and institute leadership.
8. Drive out fear.

9. Break down barriers between staff areas.
10. Eliminate slogans, exhortations, and targets for the workforce.
11. Eliminate numerical quotas.
12. Remove barriers that rob people of pride of workmanship.
13. Encourage education and self-improvement for everyone.
14. Take action to accomplish the transformation.

Deming's Point 1 and Point 5 are emphasizing the important of constant and continuously improvement in quality system in order to produce a good product or service. The quality should starts from the design stage instead of inspection of finished product or feed back of service. This required the commitment and leadership (Ying, 2000; Kaye and Anderson, 1999; Jha, Noori, and Michela, 1996) from top management and the participation of employees (Point 3, 7, 8 and Point 13) (Ying, 2000; Jha, Noori, and Michela, 1996). Therefore, training and education (Kaye and Anderson, 1999; Jha, Noori, and Michela, 1996) are important to create the awareness and build up the ability of employees (Point 6 and 13).

In the meantime, Point 4, 9, 10, 11, 12 and 14 suggest some important of strategic quality (Ying, 2000; Kaye and Anderson, 1999) that focuses on quality improvement process, and emphasise the planning and execution (Ying, 2000; Jha, Noori, and Michela, 1996). In overall, CI is not only a responsibility of employees or certain department in the organisation, but it

involves all level of employees and corporate commitment (Kaye and Anderson, 1999; Jha, Noori, and Michela, 1996), and they are strongly influence the success of CI (Point 2 and 12).

According to Chuku (2003), improvement is categorised in three levels of work activity:

1. The individual
2. The project team or department
3. The Organisation.

On the individual base, the individual level could contribute to the improvement via suggestion and personal work effectiveness as mentioned in early part of this sub chapter.

At the project team or department level, the organisation is suggested to form a quality team which consists of members from different departments, and supplier or customers may be invited to attend the meeting. They are responsibility to analyse the suggestion from employees, discuss and implement the change for quality, monitor the changes and review the actions that have been taken.

The third level, organisation level should ensure they are ready and support for the changes, and create the culture and working environment toward quality improvement. The organisation has the responsibility to ensure they have enough resources to implement the quality improvement.

On top of these, four basic elements had been identified as a precondition necessary to ensure a culture of CI for all employees (Jager, et al, 2004). These four elements were related to human behaviour and they are:

1. Understanding
2. Competence and skill
3. Support and enable
4. Commitment

Basically it requires all level of employees to understand why improvement is important and what they could contribute. Besides that, they must have the competence and skills to solve the problem and synthesise solution. Further more, the support from top management is essential to encourage the employees to participate into the improvement program. Lastly, employees must be motivated to give commitment and effort to improve.

In the meanwhile, Jha, Noori, and Michela (1996) mentioned there were four major elements of CI as stated below:

1. Understand and document the process
2. Simplify and improve
3. Standardize and integrate
4. Monitor performance

CI focuses on improving processes which involving equipment, materials, people and methods, by increasing their value-added component

which is benefit to the final customer of the organisation's products and services. Furthermore, CI helps on cost cutting or increase efficiency. To do this, CI builds a knowledge base within the organisation by documenting processes, so that future improvements can build on past accomplishments. Additionally, the CI is a repeating cycle of planning, implementation, stabilisation and evaluation. Rather, CI consists of planned change, follows by stabilisation of the system at its new level. Finally follows by more planned change. Thus, control and stability are very much part of the CI process (Jha, Noori, and Michela, 1996).

Based on the theories and previous studies, six main elements are used to measure CI practices in this research. The six elements are:

1. Customer Focus
2. Employee Involvement
3. Process Management
4. Supplier As Key Performance
5. Individual and Group Recognition
6. Database Decision Making

The measurement of the elements will further discuss in Chapter 3.

2.3 Job Satisfaction

Continue Improvement program required involvement of all level employees. Therefore, providing a good environment and high class Job Satisfaction is an important management task (Daft, 2006; Sivakumar, 1998). In fact, management leadership style has the strong influence on employees' Job Satisfaction. If management bias to some people or some group of staffs, this definitely will reduce Job Satisfaction of other employees. Nonetheless, CI program is reported that it could tackle this kind of problem (Noorliza and Muhammad, 2006; Bollinger, 2001; Sivakumar, 1998; Limon, 1993). High employees' Job Satisfaction will reduce their intention to leave, and employee attrition rates will come down. As the result, the organisation could gain the competitive advantage through high royalty and trained employees. This subchapter will explain the important of employees' Job Satisfaction and how it is related to the CI program.

2.3.1 Definition

Job Satisfaction is a very famous topic that has been studied in many articles, research papers, dissertations, or books (Sauer, 2009; Limon 1993). This is because Job Satisfaction is an important factor that could increases productivity and performance of employees, therefore beneficial to the organisation (Sauer, 2009; Noorliza and Muhammad, 2006; Bodek, 2005; Boselie and Wiele, 2002; Limon, 1993).

Job Satisfaction is defined as the extent to which people enjoy their jobs (Sauer, 2009). Job Satisfaction is also defined as a state of contentment or pleasure related to an employee's current position (Bollinger, 2001). Job Satisfaction is related to pleasurable or positive emotional state, resulting from the appraisal of one's job or job experiences (Limon, 1993). Noorliza and Muhammad (2006) further explained the term "Job Satisfaction" refers to a positive affective reaction by individuals to their jobs. In a wider sense, "Job Satisfaction" refers to employees recognizing that they are contributing to the overall achievement of organisational goals.

The term "Job Satisfaction" refers to a positive affective reaction by individuals to their jobs. In a wider sense, "Job Satisfaction" also refers to employees recognizing that they are contributing to the overall achievement of organisational goals (Guimareas, 1996; Weiss et al., 1967).

Three approaches of Job Satisfaction have been identified (Limon, 1993), which are:

1. Emphasized the origin and causes of physical working conditions and the financial rewards of Job Satisfaction.

2. Focused on the satisfaction as a function of social relationship, where role of good supervisor, cohesive work group and friendly employee-management relationships influences the Job Satisfaction.

3. Emphasized the work itself, and believed that employee morale and performance could be improved through redesign of jobs, include giving enough responsibility to the employee and enable them to grow

mentally, through growth in skills and efficiency. Nevertheless, the Job Satisfaction of today is also concern on quality work skills environment.

From the previous studies and definition, Job Satisfaction is one important employee's working attitude that influences their performance (Draft, 2006). Basically the employees will feel satisfy on their job when the actual working environment is match with their expectation. There are other factors that could influence employees' Job Satisfaction which will be discussed in following subchapter.

2.3.2 Theories about Job Satisfaction

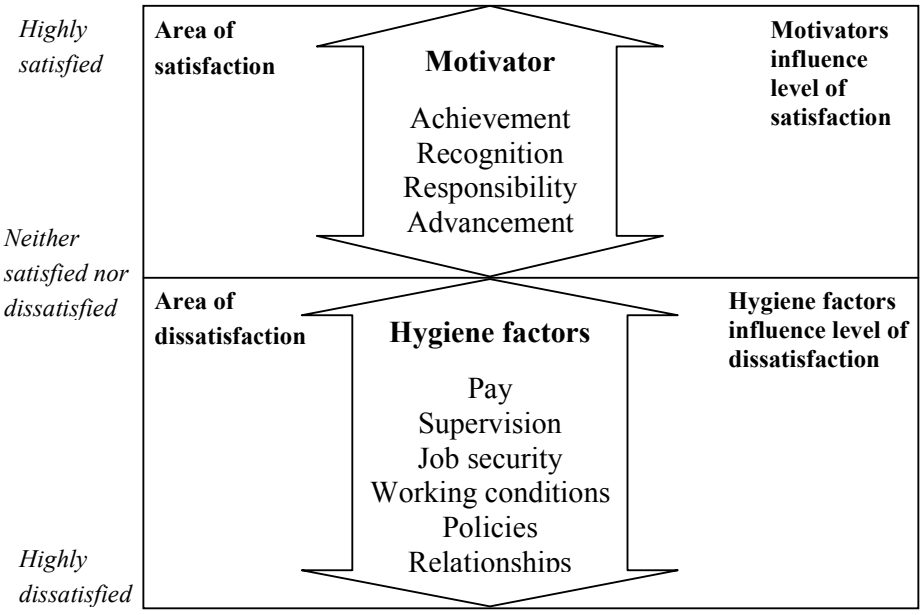
In Limon's dissertation (1993), he studied two major theories of Job Satisfaction that proposed by Cambell on 1970. The two theories were Content Theories and Process Theories. Content Theories attempted to specify the needs that must be satisfied or the values that must be attained by the person which interact with the characteristics of the job to produce Job Satisfaction. This was very similar to Herzberg's theory on Job Satisfaction, where they identified the factors that influenced Job Satisfaction and dissatisfaction.

Process Theories were to identify the individual's expectations, needs and values that interact with the characteristics of the job that lead to Job Satisfaction or dissatisfaction. Every employee had more or less expectation in their work, which might related to possibility of achieving goals, reward of good work, decision making, individual's needs and values, and etc.

In 1982, Frederick Herzberg proposed the Two-Factor Theory that there were factors involved in Job Satisfaction and motivation but different factors that leaded to dissatisfaction (Sauer, 2009; Daft, 2006; Tietjen and Myers, 1998). In other words, the opposite of Job Satisfaction is no Job Satisfaction instead of job dissatisfaction, and the opposite of job dissatisfaction is no job dissatisfaction instead of Job Satisfaction. Every employee has his or her own level of Job Satisfaction and job dissatisfaction (Please refer to Figure 2.2).

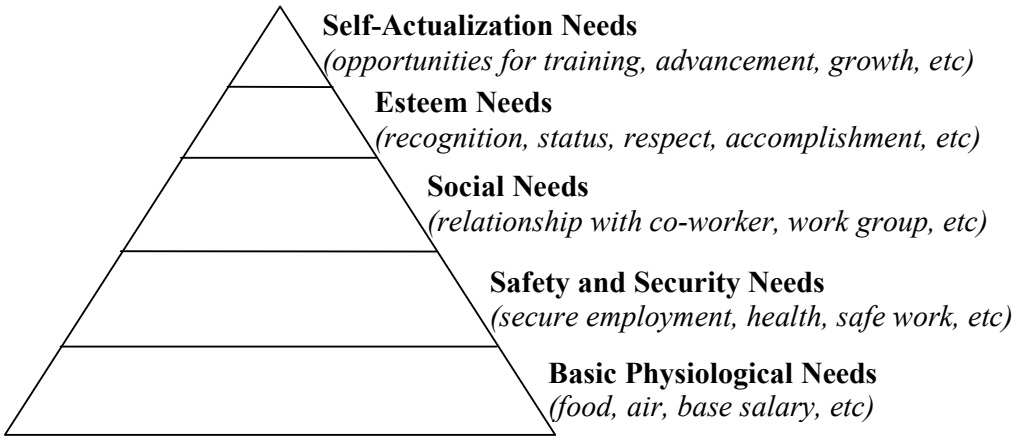
The organisation needs to strengthen the intrinsic factors that will increase the level of employees' Job Satisfaction and control the extrinsic factors that could reduce the level of job dissatisfaction (Tietjen and Myers, 1998; Limon, 1993). As the result, they could have motivated and satisfied employees.

Figure 2.2: Herberg's Two-Factor Theory



Psychologist Abraham Maslow introduced the Maslow's theory on 1943 (Wagner, 2005; Limon, 1993), another theory about satisfaction. It mentioned there were five basic categories of need, which were: basic physiological needs, safety and security needs, social needs, esteem needs and self-actualization needs (Please refer to Figure 2.3). The Maslow's hierarchic is shown in a pyramid shape, where the larger and lower level represents the basic physiological needs and the upper point representing the need for self-actualization needs. Maslow believed that when an individual satisfied the lower needs, then he or she is able to concern with the realization of upper level needs. This theory would predict that only after the lower level needs of safety and security such as permanent pay, stable employment, safe working environment and etc have been satisfied, then the employees will seek for higher level needs satisfaction such as accomplishment of a work, gain respect and recognition from others and etc (Sauer, 2009; Limon, 1993).

Figure 2.3: Maslow's Hierarchy



2.3.3 Factors conductive to Job Satisfaction

Job Satisfaction is influenced by many factors. Previous studies that focused in different industries identified different factors of Job Satisfaction, such as TQM in Malaysia (Noorliza and Muhammad, 2006), agriculture (Limon, 1993), service industry (Bollinger, 2001), healthcare industry (Sauer, 2009), and semiconductor industry (Ooi, et al, 2007).

Spector (1985) defined Job Satisfaction as "a cluster of evaluative feelings about the job" and further categorised the clusters into nine facets of Job Satisfaction measured by the Job Satisfaction Survey (JSS).

1. Pay - amount and fairness or equity of salary
2. Promotion - opportunities and fairness of promotions
3. Supervision - fairness and competence at managerial tasks by one's supervisor
4. Benefits - insurance, vacation, and other fringe benefits
5. Contingent rewards - sense of respect, recognition, and appreciation
6. Operating procedures - policies, procedures, rules, perceived red tape
7. Coworkers - perceived competence and pleasantness of one's colleagues
8. Nature of work - enjoyment of work tasks

9. Communication - sharing of information within the organisation

According to Herzberg's theory (Figure 2.2), they were different factors influencing the Job Satisfaction and job dissatisfaction. Factors influencing Job Satisfaction included achievement, recognition, responsibility and advancement which also known as motivator factors. In other way, factors that related to job dissatisfaction include pay, supervision, job security, working conditions, policies and relationships. These factors were known as hygiene factors (Sauer, 2009; Daft, 2006).

Basically the factors that conductive to Job Satisfaction had been identified into three categories (Limon, 1993). These three categories were:

1. Individual differences
2. Work environment and characteristic
3. Social-cultural aspects

The individual difference factors included the variables of gender, age, race, tenure, education level, pay, occupational level. These factors are based on personality and the status of the employee in the organisation. The studies found there were impact between those factors and Job Satisfaction. Nonetheless, not all the factors would have similar influence in different industry. For example, some studies found that young age employees would have higher Job Satisfaction but some studies show that Job Satisfaction was higher through the end of the career cycle (Sauer, 2009). Another example was gender. Some researches have shown women have higher Job

Satisfaction then men in healthcare industry, while another study shown that men have higher Job Satisfaction than women in agriculture industry. Therefore, individual difference factors were inter-related to other factors to influence an employee's Job Satisfaction. However, pay was very important and significant factor that highly influence employee's Job Satisfaction.

Most of the studies were focused on the work environment and characteristic as their variables in Job Satisfaction. There are too many factors in this category have been identified such as type of work, relationship with co-worker, achievement, promotion, reward and recognition, teamwork, and etc (Please refer to Table 2.1). Basically they could be divided into two groups: intrinsic and extrinsic factors (Bollinger, 2001). Intrinsic factors are being an extremely important and basic characteristic of a person, such as authority, autonomy, achievement, decision making empowerment and others. Extrinsic factors are including type of work, relationship with co-worker, support from management, teamwork, supervision, promotion and reward, communication, customer focus and others.

However, Continuous Improvement aims to create an environment that elicits the best from employees, it can be expected that Continuous Improvement will lead to increased Job Satisfaction. Indeed, Bounds (1995) advocated the empowering of employees with increased authority and responsibility, thus allowing them to be innovative in implementing their own solutions to problems, and fostering a heightened recognition of the need for cooperation, communication, and teamwork.

The importance of the Continuous Improvement culture is enhanced through its impact on employee morale and work attitudes (Dose, 1997). Consequently, Job Satisfaction is likely to be influenced by aspects of Continuous Improvement. Job Satisfaction is important because of well-established association with a range of organisational outcomes (Gray et al., 2003).

There is one very important Job Satisfaction factor but rare mentions in the previous studies - family. Since the family typically plays a principal role in socialization, it is not surprising to find considerable attention on the influence of family on the job (Limon, 1993). Family could be one of the biggest motivation and energy to influence an employee to satisfy with his or her current job.

Table 2.1: Job Satisfaction Factors

Category	Factors
Individual differences / demographic	• Age (Sauer, 2009; Limon, 1993) • Education level (Sauer, 2009; Limon, 1993) • Gender (Sauer, 2009; Limon, 1993) • Occupational level (Limon, 1993) • Pay (Sauer, 2009; Tietjen and Myers, 1998; Limon, 1993) • Race (Sauer, 2009) • Tenure (Sauer, 2009; Bollinger, 2001; Limon, 1993)
Work environment and characteristic	• Achievement (Sauer, 2009; Bollinger, 2001; Tietjen and Myers, 1998) • Adequate staffing (Bollinger, 2001) • Autonomy (Sauer, 2009) • Customer focus (Ooi, et al, 2007) • Decision making process (Bollinger, 2001) • Empowerment (Ooi, et al, 2007) • Job security (Tietjen and Myers, 1998) • Organisation communication (Ooi, et al, 2007) • Paperwork demand (Bollinger, 2001) • Professional status (Bollinger, 2001; Tietjen and Myers, 1998) • Promotion (Limon, 1993) • Relationship with co-worker (Noorliza and Muhammad, 2006; Bollinger, 2001; Tietjen and Myers, 1998; Limon, 1993) • Resources (Bollinger, 2001) • Responsibility (Tietjen and Myers, 1998) • Reward and recognition (Sauer, 2009; Ooi, et al, 2007; Noorliza and Muhammad, 2006; Tietjen and Myers, 1998) • Skill variety (Sauer, 2009) • Supervision (Tietjen and Myers, 1998; Limon, 1993) • Supportive environment (Noorliza and Muhammad, 2006; Bollinger, 2001) • Task identity (Sauer, 2009) • Task significance (Sauer, 2009) • Teamwork (Ooi, et al, 2007; Bollinger, 2001) • Type of work (Bollinger, 2001; Tietjen and Myers, 1998; Limon, 1993) • Work challenges (Noorliza and Muhammad, 2006; Bollinger, 2001) • Work flexibility (Bollinger, 2001) • Work load (Bollinger, 2001)
Social-cultural aspects	• Factor in personal life (Tietjen and Myers, 1998) • Family (Limon, 1993)