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**ORIENTATION TRAINING AND JOB SATISFACTION:
A SECTOR AND GENDER ANALYSIS**

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ORIENTATION TRAINING AND JOB SATISFACTION: A SECTOR AND GENDER ANALYSIS

Using data from the British Household Panel Survey (BHPS), we investigate how various types of job training impact upon employees' job satisfaction and its domains. We find that orientation training exerts a significant positive effect on newcomer male employees' job satisfaction in both the private and public sectors, but it increases the job satisfaction of newcomer female employees only in the public sector. Other types of job training have only a weak effect on job satisfaction. We attribute the predominance of orientation training as a strong predictor of job satisfaction to its important function of facilitating the workplace socialization of new employees by reducing the uncertainty about aspects of the job that are not always easily contractible.

Keywords: job training, orientation training, organizational socialization, job satisfaction

A growing body of research explores the relationship between orientation training and important workplace attitudes and behaviors. This literature links orientation training to organizational commitment, job performance, and quitting intentions, highlighting also the mitigating role of organizational socialization in this relationship (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Klein & Weaver, 2000; Saks, Uggersley, & Fassina, 2007).

Orientation training involves familiarizing new employees with various aspects of work in the organization, such as organizational procedures, health and safety, social behavioral expectations, and task responsibilities. While theoretical arguments persuasively establish a

causal relationship between orientation training and employees' work-related attitudes and behaviors, empirical support is not as compelling. Most of the existing job training evaluation studies focus on the impact of training schemes on pecuniary workplace outcomes, such as earnings, productivity, and turnover. Huselid (1995) finds, for example, that job training and other High Performance Work Practices (HPWP) have a statistically significant impact on reducing employee turnover and increasing productivity, and a wider, longer-term effect on organizational performance. In a similar vein, Delaney and Huselid (1996) document a positive association between HRM practices, including job training and staff selection, and positive perceptions of organizational performance. Studies placing more emphasis on non-pecuniary workplace outcomes tend to find that job training exerts a positive effect on employees' job satisfaction and organizational commitment (Santos & Stuart, 2003; Georgellis & Lange, 2007; Aguinis & Kraiger, 2009), although some studies fail to find any statistically significant relationship between training and job satisfaction (e.g. Shore & Barksdale, 1998).

Most of the existing empirical examinations have not differentiated between different types of training nor have they distinguished between domain satisfaction measures and attitudes. Noticeably, there has been relatively little evidence on how different types of training, and especially orientation training, affect employees' satisfaction with different aspects of work. One of the few notable exceptions is the study by Klein and Weaver (2000), who use a cross-sectional sample of 116 new employees to demonstrate that those employees who attended orientation training were significantly more socialized than employees who did not participate in this type of orientation. What is more, the authors report that orientation trainees also display "significantly higher levels of affective organizational commitment than non-attendees" (Klein & Weaver, 2000: 47). More recently, Boswell, Shipp, Payne, & Culbertson (2009) report that

newcomers' job satisfaction reaches a peak following organizational entry, and decreases thereafter. Such a pattern is more pronounced for employees with a higher degree of socialization and more positive initial experiences on the new job.

Research Objectives

The present study investigates how orientation training affects overall job satisfaction and its domains, paying particular attention to gender and sector differences. We posit that gender differences in labor market attachment, work-life conflict, and workplace values are well documented in the literature (Mottazl, 1986; Duxbury & Higgins, 1991; Lefkowitz, 1994; Lange, 2008) and are likely to be an important moderating factor during the orientation process. We also argue that differences between private and public sector remuneration, motivation, work related attitudes, and working conditions could influence how orientation training affects employee socialization and job satisfaction.

The empirical analysis is based on data from the British Household Panel Survey (BHPS) covering the period 1999 to 2008. The BHPS allows us to identify orientation and other types of job training, the location where training took place, the sources of training finance, the intensity of training, and whether qualifications were attained at the end of the training period. Such information allows us to isolate the impact of orientation training on job satisfaction from the impact of other types of training, and to control for the impact of training location, finance, and intensity. Our findings have potentially important implications for human resource management policy and practice. To the extent that the impact of orientation training on job satisfaction is more prevalent than the impact of other types of job training, a redirection of resources towards

orientation training could increase the effectiveness of human resource strategies for creating an engaged and motivated workforce.

Theoretical Background and Hypotheses

Research into organizational socialization has taken on several different approaches. First, research has investigated the stages that newcomers progress through (Feldman, 1981). Second, studies have focused on disentangling how newcomers learn and gain an understanding of their new workplace (Morrison, 1993; Ostroff & Kozlowski, 1992). Third, there has been a focus on the various tactics used to facilitate organizational socialization (Posner, & Powell, 1985; Klein & Weaver, 2000). The final approach has focused on analyzing the content of organizational socialization (Chao, O’Leary-Kelly, Wolf, Klein & Gardner, 1994; Feldman, 1981; Klein & Weaver, 2000). Despite extensive research endeavors into organizational socialization, gaps in the literature remain. In particular, research exploring whether employment sector and gender moderate the impact of orientation training and socialization on workplace attitudes and beliefs, such as job satisfaction, has not yet been examined. This is important because it will give us a better understanding of how these organizational and individual factors impact upon the relationship between socialization and job satisfaction.

Organizational socialization refers to the process through which newcomers to an organization make the change from being outsiders to being insiders (Bauer et al., 2007). Socialization helps new employees to develop a sense of task competence by reducing the uncertainty about the various aspects of work in their organization or work group context. It introduces clarity about work tasks, it establishes realistic expectations about a job, and it facilitates the development of interpersonal relationships between newcomers and other work

colleagues (Adkins, 1995; Bauer et al., 2007; Dean & Wanous, 1984; Feldman, 1981; Fisher, 1985; Morrison, 1993; Saks, Uggersley, & Fassina, 2007). To promote new employee socialization, organizations use a variety of socialization tactics that differ in terms of their formality, delivery patterns, variability, collectiveness, disjunctiveness, and investiture (Saks & Ashforth, 1997). Orientation training is one such tactic. It facilitates important socialization dimensions, such as interpersonal relationships, goal and value clarification, and awareness of the political knowledge within the organization (Kammeyer-Mueller & Wanberg, 2003; Klein & Weaver, 2000). Job satisfaction is positively related to interpersonal relationships (Liden, Wayne, & Sparrowe, 2000), goal clarification (Arvey, Dewhirst, & Boling, 1976), and value congruence (Edwards & Cable, 2009). Awareness of organizational politics and being able to navigate it is important because organizational politics has been reported to result in a negative relationship with job satisfaction (Vigoda, 2000). Building on this assertion, it follows that orientation training will have a positive effect on job satisfaction, as it is positively related to work characteristics that are also positively related to job satisfaction.

Hypothesis 1. Orientation training has a positive impact on newcomer job satisfaction.

The relationship between orientation and job satisfaction is arguably moderated by organizational and individual factors. We begin by focusing on the role of organizational characteristics on moderating the impact of socialization on newcomer job satisfaction. Studies that investigate the impact of organizational factors on socialization have largely focused on the influence of person-organization fit in facilitating socialization (Cable & Parsons, 2001; Kim, Cable, & Kim, 2005). This research has not extended to focusing on whether organizational type

impacts socialization. This omission notwithstanding, we contend that it is important to draw a distinction between public sector and private sector organizations because of the vastly different incentive structures organizations in each sector respond. In general, private sector organizations are motivated by profits whilst public sector organizations are motivated by a desire to maximize social welfare (Boyne, 2002). This leads to differences between private and public sector remuneration, motivation, work related attitudes and working conditions, which could affect how orientation training affects newcomer job satisfaction.

The public sector strives to maintain the status of being a model employer. Model employers use employee friendly HR practices, culture, leadership, personal and professional growth opportunities, and pride in work and/or company, fairness, work-life integration, and compensation, to effectively attract, motivate, and retain talented employees (Joo & Mclean, 2006). Public sector organizations are model employers largely due to higher union participation in the public sector (Morgan & Allington, 2002) and their desire to maximize social welfare. The higher degree of union bargaining in the public sector compared to the private sector results in the public sector adopting HR practices that are more favorable to employees and are more effectively carried out. The best employer status of public sector workers is reflected in recent empirical findings suggesting that on average public sector workers have higher job satisfaction, job security, and wages than their private sector counterparts (Georgellis, Iossa, & Tabvuma, 2011). Public sector organizations are thus likely to engage in orientation tactics that lead to employees feeling more satisfied with work and the organization. Private sector organizations, to take a very different example, typically operate in a fast-paced, competitive environment where they need newcomers to get up to speed quickly. This implies that private sector organizations are more likely to select socialization tactics that ensure newcomers become highly

productive in as short a time as possible. Such tactics are known as ‘rapid on-boarding’ (Rollag, Parise, & Cross, 2005). The approach implies private sector organizations are less likely to adopt HR practices that focus on other aspects of work life, such as personal and professional growth opportunities and work-life balance, which contribute to employee job satisfaction. Thus, orientation training in the private sector is likely to focus on increasing workers’ productivity and less on other aspects of work life. This suggests that orientation training in the private sector is less likely to facilitate important socialization dimensions that are positively related to newcomers’ job satisfaction. In this study, we investigate whether the impact of orientation training on job satisfaction is moderated by employment sector.

Hypothesis 2a: Orientation training will have a larger impact on newcomer job satisfaction in the public sector than the private sector.

Theoretical explanations for gender differences in workplace attitudes and beliefs draw upon work–life conflict. The literature on work–life conflict builds on Scarcity Theory and argues that time demands from either the work or the life domain result in reduced wellbeing in the workplace (Allen, Herst, Bruck, & Sutton, 2000; Greenhaus & Beutell, 1985). Work–life conflict has been related to lower job satisfaction, higher rates of absenteeism, and lower productivity (White, Hill, McGovern, Mills, & Smeaton, 2003). Women are adversely affected by work-life conflict to a greater extent than men because they take greater responsibility for household work and child rearing. Recently, researchers have shown that life events, such as marriage and the birth of the first child, reduce women’s job satisfaction in the longer term, especially in the public sector, while these events have no statistically significant effect on the

job satisfaction of men (Georgellis, Lange, & Tabvuma, 2012). To recap earlier observations, public sector organizations are more likely to adopt employee friendly orientation training and HR policies that encourages work-life integration whilst private sector organizations are more likely to have orientation training that focuses on newcomers getting up to speed as quickly as possible. This suggests that women newcomers are more likely to derive greater satisfaction from orientation training in the public sector than the private sector as orientation training in the public sector is more likely to address work-life conflict that women face to a larger degree than men.

Hypothesis 2b: Orientation training will have a larger positive impact on the job satisfaction of women in the public sector than in the private sector, whilst there is no difference for men.

A difficulty with testing these hypotheses is that what may seem to reflect evidence of orientation training influencing job satisfaction may actually reflect the impact of other types of training that newcomers receive. It is conceivable, for example, that an increase in newcomer job satisfaction may be the result of training that leads to improved skills. We address these concerns in our empirical analysis by controlling for various types of training and training characteristics.

Method

Data

Our analysis is based on a pooled cross-sectional sample derived from the last ten waves of the British Household Panel Survey 1999-2008 (BHPS). The BHPS is an annual survey providing demographic and labor market information, including information on orientation and other types of job training, on 10,000 individuals in approximately 5,500 households (see Lynn, 2006). We restrict our sample to full-time employees who moved to full-time jobs without any intervening unemployment period, thus excluding part-time workers who made the transition into full-time employment or previously unemployed people entering full-time employment. We further restrict the sample to employees between the ages of 17 and 65 working in either the private or the public sector, who have been in their new jobs for less than 17 months. These restrictions, and dropping observations with missing information on training or any other of the key variables, yield an estimating sample of 4,052 and 2,803 observations for men and women, respectively. Table I shows the number of newcomers in each year by gender in both the public and private sector.

[Insert Table I about here]

We identify workers in the public and private sectors from the response question to a question asking respondents to identify the type of employing organization. We identify private sector organizations from the response: (i) private firm/company, and we identify the public sector organizations from the following responses: (ii) civil service/central government, (iii)

local government/town hall, (iv) National Health Service (NHS) or higher education, and (v) nationalized industry. The private sector variable includes all industries.

Measures

Training Type

Using five non-mutually exclusive categories, respondents are required to choose the purpose of each training event they have experienced in the last 12 months as follows: (i) to help the respondent get started in his/her current job, (ii) to increase skills in their current job, (iii) to improve the respondent's skills in their current job, (iv) to prepare the respondent for future jobs, and (v) to develop the respondent's skills generally. The training events do not include leisure, as respondents were asked to exclude these. The first category is redefined as orientation training. We only consider orientation training for individuals who have moved into new jobs. We do not consider orientation training as a result of other job changes, such as promotion or having increased responsibilities within the same job. We implicitly assume that orientation training facilitates some aspects of organizational socialization, such as interpersonal relationships, goal and value clarification, and awareness of the organization's history (Klein & Weaver, 2000). We combine categories (ii) and (iii) to form a single category, which we name 'skills in the current job'.

Table II shows the training distribution by type, location, source of finance accreditation status, training frequency and duration by gender and sector. All types of training for newcomers occur more frequently in the public sector than the private sector for both men and

women. This reflects the public sector's status as a model employer, whereby employee friendly HR practices such as training that improves various aspects of work are used to effectively attract, motivate, and retain talented employees (Joo & Mclean, 2006). Orientation is relatively infrequent and only occurs for 13.18% and 10.40% of male and female newcomers respectively in the public sector. It is even more infrequent in the private sector where it only occurs for 8.35% and 9.18% of male and female newcomers. Training that focuses on current skills, future skills and general skills occurs for a proportion of both men and women in both the public and private sectors.

Training Location

The distribution of training locations is given in Table II. In both the public and private sectors, newcomer men are more likely to receive training in private training centers whilst newcomer women are more likely to have training in the workplace, higher or further education colleges, adult education centers and at university.

[Insert Table II about here]

Training Finance

Six different sources of training finance are identified in the data: no fees, self or family, employer or future employer, the New Deal Scheme providing training to the unemployed, Training and Enterprise Councils (TEC), and Learning and Skills Councils that provide work related training for youths and training within local organizations, youth schemes, and other

unspecified training finance. Approximately 14% and 9% of respondents in the public and private sectors respectively state that the training they received required no fees.

Training Accreditation

Respondents were asked whether the training they participated in would lead to a qualification, part of a qualification or not designed to lead to a qualification. The attainment of qualifications is important because individuals can use formal qualifications as a signal of attained human capital and verifiable ability to alternative employers. A higher proportion of public sector workers received training that lead to a qualification than private sector workers. In both the public and private sectors, new employees that are female are marginally more likely to participate in training that leads to qualifications than male newcomers.

Number of Training Events and Training Duration

Table III shows the average number of training events and average number of days spent on training for newcomer men and women in the public and private sector. Simple t-tests for differences in mean reveal that workers in the public sector have a significantly higher number of training events on average than in the private sector. There are no significant differences between men and women in the number of training events in both the public and private sectors.

The duration of training is significantly longer in the public sector (where it averages 12.08 days for newcomers) than in the private sector (where it averages 6.94 days for newcomers). Newcomer women have training that lasts significantly longer than is the case for men in both, the public and private sectors.

[Insert Table III about here]

Overall, the descriptive analysis of training type, location, finance, accreditation, number of training events and training duration points to a higher incidence and more general support for training schemes in the public sector than in the private sector, which is consistent with the status of the public sector as a model employer.

Job Satisfaction

The dependent variable is overall job satisfaction and its domains. The data allows us to consider domain satisfaction measures that capture employees' satisfaction with the following aspects of work: pay, job security, the nature of the work itself, and hours worked. Overall job and domain satisfaction variables are measured on ordinal Likert scales ranging from 1 to 7 where a value of 1 corresponds to "*not satisfied at all*" and a value of 7 corresponds to "*completely satisfied*". The measures are constructed from individuals' responses to the question: "*I am going to read out a list of various aspects of jobs, and after each one I'd like you to tell me from this card (19) which number best describes how satisfied or dissatisfied you are with that particular aspect of your present job*". Tables A1 and A2 in the appendix present the distribution of job satisfaction and its domains by gender in the public and private sector.

[Insert Table IV about here]

Control Variables

In order to account for the many factors shown to influence job satisfaction (e.g. Bryson, Cappellari, & Lucifora, 2004; Georgellis & Lange, 2007, 2012; Rogelberg, Allen, Shanock, Scott, & Shuffler, 2010; Judge, Thoresen, Bono, & Patton, 2001; Ilies, Wilson & Wagner, 2009), we control for workers' age, gender, marital status, income, union membership, education, health status, housing, firm size, job tenure, and promotion opportunities. The full definitions of each control variable and reference category are given in Table A3.

Results

Table IV summarizes the average job satisfaction of respondents who participated in training schemes, broken down by type of training, gender, and sector. Simple t-tests for the differences in means show that both men and women have significantly higher overall job satisfaction from any training and each type of training, including orientation training, in the public sector than the private sector. With respect to orientation, these findings are consistent with hypothesis 2 (a) that orientation training will have a larger positive impact on newcomer job satisfaction in the public sector than the private sector.

[Insert Table V about here]

Table V summarizes differences in real wages, working hours, job tenure, and promotion prospects between participants and non-participants in orientation training schemes in the private and public sectors. Participants in orientation training in the public sector earn on average less

than non-participants do. A plausible explanation for the lower wages of orientation training participants is that orientation training occurs more frequently for individuals lower down in the organizational hierarchy. Newcomer men who participate in orientation training in the public sector enjoy superior promotion opportunities than non-participants (at the 5% level of significance). In the private sector, participation in orientation training, compared to non-participation, is associated with lower monthly wages for men (significant difference at the 1%), longer hours for women (at the 5% significance level), and worst promotion prospects for both men and women (at the 1% significance level).

Next, we identify the characteristics of individuals who participate in orientation and other job training schemes, by estimating a probit model for the probability of new employees participating in training, using the pooled cross-sectional sample for the period 1999-2008. The estimated probit model is of the following form:

$$Prob[TR_i = 1] = \alpha + \beta'X_i + \varepsilon_i, \quad (1)$$

where TR_i is an observed indicator variable taking the value 1 if an individual i participates in orientation or job training, and 0 otherwise. The vector X_i represents individual and labor market characteristics and ε_i is a random error term. We estimate separate participation equations for public and private sector employees, using the cross-sectional enumerated weights derived in the BHPS, which adjust for the differential response and attrition rates across the survey waves. The BHPS variable for these cross-sectional weights is *xewght*, which we use in the STATA *svyset* command to define the sampling weights and the survey design characteristics. All estimations were performed using STATA 12.1.

Table VI presents the estimated coefficients of the training participation probit equations. The coefficients for participation in job training, irrespective of type, are shown in columns (1) and (2) for the public and private sector, respectively. The coefficients of the separate probit estimations for participation in orientation and training that improves/increases current skills are shown in columns (3) - (6). Consistent with previous findings (e.g. Renaud, Lakhdari, & Morin, 2004), we find that, compared to women, men working in the public sector are less likely to undertake any job training (column 1) and also less likely to undertake training that improves/increases current skills, irrespective of whether they work in the public or the private sector (columns 5 and 6). However, the estimated coefficient in column 3 suggests that male public sector employees are significantly more likely than female employees to participate in orientation training. These differences in the impact of gender on training participation largely reflect the stylized facts in Table II showing that a higher proportion of newcomer men than women participate in orientation training in the public sector, and that a higher proportion of women participate in training that increases/improves current skills. The results also show that there is a positive relationship between education and job training or training to improve current skills in both the private and the public sectors. Nevertheless, there is a positive association between education and orientation training participation in the private sector only. Longer working hours are associated with an increased probability of training participation, for all types of training, in the private sector. Being in a skilled profession is positively related to participation in any training, and training that improves/increases current skills in the private sector. New employees in small and medium-sized private sector firms are less likely to receive job training, orientation and training that improves/increases current skills. In contrast, new employees in small and medium-sized public sector organizations are more likely to receive

some job training and training that improves/increases current skills. Whilst previous studies have found that firm size is an important determinant of the quality and nature of job training (Winkelman, 1996), with the consensus being that large firms offer higher quality training than smaller firms, our findings are further evidence of the public sector’s model employer status and willingness to offer training opportunities to new employees.

[Insert Table VI about here]

Participants in orientation training in the private sector are likely to earn lower wages, work longer hours and have higher educational qualifications. The availability of promotion prospects increases the probability of new employees participating in orientation in the private sector and other types of training in both the private and public sector. This is evidence that individuals are willing to participate in job training to improve their chances of achieving promotion, as part of a more general career development plan. What is more, our findings are consistent with observations in the literature arguing that public sector employees are less concerned about promotion and other career advancement opportunities than their for-profit counterparts (e.g. Lyons, Duxbury, & Higgins, 2006; De Cooman, De Gieter, Pepermans, & Jegers, 2011). Finally, union membership also increases the likelihood of participation in job training of all types in the private sector.

Turning to our main hypotheses, we assess the impact of orientation training on job satisfaction by estimating ordered logit regression equations of the following form:

$$S_i = \alpha_i + \gamma OR_i + \theta_1 TR_{1i} + \theta_2 TR_{2i} + \theta_3 TR_{3i} + \theta_4 TR_{4i} + \theta_5 TR_{5i} + \beta X_i + \varepsilon_i, \quad (2)$$

where S_i stands for job satisfaction and its domains for individual i . The domain satisfaction measures include satisfaction with pay, job security, working hours, and satisfaction with the work itself. OR_i is a dummy variable with value 1 when a newcomer participates in orientation and 0 otherwise. TR_{1i} is a vector of dummy variables for different types of on-the-training, including training to improve/increase current skills, training to prepare for future jobs and training to develop general skills. TR_{2i} is a vector of dummy variables for the different locations where training took place: workplace, employer training centre, private training centre, higher or further education college, adult education centre, university, and at home. TR_{3i} is a vector of dummy variables for the different sources of finance used to pay for training: fee paid by the employer, self/family and no fees charged. TR_{4i} is a dummy variable with a value of 1 if training leads to a formal qualification. TR_{5i} is a vector of variables that proxy the intensity of training. These variables are the number of training events per person and the total amount of time spent on training (measured in days). X_i is a vector of demographic and job characteristics, including marital status, education, age, log of real income (gross monthly income), log of weekly working hours, union membership, promotion prospects, firm size, health, industrial, regional and year dummies. We estimate overall job satisfaction and domain satisfaction equations separately by sector and gender. Because our focus is on the association between training and job satisfaction at a point in time, the pooled ordered logit model is estimated using the same individual respondent cross-sectional weights (*xewght*) as in the probit estimation above, which ensures that our estimated coefficients are not biased.

Tables VII and VIII summarize the estimated coefficients for the effect of the various types of job training, training location, training finance, training intensity, and accreditation on

new entrants' job satisfaction and its domains. By and large, the results show that orientation training, which we consider as one of the important vehicles for workplace socialization, has a positive effect on most facets of job satisfaction for both men and women, thus supporting hypothesis 1. However, in the case of male employees orientation training is positively related to overall job satisfaction in both the public and the private sector, whereas this is only true for women in the public sector. For both men and women, orientation is positively related to the domains of job satisfaction in the public sector, with the exception of satisfaction with pay and working hours. As the estimated coefficients in columns 5 and 6 in Table VII show, for men orientation training has positive effect on satisfaction with pay only in the private sector. Similarly, orientation training increases men's satisfaction with working hours only in the private sector (see columns 9 and 10 in Table VII). For women, orientation training does not exert any statistically significant effect on satisfaction with pay, irrespective of sector (columns 5 and 6, in Table VIII). Taken together, the results in Tables VII and VIII provide evidence in support of both hypotheses 2a and 2b. Largely, there is support for hypothesis 2a that "Orientation training will have a larger impact on newcomer job satisfaction in the public sector than in the private sector". As columns 1 and 2 of Table VII show, the orientation training coefficients for men are higher in the public than the private sector (.601 and .307, respectively). An Adjusted Wald test [$F(1, 2314) = .00$; ($\text{Prob} > F = .9747$)] confirms that the difference between these two coefficients is statistically significant. The Adjusted Wald test was based on the STATA12 *suest* procedure that allows to compare coefficients across models. Similarly, the corresponding coefficients for women in the public and private sectors (.525 and .054, respectively), in columns 1 and 2 of Table VIII, are statistically different based on the Adjusted Wald test [$F(1, 1716) = .82$; $\text{Prob} > F = .3667$]. Further, there is support for hypothesis 2b, as the difference between the

coefficients for the public and private sector is greater for women ($0.471 = 0.525 - 0.054$) than for men ($0.214 = 0.601 - 0.307$).

[Insert Tables VII and VIII about here]

The results in Tables VII and VIII also suggest that there is only a weak positive relationship between the other types of job training and job satisfaction. For example, there is evidence that for men, training that prepares them for future jobs increases overall job satisfaction and satisfaction with working hours in the public sector, whilst this type of training is statistically insignificant for the other domains of job satisfaction, irrespective of sector. For women, training that increases general skills is positively related to satisfaction with pay in the public sector.

Discussion

In a dynamic workplace, with individuals changing jobs and careers frequently and organizations dealing with a growing number of workers who are newcomers, socialization through orientation training has become increasingly a priority for human resource managers and practitioners (Rollag, Parise, & Cross, 2005). In this paper, we have focused on understanding the impact of orientation training, as one important tactic of facilitating organizational socialization, on employee job satisfaction. We also analyzed how this impact varies with gender and employment sector. Our endeavor was motivated by the importance of socialization in developing task competence, developing work role clarity, establishing realistic job expectations and developing interpersonal relationships with work colleagues, which have an impact on work related attitudes

such as job satisfaction (Dean & Wanous, 1984; Fisher, 1985; Morrison, 1993; Adkins, 1995; Wesson, & Gogus, 2005; Bauer et al., 2007).

Our findings support the assertion that orientation training increases job satisfaction and its multiple domains. Considering orientation training as a powerful organizational socialization tactic, our results are consistent with the spirit of Uncertainty Reduction Theory suggesting that organizational socialization gives participants the opportunity to gain information about the various aspects of work, with a direct positive effect on the utility that participants receive from each aspect of work. Uncertainty Reduction Theory, which uses behavioral norms, attitudes, beliefs, values, morals and personal issues as guiding principles during various developmental stages, has been applied to various relationships. Although it continues to be widely respected as a tool to explain and predict initial interaction events, it has also been employed to disentangle intercultural interactions, social identity and organizational socialization (Hogg, Sherman, Dierselhuis, Maitner, & Moffitt, 2007; Bauer et al., 2007).

We also found that the impact of orientation training differs across gender, in that for women this positive relationship with overall job satisfaction is only significant in the public sector. This is consistent with hypothesis 2b, provides evidence that women may be more receptive to the application and selection of socialization tactics in the public sector. Building on the findings from work-life conflict research, we speculate that this finding may be reflective of women finding socialization tactics in the model employer public sector more helpful where HR practices, such as orientation, encourage work-life integration. With respect to the domains of job satisfaction, this positive relationship predominately occurs in the public sector for both men and women. This reflects the view that public sector firms are model employers that are more

likely to exert effort and use tactics that ensure newcomers are competent with and socially accepted in various aspects of their work.

We have also focused on the Human Resource context of job training, motivated by the importance of such training in terms of both, providing required remedial support for poor employee performance and initiating human resource development. Such development is often necessary for the promotion of innovation and the implementation of new workplace practices. However, with the exception of orientation training we found only weak evidence in support of the view that different types of job training impact upon employees' job satisfaction and its domains. Psychological theories of motivation often portray job satisfaction as one of the measurable indicators of employee engagement and satisfaction, with training provided to do current and/or future jobs as another indicator. In this respect, our findings inform the ongoing debate on employee engagement and organizational commitment. The mixed results we uncovered on the impact of different types of job training may be explained by the fact that despite the appeal of workplace training for career development and management, employees may feel discouraged from participating in training for a number of reasons. Such actual or perceived barriers include a possible mismatch between learning outcomes and career interests (Noe & Schmitt, 1986), inconsistent career development planning (Santos & Stuart, 2003), an unsupportive culture and increasing workload whilst they participate in training (Brown & McCracken, 2009), and examples of previous development projects that did not lead to the promotion of trained employees (Georgellis & Lange, 2007). What is more, the use of the word 'perceived' to refer to such barriers implies that training-related barriers an individual believes currently exist or may be encountered in the future are not necessarily grounded in reality or based on factual information. Yet as the literature on career goal attainment has shown (Albert &

Luzzo, 1999), even those barriers with no basis in reality can, and often do, have a direct impact on the decision-making process of an individual.

Using the BHPS survey has allowed us to distinguish between different types of job training and domain satisfaction measures, thus providing one of most disaggregated analyses of the relationship between job training and job satisfaction to date. Nevertheless, our study is limited by the lack of detailed information on the types of orientation training. To be able to identify how individuals are affected by different types of socialization tactics we would need to identify different types of socialization. Ideally, socialization tactics would be categorized into content tactics, context tactics, and social tactics. This categorization would allow us to measure different types of socialization and their effect on work based attitudes and behaviors. A potentially insightful avenue for future research is to revisit, for example, the differential impact of formal vs. informal orientation training programs on work adjustment and job satisfaction of new employees (Zahhly & Tosi, 1989). In the same spirit, comparing job specific orientation with training aimed at a broader understanding of the organization would also serve as an insightful way forward.

Finally, our separate analyses of private and public sector employees has allowed us to shed some initial light on the follow-up research question on identifying the different socialization tactics favored by organizations in each sector and why. This is especially important for organizational efficiency and effectiveness, as researchers have identified differences in personality, predispositions and other personal traits across individuals who self-select into the private and public sector employment. Typically, this research finds that intrinsically or pro-socially motivated individuals are attracted to the public sector, which explains the occurrence of pro-social behaviors, such as donated labor, in the public sector.

However, it is possible that public sector socialization may cause people to act in a pro-social manner when they work in the public sector. This is a plausible scenario, as a large literature in social psychology has argued that situational factors are most important in determining behavior and attitudes (Wagner & Gooding, 1987).

Conclusion

Our study contributes to a flourishing body of the literature exploring the antecedents of job satisfaction as a determinant of work related outcomes, workplace attitudes and organizational performance (Judge et al., 2001; Judge, Ilies, & Zhang, 2012). Our findings have important implications for human resource managers and practitioners, calling for a redirection of resources towards orientation training especially in a highly dynamic environment where employee mobility and career changes have become the norm rather than the exception.

Our findings reinforce the view that orientation training matters even more given its predominance as a stronger predictor of job satisfaction than other types of job training and consequently a strong predictor of such employee behaviors as commitment, motivation, absenteeism, and quitting intentions. We attribute the predominance of orientation training as a strong predictor of job satisfaction to its important function of facilitating the workplace socialization of new employees, reducing the uncertainty about aspects of the job that are not always easily contractible.

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Table I: Newcomer Distribution

	<i>Public</i>		<i>Private</i>	
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
New Job Entrants				
1999	49	72	374	195
2000	63	99	456	246
2001	71	122	452	244
2002	79	125	399	209
2003	64	123	405	192
2004	66	92	340	204
2005	54	125	325	173
2006	40	64	253	128
2007	33	66	278	127
2008	35	64	216	133
N	554	952	3,498	1,851

Table II: Training Distribution by Type, Location, Finance, and Accreditation Status

	<i>Public</i>		<i>Private</i>	
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
I. Training Type (%)				
Orientation	13.18	10.40	8.35	9.18
Current skills	41.52	49.05	27.19	31.06
Future skills	34.12	38.97	23.36	26.90
General skills	41.70	46.64	29.02	32.04
II. Location (%)				
Workplace	15.88	20.38	12.01	13.88
Employer Training Cen.	13.90	14.18	6.75	6.92
Private Training Cen.	9.57	6.62	8.43	5.78
Job Centre/Club	0.18	0.11	0.17	0.05
Higher/Furt Edu College	6.32	6.72	3.97	5.56
Adult Education Centre	0.54	2.84	1.23	1.84
University	4.15	7.46	1.00	1.57
Home	1.81	2.73	1.52	2.00
III. Financing Method (%)				
None	14.26	14.29	8.26	9.72
Self	6.32	7.46	4.69	4.81
Employer	30.69	36.03	22.01	23.07
Other (inc. New Deal and TEC)	1.99	3.89	1.83	2.11
IV. Accreditation (%)				
Leads to qualification	22.56	26.68	18.38	18.75
Leads to part of qualification	2.89	4.20	1.63	2.49
N	554	952	3,498	1,851

Notes: These are summary statistics for individuals that entered new jobs from 1999 – 2008.

Table III: Average Number of Training Events and Duration for Newcomers

	<i>Public</i>			<i>Private</i>		
	<i>Men</i>	<i>Women</i>	<i>All</i>	<i>Men</i>	<i>Women</i>	<i>All</i>
Number of Training Events ^a	2.40	2.46	2.44	1.97	1.94	1.96*** ^a
Training Duration (Days) ^a	9.73	13.46* ^b	12.08	6.19	8.36* ^b	6.94*** ^a

Notes: These are summary statistics for individuals that entered new jobs from 1999 – 2008. ** indicates significance in mean differences between men and women at a 1% confidence level, * indicates significance at a 5% confidence level.

^a indicates mean differences between the public and private sector.

^b indicates mean differences between men and women.

Table IV: Mean Overall Job Satisfaction for Different Types of Training

	<i>Public</i>		<i>Private</i>	
	<i>Men</i>	<i>Women</i>	<i>Men</i>	<i>Women</i>
Any Training	5.57	5.73	5.33**	5.43**
Orientation Training	5.77	5.93	5.42*	5.41**
Current skills Training	5.59	5.76	5.37**	5.47**
Future Skills Training	5.64	5.73	5.30**	5.45**
General Skills Training	5.59	5.75	5.33**	5.44**

Notes: These are summary statistics for individuals that entered new jobs from 1999 – 2008. ** indicates significance in mean differences between the public and private sector for men and women at a 1% confidence level, * indicates significance at a 5% confidence level, + indicates significance at a 10% confidence level.

Table V: Means for Real Wages, Working Hours, Job Tenure and Promotion Prospects

	<i>Public</i>		<i>Private</i>	
	<i>Orientation</i>	<i>No Orientation</i>	<i>Orientation</i>	<i>No Orientation</i>
Real Wage (£/month)				
Men	1,978	2,260*	1,844	2,036**
Women	1,646	1,840*	1,416	1,492
Working Hours (hrs/month)				
Men	37.88	38.52	40.68	40.55
Women	36.87	36.45	38.42	37.50*
Job Tenure (months)				
Men	4.97	4.71	4.58	4.82 ⁺
Women	4.33	4.33	4.48	4.73
Promotion Opportunities				
Men	.863	.767*	.733	.610**
Women	.707	.712	.782	.650**
N				
Men	73	481	292	3,206
Women	99	853	170	1,681

Notes: These are summary statistics for individuals who started new jobs during the period 1999 – 2008. ** indicates significance at a 1% confidence level, * indicates significance at a 5% confidence level, ⁺ indicates significance at a 10% confidence level.

Table VI: Probit Regressions – Job Training Participation

	<i>Any Training</i>		<i>Orientation</i>		<i>Current Skills</i>	
	Public (1)	Private (2)	Public (3)	Private (4)	Public (5)	Private (6)
Male	-.141 ⁺	-.046	.194 ⁺	.064	-.152*	-.104*
Age	-.036	-.013	-.051	.015	-.032	-.013
Age ²	.416	.081	.398	-.229	.390	.071
Health	-.183**	-.040	-.082	-.151**	-.170*	-.020
Education (High)	.324 ⁺	.749**	-.030	.307**	.326 ⁺	.701**
Education (Mid)	.021	.394**	-.034	.083	.050	.324**
Married	-.021	-.016	-.004	-.072	-.037	.010
Divorced	.043	.205 ⁺	.393 ⁺	.180	.001	.231*
Separated	-.024	-.200	.133	-.712*	.001	-.199
Renter	-.056	-.014	-.164	-.058	-.050	-.003
Log Real Wage	-.091	-.105*	-.163	-.345**	-.060	-.084
Log Work Hrs	.297	.355**	.177	.536**	.266	.397**
Union Member	-.015	.155**	-.041	.136 ⁺	-.020	.169**
Promotion Opportunities	.187*	.283**	.110	.298**	.212**	.342**
Skilled Profession	.031	.083 ⁺	-.084	-.027	.067	.169**
Firm Size (Small)	.196*	-.141**	.071	-.155*	.226*	-.131*
Firm Size (Med)	.150 ⁺	-.048	-.037	-.171**	.155*	-.026
Job Tenure	.008	.004	.019	-.012	.010	.014*
Constant	-.572	-1.780**	-1.001	-3.123**	-.593	-2.338**
Individuals	1,506	5,349	1,506	5,349	1,506	5,349
F	2.05	7.21	1.37	3.72	1.92	7.61
Prob > F	.000	.000	.042	.000	.000	.000

Notes: Sample weighted using the BHPS cross-sectional respondent weights. ** indicates significance at a 1% confidence level, * indicates significance at a 5% confidence level, ⁺ indicates significance at a 10% confidence level. Reference categories: Education (Low), Never Married, Firm Size (Large). Other controls include dummy variables for regions, industry, occupation, and year dummies.

Table VII: Ordered Logit Satisfaction Regressions – Men

	Overall Job Satisfaction		Satisfaction with the Work Itself		Satisfaction with Pay		Satisfaction with Job Security		Satisfaction with Working Hours	
	Public (1)	Private (2)	Public (3)	Private (4)	Public (5)	Private (6)	Public (7)	Private (8)	Public (9)	Private (10)
Orientation training	.601 ⁺	.307*	.781**	.248*	.098	.298*	.750**	.084	.295	.264*
Current skills training	.118	.092	.279	-.019	-.256	.018	-.052	.239	.556	-.082
Future skills training	.690*	-.083	.027	.078	-.005	-.031	-.014	.028	.496 ⁺	.194
General skills training	.297	-.213	.096	-.145	.658 ⁺	-.158	.223	-.052	-.717 ⁺	-.081
Training Location: Workplace	.060	.147	-.114	.093	.133	-.045	-.236	-.160	-.476	.098
Training Location: Employer Training Centre	.674 ⁺	-.047	.055	-.237	.656 ⁺	.068	.458	.014	.207	-.292 ⁺
Training Location: Private Training Centre	.512	-.070	.420	-.076	-.219	-.033	.058	-.269 ⁺	.346	-.134
Training Location: College	.088	-.167	-.567	-.136	.634	.123	.219	-.101	-.234	-.121
Training Location: Adult Edu Centre	1.017 ⁺	.490	.816 ⁺	.003	.793	.067	1.899	.250	1.642*	.233
Training Location: University	.121	.328	-.216	.261	-.131	.447	.730 ⁺	.233	.407	.345
Training Location: Home	-.338	-.090	-.769	-.071	.119	-.061	.964	-.476	-1.200	-.116
Fees: Employer	-1.319**	.124	-.744*	.052	-.687 ⁺	.128	-.194	.176	-.168	.006
Fees: Self	-1.269*	.011	-1.066**	-.178	-.082	.101	-.179	-.096	-.006	-.012
Fees: None	-.745 ⁺	-.078	-.196	-.164	-.356	.056	-.239	-.082	.102	-.164
Qualification Attained	.228	.064	.506 ⁺	.084	.012	-.018	.061	.057	.021	.036
Intensity: Events	.009	.045	.043	.050 ⁺	.098	.005	.005	.026	-.010	.022
Intensity: Time	.002	-.001	.004	.000	-.004	-.000	-.004	-.001	-.003	-.000
Individuals	554	3,498	554	3,498	554	3,498	554	3,498	554	3,498
F	1.87	3.61	1.61	3.49	2.59	5.83	197.	3.78	1.52	3.01
Prob > F	.0001	.0001	.003	.0001	.0001	.0001	.0001	.0001	.009	.0001

Notes: Sample weighted using the BHPS cross-sectional respondent weights. ** indicates significance at a 1% confidence level, * indicates significance at a 5% confidence level, + indicates significance at a 10% confidence level. Other controls include age, age squared, health, education, marital status, renter, log of real wage, log of working hours, union membership, promotion opportunities, firm size, skilled profession, and dummy variables for regions, industry, and year.

Table VIII: Ordered Logit Satisfaction Regressions - Women

	Overall Job Satisfaction		Satisfaction with the Work Itself		Satisfaction with Pay		Satisfaction with Job Security		Satisfaction with Working Hours	
	Public (1)	Private (2)	Public (3)	Private (4)	Public (5)	Private (6)	Public (7)	Private (8)	Public (9)	Private (10)
Orientation training	.525*	.054	.433 ⁺	-.092	.169	.155	.539*	-.009	.527*	-.109
Current skills training	.072	.301	.037	.224	-.018	.036	.296	.154	.084	.087
Future skills training	-.125	-.072	-.239	.029	.009	-.066	.041	.046	-.034	-.014
General skills training	.214	-.061	.079	-.077	.400 ⁺	.012	-.105	-.106	.220	-.189
Training Location: Workplace	-.032	-.044	.251	-.019	-.052	.122	-.033	.071	-.057	.006
Training Location: Employer Training Centre	-.418	-.179	-.239	.025	-.314	.026	-.129	.099	-.309	-.137
Training Location: Private Training Centre	-.022	.193	.131	.229	-.017	.234	.177	.114	-.006	.359
Training Location: College	-.001	.080	.123	.067	-.177	.479	-.523	-.007	-.176	-.204
Training Location: Adult Edu Centre	.049	.234	-.369	.316	-.163	.351	-.131	-.233	.114	-.047
Training Location: University	.389	-.339	.255	-.224	-.036	-1.015 ⁺	-.108	-.532	.088	-.695
Training Location: Home	.335	-.225	.284	.046	-.220	.217	-.040	-.212	.175	.141
Fees: Employer	.108	-.033	.080	-.092	.222	-.006	.181	.016	-.017	.200
Fees: Self	-.469	-.213	-.142	-.454 ⁺	-.201	-.541 ⁺	.109	-.128	-.520 ⁺	-.129
Fees: None	.058	-.484 ⁺	.219	-.265	.005	-.086	.032	-.350	-.270	-.157
Qualification Attained	-.042	.320 ⁺	.158	.275 ⁺	-.092	.366*	.064	.247	.204	.400*
Intensity: Events	.043	.043	.055	.022	-.062	-.034	.005	.018	.017	-.024
Intensity: Time	.001	.000	.001	-.001	0.000	.001	-.000	-.002	-.001	-.000
Individuals	952	1,851	952	1,851	952	1,851	952	1,851	952	1,851
F	1.44	1.74	1.56	1.87	1.40	3.50	3.17	1.71	2.06	1.84
Prob > F	.016	.0001	.004	.0001	.024	.0001	.0001	.0001	.0001	.0001

Notes: Sample weighted using the BHPS cross-sectional respondent weights. ** indicates significance at a 1% confidence level, * indicates significance at a 5% confidence level, + indicates significance at a 10% confidence level. Other controls include age, age squared, health, education, marital status, renter, log of real wage, log of working hours, union membership, promotion opportunities, firm size, skilled profession, and dummy variables for regions, industry, and year.

Table A1: The Distribution of Job Satisfaction Measures: Public Sector

MALES										
Rank	Overall Job Satisfaction		Satisfaction With The Work Itself		Satisfaction With Pay		Satisfaction With Job Security		Satisfaction With Hours Worked	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	5	0.90	6	1.08	9	1.62	9	1.62	7	1.26
2	10	1.81	12	2.17	20	3.61	15	2.71	8	1.44
3	33	5.96	26	4.69	74	13.36	25	4.51	51	9.21
4	24	4.33	39	7.04	39	7.04	29	5.23	44	7.94
5	114	20.58	115	20.76	162	29.24	93	16.79	137	24.73
6	318	57.40	270	48.74	209	37.73	232	41.88	226	40.79
7	50	9.03	86	15.52	41	7.40	151	27.26	81	14.62
Total	554	100.00	554	100.00	554	100.00	554	100.00	554	100.00

FEMALES										
Rank	Overall Job Satisfaction		Satisfaction With The Work Itself		Satisfaction With Pay		Satisfaction With Job Security		Satisfaction With Hours Worked	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	8	0.84	9	0.95	19	2.00	17	1.79	10	1.05
2	20	2.10	18	1.89	42	4.41	25	2.63	29	3.05
3	41	4.31	53	5.57	108	11.34	42	4.41	104	10.92
4	39	4.10	40	4.20	39	4.10	36	3.78	54	5.67
5	179	18.80	168	17.65	252	26.47	124	13.03	217	22.79
6	515	54.10	496	52.10	386	40.55	400	42.02	391	41.07
7	150	15.76	168	17.65	106	11.13	308	32.35	147	15.44
Total	952	100.00	952	100.00	952	100.00	952	100.00	952	100.00

Table A2: The Distribution of Job Satisfaction Measures: Private Sector

MALES										
Rank	Overall Job Satisfaction		Satisfaction With The Work Itself		Satisfaction With Pay		Satisfaction With Job Security		Satisfaction With Hours Worked	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	53	1.52	54	1.54	105	3.00	99	2.83	79	2.26
2	117	3.34	99	2.83	166	4.75	117	3.34	122	3.49
3	245	7.00	211	6.03	390	11.15	255	7.29	370	10.58
4	279	7.98	266	7.60	262	7.49	354	10.12	385	11.01
5	823	23.53	740	21.15	953	27.24	727	20.78	832	23.79
6	1,638	46.83	1,541	44.05	1,306	37.34	1,330	38.02	1,322	37.79
7	343	9.81	587	16.78	316	9.03	616	17.61	388	11.09
Total	3,498	100.00	3,498	100.00	3,498	100.00	3,498	100.00	3,498	100.00

FEMALES										
Rank	Overall Job Satisfaction		Satisfaction With The Work Itself		Satisfaction With Pay		Satisfaction With Job Security		Satisfaction With Hours Worked	
	Count	%	Count	%	Count	%	Count	%	Count	%
1	28	1.51	36	1.94	63	3.40	50	2.70	28	1.51
2	68	3.67	53	2.86	73	3.94	49	2.65	44	2.38
3	106	5.73	118	6.37	211	11.40	112	6.05	197	10.64
4	112	6.05	126	6.81	116	6.27	155	8.37	160	8.64
5	409	22.10	391	21.12	463	25.01	348	18.80	445	24.04
6	916	49.49	834	45.06	738	39.87	763	41.22	738	39.87
7	212	11.45	293	15.83	187	10.10	374	20.21	239	12.91
Total	1,851	100.00	1,851	100.00	1,851	100.00	1,851	100.00	1,851	100.00

Table A3: Variable Definitions

Variables	Definition
Age	Age of respondent in years
Age ²	Age of respondent squared
Education (High)	Equal one if respondent's education includes a higher degree, a first degree, a teaching qualification, or some other higher qualification, equal zero otherwise
Education (Med)	Equal one if respondent's education includes a nursing qualification, GCE A levels, or GCE O levels, equal zero otherwise
Education (Low)	Equal one if respondent's education includes a commercial qualification (with no GCE O level), CSE Grade 2-5 or Scot G, apprenticeship, other qualifications, or no qualifications, equal zero otherwise
Health	Equal one if respondent's report they have no health problems, equal zero otherwise
Log Real Wage	The log of respondent's usual pay
Log Work Hrs	The log of respondent's weekly working hours
Renter	Equal one if respondent is renting property they live in, equal zero otherwise
Union Member	Equal one if respondent is a member of a union member, equal zero otherwise
Promotion Opportunities	Equal one if respondent feels there are promotion opportunities available to them, equal zero otherwise
Skilled Profession	Equal one if respondent's occupation is classified as a manager, administrator, professional occupations, associate professional, technical occupation, or craft and related occupations. Equal zero if respondent's occupation is classified as a clerical and secretarial occupations, personal and protective service occupation, sales occupation, or a plant and machine operative
Married	Equal one if respondent is married, equal zero otherwise
Couple	Equal one if respondent is living with his/her partner, equal zero otherwise
Widowed	Equal one if respondent is widowed, equal zero otherwise
Divorced	Equal one if respondent is divorced, equal zero otherwise
Separated	Equal one if respondent is separated from spouse, equal zero otherwise
Never Married	Equal one if respondent has never been married, equal zero otherwise
Firm Size (Large)	Equal one if firm employs more than 500 individuals, equal zero otherwise
Firm Size (Med)	Equal one if firm employs between 100 and 500 individuals, equal zero otherwise

Firm Size (Small)	Equal one if firm employs less than 100 individuals, equal zero otherwise
Job Tenure	Number of months respondent has been in his current job.
Regional dummies	Equal one if respondent lives in Inner London, Outer London, Rest of South East, South West, East Anglia, East Midlands, West Midlands Conurb, Rest of West Manchester, Greater Manchester, Merseyside, Rest of North West, South Yorkshire, West Yorkshire, Rest of Yorkshire and Humber, Tyne and Wear, Rest of North, Wales, Scotland, or Northern Ireland
Industry dummies	Equal one if industry dummy works in industry identified at one digit level
Time dummies	Equal one if the year is 1999-2008
