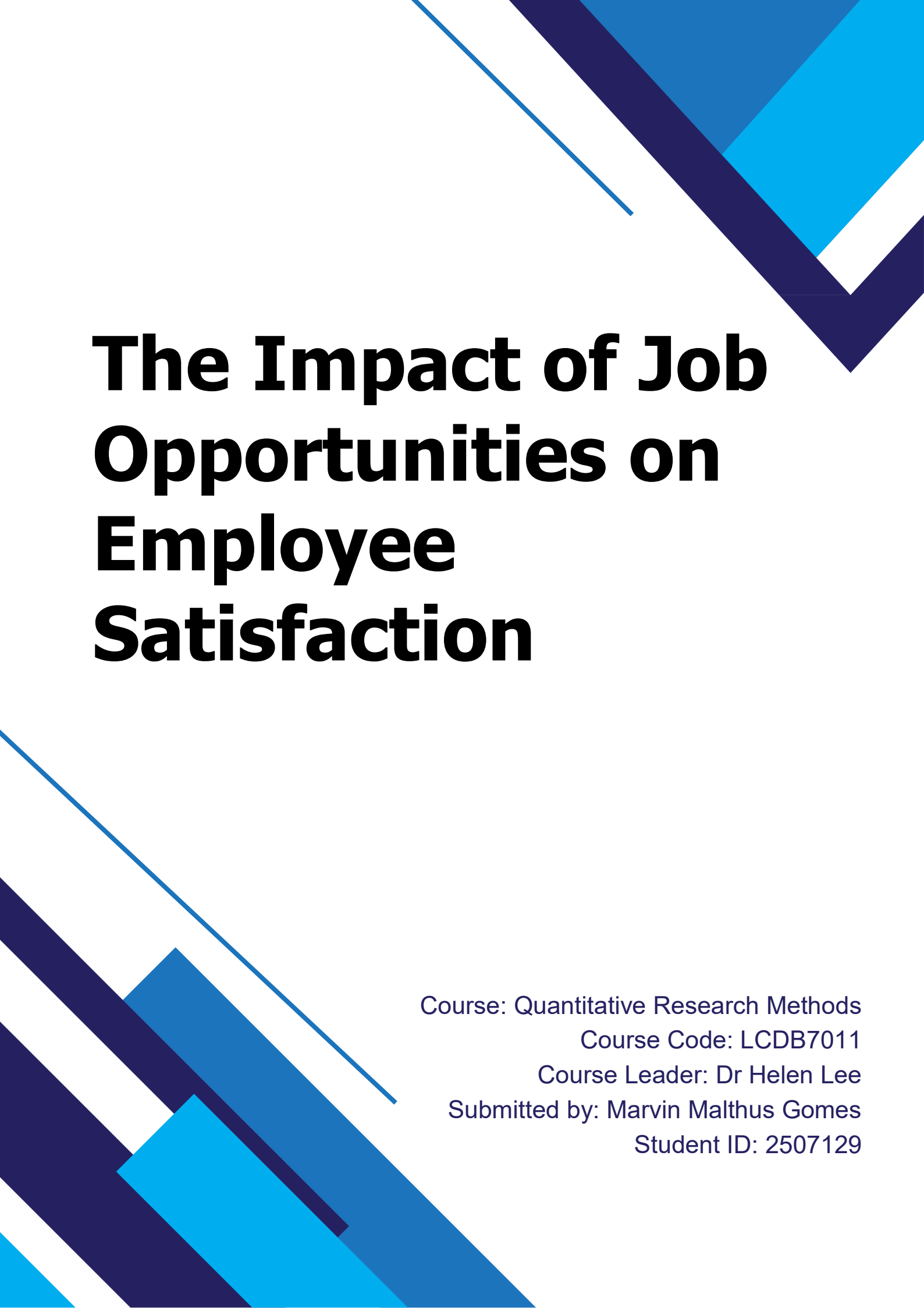




The Impact of Job Opportunities on Employee Satisfaction

Course: Quantitative Research Methods

Course Code: LCDB7011

Course Leader: Dr Helen Lee

Submitted by: Marvin Malthus Gomes

Student ID: 2507129

Abstract

This quantitative report explores the relationship between career promotion opportunities and employee satisfaction. It is based on a secondary employee data set comprising 300 usable cases and tests whether the number of career promotions held affects employee satisfaction levels. In its theoretical framing, career promotion opportunities form the independent variable and employee satisfaction the dependent variable. Theoretically based on motivation-hygiene theory (Herzberg), organisational justice, social exchange and career development literature, it is argued that career promotion opportunities would predict satisfaction, as promotions likely signal progress, positive feedback and recognition, justice and future value in one's career. The empirical approach involves descriptive statistics, consideration of reliability, Pearson correlation, chi-square group comparisons and linear regression. The data indicated that two promotions were associated with the highest mean levels of satisfaction, but bivariate association between the number of promotions and satisfaction was weak and not significant ($r = 0.093$, $p = 0.108$). In terms of simple linear regression, the promotion variable still showed positive but non-significant coefficient values ($B = 0.133$, $p = 0.108$, $R^2 = 0.009$). The chi-square analysis revealed only marginal effects not reaching significance at the 5% level ($\chi^2 = 8.580$, $p = 0.073$). Hence, it cannot be stated in this case that career promotion opportunities exert a significant positive influence on employee satisfaction, for the sample. This report concluded that while career promotion opportunities may be part of an overall career development system in a firm, it does not explain job satisfaction in isolation, without factors like justice, pay, work volume, leadership, role design and support from others at the organisation. The report makes contributions towards using theory-led design with a secondary data set and to honest presentation of non-significant findings

Table of Contents

<i>1. Introduction: The Importance of the Research</i>	<i>2</i>
<i>2. Research Aim, Objectives and Questions.....</i>	<i>3</i>
Research Aim	4
Research Objectives	4
Research Questions.....	4
<i>3. Literature Review, Conceptual Framework and Statement of Hypotheses, Research Gap.....</i>	<i>4</i>
Research Gap.....	6
Conceptual Framework.....	7
Statement of Hypotheses	7
<i>4. Research Methodology</i>	<i>7</i>
<i>5. Data Analysis</i>	<i>10</i>
<i>6. Findings</i>	<i>14</i>
<i>7. Discussion.....</i>	<i>16</i>
<i>8. Conclusions</i>	<i>19</i>
<i>9. Reflective Essay</i>	<i>20</i>
<i>References</i>	<i>22</i>
<i>Bibliography</i>	<i>27</i>
<i>Appendix A: Statistical Data Analysis using SPSS</i>	<i>28</i>
<i>Appendix B: 300 Employees Dataset</i>	<i>34</i>

1. Introduction: The Importance of the Research

Employee satisfaction continues to be a key focus of management literature as it correlates with productivity, commitment, well-being, and retention. In view of recent labour market evidence, it is not surprising that there is renewed interest in employee satisfaction. According to Gallup's State of the Global Workplace 2026 report, only 20% of employees were engaged globally in 2025. Low levels of engagement are estimated to cost the global economy roughly \$10 trillion dollars in lost productivity (Gallup, 2026a). There is similar cause for concern in the United Kingdom. Gallup's latest county-level report indicates that only 10% of employees in the United Kingdom are engaged at work and 46% of employees reported experiencing a great deal of stress on the previous day (Gallup, 2026b). These figures do not measure job satisfaction directly but are a proxy for the larger issue of the quality of work-life, of which career progression is a key component due to its impact on employee perceptions of their future with an organization. Promotions achieve more than simple improvements to an individual's title and salary. They can communicate notions such as recognition, trust, success and long-term perspectives. UK findings show that progression is not universally perceived. An office for National Statistics report observed that over just more than half of all employees believed there were opportunities for good promotion within their careers (Office for National Statistics, 2022). Career progression continues to feature prominently within, both the wider working-life picture, and measures of job quality according to the CIPD Good Work Index (Brinkley, 2024). This evidence makes the current topic of inquiry timely and relevant, if not all employees feel that they have good opportunities for promotion then promotion opportunities may become a source of job dissatisfaction, disengagement and eventual resignation. It is particularly important to study this effect in employee datasets as promotion can be assessed not only as a symbolic event, but as a tangible measurable organizational outcome, The present report will consider the relation between employee satisfaction and the availability of job promotion opportunities.

The study is methodologically relevant, focusing on testable hypotheses and statistical analysis rather than merely describing a management problem. The current research does not test whether promotion feels subjectively important, but whether promotion appears empirically significant when translated into measured phenomena using rigorous statistics. A pragmatic detail regarding the dataset is required, while the original research proposal may have indicated access to the wider Kaggle dataset containing 10,000 employee records, only 300 records were ultimately available for use. Statistical test as shown and outcome as described is for the latter. While the study should not be invalidated, the extent of inference has been significantly reduced, and conclusions should be interpreted with care. The current report will follow a conventional research design. Following the aim, research objectives and questions, will be an examination of existing literature based on

Herzberg's two-factor theory and other theories, followed by the identification of the research gap, finally the conceptual framework and hypothesis will be stated. The following chapters will detail the method chosen for the research, analysis of the relevant statistics and interpretation of the findings in relation to both theory and learning outcomes of this module concerning quantitative methods. In addition to being related to students and practitioners, focus on promotion opportunities is a useful construct because promotion is one of few employee-experience variables which is both managerial and measurable. The concept is managerial because organisations may create policies for promotion, communicate clear selection criteria and help career development, while it is measurable because employee databases contain historical promotion data. It thus lends itself to quantitative research techniques wherein theory is expected to connect with some observed phenomena rather than opinion. The report also assumes that employee satisfaction is a composite attitude. Thus, if promotion is significantly related with satisfaction, it is expected that opportunities for advancement is a salient predictor variable in this dataset. A non-significant, or insignificant relationship would simply demonstrate that promotion is not inherently important in this dataset; it implies that it needs to be investigated alongside fairness, pay, workload, management style, role design and employees' expectations of advancement. Therefore, it reports both significance level and effect sizes, as any business research report ought to provide a sense of practical importance in addition to p-values.

A final factor underpinning its importance is the high visibility of promotion decisions within organizations. Employees are likely to view promotion is awarded as evidence as to whether the organization is fulfilling its implicit promise of fairness and opportunity. While many HRM practices go unnoticed by other employees, a promotion typically changes reporting lines, titles, responsibility and sometimes pay, and therefore serves as a public display of the relative worth of individual contributions. Consequently, this report attempts to balance theory, method and interpretation throughout; the body of report delineates why it is theorized promotion opportunities would matter, the method used to test that theorized association and finally the extent to which the present dataset provides support for that hypothesis.

2. Research Aim, Objectives and Questions

Based on the Herzberg's Motivation-Hygiene Theory, this report seeks to explore the role of promotion chances in determining employees' satisfaction. It is demonstrated that how promotion is a motivator, why perception of fairness in decision of promotion effects employees' attitude, and how managing can increase satisfaction by creating a fairness and helping environment of development path.

Research Aim

The aim of this study is to examine the effect of job promotion opportunities on employee satisfaction using quantitative analysis of a secondary employee dataset.

Research Objectives

- To examine the impact of promotion opportunities on employee satisfaction.
- To evaluate the relationship between promotion opportunities and employee satisfaction.
- To identify whether promotion remains a meaningful predictor of satisfaction when selected employee and job-related factors are considered.

Research Questions

- i. What is the relationship between job promotion opportunities and employee satisfaction?
- ii. Do employees with more recorded promotions report higher employee satisfaction than those with fewer or no promotions?
- iii. Do promotion opportunities significantly predict employee satisfaction in regression analysis?

3. Literature Review, Conceptual Framework and Statement of Hypotheses, Research Gap

There is a lot of concern for employee satisfaction within organisational research as satisfaction has consistently been related to performance, wellbeing, commitment and retention. Employees don't just respond to salary or their daily work; they make general appraisals about whether they are recognized for what they do, whether effort gets commensurate reward and if there is a future within the organisation worth committing to. Promotion matters in this context because it is on the interface between present and future. The logical structure that provides best explanation in the current study seems to be the Herzberg's two-factor theory. Herzberg distinguishes hygiene factors from the motivators, "hygiene factors do not improve job satisfaction; they remove dissatisfaction" while motivation factors, as the term suggests, actually "increase job satisfaction". Promotion falls under the latter category. Promotion is no administrative issue, or rather a reward ex post factum. Promotion is a symbol of accomplishment, recognition, career development and responsibility growth. With the Herzberg's argument, it means promotion has its impact because it makes work meaningful intrinsically. Herzberg's theory suggests promotions enhance satisfaction by signalling non-material rewards for hard work. Without opportunities for progression, job satisfaction may remain low despite reasonable pay. The arguments made become even more convincing when considered in the context of fairness. Equity theory suggests that workers constantly compare their contributions to their returns relative to others (Adams, 1965). Promotion decisions, when

appearing to be inequitable, hidden, or influenced by internal politics may therefore even affect an employee's sense of satisfaction, despite the individual in question not being directly in line for promotion. The relevance of organisational justice here should be noted: employees perceive work environments more favourably when processes are just and outcomes are just (Colquitt et al., 2001 and Spector, 2001).

Social exchange theory states that favourable treatment by an organization tends to result in employees rewarding that organization with their commitment, high levels of effort, and intention to stay (Blau, 1964; Eisenberger et al., 1986; Rhoades and Eisenberger, 2002). Opportunities for promotion could therefore be interpreted by an employee as part of the employer-employee exchange relationship and therefore if advancement is an opportunity, they feel rewarded and therefore are likely to display high attachment, where if it is an opportunity foreclosed then this could weaken the relationship. Evidence to suggest career progression is an important factor for employees comes through a range of empirical studies, with meta-analytic evidence providing a clear positive link between objective and subjective career success and job satisfaction and a range of career outcomes (Ng et al., 2005). Studies of career growth support similar findings suggesting that opportunities for development and perceptions of forward movement are supportive of career satisfaction and commitment (Weng et al., 2010; Huo, 2021).

The second literature strand suggests employees see a link between advancement and job satisfaction or turnover outcomes. Employees who feel stuck are more likely to disconnect mentally and begin contemplating leaving. Multiple meta-analyses (Griffeth, Hom and Gaertner 2000, Tett and Meyer 1993) demonstrate strong links between poor job attitudes and both intents to leave and actual turnover. Research on career plateaus and stagnation elaborates this: lack of progression is more likely to cause lower satisfaction and enhance withdrawal tendencies (Chao 1990, Heilmann, Holt and Rilovick 2008, Xie, Xin and Bai 2016). This report uses literature to justify the importance of satisfaction, with the statistical model focusing on it as the dependent variable. Satisfaction gains from promotion may be minimal or variable, with studies showing only incremental changes influenced by promotion specifics and individual perceptions. Otto et al. (2022) for example, argued that job satisfaction is not automatically, inherently increased in an organisational context when an employee gets promoted. It is relevant for present report since it provides against an overly simplest approach: if getting promoted doesn't necessarily mean a significant increase in satisfaction, how would opportunity work? Herzberg identifies promotion as a motivator, with equity principles illuminating its relational and moral dimensions.

The measures in this literature often focus on perceived promotion opportunities and use multi-item scales, whereas present dataset relies on the number of promotions, a direct but potentially inadequate proxy for the underlying psychological concept. Employees may interpret their position

differently than actual promotion counts suggest. An individual might lack promotion but still have high opportunity; or possess one promotion but perceive stagnation. Therefore, what we are modelling here is not a proxy for the entire experience of having a career opportunity but a direct measure of past recorded promotion history. The evidence also implies there might be indirect mechanisms mediating the relationship between promotion and satisfaction. Promotion could enhance satisfaction through an increase in perceived organizational support, career confidence, or prestige. Conversely, it could decrease satisfaction by leading to greater workload or role mismatch without adequate resources. The immediate, direct effect may therefore understate the true nature of organizational processes. Nonetheless, a direct model may provide an important baseline for future modelling, testing if there is a basic, underlying relationship at all. The research therefore leads to the cautious hypothesis that employees may respond positively to promotion opportunity, in line with Herzberg's theory and other research streams above. This response is likely to be of a moderate magnitude, due to the complexity of satisfaction and potential dual effects of promotion. This conclusion seems appropriate given that a large, positive effect could potentially result from a simple mistake rather than careful analysis.

Another strand of literature examines the difference between having received promotions and having the opportunity to be promoted. Number of promotions is the proxy for actual career advancement, while perception of opportunity suggests whether employees perceive prospects and potential movement. Job satisfaction is likely to be more sensitive to expectations and prospects than to historical events alone. Career development research has explored variables related to future opportunities and mobility (Weng et al. 2010; Weng and McElroy 2012; Kraimer et al. 2011), such as perceived organizational support, development support, career planning support, progress towards goals and future mobility expectations. This supports the idea of direct as opposed to overly simplistic modelling of a relationship that could have a far wider definition. The final literature issue concerns time: promotions may temporarily boost morale but can lead to increased responsibilities and pressure without adequate resources. The honeymoon-hangover effect from job-change research indicates that employees can feel momentarily enthusiastic about a change, but then revise that enthusiasm as workload, expectations and adjustment occur (Boswell, Boudreau and Tichy 2005). This point is particularly relevant because the dataset does not specify how long ago each promotion was received. Therefore, promotions may well impact current job satisfaction levels differently depending on the recency of when they were awarded, not to mention their actual impact on the job, making direct inferences from number of promotions rather challenging.

Research Gap

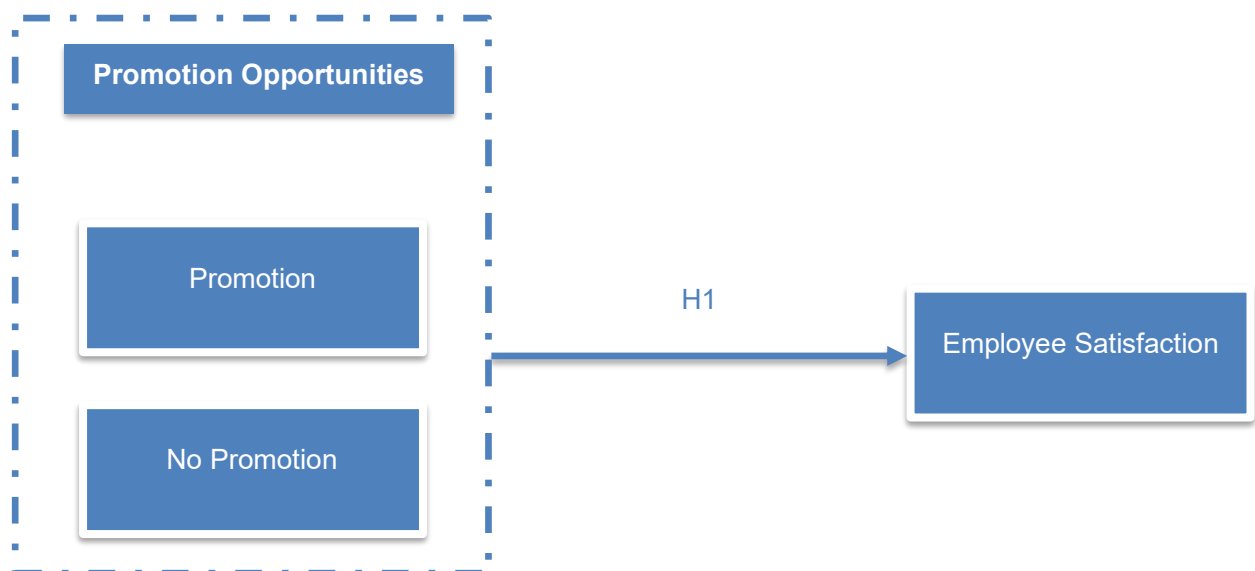
The gap in literature is at the juncture of theory, measurement, and design. Some of the best existing literature makes it clear that promotions, career development and equitable progression are

significant, however much existing literature employs perceptual scales, individual career paths and industries or turnover as their main predictor, rather than a clear quantitative analysis using recorded promotions and satisfaction on secondary employee data. Herzberg's Two-Factor Theory has not directly linked motivators to outcomes. This study fills that gap by applying the theory to a secondary employee dataset, focusing on promotions and examining the relationship within a job satisfaction model.

Conceptual Framework

The framework used in this report is a simplistic one. Promotion opportunities, here being measured by the number of recorded promotions, are regarded as the independent variable, with employee satisfaction being regarded as the dependent variable.

Figure 1. Conceptual framework



Statement of Hypotheses

H₁: Promotion opportunities have a significant positive relationship with employee satisfaction.

H₀: Promotion opportunities have no significant relationship with employee satisfaction.

4. Research Methodology

The design of this research is quantitative using secondary data. A quantitative design is appropriate for this research as the aim of the study is to investigate the relationship between two measurable variables, promotion opportunities and employee satisfaction. The independent variable is Promotion, and it is measured by the number of times that each employee has been promoted. The

dependent variable is Satisfaction and is measured by the score awarded on employee satisfaction scale. The data file contains 300 complete cases. Therefore, the methodology will also reflect the proposed strategy on career progression while keep the statistics part the same as in promotion opportunities to employee satisfaction.

The research philosophy is post-positivism as we hypothesize that patterns in employee attitudes can be assessed using numeric data, while acknowledging that the result of statistics test is based on probabilities rather than definite conclusions. This is because promotion is not assumed to be the sole cause of employee satisfaction, rather to investigate whether such an expected relationship is shown in the data file. Post-positivism has important implications for research in business and management where the data is collected through interpretations by human beings and it is subject to organizational context and measurement limits. Statistics tests are conducted to provide evidence, yet with careful interpretation.

The study employs secondary data. This signifies that the researcher has not undertaken primary data collection from employees personally. The use of secondary data provides quantitative results without the expense and effort involved in conducting employee surveys, but it also means that researcher has not influenced the design of the original study. This may involve variables that are measured differently, or important variables omitted from the data file. Such implications will be considered within the results.

Statistical analysis employs tools needed for the report. Firstly, descriptive statistics summarise characteristics of the primary variables using frequency, mean, standard deviation, and range. Secondly, reliability of internal measurement of satisfaction using Cronbach's alpha would not be applicable as there is a single satisfaction score as opposed to multiple questionnaire items relating to satisfaction. Reliability will thus be commented as not applicable for internal consistency and will address the consistency in measurement description as well as the limits of it. Thirdly, Pearson correlation will determine the strength and direction of the relationship between promotion and employee satisfaction. Fourthly, chi-square will explore whether promotion is related to the three categories of satisfaction (low, average and high) using a crosstab. Finally, regression will investigate whether employee satisfaction is predictable from promotion opportunities.

The model that will be used is a simple linear regression model; $\text{Employee Satisfaction} = b_0 + b_1(\text{Promotion}) + e$. This model clearly addresses the conceptual framework directly. In addition to the initial, exploratory model with some selected control variables would be proposed to observe if promotion retains its significance with the inclusion of these variables. The inclusion of this additional regression model will be for purpose of addressing the third research question.

The level of statistical significance applied is 0.05. If p value is less than 0.05 then it is regarded as statistically significant or greater than 0.05, it indicates that there is not enough evidence to reject the null hypothesis. As well as this, the effect size will be considered since significance alone may not illustrate the strength of the relationship in practice. The magnitude will be illustrated using r value in correlation and R² in regression, and Cramer's V in chi-square.

Regarding to the ethics issues, secondary data were collected without disclosing the identity of individuals thus minimal risks are associated to privacy, confidential information will remain hidden as far as possible and will only provide aggregate findings to answer the third research objective. Nevertheless, the implications to individuals such as judging the employees or unfairness of promotion will be examined within the results.

Relevant variables were chosen for the purpose of analysis and checked for the number of cases and the range of values for the promotion measure and distribution of the satisfaction score. Promotion was considered a count variable with 3 measured values (0,1,2) and satisfaction as a continuous scale for use in correlation and regression. Satisfaction was transformed to three levels (low, medium and high satisfaction) for the chi-square test for the comparison between the promotion groups.

Reliability for this measure is problematic to define in terms of what is required here. Cronbach's alpha tests for the internal consistency of multi-item scales measuring the same thing, employee satisfaction was given as a single score in this dataset and was not composed of items where a measure of internal consistency would be useful or valid. Instead, reliability was treated as a limitation and a test for a scale that can be measured reliably with further work and a good measurement for reliable testing is required if such testing is sought in future.

The sequencing of statistical analysis reflects the order of research questions. Descriptive statistics shows the characteristics of the sample. Correlation is to see if promotion and satisfaction covary. Chi-square is to see if promotion groups vary with different levels of satisfaction. Regression is to see if promotion predicts satisfaction. An exploratory regression model with control variables is also included to add scope to the study but the focus is on promotion and satisfaction.

Quantitative research involves taking a broad management topic and creating an analysable model. Here promotion opportunities are the independent variable and employee satisfaction the dependent variable, and the choice of statistical tests is dependent on how each variable is measured. The study is an exploratory rather than purely descriptive study as it aims to see if there is an association between promotion opportunities and employee satisfaction but also to attempt to predict satisfaction using promotion opportunities. Because it is based on a secondary dataset and the data are cross-sectional, a causal relationship cannot be determined between the variables; therefore,

causal language is only used carefully when reporting the results of regression and the results are presented in terms of prediction and association. The method of data screening was part of the methodological framework. The sample size, and range of promotion and satisfaction scores were first screened. The purpose was to determine whether appropriate measures of analysis could be used. These were 300 full cases and scores for promotion ranged between 0 and 2 and 1 and 5 for satisfaction scores which means that they could be used for descriptive statistics, a group comparison test and a linear regression.

5. Data Analysis

This section reports on the quantitative analyses. The dataset uploaded to it contained 300 complete employee files with 19 variables. Main predictor and outcome variables are Promotion and Satisfaction respectively. Promotion ranged from 0 to 2 indicating no promotion, 1 promotion or 2 promotions. Satisfaction was measured on a scale between 1.02 and 5.00 for the employee satisfaction score. As described by the descriptive statistics, the mean number of promotions was 0.99 (SD = 0.83). Employee Satisfaction had a mean of 3.06 (SD = 1.18) with a median satisfaction score of 3.04. The promotion groups appeared balanced across groups with 104 individuals in 0 promotions, 95 employees in 1 promotion and 101 employees in 2 promotions. This is useful as it may allow comparisons of groups with equal groups of promotions.

The analysis of the mean for each promotion group indicated that the 2-promotion group had the highest mean satisfaction score of 3.26 followed by the no-promotion group at 2.99, then the 1-promotion group at 2.91. The mean scores were not entirely linear with 1 promotion being lower than 0 promotion. This is indicating that there may be more than a simple positive linear relationship and that perhaps only multiple promotions were meaningful increases in satisfaction whereas one promotion might have increased expectations without commensurate gains.

Reliability analyses were run in line with the plan. For Cronbach's alpha a question on the employee satisfaction score must be composed of multiple items. Both satisfaction score and promotions are a single variable and thus are not applicable for Cronbach's alpha internal consistency reliability testing. Report was created stating that Cronbach's alpha was not applicable for the purpose of the reliability analysis. As it is secondary data there may be limitations to the variables which should be noted.

The Pearson correlation produced was positively skewed but very small in terms of association ($r = 0.093$, $p = 0.108$) and was statistically insignificant at the .05 level. A similar positive skewed but very weak relation also appeared for the Spearman correlation ($\rho = 0.095$, $p = 0.102$) showing the

lack of statistical significance was not due to relying solely on the Pearson product moment correlation method.

The chi-square test was used to see if promotion categories could be differentiated by the three satisfaction categories of low, medium, high. Result $\chi^2(4) = 8.580$, $p = 0.073$, Cramer's $V = 0.120$. This result failed the statistical significance test ($p > 0.05$) which suggested that there was no significant relation between promotions and job satisfaction categories; the Cramer's V is an indication that the relation between these categories was weak to begin with. In examining the chi-square, the 2-promotion group had the highest number in high satisfaction, however, the relation was not significant enough.

The simple regression tested H_1 . This model has an R of 0.009, indicating promotion has very little ability to explain employee satisfaction at below 1%. This indicates there may be no effect for promotions on satisfaction or the relationship is too weak to be statistically observed in this sample. The unstandardized coefficient for Promotion was $B = 0.133$, and the significance of B is $P = 0.108$. Since the significance level for B is greater than .05, there is no evidence that the relation is significant in this sample. The standardized Beta for the relationship would be the same as the correlation coefficient; a very small relationship.

An exploratory regression model testing the effect of promotion and other variables was run. $R = 0.061$, Adjusted $R = 0.022$. Promotion did not prove significant here ($B = 0.100$, $p = 0.236$). Hours worked per week showed as statistically significant ($B = 0.021$, $p = 0.007$), while salary per month was only marginally significant ($B = 0.00011$, $p = 0.068$). This suggests that other factors such as hours work per week were better predictors of satisfaction than promotion. Despite this, the overall variance explained by this model was still limited suggesting the data was not particularly predictive in terms of explaining satisfaction.

Overall, the analysis seems to be quite consistent showing that the more promotions an individual has the more likely they are to be satisfied but the relation is not statistically significant for this sample. Therefore, H_1 must be rejected, and H_0 kept. This means there is not sufficient statistical evidence in this data set to conclude that promotion opportunities play a role in satisfaction at the organizational level. Managerial relevance was mentioned briefly. A weak relation may be evidence of the small magnitude of any promotion effect. Even a small coefficient would generally support a relation, but this one is not robust and might even reflect random sampling error.

Table 1. Descriptive statistics for core variables

Variable	N	Mean	Std. deviation	Minimum	Maximum	Comment
Promotion	300	0.990	0.828	0.00	2.00	Represents all three promotion groups.
Employee satisfaction score	300	3.057	1.185	1.02	5.00	Represents all satisfaction scores.

Table 2. Frequency distribution of promotion variable

Promotion group	Frequency	Percentage
0	104	34.7%
1	95	31.7%
2	101	33.7%

Table 3. Satisfaction by promotion group

Promotion Group	N	Mean Satisfaction	Std. deviation	Minimum	Maximum
0	104	2.994	1.145	1.11	4.98
1	95	2.908	1.194	1.02	5.00
2	101	3.263	1.200	1.02	5.00

Figure 2. Mean satisfaction by promotion level

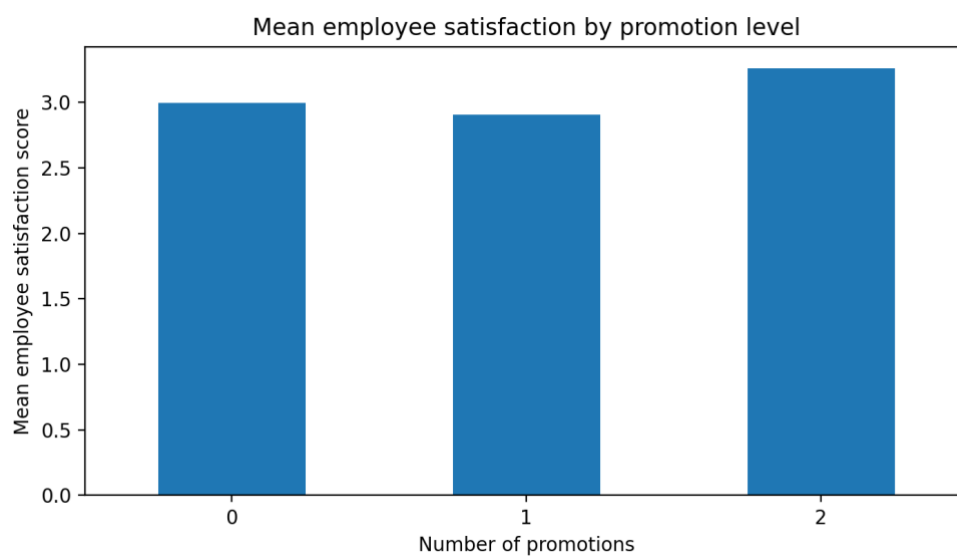


Figure 3. Scatterplot of promotion and employee satisfaction

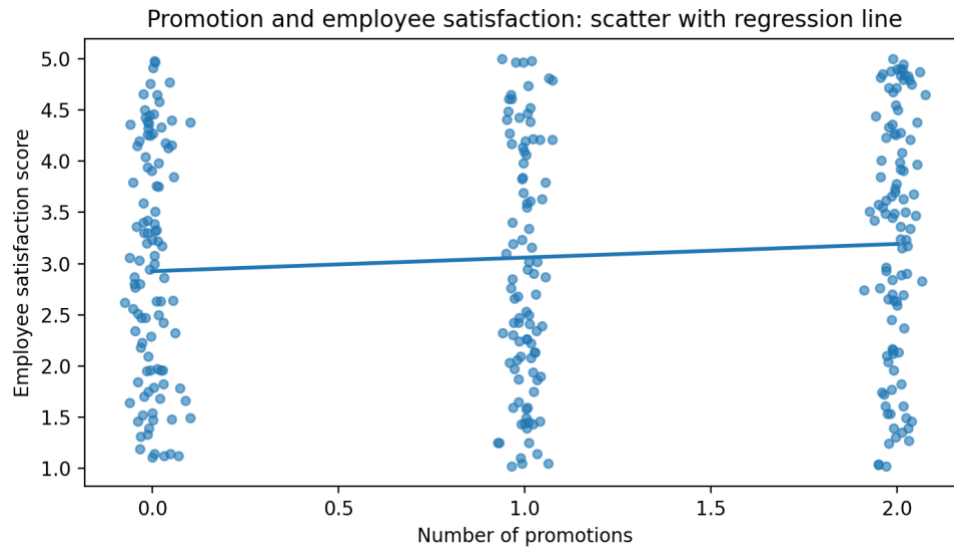


Table 4. Correlation analysis

Test	Coefficient	p-value	Interpretation
Pearson correlation	0.093	0.108	Positive, weak, not significant
Spearman correlation	0.095	0.102	Positive, weak, not significant

Table 5. Crosstab: promotion group by satisfaction category

Promotion group	Low satisfaction (1.00-2.50)	Moderate satisfaction (2.51-3.50)	High satisfaction (3.51-5.00)
0	39	28	37
1	44	17	34
2	28	26	47

Table 6. Chi-square test summary

Chi-square	df	p-value	Cramer's V	Decision
8.580	4	0.073	0.120	Not significant at $p < .05$

Table 7. Simple regression model summary

Model statistic	Value
R	0.093
R ²	0.009
Adjusted R ²	0.005
F	2.602
Sig. F	0.108

Table 8. Simple regression coefficients

Predictor	B	Std. error	Beta	t	p-value	95% CI lower	95% CI upper
Constant	2.925	0.106	-	27.479	0.000	2.716	3.135
Promotion	0.133	0.083	0.093	1.613	0.108	-0.029	0.296

Statistical data also shows how crucial it is to discriminate between descriptive patterns and inferential conclusions. The descriptive means show a peak in satisfaction score with two promotions, which would seem consistent with our predictions. However, inferential statistics tests if these means are significant, i.e. Unlikely under H_0 . For all correlations, chi-square, ANOVA and regression, the p values are higher than 0.05. Hence, it must be stated that the descriptive findings on promotion number were suggestive, but not definitive. The exploratory regression is interesting because it illustrates that promotion is not the sole determinant of job satisfaction in the dataset; even with control variables added, promotion remains positive but non-significant. The suggestion is promotion should indeed be understood within the larger job-quality context. The relatively low adjusted R-squared of the exploratory regression also illustrates that several factors contributing to job satisfaction were not included in the dataset: such as manager behaviour, psychological safety, perceptions of fairness, autonomy and expectations about career development.

6. Findings

The first finding is moderately high average employee satisfaction in the sample. Mean satisfaction is 3.06 on a scale of 1 to 5, slightly above the centre, indicating no unusually high or low general satisfaction level. High standard deviation (1.18) suggests considerable individual variation, lending validity to the use of a regression approach to analyse job predictors.

The second finding is the relatively balanced promotion groups in the dataset. Slightly over one-third fall into each promotion category: 104 at zero, 95 at one and 101 at two promotions. This balance strengthens the analysis by eliminating the problem of one promotion category overwhelming another in the comparison.

The third finding is the highest average satisfaction level is observed in employees with two promotions. This description conforms somewhat to the expected results: that higher opportunities for promotion would correspond to higher satisfaction. However, one promotion group has a lower mean score than the no-promotion group; as such, the pattern of higher satisfaction as a function of more promotion is not as linear as expected.

The fourth finding is that the correlation between promotion and satisfaction is positive, though weak. The Pearson correlation is $r=0.093$, indicating a very small linear relationship; the p-value of 0.108 shows it is not statistically significant. Thus, no strong claims about this relationship can be made based on this sample.

The fifth finding is that the chi-square group comparison is not significant. Although there is a tendency for employees with two promotions to fall into the higher satisfaction groups, the overall comparison between promotion groups and the classification of their level of satisfaction is not statistically significant. In other words, no promotion group strongly differentiates the other two categories of satisfaction.

The sixth finding is that H_1 is not supported by the results of regression analysis. While promotion has a positive coefficient, it does not have a significant impact on job satisfaction levels. R is very small, indicating promotion does not account for much variance in job satisfaction, therefore the null hypothesis is retained. This suggests that there is not enough evidence to say promotion opportunities have a positive impact on the level of employee satisfaction in this sample.

The seventh finding is the importance of examining a broader array of factors in job satisfaction. Work hours per week in the exploratory regression has a significant impact, while promotion does not; the work hours variable cannot account for employee satisfaction level alone, but it suggests that actual job conditions may play a role. The study lends itself to the existing literature claiming job satisfaction is multidimensional and not solely determined by opportunity of promotion.

An additional insight derived from the findings is the uneven distribution of satisfaction. Satisfaction levels were lowest for the no-promotion employees, increasing with one, two, or possibly three promotions. However, the increase in satisfaction from the zero to one-promotion groups was non-existent or very minor. This results challenge that a promotion effects satisfaction or it just a means for more promotion and thus further expectations raised. So, promotion cannot be viewed as simply positive effects.

The eighth finding pertains to the learning process of the study. One clear advantage of having multiple methods for determining whether promotion has an impact on job satisfaction (correlation, chi-square, regression) is the ability to examine this effect from several different angles. The results do not offer radically different perspectives; rather they all agree that promotion contributes to a positive direction, although not in a statistically significant manner, thus confirming the decision to retain the null hypothesis while remaining aware of directionality of the relationship.

7. Discussion

In this section, the results are discussed in relation to the literature and theory. The literature review showed a well-established theoretical expectation that the availability of promotion opportunities should be positively correlated with employee satisfaction. Herzberg considered advancement one of the motivators, research in career success regards promotion as the 'ultimate' indicator of success and studies of justice/social exchange regard equitable organisational rewards to foster positive employee attitudes. However, the empirical results demonstrate a low, non-significant relationship. This highlights an important topic of discussion; where theory predicts promotion to be influential, the promotion variable in this dataset does not help account for satisfaction.

There may be no significant correlation, as the data counted the number of promotions instead of the fairness/opportunity for promotion. Employees don't just react to the number of promotions. They also react to whether the criteria for promotion are equitable, to salary increases, impact of job role changes on workload, job match, and continued opportunities for advancement. The justification of this claim stems from organisational justice studies, where it was noted that fairness of procedures, respectful treatment and satisfaction were heavily affected by fairness of process (Colquitt (2001); Colquitt et al. (2001); Spector (2001); Ambrose and Schminke (2009); Colquitt et al. (2013)). Promotion counts therefore may be too narrow to capture psychological impact of promotion.

A second possible explanation is the mixed effects of promotions. While promotion provides status and recognition, it also involves higher levels of work intensity and responsibility, thus causing greater strain. Employees, if feeling that their promotion brought about a burden, satisfaction might not grow. Studies of fit and job design were quoted that job attitudes were related to autonomy, task nature, coworker relations and role demands (Boswell, Boudreau and Tichy (2005); Hackman and Oldham (1976); Liden, Wayne and Sparrowe (2000); Dulebohn et al. (2012); Pillai, Schriesheim and Williams (1999); Tepper (2000)). The low satisfaction in one-promotion group might represent the possibility of promotion causing negative feelings though this can only be assumed from the data given.

It is also possible that satisfaction is influenced by multiple variables simultaneously. As indicated by the low R^2 in the simple regression, promotion can only explain a small fraction of the variance in satisfaction. This is consistent with prior findings that satisfaction is also linked to pay, personality, leadership, job involvement, organisational support, job resources, and career development (Allen, Shore & Griffeth 2003; Eisenberger et al. 1986; Rhoades & Eisenberger 2002; Wayne, Shore & Liden 1997; Cropanzano, Prehar & Chen 2002; Aryee, Budhwar & Chen 2002; Bakker et al. 2007; Rich, LePine & Crawford 2010; Saks 2006; Schaufeli, Bakker & Salanova 2006; Podsakoff et al. 2009; Organ & Ryan 1995; Williams & Anderson 1991; Kraimer et al. 2011; Weng et al. 2010; Weng & McElroy 2012; De Vos & Soens 2008; De Vos, De Hauw & Van der Heijden 2011; Kuijpers, Schyns & Scheerens 2006; Dreher & Ash 1990; Hausknecht, Rodda & Howard 2009; Panaccio & Vandenberghe 2009; Kammeyer-Mueller et al. 2013; Conway & Briner 2002; Judge, Heller & Mount 2002; Judge et al. 2010; Heneman & Schwab 1985; Mathieu & Zajac 1990; Meyer et al. 2002; Ng & Feldman 2010). Promotion opportunities may still be an important factor, but the effect may be indirect rather than a direct, linear relation.

This research has several practical implications for managers. Managers must not simply offer employees promotions, believing this will inherently lead to satisfaction. Instead, promotion policies must be fair, transparent, and supplemented by adequate support through training, feedback, and manageable workload allocation. Employees must understand how and why promotion occurs so they can plan future development toward available opportunities. Organizations should monitor the support provided to promoted employees as inadequate support can lead to stress and job dissatisfaction. It highlights the importance of transparent and honest reporting. Despite having sound theoretical justification for the hypothesis, the data did not provide support at 5% level. However, failure to confirm a hypothesis should not be seen as a failing of the study; results should be reported as they are and may contribute significantly to theory development by challenging simple assumptions, leading to enhanced measurement and understanding of complex constructs. Future research should incorporate a measure of perceived promotion fairness, future career opportunities and satisfaction with organization's promotion policy, in addition to perceived organizational support, to test how promotion leads to job satisfaction. This study addresses the need in the literature by demonstrating the limitations of a simple direct promotion-job satisfaction model, instead suggesting promotion is embedded in a larger system and its effects are conditioned and indirect. It suggests organizations need to integrate promotion into a more global employee experience rather than as a stand-alone reward strategy.

Another limitation to be aware of in the current discussion is possible suppressed or omitted effect. The impact of promotion may vary according to subgroup, such as extent to which employees are at early-career stage, how long they have worked in the organisation or department, or whether they

work in a department that requires a high level of competitiveness for advancement. Single correlations may mask subgroup differences simply because they are the average over the entire sample, which is why it may be interesting to test for the interaction effect of promotion on satisfaction based on other variables mentioned such as tenure, job role, and department.

The impact of promotions on job satisfaction must be integrated into a holistic employee experience strategy. A promotional policy alone may not promote employee satisfaction without support through transparent assessment processes, feedback, appropriate mentorship opportunities, realistic workloads and fair reward structures. Organizations therefore have an incentive to foster a positive employee experience by addressing each dimension of experience to create optimal job satisfaction for their employees. Another significant implication from this study is not to rely solely on the number of promotions to determine whether employees are satisfied. The findings demonstrate that the number of promotions has a direct effect, but it is likely employees may have received a promotion and still have low levels of job satisfaction due to inadequate job support, poor salary increments or unfair procedures. Thus, organizations should evaluate quality and quantity of promotions by developing open communication channels, consistent performance feedback and the availability of structured career paths based on verifiable and relevant criteria. An important practical implication drawn from this study is that individuals who are not promoted should not be disregarded as this can contribute to reduced motivation.

Descriptive findings in study show the group that was not promoted did not score the lowest on average for job satisfaction. It seems that employees may be supported by other aspects such as meaningful tasks, good supervisor relationships, fairness in treatment and learning opportunities in their job, and thus, the promotion program can contribute to motivation through the implementation of lateral career opportunities, employee development initiatives, acknowledgement, and appropriate mentoring when opportunities for promotion may not be readily available. Such enhanced measurement would enable greater separation between employees' actual promotion histories and their perceived future promotion opportunities, both of which are likely correlated but theoretically distinct. Finally, current report clearly illustrates why the interpretation of quantitative results needs to be nuanced. The outcome, though it fails to completely confirm the predicted hypothesis at 5% significance level, contributes valuable knowledge toward understanding the extent of effect in the present dataset. An insignificant result can have considerable value in academic research if it is honestly reported and effectively linked back to theory, the specific measurement tools, and management practice.

8. Conclusions

This report investigated the relationship between job promotion opportunities and employee satisfaction by employing a quantitative secondary dataset on 300 employees. Conceptual framework and hypothesis for the study was that promotion opportunities will positively and significantly influence satisfaction of the employees. Descriptive statistics, consideration of reliability, correlation, chi-square analysis, and regression analysis were performed. The primary conclusion was that the hypothesis did not hold statistical support. Promotion had positive direction toward satisfaction, however; the relationship was weak and insignificant with Pearson $r = 0.093$ and simple regression coefficient $B=0.133$ with $p=0.108$. Regression analysis demonstrated that the variable only explains 0.9% of variation in employee satisfaction hence; null hypothesis was retained. The results do not indicate that promotion opportunities are unimportant. There is substantial evidence in the literature to suggest that advancement, fairness, recognition and support from the organization can boost satisfaction, but it indicates that solely counting promotions is not sufficient to justify the satisfaction of employees. Promotion might become significant under conditions that promote fairness, reward, support, and a meaningful job path. The study has certain limitations. As the study is secondary data, there was limited control over how the original data was collected. A single score for satisfaction indicates a lack of reliability analysis possible of the internal consistency of the measure of satisfaction, and count measures could only capture a portion of the promotion measure (i.e., number of promotions attained instead of perceived job promotion opportunities or employee's perceptions regarding promotion policy). The sample size of 300 employees was adequate for analysis but too small for broad generalization. Future studies should try to utilize the primary survey with a validated multi-item measure for employee satisfaction, promotion fairness, career growth opportunity, perceived organizational support, and workload. A large sample drawn from various sectors will ensure the generalisability. Testing for mediation and moderation models will also enhance research in this field (i.e. Is employee satisfaction influenced through perceived fairness or whether this relationship differs between departments, gender, tenure, or level). Overall, the report presents that promotion opportunities are theoretically significant but empirically complicated. Fair and developmental promotion opportunity may foster satisfaction, but there is no certainty that promotion alone serves as a successful predictor of employee satisfaction. Organizations should consider building clear career paths, providing development support and assessing employee satisfaction by evaluating various job-related variables. In conclusion the important lesson learned is to analyse theory and data together. While Herzberg's theory of hygiene, justice research, and career development literature points to positive correlation between promotion opportunity and employee satisfaction; the result of statistical analysis in this dataset highlights weak association of direct promotion opportunity with employee satisfaction. Value added by this

report is not just to test H_1 but to enrich the understanding regarding promotion opportunities. Promotion may influence satisfaction, but the direction and extent will possibly depend on the perceptions regarding fairness, supportiveness, role-fit, timing, and quality of work.

With respect to research questions; an answer to RQ1 is that there exists a positive, weak association between promotion opportunity and employee satisfaction. Regarding RQ2, the highest mean of employee satisfaction is recorded for two promotions, but this trend cannot establish statistically significant group difference. Regarding RQ3; it is determined that employee satisfaction is not significantly explained by promotion opportunities with a simple regression model. All these answers present clear, evidence-based conclusions of the study. The final recommendation is to incorporate the promotion systems into the organization's overall strategy for improving employee satisfaction by making it fair, transparent, and developmental and enhancing it with proper leadership, fair compensation, manageable workload, meaningful jobs, and continuous development opportunities. Future studies should be recommended to develop better models by exploring factors like subjective measures of promotion fairness and opportunity along with objective outcomes and individual differences.

9. Reflective Essay

This module has improved my skills in the use of quantitative methods in several ways. I now have a better understanding of the measurement and operationalisation process in quantitative research because it depends on transforming business concepts into variables that can be measured. I understand the importance of research question, variables and hypotheses working together; in quantitative research this should be clear from the beginning. This module has improved my understanding of the principles of research design and philosophy in relation to quantitative research. It helped me realise that this kind of research design is more than about working with numbers but also about making assumptions that are defensible in terms of the hypotheses used, in terms of sampling and interpretation of the results obtained. It has made me critical in reading quantitative studies, understanding how statistics can be helpful. In addition to it has developed my confidence when using statistical techniques and software packages. The module handbook shows that I have covered basic descriptions and tests, correlation, regression, exploratory factor analysis, and SPSS. I can now better select the relevant statistical technique for my research question, instead of just seeing all statistics as one block.

Yes, I am convinced that a quantitative method is suitable for my DBA study, provided that my topic will involve measurable constructs and a testable question, for instance, related to a managerial problem that can be examined empirically. The DBA brief implies that a quantitative design must be developed, tested and assessed for reliability and validity and that publicly

accessible or reachable samples must be at least 150 respondents which lends itself very well to quantitative research. My rationale for this position is that the research area at DBA level in business often seeks to find out the relationships between constructs, to examine how one construct is affected by another or to identify specific patterns, problems and their causes, which are generally research questions which can be suitably studied through quantitative means. In addition, through the module I now have a clear view on hypothesis testing, statistical assumptions and interpretation of results as ways to produce structured, comparable evidence that can support decisions-making processes. For example, if my research were about the effects of leadership style on employees' engagement, a quantitative approach would allow me to rigorously test the existence and the direction of such relationships instead of making inferences on mere observation or opinion. I do not think quantitative research is the suitable approach for any DBA study. When the research problem to be investigated is either very exploratory, involves very deep contextual descriptions or seeks in-depth analysis of subjective phenomena, then qualitative research or a mixed-methods approach could be more appropriate. Overall, my experience with this module has shifted my understanding of quantitative research from one of merely learning how to use the tools to one of appreciating the disciplined way of constructing evidence-based statements and I feel more competent as well as being better able to choose between quantitative methods and other alternatives.

References

1. Abele, A.E. and Spurk, D. (2009) 'How do objective and subjective career success interrelate over time?', *Journal of Occupational and Organizational Psychology*, 82(4), pp. 803-824. <https://doi.org/10.1348/096317909X470924>
2. Allen, D.G., Shore, L.M. and Griffeth, R.W. (2003) 'The role of perceived organizational support and supportive human resource practices in the turnover process', *Journal of Management*, 29(1), pp. 99-118. <https://doi.org/10.1177/014920630302900305>
3. Ambrose, M.L. and Schminke, M. (2009) 'The role of overall justice judgments in organizational justice research: A test of mediation', *Journal of Applied Psychology*, 94(2), pp. 491-500. <https://doi.org/10.1037/a0013203>
4. Aryee, S., Budhwar, P.S. and Chen, Z.X. (2002) 'Trust as a mediator of the relationship between organizational justice and work outcomes: Test of a social exchange model', *Journal of Organizational Behavior*, 23(3), pp. 267-285. <https://doi.org/10.1002/job.138>
5. Bakker, A.B., Hakanen, J.J., Demerouti, E. and Xanthopoulou, D. (2007) 'Job resources boost work engagement, particularly when job demands are high', *Journal of Educational Psychology*, 99(2), pp. 274-284. <https://doi.org/10.1037/0022-0663.99.2.274>
6. Boswell, W.R., Boudreau, J.W. and Tichy, J. (2005) 'The relationship between employee job change and job satisfaction: The honeymoon-hangover effect', *Journal of Applied Psychology*, 90(5), pp. 882-892. <https://doi.org/10.1037/0021-9010.90.5.882>
7. Brayfield, A.H. and Rothe, H.F. (1951) 'An index of job satisfaction', *Journal of Applied Psychology*, 35(5), pp. 307-311. <https://doi.org/10.1037/h0055617>
8. Colquitt, J.A. (2001) 'On the dimensionality of organizational justice: A construct validation of a measure', *Journal of Applied Psychology*, 86(3), pp. 386-400. <https://doi.org/10.1037/0021-9010.86.3.386>
9. Colquitt, J.A., Conlon, D.E., Wesson, M.J., Porter, C.O.L.H. and Ng, K.Y. (2001) 'Justice at the millennium: A meta-analytic review of 25 years of organizational justice research', *Journal of Applied Psychology*, 86(3), pp. 425-445. <https://doi.org/10.1037/0021-9010.86.3.425>
10. Colquitt, J.A., Scott, B.A., Rodell, J.B., Long, D.M., Zapata, C.P., Conlon, D.E. and Wesson, M.J. (2013) 'Justice at the millennium, a decade later: A meta-analytic test of social exchange and affect-based perspectives', *Journal of Applied Psychology*, 98(2), pp. 199-236. <https://doi.org/10.1037/a0031757>
11. Conway, N. and Briner, R.B. (2002) 'A daily diary study of affective responses to psychological contract breach and exceeded promises', *Journal of Organizational Behavior*, 23(3), pp. 287-302. <https://doi.org/10.1002/job.139>
12. Cropanzano, R., Prehar, C.A. and Chen, P.Y. (2002) 'Using social exchange theory to distinguish procedural from interactional justice', *Group & Organization Management*, 27(3), pp. 324-351. <https://doi.org/10.1177/1059601102027003002>
13. Crossley, C.D., Bennett, R.J., Jex, S.M. and Burnfield, J.L. (2007) 'Development of a global measure of job embeddedness and integration into a traditional model of voluntary turnover', *Journal of Applied Psychology*, 92(4), pp. 1031-1042. <https://doi.org/10.1037/0021-9010.92.4.1031>
14. De Vos, A. and Soens, N. (2008) 'Protean attitude and career success: The mediating role of self-management', *Journal of Vocational Behavior*, 73(3), pp. 449-456. <https://doi.org/10.1016/j.jvb.2008.08.007>

15. De Vos, A., De Hauw, S. and Van der Heijden, B.I.J.M. (2011) 'Competency development and career success: The mediating role of employability', *Journal of Vocational Behavior*, 79(2), pp. 438-447. <https://doi.org/10.1016/j.jvb.2011.05.010>
16. Dreher, G.F. and Ash, R.A. (1990) 'A comparative study of mentoring among men and women in managerial, professional, and technical positions', *Journal of Applied Psychology*, 75(5), pp. 539-546. <https://doi.org/10.1037/0021-9010.75.5.539>
17. Dulebohn, J.H., Bommer, W.H., Liden, R.C., Brouer, R.L. and Ferris, G.R. (2012) 'A meta-analysis of antecedents and consequences of leader-member exchange', *Journal of Management*, 38(6), pp. 1715-1759. <https://doi.org/10.1177/0149206311415280>
18. Eisenberger, R., Huntington, R., Hutchison, S. and Sowa, D. (1986) 'Perceived organizational support', *Journal of Applied Psychology*, 71(3), pp. 500-507. <https://doi.org/10.1037/0021-9010.71.3.500>
19. Griffeth, R.W., Hom, P.W. and Gaertner, S. (2000) 'A meta-analysis of antecedents and correlates of employee turnover: Update, moderator tests, and research implications for the', *Journal of Applied Psychology*, 85(2), pp. 268-279. <https://doi.org/10.1177/014920630002600305>
20. Hackman, J.R. and Oldham, G.R. (1976) 'Motivation through the design of work: Test of a theory', *Organizational Behavior and Human Performance*, 16(2), pp. 250-279. [https://doi.org/10.1016/0030-5073\(76\)90016-7](https://doi.org/10.1016/0030-5073(76)90016-7)
21. Harter, J.K., Schmidt, F.L. and Hayes, T.L. (2002) 'Business-unit-level relationship between employee satisfaction, employee engagement, and business outcomes: A meta-analysis', *Journal of Applied Psychology*, 87(2), pp. 268-279. <https://doi.org/10.1037/0021-9010.87.2.268>
22. Hausknecht, J.P., Rodda, J. and Howard, M.J. (2009) 'Targeted employee retention: Performance-based and job-related differences in reported reasons for staying', *Human Resource Management*, 48(2), pp. 269-288. <https://doi.org/10.1002/hrm.20279>
23. Heneman, H.G. and Schwab, D.P. (1985) 'Pay satisfaction: Its multidimensional nature and measurement', *International Journal of Psychology*, 20(1), pp. 129-141. <https://doi.org/10.1080/00207598508247727>
24. Hom, P.W. and Griffeth, R.W. (1991) 'Structural equations modeling test of a turnover theory: Cross-sectional and longitudinal analyses', *Journal of Applied Psychology*, 76(3), pp. 350-366. <https://doi.org/10.1037/0021-9010.76.3.350>
25. Iaffaldano, M.T. and Muchinsky, P.M. (1985) 'Job satisfaction and job performance: A meta-analysis', *Psychological Bulletin*, 97(2), pp. 251-273. <https://doi.org/10.1037/0033-2909.97.2.251>
26. Judge, T.A., Cable, D.M., Boudreau, J.W. and Bretz, R.D. (1995) 'An empirical investigation of the predictors of executive career success', *Personnel Psychology*, 48(3), pp. 485-519. <https://doi.org/10.1111/j.1744-6570.1995.tb01767.x>
27. Judge, T.A., Heller, D. and Mount, M.K. (2002) 'Five-factor model of personality and job satisfaction: A meta-analysis', *Journal of Applied Psychology*, 87(3), pp. 530-541. <https://doi.org/10.1037/0021-9010.87.3.530>
28. Judge, T.A., Piccolo, R.F., Podsakoff, N.P., Shaw, J.C. and Rich, B.L. (2010) 'The relationship between pay and job satisfaction: A meta-analysis of the literature', *Journal of Vocational Behavior*, 77(2), pp. 157-167. <https://doi.org/10.1016/j.jvb.2010.04.002>
29. Judge, T.A., Thoresen, C.J., Bono, J.E. and Patton, G.K. (2001) 'The job satisfaction-job performance relationship: A qualitative and quantitative review', *Psychological Bulletin*, 127(3), pp. 376-407. <https://doi.org/10.1037/0033-2909.127.3.376>

30. Kammeyer-Mueller, J.D., Wanberg, C.R., Rubenstein, A. and Song, Z. (2013) 'Support, undermining, and newcomer socialization: Fitting in during the first 90 days', *Academy of Management Journal*, 56(4), pp. 1104-1124. <https://doi.org/10.5465/amj.2010.0791>
31. Kraimer, M.L., Seibert, S.E., Wayne, S.J., Liden, R.C. and Bravo, J. (2011) 'Antecedents and outcomes of organizational support for development: The critical role of career opportunities', *Journal of Applied Psychology*, 96(3), pp. 485-500. <https://doi.org/10.1037/a0021452>
32. Kuipers, M.A.C.T., Schyns, B. and Scheerens, J. (2006) 'Career competencies for career success', *Career Development Quarterly*, 55(2), pp. 168-178. <https://doi.org/10.1002/j.2161-0045.2006.tb00011.x>
33. Lee, T.W., Mitchell, T.R., Sablinski, C.J., Burton, J.P. and Holtom, B.C. (2004) 'The effects of job embeddedness on organizational citizenship, job performance, volitional absences, and voluntary turnover', *Academy of Management Journal*, 47(5), pp. 711-722. <https://doi.org/10.5465/20159613>
34. Liden, R.C., Wayne, S.J. and Sparrowe, R.T. (2000) 'An examination of the mediating role of psychological empowerment on the relations between the job, interpersonal relationships, and work outcomes', *Journal of Applied Psychology*, 85(3), pp. 407-416. <https://doi.org/10.1037/0021-9010.85.3.407>
35. Mathieu, J.E. and Zajac, D.M. (1990) 'A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment', *Psychological Bulletin*, 108(2), pp. 171-194. <https://doi.org/10.1037/0033-2909.108.2.171>
36. Meyer, J.P., Stanley, D.J., Herscovitch, L. and Topolnytsky, L. (2002) 'Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences', *Journal of Vocational Behavior*, 61(1), pp. 20-52. <https://doi.org/10.1006/jvbe.2001.1842>
37. Mitchell, T.R., Holtom, B.C., Lee, T.W., Sablinski, C.J. and Erez, M. (2001) 'Why people stay: Using job embeddedness to predict voluntary turnover', *Academy of Management Journal*, 44(6), pp. 1102-1121. <https://doi.org/10.5465/3069391>
38. Mobley, W.H., Griffeth, R.W., Hand, H.H. and Meglino, B.M. (1979) 'Review and conceptual analysis of the employee turnover process', *Psychological Bulletin*, 86(3), pp. 493-522. <https://doi.org/10.1037/0033-2909.86.3.493>
39. Moorman, R.H. (1991) 'Relationship between organizational justice and organizational citizenship behaviors: Do fairness perceptions influence employee citizenship?', *Journal of Applied Psychology*, 76(6), pp. 845-855. <https://doi.org/10.1037/0021-9010.76.6.845>
40. Ng, T.W.H. and Feldman, D.C. (2010) 'The relationships of age with job attitudes: A meta-analysis', *Personnel Psychology*, 63(3), pp. 677-718. <https://doi.org/10.1111/j.1744-6570.2010.01184.x>
41. Ng, T.W.H., Eby, L.T., Sorensen, K.L. and Feldman, D.C. (2005) 'Predictors of objective and subjective career success: A meta-analysis', *Personnel Psychology*, 58(2), pp. 367-408. <https://doi.org/10.1111/j.1744-6570.2005.00515.x>
42. Organ, D.W. and Ryan, K. (1995) 'A meta-analytic review of attitudinal and dispositional predictors of organizational citizenship behavior', *Personnel Psychology*, 48(4), pp. 775-802. <https://doi.org/10.1111/j.1744-6570.1995.tb01781.x>
43. Panaccio, A. and Vandenberghe, C. (2009) 'Perceived organizational support, organizational commitment and psychological well-being: A longitudinal study', *Journal of Vocational Behavior*, 75(2), pp. 224-236. <https://doi.org/10.1016/j.jvb.2009.06.002>

44. Pillai, R., Schriesheim, C.A. and Williams, E.S. (1999) 'Fairness perceptions and trust as mediators for transformational and transactional leadership', *Journal of Management*, 25(6), pp. 897-933. <https://doi.org/10.1177/014920639902500606>
45. Podsakoff, N.P., Whiting, S.W., Podsakoff, P.M. and Blume, B.D. (2009) 'Individual- and organizational-level consequences of organizational citizenship behaviors: A meta-analysis', *Journal of Applied Psychology*, 94(1), pp. 122-141. <https://doi.org/10.1037/a0013079>
46. Rhoades, L. and Eisenberger, R. (2002) 'Perceived organizational support: A review of the literature', *Journal of Applied Psychology*, 87(4), pp. 698-714. <https://doi.org/10.1037/0021-9010.87.4.698>
47. Rich, B.L., LePine, J.A. and Crawford, E.R. (2010) 'Job engagement: Antecedents and effects on job performance', *Academy of Management Journal*, 53(3), pp. 617-635. <https://doi.org/10.5465/AMJ.2010.51468988>
48. Saks, A.M. (2006) 'Antecedents and consequences of employee engagement', *Journal of Managerial Psychology*, 21(7), pp. 600-619. <https://doi.org/10.1108/02683940610690169>
49. Schaufeli, W.B., Bakker, A.B. and Salanova, M. (2006) 'The measurement of work engagement with a short questionnaire: A cross-national study', *Educational and Psychological Measurement*, 66(4), pp. 701-716. <https://doi.org/10.1177/0013164405282471>
50. Seibert, S.E., Crant, J.M. and Kraimer, M.L. (1999) 'Proactive personality and career success', *Journal of Applied Psychology*, 84(3), pp. 416-427. <https://doi.org/10.1037/0021-9010.84.3.416>
51. Seibert, S.E., Kraimer, M.L. and Liden, R.C. (2001) 'A social capital theory of career success', *Academy of Management Journal*, 44(2), pp. 219-237. <https://doi.org/10.5465/3069452>
52. Spector, P.E. (1985) 'Measurement of human service staff satisfaction: Development of the Job Satisfaction Survey', *American Journal of Community Psychology*, 13(6), pp. 693-713. <https://doi.org/10.1007/BF00929796>
53. Steel, R.P. and Ovalle, N.K. (1984) 'A review and meta-analysis of research on the relationship between behavioral intentions and employee turnover', *Journal of Applied Psychology*, 69(4), pp. 673-686. <https://doi.org/10.1037/0021-9010.69.4.673>
54. Tepper, B.J. (2000) 'Consequences of abusive supervision', *Academy of Management Journal*, 43(2), pp. 178-190. <https://doi.org/10.5465/1556375>
55. Tett, R.P. and Meyer, J.P. (1993) 'Job satisfaction, organizational commitment, turnover intention, and turnover: Path analyses based on meta-analytic findings', *Personnel Psychology*, 46(2), pp. 259-293. <https://doi.org/10.1111/j.1744-6570.1993.tb00874.x>
56. Trevor, C.O. (2001) 'Interactions among actual ease-of-movement determinants and job satisfaction in the prediction of voluntary turnover', *Academy of Management Journal*, 44(4), pp. 621-638. <https://doi.org/10.5465/3069407>
57. Warr, P., Cook, J. and Wall, T. (1979) 'Scales for the measurement of some work attitudes and aspects of psychological well-being', *Journal of Occupational Psychology*, 52(2), pp. 129-148. <https://doi.org/10.1111/j.2044-8325.1979.tb00448.x>
58. Wayne, S.J., Shore, L.M. and Liden, R.C. (1997) 'Perceived organizational support and leader-member exchange: A social exchange perspective', *Academy of Management Journal*, 40(1), pp. 82-111. <https://doi.org/10.5465/257021>
59. Wayne, S.J., Liden, R.C., Kraimer, M.L. and Graf, I.K. (1999) 'The role of human capital, motivation and supervisor sponsorship in predicting career success', *Journal of*

- Organizational Behavior, 20(5), pp. 577-595. [https://doi.org/10.1002/\(SICI\)1099-1379\(199909\)20:5<577::AID-JOB958>3.0.CO;2-0](https://doi.org/10.1002/(SICI)1099-1379(199909)20:5<577::AID-JOB958>3.0.CO;2-0)
60. Weng, Q., McElroy, J.C., Morrow, P.C. and Liu, R. (2010) 'The relationship between career growth and organizational commitment', Journal of Vocational Behavior, 77(3), pp. 391-400. <https://doi.org/10.1016/j.jvb.2010.05.003>
61. Weng, Q. and McElroy, J.C. (2012) 'Organizational career growth, affective occupational commitment and turnover intentions', Journal of Vocational Behavior, 80(2), pp. 256-265. <https://doi.org/10.1016/j.jvb.2012.01.014>
62. Williams, L.J. and Anderson, S.E. (1991) 'Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors', Journal of Management, 17(3), pp. 601-617. <https://doi.org/10.1177/014920639101700305>

Bibliography

1. Brinkley, I. (2024) CIPD Good Work Index 2024: Survey report. London: Chartered Institute of Personnel and Development.
2. Chao, G.T. (1990) 'Exploration of the conceptualization and measurement of career plateau: A comparative analysis', *Journal of Management*, 16(1), pp. 181-193. <https://doi.org/10.1177/014920639001600113>
3. Heilmann, S.G., Holt, D.T. and Rilovick, C.Y. (2008) 'Effects of career plateauing on turnover: A test of a model', *Journal of Leadership & Organizational Studies*, 15(1), pp. 59-68. <https://doi.org/10.1177/1548051808317999>
4. Huo, M.-L. (2021) 'Career growth opportunities, thriving at work and career outcomes: Can COVID-19 anxiety make a difference?', *Journal of Hospitality and Tourism Management*, 48, pp. 174-181. <https://doi.org/10.1016/j.jhtm.2021.06.007>
5. Otto, S., Dekker, V., Dekker, H., Richter, D. and Zabel, S. (2022) 'The joy of gratifications: Promotion as a short-term boost or long-term success - The same for women and men?', *Human Resource Management Journal*, 32(1), pp. 151-168. <https://doi.org/10.1111/1748-8583.12402>
6. Xie, B., Xin, X. and Bai, G. (2016) 'Hierarchical plateau and turnover intention of employees at the career establishment stage: Examining mediation and moderation effects', *Career Development International*, 21(5), pp. 518-533. <https://doi.org/10.1108/CDI-04-2015-0063>
7. Adams, J.S. (1965) 'Inequity in social exchange', in Berkowitz, L. (ed.) *Advances in Experimental Social Psychology*. New York: Academic Press, pp. 267-299. [https://doi.org/10.1016/S0065-2601\(08\)60108-2](https://doi.org/10.1016/S0065-2601(08)60108-2)
8. Blau, P.M. (1964) *Exchange and Power in Social Life*. New York: Wiley.
9. Creswell, J.W. and Creswell, J.D. (2018) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th edn. Thousand Oaks: Sage.
10. Field, A. (2018) *Discovering Statistics Using IBM SPSS Statistics*. 5th edn. London: Sage.
11. Herzberg, F. (1968) 'One more time: How do you motivate employees?', *Harvard Business Review*, 46(1), pp. 53-62.
12. Pallant, J. (2020) *SPSS Survival Manual*. 7th edn. London: Open University Press.
13. Saunders, M., Lewis, P. and Thornhill, A. (2019) *Research Methods for Business Students*. 8th edn. Harlow: Pearson.
14. Vroom, V.H. (1964) *Work and Motivation*. New York: Wiley.

Appendix A: Statistical Data Analysis using SPSS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Promotions	300	0	2	.99	.828
Employee_Satisfaction_Score	300	1.02	5.00	3.0573	1.18497
Valid N (listwise)	300				

Frequency Distribution

Statistics

Promotions

N	Valid	300
	Missing	0

Promotions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	104	34.7	34.7	34.7
	1	95	31.7	31.7	66.3
	2	101	33.7	33.7	100.0
	Total	300	100.0	100.0	

Promotions * Satisfaction_Category Crosstabulation

			Satisfaction_Category			Total
			Low Satisfaction	Moderate Satisfaction	High Satisfaction	
Promotions	0	Count	39	28	37	104
		% within Promotions	37.5%	26.9%	35.6%	100.0%
		% within Satisfaction_Category	35.1%	39.4%	31.4%	34.7%
	1	Count	44	17	34	95
		% within Promotions	46.3%	17.9%	35.8%	100.0%
		% within Satisfaction_Category	39.6%	23.9%	28.8%	31.7%
	2	Count	28	26	47	101
		% within Promotions	27.7%	25.7%	46.5%	100.0%
		% within Satisfaction_Category	25.2%	36.6%	39.8%	33.7%
Total	Count	111	71	118	300	
	% within Promotions	37.0%	23.7%	39.3%	100.0%	
	% within Satisfaction_Category	100.0%	100.0%	100.0%	100.0%	

Case Processing Summary

		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Promotions *		300	100.0%	0	0.0%	300	100.0%
Satisfaction_Category							

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.580 ^a	4	.073
Likelihood Ratio	8.685	4	.069
Linear-by-Linear Association	2.830	1	.093
N of Valid Cases	300		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 22.48.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.169	.073
	Cramer's V	.120	.073
N of Valid Cases		300	

Correlations

Correlations

		Promotions	Employee_Satisfaction_Score
Promotions	Pearson Correlation	1	.093
	Sig. (2-tailed)		.108
	N	300	300
Employee_Satisfaction_Score	Pearson Correlation	.093	1
	Sig. (2-tailed)	.108	
	N	300	300

Nonparametric Correlations

Correlations

			Promotions	Employee_Satisfaction_Score
Spearman's rho	Promotions	Correlation Coefficient	1.000	.095
		Sig. (2-tailed)	.	.102
		N	300	300
	Employee_Satisfaction_Score	Correlation Coefficient	.095	1.000
		Sig. (2-tailed)	.102	.
		N	300	300

Regression

Descriptive Statistics

	Mean	Std. Deviation	N
Employee_Satisfaction_Score	3.0573	1.18497	300
Promotions	.99	.828	300

Correlations

		Employee_Satisfaction_Score	Promotions
Pearson Correlation	Employee_Satisfaction_Score	1.000	.093
	Promotions	.093	1.000
Sig. (1-tailed)	Employee_Satisfaction_Score	.	.054
	Promotions	.054	.
N	Employee_Satisfaction_Score	300	300
	Promotions	300	300

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Promotions ^b	.	Enter

a. Dependent Variable: Employee_Satisfaction_Score

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.093 ^a	.009	.005	1.18181

a. Predictors: (Constant), Promotions

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.634	1	3.634	2.602	.108 ^b
	Residual	416.209	298	1.397		
	Total	419.843	299			

a. Dependent Variable: Employee_Satisfaction_Score

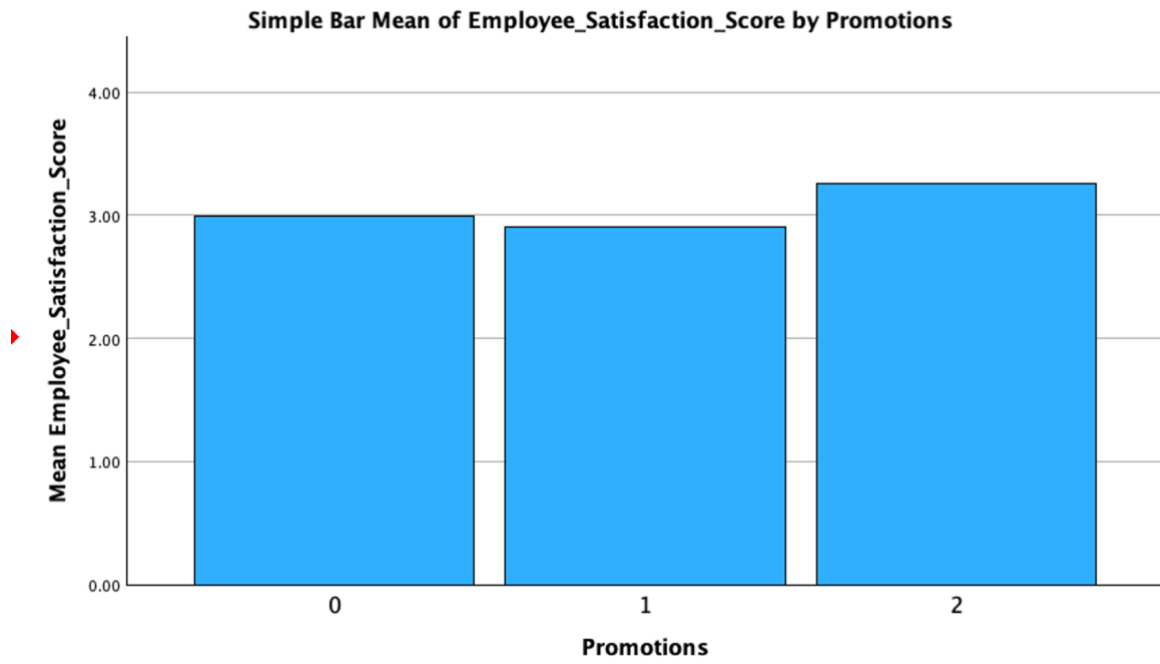
b. Predictors: (Constant), Promotions

Coefficients^a

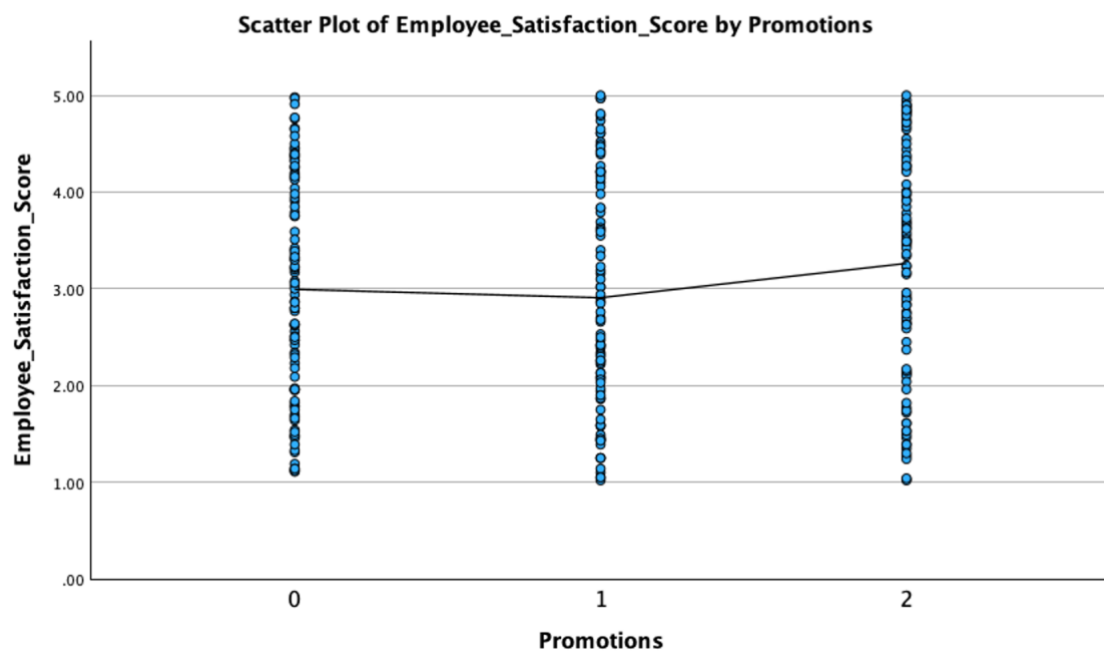
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	2.925	.106		27.479	<.001	2.716	3.135
	Promotions	.133	.083	.093	1.613	.108	-.029	.296

a. Dependent Variable: Employee_Satisfaction_Score

GGraph



→ GGraph



Appendix B: 300 Employees Dataset

Serial	Department	Gender	Age	Job_Title	Hire_Date	Years_At_Company	Education_Level	Performance_Score	Monthly_Salary	Work_Hours_Per_Week	Projects_Handled	Overtime_Hours	Sick_Days	Remote_Work_Frequency	Team_Size	Training_Hours	Promotions	Employee_Satisfaction_Score
1	IT	Male	55	Specialist	03:05:6	2	High School	5	6750	33	32	22	2	0	14	66	0	2.63
2	Finance	Male	29	Developer	03:05:6	0	High School	5	7500	34	34	13	14	100	12	61	2	1.72
3	Finance	Male	55	Specialist	03:05:6	8	High School	3	5850	37	27	6	3	50	10	1	0	3.17
4	Customer Su	Female	48	Analyst	03:05:6	7	Bachelor	2	4800	52	10	28	12	100	10	0	1	1.86
5	Engineering	Female	36	Analyst	03:05:6	3	Bachelor	2	4800	38	11	29	13	100	15	9	1	1.25
6	IT	Male	43	Manager	03:05:6	8	High School	3	7800	46	31	8	0	100	15	95	0	2.77
7	IT	Male	37	Technician	03:05:6	1	Bachelor	5	5250	55	20	29	2	0	16	27	0	4.46
8	Engineering	Female	55	Engineer	03:05:6	9	Bachelor	2	7200	42	46	7	8	100	7	64	0	2.09
9	Marketing	Female	55	Technician	03:05:6	1	High School	2	4200	51	23	21	14	0	1	0	1	1.44
10	Engineering	Female	45	Consultant	03:05:6	7	Bachelor	1	6050	41	33	2	6	75	4	53	2	2.93
11	Customer Su	Male	52	Engineer	03:05:6	4	Bachelor	3	7800	38	1	5	0	25	4	90	1	2.34
12	Customer Su	Male	27	Technician	03:05:6	9	Bachelor	5	5250	39	13	2	13	25	5	88	0	1.96
13	HR	Male	51	Technician	03:05:6	5	Bachelor	4	4900	31	11	16	1	75	7	17	2	2.13
14	Engineering	Male	27	Analyst	03:05:6	9	Bachelor	4	5600	33	30	5	13	25	4	26	1	1.46
15	Finance	Male	46	Analyst	03:05:6	1	Master	1	4400	33	49	13	1	100	13	37	1	2.22
16	Customer Su	Male	26	Developer	03:05:6	1	High School	2	6000	33	41	9	13	50	3	46	1	2.42
17	Operations	Male	29	Engineer	03:05:6	4	Bachelor	2	7200	43	26	29	12	0	6	76	2	3.15
18	Sales	Other	28	Developer	03:05:6	1	High School	3	6500	47	36	6	12	75	12	54	0	1.19
19	Customer Su	Other	56	Developer	03:05:6	8	Bachelor	1	5500	57	9	24	1	75	1	36	0	1.12
20	Finance	Male	23	Technician	03:05:6	9	High School	2	4200	52	0	9	1	0	5	66	0	3.91
21	Operations	Female	33	Manager	03:05:6	1	Bachelor	1	6600	33	28	13	13	50	15	53	2	3.7
22	Sales	Male	59	Manager	03:05:6	7	Master	5	9000	30	22	9	2	25	4	20	0	4.66
23	Finance	Male	26	Specialist	03:05:6	8	High School	4	6300	48	40	9	13	0	13	71	2	3.68
24	Sales	Male	58	Consultant	03:05:6	6	Master	2	6600	55	2	28	8	25	6	78	2	4.26
25	HR	Female	38	Analyst	03:05:6	6	Bachelor	2	4800	50	21	24	11	25	7	49	1	4.43
26	Customer Su	Male	38	Specialist	03:05:6	2	Bachelor	5	6750	59	24	0	13	25	3	9	2	2.12
27	Finance	Male	45	Engineer	03:05:6	3	Bachelor	2	7200	59	24	23	6	0	7	26	1	3.16
28	Legal	Male	43	Manager	03:05:6	9	Master	3	7800	44	42	3	10	75	4	45	2	1.35
29	Engineering	Male	53	Specialist	03:05:6	2	Bachelor	2	5400	31	34	14	6	50	6	42	1	4.52
30	Finance	Male	52	Analyst	03:05:6	1	High School	3	5200	45	25	29	9	25	2	37	2	4.95
31	Customer Su	Male	58	Consultant	03:05:6	6	Bachelor	1	6050	38	15	25	2	50	12	16	2	4.65
32	Legal	Female	24	Manager	03:05:6	1	High School	4	8400	39	25	7	7	50	18	22	0	1.95
33	Customer Su	Male	29	Analyst	03:05:6	0	High School	2	4800	48	49	16	14	50	17	37	0	4.43
34	Sales	Female	25	Engineer	03:05:6	2	PhD	4	8400	44	26	24	8	75	18	37	2	2.1
35	Marketing	Male	41	Analyst	03:05:6	5	Master	4	5600	34	13	0	10	75	14	36	1	1.94
36	HR	Female	42	Engineer	03:05:6	4	Master	5	9000	31	9	18	11	100	8	21	1	4.21
37	Sales	Male	43	Consultant	03:05:6	0	High School	2	6600	53	42	10	2	0	16	18	1	4.97
38	Sales	Other	46	Consultant	03:05:6	9	Master	2	6600	31	6	15	7	0	2	48	0	2.67
39	IT	Male	48	Specialist	03:05:6	2	Bachelor	1	4950	46	7	1	1	0	11	6	1	2.66
40	HR	Female	58	Engineer	03:05:6	1	Bachelor	5	9000	44	2	2	8	100	14	85	1	4.22
41	HR	Female	44	Analyst	03:05:6	3	Bachelor	2	4800	59	45	9	13	0	16	28	2	2.9
42	Marketing	Male	29	Specialist	03:05:6	2	High School	4	6300	33	10	6	2	25	8	28	2	4.84
43	Customer Su	Male	60	Engineer	03:05:6	8	Bachelor	3	7800	46	48	4	6	75	13	21	0	3.59
44	Marketing	Female	43	Manager	03:05:6	3	High School	3	7800	43	25	2	3	0	7	85	0	3.32
45	Customer Su	Female	46	Developer	03:05:6	3	Master	2	6000	58	7	29	3	25	12	4	1	2.53
46	HR	Female	29	Specialist	03:05:6	8	High School	2	5400	31	19	11	6	75	7	90	1	1.59
47	HR	Male	32	Technician	03:05:6	3	Bachelor	4	4900	41	19	26	1	75	5	21	2	1.27
48	Operations	Male	31	Specialist	03:05:6	0	Bachelor	1	4950	45	31	20	2	75	15	82	2	4.84
49	Legal	Male	40	Specialist	03:05:6	8	High School	5	6750	59	49	0	2	100	17	13	1	2.9
50	Operations	Other	57	Developer	03:05:6	4	High School	2	6000	53	10	19	13	50	3	15	0	1.47
51	Legal	Female	35	Consultant	03:05:6	4	Bachelor	1	6050	55	26	29	4	100	2	28	1	3.02
52	HR	Male	40	Developer	03:05:6	7	Bachelor	2	6000	46	9	12	8	25	10	18	1	1.43
53	Engineering	Male	28	Consultant	03:05:6	9	Bachelor	3	7150	38	34	4	3	0	5	12	0	2.56
54	Engineering	Female	37	Technician	03:05:6	8	High School	2	4200	50	22	0	8	100	1	92	1	1.1
55	Operations	Female	34	Technician	03:05:6	9	High School	5	5250	32	26	6	6	25	3	68	1	1.87
56	Marketing	Female	34	Developer	03:05:6	2	Bachelor	3	6500	41	18	21	3	75	8	7	0	1.7
57	Customer Su	Female	33	Specialist	03:05:6	8	PhD	1	4950	33	46	28	8	75	1	36	2	2.64
58	Finance	Male	23	Developer	03:05:6	5	Bachelor	4	7000	32	42	8	12	0	3	27	2	3.97
59	IT	Other	52	Technician	03:05:6	0	High School	3	4550	53	7	5	2	25	12	74	2	4.23
60	Customer Su	Female	54	Manager	03:05:6	5	Bachelor	1	6600	51	17	19	8	50	5	99	1	3.02
61	Operations	Female	34	Consultant	03:05:6	3	Bachelor	2	6600	40	17	14	4	50	6	20	1	2.32
62	Engineering	Male	53	Specialist	03:05:6	7	High School	5	6750	43	44	0	13	75	16	75	2	2.15
63	Sales	Male	27	Manager	03:05:6	6	Bachelor	3	7800	44	29	12	0	75	18	73	1	2.26
64	Finance	Female	58	Manager	03:05:6	6	High School	4	8400	50	10	14	9	25	17	21	0	1.68
65	Sales	Female	41	Specialist	03:05:6	5	Bachelor	1	4950	41	37	13	9	75	5	3	0	4.33
66	Legal	Male	37	Technician	03:05:6	0	Bachelor	4	4900	54	32	4	3	25	2	12	1	2.13
67	Sales	Male	49	Manager	03:05:6	7	Master	2	7200	55	30	19	0	75	19	93	0	4.26
68	HR	Male	39	Consultant	03:05:6	0	Bachelor	2	6600	53	10	17	14	50	3	64	2	2.45
69	Operations	Female	38	Specialist	03:05:6	8	Bachelor	4	6300	52	6	9	6	0	5	9	0	2.42
70	Sales	Male	52	Manager	03:05:6	8	Master	1	6600	32	2	13	11	25	16	8	0	4.45
71	IT	Female	42	Developer	03:05:6	1	High School	1	5500	53	20	13	8	100	8	75	1	4.49
72	Engineering	Female	42	Analyst	03:05:6	1	Master	4	5600	53	1	16	11	50	11	15	2	3.55
73	Sales	Female	33	Developer	03:05:6	1	Bachelor	2	6000	36	42	15	1	0	5	41	0	1.31
74	Legal	Female	47	Developer	03:05:6	4	Bachelor	2	6000	37	6	15	1	0	12	8	1	4.98
75	HR	Female	33	Consultant	03:05:6	0	High School	2	6600	31	6	24	10	75	10	1	1	1.39
76	Engineering	Male	47	Consultant	03:05:6	6	High School	4	7700	55	36	22	3	100	10	84	1	1.75
77	Customer Su	Male	31	Technician	03:05:6	7	PhD	3	4550	32	46	19	0	50	19	82	0	3.2
78	Sales	Male	28	Developer	03:05:6	3	Master	5	7500	42	28	6	6	25	1	38	1	3.55
79	Legal	Male	46	Consultant	03:05:6	8	High School	3	7150	60	36	27	13	25	5	94	2	3.5
80	Customer Su	Female	54	Specialist	03:05:6	5	High School	1	4950	31	27	5	6	0	12	53	1	2.09
81	Legal	Female	55	Developer	03:05:6	0	Master	3	6500	38	12	25	6	100	13	94	0	3.75
82	Customer Su	Female	23	Specialist	03:05:6	7	High School	3	5850	40	19	14	14	100	14	0	0	3.4
83	Engineering	Male	46	Analyst	03:05:6	3	Bachelor	2	4800	35	24	10	13	0	4	85	0	1.33
84	HR	Female	28	Analyst	03:05:6	8	Master	1	4400	53	38	22	14	100	17	67	2	2.17
85	Marketing	Female	46	Specialist	03:05:6	8	Bachelor	2	5400	44	16	13	13	100	11	0	1	4.27
86	Legal	Female	59	Engineer	03:05:6	9	Bachelor	4	8400	33	11	7	4	100	5	40	2	2.37
87	Marketing	Male	55	Technician	03:05:6	4	PhD	3	4550	59	1	9	1	25	17	59	2	1.77
88	Marketing	Male	52	Technician	03:05:6	5												

108	Operations	Female	37	Engineer	03:05.6	9	Bachelor	4	8400	56	26	7	9	100	15	12	2	4.68
109	Sales	Male	56	Consultant	03:05.6	6	Bachelor	1	6050	51	24	2	11	75	3	82	1	2.7
110	Sales	Male	36	Consultant	03:05.6	5	High School	5	8250	50	32	28	5	50	9	56	0	1.64
111	IT	Male	43	Technician	03:05.6	0	Bachelor	2	4200	48	33	4	7	25	12	75	2	4.8
112	Finance	Male	39	Analyst	03:05.6	5	Bachelor	1	4400	31	5	25	12	75	3	34	0	3.51
113	Legal	Female	30	Technician	03:05.6	7	Master	4	4900	34	14	12	8	25	2	59	0	4.5
114	Customer Su	Male	35	Consultant	03:05.6	0	Bachelor	4	7700	43	14	0	14	75	5	31	2	3.58
115	Legal	Female	48	Specialist	03:05.6	1	Bachelor	2	5400	32	24	1	0	25	11	88	1	1.58
116	Customer Su	Female	56	Analyst	03:05.6	3	Bachelor	5	6000	43	5	29	8	100	11	96	0	2.47
117	Legal	Male	26	Manager	03:05.6	3	High School	5	9000	33	4	15	3	75	17	44	2	3.24
118	IT	Male	38	Consultant	03:05.6	8	PhD	4	7700	54	44	17	3	0	1	81	1	4.2
119	IT	Female	27	Manager	03:05.6	4	Bachelor	5	9000	49	12	27	10	25	19	4	1	2.87
120	Finance	Male	29	Specialist	03:05.6	3	Bachelor	3	5850	47	15	6	1	25	11	65	0	4.37
121	Customer Su	Male	26	Specialist	03:05.6	5	Bachelor	1	4950	49	2	12	6	75	6	23	1	4.17
122	Legal	Female	25	Technician	03:05.6	4	High School	1	3850	30	42	4	11	75	6	13	1	2.94
123	Operations	Female	44	Manager	03:05.6	9	Bachelor	4	8400	53	11	28	5	0	12	60	1	4.47
124	Finance	Male	46	Consultant	03:05.6	9	Bachelor	4	7700	35	31	19	7	75	14	19	0	1.14
125	IT	Male	28	Engineer	03:05.6	3	High School	3	7800	46	4	12	7	0	1	36	2	1.39
126	Marketing	Male	34	Developer	03:05.6	8	High School	1	5500	56	6	3	12	0	6	60	0	4.65
127	Engineering	Other	59	Consultant	03:05.6	9	Bachelor	2	6600	50	44	17	0	100	16	35	0	4.4
128	Sales	Male	31	Consultant	03:05.6	2	Bachelor	2	6600	59	27	22	6	100	1	44	2	1.74
129	Sales	Male	51	Developer	03:05.6	1	High School	5	7500	45	8	7	6	50	12	66	2	1.24
130	Sales	Other	29	Engineer	03:05.6	4	Bachelor	1	6600	39	10	25	1	100	1	66	2	1.61
131	Engineering	Male	47	Specialist	03:05.6	9	Master	5	6750	34	14	27	6	50	15	97	2	2.84
132	HR	Male	32	Technician	03:05.6	0	Bachelor	5	5250	52	14	28	5	25	17	34	0	2.87
133	Marketing	Female	55	Manager	03:05.6	3	High School	3	7800	49	9	15	9	75	12	92	0	1.96
134	Operations	Female	29	Consultant	03:05.6	5	High School	2	6600	55	41	13	2	25	13	44	1	3.83
135	Operations	Male	24	Consultant	03:05.6	2	Bachelor	2	6600	39	24	0	12	25	11	63	0	3.79
136	Sales	Male	23	Analyst	03:05.6	2	Bachelor	5	6000	56	28	29	1	0	12	94	0	3.03
137	Legal	Female	35	Analyst	03:05.6	7	Bachelor	2	4800	46	21	17	2	25	6	9	1	1.25
138	Customer Su	Male	28	Manager	03:05.6	5	Master	5	9000	40	9	12	2	100	17	34	2	4.83
139	Finance	Male	38	Technician	03:05.6	5	High School	2	4200	34	24	23	0	100	12	22	0	1.12
140	Legal	Female	39	Specialist	03:05.6	1	High School	1	4950	44	4	5	5	50	4	11	0	4.38
141	Engineering	Female	23	Analyst	03:05.6	5	Bachelor	2	4800	35	20	11	1	25	13	16	1	3.61
142	Customer Su	Male	22	Specialist	03:05.6	3	PhD	3	5850	52	6	8	14	50	6	45	1	4.61
143	Legal	Female	60	Specialist	03:05.6	7	Bachelor	2	5400	35	27	19	2	50	15	93	0	2.62
144	Customer Su	Male	54	Analyst	03:05.6	7	High School	3	5200	48	49	27	3	75	11	64	2	1.82
145	Operations	Female	26	Consultant	03:05.6	1	Bachelor	1	6050	53	18	15	11	50	5	46	0	2.23
146	Customer Su	Male	43	Consultant	03:05.6	6	Master	2	6600	41	30	12	4	25	18	80	2	4.36
147	Legal	Male	57	Engineer	03:05.6	5	Bachelor	1	6600	39	41	7	13	0	7	1	0	3.3
148	Sales	Male	58	Analyst	03:05.6	7	Master	3	5200	56	26	25	6	100	14	34	2	4.55
149	IT	Female	31	Technician	03:05.6	7	Master	1	3850	59	3	13	0	50	13	78	2	4.75
150	Finance	Female	55	Analyst	03:05.6	3	Bachelor	1	4400	57	17	21	12	100	6	92	0	3
151	Operations	Male	59	Consultant	03:05.6	3	Bachelor	4	7700	52	11	15	13	50	12	19	0	4.76
152	Sales	Male	25	Manager	03:05.6	1	Bachelor	4	8400	35	10	10	0	50	1	51	1	1.02
153	Marketing	Female	54	Technician	03:05.6	9	High School	5	5250	37	49	22	14	100	6	21	2	4.44
154	Customer Su	Male	60	Specialist	03:05.6	7	Bachelor	3	5850	49	19	1	7	100	12	15	2	4.88
155	Legal	Male	51	Engineer	03:05.6	9	Bachelor	3	7800	53	49	17	1	75	3	30	2	3.78
156	Customer Su	Female	35	Specialist	03:05.6	1	Master	1	4950	57	30	24	8	100	13	70	1	1.05
157	Legal	Male	46	Manager	03:05.6	4	Bachelor	1	6600	34	5	7	1	25	17	71	0	1.79
158	Operations	Female	39	Analyst	03:05.6	9	Bachelor	1	4400	55	45	14	5	50	7	11	2	3.34
159	Legal	Female	41	Technician	03:05.6	9	Master	1	3850	31	36	21	12	100	6	98	0	4.04
160	Operations	Female	30	Manager	03:05.6	2	Master	4	8400	52	28	17	1	100	12	27	0	4.15
161	Engineering	Male	36	Manager	03:05.6	8	Master	1	6600	39	43	27	10	100	3	70	1	2.85
162	HR	Male	32	Technician	03:05.6	4	Bachelor	5	5250	56	35	20	10	0	16	41	2	2.04
163	Finance	Male	44	Technician	03:05.6	1	Bachelor	5	5250	32	46	15	14	50	19	29	0	1.78
164	Legal	Male	37	Analyst	03:05.6	7	High School	1	4400	43	33	2	2	0	4	53	1	1.97
165	Engineering	Male	26	Analyst	03:05.6	3	High School	2	4800	54	26	23	0	100	16	43	0	1.82
166	Sales	Female	30	Specialist	03:05.6	4	High School	3	5850	50	29	23	9	75	12	47	2	3.49
167	Sales	Male	36	Manager	03:05.6	6	High School	4	8400	51	44	1	6	50	12	78	1	1.14
168	Legal	Male	31	Analyst	03:05.6	7	Bachelor	5	6000	49	48	25	0	25	19	93	0	1.97
169	Legal	Female	39	Specialist	03:05.6	5	High School	4	6300	53	17	23	5	75	14	84	0	4.25
170	Legal	Female	34	Technician	03:05.6	4	High School	5	5250	50	22	26	2	25	5	49	2	2.59
171	Engineering	Male	23	Manager	03:05.6	1	Bachelor	3	7800	57	49	9	11	50	13	52	2	4.72
172	Finance	Male	22	Developer	03:05.6	9	Bachelor	2	6000	52	23	17	3	25	6	50	2	3.63
173	Operations	Male	43	Developer	03:05.6	4	PhD	2	6000	39	17	1	8	25	8	63	1	2.24
174	Marketing	Female	26	Specialist	03:05.6	4	High School	5	6750	35	30	18	11	0	5	16	0	3.36
175	Customer Su	Female	30	Analyst	03:05.6	0	Bachelor	2	4800	56	48	21	1	100	2	42	2	3.85
176	Engineering	Female	48	Developer	03:05.6	0	Bachelor	3	6500	57	14	12	12	75	14	16	1	3.59
177	HR	Female	54	Consultant	03:05.6	7	Bachelor	3	7150	40	2	7	8	100	18	99	1	3.79
178	Customer Su	Male	25	Analyst	03:05.6	7	Bachelor	4	5600	40	42	14	9	100	16	47	0	1.14
179	Customer Su	Other	48	Technician	03:05.6	6	Bachelor	2	4200	52	21	8	13	50	19	79	2	1.3
180	Legal	Female	53	Manager	03:05.6	8	Master	2	7200	31	36	25	3	0	9	36	2	2.89
181	Legal	Male	28	Technician	03:05.6	7	Bachelor	1	3850	36	13	13	5	0	13	67	1	2.39
182	Legal	Male	57	Manager	03:05.6	0	Bachelor	2	7200	48	38	9	8	50	17	56	2	4.28
183	Sales	Male	48	Technician	03:05.6	6	Bachelor	4	4900	33	26	29	4	75	5	21	1	2.47
184	Customer Su	Female	32	Manager	03:05.6	2	Bachelor	5	9000	41	27	17	7	25	12	62	2	1.46
185	Finance	Female	33	Technician	03:05.6	9	Bachelor	3	4550	38	30	1	11	75	9	56	2	2.69
186	HR	Female	57	Manager	03:05.6	1	Bachelor	4	8400	35	37	7	10	100	5	59	2	4.38
187	Legal	Male	38	Engineer	03:05.6	5	Master	4	8400	41	28	22	6	100	8	38	0	3.08
188	IT	Female	43	Specialist	03:05.6	2	High School	2	5400	54	14	8	9	25	11	97	2	4.01
189	Customer Su	Female	26	Specialist	03:05.6	1	Bachelor	2	5400	33	47	15	5	50	10	11	0	2.8
190	Operations	Female	41	Consultant	03:05.6	2	Bachelor	1	6050	39	24	24	6	100	12	4	0	3.85
191	HR	Female	37	Analyst	03:05.6	8	Bachelor	4	5600	46	18	0	9	0	10	12	0	2.32
192	Engineering	Female	36	Analyst	03:05.6	3	Bachelor	2	4800	39	49	24	14	25	15	64	1	3.84
193	Finance	Male	54	Specialist	03:05.6	4	Bachelor	1	4950	59	2	22	3	0	4	99	0	3.94
194	IT	Female	45	Analyst	03:05.6	3	Bachelor	2	4800	57	28	26	2	50	15	85	0	1.48
195	IT	Female	56	Specialist	03:05.6	7	Master	5	6750	53	19	22	4	0	2	61	0	2.

221	Operations	Male	25	Consultant	03:05.6	4	High School	2	6600	34	41	7	11	25	12	9	1	3.23
222	Customer Su	Male	50	Developer	03:05.6	8	Bachelor	5	7500	32	7	2	9	100	10	14	1	4.74
223	Legal	Male	32	Analyst	03:05.6	3	Bachelor	1	4400	45	35	25	12	100	12	52	0	4.98
224	Engineering	Female	55	Engineer	03:05.6	2	Bachelor	4	8400	36	22	23	2	50	1	43	1	2.76
225	Sales	Female	53	Specialist	03:05.6	3	Master	1	4950	30	21	20	4	75	2	29	1	1.49
226	Sales	Female	44	Manager	03:05.6	9	PhD	5	9000	53	0	11	7	25	13	65	2	4.9
227	HR	Female	25	Engineer	03:05.6	9	Bachelor	5	9000	45	47	18	7	25	15	69	0	1.66
228	Operations	Female	57	Developer	03:05.6	5	Bachelor	2	6000	40	37	8	5	75	12	53	2	2.83
229	IT	Male	42	Consultant	03:05.6	3	Bachelor	4	7700	47	29	3	9	75	14	7	2	3.62
230	Legal	Female	39	Engineer	03:05.6	2	Bachelor	5	9000	41	8	27	3	75	9	70	2	1.39
231	Operations	Male	25	Manager	03:05.6	9	High School	3	7800	58	9	6	9	0	5	56	1	3.1
232	Customer Su	Female	27	Analyst	03:05.6	2	High School	3	5200	56	34	28	3	25	2	80	1	2.06
233	Sales	Female	32	Technician	03:05.6	9	High School	2	4200	46	28	20	2	75	2	29	1	1.45
234	Finance	Female	57	Analyst	03:05.6	2	Master	4	5600	58	38	10	6	25	14	58	0	4.13
235	Marketing	Male	32	Analyst	03:05.6	8	Master	4	5600	36	12	9	11	75	12	91	2	2.65
236	HR	Female	39	Technician	03:05.6	1	Master	5	5250	57	3	28	5	0	17	29	2	4.33
237	Marketing	Other	44	Technician	03:05.6	7	Bachelor	1	3850	53	30	3	11	25	15	33	2	3.51
238	Sales	Male	28	Engineer	03:05.6	2	High School	4	8400	38	9	23	7	75	12	37	0	1.96
239	Operations	Female	42	Consultant	03:05.6	8	High School	4	7700	53	17	18	1	50	16	55	1	4.65
240	Finance	Female	27	Manager	03:05.6	1	High School	4	8400	56	27	19	4	75	8	90	2	1.53
241	HR	Male	60	Developer	03:05.6	1	High School	3	6500	54	12	9	11	0	11	32	0	2.18
242	Engineering	Male	42	Manager	03:05.6	1	Master	1	6600	41	10	24	4	50	2	8	2	4.72
243	Finance	Male	33	Developer	03:05.6	6	High School	2	6000	39	38	28	9	25	1	33	2	3.42
244	IT	Female	47	Analyst	03:05.6	2	Bachelor	2	4800	38	44	4	3	50	11	31	2	1.04
245	HR	Female	45	Manager	03:05.6	4	Bachelor	5	9000	48	9	7	1	100	3	65	1	4.79
246	IT	Female	32	Specialist	03:05.6	2	Bachelor	4	6300	55	46	26	11	0	9	87	2	4.82
247	Marketing	Female	24	Technician	03:05.6	7	Bachelor	4	4900	30	33	20	3	25	15	18	0	1.46
248	HR	Female	43	Analyst	03:05.6	3	Bachelor	2	4800	57	36	5	4	100	19	37	1	4.81
249	Legal	Male	32	Consultant	03:05.6	2	High School	3	7150	35	43	15	10	25	5	75	0	1.49
250	Customer Su	Male	35	Technician	03:05.6	1	High School	3	4550	51	28	4	9	50	3	84	1	2.03
251	Engineering	Male	56	Technician	03:05.6	9	Bachelor	2	4200	38	27	14	6	100	6	20	2	2.7
252	IT	Male	35	Consultant	03:05.6	6	Bachelor	1	6050	59	44	23	4	0	17	25	0	3.76
253	Operations	Male	34	Specialist	03:05.6	3	Bachelor	3	5850	50	13	27	10	0	9	57	2	4.87
254	Legal	Female	30	Consultant	03:05.6	9	Master	4	7700	43	31	26	13	50	3	37	1	3.4
255	Marketing	Other	46	Developer	03:05.6	6	High School	1	5500	47	12	24	9	25	17	3	1	1.05
256	Operations	Male	34	Consultant	03:05.6	9	High School	4	7700	52	13	8	9	100	13	81	2	3.17
257	Engineering	Female	45	Specialist	03:05.6	5	Bachelor	2	5400	31	19	16	12	25	8	12	2	1.61
258	HR	Female	31	Specialist	03:05.6	5	Bachelor	3	5850	59	19	22	6	75	3	78	0	3.3
259	Sales	Male	26	Technician	03:05.6	8	Bachelor	5	5250	46	39	25	2	100	16	57	1	3.98
260	Marketing	Male	40	Manager	03:05.6	4	High School	2	7200	60	25	6	13	75	11	94	1	4.41
261	Marketing	Male	46	Developer	03:05.6	6	Master	2	6000	60	3	8	13	0	17	93	2	4.27
262	Operations	Female	32	Technician	03:05.6	4	Bachelor	1	3850	40	25	10	10	50	16	89	1	1.43
263	HR	Female	26	Developer	03:05.6	6	Master	2	6000	59	39	7	1	0	10	9	0	4.97
264	IT	Male	52	Manager	03:05.6	4	Master	4	8400	39	30	29	7	0	17	18	1	2.68
265	Marketing	Other	26	Engineer	03:05.6	3	PhD	4	8400	35	46	2	11	100	3	81	0	3.98
266	IT	Female	34	Technician	03:05.6	6	PhD	5	5250	40	24	17	6	0	5	4	0	4.18
267	Finance	Male	31	Developer	03:05.6	8	Bachelor	1	5500	38	29	24	10	25	15	76	0	3.39
268	IT	Female	54	Manager	03:05.6	7	Bachelor	2	7200	59	6	11	1	100	17	32	2	4.08
269	Operations	Male	39	Technician	03:05.6	0	High School	2	4200	50	23	29	9	75	9	69	2	4.5
270	IT	Female	52	Manager	03:05.6	7	Bachelor	3	7800	39	4	20	2	0	9	57	0	1.54
271	Sales	Male	39	Specialist	03:05.6	3	Bachelor	3	5850	39	40	22	6	0	8	19	0	1.52
272	Operations	Male	31	Consultant	03:05.6	8	Master	1	6050	57	25	19	5	0	14	25	0	3.33
273	Marketing	Female	44	Manager	03:05.6	9	Bachelor	5	9000	35	18	28	3	75	8	5	2	2.63
274	Operations	Other	25	Engineer	03:05.6	8	Bachelor	1	6600	58	30	23	10	50	1	33	1	4.21
275	IT	Male	26	Technician	03:05.6	1	Bachelor	4	4900	33	21	8	7	75	8	12	0	2.64
276	Marketing	Male	56	Consultant	03:05.6	1	Bachelor	4	7700	59	19	25	5	25	14	53	2	4.9
277	Engineering	Male	27	Engineer	03:05.6	1	PhD	4	8400	42	2	15	2	100	8	74	2	1.53
278	Legal	Female	59	Consultant	03:05.6	4	Bachelor	3	7150	55	19	20	11	50	15	66	0	1.84
279	Operations	Male	34	Developer	03:05.6	5	Bachelor	3	6500	44	0	19	0	25	7	48	1	1.9
280	Customer Su	Male	54	Consultant	03:05.6	8	Bachelor	2	6600	56	6	13	7	75	1	49	2	3.92
281	Sales	Female	57	Analyst	03:05.6	5	Bachelor	1	4400	51	15	15	13	25	19	36	0	2.5
282	Engineering	Female	43	Consultant	03:05.6	9	Bachelor	5	8250	33	20	5	2	75	14	42	0	3.06
283	Customer Su	Male	36	Engineer	03:05.6	1	Bachelor	3	7800	55	10	23	0	100	7	45	2	4.79
284	IT	Female	41	Technician	03:05.6	6	High School	4	4900	53	45	24	1	50	19	75	2	3.91
285	Marketing	Female	38	Manager	03:05.6	3	High School	3	7800	40	49	29	2	25	14	66	2	4.85
286	HR	Female	40	Manager	03:05.6	0	Bachelor	1	6600	59	24	1	14	50	8	2	1	1.65
287	HR	Female	22	Consultant	03:05.6	1	High School	4	7700	58	19	25	9	100	15	58	2	3.36
288	Finance	Male	34	Analyst	03:05.6	9	Bachelor	5	6000	50	37	21	6	0	14	66	0	4.91
289	Operations	Female	58	Manager	03:05.6	8	Master	5	9000	32	30	27	8	25	5	94	2	1.96
290	Legal	Male	42	Analyst	03:05.6	4	High School	4	5600	43	24	23	7	0	1	5	0	2.29
291	Engineering	Male	40	Consultant	03:05.6	8	High School	4	7700	51	44	23	5	25	19	88	2	3.49
292	Sales	Male	56	Analyst	03:05.6	3	Bachelor	3	5200	31	25	29	1	100	3	46	1	2.26
293	Sales	Male	51	Developer	03:05.6	6	High School	3	6500	47	39	27	12	0	3	33	0	4.16
294	Operations	Female	22	Consultant	03:05.6	8	PhD	4	7700	55	14	9	3	25	2	2	2	2.74
295	Sales	Male	48	Specialist	03:05.6	3	Bachelor	4	6300	36	0	25	1	50	19	39	0	1.39
296	HR	Female	40	Consultant	03:05.6	2	High School	3	7150	56	10	29	13	50	15	21	2	3.99
297	Operations	Female	36	Consultant	03:05.6	4	Master	4	7700	34	39	8	4	0	11	35	1	3.34
298	Customer Su	Female	30	Analyst	03:05.6	1	PhD	1	4400	34	36	1	0	75	9	76	0	4.39
299	Engineering	Other	22	Engineer	03:05.6	7	Bachelor	2	7200	51	40	6	14	50	16	92	1	5
300	Finance	Female	53	Technician	03:05.6	1	Bachelor	2	4200	45	6	23	12	100	9	23	1	2.5