

UNIVERSITY OF KWA-ZULU NATAL

**RELATIONSHIPS BETWEEN EMPLOYEE PERCEPTIONS
OF A POST MERGER WORKING ENVIRONMENT AND
ORGANISATIONAL COMMITMENT:
A CASE STUDY OF THE ACADEMIC STAFF AT THEKWINI
FET COLLEGE**

2006

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ORGANISATIONAL COMMITMENT:
A CASE STUDY OF THE ACADEMIC STAFF AT THEKWINI
FET COLLEGE**

By

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**Submitted in partial fulfilment of the requirements for the degree of
MASTER IN BUSINESS ADMINISTRATION**

**Faculty of Management Studies, Graduate School of Business, University
of Kwa-Zulu Natal (Durban)**

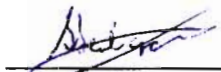
**Supervised By
Professor D. Coldwell**

January 2006

DECLARATION

This thesis presents the work conducted by Mr S. Sewbaran in the Faculty of Management Studies, Graduate School of Business, University of Kwa-Zulu Natal (Durban), from July 2005 to January 2006 under the supervision of Professor D. Coldwell.

This thesis is the original work of the author and has not been submitted in part, or in whole to any other university. Where use has been made of the work of others, it has been duly acknowledged in the text.



SIGNED

20/03/06

DATE

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- ❖ The full time Level 1 academic staff of Thekwini FET College who responded to the distributed questionnaires.

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ABSTRACT

The restructuring of South African Higher Education Institutions by the government has seen mergers becoming a feature amongst these institutions. The aim of these mergers was to redress past imbalances, creating synergies and promoting rationalisation of resources. Thekwini FET College was one such institution, merged out of the former Cato Manor, Durban Central and L C Johnson Technical Colleges.

This research document investigates the relationship between the full time Level 1 academic staff's perception of their post merger working environment and organisational commitment. 51 staff members' were selected using a quantitative and qualitative approach in a correlation cross-sectional research design. The measuring instrument comprised of a structured questionnaire incorporating a Likert type scale and an open ended interview schedule. These instruments aimed to expose staff perceptions of their post merger working environment and levels of their organisational commitment. The findings of the research reveal that there was a strong and positive correlation between staff perceptions of their post merger working environment and organisational commitment. Staff who perceived their post merger working environment to be negative, was lowly committed to Thekwini FET College and vice versa. The general feeling from the research findings show that staff had a negative perception towards their post merger working environment and were therefore lowly committed to Thekwini FET College. Most of the reasons for these negative attitudes point to the poor management of the college. Finally, some recommendations were made to try and improve the negative attitudes of the staff towards the institution.

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ACRONYMS AND ABBREVIATIONS

ANOVA	: Analysis of Variance
CEO	: Chief Executive Officer
FEFC	: Further Education Funding Council
FET	: Further Education and Training
KZN	: Kwa-Zulu Natal
NWG	: National Working Group
TMT	: Transition Management Team
TQM	: Total Quality Management

OPERATIONAL DEFINITION OF TERMS

❖ Full Time Level 1 Academic Staff

These are the full time lecturing staff employed at Thekwini FET College, whose job description consists of lecturing and some administrative tasks relating to student records.

❖ Lower Management

These include all the Senior Lecturers employed at Thekwini FET College, whose job description consists of about 70% lecturing and about 30% management and administrative tasks.

❖ Middle Management

These include all the Head of Divisions employed at Thekwini FET College, whose job description consists of about 30% lecturing and about 70% management and administrative tasks.

❖ Top Management

These include the Rector, Administrative Heads and Campus Managers, whose job descriptions consist of strategic planning, implementation and controlling.

CHAPTER 1

BACKGROUND FOR THE PROBLEM STATEMENT

1.1 INTRODUCTION

Since 1994 South Africa has been overhauling its entire education system as part of a broader national reform movement aimed at overcoming the inequalities caused by the now defunct apartheid regime. The government has set out to institute reforms designed to give South Africa a unified and coherent educational system and redress the inequities of the former regime. In 1997, the country adopted the Higher Education Act, which instituted a series of fundamental reforms. One such reform was to merge FET¹ Institutions. Accordingly, Thekwini FET College was declared a merged institution on the 11 April 2002, by the former Minister of Education, Mr Kader Asmal. Not only does the purpose and objective of the merger have implications for its success, but how the transformational process is managed and accepted by major stakeholders involved in the merger also has significant impact. This begs the question as to the goals of the merger, problems encountered when merging and emotional responses to the merger. Well constructed and change management is crucial to the success of a merger.

1.2 BACKGROUND TO THEKWINI FET COLLEGE

In KZN², nine FET colleges were declared out of the 24 former technical colleges. In Durban, nine became three and in our cluster, *Thekwini FET College* evolved from the previous Cato

¹ Further Education and Training

² Kwa-Zulu Natal

Manor (state college, ex-House of Delegates), Durban Central (state-aided college, ex-House of Assembly) and L.C. Johnson (state college, ex-House of Representatives) Technical Colleges.

With over 5 000 full-time students and 110 academic staff as of July 2005, Thekwini FET College's strategic strength is its prime position (six campuses in central Durban) and its physical and human resources. Its uniqueness in the province is its Department of Art and Design. Programmes are also offered in the following study fields: Business Studies, Food Services, Tourism, Engineering Studies, Community Upliftment, Computers, Cosmetology, Hair Care, Learnerships and Skills Training, either full-time, part-time or by means of correspondence education. Although mainly situated in residential areas (mainly for Whites, Coloureds and Indians), the larger student population are Black, coming from outlying areas. The College provides access to high quality education and training, offering a wider range of learning options to a diverse range of learners, including school-going young people, out-of-school youth, young adults and the larger adult population.

1.3 GOALS OF MERGERS

There were many motives why the government of South Africa wanted higher education institutions to engage in mergers. The most common ones, according to (NWG³ 2001:55):

- ✓ Establishing new governance structures, including the necessary institutional statutes;

³ National Working Group

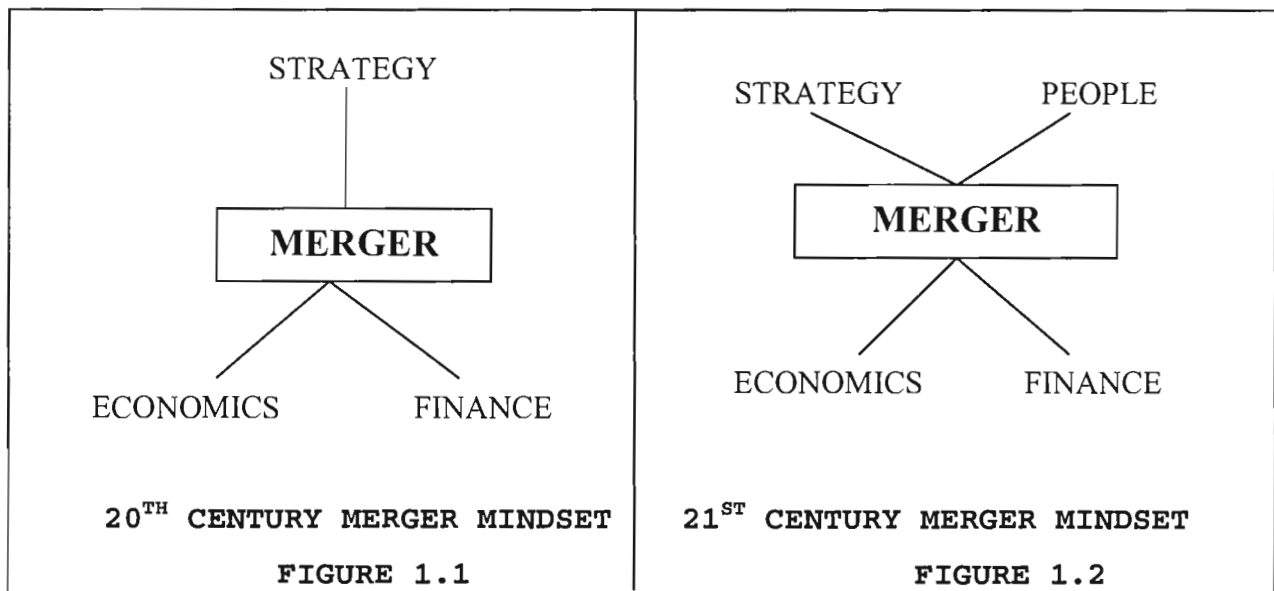
- ✓ Developing new academic structures and the integration of academic programmes;
- ✓ Developing new conditions of service and remuneration;
- ✓ Coordination of tuition fees;
- ✓ Integrating administrative, financial and computer systems and procedures;
- ✓ Consolidating budgets;
- ✓ Integrating support services such as libraries and student services; and
- ✓ Planning the utilization of facilities and infrastructure.

1.4 REASONS FOR THE FAILURE OF MERGERS

There are many reasons that could result in the failure of a merger if they are not properly managed. According to Lees (2003:21), believes that the typical 20th century merger mindset focused almost exclusively on financial, strategic and economic factors as the diagnosis and analysis of merger failure. Example, economies of scale were not achieved of the anticipated amount, the strategic fit of the organisation was poor or ill matched or there were unexpected changes in the market conditions, were considered typical reasons for mergers to fail. These were the cornerstones upon which most thinking, practice and research rested. (*Figure 1.1 below*) However, now in the 21st century, a fourth human or managerial cornerstone is added. (*Figure 1.2 below*) It encompasses several related fields of knowledge - chiefly organisational behaviour, social psychology, cultural anthropology and managerial decision-making. The belief is that while mergers may fail, due to financial, strategic or economic factors, a multitude of 'people problems' and issues inevitably arise out of a merger, which could impact tremendously on the success or failure of a merger. Some of these problems relate to culture

compatibility, resistance to change, values, communication, working conditions, attitudes, behaviour and working styles. A comprehensive people strategy needs to be put in place and this must be well managed before, during and after a merger. This will enable management to create a cohesive and coherent organisational entity.

CORNERSTONES OF MERGER THINKING



1.5 PROBLEM STATEMENT

As discussed above, people issues are a very important factor to the success of any merger. The management of the merger process is crucial to its success and to the future recovery of the organisation that in almost all cases would have gone through a fairly traumatic period. The FEFC⁴ identified the quality of management as a 'critical success factor' (2000:10) to the success or failure of a merger. In a study of Higher Education mergers in Australia, Harman argues that unless managed effectively, and with 'super-sensitivity', the impact

⁴ Further Education Funding Council

of a merger on staff morale and loyalty can be devastating.
(2002:107)

Against the above backdrop, the problem statement derived for this study is:

'To qualify and quantify employee perceptions of a post merger working environment and organisational commitment and the relationship between these two variables within the full time Level 1 academic staff at Thekwini FET College'

1.6 RESEARCH OBJECTIVES

The purpose of this research is to investigate employee perceptions of a post merger working environment and organisational commitment: a case study of the academic staff at Thekwini FET College.

More specifically, the research intends:

- ✓ To qualify and quantify employee perceptions of their post merger working environment scores.
- ✓ To qualify and quantify employee perceptions of their post merger organisational commitment scores, together with all sub-dimensions of this construct (i.e. affective, continuance and normative dimensions).
- ✓ To qualify and quantify the relationship between employee perceptions of their post merger working environment and organisational commitment scores, together with all sub-dimensions.

- ✓ To make recommendations towards improving the relationship between employee perceptions of their post merger working environment and organisational commitment.

In an attempt to achieve the above objectives, the following theoretical correlation hypothesis is formulated:

- H₁ : Employee perceptions of their post merger working environment and organisational commitment scores together with all sub-dimensions will be low.
- H₂ : Employees who have a negative perception towards their post merger working environment are less committed to the merged organisation.
- H₃ : Employees who like their working environment will have a positive outlook on post merger perceptions.

1.7 VALUE OF THE STUDY

It is hoped that the relevant stakeholders at Thekwini FET College will take cognisance of the research findings and if need be, take appropriate measures to overcome any shortcomings that would be revealed in this research report.

1.8 DELIMITATIONS OF THE STUDY

This study was delimited to the full-time Level 1 academic staff at Thekwini FET College. Therefore, generalisability of findings is limited to this group.

1.9 PRESENTATION OF THE RESEARCH REPORT

Related literature is reviewed in Chapter 2. Research methodology and design is dealt with in Chapter 3. Chapter 4

deals with the analysis and interpretation of the research data. Chapter 5 discusses the findings. Chapter 6 contains the concluding remarks and final recommendations of the research findings.

CHAPTER 2

LITERATURE REVIEW

2.1 DEFINITION OF MERGER

The definition of a merger in the context of higher education is "a combination of two or more separate institutions into a single new organisational entity, in which control rests with a single governing body and a single chief executive body and whereby all assets, liabilities and responsibilities of the former institutions are transferred to the single new institution". (Goedegebuure, 1992:16)

2.2 TYPES OF MERGERS

Mergers amongst educational institutions are classified in terms of the academic focus and activities that the merging institutions bring together. This classification was introduced to the literature by drawing on private sector merger typologies that use 'line of business' and 'type of product' as structuring dimensions. Substituting 'field of academic activity' and 'type of academic product' (teaching and research), Pritchard (1993:79-102) describes four types:

- ✓ A *horizontal* merger is 'between institutions which operate in similar academic fields and are oriented towards a similar type of product';
- ✓ A *vertical* merger is 'between institutions which operate in similar academic fields and are oriented towards a different type of product';

- ✓ A *diversification* merger is 'between institutions which operate in different academic fields and are oriented towards a similar type of product'; and
- ✓ A *conglomerate* merger is 'between institutions which operate in different academic fields and are oriented towards a different kind of product'.

Thekwini FET College falls in the category of a horizontal merger.

2.3 REASONS FOR HIGHER EDUCATION MERGERS IN SOUTH AFRICA

Some of the most common reasons are (Jansen, 2002:135-136):

- ✓ Greater height and breath of educational offering;
- ✓ More opportunity to attract and retain students;
- ✓ Cost savings from the reduction of duplication and more effective operations;
- ✓ An increased level of skills and competencies of lecturers;
- ✓ Greater opportunity to progress, develop new skills and achieve excellence;
- ✓ Increased opportunity and enhanced research output;
- ✓ A more powerful SRC body to attend to student needs;
- ✓ Maintenance of a higher overall quality of education; and
- ✓ Improved utilization of resources.

2.4 POTENTIAL BARRIERS TO MERGERS

There are many stumbling blocks that might impede the process of merging:

- ✓ Insecurities generally and in particular around issues of added responsibilities and finances;
- ✓ Positions - e.g. current post level and staffing position, as well as issues of seniority status and power;
- ✓ Loss of identity in the case of the merging of smaller institutions with larger ones;
- ✓ Loss of assets; and
- ✓ Fears regarding a drop in standards and perceived quality.

According to Strydom (1992), successful merging is dependant on:

- ✓ A shared vision endorsed by effective governance and management;
- ✓ Effective communication strategies that will keep staff and students informed at every step of the way before, during and after the merger had taken effect;
- ✓ A strong commitment to merging by all participants;
- ✓ A shared view of threat facing the current institutions and/or shared vision of the future potential benefits from merging;
- ✓ Guarantees given as soon as possible to staff about security of employment;
- ✓ Ensuring students will continue with courses;
- ✓ Strong efforts to build a sense of loyalty and a common culture for the new institution;
- ✓ A corporate identity;
- ✓ Sufficient time for institutional change to occur;
- ✓ The provision of resources to those whose roles and relationships will change; and
- ✓ The provision of professional staff development and training.

It is impossible to analyse in detail all the variables mentioned above for successful merging. However, for the purpose and relevance of this study, some of more important variables will be analysed by making reference to the literature available.

2.5 VARIABLES FOR SUCCESSFUL MERGING

An important fact was established in Chapter 1 that people issues are the most important factor in the success or failure of a merged institution. Price (1999:39) states that executives involved in mergers 'ignore the people issues at their peril' and that issues of culture, effective communication and proper change management strategies need to be put in place and these must be well managed before, during and after a merger. Effective leadership and management are also critical to the success or failure of a merger.

Before we discuss any of these variables for successful merging, it is important to make a distinction between leading and managing. Leading and managing according to Napolitano and Henderson (1998), are not mutually exclusive but rather complimentary. Today's realities requires that the manager's ability to implement plans and accomplish results be integrated with the leaders ability to set direction and inspire and engage others. The primary role of the leader manager is to influence others performance by helping to shape an organisation in which people can realize and express their capabilities and in so doing contribute more fully.

2.5.1 LEADERSHIP

2.5.1.1 WHAT IS LEADERSHIP?

Organisations are like automobiles. They don't run themselves, except downhill. They need people to make them work - and not just any people, but the right people. The effectiveness of an organisation's employees - particularly individuals in leadership positions - determines how the organisation 'machine' will perform. Some people are so effective in their jobs that a leader can do very little to make them better, others are so hopeless that almost nothing can be done to improve their effectiveness. The majority of employees however, fall somewhere in between these two extremes. These people do their work adequately and go with the flow, looking to their leader to set the course, speed and duration of that flow. They want some guidance and suggestions about where to go and how to get there.

Kotter (1995) defines leadership as "bringing about constructive change, which is accomplished by developing a vision, aligning people to that vision and motivating people to move towards that vision".

Harry S Truman - President of the USA (1945-1953) said that leadership is "the ability to get others to do what they don't want to do and like it".

2.5.1.2 THE FAILURE FACTOR IN LEADERSHIP

According to Kets De Vries (2001) some failures in leadership occur because:

❖ **Executive Behaviour: Myth and Reality**

Many executives find it difficult to answer basic questions about their work life. They have a hard time describing just what it is they do on the job and see no real pattern in their activities. They don't really know what it means to be chief executive officer. Sure, they can paint a picture of their work in broad brushstrokes, perhaps echoing Henri Fayol (one of the founders of management theory), who said that executives plan, coordinate, control and organise. But what does a description that broad really tell us? Mintzberg, a thoughtful management scientist, spent many years studying executive behaviour and concluded that we all have a facade, persona and a public self. What that persona does is what the world sees, but something very different maybe happening deep inside, where our private self (or shadow side) hides. The public self that we choose to share generally bears little resemblance to the private self, a self so private that even we ourselves may know it only slightly. That's why it is so difficult to learn what executives do. They don't necessarily engage in rational behaviour (or better behaviour perceived as rational), they don't necessarily know why they're doing, what they're doing and (even if they do know) they don't necessarily give the real reason if asked, preferring to offer a rationalisation. Much of what they do is either out of conscious awareness or not for public consumption.

❖ **Micromanagement**

Another cause of leadership derailment is micromanagement. This is seen in executives who are so detailed oriented that they can't let go of control. Not trusting anyone to do a job as well as they can do it themselves, micromanagers are unwilling to delegate. Micromanagement clearly is not the

way to get the best out of people. In fact, all its good for is ruining morale and destroying organisations.

❖ **Inaccessibility**

Inaccessibility of leadership is another common problem. Some executives are so full of self-importance that they have no time for others. It wouldn't occur to them to lead by example or to walk around the work place listening to their primary constituencies. Lofty and unapproachable, they shield themselves behind a secretary, assistants and have closed-door policies. It seems like these executives are looking for more grandiose people to interact with or are simply afraid that if people come too close they will discover a fraud with very little to say.

❖ **Conflict Avoidance**

Although we tend to think of leaders as dominant and unafraid, many have a tendency towards conflict avoidance. There is a large group of executives who have a desperate need to be liked and approved of. Afraid to do anything that might threaten their acceptance, they're unable or unwilling to make difficult decisions or to exercise authority in the correct manner. They get other people in the organisation to make the unpleasant decisions for them. They become mere empty suits. Conflict avoidance is neither a successful nor a popular leadership style.

❖ **Game Playing**

Every organisation has its 'operators' - political animals who are master power calculators. These game players can talk and think only about themselves, and their attention falters when others talk (unless they themselves are subject of discussion). Furthermore, their personal goals sway the organisation goals. They refuse to let their subordinates

shine, using and abusing them rather than helping them grow and develop. They try to hog the limelight, whether it is aimed below or above them. They're unwilling to plan for leadership succession, envying anybody who might take their place.

All the behaviour patterns discussed above contribute to the two M's of failed leadership: *mistrust* and *malaise*. The acid test of effective leadership is the extent to which employees in the organisation trust their leadership. If trust is low, some kind of malaise will occur; it's inevitable. Although the details will vary from organisation to organisation, some symptoms are universal: creative thinking will be suppressed, a cover your-back mentality will prevail and 'bureaupathology' (i.e. an excess of paper work and supportive documentation) will emerge. When the two M's sneak in, the consequences can be very detrimental for an organisation, particularly when the leader who opened the door to them occupies a senior position.

2.5.1.3 CHARACTERISTICS OF LEADERSHIP

Effective and successful leaders have been consistently labelled with the following characteristics (Dalton et al, 2006:306-308):

❖ Decision-maker

Leaders must be comfortable making decisions. They are able to gather facts, organise information and apply good judgement in their choice of action. The willingness to make a choice after considering all possible alternatives is essential.

❖ **Risk-taker**

Effective leaders very often operate on instinct, go with their 'gut feel' and are willing to try everything that may bring desired results. The willingness to take risks seems to set them apart from others. Risk-takers do not fear failure. They view it as a temporary 'setback' and feel that failure today does not rule out success tomorrow. Risk-takers tend to be achievement-oriented, goal-directed and self-confident. They are the great experimenters of life. The willingness to try new ideas often reaps great rewards for the organisation and the individual. Many experts have identified this characteristic as tantamount to being a successful leader.

❖ **Motivator**

Leaders must be able to influence others to produce good results. In the climate of the 21st century, motivation of employees will lean away from the autocratic methods of the past toward the new style of inspiring and empowering employees. John P Kotter, author of the Leadership Factor, says that leadership is "the process of moving people in some direction mostly through non-coercive means". A good leader recognises that people are a key resource to the success of an organisation, project or vision.

❖ **Delegator**

An effective leader delegates tasks to others to develop their skills and build a stronger team.

❖ **Communicator**

Leaders are able to express themselves well. This requires good oral and written communication skills but goes far beyond this. It means that they know who they are, what their strengths and weaknesses are and how to use them to

their full advantage. They also know what they want, why they want it and how to get it. They set goals and achieve those goals by communicating to others what they want so as to gain support and cooperation.

❖ **A Guiding Vision**

Leaders have a clear idea of what they want to do and the strength to persist.

❖ **Passion**

Leaders love what they do and love doing it. Leaders who communicate passion give hope and inspiration to others.

❖ **Integrity**

The integrity of leaders has three components: self-knowledge, candour and maturity. Leaders never lie to themselves, know their flaws and assets and deal with them, are honest in thought and action and experience and grow through following.

❖ **Trust**

Trust must be acquired. It is the product of a leader's ability with co-workers and followers.

2.5.2 MANAGING CHANGE

2.5.2.1 WHAT IS MANAGING CHANGE?

For change to occur in any organisation, each individual must think, feel or do something different. The problem for most managers is that managing change is unlike any other managerial task they have ever confronted. The problem is simple: most organisations are using a mechanistic model, first applied to managing physical work and super imposing it

onto the new mental model of today's knowledge organisation. We keep breaking change into small pieces and then managing the pieces. This is the legacy of Frederick Winslow Taylor in scientific management. But with change, the task is to manage the dynamic, not the pieces. The challenge is to innovate mental work, not to replicate physical work. The goal is to teach people how to think strategically, recognise patterns and anticipate problems and opportunities before they occur. Managing change is not like operating a machine or treating the human body one ailment at a time. Both of these activities involve working with a fixed set of relationships. The proper metaphor for managing change is balancing a mobile. Most organisations today find themselves undertaking a number of processes as part of their change effort. An organisation may simultaneously be working on TQM⁵, employee empowerment and other programmes designed to improve performance. But the key to the change effort is not attending to each piece in isolation; it's connecting and balancing all the pieces. In managing change, the critical task is in understanding how pieces balance of one another, how changing one element changes the rest and how sequencing and pace affect the whole organisational structure. Managing change means managing the conversation between the people leading the change effort and those that are expected to implement the new strategies, managing the organisational context in which change can occur and managing the emotional connections that are essential for any transformation.

2.5.2.2 APPROACH TO CHANGE BY MOST ORGANISATIONS OF TODAY

- ❖ The leader of an organisation announces that some changes need to be made and appoints certain people or task force to carry out the changes. The person or task force maybe given

⁵ Total Quality Management

a deadline to report back. What happens next is predictable. The person or task force goes to work, closeting itself away in a meeting room, putting in long hours to meet the deadline. The person or task force don't talk or consult with anyone else in the organisation about the change. This means that these people are busy figuring out other people's future and will inform them when they are ready. Employees abhor information vacuums and when there is no ongoing conversation as part of the change process, gossip fills the vacuum. Usually the rumours are much worse and more negative than anything that is actually going on. When task force members put off communicating with the rest of the organisation, they prevent people who are expected to implement the change from participating or buying in. As a consequence, no matter how good the new design turns out to be, it does not produce the expected results. The crucial lesson here is that management is the message. Everything managers say - or don't say - delivers a message. Too many managers assume that communication is a staff function, something for human resources or public relations to take care of. In fact, *communication* must be a priority for every manager at every level of the organisation. This is particularly true during a change effort when rumours run rampant. It is important for the messages to be consistent, clear and endlessly repeated. If there is a single rule of communications for leaders, it is this: when you are so sick of talking about something that you can hardly stand it, your message is finally starting to get through. People in the organisation may need to hear a message over and over before they believe that this time, the call for change is just not a passing fancy. It takes time for people to hear, understand and believe the message. And if they don't particularly like what they hear, then it takes even more time for them to come to terms with the concept of change.

❖ Another dimension of change is to start getting employees to buy into a new organisation vision, thereby changing their attitudes. They will then automatically change their behaviour, which will result in improved organisational performance. After seeing this improvement, they will confirm their commitment to the organisational change programme and the success spiral will continue. This may have occurred in some organisations. However, more typically, managers launching a change programme want the employees to get excited and they want them to have a 'winning attitude'. So when announcing the programme, they 'go for love', seeking to get people to believe in the new vision. Unfortunately, it's not realistic to expect that kind of response in most organisations today. By now the employees have been through so many change programmes that they are sceptical. Organisations of today are full of 'change survivors', cynical people who have learnt how to live through change programmes without really changing at all. Their reaction is the opposite of commitment. They may say something like "I'll believe it when I see it". Also, for these people, the new change programmes are just another management fad in an endless series of management fads. This reaction from so many employees illustrates the real reason so many change programmes fail: this model of change doesn't correspond to reality. Top management should start by requiring a change of behaviour, and when that yields improved performance, the excitement and belief will follow. The first change in behaviour should be of the top executives. Leaders need to ask themselves, "If we were managing the way we say we want to manage, how would we act? How would we attack our problems? What kind of meetings and conversations would we have? Who would be involved? How would we define, recognise, compensate and reward appropriate behaviour?" Leaders and followers need to work

side by side to develop answers to these questions and thereby create their future together. One popular management technique is to push decision-making down to the lowest level of employees. This can be highlighted in the following example - A new enlightened CEO⁶ of an organisation held an all-employee meeting. He talked about employment and candour and the need to put all the issues on the table. He then invited questions from all present about whatever was on their minds. One brave employee raised his hand and asked why it was that the plant manager could be responsible for equipment worth millions of rands but only had sign off authority of R10 000. "Good question!" the CEO instantly responded "I believe in *empowerment* so much that I will make his sign off authority R1 million". The worker who had asked the question was impressed and the CEO was elated. Empowerment does not mean abandonment. Giving people permission to do something differently is not helpful if they are unable to do it. This kind of permission just sets them up to fail. Setting the context for change means preparing the employees, understanding what they do and don't know, working with them, watching their performance, giving them regular feedback and creating an ongoing dialogue with them.

- ❖ For decades, employees have been told to leave their *feelings* at the door. This has been a big mistake for most organisations. Its one thing to say that behaviour is more accessible to managers than feelings are and it's another thing altogether to say that feelings have no place at work. Change is fundamentally about feelings. Organisations that want their employees to contribute with their heads and hearts have to accept that emotions are essential to the new management style. The old management paradigm said that at

⁶ Chief Executive Officer

work people are only permitted to feel emotions that are easily controllable and emotions that can be categorised as positive. The new management paradigm says that managing people is managing feelings. The issue isn't whether or not people have negative feelings; it's how they deal with them. In fact, the most successful change programme reveals that large organisations connect with their people most directly through values and that value ultimately is about beliefs and feelings.

- ❖ One of the paradoxes of change is that *trust* is hardest to establish when you need it most. There are some organisations that employees trust. But if an organisation is in trouble or if it is in the middle of a change effort, lack of trust automatically emerges as a serious barrier. Trust in a time of change is based on two things: predictability and capability. In any organisation, people want to know what to expect; they want predictability. That's why, in the middle of change, trust is eroded when the ground rules change. Under the old psychological contract between the organisation and its employees, predictability consisted of an implicit agreement: in return for years of service, tenure and loyalty, the employees could count on employment. The career path was also predictable. In the new context, employees are still looking for predictability. But predictability has to take a different form and apply to different situations. Predictability consists of intention and ground rules: what are our general goals and how will we make decisions? The more leaders clarify the organisations intentions and ground rules, the more people will be able to predict and influence what happens to them - even in the middle of a constantly shifting situation. The second part of the equation is capability. To trust an organisation, both managers and

their reports must define the capability that each is providing and each side has to believe that the other is capable of playing the new role. In the old organisation, capability was defined in terms of deliverables. Bosses would say, "I don't care how you get it done, just produce the results I want". Now managers realise that if their processes are aligned and in control, the desired results will follow. To make this happen, managers and employees must identify needed capabilities and negotiate the roles and responsibilities of those involved in the process before each will trust the given situation. When each side understands the needs, capabilities and objectives of the other, trust can be built.

- ❖ Managing change means *balancing the mobile*; the question is how to do it. One way is to depend on managers scattered throughout the organisation to have a shared awareness of how the various parts need to interact and for everyone to trust that this general perception will ultimately pull the organisation together. An effective way of doing this is to get a TMT⁷ to oversee the large-scale organisation change and make sure all the change initiatives fit together. For the duration of the change process, the CEO's job is to be a visible champion for the transformation, articulating the context and rationale for the new organisations direction. The TMT manages the operational issues of the change effort. In addition it needs to anticipate and manage the reactions, questions and concerns that change generates. The TMT must be sure that the coordination and communication are congruent and ample. Also, the TMT must make sure that the operational pieces fit together and the emotional issues are addressed openly and clearly.

⁷ Transition Management Team

The TMT has eight primary responsibilities when dealing with change:

- ✓ Establish context for change and provide guidance.
- ✓ Stimulate conversation.
- ✓ Provide appropriate resources.
- ✓ Coordinate and align projects.
- ✓ Ensure congruence of messages, activities, policies and behaviours.
- ✓ Provide opportunities for joint creation.
- ✓ Anticipate, identify and address people problems.
- ✓ Prepare the critical mass. (Duck, 1998:55-81)

2.5.3 HUMAN CAPITAL

2.5.3.1 WHAT IS HUMAN CAPITAL?

People are the greatest asset of an organisation. However, are organisations really lying when they say that human resources are their greatest assets? Or are they merely indulging in some wishful thinking - asserting an ideal that could become a reality if given the proper tools. According to Drucker (1992), the problem with most organisations all over the world is not that companies don't value their people, it is that they don't know how to - they have not found a reliable way to appraise the worth of what they have or to increase its value through better management. This lack of know-how is not merely a problem for the human resources department to handle. Nor can it be blamed on human resources. Human factors in the work place cannot and should not be departmentalised and thus marginalized. Because of its high impact on both organisation operations and on organisation value, this issue matters greatly to all managers and leaders. In order to value people,

organisations must move beyond the notion of human resources and toward the notion of human capital. The term resource implies an available supply that can be drawn upon when needed. In the business context, people seem like water in a well that will never run dry - fire today, higher back tomorrow; easy come easy go. But are people really a 'resource' in this sense? Or are they more of a form of capital - something that gains or loses value depending on how much and how we invest in it. By its very name, the notion of 'human capital' sees people not as a perishable resource to be consumed but as a valuable commodity to be developed. People become more valuable when we invest in them. Moreover, we can measure returns on that investment.

2.5.3.2 IMPORTANCE OF HUMAN CAPITAL TO AN ORGANISATION

Over the past few decade's, managerial movements across the world mainly practiced TQM and strategic planning. Each of these movements made significant positive contributions to organisation performance. However, these movements could have had even better results if they had taken the value of human capital into full consideration. In each of these movements, organisations saw human resources as an interchangeable or even a disposable means to some greater end: market dominance, higher product and service quality, or more efficient processes. The great reality that all these movements missed was the fact that organisations cannot achieve positive and lasting results unless they also learn to manage and enhance the value of their employees as a workforce. In the 21st century, Drucker (1992) maintains 'managers still believe that employees need us more than we need them'. Managers who still believe in this are missing a key part in the concept of human capital: *organisations need people*. To say that there is human capital within an organisation implies many things:

- ✓ Human beings employed in their work are not merely people moving assets around - they themselves are assets that can be valued, measured and developed like any other asset held by the organisation.
- ✓ Human beings are dynamic assets that can increase in value over time, not inert assets that depreciate in value.
- ✓ Human beings are prime among all assets. Capital, remember, is synonymous with net worth - the remaining assets of an organisation after all liabilities have been deducted.
- ✓ As such, human beings and the systems created to recruit, reward, and develop form a major part of any organisations value - as much or more than other assets such as cash, land, plants and equipment and intellectual property.
- ✓ Organisation value can suffer when human capital is mismanaged.

2.5.4 COMMUNICATION

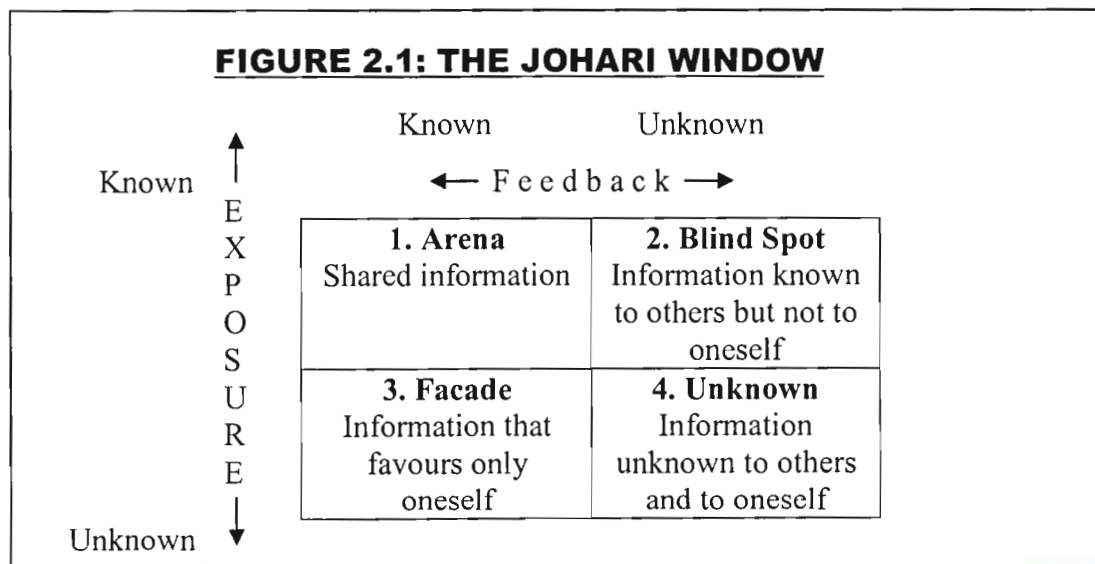
2.5.4.1 WHAT IS COMMUNICATION?

Communication is the process by which we exchange information through a common system of symbols, signs or behaviours. This process sends messages from one person to another. Listening, speaking, writing and reading are the four basic skills that we use in communicating.

2.5.4.2 THE IMPORTANCE OF COMMUNICATION

The importance of communication in any organisation can be explained using the Johari Window. This communication model developed by Joseph Luft and Harry Ingham (1969), helps people improve their interpersonal interactions by assessing the ways in which they give and receive information. The Johari Window (See Figure 2.1 below) is a grid divided into four regions

representing areas of knowledge about oneself that are exchanged during communication. The grid's horizontal or Feedback axis represents the path along which one receives or fails to receive information about oneself. The vertical or Exposure axis represents the path along which one discloses or fails to disclose information about oneself. The basic concept behind Johari Window is that open, two-way communication can enhance interpersonal interactions. In the broader context of an organisation, the Johari Window can help improve organisational interactions and therefore effectiveness, again through open, two-way communication. Before we discuss its organisational applications, however, it is important to describe how the model represented by the Johari Window functions at the personal level.



*Source: From Group Processes (1984): An Introduction to Group Dynamics, 3rd Edition
by Joseph Luft.*

The Personal Level

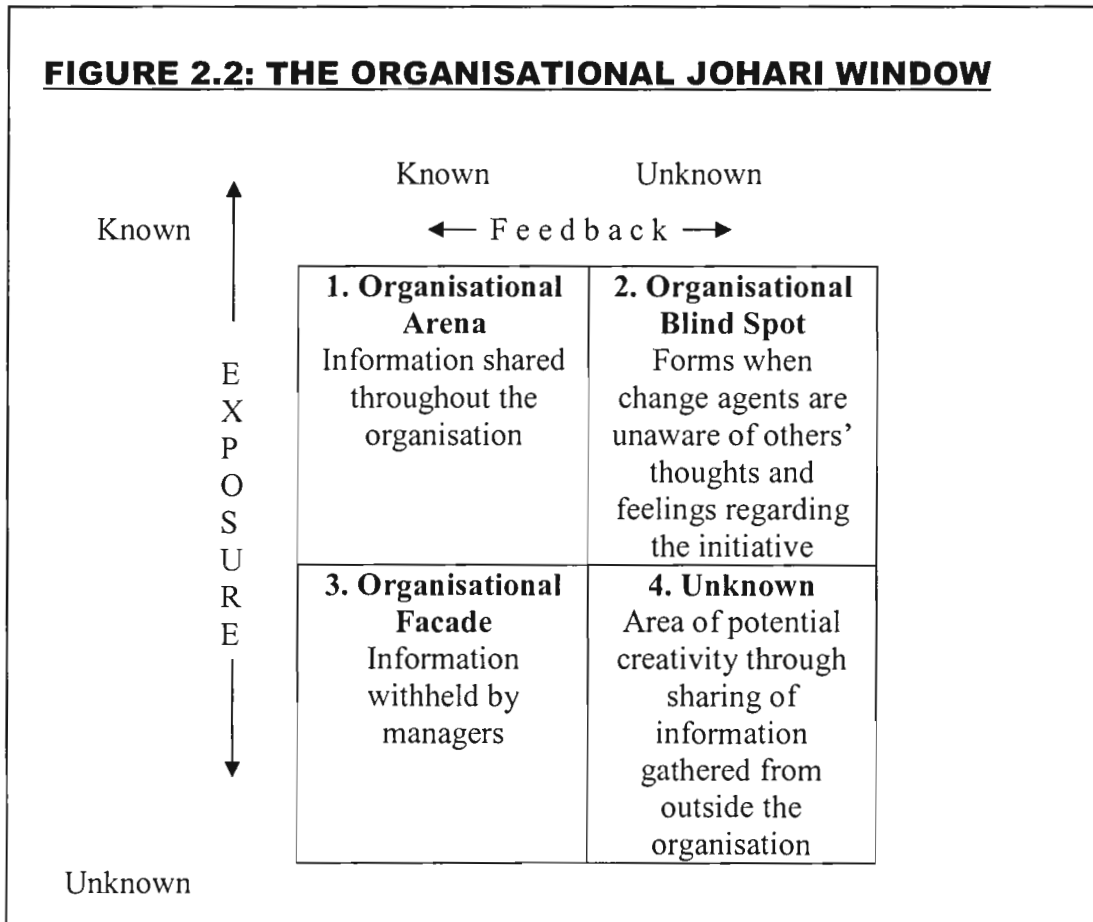
With reference to Figure 2.1 above, region 1, the Arena, represents information known both to oneself and to others. When people share information and understand each other, their interpersonal relationships tend to be better. The larger the

Arena - the more shared information there is - the more effective, productive, and mutually beneficial an interpersonal relationship is likely to be. Region 2, the *Blind Spot*, represents information that is known to others but not to oneself. The Blind Spot can cause damage in interpersonal relationships because it makes true understanding almost impossible. Region 3, the *Facade*, represents information known to oneself but not to others. The Facade thus hinders communication and therefore interpersonal effectiveness: information in this area is advantageous only to oneself, and negative information about oneself is withheld from others. There are some kinds of information that people may not share simply because they are apathetic. More often, however, information is withheld in the interest of gaining or keeping power and control. Region 4, the *Unknown*, represents information known neither to oneself nor to others. This area contains the greatest potential for creativity if one is willing to work with others to discover information.

The Organisational Level

The Johari Window can be adapted (see *Figure 2.2 below*) to the purpose of easing organisational change by enhancing communication. Consider, for example, that during an organisational change such as a merger, senior managers may try to keep information from people in lower-level positions for the same reasons that people in personal relationships keep information from one another: fear, power, and apathy. This kind of withholding creates a small organisational Arena and a large organisational Facade. A large Facade works to the advantage of the organisational change managers but puts everyone else at a disadvantage. As a result, people often distrust, dislike and even sabotage change initiatives. In time, a Blind Spot may also form, as the change managers remain unaware of others' thoughts and feelings. Therefore, it

is important to expand the Arena both vertically, along the Exposure axis, and horizontally, along the Feedback axis.



2.5.4.3 PRINCIPLES FOR EFFECTIVE COMMUNICATION

An effective communication plan for a merger is guided by several principles:

- ❖ *Effective communication should be made a priority, and then all messages should be linked in the strategic objectives of the integration effort.* Suppose that one goal of the merger is to reduce costs. Any messages about the goal should communicate the reasons for the cost reductions, the specific reductions to be made, and the benefits of reducing

costs. Messages should also identify the stakeholders - the people who will be most affected by the cost reductions.

- ❖ *All communications should be honest.* It is best not to gloss over potential problems. People should be made aware of the realistic limits and goals. That way, they are less likely to jump to conclusions for featuring worst-case scenarios. For example, if you tell people that the goal of a merger is a 30% cost reduction, then they probably will not worry that entire divisions will be shut down.
- ❖ *The emphasis should be proactive rather reactive.* Merger-related communications should be planned with ample lead-time and disseminated early. Then it will not be necessary to take a defensive position when things start happening (for example, when people learn about the merger).
- ❖ *All messages should be consistent and repeated through various channels.* The channels may include videos, memos, newsletters and especially regular face-to-face meetings between managers and employees. In fact, if anything was learned about change management through the reengineering (that is, downsizing) era of the early 1990's, it is that the most effective change-management tool available to managers is face-to-face meetings, also allow for real-time questions and answers. Unfortunately, however, face-to-face meetings are also the scarcest change-management tool because of the time they require - but it is time very well spent.
- ❖ *The organisation needs to establish mechanisms for two-way feedback.* People should give and get feedback during the design, testing and rollout of all change efforts. Effective feedback focuses on stakeholders' concerns, on the work

areas and processes that will be integrated, on specific goals (such as cost reduction, reduced cycle time, or improved customer service), and on lessons that can be applied to future mergers. (Galpin,2000:93-97)

2.5.5 ORGANISATIONAL CULTURE

2.5.5.1 WHAT IS ORGANISATIONAL CULTURE?

"Organisational culture is taken to be the shared attitudes, values, belief and customs of members of a social unit or organisation". (Martin,1985)

Selecting individuals on the basis of their skills alone is no guarantee that they will subsequently become effective and committed employees. The individual worker has to fit in with other employees, with the organisational climate and style of work, which are manifestations of the underlying culture of the organisation. The incongruity of poor person - work environment fit has been shown to result in low job satisfaction and stress, which affect individual outcomes (i.e. physical, psychological and mental well being) as well as organisational outcomes. If two or more organisations come together and their cultures are incompatible to the extent that many employees no longer 'fit' into the environment, the resultant effects are likely to have a substantial and large-scale impact. In the normal everyday functioning of the organisation, culture operates in a 'taken for granted' fashion and only assumes salience in people's minds when it is disturbed or threatened. Mergers are the greatest disturbers of cultural peace and frequently result in 'culture collisions'. Minor issues and differences may assume major proportions. It will create ambiguous working environments, conflict, employee incongruity and stress, affect

organisational performance adversely and also the quality of work life. Therefore, the effects of combining different cultural types as it influences managerial styles and behaviours, both prior to and during the merger period and the extent to which a single coherent culture emerges has important consequences for both organisational and human merger outcomes.

2.5.5.2 TYPES OF ORGANISATIONAL CULTURE

Harrison described the following types of organisational cultures (1972:119-128):

❖ Power Cultures

The centralisation of power is the most important feature of this type of culture. It is found in organisations where power rests with a single individual or a small nucleus of key individuals. Individual employees are motivated by a sense of personal loyalties to their boss or out of a fear of punishment. Power cultures are associated with inequitable reward systems in that benefits are often awarded on the basis of personal preference in return for demonstrated loyalty or perceived favours. As the culture is essentially autocratic and suppressive in nature, low morale and feelings of powerlessness amongst the employees are frequent features. Because in power cultures, employees are expected to accept that 'the boss knows best', they impose a high level of constraint on the individual employee. They therefore tend to invoke a superficial compliance - based level of organisational commitment from the employees. In power cultures, many employees tend to attend the organisation out of financial necessity rather than any deeper feelings of organisational attachment.

❖ **Role Cultures**

The role culture epitomises a concept of a bureaucracy, as its guiding principles are logic, rationality and the achievement of maximum efficiency. The organisations view of itself is as a collection of roles to be undertaken rather than a collection of people or personalities. In a role culture environment, finance and accounting are often recognised as being the most important organisational functions. Role requirements, boundaries of authority and reporting arrangements are clearly defined. A good employee is one who recognises protocol and always sticks to the rules.

❖ **Task/Achievement Cultures**

The salient feature of a task culture is the emphasis that it places on accomplishing a task. Task cultures tend to exist within organisations e.g. in specific departments such as research and development. A task culture is a team culture, in that commitment to the specific task bonds and energises the individuals. It is the specificity of the task requirements, which dictates the way work is organised rather than individuals or formal rules and regulations - what is achieved is more important than how it is achieved. Consequently, relevant task expertise is highly valued and frequently more powerful than personal or positional power. Task cultures are characterised by their flexibility and high levels of work autonomy, making them potentially creative and satisfying environments in which to work.

The basic ingredients for a successful merged organisational culture, relies upon the ability to integrate the different cultures to create a coherent and unitary culture, which combines elements of all the concerned organisations cultures. Management of the different organisations should

take a lead in ensuring that the 'one culture' is successfully achieved.

The variables discussed above are some of the critical success factors for the functioning of a merger. We will establish in our research findings, the extent to which these variables are present or lacking at Thekwini FET College, as well as discuss their impact on the efficient running of the institution.

2.6 ANALYSIS OF RESEARCH TOPIC

"Relationships between employee perceptions of a post merger working environment and organisational commitment: a case study of the academic staff at Thekwini FET College"

As the title suggests, there are two aspects to our research namely, *employee perceptions of a post merger working environment and organisational commitment.*

A questionnaire was developed and administered to Thekwini FET College full time Level 1 academic staff to obtain responses to perceptions of their post merger working environment and organisational commitment (*refer to Appendix B - Section B*). The construct of each component will now be discussed.

2.6.1 POST MERGER PERCEPTIONS OF WORKING ENVIRONMENT

2.6.1.1 WHAT IS PERCEPTION?

It is the process by which you acquire mental images of your environment. Through it, you organise, interpret and give meaning to sensations or messages that you receive with your senses of sight, smell, touch, taste and hearing. Many factors influence perception - culture, heredity, needs, peer pressures, interests, values, snap judgements and expectations. These factors contribute, in varying degrees, to the way you think and feel about people, situations, events and objects. (Dalton et al,2006:31)

2.6.1.2 WHAT IS WORKING ENVIRONMENT?

It refers to the context or surroundings in which an employee finds his or herself when he or she comes to the job each day. It is defined by the set of conditions under which the employee must operate as he or she attempts to accomplish organisational tasks and personal goals. The employee develops perceptions about the environment based on experiences and interactions over time. Included among these perceptions can be the extent to which the environment expects or permits employees to demonstrate individual initiative, experiment, try new things, persevere in the face of rejection, use resources and related organisational behaviours. The work environment is influenced by a host of factors ranging from current business conditions and the management style. (Morris,2002:236)

2.6.1.3 CONSTRUCT OF QUESTIONNAIRE

With reference to Appendix B - Section B of the questionnaire, contained questions relating to the working environment. The content of the questions was developed after having a meeting with some staff members at Thekwini FET College. Also, similar research that was already completed was examined and some ideas were used in formulating the questions. (Asghedom, 2003: Appendix 2-7) The questions were based on a 5-point Likert type scale with verbal anchors ranging from 1 (strongly agree) to 5 (strongly disagree). All of the measures of determinants and consequences are perceptual as is common in the study of organisations (Price & Mueller, 1986a). We assumed the questions to be valid and reliable.

2.6.2 CONCEPT OF ORGANISATIONAL COMMITMENT

2.6.2.1 WHAT IS ORGANISATIONAL COMMITMENT?

Organisational commitment is a psychological state that characterises the employee's relationship with the organisation. This has implications in terms of continuing his or her membership in the organisation. A committed employee is one who stays in the organisation under any favourable or unfavourable circumstances affecting the organisation.

'Commitment' can be referred to as the willingness of social actors to give their energy and loyalty to a social system or an effective attachment to an organisation apart from the purely instrumental worth to the relationship. (Buchanan, 1974)

This research seeks to find out if there is a relationship between perceptions of working environment and organisational commitment. A great deal of attention has been given recently

to the study of commitment to the organisation. Like many constructs in organisational psychology, commitment has been conceptualised and measured in various ways. Common to all the conceptualisations of commitment found in the literature, past research on organisational commitment has shown that it has an impact on job performance, turnover (Mowday et al,1982; Gregson,1992: 80-95) and absenteeism (Angle and Perry,1981:1-13). In trying to resolve the different ways to measuring organisational commitment, Allen and Meyer (1990) proposed a three-component model of organisational commitment. This model has been extensively and successfully used in many research studies measuring organisational commitment. This research also uses the model to determine the levels of organisational commitment amongst the Thekwini FET College full time Level 1 academic staff.

2.6.2.2 ALLEN AND MEYER'S THREE-COMPONENT MODEL OF ORGANISATIONAL COMMITMENT (1990:1-18)

They suggested that there are three types of commitment: *affective, continuance and normative*.

❖ Affective Commitment

The affective commitment refers to employee's emotional attachment to, identification with and involvement in the organisation. This attachment could be due to one's role in relation to the organisational goals and values or to the organisation for its own sake.

Determinants of Affective Commitment

Affective commitment is largely the result of rewards or punishment. An organisation typically provides rewards or punishments at its disposal in return for the contributions its employees make or fail to make, and the employees commit

themselves to the organisation in return for the rewards received or the punishments avoided. Some of the rewards/punishments as possible determinants of affective commitment include: job autonomy, routinisation, role conflict, workload, resource inadequacy, supervisory support, co-worker support, promotional opportunities, job security and pay. All of these could impact on an employee positively or negatively. A positive affectivity will increase affective commitment while a negative affectivity will decrease affective commitment.

❖ **Continuance Commitment**

The continuance commitment refers to commitment based on the costs the employees associate with leaving the organisation. As such, in this type of commitment, the fewer viable alternatives employees have, the stronger will be their continuance commitment to their current employer.

Determinants of Continuance Commitment

Self-investment, general training, social support (supervisory, co-worker, spouse, parent and friend) and opportunities are some of the variables as potential determinants of continuance commitment. Self-investment is the amount of valuable resources such as effort, time and energy that an employee has spent in the organisation for its well being. Increased effort and energy by employees will increase their continuance commitment because leaving the organisation will result in the loss of the valuable resources spent for the organisation. The lack of transferability of job skills and knowledge will also increase the costs of leaving the organisation because it makes it difficult for employees to find alternative jobs that fit. Accordingly, general training should decrease continuance commitment. The costs of leaving are

psychological as well as financial and physical. If employees move to another organisation, it may disrupt the social relationships they have and increase the psychological cost of making new friends and learning to get along with new working associates. It is thus expected that social support from co-workers, supervisors, spouse, parents and friends outside of work will lead to increased continuance commitment. The lack of external job opportunities increases the costs associated with leaving the organisation. Therefore, the fewer available alternative jobs in the environment, the greater will be the employee's continuance commitment to their current employer.

❖ **Normative Commitment**

The normative commitment refers to employee's feelings of obligation to remain with the organisation. This type of commitment will be influenced by individual's experiences both prior to cultural socialisation and following organisational socialisation entry into the organisation. For example, an employee would have strong normative commitment if one friend or family member had been a long-term employee of an organisation and emphasised the importance of organisational loyalty.

Determinants of Normative Commitment

Socialisation and exchange play a key role in the development of normative commitment. Normative commitment develops as a result of normative beliefs that are internalised in an employee through pre-entry (family and cultural) and post-entry (organisational) socialisation processes. Therefore, a commitment norm, which is labelled as internalised normative beliefs, is seen as a possible determinant of normative commitment. The second mechanism that is operative in the development of normative commitment

is the principle of exchange. According to this principal, normative commitment develops through the receipt of rewards from the organisation that instil a sense of moral obligation to reciprocate with commitment. However, all rewards are not likely to instil a sense of obligation. The norm of reciprocity is operative only under the condition that rewards provided to an individual by others go 'beyond what is expected'. It is also suggested that expected rewards (supervisory and co-worker support, promotional opportunities, job security and pay) provided by others, although not so strong as in the unexpected rewards, may also instil a sense of obligation.

2.6.2.3 CONSTRUCT OF QUESTIONNAIRE

With reference to Appendix B - Section C of the questionnaire, contained items relating to organisational commitment as proposed by Allen and Meyer's three-component model of organisational commitment. Each component namely, *affective*, *continuance* and *normative* comprised of eight items each. The responses to each item will be made on a 5-point Likert type scale with verbal anchors ranging from 1 (*strongly agree*) to 5 (*strongly disagree*). All of the measures of determinants and consequences are perceptual, as is common in the study of organisations. (Price and Mueller, 1986a)

2.7 EXPERIENCES FROM OTHER MERGERS IN HIGHER EDUCATION

The National Governments in many countries including South Africa have used mergers to initiate systematic restructuring of higher education. Countries affected by such change include England, Norway and Australia to name a few. The motive for

these mergers seems to be common amongst all the countries namely, to achieve economies of scale, to save on buildings, administrative and academic costs, to break down barriers between the former elite colleges, developing a new and broader study programme and enhancing the quality of administrative functions and academic work through the creation of larger administrative and academic units.

2.7.1 EXPERIENCES FROM MERGERS IN HIGHER EDUCATION: SOUTH AFRICA

Research carried out by Jansen (2002:174-176) revealed that mergers amongst higher education institutions in South Africa unfolded in completely different ways. Even when the same kinds of institutions were to be combined, using the same legal and planning script, the forms and effects of the mergers were vastly different. The ways in which mergers unfold is relatively independent of the combination of legal, policy and resource instruments that were actually mobilised by government to steer the institutions in a preferred direction. Further deductions by Jansen regarding the outcome of mergers amongst most higher education institutions revealed the following:

- ❖ A strong and reliable institutional leadership is needed and whose authority is respected across the various institutions concerned, including government and the other institutions that make up the merger. The leadership amongst most of the merged institutions in South Africa had no strong, visible and respected leadership. In some instances, the leadership was non-existent.

- ❖ A strong and verifiable financial position on the part of the entity being merged; the stronger the entity (small or large) being merged in terms of financial resources, the greater its capacity to negotiate a favourable position for its staff, students and curriculum.

- ❖ A strong and loyal staff compliment, whose commitment and participation is ensured and sustained by the institutional leadership throughout the merger process in a consistent and transparent manner is required. In most of the mergers, such traditions did not exist. More often than not, there were suspicions and distrust of management and this weakened the leadership of those institutions.

2.7.2 EXPERIENCES FROM THE MERGER OF NON-UNIVERSITY COLLEGES IN NORWAY

In 1994, the non-university higher education sector in Norway underwent a major reorganisation programme when 98 vocationally oriented colleges were amalgamated into 26 new state colleges. Even though several of the objectives for more integrated and cost-effective colleges have not yet been achieved, the restructuring of the non-university higher education system has in many ways proved to be a successful reform in the eyes of the ministry of education i.e. the number of institutions subject to the ministry was substantially decreased and the colleges had more competent administration and professional leadership. However, many staff felt that the new colleges had become highly bureaucratised and they blame the reform for the general retrenchment in financial resources. (Kyvik, 2002:69-71)

2.7.3 EXPERIENCES FROM COLLEGE MERGERS IN ENGLAND

Over recent years, an increasing number of further education colleges in England have been involved in merger activity usually with neighbouring institutions. These merged institutions have once again shown that substantial cost savings are difficult to achieve. Secondly, merger processes are multi-dimensional - there is a temptation in mergers especially when they are lead by managers with little or no experience of the process, for there to be a concentration on hard issues, especially finance. Other factors are also central to the process and deserve equal attention but are quite often ignored such as communication, culture and effective change management. These have been some major drawbacks with the college mergers in England. (Stewart, 2003:305,324)

2.8 SUMMARY

Relevant literature has revealed the meaning of merging, the types of mergers, reasons for merging, barriers to mergers as well as variables for successful merging. Effective leadership, proper change management, recognition of human capital, the presence of an on-going communication strategy and establishing of a unitary culture for the merged institution are critical variables for the successful functioning of any merger. These variables impact on the working environment, which employees perceive as either negative or positive and will ultimately determine their levels of commitment to the organisation. The research instrument i.e. the questionnaire used to conduct the study, together with all its dimensions was discussed, which would help to establish Thekwini FET College full time Level 1

academic staff perceptions of their post merger working environment and organisational commitment. This will enable us to make correlations between staff perceptions of their post merger working environment and organisational commitment. Finally, local and international experiences of mergers amongst higher education institutions has shown some similar trends - cost-savings are not always achieved out of merging, effective leadership is a critical factor in the success of a merger and emphasis of 'soft' issues like communication, staff morale and organisational culture are equally important variables as some 'hard' issues like finance in the successful functioning of any merger.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

Having identified the importance and reason for this research study and having also described a background of research in the areas of organisational commitment and perceptions of a merger, a study will be conducted focusing on identifying and evaluating employee perceptions of a post merger working environment and organisational commitment with regards to the full time Level 1 academic staff at Thekwini FET College.

3.2 PROBLEM STATEMENT

'To qualify and quantify employee perceptions of a post merger working environment and organisational commitment and the relationship between these two variables within the full time Level 1 academic staff at Thekwini FET College'

3.3 OBJECTIVES OF THE STUDY

As mentioned in Chapter 1, the objectives of the study:

- ✓ To qualify and quantify employee perceptions of their post merger working environment scores.
- ✓ To qualify and quantify employee perceptions of their post merger organisational commitment scores, together with all

sub-dimensions of this construct (i.e. affective, continuance and normative dimensions).

- ✓ To qualify and quantify the relationship between employee perceptions of their post merger working environment and organisational commitment scores, together with all sub-dimensions.
- ✓ To make recommendations towards improving the relationship between employee perceptions of their post merger working environment and organisational commitment.

3.4 SAMPLE SIZE AND SAMPLING TECHNIQUE

The sampling technique used to gather evidence would be convenience sampling. The respondent's chosen will be based on the full-time Level 1 academic staff at Thekwini FET College who were willing to cooperate. In total the staff complement was sixty-five of which fifty-one took part in the survey.

3.5 ASSUMPTIONS

We need to assume that the population statistics provided are accurate. We also need to assume that the measuring instrument is valid, the interviewer is well trained and the respondents respond truthfully.

3.6 RESEARCH DESIGN AND METHODOLOGY

This form of Research Design includes primary data, which is mostly quantitative in the form of a cross sectional analytical intercept survey. Ideally, this research should include a longitudinal study involving the present survey, a treatment post survey attempting to improve the levels of employee perceptions of a post merger working environment and

organisational commitment and then a follow up survey to see if the levels have improved. However, this study will focus on the data from the present survey.

3.6.1 DATA DESIGN AND COLLECTION

The population was defined as all full time Level 1 academic staff at Thekwini FET College. The respondents were handed self-administered questionnaires (*refer to Annexure B*) and the researcher followed up with each respondent to pick up the completed form. This technique was appropriate due to the length of the questionnaire. Questionnaires were then returned to the researcher on completion and finally made available for capturing and analysis.

3.6.2 VALIDITY AND RELIABILITY

This research prefers to use the more dominant quantitative approach, as it is more structured, controlled and easier to analyse. The concepts of validity and reliability will also be tested for. Internal Validity will be checked against the review of the related literature (i.e. the accuracy of the measurement scale) and which will be appropriately referenced. Choosing a very representative, non-bias sample of the population will ensure External Validity. Internal Consistency as a form of Reliability Testing will be applied using the results from the Cronbach Coefficient Alphas. The Cronbach Coefficient measures the mean of all split half coefficients. To further enhance the reliability of the research, the questionnaire will be well designed and the interviewer will be well trained. **Note:** where possible previously used measuring instruments, which have proven to be both valid and reliable, will be used.

Giving staff sufficient time to fill in the questionnaires will further enhance Internal Validity. In addition, the questionnaire will ensure good flow. It will include an introductory section, a demographic section consisting mostly of categorical variables and a main body consisting of two parts. The first, covering issues regarding employee perceptions of their post merger working environment and the second, covering issues on organisational commitment. All questions will be worded using the correct methodologies and most questions will be measured using the Likert type scale.

Questions will be worded avoiding the common problem areas namely:

- a) The questions will not be leading.
- b) The questions will be clear, simple and understandable.
- c) The questionnaire will not be long especially as this is an intercept survey.
- d) The questions will only ask one aspect at a time.
- e) The questions will not be vague.
- f) Questions and questionnaire structure will be adapted from previously established reliable and valid measuring instruments.

The data therefore will mostly be primary data and the authenticity of such data will be assured through using a well trained interviewer and also by obtaining 'buy-in' from the respondents by enforcing the point that honest answers may benefit the respondents in the long term management and working conditions at Thekwini FET College.

3.6.3 STATISTICAL ANALYSIS

All statistical analysis will be conducted using the SPSS (Version 11.5) software suite. This statistical software program is manufactured by SPSS Inc, 444N. Michigan Avenue, Chicago, Illinois, USA.

The statistical analysis will include various descriptive statistics such as frequency tables and the appropriate graphical illustrations such as bar and pie charts. Measures of central location such as arithmetic means and various measures of dispersion such as range, minimum and maximum values and standard deviations will also be calculated and applied where appropriate.

To measure the levels of each construct and each sub-dimension from the questionnaire, the scores per item within that dimension are aggregated for a dimension score. Also, all scores per dimension are added up to form scores per construct. The resulting scores are measured on an interval scale. Cronbach Coefficient Alpha will also be run for various reliability and validity testing.

Hypothesis tests will be run, including ANOVA and Independent T-Tests. Inferential statistics will include Kolmogorov, F and T-Tests and Correlational analysis using Pearson's Correlation Coefficient. All tests will use a 5% significance level. Based on the results of such analysis, recommendations will be made to Thekwini FET College.

3.6.3.1 STATISTICAL TECHNIQUES

The various Statistical Techniques mentioned above are elaborated below:

The concepts of descriptive statistics that will be applied in this study are simple and need not be explained. However, the Cronbach Coefficient Alpha, Hypothesis Testing and other Inferential Statistics will be explained in more detail.

3.6.3.1.1 CRONBACH COEFFICIENT ALPHA

Cronbach Coefficient Alpha is a modified form of Split-half reliability testing. In this latter method a single test is divided into two parts in such a manner that they may be regarded as two parallel test halves. If they are indeed parallel, the correlation between them will provide an estimate of the parallel-forms reliability of either of the test halves (instead of the entire test). There are several ways in which a test may be divided into two halves. For example, in the case of a 30-item test, the first 15 could form one half and the last 15 the other half. For several reasons, the most popular way would be to take the 15 odd-numbered items and the 15 even-numbered items as the two test halves.

In the case of a 10-item test, there are altogether 126 different pairs of test halves. As the number of items in the test increases, the total number of splits increases geometrically.

To the extent that some splits do not meet the assumption on which the split-half coefficient is based, this coefficient will tend to vary from one split to the next. Intuitively it

makes sense to maintain that the mean of all these split-half coefficients will provide a better estimate of the reliability of the test than any single split alone. Cronbach (1951) developed the following equation for the mean split-half reliability coefficient (based on the less restrictive assumption - a quantity which he called Coefficient Alpha):

$$\text{Coefficient Alpha} = (J/J-1)(1 - \text{sum of the items variances} / \text{variance of the total test})$$

Where J stands for the total number of items in the test. Thus, if the variance of a five-item tests equals 1,00 and the five variances are 0,16, 0,13, 0,16 0,22 and 0,21

$$\begin{aligned} \text{Coefficient Alpha} &= (5 / 5-1) (1 - 0,88/ 1) \\ &= 0.15 \end{aligned}$$

By using this formula, the mean split-half reliability coefficient can thus be obtained directly without first computing all possible split-half coefficients.

3.6.3.1.2 INDEPENDENT T-TEST

We will use the Independent T-Test to test if two population means are significantly different.

The generic methodology for this procedure is highlighted below:

$$\begin{aligned} H_0 &: \mu_x = \mu_1 \\ H_1 &: \mu_x \neq \mu_1 \end{aligned}$$

$$\alpha = 0.05$$

Note: α = probability of rejecting H_0 when is true (Type 1: error)
The test is two tailed.

The test statistic is:

$$\text{T-Test Statistic} = \frac{\bar{x}_1 - \bar{x}_2 - 0}{\sqrt{s_1^2/n_1 + s_2^2/n_2}}$$

We get the tabulated value from T Tables.

Note: The p value = The probability of H_0 being true.
If the p value is $< \alpha = 0.05$, we reject H_0 .

3.6.3.1.3 ANOVA TEST

We will use the ANOVA Test to test if all three population means per dimension are significantly different.

The generic methodology for this procedure is highlighted below:

H_0 : All three population means are equal.

H_1 : At least one of the population means is unequal.

$\alpha = 0.05$

Note: α = probability of rejecting H_0 when is true
(Type 1: error)
The test is two tailed.

The test statistic is:

$$F \text{ Test Statistic} = \frac{\text{Sum of Squares (Treatments) / Degrees of Freedom for Treatments}}{\text{Sum of Squares (Error) / Degrees of Freedom for Error}}$$

We get the tabulated value from the F Tables.

Note: The p value = The probability of H_0 being true.
If the p value is $< \alpha = 0.05$, we reject H_0 .

3.6.3.1.4 CORRELATIONAL TEST

This test calculates the relationship between two sets of continuous variables. It calculates both the correlation coefficient and performs a hypothesis test to see if the correlation coefficient is significantly different from zero (i.e. there is no relationship).

For the above test the population correlation coefficient is identified by ρ , and the sample correlation coefficient is identified by γ .

The hypothesis test takes the following structure:

$$H_0 : \rho = 0$$

$$H_1 : \rho \neq 0$$

$$\alpha = 0.05$$

Note: α = probability of rejecting H_0 when is true
(Type 1: error)

We calculate our test statistic:

If the p value is $< \alpha = 0.05$, we reject H_0 .

3.6.3.1.5 KOLMOGOROV-SMIRNOV TEST

H_0 : The random variable under observation follows a normal distribution

H_1 : The random variable under observation does not follow a normal distribution.

$\alpha = 0.05$

Note: α = probability of rejecting H_0 when is true
(Type 1: error)
The test is two tailed.

The Kolmogorov-Smirnov Test procedure compares the observed cumulative distribution function for a variable with a specified theoretical distribution, in this case normal. The Kolmogorov-Smirnov Test is computed from the largest difference (in absolute value) between the observed and theoretical cumulative distribution functions. This goodness-of-fit test, tests whether the observations could reasonably have come from the specified distribution.

We get the tabulated value from Tables.

Note : The p value = The probability of H_0 being true.
If the p value is $< \alpha = 0.05$, we reject H_0 .

(The above statistical theory has been obtained from lecture notes provided by a local statistician - Mr Charles Rob ert living in Durban.)

3.7 SUMMARY

This chapter has provided the recipe to conduct this research study. Combining the recipe and all the related knowledge from Chapter 2 allows the research to be conducted in a scientific manner. The constructs in this study are obviously complex. Parts of the measuring instrument have been adapted from

previously used questionnaires and a convenience sample of full time Level 1 academic staff at Thekwini FET College was used. The statistical techniques used in this analysis included various descriptive and inferential processes, the former including various measures of central location and dispersion and numerous tables and graphs, whereas the inferential techniques used were the Cronbach Alpha Coefficient (which assisted in both reliability and validity testing) and various Hypothesis tests. The statistical results of such analysis will follow on in Chapter 4.

CHAPTER 4

RESULTS OF STATISTICAL ANALYSIS

4.1 INTRODUCTION

One sample was drawn from the defined target population, which was defined as the full time Level 1 academic staff at Thekwini FET College.

4.2 SAMPLE SIZE

A total of 55 respondents were chosen, and these were based on a convenience sampling system. Of these, the researcher received 51 questionnaires and the analysis was based on this set. The reason for non-response included staff that was on leave or away on work commitments.

4.3 SAMPLING TECHNIQUE

The above sample chosen was based on convenient sampling techniques using respondents who were prepared to fill in the questionnaire.

Although the above techniques applied non-probability sampling techniques and ideally we would have liked to use a more scientific approach, namely a probability sampling technique free from bias, we were due to the nature of the project limited by both time and budget. Nonetheless, for the purposes of this thesis, we assumed the sample to be representative of the population group and drew inferences accordingly.

4.4 STATEMENT OF RESULTS

The statement of results follows:

The statistical analysis is broken up into two sections namely the descriptive statistics followed up by the inferential statistics.

4.4.1 DESCRIPTIVE DEMOGRAPHIC STATISTICS

Initially we describe the various descriptive *demographic statistics* that make up our sample group. This data is shown in the graphic figures below and summarised at the end.

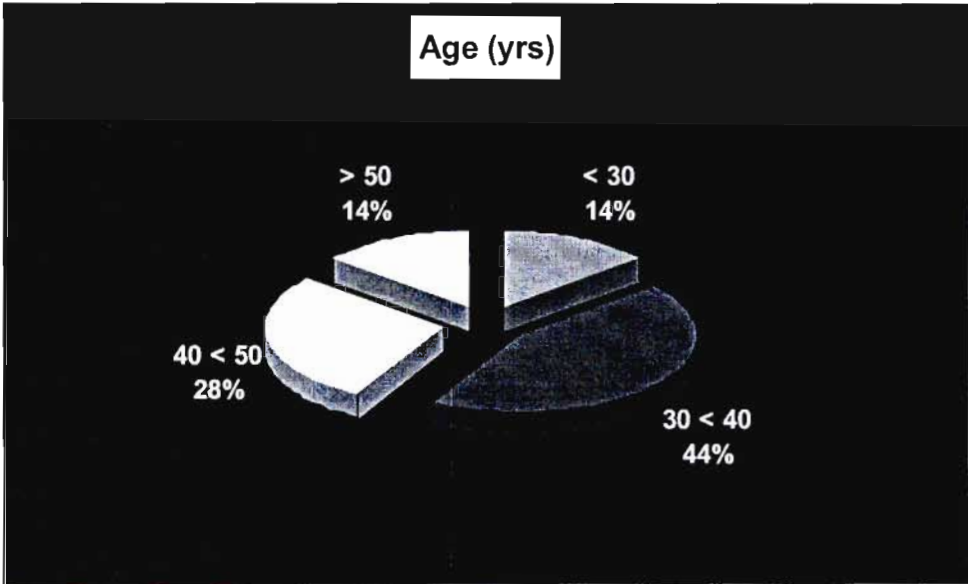


Figure 4.1 Sample Segmentation by Age

Statistics for Pie Chart above: <30=7, 30<40=22, 40<50=14 and >50=7.

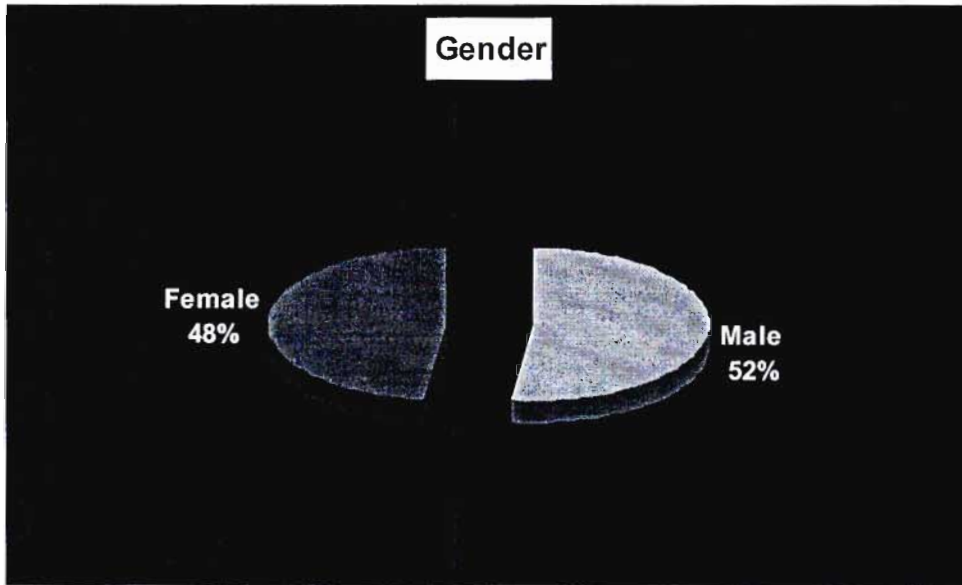


Figure 4.2 Sample Segmentation by Gender

Statistics for Pie Chart above: Male=26 and Female=24.

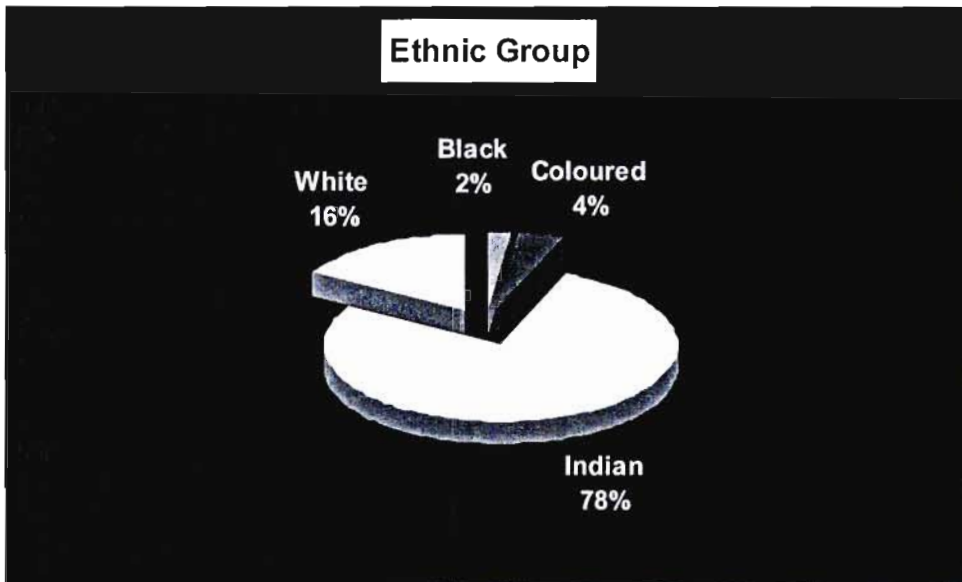


Figure 4.3 Sample Segmentation by Ethnic Group

Statistics for Pie Chart above: Black=1, Coloured=2, Indian=38 and White=8.

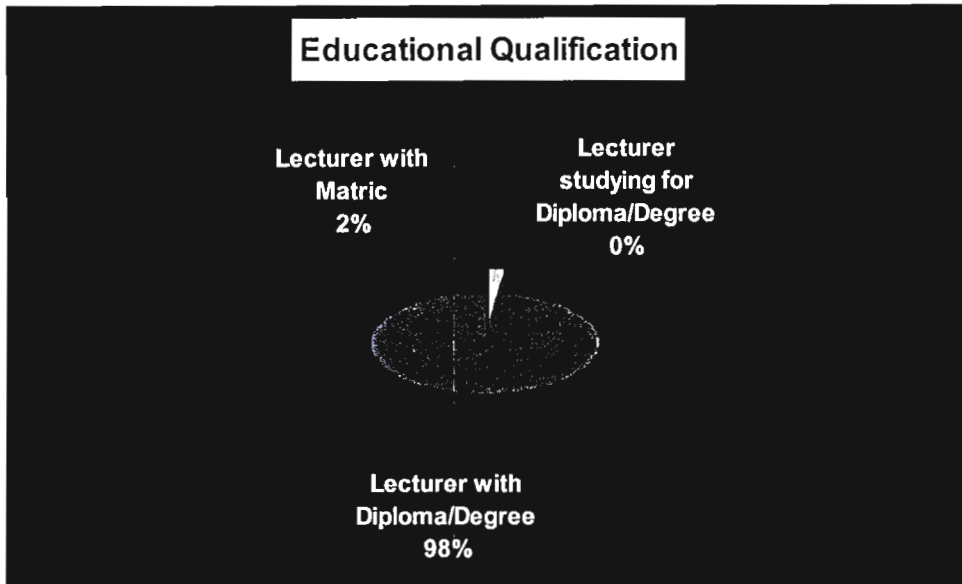


Figure 4.4 Sample Segmentation by Educational Qualification

Statistics for Pie Chart above: Lecturer with Matric=1, Lecturer with Diploma/Degree=49, Lecturer studying for Degree/Diploma=0.

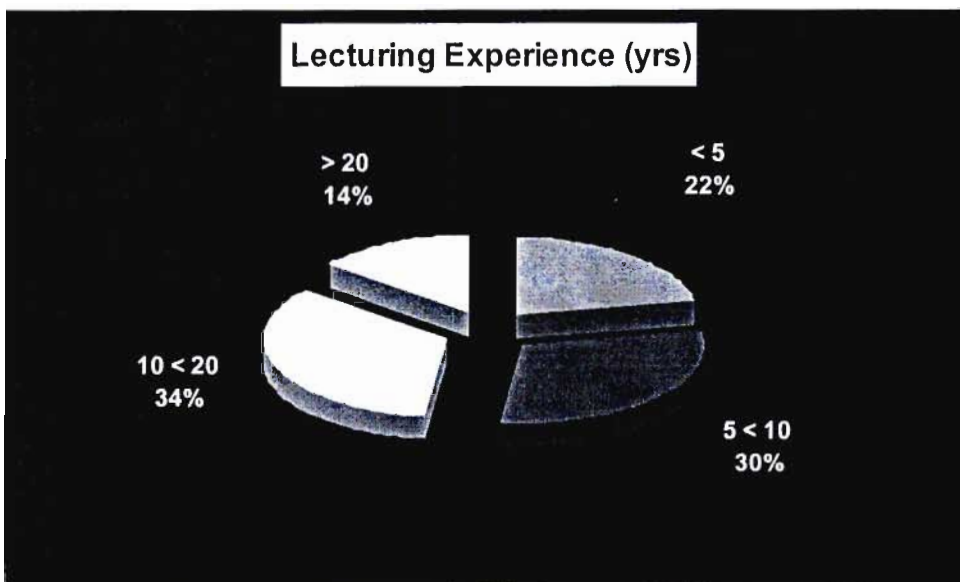


Figure 4.5 Sample Segmentation by Lecturing Experience

Statistics for Pie Chart above: < 5=11, 5 < 10=15, 10 < 20=17 and >20=7.

Age is fairly spread although 80% of respondents are less than 45 years old. Gender is fairly evenly spread. 84% of the respondents are Indian. 98% are lecturers with either a diploma or degree and 52% of lecturers have lectured less than 10 years, 86% less than 20 years and the remainder greater than 20 years.

The study now looks at descriptive statistics within the main body of the questionnaire. These results are outlined below:

4.4.2 DESCRIPTIVE STATISTICS WITHIN EMPLOYEE PERCEPTIONS OF THEIR POST MERGER WORKING ENVIRONMENT

The study now investigates the descriptive statistics for the overall aggregated scores for employee perceptions of their post merger working environment as indicated in Table 4.1 below. For future reference this value is reflected in Tables as 'BTOT'.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BTOT	49	33.00	143.00	65.9388	16.80824
Valid N (listwise)	49				

TABLE 4.1 Overall total mean and standard deviation scores for perceptions of merger

As a percentage, the above mean score equals $65.93/150 * 100 = 44\%$, which is not a good overall employee perception of their post merger working environment. Also, the minimum and maximum scores above, reveal an extensive range of scores from 33 as a minimum to 143 as a maximum, indicating that there is quite a varying degree of opinion on this issue. As an indication of this, the total scores per individual for interest were recorded in Appendix A in Table A.1. It should be noted that

record 29 had no errors but was simply an extremely positive individual.

Although the variables in the main body of the questionnaire are primarily ordinal in nature and one should compare each item by item in terms of frequency distribution tables, it was felt that this may be a little confusing due to the large number of items being investigated. Therefore the study ran means simply to get a trend of the magnitudinal differences across items internally. These results are reflected in Appendix A - Table A.2 and Table A.3.

As can be seen from Table A.3 in Appendix A regarding employee perceptions of their post merger working environment, reveals a few items that stand out as being more positive, namely:

Q13: My supervisor always respects and recognizes the work I perform, mean=3.1

Q25: The merged staff has great respect and tolerance for each other's cultural differences, mean=3

And a few items, which stand out to be more negative as indicated below:

Q29: Decisions taken by top management (campus managers) regarding the same issues from all campuses are consistent, mean=1.7

Q14: The merger has created an atmosphere of trust and confidence by staff towards top management, mean=1.7

Q18: Staff ideas relating to the merger are encouraged and used constructively by top management, mean=1.8

Q15: Feedback is always timeous and reliable from the merged top management team to staff, mean=1.8

It seems, at first glance, that the staff at Thekwini FET College are generally happy to work with each other but are 'wary' of top management.

4.4.3 DESCRIPTIVE STATISTICS WITHIN THE OVERALL ORGANISATIONAL COMMITMENT

The study now investigates the overall score for organisational commitment as is outlined in Table 4.2 below:

	N	Minimum	Maximum	Mean	Std. Deviation
ORGMEMM	48	50.00	93.00	72.2917	8.57745
Valid N (listwise)	48				

TABLE 4.2
Overall total mean score for organisational commitment

As a percentage this equals $72.29/120 * 100 = 60.24\%$. This is only an average level score of overall organisational commitment.

4.4.4 DESCRIPTIVE STATISTICS WITHIN EACH COMPONENT OF ORGANISAITONAL COMMITMENT

The study further investigates the descriptive statistics that make up each component of organisational commitment. Initially, the aggregated scores within each component of organisational commitment namely affective, continuance and normative is analysed and portrayed in Table 4.3 below. Secondly, the same totals are displayed per record for interest in Appendix A - Table A.4.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Normative	49	18.00	36.00	25.3673	3.99841
Continuance	51	16.00	36.00	25.0980	5.15463
Affective	50	12.00	37.00	21.5800	4.87011
Valid N (listwise)	48				

TABLE 4.3

Overall total mean and standard deviation scores for the three dimensions of organisational commitment

As a percentage, the above mean score for normative equals $25.36/40 * 100 = 63.4\%$, which is not a good score for the normative dimension. Also, as a percentage the above mean score for the continuance dimension equals $25.09/40 * 100 = 62.7\%$, which is not a good score. Finally, the percentage score for the affective dimension equals $21.58/40 * 100 = 54\%$, which is also not a good score. Although all of these scores are above 50%, there is significant room for improvement within all three dimensions of organisational commitment. It should also be noted that the range is large in all dimensions.

4.4.5 DESCRIPTIVE STATISTICS WITHIN EMPLOYEE PERCEPTIONS OF THEIR POST MERGER WORKING ENVIRONMENT AND THE ORGANISATIONAL COMMITMENT CONSTRUCT

The study now investigates the correlations across all the constructs reflected in Table 4.4 below:

Correlations

		BTOT	ORGCMM	Affective	Continuance	Normative
BTOT	Pearson Correlation	1	.377**	.637**	.106	-.010
	Sig. (2-tailed)	.	.010	.000	.469	.949
	N	49	46	48	49	47
ORGCMM	Pearson Correlation	.377**	1	.591**	.600**	.660**
	Sig. (2-tailed)	.010	.	.000	.000	.000
	N	46	48	48	48	48
Affective	Pearson Correlation	.637**	.591**	1	-.057	.177
	Sig. (2-tailed)	.000	.000	.	.692	.229
	N	48	48	50	50	48
Continuance	Pearson Correlation	.106	.600**	-.057	1	.165
	Sig. (2-tailed)	.469	.000	.692	.	.256
	N	49	48	50	51	49
Normative	Pearson Correlation	-.010	.660**	.177	.165	1
	Sig. (2-tailed)	.949	.000	.229	.256	.
	N	47	48	48	49	49

** . Correlation is significant at the 0.01 level (2-tailed).

TABLE 4.4

Overall Pearson's Correlation Matrix by all aggregated scores for all dimensions

As one can see from the above results (0.377), there is a strong and significant relationship between employee perceptions of their post merger working environment and organisational commitment. However, this relationship in terms of organisational commitment seems particularly strong within the affective dimension and is not significant within the remaining dimensions. This is so because the corresponding p values between employee perceptions of their post merger working environment and the affective dimension of organisational commitment is 0.000, which is less than the significance level of 0.05.

4.4.6 DESCRIPTIVE STATISTICS WITHIN EMPLOYEE PERCEPTIONS OF THEIR POST MERGER WORKING ENVIRONMENT AND THE DEMOGRAPHIC VARIABLES

Initially, the study only looked at magnitudinal differences of the dimensions within each demographic variable. The study

now investigates to see if there are any significant findings within employee perceptions of their post merger working environment and each demographic variable.

4.4.6.1 BY AGE

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BTOT	49	33.00	143.00	65.9388	16.80824
Valid N (listwise)	49				

TABLE 4.5
Overall total mean and standard deviation scores for perceptions of merger

Descriptive Statistics

NAGE	N	Minimum	Maximum	Mean	Std. Deviation
Post Merger	1	75.00	75.00	75.0000	
Valid N (listwise)	1				
1.00 Post Merger	7	35.00	82.00	66.5714	15.67224
Valid N (listwise)	7				
2.00 Post Merger	21	33.00	83.00	60.2381	12.48561
Valid N (listwise)	21				
3.00 Post Merger	14	48.00	143.00	74.7143	22.44799
Valid N (listwise)	14				
4.00 Post Merger	6	48.00	75.00	63.1667	10.26483
Valid N (listwise)	6				

TABLE 4.6
Overall total mean and standard deviation scores for perceptions of merger by age category

Is the above difference significant? In order to answer this, the study needs to conduct a parametric (ANOVA⁸) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality which are outlined below:

⁸ Analysis of Variance

One-Sample Kolmogorov-Smirnov Test

NAGE		Post Merger
1.00	N	7
	Normal Parameters	Mean 66.5714 Std. Deviation 15.67224
	Most Extreme Differences	Absolute .301 Positive .162 Negative -.301
	Kolmogorov-Smirnov Z	.796
	Asymp. Sig. (2-tailed)	.551
2.00	N	21
	Normal Parameters	Mean 60.2381 Std. Deviation 12.48561
	Most Extreme Differences	Absolute .096 Positive .079 Negative -.096
	Kolmogorov-Smirnov Z	.438
	Asymp. Sig. (2-tailed)	.991
3.00	N	14
	Normal Parameters	Mean 74.7143 Std. Deviation 22.44799
	Most Extreme Differences	Absolute .264 Positive .264 Negative -.174
	Kolmogorov-Smirnov Z	.988
	Asymp. Sig. (2-tailed)	.283
4.00	N	6
	Normal Parameters	Mean 63.1667 Std. Deviation 10.26483
	Most Extreme Differences	Absolute .181 Positive .158 Negative -.181
	Kolmogorov-Smirnov Z	.444
	Asymp. Sig. (2-tailed)	.989

a. Test distribution is Normal.

b. Calculated from data.

TABLE 4.7

Results of Kolmogorov tests for perceptions of merger by age category

Since all p values are not less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely Analysis of Variance is applied. The results are shown below in Table 4.8:

ANOVA

Post Merger					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1807.786	3	602.595	2.272	.093
Within Groups	11669.214	44	265.209		
Total	13477.000	47			

TABLE 4.8
ANOVA test results for perceptions of merger by age category

The results above reflect a p value of 0.093, which is not less than the stated significance level of 0.05. Therefore, one cannot reject the null hypothesis, and as such there is not sufficient evidence to suggest a difference in employee perceptions of their post merger working environment by age group.

4.4.6.2 BY GENDER

The study conducts the same test as above but by gender. The results are portrayed below:

Descriptive Statistics						
SEX		N	Minimum	Maximum	Mean	Std. Deviation
	Post Merger	1	75.00	75.00	75.0000	
	Valid N (listwise)	1				
1.00	Post Merger	24	33.00	143.00	67.4583	20.51718
	Valid N (listwise)	24				
2.00	Post Merger	24	44.00	85.00	64.0417	12.60600
	Valid N (listwise)	24				

TABLE 4.9
Overall total mean and standard deviation scores for perceptions of merger by gender category

Are the above differences significant? In order to answer this, the study needs to conduct a parametric (ANOVA) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality which are outlined below:

One-Sample Kolmogorov-Smirnov Test

SEX		Post Merger	
1.00	N		24
	Normal Parameters	Mean	67.4583
		Std. Deviation	20.51718
	Most Extreme Differences	Absolute	.204
		Positive	.204
		Negative	-.156
	Kolmogorov-Smirnov Z		1.000
	Asymp. Sig. (2-tailed)		.270
2.00	N		24
	Normal Parameters	Mean	64.0417
		Std. Deviation	12.60600
	Most Extreme Differences	Absolute	.103
		Positive	.101
		Negative	-.103
	Kolmogorov-Smirnov Z		.507
	Asymp. Sig. (2-tailed)		.960

- a. Test distribution is Normal.
- b. Calculated from data.

TABLE 4.10
Results of Kolmogorov tests for perceptions of merger by gender category

Since all p values are not less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely the independent T-Test is applied. The results are shown below in Table 4.11:

Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post Merger	Equal variances assumed	.205	.653	.695	46	.490	3.4167	4.91539	-6.47750	13.31084
	Equal variances not assumed			.695	38.199	.491	3.4167	4.91539	-6.53232	13.36566

TABLE 4.11
Independent T-Test results for perceptions of merger by gender category

The results above also reflect a p value of 0.490, which is not less than the stated significance level of 0.05. Therefore, one cannot reject the null hypothesis and as such

there is not sufficient evidence to suggest a difference in employee perceptions of their post merger working environment by gender group.

4.4.6.3 BY LECTURING EXPERIENCE

The study now conducts the same test as above but by lecturing experience. The results are portrayed below:

Descriptive Statistics

NLECT		N	Minimum	Maximum	Mean	Std. Deviation
	Post Merger	1	75.00	75.00	75.0000	
	Valid N (listwise)	1				
1.00	Post Merger	10	35.00	82.00	65.3000	13.20816
	Valid N (listwise)	10				
2.00	Post Merger	15	44.00	143.00	68.0000	23.41245
	Valid N (listwise)	15				
3.00	Post Merger	16	33.00	83.00	62.8125	14.25585
	Valid N (listwise)	16				
4.00	Post Merger	7	48.00	85.00	68.2857	12.40584
	Valid N (listwise)	7				

TABLE 4.12
Overall total mean and standard deviation scores for perceptions of merger by lecturing experience

Are the above differences significant? In order to answer this, the study needs to conduct a parametric (ANOVA) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality which are outlined below:

One-Sample Kolmogorov-Smirnov Test

NLECT		Post Merger
1.00	N	10
	Normal Parameters	Mean 65.3000 Std. Deviation 13.20816
	Most Extreme Differences	Absolute .190 Positive .106 Negative -.190
	Kolmogorov-Smirnov Z	.602
	Asymp. Sig. (2-tailed)	.862
2.00	N	15
	Normal Parameters	Mean 68.0000 Std. Deviation 23.41245
	Most Extreme Differences	Absolute .268 Positive .268 Negative -.153
	Kolmogorov-Smirnov Z	1.038
	Asymp. Sig. (2-tailed)	.232
3.00	N	16
	Normal Parameters	Mean 62.8125 Std. Deviation 14.25585
	Most Extreme Differences	Absolute .130 Positive .084 Negative -.130
	Kolmogorov-Smirnov Z	.521
	Asymp. Sig. (2-tailed)	.949
4.00	N	7
	Normal Parameters	Mean 68.2857 Std. Deviation 12.40584
	Most Extreme Differences	Absolute .173 Positive .128 Negative -.173
	Kolmogorov-Smirnov Z	.458
	Asymp. Sig. (2-tailed)	.985

a. Test distribution is Normal.

b. Calculated from data.

TABLE 4.13
Results of Kolmogorov tests for perceptions of merger by lecturing experience

Since all p values are not less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely the ANOVA test is applied. The results are shown below in Table 4.14:

ANOVA

Post Merger

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	261.034	3	87.011	.290	.833
Within Groups	13215.966	44	300.363		
Total	13477.000	47			

TABLE 4.14
ANOVA test results for perceptions of merger by lecturing experience

The results above reflect a p value of 0.833, which is not less than the stated significance level of 0.05. Therefore, one cannot reject the null hypothesis and as such there is not sufficient evidence to suggest a difference in employee perceptions of their post merger working environment by lecturing experience.

4.4.7 DESCRIPTIVE STATISTICS WITHIN ORGANISATIONAL COMMITMENT AND THE DEMOGRAPHIC VARIABLES

The study now conducts the above tests by demographic variables and organisational commitment as a construct and then simultaneously by each of its sub-dimensions.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	48	50.00	93.00	72.2917	8.57745
Normative Continuance	49	18.00	36.00	25.3673	3.99841
Affective Continuance	51	16.00	36.00	25.0980	5.15463
Valid N (listwise)	48	12.00	37.00	21.5800	4.87011

TABLE 4.15
Overall total mean and standard deviation scores for organisational commitment and all its sub-dimensions

4.4.7.1 BY AGE

Descriptive Statistics

NAGE		N	Minimum	Maximum	Mean	Std. Deviation
	Organizational Commitment	1	71.00	71.00	71.0000	
	Affective	1	30.00	30.00	30.0000	
	Continuance	1	17.00	17.00	17.0000	
	Normative	1	24.00	24.00	24.0000	
	Valid N (listwise)	1				
1.00	Organizational Commitment	7	65.00	85.00	77.4286	7.36788
	Affective	7	16.00	25.00	20.8571	2.91139
	Continuance	7	19.00	33.00	27.1429	4.81070
	Normative	7	24.00	36.00	29.4286	3.73529
	Valid N (listwise)	7				
2.00	Organizational Commitment	21	55.00	93.00	69.9524	9.43120
	Affective	21	12.00	30.00	19.7619	5.03890
	Continuance	22	16.00	36.00	25.6364	5.72002
	Normative	22	18.00	33.00	24.9545	4.33675
	Valid N (listwise)	21				
3.00	Organizational Commitment	12	50.00	81.00	72.6667	8.44591
	Affective	14	16.00	37.00	23.0714	4.93752
	Continuance	14	16.00	32.00	23.9286	5.04540
	Normative	12	18.00	30.00	23.9167	3.23218
	Valid N (listwise)	12				
4.00	Organizational Commitment	7	64.00	82.00	73.7143	6.47339
	Affective	7	17.00	28.00	23.5714	3.73529
	Continuance	7	21.00	29.00	24.8571	2.91139
	Normative	7	22.00	29.00	25.2857	2.13809
	Valid N (listwise)	7				

TABLE 4.16

Overall total mean and standard deviation scores for organisational commitment and all its sub-dimensions by age category

Are the above differences significant? In order to answer this, the study needs to conduct a parametric (ANOVA) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality, which are outlined below:

One-Sample Kolmogorov-Smirnov Test

NAGE			Organizational Commitment	Affective	Continuance	Normative
1.00	N		7	7	7	7
	Normal Parameters	Mean	77.4286	20.8571	27.1429	29.4286
		Std. Deviation	7.36788	2.91139	4.81070	3.73529
	Most Extreme Differences	Absolute	.245	.119	.152	.194
		Positive	.152	.095	.112	.194
		Negative	-.245	-.119	-.152	-.132
	Kolmogorov-Smirnov Z		.649	.315	.403	.514
	Asymp. Sig. (2-tailed)		.794	1.000	.997	.955
2.00	N		21	21	22	22
	Normal Parameters	Mean	69.9524	19.7619	25.6364	24.9545
		Std. Deviation	9.43120	5.03890	5.72002	4.33675
	Most Extreme Differences	Absolute	.118	.165	.111	.136
		Positive	.118	.165	.111	.116
		Negative	-.091	-.077	-.095	-.136
	Kolmogorov-Smirnov Z		.540	.755	.518	.638
	Asymp. Sig. (2-tailed)		.933	.618	.951	.811
3.00	N		12	14	14	12
	Normal Parameters	Mean	72.6667	23.0714	23.9286	23.9167
		Std. Deviation	8.44591	4.93752	5.04540	3.23218
	Most Extreme Differences	Absolute	.209	.283	.198	.119
		Positive	.162	.283	.198	.119
		Negative	-.209	-.200	-.159	-.100
	Kolmogorov-Smirnov Z		.726	1.057	.740	.411
	Asymp. Sig. (2-tailed)		.668	.214	.644	.996
4.00	N		7	7	7	7
	Normal Parameters	Mean	73.7143	23.5714	24.8571	25.2857
		Std. Deviation	6.47339	3.73529	2.91139	2.13809
	Most Extreme Differences	Absolute	.221	.153	.187	.226
		Positive	.176	.118	.187	.226
		Negative	-.221	-.153	-.146	-.161
	Kolmogorov-Smirnov Z		.586	.406	.495	.599
	Asymp. Sig. (2-tailed)		.882	.997	.967	.866

a. Test distribution is Normal.

b. Calculated from data.

TABLE 4.17

Results of Kolmogorov tests for organisational commitment and its sub-dimensions by age category

Since all p values are less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely the ANOVA test is applied. The results are shown below in Table 4.18:

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment	Between Groups	315.451	3	105.150	1.440	.244
	Within Groups	3140.762	43	73.041		
	Total	3456.213	46			
Affective	Between Groups	130.527	3	43.509	2.041	.122
	Within Groups	959.310	45	21.318		
	Total	1089.837	48			
Continuance	Between Groups	53.886	3	17.962	.684	.566
	Within Groups	1207.734	46	26.255		
	Total	1261.620	49			
Normative	Between Groups	144.465	3	48.155	3.412	.026
	Within Groups	621.014	44	14.114		
	Total	765.479	47			

TABLE 4.18

ANOVA test results for organisational commitment and its sub-dimensions by age category

The results above reflect all p values except one that is above the stated significance level of 0.05. Therefore, one cannot reject any of the null hypotheses except the normative dimension and as such there is not sufficient evidence to suggest a difference in organisational commitment or any of its sub-dimensions across the various age groups. However, the normative dimension does reflect a significant difference with the youngest age group category showing a significantly higher mean score.

4.4.7.2 BY GENDER

The study now conducts the above tests by gender.

Descriptive Statistics

SEX	N	Minimum	Maximum	Mean	Std. Deviation
. Organizational Commitment	1	71.00	71.00	71.0000	.
Affective	1	30.00	30.00	30.0000	.
Continuance	1	17.00	17.00	17.0000	.
Normative	1	24.00	24.00	24.0000	.
Valid N (listwise)	1				
1.00 Organizational Commitment	25	56.00	85.00	71.8400	7.06918
Affective	26	15.00	37.00	21.9231	4.74066
Continuance	26	16.00	33.00	24.1154	4.24572
Normative	25	18.00	36.00	25.5600	4.14407
Valid N (listwise)	25				
2.00 Organizational Commitment	22	50.00	93.00	72.8636	10.33853
Affective	23	12.00	30.00	20.8261	4.83032
Continuance	24	16.00	36.00	26.5000	5.67221
Normative	23	18.00	33.00	25.2174	3.99951
Valid N (listwise)	22				

TABLE 4.19
Descriptive statistics for organisational commitment and its sub-dimensions by gender category

Are the above differences significant? In order to answer this, the study needs to conduct a parametric (ANOVA) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality, which are outlined below:

One-Sample Kolmogorov-Smirnov Test

SEX			Organizational Commitment	Affective	Continuance	Normative
1.00	N		25	26	26	25
	Normal Parameters	Mean	71.8400	21.9231	24.1154	25.5600
		Std. Deviation	7.06918	4.74066	4.24572	4.14407
	Most Extreme	Absolute	.048	.116	.098	.104
	Differences	Positive	.043	.116	.098	.104
		Negative	-.048	-.072	-.095	-.098
	Kolmogorov-Smirnov Z		.241	.590	.499	.522
	Asymp. Sig. (2-tailed)		1.000	.878	.965	.948
2.00	N		22	23	24	23
	Normal Parameters	Mean	72.8636	20.8261	26.5000	25.2174
		Std. Deviation	10.33853	4.83032	5.67221	3.99951
	Most Extreme	Absolute	.137	.152	.129	.107
	Differences	Positive	.079	.125	.083	.087
		Negative	-.137	-.152	-.129	-.107
	Kolmogorov-Smirnov Z		.644	.729	.630	.513
	Asymp. Sig. (2-tailed)		.802	.663	.822	.955

a. Test distribution is Normal.

b. Calculated from data.

TABLE 4.20

Results of Kolmogorov tests for organisational commitment and its sub-dimensions by gender category

Since all p values are not less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely the independent T-Test is applied. The results are shown below in Table 4.21:

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Organizational Commitment	Equal variances assumed	2.147	.150	-400	45	.691	-1.0236	2.55735	-6.17440	4.12713
	Equal variances not assumed			-391	36.438	.698	-1.0236	2.61866	-6.33230	4.28503
Affective	Equal variances assumed	.155	.696	.801	47	.427	1.0970	1.36909	-1.65727	3.85125
	Equal variances not assumed			.800	46.045	.428	1.0970	1.37070	-1.66201	3.85599
Continuance	Equal variances assumed	2.746	.104	-1.691	48	.097	-2.3846	1.40982	-5.21926	.45003
	Equal variances not assumed			-1.672	42.487	.102	-2.3846	1.42615	-5.26172	.49249
Normative	Equal variances assumed	.006	.937	.291	46	.772	.3426	1.17754	-2.02765	2.71287
	Equal variances not assumed			.291	45.887	.772	.3426	1.17576	-2.02423	2.70945

TABLE 4.21
Independent T-Test results for organisational commitment and its sub-dimensions by gender category

The results above reflect all p values to be above the stated significance level of 0.05. Therefore, one cannot reject any of the null hypotheses and as such there is not sufficient evidence to suggest a difference in organisational commitment or any of its sub-dimensions across the various gender groups.

4.4.7.3 BY LECTURING EXPERIENCE

The study now conducts the above tests by lecturing experience.

Descriptive Statistics

NLECT	N	Minimum	Maximum	Mean	Std. Deviation
Organizational Commitment	1	71.00	71.00	71.0000	
Affective	1	30.00	30.00	30.0000	
Continuance	1	17.00	17.00	17.0000	
Normative	1	24.00	24.00	24.0000	
Valid N (listwise)	1				
1.00 Organizational Commitment	11	65.00	85.00	75.9091	6.53383
Affective	11	16.00	30.00	21.9091	3.96118
Continuance	11	16.00	33.00	25.0000	5.98331
Normative	11	25.00	36.00	29.0000	2.96648
Valid N (listwise)	11				
2.00 Organizational Commitment	15	50.00	93.00	70.8667	12.06451
Affective	15	12.00	37.00	21.4667	6.73866
Continuance	15	16.00	36.00	26.2667	5.24359
Normative	15	18.00	33.00	23.1333	4.65781
Valid N (listwise)	15				
3.00 Organizational Commitment	15	55.00	79.00	70.0000	5.96418
Affective	16	12.00	27.00	20.6875	3.82481
Continuance	17	16.00	32.00	24.5882	5.30399
Normative	16	21.00	30.00	24.5625	2.58118
Valid N (listwise)	15				
4.00 Organizational Commitment	6	64.00	80.00	75.1667	6.17792
Affective	7	17.00	25.00	22.1429	3.23669
Continuance	7	21.00	29.00	25.1429	2.73426
Normative	6	23.00	30.00	26.6667	2.58199
Valid N (listwise)	6				

TABLE 4.22
Descriptive statistics for organisational commitment and its sub-dimensions by lecturing experience

Are the above differences significant? In order to answer this, the study needs to conduct a parametric (ANOVA) or non-parametric (Kruskall-Wallis) test depending on the results of the tests for normality, which are outlined below:

One-Sample Kolmogorov-Smirnov Test

NLECT		Organizational Commitment	Affective	Continuance	Normative	
1.00	N	11	11	11	11	
	Normal Parameters	Mean	75.9091	21.9091	25.0000	29.0000
		Std. Deviation	6.53383	3.96118	5.98331	2.96648
	Most Extreme	Absolute	.098	.140	.176	.186
	Differences	Positive	.095	.140	.162	.186
		Negative	-.098	-.140	-.176	-.095
	Kolmogorov-Smirnov Z		.325	.466	.585	.618
	Asymp. Sig. (2-tailed)		1.000	.982	.884	.840
2.00	N	15	15	15	15	
	Normal Parameters	Mean	70.8667	21.4667	26.2667	23.1333
		Std. Deviation	12.06451	6.73866	5.24359	4.65781
	Most Extreme	Absolute	.129	.146	.133	.210
	Differences	Positive	.129	.146	.129	.210
		Negative	-.083	-.102	-.133	-.135
	Kolmogorov-Smirnov Z		.501	.567	.516	.813
	Asymp. Sig. (2-tailed)		.964	.905	.953	.523
3.00	N	15	16	17	16	
	Normal Parameters	Mean	70.0000	20.6875	24.5882	24.5625
		Std. Deviation	5.96418	3.82481	5.30399	2.58118
	Most Extreme	Absolute	.169	.220	.181	.183
	Differences	Positive	.100	.131	.132	.183
		Negative	-.169	-.220	-.181	-.101
	Kolmogorov-Smirnov Z		.653	.880	.745	.731
	Asymp. Sig. (2-tailed)		.787	.421	.635	.660
4.00	N	6	7	7	6	
	Normal Parameters	Mean	75.1667	22.1429	25.1429	26.6667
		Std. Deviation	6.17792	3.23669	2.73426	2.58199
	Most Extreme	Absolute	.283	.319	.337	.150
	Differences	Positive	.217	.189	.234	.115
		Negative	-.283	-.319	-.337	-.150
	Kolmogorov-Smirnov Z		.694	.843	.892	.368
	Asymp. Sig. (2-tailed)		.721	.476	.403	.999

a. Test distribution is Normal.

b. Calculated from data.

TABLE 4.23

Results of Kolmogorov tests for organisational commitment and its sub-dimensions by lecturing experience

Since all p values are not less than 0.05, there is not enough evidence to suggest the possibility of non-normality. Therefore, the appropriate parametric testing procedure namely ANOVA Test is applied. The results are shown below in Table 4.24:

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Organizational Commitment	Between Groups	302.737	3	100.912	1.376	.263
	Within Groups	3153.476	43	73.337		
	Total	3456.213	46			
Affective	Between Groups	14.900	3	4.967	.208	.890
	Within Groups	1074.937	45	23.887		
	Total	1089.837	48			
Continuance	Between Groups	23.712	3	7.904	.294	.830
	Within Groups	1237.908	46	26.911		
	Total	1261.620	49			
Normative	Between Groups	240.475	3	80.158	6.718	.001
	Within Groups	525.004	44	11.932		
	Total	765.479	47			

TABLE 4.24
ANOVA test results for organisational commitment and its sub-dimensions by lecturing experience

The results above reflect all p values above the stated significance level of 0.05, except one. Therefore, one cannot reject any of the null hypotheses except the normative dimension and as such there is not sufficient evidence to suggest a difference in organisational commitment or any of its sub-dimensions across the various 'lecturing experience' groups. However, the normative dimension does reflect a significant difference with the least 'lecturing experience' group showing a significantly higher mean score, tying up with the younger lecturers feeling the same.

4.5 SUMMARY

The study concludes that the feelings amongst the staff towards perceptions of their post merger working environment is low, scoring at only 44%. This is very disconcerting and needs to be urgently addressed by the management at Thekwini FET College. It seems that by studying the results of Table A.3 in Appendix A, the staff is generally happy to work with

each other but are 'wary' of the management of the college. This negative feeling also correlates with a 'lowish overall score' for organisational commitment, coming in at 60.24%. The normative dimension scored at 63.4%, followed by the continuance dimension at 62.7% and finally the affective dimension scoring at 54%. Again, these organisational commitment scores are disconcerting and need to be urgently addressed by the management of the college. There is no significant difference in any of these dimensions by any of the various demographic variables as is reflected by the many F and T tests conducted. However, only the younger, more inexperienced lecturers felt it more normal (normative dimension) to be working at the college than their counterparts. Interesting to note, is that there was a significantly high correlation between employee perceptions of their post merger working environment and the affective dimension of organisational commitment. This correlation was only significant within the affective dimension and none of the others. This means that staff who are happy to work at Thekwini FET College, scored high on perceptions of their post merger working environment and those that are unhappy, scored low. Also, this affective dimension was the lowest scoring at only 54%. Therefore, if the staff at Thekwini FET College could be made happier, this would impact positively on their affective dimension and in the process change their perception of their post merger working environment and improve their levels of organisational commitment towards the institution.

CHAPTER 5

ANALYSIS AND DISCUSSION OF FINDINGS

In this chapter, the findings of the research are established and discussed in relation to the hypotheses formulated in Chapter 1. This will allow for a conclusion to be reached on the relationship between staff perceptions of their post merger working environment and organisational commitment. Finally, in Chapter 6, based on the research findings, conclusions are drawn and recommendations will be made as a way forward for Thekwini FET College.

5.1 RESEARCH FINDINGS

HYPOTHESES 1

As stated in Chapter 1:

Employee perceptions of their post merger working environment and organisational commitment scores together with all sub-dimensions will be low.

We found that the overall employee perceptions of their post merger working environment mean score (BTOT) is 44% (Table 4.1) and the overall organisational commitment mean score is 60,24% (Table 4.2). All statements in the questionnaire were positively stated. These are not high mean scores, which supports the hypotheses suggesting that staff perceive their post merger working environment as more negative than positive and are therefore lowly committed to Thekwini FET College.

HYPOTHESES 2

As stated in Chapter 1:

Employees who have a negative perception towards their post merger working environment are less committed to the merged organisation.

The correlation coefficient between overall employee perception of their post merger working environment and organisational commitment is 0.377 and the assigned p value is 0.010 (Table 4.4), which is less than the significance level of 0.05. Therefore, this correlation is significant at a 5% significance level. This clearly supports the hypotheses suggesting that there is a significant positive correlation between employee perceptions of their post merger working environment and overall organisational commitment. Hence, employees who have a negative perception towards their post merger working environment are less committed to Thekwini FET College.

HYPOTHESES 3

As stated in Chapter 1:

Employees who like their working environment will have a positive outlook on post merger perceptions.

The correlation coefficient between the affective dimension of organisational commitment and employee perceptions of their post merger working environment is 0.637 and the assigned p value is 0.000 (Table 4.4), which is less than the significance level of 0.05. Therefore, this correlation is significant at a 5% significance level. This clearly supports

the hypotheses suggesting employees who like their working environment will have a positive outlook on post merger perceptions. With reference to Table 4.3, this affective dimension of organisational commitment had a mean score of only 54%. This is definitely not a good score in terms of staff's affections towards Thekwini FET College.

The above three hypotheses are true due to the research findings. It should also be stated at this point that there is no significant correlation between employee perceptions of their post merger working environment and the continuance and normative dimensions of organisational commitment. This is because the assigned p values for these two dimensions are greater than the significance level of 0.05 i.e. 0.469 and 0.949 respectively (Table 4.4).

5.2 DISCUSSION OF RESEARCH FINDINGS

Staff perceptions of their post merger working environment and organisational commitment are significantly correlated. However, this correlation is only significant with the affective dimension of organisational commitment. ***The significant scores that have emerged from the research findings reveal that only 44% of the staff has a positive perception of their post merger working environment and only 54% of them are affectively committed to Thekwini FET College.*** These statistics are disconcerting and some possible reasons for these will now be analysed. A close examination of some of the questions answered by staff reveal that aspects relating to the management of the College are the major contributing factor as to why staff perceive their post merger working environment to be negative, show very little affections and are so lowly committed to Thekwini FET college. The questions

that were most negatively answered by staff as indicated by their low mean scores (Appendix A - Table A.3) were:

Question 29: Decisions taken by top management (Campus managers) regarding the same issues from all campuses are consistent.

Question 14: The merger has created an atmosphere of trust and confidence by staff towards top management.

Question 18: Staff ideas relating to the merger are encouraged and used constructively by top management.

QUESTION 15: Feedback is always timeous and reliable from the merged top management team to staff.

Some reasons why staff responded negatively to the above-mentioned questions would now be discussed in detail. These reasons emanate from casual discussions held with staff members at workshops, seminars and social gatherings as well as from minutes of official staff meetings held at Thekwini FET College.

❖ **Inconsistency of decisions taken by Campus Managers**

Certain inconsistencies have been observed in the way different campuses are managed at Thekwini FET College. This immediately defeats the purpose of a merger. For instance, with regards to flexibility of time, some campuses finish earlier than others. Attending of meetings, workshops and award ceremonies by staff are deemed compulsory by some campus managers whilst other campus managers do not enforce this onto their staff members but instead leave it as an 'open invite'. These inconsistencies in decisions applied by

the different campus managers, just creates unhappiness and discontent amongst those staff members being unfairly treated.

❖ **Trust and confidence by staff towards management**

Trust and 'faith' by staff towards top management is viewed with much scepticism at Thekwini FET College.

It is felt by some staff that lower level management are not allowed to perform their duties as per job description. Instead, top management manipulate and dictate all activities involved in the 'efficient' running of the college, thereby stifling the progress and development of these lower level managers. For example, lower level managers are forced to carry out instructions dictated to them by top management, without them being given an opportunity to question the merits or repercussions of their actions. Staff view this as unprofessional behaviour and a major weakness, thereby having a lack of confidence in these managers.

According to literature, these types of managers are referred to as the *compulsive personality type: the need for control* (Kets De Vries, 2001:159). Compulsive style managers fear being at the mercy of people or events. Thus, their overwhelming preoccupation is to master and control anyone or anything that might affect their life. They see relationships in terms of dominance and submission and insist - where they have that authority - that others submit to their way of doing things. They're preoccupied with trivial details, rules and regulations. Attracted by routines, they find it difficult to deviate from planned activity, lack spontaneity and are unable to relax. The unfamiliar is upsetting to this type and form takes precedence over substance. Because they fear making mistakes

and violating that precious efficiency, they're indecisive and prone to procrastination about substantive issues. Although they may come across as industrious because they are always doing something, the behaviour of compulsives is rigid, showing repetition and a lack of imagination. Working hard is not necessarily working smart.

Staff also feel that top management lack vision and don't have the required energy levels to grow Thekwini FET College into a high profile business entity. Buildings, facilities and valuable resources are under utilised or left neglected. Quite often, planning by these managers is channelled in the wrong direction or non-existent. Example, staff may often identify the need and opportunity to offer evening and part time classes, which will help to grow the college funds, offer exposure to the college, provide a valuable service to the community as well as giving staff the opportunity to grow in terms of personal needs and development. However, these opportunities are not supported and encouraged by management. There is a lot of bureaucracy and red tape to overcome, which immediately demoralises and discourages staff to make any further pursuits. Also, some of these managers mistrust staff and are not happy with them using College facilities after hours. These poor management practices only serve to demotivate and lower staff confidence in these managers.

Also, with regards to top management, acts of nepotism and biasness have been perceived by staff. For instance, it has been felt by staff that candidates for some staff vacancies have already been tacitly selected. Often there are no advertisements for staff to apply for these vacancies and at times when there is an advertisement, it is given to staff at a short notice period to respond. This makes it virtually

impossible to prepare an application. In view of this, staff feel that their worthiness, credibility or simply their individual potential is not being considered. They therefore feel alienated from top management.

❖ **Participative Management**

Participative management should be an accepted way of decision making especially in significant matters that will concern staff. However, this has not been consistently practiced at Thekwini FET College. Significant input from academic staff is not always obtained on matters, which will directly impact on them performing their core duties effectively. Staff input is often ignored on matters relating to security, course offerings, purchases of equipment and resources (e.g. computers), student enrolments and selection criteria as well as determining of a student code of conduct. Some consequences of these which the management of the college had to incur were financial losses due to the unnecessary remuneration of staff, break-ins into computer rooms as well as poor student results. However, management have in instances practised participative management in non-significant decision making such as 'pruning and cutting of trees and plants' on college premises. Even in instances like these, at times, management did not follow through the decisions taken. This gives staff a 'mock' perception of these managers.

❖ **Feedback**

Feedback by the merged top management team to staff on sensitive and important issues, is always delayed, non-effective, distorted and in some instances non-existent. This impacts negatively on the quality of service delivery as well as leads to frustrations amongst staff.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

The study on employee perceptions of their post merger working environment and organisational commitment and the relationship between these two variables within the full time Level 1 academic staff at Thekwini FET College were surveyed and analysed. Then, as a result of the findings the following conclusion and recommendations were made.

6.1 CONCLUSION

- ❖ There was no significant correlation between the continuance and normative dimensions of organisational commitment and the employee perceptions of their post merger working environment. Only a significant and positive correlation existed between the affective dimension and employee perceptions of their post merger working environment. The mean scores for these two correlations were low suggesting that a large number of staff had a negative perception towards their post merger working environment and were therefore, lowly committed to Thekwini FET College.
- ❖ There was no significant differences in any of the organisational commitment dimensions and the employee perceptions of their post merger working environment by any of the various demographic variables (age, gender and lecturing experience), as was reflected by the many F and T tests conducted in chapter 4. Only the younger more inexperienced lecturers felt that it was more normal (normative dimension) to be working at the organisation than their counterparts.

- ❖ Staff is not fully committed to Thekwini FET College as they see management to be a major stumbling block. They are generally happy to work with each other but are 'wary' of management.

6.2 RECOMENDATIONS

In view of our findings, the following recommendations are made as possible ways forward for Thekwini FET College:

- ❖ In general, there needs to be a more coherent and cordial working relationship between the management of the College and its staff. This can be achieved by addressing the inadequacies practised by management thus far, namely:
 - ✓ Any decision to be taken by management that will affect a person or persons should be taken in consultation with that person or persons concerned so as to ensure transparency and effective implementation.
 - ✓ Campus managers at all campuses should be consistent and flexible in their decisions, which will gain total staff support and appreciation.
 - ✓ There is much mistrust and lack of confidence by staff towards management. Furthermore, complacency has also settled in amongst the different managers since many of them have been in their positions for a lengthy period of time at their respective campuses. In order to rejuvenate fresh working spirits and increased staff morale and commitment, it is suggested that these managers at the various campuses be rotated. This will offer themselves as well as the staff an opportunity to be working in a 'new' organisational climate. This has worked very well amongst some Level 1 academic staff that was rotated

amongst the different campuses which has resulted in these individuals having a positive outlook in their 'new' working environment. Management pursuing the same rotational policy could also have a positive impact on themselves as well as others and therefore the need for a 'change' should not be viewed as negative.

- ❖ A comprehensive communications strategy needs to be put in place by management that will serve people that are directly involved from inside and outside the organisation. Hubbard proposes that the communication strategy should be based on the following characteristics (2001):
 - ✓ It should be honest and not afraid to repeat information even if it is relatively trivial.
 - ✓ Information should be presented consistently and timeously to all persons concerned.
 - ✓ Communication should be believable.

- ❖ In order to value employees, Thekwini FET College must move beyond the notion of human resources and toward the notion of human capital, a notion that sees people not as perishable resource to be consumed but as a valuable commodity to be developed.

- ❖ Finally, proper systems and procedures based on scientific methods need to be adopted by Thekwini FET College in accomplishing tasks. This will be a positively welcoming change to staff and should go a long way in achieving the vision of the institution of being '*A Centre Of Excellence*'.

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APPENDICES

APPENDIX A

Recn	BTOT
1	71
2	59
3	58
4	57
5	59
6	44
7	72
8	85
9	48
10	78
11	.
12	65
13	35
14	72
15	68
16	72
17	49
18	81
19	63
20	67
21	48
22	71
23	59
24	71
25	33
26	72
27	68
28	60
29	143
30	78
31	82
32	.
33	72
34	49
35	53
36	76
37	66
38	70
39	75
40	53
41	58
42	64
43	83
44	60
45	48
46	45
47	78
48	80
49	71
50	67
51	75

TABLE A.1
Overall totals by question for
perception of merger by record
number

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
BMEANS	30	1.73	3.10	2.2178	.37454
Valid N (listwise)	30				

TABLE A.2

Overall mean of all the question means for perception of merger

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
B13	51	1.00	5.00	3.0980	1.28460
B25	50	1.00	5.00	3.0000	1.06904
NB20	51	1.00	5.00	2.9804	1.15741
B2	51	1.00	5.00	2.7255	1.09688
B30	51	1.00	5.00	2.6078	1.07849
B1	51	1.00	5.00	2.5098	1.06532
B3	51	1.00	5.00	2.4706	1.37627
B12	51	1.00	5.00	2.4510	1.11917
B19	51	1.00	5.00	2.4118	1.06163
B28	50	1.00	5.00	2.2400	.91607
B5	51	1.00	5.00	2.2353	1.01170
B4	51	1.00	5.00	2.2157	.96569
B22	51	1.00	5.00	2.1961	.89487
B21	51	1.00	4.00	2.1765	.95301
B7	51	1.00	5.00	2.1569	.94599
B16	51	1.00	5.00	2.1373	.93850
B23	51	1.00	5.00	2.1373	1.00039
B27	50	1.00	5.00	2.0800	.92229
B24	50	1.00	5.00	2.0600	.91272
B10	51	1.00	5.00	2.0588	.81023
B9	51	1.00	5.00	1.9804	.88295
B8	51	1.00	5.00	1.9608	.93725
B11	51	1.00	5.00	1.9216	.84482
B6	51	1.00	5.00	1.9216	.89091
B17	51	1.00	5.00	1.8627	.84899
B15	51	1.00	5.00	1.8431	.85726
B18	51	1.00	5.00	1.8235	.86501
B26	50	1.00	5.00	1.8000	.78246
B29	51	1.00	4.00	1.7451	.77054
B14	51	1.00	5.00	1.7255	.82652
Valid N (listwise)	49				

TABLE A.3

Overall means by question for perception of merger



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Recn	Affective	Continuance	Normative
1	23	32	24
2	16	28	18
3	30	36	27
4	23	24	24
5	24	26	29
6	17	25	18
7	21	26	21
8	23	26	23
9	17	16	.
10	25	24	21
11	27	23	22
12	24	17	25
13	16	33	36
14	16	29	27
15	25	29	25
16	28	28	26
17	15	21	20
18	.	31	28
19	17	31	21
20	30	20	30
21	17	21	26
22	20	28	30
23	25	24	30
24	21	25	24
25	19	20	24
26	24	23	28
27	23	24	22
28	19	27	25
29	37	23	21
30	24	32	22
31	22	31	31
32	21	18	28
33	22	26	27
34	15	31	22
35	12	30	19
36	24	23	24
37	19	36	33
38	19	19	27
39	30	17	24
40	12	19	24
41	27	16	30
42	22	26	25
43	21	23	30
44	20	30	26
45	16	16	18
46	21	20	28
47	23	30	28
48	24	26	27
49	24	26	30
50	18	22	.
51	21	23	25

TABLE A.4
Overall totals by question
for the three dimensions
of organisational
commitment in record order

APPENDIX B

QUESTIONNAIRE

You are invited to participate in a survey questionnaire to give your responses on the effectiveness of the merger at Thekwini FET College and towards organisational commitment. This survey will contribute towards research carried out by Mr Shaindra Sewbaran for a dissertation in the Master of Business Administration Degree offered by the Faculty of Management Studies at the University of Kwa-Zulu Natal. The outcome of this research would be made available to you, my colleagues, with the aim of seeking improvements at Thekwini FET College. All information that you provide will in no way be connected with your name. I estimate that it will take you about 15 minutes to complete the questionnaire.

SECTION A: DEMOGRAPHICS

PLEASE PUT A CROSS (X) IN THE APPROPRIATE BLOCK:

1. AGE IN YEARS

20-25	26-30	31-35	36-39	40-45	46-49	50-55	56-59	60+
-------	-------	-------	-------	-------	-------	-------	-------	-----

2. SEX

MALE	FEMALE
------	--------

3. ETHNIC GROUP

BLACK	COLOURED	INDIAN	WHITE
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4. EDUCATIONAL QUALIFICATION

LECTURER WITH MATRIC	LECTURER WITH DEGREE/DIPLOMA	LECTURER STUDYING FOR DEGREE/DIPLOMA
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5. LECTURING EXPERIENCE IN YEARS

0-5	6-10	11-15	16-20	21-25	26-30	30+
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SECTION B:

PERCEPTIONS OF POST MERGER WORKING ENVIRONMENT

RATE THE FOLLOWING ITEMS ON A FIVE POINT SCALE BY PLACING A TICK (√) IN THE BOX YOU THINK BEST DESCRIBES HOW YOU FEEL ABOUT THE ITEM:

1. I am provided with adequate resources to perform my daily tasks.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

2. The lecture venues are suitable to accommodate the number of students.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

3. Computer and photocopy equipment are in good working order.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

4. Students are provided with all the necessary resources to facilitate learning.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

5. The network is in place to ensure effective communication between one delivery site and the other.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

6. The merger has brought about less bureaucracy in the institution.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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7. The merger has resulted in a positive change in job characteristics (the duties and responsibilities of your job have changed for the better).

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

8. My working hours are better after the merger.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

9. I have greater job security after the merger.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

10. I have greater job satisfaction after the merger.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

11. The merger has saved me a great deal of time and energy (e.g. decisions taken at meetings are implemented accordingly).

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

12. My supervisor is more supportive and helpful towards me after the merger.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

13. My supervisor always respects and recognizes the work that I perform.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

14. The merger has created an atmosphere of trust and confidence by staff towards top management.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

15. Feedback is always timeous and reliable from the merged top management team to staff.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

16. The merged top management team places great emphasis on relevant staff development.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

17. The merger has created an atmosphere of trust and confidence by top management towards staff.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

18. Staff ideas relating to the merger are encouraged and used constructively by top management.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

19. I feel my supervisor and top management is sensitive to my personal needs.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

20. The merger has brought about discriminatory practices by top management towards staff.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

21. In general, the College goals and objectives are established by participation between all management and staff.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

22. Budget setting, performance appraisal and other methods of control are generally used for guidance and reward rather than policing and punishment at the college by the merged top management team.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

23. Top Management is competent and equipped to handle the merger efficiently.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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24. Staff in the new merged environment, see themselves as a big family unit.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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25. The merged staff has great respect and tolerance for each other's cultural diversities.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

26. I get rewarded for all the extra work I do at the College with very little problems.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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27. There are better opportunities for advancement since the merger.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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28. The strategic management policy in the merged institution is effectively implemented.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

29. Decisions taken by top management (campus managers) regarding the same issues from all campuses are consistent.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
---------------------------	---------------	--------------	------------	------------------------

30. I have a clear view for the need to have merged.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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SECTION C:

MEYER & ALLEN'S ORGANISATIONAL COMMITMENT SCALE (OCS)

C1 AFFECTIVE COMMITMENT SCALE:

1. I would be very happy to spend the rest of my career with this organisation.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

2. I enjoy discussing my organisation with people outside it.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

3. I really feel as if this organisation's problems are my own.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

4. I do not feel like part of the family at my organisation.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

5. I do not feel a strong sense of belonging to my organisation.

STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1	2	3	4	5

6. This organisation has a great deal of personal meaning for me.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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7. I do not feel emotionally attached to this organisation.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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8. I think that I could easily become as attached to another organisation as I am to this one.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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C2 CONTINUANCE COMMITMENT SCALE

1. It would be very hard for me to leave my organisation right now even if I wanted to.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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2. Too much in my life would be disrupted if I decided I wanted to leave my organisation now.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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3. One of the major reasons I continue to work for this organisation is that leaving would require considerable personal sacrifice - another organisation may not match the overall benefits I have here.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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4. One of the few serious consequences of leaving this organisation would be the scarcity of available alternatives.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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5. Right now, staying with my organisation is a matter of necessity, as much as desire.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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6. I feel that I have too few options to consider leaving this organisation

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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7. It wouldn't be too costly for me to leave my organisation now.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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8. I am not afraid what might happen if I quit my job without having another one lined up.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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C3 NORMATIVE COMMITMENT SCALE

1. I think that people these days move from company to company too often.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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2. Things were better in the days when people stayed with one organisation for most of their careers.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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3. I do not think that wanting to be a company man is bad.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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4. One of the major reasons I continue to work for this organisation is that I believe that loyalty is important and therefore feel a sense of moral obligation to remain.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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5. If I got another offer for a better job elsewhere I would not feel it were right to leave my organisation.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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6. I was taught to believe in the value of remaining loyal to one organisation.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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7. I do not believe that a person must always be loyal to his or her organisation.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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8. Jumping from organisation to organisation does not seem at all unethical to me.

STRONGLY DISAGREE 1	DISAGREE 2	NEUTRAL 3	AGREE 4	STRONGLY AGREE 5
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THANK YOU FOR YOUR PARTICIPATION!