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## **Abstract**

This research study examines the Job involvement among staff in the Faculty of Health Science, University of KwaZulu-Natal.

The researcher conducted a literature review on how involved staff are in their job, great turnover, remuneration and benefits.

In a time where costs are mounting, budgets are shrinking and personnel shortages are common, it is increasingly important to provide a positive work situation to ensure work stability. Research indicates that job involvement and satisfaction are of a paramount importance to employees.

This study examined the association of job involvement, job satisfaction, organizational culture and organizational commitment among staff in the Faculty of Health Science.

The findings highlight the significance of these variables in relation to job involvement.

This study revealed that staff are adequately pleased with their jobs, but continuously seek greener pastures, ensuring an increase in staff turnover. This has financial repercussions on the Schools as well as the Faculty at large.

This study provides vital information and practical recommendations have been made.

## **Statement**

With the signature below I, Shannie Mahabeer Maharaj, hereby declare that the work that I present in this thesis is based on my own research, and that I have not submitted this thesis to any other institution of higher education to obtain an academic qualification.

---

S M Maharaj (200500890)

29 November 2010

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## Chapter One

### 1.1 Introduction

Job Involvement is the degree to which employees identify with their employment. It may be influenced by the level of satisfaction of one's needs, and may be intrinsic or extrinsic.

Research on Job Involvement is comparatively recent and was carried out mostly by empirically oriented psychologists. While there is a great deal of confusion regarding the concept of Job Involvement, McKelvey and Sekaran (1977) have aptly defined it as the "the merging of a person's ego identity with his or her job." It thus, concerns the "degree to which employees take their identity from their job." This definition follows that of Gurin, Veroff and Feld (1960) who spoke of the "extent to which individuals seek some expression and actualization of the self in their work," and that of Lodahl and Kejner (1965), who defined job involvement in terms of "the degree to which people are identified psychologically with their work and the importance of work in the individual's self-image." Rabinowitz and Hall (1997) also concluded their evaluation of research on Job Involvement by stating that the "data were more consistent with this psychological identification" with work definition of Job Involvement than with the other definition such as "performance self esteem" contingency which was presented by Lodahl and Kejner (1965).

This concept of Job Involvement has also been the "mainspring energizing the symbiotic relationship between Job Involvement, performance and the quality of working life," because individuals who have their ego development tied into the jobs have a higher stake in performing well and there is often a strong desire to satisfy the need for ego identity and development in their jobs McKelvey and Sekaran, (1997).

In recent years, there have been spirited efforts throughout the world by top echelons of management to redesign jobs in order to increase Job Involvement.

This is apparently based on the belief that Job Involvement is conducive to both productivity and job satisfaction. According to Kanungo (1979) all behaviour, including

behaviour in work situations, springs from the need situation of the individual and is directed towards obtaining outcomes for the satisfaction of salient needs.

Thus the degree of Job Involvement depends upon the extent to which an individual perceives his salient needs as capable of being met by the job. Kanungo (1979) therefore, operationally defined Job Involvement as “a generalized cognitive state of psychological identification with work in so far as work is perceived to be instrumental in satisfying one’s salient needs and expectations.”

Results of a recent study of over 200 middle and senior level managers by Misra and Kalro (1981) supported the theory that the approach of job involvement is a function of the level of satisfaction of one’s salient needs, be they “intrinsic” which are achievement, recognition, work itself, responsibility and advancement or “extrinsic” which are working conditions, salary, company car, status, security, relationship with subordinates and personal life.

It was revealed by Hall, Schneider, and Nygren, (1970) that job involvement was higher for those whose salient needs were met as compared with those whose salient needs were not met.

An individual with a higher degree of job involvement would place the job at the centre of his/her life’s interest Hall *et al.* (1970). A common expression “I live, eat, and breathe my job” would describe someone whose involvement is very high and persons with low job involvement would place something other than their jobs such as family and hobbies at the centre of their lives according to De Carufel and Schaan (1990).

## **1.2 Background of the Study**

The Faculty of Health Sciences appoints employees which are both academic and support staff, on a permanent and contractual basis. The concentration of this study will be on the permanent staff members. Recently, due to the merger there were many changes that had to

be incorporated in the university, especially that of refining the Colleges of all five campuses and creating faculties, which included various schools.

This change was difficult and necessitated time to adjust appropriately, as schools were positioned in different faculties. This required several modifications to job involvement and the work environment, because Schools had to be repositioned and employees roles were restructured, or positioned in the pool group, owing to the duplication of responsibilities. This duplication of duties occurred after the Universities of Durban Westville and Natal merged. These two major universities had their own Colleges, Faculties and Schools before the merger in 2004. This resulted in the duplication of units, resulting in staff duplication which impacted on the job involvement of personnel, which resulted in a widespread concern of unemployment. Whilst a number of employees were offered early retirement packages, several were relocated to other sections or were placed in a 'pending group' and were utilized as required.

It often occurs that the most effective employees are quite inventive and resourceful, thereby holding superior jobs. They are also at the forefront of seeking better employment and leave greater holes behind.

Research of this study, revealed that staff are adequately pleased with their jobs, but continuously seek greener pastures, ensuing in an increase in staff turnover. This has financial repercussions on the Schools as well as the faculty at large.

Looking at this environment it became unquestionable to investigate this further, to identify and assess the Job Involvement among staff in the Faculty of Health Sciences as the researcher is employed in the Faculty of Health Sciences, where staff turnover has increased since 2005.

There are several reasons for this, and the fundamental cause being remuneration and benefits. Emphasis may be placed on remuneration, fringe benefits and initiating training and developing as ways of investing in valued employees, according to O'Reilly and Chatman (1986).

Retaining resourceful employees has major financial implications, but these employees are essential in the workforce. Often companies retain employees with scarce skills, but it becomes complex to retain such people when financial resources are constrained.

The primary understanding of employee retention appears a bit complicated. This occurs when a staff member presents to management, a competitive salary package offered to him/her from another organization. Often academic employees seek better paying jobs. Upon receiving a competitive salary offer the employee presents this to management, who is compelled to review the situation in order to retain the staff member due to scarce skills. A negotiation is conducted with the employee and often this reaches a consensus, ultimately causing financial constraint on the School.

An un-named organization cited by Management Today (March 2006), mentioned that “retention must not be isolated from exceptional personnel management because well-managed companies have human resource policies planned around the mission and the vision of the organization classifying that turnover is both unavoidable and sometimes necessary”

Workers remain with an organization either because their needs are met and they use their ability advantageously or because they cannot seek other employment.

According to the Management Today (2006) job satisfaction is a resourceful outcome of the corporate identity of an organization. It evidently consists of compensation and fringe benefits as a minimum benefit, but investigations continually report that most employees want to “make a contribution” or want to “make a difference.” Management Today (2006) further stated that “employees believe that goals are achieved if their talents are fully utilized, the balance between discipline and freedom is proper, and if the overall mission of the company formulates good social sense, ambitious employees also require that some path of development be evident to them.”

Retention is at its paramount if companies values are incredibly clear, supportive of employees aspirations, are implemented to provide both “rewards” and “scope” within the means of the organization, according to Kanungo (1982)

“Work involvement is historically a cultural role of training and socialization whereas, job involvement is a function of the satisfaction of eminent personal needs,” stated Kanungo (1982).

OReilly and Chatman (1986) reported that job involvement is a consequent outcome of psychological commitment to an organization. Job Involvement is included in a category of dependent variables that is relevant to organizational commitment. There are certain types of positive involvement which contribute to the definition of job involvement. They are conformity, flexibility, motivation, and an acceptance of organizational policies demonstrated through obedience in employee relationships.

Employees are resources of the organization in terms of replacement costs, according to Lee and Mitchell (1994). Employees’ commitment level may enhance their eligibility for extrinsic and intrinsic rewards. Organizations may benefit by experiencing reduced withdrawal behaviour, specifically turnover. Society may benefit in terms of reduced job movement rates and increased national productivity or quality of work Mathieu and Zajac, (1990).

The employee turnover process itself may create negative consequences for the organization and the employees who remain Mobley (1982).

Organizations are faced with a loss of performers, productivity losses and replacement costs. The employees who remain may experience a loss of valued co-workers and an interruption in social patterns and may consequently experience decreased satisfaction Mobley (1982).

Lee and Mitchell (1994) refer to the “pull and push” theories of voluntary employee turnover. The pull theory consists of factors that are external to the employee.

External factors may consist of labour force, supply and demand and job market alternatives. The push theory is related to employees' internal constructs that may affect the voluntary turnover process. These constructs consist primarily of perceptions and attitudes related to the job in the work environment.

### **1.3 Problem Statement**

To what extent are staff in the Faculty of Health Sciences involved in their jobs.

### **1.4 Objectives**

The objectives of the study are:

- 1.4.1 To conduct a literature review of the Job Involvement of the staff in the Faculty of Health Sciences.
- 1.4.2 To assess the extent to which employees' are involved in their jobs.
- 1.4.3 To examine the influence of the biographical variables on Job Involvement among staff in the Faculty of Health Sciences.
- 1.4.4 To make recommendations.

### **1.5 College of Health Sciences**

The College of Health Sciences is one of the four colleges in the University of KwaZulu-Natal. The College controls the Faculties, one being the Faculty of Health Sciences and the other being the Nelson Mandela School of Medicine.

#### **1.5.1 Faculty of Health Sciences**

The Faculty of Health Sciences which is positioned in the College and manages, six School's which are located on two campuses; namely the Howard College Campus and the Westville Campus.

#### **1.5.2 Schools within the Faculty**

The Faculty controls six different health science schools which are :

### **1.5.2.1 School of Audiology, Occupational Therapy and Speech and Language Pathology**

Offers undergraduate and post graduate degrees in the disciplines of Audiology, Occupational Therapy and Speech-Language Pathology. Each discipline is led by an Academic Coordinator / Deputy Head of School who are directly responsible for the coordination of all discipline specific courses within the School. This is governed by the Health Professional Council of South Africa (HPCSA)

### **1.5.2.2 School of Dentistry**

Offers a bachelor of Dental therapy which is a three year degree and a diploma in oral and hygiene therapy. This is governed by the Health Professional Council of South Africa (HPCSA).

### **1.5.2.3 School of Medical Sciences**

This is one of the many fruits of the recent merger between the regions' dominant universities. Located at the Westville and Nelson R Mandela School of Medicine campus of the University of KwaZulu-Natal, the School provides didactic and professional input to medical and health professional training, with programmes devised by the disciplines of Medical Biochemistry, Clinical Anatomy and Human Physiology. There is no governing council for this degree.

### **1.5.2.4 School of Nursing**

Offers, certificates courses, undergraduate, post basic, honours and post graduate degrees. The School of Nursing is governed by the South African Nursing Council.

### **1.5.2.5 School of Pharmacy and Pharmacology**

Offers undergraduate and post graduate degrees, as well and is governed by the Pharmacy council.

### **1.5.2.6 School of Physiotherapy, Sports Science and Optometry**

Offers undergraduate and post graduate degrees for the above. The undergraduate degree in Sports Science is not governed by any body, but the Honours in Sport Science and Bio-Kinetics is governed by the Health Professional Council of South Africa (HPCSA). The undergraduate degree in Physiotherapy and Optometry is governed by the HPCSA.

## **1.6 Theoretical Framework**

Many theories and motivational approaches have been developed and researched on how to motivate individuals. The five major approaches that have led to the understanding of motivation are; Maslow's need-hierarchy theory, Herzberg's two factor theory, Vroom's expectancy theory, Adam's equity theory, and Skinner's reinforcement theory.

According to Maslow (1943), employees have five levels of needs which are physiological, safety, social, ego and self-actualizing and he further argued that the low level needs encourage employees to perform well in their jobs. Hertzberg, Mausner & Snyderman, (1959) classified motivation in two factors, which are the motivator and the hygiene factors. The motivator or the intrinsic factor, includes achievement and recognition, which produces job satisfaction and the hygiene or extrinsic factor includes salary and job security which produces job dissatisfaction.

The theory of Vroom (1964) is based on the belief that employee efforts will lead to performance and performance will lead to rewards. Vroom (1964) further stated that rewards may be either positive or negative and the more positive the reward the more likely the employee will be highly motivated. On the contrary, Vroom (1964) said that the more negative the reward the less likely the employee will be motivated.

Adams (1965) theory stated that employees strive for equity between themselves and other workers. Adams (1965) further stated that equity is achieved when the ratio of employee outcomes over the input is equal to other employee outcomes over inputs.

The theory of Skinner (1964) simply stated that employees' behaviour that lead to positive outcomes will be repeated and managers should positively reinforce employee behaviour

that leads to positive outcomes. Managers should strengthen employee behaviour that leads to negative outcomes, according to Skinner (1964).

Herzberg's theory which is related to job involvement and satisfaction of work related aspects will be used in the researchers study of the "Assessment of job involvement among staff in the Faculty of Health Sciences at the University of KwaZulu-Natal". Herzberg's theory implies that satisfaction and dissatisfaction are driven by different factors which are the hygiene and the motivator factors, respectively. These major categories of job factors, will investigate the involvement in the job of the employees, the satisfaction with their jobs, the age, tenure, absenteeism, salary and the equity structure.

### **1.7 Limitations of this study**

A questionnaire was disseminated to both support and academic staff. This was the most practical choice given the:

- time constraints of this study
- and that this was not carried out among all staff members.

### **1.8 Research Methodology**

A quantitative study was undertaken. A random sampling method was used to determine the sample for this study.

### **1.9 Population and Sample**

The population encompassed the staff in the Faculty of Health Sciences. The researcher used random sampling to distribute the questionnaires.

### **1.10 Instrumentation**

The research was carried out by distributing a Questionnaire.

The Questionnaire contained 2 sections namely:

- a) Biographical information
- b) The Job Involvement Questionnaire (JIQ) by Kanungo (1982).

### **1.11 Data Analysis**

The questions were analyzed to determine the commonalities among the respondents. The results will be graphically represented through the use of a statistical software package (SPSS) to provide a visual summary of the results.

### **1.12 Structure of the Project**

The dissertation consisted, besides the introduction, four additional chapters:

<b>Chapter One</b>	:	Introduction
<b>Chapter Two</b>	:	Literature Review on job involvement.
<b>Chapter Three</b>	:	Research Methodology.
<b>Chapter Four</b>	:	Data analysis, interpretation and findings
<b>Chapter Five</b>	:	Presents a summary of the study and discusses the results of the data analysis, describes the implications of the findings for theory and practice, and finally introduces the limitations of the study and recommendations for further research.

### **1.13 Conclusion**

This chapter discussed the overview of what the study entails the motivation and the objectives of the study will provide a clear understanding of the limitation of the study.

## **Chapter Two: Literature Review**

### **2.1 Introduction**

The significance of this chapter is to review existing literature, and to create a better understanding of how involved people are in their jobs. This literature study also identified various theories, sources and consequences of job involvement.

### **2.2 Defining Job Involvement**

Job involvement is addressed through various concepts of inspiration. It is therefore, essential to define job involvement and discuss the relationship of involvement between the different variables.

According to Kanungo (1982) who noted that job involvement is characterized as an individual's logical recognition or responsibility to his or her job.

Lawler and Hall (1970) stated that job involvement is the degree to which the employee considers that his or her job as the core of his or her self-image. Gurin, Veroff and Feld (1960) classified job involvement as the importance of a person's job for his or her self expression or self actualization. Lodahl and Kejner (1965) believed that a person extremely involved in his or her job recognizes his or her job to be very important, and cares for the job.

According to Sekeran (1989) and Sekeran and Mowday (1981) they have looked at job involvement from a different perspective, which when investigated job involvement arises when the possession of certain needs, values or personal characteristics influence individuals to become more or less involved in their jobs. Rabinowitz and Hall (1977) in their evaluation of job involvement found that individual characteristics such as age, education, sex, tenure, needs strength, level of control and values were associated to job involvement. Therefore according to Rabinowitz and Hall (1977) this signified that certain types of jobs or characteristics of the work situation influences the degree to which an

employee becomes involved in his or her job. Brown (1996) confirmed that job involvement had been associated to job characteristics such as task autonomy, task significance, task identity, skill variety and criticism and managerial behaviour.

Therefore, job involvement is the way employees see their jobs as both a connection with the work setting, the occupation itself and how their work and life are co-mingled. Encompassing low job involvement contributes to an employees' feeling of alienation in the organization. According to Hirschfeld & Field (2000) & Rabinowitz, (1981) work alienation and job involvement are correlated with one another.

Lodahl and Kejner (1965) had proposed two definitions of job involvement, one relating to self-esteem, and the other to self image. Lodahl and Kejner (1965) further argued that job involvement, is considered by many to be attached to strong work ethics. It is likely, for example to be very involved in a specific job but not be committed to the organization or vice versa, Blau and Boal (1987). According to Rabinowitz and Hall (1997) an individual who has internalized the work ethics will probably be highly job involved regardless of the context within which he or she may be employed. Bass (1965) identified that job involvement is a representative of an employees' ego-involvement in his or her job and is therefore related to performance.

According to Pfeffer, (1994); Hackman and Lawler, (1971) encouraging job involvement is a vital organizational goal because many researchers consider this to be the principal determinant of organizational effectiveness and an individual motivation. Diefendorff *et al*, (2002) further said that the above relations emerge from the hypothetical concept that being enthralled in one's work increases enthusiasm which in turn influences job performance and other relevant outcomes like turnover and absenteeism.

Lawler (1986) said that even though job involvement is considered to be a key aspect influencing momentous individuals and organizational outcomes. Brown (1996) said that the general perception was that people with high levels of job involvement are likely to put more effort into their jobs and therefore tend to display higher levels of in-role performance.

Brown and Leigh (1996) said that although job involvement did have significant anticipated population correlation with a combination measure of performance, the coefficient was quite small. Brown and Leigh (1996) further stated that the reason for this weak correlation was that instead of exerting a direct influence, job involvement is more likely to affect performance indirectly through other variables like effort.

Job Involvement is a significant aspect related to shaping workers' outcomes said Diefendorff *et al*, (2002). Hackman and Lawler (1971) envisaged that job involvement is a significant factor in determining and inspiring individual workers. According to Mowday, Porter and Steers, (1982) organizational obligation is a commitment to the organization, identification with the organization and its goals and core values. Lambert Barton and Hogan (1999) further said that a widespread discernment and organizational commitment is greater than just a bond with the job, it is a commitment to the whole organization.

### **2.3 Factors Influencing Job Involvement**

The factors that influence job involvement are organizational culture, organizational goals, commitment to work, motivation and job satisfaction.

#### **2.3.1 Organizational Culture**

The accomplishment of an organization depends on the human resources, the culture and the philosophy of employee behaviour within the organization.

Managers ought to have an excellent insight of the organizations' culture in order to delegate duties and activities that increase and influence productivity and working conditions moreover avoiding any negative pressure of having uncommitted employees who are not steadfast about the organizations' goal.

Upon processing new employment or appointment there are ways employees are motivated and rewarded for their good work. Managers should constantly convey, to the employees, the values and goals and the organizational culture of the organization.

Good communication and social events, as well as regular positive feedback, from the managers will provide employees with a sense of meaning and belonging in the organization.

According to an article by Asim Khan CEO of the Business Management Incorporated, published on the following ([http://www.saferpak.com/latest\\_200605.html](http://www.saferpak.com/latest_200605.html)) he stated that having an optimistic and aligned culture benefits the organization in many ways and one of these is productivity. The consequence of hiring someone who does not share the same values, goals and commitment advocated by the organization will weaken a strong relationship held in the organization. He further stated that employees whose values are in line with the organization's culture uphold success and involves the entire organization in maintaining an environment that permits employees to enjoy working hard to meet the organizational goals.

### **2.3.2 Organizational Goals**

The basic challenges faced by most organizations is encouraging employees to work towards the organizational goals and according to Pfeffer (1998) the key long-term achievement is how organizations manage their employees, because building a momentous work environment and maintaining blissful employees is of innermost importance to developing organizational value.

The rationale following organizational goals is for suitable employee recruitment, retention and involvement in the job. In view of the goals of the Faculty of Health Sciences, and taken from the Faculty of Health Sciences website (<http://hs.ukzn.ac.za/strategicgoals.aspx>) the most important aspect of this is “to be receptive in the healthcare environment, not only locally but internationally as well as being competitive in teaching, learning, scholarship and research, innovation and scientific investigation. Being receptive to the human resource development needs of healthcare in South Africa and to produce graduates with comprehensive knowledge, competencies, skills, ethics and attributes to function as excellent, culturally sensitive, reflective healthcare professionals and life-long learners who will proactively, critically and creatively engage with relevant stakeholders to achieve an

optimal health status for all South African communities fostering multi-disciplinary teaching and learning, research and patient care. The goals are to further facilitate research excellence and output by implementing capacity development, and to facilitate and attain demographic representation of staff and student body, and to encourage a culture of democracy, transparency, accountability and professionalism.”

It is difficult for organizations to know whether their employees are content, motivated and enthusiastically devoted to the organization, as there are multi-faceted perceptions associated with how employees interact with, and how they view their organization, and a degree to which employees feel a sense of connection, obligation and reward in working for the organization Allen and Meyer (1990).

According to Rohlander (1998) managers must support their employees in identifying their individual purpose and objective, by assisting them in construing their relationship between their personal objective and that of the organizations’ goals, vision and mission. Employees who perceived a connection between their personal goals and the contribution they make to the achievement of the organizations’ goals have a vested interest in assisting the organization to attain its goals.

Inherent in this perception of dependable goals is a connection of trust and confidence, which is built subsequent to a period of time being spent collectively. This enforces genuine allotment and responsibility.

Accountability signifies having written principles that relate to the personal performance and to the goals of the organization. Employees should know that the organization will reciprocate with compensation or added opportunity to assist employees in attaining their personal goals. When an employees performance is linked directly to organizational goals, enthusiasm and personal attributes are initiated.

### **2.3.3 Commitment to Work**

Employee behaviour at work is influenced strongly whether positively or negatively by his or her manager. Encouraging approaches are crucial to amplifying employees' loyalty. It is therefore essential to improve the quality of management in order to have dedicated employee commitment Meyer and Allen (1997). Recently, in the Faculty of Health Sciences much emphasis had been placed on the need to establish and encourage education and training in the workplace.

According to an article by Simpson (2006) there are constantly dramatic changes in the workplace and demands for quality products and services are increasing rapidly. Simpson (2006) continued to say that, in order to remain competitive and aggressive in the face of ongoing pressure, employee commitment is crucial.

An employee's behaviour and commitment to work is based on the influence by his or her supervisor. This may be strengthened with positive influence from the supervisor.

Within an education institution, employees are constantly encouraged to continue educating themselves and obtaining sufficient credentials for upward mobility.

### **2.3.4 Work Motivation**

In an article by Susan M. Heathfield, on the 'Guide to Human Resources', on the [www.about.com](http://www.about.com) website, she said that there are many people who work for love, whilst some work for personal fulfillment. Some prefer to accomplish their goals and feel as if they are contributing to something greater than themselves, which is important. Others have individual accomplishments which they achieve through significant work. Whilst some honestly love the jobs they do or the clients they render services to, others enjoy the solidarity and the communication with their patrons and their colleagues. Other employees love to fill their time with action, whilst other employees love transformation, challenges, and varied problems to solve.

All employees, ultimately work for money, which is in the form of compensation, salary, bonuses, benefits or remunerations, no matter whatever one's personal reason for working is, this is utilized to pay the bills, provides housing, clothes, food and education.

In order to recruit and retain good, committed employees, organizations must offer good benefits and salary. Upon offering a good salary organizations should offer motivational incentives, as they risk losing the good employees to better paying organizations.

### **2.3.5 Job Motivation**

The concept of motivation has been defined by many researchers especially Kreitner *et al.* (1999) as a psychological progression that offers behaviour a sense of purpose and direction, whilst Buford, Dedeian, and Lindner (1995) defined it as a preference to behave in a purposive manner to achieve specific needs. Therefore according to Buford, Dedeien and Lindner (1995) motivation is therefore defined as the internal force that drives employees to achieve personal and organizational goals with numerous factors that motivate employees and compel them to excel in their job and encouraging them to develop themselves.

According to Manfred (1970), the motivating factors for a job are remuneration, profit sharing, share options and purchase schemes, pension and bonuses. Therefore motivating an employee towards improved performance depends on the satisfaction of needs for responsibility, achievement, recognition and growth, according to Manfred (1970).

Luthan (1998) defined motivation as a process that is initiated with a physiological deficiency that activated behaviour or a drive that was aimed at a goal incentive. Therefore, the solution to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives, and incentives, according to Luthan (1998).

When employees receive a good salary for work done, they are motivated, more productive and perform well in their employment. Employees further spend longer hours than anticipated in order to receive recognition for their performance. Employees will not be motivated if they are not recognized and honoured. Acknowledgment may be rewarded in many forms such as salary increases, promotions and recognition among fellow employees.

In fact, following money as a motivator, recognition is one of the main reasons why people search for better jobs. They would like to work for a company where they feel secure with their future and identify that they have the aptitude for growth. Other motivating factors are job enlargement, job enrichment, promotions, internal and external remuneration.

### **2.3.6 Job Enlargement**

There are many ways in influencing employees, and one way of doing such, is job enlargement which means extending more responsibilities to an employee. This will increase the feeling of responsibility and provide the employee with a sense of belonging, examples of these would be when a manager assigns some managerial duties to senior staff on his or her behalf, or when a manager is away, he or she would appoint a senior staff member to deputize on his or her behalf. Basically this would motivate employees and increase productivity in an organization. This in turn will also create diversity and will lessen boredom.

### **2.3.7 Job Enrichment**

Upon looking at job enrichment, employees should have a good foundation of a reasonable working environment.

With job enrichment, the task is expanded to note an employee's performance. More stimulating and interesting work is provided which adds to a variety of challenges to an employee's daily routine. This increases the intensity of the job and permits employees to boast more control over their work.

In an article by Frederick Herzberg (1968) titled "One More Time: How Do You Motivate Employees?" he mentioned that the practice of enhancing individual jobs is to make the responsibilities more rewarding and inspiring for the people who accomplishes them.

### **2.3.8 Work Related Factors**

Employees spend most of their adult life at work, which gives him or her a sense of purpose, composition and contentment; in such a way he or she is able to sustain his or her livelihood. At times, one's work could cause stress and frustration and hinder one's health and self-esteem, causing work stress which is susceptible to mental and physical challenges, resulting in economic loss due to high absenteeism, poor performance and low productivity. These challenges may be defeated by motivating an employee to perform better by offering attractive incentives.

### **2.3.9 Motivating Factors**

There are many factors that motivate employees to achieve better performance in their duties. These are, safe, secure and stable employment, excellent salary, respect, growth and promotion, trust and be trusted by fellow employees, updated technology, fringe benefits, good communication, and meeting the objectives of the organization.

### **2.3.10 Demotivating factors**

Apart from employees receiving compensation and benefits, one does not want to be stressed at work. Work-related stress accounts for high absenteeism rates which often have financial implication for the organization. Once an employee is stressed at work the following symptoms are detected and experienced which accounts for demotivation and dissatisfaction, these are, the horror of going to work, despair and or apprehension, meager work/life balance, headaches or muscular tension, feeling beleaguered and unable to plan ones work and life, and the incapacity to sleep and loss of concentration.

## **2.4 Motivation theories**

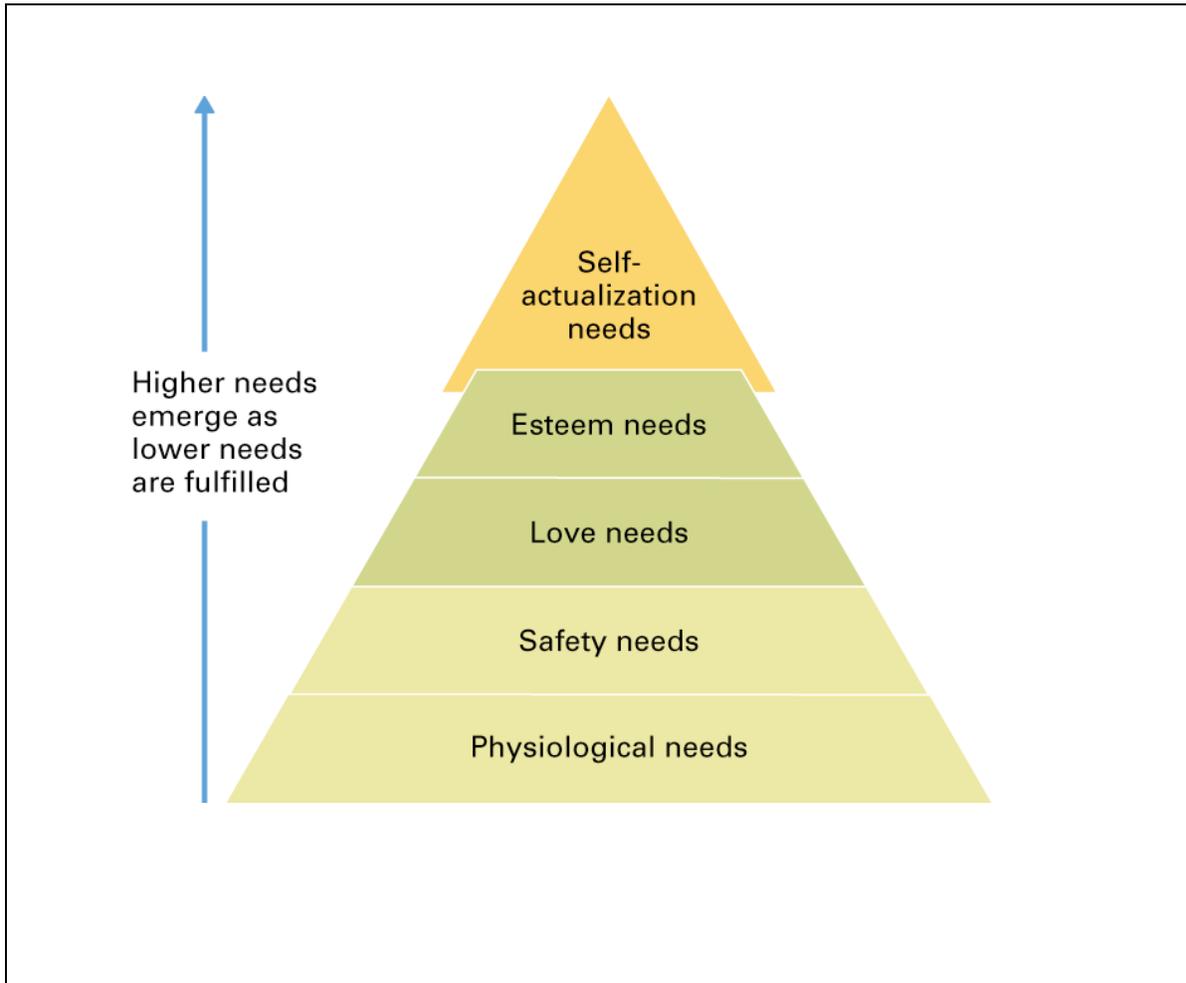
Ultimately motivation is offering employees attractive incentives and benefits, in order to perform well. Usually additional responsibilities encourage one to improve productivity. One is motivated when success is noted and ones' needs are met.

Maslow's need-hierarchy theory, Herzberg's two factor theory, Vroom's expectancy theory, Adams equity theory and Skinner's reinforcement theory are the five major approaches that have led to a better understanding of motivation and job involvement. .

### **2.4.1 Maslows Theory**

According to Maslow (1943) employees have five levels of needs, which are physiological, safety, social, ego, and self actualization as illustrated in the diagram below:

**Figure 2.1 Maslow's Hierarchy of Needs**



*Source: Data for diagram drawn from A. H. Maslow, "A Theory of Human Motivation," Psychological Review, 50 (July 1943): 370-396.*

The lower level of needs have to be satisfied before the next higher level need would motivate employees.

### **2.4.2 Herzberg's Theory**

Herzberg, Mauser and Snyderman (1959) classified motivation into two factors, which are "motivators and hygiene". Herzberg *et.al.*, (1959) said that the motivator or the intrinsic factor includes, achievement and recognition, produce job satisfaction and the hygiene or

the extrinsic factor includes pay, job security or insecurity which produces job dissatisfaction.

Many years ago Herzberg *et al.*(1959), like Maslow (1943) understood well and challenged to educate the ethical management principles that many leaders today, lack..

Although Herzberg *et al.*, (1959) is well renowned for the hygiene and motivational factor theory, he was fundamentally concerned with the people's well-being at work.

Emphasizing on these theories and academic teachings, Herzberg *et al.*,(1959) was basically attempting to bring more humanity and caring into the workplace and others like him did not develop their theories to be used as motivational tools purely to improve organizational performance. Other researchers sought instead primarily to explain how to manage people properly, for the good of all people at work.

This theory of Herzberg *et al.*, (1959) proved that people will strive to achieve hygiene needs because they are unhappy with them, but once satisfied the effect soon wears off and satisfaction is temporary. Then, as now, poorly managed organizations fail to understand that people are not motivated by addressing hygiene needs. Herzberg *et al.*, (1959) further said that people are only truly motivated by enabling them to reach for and satisfy the factors that is identified as real motivators, such as achievement, advancement, development, etc. which represent a far deeper level of meaning and fulfillment.

### **2.4.3 The Two-Factor Theories**

The two factor theory states that there were certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction Herzberg, Mausner and Snyderman, (1959).

Motivators such as challenging work, recognition and responsibility which gives positive satisfaction arising from intrinsic conditions.

### **2.4.3.1 Hygiene Factor**

Included here are policies, relationship with supervisors, working conditions, salary, status, security, relationship with subordinates and personal life.

### **2.4.3.2 Motivator Factor**

Incorporated herein are achievement, recognition, work itself, responsibility and advancement.

The Hygiene Factors focus on the context in which the job is achieved and the conditions that surround the accountability of the job, according to Herzberg (1959).

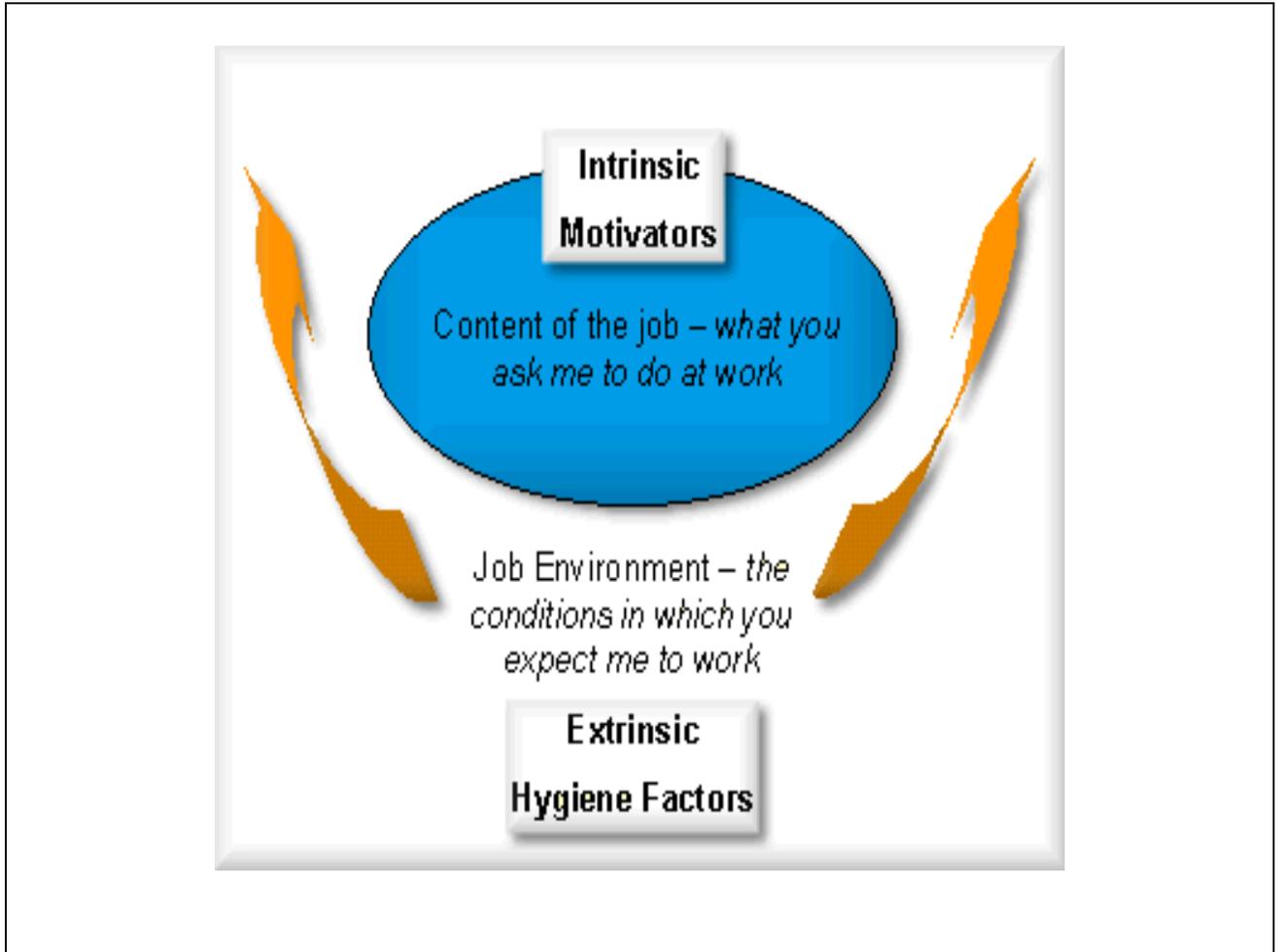
Herzberg (1959) said that when the hygiene factors deteriorate below the acceptable level, then job dissatisfaction ensues as these factors directly affect job attitudes, primarily satisfaction and dissatisfaction.

Similarly Herzberg (1959) said that when these factors have been satisfied to above the level which the employees consider acceptable, there will be no dissatisfaction, but neither will there be significant positive attitude. People feel dissatisfied due to the ghastly environment, but they are seldom satisfied by a good environment said Herzberg (1959). Herzberg (1959) said that the prevention of dissatisfaction is just as important as encouragement of the motivator satisfaction. Herzberg (1959) further said that the hygiene factors operate independently of the motivation factors.

Essentially, the hygiene factors are required to ensure an employee is not dissatisfied. Motivation factors are required in order to motivate an employee to higher performance. Herzberg (1959) further classified employee actions and how and why they occur, example if one has to perform a work related action because one has to, this is categorized as progress, but if one performs a work related action because one wants to then that is classed as motivation.

<http://encyclopedia.thefreedictionary.com/two+factor+theory>

**Figure 2.2 Herzbergs' Two Factor Theory**



[http://www.examtutor.com/business/resources/studyroom/people\\_and\\_organisations/motivation\\_theory/4-herzbergstwofactortheory.php](http://www.examtutor.com/business/resources/studyroom/people_and_organisations/motivation_theory/4-herzbergstwofactortheory.php)

### **2.4.3.3 Reward and Reinforcement**

A reward, tangible or intangible, is presented after the occurrence of an action, which is behaviour, with the intent to cause the behaviour to occur again. This is executed by associating positive meaning to the behaviour. Studies showed that if the person received the reward immediately, the effect would have been greater and decreases as duration lengthens. Repetitive action-reward combination can cause the action to become a habit. Motivation comes from two things: employee and other people. There is extrinsic motivation which comes from others and intrinsic motivation which come from within the employee.

### **2.4.3.4 Extrinsic rewards**

These are external or outside of the individual, for example, praise or money.

According to Herzberg (1968) money is the most obvious paradigm, but compulsion and threat of punishment are also general extrinsic motivations.

Herzberg (1968) further said that in sports, the crowd may cheer the performer, and this will motivate him or her to perform well, the trophies are extrinsic incentives therefore competition is often extrinsic because it encourages the performer to succeed and beat others, not to enjoy the intrinsic rewards of the activity.

Social psychological research has specified that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation according to Herzberg (1968).

### **2.4.3.5 Intrinsic rewards**

Herzberg (1968) said that satisfaction or accomplishment are internal to or within the individual.

Herzberg (1968) further said that intrinsic motivation is evident when people engage in an activity for its own sake, without some obvious external incentive present and this form of motivation has been deliberated by psychologists like Herzberg and it has been found that it is usually associated with high achievement and enjoyment.

#### 2.4.3.6 Equity Theory

The equity theory of motivation was explored by Adams (1963) and the fundamental aspect of this theory is that workers evaluate their employment and rewards with those in similar occupation. According to Adams (1963) this theory is based on the hypothesis that individuals who work for remuneration from an organization, are expected to be treated reasonably well at work. Adams (1963) said that management plays a fundamental role in assuring that equity is maintained in the workplace. Adams (1963) theory is therefore based on four significant requisites which are:

- a) *Person* - The person for whom equity or inequity is professed,
- b) *Comparison*– the ratio of inputs and outcomes,
- c) *Inputs* - the individual characteristics such as skills, experience and learning or age, sex and race.
- d) *Outcomes* - recognition, fringe benefits and remuneration.

According to Kini and Hobson (2002) they affirmed that this theory advocates that individuals be inspired in maintaining a reasonable or equitable association between themselves and the organization and to change those associations that are unfair or inequitable.

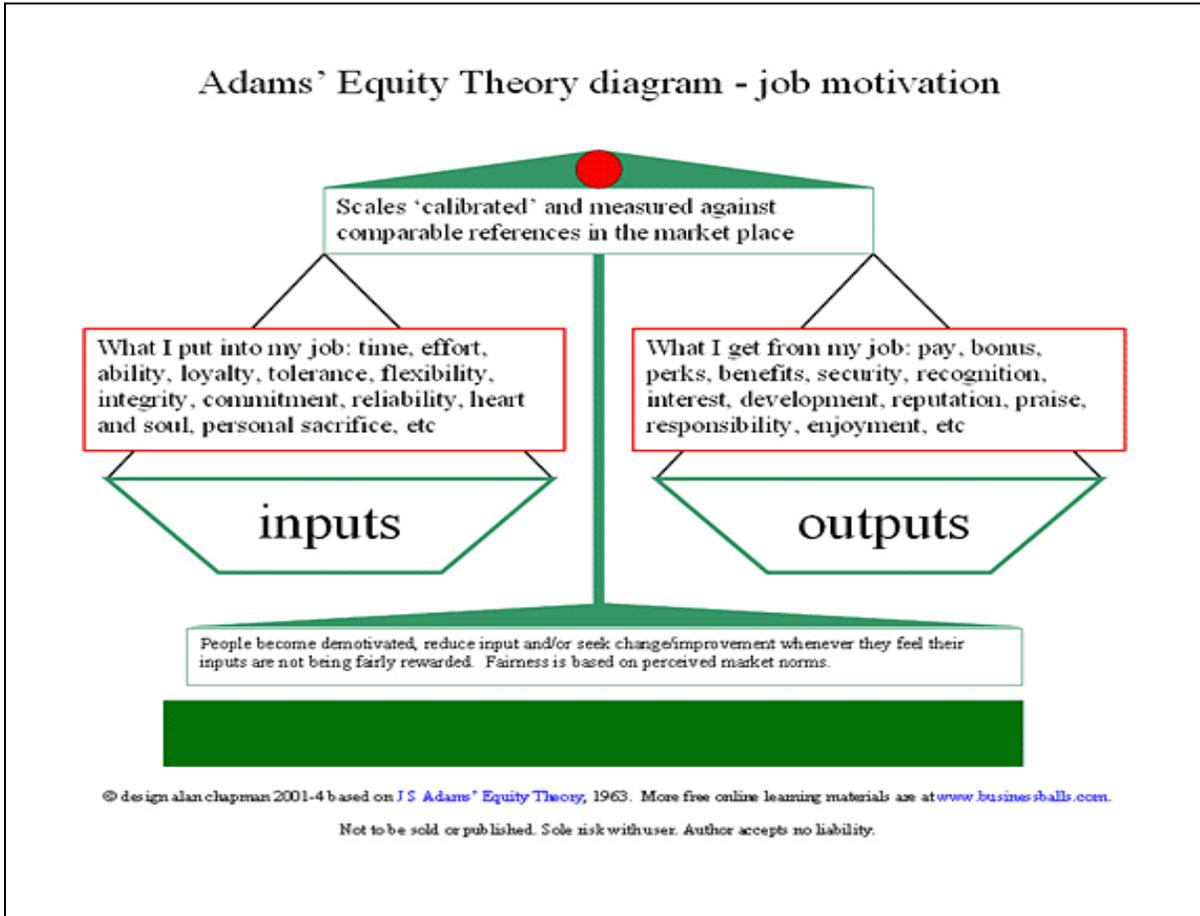
Gibson *et al.*, (2000) stated that frequently employees do not respond equally to the same degree of inequity caused or experienced.

Gibsons *et al.*, (2000) said that essentially this theory articulates that, should employees identify their outputs or efforts in the organization and are fairly and justly rewarded in comparison to others doing the same job, employees will be motivated to achieve and earn further rewards. Gibson *et al.*,(2000) further affirmed that should employees identify that their inputs or efforts are not rewarded fairly and justly rewarded in comparison to others doing the same job, employees will be less motivated and therefore exercise less efforts in

their jobs. Therefore Gibson *et al.*,(2000) suggested that the managers' role is critical in ensuring that employees:

- Are not unreasonably treated.
- contribution and effort are acknowledged and fairly remunerated, and
- Outcomes as in compensation and benefits are fairly and honestly disseminated.

This will ensure that anxiety and negative approach are not permitted, which may assist in keeping employees content, industrious and motivated.



**Figure 2.3 Adams Equity Theory – Job Motivation**

© design alan chapman 2001-7 based on [J S Adams' Equity Theory](#), (1963).

#### **2.4.3.7 Money as a motivator**

Herzberg (1959) addressed money in his study analysis and acknowledged the complexity of the salary issue, which is money and earnings, and concluded that money is not a motivator in the way that the primary motivators are, such as achievement and recognition. Herzberg (1959) said that factually money is required for living, food, shelter and clothes which are bare necessities. He further said that money is an indispensable item like oxygen which is required for survival and it is therefore a precious entity of our life. Herzberg (1959) further said that money makes the world go round, and nowhere is this more realistic than in the workplace. According to Herzberg (1959) with money, one can purchase all the necessities including luxuries for living as well as enjoying life and this is the sole reason why money attracts people, exhibiting its novel character of being a great motivator at work because everyone works to earn and obtain money and a good salary which will stimulate or motivate workers to perform their best.

Employers know that money is one of the best motivators according to Herzberg (1959), but however, bonuses or cash awards are always the best way to reward employees.

Herzberg (1959) said that there are circumstances where money is the best recognition for extra work but there are instances when this is inappropriate.

The most important reason why people have to work is because of money, said Herzberg (1959), who further said that cash is a fair and effective way for management to show appreciation to hardworking staff. Herzberg (1959) further said that employers have identified this and many companies reward outstanding employees with bonuses and cash rewards for work well done.

On the other hand, Herzberg (1959) said that this is demeaning, trivializing, and appalling for morale, as people are motivated by different things. Herzberg (1959) said that some employees have financial goals, others have professional goals, whilst others have personal goals and money single-handedly cannot work for achieving everything Herzberg (1959) said that different people are motivated by different aspects and money may not work for

every employee. Herzberg (1959) said that some people have motivation from within or intrinsically and these people do not often need rewards or encouragement to keep them motivated to complete or conclude a task. Herzberg (1959) said that some have their mind set to succeed whilst others are extrinsically motivated, or need outside forces to keep them interested in completing a chore or task. These are the people that need a lot of encouragement, rewards or praise in order to stay motivated to complete a task according to Herzberg (1959).

#### **2.4.3.8 Money awards are effective:**

According to Herzberg (1959) hunger is the greatest motivational force, and money is the tool to achieve many things in life and upon analyzing this, money is of great importance, and extra money motivates people to perform well in order to achieve more. Employees therefore compete to raise productivity or standards and it is not always possible to promote people, so money is a simple way to reward employees because this is acceptable to all employees as some may not appreciate a particular present, or certain gifts may be offensive therefore money often plays an important role in someone's decision to join or leave a company, according to Herzberg (1959).

#### **2.4.3.9 The effects of Money**

According to Herzberg (1959) if employees are well paid, money may not be sufficient for them, as they may prefer other benefits, such as an award ceremony or dinner, a club membership, a travel ticket, a car or a window office. This may further set employees against each other, leading to conflict in the office, making it difficult to determine the standard or basis for the decision to award the employees, Herzberg (1959).

#### **2.4.3.10 Money is in-effective:**

Employees are remunerated according to their category of occupation and therefore should not perform disorderly if paid more or less than others employees as money trivializes work situations, according to Herzberg (1959). Herzberg (1959) further said that the lower paid employees may be rewarded in monetary value, by the employer as an incentive to perform well in his employment.

There are many other ways to motivate employees such as appreciation, admiration, performance recognition, fringe benefits, job security, personal growth, good atmosphere, updated technologies, interesting products or well-organized processes Herzberg (1959).

According to Herzberg (1959) empowering workers with responsibility, respecting personal boundaries, recognizing employees as valued resources and creating supportive relationships will go further than just a pay increase towards satisfying employees. Herzberg (1959) said that satisfied, motivated employees who clearly know what is expected of them and who are given the opportunity to learn and grow in their careers are much more likely to make a long-term commitment to their place of work and there is no obligation of motivating them by money.

#### **2.4.3.11 Job Characteristics Model**

The Job Characteristics model had pioneered from researcher Herzberg (1996), Turner and Lawrence (1965) Blood and Hulin (1967) all of whom examined the relationship between certain objective attributes of tasks and employee's reactions to their work.

#### **2.4.3.12 Job Satisfaction**

Spector (1997) said that job satisfaction is simply how individuals feel about their jobs and different aspects of their jobs. Spector (1997) further said that it is the extent to which employees like or dislike their jobs, and how satisfied or dissatisfied they are in their job.

Therefore Spector (1997) said that job satisfaction is basically an attitudinal variable of how one perceives his or her job.

According to Gibson *et al.*, (2000) job satisfaction may be defined as an individuals' expression of personal well-being associated with performing the duties allocated to him or her. Gibson *et al.*,(2000) further said that job satisfaction depends on the level of intrinsic and extrinsic outcome and how the employees view those outcomes, and consequently these differences would account for diverse levels of job satisfaction for basically the similar responsibilities.

Cheung and Scherling (1999) carried out an investigation which concurred with the above conclusion. For example, Tuch and Martin (1991) and Cheung and Scherling (1999) said that job satisfaction is the principle of intrinsic and extrinsic rewards offered by a job and they further stated that employees' job satisfaction is a function of status associated with job level. The researchers further mentioned that employee job satisfaction is a function of work values. Lambert, Barton, and Hogan (1999) said that the intrinsic rewards include the achievement of the job whereas extrinsic rewards include pay, promotion and good relationships in the workplace. Lambert *et al.*, (1999) further said that this reward theory was used to clarify sex differences in job satisfaction, and they further mentioned that task, status, monetary reward and social relationships or a team dimension are four essential factors of job satisfaction. The above four factors by Lambert *et al.*,(1999) are also important dimensions of work values and claims that they are the foundation of the reward theory, which clarifies higher job satisfaction by the intrinsic and extrinsic rewards offered by promotion.

Bateman and Snell (1999) said that if employees feel fairly treated by the outcomes they receive or the processes used they will be satisfied. However, satisfied employees are not necessarily more productive than the dissatisfied employees, and sometimes employees are content with their jobs because they don't have to work hard causing dissatisfaction, which creates a workforce that is more likely to reveal 1) higher turnover; 2) higher absenteeism; 3) lower corporate citizenship; 4) more grievances and lawsuits; 5) strikes;

6) stealing, sabotage, and vandalism and 7) poorer mental and physical health (which can mean high job stress, higher insurance costs, and more lawsuits), Batemen and Snell (1999). All of these consequences of job dissatisfaction either directly or indirectly are costly to an organization.

#### **2.4.4 Personal Characteristics**

Personal characteristics such as age, gender, race, and tenure of service were found to be common determinants in job satisfaction studies by Spector, (1996); Kreitner, Kinicki and Buelens,(1999); Green, (2000).

##### **2.4.4.1 Gender**

The research on gender and satisfaction had provided mixed evidence. Vecchio (2000) said the rising expectations of women in the workplace will result in differences in job satisfaction between the genders.

Most studies that have looked at job satisfaction amongst men and women and have found very little difference Spector (1996). Quinn, Staines and McCullough (1974) also claimed that there is no evidence that gender affects job satisfaction. Similar conclusions were reached in a study done by Green (2000). According to Benton and Halloran (1991) previously men had a higher degree of satisfaction but this has weakened because of equal opportunities for employment and advancement. For women, however co-workers and working conditions are more important factors than they are for men.

According to DeVaney and Chen (2003) the impact of gender on satisfaction varies with occupational level of employee. For example professional women such as psychologists and social workers had lower levels of job satisfaction than their male counterparts and for non-professionals the reverse was factual according to Shapiro and Stern (1975). This proved to be the case in a study of academic staff at education colleges which revealed that job satisfaction for males were higher than that of the females, Bohloko (1999).

However, DeVaney and Chan, (2003) conducted a study in the financial services sector which found that female professionals were more satisfied than their male counterparts.

#### **2.4.4.2 Age**

Many studies have been conducted on age and the impact that it has on the organization Robbins (1998); Walbrugh and Roodt (2003). There are mixed perceptions of what people have of older workers Robbins (1998). Some have positive perceptions of the older employees, because they are committed to quality, whilst others have negative perception of older people and feel they are less flexible. Older employees will play an important part for the future of the organizations given the fact that HIV/AIDS has an impact on the workforce and specifically on younger people Walbrugh and Roodt (2003). Sterns and Miklos (1995) supported the fact that older employees are increasingly used in the workforce.

Some studies revealed that older employees are more satisfied with their jobs than that of younger ones Spector (1996) and Bohloko (1999). Other studies established a U-shaped relationship between age and job satisfaction Kacmar and Ferris (1989). This is evident when job satisfaction is high for young people, it declines for the middle-aged group and then increases again with age. Similarly Benton and Halloran (1991) affirms that young employees will perform well and experience high satisfaction on initial employment. However, Benton and Halloran (1991) further said that this will decline until they reach their late twenties increasing satisfaction slowly with age, eventually bypassing the initial levels of employment.

#### **2.4.4.3 Age and Commitment**

There are contradictory findings in the relevant literature about the relationship between age and commitment.

Previous research had found a consistent, positive relationship between age and commitment to work and the job. However, it is not clear if it is age per se or correlates of

age, such as job tenure or length of service within the organization that account for observed gains in work commitment over the life cycle Martin D. Hallon, (1996).

Other researchers have found that commitment has been related positively to age Angle and Perry (1981); Arnold and Feldman (1982); Buchanan (1974); DeCotiis and Summers (1987); Dornstein and Matalon (1989); Hrebiniak (1974); Hrebiniak and Alutto (1972); Jones *et al.*, (1975) Kacmar and Carlson (1999); Lee (1971); Lodahl and Kejner (1965); Lok and Crawford (1999); Luthans *et al.*,(1987); Mathieu and Zajac (1990); McKelvey and Sekaran (1977); Morris and Sherman (1981); Newton and Keenan (1983); Rabinowitz *et al.*,(1977); Saal (1978); Schwart and Smith (1972); Sekaran and Mowday (1981); Sheldon (1971); Staw and Ross (1997); Steers (1997); Williams and Hazar (1986). The positive relationship between age and commitment was also viewed by Van Rooyen (1981) who conducted a study and found that married women above the age of forty, divorced and widowed women tend to be more interested in their work and career development than younger married or unmarried women. Research has also indicated that there is a positive relationship between age and effective commitment, Colarelli *et al.*,(1987); Harrell (1990); Ferris and Aranya (1983); Meyer and Allen (1991); Reilly and Orsak, (1991).

#### **2.4.4.4 Race**

The labour force are becoming more multi –cultural in all countries. This diversity is due to the foreign investments that constantly occur. In order to ensure that such a varied labour force performs at its optimum Spector (1996) said that it was necessary to determine how satisfied the employees are.

International studies which examined job satisfaction between black and whites have found that whites are happier Spector (1996) and Texas (2004).

Motivation and Job Satisfaction. Sited on

<http://www7.tamuccommerce.edu/psychology/documents/PSY%20404?Motivation%20and%20Job%20Satisfaction.ppt>[Accessed 09 April 2009]

The study further stated that in America this was attributed to the occupation level of African Americans. A study conducted by Tuch and Martin (1991) reported that African Americans have a lower level of job satisfaction because they are mainly blue-collar workers and therefore, have low pay and high job volatility.

#### **2.4.4.5 Tenure**

Tenure is essential because it has been reviewed as a lawful and justifiable basis for distributing rewards and making staffing decisions Gordon and Johnson (1982).

Vecchio (2000) stated that individuals with less time in their job are more dissatisfied than those appointed for a longer time, but this he said could be attributed to the possibility that the older employees tend to be in higher-level jobs. According to Spector (1996) longer tenure can be related to greater job satisfaction because of the rewards that accompany it. Bedeian, Ferris and Kacmar (1992) found that tenure was a more consistent forecaster of job satisfaction than age.

### **2.5 Conclusion**

In this chapter, various literature was reviewed, and the main objective was to underline the significant characteristics of job involvement.

Job Involvement is an essential constituent in any organization, as this determines the involvement of staff and how the vision and mission together with the goals of the organization are met.

## **Chapter 3: Research Methodology**

### **3.1 Introduction**

This chapter discusses the research design, the sampling procedure and the method that was used to fulfill the objective of this study. The research instrument and the administration of the questionnaires and the data collection process is also discussed.

The data was analyzed using inferential statistics which involved using a sample questionnaire to analyze conclusions and a brief presentation and analysis reported hereupon.

### **3.2 Research Design**

The research design referred to the overall plan aimed at identifying the assessment of job involvement among staff in the Faculty of Health Sciences, University of KwaZulu-Natal. Therefore the design was a set of coherent steps acquired by the researcher in order to respond to the research questions. As Brink (2006) said that a research design outlines the recipe of the study and determines the method that was used to collect and analyze the data and to construe the results.

An instructive quantitative non-experimental design was used in this study. According to Burns and Groves (2001) quantitative research is a proper, objective, meticulous and methodical method of generating information about the world. The quantitative approach was used because it is systematic and the researcher was able to proceed logically with this study.

### **3.3 Research Structure**

The following steps were taken to conduct the research accordingly.

- a) Literature on Job Involvement was assessed and an instrument was found.
- b) Based on the Research Objective and the Literature Review, the study was designed.

- c) The Ethical approval was attained from the Ethics committee at the University of KwaZulu-Natal.
- d) Necessary approval was attained to conduct the investigation and questionnaires were handed to the Administrators in the Schools, within the Faculty of Health Sciences.
- e) The survey instrument distributed, was based on the following:
  - A socio demographic profile which was developed, by the Graduate School of Business, at the University of KwaZulu-Natal was used.
  - The Job Involvement Questionnaire (JIQ) Kanungo (1982) was included to measure the job involvement of staff in the Faculty of Health Sciences at the University of KwaZulu-Natal.
- f) The analyzing of the data was conducted.
- g) The Data interpretation, summarizing the findings, drawing conclusions, and identifying specific implications were made.

### **3.4 The Problem Statement**

To what extent are staff in the Faculty of Health Sciences, University of KwaZulu-Natal involved in their jobs.

### **3.5 The Objective of the study**

**The objectives of the study were:**

- ❖ To conduct a literature review of Job Involvement.
- ❖ To assess the extent to which employees' are involved in their jobs.
- ❖ To examine the influence of the biographical variables on Job Involvement among staff in the Faculty of Health Sciences.
- ❖ To make recommendations.

### **3.6 Sampling Technique and Description of Sample**

#### **3.6.1 Sampling**

Sampling is a process, or technique of choosing an appropriate sample, or a diplomatic dimension of a population for the use of determining the parameter or uniqueness of a population Larson and Farber (2000).

The purpose of sampling is to depict results of the population from the samples. Sampling is a fundamental measure for majority of research, and researchers ought to know how to select their sample population which are free from bias as possible, and be responsive of the degree to which they can extrapolate their results back to the general population. When conducting a research, it is not possible to obtain all the population data, unless the population size is small, therefore, information is usually obtained from a sample. The definition of a sample therefore is a compartment of a population Larson and Farber (2000).

Probability and non-probability sampling are two main types of sampling designs.

#### **3.6.2 Probability**

Probability sampling is when ‘the elements in the population have some known chance or probability of being selected as sample subjects’ Sekaran (2003).

#### **3.6.3 Non-Probability**

Non-Probability sampling is when the elements do not have a known or predetermined chance of being selected as subjects Sekaran (2003).

Probability sampling will be used in this study because area sampling which is when, the research pertains to populations within identifiable geographical areas such as countries, cities or particular boundaries within a locality Sekaran (2003).

## **3.7 Population**

### **3.7.1 What is a Population**

The population of a study sets boundaries on the study. A population therefore refers to a specific set of individuals or organizations with specific characteristics that are going to be used in the study De Vos (2002).

The population for this study was 80 staff members which included both academic and support staff who worked in the various schools within the Faculty of Health Sciences including the faculty office. Permission was received from the Dean of the Faculty and a letter of invitation was also forwarded to the Heads of each School. Each School acknowledged participation. There are approximately 120 staff members employed in the Faculty of Health Sciences, and all staff members were offered to complete the questionnaire.

### **3.7.2 Sample Size**

There were approximately 80 questionnaires distributed, and forty completed questionnaires were returned. This gives a return rate of 50%.

### **3.7.3 Composition of sample**

The composed sample was divided into the biographical details and Kanungo's job involvement questionnaire. This questionnaire was given to the respondents to complete.

### **3.7.4 Data Collection**

This study was conducted in the various Schools of the Faculty of Health Sciences, University of KwaZulu-Natal.

The investigator exercised the following measures to collect the data.

- a. The investigator had approached the Heads of School within the Faculty of Health Sciences and thereafter communicated with the administrator in each School to assist in the distribution of the questionnaires.

- b. The investigator worked closely with the administrators and established the composition of staff in their Schools.
- c. Each School was provided with sufficient questionnaires for each academic and support staff, and these were distributed by the administrators.
- d. The package provided with the questionnaire were as follows; a covering letter, explaining the purpose of the study, the permission received from the Dean of the Faculty of Health Sciences, details of confidentiality, and instruction for completion. The questionnaire consisted of questions pertaining to demographic details and job involvement.
- e. The respondents were requested to return the completed questionnaires to the administrator in their School. A week later the investigator had telephoned each school administrator to follow up on the progress, and a gentle reminder thereupon, was given. Upon a further two weeks passing the principal investigator had followed up again, receiving some positive feedback. At the end of the data collection period, the completed questionnaires from each School was collected by the investigator. The data was collected from participants, three months later. The academic participants were not too eager to participate in this study, hence the greater feedback from the support staff.

### 3.7.5 Survey instrument

In this study the Job Involvement Questionnaire by Kanungo (1982) was used. The table below illustrates the reliability value of this instrument, which was previously tested.

### 3.7.6 Instrument used in previous studies

*Table 3.1 Instrument*

<b>Instrument</b>	<b>Reliability reported in previous study (Cronbach's alpha)</b>	<b>#of item</b>
Kanungo's (1982) JIQ	.81	10

### 3.7.7 Description of the Instrument

The instrument was divided into the following sections:

### 3.7.8 Section A – Biographical Details

Consisted of the biographical information such as age, gender, marital status, race, position held, length of service and qualification of staff within the Faculty of Health Sciences.

#### 3.7.8.1 Age

The table below illustrates the age variable of the staff in the Faculty of Health Sciences

*Table 3.2 Age*

<b>Age</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
20-24	0	2	2
25-29	0	2	2
30-34	2	3	5
35-39	2	8	10
40-44	2	4	6
45-49	1	9	10
>50	1	4	5
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

#### 3.7.8.2 Gender

The table below illustrates the gender difference of the staff in the Faculty of Health Sciences.

*Table 3.3 Gender*

<b>Gender</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

### 3.7.8.3 Marital Status

The table below illustrates the marital status of the staff in the Faculty of Health Sciences.

*Table 3.4 Marital Status*

<b>Marital Status</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Single	3	10	13
Married	4	19	23
Divorced	0	3	3
Widowed	1	0	1
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

### 3.7.8.4 Race

The table below illustrates the race difference among the staff in the Faculty of Health Science.

*Table 3.5 Race*

<b>Race</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Black	1	13	14
Asian	7	12	19
White	0	5	5
Coloured	0	2	2
Other	0	0	0
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

### 3.7.8.5 Position Held

The table below illustrates the position held among the staff in the Faculty of Health Sciences.

*Table 3.6 Position held*

<b>Position Held</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Academic	1	17	18
Non-Academic	6	16	22
<b>Total</b>	<b>7</b>	<b>33</b>	<b>40</b>

### 3.7.8.6 Length of Time in Position

The table below illustrates the length of time staff are in their position in the Faculty of Health Sciences.

*Table 3.7 Length of Time in Position*

<b>Length of Time in Position</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1-5 years	5	14	19
6-10 years	2	7	9
11-15 years	1	7	8
16-20 years	0	2	2
21>years	0	2	2
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

### 3.7.8.7 Qualifications

The table below illustrates the qualification of the staff in the Faculty of Health Sciences.

*Table 3.8 Qualification*

<b>Qualifications</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Diploma	1	8	9
Degree	1	2	2
Masters	0	14	14
Doctorate	1	4	5
Other (Specify - Matric)	5	4	8
<b>Total</b>	<b>8</b>	<b>32</b>	<b>40</b>

### 3.8 Section B - Likert Scale

The Likert scale examines how strongly respondents agree or disagree with areas under discussion on a 5 point scale.

#### 3.8.1 Likert Scale

This section was broken into five dimensions, concentrating on Organizational Culture, Motivation, Commitment to work, Organizational Goals and Job Satisfaction. There were questions that fitted in these dimensions.

*Table 3.9 Likert scale*

<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

### **3.9 Data Analysis Techniques**

Analyzing data means reducing the data to a form in which it can be construed. In this study descriptive and inferential statistical methods were used.

#### **3.9.1 Data Analysis**

The research study was analyzed using SPSS (Statistical Software package). In order to achieve results it is vitally important to classify and evaluate the data and thereafter relate logic to the results.

#### **3.9.2 Descriptive Statistical Techniques**

Descriptive statistics describe numerical data, Neuman (1997). Kerlinger (1986) describes descriptive statistics as summarizing or describing a sample quantitatively by obtaining frequencies, measures of central tendencies and extent of variability. According to Sekaran (2003) frequencies are not used to summarize information by counting the number of times behaviour occurs. The measures of central tendencies tell us something about the central values or typical measures and they include the mean, mode and median. Then there is a standard deviation, a measure of dispersion of data among the scores Sekaran (2003).

#### **3.9.3 Frequency**

Frequencies are used to summarize information especially that of biographical data obtained on a nominal scale. According to Kerlinger (1986) frequencies can be referred to as a series of numbers and of objects in a set or subsets. A frequency analysis can be presented in the form of tables or graphs. In this study the presentation is made in the form of tables and graphs.

#### **3.9.4 Measures of central tendency and dispersion**

Measures of central tendency tell us something about the central values of typical measures in the distribution of scores and they include the mean, mode and median. The mean was used as a central tendency in this study. In addition to a measure of central tendency, it is

desirable to have a measure of dispersion of data. Such a measure of variation is an indication of the scatter of measures around the centre of the distribution and includes, for example, the standard deviation and variance. The standard deviation is a measure of dispersion among the scores Sekaran (1992).

### **3.9.5 Mean**

The mean is a measure of central tendency which is commonly known as the arithmetic mean or average which includes all data values in its calculation. The mean is calculated by identifying the sum of all scores and then dividing the sum by the total number of cases. The calculation of the mean is possible when the values are measured on an interval or ratio scale Moodley (1998).

### **3.9.6 Standard Deviation**

In addition to a measure of central tendency, it is desirable to have a measure of dispersion of the data. The standard deviation is this measure of dispersion that is found among the scores Sekaran (1992). It measures the amount by which the values in the data distribution differ from the mean Neuman (1997).

### **3.9.7 Reliability**

Reliability is the consistency of the instruments measurement and the attributes thereof at various times. Should an instrument be used on more than one occasion to measure constant behaviours similar results are expected if it is reliable. According to LoBiondo-Wood and Haber (2002) reliability relate to “coherence, precision, stability and homogeneity”

### **3.9.8 Validity**

Validity is whether the instrument referred to actually measures what it is intended to measure. Lobiondo-Wood & Haber (2000) said that the instrument is considered valid if it reflects the concept that it is suppose to measure.

### **3.10 Conclusion**

This chapter outlines and describes the various research methodology techniques used to measure the extent of which staff are involved in their jobs. The various techniques identified above were used to ascertain how to best analyze the raw data. This data has been captured by a statistical package that would identify both inferential and descriptive statistics.

## Chapter 4

### Presentation and discussion

#### 4.1 Introduction

In this chapter the data analysis, interpretation and findings are discussed. The sample consisted of 40 respondents who were the academic and support staff in the Faculty of Health Sciences at the University of KwaZulu-Natal. The data was collected during August 2009 to October 2009 using a questionnaire.

Table 4.1 is graphically represented in Figure 4.1 (Pie Chart)

##### 4.1.1 Schools within the Faculty of Health Sciences

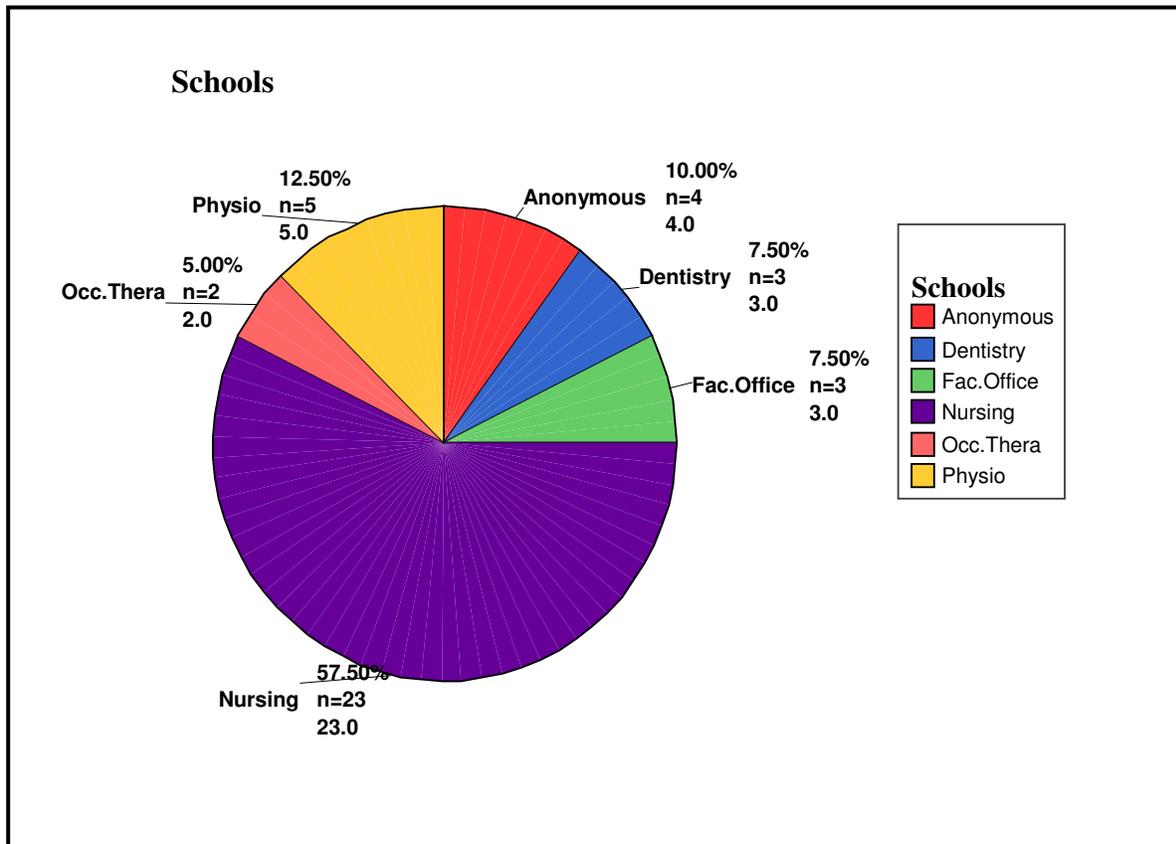
The table below illustrates the different Schools within the Faculty of Health Sciences

*Table 4.1 Schools within the Faculty of Health Sciences*

<b>Schools</b>	<b>N=</b>	<b>Percentage Response Rate</b>
Nursing	23	57.50
Occupational Therapy	2	5.00
Physiotherapy	5	12.50
Anonymous	4	10.00
Dentistry	3	7.50
Faculty Office	3	7.50
<b>Total</b>	<b>40</b>	<b>100</b>

### Schools within the Faculty of Health Sciences

Figure 4.1 Schools within the Faculty of Health Sciences



Above are the responses received from the schools within the Faculty of Health Sciences including the employees from the main faculty office as well. Approximately 10 questionnaires were handed to the smaller Schools, i.e less that 20 staff members and there were 30 questionnaires handed to the larger school which is the School of Nursing. The responses received were 40 questionnaires in total. The majority of the responses of 23 questionnaires were received from the participants in the School of Nursing reflecting 57.50% of the response, followed by Physiotherapy where 5 questionnaires were received, reflecting 12.50% of the response. A total of 4 questionnaires were received from participants preferred to remain anonymous and this reflects 10% of the response. A total of 3 questionnaires were received from both the School of Dentistry and the Faculty office

reflecting 7.50% of the response. A total of 2 questionnaires were received from the School of Occupational therapy and this reflects 5% of the response.

## 4.2 Demographic Data

The demographic details are illustrated in the tables below and further graphically illustrated in the pie charts.

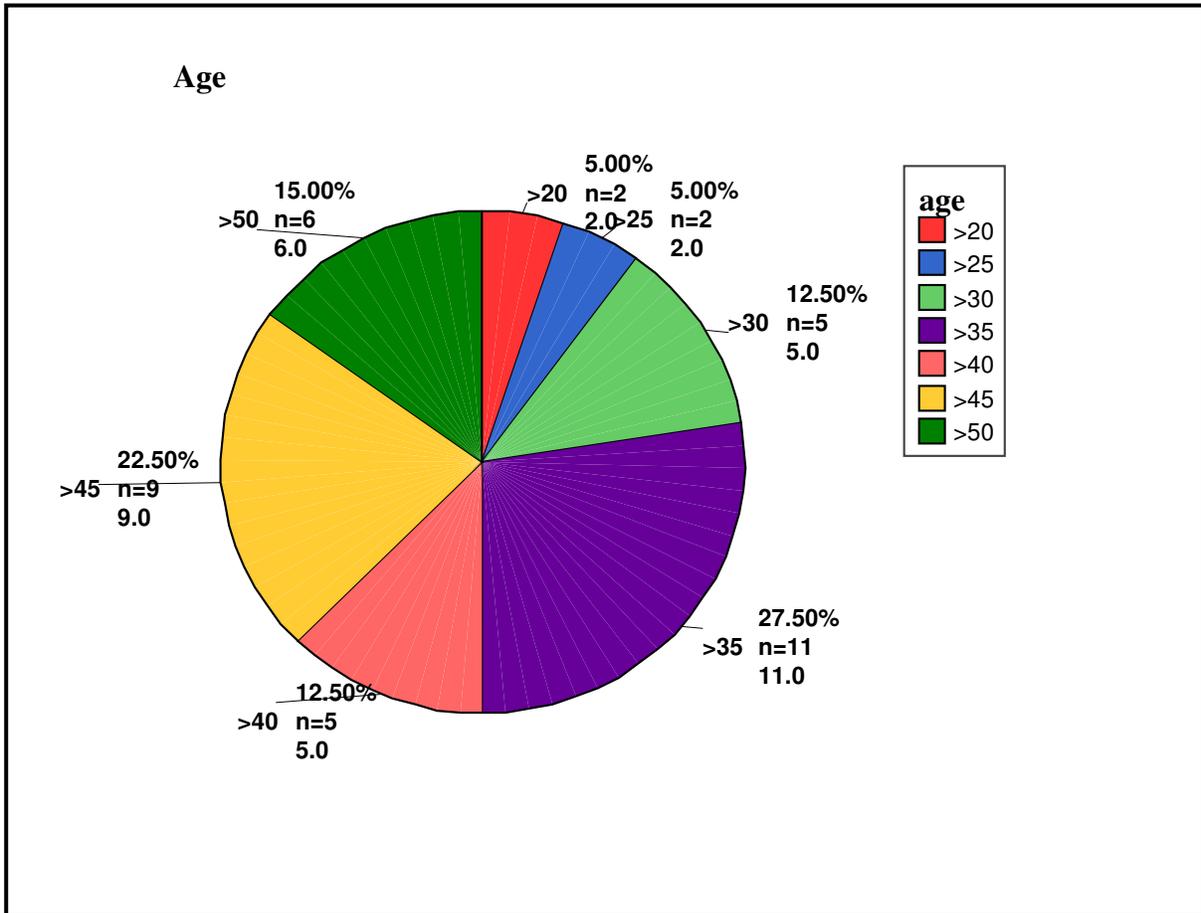
### 4.2.1 Age

Table 4.2 is further graphically represented in Figure 4.2 (Pie Chart)

*Table 4.2 Age*

<b>Age</b>	<b>N=</b>	<b>Percentage Response Rate</b>
>20	2	5.00
>25	2	5.00
>30	5	12.50
>35	11	27.50
>40	5	12.50
>45	9	22.50
>50	6	15.00
<b>Total</b>	<b>40</b>	<b>100</b>

Figure 4.2 Age



Herewith above it is apparent that the majority of the respondents fall under the age category greater than 35 years which is 27,50 %. The age category of greater than 45 also reflects quite a larger portion of 22.50%. There are employees who fall under the category which is greater than 50 with a 15% ratio, whilst a 12.50% reflects the age greater than 40 years, followed by employees who are greater than 30 years with the ratio of 12.50%. A small portion makes up the employees in the age group of greater than 20 and 25 years which is apportioned at 5% each.

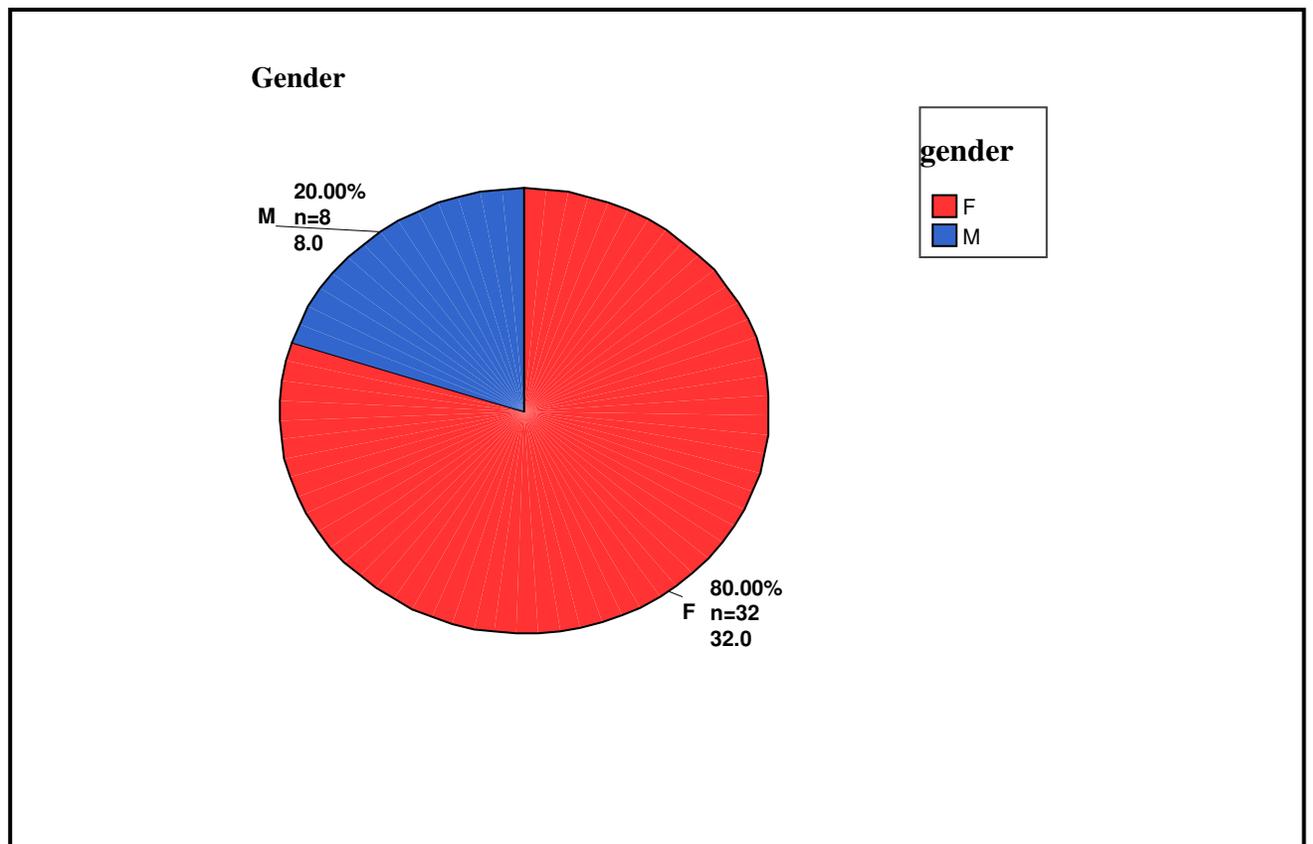
## 4.2.2 Gender

Table 4.3 is further graphically represented in Figure 4.3 (Pie Chart)

*Table 4.3 Gender*

Gender	N=	Percentage Response Rate
Male	8	20.00
Female	32	80.00
<b>Total</b>	<b>40</b>	<b>100</b>

*Figure 4.3 Gender*



It is apparent that the Faculty of Health Sciences is female dominated, with 80,00% making up the female component and 20% making up the male component.

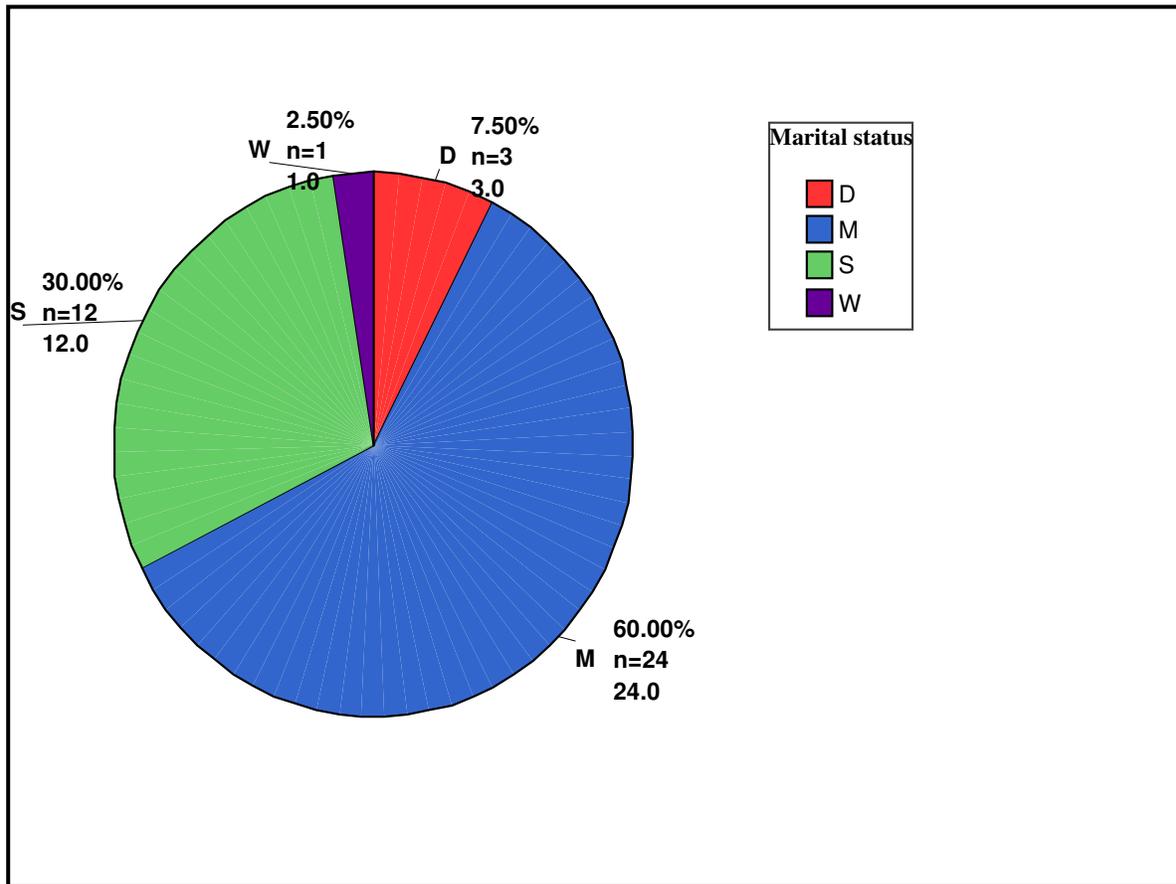
#### 4.2.3 Marital Status

Table 4.4 is further graphically represented in Figure 4.4 (Pie Chart)

*Table 4.4 Marital Status*

<b>Marital Status</b>	<b>N=</b>	<b>Percentage Response Rate</b>
Married	24	60.00
Single	12	30.00
Widowed	1	2.50
Divorced	3	7.50
<b>Total</b>	<b>40</b>	<b>100</b>

Figure 4.4 Marital Status



The above reflects that out of the responses received 24 participants are married reflecting 60% of the ratio, and 12 of the participants are single reflecting 30% of the ratio. 3 of the participants were divorced, which reflects 7.50% of the ratio, 1 response where the participant was widowed reflecting 2.50% of the ratio.

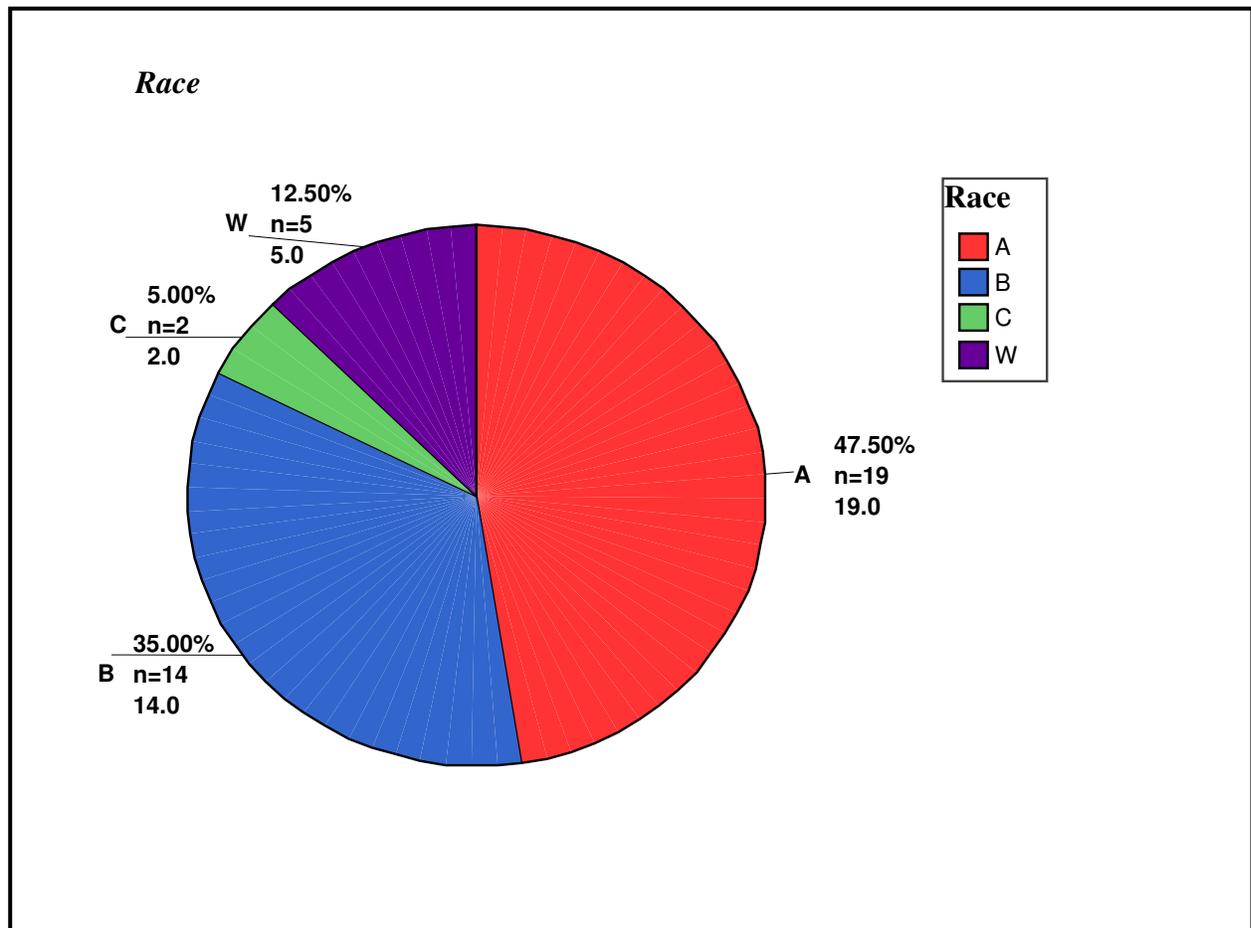
#### 4.2.4 Race

Table 4.5 is further graphically represented in Figure 4.4 (Pie Chart)

**Table 4.5 Race**

Race	N=	Percentage Response Rate
Asian	19	47.50
Black	14	35.00
Coloured	2	5.00
White	5	12.50
<b>Total</b>	<b>40</b>	<b>100</b>

**Figure 4.5 Race**



The above reflects that out of the 40 questionnaires received 19 responses were from the Asian race group reflecting a 47.50% of the ratio, followed by the Black race group with 14, reflecting 35% of the ratio. A total of 5 questionnaires were received from the White race group, reflecting 12.50% of the ratio, and 2 questionnaires from the Coloured race group, reflecting 5% of the ratio.

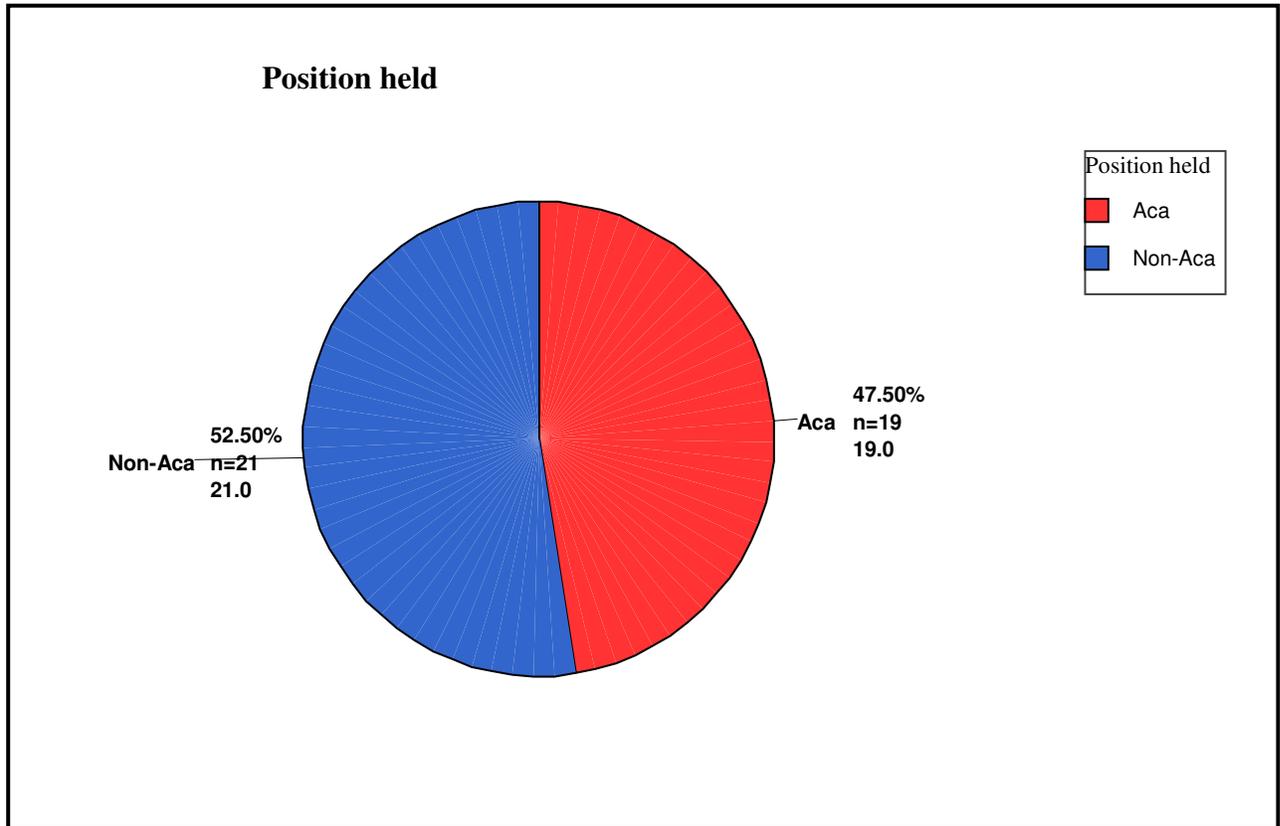
#### 4.2.5 Position Held

Table 4.6 is further graphically represented in Figure 4.6 (Pie Chart)

*Table 4.6 Position held*

<b>Position Held</b>	<b>N=</b>	<b>Percentage Response Rate</b>
Academic	19	47.50
Non-Academic	21	52.50
<b>Total</b>	<b>40</b>	<b>100</b>

**Figure 4.6 Position Held**



The above reflects that 21 participants were non academics which reflects a 52.50% ratio, whilst 19 participants were academics, which reflects 47.50% of the ratio.

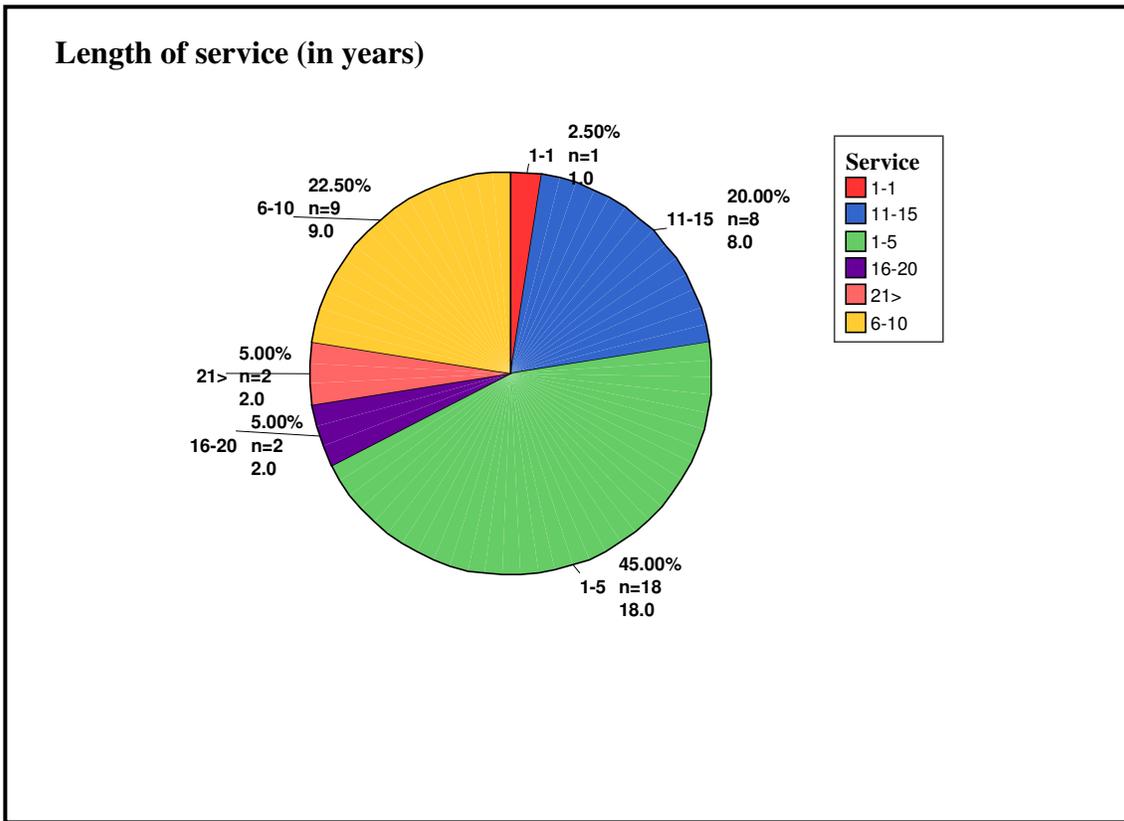
#### 4.2.6 Length of Service

Table 4.7 is further graphically represented in Figure 4.7 (Pie Chart)

*Table 4.7 Length of Service*

<b>Length of Service</b>	<b>N=</b>	<b>Percentage Response Rate</b>
< 1year	1	2.50
1-5years	18	45.00
6-10years	9	22.50
11-15years	8	20.00
16-20years	2	5.00
>21years	2	5.00
<b>Total</b>	<b>40</b>	<b>100</b>

**Figure 4.7 Length of Service**



The greater portion of the above diagram reflects that 18 participants are appointed between 1-5 years reflecting 45% of the ratio. A total of 9 participants are in their positions between 6-10 years reflecting 22.50% of the ratio and 8 participants are in their positions between 11-15 years reflecting 20% of the ratio. A total of two responses were received from participants who are in their positions between 16-20 years and over 21 years, making up a 5% ratio. There is an equivalent of 5% for respondents in their positions for 16-20 years, whilst some for over 21 years. There was 1 participant appointed for less than a year, reflecting 2.50% of the ratio.

#### 4.2.7 Qualifications

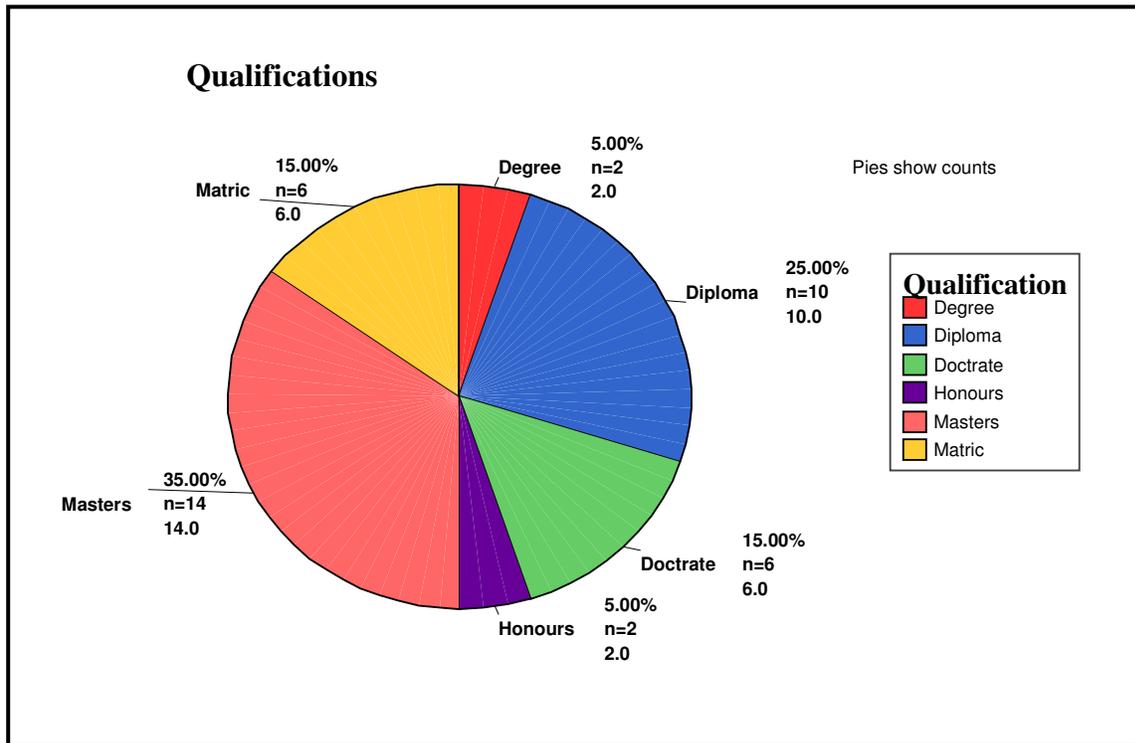
The greater portion of the above diagram reflects that 18 participants are appointed between 1-5 years reflecting 45% of the ratio. A total of 9 participants are in their positions between 6-10 years reflecting 22.50% of the ratio and 8 participants are in their positions between 11-15 years reflecting 20% of the ratio. A total of two responses were received from participants who are in their positions between 16-20 years and over 21 years, making up a 5% ratio. There is an equivalent of 5% for respondents in their positions between 16-20 years, whilst some for over 21years. There was 1 participant appointed for less than a year, reflecting 2.50% of the ratio.

**Table 4.8 is further graphically represented in Figure 4.8 (Pie Chart)**

*Table 4.8 Qualifications*

<b>Qualifications</b>	<b>N=</b>	<b>Percentage Response Rate</b>
Matric	6	15.00
Diploma	10	25.00
Degree	2	5.00
Honours	2	5.00
Masters	14	35.00
Doctorate	6	15.00
<b>Total</b>	<b>40</b>	<b>100</b>

**Figure 4.8 Qualifications**



Academic employees are appointed at a lecturer level with a minimum qualification requirement being a masters degree, therefore the above statistics reflects a 35% rate of respondents with a masters qualification. The second highest level is employees with a Diploma qualification, which is attained by support staff. Senior lecturers, Associate Professors and Professors are those who have acquired their doctorates. Herewith the academic participants reflects 15% of the qualification category. The honours and the degree qualification make up a 2% category and these are also the support sector of the faculty. A 15% category reflects that some support employees have not advanced in their education and have only a matric qualification.

### 4.3 Job Involvement

**Section B** – consisted of information related to Job Involvement, and is designed using the Likert scale which is constructed to analyze how strongly one agrees or disagrees with the proposed statements on a 5 point scale, Sekaran (2003).

*Table 4.9 Likert Scale*

<b>Strongly Agree</b>	<b>Agree</b>	<b>Uncertain</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
5	4	3	2	1

A similar study was conducted using nurses, at a Taiwan Hospital. This revised questionnaire was used by the researcher in the various Schools within the Faculty of Health Sciences.

This revised questionnaire was administered previously to a sample group consisting of 102 staff nurses working in the hospital setting.

A reliability analysis was conducted for Job Involvement where Cronbach's  $\alpha$  was .81, and it ranged from .80 to .85. These scales were reasonably high, therefore they were considered satisfactory in terms of dependability and reliability.

The revelation of the data was facilitated by the use of the Likert Scale.

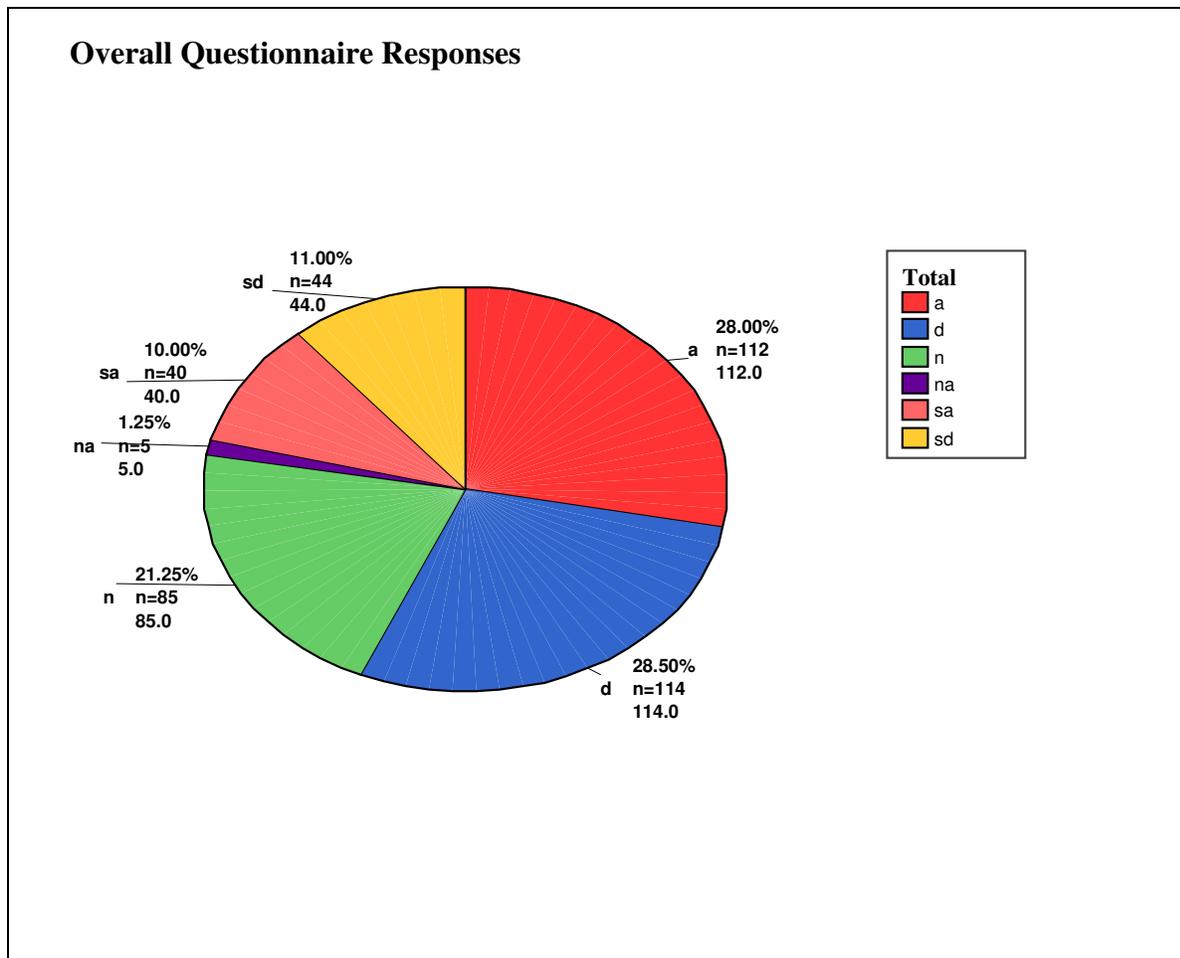
### 4.3.1 Overall response on Questionnaire

Table 4.10 is further graphically represented in Figure 4.9 (Pie Chart)

*Table 4.10 Overall response on Questionnaire*

<b>Responses</b>	<b>N=</b>	<b>Percentage response rate</b>
Agree (a)	112	28.00
Disagree (d)	114	28.50
Neutral (n)	85	21.25
No Answer (na)	5	1.25
Strongly Agree (sa)	40	10.00
Strongly Disagree (sd)	44	11.00
	<b>400</b>	<b>100</b>

**Figure 4.9 Overall response on Questionnaire**

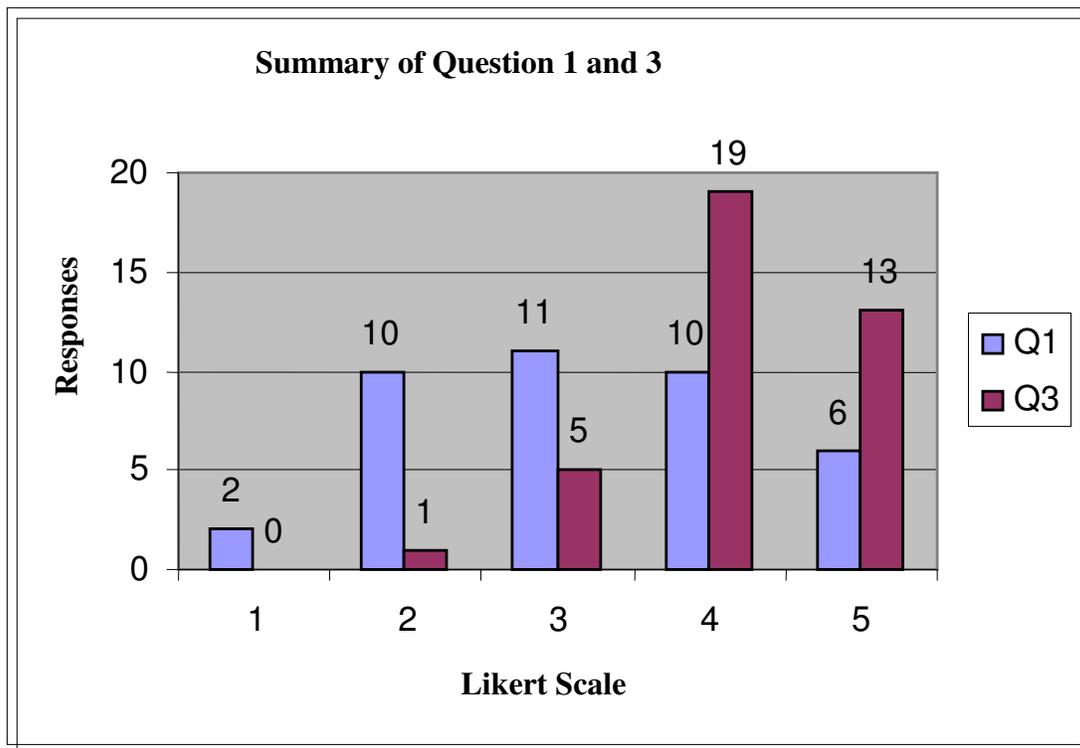


A total of 40 questionnaires were received from both the academic and support staff within the various Schools' in the Faculty of Health Sciences, although 100 questionnaires were distributed, and responses to the questions varied accordingly. There were 29.09% agreed, 28.83% disagreed, 21.82% neither agreed nor disagreed, making them neutral in their response, whilst 10.39% strongly agreed and 9.87% strongly disagreed.

### 4.3.1.1 Dimension of responses to the Questionnaire

### 4.3.1.2 Summary of Question 1 and 3

*Figure 4.10 Summary of Question 1 and 3*



According to the study, dimension 1 and 3 are related to the organizational culture of the Faculty. 19 participants agreed to question 3 and 10 to question 1 reflecting that organizational culture exists in the organization. 13 participants strongly agreed to question 3 whilst 6 strongly agreed to question 1. 11 participants neither agreed nor disagreed to question 1 whilst 5 participants neither agreed nor disagreed to question 3. 10 participants disagreed to question 1, whilst 1 disagreed to question 3. There were 2 participants who strongly disagreed to question 1 whilst there were no participants who responded to question 3.

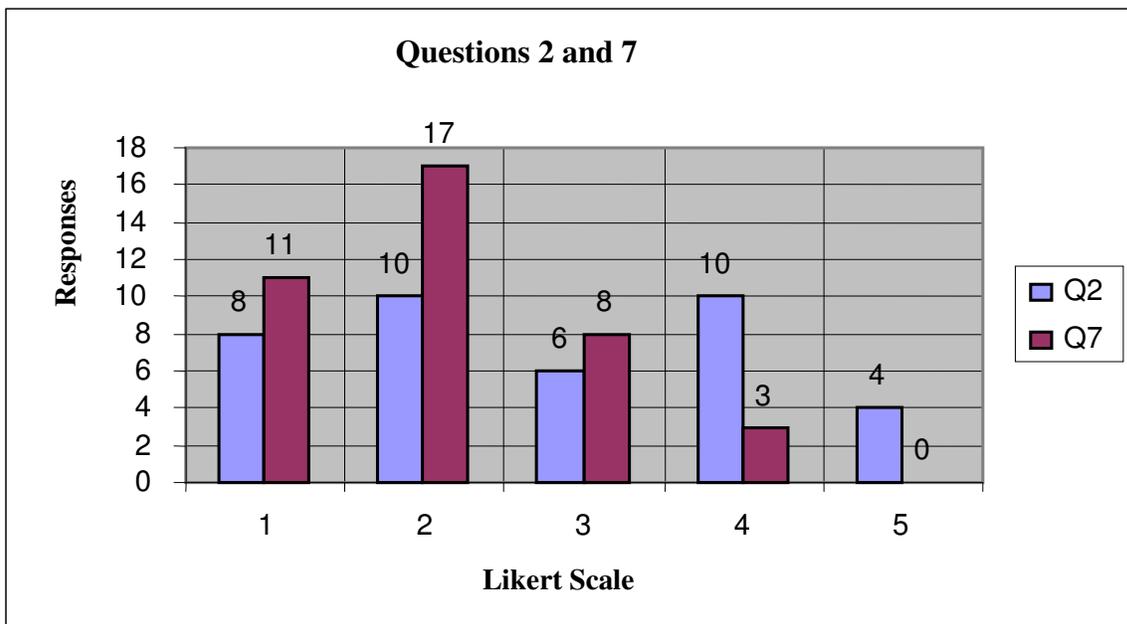
### 4.3.1.3 Percentages to Question 1 and 3

*Table 4.11 Percentages to Question 1 and 3*

Question one				
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
5.13%	25.64%	28.21%	25.64%	15.38%
Question Two				
0%	2.89%	13.16%	50.00%	34.21%

### 4.3.1.4 Summary of Questions 2 and 7

*Figure 4.11 Summary of Questions 2 and 7*



Questions 2 and 7 related to the dimension on Motivation. 17 participants disagreed with question 7 whilst 10 participants disagreed with question 2. 11 participants strongly

disagreed with question 7 whilst 8 participants strongly disagreed with question 2. 10 participants agreed with question 2 whilst 3 participants agreed to question 7. 8 participants neither agreed nor disagreed to question 7 and 6 participants neither agreed nor disagreed to question 2. There were 4 participants who strongly agreed to question 2, whilst there were 0 participants who strongly agreed to question 7.

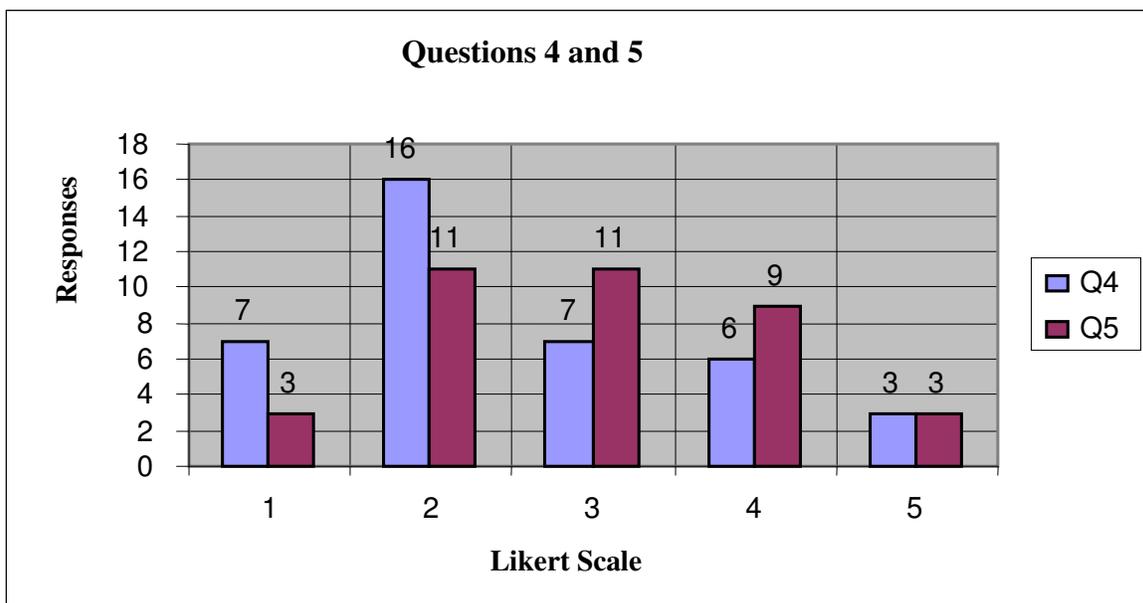
#### 4.3.1.5 Percentage for questions 2 and 7

*Table 4.12 Percentage to Question 2 and 7*

Question Two				
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
25.26%	26.32%	15.79%	26.32%	6.31%
Question Seven				
28.95%	42.14%	21.5%	7.89%	0%

#### 4.3.1.6 Summary of Questions 4 and 5

*Figure 4.12 Summary of Questions 4 and 5*



Questions 4 and 5 are related to the dimension of Commitment to work. 16 participants disagree with question 4 and 11 disagree with question 5. 11 participants neither agree nor disagree with question 5 whilst 7 participants neither agree nor disagree with question 4. 9 participants agree with question 5 whilst 6 participants agree with question 6. 7 participants strongly disagree with question 4 whilst 3 participants strongly disagree with question 5. There were three participants each who strongly agreed with question 4 and question 5.

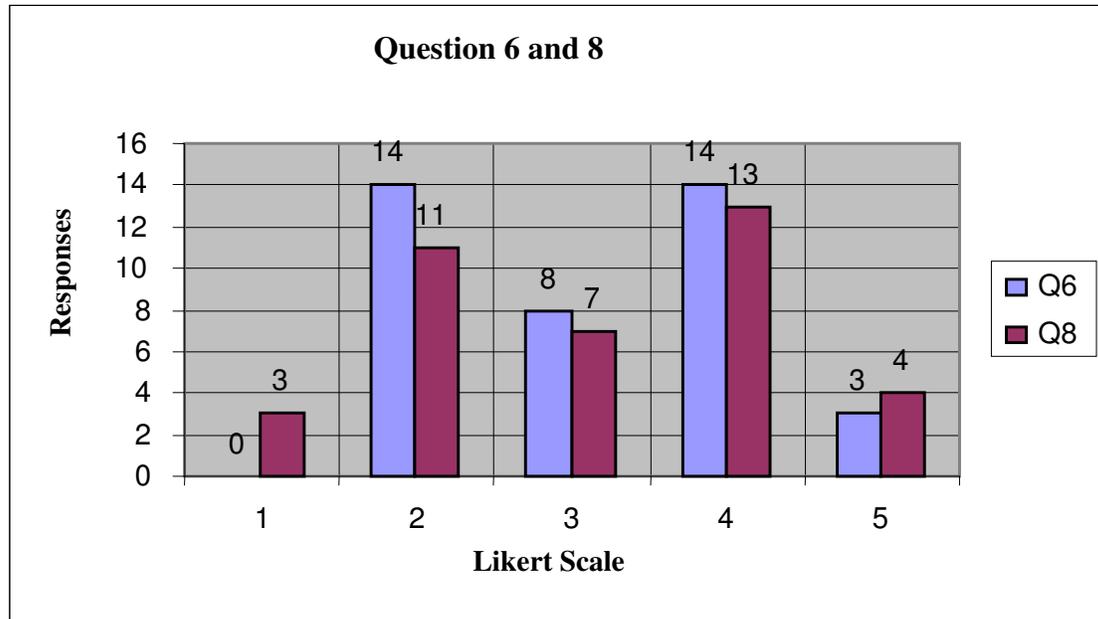
#### 4.3.1.7 Percentage for questions 4 and 5

*Table 4.13 Percentage to questions 4 and 5*

<b>Question Four</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
17.95%	41.03%	17.95%	15.38%	7.69%
<b>Question Five</b>				
8.11%	29.73%	29.73%	24.32	8.11%

#### 4.3.1.8 Summary of Questions 6 and 8

Figure 4.13 Summary of Questions 6 and 8



Questions 6 and 8 are related to the dimension of Organizational Goals. 14 participants disagreed with question 2 and 11 participants disagreed with question 8. 14 participants agreed with question 6, and 13 participants agreed with question 8. 8 participants neither agreed nor disagreed with question 6, whilst 7 participants neither agreed nor disagreed with question 7. 4 participants strongly agreed with question 8, whilst 3 participants strongly agreed with question 6. There were 3 participants who strongly disagreed with question 8, whilst there were no participants strongly disagreed with question 6.

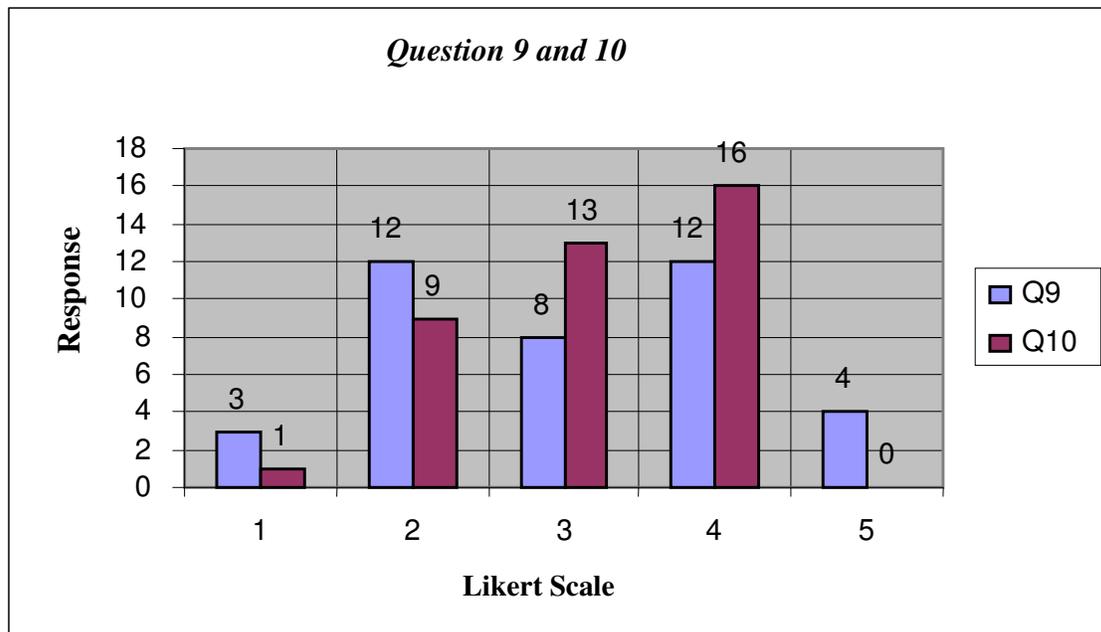
#### 4.3.1.9 Percentage for questions 6 and 8

*Table 4.14 Percentage for questions 6 and 8*

Question six				
Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
0%	35.90%	20.51%	35.90%	7.69%
Question Eight				
7.89%	28.95%	18.45%	34.21	10.53%

#### 4.3.1.10 Summary of Questions 9 and 10

*Figure 4.14 Summary of Questions 9 and 10*



Questions 9 and 10 are related to the dimension of Job Satisfaction. 16 participants agreed with question 9 and 12 participants agreed with question 10. 13 participants neither agreed nor disagreed with question 10 whilst 8 neither agreed nor agreed with question 9. 12 participants disagreed with question 9 whilst 9 participants disagreed with question 10. 4 participants strongly agreed with question 9 whilst there were no participants who strongly

agreed with question 10. 3 participants strongly disagree with question 9 whilst 1 participant strongly disagreed with question 10.

#### 4.3.1.11 Percentage for questions 9 and 10

*Table 4.15 Percentage for questions 9 and 10*

<b>Question nine</b>				
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
7.69%	30.77%	20.51%	30.77%	10.26%
<b>Question Ten</b>				
2.56%	23.08%	33.33%	41.03%	0%

#### 4.4 Case Summaries(Summary of Findings)

*Table 4.16 Summary of Findings*

	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	
1	2	10	11	10	6	
2	8	10	6	10	4	
3	0	1	5	19	13	
4	7	16	7	6	3	
5	3	11	11	9	3	
6	0	14	8	14	3	
7	11	17	8	3	0	
8	3	11	7	13	4	
9	3	12	8	12	4	
10	1	9	13	16	0	
Total	N	10	10	10	10	
	<b>Mean</b>	3.80	11.10	8.40	11.20	4.00
	<b>Median</b>	3.00	11.00	8.00	11.00	3.50
	<b>Std. Deviation</b>	3.676	4.433	2.503	4.686	3.651

## **Chapter 5: Conclusion and Recommendation**

### **5.1 Introduction**

This chapter presents a summary of the study, discusses the results of the data analysis, describes the implications of the findings for the theory and the practice, and finally introduces the limitations of the study and recommendations for further research.

The information gathered from both the literature review and the questionnaire will allow assumptions to be made around improving the conditions or remaining the way they are for the Faculty of Health Sciences. It must also be remembered that majority of the respondents from the School of Nursing and the entire faculty were the support staff.

### **5.2 Representation of Sample**

The sample response rate was good whereby 80 questionnaires were distributed and 40 completed questionnaires were received. This was attributed to the distribution and collection method chosen by the researcher.

### **5.3 Recommendations**

The following recommendations have been proposed after careful analysis and consideration of the data presented:

- Based on the findings the researcher has identified that there are more younger employees than the older employees. Management should be encouraged to outline a concise succession path for employees, which will map out a career path for themselves. It may be apparent that staff, who do not have a career path will always be looking for greener pastures. According to studies conducted by Benton and Halloran (1991) young people will perform well and experience high satisfaction on their initial employment. Further studies conducted by Spector (1996) and Bohloko (1999) revealed that older workers are more satisfied with their jobs than the younger ones.

- Currently this faculty is female dominated only because of job satisfaction and working conditions, this should change and more male employees should be attracted in future available positions. Previous studies conducted by Benton and Halloran (1991) revealed that men had a higher degree of job satisfaction, but this he said has weakened because of equal opportunities for employment and advancement.
- According to the research conducted it is apparent that the Coloured race group represents a small percentage of the respondents. The faculty and management should ensure that this race group is adequately represented. As mentioned previously, the labour force in all countries have become more multi-cultural, and diverse, ensuring that all race groups are well represented according to the equity policies.
- Management should encourage team work so staff improve their morale and are more involved in their job. Simpson (2006) said that there are constant dramatic changes in the workplace and demands for quality products and services are increasing rapidly, and in order to remain competitive employee commitment is crucial.
- Most employees disagreed that ‘their job is a small part of who they are.’ With good, quality management skills, employees would be assisted tremendously to improve their commitment levels to their jobs. It is apparent that majority of employees are involved in what they do. Lawler and Hall (1970) defined job involvement as the extent to which an individual regards that his or her job is centre to his or her ego.
- The introduction of performance management with attractive incentives would assist in developing staff commitment intensity. Good management skills would assist in improving employee commitment intensity.
- The current vision, mission and goals are evidently well met. This should continue indefinitely to maintain the current organizational goals, and management are to ensure that the employees are well represented at all committee meetings. Luthan (1998) said that the key to understanding the process of motivation lies in the meaning of, and relationship among, needs, drives and incentives.
- Management are to ensure that there is an excellent mentorship plan in place for the skilled employees to surpass knowledge and proficiency to new and existing employees. Frederick Herzberg (1968) wrote an article called “One More Time: Do

you Motivate Employees?” He said that the practice of enhancing individual jobs is to make the responsibilities more rewarding and inspiring for people who do them.

#### **5.4 Conclusion**

This section has revealed that the staff in the Faculty of Health Sciences are involved in their jobs. The findings also illustrated that the employees value this organization although there was high turnover. It was however, encouraging to note that the vision and the mission together with the values were maintained to achieve the purpose of the organization.

The research showed that there is a strong involvement of employees in the job they are set to do. According to Lodahl and Kejner (1965) there are two types of definitions of Job Involvement, one is related to “self image and the other to “self esteem.” The success on an organization is based on the commitment of the employees. It is evident in this faculty that the employees are dedicated and committed to their job.

All challenges should be taken into account to understand the dynamic behind why employees cannot obligate to a sustained relationship with the faculty.

The advantage of having dedicated employees is expressed by Simpson (2006) who stated that dedication and commitment, rather than conformity should be encouraged, for when employees function with appropriate commitment, they experience a philosophical individual tenure and responsibility for the success of the organization and for achieving the strategic goal of the organization.

The enthusiasm of performance doesn't depend on the precise commands or constructive facts, the employees realize that giving their unsurpassed self will advantage everyone involved, so they sincerely present their paramount, united performance. In proper association, employees' actions are purposeful. They exhibit unequivocal dedication in pursuit of the shared goal of the organization.

The current results hereby adds to the understanding of job involvement.

This study specifies that job involvement intercedes the relationship between work values and organizational commitment.

The most salient findings were identified and elaborated on. The present study has no major implications for the Faculty of Health Sciences and is enhancing organizational commitment through increased job involvement.

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## APPENDIX A

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Email: [essacks@ukzn.ac.za](mailto:essacks@ukzn.ac.za)

21 October 2008

Dear Ms Maharaj

Your email of 21 October refers. I am pleased to inform you that you are hereby granted permission to conduct the study entitled "Job Involvement amongst Staff in the Faculty of Health Sciences" provided you receive ethical clearance to from the relevant University Ethics Committee.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S Essack'.

Professor Sabilha Essack  
B. Pharm., M. Pharm., PhD  
Dean – Faculty of Health Sciences

## APPENDIX B

Informed Consent Letter Template

UNIVERSITY OF KWAZULU-NATAL  
School of Management Studies

Dear Respondent,

### MBA Research Project

Researcher: Ms Shannie Mahabeer Maharaj 031 2603316

Supervisor: Dr S Ramdial 031 2607085

Research Office: Ms P Ximba 031-2603587

I, **Shannie Mahabeer Maharaj** am a Masters in Business Administration student in the School of Management Studies, at the University of KwaZulu-Natal. You are invited to participate in a research project entitled *Assessment of Job involvement among staff in the Faculty of Health Science*.

The aim of this study is to: *Examine the extent to which employees are involved in their jobs.*

Through your participation I hope to understand *your level of involvement in your current job in the Faculty of Health Science*. The results of this survey is intended to contribute to *policy formulation in the Faculty of Health Science*.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the *School of Management Studies. UKZN*.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above.

It should take you about 30 minutes/s to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Sincerely

Investigator's signature  Date 27/05/2009

*This page is to be retained by participant*

30 March 2009

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## APPENDIX C

Informed Consent Letter Template

**UNIVERSITY OF KWAZULU-NATAL  
School of Management Studies**

**MBA Research Project**

**Researcher: Ms Shannie Mahabeer Maharaj 031 260 3316**

**Supervisor: Dr S Ramdial 031 2607085**

**Research Office: Ms P Ximba 031-2603587**

**CONSENT**

I \_\_\_\_\_ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project. I understand that I am at liberty to withdraw from the project at any time, should I so desire.

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

*This page is to be retained by researcher*

## APPENDIX D

### UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS

**MBA Research Project**  
**Researcher : Shannie Maharaj (031 2603316)**  
**Supervisor: Dr Suresh Ramdial (031 2607085)**  
**Research Office: Ms P Ximba (031 2603587)**

#### JOB INVOLVEMENT AMONG STAFF IN THE FACULTY OF HEALTH SCIENCE AT THE UNIVERSITY OF KWAZULU-NATAL

The purpose of this survey is to solicit information from staff regarding their involvement in their job.

The information and ratings you provide us will go a long way to helping us identify how job involvement have been managed, experienced and represented. In this questionnaire, you are asked to indicate what is true for you, so there are no “right” or “wrong” answers to any question. Make sure not to skip any questions.

Thank you for participating!

#### SECTION A

##### Background Information

#### 1. AGE

20-24	25-29	30-34	35-39	40-44	45-49	More than 50
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#### 2. GENDER

Male	Female
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#### 3. MARITAL STATUS

Single	Married	Divorced	Widowed
--------	---------	----------	---------

#### 4. RACE

Black	Asian	White	Coloured	Other, Specify
-------	-------	-------	----------	----------------

**5. POSITION HELD**

Academic       Non- Academic

**6. LENGTH OF TIME IN POSITION**

1-5     06-10     11-15     16-20     21>    Years

**7. QUALIFICATIONS**

Diploma     Degree     Honours     Masters     Doctorate     Other, specify

**SECTION B**

The following items deal with aspects concerning Job Involvement in the institution/organization you work in. Please indicate whether you,

- Strongly Agree
- Agree
- Neither agree nor disagree (feel neutral)
- Disagree
- Strongly disagree

By putting a tick (✓) in the box describes how you feel about each item listed.

No	Factors	Strongly disagree	Disagree	Neither agree nor disagree (Neutral)	Agree	Strongly Agree
1.	The most important things that happen to me involve my present job.					
2.	To me, my job is only a small part of who I am.					
3.	I am very much involved personally in my job					
4.	I live, eat and breathe my job					
5.	Most of my interests are centered around my job.					
6.	I have very strong ties with my present job which would be very difficult to break					
7.	Usually I feel detached from my					

	job					
8,	Most of my personal life goals are job-oriented					
9.	I consider my job to be very central to my existence					
10.	I like to be absorbed in my job most of the time.					

**Thank you for taking the time to complete the questionnaire.**

## APPENDIX E

### Ethical Approval



RESEARCH OFFICE (GOBAN MBEKI CENTRE)  
WESTVILLE CAMPUS  
TELEPHONE NO.: 031 – 2603587  
EMAIL: ximbap@ukzn.ac.za

---

14 JULY 2009

MS. SM MAHARAJ (200500890)  
GRADUATE SCHOOL OF BUSINESS

Dear Ms. Maharaj

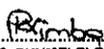
**ETHICAL CLEARANCE APPROVAL NUMBER: HSS/0410/09M**

I wish to confirm that ethical clearance has been granted for the following project:

**"Assessment of job involvement amongst staff in the Faculty of Health Sciences at the University of KwaZulu-Natal"**

**PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years**

Yours faithfully

  
.....  
**MS. PHUMELELE XIMBA**  
ADMINISTRATOR  
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE

cc. Supervisor (Dr. S Ramdief)  
cc. Mrs. C Haddon

# APPENDIX F

(5/25/2010) Suresh Ramdial - Supervisor intention to submit form completed 30

Page 1

## FACULTY OF MANAGEMENT STUDIES WESTVILLE

### HIGHER DEGREES

(THIS FORM IS TO BE COMPLETED THREE MONTHS BEFORE SUBMISSION OF MASTERS THESIS, AND 6 MONTHS BEFORE SUBMISSION OF PHD THESIS. AND HANDED IN AT THE HIGHER DEGREES OFFICE)

#### CONFIRMATION OF INTENTION TO SUBMIT THESIS

NAME OF STUDENT : Shennie Mahabeer MaharaJ

STUDENT NUMBER: 200500890

DEGREE :Masters in Business Administration

SCHOOL: Graduate School of Business

NAME OF SUPERVISOR: Dr S. Ramdial

TITLE OF THESIS: Assessment of job involvement amongst staff in the Faculty of Health Science at the University of KwaZulu-Natal

PLEASE SUBMIT A SHORT RESEARCH OVERVIEW NOT EXCEEDING 350 WORDS

DATE OF INTENTION TO SUBMIT: 30 June 2010

POSTAL ADDRESS: 85 Morewood Road, Clare Estate, Durban

TELEPHONE NUMBER: (w) 031 2603316

CELLPHONE: 0825555023

E-MAIL ADDRESS: maharajs35@ukzn.ac.za

SUPERVISOR'S SIGNATURE: *Ramdial* DATE: 20/05/2010