

JOB SATISFACTION AND COMMITMENT AMONGST TEACHING STAFF IN ACADEMIC DEPARTMENTS AT ONE KWAZULU-NATAL HIGHER EDUCATION INSTITUTION

by

INGRID SCHOFIELD

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DECLARATION

Submitted in partial fulfilment of the requirements for the degree of Master in Education in Higher Education, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, **INGRID SCHOFIELD**, declare that

1. The research reported in this thesis, except where otherwise indicated, is my original research.
2. This thesis has not been submitted for any degree or examination at any other university.
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Ingrid Schofield
January 2016

.....
Dr R. Searle

ABSTRACT

In order to compete in the market environment organisations, including universities must provide a better product or service than their competitors. In addition to facilities, this requires personnel that perform at their best and are committed to the organisation. Committed staff is satisfied in their jobs, and have pride in their organisation.

This study sought to determine what causes staff to be satisfied in their work, proud of the organisation that employs them and consequently committed to the university. Herzberg's two factor theory, adapted for use in the academic environment, was used to develop a questionnaire, comprising both qualitative and quantitative statements, that was distributed to all teaching staff at the university. Descriptive statistics, Wilcoxon Signed Ranks test, regression analysis, Kruskal Wallis test. ANOVA and Cronbach's alpha were used to analyse the results. A model was proposed – the model posited that staff that are satisfied and are proud of their organisation will be committed. Committed staff will perform better, will be less likely to be absent from work, and will be less likely to leave the organisation.

The results showed that staff at the HEI was generally satisfied but recognition and salary in particular need to be addressed if the university is to achieve its goals. In some instances the freeform comments supported the statistics. Commitment to the discipline was found to be higher than commitment to the HEI.

Pride, an area not usually associated with job satisfaction and commitment, was found to be an important factor. Regression analysis shows that organisational pride, age and job satisfaction (in that order) are significant predictors of employee commitment at the HEI under study. Employees who feel a greater sense of pride in the HEI are more committed to the university. In addition, older people show more commitment than younger people and those who expressed greater job satisfaction were more committed to the university.

Results did not support the model proposed; statistics revealed there is a positive correlation between job satisfaction, organisational pride and commitment, and it was found that committed staff is likely to remain with the organisation; there was no correlation between commitment and performance, or between commitment and attendance although it was found that staff that attended work were likely to perform better.

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ABBREVIATIONS USED

CCMA	Commission for Conciliation, Mediation and Arbitration
DHET	Department of Higher Education and Training
DVC-A	Deputy Vice-Chancellor (Academic)
HDI	Historically Disadvantaged Institution
HEI	Higher Education Institution
HOD	Head of Department
KZN	KwaZulu-Natal
MSQ	Minnesota Satisfaction Questionnaire
NSFAS	National Student Financial Aid Scheme
OCB	Organisational Citizenship Behaviour
SAQA	South African Qualifications Authority
SPSS	Statistical Package for the Social Sciences
UK	United Kingdom
UOT	University of Technology
US	United States
VC	Vice-Chancellor
VEP	Voluntary Exit Package

Abbreviations (contd)

The following abbreviations have been used to indicate the biographic details of respondents to the questionnaire. A combination of these abbreviations will be found in Chapter 4.

<u>Race</u>			
A	Asian	B	Black
C	Coloured	W	White
<u>Gender</u>			
M	Male	F	Female
<u>Job Title</u>			
JL	Junior Lecturer	L	Lecturer
SL	Senior Lecturer	AD	Associate Director
D	Director	SD	Senior Director

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A VOICE FROM THE PAST EXTRACT FROM THE *WEALTH OF NATIONS*

1. *“The wages of labour vary with the ease or hardship, the cleanliness or dirtiness, the honourableness or dishonourableness of the employment.”*
2. *“The wages of labour vary with easiness and cheapness, or the difficulty and the expence (sic) of learning the business.”*
3. *“The wages of labour in different occupations vary with the constancy or inconstancy of employment.”*
4. *“The wages of labour vary according to the small or great trust which must be reposed in the workmen.”*
5. *“The wages of labour in different employments vary according to the probability or improbability of success in them.”*

Source: Adam Smith. *The Wealth of Nations* (1776, pp 140-147).

CHAPTER 1: INTRODUCTION AND OVERVIEW

DECIDING WHERE TO GO

The following are possible responses to the question “how do you like your job?”

- *“Yes, on the whole I like what I’m doing. Teaching school isn’t a bad way of making a living, if you call it a living. I like the excitement of watching the kids grow; at least, the ones that do. I like knowing what I’ll be doing fifteen years from now, although I gripe about how little I will be making.”*
- *“I manage. The work is easy; the men I work with are a nice bunch. I’m not getting anywhere, but at least I have twelve years of seniority, and last year when production went down to 65 per cent they let thirty-five men go in my department but kept me on. I used to think there wasn’t anything to living if you couldn’t believe that someday you would make something of yourself. Not now. I get my kicks out of my boat.”*
- *“I feel stifled. The section head is always looking over my shoulder. I can’t turn around but he is picking faults. I had five drawings rejected last month, and I know other men get by with a lot less. It’s this recession and I can’t move now. But when things pick up I’ll be out in no time flat. Meanwhile, I don’t knock myself out. I do an adequate job, but you can’t put your heart in it when you know you’re just waiting for a chance to leave.”*

(Herzberg, Mausner, & Snyderman, 1959, pp. 3-4)

1.1. INTRODUCTION

These extracts illustrate the different attitudes that people have towards their jobs. The first describes somebody who is happy in their job and who, despite the low pay, knows that they will remain in it, while the second demonstrates a person who is complacent about work and whose interests outside of the job are more satisfying. The final extract relates to someone who dislikes his job, but due to economic circumstances is forced to stay where he is.

Which scenario best describes you in your job? Which factors relating to your job make you happy and want to stay, and which make you want to leave? Is there something that could be done to change the way you feel about your job? The extracts mention job security, pay, and the type of work, workplace relations and supervision. If you were offered more money, or a more reasonable supervisor, transformed workplace, or a permanent job, would that change

how you feel about work? Do you even like where you work? When someone asks you where you work, are you proud to say, “I work at ‘XYZ’”?

These are factors that organisations are called on to address on a daily basis – whether their staff is satisfied in their work, and whether they have pride in their work and in the organisation. If they are, this positive attitude is likely to be reflected in their work. Workers’ attitudes also impact on an organisation’s reputation and brand, and the image that individuals project of their organisation. This applies regardless of whether the workplace is a manufacturing environment, a retail store, or a university.

This study focused on the perceptions of a KwaZulu-Natal Higher Education Institution’s (HEI) teaching staff of the factors that influence their levels of job satisfaction and organisational pride. How staff perceive these factors will determine their commitment (or conversely, alienation) which impacts on the institution’s performance, and staff absenteeism and turnover.

The HEI under study was established following a merger between two former Technikons. The merger was not the only change to which staff were exposed – the institution has also undergone a transition from a “technikon” to a “university of technology” (UOT), resulting in major changes to its environment and culture. Furthermore, there have been numerous changes in the senior management structure of the university, with each introducing different management styles, and new policies and practices. There is a perception that these changes have met with resistance which has the potential to create dissatisfaction.

The changes include the need for teaching staff to improve their qualifications, a drive to increase research output, including publications, befitting a university, the introduction of a workload model and the need to improve throughput. Improvement in these areas should lead to improved funding from the Department of Higher Education and Training (DHET), but may also lead to increased pressure on teaching staff. Johnsrud as reported in Rothmann and Barkhuizen (2008, p. 440) suggests that the quality of work life of academics in universities could be affected by the constant demands placed on them. Although factors within the job itself (e.g., pay, working conditions and supervision) can lead to satisfaction, a lack of pride in the institution can have negative implications for the HEI in question as it may lead to low levels of commitment.

Low levels of commitment can cause problems like low productivity and high levels of absenteeism and staff turnover within the organisation (Stephen, 1999) that may affect the attainment of its goals and its ability to provide a quality service, thereby affecting its brand and ability to attract the top students. Due to the serious implications for the HEI, a copy of the results of this survey will be given to its management so that they can take the corrective action they deem appropriate.

This chapter sets out the purpose of the study and the primary research questions and describes the context of the study as well as related factors in the HEI's external environment. It also highlights the rationale for the study, and how it was conducted. The chapter concludes with a brief outline of the chapters to follow.

1.2. PURPOSE OF THE STUDY

This study focused on the HEI's teaching staff's perceptions of factors that influence their levels of job satisfaction and organisational pride.

Why is it necessary for an organisation to concern itself with its employees' levels of job satisfaction and organisational pride? Noe, Hollenbeck, Gerhart and Wright (2010, p. 460) report that business executives recognise that successful, financially sustainable organisations are a result of both satisfied loyal customers as well as satisfied investors. Other studies have produced similar results (Stroh, 2005). Noe et al. (2010, p. 460) add that where organisations have long-serving employees, they tend to retain their customers; research has also shown a correlation between staff retention rates and sales growth. This claim is shared by others. Mercer, Carpenter, and Wyman (2007, p. 1) note that *"By contrast, when employees are alienated or disengaged, organizations experience declines in all of these areas (service quality, customer satisfaction, employee retention, productivity and financial performance)"*. Deloitte's Global Human Capital Trends 2015 survey rated employee engagement the number one challenge (Willson, 2015). A report by Marketing Innovators (2005, p. 1) emphasise that motivated and satisfied employees in a workplace are necessary if a business wants to be profitable and survive in the long term.

In an educational context this might translate into the ability to attract better students who provide a better throughput rate, resulting in a higher subsidy from the DHET. This is supported

by Machado-Taylor, Soares, Ferreira, and Gouveia (2011, p. 34) who found that student satisfaction and student learning is largely determined by the performance of their academic staff.

Employees that feel alienated from an organisation are likely to leave. This can have serious repercussions. Noe et al. (2010, p. 471) study found that the average employees were less productive than an organisation's top performers. Replacing employees can be costly – both in terms of the time it takes new employees to learn the job, as well as the cost of replacement. A 2006 estimate put this cost at an average of \$17,000, increasing to \$38,000 for someone earning above \$60,000; however the author added that human resources managers suggest that the amount is more likely to be an individual's annual salary (Bobinski, 2006). In line with this suggestion, the cost of replacing a South African university lecturer in 2015 could be in the region of R400,000.

1.3. CONTEXT OF THE STUDY

1.3.1. The institution and organisational change

1.3.1.1. Structural changes

This study was conducted at a KwaZulu-Natal HEI, a UOT which was formed as a result of the merger of two technikons in 2002. The merger was intended to achieve both political and economic objectives and, according to Jansen (2002) was the first 'voluntary' merger in the South African higher education landscape. It has been lauded as the first 'successful' merger of South African HEIs. The new institution was initially designated an 'institute of technology' and was later rebranded as a 'university of technology' (UOT). It has five campuses in the main centre and two in outlying areas in KwaZulu-Natal.

During the first few post-merger years, a structure was developed for the newly-formed institution. Departments were merged and relocated, new policies were formulated for both staff and students and new conditions of service were adopted for staff. In subsequent years, new senior management staff was appointed, ushering in changes in line with their different ideologies. The re-branding from a technikon to ultimately a UOT brought about its own challenges.

Organisational change can be described as “*the movement of an organization away from its present state and toward some preferred future state to increase its efficiency and effectiveness*” (Jones & George, 2011, p. 360). Jones and George identify two types of organisational change – **evolutionary change** which is characterised by gradual, incremental change to accommodate environmental changes, and **revolutionary change** which is ‘rapid, dramatic and broadly focused’ which results in the restructuring of the organisation. Hellriegel et al. (2008, p. 239) state that in addition to the degree of change, radical changes in an organisation could result from the leaders vision or as a result of a crisis, or a response to developing trends. Change disrupts an organisation’s equilibrium and can result in employee resistance (Jones & George, 2011).

The merger of the former technikons can be considered a ‘revolutionary’ change which brought together two institutions with vastly different histories and cultures. One of the founding institutions was considered a historically disadvantaged institution (HDI), had mainly ‘Indian’ staff and catered to mainly ‘Indian’ students. The administrative sector controlled the institution in a centralised structure. The other, with mainly ‘White’ staff, catered to the ‘White’ population group. Academic responsibility was decentralised to faculties and Senate was the decision-making body. After the merger the new HEI adopted a decentralised faculty management structure but the former HDI’s centralised financial controls were retained.

Smit, Cronje, Brevis, and Vrba (2011) state that large bureaucratic (hierarchical, rule-bound) organisations are more complex and face more challenges than entrepreneurial, high-tech organisations when undergoing change. Change at organisational and divisional level can result in managers competing for resources or to maintain their power and status whilst at the individual level it causes uncertainty and stress (Jones & George, 2011, p. 363). Both situations can have an adverse effect on the organisation. Grove’s research into individual work stress in organisations undergoing change showed similar results and stated that organisations’ change efforts are likely to fail if they do not implement steps to address workplace stress (Grove, 2004, p. 29).

‘Change agents’ were identified to facilitate the change process at the HEI after the merger. While they were provided with training, it is unclear how these ‘change agents’ assisted in the process.

Possibly in an attempt to streamline its operations and to become more efficient, the HEI initially re-arranged its academic structure into four faculties from the original six, but later reverted to six faculties. Departments were also merged in order to ensure that Executive Deans had a narrow, rather than a wide, span of control. That, too, is being reversed in some cases with some departments applying to be unbundled.

Since the former technikons had many duplicate departments, a 'voluntary exit programme' (VEP) was offered to all staff in an attempt to reduce staff numbers. The severance package offered was an attractive one and many long-service staff took advantage of this. Unfortunately, this led to the loss of some scarce skills.

Despite the VEP, the institution still felt it necessary to reduce staff and embarked on a forced staff reduction programme. Financial consultants were brought in to identify 'expensive' departments – in terms of both staff and operating costs – in relation to their income. Individual staff, and in some cases entire departments, were identified. It is indeed ironic that what the institution now considers essential skills – staff with Masters and Doctorate qualifications – were those that were considered for retrenchment as they were considered 'expensive'.

All three staff unions and different institutional fora mobilised to oppose the retrenchments. A proposal for alternative options was submitted to Council for approval and the retrenchment programme was withdrawn.

1.3.1.2 Management changes

Apart from changes to the organisation as a result of the merger, further change has taken place at senior management level. Since the merger in 2002, the university has had five Vice-Chancellors (VC), an Administrator and five Deputy Vice-Chancellors (Academic) (DVC: A). In 2011, a professor made a comment from the floor at a staff meeting that the HEI had had 18 changes in senior management in the past four years (Bawa, 2011). Each new manager brings a different management style, and a different focus. For example, the previous VC's focus was on growing research and increasing staff qualifications; while the current VC aims to create a student-friendly campus with all students having access to technology. As the incumbent VC tendered his resignation in January 2016, the HEI is once again on the brink of possible changes to its environment as the new VC will no doubt bring his/her vision to the institution.

1.3.1.3 Student unrest

In addition to the problems caused as a result of the merger and the frequent management changes, student strikes, and violence have been a feature of the post-merger period. In just one year (2011), students protested twice (on different campuses during different semesters), leading to the closure of the institution and consequently, the suspension of the academic programme. Student protests have turned violent, with both university property and staff vehicles being damaged and staff and students intimidated and injured. The main student demands revolve around additional funding from the National Student Financial Aid Scheme (NSFAS) as the university was designated as a test site for the introduction of the new NSFAS funding model, an issue over which management claim they have no control. Over the years, other student demands related to food at one of the refectories, a request for 'brand-name condoms' and the latest, a demand that Jewish students be excluded from the university.

These disruptions are viewed with concern by the DHET. In 2010 a task team appointed by the Department visited the institution and interviewed representatives of different interest groups (the researcher was one of those interviewed) in an attempt to determine the real reasons for the protests. In 2011 the Minister for Higher Education and Training visited the institution to meet with the management team in an attempt to resolve the problem.

1.3.2. *The external environment*

1.3.2.1 *Economic / policy change*

According to Baatjes (2005, p. 5), Trevor Manuel, then South African Minister of Finance, stated that, in order to become efficient and effective, public institutions (including universities) needed 'proper management'. 'Proper management' involves running these institutions like profit-making businesses in order to become efficient and effective because, as Baatjes reports "*the problem is directly related to the way universities are run, their failure to teach 'useful knowledge', and that corporate models and corporate culture must be installed to make them more credible and accountable*". He also notes that it has been suggested that HEI's should be run by business people rather than academics. This neo-liberal philosophy, whose origins can be traced to the United States (US) and the United Kingdom (UK) in the late 1970s and that spread to many countries worldwide (Harvey, 2005) means that academics, formerly the decision-makers in the various university structures, will now only play advisory roles. In addition, curricula will need to be designed to meet the demands placed on the institution by the

industries it serves. According to Baatjes (2005, p. 3), this results in academics “*slowly beginning to lose control over their own work*”. He contends that “*education must not be confused with training, suggesting that educators resist allowing commercial values to shape the mission and values of higher education*” (Aronowitz and Giroux cited in Baatjes, 2005, p. 8). South Africa is not alone in this shift towards neo-liberalism; Hursh (2005) reports that similar changes are taking place in education in both the UK and US.

Hall (2006) observes that the neo-liberal view is in contrast to the situation that T.B. Davie reported in the 1950s where universities were granted academic freedom and autonomy to decide who shall be taught what, by whom and how it shall be taught. The shift from this philosophy to the neo-liberal philosophy of corporate accountability currently in vogue is possibly a result of the changing political landscape in South Africa.

It would appear that autonomy and academic freedom is being eroded even further. Seshoka (2015) reports that, despite having the power to decide on raising fees at their universities, VCs and their councils allowed the President to announce the decision not to raise fees for 2016. Furthermore, Merten (2015, p. 5) notes that a new draft law, the Higher Education Amendment Bill could allow the Higher Education Minister to “*determine ‘transformation goals’ and institute ‘appropriate oversight mechanisms’ and may under specific circumstances withhold funding. It also broadens existing ministerial powers to appoint administrators and allows for discretionary circumstances in which to intervene*”. This type of government interference in higher education has been found to be a cause of academic dissatisfaction (Schulze, 2006).

Coughlan (2006) notes that sustainability is another reason why universities need to be efficient. However, adapting to a more demand-centred system and linking with industry and other institutions is not without its tensions – Coughlan (2006) and le Grange (2006) both warn of this problem. One of the tensions is that students will graduate with skills that enable them to be employed, but will not have the creative ability and critical thinking skills that have been excluded from the redesigned curriculum (Nussbaum, 2010). This is likely to happen as universities struggle to cope with the increasing demand for higher education by a “*growing number of students whose motivations, competences and job prospects have become more heterogeneous in the wake of the massification of higher education*” (Teichler, 1998, p. 21).

1.3.2.2 Changes in government funding

As public institutions, the bulk of HEIs' funding comes from government. Funding was initially based on the number of students enrolled at an institution. This encouraged institutions to enroll as many students as possible in order to receive the maximum subsidy. Institutions may not have been concerned about high failure rates as they received their subsidy regardless. This funding model was changed to 'reward' institutions with good throughput rate (the number of students that graduate in the minimum time allowed). An initial subsidy is paid for the number of students registered, followed by additional payment for each student that graduates in the minimum time allowed, forcing institutions to focus on improving their graduation rates in order to receive additional funding. Not only has the reduction in the throughput rate affected HEI funding, but the amount of funding provided by government has decreased over the years, leaving universities without the necessary funding to perform the teaching and research which is expected of them (Saunderson-Meyer, 2015).

In order for institutions to survive economically, managers have had to be innovative in finding ways to attract more funding, resulting in academics becoming what Theron, Barkhuizen, and du Plessis (2014) call 'academic capitalists'. This has resulted in the HEI, amongst other issues, focusing on postgraduate, rather than undergraduate, qualifications *"in order to generate a third stream income that will benefit the individual, the institution and the country"* (Ntshoe, Higgs, Higgs & Wolhuter, 2008, cited in Theron et al., 2014, p. 4).

As a technikon the institution was originally intended as a teaching institution and staff were rewarded and promoted based on their teaching ability and seniority. Government pays a higher subsidy for students that have completed a Master's qualification than it does for undergraduate success, with even more going to institutions with successful Doctoral graduates. As a consequence, the HEI changed its focus to attracting postgraduate students – evidenced by 'Project 500' – a programme designed to attract 500 Masters and Doctoral students into one of its faculties. Together with the new focus on publications, this shift can be likened to the 'binary system' that existed in the UK in terms of which staff at the polytechnics were required to spend more time teaching, while university staff spent more time on research resulting in higher research outputs, with universities receiving more funding for their research (Henkel, 2000).

The shift in focus from teaching to research at the HEI has had further consequences. In order to supervise a Masters or Doctoral student, supervisors and examiners should have qualifications at least one level higher than the student. This has put additional pressure on academics to improve their qualifications in order to supervise higher level students. During an interview, Andrew, an Executive Dean at the HEI (cited in Ganpath, 2011, p. 8) stated academics will require a change in attitude to assist the university achieve its goal of becoming an internationally recognised research university. The change in attitude referred to by Andrew has seen the university recognise researchers and it is using the number of articles published as a basis for appointment and promotion. In addition, it has established links with a number of international institutions as well as local industries in order to enhance its research profile and standing; this can assist with donor funding.

The current funding model is likely to change in the next few years in the aftermath of the 2015 *'#fees must fall'* student protests when students around the country mobilised, marching on Parliament and the Union Buildings to demand that university fees do not increase and that students are given the 'free quality education' promised by government. This is despite the fact that *"lower tax revenue because of weak economic growth means that there is about R100 billion less to spend over the next few years"* (Saunderson-Meyer, 2015).

1.3.2. The effects of change

Numerous studies have been conducted on the effect of change on individuals (Decker, Wheeler, Johnson, & Parsons, 2001{Eriksson, 2004 #190}). The change could be as a result of organisational restructuring or other environmental change as explained above. Results of the studies referred to indicate that in conditions of little change, individuals can suffer from boredom; however large amounts of change can result in stress of the individual and could lead to an inability to perform their responsibilities correctly. Change can be seen to be positive, however in many instances change has been perceived as negative, leading to feelings of distrust and a lack of loyalty in the organisation. Low levels of job satisfaction, loss of organisational pride as well as commitment to the organisation can result. These concepts will be explained in detail in the following chapter but as a brief explanation, job satisfaction can be thought of as the way an individual feels about different factors affecting his/her job, organisational pride is the way an individual feels about the organisation in which he/she is employed, and commitment relates to the individual's attachment to the organisation.

1.4 RATIONALE FOR THE STUDY

Studies relating to job satisfaction abound and go back to the mid to late 1950s, although Adam Smith raised job satisfaction issues in his *Wealth of Nations* in 1776. Studies have been carried out on all continents and in many different types of industries and work environments, although there have been fewer satisfaction studies in South African higher education (Schulze, 2006). While one of the forerunners of this HEI conducted “attitude surveys” amongst its staff in the 1990s, the results were never made known to staff.

The researcher has been a member of the institution’s staff since 1987 and has held various positions in both an administrative and a teaching capacity. She has been involved in union activities and is aware of issues within the institution. The researcher’s position is explained further in the Limitations section in the final chapter.

Both technikons that formed the HEI have had their problems – staff at one were the first academics at an HEI in South Africa to go on strike whilst the staff of the other technikon, dissatisfied with the management team, removed a member of senior management from the campus, forcing him to occupy off-campus premises until their concerns had been addressed.

In addition to student unrest, staff at the institution has been on strike at least twice, resulting in disruptions to registration and classes. It is little wonder the management team is concerned about the negative publicity and consequent bad reputation that the institution ‘enjoys’.

This study aimed to demonstrate the importance of satisfied staff to an organisation, especially an HEI. While staff satisfaction is important to any organisation, it is of particular concern in an academic institution where the bulk of the operational budget is spent on staff costs. Therefore, the returns must justify the expenditure. The returns expected of an HEI are providing quality education to its students, and earning a reputation as an institution that generates credible research. This is unlikely to occur if staff is dissatisfied.

As noted earlier, the results of this study will be provided to management in order to assist them in addressing the areas of concern that are highlighted.

1.5 KEY RESEARCH QUESTIONS

This study set out to address the following questions:

1. What are the levels of job satisfaction, organisational pride and commitment amongst academic (teaching) staff at the HEI?
2. What is the correlation between the levels of job satisfaction and organisational pride of teaching staff, and their levels of commitment?
3. How do key demographic variables impact on the levels of job satisfaction of teaching staff at the KwaZulu-Natal HEI?

1.6 THE STUDY

A questionnaire compiled by the researcher was distributed via the HEI's internal mail system to all teaching staff, regardless of their type of employment, on all campuses. The responses were numbered and captured into an Excel spreadsheet for analysis using the Statistical Package for the Social Sciences (SPSS). The results were then interpreted and a report was prepared.

1.7 CONCLUSION

This chapter introduced the study and painted a picture of the HEI environment. It also highlighted the need for employee job satisfaction and pride in their organisation. Finally, the chapter set out the research questions that guided this study.

Subsequent chapters will address the following:

- A review of the literature relevant to the study, focusing on the concepts of motivation, job satisfaction, organisational pride and commitment.
- The theoretical framework adopted for this study.
- The research methodology and methods used, including the rationale for selecting a quantitative rather than a qualitative approach, questionnaire design, and choice of sample versus population.
- The results of the statistical analysis.
- Conclusions and recommendations for further study and practice in the higher education context.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

THE ROAD AS EXPLORED BY OTHERS

2.1. INTRODUCTION

Newspaper headlines scream:

“Striking MUT staff reject marginal wage rise offer” (Maluleka, 2011);

“Extra security called in to keep the peace at DUT” (Ndlovu, 2011);

“Letter reveals ‘climate of hostility’ at UKZN” (Savides, 2009).

These headlines highlight employee dissatisfaction at South African HEIs. Worldwide, the literature notes that the factors that influence job satisfaction relate to poor pay and working conditions which include lack of privacy, and student unrest resulting in security problems on campus in the educational environment and in organisations as evidenced above. Although pay issues are important, it is evident that staff considers the work environment equally important.

As noted in the first chapter, the HEI work environment has changed from one of academic freedom to the corporate accountability model underpinned by a managerial philosophy, resulting in the need for academics to have higher qualifications, increased research output and massification with improved throughput rates. Becher and Trowler (2001, pp. 4-6) note that massification involves increasing the number of students, many of whom may be older than the so-called ‘traditional’ students that hail from ethnic minorities who are *“less well prepared for HE than was the case and this has meant adaptation of the curriculum and the provision of more and better support services for them”*. These are the issues that academic managers are having to grapple with in order to comply with the new legislative framework (Mapesela & Hay, 2006).

This chapter reviews the relevant literature in order to provide a better understanding of the concepts of job satisfaction, organisational pride and commitment and the relationships between them in an academic context. This assisted the researcher in determining:

- The levels of job satisfaction, organisational pride and commitment amongst academic (teaching) staff at a South African HEI;

- The correlation between the levels of job satisfaction and organisational pride among teaching staff, and their levels of commitment; and
- How key demographic variables impact on teaching staff's levels of job satisfaction.

Prior to addressing the concepts of job satisfaction, organisational pride and commitment it is necessary to understand the notion of motivation, as Dinham and Scott (1998 cited in Machado-Taylor et al., 2011) note that, “*satisfaction and motivation are inextricably linked through the influence each has on the other*”. The discussion focuses on the emotional connection between the two.

2.2. WHAT IS MOTIVATION?

According to Papalia and Olds (1988, p. 383) motivation is “... *the force that energizes behavior, gives direction to behavior, and underlies the tendency to persist.*” They add that in order to be successful, individuals must set goals and commit sufficient energy to fulfil such goals. In other words, the more satisfaction an individual gains from achieving the goal, the more effort he/she will expend to achieve it. Other authors (Hellriegel et al., 2008; McShane & Von Glinow, 2005) support this definition, but Jones and George (2011a, p. 297) enlarge on it to include the individual's “*persistence in the face of obstacles*”.

Naylor (2004, p. 369) has a slightly different take on motivation. He notes that, in addition to internal processes, external forces impact on behaviour and consequently performance. This view is supported by McKenna (2012, p. 92) who states that motivated people respond to conditions both within and outside of themselves. According to Sinding and Waldstrom (2014), job performance does not only depend on employee motivation; it also includes the employee's ability and personal factors as well as the opportunity to perform using instruments such as tools, equipment, working conditions and leader behavior – in other words the external factors referred to by Naylor.

Before ascribing a performance problem (the ability to achieve a goal) to lack of motivation on the part of an employee, the manager must ensure that all the factors impacting on employee performance are present. According to Smit et al. (2011, p. 385), these include “*motivation (goal or desire), ability (training, knowledge and skills) and the opportunity to perform*”. Similarly, Aamodt (2013, p. 304) differentiates between the ability and skill to perform a task and the willingness (or motivation) of an individual to perform the task properly.

It is important that managers understand what motivates their employees and themselves in order to help the organisation achieve its goals (Hellriegel et al., 2008; Naylor, 2004). A number of motivation theories have been proposed (e.g., Maslow's needs hierarchy, Alderfer's ERG theory, Herzberg's two factor theory and Skinner's reinforcement theory, amongst others) that are categorised into needs (content) theories, process theories, and role and situational theories (Machado-Taylor et al., 2011). In terms of needs theories Amos (cited in Hellriegel et al., 2008, p. 268) states that managers need to be aware of individual needs, while process theories suggest that managers need to "*know what to do in order to influence the choices an individual makes in the process*". Machado-Taylor et al. (2011, p. 38) describe situational theories as "*the interaction between the individual, the task and organizational characteristics*", whereas role theories "*examine the interplay of roles, positions and individual characteristics*".

A further category of motivation theories is reinforcement where the rewards or benefits are tangible or intangible. Intrinsic rewards concern 'pleasing oneself', the sense of satisfaction an individual experiences with a job well done. Extrinsic rewards, on the other hand, include rewards 'provided by someone else' and include salary increases and promotion (Naylor, 2004, p. 370).

Stoner, Freeman, and Gilbert Jr (1995, p. 443) identify four basic assumptions relating to motivation:

- "*it is commonly assumed to be a good thing*";
- "*it is one of several factors that goes into a person's performance*";
- "*it is in short supply and in need of periodic replenishment*"; and
- "*motivation is a tool with which managers can arrange job relationships in organizations*".

In discussing how managers can influence motivation, Naylor (2004, p.381) suggests that they structure jobs in a way that promotes high performance levels, train staff properly to perform their jobs, provide clarity on how staff will be assessed, ensure that the rewards offered are fair and appropriate for the effort expended by staff and ensure that staff are aware of the link between their effort and the rewards they receive. In addition, it is important that managers are continuously aware of staff satisfaction levels. Williams (2002) and Arnold and Feldman (1986) referred to motivation as 'choice behaviour' – employees choose whether to perform and if they do, how much effort they will expend and for how long; hence the importance of managers monitoring staff satisfaction levels. Hitt, Miller, and Colella (2006, p. 197) quote a Boeing

executive (Laurette Koellner) as stating that organisations obtain competitive advantage because of the people they employ; that motivated employees perform superior work, hence the competitive advantage. This is especially true for labour-intensive educational institutions where staff salaries comprise the bulk of the institutional budget and the institution's success or failure depends on the performance or non-performance of its teaching staff.

Hellriegel et al. (2008) report on research by Maslow, Alderfer and McClelland amongst others, that indicates that managers need to identify the motivators of job performance in order to improve employees' performance. According to Noe, Hollenbeck, Gerhart and Wright (2010), the 'Job Characteristics Model' (JCM) states that jobs can be described in terms of five characteristics – viz., skill variety, task identity, autonomy, feedback and task significance. In designing jobs, it is important that managers consider these factors and their impact on employee performance and job satisfaction. According to the developers of this model, Hackman and Oldham (cited in Kreitner & Kinicki, 2008, pp. 156-157), it was introduced in an attempt to structure jobs so that employees are intrinsically motivated. Sinding and Waldstrom (2014, pp. 187-188) confirm that if an individual's needs are not met, they will modify their behavior in order to reduce the deficiency they experience. Mafini and Dlodlo (2014, p. 2) summarise Yee, Yeung and Cheng's 2010 discussion on job satisfaction: "*Simply stated, the more a person's work environment fulfils their needs, values or personal characteristics, the greater the degree of job satisfaction*".

Why is it important to an organisation to have well-motivated staff? Both the organisation and the individual benefit. In the case of an academic institution, well-motivated staff enables it to build a good reputation at local and international level and attract good students and funding (Rowley, 1996).

The above discussion suggests that if managers can fulfil an employee's needs, that individual's job satisfaction is likely to improve and this will impact on their performance.

2.3. JOB SATISFACTION

While job satisfaction has been studied by many scholars over the years, it does not appear to have received much attention at South African HEIs (Mapesela & Hay, 2006; Schulze, 2006).

2.3.1. What is job satisfaction?

Definitions of job satisfaction vary and some are more detailed than others. Furnham and Eracleous (2009, p. 1) note Warr's (2002) definition of job satisfaction as "*the extent to which people are satisfied with their work*". Although phrased differently, Ivancevich and Matteson (2002) provided a similar definition. In their literature review on job satisfaction factors, Romig, O'Sullivan Maillet, and Denmark (2011, p. 3) refer to Balzer et al.'s definition of job satisfaction as "*the feelings a worker has about his or her job experiences in relation to previous experiences, current expectations, or available alternatives*". Feinstein adds another dimension to the discussion, noting that Locke (1969) describes job satisfaction as the feelings that a worker has about his/her job, and suggests that this is as a result of bringing one's values to the job (Feinstein, n.d.). Indermun and Bayat (2013, p. 3) citing Mullins (2007) suggest that job satisfaction "*is more of an attitude, and an internal state ... that is affected by a wide range of individual, social, organisational and cultural variables*".

Agho, Mueller and Price (1993) cited in Mafini and Dlodlo (2014, p. 2) include satisfaction among the "*outcomes that arise as a result of having a job*". There is a scarcity of jobs in South Africa, attested to by the country's high unemployment rate (Smit et al., 2011) and in some cases teaching staff would rather have non-permanent employment than be without employment. Like their overseas counterparts, South African HEIs have increased the number of 'non-tenure staff' in response to reduced government funding and increasing student numbers as they do not enjoy the same pay and benefits as permanent or 'tenured' staff, thereby enabling institutions to employ more staff at lower cost (Kezar & Sam, 2010). This practice is likely to change as a result of the 2015 amendment to the Labour Relations Act that requires that persons employed for a period of more than three months be provided with similar remuneration and benefits to those of permanent employees.

Hitt, Miller and Colella (2006) note that an individual's level of satisfaction indicates his/her attitude towards the job, with a high level of satisfaction indicating a positive attitude and a low level indicating a negative attitude. Other scholars observe that job satisfaction is how an individual perceives his work environment and can impact on individual behaviour and thus organisational success (McShane & Von Glinow, 2005, p. 124). Jenaibi (2010) (in Basak & Govender, 2015, p. 318) concludes that "*job satisfaction is an emotional state that can be evaluated by the workers' experiences or position and it is a state where an employee feels perfection in his/her work, value and worth of his/her work, and recognition*".

Kreitner and Kinicki (2008) and Schulze (2006) observe that what satisfies one person will not necessarily satisfy another worker in the same environment. Schulze adds that satisfaction levels among academics vary between faculties and institutions. Sinding and Waldstrom (2014, p. 188) state some factors might cause satisfaction for some but result in dissatisfaction for others whilst Bozeman and Gaughan (2011) examine whether the factors that impact job satisfaction among academics differ from those of other workers. Crossman and Abou-Zaki (2003) report on research (by Clark & Oswald, 1995, and Hickson & Oshagbemi, 1999, amongst others) that found that demographic factors impacted on job satisfaction whilst Peerbhai (2006) concluded that gender, age, race and tenure did not influence job satisfaction among information technology workers. Srivastava and Srivastava (2010, p. 428) found that younger junior managers had lower job satisfaction levels than middle and senior managers, and attributed the difference to the higher stress levels of junior managers. According to the authors, the cause of such stress may be as a result of having to juggle the competing demands of a job with the requirements of a young family.

Crossman and Abou-Zaki (2003) and Schulze's (2006) research found a difference in satisfaction levels between female and male employees in terms of pay, and supervision, and that education levels also impacted on job satisfaction. Brush, Moch, and Pooyan (1987) concluded that demographic factors affected job satisfaction depending on whether employees were employed in the private or public sector, and in the manufacturing or services sector. Their findings indicate a link between job satisfaction and age, gender and length of service in different employment situations. Research by Moloto, Brink, and Nel (2014, p. 9) on stereotypes relating to age, gender, occupation and race reported on Carpenter and Hewstone's (1996) finding that *"contact between members of different groups enables discovery of mutual similarities"*, thus recognising the existence of individual differences as a result of demographic factors. These differences were explored in Neelamegam's study that found significant differences in job satisfaction levels in terms of age, educational qualifications, and experience as well as marital status and income level but no significant differences between employees based on gender (Neelamegam, 2010). Kipkebut (2013) produced similar results but found that job tenure and occupational group have no significant relationship with commitment. Noordin and Jusoff's (2009) (cited in Basak & Govender, 2015) study on academic staff at Malaysian universities found that salary, status, and age affect job satisfaction. According to Pienaar and Bester (2006, p. 590), Black academics felt discriminated against *"in terms of promotion, access to the research infrastructure, stereotyping on the basis of race, fair treatment and language"*.

Their research refers to studies by Slavin, Rainer, McCreary and Gowda (1991) and Strumpfer (1983) that found that members of a minority group were more likely to be discriminated against.

It is interesting to note that in an American study, education administrators were placed fourth and teachers sixth in the top ten occupations in terms of high job satisfaction (Smith, 2007), while a study of vocational agriculture teachers in the US found that teachers had moderate levels of general job satisfaction (Jewell, Beavers III, Kirby, & Flowers, 1990). This finding differs from local studies on the job satisfaction of South African academics (Mammen, 2006; Schulze, 2005, 2006) which appear to indicate relatively high levels of general job satisfaction.

However, Reddy (2007) study on the merger between Technikon Natal and ML Sultan Technikon found that job satisfaction decreased as a result of the merger. The above discussion, along with comments by Kreitner and Kinicki (2008), confirms that job satisfaction factors vary among institutions and individuals. Pool and Pool (2006) maintain that job satisfaction is a 'multi-dimensional' rather than a global or unitary construct and that managers must identify the factors in their organisation that will influence employees' job satisfaction.

2.3.2. What are the causes of job satisfaction?

If employers knew the answer to this question they would be able to design the workplace and employee benefits to ensure optimum performance of their satisfied staff. However, it is important that supervisors are aware that the factors causing job satisfaction can change over time. Spagnoli, Caetano, and Santos (2012, p. 614) attributed changes in attitudes to organisational changes.

Arnold and Feldman (1986), Robbins, Odendaal, and Roodt (2001) and Ivancevich and Matteson (2002) identify a number of factors which contribute to job satisfaction – the work itself, promotional opportunities, supervision, co-workers, working conditions and pay. Ivancevich and Matteson (2002) add another dimension, job security. Raziq and Maulabakhsh (2014, p. 723) study on employees in the education, telecommunications and banking industries confirms the findings of earlier studies that job safety and security is one of the factors resulting in job satisfaction, as are working hours, relationships with co-workers, recognition for work performed (esteem needs) and management supervision.

Other scholars take the discussion further and differentiate between the factors that satisfy workers and those that cause dissatisfaction. Survey results indicate that employees consider the job itself, relations with co-workers, good supervision and the opportunity to grow as factors that foster job satisfaction. On the other hand, factors that may lead to job dissatisfaction include poor supervision, interpersonal conflicts, a poor work environment and low pay (Carrell, Elbert, Hatfield, Grobler, Marx & van der Schyf 1999). Hellriegel, Jackson, Slocum, Staude, Amos and Kloppe (2008, p. 274) refer to Herzberg's Two Factor Theory of Motivation which identifies the hygiene (job and organisational context) factors of compensation, level of responsibility, working conditions, company policies, supervision, co-workers, formal status and job security as factors which, if absent, would contribute to job dissatisfaction. The motivating factors that can contribute to job satisfaction are identified as the challenges of the job itself, responsibility, recognition and growth.

A study by Higher Education South Africa (HESA) reported in *The Mercury* refers to the need for universities to pay attention to academic staff's conditions of service, particularly the remuneration packages of junior and mid-level lecturers, in order to retain their services (L. Jansen, 2015). Basak and Govender (2015, p. 322) found that "*work itself, salary and compensation, job security, working conditions, promotional opportunities, supervision, administration and management, individual's personal characteristics, facilities, commitments, workloads, and others appear to be important factors to university academic job satisfaction and have been identified as key factors affecting academic job satisfaction*". Schulze found that although physical conditions and support, and research, followed by compensation and other benefits **influenced** academics' general job satisfaction, some factors were likely to **cause** job satisfaction. These include being involved in courses they are interested in, academic freedom, freedom to choose their research areas, opportunities for staff development, flexible working hours and leave in which to pursue research, good relationships with work colleagues and suitable facilities. An interesting addition to Schulze's list of job satisfiers is that academics would like to maintain the reputation of the academic institution, indicating their need for pride in their organisation. Schulze also identified factors that caused job dissatisfaction amongst academics. These include problems centred on research, government interference in teaching, the administrative burden placed on academics, policy issues and the poor quality of student work, amongst others (Schulze, 2006). An earlier study by Schulze (2005) amongst Black female academics identified private work spaces, teaching autonomy and flexible working hours

as satisfiers whilst a lack of job security, poor salaries and lack of recognition were found to be dissatisfiers.

The **discipline** in which academics are based has an impact on their satisfaction levels. Research conducted by Becher and Trowler (2001), Henkel (2005) and Trowler (2014) likens the academic to a member of a family with the discipline being the family. Members 'learn the language', including the roles and behaviour of family members, and there is cohesion in the family unit; "*the individual is embedded in and emerges from a history; family, communities, all of which have their own traditions*" (Henkel, 2000, p. 14). The same can be said of participation in a discipline; academics are required to abide by its principles and communicate with other members of the discipline as they have similar interests and the pull of the discipline is very strong.

Gibbon, Habib, Jansen, and Parekh (2000, p. 23) report, that academics emphasise "*that the strength of their disciplines lay in the transmission of critical and analytical thinking, cultural richness and diversity*". Each discipline has its own language, practice and norms or, as Clark (cited in Henkel, 2000, p. 19) puts it, "*recruits to different academic specialities enter different cultural houses, there to share beliefs about theory, methodology, techniques and problems*". For example, art academics are creative, and commerce academics are profit focused whilst engineers focus on structures and formulae rather than people. While disciplinary practices may vary amongst universities, the purpose for which the discipline is used may also differ (for example, for teaching or research) and although there may be some similarities between disciplines, each is different from the others (Trowler, 2014). Henkel (2000, p. 19) further states that "*higher education must be seen in terms of matrix structures formed by the cross cutting imperatives of discipline and enterprise*"; since university faculties and departments are usually grouped around disciplines (Gibbon et al., 2000) this will likely result in good relationships with departmental colleagues within the discipline and little common ground with academics outside it (Becher & Trowler, 2001), especially as competition for scarce resources increases. The discipline can thus be considered a subculture of an organisation and as such members of a discipline will have a greater attachment to each other than their commitment to the university. (Lok & Crawford, 1999, p. 371). Thus, it can be argued that individuals can be committed to the discipline.

Aligned to the concept of discipline identity is the idea of '**academic freedom**'. As the discipline has its own rules and principles, so the academic must be free to teach in terms of the discipline or, as Henkel (2005, p. 170) states "*that individual freedom was a function of academic control of the professional arena of teaching and research, that these were necessary conditions for academic work and therefore the conditions in which their academic identity was grounded*". Robinson and Moulton (2001, p. 1) define academic freedom as "*the freedom to teach and do research in any area without constraint, to discover and promulgate new ideas no matter how controversial*". This will enable researchers to 'find the truth' even if it is unpopular with some. Slåtten and Svaeri (2011, p. 214) found that academics in an 'enabled' environment (where there is academic freedom) are more committed to the organisation, have higher job performance and are less likely to apply for jobs elsewhere. The Senate of the university at which this study was conducted, acknowledged the importance of academic freedom by agreeing to the formation of an 'Academic Freedom Committee' to discuss interventions to ensure that academic freedom is maintained (Secretariat, 2015).

McKeachie (cited in Bozeman & Gaughan, p. 157) suggests that "*college faculty are highly motivated by a professional calling and, for this reason, extrinsic motivators (pensions, pay, benefits, geographic location) are not as important to their job satisfaction as might be the case with other managerial and professional occupations*". The reason for this 'professional calling' might be the disciplines to which academics are aligned, and the academic freedom afforded them as experts in their fields.

The **work itself** (another potential satisfier), as opposed to the discipline, can be considered in two parts – decisions about the actual work and the volume of work. According to Henkel (2005, p. 169), academic freedom includes "*being individually free to choose and pursue one's own research agenda and being trusted to manage the pattern of one's own working life and priorities ... that individual freedom was a function of academic control of the professional arena of teaching and research.*" As professionals, this is something for which academics strive. In terms of the volume of work, Struwig and Smith (2009) found that, in developing group norms, the group decides on an acceptable workload.

What work is expected of an academic? According to Schulze (2006, p. 318) in addition to administrative and management tasks, academics main tasks are teaching, research and community engagement. As few as 22 percent and 18 percent of the academic staff in

Schulze's study reported satisfaction with the amount of paper work and the time spent on administrative duties, respectively whereas satisfaction levels relating to teaching were close to 80 percent; however satisfaction levels for research varied between 14 percent and 61 percent, depending on the item measured.

Achievement is another component motivator or satisfier and refers to a person's sense of accomplishment when a job is well done. According to McClelland's Acquired Needs Model, people with a need for achievement have "*the need to excel, to achieve in responsibility, feedback and moderate risks*" (Smit et al., 2011, p. 392). Rowley (1996, p. 14) contends that most of an academic's feelings of achievement arise as a result of seeing their students achieve because of their work with the students, thereby giving them a sense of pride in their work.

Advancement and growth, or development, refers to the "*formal education, job experiences, relationships, and assessment of personality and abilities that help employees prepare for the future*" (Noe et al., 2010, pp. 410-411). Because it is forward looking, development not only provides for potential upward mobility but can also equip employees with the necessary knowledge and skills to keep abreast of technological changes or work designs. As it is the teaching staff of a HEI that provide the services required by its students, it is essential that staff have access to relevant, updated knowledge and technology in order to provide the quality service expected of them (Fielden (1998).

According to Danish (2010, p. 160) "*employees take **recognition** as their feelings of value and appreciation and as a result it boosts up morale of employees which ultimately increases productivity of organizations*". Many organisations link recognition or acknowledgement of a job well done to a reward system (that could include financial reward, promotion or other incentives) so that employees are able to see the link between their performance and the rewards they receive. Although Schulze (2006) found that South African academics were generally satisfied (contrary to earlier studies by Venter and von Tonder cited in Schulze), the study concluded that academic staff at the universities investigated showed low levels (40 percent) of satisfaction in terms of recognition. As is the case with the HEI under study, Rowley (1996) reports that academic salaries are determined by qualification and experience with little recognition – whether monetary or promotion – for good performance in many institutions. Brun and Douglas (cited in Theron et al., 2014, p. 10) note that recognition doesn't always have to take a monetary

form; “*employees need a symbolic reward in the form of ‘appreciation’, a sense of ‘acknowledgement’ or ‘gratitude’ for their dedication and contributions*”.

A major source of dissatisfaction amongst academics, according to Mapesela and Hay (2006, p. 713) is **policy**. This is because the number of, and different policies, that are introduced often place demands on academics as they are the ones affected by the policies. What is policy? According to management texts (Jones & George, 2011a; Stoner et al., 1995) policies, that are part of standing plans, are guidelines introduced by organisations to guide decision-making in situations that arise frequently. These policies, which may include those relating to promotion, access, staff development and discipline, amongst others, aim to help an organisation achieve its goals. A more appropriate term might be ‘operating procedures’ that Danish (2010, p. 162) uses to mean “*all those rules, regulations, procedures and requirements of the job that have to be performed during the job. It also includes the nature of job and values of an organization that one has to be bound of (sic) while performing the job.*” According to Mapesela and Hay (2006, p. 713), the difficulty with policy implementation is that it “*poses a threat to the academics who are customarily expected to adapt their traditional roles and play a leading role in implementing different higher education policies institutionally*”. An example provided by the authors is that, at the university featured in their study, promotion and appointments were not done strictly according to merit, but according to race and gender.

A study by Okpara, Squillance and Erondu (cited in Byrne, Chughtai, Flood, & Willis, 2012, p. 164) found that academics consider performance evaluations and merit-based promotions as fair and will encourage improved performance and lead to more job satisfaction, resulting in higher productivity and commitment. Research on academics in agricultural education institutions also found that promotion policy is a cause of discontent (Bowen and Radhakrishna cited in Schulze, 2006).

Supervision, or leadership “*involves elements such as influencing people, giving orders, motivating people (either as individuals or in groups or teams), managing conflict and communicating with subordinates*” with the intention of achieving the organisation’s goals (Smit et al., 2011, p. 310). To this end, the supervisor is responsible for ensuring that the work of his/her department or section is done and will use authority (the right to give orders), power (to influence the behaviour of others), influence (use authority and power to achieve objectives), delegation (assigning a task to a lower level subordinate), responsibility (to ensure the task is

completed) and the need to account for their actions to ensure that this is the case. Schulze (2006) reports on work by Venter (1998) and van Tonder (1993) which confirms the important role a manager (or in an academic environment, the Dean and department heads) can play in employee job satisfaction and an individual's decision to remain in their job (Theron et al., 2014). However, it should be borne in mind that not all supervision has a positive outcome. A study on the 'dark side of leadership' (Mathieu, Neumann, Hare, & Babiak, 2014) confirmed earlier studies on 'dark leaders' who have been described as "toxic, abusive, tyrannical, and destructive" and who have a negative impact on job satisfaction. It is interesting to note that the study found this to be more prevalent in the public sector. Veldsman's (2016, p. 11) view is that *"workplace bullying is similar to toxic leadership, but is just one form of it Is more centred on individual, one-on-one, physical or emotional abuse by any one individual, including a leader, on another person"*.

Employees spend most of their waking hours at work. It is for this reason that they need to develop ***relationships with their work colleagues***. This is especially important as employees often have to rely on one another to get the work done; this co-dependency can strengthen the relationships between individuals and the organisation itself (Nilsson, Hertting, Petterson, & Theorell, 2005). Organisations often encourage employees to develop such collegial relationships into friendship as the team cohesion that results can lead to the completion of tasks, improved service delivery, and easier communication and decision-making as well as increased job satisfaction. Research conducted by Morrison (2004) confirmed the link between workplace relationships and job satisfaction and found that, if employees are satisfied in their jobs, organisational commitment is a likely outcome. Morrison's study concurs with earlier work (Markiewicz, Devine & Kausilas, 2000 and Riordan & Griffeth, 1995) that found *"positive correlations between group cohesion and friendship"*. However, such relationships can become problematic where close relationships develop, for example, between supervisor and subordinate, leading to claims of favouritism and unfairness, or when there is breakdown in the relationship resulting in tension in the workplace (Bettencourt & Brown, 1997; Gordon & Hartman, 2009).

Aligned with the work itself is the issue of ***availability of resources*** to perform it. Chimanikire, Mutandwa, Gadzirayi, Muzondo, and Mutandwa (2007) found that Zimbabwean academics found it problematic if equipment was not available to perform their work whilst Ajayi, Awosusi, Arogundade, and Ekundayo (2011, p. 6) concluded that the working environment impacts on

academic performance – where the environment is good, performance will be good and *“good job performance of the academic staff would facilitate teaching, research and community services in the university”*.

There are differing views as to whether salary, or **pay issues** are a source of satisfaction or dissatisfaction. While this topic is discussed in more detail later under the theoretical framework, Herzberg et al. (1959) found that fair pay did not improve work performance (as a motivator) but was rather a hygiene factor that had the potential to cause dissatisfaction. Sibson (1994, pp. 165-166) disputes Herzberg et al.'s findings and states, *“what you will find is that almost everyone will work at least somewhat differently if they are paid on the basis of what they do”* and that *“For most people, during most of their working lives, pay may not be the only thing, but it is way ahead of whatever it is that is in second place”*. This argument is supported by Chimanikire et al. (2007) who found that an inadequate salary and other employee benefits were a source of dissatisfaction. Indeed, the low salaries offered to would-be academics is the reason for difficulties in attracting suitably qualified people to academia, especially when the salaries available in the private sector are taken into account (Pienaar & Bester, 2006). It should also be noted that, in many industries, trades unions negotiate salary packages for their members; the annual increase is usually a percentage that is awarded to all employees. Thus, an employee is not able to negotiate an individual salary with management and salary does not act as a motivator.

An academic's **type of appointment** is likely to impact on their job satisfaction level. This is linked to **job security**. Kezar and Sam (2010) studied 'non-tenure track faculty' (part-time and full-time contract faculty staff as opposed to permanent employees) in HEIs in the US and found that the salary and benefits offered to the different categories were vastly different. In addition, 'non-tenure' employees could not choose the courses they were to lecture and were required to lecture lower level courses to large classes, whilst permanent or 'tenured' academics lectured to students at higher levels, thereby gaining recognition and rewards as researchers and supervisors. Non-tenured part-time employees were also not able to participate in faculty life and as a result expressed concern about these issues. Although dated, Dreijmanis (1994) review of Gappa & Leslie's 1990-91 study produced similar results to that of Kezar and Sam, which was conducted two decades later. Their study found that approximately 35 percent of faculty comprised part-time (non-tenured) staff. The question Gappa and Leslie asked was *“Why do colleges and universities that are dedicated to fairness and the search for the truth*

permit such widespread exploitation?" One can only speculate on the answer to this question. However, Chimanihire et al. (2007, p. 170) found that regardless of their appointment type (80 percent of those surveyed were permanent appointments), *"72 percent of the lecturers were not satisfied with their current job"* whilst all the part-time lecturers were not satisfied. This suggests that job satisfaction or dissatisfaction is not the sole preserve of permanent appointees.

In extreme cases, the absence of the factors that promote job satisfaction can lead to academic burnout and ill-health. Jackson, Rothmann, and van de Vijver (2006, p. 264) study on the well-being of South African educators identifies the causes of academic burnout and ultimate ill-health as *"overloading, inadequate time demands, inadequate collegial relationships, large class sizes, lack of resources, fear of violence, isolation, role ambiguity, lack of promotion opportunities, little involvement in decision-making, learner behavioural problems, insufficient financial support, pressure from external parties, lack of community support and poor image of the profession"*. Bezuidenhout and Cilliers (2010, p. 1) report that, *"in South Africa, academics are pressed to produce more research outputs, lecture bigger classes and supervise more postgraduate students. The heavier workloads, with less support and fewer means, requires more time and energy."* They add that female academics are particularly at risk given conflicting demands on their time and the fact that they are often located in the lower academic ranks.

It would therefore appear that, while most satisfiers and dissatisfiers apply to all employees, regardless of the sector in which they are employed, teaching staff appear to have a few more factors to contend with, viz., academic freedom / autonomy (or lack thereof) which includes government interference in teaching, research issues, an additional administrative burden and the poor quality of student work.

2.3.3. Consequences of job satisfaction

What are the outcomes of job satisfaction and dissatisfaction amongst employees? Robbins et al. (2001) trace a link between job satisfaction and employee performance and review research on the link between satisfaction and productivity, absenteeism and staff turnover. One such study by Lund et al. (2005) found that men were more likely to take long-term sick leave if their work was emotionally demanding. On the other hand, absenteeism among women was more likely to be due to poor management, unrewarding work and conflicting responsibilities. In Tham's (2007) study, social workers who intended resigning from their job cited their employer's lack of concern for their personnel as their reason for wanting to leave. Trivellas and Dargenidou

(2009) found that the quality of administration and academic resources are associated with increased job satisfaction among university employees. Similarly, Kusku (2003) concluded that employee satisfaction enhances institutional quality and productivity. Furthermore, satisfied employees are less likely to leave the organisation, resulting in less staff turnover.

Robbins et al. (2001) and McShane and Von Glinow (2005) note that the EVLN (exit-voice-loyalty-neglect) model identifies the typical behaviours of dissatisfied employees. These include leaving the organisation, trying to improve the situation, waiting for things to improve (suffering in silence) and reducing their work effort. All of these responses can have a negative effect on organisational performance as well as customer satisfaction.

Robbins et al (2001, p. 79) take the discussion on job satisfaction a step further and trace a link between job satisfaction and organisational citizenship behaviour (which links with organisational pride) where employees “... *would seem more likely to talk positively about the organisation, help others, and go beyond the normal expectations in their job.*” This positive attitude might be the result of what Putnam (1993, p. 4) refers to as ‘social capital’, which arises when individuals work together, helping one another and in so doing, building relationships based on trust. This can lead to working together on other tasks in the future.

Arnold and Feldman (1986) state, that the most important consequence of job satisfaction for an organisation is performance. Furthermore, performance leads to satisfaction or lack thereof and employees that perform adequately or above average receive improved intrinsic and extrinsic rewards and are likely to be the most satisfied workers. Conversely, those with inadequate performance will receive fewer rewards and promotions. Debate continues on whether job satisfaction causes performance, as suggested by Arnold and Feldman, or whether performance causes satisfaction, even if only as a result of the rewards associated with performance (Judge, Thoreson, Bono, and Patton (2001). While Judge et al. (2001) posit an important, though possibly indirect relationship between job satisfaction and performance, further studies are required to identify the factors that impact on this relationship.

Arnold and Feldman note that dissatisfied employees are more likely to resign or be absent from work more often than satisfied employees, and are also more likely to participate in trade union activities. Not all theorists agree with Arnold and Feldman. Although there is broad agreement that improved performance and reduced turnover will result from increased job satisfaction, the

same cannot be said of absenteeism as, according to Sinding and Waldstrom (2014), factors other than job satisfaction (for example ill-health) impact on absenteeism.

Having defined job satisfaction and examined its causes and consequences, the discussion now turns to the question of organisational pride. Like job satisfaction, organisational pride can be considered an emotional attitude about something, in this case, the organisation for which an individual works. It is thus necessary to understand how pride in an organisation affects both the individual and the organisation.

2.4. ORGANISATIONAL PRIDE

2.4.1. What is organisational pride?

While research by Gouthier and Rhein (2011) shows it affects organisational behaviour, few studies have been conducted on organisational pride (Kraemer & Gouthier, 2014). Henkel (2000, p. 20) comments that, since both staff and students enter a university and a department based on the reputation, amongst other factors, that each holds for the individual, *“discipline and enterprise may, then, be mutually reinforcing and so together constitute a strong source of identity for academics”* thereby suggesting a link between the academic discipline and university.

Searching for synonyms for the word ‘pride’, in the *Collins Paperback Thesaurus* provided terms like *self-esteem, self-worth, delight, gratification, joy, pleasure* and *satisfaction*, amongst others. Gouthier & Rhein (2011, p. 634) cite psychological research that characterises pride as a *“positive, performance-related emotion... triggered by the success of a personal deed”*. They add that organisational deeds (whether as a result of one’s own actions or those of others) can lead to pride in an organisation. This can arise as a result of an individual’s need for an affiliation with an organisation (Gold, 1982 cited in Gouthier & Rhein, 2011). The authors subsequently studied the link between **emotional** (dependent on a single event) and **attitudinal** (stable, not dependent on a single event) employee pride and found that *“organizational pride emotions have downstream consequences on the work attitude organizational pride and on affect-driven behaviors”* (Gouthier & Rhein, 2011, p. 636), resulting in improved customer service, and lower employee turnover. They argue that long-serving employees are important to an organisation as they are familiar with its operations and can consequently serve customers better and are able to provide creative solutions to problems. This can only happen when

“employees bring their whole selves to work everyday” which will happen when they have pride in the organisation (McIntosh, 2010, p. 40).

In her article entitled *“Linking organizational pride to purpose”* McIntosh (2010, p. 40) states that, *“Leaders of a team and/or an organization must realize that pride is an incredibly powerful tool that allows them to not only tap into team members' energy and intrinsic motivation, but also harness that pride in the service of achieving top business results.”* The results alluded to by McIntosh will result in positive performance, leading to improved profits and enhanced reputation in the marketplace, allowing the organisation to generate further income. This view is supported by Stockley (2006b) who states that organisations with engaged employees are not only stronger, but also healthier than their competitors. Although an unusual source for a scholarly tome, the owner of a holiday resort, on receiving the Lilizela Award from the Department of Tourism stated *“It is not always easy, but when you have pride in your product and you put your customers' needs first, it becomes a way of life”* (Unknown, 2015, p. 90).

This begs the question: what is organisational pride, and how does it differ from organizational citizenship behavior (OCB)? Kreitner and Kinicki define OCB as employees *“going beyond the call of duty”* and cite examples of making constructive statements and suggestions for improvement in the workplace in addition to *“respect for the spirit as well as the letter of housekeeping rules ... and punctuality and attendance well beyond standard or enforceable levels”* (Kreitner & Kinicki, 2008, p. 174). Nilsson, Hertting, Petterson and Theorell note that Bass and Avolio (2005) found that transformational leaders enable employees to *“stretch their limits”* in arriving at creative solutions whilst their own research indicates that staff displaying citizenship behavior will assume more responsibility and take on more additional tasks than would normally be expected of them. They do so out of a sense of loyalty to the organisation which, together with management efforts to empower staff, allows the employee to test their abilities whilst attempting to meet both their own and the organisation's goals (Nilsson et al., 2005, p. 8). Thus, it would appear that OCB arises as a result of organisational pride.

According to Nilsson et al. (2005, p. 5), an important aspect affecting employee job satisfaction and pride in one's work is dependent on the size of an organisation. This sense of pride and loyalty arises out of departmental staff interacting with and getting to know one another. Murphy (n.d.) study in the US found that 90 percent of employees that were committed to remaining with

their organisation were proud to be working there, while most of those that were considering resigning indicated low levels of pride.

The relevance of the above discussions on job satisfaction and organisational pride relates to the way that individuals feel not only about their jobs, but about the organisations in which they are employed. The following sections examine the outcomes that are manifested as a result of those feelings, that, hopefully, will result in individuals being committed to their organisations and thus in above-average performance of employees that intend to remain in their jobs.

2.5. PERFORMANCE, ABSENTEEISM AND TURNOVER

2.5.1. Performance

Sibson (1994, p. 162) provides a basic definition of performance: *“It should mean how well a person does his or her assigned job, and nothing else.”* Kakkos and Trivellas (2011, pp. 416-417) refer to the work of a number of authors, for example, Babin and Boles who define job performance as *“the level of productivity of an individual employee, relative to his or her peers, on several job-related behaviours and outcomes”*. They add that *“job performance is a multidimensional construct”* and note that researchers have had difficulty agreeing on the construct. They cite Suliman (2001) who identifies six dimensions, including work skills and duties, enthusiasm, readiness to innovate and the quality and quantity of work. Other scholars (Farth & Cheng, 1991) focus on quantity and quality whereas Borman and Motowidlo (1997) differentiate between task and contextual performance. Kakkos and Trivellas (2011, p. 417) define task performance as the actions required to produce goods or services and cite Van Scotter, Motowidlo and Cross's (2000) description of contextual performance as *“when employees help each other, cooperate with their supervisors, or make suggestions about organizational processes”*.

A frequently posed question is: does job satisfaction cause performance, or does performance result in job satisfaction? Kreitner and Kinicki (2008) answer this question by referring to research that indicates that both factors have a moderate impact on each other and that managers need to consider the factors affecting employee job satisfaction if they want to improve employees' performance.

2.5.2. Absenteeism

An online dictionary definition of absenteeism is the practice of staying away from work for no good reason; this can result in low productivity (2006). Gangai (2014), defines absenteeism as *“any failure to report for or stay at work as scheduled, regardless of what the reason is”*. He notes that absenteeism is a recognised problem in any organisation.

There are two kinds of absenteeism – those that are legitimately unable to attend work as a result of illness, injury or death or involuntary absenteeism, labelled ‘white absenteeism’ by Sanders and Nauta (cited in Gangai, 2014) and those that do not want to attend work for other reasons (not related to illness), which Sanders and Nauta (2004) called ‘black absenteeism’. They note that ‘black absenteeism’ could occur when an employee’s child is ill, as a result of over-indulgence in drugs and alcohol, and due to issues relating to job satisfaction. Blau and Boal (1987) distinguish between ‘corporate citizens’ who are likely to be absent from work only when legitimately sick and ‘apathetic employees’ who are likely to abuse sick leave or an organisation’s provisions for absenteeism.

As many as 20 percent of the managers surveyed by Kreitner and Kinicki (2008) identified ‘black absenteeism’ as a problem. They add that managers should pay attention to employee satisfaction in order to reduce such ‘bogus absenteeism’. Identifying poor person-job fits and offering alternate work possibilities (for example, working flexi-time and telecommuting) may be effective strategies (Moorhead & Griffin, 2010).

Gangai notes that absenteeism results in direct and indirect costs. These include the cost of replacement labour and lost production, possible customer complaints and low staff morale as other employees have to take on the work of those that are absent. Gangai’s suggestions for reducing absenteeism differ from those of Moorhead & Griffin in that he suggests a combination of incentives (for example, a cash reward) and penalties (for example, a loss of benefits) (Gangai, 2014).

2.5.3. Turnover

Turnover arises as a result of an employee deciding to leave an organisation. Research shows a strong correlation between job satisfaction and turnover (Pienaar & Bester, 2008; Sinding & Waldstrom, 2014). Should an employee decide to leave an organisation (i.e., voluntary turnover) the workflow can be disrupted whilst a replacement is found. The costs (other than recruitment

and placement costs) involved in replacing an employee should also be borne in mind. van der Merwe and Miller (1988) note that these include changes in group dynamics, and problems relating to the integration of a new staff member. Pienaar and Bester (2006) cite the work of Anderson and Saha (2002) and Koen (2003) and note that the rate of turnover of academics in both Australia and South Africa is increasing. Although 'intention to quit' does not always result in an employee actually leaving the organisation, a study by Theron et al. (2014) found that almost 34 percent of academics at 13 South African HEIs indicated a 'slight to strong' intention to quit whereas 20 percent indicated they were serious about moving elsewhere.

Kreitner and Kinicki (2008) note that the cost of replacing a professional employee can be as high as 150 percent of annual salary and that "*employee-turnover cost in American companies reaches around \$5 trillion annually*" (Slåtten & Svaeri, 2011, p. 206). Phillips and Connell (cited in Pienaar & Bester, 2006, p. 582) suggest that, apart from the financial costs, other negative aspects of high turnover include a decline in productivity, and loss of experience and specialist knowledge as well as a "*decline in the image of the organisation or institution*". Theron et al. (2014, p. 1117 citing Ng'ethe, Iravo & Namusonge, 2012) observe that retaining staff allows universities to "*accomplish their visions and missions, and become centres of excellence*". Cost savings, not only in monetary terms, are therefore a good incentive for employers to encourage employees to remain with the organisation.

Although Slåtten and Svaeri (2011, p. 213) acknowledge other researchers' studies that link job satisfaction, organisational commitment and service quality to turnover intention, their study of frontline service employees found that where employees were provided with appropriate training, authority to perform their work and knew what was expected of them, the likelihood of their leaving the organisation decreased. It was also found that managerial coaching had the biggest impact on job performance. Employees in organisations that provided managerial coaching had lower staff turnover as their staff were more loyal.

Winkelmann-Gleed (2011) confirm the importance of line managers when employees consider whether to stay or leave an organisation, whilst Pienaar and Bester (p. 32) suggest that a lack of feedback on career progress from line managers is amongst the reasons that cause young academics to leave academia. Other reasons include performance management systems, pressure to conduct research and publish and financial considerations. Indeed, the authors state that "*the retention of academics is made increasingly difficult because an academic career*

is probably no longer as desirable and attractive as was previously believed'. This could be the result of a lack of support and the additional work expected from academics, making it difficult to attract new, and retain current, academic staff. The authors found that between the two rounds comprising their longitudinal study, eight of the initial (young) respondents had left the institution and the number of young academics strongly indicating they would leave increased from 18.9 percent to 35.5 percent in the second study. Lack of commitment was found among both Black and White young academics.

Whilst Pienaar and Bester's study focused on young academics, Winkelmann-Gleed (2011) conducted research on employees close to retirement. The study identified five categories of employees reaching retirement age: those that had to continue working for financial reasons (in order to supplement their pension), those that also had financial issues but would prefer more flexible working conditions and would stop work if such conditions weren't available, those who wanted to continue working as they enjoyed both the work and the social contact (thereby showing affective commitment), those who felt they owed it to society to stay on, and those who couldn't wait to leave the organisation.

It is interesting to note that, regardless of age, financial considerations appear to impact on an employee's decision to stay or to leave an organisation. Theron et al. (2014, p. 12) found that this was the most compelling reason for academics leaving. Other reasons identified by the study include lack of career development opportunities, retirement and higher-paying job offers elsewhere.

Whilst 'corporate citizens' (committed employees) are not expected to leave an organisation, not all turnover intentions are detrimental to an organisation. Blau and Boal (1987, p. 297) found that when apathetic employees, who are not committed to the organisation and are likely to be absent from work leave voluntarily, such turnover can be considered 'functional' and beneficial, if they are replaced by people who become committed, involved employees.

2.6. COMMITMENT

Moorhead and Griffin (2010, p. 70) state that organisational commitment, otherwise known as job commitment, is the product of fair treatment, reasonable rewards and job security, and manifests in an individual's attachment to an organisation. The authors add that appropriate job design can lead to increased satisfaction, and consequently more committed employees. This

can result in employees working as hard as their leader in order to complete a task and achieve organisational goals. Sinding and Waldstrom (2014) note that committed employees are more likely to remain in the employ of an organisation.

The same can be said of higher level employees – committed managers work harder and want to stay with the organisation. Pool and Pool (2006) found that employees want to remain with an organisation which has a satisfying work environment. Their findings also revealed that committed employees are successful team players that contribute to improved problem solving. This could be the reason for Chinomona and Dhurup (2014) observation that an organisation with committed employees has a competitive advantage that will help ensure its long-term sustainability. Finally, Moorhead and Griffin (2010) state that employees from different cultures can demonstrate different levels of commitment to an organisation.

In the past, employees were with their employer ‘for life’ and commitment was associated with lifelong loyalty to the firm (Robbins & Coulter, 2007; Walton, 1999). While this may not be as true today as it was a decade or two ago, Robbins and Coulter (2007, p. 303) state that “... *organizational commitment leads to lower levels of both absenteeism and turnover...*”. The opposite is also perhaps true – lack of commitment could lead to high employee turnover which can be detrimental to an organisation.

Greenberg and Baron (1997, pp.190-191) maintain that “... *people can be committed to various entities in their organizations ...*”; they can be uncommitted or committed (to their workgroup, supervisor, top management and organisation) and either locally committed (to their supervisor and/or work group) or globally committed (to top management and the organisation). Stephen (1999) and Greenberg and Baron (1997) also identify the different levels of commitment as uncommitted, locally committed, globally committed and committed. This implies that an employee can be committed to his or her department while feeling no or low commitment towards the organisation, yet still perform at an adequate level. In the educational field, an academic’s commitment to his/her discipline might cause him/her to continue with his or her academic duties despite dissatisfaction with the external factors relating to the work.

Greenberg and Baron (1997, p. 191) identify three bases of commitment: continuance commitment, affective commitment and normative commitment. Continuance commitment relates to “...*the strength of a person’s tendency to need to continue working for an organization*

because he or she cannot afford to do otherwise ... Affective commitment refers to the strength of a person's desire to continue working for an organization because he or she agrees with it and wants to do so ... and normative commitment as ... feelings of obligation to stay with the organization because of pressure from others". This suggests that an employee may decide to remain in an organisation despite low levels of job satisfaction.

Some studies differentiate between organisational commitment and engagement. Mowday (in Geldenhuys, Laba, & Venter, 2014, p. 367) states that "*organisational commitment is an individual's identification and involvement with the organisation*" while Schaufeli and Bakker (cited in Geldenhuys et al., 2014, p. 4) define employee engagement "*as involvement in the work role or the work itself*". Despite the difference, research shows a moderate correlation between the two.

Stockley (2006b) defines employee engagement as "*The extent that an employee believes in the mission, purpose and values of an organisation and demonstrates that commitment through their actions as an employee and their attitude conversations held reflect a natural enthusiasm for the company, its employees and the products or services provided ...*". He continues by indicating that employees are more productive and satisfied if they are engaged with their employer and should consequently encourage this engagement. Maslach and Leiter (cited in Bezuidenhout & Cilliers, 2010) describe work engagement "*as being characterised by energy, involvement and efficacy*" and note that this is a state for which employers should strive, in order for the organisation to be successful.

Roberts (2013, p. 57) refers to three measures of employee engagement: the positive comments employees make about their organisation, their desire to remain part of the organisation, and employees "*exerting extra effort and engaging in behaviours that contribute to organisation success*". More organisations are recognising the importance of employee engagement for organisational effectiveness. Roberts's study found that effective employee engagement yielded increased sales, turnover and market share as a result of improved customer satisfaction as well as improved inventory handling, resulting in fewer losses. The results were similar in the public and sectors and among non-profit organisations.

Rothmann and Rothmann (2010) cite studies (Khan, 1990; Shamir, 1991; Locke & Taylor, 1990) that show that employee engagement is the result of a good work-life fit and satisfactory

interpersonal relations (with both supervisors and co-workers) that allow employees to express themselves in creative ways. Rothmann and Rothmann (2010) found that job resources, that are linked to both intrinsic and extrinsic motivation, were also a determining factor for employee engagement, with the ability to provide both intrinsic motivation (for example, fostering employee growth) and extrinsic motivation (achieving work goals).

What are the advantages of a committed employee? From the employee point of view, these include “... *highly successful careers and pleasant nonwork lives*” and for the organisation, they are lower levels of absenteeism and voluntary turnover and a willingness to share and make sacrifices (Greenberg & Baron, 1997, p. 193). Stephen (1999) refers to this as ‘going the extra mile’ without expectation of a reward. On the other hand, “*employees who are actively disengaged are less productive, profitable, loyal, less likely to provide excellent customer service and are often disruptive ... as many as twenty percent of staff can feel disengaged*” (Stockley, 2006a).

Is this also true of an academic environment? Barkhuizen and Rothmann (2006) found that when some academics became engrossed in their work they experienced pleasurable feelings and became enthusiastic about the task, resulting in intrinsic motivation. Their study indicated that the higher an academic’s qualification and post, and the more academic autonomy, the more likely the academic was to be committed to the institution. A surprising finding by Maynard and Joseph (cited in Kezar & Sam, 2010) was that part-time faculty staff had higher levels of emotional commitment than full-time staff despite the fact that part-timers received lower salaries with fewer/no benefits and no job security.

During the 2011 student unrest at the HEI under study, the VC expressed his appreciation of the academics that offered assistance in finding solutions to the impasse in order to continue with the academic year. This illustrates the academics’ commitment to the institution (Bawa, 2011).

This study posits that job satisfaction and organisational pride will lead to committed employees. While the foregoing discussion has shown that there are various types of commitment, the question that remains is: what benefits does an organisation gain from having committed employees? The literature suggests that committed employees perform better, are absent from work less frequently or only when really indisposed, and are less likely to leave the organisation.

2.7. IMPLICATIONS FOR HIGHER EDUCATION

Not many students that attend university proceed beyond the primary qualification – whether degree or diploma – resulting in a shortage of suitably qualified potential academics. Those that do leave university with higher qualifications (Masters or Doctoral degrees) are highly sought after by both industry and academic institutions alike. In order to deliver the quality education expected of them by society, universities need to attract – and retain - these highly qualified individuals.

In order to attract these qualified individuals to academia, universities will be competing with industries that have bigger cheque books and better working conditions with up-to-date equipment. With all the challenges facing higher education both locally and internationally (for example changes in economic policy, increasing and ever-changing demands by society and the management of knowledge production as well as funding constraints,) (Leisyte & Dee, 2012) in the competition with industry to attract these graduates, academia can only offer the prestige associated with working at a university, academic freedom, the opportunity of conducting research and the ability to shape young minds.

Once universities have successfully employed the graduates, it is necessary to retain their services. Factors that could assist in the retention of academics include the opportunity to undertake research, freedom over how and what they teach, recognition and rewards for work well done as well as opportunity for growth, to name just a few factors. Academic freedom is an important construct as it has implications for both the university and the individual academic. The most important aspect of academic freedom is that it allows for creativity and innovative problem-solving, and can produce graduates that will take those abilities into their future workplaces.

Where academics are not satisfied in their work, this may result in decreased performance, increased absenteeism and also turnover of staff. These outcomes may have a negative effect on student performance. As an example, where students are not given early feedback on their assessments they will not have the ability to correct their errors with the consequence that they may not pass their modules. This will have financial implications for the university as government subsidy is granted based on student progression. Where there is increased absenteeism (the ‘black absenteeism’ referred to Sanders and Nauta, 2004) this could result in

students staying away from other classes because of the absence of one of their lecturers, resulting in poor student performance in more than one module. These outcomes relate not only to all universities, but especially to the university which is the focus of this study as many of the students are reliant on sponsorships to travel to university.

With regard to turnover, especially to this HEI, academic staff is required to give one term's notice of termination. It can take up to one year to replace an academic member of staff – this is due to the 'questionable' practices of the human resources – leaving students without an academic in the classroom, or placing strain on the academic staff in the department to cover the vacancy. This leads to stress and dissatisfaction on individuals, and may lead to further turnover.

2.8. THEORETICAL FRAMEWORK

The literature reviewed identifies a number of important factors that influence employee behaviour in the workplace. Herzberg et al. (1959) draw together several of these factors and their framework was used as the foundation to address the current study's research questions.

(Note: Although the contribution of the two factor theory of job satisfaction by Messrs Mausner and Snyderman to the current study is acknowledged, over the years, the theory has become known as Herzberg's two factor theory and this reference is used throughout the remainder of this study)

2.8.1. Job satisfaction

In reviewing the work of others, Herzberg et al. (1959, pp. 7-8) reflected on the need to answer the question "*What does the worker want from his job?*" They posited that knowing what motivates workers and being in a position to offer the worker that which motivates him/her would improve work performance. While a number of factors were identified that might prove to be motivators, the importance of the factors differed between workers at different levels of the organisation. An important finding was that there were some aspects of the job that workers either liked or disliked – some factors were 'satisfiers' and some 'dissatisfiers'. Although their review of the literature indicated a relationship between job attitudes and output or productivity, the relationship was not consistent.

Having studied the work of other psychologists and sociologists that investigated both individual and group behaviour, and the shortcomings and advantages of the different methods of investigation, Herzberg et al. (1959, p. 17) decided on their technique: "*We decided to ask*

people to tell us stories about times when they felt exceptionally good or bad about their jobs. We decided that from these stories we could discover the kinds of situations leading to negative or positive attitudes toward the job and the effects of these attitudes". They would then use content analysis to quantify workers' attitudes and criteria.

After conducting two pilot studies, Herzberg et al. decided to restrict their qualitative research to accountants and engineers, professional people and middle managers. This was based on the fact that many different factors or criteria were identified when all levels of staff (including blue collar workers) were interviewed in the pilot studies. In conducting the content analysis, the researchers used the following coding: recognition, achievement, possibility of growth, advancement, salary, interpersonal relations, supervision-technical, responsibility, company policy and administration, working conditions, work itself, factors in personal life, status and job security.

The results of their research indicate that:

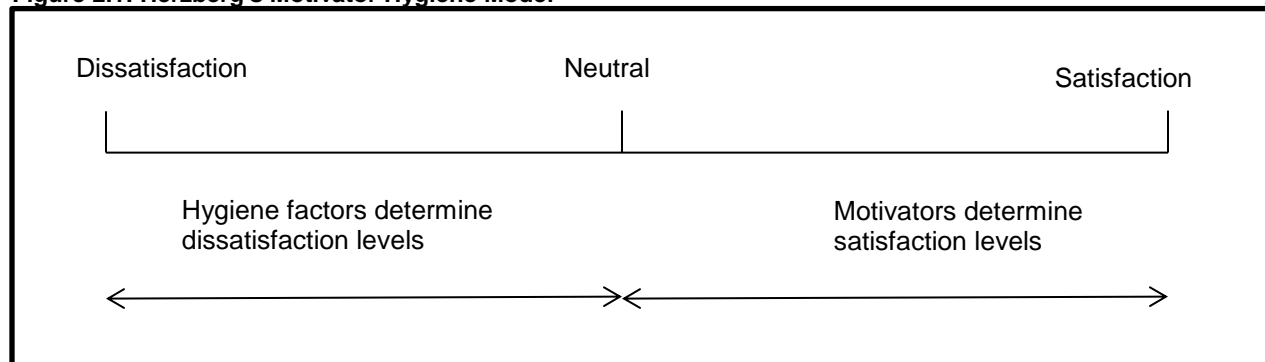
- a. Factors that focus on the job itself, or satisfiers, are *"(1) on doing the job, (2) on liking the job, (3) on success in doing the job, (4) on recognition for doing the job and (5) on moving upward as an indication of professional growth."* (ibid 1959, p. 63). These relate to the intrinsic or internal factors that influence behaviour.
- b. Factors that focus on the job situation, or dissatisfiers, are *"the context in which the job is done; working conditions, interpersonal relationships, supervision, company policies, administration of these policies, benefits, job security and salary"* (ibid 1959, p.113). These factors are extrinsic factors that influence behaviour.

It is important to note the distinction between the two categories of factors – the satisfiers or 'motivators' (job content) and the dissatisfiers or 'hygiene factors' (job situation). According to Herzberg et al. (1959, pp. 113-115) if factors of the job itself are present they have the potential to motivate employees to improve their performance and if not present, employees are not necessarily dissatisfied; rather the motivators/satisfiers *"have the potential to satisfy the individual's need for self-actualization in his work"* and lead to *"extra performance on the job"*. However, when the dissatisfiers or 'hygiene factors' deteriorate to an unacceptable level, employees experience dissatisfaction. When these hygiene factors are present at an acceptable level, this does not lead to job satisfaction. In the words of Herzberg et al. *"All we can expect from satisfying the needs of hygiene is the prevention of dissatisfaction and poor job*

performance.” Kakkos and Trivellas (2011, p. 412) summarise the two factor theory as follows “Hygiene factors are needed to ensure an employee is not dissatisfied. Motivation factors are needed to motivate one to higher performance.”

There has been debate on whether money should be considered a motivator/satisfier or a hygiene factor/dissatisfier. Herzberg et al. (1959, p. 117) argue that, especially for the sample of managerial and professional people covered in their study, “Money thus earned as a direct reward for outstanding individual performance is a reinforcement of the motivators of recognition and achievement. It is not hygiene as is the money given in across-the-board wage increases”. Arnolds and Boshoff (2000) (cited in Kakkos & Trivellas, 2011, p. 417) conclude that “satisfaction with pay has a significant influence on job performance, while satisfaction with fringe benefits and relatedness needs do not influence performance”, indicating that pay is seen as a motivator and fringe benefits are considered a hygiene factor.

Figure 2.1: Herzberg's Motivator Hygiene Model



Source: *Organisational Behaviour* (Sinding & Waldstrom, 2014) McGraw Hill. UK.

In contrast to Arnolds and Boshoff’s view, commenting on the HESA study titled *Remuneration of Academic Staff at South African Universities*, Mabelebele of HESA stated that junior academics are more likely to leave the academic environment because of what they think are better paying jobs, whether in the private or public sector with the potential result of a shortage of experienced academics in the future (John, 2015). This suggests that especially for junior lecturers, a lack of satisfaction with pay can be considered a hygiene factor. A study by Tang and Tang (2012) also found that pay is a hygiene factor as employees would change jobs for more money.

As Herzberg's two factor theory dates back to the 1950s, it is necessary to ask whether it still has relevance today. The question is appropriate considering developments in the work environment, technology and the economy over the past half century. Bassett-Jones and Lloyd (2005) report on a follow-up study using the two factor theory that was conducted in the UK. It found that, apart from money and recognition that were not considered primary sources of motivation, the factors relating to intrinsic motivation are still relevant. Another study by Boyer, Altbach and Whitelaw (cited in Byrne et al., 2012) found that job satisfaction was promoted by work context and job content factors.

During the seven decades since the two factor theory was introduced, many studies have been undertaken. Byrne et al. (2012) report on research by Busch, Fallan and Pettersen, 1998; Lacy & Sheehan, 1997, Olsen, 1993; Oshagbemi 1997; Ward and Sloane, 2000, to name but a few that contradicts one or other of the categories proposed by Herzberg. However, research conducted by Peerbhai (2006) found that the two factor theory was the only one that contained all the work-related factors to measure job satisfaction.

From the reasons provided by Peerbhai and a consideration of the various of job satisfaction theories that exist, it was felt that Herzberg's two factor theory was the appropriate theory to use as many of the categories match the working environment found in academia:

- Herzberg's theory was derived from the perceptions of professional people, and academics can be considered as professional people because of their qualifications and expertise in their discipline.
- Although everyone needs money to satisfy their basic needs, it has been shown that academics (teaching staff) are not necessarily driven by money; once their basic financial needs have been met, pride in the discipline and the ability to shape young minds – in other words job satisfaction - assumes more importance than money. Had they been motivated by money, the academics would likely have taken a job in industry rather than academia in the first place.
- In line with Herzberg's dissatisfiers or hygiene factors (the job context issues) academics will leave the university if these factors are not present; however if the motivators (factors relating to job content) are not present, academics will tend to continue in the job, even if their ability to perform the job is put to the test.
- In many instances academics are free to perform their duties without too much interference (albeit in line with university policies) by supervisors.

Despite the adoption of the two factor theory, it was considered appropriate to slightly adapt the theory to suit conditions at the university that formed the basis of this study. The adaption was intended to address issues the researcher found warranted investigation, based on her perceptions. It was felt that using a standardised instrument wouldn't address the particular issues experienced at this university and that a tailored questionnaire would better serve the research.

Based on the literature reviewed, the two factor theory was adapted as follows:

- *Motivation factors (satisfiers)*: Academic freedom, the work itself, achievement, recognition and advancement and growth. It was felt that, due to the limited number of questions that could be asked the two categories relating to 'on doing the job' and 'on liking the job' be collapsed into one category – 'the work itself'. Added to the list is the concept of 'academic freedom' as the literature has shown that this is important to teaching staff.
- *Hygiene factors (dissatisfiers)*: Policies, supervision, interpersonal relations, working conditions, salary and job security are categories that form part of the original theory; the categories that have been excluded are 'administration of company policies' and 'benefits'.

These categories are shown diagrammatically later in this chapter when the model is presented.

2.8.2. Organisational pride

As noted earlier, organisational pride, which has been shown to affect behaviour, displays a need for affiliation with an organisation (Gouthier & Rhein, 2011) and can be based on the organisation's reputation (Henkel, 2000). Organisational pride motivates staff to serve the organisation's customers better; it can also result in lower employee turnover rate.

2.8.3. Commitment

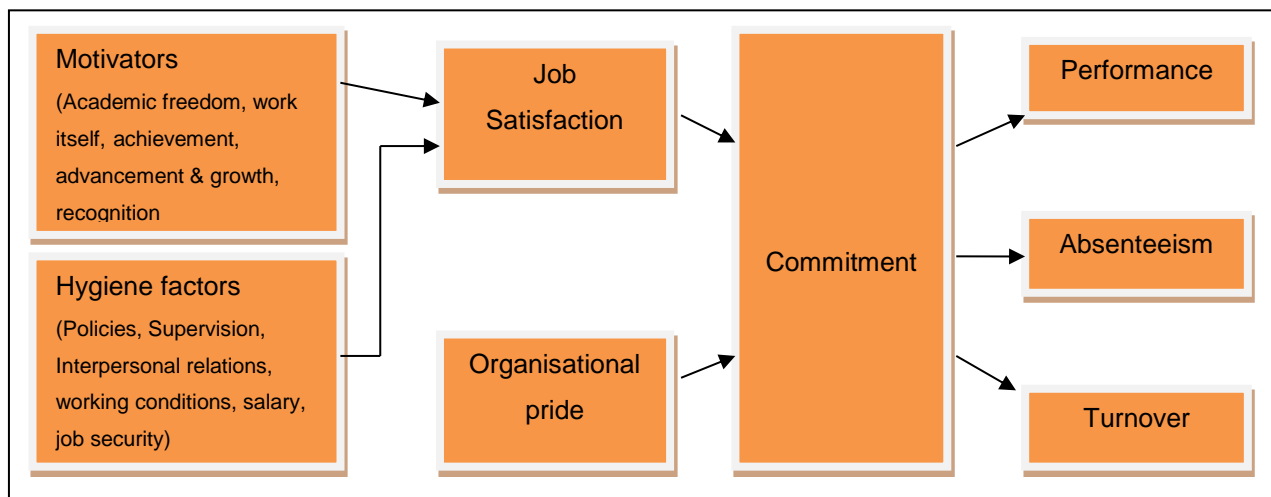
A number of different types of commitment have been identified, including locally versus globally committed; and continuance, affective and normative commitment (Geldenhuis et al., 2014; Greenberg & Baron, 1997). For the purposes of this study, Mowday's definition which relates to employee involvement in the organisation and Schaufeli and Bakker's definition relating to

commitment to the work itself (Geldenhuys et al., 2014) were used to address the research questions.

Based on the information gathered from the literature review, the researcher proposed a model that incorporates the different factors identified.

The model suggests that, using Herzberg's two factor theory that was adapted for use in this study, the motivators and hygiene factors identified will impact on job satisfaction; and that, in conjunction with organisational pride, both contribute to commitment. Such commitment can be either to the organisation or the job itself, or both. Committed employees will perform at their best for the organisation, will not abuse its sick leave provisions and will be less likely to leave.

Figure 2.2: Model proposed for this study



2.9. TO CONCLUDE

This chapter set out to provide a better understanding of the concepts of job satisfaction, organisational pride and commitment and the relationship between them by reviewing the relevant literature. Before considering these topics it was necessary to discuss motivation to underline that motivation requires that energy be expended in order to achieve individual goals. This energy is created by both internal and external forces; an organisation that provides the necessary environment that results in satisfied and proud employees will have employees who are motivated to perform to the best of their ability, and are likely to be committed to the organisation. Committed employees will not only perform better but are also unlikely to take unnecessary sick leave, and will want to remain with the organisation. This is what

organisations hope to achieve as it enables them to be competitive in their industry, whether the industry is business or academia.

The following chapter discusses the methodology employed for this study.

CHAPTER 3: RESEARCH DESIGN AND DATA COLLECTION

THE ROUTE TAKEN

3.1. INTRODUCTION

While chapters one and two defined the problem and provided information relating to the topic, this chapter explains the research methodology employed for this study.

Mouton (1996, p. 26) likens the research process to a journey, where a traveller explains his/her destination and the route he/she will take to arrive at this destination. In this chapter, the researcher (the traveller) explains the route and method (the transport) taken to arrive at the destination – the answers to the questions posed.

This chapter consequently focuses on the paradigm into which this study falls, the type of data that was gathered and the methods used to gather the required data as well as ethical considerations and issues of reliability and validity. In addition, consideration is given to how the data was treated.

3.2. METHODOLOGY

3.2.1. The type of data used

Before deciding on the preferred research approach, the researcher had to decide whether to collect new data specifically for the purpose of this study, or use existing data from other sources. Walliman (2011, p. 177) suggests that “*all research studies require secondary sources for the background to the study*” and notes that some researchers rely purely on secondary data to complete their study. According to Walliman (2011), one of the advantages of using secondary data is that the data was gathered by expert researchers. However, a disadvantage is that the researcher misses the experience of developing his/her own questionnaire and gathering his/her own data and tailoring it to suit the specific needs of his/her research. The most important point Walliman (2011) makes with regard to the use of primary versus secondary data is that the purpose of collecting the secondary data may differ from the purpose

of the current study and that the secondary data may not provide the answers the researcher is hoping to find.

Based on the above, the researcher decided to collect primary data unique to the HEI under study in the knowledge that the data gained would provide insight into the feelings of teaching staff in the institution. The process followed is described below.

The questions posed by the researcher were:

1. What are the levels of job satisfaction, organisational pride and commitment amongst academic (teaching) staff at the HEI under study?
2. What is the correlation between the levels of job satisfaction and organisational pride of teaching staff, and their levels of commitment?
3. How do key demographic variables impact on the levels of job satisfaction of teaching staff at the HEI under study?

3.2.2. Research approach or paradigm

There are a number of research paradigms. This research can be categorised as falling between the positivist and post-positivist paradigms. Thomas Kuhn, cited by Mouton (1996, p. 203) introduced the term 'paradigm' to describe the "*established research traditions in a particular discipline*" which include the "*accepted theories, models, body of research and methodologies*".

Outhwaite (1987, p. 5) describes the nineteenth century positivist paradigm as 'positive knowledge' which was "*based on the causal laws of phenomena, derived from observation*". This is confirmed by Cohen, Manion, and Morrison (2007, p. 7) who note the need for the researcher to act as an observer to ensure that "*knowledge is hard, objective and tangible*". Although a number of scholars (Maree, 2007; Mouton, 1996; Outhwaite, 1987) point to dissatisfaction with the positivist paradigm, Maree (2007, p. 50) concedes that, for the sake of clarity "*we will consistently refer to the positivist approach as related to the traditional world-view, particularly to quantitative research within the traditional world-view where the scientific method is used*".

Whilst the original intention was to use statistical analyses to quantify the numerical data gathered, the 'fit' with the positivist paradigm did not appear entirely appropriate for the study as, although the questionnaire would be based on a theory (Herzberg's two factor theory), the knowledge that was gathered was not entirely hard and objective as outlined in the paragraph above. For this reason, the post-positivist paradigm described by Guba and Lincoln (1994, p. 111) as critical realism "*which still assumes an objective reality but grants that it can be apprehended only impersonally and probabilistically*" and from an epistemological perspective the "*modified dualist/objectivist assumption that it is possible to approximate (but never fully know) reality*" was a more appropriate 'fit'.

This is confirmed by Seale (1999) (cited in Maree, 2007, p. 65) who states that "*post-positivism is a useful paradigm for researchers who maintain an interest in some aspects of positivism such as quantification, yet wish to incorporate interpretivist concerns around subjectivity and meaning, and who are interested in the pragmatic combination of qualitative and quantitative methods.*" Maree further highlights concerns relating to post-positivism as an "*assembly of anecdotes and personal impressions which are highly suspect in terms of research subjectivity and researcher bias*".

By combining two types of data (quantitative and qualitative) in this study, the researcher attempted to overcome the concerns highlighted by Maree.

3.3. QUANTITATIVE VS QUALITATIVE RESEARCH

3.3.1. Quantitative research methods

Kuhn (cited in Mouton, 1996, p. 208) suggests that the positivist paradigm dictates the research process in prescribing what should be researched and the method used to conduct the research.

Cohen et al. (2007, p. 8) state that in the positivist approach, a researcher "*treats the social world like the natural world – as if it were a hard, external and objective reality – then scientific investigation will be directed at analyzing the relationships and regularities between selected factors in that world*". According to Charles and Mertler (2002) (cited in Maree, 2007), in quantitative research the relationships between variables are tested using numerical data. Welman, Kruger, and Mitchell (2005) maintain that such research is objective (p. 6).

3.3.2. Qualitative research methods

While quantitative research is based on objective data, qualitative research “*deals with subjective data that are produced by the minds of respondents or interviewees ... and are presented in language instead of numbers*” (Welman et al., 2005, p. 8). Creswell (cited in Maree, 2007, p. 257) states that the qualitative research approach assists the researcher to develop a complex, holistic picture and involves generalized questions in an attempt to understand the individual’s experiences related to the topic of the research.

3.3.3. This research

As the majority of the questions in this study were of a quantitative nature, respondents were required to indicate their responses on a numbered scale. However, in a break with the traditional view of positivism and with a nod towards post-positivism, a decision was taken to include one open-ended question that would allow the respondents to express their thoughts on their experiences at the institution under study. It was hoped that the information gathered in this way would support the opinions gathered in the numerical questions, something that Ryan (2006) states is likely to happen. Written responses to the open-ended (free form) question were categorised according to previously identified categories based on the motivation and hygiene factors of Herzberg’s two factor theory that was adapted for this study.

Although others might categorise this research as ‘mixed methods’ (a mix of both quantitative and qualitative data) the researcher was of the opinion that insufficient data (only one question out of thirty-nine) was gathered under the qualitative umbrella to consider the research as ‘mixed methods’. Furthermore, the purpose for which the qualitative data was gathered (to corroborate the quantitative data rather than to gain deeper insight into the responses) made this a quantitative study which, according to de Vos, Strydom, Fouche, and Delport (2011) uses a “*measuring instrument*” that includes “*structured observation schedules, structured interviewing schedules, questionnaires, checklists, indexes and scales*”.

3.4. THE RESEARCH DESIGN

This section discusses the use of case studies, the development and testing of the questionnaire as a means of gathering data in a survey, and the selection of the study respondents. The discussion on data collection considers the use of primary data, and the use of a postal survey to gather data. The section ends with an explanation of the approach used to analyse the data.

Cohen, Manion and Morrison (2007, p. 253) describe a case study as a way to “*observe effects in real contexts, recognizing that context is a powerful determinant of both causes and effects*”. Although Cohen et al. (2007) and Maree (2007) suggest that case studies lend themselves more to research in the interpretivist paradigm, they agree that a case study can also be used in the positivist paradigm to gather quantitative data.

There are some requirements for case study research that this study did not meet, the main one, according to Gillham (2000) being that multiple sources of evidence should be used. What made this research fit the classification of a case study? The fact that the data were gathered from multiple respondents, in response to a single questionnaire that is unique to the institution in question indicates the ‘geographical parameters’ that Cohen, Manion and Morrison (2007) identify as one of the characteristics of a case study. It would be difficult to generalise the findings to staff at other institutions as the circumstances are likely to be different, with, *inter alia*, different leadership styles, work environments and working conditions. According to Maree (2007, p. 76), the intention of case study research is to gather information relating to a single, rather than multiple, source. This will naturally present problems in terms of replicability of the study at any other institution; although the same questions may be posed, the results from another institution are likely to differ from those found in this study.

3.4.1. The use of surveys to gather data

In the positivist paradigm, traditional methods of gathering data include surveys incorporating interviews and questionnaires that allow for the gathering of numerical data on a ‘one-shot basis’, representing a wide target population and providing descriptive, inferential and explanatory information. According to Cohen, Manion and Morrison (2007), the data can be understood by using correlation, regression and factor analysis. Maree (2007, p. 256) concurs with this view and adds that the researcher should control the survey environment (e.g., who is tested and when the testing is done).

The survey for this study took the form of a questionnaire that was administered to all teaching staff at the HEI in question. The reasons for including all teaching staff are discussed later in this section.

3.4.2. Developing the questionnaire

The questionnaire comprised of two sections – biographical data, and a number of statements to indicate respondents' perceptions of different issues.

The biographical data included age, gender, race, highest qualification, job title, position in department, faculty, campus, type of appointment, length of service and previous institution if they were a member of staff prior to the merger of the two former technikons. The reason for gathering these data was to ascertain whether any of the variables influenced the responses obtained. Mouton (1996, p. 94) refers to such biographical data as independent variables as it *“is the presumed cause of the dependent variable, which is the presumed effect”*.

In considering demographic factors, Brush et al. (1987) recommend that age and tenure should be included as they appear to have a significant impact on job satisfaction (except in the services sector), as does gender (men employed in the private sector have been found to have higher levels of job satisfaction than women). No significant differences were found in terms of education, job tenure and race although the authors report on higher levels of job satisfaction amongst Whites.

Kipkebut (2013) study on the effects of demographic characteristics found differences in the levels and types of commitment and intrinsic and extrinsic job satisfaction. His study, covering administrative and academic university staff, investigated staff characteristics including age, gender, marital status, position and job tenure, level of education, university sector (private and public) and occupational grouping (administrative and academic). Carleton and Clain (2012) found significant differences between men and women in terms of job satisfaction. Although some differences were found in terms of marital status, this aspect did not form a part of this study. Similarly, university sector (public or private) did not form a part of this study as only one university was targeted.

The second part of the questionnaire comprised thirty-eight 'closed' statements that required respondents to indicate their responses on a five-point Likert Scale, in addition to the one open-ended question referred to earlier.

Welman, Kruger and Mitchell (2005) note that the Likert scale is currently the most popular scale in the social sciences as it is easy to compile and collate the data for analysis. Many

questionnaires using a five-point Likert scale run on a continuum from one end indicating low (1) to the opposite end reflecting high (5) agreement with the statement. Researchers are free to determine the number of measures on the scale – some use an even-numbered scale, e.g., a four-point scale with two measures for disagree and two measures for agree. The four-point Likert scale does not allow for ‘unsure’ or ‘not applicable’ responses, and consequently respondents are forced to indicate either agreement or disagreement with the statement. This could be advantageous; however respondents may refrain from responding to a statement if they are unable to either agree or disagree. Non-response would have the same effect as the mid-point of the five-point Likert scale used in this study.

In this study the questionnaire used Likert scale points (1) and (2) to indicate the respondents level of **disagreement** (strongly disagree or disagree) with the statement, (3), indicating neither agreement nor disagreement with the statement and (4) and (5), indicating **agreement** with the statement, and the level of agreement (agree and strongly agree).

While questionnaires that measure job satisfaction do exist, the questions they pose do not measure all three aspects required for this study, viz., job satisfaction, organisational pride and organisational commitment. For example, the Minnesota Job Satisfaction Index (MSQ) developed by psychologists at the University of Minnesota only measures the dimension of job satisfaction and offers two variations – the long and the short forms, one comprising a hundred statements and the other twenty statements. The statements in the MSQ 100-item questionnaire cover twenty dimensions with five statements on each dimension. Although statements on dimensions relevant to this particular study are included in the MSQ, viz., achievement, advancement, authority, company policies, compensation, co-workers, recognition, responsibility, security, supervision and working conditions, other dimensions like ability utilisation, activity, social service and moral values, amongst others, which did not form part of this study, are included (Grahn, 1980). The MSQ was therefore not considered appropriate for this study.

Another standardised questionnaire on job satisfaction was developed by Paul E. Spector in 1985. The Job Satisfaction Survey (JSS) comprises nine dimensions, divided into thirty-six items, which include pay, promotion, supervision, co-workers and the nature of work that this study intended measuring. However, the JSS also measures fringe benefits, contingent rewards, operation procedures and communication that were not relevant to this study, thereby

making the use of Spector's questionnaire inappropriate. Many other job satisfaction standardised questionnaires exist but it was likely that they, too, would not measure all the dimensions required for this study.

Questionnaires also exist for other aspects. For example, Meyer and Allen's Model of Organizational Commitment was designed to measure the levels of affective commitment, normative commitment and continuance commitment. (Jaros, 2007) notes that Meyer and Allen's model is widely used and the literature also suggests some solutions to address critical issues identified in relation to their questionnaire.

The reasons for choosing a standardised questionnaire are just as valid today as they were in 1980 when a researcher at the University of Michigan conducted a job satisfaction survey.

There are definite advantages to using standardised questions if they measure the dimensions or factors required for a study. Grahn (1980) suggests there are trade-offs to using a standardised questionnaire. Since the questionnaire has already been developed it is quicker to implement and because it has already been validated, its results are more credible.

However, for this study, the researcher decided to prepare a unique questionnaire, drawing on information gleaned from the literature review and other questionnaires. The reason was to ensure that the questionnaire was relevant to the particular context of this study and the institution under investigation. A copy of the questionnaire is attached as Annexure D.

A researcher has to decide how many statements to include in the questionnaire in order to gather sufficient data. According to de Vos et al. (2011) a long questionnaire as well as unclear statements can contribute to a low response rate in mailed questionnaires. This is confirmed by Walliman (2011, p. 191) who states that, in order to reduce the effort required by respondents and improve the response rate, *"questions generally should be kept simple, and the questionnaires be kept as short as possible"*. Discussions with colleagues who had undertaken research and participated in other researchers' questionnaires supported de Vos et al. and Walliman's argument that questionnaires should be shorter rather than longer.

In compiling the questionnaire, cognizance was taken of the guidelines for compiling questions provided by Welman, Kruger and Mitchell (2005, pp. 174-180) which include taking

respondents' literacy level into consideration, being careful not to offend, being brief and focused and maintaining neutrality. Care was taken that the statements were not ambiguous, particularly because this was a mail survey and the researcher would not be available to interpret the questions for the respondents.

3.4.3. Validity, reliability and ethical considerations

In developing the questionnaire, it was necessary to consider issues of reliability and validity as well as ethical considerations.

"Validity has two aspects: that the instrument actually measures the concept in question, and that the concept is measured accurately" (de Vos et al., 2011, p. 173). Cohen, Manion and Morrison (2007, p. 133) state that *"if a piece of research is invalid then it is worthless"*. They add that *"in quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data"*. There are a number of types of validity and some are more applicable to quantitative than qualitative methods. de Vos et al. (2011) differentiate between content, face, criterion and construct validity while Cohen, Manion and Morrison (2007) add internal and external validity, concurrent, jury, predictive, consequential, systemic, catalytic, ecological, cultural, descriptive, interpretive, theoretical and evaluation validity to the list of types of validity.

In compiling the questionnaire cognizance was taken of the following validity types:

- Internal validity which, according to Cohen Manion and Morrison (2007) requires that the results be sustained by the data gathered;
- External validity which relates to the generalisability of the data. In this instance, generalising the results to all HEIs might prove difficult because of the different conditions that may exist at other institutions (Cohen, Manion & Morrison, 2007).
- Content validity which, according to de Vos et al. (2011), requires that the questionnaire contains questions relating to items identified in the literature review as being relevant to the topic under consideration;
- Construct validity which, according to Cohen, Manion and Morrison (2007) seeks to ascertain whether the researcher's interpretation of the content coincides with the interpretation ascribed to the construct by others.

"If the instrument is not reliable, it cannot be valid" (Maree, 2007, p. 218). It was therefore necessary to ensure that the questionnaire was reliable, i.e., the results achieved should be the

same, providing the variables are unchanged, if the same questionnaire is administered to the same respondents at a different time, or to different members of the same population (Maree, 2007, p. 215). If another researcher were to administer this questionnaire to the same teaching staff at the HEI under study, all things being equal, the results achieved should be the same. Cronbach's Alpha coefficient can be used to measure the internal reliability of a questionnaire to ensure that where more than one item is used to measure a construct, there is a high degree of similarity among them (Maree, 2007). In this study, this measure was used to test the reliability of the constructs of job satisfaction, organisational pride and commitment.

In conducting research, it is not sufficient to consider validity and reliability; one also needs to consider ethical issues. These relate to *"a balance between the demands placed on them as professional scientists in pursuit of the truth, and subjects' rights and values potentially threatened by the research"* (Cohen, Manion & Morrison, 2007, p. 51). Ethical considerations include, but are not limited to, *"informed consent, gaining access to and acceptance in the research setting, sources of tension in the ethical debate as well as problems and dilemmas confronting the researcher, including matters of privacy, anonymity and confidentiality"*. Prior to administering the questionnaire, ethical clearance was sought from the University of KwaZulu-Natal to conduct the study. A copy of the questionnaire was submitted to the university to facilitate the granting of permission. The intention was to ensure that the research would not cause harm to the participants and that the participants would not be required to participate in activities that might be to their detriment in any way. A copy of the ethical clearance from the University of KwaZulu-Natal is attached as Annexure A.

A letter of informed consent was handed to all potential participants, along with the questionnaire, advising them of their right to either not participate, or to withdraw at any stage without any consequences. They were advised that their responses were confidential and that they would not be asked to provide their names. Furthermore, in completing the biographical section of the questionnaire respondents were not asked to indicate the department to which they belonged in order to reduce the possibility of their being identified. As no names were provided, when the data was captured, a number was assigned to each questionnaire returned. This was the only identifying mark and it was used purely for data capturing and verification purposes. No individual result is made available in reporting on the study's results; all the responses were aggregated, thereby ensuring confidentiality. A copy of the informed consent letter and the questionnaire are attached as Annexures B and C, respectively.

In terms of gaining access to and acceptance in the research setting, authorisation was obtained from senior officials in the HEI under study to conduct the research amongst staff.

3.4.4. Testing the questionnaire

Walliman suggests that, prior to administering a questionnaire to the intended sample, it should be pre-tested on a small group of respondents who are similar to the intended sample.(Walliman, 2011, p. 191) The purpose of this pre-testing is to identify potential misunderstandings arising from the questions. The questionnaire was pre-tested on students (academics at a variety of HEIs) and academics in a Masters of Education class at the University of KwaZulu-Natal. The pilot study respondents were asked to indicate the length of time it took to complete the questionnaire, as well as their ease of understanding and answering the questions. In addition, colleagues and the Statistician who performed the analysis were asked to comment on the appropriateness of the questions. The original questionnaire was amended to incorporate the suggestions received.

3.4.5. Sampling

The HEI at which this study was conducted employed approximately 1420 full-time and contract staff (Ndlovu, 2014) in three broad categories at the time the research was conducted, viz.

- Academic staff (teaching, research, academic development and library),
- Administrative staff (finance, student administration and student services), and
- Service or maintenance staff.

Staff in the different categories has different working hours, working conditions, leave and working environments. For example, teaching staff are expected to be available to lecture to part-time (evening) classes if required whereas admin staff work during daylight hours; and teaching staff are granted more vacation leave than other categories of staff but are restricted as to when the leave may be taken which is not the case for other categories of staff.

Rather than complicate the study, it was decided to focus only on academic staff, more specifically teaching staff (of which there were approximately 587 in 2014 – this number varied depending on the semester), that had classroom contact with students. Other academic staff, viz., from the library, research and academic development sections was excluded.

The teaching staff is spread across seven campuses, six faculties and approximately fifty-six academic departments with some departments having one or two staff members, and others between twenty and fifty. Some faculties and academic departments are located on only one campus, while others have a presence on multiple campuses. The possibility existed that in a multiple-campus faculty or academic department, staff perceptions of their work environment might vary between campuses, faculties and academic departments, making it difficult to generalise the results from a sample of staff to the population. For this reason, and considering the possibility of a low response rate from the mail survey, it was decided to conduct a census, rather than selecting a sample of staff.

3.5. METHOD OF DATA COLLECTION

A number of alternative options for distributing the questionnaire were considered. The use of an online questionnaire, which would simplify data collection and eliminate the need for data capturing, was considered but it would have been a problem to identify to whom the questionnaire should be sent. In an interview, a senior Human Resources Officer at the HEI stated that the institution's database required cleaning up in order to eliminate data errors (Ndlovu, 2014). This would have made it difficult to identify the staff eligible to participate in the study.

A decision was taken to personally deliver a hard copy of the questionnaire to departments and use the institution's internal mail system for the responses. One reason for using this method, despite the obvious disadvantage of a low response rate (Walliman, 2011) typical of this method of data collection, was the ability to make contact with potential respondents to encourage them to complete the questionnaire. Although the questionnaire was hand-delivered to departments, a follow-up email was sent to potential respondents using the HEI's email address book. Without follow-up, the response rate in a mail survey is usually around 30 percent, but after a reminder it can reach as high as 70 percent (de Vos et al., 2011).

3.6. THE ACTUAL DATA COLLECTION PROCESS

Approximately 650 questionnaires were hand-delivered to all but two departments across all campuses. Delivery to the two departments was not possible as they were in the process of relocating their offices.

Attached to the informed consent letter and the questionnaire was a self-addressed envelope that respondents used to return the completed questionnaire via the HEI's internal mail system. One week after delivering the questionnaires, a reminder electronic mail message was sent to all teaching staff, again requesting their assistance in completing and returning the questionnaire if they had not already done so. Approximately fifty surplus questionnaires were returned, making the population size approximately six hundred. Of the approximately six hundred questionnaires, one hundred and eighty-nine were returned within three weeks. This resulted in a response rate of 31.5 percent. All completed questionnaires were numbered and the responses were captured onto an Excel spreadsheet and sent to a statistician for analysis. Although some completed questionnaires were returned after the data had been sent to the statistician, they were not included in this study. Responses to the free form question were categorised and some were included in the report presented in Chapter 4.

3.7. DATA ANALYSIS

The data was analysed using SPSS software and subjected to the following tests:

- Descriptive statistics including means and standard deviations where applicable. Frequencies are represented in tables or graphs.
- Wilcoxon Signed Ranks test: A non-parametric test that was used to test whether the average value is significantly different from a value of 3 (the central score). This was applied to Likert scale questions and was used to compare distributions of two variables.
- Regression analysis: Linear Regression estimates the coefficients of the linear equation, involving one or more independent variables that best predict the value of the dependent variable.
- Kruskal Wallis Test: A Non parametric equivalent to ANOVA. It is a test for several independent samples that compares two or more groups of cases in one variable.
- ANOVA: Analysis of variance was used to test the hypothesis that several means are equal. This technique is an extension of the two-sample t test.
- Cronbach's alpha value: A test to determine the reliability of the different aspects pertaining to the model.

3.8. CONCLUSION

This chapter focused on the research methodology employed for this study. As the study involved research at one institution, a case study method using a survey to obtain the data was

selected. The use and testing of the questionnaire was discussed, as were the factors considered in developing the questionnaire. These included gathering primary data, the decision to use questions unique to the HEI under study rather than existing questionnaires and issues of reliability, validity and ethics. The decision to restrict the study to teaching staff was explained, as was the choice of the data collection method. The statistical tests employed were also briefly discussed. Finally, the actual data collection process was described.

Chapter four presents, analyses and interprets the data gathered.

CHAPTER 4: RESULTS AND DISCUSSION OF RESULTS

REACHING THE DESTINATION

4.1. INTRODUCTION

Chapter three explained the process of developing and distributing the questionnaire to all teaching staff across the seven campuses at the HEI under study. This chapter presents, analyses and interprets the responses received. The first section discusses the respondents' demographic details and the second analyses and interprets the study's results.

The HEI has seven campuses, six faculties and many departments. It is possible that staff responses might have differed depending on the type of appointment or the location of the campus or department. Of the approximately six hundred questionnaires distributed one hundred and eighty-nine responses were received within three weeks after distribution, a response rate of 31,5 percent.

4.2. THE TARGET POPULATION

The intention was to distribute the questionnaire to all teaching staff of the HEI, regardless of their terms of appointment (permanent staff, fixed-term contract or part-time appointment).

4.2.1. Type of Appointment

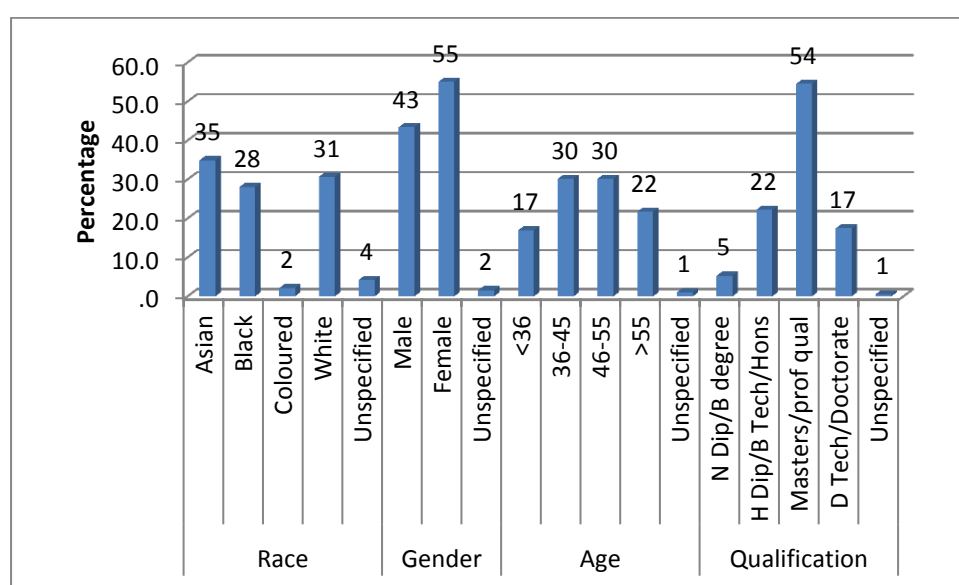
There are different categories of appointment. While some staff is permanent, others have been appointed on contracts that range from three months to three years. Some of the contract staff lectures full-time (during the day) and others lecture part-time (evening classes). Some people may prefer permanent employment for the security it offers while for others contracts might be more suitable. Some contracts have been renewed a number of times, others have not.

Most of the respondents (82 percent) were employed on a permanent basis, while 17 percent were contract staff remunerated on a monthly basis and only 1.6 percent of the respondents were appointed on a part-time basis and paid only for the hours they lectured.

Despite being aware that many part-timers visit the departments infrequently, the researcher included “Type of appointment” in the demographic variables as some part-time staff might prefer a permanent appointment. Had a significant number of part-time staff responded to the questionnaire, the responses obtained to some of the statements might have been different, notably to statements 27 (I am satisfied with the pay I receive for the work I do) and 29 (As a member of the teaching staff I have a secure future at this institution).

4.2.2. Responses by Race, Gender, Age and Highest Qualification

Figure 4.1: Responses by Race, Gender, Age & Qualification



The percentages relating to Race, Gender, Age and Qualification are as follows:

4.2.2.1. Race

Respondents were asked to indicate their racial group. Of the 189 respondents, eight did not do so. One of the respondents advised that he did not indicate his race as it was categorised as ‘Black’ rather than ‘African’. This incorrect classification might be the reason another seven respondents did not indicate their race. Of the 181 remaining questionnaires, 66 respondents (35 percent) are Asian, 53 (28 percent) Black, four (two percent) Coloured and 58 (31 percent) White. The numbers appear to roughly follow the racial breakdown of the staff complement (42 percent, 29 percent, three percent and 25 percent, respectively) (University Annual Report, 2013, p. 11).

4.2.2.2. Gender

More females than males responded to the questionnaire – 104 females compared to 82 males. Three people failed to indicate their gender. This is the opposite of the gender profile of the university that puts female teaching and research staff at 47 percent (University Annual Report, 2013, p. 12).

4.2.2.3. Age

The demographic of age was divided into the categories younger than 36, 36 to 45, 46 to 55 and those over 55 years of age. Fifty seven of the respondents fell into the 36 to 45 and 46 to 55 age category, respectively. In the age category 55 years and older there were 41 respondents and 32 respondents fell into the youngest grouping of less than 36 years old.

4.2.2.4. Highest Qualification

Respondents were asked to indicate their highest academic qualification. The HEI is encouraging all staff to improve their qualifications and engage in research in order to improve its research profile. Ten respondents indicated they have a minimum of a Bachelors Degree or National Diploma and of these three were over 55. Forty two respondents hold an Honours Degree or Bachelor of Technology Degree, seven of whom were over the age of 55. The link between age and highest qualification may be relevant as there may have been limited availability of higher qualifications in the 1970s and 1980s. One hundred and three respondents were in possession of a Masters or Professional Qualification and 33 had a Doctorate or Doctor of Technology degree.

4.2.3. Responses by Job Title and Position in Department

Table 4.1: Responses indicating position in department

Response	Lecturing staff	Program Co-ordinator	Head of Department
Yes – Frequency	162	38	18
Yes – Percentage	85.7	20.1	9.5
No – Frequency	23	147	167
No – Percentage	1.2	77.8	88.4
Missing Percentage	2.1	2.1	2.1

4.2.3.1. Job Title

Job title refers to the position the incumbent held in the institution. Teaching staff fall into the categories of Junior Lecturer, Lecturer, Senior Lecturer, Associate Director, Director and Senior Director. The results show that 16 (8.5 percent) of the respondents are Junior Lecturers, 112 (59.3 percent) Lecturers and 41 (21.7 percent) Senior Lecturers. Associate Directors accounted for nine respondents (4.8 percent), while two (1.1 percent) were Directors and two Senior Directors (1.1 percent). Although the total response rate of 31.5 percent might be considered low, the results indicate that all levels of teaching staff participated in the study, and that junior as well as senior members of the teaching staff participated.

4.2.3.2. Position in Department

In asking respondents to indicate their position in their department, the intention was to ascertain whether one category of staff within a department was more or less satisfied and committed than another. The responses to some of the questions might indicate that staff (Lecturers and Program Co-ordinators) are satisfied, whereas respondents who identified themselves as Heads of Department might be less satisfied, or vice versa. To date, the HEI does not formally recognise 'Program Co-ordinators' as a level in its hierarchy and consequently nobody should have been appointed or have been remunerated for undertaking the tasks of a Program Co-ordinator. This means that a Program Co-ordinator assumes an unpaid role in addition to being either a member of the lecturing staff, or HOD. Despite not receiving any recognition for this aspect of their work, individuals may feel, rightly or wrongly, that they gain recognition in the institution and ambitious staff might see this as a stepping stone when applying for promotion. Respondents were advised that they should mark one or more responses, if applicable, to this demographic category.

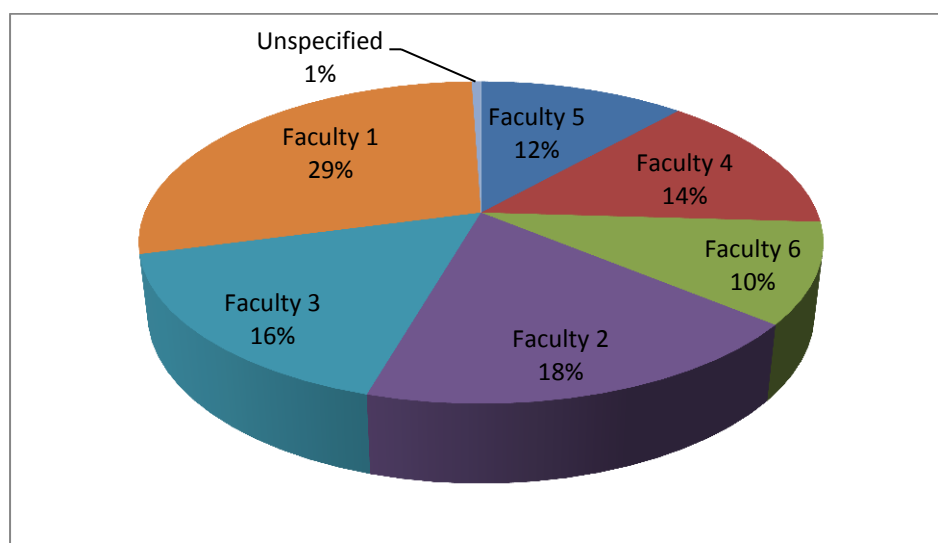
In capturing the responses, it was evident that some respondents indicated their position in the department only as Program Co-ordinator. This meant that some responses were incorrect and, because some respondents played multiple roles, it would be difficult to analyse and interpret the results for this category of responses.

4.2.4. Responses by Faculty and Campus

The HEI has six faculties and seven campuses. The responses from the faculties and campuses were as follows:

4.2.4.1. Responses by Faculty

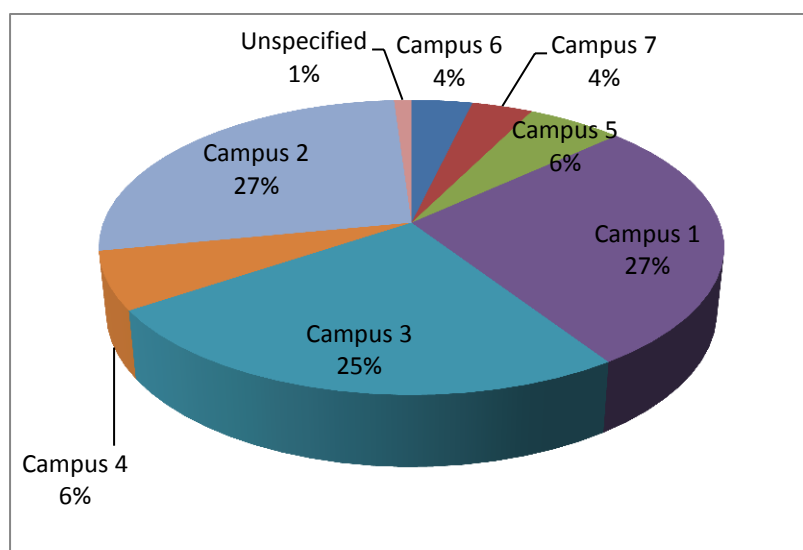
Figure 4.2: Responses by Faculty



The faculties were identified by number in order that the institution could not be identified. In Figure 4.2, the numbers are allocated in terms of the number of responses received from a faculty rather than by faculty size. The faculty in which staff is employed was considered important for this study because lecture venues might be exceptionally well-equipped on one campus and poor on another, faculty leadership might differ and departmental members might interact better in one department than another.

4.2.4.2. Responses by Campus

Figure 4.3: Responses by Campus



Of the seven campuses, the two furthest are less than 100 kilometres from the main centre. Campus size is determined by total staff employed and student enrolments. The two largest campuses (Campus one and Campus two) each provided 27 percent of the responses and the third largest campus provided 25 percent. Both Campus four and Campus five provided six percent of the responses with the smallest campus, Campus seven, providing four percent of the results.

Most of the programmes are offered on multiple campuses, with only the two smaller campuses offering one programme at one delivery site. In other words, some programmes that are offered at the main centre are also offered on the satellite campuses. This might be relevant to the study as it is possible that staff on different campuses might experience different levels of satisfaction due to different working environments and locations.

4.3. THE QUESTIONNAIRE

In designing the questionnaire, cognizance was taken of the need to incorporate questions to cover all areas relating to this study; viz. Job Satisfaction, Organisational Pride, Commitment, Performance, Absenteeism and Turnover.

The issues of reliability, validity and ethical considerations were discussed in chapter three. However, internal consistency between the questions was also considered important. Cronbach's Alpha was used to determine the internal consistency between the questions in the various categories. The following results were obtained:

Table 4.2: Cronbach Alpha results of questionnaire statements by subject area

Category	Statements	Cronbach Alpha Result and Comment
Job Satisfaction	1 – 2 and 5 – 29	.869. The average of the 27 statements relating to job satisfaction gives a reliable measure. This indicates internal consistency between the questions.
Organisational pride	30 – 32	.812. The three statements relating to organisational pride provide a reliable measure.
Commitment	33 and 36	.636. It was necessary to discard two of the statements (3 and 4) in order to obtain internal consistency (This is elaborated on in the discussion on commitment.)
Turnover	35	As the statements are not consistent, it was necessary to drop statement 36. This is discussed further when discussing the results for this section.
Absenteeism	37	Only one statement was set in this category.
Performance	38	Only one statement was set in this category.

4.4. WHAT ARE THE LEVELS OF JOB SATISFACTION, ORGANISATIONAL PRIDE AND COMMITMENT AMONGST ACADEMIC (TEACHING) STAFF AT THE HEI?

This section answers the first of the three research questions. The different aspects of job satisfaction are covered as follows:

4.4.1. *Job Satisfaction*

The literature on job satisfaction discussed in chapter two highlighted its importance to organisations and staff alike. Satisfied staff is happier and is generally committed – whether to the discipline and/or the organisation – and will usually perform better than those who are not committed. Having committed staff is important in providing outstanding customer service and quality products and, in the case of an HEI, producing graduates for the workplace. Organisations with satisfied and committed staff tend to perform better in the marketplace, thereby earning a good reputation, and in doing so attract more customers and consequently ensure their long-term viability.

It was decided to base the statements on job satisfaction on Herzberg's two factor theory. The theory distinguishes between 'motivators' that cause satisfaction, and the 'hygiene factors' that have the potential to cause dissatisfaction. Each of the factors comprises a number of elements. As this study was conducted in an academic environment it was necessary to adapt some of the elements to suit the situation as described in chapter two. The adapted elements were as follows:

- The ***motivators*** (satisfiers) that can contribute to job satisfaction and are considered challenges are academic freedom, the work itself, achievement, recognition and advancement and growth.
- The dissatisfiers which identify the ***hygiene*** (job and organisational context) factors of compensation, working conditions, company policies, supervision, co-workers, formal status and job security are all factors which, if absent, would contribute to job dissatisfaction.

Responses to the statements were indicated on a five-point Likert Scale, with 1 (totally disagree), 2 (partially disagree), 3 neither disagree nor agree, 4 (partially agree) and 5 (totally agree). The scores for strongly disagree and partially disagree were combined into one result, as were the scores for partially agree and totally agree.

4.4.1.1. *The motivators*

The results relating to the ***motivators*** are:

Respondents agreed that in terms of **academic freedom**, they are satisfied with the level of freedom they have in their jobs. Most of the respondents (79 percent and 98 percent, respectively) agreed with statement one that stated that they decide the content of the courses, and statement two on the freedom to decide how courses are offered.

Table 4.3: Table of responses per statement (motivators)

Statement	Category	N	Mean	% Disagree	% Agree
1 I decide the content of the subjects I teach	Academic freedom	184	3.80	16.8	79.3
2 I decide on the method of teaching I use		189	4.67	1.0	97.9
5 I enjoy working with students	Work itself	189	4.68	2.7	96.9
6 I enjoy the variety in my work	Work itself	189	4.37	4.8	88.4
7 I am comfortable with the work that I do	Work itself	189	4.55	3.2	93.6
8 At the end of the day's work I feel I have accomplished something worthwhile	Achievement	189	4.34	5.8	87.3
9 When assessing students' learning, I get excited when I see students have understood the lesson	Achievement	189	4.76	1.6	94.7
11 The requirements for promotion are clear	Advancement and Growth	187	3.13	34.7	46
14 There is a clear career path for academics		184	3.04	35.3	41.9
15 My last promotion was within the last 5 years	Recognition	182	2.04	60.4	13.2
18 The institution has a reward system in place to reward good performance	Recognition	186	2.00	65.6	13.4

There was significant agreement that:

- Respondents decide on the content of the subject(s) they teach (statement 1) (Z(N=184) = -6.868, p= <.0005)
- as well as deciding on the method of teaching (statement 2) (Z(N=189) = -12.282, p= <.0005).

Academic freedom refers to respondents' feeling of control in the work that they do. This will contribute to their level of job satisfaction. Individual responses included "*I have been allowed to develop myself how I wanted to, I have the freedom to choose when and how I deal with my work*" (respondent 181 W, F, not specified) and respondent 6 (A, F, SL), "*enjoy the autonomy that is entrusted to me*". Respondent 179 (B, F, JL) partially agreed with statement one, but mentioned that content must be aligned with the syllabus and the Exit Outcomes in terms of the SAQA document. This comment acknowledges that some limitations on academic freedom are inevitable; however, they are not regarded as too constraining. The opportunity to make decisions and have ownership of one's work is very important as it contributes to an academic's sense of self, self-confidence, image and self-worth. Since academic freedom refers to control over one's work, respondent 35 (A, F, L)

appears to have little control: *"The pace at [HEI name] is definitely very fast and one must be constantly on ones toes to meet deadlines of examinations, marking and moderation."*

The responses to statements five, six and seven indicate a high level of satisfaction in terms of the **work itself** with most respondents (97 percent, 88 percent and 94 percent agreement, respectively) indicating agreement. The statistics show significant agreement that

- staff enjoy working with students (statement 5) ($Z(N=189) = -12.112, p = <.0005$),
- they enjoy the variety in their work (statement 6) ($Z(N=189) = -11.035, p = <.0005$)
- they are comfortable with the work that they do (statement 7) ($Z(N=189) = -11.766, p = <.0005$).

Comments on the work itself were both negative and positive. Amongst the many negative comments, one related to the *"drop in the quality of the students and their enthusiasm towards learning"* (respondent 1 B, M, L) and another to *"... too much administration which is not part of job. Too many meetings which detracts from real job of teaching"* (respondent 113 W, M, L). Respondent 115 (W, F, SL) commented, *"I love teaching so the classroom has always been the place where I get most of my job satisfaction. However, the institution pays lip service to the idea that teaching is a core activity. I make this statement on the basis of 'putting your money where your mouth is'".* It is not only teaching staff that have negative perceptions: *"As an HOD, the task is onerous due to the time required for reports, feedback templates, workshops etc. which appear to be required for the Dean to prove to senior management that targets/goals are being met. This also filters to lecturing staff and too much time is spent on 'monitoring' rather than on academic work"* (respondent 77 A, F, SL).

Positive feelings about the job itself include the *"flexibility that academic work gives me and the freedom to explore innovative teaching/learning strategies"* (respondent 114 W, F, L), and the *"rewarding experience to know that one is imparting knowledge and skills to a new generation, and is involved extensively in a discipline that educates/trains future professionals"* (respondent 99 A, F, L). Respondent 88 (B, F, SL) stated, *"I love teaching the students as they are the future of our country"*. These comments indicate that teaching staff enjoys work that is varied and challenging, and allows them to solve discipline-based problems that can contribute to the betterment of society. This intrinsic motivation – the enjoyment respondents get from their work – is more likely to make for committed staff.

The statements relating to **achievement** indicate a high level of agreement (87% and 95%, respectively). Only four percent of the respondents indicated neither agreement nor disagreement with these questions. There was significant agreement that

- respondents feel they have achieved something worthwhile (statement 8) ($Z(N=189) = -11.242, p = <.0005$) and
- the responses to statement 9 (I get excited when I see students have learned something) indicate significant agreement ($Z(N=189) = -12.499, p = <.0005$).

Achievement, or the sense of accomplishment from a job well done, appears to be an area that respondents are satisfied with, as both the statistics and comments point in this direction. Free comments from respondents included, *"It is quite rewarding working with and shaping young minds"* (respondent 118 A, F, AD) and *"To see students performing well is most rewarding"* (respondent 101 A, F, SL).

Advancement and growth (statements 11 and 14) are areas that lead to a lack of satisfaction among teaching staff. These statements scored lower than the scores reported thus far – 46 percent and 42 percent, respectively. Less than half (46 percent) of the respondents agreed that the institution has a clear promotion path for teaching staff. Approximately 35 percent indicated disagreement with both these statements. Comments included, *"My biggest problem at this institution is that it is extremely difficult to get a promotion any more"* (respondent 109 W, F, L) and *"I lack motivation because I know there is no career progression for me"* (respondent 125 B, F, JL). This could be due to the institution's promotion policy that requires staff to obtain higher qualifications and produce publications. This was verbalised by respondent 90 (W, F, JL), *"Academic staff need to be promoted for good (teaching) practice not just research achievements"*. This respondent, an employee with a doctorate, stressed that the *"Main core of our business is teaching. There is so much emphasis on other aspects other than teaching."* Respondent 92 (W, M, SL) attributed the lack of progression to the many changes in management at the institution, stating that it is *"Often difficult to progress due to many vying interests, changes in policy/action as different individuals stamp own styles/agendas."* Promotions may be linked to the notion of recognition and reward so that rejection becomes a strong challenge to self and professional identity.

The responses to the statements on **recognition** indicate disagreement with the statements. Only 13 percent of the respondents agreed with statements 15 and 18, with 60 percent indicating disagreement with statement 15 and 66 percent with statement 18. The Wilcoxon signed ranks test reveal that there is significant disagreement in that

- respondents disagreed that their last promotion was within the last five years ($Z(N=182) = -8.010, p = <.0005$), and
- the responses to statement 18 (the institution has a reward system in place to reward good performance) indicate disagreement ($Z(N=186) = -8.930, p = <.0005$).

These are factors that relate to the institution in general, rather than academic departments. Only 13 percent of the respondents stated that they had been promoted within the last five years, and 13 percent agreed that the HEI has a reward system in place. However, 66 percent of the respondents felt their efforts were recognised by their line manager. This suggests that respondents are more satisfied within their departments and less satisfied in the institution. These results support those of Schulze (2006) who concluded that recognition is a source of discontent at many universities; only 40 percent of her respondents indicated satisfaction with recognition.

Among the free comments relating to recognition, respondents 13 (C, F, JL) and 14 (B, F, L), both contract staff, indicated that contract staff does not receive the same recognition as permanent staff. There were eight free comments relating to recognition and only one was positive (respondent 67 W, M, L) although the comment related to how he felt encouraged by feedback, rather than the source of the feedback. The higher number of negative comments appears to support the results of the fixed questions that show that staff feel they do not receive adequate recognition from the institution. Respondent 109 (W, F, L) stated, *"My biggest problem at this institution is that it is extremely difficult to get a promotion anymore. There is also no acknowledgment of staff who go 'the extra mile'"*. Respondent 25 (A, F, L) commented, *"I work really hard, to produce results, all I need is respect, which is not provided."* This de-motivates staff; respondent 125 (B, F, JL) stated, *"I lack motivation because I know there is no career progression for me here."* These free form comments support the earlier statement about the feelings of rejection experienced by those who have not been recognised for their work.

Although awards had been made to researchers in the past, until recently, there were no teaching awards. This seems to confirm the concerns raised about the importance the university places on research vs teaching practice.

The results highlighted above (both statistical and free form comments) support Naylor's (2004) assertion that any rewards offered should be fair and appropriate.

4.4.1.2. The hygiene factors

Responses for the **hygiene factors** were as follows:

With regard to **policies**, 48 percent of respondents agreed with statement ten and 27 percent disagreed that the policies and procedures in place are easy to follow. Furthermore, 52 percent of the respondents agreed that policies have been adopted that support staff

development, whilst 30 percent disagreed. More respondents disagreed than agreed (43 percent as opposed to 41 percent) that funding is available to attend workshops and conferences.

Table 4.4: Responses per statement (hygiene factors)

Statement	Category	N	Mean	% Disagree	% Agree
10 The policies and procedures in place at [Name] are easy to follow	Policies	186	3.22	27.4	47.9
12 Policies are in place to support staff development	Policies	187	3.24	29.9	52.4
13 Funding is available to attend workshops and conferences	Policies	188	2.90	42.5	40.9
16 My supervisor* supports decisions I make in respect of my work	Supervision	187	3.94	11.7	74.4
17 My supervisor* positively acknowledges the effort I put into my work	Supervision	188	3.66	20.2	66
19. There is an even distribution of work in my department	Supervision	189	2.62	53.4	34.4
20 I like the way my supervisor* deals with complaints about his/her staff	Supervision	189	3.14	32.3	45
21 My departmental colleagues and I work well as a team	Interpersonal Relations	189	3.77	18	68.3
22 When called on to help, my colleagues and I generally help each other	Interpersonal Relations	188	3.95	14.3	75.5
23 Staff in my department regularly interact with colleagues from other departments	Interpersonal Relations	189	3.20	29.1	46.5
24 The lecture venues are suitable for their purpose	Working conditions	189	2.59	57.1	33.4
25 I have access to computers and other technology necessary for my work	Working conditions	189	4.17	13.2	80.9
26 There are adequate facilities and services for staff on campus	Working conditions	189	2.94	45	40.8
27 I am satisfied with the pay I receive for the work I do	Salary	187	2.82	47	40.1
28 My salary compares well with that offered to teaching staff of other local institutions	Salary	184	2.78	39.1	29.4
29 As a member of the teaching staff I have a secure future at this institution	Job security	185	3.32	25.4	53.6

The Wilcoxon Signed Ranks Test results indicate that

- the responses to statement 10 indicate agreement that the policies and procedures in place at [HEI name] are easy to follow ($Z(N=186) = -2.401$, $p=.016$)
- the responses to statement 12 that there are policies that support staff development indicate significant agreement ($Z(N=187) = -2.188$, $p=.029$).

With only 48 percent of the respondents agreeing that policies and procedures are easy to follow, and 41 percent indicating that funding is available to attend workshops, it would appear that this is an area of concern for staff. It is interesting to note that more respondents

(43 percent) disagreed than agreed that funding is available. Attendance at conferences and workshops enables staff to keep abreast of developments in their areas of expertise. Opportunities for staff development (52 percent agreement), is the only area where more than half of the respondents indicate a level of satisfaction.

The free flow question resulted in 33 negative and six positive comments relating to policies. Negative comments included overloading staff and understaffing of departments, a lack of promotion opportunities, inadequate and inefficient management systems including the time taken to appoint new staff to vacant posts, poor communication of information, poor security and maintenance, that the term 'student-centred' is taken out of context (respondent 93 W, F, L), the amount of paper work required and the lack of incentives to reward performance. Respondent 114 (W, F, L) found the *"...policies and procedures confusing and constantly changing with inadequate communication"*. A respondent from one of the larger faculties indicated *"... need a more integrated approach on how to blend e-learning and current lecturing"* (respondent 160 W, M, L). Another area of concern classified under the heading of policies is the *"...pressure to pursue our PG studies, be involved in research activities and publishing however the issue of staffing has not been adequately addressed. I have from time to time wanted and engaged in some research activities but simply because of heavy workload, I have not been able to balance all academic activities equally. The teaching and learning aspect of my job takes most of the time"* (respondent 128 B, F, L). This respondent's assertion that teaching and learning is time consuming suggests that, as noted earlier, recognition should be given to this aspect of the job as many teaching staff spends a greater portion of their working day on teaching activities.

Racism was raised by some respondents with an African male with many years of service reporting *"Worse level of discrimination and racism at departmental/program level"* (respondent 104 B, M, L). Respondent 108 (also an Black male) explained his experience: *"The institution promotes racial imbalances. ... (name withheld) is law on to himself. He even has his reserved parking bays"* whilst respondent 105 (W, F, L) noted, *"I have been working as contract staff for 6 years. I am not eligible for a permanent job as I do not fit equity requirements. I am now applying for a permanent position that is available now and am hoping because of my commitment so far that I am appointed."*

Respondents also commented on the decline in academic freedom, with respondent 92 (W, M, SL) noting that *"management employs ever more controls to manage those not performing responsibilities, non-academic sector inundating (sic) academics with paperwork, procedures, etc."*

Responses to the statements relating to supervision varied. The statistical results are as follows:

- There is significant agreement that the supervisor supports decisions made by respondents (statement 16); ($Z(N=187) = -8.351, p = <.0005$).
- There is significant agreement that the supervisor positively acknowledges respondents' efforts (statement 17); ($Z(N=188) = -5.921, p = <.0005$).
- There is significant disagreement that there is an even distribution of work in the department (statement 19); ($Z(N=189) = -3.768, p = <.0005$).

Most of the responses (74 percent) to statement 16 indicate agreement with supervisor support of decisions made. However, more respondents (53 percent) disagreed than agreed (34 percent) with the statement that there is an even distribution of work in the department. Respondent 120 (W, F, L) stated, "*Equal distribution of work is a major issue for me, as some staff members do the bare minimum (or NOTHING) and get away with it!!*". The comment is often bandied about that good performers are rewarded – with more work! In order to address this issue raised by respondent 120 (W, F, L), and confirmed by the statistics, non-performing staff should be counselled and encouraged to perform as required, or face the consequences.

Thirty-four percent of the respondents disagreed and 45 percent agreed with statement 20 (I like the way my supervisor deals with complaints about his/her staff). Respondent 111 (B, M, L) appeared to feel this was serious enough to warrant the comment "*... rude Dean and sarcastic HOD. I cannot wait to find another job.*" Is this perhaps an example of the 'dark leaders' to which Mathieu et al. (2014) referred?

Another respondent (107, A, M, L) likened lecturers to "*magicians and create magic with little or no support ... the overwhelming result is overworked and demotivated staff with low satisfaction.*" However, all is not doom and gloom. Respondent 102 (A, M, L) commented "*It's been a pleasant one my colleagues and HOD are excellent to work with. Each one are (sic) very supportive of one another. Much interaction between staff.*" Among the negative comments, one respondent felt very strongly that the religious beliefs of the head of department resulted in staff of the same religious persuasion receiving "*preferential treatment with vastly reduced lecture loads*" (respondent 46 W, M, SL) whilst respondent 12 (B, F, L) reported "*Very bad experiences in terms of management of the dept.*" This demonstrates the impact that leadership styles can have on an organisation.

Poor relationships between supervisors and their staff is a potential area of concern in an organisation as good relationships are essential in order for departments to function

effectively. With 74 percent of the respondents supporting statement 16 (My supervisor supports decisions I make in respect of my work) and 66 percent indicating agreement with statement 17 (My supervisor positively acknowledges the effort I put into my work) it would appear that this is not a problem at this HEI.

In terms of interpersonal relationships, the test statistics reveal that:

- There is significant agreement that departmental colleagues work well as a team (statement 21) where ($Z(N=189)$, = -6.981, $p < .0005$).
- In response to statement 22 there is significant agreement that colleagues generally help each other ($Z(N=188)$, = -8.654, $p < .0005$).
- There is significant agreement with statement 23 that the respondents interact with colleagues from other departments ($Z(N=189)$, = -2.100, $p = 0.036$).

Some respondents indicated their satisfaction with relationships with departmental colleagues, which supports Morrison (2004) findings and that they receive assistance when called for (although respondent 189 (WF) said this was selective). Comments included, *"I work in a supportive dept and the staff retention in the department is favourable"* (respondent 54 W, F, L) and *"There is great teamwork in my department which makes very easy to render services"* (respondent 60 B, M, L). Such departmental cohesion may link to Trowler (2014) and Henkel (2005) suggestion that, like being part of a family, being part of a discipline results in support from other members of the discipline.

Although 46 percent of the respondents agreed that they enjoyed regular interaction with colleagues from outside the department, the free comments suggest that there are few opportunities for interaction, with respondent 138 (A, M, L) suggesting this is because staff is overloaded. Respondent 85 (A, M, L) felt that the HEI should encourage collegiality in order to *"foster a sense of belonging and a cohesive environment"*. Respondent 184 (A, M, D), who has 30 years of service, stated, *"in the main there is professional collegiality with all colleagues in the HEI, including respect for one another."*

The statements dealing with working conditions relate to the immediate working environment as well as the broader environment. The test statistics reveal that:

- There is significant disagreement with statement 24 that lecture venues are suitable for their purpose ($Z(N=189)$, = -3.805, $p < .0005$).
- There is significant agreement that respondents have access to computers and other technology necessary for their work (statement 25) ($Z(N=189)$, = -10.080, $p < .0005$).

Staff appears satisfied that they have sufficient appropriate equipment to perform their duties (81 percent); however, they indicate dissatisfaction with lecture venues and the broader

environment. Fifty-seven percent of the respondents disagreed that venues are suitable for purpose with only 33 percent indicating satisfaction. More staff indicated dissatisfaction with the broader environment than those that felt it was acceptable (45 percent versus 41 percent).

Respondent 182 (A, F, SL) commented *“I have been least impressed in all my years at this institution with teaching venues ...”* whilst respondent 115 (W, F, SL) noted, *“Venues and infrastructure for teaching support are sadly lacking.”* Respondent 160 (W, M, L) was more decisive: *“In general venues have declined in quality and there has no creation of new venues which is needed”*. Respondent 91 (W, F, L) noted: *“building exterior dirty, lifts and clocks not working – for some at least 6 years”*.

The responses to the statement relating to **Salary** show that 40 percent of respondents are satisfied and 47 percent indicate dissatisfaction with their salary in relation to the work. Furthermore, 29 percent of the respondents agreed and 39 percent disagreed with the statement that their salary compares well with that offered at other local institutions. The test statistics reveal that:

- There is significant disagreement with statement 27 (I am satisfied with the pay I receive for the work I do) ($Z(N=187), = -1.972, p = 0.049$)
- There is significant disagreement that respondents feel that their salary compares well with that offered to teaching staff at other local institutions (statement 28), ($Z(N=184), = -2.591, p=0.010$).

Based on the responses to the statements relating to salary, it would appear that respondents are not satisfied with their salary as more respondents indicated disagreement with the statement than those that agreed. It also appears that there is disagreement about the category of staff that should be better rewarded: Respondent 124 (B, M, L) felt that *“working conditions should be improved by providing better incentives to researchers”* whereas respondent 123 (W, F, SL) indicated satisfaction with the normal pay, but stated that the Head of Department Allowance should be improved. A different view, from respondent 86, a long-serving Black male lecturer, was that *“There should be incentives for good teaching as we are a teaching institution”* whilst respondent 19 (B, F, L) felt *“... those with professional qualification – not in par with professional industry.”*

Part-time and contract staff also expressed concerns regarding salaries. Respondent 56 (W, M, L), who classified himself as a ‘Temporary Lecturer’ stated that *“this rate has not changed since 2004. Petrol then was R4-50, now R14.00.”* Another respondent (127, W, F, L) employed at the institution on a contract of less than one year, but who has been with the

institution for more than 20 years stated that *“temporary/PT staff are badly paid ...”* Discussions with union colleagues and a senior manager in the Human Resources Department confirmed that part-time rates had not changed for a number of years; when annual salary negotiations are held, it appears that part-time salaries are excluded from the agreement. Not only have part-time staff not had an increase for a number of years, but, according to respondent 55 (W, F, L) *“As an employee on a one-year contract, I am excluded from any benefits my colleagues enjoy.”* One of the benefits that is cause for concern among permanent staff is post-retirement medical aid. Respondent 49 (A, M, SL) stated *“Post-retirement medical aid is a major issue as I am excluded from this”*. Although a few respondents indicated satisfaction with their salary, most comments indicated that salaries (and benefits) across the spectrum require improvement.

A number of studies have noted the important role that salaries and benefits play in an academic institution (Chimanikire et al., 2007; Pienaar & Bester, 2006; Sibson, 1994). Jansen (2015) notes that higher education oversight body, HESA has stressed the need to pay junior and mid-level lecturers more in order to retain their services.

In terms of job security, 54 percent of the respondents agreed that their jobs at the institution are secure, with 25 percent disagreeing with the statement. The test statistics indicate that:

- In terms of statement 29 (as a member of the teaching staff I have a secure future at this institution), there is significant agreement ($Z(N=185), = -2.669, p=0.008$).

There were a number of negative comments in relation to job security. Respondent 125 (B, F, JL) stated: *“I have enjoyed the 4 yrs that I have worked here with regards to staff. My contractual basis has been a problem though. I lack motivation because I know there is no career progression for me here.”* This respondent, a young Black female with a Masters qualification, has been employed on a contract basis ‘less than one year’ but has been with the institution for four years. Similar sentiments were expressed by other respondents of all racial groups who have been with the HEI for varying periods of time, but whose employment has been either on a part-time or contract basis without the prospect of a permanent position. Respondent 57 (A, F, L), whose annual contract has been renewed a number of times stated, *“I am a contract lecturer and have been since 2005. My contract is 10 months per year and I have to claim unemployment for December and January.”* Respondent 155 (B, F, L) not only complained that as a part-time employee, she is excluded from benefits, but felt that, *“... the lack of security and recognition for my contribution by the institution makes it necessary to seek employment elsewhere. This exploitative situation is*

unacceptable and will hopefully be rectified by the new labour laws which makes it illegal to employ someone on a temporary basis for more than 3 months”.

4.4.1.3. Discussion on results of Job Satisfaction

Job satisfaction comprises a number of elements divided between two factors viz. motivators and hygiene factors. In terms of the **motivator** factors:

- *Academic Freedom:* Both the statistical analysis and the comments provided by the respondents indicate that academic freedom is an important construct and that they experience academic freedom their work situation. The fact that the Senate of the university agreed to the formation of an ‘academic freedom committee’ supports the claim that academic freedom is important to the university (Secretariat, 2015). This finding that academic freedom is important to teaching corroborates the claim by Henkel (2005, p. 170) that academic freedom is necessary for job satisfaction, allowing academics to conduct research and find new truths, even though they may be unpopular (Robinson & Moulton, 2001, p. 1). This is really important in the current climate where teaching staff are exposed not only to greater regulation in the form of templates and standardization but also with increasing student numbers, greater diversity in the classrooms as well as pressures on the time students take to complete and throughput.
- *The work itself:* It is interesting to note that the statistics indicate a high level of satisfaction with the work itself (both the type of work and the variety) (with means of 4.68, 4.37 and 4.55, respectively), but the free form comments indicate some disagreement – that academics would prefer to be involved only in teaching, and would rather leave the administrative burden imposed on them, to others, with HODs in particular bearing a heavy administrative load. This support the results of Schulze’s (2006) study that found that academics were dissatisfied with the administrative burden imposed on them.
- *Achievement:* The statistics indicate a high level of satisfaction in the question relating to working with students and participating in their success. This sense of achievement corresponds with Rowley’s (1996) comment relating to the satisfaction of working with students.
- *Advancement and growth:* According to Noe et al. (2010, pp. 410-411) this element refers to development of staff for upward mobility. Responses to this element indicate

a lack of satisfaction in this area with respondents citing a lack of a promotion path for teaching staff. Another concern expressed relates to the focus on research as a requirement for advancement with little attention being paid to the core business of teaching, with management appearing to forget that undergraduate students need classroom contact in order to progress to research. A hierarchy exists in the academic world where research is privileged over other activities and promotion exists based on research outputs and supervision. This is as a result of the increased funding received for postgraduate students.

- *Recognition:* Naylor (2004, p. 384) regards fair rewards as necessary in order to motivate staff. In many industries, recognition is linked to a reward system – whether monetary or otherwise – and, according to Schulze (2006) South African academics are generally satisfied with this element. Both the statistics and the respondents' free form comments contradict Schulze's finding with respondents indicating a lack of satisfaction with this element as attested to by respondents commenting on the lack of promotion opportunities as well as the lack of recognition for good performance.

In terms of the **hygiene factors**, responses to the various elements indicated the following:

- *Policies:* The findings of both Schulze (2006) and Mapesela and Hay (2006, p. 713) that policies are a source of dissatisfaction are borne out by the findings in this study with only 47%, 52% and 41% respectively agreeing with the statements. The free form comments, however, raise concerns relating to employment practices, workload and lack of opportunities for development. One of the comments specifically referred to the time it takes to fill vacant posts. The delay can be attributed to a number of factors - either a lack of capacity in the administrative ambit to perform their duties, or the cumbersome procedures to fill a vacancy or the inability to attract suitably candidates because of the salaries offered.
- *Supervision:* Staff generally indicated satisfaction with this element by acknowledging the support and encouragement they receive from their direct supervisors although some comments made reference to the 'dark leadership' of both HODs and Deans as alluded to by Mathieu, Neumann, Hare and Babiak (2014). In the academic departments HODs are seen to support teaching staff. Deans, on the other hand, are seen as managers responsible for the performance of the faculty (both academically and financially) and are seen to implement unpopular practices, including workload policies; as they hold the faculty budget they are blamed for the lack of equipment

and also the budget for conference attendance – both of which have the potential to impact on service delivery.

- *Interpersonal relationships* in this context refers to interaction with colleagues both within and outside of a respondent's academic department. As people are social beings it is important that they have contact with others in order that they can share ideas and disseminate information as well as support each other as and when required in order to complete tasks (Nilsson, Hertting, Petterson and Theorell, 2005). It would appear that this is the case at this HEI as the statistics and comments support the statement although it only occurs within departments. From the comments made, it seems as though interactions with colleagues outside of the department occurs between long-serving staff members but does not appear to happen with shorter-term staff. This loss of collegiality might be because of the demands on individuals to perform, to change the way classes are offered, the massification demands in higher education in general, and the need to achieve specific pass rates resulting in severe time constraints that does not allow staff to interact with others outside of their departments. This is not only true of the institution under study but of higher education in general.
- *Working conditions:* Ajayi, Awosusi, Arogundade and Ekundayo (2011, p. 6) maintain that the absence of acceptable working conditions has an impact on teaching, research and community service, which is the cornerstone of universities. This is certainly true in this instance – as an example although wireless internet access is available for students on campus there is insufficient computer laboratories, impacting on the ability of students to access online classrooms. In addition, respondents have complained about the state of the campuses both in terms of cleanliness and maintenance of facilities.
- *Salary:* The results in this section support the contention by both Herzberg (1959) and Chimanikire et al. (2007) that salary is a hygiene factor that has the ability to cause dissatisfaction. Test statistics results for both questions on this element reflect the majority is dissatisfied with salaries, especially the part-time staff who complain that their rates have gone unchanged for a number of years, despite the increasing cost of living. In addition, in line with the findings of Kezar and Sam (2010) contract staff receives different pay rates and no benefits although they are performing the same duties as their departmental colleagues. This is a practice that will have to be addressed. Pienaar and Bester (2006) addressed another area of concern – that of

being unable to attract experienced academics to universities because of the low pay being offered. The low salaries could be one of the reasons for the difficulties experienced by the university in filling vacant posts. If one considers the South African context where many of the graduates are the first in their family to attend university – during their studies the family has to go without in order to support the graduate; the expectation is that, on completion, the graduate will support the family. This means that graduates do not have the luxury of working and earning a salary for themselves but in terms of their obligation have to support the rest of the family; for this reason they will leave jobs and move to better-paying employment.

- *Job security.* With a large contingent of part-time and contract staff it is not surprising that 25% of respondents indicated disagreement with the statement, and 54% indicating agreement that they have job security. It is understandable that the part-time and contract would wish to secure permanent employment, thereby gaining job security even though this is contrary to international trends where higher education is reducing their 'tenured' staff in favour of the less expensive non-tenured (contract) staff.

4.4.1.4. To answer the question: is the staff satisfied?

Having presented the results for the individual categories, they are now combined into the categories of the motivators and hygiene factors identified by Herzberg.

In terms of the statements in the *motivator* category:

Table 4.5: Cronbach Alpha results by category (motivators)

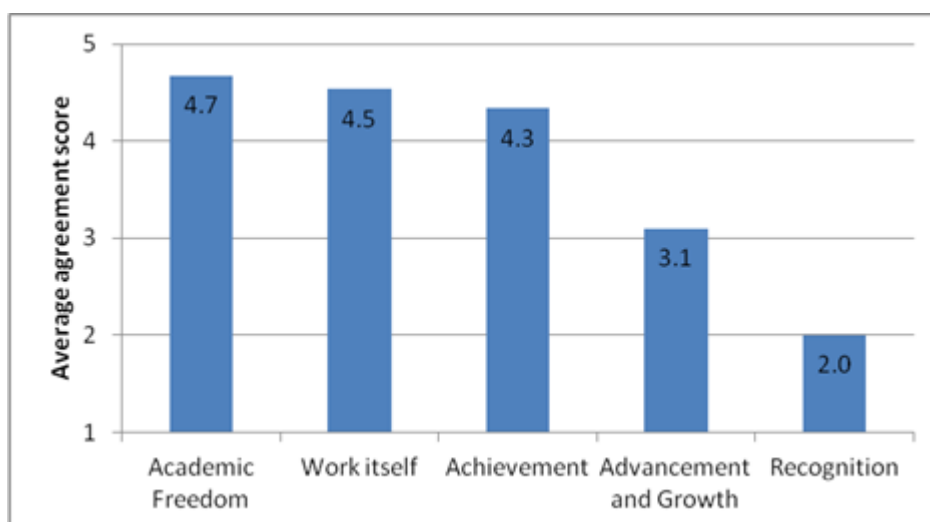
Topic	Original statement	Amended statements for factor	Cronbach Alpha result
Academic freedom	1, 2	2	
The work itself	5, 6, 7	5, 6, 7	.645
Achievement	8, 9	8	
Advancement and growth	11, 14	11, 14	.701
Recognition	15, 18	18	

Based on the original Cronbach Alpha statistic results, it was necessary to eliminate some of the statements for this statistic. An acceptable level for the Cronbach Alpha analysis is .7. A measure lower than .7, would not give a reliable measure if the instrument were used in another setting. This is because many variables can influence the perceptions of people in their current environment. Another reason for the low reliability is that the questionnaire was

developed for this study and has not been tested elsewhere. Low reliability may also be a consequence of insufficient statements in the various sections of the instrument.

Figure 4.4 presents the mean response (on a scale of 1 to 5) for the five categories comprising Herzberg's motivating factors.

Figure 4.4: Graphical representation of motivator category statistics



The test statistics for the *motivators* indicate the following:

- There is significant agreement that respondents have freedom to decide on both the content and the delivery of their work ($Z(N=189) = -12.282, p = .0005$).
- There is significant agreement that respondents are satisfied with the work itself (working with students, the variety of the work and that they are comfortable with the work they do) ($Z(N=189) = -11.890, p = .0005$).
- There is significant agreement that respondents feel that they have accomplished something worthwhile at the end of the day ($Z(N=189) = -11.242, p = 0.0005$).
- There is significant disagreement that the institution has a reward system in place to reward good performance ($Z(N=186) = -8.930, p = .0005$).

The mean score for academic freedom of 4.7 (out of a possible 5) indicates that most respondents feel they have control over their work – they decide on the content (within SAQA and curriculum limits) and the method of delivery of their work. The same can be said for the work itself, with a mean score of 4.5. More respondents also stated that their work gives them a sense of achievement.

Advancement and growth has a mean score of only 3.1. Although the result reflects more agreement than disagreement, it suggests that there is a need for attention to be paid to advancement and growth issues, whilst recognition requires considerably more attention by

management as the mean score of only 2.0 indicates that most respondents are not satisfied with the level of recognition they receive in the institution.

The institution does not have a performance management system in place to measure individual performance, and there is currently no form of recognition or reward system for good performance by teaching staff. This is evident from the low score for this category.

Using Herzberg's two factor theory and his discussion on the motivators, the results shown in Figure 4.4 and the tests of significance, it would appear that, except for the category recognition, the staff is satisfied with the issues relating to academic freedom, the work itself, achievement and advancement and growth, although the last category might be cause for concern.

The responses for the **hygiene factors** are as follows:

Table 4.6: Cronbach Alpha results per category (hygiene factor)

Topic	Statement	Cronbach Alpha result
Policies	10, 12, 13	.673
Supervision	16, 17, 19, 20	.785
Interpersonal relationships	21, 22, 23	.792
Working conditions	24, 25, 26	.599
Salary	27, 28	.835
Job security	29	

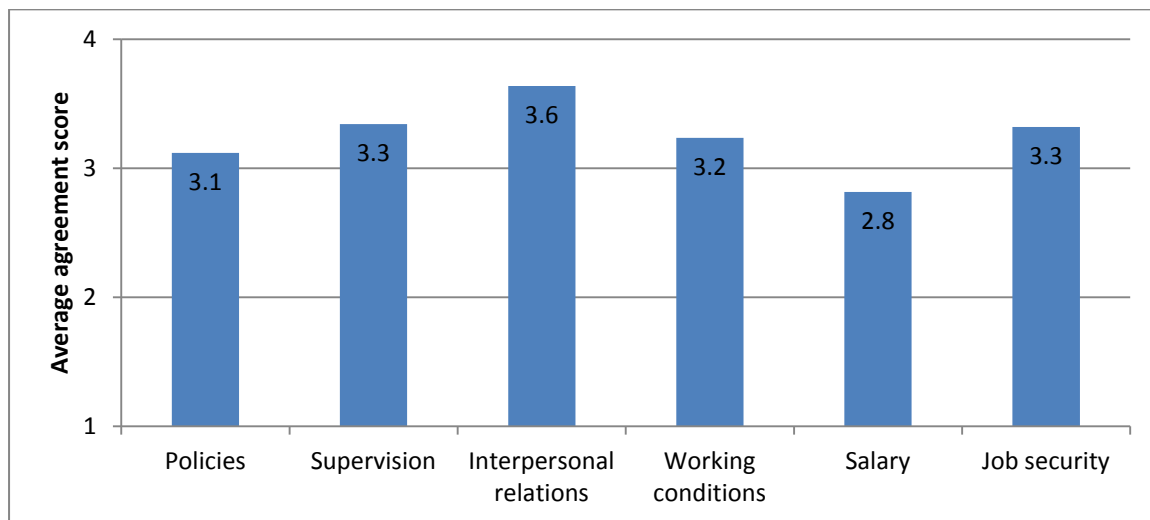
As can be seen from the Cronbach Alpha results above, the only category with a low result is working conditions. All other categories provide an acceptable degree of reliability.

The test statistics for the hygiene categories reveal that:

- There is significant agreement that respondents are satisfied with the supervision they receive ($Z(N=189) = -4.380, p= 0.0005$).
- There is significant agreement that respondents are satisfied with the relationships they have with their colleagues ($Z(N=189) = -7.334, p= .0005$).
- There is significant agreement that respondents are satisfied with their working conditions (facilities, equipment, etc.) ($Z(N=189) = -3.118, p= 0.002$).
- There is significant disagreement that respondents are satisfied with their salary ($Z(N=188) = -2.083, p= .037$).
- There is significant agreement that respondents are satisfied with job security ($Z(N=185) = -2.669, p= .008$).

The results of responses to the hygiene factors can be shown graphically as follows:

Figure 4.5: Graphical representation of hygiene categories



Compared to the results for the categories comprising the motivators (where three of the categories scored above four, indicating strong agreement), none of the hygiene factor categories reflects a mean score above 3.6, with results ranging from 2.8 to 3.6. The only hygiene category that reflects dissatisfaction is that of salary with a mean score of 2.8. This means that more respondents were dissatisfied with their salary. This low score for salary confirms Herzberg's assertion that salary is indeed a category that should be considered when researching job satisfaction. With almost 82 percent of respondents being permanent staff, it would appear that it is not only part-time and contract staff that is dissatisfied with the salaries offered at the institution.

The results for the other categories show that, whilst more employees indicated agreement with the institution's policies, the supervision they receive on the job, working conditions and job security are not areas of immediate concern although the means of 3.6 and lower indicate that these could become areas of concern in the future.

The finding relating to job security is surprising as there are a number of contract and part-time staff who have been at the institution for a number of years who have not been offered permanent positions and who are receiving less pay for doing the same work as their permanent counterparts. It is possible that the 25 percent of respondents who disagreed with the statement on job security included these part-time and contract staff.

The results in Figure 4.5 and the tests of significance show that only one of Herzberg's hygiene categories indicated dissatisfaction – salary – once again suggesting that staff is generally satisfied.

Based on the study's results, where only two of the eleven categories indicated a mean of less than three, it would appear that staff is more satisfied than neutral in terms of the motivator aspect of their jobs, and more neutral than dissatisfied with the hygiene factors surrounding their employment. This confirms the findings of Schulze's (2006) study at two South African universities, that teaching staff at South African HEIs are generally satisfied although the individual free form comments made by some respondents might suggest otherwise.

4.4.1.5. Consideration on the appropriateness of Herzberg's two factor theory

The question arises as to the appropriateness of using Herzberg's two factor theory as the basis for this study. Herzberg's theory differentiates between the **motivators** (or job content) which, if present, will improve employee performance but, if absent, will not cause dissatisfaction, and the **hygiene** factors (or job context) that, if present will not cause satisfaction but whose absence will cause dissatisfaction. If one considers the statistical results outlined above where only two of the 11 elements elicited results of less than three, it would appear that the staff is generally satisfied.

When questioning the applicability of the two factor theory it is necessary to consider the two factors separately. When interrogating the **motivator** factors the main element of concern related to the lack of recognition with a possible area of concern in the future being that of advancement and growth; otherwise staff are generally satisfied. If one considers the general satisfaction of staff to the results of the statements relating to commitment (to be discussed later in this chapter) the results indicate that staff are committed (with agreement scores of 86% – I can be often be found at work after 15:00 - and 96% agreement with the statement relating to working at home after hours). These would appear to confirm the link with Herzberg's assertions that motivators encourage performance.

The test for the **hygiene** factors will be whether academics are sufficiently dissatisfied with the different elements that they will leave the organisation. As can be seen from the results above the only real concern in this category is that of salary. This is of major concern as staff will leave the university in order to earn more money elsewhere, as evidenced by the response to statement 35 (*If there were no other considerations and I had the opportunity I*

would change jobs) where more people agreed than disagreed with the statement (43% versus 32%). Perhaps the only reason that staff are staying at the university is because a large proportion of the staff is older and closer to retirement – if they were to leave the university prior to pensionable age they stand to lose a considerable amount of their pension and benefits. Younger staff will not have the same compunction and will leave for improved salary and benefits. To reinforce the importance that staff attach to the issue of salaries, it must be mentioned that staff have also been sufficiently concerned at the lack of a decent increase that they have embarked on strike action

The other elements of the hygiene categories appear to present little concern except perhaps for the job security of part-time and contract staff. Apart from those items, it can be inferred that as staff are relatively satisfied with the other factors, the possibility of resignation is decreased when considering that more than 50% of respondents indicated their preference of working at this university (statement 34 – to be discussed later in this chapter).

The results outlined above appear to support the use of Herzberg's two factor theory as the theory on which this study is based.

4.4.2. Organisational Pride

Having presented and analysed the responses on job satisfaction, the responses relating to organisational pride are now considered. To reiterate, organisational pride reflects a need for affiliation with the organisation and can affect behaviour.

The test statistics reveal that:

- There is significant disagreement that respondents would prefer their children to study at the institution under study if fees were not the issue ($Z(N=187)$, = -2.960, $p=0.003$).
- There is significant disagreement that respondents would choose this institution to further their studies ($Z(N=187)$, -3.594, $p < 0.0005$).
- There is significant agreement that they would recommend the institution as a potential employer to friends and acquaintances ($Z(N=187)$, = -2.079, $p=0.038$).

Table 4.7: Responses per statement (organisational pride)

Statement	Category	N	Mean	% Disagree	% Agree
30 If I had a child and fees were not the issue I would still prefer my child studied here	Pride	184	2.70	50.1	34.2
31 This institution would be my first choice of institution if I were to further my studies	Pride	187	2.64	49.7	27.8
32 I would recommend [Name] as a potential employer to friends and acquaintances	Pride	187	3.22	27.8	49.2

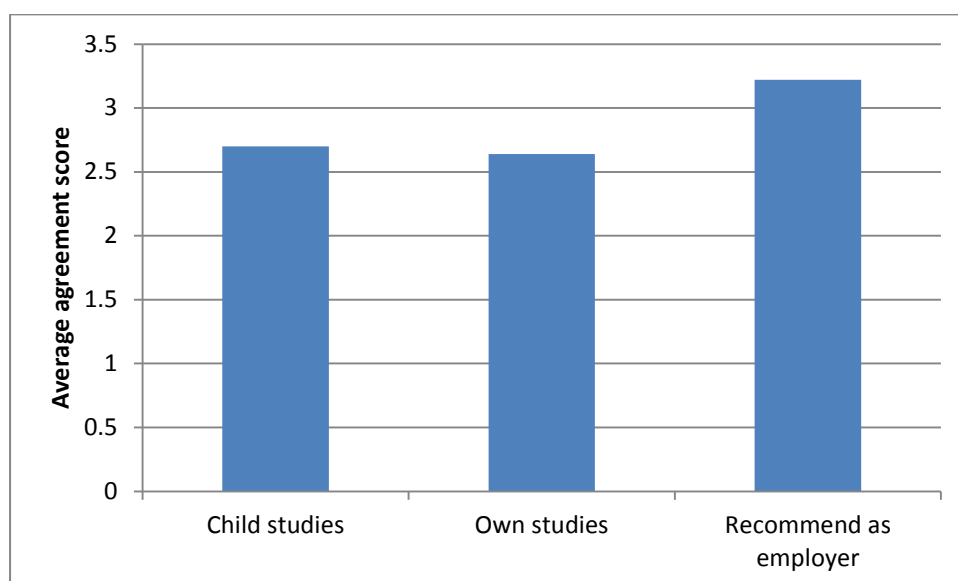
About one third (34 percent) of the respondents agreed that they would prefer their child to study at the institution and 28 percent indicated that it would be their first choice of institution at which to further their own studies. However, approximately half (50 percent and 49 percent, respectively) of the respondents disagreed with each of the statements. Although the respondents appeared less satisfied with the institution as a choice of study option, they did indicate sufficient satisfaction with the institution as an employer with almost half (49 percent) indicating that they would recommend it to others as a potential employer.

Of concern is the fact that most respondents indicated they would prefer that both they (49.7 percent) and their children (50.1 percent) study elsewhere. This suggests a lack of faith in the institution and/or its qualifications; and with only 49.2 percent of the respondents prepared to recommend this HEI as an employer, which Kaira (2008) states is an outcome of pride in the organisation, pride in this HEI is low. Indeed, it is much lower than in the universities surveyed by Schulze (2006) where almost two-thirds of the respondents indicated that they would recommend their institution as a potential employer. Does this indicate that the respondents feel the HEI is not delivering what it is supposed to? Should that be the case, what implications does this have for the institution's brand?

The results of this study support Schulze's finding that pride in the institution is an important factor and that this HEI is not seen as favourably by its staff as in some other universities in South Africa. This is confirmed by respondents' comments as follows:

Respondent 117 (W, F, L) has strong feelings about organisational pride: *"I am no longer proud of [Institution name]. I am often embarrassed to say I work here ... [Institution name] has a bad image in the public eye. Parents of students contact me and ask me 'What has happened to [Institution name].'* I have no answer for them." Respondent 98 (A, F, SL)

Figure 4.6: Graphical representation of responses (organisational pride)



concurred: *“It used to be a wonderful place to work, especially prior to merger.”* Referring to the quality of work, respondent 61 (W, F, SL), a lecturer for many years, stated, *“Academic standards are very low and a joke!”*. Respondent 116 (W, F, L) said, *“For Diplomas and BTechs I would highly recommend [Institution name]. But our Post Grad department is not up to scratch. I will be looking at doing my D.Tech elsewhere.”* Respondent 46 (W, M, SL) expressed a strong opinion: *“[Institution name] is extremely corrupt and the staff in high positions cannot be trusted – totally lack any integrity and honesty ...”*

Student unrest at the institution appears to be an area for concern. A number of respondents indicated that more needs to be done to address this issue and called for the timeous resolution of strikes. The unfavourable press the institution receives whenever students demonstrate their displeasure at NSFAS delays in providing funding appears to contribute to the lack of organisational pride.

The results support Gouthier and Rhein (2011, p. 636) suggestion that *“organisational pride emotions have downstream consequences”*. These consequences are considered further in the section that discusses the link between commitment, job satisfaction, organisational pride and demographic factors.

As noted in previous chapters, pride is an under-researched area and the results obtained in this study indicate this is a shortcoming of previous studies on job satisfaction and commitment.

4.4.3. Commitment

The model proposes that job satisfaction and organisational pride result in committed employees who will work hard to achieve organisational goals and who are likely to remain with the organisation. It was therefore necessary to determine teaching staff's levels of commitment and whether the commitment is to the organisation or the discipline, or both.

Table 4.8: Responses per statement (commitment)

Statement	Category	N	Mean	% Disagree	% Agree
3 I can often be found at work after 15:00	Commitment	189	4.31	9.5	86.2
4 I often do lecture preparation and marking at home after hours	Commitment	189	4.70	3.7	95.8
33 I would be happy to stay on at this institution after retirement	Commitment	189	3.4	22.5	58.8
36 I would like to remain in the employ of this institution until retirement	Commitment	188	3.55	21.3	55.3

The statements and results relating to commitment are as follows:

The test statistics reveal that:

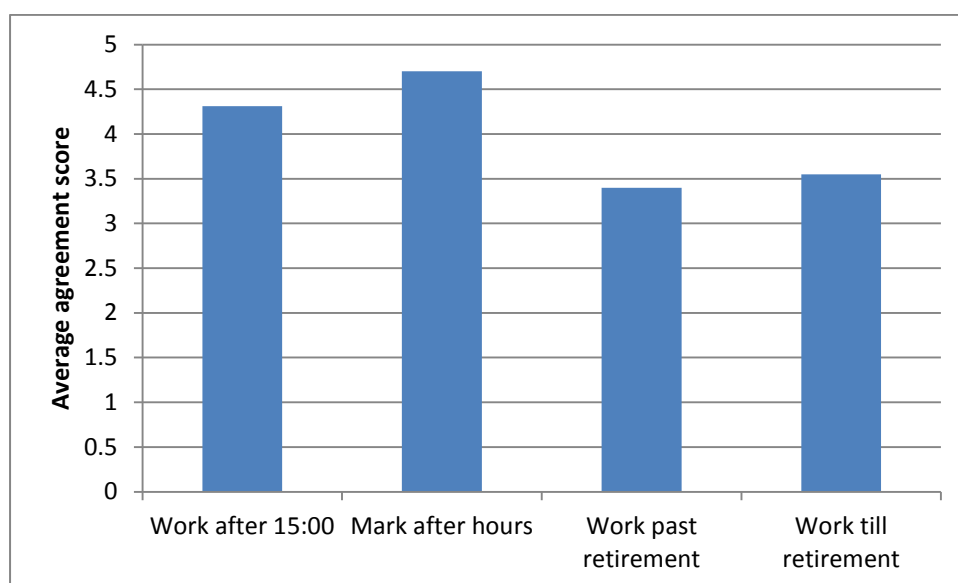
- There is significant agreement that respondents can often be found at work after 15.00 ($Z(N=189)$, = -10.427, $p= 0.005$).
- There is significant agreement that respondents do lecture preparation and marking at home after hours ($Z(N=189)$, =-12.044, $p= 0.005$).
- There is significant agreement that respondents would be happy to stay on at this institution in a contract position after retirement ($Z(N=187)$, = -3.561, $p= 0.005$).
- There is significant agreement that respondents would like to remain in the employ of this institution until retirement ($Z(N= 188)$, = -4.988, $p= 0.005$).

Statements three and four relate to individuals and their commitment to their work. Both statements elicited high agreement (86 percent and 96 percent, respectively). However, commitment to the organisation elicited different results with only 59 percent and 55 percent of the respondents indicating agreement with statements 33 and 36, respectively.

This dichotomy in the results for statements three and four on the one hand and statements 33 and 36 on the other was succinctly captured by respondent 120 (W, F, L): *"I love working in the department but working for the [Institution name] can be a bit disheartening"*. This from a permanent staff member with over 20 years' service. Respondent 117 (W, F, L) had a similar view: *"[Institution name] has a bad image in the public eye ... Luckily my department is still good."*

Respondent 94 (W, F, JL), a contract lecturer, acknowledged that *“I have not had the full experience of being a permanent staff member ... thus my experience is limited but I do enjoy working and teaching at [Institution name] but it is not something I wish to do long term ...”*. Another respondent commented, *“I work for the pay and the assurance of facility’s (sic) and opportunity to further my studies”* (respondent 23 B, F, L). This suggests that this lecturer is only there for what he/she can get out of the institution, rather than any feeling of commitment towards it.

Figure 4.7: Graphical representation of responses (commitment)



These comments tie in with Greenberg & Baron’s (1997) observation that *“... people can be committed to various entities in their organisations...”*; they can be either uncommitted or committed (to workgroup, supervisor, top management and organisation) and either locally committed (to supervisor and/or work group) or globally committed (to top management and the organisation).

Respondent 26 (A, ML) observed: *“I like working at [Institution name]. It certainly beats working at the municipality”* indicating that, although working at the institution might not be ideal, there are worse places to work.

It is evident that teaching staff is more committed to their discipline and all that entails, and less committed to the institution. This supports Lok and Crawford (1999) finding that individuals can be more committed to the subculture than the organisational culture. Action is required by management to address the low levels of organisational commitment. Barkhuizen and Rothmann (2006) propose that this can be done by encouraging employees

to further their studies, offering promotions and providing teaching staff with more academic autonomy.

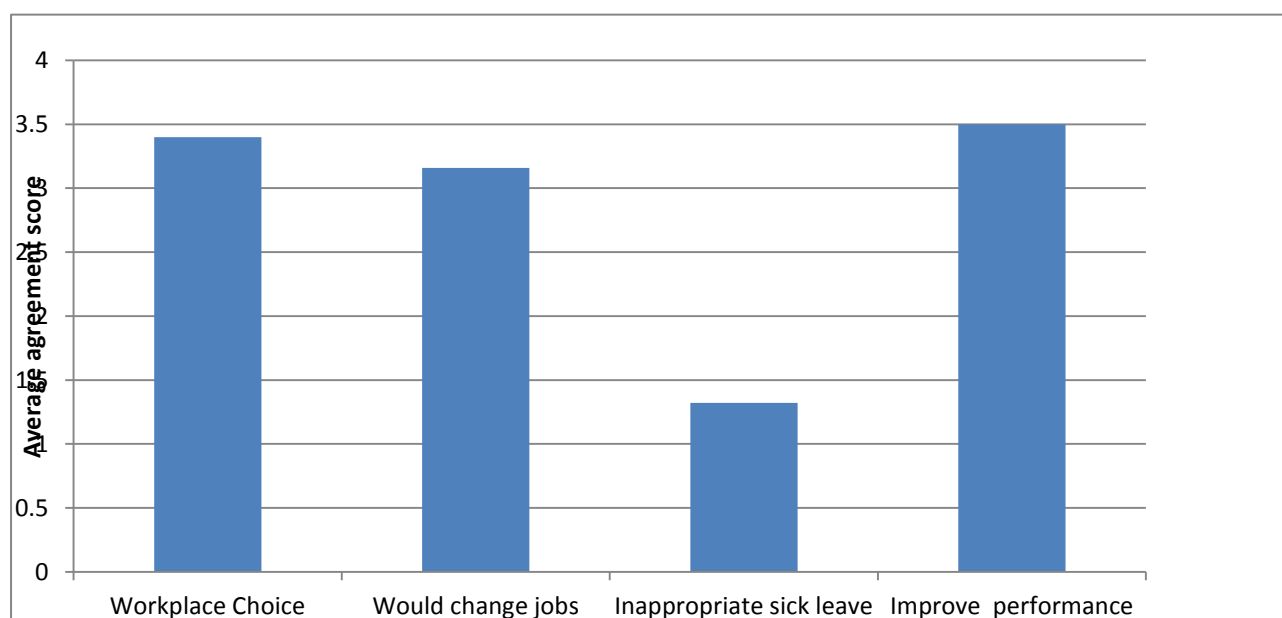
4.4.4. Turnover, Absenteeism and Performance

While the first research question did not require that these criteria (turnover, absenteeism and pride) be measured, it was decided to include them as, according to the model proposed, they are the outcomes of a committed employee. It was therefore deemed necessary to include questions on these areas to determine whether the model is accepted, or whether it needs to be adjusted. The correlation is discussed in a later section.

Table 4.9: Responses on Turnover, Absenteeism and Performance

Statement	Category	N	Mean	% Disagree	% Agree
34 I would rather work at this institution than one of the other local education institutions	Turnover	188	3.40	23.9	52.7
35 If there were no other considerations and I had the opportunity, I would change jobs	Turnover	187	3.16	32	43
37 I occasionally use sick leave to stay away from work even when I am not sick	Absenteeism	187	1.32	89.8	3.2
38 I believe I could perform better at my job	Performance	187	3.50	23	61

Figure 4.8: Responses per statement (turnover, absenteeism, performance)



4.4.4.1. Turnover

In performing the statistical calculations, it was necessary to recode statement 34 in order that both statements relating to turnover were couched in the same terms, so that both related to either leaving the institution (turnover), or remaining in its employ (retention).

The test statistics reveal that:

- There is significant agreement that respondents would rather work at the institution than one of the other local education institutions (statement 34); ($Z(N=188)$, = -3.716, $p = <.0005$).

In terms of turnover, more respondents indicated they would rather work at the institution under study (53 percent compared to 24 percent) whilst 43 percent said that they would change jobs if there were no other considerations (as opposed to 33 percent that disagreed with the statement).

Toxic managers and bullies can result in dissatisfied staff and intentions to quit. Respondent 111 (B, M, L) (reported earlier) felt this was serious enough to warrant the comment “... *rude Dean and sarcastic HOD. I cannot wait to find another job*”. This confirms Veldsman (2016) and Mathieu et al. (2014) observations on the role of toxic leaders.

4.4.4.2. Absenteeism

Three percent of the respondents agreed with statement 37, on absenteeism that they stayed away from work even when they were not sick, with 90 percent disagreeing with the statement.

The test statistics reveal that:

- There is significant disagreement with the statement that respondents stay away from work even when not sick (statement 37) ($Z(N=187)$, = -12.158, $p = 0.0005$).

The low response for absenteeism is important given that students, their future and teaching would suffer if the results had been otherwise. This result is evidence that the respondents are committed and have a sense of responsibility towards students; this can have a positive impact on the institution and its brand.

The responses confirm Nilsson et al. (2005) assertion that short-term sick leave is reduced when there is a sense of cohesion in a group (earlier discussions relating to interpersonal relations indicate that there is cohesion within departments). Had the question on absenteeism been rephrased, to read along the lines of “I am absent from work only when I am really sick” or “I come to work even if I am not feeling well”, the results would likely have been reversed, with 90 percent of the respondents agreeing with the statement.

Had this been the case, the negative term 'absenteeism' could have been replaced with the positive term 'attendance' as 90 percent of employees would be attending work (see comment later when the correlation between turnover, absenteeism and performance is discussed).

The fact that almost 90 percent of the respondents disagreed with the statement on absenteeism reflects that respondents relate to the work rather than the institution (given the discussion above), and that absence from work would be for legitimate reasons, rather than the 'black absenteeism' referred to by Sanders and Nauta (cited in Gangai, 2014).

4.4.4.3. Performance

Statement 38 enquires whether respondents believe they are performing at their best, or whether they feel there is room for improvement..

The test statistics indicate that:

- There is significant agreement with the statement that respondents could perform better at their job ($Z(N=187), = -4.004, p = <.0005$).

The results indicate that staff believe they could perform better at their jobs. Many of the respondents indicating this were in the age group 36 – 45 years of age.

This data was gathered in order to obtain a holistic view of the model proposed in chapter two, viz. that job satisfaction and organisational pride lead to commitment. It was expected that committed staff would be more likely to stay at the organisation and perform to the best of their ability and that there would be fewer unnecessary absences from work.

4.5. WHAT IS THE CORRELATION BETWEEN THE LEVELS OF JOB SATISFACTION AND ORGANISATIONAL PRIDE OF TEACHING STAFF, AND THEIR LEVELS OF COMMITMENT?

This section deals with the second research question.

Before the correlation was done, it was necessary to find a composite measure for each of the aspects. Using extant theory and the literature, statements were selected to obtain a composite measure for each aspect and then tested for internal consistency using Cronbach's Alpha. The results are as follows:

Table 4.10: Cronbach Alpha results (job satisfaction, organisational pride and commitment)

Aspect	Statements	Cronbach Alpha	Comment
Job satisfaction	1-2, 5-29	.869	Acceptable as the level is above .7
Organisational pride	30 – 32	.812	Acceptable as the level is above .7
Commitment	33, 36	.636	It was necessary to exclude statements 3 and 4 in order to obtain this level of consistency and although below .7, it is usable.

Pearson's Correlation was used to determine whether there is a correlation between the levels of job satisfaction, organisational pride and commitment (refer to Annexure G). The results are as follows:

- There is a positive correlation between **job satisfaction** and **organisational pride** ($r(N=188) = 0.616, p < .0005$).
- There is a positive correlation between **job satisfaction** and **commitment** ($r(N=188) = 0.456, p < .0005$).
- There is a positive correlation between **organisational pride** and **commitment** ($r(N=188) = 0.495, p < .0005$).

The results indicate that there is a moderate positive correlation between the different factors – as one factor increases (or decreases), movement will be reflected in the same direction for the other factors. This means that if job satisfaction increases, organisational pride is also likely to increase, as will commitment. If commitment increases, it is likely that both organisational pride and job satisfaction will also increase. Conversely, if one of the factors, e.g., job satisfaction, were to decrease, the other factors (organisational pride and commitment) would likely decrease. The positive correlation found between the factors of job satisfaction and commitment supports research by Morrison (2004). However, this research shows that commitment arises as a result of a number of factors, including job satisfaction, *“and that an employee is unlikely to form strong organisational commitment if they are not satisfied with their job”* (Porter, Steers, Mowday and Boulian, 1974, cited in Morrison (2004, p. 126).

4.6. CORRELATION BETWEEN COMMITMENT, PERFORMANCE, ABSENTEEISM AND TURNOVER

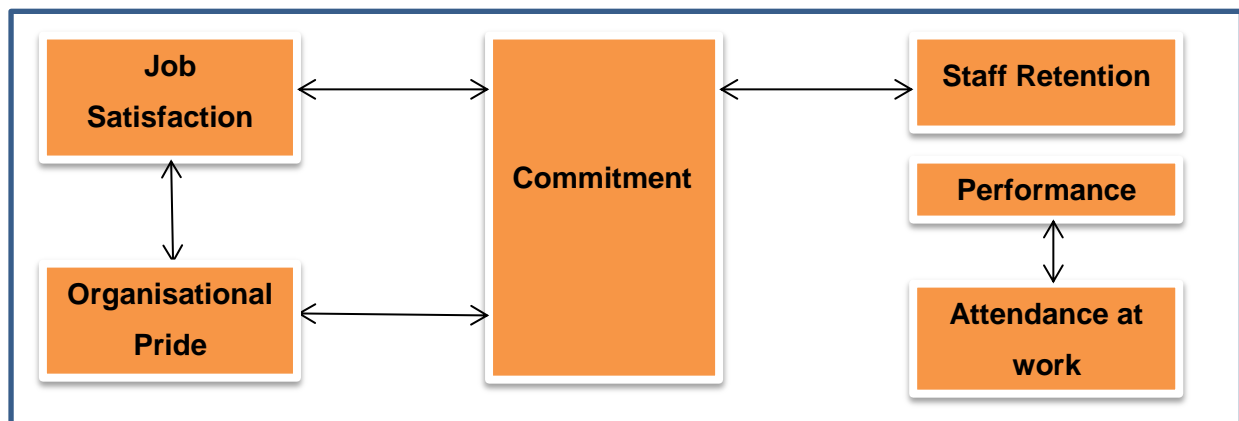
Although the research question posed did not require an examination of the correlation between commitment, performance, absenteeism and turnover, for completeness it was deemed necessary to investigate whether a link exists. Pearson Correlation tests show only the significant associations (refer to Annexure H):

- There is a negative correlation between **commitment** and **turnover** ($r(N=187) = -.485, p < .0005$).
- There is a positive correlation between **performance** and **absenteeism** ($r(N=186) = .164, p = < .025$).

The results show that, because there is a negative correlation, those with high levels of commitment are less likely to change their jobs, or, stated differently, those that are highly committed are more likely to stay with the institution, indicating staff retention, rather than turnover. As there is a positive correlation between performance and absenteeism, those whose performance levels are low are more likely to take days off (bearing in mind the earlier discussion relating to the re-wording of the question relating to absenteeism), while those with high performance levels, that are consequently engrossed in their jobs, are less likely to take days off.

The results of the correlation analysis between job satisfaction, organisational pride and commitment, as well as for commitment, performance, absenteeism (work attendance) and turnover (staff retention), show that the model proposed in chapter two is not supported by the results of this study. The revised model can be shown diagrammatically as follows:

Figure 4.9: Adjusted model



The diagram shows that there is a correlation between job satisfaction and commitment, and between organisational pride and commitment. The results do not indicate whether job satisfaction causes commitment or whether commitment causes satisfaction, but simply that there is a correlation between the two. The researcher is therefore unable to comment definitively on causation. In addition, there is a correlation between commitment and staff retention. No significant link can be shown between commitment and performance or between commitment and attendance at work, although the results show that staff that attend work are likely to perform better.

4.7. HOW DO THE KEY DEMOGRAPHIC VARIABLES IMPACT ON THE LEVELS OF JOB SATISFACTION OF TEACHING STAFF?

Statistical analysis, using ANOVA (analysis of variance), was conducted to determine whether any of the demographic variables impacted on the levels of job satisfaction of teaching staff. The results are as follows:

4.7.1. Effect of demographic variables on job satisfaction

Of the ten demographic factors considered (race, gender, age, qualification, position, faculty, campus, type of appointment, length of service and previous campus), it was found that race was the only factor that impacted on job satisfaction. The results show the following:

Table 4.11: Results of job satisfaction per demographic factor (race)

Race	N	Mean	Std. Deviation
Asian	66	3.5799	.58286
Black	53	3.5529	.52473
Coloured	4	3.2963	.71498
White	58	3.3299	.49870
Total	181	3.4856	.55019

An analysis of variance showed that the effect of population group (race) was significant for job satisfaction ($F(3,177) = 2.692$, $p=.048$). Although the difference might not be considered significant in arithmetic terms, it should be noted that the mean for Coloured (3.2963) and White (3.3299) was lower than that for Asian (3.5799) and Black (3.5529) respondents, indicating that the job satisfaction levels of Asians and Blacks are higher than for Coloureds and Whites (The statistics are attached as Annexure I).

These results contradict those of Peerbhai (2006) study that was also conducted in KwaZulu-Natal but in a different industry. It concluded that race did not influence job satisfaction.

A number of studies report different results in terms of demographic factors. Barkhuizen and Rothmann (2006) found that education level and post level impacted on job satisfaction. In addition to education level, Byrne et al. (2012) found that gender, academic rank and type of institution affected job satisfaction. Similarly, Brush, Moch and Pooyan's (1987) study showed that gender as well as age and length of service affected job satisfaction. It is

interesting to note that none of the researchers cited reported race or ethnicity as affecting satisfaction levels. In the current study, some of the free form comments related to a lack of opportunities because of institution's transformation plans. Byrne's 2012 study is based in Ireland, a country that does not suffer the same level of racial tension experienced in South Africa where such issues have the potential to cause upheaval.

4.7.2. Analysis of Organisational Pride across demographic factors

The researcher was surprised to find that population group (race) was the only demographic factor likely to impact on job satisfaction at the institution. Based on the researcher's knowledge of the institution, comments made by various staff over the years and the free form comments gathered in this study, it was expected that the demographic factors of faculty or campus might affect job satisfaction levels. Thus, statistics were obtained for organisational pride, the other factor hypothesised to impact on organisational commitment. The results are as follows:

Table 4.12: Results of organisational pride per demographic factor (race)

Race	N	Mean	Std. Deviation	Std. Error
Asian	66	3.1288	1.03972	.12798
Black	53	3.1384	1.24796	.17142
Coloured	4	2.5000	1.00000	.50000
White	57	2.3392	.93751	.12418
Total	180	2.8676	1.12939	.08418

	Statistic ^a	df1	df2	Sig.
Welch	7.523	3	14.623	.003

a. Asymptotically F distributed.

The results show a significant difference in **organisational pride** across the race groups (Welch (3, 14.623) = 7.523, p=.003). It is greater among Asians and Blacks than among Whites and Coloureds. Like the results for job satisfaction, there was no significant difference in the demographic factors of gender, age, qualification, job title, faculty, campus, appointment type or length of service in terms of organisational pride.

The following table reflects the mean response across the demographic factor, population group, for both job satisfaction and organisational pride. It is clear that the responses across

all population groups for organisational pride are lower than the responses for job satisfaction; however it is evident that the Coloured and White groups reported both lower job satisfaction **and** organisational pride than the Asian and Black population groups.

Table 4.13: Statistics for race across job satisfaction and organisational pride

	Asian	Black	Coloured	White
Job satisfaction	3.5799	3.5529	3.2963	3.3299
Organisational pride	3.1288	3.1384	2.5000	2.8676

The low scores for the Coloured population group could be because they are under-represented and consequently feel that their concerns are not adequately addressed. Free form comments from respondents in the White group indicated that this is as a result of their not being considered for promotion.

4.7.3. Link between commitment, job satisfaction, organisational pride and demographic factors

As the instrument used to gather data was designed specifically for this study, it was necessary to determine the fit of the different sections of the model. To this end a regression analysis was performed using commitment as the dependent variable, with job satisfaction, organisational pride and the demographic (age, gender, etc.) factors as independent variables. A stepwise approach, which added the independent variables at each stage, was used to ascertain whether they made a difference to the model. The best fit model is set out in Table 14 (other results are attached as Annexure H).

The results of the regression analysis showed that the three significant predictors (organisational pride, age and job satisfaction) explained 37.1% of the variance ($R^2 = .371$, $F(3,83) = 16.327$, $p < .0005$). It was found that organisational pride significantly predicted commitment ($\beta = .381$, $p < .0005$), as did age ($\beta = .259$, $p = .004$) and job satisfaction ($\beta = .244$, $p = .015$).

The regression analysis shows that organisational pride, age and job satisfaction (in that order) are significant predictors of employee commitment at the HEI under study. Employees who feel a greater sense of pride in the HEI are more committed to the university. In addition, older people show more commitment than younger people and those who expressed greater job satisfaction were more committed to the university.

Table 4.14: Regression model for Commitment

Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
3	(Constant)	-.164	.738		-.222	.825		
	Pride	.367	.095	.381	3.877	.000	.785	1.274
	Age	.327	.110	.259	2.969	.004	.997	1.004
	satisfaction	.545	.220	.244	2.479	.015	.783	1.277

a. Dependent Variable: commitment

Similar results were produced by Lok and Crawford (1999). Likewise Winkelmann-Gleed (2011) found that older people are more committed and will remain with their employer in order to supplement their retirement income. If one assumes that older employees are longer-serving employees, the organisation benefits as they are familiar with it (they have 'institutional memory') and can provide creative solutions to problems (Gouthier & Rhein, 2011). The link between age and commitment is also supported by John (2015) research that shows that younger academics are more likely to change jobs for financial reasons as they usually earn lower salaries and their personal situation (young, married, new parents) and job stress will cause them to leave if the correct support mechanisms are not in place (Srivastava & Srivastava, 2010).

Although job satisfaction and age are important aspects of commitment, the results of this study shows the **importance of organisational pride** to an organisation. McIntosh (2010, p. 40) notes "*that pride is an incredibly powerful tool*" that management could harness to improve employee commitment. The fact that organisational pride, an under-researched area, had the highest predicted coefficient (.381) in this study confirms the importance of the concept and underlines the need for further research.

4.8. SUMMARY OF MAIN FINDINGS

4.8.1. Question 1

The first question related to the levels of job satisfaction, organisational pride and commitment amongst academic (teaching) staff at the HEI in question.

Using Herzberg's two factor theory, adapted for the academic environment, the composite results for the **motivators** indicate that teaching staff feel that they receive little or no

recognition for the effort they expend in performing their work (the results indicate a mean score of 2.0 out of a possible 5.0), whilst advancement and growth produced an average result (3.1 out of a possible 5.0), indicating that this is an area that requires some attention from management. Teaching staff appear highly satisfied with the level of academic freedom (4.7) followed by the work itself (4.5) and a sense of achievement showing a mean of 4.3. These results are supported by the free form comments where staff indicated their satisfaction with academic freedom and the work they do.

In terms of the **hygiene** factors, the composite results range between 2.8 and 3.6 out of a possible 5.0 for the different categories, with the lowest result showing a mean of 2.8 for the salary category. The free form comments appear to support the fact that staff is dissatisfied with their salary and will leave the institution if they receive a better offer elsewhere. The results of the other hygiene factors do not indicate dissatisfaction.

Although this question was not asked of the respondents, the fact that most of the results indicate satisfaction or an absence of dissatisfaction (excluding recognition and salary) suggests that in terms of job satisfaction, academics at the HEI are generally satisfied.

In terms of **organisational pride** it would appear that this is at a low level, with responses to the two statements relating to the institution as a place at which to study (for both their children and themselves) yielding a mean of 2.7 and 2.64, respectively. However, as a potential employer, the mean is slightly higher at 3.22. Only 34 percent and 27 percent of the respondents agreed with the statement that they would support the institution as a place of study for their children and themselves, respectively.

Different results were also found in relation to **commitment**, with staff responses to the statements relating to commitment to the discipline or the work itself providing a higher mean than commitment to the institution (4.3 and 4.7 versus 3.4 and 3.55, respectively). When one considers the percentages, approximately 86 percent and 96 percent supported the statements relating to the work itself, whilst only approximately 59 percent and 55 percent supported the statements relating to commitment to the institution.

The results noted above relate only to the statistical results. It is difficult to summarise the free form comments as in some instances they supported the statistical results and in other instances they did not.

The results suggest that teaching staff are satisfied with their department and discipline, but the same cannot be said for the institution. Some of the tensions relating to the institution can be attributed to the push for research and publications and what appears to be a disregard for teaching and learning. As a former technikon, where the focus was on teaching and learning (not research), staff may not be familiar with the demands required of them as researchers, making them uncomfortable with this aspect of their jobs.

While this research question did not call for information on levels of performance, absenteeism and turnover, questions were posed on these factors. The results show that, in terms of turnover (or staff retention) teaching staff are in moderate agreement with remaining in the employ of the institution concerned but would move elsewhere if they could. In terms of absenteeism, only 3 percent of the respondents stated that they abuse the sick leave provided. However, of concern is that most (61 percent) of the respondents believe they could perform better at their jobs.

4.8.2. Question 2

This question related to the correlation between the levels of job satisfaction and organisational pride, and teaching staff's levels of commitment.

The results of the Pearson's Correlation show that there is a correlation between job satisfaction and commitment, between job satisfaction and organisational pride, and between these two factors and commitment, thereby confirming that staff who are satisfied in their work, and who are proud of the organisation, will be committed.

Furthermore, commitment is linked to staff retention or turnover; staff who are committed are less likely to leave the organisation. There is also a correlation between attendance at work and performance, suggesting that staff that go to work, are likely to perform well. These results did not tie in with the model proposed, resulting in the model being adapted.

4.8.3. Question 3

The final question was the effect of demographic variables on job satisfaction. The results indicate that, in this institution, race is the only demographic variable that impacts on job satisfaction. Similar results emerged in terms of demographic variables and organisational pride. Asian and Black respondents indicated higher levels of satisfaction than Coloured and White respondents.

4.9. TO CONCLUDE

This chapter presented and analysed the study's results by means of both statistical analysis of the responses to the questionnaire and reflection on some of the free form comments made by the respondents. The results indicate that teaching staff at the institution are generally satisfied except for concerns relating to recognition and salary. However, there appear to be low levels of pride in the institution and commitment to the discipline seems to be higher than commitment to the institution. It was found that correlations exist between job satisfaction, organisational pride and commitment, and in terms of commitment and staff retention; the latter showing that staff that are committed are more likely to remain with the institution. It was also found that, of all the demographic factors considered, race is the only factor that impacts on both job satisfaction and organisational pride.

The importance of organisational pride was confirmed, both by the literature and the results obtained, with pride having the greatest impact on commitment, followed by age and job satisfaction. This result reveals the gap in previous studies that did not include organisational pride as an important component of job satisfaction and commitment.

The following, and final, chapter discusses the study's findings, presents the recommendations arising from these findings, considers the study's limitations and makes suggestions for further research.

CHAPTER 5: CONCLUSIONS, RECOMMENDATIONS AND LIMITATIONS

THE END OF THE JOURNEY ...

5.1. INTRODUCTION

This study set out to answer three questions:

- What are the levels of job satisfaction, organisational pride and commitment amongst academic (teaching) staff,
- What is the correlation between the levels of job satisfaction and organisational pride of teaching staff, and their levels of commitment, and
- How do key demographic variables impact on the levels of job satisfaction of teaching staff

at a KwaZulu-Natal HEI?

The questions arose as a result of recognition of the importance of satisfied staff to an organisation; if staff is satisfied they are likely to be committed. Committed staff sees a future for themselves in their organisation and has an interest in its long-term viability. Because they (committed staff) have a vested interest in the organisation they will perform to the best of their ability and the organisation gains, enabling it to better face the challenges in the market environment. As an organisation becomes more successful, it is able pay its staff better salaries and offer better working conditions, making staff satisfied and proud to be part of an organisation with a good reputation. This gave rise to the need to determine which elements in the workplace are likely to ensure that the staff is satisfied, proud and committed. As the researcher is a member of staff of the HEI and is grappling with issues in the workplace, it was decided to base the study at the HEI where she is employed. The results of this study will be shared with the management of the HEI in order to assist them in addressing the shortcomings it highlights.

In order to understand the importance of job satisfaction it was necessary to discuss the link between motivation and job satisfaction; if staff are satisfied they will be committed to both their profession and the organisation and thereby motivated to perform to the best of their ability and in so doing, help the organisation to achieve its goals and gain a competitive

edge. Organisational pride is an under-researched subject; this study has shown that it can impact on an individual's commitment to an organisation. Committed staff are likely to perform better than staff with low levels of commitment, are less likely to leave and are also less likely to be absent for spurious reasons.

Using Herzberg's two factor theory as the basis for developing questions on job satisfaction, adapted for the academic environment by including questions on academic freedom, and using questions appropriate to the institution under study, a questionnaire was distributed to all teaching staff on all the HEI's campuses. Various statistical analyses were done to measure the levels of job satisfaction, organisational pride and commitment of teaching staff. Pearson's correlation was performed to measure the degree of correlation between job satisfaction, organisational pride and commitment and ANOVA was conducted to determine the impact of demographic variables on job satisfaction and, although not required by the research questions, on organisational pride.

A model was developed that suggested that job satisfaction and organisational pride would result in committed staff and that this would result in improved performance and less absenteeism and staff turnover. The results of the study required that the model be revised to show that committed (older) staff is more likely to remain in the organisation's employ; however, the link between commitment and absenteeism and commitment and performance could not be proved. Nonetheless, the study showed that the higher the levels of employee performance, the lower the likelihood of employee being absent from work.

5.2. CONCLUSIONS AND RECOMMENDATIONS

The composite results on job satisfaction indicate that the staff is generally satisfied but there are areas where they are not satisfied, and some areas where they are dissatisfied. While these will be discussed, it should first be noted that teaching staff appear satisfied within their departments and disciplines, but satisfaction with the institution is low.

5.2.1. Motivators

In considering the *motivators*, recognition and advancement and growth received poor responses. Of concern is the fact that only 13 percent of the respondents agreed with the statements relating to recognition. It is suggested that executive management develop a reward system that recognises good performance not only in research but in the areas of teaching and learning. Although more respondents indicated agreement rather than disagreement with the category advancement and growth, the difference is negligible (low 40 percent versus 35 percent). The promotion policy needs to be reconsidered, and again,

promotion criteria should recognise good teaching and learning and not only improved qualifications, research and publications. Consideration should also be given to making funding available for staff to attend workshops and conferences in order to keep up to date in their disciplines. This information should also be communicated to staff.

The institution is to be commended for its intention to investigate issues relating to academic freedom as evidenced by the November 2015 Senate meeting decision as the results show that this issue is highly valued by academics.

5.2.2. Hygiene Factors

The researcher remembers hearing a song in her youth along the lines of “*Money makes the world go round, the world go round, the world go round*”. This was confirmed by the responses, in terms of Herzberg’s **hygiene factors**, to pay. Only 40 percent of the respondents agreed with the salary statements, as opposed to the majority (47 percent) that were dissatisfied. When salaries are negotiated with the trade unions, they are ‘across the board increases’ awarded to all employees regardless of how well one performs; salary scales are also ‘capped’ and employees at the top of the scale receive no additional increases. Management should consider increasing the number of notches in order to allow for increased earnings, enabling academics to earn salaries that are comparable to those at similar institutions, thus rendering them less inclined to resign. Management could also consider introducing recognition for good performance, but this presupposes that a performance management system is in place to measure performance. The literature notes that, if teaching staff were to leave for other institutions or even industry, this could have disastrous results for the institution.

Teaching staff indicated satisfaction with technology but venues and facilities for staff were areas of dissatisfaction (33 percent and 41 percent, respectively). Many venues do not have built-in audio-visual equipment and this should be rectified; desks and seating need to be repaired, as do the lifts and escalators in many of the buildings.

Opportunities should be created to allow staff to interact with others outside of their academic department; only 47 percent of the respondents indicated they were able to do so. One idea might be to arrange sporting or social events where staff can relax and interact with colleagues outside the work environment.

Many respondents, including heads of department indicated, especially by free form comment that they found the administrative workload intolerable and consideration should be given to ways to address this concern. Processes could be streamlined, and other ways of reducing the administrative burden placed on academics should be investigated.

“Why do colleges and universities that are dedicated to fairness and the search for the truth permit such widespread exploitation?” is the question asked by Gappa & Leslie (cited in Dreijmanis, 1994) when referring to the appointment of staff on fixed-term contracts without the benefits offered to permanent staff. With the changes to labour legislation effective on 1 January 2015 this practice has been outlawed and management must address this issue as a matter of urgency in order to avoid numerous visits to the Commission for Conciliation, Mediation and Arbitration (CCMA).

5.2.3. Pride

The lack of **pride** in the institution is evidenced by the fact that all three statements elicited positive responses of less than 50 percent. This is probably mainly due to student unrest and the negative publicity this generates, and possibly because of the physical state of the institution. The literature review and the study's results have shown how important it is to have a positive reputation and brand and staff pride in both their work and the institution can contribute to this. The outcome of a positive reputation and brand will be the ability to attract better students and consultation work from industry as well as funding.

If the cause of the lack of pride had been forthcoming as a result of the study it would be easy to recommend appropriate action. Addressing the physical state of the buildings is the easy part, although it requires funding and the appointment of contractors. Is it possible that management can prevent the student unrest, especially in light of the 2015 countrywide student protests and the frequent demands that NSFAS – separate from the institution – increase their funding? This remains to be seen.

5.3. LIMITATIONS

As the researcher is an employee, and an active trade union member, at the institution under study, it is possible that a certain amount of bias may have crept in, despite attempts to prevent this. Her studies and interest in human resources and labour relations gave her insight into what constitutes 'acceptable', and what constitutes 'questionable', human resources practices. This, together with her concern for fairness in the light of 'questionable' human resource practices at the institution and her nearly 30 years of experience and knowledge of staff perceptions at the institution prompted this study. Such knowledge and experience prompted the decision to tailor the questionnaire to the institution rather than using an existing questionnaire like the Minnesota Satisfaction Questionnaire and Spector's Job Satisfaction Survey. This is also the reason that Herzberg's two factor theory was adapted to suit the academic environment in which the researcher is employed.

The intention in undertaking this study was that the results would identify areas that the staff considered as 'questionable' human resources practices and once any areas of concern were confirmed, those areas could be addressed with management in the hope of resolving the 'questionable' practices.

As a long-standing member of staff with known trade union leanings the possibility existed that respondents, knowing the researcher, might answer the questions in a way they thought the researcher would want them to answer, rather than providing honest answers. This problem was overcome by the fact that the respondents weren't required to identify themselves and that the analyses were administered by the statistician; in addition respondents were able to return the completed questionnaires to the supervisor – this did indeed happen – so respondents were able to be open and honest in their responses.

When commencing this study, the intention was to undertake a purely quantitative study. However, whilst developing the questionnaire, it was decided to introduce an open-ended question in order to add depth to the study. The researcher recalls hearing a saying along the lines of "there's truth, there's lies, and then there's statistics". The comments made by respondents to the open-ended question were collated into the same categories as the quantitative study – i.e. the factors considered under job satisfaction, organisational pride and commitment and some of the comments were included when discussing the results. The focus in this study, though, was on the quantitative study.

In some instances the results of the qualitative study supported the statistics and in others they contradicted them. This can be attributed to the fact that the closed statements focused on specific areas whereas the open-ended question allowed respondents to provide comments on any aspect of their job. The researcher believes that the combination of quantitative and qualitative work added depth to the study.

The main research questions have been answered, but there is so much more data that is available for analysis, beyond the scope of the research questions, that the researcher believes that the main research questions could have been amended in order to make sense and use of all the data gathered; however, this could be the basis for further research. For example, a fourth question could have enquired about the link between commitment and performance, turnover and absenteeism as the proposed model suggests.

One of the challenges in conducting this research was that the questionnaire had to be submitted for ethical clearance prior to the literature review being finalised. Once clearance was obtained it was not possible to alter the questionnaire. This could have resulted in inappropriate or superfluous statements being included in the questionnaire. Another

challenge encountered was to categorise the statements to fit into the categories decided on in the early stages of the research. Another researcher might have categorised the statements differently or might have rephrased the questions, or used different questions, resulting in different outcomes.

5.4. FURTHER STUDIES

Future studies could produce different results. The appointment of a new VC or executive dean of a faculty, possible changes to the Higher Education Act and the economic situation (especially in light of the recent change in the country's finance minister and the #fees must fall saga) could all impact on events, and consequently staff satisfaction levels, at HEIs. As suggested by Spagnoli et al. (2012), as events unfold, a new study should be undertaken to assess the impact of the changes on staff satisfaction and pride in the institution.

The current economic and legislative changes are bound to have an impact on staff satisfaction and would provide the basis for future research, for example:

- changes to labour legislation to provide equity for 'temporary' employees undertaking the same work as permanent employees is likely to either increase job security and rewards for newly permanent or 'indefinite fixed-term contract' employees, or force employers to reduce the number of staff as they battle financially to provide the additional salary and benefits to all staff as required by legislation. This possible reduction in staff will obviously impact on those who are made redundant, but will also likely increase the workload of the permanent staff that remains. An increased workload is a reality as government wants access to higher education for all, resulting in larger classes and more offerings without providing the funding necessary to achieve this.
- The impact of the *#fees must fall* campaign is already being felt in institutions, and particularly in the institution under study. Traditionally the trade unions have negotiated a salary increase as well as a 'once-off bonus' during annual salary negotiations; in 2015 management denied staff this bonus, citing the funding shortfall. Research has shown that staff, especially younger staff, will change jobs for more money and if salary increases and bonuses are not forthcoming, this is likely to lead to changes in staff satisfaction and higher staff turnover.
- The introduction of a workload model and performance management system, if not linked to a reward system, could impact on staff satisfaction.

- The impact of job satisfaction and organisational pride on the HEI's reputation and brand in order to determine how this can be improved.

In addition, a qualitative study, with different research questions and using a different sampling method and approach, is likely to gather information that this mainly quantitative study did not. It could identify specific problem areas, for example a difficult head of department or dean and whether job satisfaction is different across campuses because of the facilities offered on each campus. The results of this study have also shown the importance of organisational pride to an organisation and it is suggested that further studies related to job satisfaction and commitment should include this previously under-researched area.

5.5. TO CONCLUDE

Norman Isdell, former Chief Executive Officer of Coca-Cola, sums up the importance of both job satisfaction and organisational pride:

"In retrospect the most important business lesson I can impart ... is the importance – the necessity – of learning how to rally the troops. You can be the best accountant in the world, the best technician or global strategist, you can work one hundred hours a week, but if you can't motivate the men and women who are the company's frontline in the marketplace, you are not likely to succeed as a business leader. Of course, its more complicated than that. We need superior strategies and tactics and a strong balance sheet and always, the power of the world's greatest brand In the end, however, it's all about people."

(Isdell & Beasley, 2011).

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Research Office, Govan Mbeki Centre
Westville Campus
Private Bag x54001
DURBAN, 4000
Tel No: +27 31 260 3587
Fax No: +27 31 260 4609
mohump@ukzn.ac.za

18 March 2011

Mrs I Schofield (965115607)
School of Education Development
Faculty of Education
Edgewood Campus

Dear Mrs Schofield

PROTOCOL REFERENCE NUMBER: HSS/0121/011M

PROJECT TITLE: Job Satisfaction and Commitment Amongst Teaching Staff in Academic Departments at one KwaZulu-Natal Higher Education Institution

In response to your application dated 16 March 2011, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

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

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

.....
Professor Steven Collings (Chair)
HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE

cc. Supervisors: Mrs R Searle
Dr DF Stephen
cc. Mr N Memela/Ms T Mnisi



Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville



Dear Colleague

PLEASE COULD I HAVE YOUR ASSISTANCE WITH RESEARCH ON JOB SATISFACTION

I am Ingrid Schofield, a lecturer in the Department of Entrepreneurial Studies & Management at DUT. I am currently doing a job satisfaction survey at DUT as part of my Masters in Education through the University of Kwazulu-Natal.

The title of my dissertation is “Job Satisfaction and Commitment Amongst Teaching Staff in Academic Departments at one Kwazulu-Natal Higher Educational Institution”. I am interested in measuring the levels of job satisfaction of teaching staff at DUT in an attempt to determine whether there is a difference in the levels of job satisfaction of staff across a number of variables. It would be most helpful therefore if you could complete the attached questionnaire which should take no more than 10 minutes, and return it to me in the self-addressed envelope.

You have the right to determine whether you participate or not. Your decision not to participate is as simple as not returning the completed questionnaire although I hope you will not feel the need to follow this option. If a significant number of responses indicate any problem areas, then the issue will be brought to management's attention in anonymized form through a copy of the results being provided to them. It is hoped that management would then elect to take action based on the results of my study, to ensure conditions that would encourage positive job satisfaction. Your responses could contribute significantly to this.

You will notice that the questionnaire does not ask you to identify yourself. This guarantees the anonymity and confidentiality of your response. However, for purposes of my study I do require some personal information. Any information provided will be kept confidential – the only information that will be made available to anyone is through the aggregated results of my study.

As it will not be possible for me to identify the respondents of my study, I assume that anyone returning a completed questionnaire is giving me consent to use their response in my study. Also, because of the anonymity factor it will be difficult to provide individual feedback on the results of the study. I do plan to place a notice on the DUT Electronic Notice board once my study is complete, notifying staff of the completion of my study and inviting them to contact me should they be interested in the outcome of my research. If you have any further questions or issues, please contact me, Ingrid Schofield on 031-3735409 or email ingrids@dut.ac.za; alternatively my supervisor, Ruth Searle can be contacted on 0332606250 or email Searle@ukzn.ac.za).

I know that postal surveys have a bad response rate. To encourage your participation and as a mark of appreciation for your participation in completing the questionnaire, I will donate one thousand rand (R1000) to the Durban & Coast SPCA if I receive at least 200 completed responses. Could the questionnaire please be returned to me soonest, but no later than Friday 8 August 2014. I look forward to receiving your completed questionnaire – and any comments or suggestions you may have.

Regards
Ingrid Schofield

28 July 2014

Dear Colleague

Please complete this Job Satisfaction questionnaire by making a cross (X) across the block which corresponds with your answer. Should you wish to correct a mistake and wish to change your answer, please write your answer (e.g. Asian) in the block corresponding to your answer.

Biographical and work details							
Race	Asian	Black		Coloured		White	
Gender	Male			Female			
Age	Younger than 35	36 – 45		46 – 55		Older than 55	
Highest Qualification	N Dip / B. Degree	H Dip/B.Tech/ Honours		Masters/ Professional Qual		D.Tech / Doctorate	
Job Title	Junior Lecturer	Lecturer	Senior Lecturer	Associate Director	Director	Senior Director	
Position in Department	Lecturing staff		Program Co-ordinator		Head of Department		
	Please mark all the appropriate blocks that may apply relating to your position in the department						
Faculty	Accounting & Infomatics	Applied Science	Arts & Design	Engineering & Built Environment	Health Sciences	Management Sciences	
Campus	Brickfield	City	Indumiso	ML Sultan	Ritson	Riverside	Steve Biko
Type of Appointment	Permanent		Contract Less than 1 year (paid per monthly rate)		Contract 1 – 3 years (paid per monthly rate)		Part-time (paid per period worked)
Length of Service at this institution	Less than 2 years	2 – 5 years	6 – 10 years	11 – 15 years	16 – 20 years	More than 20 years	
If you were a member of the university staff before merger, of which institution?				ML Sultan		Technikon Natal	

- Ask:** How much do I agree with the following statements ...
- 1 means I totally disagree with the statement
 - 2 means I partially disagree with the statement
 - 3 means I neither disagree nor agree
 - 4 means I partially agree with the statement
 - 5 means I totally agree with the statement

On my present job		For each statement mark the appropriate number with an X				
1.	I decide the content of the subjects I teach	1	2	3	4	5
2.	I decide on the method of teaching I use.	1	2	3	4	5
3.	I can often be found at work after 15:00	1	2	3	4	5
4	I often do lecture preparation and marking at home after hours	1	2	3	4	5
5	I enjoy working with students	1	2	3	4	5
6	I enjoy the variety in my work	1	2	3	4	5
7	I am comfortable with the work that I do	1	2	3	4	5
8	At the end of the day's work I feel I have accomplished something worthwhile	1	2	3	4	5
9	When assessing students' learning, I get excited when I see students have understood the lesson	1	2	3	4	5
10	The policies and procedures in place at DUT are easy to follow	1	2	3	4	5
11	The requirements for promotion are clear	1	2	3	4	5
12	Policies are in place to support staff development	1	2	3	4	5
13	Funding is available to attend workshops and conferences	1	2	3	4	5
14	There is a clear career path for academics	1	2	3	4	5
15	My last promotion was within the last 5 years	1	2	3	4	5
16	My supervisor supports decisions I make in respect of my work	1	2	3	4	5
17	My supervisor acknowledges the effort I put into my work	1	2	3	4	5
18	The institution has a reward system in place to reward good performance	1	2	3	4	5
19	There is an even distribution of work in my department	1	2	3	4	5
20	I like the way my supervisor deals with complaints about his/her staff	1	2	3	4	5
21	My departmental colleagues and I work well as a team	1	2	3	4	5
22	When called on to help, my colleagues and I generally help each other	1	2	3	4	5
23	Staff in my department regularly interact with colleagues from other departments	1	2	3	4	5
24	The lecture venues are suitable for their purpose	1	2	3	4	5

Note: Supervisor refers to your immediate line manager

Please see overleaf for more questions/.....

- Ask:** How much do I agree with the following statements ...
- 1 means I totally disagree with the statement
 - 2 means I partially disagree with the statement
 - 3 means I neither disagree nor agree
 - 4 means I partially agree with the statement
 - 5 means I totally agree with the statement

On my present job		For each statement mark the appropriate number with an X				
25	I have access to computers and other technology necessary for my work	1	2	3	4	5
26	There are adequate facilities and services for staff on campus	1	2	3	4	5
27	I am satisfied with the pay I receive for the work I do	1	2	3	4	5
28	My salary compares well with that offered to teaching staff of other local institutions	1	2	3	4	5
29	As a member of the teaching staff I have a secure future at this institution	1	2	3	4	5
30	If I had a child and fees were not the issue I would still prefer my child studied here	1	2	3	4	5
31	This institution would be my first choice of institution if I was to further my studies	1	2	3	4	5
32	I would recommend DUT as a potential employer to friends and acquaintances	1	2	3	4	5
33	I would be happy to stay on at this institution in a contract position after retirement	1	2	3	4	5
34	I would rather work at this institution than one of the other local education institutions	1	2	3	4	5
35	If there were no other considerations and I had the opportunity I would change jobs.	1	2	3	4	5
36	I would like to remain in the employ of this institution until retirement	1	2	3	4	5
37	I occasionally use sick leave to stay away from work even when I am not sick.	1	2	3	4	5
38	I believe I could perform better at my job	1	2	3	4	5

In the block below, please explain your experience of working at this institution.

Annexure D: Wilcoxon Signed Ranks Test (individual questions)

Job satisfaction

	threes - 1 I decide the content of the subjects I teach	threes - 2 I decide on the method of teaching I use.	threes - 5 I enjoy working with students
Z	-6.868 ^a	-12.282 ^a	-12.112 ^a
Asymp. Sig. (2-tailed)	.000	.000	.000

	threes - 6 I enjoy the variety in my work	threes - 7 I am comfortable with the work that I do	threes - 8 At the end of the day's work I feel I have accomplished something worthwhile	threes - 9 When assessing students' learning, I get excited when I see students have understood the lesson	threes - 10 The policies and procedures in place at DUT are easy to follow
Z	-11.035 ^a	-11.766 ^a	-11.242 ^a	-12.499 ^a	-2.401 ^a
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.016

	threes - 11 The requirements for promotion are clear	threes - 12 Policies are in place to support staff development	threes - 13 Funding is available to attend workshops and conferences	threes - 14 There is a clear career path for academics	threes - 15 My last promotion was within the last 5 years
Z	-1.243 ^a	-2.188 ^a	-1.272 ^b	-.157 ^a	-8.010 ^b
Asymp. Sig. (2-tailed)	.214	.029	.203	.875	.000

	threes - 16 My supervisor* supports decisions I make in respect of my work	threes - 17 My supervisor* positively acknowledges the effort I put into my work	threes - 18 The institution has a reward system in place to reward good performance	threes - 19 There is an even distribution of work in my department	threes - 20 I like the way my supervisor* deals with complaints about his/her staff
--	--	--	---	--	---

Z	-8.351 ^a	-5.921 ^a	-8.930 ^b	-3.768 ^b	-1.116 ^a
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.264

	threes - 21 My departmental colleagues and I work well as a team	threes - 22 When called on to help, my colleagues and I generally help each other	threes - 23 Staff in my department regularly interact with colleagues from other departments	threes - 24 The lecture venues are suitable for their purpose	threes - 25 I have access to computers and other technology necessary for my work
Z	-6.981 ^a	-8.654 ^a	-2.100 ^a	-3.805 ^b	-10.080 ^a
Asymp. Sig. (2-tailed)	.000	.000	.036	.000	.000

	threes - 26 There are adequate facilities and services for staff on campus	threes - 27 I am satisfied with the pay I receive for the work I do	threes - 28 My salary compares well with that offered to teaching staff of other local institutions	threes - 29 As a member of the teaching staff I have a secure future at this institution
Z	-.581 ^b	-1.972 ^b	-2.591 ^b	-2.669 ^a
Asymp. Sig. (2-tailed)	.561	.049	.010	.008

Commitment

Test Statistics^b

	threes - 3 I can often be found at work after 15:00	threes - 4 I often do lecture preparation and marking at home after hours	threes - 33 I would be happy to stay on at this institution in a contract position after retirement	threes - 36 I would like to remain in the employ of this institution until retirement
Z	-10.427 ^a	-12.044 ^a	-3.561 ^a	-4.988 ^a
Asymp. Sig. (2-tailed)	.000	.000	.000	.000

a. Based on positive ranks.

b. Wilcoxon Signed Ranks Test

Organizational Pride

Test Statistics^c

	threes - 30 If I had a child and fees were not the issue I would still prefer my child studied here	threes - 31 This institution would be my first choice of institution if I were to further my studies	threes - 32 I would recommend DUT as a potential employer to friends and acquaintances
Z	-2.960 ^a	-3.594 ^a	-2.079 ^b
Asymp. Sig. (2-tailed)	.003	.000	.038

a. Based on negative ranks.

b. Based on positive ranks.

c. Wilcoxon Signed Ranks Test

Turnover, absenteeism and performance

Test Statistics^c

	threes - 34 I would rather work at this institution than one of the other local education institutions	threes - 35 If there were no other considerations and I had the opportunity, I would change jobs	threes - 37 I occasionally use sick leave to stay away from work even when I am not sick	threes - 38 I believe I could perform better at my job
Z	-3.716 ^a	-1.514 ^a	-12.158 ^b	-4.004 ^a
Asymp. Sig. (2-tailed)	.000	.130	.000	.000

a. Based on positive ranks.

b. Based on negative ranks.

c. Wilcoxon Signed Ranks Test

Job satisfaction

Q1 – 2, 5 – 29

Reliability Statistics

Cronbach's Alpha	N of Items
.869	27

Organizational pride

Q 30 – 32

Reliability Statistics

Cronbach's Alpha	N of Items
.812	3

Commitment

Q3-4, 33, 36

Reliability Statistics

Cronbach's Alpha	N of Items
.434	4

These 4 are not consistent. Analysis shows that improvement would be obtained by dropping Q3 and Q4.

Reliability Statistics

Cronbach's Alpha	N of Items
.636	2

Turnover

Q34(recoded) and Q35

Reliability Statistics

Cronbach's Alpha	N of Items
.528	2

Annexure F: Correlation between
Job Satisfaction, Organisational Pride and Commitment

Correlations

		satisfaction	pride	commitment
satisfaction	Pearson Correlation	1	.616**	.456**
	Sig. (2-tailed)		.000	.000
	N	189	188	188
pride	Pearson Correlation	.616**	1	.495**
	Sig. (2-tailed)	.000		.000
	N	188	188	188
commitment	Pearson Correlation	.456**	.495**	1
	Sig. (2-tailed)	.000	.000	
	N	188	188	188

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

Annexure G: Correlation and Regression Analysis -
Commitment, Performance, Absenteeism and Turnover

Correlations

		commitment	performance	absenteeism	turnover
commitment	Pearson Correlation	1	-.128	-.126	-.485**
	Sig. (2-tailed)		.080	.086	.000
	N	188	187	187	187
performance	Pearson Correlation	-.128	1	.164*	.104
	Sig. (2-tailed)	.080		.025	.160
	N	187	187	186	186
absenteeism	Pearson Correlation	-.126	.164*	1	.094
	Sig. (2-tailed)	.086	.025		.200
	N	187	186	187	186
turnover	Pearson Correlation	-.485**	.104	.094	1
	Sig. (2-tailed)	.000	.160	.200	
	N	187	186	186	187

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

* . Correlation is significant at the 0.05 level (2-tailed).

Model Summary^a

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.502 ^a	.252	.243	.91564	
2	.570 ^b	.325	.308	.87514	
3	.609 ^c	.371	.348	.84952	1.992

a. Predictors: (Constant), pride

b. Predictors: (Constant), pride, Age

c. Predictors: (Constant), pride, Age, satisfaction

d. Dependent Variable: commitment

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.984	1	23.984	28.607	.000 ^a
	Residual	71.263	85	.838		
	Total	95.247	86			
2	Regression	30.914	2	15.457	20.182	.000 ^b
	Residual	64.333	84	.766		
	Total	95.247	86			
3	Regression	35.348	3	11.783	16.327	.000 ^c
	Residual	59.899	83	.722		
	Total	95.247	86			

a. Predictors: (Constant), pride

b. Predictors: (Constant), pride, Age

c. Predictors: (Constant), pride, Age, satisfaction

d. Dependent Variable: commitment

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.353	.263		8.931	.000		
	pride	.484	.090	.502	5.349	.000	1.000	1.000
2	(Constant)	1.375	.411		3.341	.001		
	pride	.476	.086	.494	5.502	.000	.999	1.001
	Age	.341	.113	.270	3.008	.003	.999	1.001
3	(Constant)	-.164	.738		-.222	.825		
	pride	.367	.095	.381	3.877	.000	.785	1.274
	Age	.327	.110	.259	2.969	.004	.997	1.004
	satisfaction	.545	.220	.244	2.479	.015	.783	1.277

a. Dependent Variable: commitment

Race

	N	Mean	Std. Deviation
Asian	66	3.5799	.58286
Black	53	3.5529	.52473
Coloured	4	3.2963	.71498
White	58	3.3299	.49870
Total	181	3.4856	.55019

Test – ANOVA (satisfies normality conditions)

Test of Homogeneity of Variances

satisfaction

Levene Statistic	df1	df2	Sig.
.653	3	177	.582

ANOVA

satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.377	3	.792	2.692	.048
Within Groups	52.110	177	.294		
Total	54.487	180			

Multiple Comparisons

Dependent Variable:satisfaction

	(I) Race	(J) Race	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Asian	Black	.02706	.10008	.993	-.2325	.2866
		Coloured	.28363	.27940	.741	-.4410	1.0083
		White	.25007	.09766	.054	-.0032	.5033
	Black	Asian	-.02706	.10008	.993	-.2866	.2325
		Coloured	.25657	.28135	.799	-.4731	.9863
		White	.22301	.10311	.138	-.0444	.4904
	Coloured	Asian	-.28363	.27940	.741	-1.0083	.4410
		Black	-.25657	.28135	.799	-.9863	.4731
		White	-.03356	.28049	.999	-.7611	.6939
	White	Asian	-.25007	.09766	.054	-.5033	.0032
		Black	-.22301	.10311	.138	-.4904	.0444
		Coloured	.03356	.28049	.999	-.6939	.7611

Qualifications

	N	Mean	Std. Deviation
N Dip/B degree	10	3.6000	1.28668
H Dip/B Tech/Hons	42	3.2857	1.30264
Masters/prof qual	103	3.5485	1.07675
D Tech/Doctorate	32	3.5938	1.19432
Total	187	3.5000	1.15819

Job Title

	N	Mean	Std. Deviation
Junior lecturer	16	3.2188	1.19678
Lecturer	112	3.4598	1.19333
Senior lecturer	41	3.6463	1.10817
Ass Director	9	3.6111	.65085
Director	2	5.0000	.00000
Senior director	2	3.7500	1.06066
Total	182	3.5082	1.15208

Faculty

	N	Mean	Std. Deviation
Acc & Info	21	3.0476	1.11697
App Science	27	3.9259	.76841
Arts & Design	19	3.5263	1.09891
Eng & built env	35	3.4571	1.22097
Health sciences	31	3.2581	1.27718
Management sciences	54	3.6204	1.19723
Total	187	3.5000	1.15819

Campus

	N	Mean	Std. Deviation
Brickfield	7	3.5000	.81650
City	7	3.3571	1.14434
Indumiso	11	3.5455	1.40454
ML Sultan	52	3.7692	1.19008
Ritson	46	3.1848	1.24436
Riverside	12	3.2500	1.11803
Steve Biko	51	3.5588	1.01807
Total	186	3.4946	1.15897

Type of appointment

	N	Mean	Std. Deviation
Permanent	152	3.5691	1.07969
contract < 1 year	20	3.4000	1.45638
contract 1 - 3 years	11	2.8182	1.55359
part time	3	3.0000	1.00000
Total	186	3.4973	1.16073

Service

	N	Mean	Std. Deviation
<2 years	18	3.5556	1.08314
2 - 5 years	33	3.1818	1.36827
6 - 10 years	34	3.4118	1.27607
11 - 15 years	36	3.3889	1.11555
16 - 20 years	30	3.6667	.94989
>20 years	36	3.8194	1.03615
Total	187	3.5000	1.15819

Previous campus

	N	Mean	Std. Deviation
M L Sultan	36	3.8611	.99003
Technikon Natal	56	3.5179	1.04865
Total	92	3.6522	1.03441