



**College of Law and Management Studies**

**School of Management, Information Technology and Governance**

**Master of Commerce in Human Resources  
Dissertation**

**The Challenges Of Lecturers In A Private Tertiary Education: Dynamics Of Happiness Vs Work  
Engagement In Workplace**

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## DECLARATION

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R.T Chetty

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Date

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## **LIST OF ACRONYMS**

ANC- African National Congress  
ANOVA- Analysis of Variance  
BQA- Botswana Quality Authority  
CHE- Council of Higher Education  
DHET- Department of Higher Education and Training  
DOE- Department of Education  
DV- Dependent Variable  
FET- Further Education and Training  
FLA- Future Leaders Academy  
HESA – Higher Education South Africa  
HET- Higher Education and Training  
HRDC- Human Resource Development Council  
IV- Independent Variable  
NP- National Party  
NQF- National Qualifications Framework  
OECD- Organization for Economic Co-operation Development  
OTHS- Orientation Towards Happiness Scale  
SA- South Africa  
SAQA- South African Qualifications Authority  
SARUA- Southern African Regional Universities Association  
SDT- Self Determinism Theory  
SPSS- Statistical Package for Social Science  
SRT-Self Regulation Theory  
SWB- Subjective Well Being  
SWLS- Satisfaction With Life Scale  
UKZN- University of KwaZulu-Natal  
UWES- Utrecht Work Engagement Scale  
UNESCO- United Nations Educational Scientific & Cultural Organization

## **ABSTRACT**

Private education promises to deliver quality specialised education to students who opt to either take the private approach to education, or who are given a second chance to study towards a tertiary education after being turned away from public institutions. There seems to be however a decrease in the level of work engagement among academics in private education which could be linked to the level of dissatisfaction and unhappiness they experience in the workplace.

This study aims to investigate the influence of happiness of lecturers on their level of work performance at private tertiary institutions within the South African context. In order to conduct this study, the researcher focused on two branches of a private tertiary institution called the Future Leaders Academy (FLA). The hypothesis of the study is: “The levels of happiness amongst lecturers at the Future Leaders Academy is directly proportional to the level of academic performance in the workplace”.

The theoretical framework for the proposed study favours The Social Cognitive Theory of Self- regulation (SRT) which was developed by Albert Bandura in 1991 and the Job Characteristics model (JCM) which was established by Hackman and Oldham in 1976. . In the present study, the research methodology is based on quantitative design (instrument scores).

The study has provided much insight on private tertiary education in South Africa and the behavior of academics. The researcher has proven that a significant relationship between happiness and the levels of work engagement amongst academics does exist.

# CHAPTER 1

## INTRODUCTION TO THE STUDY

### 1.1 Introduction

This study aims to research private tertiary education in the 21<sup>st</sup> century since the need for private education has grown vastly over the years. Young individuals flock to private education institutions for several reasons, the most common being individualised attention, better infrastructure and facilities, an all-around varsity experience and more often than not the low to mediocre entrance requirements. The burning issues at hand are, are academics within private education, doing justice to education? Are private academics providing quality education that will educate and mould young professionals of the future, or is this a mere job that brings home a pay check at the end of the month?

To be an academic in private or public institutions translates to be driven and passionate about a particular field of study and requires constant research and engagement with relevant content matter. To be an academic is by far one of the most honourable professions and it is a job that should be conducted with passion and dedication. Academics should feel liberated and motivated to provide knowledge; however, this may not always be the case. An academic that is confined to poor educational facilities, lack of funding to conduct research, and most importantly poor remuneration and benefit packages (Badat, 2010), may underperform, therefore causing their performance to deteriorate.

The next area of concern is whether private education institutions are doing enough to keep academics satisfied and committed to their jobs. It is evident that entrepreneurs have exploited the education sector and have seized the opportunity to provide private education to a society that demands tertiary level qualifications in order to be employable. Entrepreneurship favours the Marxist perspective, which supports the notion that entrepreneurs merely exist to seize opportunities in markets and exploit people's needs and wants (Erasmus, Strydom & Rudansky-kloppers, 2013). Entrepreneurs starting up private education institutions undoubtedly believe that they are first a business, and then an educational institution. Hence, the existence of these private institutions becomes blurred from the very top of the organisational hierarchy, which could possibly influence academic performance. This maybe a two-fold influence. Firstly, it may compel academics to portray exceptional performance in the classroom due to the constant pressure of keeping the customer ("student") happy, or secondly, it may alter the mindset of an academic, causing them to lose focus on their real job description which is to be a subject matter expert.

Another major focus of this study is on the level of work engagement amongst academics in private education. According to Kahn (1990, p.694), work engagement can be defined as "the harnessing of

organisation members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances". An academic maybe defined as an individual who delivers lectures, engages in constant research, involved in the setting and marking of tests and examination papers; conducts course research and development in preparation for teaching.

This study investigated the relationship between the levels of happiness experienced by academics with their level of work engagement at the Future Leaders Academy (FLA), Durban, South Africa. In order to determine this relationship a quantitative study was performed by means of five questionnaires pertaining to academics' Satisfaction with Life, Orientation to Happiness and current Work and Well-being status. The study also aimed to determine if private education was liberating or deteriorating academic performance in the workplace.

## **1.2 Background of the Study**

Private education in South Africa has become a great demand, as well as a second chance for many young individuals wanting to pursue a tertiary qualification (Fehnel, 2002). Due to the high volume of applicants that apply to public universities, these institutions have become strict and rigid with their entrance requirements. As a result, only those students that meet the entry criteria are given the opportunity to register into their programme of choice. This is the core reason behind the major demand for private education, provided that the private institution has received accreditation to run a particular programme.

The sad reality is that student benefits of private education far exceed that of an academic employee. Due to the lack of academic employee satisfaction, performance in the lecture room decreases. In the business sector, and more especially in private higher education, institutional challenges such as the cost of losing valuable employees, whom has had an investment of skills development are exorbitant and well documented (Netswera, Rankhumise, & Mavundla, 2005). However, there has been very little research in the educational sector to gauge this cost (Netswera et al. 2005). Perhaps the most unattractive feature of higher educational institutions are the working conditions and low remuneration packages. Increasing demands for low return spurs individuals to seek better opportunities where they feel appreciated and rewarded. These unsatisfactory working conditions are leading contributors to the underperformance or the lack of work engagement from lecturers at the FLA.

"Lecturers who are creative, self-motivated and energetic require stimulating work opportunities, personal challenge, growth and a contributing stake in the organisational action" (Netswera et al. 2005, p. 80). If these good workers find that their jobs no longer provide these necessities, they will leave for other employment opportunities that bring new challenges (Kaye & Jordan-Evans, 1999), or they may continue to stay in the institution and underperform, thereby decreasing their level or work performance.

FLA has been offering quality education for several years, presenting full-time and part-time diplomas and certificates in a wide variety of fields, ranging from Beauty therapy, Humanities, Management and business studies, commerce, leisure and IT, and engineering etc. The FLA prides itself on offering face-to-face tuition and delivering the best private quality education in southern Africa.

### **1.3 Research Problem/Statement of the Problem**

Private education is a major concern of the 21<sup>st</sup> century, as more young individuals place their academic careers in the hands of private providers. The spotlight to deliver quality private education beckons upon the academics that perform the duty of educating the nation. Are they delivering the best? Is performance being hindered due to dissatisfaction? Is there a lack of proper resources or just a simple feeling of unhappiness that impacts on their level of work engagement?

Apart from the daunting questions raised above, the sole intention of private education providers is highly questionable. Is it simply to operate based on making a high profit turnover at the expense of providing quality education to students? In recent affairs, there are several private tertiary institutions that have come under investigation for operating without proper accreditation from the council of Higher Education and Training (HET). Hence this research will aim to understand the challenges faced by academics in the Private sector, focusing on happiness and work engagement.

Happiness is an umbrella term that constitutes both the well-being and subjective well-being of individuals (SWB). Ryan & Deci (2001, p. 142) define well-being as “a complex construct that is regarded most favourable in experience and functioning”. Happiness in the workplace is an integral part of employee satisfaction. In order for organisations to sustain productive employees who perform at peak levels, they have to ensure employee happiness and satisfaction.

The performance of academics in private tertiary institutes is of a major concern in contemporary society, as the performance of academics is ultimately a reflection of student’s academic performance. Academics that experience high levels of happiness within their tertiary institutions are more inclined to demonstrate exceptional performance in the classroom, as well as have higher commitment and attachment to the organisation in which they work, as opposed to academic who experiences lower levels of happiness.

Hence the problem statement is:

Employee/academic happiness influences their level of work performance at the Future Leaders Academy.

## **1.4 Research Objectives**

- 1.4.1 To Understand and determining the current levels of happiness among lecturers at a selected private higher institution in KZN, as well as
- 1.4.2 To understand and examine current levels of work engagement among by lecturers at a selected private higher institution in KZN,
- 1.4.3 To analyse evidence around both constructs, in order to highlight the relationship that exists between levels of happiness and work engagement.

## **1.5 Research Questions**

- 1.5.1 Private and public tertiary institutes face several challenges; however, the nature of these challenges differ. Can the level of happiness experienced by lecturers at a selected private higher institution in KZN, be attributed to the employment challenges they face and what is an accurate measure of the level of happiness being experienced currently?
- 1.5.2 Are lecturers at the Future Leaders Academy expressing themselves 'physically', 'cognitively' and 'emotionally' during role performances or is it merely a job, and what are the current levels of work engagement among them?
- 1.5.3 Does a relationship exist between the constructs of happiness and work engagement among lecturers at the Future Leaders Academy?

## **1.6 Hypothesis**

The level of happiness among lecturers at the Future Leaders Academy is directly proportional to the level of academic performance in the workplace.

## **1.7 Literature Review**

### **Academics and Academic Institutes**

The on-going success of higher education institutions lies to a large extent in their ability to recruit and retain qualified, competent employees. The investment in this human potential will enhance the quality of graduates that institutions will produce. Furthermore, the monetary benefit will add to the investment in the youth and holistically, to the economy. It remains in the best interest of the institution to create more reasonable work packages and working conditions to retain employees. Higher education institutions have to attract students in order to remain competitive. It stands to reason therefore, that losing quality employees will only enhance the advantage of the competitor.

Education in South Africa (SA) and around the world, has played a major role in contributing to towards the economy, sustainability and growth of the country. In SA, private institutions are at liberty to provide certificates and diplomas, accredited by the National Qualifications Framework (NQF). In SA, some private higher education institutions collaborate with other international universities or organisations (Subotzky, 2003). The initial demand for private education during the 1950's was the dual nature of professional and higher education training, including matriculation (Fehnel, 2002). In conjunction to the initial demands highlighted by author Fehnel (2002), it was further noted that better quality education served as the main driving force behind the establishment. In SA, the demand for better education occurs when private providers supply the elite demand when public institutions have failed.

Literature that adequately explains the role of private and higher education institutions in SA is limited (Badat, 2001; Fehnel et al. 2002; Schwartzman, 2002), therefore a lot more needs to be addressed with regards to the role of these institutions in South African societies. Schwartzman (2002) emphasizes on the growth of private higher education in SA which has led to the positive and negative effects in the fulfillment of broader goals. Badat (2001) focused on three issues; firstly, on the changing world, secondly, the three purposes of higher education which are the production of knowledge, dissemination of information and the undertaking of community engagement, and thirdly, she identified the five key roles of higher education.

### **Happiness**

In this study, happiness is defined as a "high ratio of positive to negative feelings" (Uchida et al. 2004, p. 223). Happiness is an umbrella term that constitutes both the in well-being and subjective well-being of individuals. Ryan & Deci (2001, p. 142) define well-being as a "complex construct that is regarded most favourable in experience and functioning". Based on previous research there is a significant relationship between happiness and workplace success. People who are content and happy with their work situation are more likely to display more superior performance and offer more helpful acts, and in return they tend to earn more money and hold better positions as opposed to those who are unhappy with their work



situation, who often display negative emotions (Boehm & Lyubomirsky, 2008). It is important to note that with regard to the notion of SWB, it does not merely entail the exclusion of negative factors, but it also highlights the presence of positive factors (Snyder & Lopez 2002).

Many studies favour the idea that “happy and satisfied individuals” are more successful in their careers and in the workplace. Happiness is related to income (Lyubomirsky, King, & Diener, 2005), favourable evaluations by the superior (Cropanzano & Wright, 1999), and helping fellow workers (George, 1991). With reference to a case of Private Colleges in Francistown, it proposes to keep staff motivated in higher education institutions as academic performance directly impacts on the quality of students that graduate (Gwakwa, 2010).

### **Work engagement**

According to psychology theorist Kahn (1990, p. 694), engagement can be defined as “the harnessing of organisation members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances”. Macey & Schneider (2008, p. 3) define employee engagement as a “desirable condition, has an organisational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort and energy, so it has both attitudinal and behavioural components”.

Two theoretical frameworks have been associated with work engagement i.e. the “Job Demand-Resources model (JD-R)” (Demerouti et al. 2001) and the “Conservation of Resources (COR)” theory (Hobfoll, 1989). Job demands are associated with role ambiguity, conflict and stress events in the workplace, therefore linking job demands to be associated with all the negative aspects of work. It was found that in Punjab, academics in “private institutions are more satisfied with their pay, supervision and promotional opportunities as opposed to academics in the public institutions” Khalid, Irshad & Mahmood (2012, p. 127). The linking of organisational resources and work engagement to employee performance and customer loyalty was also investigated (Salavanova, Agut, & Pieró, 2005).

The researcher also highlights the following human resource concepts: Performance management, motivational factors, emotional intelligence and organisational culture, as it contributes to the better understanding of the study.

## **1.8 Theoretical Framework**

The present study is grounded on understanding the influence of happiness on the level of work performance/work engagement of academics at FLA. The intention of the study is to understand the association between the constructs of happiness, level of performance and work engagement. The selected theoretical frameworks for the present study is: 'The Social Cognitive Theory of Self-regulation (SRT)' which was established by Albert Bandura in 1991 and the Job Characteristics Model (JCM) which was established by Hackman and Oldham in 1976.

Albert Bandura was a social cognitive psychologist from the 20<sup>th</sup> century, who is well known for his work in social learning and the concept of 'self-efficacy'. He was also engaged in work on the "Self-Regulatory Mechanism" which comprises of three principle sub-functions, namely, "Self-monitoring of one's behaviour, its determinants and its effects, judgments of one's behaviour in relation to personal standards and environmental circumstances" (Bandura, 1991). Therefore, the SRT and Self-Determinism Theory are both very relevant theories that can be well adapted to this study.

The job Characteristics model was introduced by Hackman and Oldham (1976). This theory focuses on five core job characteristics that make one's work challenging and fulfilling:

- (1) Task identity,
- (2) Task significance
- (3) Skill variety
- (4) Autonomy and
- (5) Feedback

According to authors Judge & Klinger (2000, p.75), this theory discusses job characteristics and job satisfaction, which is relevant to understanding happiness and work engagement.

## **1.9 Significance of the Study**

Research conducted in respect this study is both important and relevant in contemporary society. It intends to provide the FLA with constructive and valuable information on how to keep their academic employees satisfied. This ultimately contributes to the bottom line of the business, which is to make a profit. The second significant reason behind this study is to inform potential students or account payers of what to expect in terms of the quality of education when entering the FLA.

## **1.10 Justification/Rationale**

This study should be conducted to find out what liberates academics and what demotivates and deteriorates their performance at the FLA. If this study is not conducted, then there will be no conclusive findings of the relationship between the levels of happiness amongst academics and their work performance at the FLA. Hence, the researcher will not be able to determine what can be done to provide quality education that liberates both, academics and their students at this private educational institution.

## **1.11 Research Methodology**

### ***1.11.1 Research Design***

The variables used in this study which were happiness (independent variable (IV)) and academics level of work engagement (dependent variable (DV)) were observed across academics at the FLA. The selected method of research for this study was a quantitative, cross-sectional design from two stratas: Higher Education and Training (HET) and Further Education and Training (FET), as this method was most appropriate for the study. The study ensured that the survey was administered to all participants on a voluntary basis.

### ***1.11.2 Research Approaches***

In the study at hand, the research methodology was objective, hence, the researcher engaged in a quantitative research methodology design (instrument scores), therefore, issues of validity and reliability were of great significance. “Quantitative research generates statistics through the use of large-scale survey research using methods such as questionnaires or structured interviews” Dawson (2002, p.14). For the purposes of this study, two branches of the FLA were used to administer the quantitative surveys. The detailed research strategy that was selected in accordance with the study was a cross-sectional design. Thereafter, all data was analysed using the Statistical Package for the Social Sciences (SPSS)

### ***1.11.3 Study Site***

The study site included two branches of the FLA: one in Durban City, a busy campus that caters to the low to middle class students; and the other in Overport, an elite, upmarket campus that caters to above average students.

### ***1.11.4 Target Population***

The target population for this study were the lecturers across different fields of study such as, Information Technology, Public Relations and Hospitality, Management, Commerce and Leisure, Journalism, Law, Humanities and Engineering at the FLA. The target population were the lecturers across different fields of study such as information technology, public relations and hospitality, management, commerce and leisure, journalism, law, humanities and engineering at the FLA. The population comprises of 75 full time

lecturers (45 employees in Overport Branch, 30 employees at the Durban City Branch) and 18 part time lecturers, equating to a total of 93 lecturers. The population also comprises of academics of mix gender: between the ages of 21 to 40 years old, with a minimum of 0 to 10 years of experience, and with different educational backgrounds and qualification.

### ***1.11.5 Sampling Strategy***

The most appropriate sampling strategy for this study was a 'non-probability sampling method', as the participants were selected by judgement and choice. The study used purposive sampling for the selection of the participants.

### ***1.11.6 Sample Size***

For the purpose of the study, the researcher selected a sample size that comprised of approximately 66 lecturers from two strata:

- 36 Higher Education and Training lecturers
- 30 Further Education and Training lecturers.

For the purpose of the study the researchers selected 26 HET lectures and 10 FET lectures from the Overport campus, and 10 HET lecturers and 20 FET lecturers from the City campus, hence giving us a sample size of 66

## **1.12 Data Collection Methods and Measures**

The data collection method for this study favoured a quantitative research design and took the form of a quantitative survey. The survey booklet that was administer to participants consisted of 4 Questionnaires, which are as follows: 1) Biographical data, where information on; age, gender, race, marital status and years of employment were collected. Thereafter, three scales were administered: 2). 'The Satisfaction with Life Scale' (SWLS), 3). 'The Orientation to Happiness Scale' (OTHS) and 4). 'Work & Well-being Survey' (UWES). The biographical questionnaire was used purely for statistical purposes.

### ***1.12.1 Data Quality Control***

In order to ensure reliability of the study's findings, the test-retest method and internal consistency method was used. The test-retest method assesses the extent to which observed scores on a test are consistent in the administration of a test to another (Salkind, 2010). Validity is a concept to ensure that a test measures what it claims to measure (Salkind, 2010). Thus, content validity will help ascertain if the information gathered from the sample represents the population.

### ***1.12.2 Data Analysis***

The current study was quantitative; data analysis was conducted using SPSS version 21. Some advantages of using SPSS include that the SPSS system is less time consuming and monotonous, it can work with both multiple and over-lapping codes and it can adapt to complex codes and provide accurate results. Some of the disadvantages are that it may be difficult for the software to understand texts and participants can contradict themselves when conducting the survey, which the software identifies as errors. These disadvantages are minor and can be rectified by the researcher with the help of an SPSS analyst. SPSS is both a resourceful and quick program to analyse collated data; especially given the quantum of data to be obtained. The SPSS system has become extremely user friendly with high levels of accuracy. SPSS will assist in confirming if there is a significant association between the independent variable which is Happiness and the dependent variable which is Work Engagement. 'Cronbach alpha coefficients' ( $\alpha$ ) will also be calculated to "assess the internal consistency of the measuring instruments" (Gregory, 2007).

### ***1.12.3 Pilot Test***

Before the actual data collection commenced, the researcher conducted a pilot study. The sample size comprised of 5 lecturers from two strata:

- 3 Higher Education and Training lecturers
- 2 Further Education and Training lecturers.

Participants were selected from the Durban City Campus. The pilot test included surveys which were a biographical data sheet and a Likert type scale on Retention Factors.

### **1.13 Ethical Considerations/Ethical process**

- The researcher will submit a research proposal together with Gatekeeper's letters from the selected companies (refer to Appendix 5) to the Universities ethics board. The researcher will then await ethical clearance from the UKZN (refer to Appendix 6) before proceeding to telephonically contact the group HR manager of Future Leaders Academy (FLA) to arrange a meeting to regarding the proposed study.
- The researcher will inform the general manager and academic manager at the FLA of the study. Thereafter, the general manger and academic manager will be asked to inform the lecturers at the FLA about the study and enlist voluntary participants.
- The researcher will then set up a meeting with the participants to discuss the purpose and background of the study, as well as what will be required of participants (refer to Appendix 7).
- Participant confidentially and anonymity will be highlighted (refer to Appendix 7).
- Consent letters (Refer to Appendix 8) will be handed to only those participants who wilfully agree to be a part of the current study. They will also be required to sign these consent letters and return to the researcher.

- A survey booklet will then be administered, consisting of the biographical datasheet (refer to Appendix 1), the Satisfaction with Life Scale (refer to Appendix 2), the Orientation to Happiness Scale (refer to Appendix 3) and The Utrecht Work Engagement Scale (refer to Appendix 4).
- Once questionnaires are completed, participants will be asked to place their completed survey booklets into a marked box to be kept in the academic manager's office.
- If it is found that a satisfactory number of survey booklets have been handed in, the researcher will terminate the data collection process and proceed to analyse the data. If, however the response has been poor, the researcher will extend the time frame for data collection.

### **1.14 Limitations of the Study**

There were a few predicted limitations to the study:

- Time constraints regarding the availability of academic staff in order to administer the surveys.
- Honesty and truthfulness, which are generic issues experienced by any researcher.

### **1.15 Delimitations of the study**

- The surveys were conducted on two campuses of the FLA as these two campuses had samples that were representative of the entire target population.
- The study was conducted using quantitative research methods due to the large sample size. A quantitative approach was proposed to enhance the generalisability of the results.

### **1.16 Conclusion**

The present study used a quantitative research methodology due to the large number of surveys that were conducted. Furthermore, a cross-sectional research design was used to test multiple variables of each individual. A convenience sampling method was selected for the sample selection, which comprised of lectures at a local private tertiary education provider, the Future Leaders Academy. Participants were of both the Higher Education and Training (HET) as well as the Further Education and Training (FET) faculties.

Data were sourced using different surveys: all interested participants were required to fill out indemnity/informed consent letters, stating their understanding of the purpose of the study. This letter also reiterated the integrity of the confidentiality and anonymity. Once consent was received the survey was administered to each participant on a voluntary basis, participants had to wilfully participate and were not be obliged or coerced in any form or way to be a part of the study. All data was entered and analysed using SPSS, which provided precise evidence for the outcome of the study.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Private Tertiary Education

##### *2.1.1 Academics and Academic Institutes*

The on-going relevance of higher education institutions lies, to a large extent in their ability to recruit and retain qualified and competent employees. The investment in this human potential enhances the quality of graduates that the institutions produce. The monetary benefit further adds to the investment in the youth, and holistically to the economy. It remains in the best interests of the institution to structure desirable work packages and working conditions to retain the employee. Higher education institutions have to attract students in order to remain competitive. It stands to reason, therefore, that losing quality employees will only enhance the advantage of the competitor.

##### *2.1.2 Higher Education: Tertiary Private Institutions*

Education in (SA) and around the world, has played a major role in contributing towards the economy, sustainability and growth of a country. The education system of SA is constantly faced by challenges and opportunities in both the public and private sectors. In SA, private higher education institutions are now being considered as alternative education opportunities, therefore it is evident that private education has grown favorably and immensely over the last few decades.

According to the Department of Education (DoE) (2012), Higher Education is seen as a vehicle for self-development and as a result, SA has experienced a sharp decrease of high potential skills within the labor market. The Department of Higher Education and Training (DHET) (2012, p.11) defines higher education as “education that normally takes place in universities and other higher education institutions, both public and private, which offer qualifications on the Higher Education Qualifications Framework”. From the definition we can gather that there is no distinction of higher education between public and private institutions, however one major difference between both sectors is that privatized institutions in SA, and other countries do not receive government funding.

Mabizela (2007) reported that the government is cognizant about the quality of education provided in SA, thus there are mandatory requirements and regulations to adhere to in terms of the registering of private higher education institutions. In SA, private institutions are at liberty to provide certificates and diplomas, accredited by the National Qualifications Framework (NQF). These institutions offer a range of courses that can be grouped into 5 faculties: Management and Sciences, Communication, Leisure and IT, Humanities, Creative Arts, Educare and Engineering.

Subotzky (2003) cited that, in SA, some private higher education institutions collaborate with other international universities or organisations. In addition to international associations, there is also a rapid proliferation of providers linked to universities in the United Kingdom, United States of America and Australia. This could be due to marketing strategies, to provide globally recognised qualifications, which allow students the privilege of moving abroad to find employment.

### ***2.1.3 The South African Historical and Political Landscape of Private Higher Education***

Fehnel (2002) indicated that there has been rapid expansion and evolution of private higher education in SA. The first privatized college was established in 1929 in Cape Town, thereafter several other institutions were established throughout the country. Fehnel (2002) stated that the initial demand for private education during the 1950's was the dual nature of professional and higher education training, including matriculation. He also further noted that better quality education served as the main driving force behind the establishment.

It is almost impossible to discuss the educational history of SA without highlighting the backdrop of South African politics. In the past education served as a political tool that reflected values and the racial ideology of politicians. The proof of this ideology was brought to life by the Bantu Education Act of 1953, designed and implemented under the National Party (NP) (The Union of South Africa, 1953). This Act stipulated that black South Africans were to be educated by a system shaped in accordance with their culture. This resulted in their curriculum being focused on skills development, whilst the white citizens received an education based on a well-equipped and resourced education system (The Union of South Africa, 1953).

International policy debates began taking place during the late 1980's and early 1990's. These debates lead to the call for the establishment of the NQF. Post 1994 elections, the African National Congress (ANC) governed South Africa with the establishment and implementation of a new Constitution. According to Fehnel (2002), apart from the establishment of the new constitution, the ANC reshaped the education landscape by creating the National Commission on Higher Education in 1995. The commission's three main adoptions were the National Qualifications Framework (1995), the Technikon Act of 1995, the Higher Education White Paper and the Higher Education Act of 1997. From these, it is clear that private higher education is seen as one of the most dynamic and fastest growing segments of the 21<sup>st</sup> century.

Major influences in higher education occurred during the period of 1995-2000, which lead to significant activities and changes within private education. These key changes lead to policy development for private providers to offer programmes at degree and diploma levels. The government's interest in private education was initially that of optimism, however it soon turned into suspicion, and as a result of these



negative and controversial issues, the need for regulatory bodies arose. In 1997, the government formally acknowledged privatized institutions as significant contributors to the expansion of higher education. There was much importance placed on regulating this industry, as these regulations acted as a security measure from ‘fly-by-night’ institutions that were attracted by the unregulated sector. Research indicates that the growth of private higher education can be attributed to ‘different’, ‘better’ or ‘more’ education (Kruss, 2003).

In SA, the demand for better education occurs when private providers supply the demand of the elite, when public institutions have failed. The proof of the high demand for private higher education is evident in the report entitled ‘Higher Education Monitor: The State of Higher Education in South Africa’ published by the Council of Higher Education (CHE) in 2012. This report highlighted the importance of private sectors in providing education that results in high-level skills in SA and the limited capacity of the public higher education sector in achieving this demand (CHE, 2012).

#### ***2.1.4. Private vs Public Higher Education***

Literature that adequately explains the role of private and higher education institutions in South Africa is limited (Badat, 2001; Fehnel et al, 2002 & Schwartzman, 2002). There is still a lot that needs to be addressed with regards to the role of these institutions in South African societies. Fehnel et al. (2002) provided an overview of the shift of higher education in SA from 1994 to 2000. He also highlighted the historical relationship between public and private higher education, as well as provided the political and economic background to the environment. Schwartzman (2002) emphasizes on the growth of private higher education in SA which has led to the positive and negative effects in the fulfillment of broader goals. Badat (2001) defined the role of higher education in society and explained that the institutions or individuals play roles in society that are shaped by the purposes and goals that they have defined for themselves and/or that have come to be defined for them by society.

Schwartzman (2002) also examined the experience of Latin American countries on the subject: firstly, regarding the impact of private sectors on issues of access, equity, extension work, research and the provision of educated manpower and later on the issue of regulation and governance. There is general agreement that there is some conjunction between public and private institutions to some extent, however they will continue to coexist and perform differently, but will have valuable functions. Those in favour of higher education, believe that involvement in education management leads to greater efficiency, greater autonomy and higher standards of education (Schwartzman, 2002). There is also the notion that private education has more discretion in terms of curriculum development. Private education institutions may create more competition that can be used to improve the efficiency of the public education system (OECD, 2012).

### ***2.1.5 The Role of Higher Education in Society***

Badat (2001) examined the role of higher education in society with her main focus being the Higher Education South Africa (HESA). Academy as an important institution in facilitating equal educational opportunities for women as well as contributing to more senior positions for women in higher education. Badat (2001) focused on three issues: the changing world, the three purposes of higher education which are the production of knowledge, dissemination of information and the undertaking of community engagement, and lastly, she identified the five key roles of higher education. The five roles of higher education identified are as follows; the cultivation of highly educated people, democracy and democratic citizenship, development needs and challenges, engagement with the intellectual and cultural life or societies and research and scholarship.

According to Southern African Regional Universities Association, tertiary institutions can assist in economic growth and development (SARUA, 2008). Research indicates that higher education leads to higher productivity, which promotes economic output. They are also responsible for providing skilled professionals as these areas are necessities in developing countries. Higher education plays a key role in building a knowledge society and technological economy, as countries with access to new knowledge are likely to have a competitive advantage. All these functions contribute to the overall creation of a more open and democratic society since higher education institutions are often venues for debates around politics and the current system of governance.

### ***2.1.6 The Overview of the Education System in South Africa***

The education system in SA can be categorized into 3 broad categories: General Education, Further Education and Training (FET) and Higher Education and Training (HET). All three categories are required to be in line with the NQF. A matric certificate is a requirement to enroll for a degree at higher education institutions in South Africa. At present it is estimated that there are more 1 million tertiary students in South Africa (CHE, 2012).

Higher Education in South Africa is often structured in the following way:

- Certificates and Diplomas (1-2 years of study)
- Bachelor's Degrees (from 3 to 6 years of study)
- Honours Degree (1 year, post-graduate study)
- Master's Degree (2 years, post-graduate study)
- Doctoral Degree (> 3 years, post-graduate study)

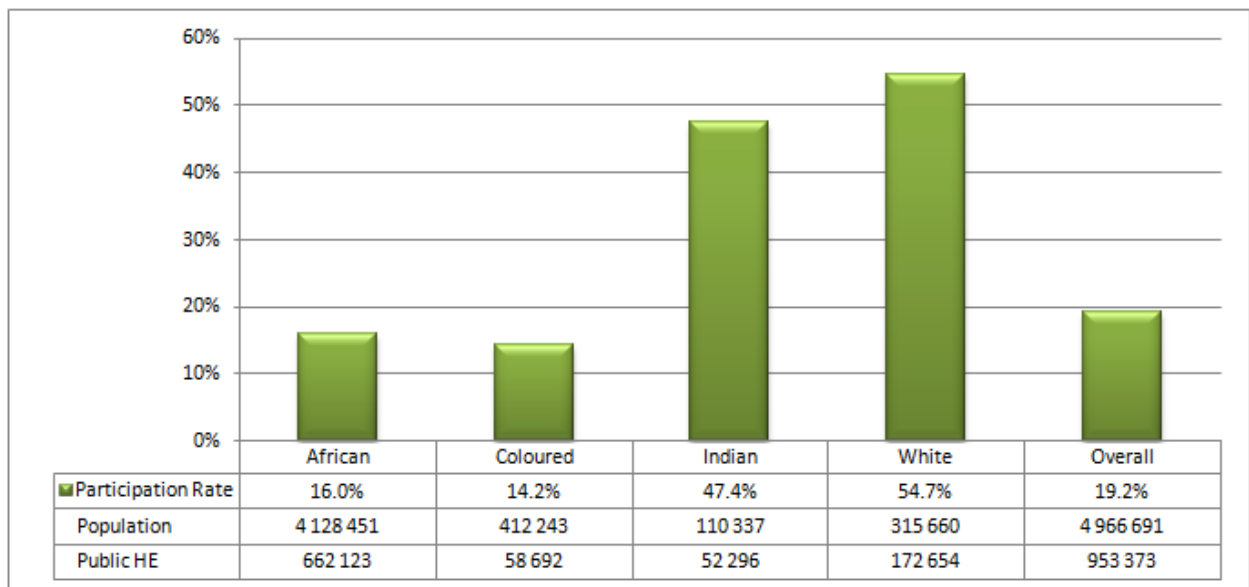
FET studies are more vocational orientated. This means that these courses focus on programmes that prepare students towards a specific range of jobs. There is a diverse range of courses available in the FET space namely; Educare, Engineering and Human Resource certificates etc.

In order to have an understanding of the educational system in South Africa, it is important to understand the NQF and the South African Qualifications Authority (SAQA). With reference to table 1 and Figure 1, we take note of the Headcount enrolments in public higher education by race, and a Graph representing participation by race at postgraduate level. NQF is a framework on which standards and qualifications, agreed to by the education and training stakeholders throughout the country, are registered. It came into effect through the South African Qualifications Act (SAQA, 2012).

Table 1. Headcount enrolments in public higher education by race (CHE 2012.)

	2008	2009	2010	2011	2012	2013	Population 2013
<b>African</b>	515 058	547 686	595 963	640 442	662 123	689 503	42 284 132
<b>Coloured</b>	51 647	55 101	58 219	59 312	58 692	61 034	4 766 172
<b>Indian</b>	52 401	53 629	54 537	54 698	52 296	53 787	1 329 302
<b>White</b>	178 140	179 232	178 346	177 365	172 654	171 927	4 602 386
<b>Total</b>	<b>799 490</b>	<b>837 779</b>	<b>892 943</b>	<b>938 200</b>	<b>953 373</b>	<b>983 698</b>	<b>52 981 991</b>

Figure 1. Graph representing participation by race at postgraduate level (CHE, 2012)



### 2.1.7 Challenges to Higher Education in South Africa

According to Badat (2010), some challenges facing higher education in SA include:

1. Tension between a number of values and goals of higher education.
2. Inadequate funding from government.
3. Some institutions foster social exclusion and injustice.
4. The creation of a new generation of academics.

5. South African academics are not adequately remunerated.
6. There is under-representation of black people and women.
7. Postgraduate enrolments and outputs are inadequate in relation to South Africa's development needs.
8. Inequalities are a major challenge for example, black South Africans comprise almost 91 % of the population but they make up only 38 % of academics.
9. Higher education in South Africa requires commitment for the majority of institutions to achieve competitiveness (SARUA, 2008).

## **2.2. Happiness**

In this study, happiness is defined as a “high ratio of positive to negative feelings” (Uchida et al, 2004). Happiness is an umbrella term that constitutes both the in well-being and subjective well-being of individuals (SWB). Ryan & Deci (2001, p. 142) define well-being as “a complex construct that is regarded most favourable in experience and functioning”. It is important to note that with regard to the notion of SWB it does not merely entail the exclusion of negative factors, but it also highlights the presence of positive factors (Snyder & Lopez, 2002).

Previous research demonstrated a significant association between “happiness” and “workplace success” i.e. “compared with the less happy peers, happy people earn more money, display superior performance, and perform more helpful acts” (Boehm & Lyubomirsky, 2008). Boehm & Lyubomirsky (2008) conducted experimental, longitudinal and cross-sectional research, all of which focused on the effect of happiness on various work outcomes. Their study suggests that happiness is correlated to workplace success as well as the notion that happiness often precedes measures of success and that the induction of positive affects leads to improved workplace outcomes (Boehm & Lyubomirsky, 2008).

Many studies favour the idea that “happy and satisfied individuals” are more successful in their careers and in the workplace, Happiness is related to income (Lyubomirsky et al, 2005), favourable evaluations by the superior (Cropanzano & Wright, 1999), and helping fellow workers (George, 1991). These authors based their research findings on happiness being an important precursor determinant of success (Boehm & Lyubomirsk, 2008). Happiness may be defined as individuals who are content with their daily lives, work situation, relationships and their careers. Therefore, a person who is considered as relatively happy is a person who experiences positive emotions. Research suggests that positive emotions are connected with “approach-orientated behaviour” (Elliot & Thrash, 2002) which means that individuals are more likely to interact, converse and pursue new goals (Carver, 2003). In general, people who experience positive emotions in the workplace are often more inclined to experience beneficial outcomes than those who experience lower levels of positive emotions or negative emotions. Besides describing their jobs

more positively, happy people are also more satisfied with their jobs compared with unhappy people (Connolly & Viswesvaran, 2000).

Data on the correlation of happiness and work performance can be bidirectional, meaning that individuals with happy and positive moods lead to these individuals giving off better work performance in the organisation, therefore leading to happy and positive moods (Cote, 1999). Depending on the nature of the job, happiness is the key to success, for example, individuals who choose a career path in customer service, education (teaching and lecturing), public servants etc., these jobs require individuals to be positive, supportive and helpful and these characteristics can only exist within “happy” individuals. Happy people are more likely to help fellow workers and customers than unhappy people (George, 1991).

Happy workers also go above and beyond their duties to enhance the functioning and performance of the organisation. This may be referred to as job involvement. In contrast is withdrawal behaviour such as burnout, absenteeism and turnover, all of which are negative behaviour in the workplace (Crede et al. 2005; Miles et al, 2002) & Thoresen et al. 2003).

When researchers evaluated the positive effects of a diverse staff at an electronics company, and tracked their absenteeism rate over a few months, they were able to make inferences on positive behaviour and low absenteeism rate (Pelled & Xin, 1999). Those individuals that were the happiest in the organisation were more likely to be present as opposed to those individuals that were unhappy. Happy people are also less likely to lose their jobs (Diener & Seligman (2002, p. 81-84).

Happy employees are more likely to be attached and loyal to an organisation, and they are also able to cope with change in the organisation as they possess greater adaptability and flexibility (Judge et al, 1999). Happy employees also receive benefits in an organisation in the form of interpersonal rewards, for example, they may receive more social support from both colleagues and supervisors (Iverson et al, 1998).

Isen & Means (1983) proposed that individuals with positive behaviour ignore unrelated information therefore making them better at decision-making tasks. They are also more helpful and co-operative and have better negotiating skills. Such individuals also have greater levels of self-efficacy as they are confident, and they believe their ability to accomplish tasks based on their internal locus of control.

According to an article by Gwakwa (2016), entitled “Happiness and Productivity Index: Exploring Motivation as Glue that Bonds Employees to Their Work: Botswana Experiences. A Case of Private Colleges in Francistown”, it proposes to keep staff motivated in higher education institutions as academic performance directly impacts on the quality of students that graduate. The study was conducted in three private institutions with 22 employees and managers being interviewed on the -subject matter.

Many private higher education institutions are taking a business orientated and marketing stance, thus treating education as its second priority. They fail to recognise the importance of keeping academic staff happy, satisfied and motivated. Motivation is essentially one of the key strategies needed to ensure that employees deliver services which will meet the needs of customers (Gwakwa, 2016).

Unlike SA and many other countries around the world, Botswana's government is one of the major customers of private higher education. It aims to meet its vision of 2016, which is to educate more citizens. In order to achieve this, the government has provided funding and sponsors students in private colleges to the tune of billions of Pulas (Daily News, 2009). The reason that Botswana decided to invest in education, was because they were ranked very low in terms of education worldwide (UNESCO Report, 2006).

Botswana has been investing in private education, however the calibre of students being produced is highly questionable. Some of these institutions have failed dismally to meet expectations (Gwakwa, 2016). This has now become questionable to the state: "are private educational institutions and academics meeting international standards in terms of service delivery?" (Pratt, 1998). The private colleges of Botswana are regulated by the Botswana Quality Authority (BQA) and Human Resource Development Council (HRDC).

Botswana seems to have offered support to private institutions in terms of materials and resources, but there were other factors that influenced poor quality of services delivered. It seems that private higher education institutions were concerned more with external marketing rather than paying attention to employee "happiness and satisfaction" (Gwakwa, 2016). They appeared to disregard motivation and they did not appreciate the idea of satisfying their lecturing staff. They also spent more time in the promotion of the business, advertising and marketing. One of the key indicators of employee dissatisfaction in private colleges has to do with high labour turnover (Government Report, 2009).

Motivation can be associated with happiness and employee satisfaction. According to Thill (2011, p.257), "motivation is a combination of forces that moves individuals to take certain action and avoid others in pursuit of individuals". Motivation can be intrinsic (internal), for example, an individual may pursue a career for a personal desire or passion. Motivation may also be extrinsic (external), for example, being motivated to pursue a career that brings material advantages Slocum & Hellriegel (2009, p.124) identified four approaches to motivate and keep employees happy, these are; "meeting basic human needs, designing jobs that motivate people, enhancing the belief that the desired rewards can be achieved and treating people equally". Gwakwa (2016), reported that motivation, happiness and empowerment of individuals are crucial to excellent quality of service delivery as "a happy employee always makes a client happy, and continues to improve the quality of service unabated".

### **2.3. Work Engagement**

According to psychology theorist Kahn (1990, p. 694), engagement can be defined as “the harnessing of organisation members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances”. Macey & Schneider (2008, p.3) define employee engagement as a “desirable condition, has an organisational purpose, and connotes involvement, commitment, passion, enthusiasm, focused effort and energy, so it has both attitudinal and behavioural components”.

Positive organisational outcomes such as job satisfaction maybe directly related to the concept of “work engagement” (Demerouti & Schaufeli, 2001). Work engagement also focuses on constructive work behaviour (Sonnentag, 2003) and employees who are engaged with their jobs are more likely to be committed and loyal to their organisation, whereas individuals who are disengaged are more inclined to contribute to the employee turnover of the organisation (Macey et al ,2008). To date, there has been no record of studies regarding work engagement of academics in South African institutions.

According to Roberts & Davenport (2002, p21-29), work engagement is defined as “a person’s involvement in his or her job”. Individuals that eagerly engage with their jobs often find meaning in their work and identify with it personally. Such individuals also possess the ability to conduct tasks on their own, without being supervised or micro-managed. Engaged employees are productive, dedicated and hardworking and are more likely to satisfy the needs and wants of their customers. In many studies, engaged workers reported good comments about their job, for example, they find their work challenging and stimulating as it provides them with a sense of personal accomplishment.

Schaufeli & Bakker (2004, p. 295) define work engagement as “a positive, fulfilling work-related state of mind that is characterised by vigour, dedication and absorption”. If one had to define vigour, it refers to a positive affective response to an individual’s interaction with significant elements of their job and work environment. Dedication may be characterised by feelings of enthusiasm, inspiration and proudness of one’s job (Schaufeli & Bakker, 2004). Absorption is associated with being content and immersed in one’s job, having difficulty in letting go and detaching oneself from one’s job (Schaufeli & Bakker, 2004).

Work engagement may also be associated with organisational commitment (Roberts & Davenport, 2002). Organisational commitment focuses on the organisation and work engagement focuses on the job itself. Individuals may be committed to their organisations, but this does not necessarily guarantee that they will be engaged in their work (Winter et al. 2000). Work engagement has become a significant tool to measure an individual’s performance. Schaufeli et al. (2002) established the “Utrecht Work Engagement Scale” (UWES), which is self-reporting questioning. Rothmann (2003) discovered that there are shortcomings

with regards to the UWES scale, which proved to be problematic in most studies whereby “their problem is either that of low internal consistency or poor loadings” (Naude & Rothmann, 2004).

### ***2.3.1 Work Engagement, Job demands and Job resources***

Two theoretical frameworks have been associated with work engagement i.e. the “Job Demand-Resources model (JD-R)” (Demerouti et al. 2001) and the “Conservation of Resources (COR)” theory (Hobfoll, 1989). According to the JD-R theory, work characteristics associated with well-being can be characterised into two broad categories: job resources and job demands. The general understanding of job resources and job demands are that they are negatively related. Job demands deal with factors such as “high work pressure and emotionally demanding interactions” (Demerouti et al, 2001). Job Resources refer to “social support, feedback and contributing factors that may reduce the effects of job demands” (Demerouti et al, 2001). According to (Bakker, 2004), work engagement and job resources have a strong association with each other. The COR theory favours the idea that individuals will always “strive to obtain, retain and protect what they value”. Job resources include factors such as good decision-making skills, social support, autonomy and job enhancement opportunities. A general understanding of job resources means associating aspects such as personal energies and characteristics (Hobfoll, 2002).

Job demands are associated with role ambiguity, conflict and stress events in the workplace; and job demands are associated with all the negative aspects of work. When the external environment lacks resources, individuals are constantly faced with negative influences and high job demands, therefore they cannot perform in the organisation. “The COR theory predicts that in such cases employees will experience a loss of resources or failure to gain investment” Hobfoll (1989, p.513-524.).

Kahn (1990) & May et al (2004) conducted a study which provided evidence for why job demands and job resources impact on an individual’s engagement and work performance, including the effect of psychological processes. There are 3 distinct psychological processes: psychological meaningfulness which occurs when individuals feel valued and useful, psychological safety refers to “feeling able to show and employ oneself without fear of negative consequences to self-image or status” and psychological availability which refers to having “physical, emotional and psychological resources to engage at a particular moment” (Kahn, 1990). Limited literature is available with regard to the relationship between job demands and work engagement, however from these we are able to gather that individuals will experience work engagement despite high levels of job demand (Crawford, LePine, & Rich, 2010)

Kinman & Jones (2003) reported that regardless of work being stressful, academics still strive on completing their tasks. The reality of the matter is that job resources can moderate and to some extent diminish the negative impact of job demands and their effect on work engagement (Hakanen et al. 2005). According to Hobfoll (1989), academics at higher education institutions are more likely to capitalise on their careers if two requirements are met: the first requirement being the essential and fundamental



resources in order to be productive; and secondly, the organisation needs to provide an environment that is conducive to utilising their skills and abilities and is able to satisfy their academic needs. It can also be noted that when individuals do not receive the resources they require or are not surrounded by a conducive environment, they are more likely to disengage with their work, therefore it is safe to assume that job resources are one of the significant contributing factors to high levels of work engagement. “Work engagement decreases if academics experience less variety of learning opportunities and autonomy” May et al (2004, p.11-37).

Khalid et al (2012) investigated the relationship between various facets, Such as: pay, supervision, Promotional opportunities, Co-worker, Job security etc. and its effect on job satisfaction among academics in the province of Punjab, Pakistan. It was found that in Punjab, academics in private institutions are more satisfied with their pay, supervision and promotional opportunities as opposed to academics in the public institutions (Khalid et al, 2012). Pakistan is categorised as a developing country, however its economic status does not impact on the importance placed on education, and they believe that education plays a significant role in the development and upliftment of the province and the country as a whole. In Pakistan, the federal government established an autonomous body: the Higher Education Commission (HEC) of Pakistan (Khalid et al, 2012), which regulates the quality of education that is delivered in universities.

Private institutions in Pakistan are highly reputable and are in very good standing with the community. “They are well equipped and have helped the government to avoid an outflow of local currency that would have occurred if young people departed to overseas for studying purposes” Ardic & Bas (2002, p.27). Private institutions in Punjab are the preferred education supplier in the province, however regardless of the material benefits of private institutions, the cornerstone of any academic institution is the quality of its academic staff. Therefore, the province of Punjab acknowledges the importance of employee motivation and satisfaction. “A positive and healthy university structure results in increased academics’ job satisfaction” Khalid et al (2012, p.131).

Evans (1997, p. 831–845) defined job satisfaction of a lecturer as a “state of mind determined by the extent to which the individual perceives his/her job-related needs being met”. Job satisfaction deals with factors that include; environment and co-workers, work, promotion, pay and supervision (Sokoya, 2002). Having academic staff satisfied, happy and engaged, means providing the right amount of resources in the right type of institution, with the right amount of benefits i.e. remuneration packages. Kusku (2003), measured the level of job satisfaction of academics at the University of Turkey, by using several different general satisfaction scales. Additionally, Chen et al, (2006) measured levels of job satisfaction amongst teachers in China using six satisfaction determinants. In both studies it was concluded that satisfied employees proved to have higher level of work engagement by displaying commitment, loyalty and attachment to the organisation.

Salavanova et al, (2005) investigated the linking of organisational resources and work engagement to employee performance and customer loyalty. They found that, regardless of the services offered, industries are constantly faced with competitors and the only way for business to survive and stay abreast is to focus on providing quality services. Earlier research indicated that customer loyalty and retention is very dependent on the service delivery (Rust & Zahorik, 1993).

Empirical evidence proves that the service delivered is highly associated with organisational aspects such as human resources, pay, training and managerial practices than with psychological aspects (Schneider et al, 1998). This is relevant to the current research the purpose of which is to investigate if happy employees are satisfied and as a result of these positive emotions experienced they are more likely to display higher levels of engagement. Private higher education institutions' first priority is to be a business and retain customers and their second priority is to be an education provider.

In order for employees to be happy, engage with their work, and produce high levels of performance, organisations are required to understand their employees and ensure that employees are well integrated into the organisation. Apart from the many challenges that lecturers experience in private tertiary institutions, one of the prevalent issue that exist in private education institutions is the minimal exposure to human resource systems that could lead to the upliftment of employees. Effective human resource management in an organisation can and will maximise the performance of employees. Therefore, private institutions should focus on the following; performance management issues, motivational factors, emotional intelligence and organisational culture.

## **2.4 Performance management issues**

Human resource management is a key tool in helping organisations and employees in reaching their full potential. If every part of human resources is not addressed in an appropriate manner, employees fail to fully engage themselves in their job in the response to such kind of mismanagement (Kompaso & Sridevi, 2010). In contemporary society Private Education is in high demand, and therefore they need to compete and excel in the current marketplace. Employees play a critical role in contributing to organizational success and effectiveness.

Engagement may be described as a two-way process between employees and an organization. It is a strategy to enhance the productivity and performance of an employee (Kompaso & Sridevi, 2010). One way to ensure employee engagement is by having strategic performance management tools in place since a lack of performance management could serve as a negative contributing factor towards underperformance of lecturers in the work place.

A study conducted by Molefe (2010), titled: "*Performance measurement dimensions for lecturers at selected universities: An international perspective*", focused on performance measurements which were

used on lecturers that were selected in the following countries; South Africa, USA, UK, Australia and Nigeria. The study confirmed that a lecturer's performance can be measured on the basis of seven performance dimensions: knowledge (subject knowledge), testing (assessment) procedures, student-teacher relations, organisational skills, communication skills, subject relevance and utility of assignments (Molefe, 2010). This study aimed to provide guidelines for universities to formulate policies and procedures for performance measurement and performance management. In order to understand the level of performance, organisations will have to measure performance.

According to author's Arreola (2000, p.6), Franzen (2003, p.131-138), Hill, Lomas & MacGregor (2003, p.15-20), Sinclair & Johnson (2000, p.1-5), Spitzer (2007, p.74) & White (2008, p.1-29), lecturers at universities should have some of the following competencies: communication, interpersonal skills, leadership, self-development, development of others, change management, commitment to quality, student and stakeholder orientation, innovation and creativity, decision-making, judgement, research, subject mastery, professional relations, learner assessment, organisational skills, listening skills, project management, change management, originality, critical analytical skills and the ability to challenge conventional views.

According to Mondy, (2008, p. 224), "performance management is a goal-oriented process and it is a term that is also used interchangeably with performance appraisal". If performance management is done correctly, both the organisation and its employees will be impacted positively (Spitzer, 2007). Private Education should incorporate performance management into the organisation's annual procedure since it has a two-fold benefit: the first benefit being satisfied and motivated employees. Employees with excellent work performance should be acknowledged and appraised by their employers. Lecturers who feel valued will be more likely to display effective and efficient work behaviour. The performance appraisal could furthermore also encourage lecturers to strive for higher performance as opposed to their current mediocre performance.

The second benefit is being aware of performance gaps that exists within the organisation and finding solutions to these performance gaps (Williams, 2002). It is important for lecturers to be reward, but it also equally important for organisations to receive acceptable performance from their employees. Identifying performance gaps will allow management to address the major shortcomings in the organisation and then to design, develop and implement strategies to overcome these shortcomings.

## 2.5 Motivational Factors

In the past employees were not given the value or recognition they deserved, however with the introduction of human resource management organisations, they now realise their greatest asset is motivated and satisfied employees. Fortunately, studies conducted by Hawthorne changed organisations perspective of their employees. (Dickson, 1973). It is crucial for organisations to understand what motivates their employees. Motivation has been defined as: the psychological process that gives behaviour purpose and direction (Linder, 1998). Motivation may be essential however it is a rather complex matter for management, as employee motivators are constantly changing. (Bowen & Radhakrishna, 1991)

There are many theories that are associated with motivation such as; the Maslow's need-hierarchy theory, Herzberg's two- factor theory, Vroom's expectancy theory, Adams' equity theory, and Skinner's reinforcement theory, all of which are extensive and well researched. However, for the purpose of this study the researcher will focus on the 'Vrooms Theory'.

Vroom's theory is based on the belief that employee effort will lead to performance, and performance will lead to rewards (Vroom, 1964). Employees want to be rewarded as it is a psychological sense of achievement for an employee to gain recognition, especially in the workplace. It is important to note that rewards can either be positive or negative. When a reward is positive an employee is more likely to be motivated and engage in productive behaviour. Alternately, when an employee is negatively motivated, they are more likely to become disengaged and display withdrawn behaviour (Vroom, 1964).

There is a lack of motivating factors for lecturers in private education, according to a study conducted by Lindner (1998), job motivational factors may be ranked according to the following importance; (a) job security, (b) sympathetic help with personal problems, (c) personal loyalty to employees, (d) interesting work, (e) good working conditions, (f) tactful discipline, (g) good wages, (h) promotions and growth in the organization, (i) feeling of being in on things, and (j) full appreciation of work done.

Every employee is different, and therefore will have different motivations. Some lecturers maybe driven by interesting work to stimulate their desire for knowledge, whilst others maybe be passionate about their work due to promotion or growth. From the outset lectures should communicate what motivates them and vocalise their needs, and additionally managers should equally communicate on what rewards can be offered to lecturers (Bowen & Radhakrishna, 1991).

## **2.6 Emotional Intelligence**

IQ and personality are static and relatively unchanging components of who we are. The emotional intelligence we have turns out to be something that we can nurture and develop (Fernandez & Claudia, 2007). Psychologists such as Daniel Goleman, researched the concept of emotional intelligence (EI). Having emotional intelligence can make employee's gain a competitive advantage in the workplace which will ultimately contribute to a more positive work life.

EI experts group the major skills of emotional intelligence into the arenas of; personal competence, self-awareness, self-management, social competence, social awareness and relationship management (Fernandez & Claudia, 2007). Self-awareness allows employees to evaluate themselves and see oneself accurately. Knowing one's strengths and weaknesses could lead to the improvement of an employee's performance. Self-management is not only the ability to manage oneself and the task at hand, but also the ability to manage others within the organization, Leaders with EI possess an uncanny ability to manage up as well (Fernandez & Claudia, 2007).

People who operate with a high level of EI have more successful work relationships with colleagues and superiors and furthermore have greater work success and higher work satisfaction (Oztimurlenk, 2012). Lecturers are intelligent, dedicated and disciplined individuals who certainly possess some level of EI, if they are aware of it or not. Private institutions should invest in helping lectures expose their EI, as it not only creates better employees, but it will also help to create a competitive advantage in the over populated sector of private education in South Africa. Since modern organizations always look to improve performance, they recognize that objective and measurable benefits can be derived from higher EI (Serrat, 2009).

## **2.7 Organisational Culture**

Organisational culture is all about behavioural norms: expectations placed upon us by the system within which we function. (Schein, 2010) When in an organisation, employees tend to adopt the same attitudes as those around them without thinking, questioning or evaluating situations. They engage in indirect learning, which can either impact negatively or positively in the workplace, depending on the behavioural standards, work ethics, and organisational culture in private education. This not only effects the employees within the organisation, but also the students that belong to that institution as the atmosphere exists throughout the campus.

The private education in South Africa has many challenges as highlighted in studies, however the major issues such are; inadequate funding from government, South African academics are not adequately remunerated, and under-representation of black people and women creates a negative organizational culture (Badat, 2010). Private institutions have an organizational culture filled with hostility towards employers for underpaying them. They have relaxed attitudes towards work as they are aware that the

institution is first a business and second an academic provider. Employees also have an attitude of disloyalty as they are not motivated to stay within the institution. There is a culture of unprofessionalism and constant withdrawal behavior such as absenteeism and turnover (Czerniewicz & Brown, 2009). Private Education needs to maintain a balance between being profit driven and providing quality education, as this is the only way to create a positive, professional and productive work environment and work culture.

## **2.8 Theoretical Framework**

The present study is grounded on understanding the influence of happiness on the level of work performance/work engagement of academics at the FLA. The intention of this study is to understand the association between the constructs of happiness, level of performance, and work engagement. The selected theoretical framework for the present study is 'The Social Cognitive Theory of Self-regulation (SRT)' which was established by Albert Bandura in 1991 and the Job Characteristics model (JCM), which was established by Hackman and Oldman in 1976.

The first theoretical framework that the researcher looked at was by Albert Bandura, a social cognitive psychologist from the 20<sup>th</sup> century who is well known for his work in social learning and the concept of 'self-efficacy'. He was also engaged in work on the "Self-Regulatory Mechanism", which comprises of three principle sub-functions, namely; "Self-monitoring of one's behaviour, its determinants, and its effects: judgments of one's behaviour in relation to personal standards and environmental circumstances" (Bandura, 1991). Therefore, the SRT and Self-Determinism Theory are both very relevant theories that can be well adapted to the current study.

The SRT suggests that every individual has views and opinions about what they can and cannot achieve. It is as if individuals limit their abilities based on these beliefs. As human beings individuals even anticipate the consequences of their actions before engaging in any sort of behaviour, and they establish achievable goals for themselves. Individuals furthermore develop and design a plan of individualised action in order to achieve self-efficacy- meaning that they believe they have the abilities, skills and resources to complete tasks successfully.

However, contradictory to self-regulation are low levels of work performance. The SRT can be linked to the study as it speaks to the concern of the levels of happiness experienced. With higher levels of happiness experienced in the workplace, there is more employee satisfaction. Research thus far has shown that individuals whom have low levels of work performance lack "self-reactive" and "self-reflective capabilities", therefore, there is an evident deficiency in their ability to govern, manage and regulate the moods they are experiencing as well as their feelings and cognitive functions. "The Self-Regulation theoretical framework" allows us to gain some foresight in how self-regulation can help individuals/employees move past their need to give off low and mediocre levels of performance, instead

of displaying positive emotions such as happiness and engaging in higher levels of work performance. (Bandura, 1991).

When employees are satisfied, in this case lecturers, they are more inclined to engage with their job to the fullest, therefore becoming passionate and driven. They start to believe that they can make a difference in moulding the next generation of students. When higher levels of happiness are experienced, not only are academics motivated within themselves, but they tend to spread this motivation to their students. Hence, the SRT becomes very useful especially when it is associated with a construct of happiness. Research to date has shown that individuals that have low levels of work performance lack these self-reflective capabilities, therefore they lack their ability to control and regulate their moods, feelings and cognitive functions (Bandura, 1991).

A sub-function of the SRT, is “self-monitoring” which allows and equips an individual to be self-reactive (Bandura, 1991). This function is relevant to the current study of how the construct of happiness can affect the level of work performance/work engagement. It can be assumed that individuals with higher levels of happiness are more likely to display higher levels of self-motivation. In addition to this function, a second contributing factor is “self-reflect” which includes a self-diagnostic function for an individual. This essentially means that the individual needs to engage in some form of self-monitoring. “Self-knowledge provides direction for self-regulatory control” (Bandura, 1991). It is also important that individuals involve themselves with “self-observation” if they take notice of themselves and the type of behaviour they engage in. It is most likely that they will enhance their performance in the workplace when they start to see some evidence of improvement which can be considered as a positive reinforcement (Bandura, 1991). The SRT also includes the “judgmental sub-function”. Having self-judgement will require individuals to set both achievable and realistic standards for themselves which in turn will enable to guide and judge their actions correctly. This this brings about the concept of intentionality (Bandura, 1991).

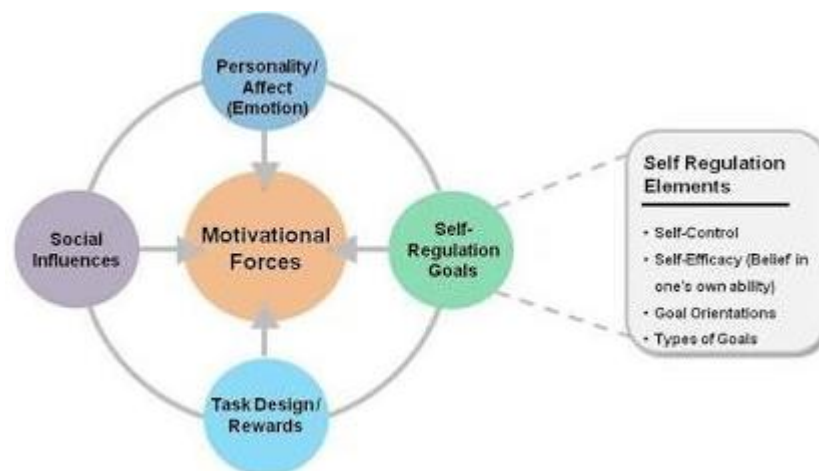
In order for individuals/employees to progress they have to develop their own realistic and achievable personal standards. Upon meeting these standards, employees feel a sense of self-satisfaction and it may even allow them to develop some level of self-efficacy (Bandura, 1991). This in turn may prompt employees to work harder to heighten their personal standards, therefore individuals need to develop a sense of urgency. A sense of urgency allows one to distinguish the difference between good and bad. Individuals, regardless of their profession will set personal standards based on three aspects, namely; how individuals react to a particular behaviour, evaluative standards based on the social sanctions that society places on them, and sociological perspectives (Bandura, 1991).

Every individual is fixated with the future and will engage in behavioural patterns to ensure that they engage in sound decisions and organise their lives in accordance for a structured, prosperous and a

successful future. The SRT defines this type of behaviour as “forethought”. The concept of forethought can be associated with concepts related to happiness and SWB. Furthermore, in relation to the SRT, individuals also engage in effective self-reaction. The self-regulatory control is achieved by creating incentives for one’s own behaviour depending on how it measures up to an internal standard (Bandura, 1991). This means that individuals are self-aware and will only engage in behaviour that will lead to positive outcomes and will ultimately avoid any behaviour that may result in self-censure.

Figure 2 below provides a graphical representation of the Self -regulation theory. This “theoretical framework” allows one to investigate how self-regulation can help individuals/employees move past their need to give off low and mediocre levels of performance and discipline themselves enough to prioritise, organize and dedicate themselves to their academic careers.

Figure 2: The Self-Regulatory Theory emphasising Personality/Affect, Social Influences, Task Design/Rewards, and Self-Regulation Goals.



Adapted from Nelson (2013)

### The Job Characteristics Model (JCM)

The second theoretical framework that the researcher adapted to the study is the job Characteristics model which was introduced by Hackman & Oldham (1976). This theory focuses on five core job characteristics that make one’s work challenging and fulfilling:

- (1) “Task identity- degree to which one can see one’s work from beginning to end.
- (2) Task significance- degree to which one’s work is seen as important and significant.
- (3) Skill variety- degree to which job allows employees to do different tasks.



- (4) Autonomy- degree to which employee has control and discretion for how to conduct their job.
- (5) Feedback- degree to which the work itself provides feedback for how the employee is performing the job”. Judge & Klinger (2000, p.75-89)

This Theory proposes that jobs that incorporate these five characteristics and will be more satisfying and fulfilling for employees. Consequently, employees will be more happy and motivated to engage with their work. These 5 core characteristics were generally found to be significant predictors of other criteria such as, organizational commitment and work motivation; as well as behavioural and job performance outcomes (Judge & Klinger, 2000). Research over the years has substantiated that there is a significant relationship does exist between job characteristics and job satisfaction, how individuals feel towards their job is of the utmost importance. Ostoff (1992) further stressed that happy employees will have high levels of job satisfaction because they feel comfortable with the organization.

The job characteristic model favors the idea that intrinsic nature of work is a core factor that contributes to employee’s happiness and satisfaction in the workplace. Employee satisfaction can also be linked to other generalized outcomes such as job performance. The relationship between job satisfaction and ‘job performance’ is reciprocal, individuals who perform well in their jobs are evidently happier with their jobs. Businesses whose average employees are satisfied with their jobs are more likely to perform at a higher level than employees in other units of the business who are less satisfied (Harter, Schmidt, & Hayes, 2002). Another outcome that shows a negative correlation is a relationship between job satisfaction and employee withdrawal behaviours ‘such as, absenteeism and turnover since it is easy to predict an employee’s level of satisfaction just by monitoring their behavioural patterns. The last outcome associated with job satisfaction will be the employee’s overall satisfaction with life. Evidence indicates that job satisfaction is also moderately to strongly related to one outcome that individuals find particularly important, which is “life satisfaction” (Tait, Padgett & Baldwin, 1989). Employees spend most of their lives at work, hence an unhappy work environment will spill over and create an unhappy living environment.

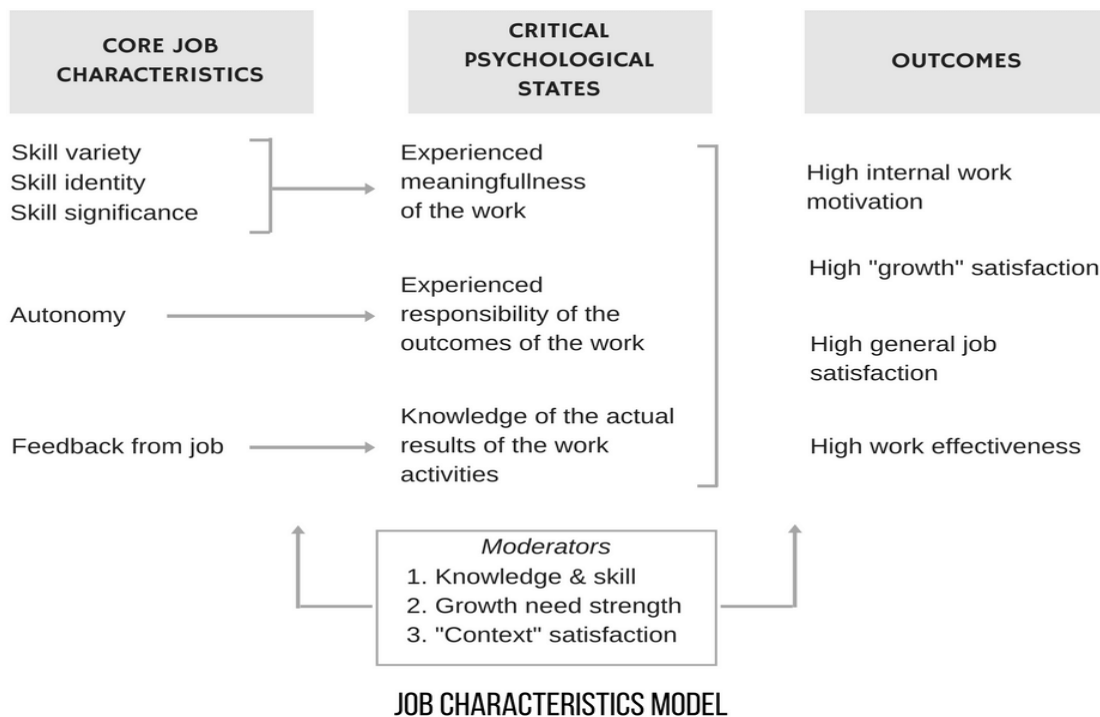
Private education institutions have become prey to the common human resource error of employing lecturers, getting them into the system and then forgetting about them. As a result, lecturers have become unhappy and unsatisfied with their work and their current workplace. This level of dissatisfaction manifests itself in the form of mediocre to minimal satisfactory performance in the workplace. It is essential that organisations invest in their employees throughout the duration of employment and not just stop at the induction and socialization stage of employment. There are also simple human resource activities such ‘job design” that can be utilised in the workplace to motivate employees, which may include; Job Rotation: entails moving employees from one job to another; Job Enlargement: which is

also known as horizontal loading, which is expanding on the number of tasks associated with a job; Job Enrichment: also referred to as vertical loading, increasing an employees work load; and lastly Performance Appraisal: which is a great motivation to all employees (Judge & Klinger, 2000).

With regards to the JCM, there has been some shortcomings highlighted. However, for the purpose of this study the researcher highlights one issues that is of relevance to the present study. Firstly, the Job Characteristics Model assumes that job characteristics cause job satisfaction. It is important to remember that the measures of intrinsic job characteristics typically are perceptual. According to some researchers, perceptual measures are susceptible to biasing influences such as mood (Judge & Klinger, 2000). This means that this rating systems is highly subjective. The ratings can either be inflated or underrated depending on the employee’s mood at the time of evaluation, however other research has shown that when these limitations are remedied (e.g., using objective measures of job characteristics), a relationship between job characteristics and job satisfaction still exists (Glick, Jenkins & Gupta, 1986; Judge, Bono, & Locke, 2000).

Figure 3 below provides a graphical representation of the Job Characteristics Model. This “theoretical framework” discusses the relationship between job characteristics and job satisfaction among employees

Figure 3: The Job Characteristics Model.



Adapted from Hackman & Oldham (1976, p.250-279)

## **2.9 Conclusion**

The researcher presented on both the SRT model and JCM indicating that both these models are appropriate and relevant to the present study. The SRT theory highlights an employee's opinions and beliefs about their abilities and their limits. It discusses how employees will anticipate the consequences of their actions before they engage in behaviour, hence the theory also discusses self-regulation which is achieved by creating incentives for one's own behaviour depending on how it measures up to an internal standard (Bandura, 1991). Employees are able to establish achievable goals for themselves and they are even equipped to develop a sense of self-efficacy. This theory helps one to understand how higher levels of happiness can lead to higher levels of work engagement by lecturers

The JCM theory highlights jobs characteristics and job satisfaction. Job satisfaction is best promoted through intrinsic job characteristics in the best interest of an employee, because most employees value the work itself more than other job attributes. Lecturers who are satisfied with their jobs perform better, display less withdrawal behaviours and simply lead and overall happier lifestyle. Happy employees are more profitable to an organisation and they are more motivated and productive.

The above the two theories conceptualizes the main ideas behind the research being conducted in this study and contributes to the meaningful understanding of the relationship that exists between happiness and work engagement among lecturers in private institutions.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 Introduction

This study aimed to investigate the impact of the level of happiness experienced by lecturers at the Future Leaders Academy, as well as to understand and determine the current levels of happiness among these lecturers. Furthermore, the study also aimed to understand and examine current levels of work engagement among lecturers and to analyse and gather evidence around both constructs in order to highlight the relationship that exists between levels of happiness and work engagement. For the purpose of this study, a quantitative research design was selected, and the variables that were tested included happiness (independent variable) and academics' level of work engagement (dependent variable). These variables were tested by administering 4 different surveys to the target population which included a biographical data sheet, the Satisfaction with Life Scale (SWLS), the Orientation to Happiness Scale (OTHS) and Work & Well-being Survey (UWES) (Refer to Appendices 1, 2, 3 and 4 respectively).

The study used non-probability purposive sampling for the selection of the participants within the Durban region. In order for the researcher to ensure data quality, a test re-test method was used when conducting the surveys. Data analysis was conducted using SPSS Version 21.

#### 3.2 Research Design

The variables used in this study were happiness and academics level of work engagement. These variables were observed across academics at the FLA. The study ensured that questionnaires were administered to all consenting participants, guaranteeing the integrity of the data gathered as well as their anonymity and confidentiality. The advantages for using a quantitative research design includes rapid and accurate data collection as well as a reduced level or a complete lack of interviewer bias. Most importantly the quantitative research design is both time saving and ensures cost-effectiveness. This research method also incorporates the necessary measures to protect participants' privacy.

#### 3.3 Research Approaches

In the study at hand, the research methodology was objective, hence the researcher engaged in a quantitative research methodology design (instrument scores). Therefore, so issues of validity and reliability were of great significance. "Quantitative research generates statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews" Dawson (2002, p.14). For the purpose of this study, two branches of the FLA were used to administer the quantitative surveys.

The detailed research strategy that was selected in accordance with the study was a cross-sectional design. The reason for this was that this study typically comprised of different individuals who were examined in terms of one or more variables such as; biographical information, levels of happiness, and levels of work engagement. All of these variables were tested at approximately the same point in time (Saunders et al, 2007). Thereafter, all data was analysed using the Statistical Package for the Social Sciences (SPSS)

### **3.4 Study Site**

The FLA has two branches: one in Durban City- a busy campus that caters to the low to middle class students, and the other in Overport- an elite, upmarket campus that caters to above average students. Each campus offers programmes in further education and training and higher education and training. They offer formal qualifications in the form of short courses, diplomas and degrees in various faculties, namely; Management Studies, Commerce, Leisure and IT and Creative Arts. The researcher selected these sites as the lecturers were an accurate representation of the population of private tertiary education academics. The academics at these sites comprised of diverse lecturers, each with their own personalities, experiences, cultural and educational backgrounds. The researcher was also very familiar with the setting.

### **3.5 Target Population**

The target population for this study were the lecturers across different fields of study such as, Information Technology, Public Relations and Hospitality, Management, Commerce and Leisure, Journalism, Law, Humanities and Engineering at the FLA. The target population were the lecturers across different fields of study such as information technology, public relations and hospitality, management, commerce and leisure, journalism, law, humanities and engineering at the FLA. The population comprises of 75 full time lecturers (45 employees in Overport Branch, 30 employees at the Durban City Branch) and 18 part time lecturers. The population also comprises of academics of mix gender: between the ages of 21 to 40 years old, with a minimum of 0 to 10 years of experience, and with different educational backgrounds and qualification.

### **3.6 Sampling Strategy**

This study utilised a non-probability sampling method for the collection of data, as the participants of this study were selected by judgement and choice. The study used purposive sampling for the selection of the participants who were the target academic group at the FLA. The researcher used a cross sectional design as the sample was selected from two different strata's: the Higher Education and Training (HET) and Further Education and Training (FET) .The institution comprised of both old and new staff and hence the researcher was able to reflect the perception of the population from this specific target population.

### 3.7 Sample Size

The sample size comprised of approximately 66 lecturers from two strata at the FLA, namely Higher Education and Training (HET) and Further Education and Training (FET):

- 36 HET lecturers and
- 30 FET lecturers

The reason for selecting the Durban branch was out of convenience as I am currently employed at the campus as the Faculty Co-ordinator, which gave me the advantage of having frequent interaction with my participants and it also allowed me to get accurate and relevant information timeously.

Below the researcher has tabulated the number of lectures in each strata from the Overport Campus (Table 2) and the Durban City Campus (Table 3).

Table 2. Future Leaders Academy (Overport Campus): Number of participants from each strata

<b>Strata</b>	<b>Number of lecturers</b>
Higher Education and Training (HET)	26
Further Education and Training (FET)	16
Total	42

Table 3. Future Leaders Academy (Durban City Campus) Number of participants from each strata

<b>Strata</b>	<b>Number of lecturers</b>
Higher Education and Training (HET)	10
Further Education and Training (FET)	14
Total	24

### 3.8 Data Collection Methods and Measures

The data collection method took the form of questionnaires which included a biographical data sheet (for statistical purposes only) and three scales:

- 1- The Satisfaction with Life Scale (SWLS) - “this scale was developed to assess the satisfaction of people’s lives as a whole” Diener et al, (1985, p.71). “A 5-item scale designed to measure global cognitive judgments of one’s life satisfaction Participants indicate how much they agree

or disagree with each of the 5 items using a 7-point scale that ranges from 7 strongly agree to 1 strongly disagree” (Diener, Emmons, Larsen & Griffin, 1985, p.1)

- 2- The Orientation to Happiness Scale (OHS) - “proposes that people have a particular preference for achieving happiness via three discrete orientations, namely; pleasure, meaning and engagement” Peterson et al, (2005, p.1380) has 18 items that assess three different strategies for pursuing happiness (6 items per strategy): Participants rated their approach to happiness on a 7-point Likert type scale (from 1 – not at all to 7 – very much), with higher results showing that person values that particular orientation more (Peterson, Park & Seligman, 2005)
- 3- The Work & Well-being Survey (UWES) - used and consisted of 17 statements about how the academics felt at work. It followed a Likert scale with rating from 0 being the lowest and 6 being the highest a subject can score. The UWES, a self-report questionnaire, consists of 17 items (UWES-17), which measure the three underlying dimensions of work engagement: vigor (six items), dedication (five items), and absorption (six items) (Schaufeli et al. 2002)

### **3.9 Data Quality Control**

In order to ensure reliability of the study’s findings, the test-retest method and internal consistency methods were used. The test-retest method assesses the extent to which observed scores on a test are consistent in the administration of a test to another (Salkind, 2010). There are 3 types of reliability testing:

1. Representative reliability, which refers to the collection of instruments of the study and whether or not it provides the same results when used on a sub-group.
2. Stability reliability, which refers to the test-retest method as stated above.
3. Equivalence reliability, which refers to whether the different surveys/questionnaires of the study all measure the same phenomenon consistently. (Quinlan et al, 2015)

Validity is a concept to ensure that a test measures what it claims to measure (Salkind, 2010). Thus, content validity helps ascertain if the information gathered from the sample was able to represent the population. With regards to the validity of the data, the researcher ensured 2 forms of validity i.e. 1- Content validity, which refers to aligning the conceptual framework of the study with the data gathered in the study, and 2- Construct validity, which ensures that the indicators such as happiness are consistent with the phenomenon of work engagement (Quinlan et al, 2015).

### **3.10 Data Analysis**

The current study was quantitative, therefore data analysis was conducted using SPSS. Some advantages of using SPSS include; less time consuming and monotonous, it can work with both multiple and overlapping codes and it can adapt to complex codes and provide accurate results. Some of the disadvantages

are that it may be difficult for the software to understand texts and participants can contradict themselves when conducting the survey which the software identifies as errors. These disadvantages are minor and can be rectified by the researcher with the assistance of an SPSS analyst. SPSS is both a resourceful and quick program to analyse collated data, especially given the quantum of data to be obtained. The SPSS system has become extremely user friendly with high levels of accuracy. SPSS will assist in confirming if there is a significant association between the independent variable, which is Happiness, and the dependent variable, which is Work Engagement. 'Cronbach alpha coefficients' ( $\alpha$ ) will also be calculated to "assess the internal consistency of the measuring instruments" Gregory (2007, p.274). Internal consistency refers to "the degree to which the items that make up the scale are all measuring the same underlying attribute" Pallant (2010, p.372).

### **3.11 Pilot Test**

Before the actual data collection commences, the researcher will conduct a pilot study. The sample size will comprise of 5 Lecturers from two strata: Higher Education and Training and Further Education and Training.

- 3 Higher education and training
- 2 Further education and training

Participants will be selected from the Durban City Campus. The pilot test will include surveys which are a biographical data sheet and a Linkert type scale on Retention Factors.

The data was analysed, however the findings were not used as a true indication of the results as this was a small sample size, and the data may not have been accurate. The mere administration of the pilot test was to inform the research on the selected method. It allowed the researcher to reflect on the implications, if any, that the pilot study might have had for the larger study. It also allowed the researcher to make the necessary adjustments to the study before the actual data collection process commenced.

### **3.12 Ethical Considerations/ Ethical process**

- The researcher will submit a research proposal together with Gatekeeper's letters from the selected companies (refer to Appendix 5) to the Universities ethics board. The researcher will then await ethical clearance from the UKZN (refer to Appendix 6) before proceeding to telephonically contact the group HR manager of Future Leaders Academy (FLA) to arrange a meeting to regarding the proposed study.
- The researcher will inform the general manager and academic manager at the FLA of the study. Thereafter, the general manger and academic manager will be asked to inform the lecturers at the FLA about the study and enlist voluntary participants.
- The researcher will then set up a meeting with the participants to discuss the purpose and background of the study, as well as what will be required of participants (refer to Appendix 7).



- Participant confidentiality and anonymity will be highlighted (refer to Appendix 7).
- Consent letters (Refer to Appendix 8) will be handed to only those participants who wilfully agree to be a part of the current study. They will also be required to sign these consent letters and return to the researcher.
- A survey booklet will then be administered, consisting of the biographical datasheet (refer to Appendix 1), the Satisfaction with Life Scale (refer to Appendix 2), the Orientation to Happiness Scale (refer to Appendix 3) and The Utrecht Work Engagement Scale (refer to Appendix 4).
- Once questionnaires are completed, participants will be asked to place their completed survey booklets into a marked box to be kept in the academic manager's office.
- If it is found that a satisfactory number of survey booklets have been handed in, the researcher will terminate the data collection process and proceed to analyse the data. If, however the response has been poor, the researcher will extend the time frame for data collection.

### **3.13 Limitations of the Study**

There were a few limitations to the study:

- The issue of time- getting all lecturers to be available at once to conduct the study briefing was difficult as they all had different timetables and were not be available in the allocated time slot.
- Adding to the time factor was that lecturers were required to fill out a total of three scales and a biographical sheet, which took approximately 20-25 minutes to complete.
- The issue of honesty and truthfulness. Some academics may have been reluctant to divulge information about the working conditions as they may have been afraid of victimisation by their employers, or in some instances information may have been exaggerated according to their emotions and opinions.

### **3.14 Conclusion**

A quantitative research methodology was used in the present study and took the form of a cross-sectional research design. A convenience sampling method was used for selecting the sample for the study, which comprised of lecturers at a local private tertiary education provider, the Future Leaders Academy. Participants were from both, the Higher Education and Training (HET) as well as the Further Education and Training (FET) Faculty. Data was sourced via questionnaires and all consenting participants were required to complete letters of acknowledgments which served as an indication that they were fully informed of the purpose of the present study. The survey booklets were administered to each participant on a voluntary basis. All data was captured and analysed using SPSS with the assistance of an SPSS analyst provided by the university.

## CHAPTER 4

### STATEMENT OF RESULTS, DISCUSSION AND INTERPRETATION OF FINDINGS

#### 4.1 Introduction

This chapter focuses on the results of the survey, which aims to investigate the influence of happiness and the level of work performance amongst lecturers at private tertiary education institutions. This chapter presents the findings of the research as well as discusses and interprets the results in relation to the literature review. The data is represented in a graphical and tabulated form, which is then followed by a discussion of the results.

The first representation of data contains demographic data of participants in this study. This data is represented in the form of five variables which are as follows; gender, age, marital status, race and years of experience. The second representation of data is a summary of the responses to the questionnaires.

The test that was used for the data analysis is as follow:

#### **Wilcoxon signed-rank**

“The Wilcoxon signed-rank test is the nonparametric test equivalent to the dependent t-test. As the Wilcoxon signed-rank test does not assume normality in the data, it can be used when this assumption has been violated and the use of the dependent t-test is inappropriate” (Lund Research Ltd, 2013). This test was used in order to determine if there has been a change in score from one point of time to another and if conditions changed during this period of time.

This test is based on 2 main assumptions: Firstly, the DV of the study should always be measured at either ordinal or continuous level; Secondly, the independent variable should consist of two categorical "related groups" or "matched pairs" (Lund Research Ltd, 2013). Also, in this paragraph you have mentioned that there are 3 main assumptions, however you have only mentioned 2.

#### **Spearman's Rank-Order Correlation**

“The Spearman's rank-order correlation is the nonparametric version of the Pearson product-moment correlation. Spearman's correlation coefficient, ( $\rho$ , also signified by  $r_s$ ) measures the strength and direction of the association between two ranked variables” (Lund Research Ltd, 2013). This test is based on the assumption that you need two variables that are ordinal, interval or ratio (Gibbons & Chakraborti, 2011).

### **The one-sample t-test**

The one-sample is a commonly used test and the “t-test is used to determine whether a sample comes from a population with a specific mean”. (Lund Research Ltd, 2013) The population mean is not always known but is sometimes hypothesized. With regards to this study, it aims to investigate the levels of happiness experienced by academics and to investigate if happiness has an influence on work engagement. The sample includes 66 academics selected on at the FLA, while the population mean would be all lectures in the FLA and other private institutions.

The one sample t-test is based on the following three assumptions; Firstly, the DV should always be measured at either the interval or ratio level (i.e., continuous), Secondly, the data is independent and there should be no significant outliers. Lastly, the dependent variable should be approximately normally distributed (Lund Research Ltd, 2013).

### **Mann-Whitney U Test using SPSS Statistics**

The Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. Unlike the independent-samples t-test, the Mann-Whitney U test allows you to draw different conclusions about your data depending on the assumptions you make about your data's distribution. These conclusions can range from simply stating whether the two populations differ or determine if there are differences in medians between groups. These different conclusions hinge on the shape of the distributions of your data, which will be explained in more detail in the later of this research study (Lund Research Ltd, 2013).

### **Independent Samples (*t* test)**

The independent-samples t-test (or independent t-test, for short) compares the means between two unrelated groups on the same continuous or dependent variable when you choose to analyse your data using an independent t-test (Lund Research Ltd, 2013).

### **Binomial test**

The binomial test is a test of binomially distributed hypotheses. It is useful for testing hypotheses about binary random variables. The Binomial test requires that items firstly are dichotomous and nominal. Secondly, the sample size is significantly less than the population size and the sample is a fair representation of the population. Lastly Sample items are independent.

## The ANOVA test

“The ANOVA technique enables us to perform this simultaneous test and as such is considered to be an important tool of analysis in the hands of a researcher. Using this technique, one can draw inferences about whether the samples have been drawn from populations having the same mean” Donald, Harnett, James & Murphy (1975, p.13). The ANOVA test is mainly used for testing the homogeneity between two groups of means. ANOVA consists of splitting the variance for analytical purposes.

## 4.2 Demographic information of Participants

The researcher distributed 75 surveys. The actual target sample was 75, as the researcher study was focused on the challenges faced by lectures in a full time bases. The researcher received a total of 69 Survey booklets, however 66 of the 69 survey booklets was completed adequately enough to extract relevant data. Participants that completed the survey comprised of the following: 42 lectures from the Overport campus and 24 from the Durban City Campus. The table 4 is the summary of the results.

Table 4: Demographic information of participants

Number of Surveys Issued	75
Sample Targeted	75
Actual Response Received	69
Adequately Completed Surveys	66
Response Rate to Surveys	92%
Response Rate Adequately completed surveys	88%

The Total number of participant’s was 66; which comprised of 36 Higher Education and Training lecturers and 30 Further Education and Training lecturers. With 92% response rate and an 88% adequately completed surveys rate, the data received should adequately suffice as accurate results.

Table 5 below displays the authenticity of the reliability of the tests conducted and the data received. The Cronbach’s Alpha coefficient for the 66 items is 0.851. This suggests that the test was able to yield a reliable measure in terms of its internal consistency. (According to prior research, a reliability coefficient of 0.07 or higher is considered as “acceptable”).

Table 5: Reliability Statistics

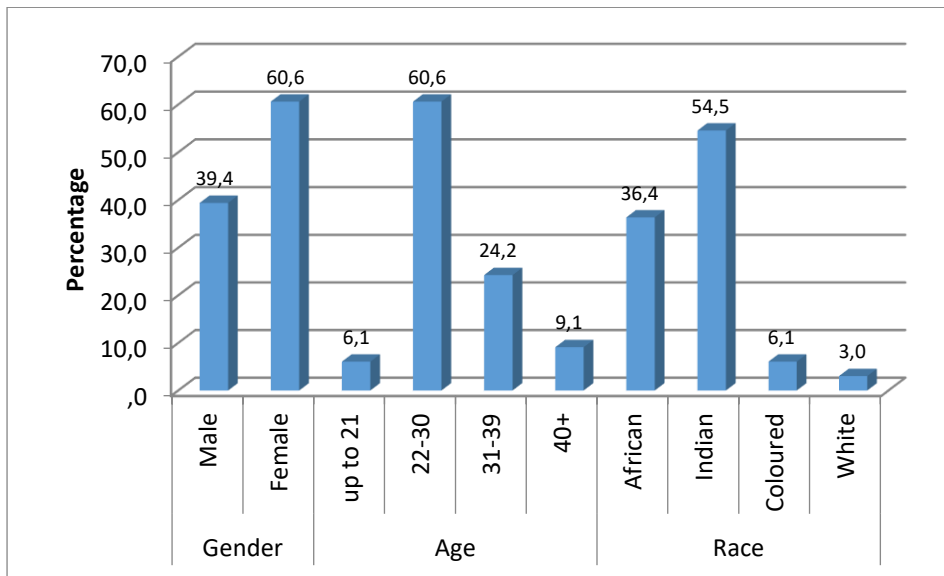
Cronbach's Alpha	N of Items
.851	5

Cronbach's Alpha	N of Items
.858	18

Reliability Statistics

Cronbach's Alpha	N of Items
.946	17

Figure 4.1: Gender, Age and Race of Academics



The above graph depicts the biographical information of the 66 participants. Statistics indicate there are more female lecturers 60.6% and male lecturers make up 39.4%. The highest percentage of lecturers range between the age group of 22-30 years old (60.6%), the second age group ranges between 31-39 years old (24.2), followed by 40 years and older age group (9.1%) and lastly the age group up to 21 (6.1%). The highest percentage of lecturers are of the Indian racial group (54.5%), Followed by African (36.4%), Colored (6.1%) and the least racial representation comes from the white racial group (3.0%)

Table 6.1: Gender of Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	26	39.4	39.4	39.4
Female	40	60.6	60.6	100.0
Total	66	100.0	100.0	

Table 6.1 displays information regarding the gender distribution of lecturers at Future Leaders Academy

Table 6.2: Age of Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid up to 21	4	6.1	6.1	6.1
22-30	40	60.6	60.6	66.7
31-39	16	24.2	24.2	90.9
40+	6	9.1	9.1	100.0
Total	66	100.0	100.0	

Table 6.2 displays information regarding the age group distribution of lecturers at Future Leaders Academy

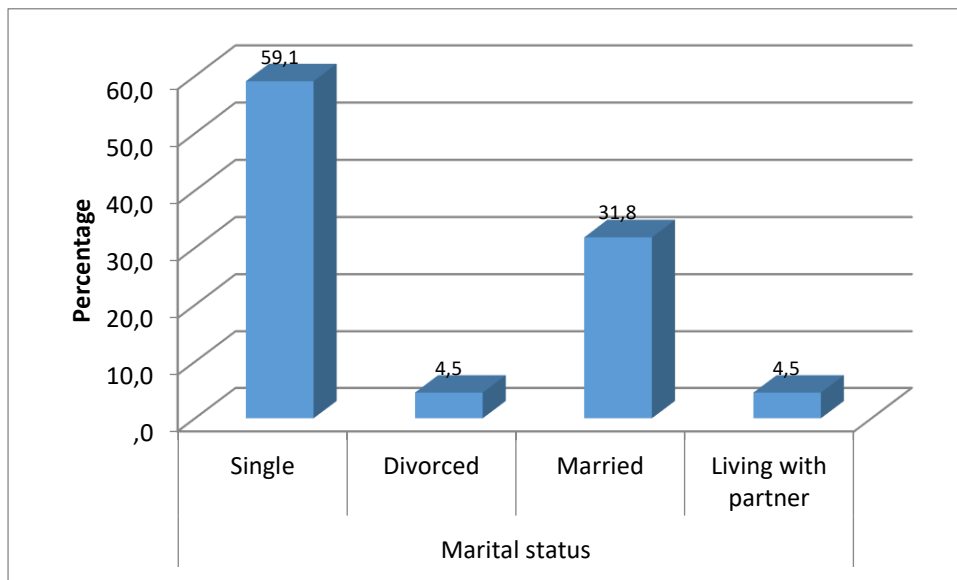
Table 6.3: Race of Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid African	24	36.4	36.4	36.4
Indian	36	54.5	54.5	90.9
Coloured	4	6.1	6.1	97.0
White	2	3.0	3.0	100.0
Total	66	100.0	100.0	

Table 6.23 displays information regarding the race group distribution of lecturers at Future Leaders Academy

Figure 4.1 and Tables 6.1, 6.2 and 6.3 indicate that of the 66 participant's there are more female academics (60.6) than male academics (39.4). Majority of the sample is between the ages of 22-30 years old (60.6), and the highest denomination of race proved to be Indian (54.5).

Figure 4.2: Marital Status of Academics



The above graph depicts information regarding the marital status of the lecturers. The highest number of lectures are single (59.1%), followed by lectures who are married (31.8), lecturers who are living with their partners and those who are divorced are of equal representation, both statuses hold a percentage of (4.5%).

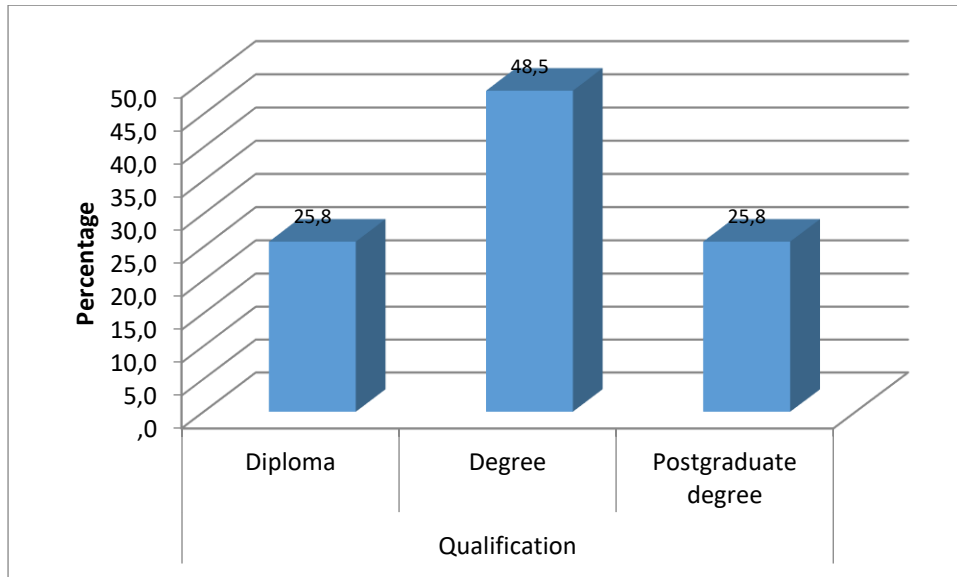
Table 6.4: Marital status of Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Single	39	59.1	59.1	59.1
Divorced	3	4.5	4.5	63.6
Married	21	31.8	31.8	95.5
Living with partner	3	4.5	4.5	100.0
Total	66	100.0	100.0	

Table 6.4 displays information regarding the marital status of lecturers at Future Leaders Academy

Figure 4.2 and Table 6.4 indicates that of the 66 participant's 4.5% of participant's are living with the partners, 4.5% are divorced, 31.8% are married and 59.1% are single. This indicates that participants are fairly young and unattached.

Figure 4.3: Qualifications of Academics



The above graph depicts information regarding the level of qualification held by lecturers. The majority of lectures have obtained a qualification at degree level (48.5%). Lecturers with postgraduate degrees and diploma have equal representation at FLA, with both having a percentage of 25.8%.

Table 6.5: Qualification of Academics

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	17	25.8	25.8	25.8
Degree	32	48.5	48.5	74.2
Postgraduate degree	17	25.8	25.8	100.0
Total	66	100.0	100.0	

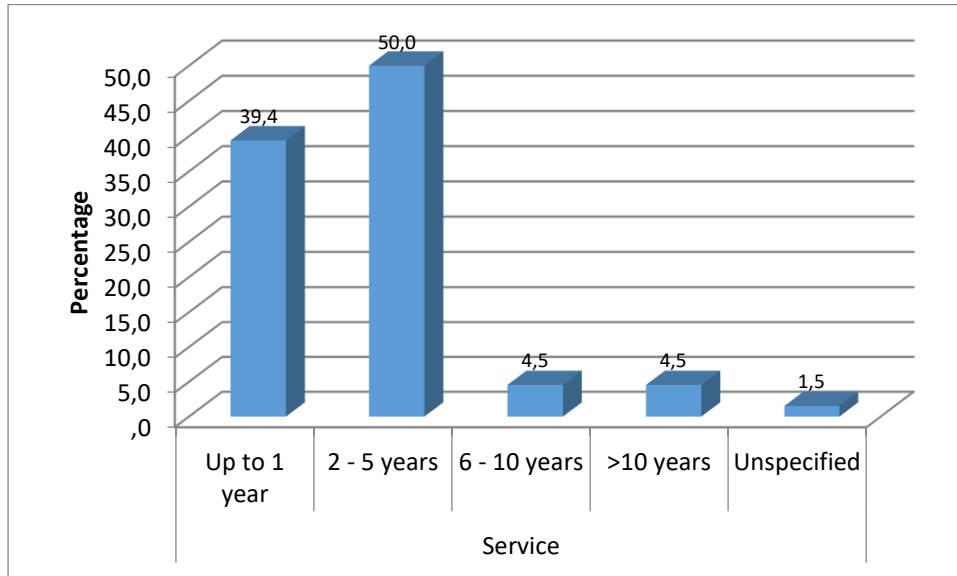
Table 6.5 displays information regarding the qualification levels of lecturers at Future Leaders Academy

Figure 4.3 and Table 6.5 indicates that of the 66 participant's, 25.8% of them have a Diploma, 48.5% are currently at Degree level and 25.8% have obtained a post graduate degree. These results indicate that there is an equal distribution of academics that have a Diploma and Postgraduate degree, whilst the



majority of academics are at Degree level. This supports the notion that higher qualification academics may seek employment in public institutions or industry.

Figure 4.4: Service Percentage of Academics



The above graph depicts the service percentage of academics. The majority of lecturers have between 2 to 5 years of service (50 %), followed by up to 1 year of experience (39.4%). Lecturers with experience between 6 to 10 years and 10 years and over have equal representation (4.5%). 1.5% of lecturers did not specify their years of service.

Table 6.6: Service of Academics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Up to 1 year	26	39.4	40.0	40.0
	2 - 5 years	33	50.0	50.8	90.8
	6 - 10 years	3	4.5	4.6	95.4
	>10 years	3	4.5	4.6	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 6.6 displays information regarding the years of services of lecturers at Future Leaders Academy

Figure 4.4 and Table 6.6 indicates that of the 66 participant's , 1.5% were unspecified, 4.5% academics have been employed for greater than 10 years, 4.5% have been employed for 6- 10 years, 39.4% have been employed for up to a year and 50% have been employed between 2 – 5 years. The results indicate that the greatest proportion of participant's have been employed between 2- 5 years whilst a total of 4.5% have been employed between 6 – 10 years, and more than 10 years, which can highlight an employee turnover within the organization.

### 4.3 The Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS), “this scale was developed to assess the satisfaction of people’s lives as a whole, and does not measure specific life domains, however the subject may integrate these domains if they choose (Diener, 1985).

Objective 1 of the study is to investigate the impact of the level of happiness experienced by lecturers in private education as well as understanding and determining the current levels of happiness among lecturers in private tertiary institutes. “Happiness” is a key factor in determining academic performance in respect to this study. In order to prove this objective, the researcher used both the OTHS (Orientation to Happiness Scale) and the SWLS (satisfaction with Life Scale), as both scales are a measure of happiness.

The Satisfaction with Life Scale is a 7-point Likert scale is as follows:

1	2	3	4	5	6	7
STRONGLY DISAGREE	MODERATELY DISAGREE	SLIGHTLY DISAGREE	NEITHER AGREE NOR DISAGREE	SLIGHTLY AGREE	MODERATELY AGREE	STRONGLY AGREE

The below tables display the feedback received from each participant with regard to the SWLS questionnaire;

**Table 7.1: SWLS1: In most ways my life is close to my ideal.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	4	6.1	6.1	6.1
Moderately disagree	3	4.5	4.5	10.6
Slightly disagree	8	12.1	12.1	22.7
Neutral	13	19.7	19.7	42.4
Slightly agree	24	36.4	36.4	78.8
Moderately agree	11	16.7	16.7	95.5
Strongly agree	3	4.5	4.5	100.0
Total	66	100.0	100.0	

Table 7.1 displays information that indicate the following: 36.4% of lecturers slightly agree with statement, 19.7% took a neutral stance, 16,7% Moderately agree, 12.1% slightly disagree, 6,1% strongly disagree, 4.5% strongly agree and 4.5% strongly disagree.

**Table 7.2: SWLS2: The conditions of my life are excellent**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	2	3.0	3.0	3.0
Moderately disagree	6	9.1	9.1	12.1
Slightly disagree	6	9.1	9.1	21.2
Neutral	12	18.2	18.2	39.4
Slightly agree	16	24.2	24.2	63.6
Moderately agree	18	27.3	27.3	90.9
Strongly agree	6	9.1	9.1	100.0
Total	66	100.0	100.0	

Table 7.2 displays information that indicate the following: 27.3% of lecturers moderately agree with the statement, 24.2% slightly agree, 18.2% took a neutral stance, 9.1% moderately disagree, 9.1% slightly disagree, 9.1% strongly agree and 3.0% strongly disagree.

**Table 7.3: SWLS3: I am completely satisfied with my life**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	6	9.1	9.1	9.1
Moderately disagree	2	3.0	3.0	12.1
Slightly disagree	8	12.1	12.1	24.2
Neutral	14	21.2	21.2	45.5
Slightly agree	17	25.8	25.8	71.2
Moderately agree	12	18.2	18.2	89.4
Strongly agree	7	10.6	10.6	100.0
Total	66	100.0	100.0	

Table 7.3 displays information that indicate the following: 25.8% of lecturers slightly agree with the statement, 21.2% took a neutral stance, 18.2% moderately agree, 12.1 % slightly disagree, 10.6% strongly disagree, 9.1% strongly disagree and 3.0% moderately agree.

**Table 7.4: SWLS4 : So far I have gotten the important things I want in life**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	7	10.6	10.6	10.6
Moderately disagree	3	4.5	4.5	15.2
Slightly disagree	9	13.6	13.6	28.8
Neutral	10	15.2	15.2	43.9
Slightly agree	17	25.8	25.8	69.7
Moderately agree	15	22.7	22.7	92.4
Strongly agree	5	7.6	7.6	100.0
Total	66	100.0	100.0	

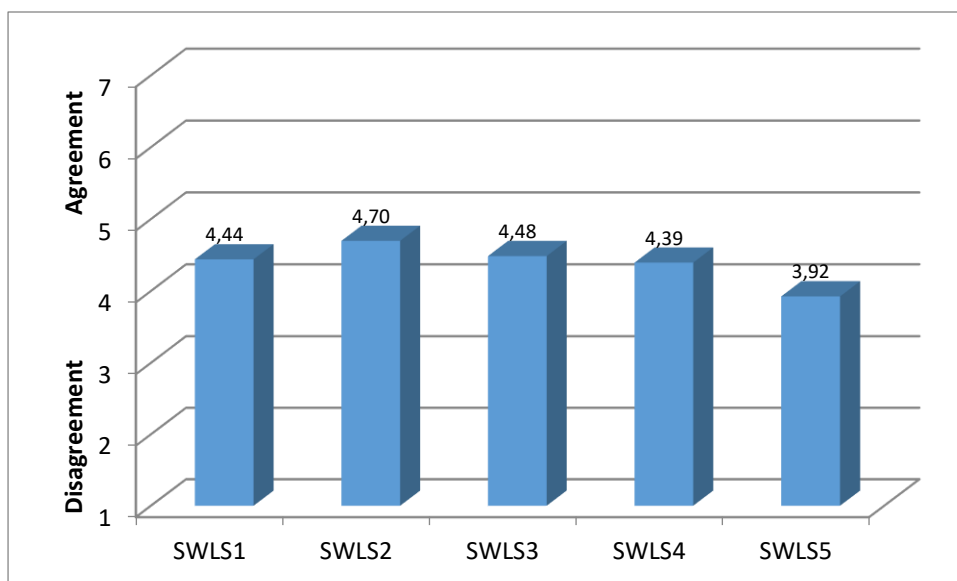
Table 7.4 displays information that indicate the following: 25.8% of lecturers slightly agree with the statement, 22.7% moderately agree, 15.2 % took a neutral stance, 13.6% slightly disagree, 10.6% strongly disagree, 7.6 strongly agree and 4.5 moderately disagree.

**Table 7.5: SWLS5 : If I could live my life over, I would change nothing**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly disagree	10	15.2	15.2	15.2
Moderately disagree	4	6.1	6.1	21.2
Slightly disagree	12	18.2	18.2	39.4
Neutral	16	24.2	24.2	63.6
Slightly agree	11	16.7	16.7	80.3
Moderately agree	5	7.6	7.6	87.9
Strongly agree	8	12.1	12.1	100.0
Total	66	100.0	100.0	

Table 7.1 displays information that indicate the following: 24.2% of lecturers took a neutral stance on the statement, 18.2% slightly disagree, 16.7 % slightly agree, 15.2% strongly disagree, 12.1% strongly agree, 7.6% moderately agree and 6.1 % moderately disagree.

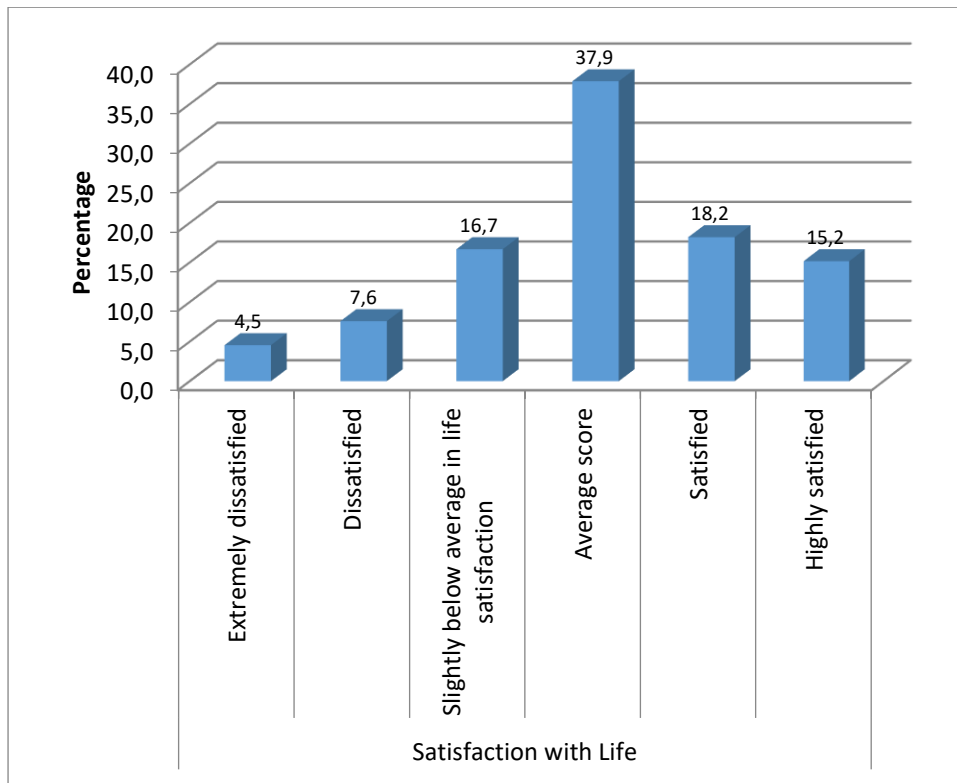
Figure 5.1: SWLS Data Representation



There is significant agreement that in most ways, life is close to ideal ( $M=4.44$ ,  $SD = 1.458$ ),  $t(65) = 2.448$ ,  $p=.017$ .

Based on the data as depicted in Figure 5.1 and 5.2 received from participants, the academics at the FLA have an overall agreement that they are satisfied on average with their lives.

Figure 5.2: SWLS Results



By applying the binomial test, it was found that a significant 67% experience at most an average satisfaction,  $p=.009$ .

The same test shows that a significant 71% experience satisfaction with life that is classified as at least average,  $p=.001$ .

#### 4.4 Orientation towards Happiness Scale (OTHS)

The Orientation Towards Happiness Scale is a 5-point Likert scale is as follows:

1	2	3	4	5
Very much unlike me	Not much like me	Neutral	Somewhat like like me	Very much like me

The below tables display the feedback received from each participant with regard to the OTHS questionnaire;

**Table 8.1: OTHS1 : Regardless of what I am doing, time passes quickly**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	5	7.6	7.6	7.6
Not much like me	10	15.2	15.2	22.7
Neutral	26	39.4	39.4	62.1
Somewhat like me	14	21.2	21.2	83.3
Very like me	11	16.7	16.7	100.0
Total	66	100.0	100.0	

Table 8.1 displays information that indicates the following: 39.4% of lecturers took a neutral stance on the statement, 21.2% selected “Somewhat like me”, 16.7% selected “Very like me”, 15.2% selected “Not much like me” and 7.6% selected “Very Unlike me”.

**Table 8.2: OTHS2 : My life serves a higher purpose**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unlike me	3	4.5	4.6	4.6
	Not much like me	7	10.6	10.8	15.4
	Neutral	18	27.3	27.7	43.1
	Somewhat like me	19	28.8	29.2	72.3
	Very like me	18	27.3	27.7	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 8.2 displays information that indicates the following: 28.8% of lecturers selected the statement “Somewhat like me”, 27.3% selected “Very like me” 27.3 % took a neutral stance, 10.6% selected “not much like me” and 4.5% selected “very unlike me”. One participant failed to answer the above question.

**Table 8.3: OTHS3 : Life is too short to delay partaking of the pleasures it has to offer**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unlike me	2	3.0	3.0	3.0
	Not much like me	7	10.6	10.6	13.6
	Neutral	23	34.8	34.8	48.5
	Somewhat like me	24	36.4	36.4	84.8
	Very like me	10	15.2	15.2	100.0
	Total	66	100.0	100.0	

Table 8.3 displays information that indicates the following: 36.4 % of lecturers selected the statement “Somewhat like me”, 34.8% took a neutral stance, 15.2% selected “Very like me”, 10.6% “Not much like me” and 3.0% selected “very unlike me”.



**Table 8.4: OTHS4 : I seek out situations that will challenge my capacities and abilities**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not much like me	3	4.5	4.5	4.5
Neutral	17	25.8	25.8	30.3
Somewhat like me	21	31.8	31.8	62.1
Very like me	25	37.9	37.9	100.0
Total	66	100.0	100.0	

Table 8.4 displays information that indicates the following: 37.9% of lecturers selected the statement “Very like me”, 31.8% selected “Somewhat like me”, 25.8% took a neutral stance and 4.5 % selected “Not much like me”.

**Table 8.5: OTHS5 : When deciding what to do, I always think of what will benefit others**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	6	9.1	9.2	9.2
Not much like me	3	4.5	4.6	13.8
Neutral	12	18.2	18.5	32.3
Somewhat like me	23	34.8	35.4	67.7
Very like me	21	31.8	32.3	100.0
Total	65	98.5	100.0	
Missing System	1	1.5		
Total	66	100.0		

Table 8.5 displays information that indicates the following: 34.8 % of lecturers selected the statement “Somewhat like me”, 31.8% “very like me”, 18.2% took a neutral stance, 9.1% selected “Very unlike me” and 4.5% selected “Not much like me”. One participant failed to answer the question.

**Table 8.6: OTHS6 :** Both at work and during my free time, I am normally involved in what I am doing and am not aware of myself

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	10	15.2	15.2	15.2
Not much like me	10	15.2	15.2	30.3
Neutral	20	30.3	30.3	60.6
Somewhat like me	15	22.7	22.7	83.3
Very like me	11	16.7	16.7	100.0
Total	66	100.0	100.0	

Table 8.5 displays information that indicates the following: 30.3% of lecturers took a neutral stance, 22.7% selected the statement “Somewhat like me”, 16.7% selected “Very like me”, 15.2% selected “Not much like me”, 15.2% “very unlike me”.

**Table 8.7: OTHS7 :** I am always very absorbed in what I am doing

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	4	6.1	6.1	6.1
Not much like me	4	6.1	6.1	12.1
Neutral	14	21.2	21.2	33.3
Somewhat like me	22	33.3	33.3	66.7
Very like me	22	33.3	33.3	100.0
Total	66	100.0	100.0	

Table 8.7 displays information that indicates the following: 33.3% of lecturers selected the statement “Somewhat like me”, 33.3% selected “Very like me”, 21.2 % took a neutral stance, 6.1% selected “Very unlike me” and 6.1% selected “Not much like me”.

**Table 8.8: OTHS8 : I do the impossible to feel euphoric**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	8	12.1	12.1	12.1
Not much like me	7	10.6	10.6	22.7
Neutral	29	43.9	43.9	66.7
Somewhat like me	16	24.2	24.2	90.9
Very like me	6	9.1	9.1	100.0
Total	66	100.0	100.0	

Table 8.8 displays information that indicates the following: 43.9% of lecturers took a neutral stance, 24.2% selected the statement “Somewhat like me”, 12.1% selected “Very unlike me”, 10.6% selected “Not much like me”, 9.1% selected “

**Table 8.9: OTHS9 : When deciding what to do, I always think of whether an activity would allow me to forget everything and focus only on it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	6	9.1	9.4	9.4
Not much like me	9	13.6	14.1	23.4
Neutral	24	36.4	37.5	60.9
Somewhat like me	19	28.8	29.7	90.6
Very like me	6	9.1	9.4	100.0
Total	64	97.0	100.0	
Missing System	2	3.0		
Total	66	100.0		

Table 8.9 displays information that indicates the following: 36.4% of lecturers took a neutral stance, 28.8 % selected the statement “Somewhat like me”, 13.6% selected “Not much like me”, 9.1% selected “very unlike me”, 9.1% “very like me”. Two participants failed to answer the question.

**Table 8.10: OTHS10 : I am rarely distracted by things that occur in my surroundings**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	2	3.0	3.0	3.0
Not much like me	15	22.7	22.7	25.8
Neutral	23	34.8	34.8	60.6
Somewhat like me	19	28.8	28.8	89.4
Very like me	7	10.6	10.6	100.0
Total	66	100.0	100.0	

Table 8.10 displays information that indicates the following: 34.8% of lecturers took a neutral stance, 28.8% selected the statement “Somewhat like me”, 22.7% selected “not much like me”, 10.6% selected “very like me” and 3.0% selected “very unlike me”.

**Table 8.11: OTHS11 : I bear the responsibility of making the world a better place**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	4	6.1	6.2	6.2
Not much like me	8	12.1	12.3	18.5
Neutral	20	30.3	30.8	49.2
Somewhat like me	18	27.3	27.7	76.9
Very like me	15	22.7	23.1	100.0
Total	65	98.5	100.0	
Missing System	1	1.5		
Total	66	100.0		

Table 8.11 displays information that indicates the following: 30.3% of lecturers took a neutral stance, 27.3% selected the statement “Somewhat like me”, 22.7% selected “Very like me”, 12.1% selected “Not much like me” and 6.1% “very unlike me”. One participant failed to answer the question.

**Table 8.12: OTHS12: My life has meaning beyond myself**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	6	9.1	9.1	9.1
Not much like me	6	9.1	9.1	18.2
Neutral	13	19.7	19.7	37.9
Somewhat like me	16	24.2	24.2	62.1
Very like me	25	37.9	37.9	100.0
Total	66	100.0	100.0	

Table 8.12 displays information that indicates the following: 37.9% of lecturers selected the statement “very like me”, 24.2% selected “Somewhat like me”, 19.7% took a neutral stance, 9.1% selected “very unlike me” and 9.1 % selected “not much like me”.

**Table 8.13: OTHS13 : When deciding what to do, I always think of whether or not it would be nice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	5	7.6	7.6	7.6
Not much like me	5	7.6	7.6	15.2
Neutral	13	19.7	19.7	34.8
Somewhat like me	20	30.3	30.3	65.2
Very like me	23	34.8	34.8	100.0
Total	66	100.0	100.0	

Table 8.13 displays information that indicates the following: 34.8% of lecturers selected the following statement “very like me”, 30.3% selected “Somewhat like me”, 19.7% took a neutral stance and 7.6% selected “not much like me” and 7.6% selected “very unlike me”.

**Table 8.14: OTHS14** What I do is important for society

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	7	10.6	10.6	10.6
Not much like me	9	13.6	13.6	24.2
Neutral	12	18.2	18.2	42.4
Somewhat like me	25	37.9	37.9	80.3
Very like me	13	19.7	19.7	100.0
Total	66	100.0	100.0	

Table 8.14 displays information that indicates the following: 37.9% of lecturers selected the statement “somewhat like me”, 19.7% selected “very like me”, 18.2% took a neutral stance and 13.6 % selected “not much like me” and 10.6 % selected “very unlike me”.

**Table 8.15: OTHS15:** I agree with the statement: ‘Life is short; have dessert first’

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	4	6.1	6.1	6.1
Not much like me	10	15.2	15.2	21.2
Neutral	21	31.8	31.8	53.0
Somewhat like me	15	22.7	22.7	75.8
Very like me	16	24.2	24.2	100.0
Total	66	100.0	100.0	

Table 8.15 displays information that indicates the following: 31.8 % of lecturers took a neutral stance, 24.2% selected the statement “very like me”, 22.7% selected “Somewhat like me”, 15.2% selected “Not much like me” and 6.1% selected “Very unlike me”

**Table 8.16: OTHS16: I love doing things that stimulate my senses**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	4	6.1	6.1	6.1
Not much like me	6	9.1	9.1	15.2
Neutral	13	19.7	19.7	34.8
Somewhat like me	22	33.3	33.3	68.2
Very like me	21	31.8	31.8	100.0
Total	66	100.0	100.0	

Table 8.16 displays information that indicates the following: 33.3% of lecturers selected the statement “Somewhat like me”, 31.8% selected “very like me”, 19.7% took a neutral stance, 9.1 % “not much like” and 6.1% selected “very unlike me”.

**Table 8.17: OTHS17 : I have spent a lot of time thinking about the meaning of life and how I fit into it**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very unlike me	4	6.1	6.1	6.1
Not much like me	7	10.6	10.6	16.7
Neutral	13	19.7	19.7	36.4
Somewhat like me	24	36.4	36.4	72.7
Very like me	18	27.3	27.3	100.0
Total	66	100.0	100.0	

Table 8.17 displays information that indicates the following: 36.4% of lecturers selected the statement “Somewhat like me”, 27.3% selected “Very like me”, 19.7% took a neutral stance, 10.6% selected “Not much like me” and 6.1% selected “Very unlike me”.

**Table 8.18 OTHS18 : For me, the good life is a life of pleasure**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very unlike me	6	9.1	9.2	9.2
	Not much like me	11	16.7	16.9	26.2
	Neutral	22	33.3	33.8	60.0
	Somewhat like me	14	21.2	21.5	81.5
	Very like me	12	18.2	18.5	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 8.18 displays information that indicates the following: 33.3% of lecturers took a neutral stance, 21.2% selected the statement “Somewhat like me”, 18.2% selected “very like me”, 16.7% selected “Not much like me” and 9.1% selected “Very unlike me”.

There are 3 pre-validated factors that apply to the OTHS.

Meaning (items 2 5 11 12 14 17), Pleasure (items 3 8 13 15 16 18) and Engagement (1 4 6 7 9 10).

By combining scores across these groupings, we get single measures for the constructs. These need to be tested for reliability using Cronbach’s alpha. The following results were found:

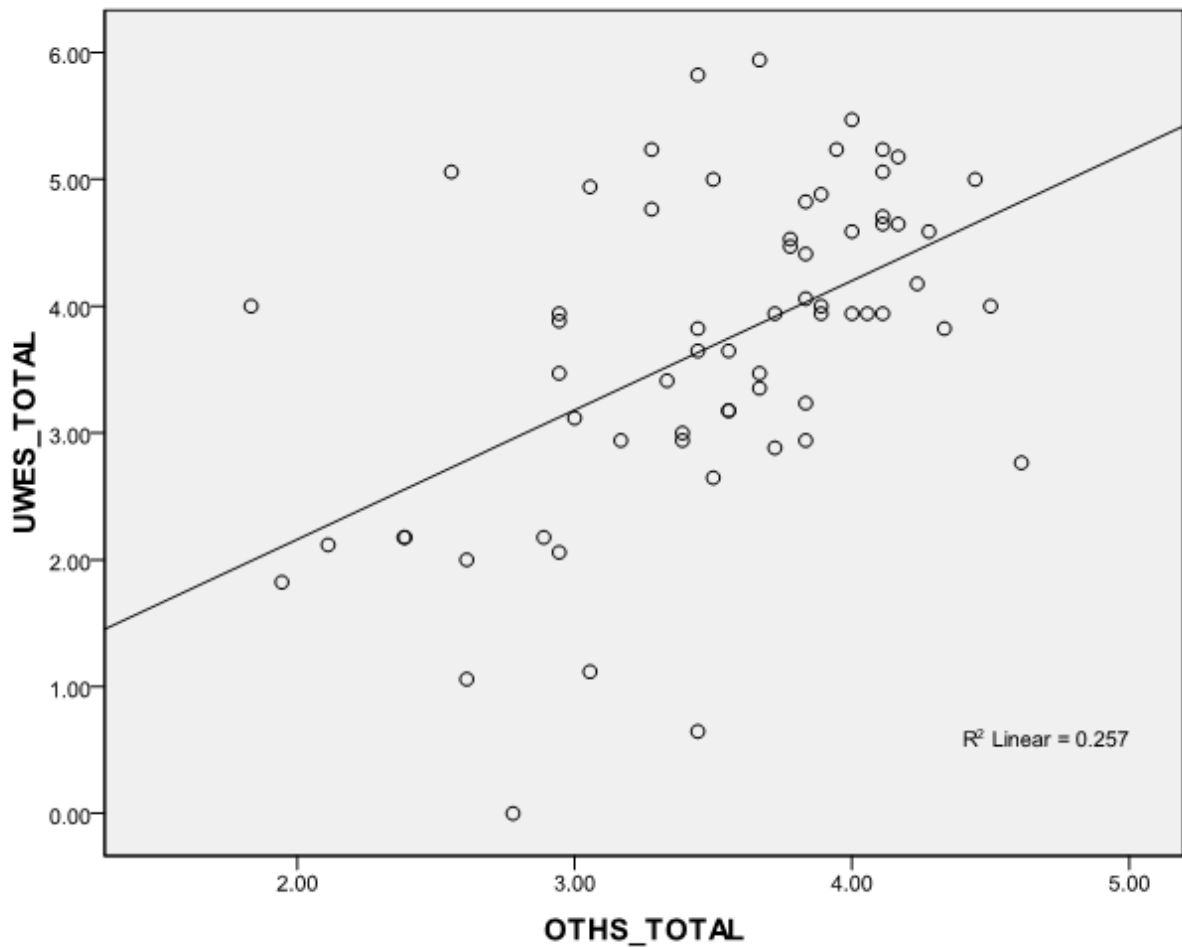
MEANING (alpha =.832), PLEASURE (alpha = .715) and ENGAGEMENT (alpha = .574).

Results show that the average score for these two construct measures is significantly different from a neutral score of 3. Meaning and pleasure are scored such that the participant’s significantly have meaning in their lives and enjoy life.

Below is a scatter plot graph of the OTHS and UWES with a trend line to display the relationship between happiness and work engagement.



Figure 6: Scatter Plot Graph depicting the relationship between the OTHS and UWES results



#### 4.5 Work and Well Being Survey

Objective 2 of the study is to understand and examine current levels of work engagement among lecturers in private tertiary institutes. Below are the results from the Work and Well Being Survey. There was also a binomial test conducted which provided the following data:

A significant 69% indicated that at least once a week they feel that the work they do is full of meaning and purpose,  $p=.003$ .

Items from this scale have been grouped into 3 pre-validated groupings:

1. Vigour (1 4 8 12 15 17)
2. Dedication (2 5 7 10 13)
3. Absorption (3 6 9 11 14 16)

Individual scores will be found by averaging across items and tested for reliability as before.

Vigour (Alpha =.836)

Dedication (Alpha =.900)

Absorption (Alpha =.823)

These measures are all reliable.

This scale again was not shown to be valid in terms of internal structure (factor analysis). These single measures will be tested to see if the average score is significantly different from a score of 4. Often for this analysis, a Wilcoxon signed ranks test is applied because the measure for this is ordinal. As stated, the Wilcoxon Test was used in order to determine if there has been a change in scores from one point of time to another and if conditions changed during this period of time.

There are 17 questions, with the following rating:

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month	A few times a month	Once a week	A few times a week	Everyday

The below tables display the feedback received from each participant with regard to the UWES questionnaire;

**Table 9.1: UWES1 : At my work, I feel bursting with energy**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	12.1	12.3	12.3
	Almost never	4	6.1	6.2	18.5
	Rarely	6	9.1	9.2	27.7
	Sometimes	13	19.7	20.0	47.7
	Often	12	18.2	18.5	66.2
	Very often	18	27.3	27.7	93.8
	Always	4	6.1	6.2	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.1 displays information that indicates the following: 24.3 % of lecturers selected “Very Often” 18.2 % Selected “Often”, 19.7% selected “Sometimes”, 12.1% of lectures selected the statement “Never” , 9.1% selected “Rarely”, 6.1% Selected “Almost Never” , and 6.1% selected “Always”. One participant failed to answer the question.

**Table 9.2: UWES2: I find the work that I do full of meaning and purpose**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	9.1	9.2	9.2
	Almost never	2	3.0	3.1	12.3
	Rarely	5	7.6	7.7	20.0
	Sometimes	7	10.6	10.8	30.8
	Often	21	31.8	32.3	63.1
	Very often	13	19.7	20.0	83.1
	Always	11	16.7	16.9	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.2 displays information that indicates the following: 31.8 % of lecturers selected the statement “often”, 19.7% selected “very often”, 16.7% selected “Always”, 10.6% selected “Sometimes” 9.1 % selected “Never”, 7.6% selected “Rarely” and 3.0% selected “Almost never”. One participant failed to answer the question.

**Table 9.3: UWES3 : Time flies when I'm working**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	4.5	4.6	4.6
	Almost never	1	1.5	1.5	6.2
	Rarely	9	13.6	13.8	20.0
	Sometimes	11	16.7	16.9	36.9
	Often	14	21.2	21.5	58.5
	Very often	11	16.7	16.9	75.4
	Always	16	24.2	24.6	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.3 displays information that indicates the following: 24.2% of lecturers selected the statement “Always”, 21.2% selected “Often”, 16.7% selected “sometimes”, 16.7% selected “very often”, 13.6% selected “Rarely”, 4.5% selected “Never” and 1.5% selected “almost Never”. One participant failed to answer the question.

**Table 9.4: UWES4 : At my job, I feel strong and vigorous**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.0	3.1	3.1
	Almost never	1	1.5	1.5	4.6
	Rarely	10	15.2	15.4	20.0
	Sometimes	12	18.2	18.5	38.5
	Often	16	24.2	24.6	63.1
	Very often	16	24.2	24.6	87.7
	Always	8	12.1	12.3	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.4 displays information that indicates the following: 24.2% of lecturers selected the statement “often”, 24.2% selected “very often”, 18.2% selected “sometimes”, 15.2 % selected “Rarely”, 12.1% selected “Always”, 3.0% selected “Never” and 1.5% selected “Almost never” one participant failed to answer the question.

**Table 9.5: UWES5 : I am enthusiastic about my job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	4.5	4.6	4.6
	Almost never	2	3.0	3.1	7.7
	Rarely	6	9.1	9.2	16.9
	Sometimes	9	13.6	13.8	30.8
	Often	14	21.2	21.5	52.3
	Very often	17	25.8	26.2	78.5
	Always	14	21.2	21.5	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		

Table 9.5 displays information that indicates the following: 25.8% selected the statement “very often”, 21.2% selected “often”, 21.2% selected “always”, 13.6% selected “sometimes”, 9.1 % “rarely”, 4.5% selected “never”, and 3.0% selected “almost never”. One participant failed to answer the question.

**Table 9.6: UWES6 : When I am working, I forget everything else around me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	9.1	9.2	9.2
	Almost never	6	9.1	9.2	18.5
	Rarely	9	13.6	13.8	32.3
	Sometimes	12	18.2	18.5	50.8
	Often	10	15.2	15.4	66.2
	Very often	12	18.2	18.5	84.6
	Always	10	15.2	15.4	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.6 displays information that indicates the following: 18.2% of lecturers selected the statement “Sometimes”, 18.2% selected “very often”, 15.2% selected “often”, 15.2% selected “Always”, 13.6% selected “Rarely”, 9.1% selected “never” and 9.1 % “almost never”. One participant failed to answer the question.

**Table 9.7: UWES7: My job inspires me**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	12.1	12.3	12.3
	Almost never	2	3.0	3.1	15.4
	Rarely	5	7.6	7.7	23.1
	Sometimes	11	16.7	16.9	40.0
	Often	12	18.2	18.5	58.5
	Very often	14	21.2	21.5	80.0
	Always	13	19.7	20.0	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.7 displays information that indicates the following: 21.2 % lecturers selected the statement “very often”, 19.7% selected “Always”, 18.2% selected “often”, 16.7% selected “sometimes”, 12.1% selected “never”, 7.6% selected “Rarely”, and 3.0% selected “almost never”. One participant failed to answer the question.

**Table 9.8: UWES8: When I get up in the morning, I feel like going to work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	12.1	12.3	12.3
	Almost never	5	7.6	7.7	20.0
	Rarely	5	7.6	7.7	27.7
	Sometimes	6	9.1	9.2	36.9
	Often	12	18.2	18.5	55.4
	Very often	17	25.8	26.2	81.5
	Always	12	18.2	18.5	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.8 displays information that indicates the following: 25.8% of lecturers selected the statement “very often”, 18.2% selected “often”, 18.2% selected “Always”, 12.1% selected, 9.1% selected “sometimes” “never”, 7.6% selected “almost never”, 7.6% selected “Rarely”. One participant failed to answer the question



**Table 9.9: UWES9 : I feel happy when I am working intensely**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	3.0	3.1	3.1
	Almost never	5	7.6	7.7	10.8
	Rarely	6	9.1	9.2	20.0
	Sometimes	11	16.7	16.9	36.9
	Often	15	22.7	23.1	60.0
	Very often	16	24.2	24.6	84.6
	Always	10	15.2	15.4	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.9 displays information that indicates the following: 24.2 % of lecturers selected the statement “very often”, 22.7% selected “often”, 16.7% selected “sometimes”, 15.2% selected “always”, 9.1% selected “Rarely”, 7.6% selected “almost never ” and 3.0% selected “never”. One participant failed to answer the question.

**Table 9.10: UWES10 : I am proud on the work that I do**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	4.5	4.6	4.6
	Almost never	1	1.5	1.5	6.2
	Rarely	4	6.1	6.2	12.3
	Sometimes	15	22.7	23.1	35.4
	Often	12	18.2	18.5	53.8
	Very often	13	19.7	20.0	73.8
	Always	17	25.8	26.2	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.10 displays information that indicates the following:25.8% of lecturers selected the statement “Always” ,22.7% selected “sometimes”, 19.7% selected “very often”, 18.2% selected “Often”, 6.1% selected “Rarely”, 4.5% selected “never”, 1.5% selected “almost never”. One participant failed to answer the question.

**Table 9.11: UWES11: I am immersed in my work**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	4.5	4.6	4.6
	Almost never	3	4.5	4.6	9.2
	Rarely	7	10.6	10.8	20.0
	Sometimes	13	19.7	20.0	40.0
	Often	13	19.7	20.0	60.0
	Very often	16	24.2	24.6	84.6
	Always	10	15.2	15.4	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.11 displays information that indicates the following : 24.2% of lecturers selected the statement “very often”, 19.7% selected “sometimes”, 19.7% selected “often”, 15.2% selected “always”, 10.6% selected “Rarely”, 4.5% selected “never” and 4.5% selected “almost never”. One participant failed to answer the question.

**Table 9.12: UWES12 : I can continue working for very long periods at a time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	6.1	6.2	6.2
	Almost never	3	4.5	4.6	10.8
	Rarely	6	9.1	9.2	20.0
	Sometimes	11	16.7	16.9	36.9
	Often	13	19.7	20.0	56.9
	Very often	12	18.2	18.5	75.4
	Always	16	24.2	24.6	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.12 displays information that indicates the following : 24.2% of lecturers selected the statement “always”, 19.7% selected “often”,18.2% selected “very often”, 16.7% selected “sometimes”, 9.1% selected “Rarely”, 6.1% selected “never” and 4.5% selected “almost never”. One participant failed to answer the question.

**Table 9.13: UWES13 : To me, my job is challenging**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	9.1	9.2	9.2
	Almost never	10	15.2	15.4	24.6
	Rarely	8	12.1	12.3	36.9
	Sometimes	10	15.2	15.4	52.3
	Often	15	22.7	23.1	75.4
	Very often	12	18.2	18.5	93.8
	Always	4	6.1	6.2	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.13 displays information that indicates the following: 22.7% of lecturers selected the statement “often”, 18.2% selected “very often”, 15.2% selected “almost never”, 15.2% selected “sometimes”, 12.1% selected “Rarely”, 9.1% selected “never”, 6.1 % selected “always”. One participant failed to answer the question.

**Table 9.14: UWES14 : I get carried away when I’m working**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	6.1	6.2	6.2
	Almost never	7	10.6	10.8	16.9
	Rarely	8	12.1	12.3	29.2
	Sometimes	16	24.2	24.6	53.8
	Often	11	16.7	16.9	70.8
	Very often	13	19.7	20.0	90.8
	Always	6	9.1	9.2	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.14 displays information that indicates the following: 24.2% of lecturers selected the statement “sometimes”, 19.7% selected “very often”, 16.7% selected “often”, 12.1% selected “rarely”, 10.6% selected “almost never”, 9.1% selected “always” and 6.1% selected “never”. One participant failed to answer the question

**Table 9.15: UWES15: At my job, I am very resilient, mentally**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	9.1	9.2	9.2
	Almost never	2	3.0	3.1	12.3
	Rarely	7	10.6	10.8	23.1
	Sometimes	12	18.2	18.5	41.5
	Often	14	21.2	21.5	63.1
	Very often	16	24.2	24.6	87.7
	Always	8	12.1	12.3	100.0
	Total	65	98.5	100.0	
	System	1	1.5		
Missing					
Total		66	100.0		

Table 9.15 displays information that indicates the following: 24.6% of lecturers selected the statement “very often”, 21.2 % selected “often”, 18.2% selected “sometimes”,12.1 selected “always”, 10.6% selected “rarely”, 9.1% selected “never” and 3.0% selected “almost never”.

**Table 9.16: UWES16 : It is difficult to detach myself from my job**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	10.6	10.8	10.8
	Almost never	2	3.0	3.1	13.8
	Rarely	10	15.2	15.4	29.2
	Sometimes	18	27.3	27.7	56.9
	Often	11	16.7	16.9	73.8
	Very often	9	13.6	13.8	87.7
	Always	8	12.1	12.3	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.16 displays information that indicates the following: 27.3% of lecturers selected the statement “sometimes”, 16.7 % selected “often”,15.2% selected “Rarely”,13.6% selected “very often”,12.1% selected “always”, 10,6% selected “never” and 3.0% selected “almost never”. One participant failed to answer the question

**Table 9.17: UWES17: At my work I always persevere, even when things do not go well**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	4.5	4.6	4.6
	Almost never	2	3.0	3.1	7.7
	Rarely	5	7.6	7.7	15.4
	Sometimes	9	13.6	13.8	29.2
	Often	14	21.2	21.5	50.8
	Very often	19	28.8	29.2	80.0
	Always	13	19.7	20.0	100.0
	Total	65	98.5	100.0	
Missing	System	1	1.5		
Total		66	100.0		

Table 9.17 displays information that indicates the following: 28.8% of lecturers selected the statement “very often”, 21.2% selected “often”, 19.7% selected “always” 13.6% selected “sometimes”, 7.6% selected “rarely”, 4.5% selected “never” and 3.0% selected “almost never”. One participant failed to answer the question.

A binomial test is applied to determine if a significant number indicated these items happen at the least often.

**Table 10: Binomial Test Results for UWES**

		Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
UWES1	Group 1	<= 3	31	.48	.50	.804 <sup>a</sup>
	Group 2	> 3	34	.52		
	Total		65	1.00		
UWES2	Group 1	<= 3	20	.31	.50	.003 <sup>a</sup>
	Group 2	> 3	45	.69		
	Total		65	1.00		
UWES3	Group 1	<= 3	24	.37	.50	.046 <sup>a</sup>
	Group 2	> 3	41	.63		
	Total		65	1.00		
UWES4	Group 1	<= 3	25	.38	.50	.082 <sup>a</sup>
	Group 2	> 3	40	.62		
	Total		65	1.00		
UWES5	Group 1	<= 3	20	.31	.50	.003 <sup>a</sup>
	Group 2	> 3	45	.69		
	Total		65	1.00		
UWES6	Group 1	<= 3	33	.51	.50	1.000 <sup>a</sup>
	Group 2	> 3	32	.49		
	Total		65	1.00		
UWES7	Group 1	<= 3	26	.40	.50	.136 <sup>a</sup>
	Group 2	> 3	39	.60		
	Total		65	1.00		
UWES8	Group 1	<= 3	24	.37	.50	.046 <sup>a</sup>
	Group 2	> 3	41	.63		
	Total		65	1.00		

UWES9	Group 1	$\leq 3$	24	.37	.50	.046 <sup>a</sup>
	Group 2	$> 3$	41	.63		
	Total		65	1.00		
UWES10	Group 1	$\leq 3$	23	.35	.50	.025 <sup>a</sup>
	Group 2	$> 3$	42	.65		
	Total		65	1.00		
UWES11	Group 1	$\leq 3$	26	.40	.50	.136 <sup>a</sup>
	Group 2	$> 3$	39	.60		
	Total		65	1.00		
UWES12	Group 1	$\leq 3$	24	.37	.50	.046 <sup>a</sup>
	Group 2	$> 3$	41	.63		
	Total		65	1.00		
UWES13	Group 1	$\leq 3$	34	.52	.50	.804 <sup>a</sup>
	Group 2	$> 3$	31	.48		
	Total		65	1.00		
UWES14	Group 1	$\leq 3$	35	.54	.50	.620 <sup>a</sup>
	Group 2	$> 3$	30	.46		
	Total		65	1.00		
UWES15	Group 1	$\leq 3$	27	.42	.50	.215 <sup>a</sup>
	Group 2	$> 3$	38	.58		
	Total		65	1.00		
UWES16	Group 1	$\leq 3$	37	.57	.50	.321 <sup>a</sup>
	Group 2	$> 3$	28	.43		
	Total		65	1.00		
UWES17	Group 1	$\leq 3$	19	.29	.50	.001 <sup>a</sup>
	Group 2	$> 3$	46	.71		
	Total		65	1.00		

a. Based on Z Approximation.



**Table 11: On-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
VIGOUR	65	3.7538	1.29002	.16001
DEDICATION	65	3.7662	1.47333	.18274
ABSORPTION	65	3.6051	1.24219	.15407

**Table 12: Test Statistics**

	Four - VIGOUR	Four - DEDICATION	Four - ABSORPTION
Z	-1.035 <sup>a</sup>	-.572 <sup>a</sup>	-2.151 <sup>a</sup>
Asymp. Sig. (2-tailed)	.300	.567	.031

a. Based on negative ranks.

b. Wilcoxon Signed Ranks Test

Absorption in work (M=3.6051) is experienced significantly less than often,  $Z=-2.151$ ,  $p=.031$

## 4.6 Correlations

Objective 3 of the study is to analyse and gather enough evidence around both constructs in order to highlight the relationship that exists between levels of happiness and work engagement. This objective has been met by comparing the following scales; OTHS vs UWES and SWLS vs UWES. Testing the relationship between happiness and work engagement can be analysed by testing if there is a significant relationship between the variables by using the Spearman's rho test.

**Table 13: Correlations**

			SWL	PLEASURE	MEANING	VIGOUR	DEDICATION	ABSORPTION
Spearman's rho	SWL	Correlation Coefficient	1.000	.471**	.511**	.442**	.409**	.410**
		Sig. (2-tailed)	.	.000	.000	.000	.001	.001
		N	66	66	66	65	65	65
	PLEASURE	Correlation Coefficient	.471**	1.000	.538**	.435**	.339**	.423**
		Sig. (2-tailed)	.000	.	.000	.000	.006	.000
		N	66	66	66	65	65	65
	MEANING	Correlation Coefficient	.511**	.538**	1.000	.520**	.423**	.475**
		Sig. (2-tailed)	.000	.000	.	.000	.000	.000
		N	66	66	66	65	65	65
	VIGOUR	Correlation Coefficient	.442**	.435**	.520**	1.000	.864**	.862**
		Sig. (2-tailed)	.000	.000	.000	.	.000	.000

	N	65	65	65	65	65	65
DEDICATIO	Correlation Coefficient	.409**	.339**	.423**	.864**	1.000	.855**
N	Sig. (2-tailed)	.001	.006	.000	.000	.	.000
	N	65	65	65	65	65	65
ABSORPTIO	Correlation Coefficient	.410**	.423**	.475**	.862**	.855**	1.000
N	Sig. (2-tailed)	.001	.000	.000	.000	.000	.
	N	65	65	65	65	65	65

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

SWL (the satisfaction with life overall score) is significantly correlated with vigour ( $\rho = .4432, p < .0005$ ), dedication ( $\rho = .409, p = .001$ ) and absorption ( $\rho = .410, p = .001$ ). Finally, analysis will be done to test if there are significant differences for these composite measures across some demographic variables.

**Table 14: Gender Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
SWL	Male	26	4.1846	1.53771	.30157
	Female	40	4.5200	1.14739	.18142
PLEASURE	Male	26	3.3244	.86300	.16925
	Female	40	3.5500	.64627	.10218
MEANING	Male	26	3.5256	1.03246	.20248
	Female	40	3.6583	.84979	.13436
VIGOUR	Male	26	3.3910	1.34573	.26392
	Female	39	3.9957	1.20882	.19357
DEDICATION	Male	26	3.2846	1.50750	.29564
	Female	39	4.0872	1.37710	.22051
ABSORPTION	Male	26	3.1090	1.17184	.22982
	Female	39	3.9359	1.18939	.19045

**Table 15: Wilcoxon Test Results**

	DEDICATION	ABSORPTION
Mann-Whitney U	330.000	303.000
Wilcoxon W	681.000	654.000
Z	-2.373	-2.737
Asymp. Sig. (2-tailed)	.018	.006

Test- Wilcoxon test

The finding of this test as represented in Table 15 can be reported as Females (M=4.0872) more frequently have a sense of dedication with regard to their work than males do (M=3.2846), Z=-2.373, p=.018.

From the findings represented in Table 16, there is no significant difference found in the following variables:

**Table 16: Findings of Significant relationships**

Age	No Significant difference across age
Marital Status	No Significant differences
Race	No Significant differences
Qualification	No Significant differences
Service	No Significant differences

#### **4.7 Research Questions: Reporting On Results**

- 4.7.1. Private and Public tertiary institutes face challenges, however the nature of these challenges differ. Can the level of happiness experienced by private tertiary education be attributed to that of the several employment challenges they are faced with, and what is an accurate measure of the level of happiness being experienced currently. Based on the Satisfaction with life, it can be noted that academics in private tertiary education significantly agree that in most ways, their life is close to ideal ( $M= 4, 44, SD= 1.458, t(65) = 2.448, P=. 017$ ). The binomial test found that 67% of academics experienced at most and average satisfaction with life  $p=.009$  and the same test showed that 71% of academics experience satisfaction with life that is classified as at least an average satisfaction with life,  $P=.001$ .
- 4.7.2. Are Academics in private tertiary institutes engaging in work in terms of expressing themselves “physically”, “cognitively” and “emotionally” during role performances, or is it merely a job? Furthermore, what are the current levels of work engagement among lecturers in private tertiary institutes? The Orientation Towards Happiness Survey was conducted in order to answer the above question. Results indicated that with regards to the two constructs, pleasure and happiness, there is a representation that shows the average score for these two constructs measure significantly different from neutral score of 3. This means that meaning and pleasure are scored such that the participant’s significantly have meaning in their lives and enjoy life, thus they will be happy to engage positively with work. Further to this a binomial test was conducted on the Work and Wellbeing Survey. Results show that a Significant 69% indicated that at least once a week they feel that the work they do is full of meaning and purpose,  $p=.003$ . A Wilcoxon signed ranks test was conducted as it applied to the study due to the fact that the measure for this was ordinal. The results were as follow: Absorption in work ( $M= 3.6051$ ) is experienced significantly less that often,  $Z=-2.151, P=.031$ .

4.7.3. Does a directly proportional relationship exist between the constructs of happiness and work engagement among academics, or is there no relationship between happiness and levels of work engagement among academics? A correlation test was conducted in order to answer the above question and to determine if there is a significant correlation between these two variables: happiness and work engagement. A Spearman's rho test was conducted, and the correlation was significant at the 0.01 level (2-Tailed). SWL (the satisfaction with life overall score) is significantly correlated with Vigour ( $\rho=.4432$ ,  $p<.0005$ ); dedication ( $\rho=.409$ ,  $p=.001$ ); and absorption ( $\rho=.410$ ,  $p=.001$ ). There has been a significant difference for these composites measures across some demographic variables, however the difference is not present in all variables.

## **4.8 Conclusion**

This chapter presented a detailed analysis of the results of the research surveys as the researcher provided graphical representations of the data. These representations were followed by discussions and interpretations in relation to the literature review. The finding of this study will not only be beneficial for the Future Leader's Academy but all other private tertiary educations may find this information useful. It provides insight and knowledge to understand why academic performance is either liberated or deteriorating, as well as displays the impact of the level of happiness on work engagement.

Chapter 5, which follows will provide the overview of the outcome of the research and it will conclude the research study.

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter is the final chapter of this research study and provides an overview of the findings as well as highlights recommendations for private educational institutions on how to enhance work engagement. The chapter aligns the objectives of the study and the findings identified in the research. This chapter ends with the conclusion of the study.

#### 5.2 Findings from the study

The aim of this study was to investigate the influence of happiness on the level of work performance amongst lecturers at the FLA. The hypothesis for the study was that the levels of happiness amongst lecturers at the FLA is directly proportional to the level of academic performance in the workplace. This study found that there is a directly proportional relationship between both constructs, therefore the hypothesis was proven to be true. The study attempted to answer the following questions:

- Private and public tertiary institutes face several challenges, however the nature of these challenges differ. Can the level of happiness experienced by lecturers at the Future Leaders Academy be attributed to the employment challenges they face, and what is an accurate measure of the level of happiness being experienced currently?
- Are lecturers at the Future Leaders Academy expressing themselves 'physically', 'cognitively' and 'emotionally' during role performances, or is it merely a job, and what are the current levels of work engagement among them?
- Does a relationship exist between the constructs of happiness and work engagement among lecturers at the Future Leaders Academy?

#### 5.3 Findings from the literature review: Conclusions

- 5.3.1 The literature review included the discussion of the main concepts of this study which were happiness, work engagement, academics and academic institutions. Happiness as a construct was investigated by administering the OTHS. The concept of happiness included well-being and SWB. From the study we were able to see the positive relationship that exists between happiness and levels of work engagement.
- 5.3.2 The next construct was that of work engagement. Kahn (1990) defined engagement as “the harnessing of organization members’ selves to their work roles; in engagement, people employ and express themselves physically, cognitively and emotionally during role performances”.

The construct of happiness was investigated using the UWES scale, this allowed the researcher to examine the levels of work engagement amongst academics at the FLA.

5.3.3 The last construct discussed in the literature review was that of academics and academic institutions. Research indicated that academics in private education were becoming very complacent and stagnant in the workplace and these may be due to numerous challenges, such as lack of research funding, poor compensation packages or just a total overall lack of motivation from employers.

5.3.4 The theoretical framework that was adapted to this study was the Social Cognitive Theory of Self-regulation (SRT) which was established by Albert Bandura (1991). The major Self-Regulatory Mechanism comprises of three principle sub-functions, which are as follows: “self-monitoring of one’s behaviour, its determinants, and its effects: judgments of one’s behavior in relation to personal standards and environmental circumstances” (Bandura 1991). The SRT and SDT are both very relevant theories that apply to the current study.

The surveys conducted indicated that academics at the FLA were from ‘average to satisfied’ with their lives and their jobs and indicated that they perform and engage with their work positively. The hypothesis that the levels of happiness amongst lecturers at the FLA is directly proportional to the level of academic performance in the workplace was proven.

## **5.4 Recommendations**

This research indicated that on average most academics at the FLA are satisfied with their lives and find that they are able to engage with their work. However, whether these levels of happiness and work engagement will continue is debatable. Taking into account all the challenges faced in the private education sectors as outlined in Chapter 2, it may be a long time before most issues are resolved giving academics the work environment they desire. Based on the personal experience of the researcher, as an academic in a private institution, and the interviews conducted, the major barriers to enhancing academic performance are:

- Compensation packages: For any employee regardless of the profession, to be liberated and to engage in their work they need to be motivated, satisfied and experience happiness in the workplace. In order for this to be achieved more specifically focusing on academics, private institutions need to provide suitable compensation packages and benefits for employees. Many private institutions either employ academics on a fixed term contract or an independent contract, this only allows the academic to be a part of the organization for a set period. This type of employment does not compel the institution to provide long term benefits, and salaries are also kept substantially low. This issue on its own can be one of the key contributing factors to a lack



of motivation amongst academics and it also contributes to the poor turnover of academic staff in private tertiary institutions.

- Lack of resources is another unavoidable challenge faced by countless academics in private education. As highlighted in Chapter 2, 2.1.7, challenges faced by higher education where there is a lack of government funding, private tertiary institutions function on the revenue generated by student's fees. Hence, they are first a business and second an academic institution. Having said that, it is no surprise on how funding and resources are allocated during the annual general meeting: budget distribution. In most cases the academic department takes second priority to sales and marketing. Apart from having insufficient funding for basic stationary for academics to conduct learning in the classroom, there is very little, or no funding allocated for; research, the upgrading of computers, the updating of textbook, the revamping of the libraries, students excursions etc. Private tertiary institutions should be allocating more funding on resources to allow academics to engage with prescribed materials as well as their own personal research.
- Investing in employees: one of the best ways for companies to invest in their employees is to introduce training and development, and to turn a simple organization into a learning organization. By learning organization, the researcher means creating an environment where employees are not only constantly upgrading their current skills, but also where the transfer of knowledge occurs between employees. Academics maybe subject matter experts, however content and material are constantly upgraded, and academics need to stay abreast with these changes in order to provide students with current and relevant knowledge. There are a range of training and development initiatives that can be adopted, either internally or externally to the organization. It would be wise for tertiary institutions to encourage academics to be a part of training and development initiatives as this provides a two-way benefit for both the organization and the academic staff. The organization will benefit by having better skilled employees, which in turn creates a competitive edge in the educational world. Academics will benefit by upskilling themselves and enhancing their current knowledge.
- Incorporating job characteristics into the workplace: a substantial amount of research contributes to the idea that intrinsic job characteristics contribute to job satisfaction. Private institutions should not only include the five core job characteristics established by Hackman and Oldham.
- Private education should engage in simple human resource activities such as job design to motivate employees by instituting, job rotation, job enlargement, job enrichment and employee appraisals.

- Private Education should incorporate performance management into the organisation's annual procedure as its benefits are two-fold. The first one being satisfied, and motivated employees and the second benefit is being aware of performance gaps that exists within the organisation and finding solutions to these performance gaps
- Motivating employees: From the outset lecturers should communicate what motivates them and vocalise their needs. Managers should equally communicate on what rewards they can offer for lecturers.
- Emotional Intelligence: Private institutions should invest in helping lecturers expose their emotional intelligence, as it not only creates a better employee, but it will also help to create a complete advantage.
- Organisational culture: Private Education institutions needs to maintain a balance between being profit driven and providing quality education, as this is the only way to create a positive, professional and productive work environment as well as work culture.

In conclusion, the above are the major recommendations that has stood out for the researcher throughout the research process. Providing better resources and funding to allow academics to engage in research as well as providing training and development opportunities may help produce higher levels of work engagement of academics. However and perhaps most importantly, academics should be remunerated with salaries appropriate for their workloads and skillset. There are in fact other recommendations that can be offered to private tertiary institutions; however for the relevance of this study the above seems to be the most appropriate.

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## APPENDICES

### Appendix 1: Biographical Data Sheet

#### BIOGRAPHICAL DATA SHEET

##### INSTRUCTIONS:

Please tick appropriate boxes.

##### 1. GENDER

Male

Female

##### 2. AGE GROUP

21 years and younger

22 – 30 years

31 – 39 years

40 years and older

##### 3. MARITAL STATUS

Single

Divorced

Widowed

Married

Living with a partner

##### 4. RACE GROUP

African

Indian

Coloured

White

##### 5. HIGHEST ATTAINED QUALIFICATION

Matric Certificate

Diploma

Degree

Postgraduate Degree

##### 6. YEARS WORKING AT ORGANISATION

1 Year or less

6-10 years

2-5 years

More than 10 Years

## Appendix 2: The Satisfaction with Life Scale (SWLS)

Below are five statements with which you may agree or disagree. Using the 1-7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responses. The 7-point Likert scale is as follows:

1	2	3	4	5	6	7
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

\_\_\_1. In most ways my life is close to my ideal.

\_\_\_2. The conditions of my life are excellent.

\_\_\_3. I am completely satisfied with my life.

\_\_\_4. So far I have gotten the important things I want in life.

\_\_\_5. If I could live my life over, I would change nothing.

*The SWLS is in the public domain. Permission is not needed to use it.*

### Appendix 3: The Orientations to Happiness Scale (OTHS)

Below are eighteen statements. Using the 1-5 scale below, indicate your choice with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responses. The 5-point Likert scale is as follows:

1	2	3	4	5
Very much unlike me	Not much like me	Neutral	Somewhat like like me	Very much like me

1. \_\_\_\_\_ Regardless of what I am doing, time passes quickly
2. \_\_\_\_\_ My life serves a higher purpose
3. \_\_\_\_\_ Life is too short to delay partaking of the pleasures it has to offer
4. \_\_\_\_\_ I seek out situations that will challenge my capacities and abilities
5. \_\_\_\_\_ When deciding what to do, I always think of what will benefit others
6. \_\_\_\_\_ Both at work and during my free time, I am normally involved in what I am doing and am not aware of myself
7. \_\_\_\_\_ I am always very absorbed in what I am doing
8. \_\_\_\_\_ I do the impossible to feel euphoric
9. \_\_\_\_\_ When deciding what to do, I always think of whether an activity would allow me to forget everything and focus only on it
10. \_\_\_\_\_ I am rarely distracted by things that occur in my surroundings
11. \_\_\_\_\_ I bear the responsibility of making the world a better place
12. \_\_\_\_\_ My life has meaning beyond myself
13. \_\_\_\_\_ When deciding what to do, I always think of whether or not it would be nice
14. \_\_\_\_\_ What I do is important for society
15. \_\_\_\_\_ I agree with the statement: 'Life is short; have dessert first'
16. \_\_\_\_\_ I love doing things that stimulate my senses
17. \_\_\_\_\_ I have spent a lot of time thinking about the meaning of life and how I fit into it
18. \_\_\_\_\_ For me, the good life is a life of pleasure

## Appendix 4: Work & Well-being Survey (UWES)

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, cross the '0' (zero) in the space after the statement. If you have had this feeling, indicate how often you feel it by crossing the number (from 1 to 6) that best describes how frequently you feel that way.

	Almost never	Rarely	Sometimes	Often	Very often	Always
0	1	2	3	4	5	6
Never	A few times a year or less	Once a month	A few times a month	Once a week	A few times a week	Everyday

1. \_\_\_\_\_ At my work, I feel bursting with energy
2. \_\_\_\_\_ I find the work that I do full of meaning and purpose
3. \_\_\_\_\_ Time flies when I'm working
4. \_\_\_\_\_ At my job, I feel strong and vigorous
5. \_\_\_\_\_ I am enthusiastic about my job
6. \_\_\_\_\_ When I am working, I forget everything else around me
7. \_\_\_\_\_ My job inspires me
8. \_\_\_\_\_ When I get up in the morning, I feel like going to work
9. \_\_\_\_\_ I feel happy when I am working intensely
10. \_\_\_\_\_ I am proud on the work that I do
11. \_\_\_\_\_ I am immersed in my work
12. \_\_\_\_\_ I can continue working for very long periods at a time
13. \_\_\_\_\_ To me, my job is challenging
14. \_\_\_\_\_ I get carried away when I'm working
15. \_\_\_\_\_ At my job, I am very resilient, mentally
16. \_\_\_\_\_ It is difficult to detach myself from my job
17. \_\_\_\_\_ At my work I always persevere, even when things do not go well

## Appendix 5: Gatekeepers Letter



18 August 2016

Attention: Mrs. Jayrushi Ramasamy-Guruyah

Permission to conduct research at Central Technical College (Durban)

I, Serisha Singh Academic Manger at Central Technical College Durban hereby grant permission to Rebecca Tiffany Naidoo (210507892) to conduct surveys and interviews with lecturers for her Masters research.

Kindly ensure that participation is voluntary and all information collected remain confidential and strictly for research purposes. Permission is granted only for interviews and surveys with the respective lecturers. No access will be given intellectual property of the brand.

Please consult with me prior to arriving as participants must be notified and for other operational issues, to avoid and disruptions of lectures.

Thank you.

Yours sincerely,

Serisha Singh  
Academic Manager  
CTC Durban  
031 307 4008

Directors: LM Nain, D Munien, M Munsami

**HEAD OFFICE: DURBAN**

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Tel: +27 12 320 5109

**CAPE TOWN CITY**

13 Hour Street  
Cape Town, 8000  
Tel: +27 21 422 3950

info@ctc.edu.za | www.ctc.edu.za

Dear Rebecca Tiffany Naidoo

This letter serves to inform you that Damelin Overport will be granting you permission to conduct research for your study at our campus.

We understand that confidential information of our fellow employees will not be required for your study and information that is required based on your topic will be kept strictly confidential.

Thank You

  
Academic Manager

  
General Manager

**Directors: L Chetty, LM Nair, M Munsami**  
Damelin (Pty) Ltd Reg No. 1995/012787/07

**Damelin Overport, Durban**

92 Overport Drive, Durban  
Tel: +27 31 268 9400

Email: [overport@damelin.co.za](mailto:overport@damelin.co.za)  
[www.damelin.co.za](http://www.damelin.co.za)

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## Appendix 6: Ethical Clearance Letter



19 January 2017

**Mrs Rebecca Tiffany Chetty (210507892)**  
School of Management, IT & Governance  
Westville Campus

Dear Mrs Chetty,

**Protocol reference number: HSS/2005/016M**

**Project title:** Private Education, Liberating or Deteriorating Academic performance in workplace: Understanding the upstream challenges faced by lecturers and the dynamics of happiness vs work engagement in private higher education

**Full Approval – Expedited Application**

In response to your application received on 15 November 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and **FULL APPROVAL** was granted for the protocol.

**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 discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

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

Yours faithfully

.....  
Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Jayrasha Ramasamy-Gurayah  
Cc Academic Leader Research: Professor Brian McArthur  
Cc School Administrator: Ms Angela Pearce

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

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## **Appendix 7: Background Information to Research Study**

Date 10/11/2016

Greetings,

My name is Rebecca Tiffany Chetty from, UKZN Westville Campus, College of Management and Law, School of Management, Information technology and Governance. I am currently completing a Master degree in Human Resource Management. My student number is 210 507 892, My contact details are as follows:

Cell number is 076 637 6542

Email: tiffany.chetty015@gmail.com

You are being invited to consider participating in a study that involves research surrounding private tertiary education and academic performance in the workplace. The aim and purpose of this research is to investigate the relationship between the levels of happiness experienced by academics vs the level of work engagement in private tertiary education. The study is expected to include 66 participants in total (35 Higher Education and Training and 30 Further Education and Training academics). It will involve the following procedures A non-probability sampling method will be used in this study, as the participants of this study were selected by judgement and choice, each participant will be asked to complete a questionnaire booklet comprising of 1 bio graphical datasheet and 3 scales, namely: The Satisfaction with Life Scale (SWLS), the Orientation to Happiness Scale (OTHS) and Work & Well-being Survey (UWES). The duration of your participation if you choose to participate and remain in the study is expected to be approximately 25-30 minutes. The study is self- funded.

We hope that the study will create the following benefits: it will help create self-awareness of your satisfaction of life, the level of happiness you are currently experiencing and understand the need for wellbeing and satisfaction in the work place. After completing the survey the researcher will use this quantitative information to either prove or disprove the relationship between happiness and work engagement.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee 16110911371.

In the event of any problems or concerns/questions you may contact the researcher at (provide contact details) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**Mrs. Mariette Snyman**

Humanities and Social Science Ethics (HSSREC) Research Office,

Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000

Tel: 031 260 8350 Snymanm@ukzn.ac.za

**Researcher:** Rebecca Tiffany Chetty (076 637 6542)

**Supervisor:** Name (082 305 2547)

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

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

Sincerely

Rebecca Tiffany Chetty

---

## **Appendix 8 – Consent to Participate**

I (\_\_\_\_\_) have been informed about the study entitled (\_\_\_\_\_) by Rebecca Tiffany Chetty.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

**Mrs. Mariette Snyman**

**Humanities and Social Science Ethics (HSSREC) Research Office,**

**Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000**

**Tel: 031 260 8350 Snymanm@ukzn.ac.za**

**Researcher: Name (Telephone number)**

**Supervisor: Name (Office Telephone number)**

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion      YES / NO

Video-record my interview / focus group discussion      YES / NO

Use of my photographs for research purposes      YES / NO

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

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Witness**  
**(Where applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Translator**  
**(Where applicable)**

\_\_\_\_\_  
**Date**

