

A CRITICAL EVALUATION OF JOB SATISFACTION LEVELS DURING THE
TRANSITIONAL PERIOD OF A MERGER: THE CASE OF WALTER SISULU
UNIVERSITY

By

IRENE NTOMBENTSHA MBUNDU

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SUPERVISOR: Dr S J LE ROUX

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DECLARATION

I, ***Irene Ntombentsha Mbundu*** hereby declare that this dissertation is the outcome of my own independent research and that all sources used in the process have been recognised by means of full reference.

.....
Mbundu Irene Ntombentsha

.....
DATE

DEDICATION

I dedicate this work to my late brother, Mr Zamil Mbundu. When my parents could not afford to take me to high school, he rescued me from joining many domestic workers from my village by supporting me financially to carry on with my studies. Though he was not educated himself and worked as a mine worker (eRhawutini), he valued education, and he gave me all the support and encouragement I needed from high school through to tertiary.

Glory Be To God, HE who made everything possible for me to be where I am today.

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ABSTRACT

The restructuring of the South African higher education system ranges widely across mergers and incorporations, the creation of new institutional forms, regional-level programme collaboration and rationalisation. The Council on Higher Education (CHE) calls for greater productivity and more cost-effective deployment of resources. Such changes need to be managed effectively in order for staff and managers to adapt and find new ways to operate effectively within the changing environment and to maintain job satisfaction. The aim of this study was to critically evaluate job satisfaction levels during the transitional period of merger in the case of Walter Sisulu University (WSU), as organisational excellence can be achieved when employees experience job satisfaction. The research method employed to gather data was that of quantitative design. The sample consisted of academics and non-academics of WSU employees from the former Border Technikon, Eastern Cape Technikon and University of Transkei. The instrument used to collect data was a modified version of the 1977 Minnesota Satisfaction Questionnaire (MSQ). Of the 130 respondents 69 were academics and 61 non-academics. Key findings of the study indicated that there are more factors that contribute to job dissatisfaction compared to those factors that contribute to job satisfaction dimension. The results also indicated that the majority of respondents were dissatisfied with most of the job satisfaction factors. The paper recommends that, during a transitional period, human capital issues should be accorded the proper attention and should be addressed early in order to maintain high staff morale (job satisfaction). This will create a smooth transition during which employees will feel valued and experience job satisfaction.

Key words: Job satisfaction; job dissatisfaction; transitional period; academics; non-academics

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CHAPTER 1

1.1 BACKGROUND

The restructuring of the South African higher education system ranges widely across mergers, incorporations, the creation of new institutional forms, and regional-level programme collaboration and rationalisation. The Council on Higher Education (CHE) calls for greater productivity and more cost-effective deployment of resources. These changes need to be managed effectively in order for staff and managers to adapt and find new ways to operate effectively within the changing environment and to maintain job satisfaction (CHE, 2000).

Research suggests that change, whether planned or unplanned, tends to lead to discomfort and feelings of insecurity (Robbins, 2001: 558). Change could have a significant impact on employee morale, be it positive or negative. It is therefore imperative that during the transitional period employees are valued and that they experience job satisfaction throughout the process.

Research on mergers in the higher education sector suggests that, as with any other form of change, the university employees became insecure about their jobs during the universities' transitional period of merging. This was due to the complex interplay of academic and non-academic characteristics that impacted negatively on the institutions throughout and research.

1.1.1 Mergers

A merger is a combination of two or more separate entities (such as companies) to form a new entity. Whether in the public sector or the private sector, mergers are globally driven and shaped by social, political, economic and technological forces. Literature on mergers discusses the fact that mergers recently became a common response strategy in higher education worldwide to address these forces.

The literature on higher education mergers shows that the ‘people issues’, which contribute to merger success or failure in corporate mergers, are equally relevant in higher education mergers (Reddy, 2007: 487).

However, the governments of countries such as Australia, Britain, Netherlands, Norway, Sweden and South Africa have either mandated or encouraged mergers by providing policy incentives so as to rationalise their higher education systems.

In Australia, many of their current public institutions are the result of a long history of mergers, also in Japan as the population and enrolments dwindled, universities started to consider merging as the best solution. Research suggests that 35 of Japan’s 99 national universities are planning mergers and also Taiwan is considering consolidating its higher education institutions so as to improve their quality and prestige (Wan & Peterson, 2007).

The literature on mergers suggests that a merger denotes radical institutional changes and the literature confirms that the realisation of merger benefits is mixed. A merger is by all means a complex process and during this transitional period not only are governing systems of the institutions affected, but also the ‘souls’, that is the human component of the partners involved (Wan & Peterson, 2007). Globally, mergers are characterised by heightened emotions, fears of losing one’s job, having to move sites, changes to conditions of service that might be unfavourable as well as losing some benefits due to financial constraints of the new institution not being able to afford these benefits in the long term.

1.1.2 South African higher education mergers

The higher education system of South Africa before 1994 was characterised by inequalities in student access and success as well as disciplines and institutions with regard to research outputs, staffing, governance and funding (NCHE 1996).

Later in April 2001, the Minister of Education investigated how the South African higher education system could be restructured to establish a new instructional landscape. From 2002 to 2005, the South African higher education landscape underwent an extensive merger and incorporation process to bring about an equitable dispensation to meet the requirements of a fast-developing new nation.

The 36 universities and ‘technikons’ were merged in various ways to produce 23 universities in three categories, namely traditional academic universities, universities of technology and comprehensive universities (which offer both academic and technological qualifications). South Africa’s higher education transition is occurring in a context of globalisation and a global economy in which economic growth is increasingly dependent on knowledge and information.

The literature review on South African higher education mergers concurs with that of international higher education mergers, whereby it is stated that the realisation of merger benefits is mixed. This is supported by authors like Stumpf (2009) who states that in some cases the effect of geographical distance on establishing and sustaining cohesive and integrated new institutions seem to have been grossly underestimated. He suggests that the mergers between the University of the North and Medunsa to form a new University of Limpopo, and the merger between the former Border Technikon and the University of Transkei in Umtata put financial strain on the new institutions because of the geographical location. Travelling between campuses to attend meetings is unavoidable. Debetle (2009) also wrote an article titled ‘Merger headaches’ where he reported on complaints from merged institutions like the Tshwane University of Technology where the Nehawu chairperson was complaining that when the merger took effect some of the staff members posts’ were downgraded to achieve equality of status and most vacant posts were frozen, so no new appointments were made while the quality and standards of education were compromised. Some mergers did, however, make sense such as Nelson Mandela Metropolitan University, Durban University of Technology and the establishment of the University of KwaZulu-Natal (Debetle, 2009).

It is reported that some mergers failed to achieve post-merger financial growth because, amongst other things, the people's issues were not handled strategically.

According to Hornby (2005) a merger is a process of transition and a transitional period refers to the period of changing from one state to another. Research suggests that the human factor should be monitored during transformation as employee dissatisfaction is reportedly responsible for all merger failures. Thus this study critically evaluates job satisfaction levels during the transitional period of the merger in the case of WSU.

1.1.3 Study area

WSU is a comprehensive tertiary institution conceived out of a hybrid merger of the former University of Transkei and two former Technikons in the Eastern Cape, namely Border Technikon and Eastern Technikon. WSU was established on 1 July 2005 in terms of the Higher Education Act 101 of 1997, as amended. WSU consists of four campuses situated in four different towns of the Eastern Cape Province with 400 km between them, namely at Mthatha former UNITRA known as Nelson Mandela Drive and Zamukulingisa site; former ECT now called Ibika Campus at Butterworth; former Border Technikon named as Buffalo City Campus in East London and the Whittle Sea Campus in Queenstown. The merger that led to the formation of WSU is unique since all three merged institutions are from Historically Black Disadvantaged Institutions (HDIs) and are in the poorest part of the Eastern Cape Province. WSU consists of four faculties, a student population of approximately 24,000 with a staff complement of 1,179 both academics and non-academics. According to the Programme and Qualification Mix (PQM) approved by the Department of Education (DoE), the targets for the qualifications offered are that 73% for the students should be registered for undergraduate certificates and diplomas, 24% for first degrees, and 3% for postgraduate degrees. The institution presently conforms to these targets as it is a developmental university and is growing in its size.

Technikons have traditionally defined and positioned themselves as Higher Education Institutions (HEI) of science and technology with more reservation of acceptance by the universities as their counterparts. This was perpetuated by discrimination of Technikons when distributing funding for academic salaries and research by the Education System. Cooper (1995) argues that Technikons under apartheid regime have been operated as ‘minors’ to the much better resourced universities. Also, Technikon employees are significantly under qualified in comparison with university staff due to the fact that Technikon education has been focused on practical education as opposed to theory. During the transitional period of a merger for WSU it became clear that the university population feel that they are superior to the other group which is the Technikon’s group. This created division between the three institutions.

This division has also contributed to the threat to self-esteem and self-efficacy by making employees less likely to feel their status/worth/ability which leads to job dissatisfaction.

1.2 PROBLEM STATEMENT AND RESEARCH QUESTION

A fairly large proportion of university employees became insecure about their jobs during the universities’ transitional period of merging. This was due to the complex interplay of academic and non-academic characteristics that impacted negatively on the research output of the institutions concerned. As with any other form of change that they might have had to face, university employees faced an uncertain future during the transitional period, as new policies were implemented. This resulted in some employees even resisting change. The transitional period of a university tends to portray a negative image among the staff members concerned, as they tend to fear and to feel insecure about the unknown, resulting in the experiencing of instability within the university’s working environment.

After the apartheid era, most South African tertiary institutions underwent change. As such, a study to evaluate job satisfaction levels during the transitional period of a merger at WSU was visualised. The results of the study could help to improve staff motivation and morale at other universities also undergoing transition. High levels of staff morale, particularly among academic staff members, might contribute to a high pass rate and to a concomitantly high research output.

1.3 AIM/PURPOSE OF THE STUDY

The aim of this study is to critically evaluate job satisfaction levels during the transitional period of a merger, in this case WSU, as organisational excellence can be attained when employees experience job satisfaction.

1.4 OBJECTIVES OF THE RESEARCH

The primary objective of the study is to critically evaluate the job satisfaction levels experienced during the transitional period of the merger at WSU, as excellence can only be achieved when employees experience job satisfaction. To achieve the primary objective, the following secondary objectives were set:

- to determine the factors that influence the levels of job satisfaction experienced by WSU employees during the transitional period of the merger;
- to determine the factors that influence the levels of job dissatisfaction experienced by WSU employees during the transitional period of merger; and
- to make recommendations to the merger facilitators to ensure that the transition is smooth and that the employees concerned feel valued and experience job satisfaction despite the change

1.5 VALUE OF THE RESEARCH

The value of the research is to critically evaluate the intrinsic, extrinsic and job satisfaction levels of WSU employees during the transition period, as human resource management is the central activity that needs the most attention and needs to be addressed as early as possible to maintain high staff morale during the transitional period. A possible outcome of this research will be suggested to merger facilitators.

1.6 RESEARCH METHODOLOGY AND DESIGN

According to Welman and Kruger (2004:46), the research design describes the plan in which information is obtained from the research participants. In the plan it must be clearly illustrated how participants will be selected in order to get valid and reliable research results. Gronhaug and Ghauri (2005) note that quantitative designs deal with a large number of respondents and use sufficiently large numbers to allow for general stable comparisons and for conclusions to be drawn about populations.

The research method employed to gather data for this study is that of quantitative design using a structured questionnaire. Proportional stratified random sampling was used to select the number of employees in each category of employees, namely academics and non-academics alike. The questionnaire has two sections, namely Section A for Demographic Information and Section B statements to evaluate a participant's job satisfaction. The Demographical Information (Section A) enables the researcher to analyse participants' responses according to groups of individuals such as academics and non-academics. Section B contains statements based on the Minnesota Satisfaction Questionnaire to measure an individual's satisfaction levels on aspects of the work environment. This enables the researcher to analyse and come up with findings and recommendations of the study.

1.7 RESEARCH INSTRUMENTS

Minnesota Satisfaction Questionnaire (MSQ) was developed in 1967 by Weiss, Dawis, England and Lofquist to measure specific aspects of an employee's satisfaction with his or her job. The MSQ has two forms; two 100-item long forms (1977 version and 1967 version) and a 20-item short-form. The MSQ has become a widely used instrument to evaluate job satisfaction because of its accuracy and its ability to identify specific areas that impact performance and human behaviour in the workplace. Minnesota Satisfaction Questionnaire is easy to use, easy to understand, valid and reliable and also applicable in any organisation.

There are many methods for measuring job satisfaction. The most common method for collecting data about job satisfaction is the Likert scale (Wikipedia, Free Encyclopedia). For this study the researcher uses a standardised measuring instrument by means of MSQ questionnaires. The MSQ makes it feasible to obtain an individualised picture of job satisfaction, as well as providing an accurate measurement of job satisfaction for groups of individuals on numerous workplace factors. The use of a questionnaire is preferable as it is inexpensive and efficient. Also, it is easily quantified and easy to analyse statistically.

1.7.1 Demographical questionnaire

Section A focuses on the personal information of each respondent such as age, gender, levels of education, salary grades and length of service with any of the legacy institutions and of the new institution.

1.7.1 Job satisfaction questionnaire

The Shortened Version of the MSQ (Weiss, Davis, England & Lofquist, 1967) is used to measure the dimensions of job satisfaction such as intrinsic and extrinsic variables.

The MSQ is one of the most widely researched and utilised measure of job satisfaction. MSQ Shortened Version consists of three scales: Intrinsic Satisfaction, Extrinsic Satisfaction and General Satisfaction with the current job. Research also suggests that the MSQ measures an individual's satisfaction with 20 aspects of the work environment. The questionnaire consists of a 4-point scale, where one **1** indicates *Very Dissatisfied*, **2** indicates *Dissatisfied*, **3** indicates *Satisfied* and a value of **4** indicates *Very Satisfied*.

1.8 POPULATION AND SAMPLING PROCEDURE

According to Seal, Gobo, Gubrium and Silverman (2004: 435), it is essential to define sampling units clearly before choosing cases. This is to avoid messy and empirically shallow research. The population chosen for this study is WSU academic and non-academic employees from the three legacy institutions and the Directorate of WSU.

1.8.1 Targeted population

The targeted population are employees from Grades 3 to 17, as the university uses the Peromnes Job Grading System for grouping employees. Grades 3 and 4 personnel are executive directors and deputy vice-chancellors, Grades 5 and 6 are professors, directors, deputy directors and managers of WSU, Grades 7 and 8 are senior lecturers/lecturers and senior managers, Grades 9 to 11 are senior officers/officers and Grades 12 to 15 assistant officers and clerks and Grades 16 and 17 are maintenance personnel. At the time of the study there are no associate professors within the university as the academic structure/architecture is not yet finalised.

1.8.1 Sampling

After having specified a population, the researcher decides if he or she will collect information on all its individuals or on a sub-set only. So the sample is just a sub-set of cases (Seale, Gobo, Gubrium & Silverman, 2004: 437).

A sample size of 200 will be used, since the population size is 1 179. The selection of the sample size is based on Leedy and Ormrod's (2010: 214) guidelines. A systematic sampling method will be used for issuing the questionnaires to respondents, in terms of which every fourth respondent is given a questionnaire, until the required sample size is reached. Proportional stratified random sampling is used to find the number of employees in each category of employees.

1.9 DATA COLLECTION

- MSQ questionnaire hard copies (printed) are distributed and collected.
- Two main job categories are represented in the population, namely academics and non-academics.
- All participants are permanent WSU employees migrated from the three legacy institutions.

1.10 DATA ANALYSIS

The data are obtained from WSU employees who are affected by the merger, more specifically those that are still employed by the university. Those who left the university do not form part of the study.

The collected data are presented as follows:

- For the Demographic Information (Section A) the researcher uses bar charts
- For MSQ (Section B) questions the researcher uses the Statistical Package for Social Sciences (SPSS, version 1.8).

A critical analysis to evaluate job satisfaction levels of WSU employees are made based on the MSQ questionnaires. In scoring the MSQ for general job satisfaction, percentile scores are used.

1.11 VALIDITY AND RELIABILITY

People's judgments are imperfect, so it is important to determine how reliable and valid each information analysis is (Spector, 2005: 69). For this study the following methods are used to check the reliability and validity of the study:

- The distributed questionnaires are collected directly from participants since the researcher asks them to participate voluntarily and freely in the research project.
- The completion of the questionnaires is voluntary and questionnaires are completed anonymously.

1.12 LIMITATIONS

- During the study period the environment was unstable due to a deadlock on the harmonisation of benefits of the legacy institutions and thus respondents might have been too negative in their responses as there is always uncertainty and indecisiveness during mergers.
- During the study period on this research some WSU employees from legacy institutions had already left the WSU and those that are still available may be scared to participate.
- Time constraints could also have a negative impact on this study when participants take time to respond as this was conducted during the examination period at the university.

1.13 ACRONYMS

CHE – Council of Higher Education

JDI - Job Descriptive Index

JGI - Job General Index

JSS - Job Satisfaction Survey

MSQ - Minnesota Satisfaction Questionnaire

NCHE - National Commission of Higher Education

SPSS - Statistical Package for Social Sciences

WSU - Walter Sisulu University

1.14 ORGANISATION OF CHAPTERS

Chapter 1 - in this chapter the researcher focuses on the background to the research, the problem statement, aims and objectives of the research, a brief outline on research design and methodology, limitations and chapter outline.

Chapter 2 - is where the researcher contextualises the research topic. In this chapter a literature review is discussed as well as the definitions of job satisfaction/dissatisfaction by different authors. This chapter also focuses on job satisfaction/dissatisfaction theories as well as research by other researchers in this study field. Also the literature review focuses on factors influencing job satisfaction/dissatisfaction and their impact on employees.

Chapter 3 - in this chapter the researcher identifies and discusses the design and methodology in detail which include the research instruments, questionnaire, population and sampling, administrative procedures and statistical data analysis.

Chapter 4 - this chapter discusses the findings and data analysis responding to who said what, meaning, significance, relation to the study and literature.

Chapter 5 - this chapter presents the conclusions and recommendations. The researcher gives a summary of the findings followed by the conclusions, and then possible implications and suggestions for further research.

1.5 SUMMARY

This chapter provided the introduction to the study, the background of the study, problem statement, primary and secondary objectives of the research, research methodology and the layout of chapters. Chapter 2 focuses on the literature review and an analysis of previous research conducted on job satisfaction and the concept of the impact of mergers on people is discussed to put job satisfaction in context during transitional periods.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The previous chapter provided the introduction to the study, the background of the study, problem statement, primary and secondary objectives of the research, the research methodology and the layout of chapters.

This chapter the researcher intends to provide an overview of the impact of a merger and transformation on people, the relevant literature on job satisfaction factors will be reviewed and an analysis of previous research conducted on mergers in higher education institutions in South Africa will be given. This will assist the researcher to place the study into perspective and to gain a better understanding of the theoretical job satisfaction and its definition and factors that lead to job satisfaction/dissatisfaction during the transitional period of a merger, in this case WSU.

2.2 BACKGROUND

As a point of departure, the higher education system of South Africa before 1994 was characterised by inequalities regarding student access and success, as well as disciplines and institutions with regard to research outputs, staffing, governance and funding (NCHE 1996). The representation of blacks and South African women in the academic workforce was marked by more severe inequalities, being concentrated in the lower ranks of academic staff and other professional staff categories. Also, during this period universities were established and confined to different 'homelands' and were to pursue self-determination in those territories as part of the divide and rule strategy of the apartheid policy of separate development.

After 1994, the new government came in with an agenda of restructuring and transformation. The South African Constitution of 1996 and the 1997 Act and White Paper pronounced the wide-ranging imperatives and goals to be achieved through higher education. The South African higher education also formulated strategies and instruments for effecting change in areas such as, access and success, learning and teaching, governance, financing and funding, and the shape and size of higher education. Without any doubt, universities were key instruments in this agenda of the new government to demonstrate transformation.

However, the South African higher education transition is occurring in a context of restructuring the colonialism and apartheid social, political and economic discrimination and inequalities of class, race, gender and institutional accessibility.

This transition takes place in the presence of the external factor of “globalisation” which is usefully defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by the events occurring many miles away and vice versa (Held, 1991:9). In a global economy, economic growth is increasingly dependent on knowledge and information.

Mergers have become an established part of life, particularly in the environment of institutions of higher education (Brousseau, 1989). The South African higher education landscape is not unique in this regard. Higher education institutions worldwide also embarked on mergers. WSU is the product of university mergers that took place in South Africa after 1994.

The transitional period of a university tends to portray a negative image among the staff members concerned, as they tend to fear and to feel insecure about the unknown, resulting in the fact that staff experiences a sense of instability within the university’s working environment. The consideration of people during the transitional period is an ethical issue that promotes a dedicated workforce, a common culture, and participative structures; all of which help to ensure acceptable levels of

productivity and profitability (Hoffman, Frederick & Petry, 1989), and this team workforce can only be achieved when employees experience job satisfaction.

2.2 IMPACT OF MERGER ON STAFF MORALE/JOB SATISFACTION

Van der Westhuizen (2004: 154) describes the emotional consequences experienced by staff in the process of a merger as a 'crisis in human life' that is similar to death. In addition, staff endure a great deal of stress and anxiety during the transformation process. In view of the impact of transformation on employees, it is, therefore, essential that 'people issues' are adequately addressed as early as possible to maintain high staff morale. Furthermore, Wyngaard & Kapp (2004: 189) argues that one of the problems encountered with mergers is 'people issues', namely the human factor. However, Wyngaard and Kapp (2004) conclude that support structures should be established and that staff preparation programmes should be instituted in order to reduce stress on human capital during a transitional period.

According to Arnold and Feldman (1996: 86), many different factors tend to cause people to feel positive or negative about their jobs. Accordingly, job variables require consideration in order to maintain job satisfaction, which is considered as a strong predictor of whether an individual will decide to stay on at, or to leave an organisation. Such choices are critical during a transitional period. However, existing literature on mergers suggests that the following three key factors should be considered as crucial to work stability during transitional periods: job security; procedural fairness; and effective communication.

Research has also indicated that job security is the most important factor for employees during a transitional period, followed by pay and benefits, work autonomy, and performance feedback (Schweiger, Ivancevich & Power, 1987), so that organisations should prioritise the human factor during a transitional period.

During transitional periods, especially when harmonising salaries, benefits and conditions of services, the loss of one benefit from the legacy institution may become a pushing factor for one group, with another group benefiting from the change, so that said factor will serve as a pulling factor for them. However, it must be kept in mind that harmonisation is not equalisation, and that the merged institution must develop its own policies, salary scales, benefits, and conditions of service. Staff members who are affected will consider the latter, comparing them with those from the legacy institution, and then decide whether they wish to stay with the new institution or to leave it.

Wyngaard and Kapp (2004:200) in their study conclude that the negative impact of mergers on people could have been avoided or at least reduced if the process had been planned and managed in a professional way. They argue that people have lost their jobs, individuals are suffering from depression and a significant number of people directly influenced by mergers have lost their self-esteem and confidence, and have become cynical. They recommend that when future mergers are planned, the lessons learnt from experience will be taken to heart to avoid the devastating effect mergers may have on their most valuable asset, their people.

In summary, the literature on mergers reveals that mergers had and have a negative impact on staff morale in many ways. It is therefore prudent that employees are valued during the transitional period, and that they experience job satisfaction throughout the merger process. As mentioned in chapter 1, WSU was established on the 1 July 2005 but at the time of this study (2009) to maintain employees job satisfaction/morale high during transitional periods, structure had been restructured to have one governing council, a vice-chancellor, deputy vice-chancellor, executive deans/directors and directors while everything else remained as before. This has been a change process and it has affected human behaviour and has impacted on employee job satisfaction aspects.

The next section focuses on job satisfaction definition, theories, factors and consequences of job satisfaction and dissatisfaction in relation to transitional periods.

2.4 DEFINITION OF JOB SATISFACTION

Researchers argue that job satisfaction is “as the degree to which individuals feel positively and negative about their jobs” (Steyn & Van Wyk 1999: 37-40). Job satisfaction is considered to be the strong predictor for an individual to decide to stay or leave the organisation. Job satisfaction may also impact on employee’s behaviour like absenteeism, frequent labour unrest and high turnover; hence during transition periods the human element should be the priority.

Blyton and Jenkins (2007:106) argue that job satisfaction remains one of the most researched topics in the study of work. They argue that “despite all the research undertaken, not all the important questions about job satisfaction have been fully answered and these include, to what extent the factors that give rise to satisfaction by their presence also create dissatisfaction by their absence”.

According to Diaz-Serrano and Cabral Vieira (2005) job satisfaction is the predictor of overall individual wellbeing and also a good predictor of intention or decisions of employees to leave a job.

Robbins, Odendaal and Roodt (2003:72) refer to job satisfaction as an individual’s general attitude to his or her job. A person with a high level of job satisfaction holds positive attitudes towards his or her job, and one who is dissatisfied with his or her job holds negative attitudes towards the job.

Schultz, Bagrain, Potgieter, Viedge and Werner (2003: 219), define job satisfaction as a personal appraisal of the job and the psychological experience at work. The happier people are within their jobs, the more satisfied they are said to be.

According to Locke, (1976:1300) job satisfaction refers to “a pleasant or positive emotional state resulting from the appraisal of one’s job or experiences.”

Spector (2005:217) defines job satisfaction as an attitudinal variable that reflects how people feel about their jobs overall and in certain aspects. In simple terms, job satisfaction is the extent to which people like their jobs; job dissatisfaction is the extent to which they dislike them.

According to Rothman and Cooper, (2008:59) job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. They argue that the main factors influencing job satisfaction are organisational factors (pay, promotions, the work itself and working conditions), group factors (the role of the supervisor and of co-workers) and personal factors (needs and aspiration and how these are met, and how an individual views the instrumental benefits of the job).

For the purpose of this study the researcher concluded that job satisfaction is how people feel about their jobs and the various aspects of their jobs.

2.5 THEORIES OF JOB SATISFACTION

Many theorists have tried to formulate an explanation for why people feel the way they do with regard to their jobs. There are various job satisfaction components that are considered to be vital to job satisfaction, namely pay, promotion, benefits, supervisor, co-worker, work conditions, communication, safety, productivity and the work itself. Rothmann and Cooper (2008:57) argued during the Conference on Promoting Markets in Creativity: Copyright in the Internet Age (2003) in Washington, DC, that although money is a symbolic way of showing employees that they are valued it might also be a dangerous motivator. She pointed out that there are three ways in which money can have serious repercussions for the creative process:

- Financial rewards can distract employees from the organisation's underlying goals.

- Employees may not put forward their best work if they are ‘bought out’ for limited rewards.
- Extrinsic rewards such as money can actually damage intrinsic motivation.

Most scholars recognise that job satisfaction is a global concept that comprises of various facets, such as employee satisfaction with pay, supervisor and co-workers (Judge, Thoresen & Bono, 2001; Rainey, 2003). Other theorists (for instance, Rose, 2001) have viewed job satisfaction as a bi-dimensional concept consisting of both an **intrinsic** and **extrinsic** satisfaction dimension.

Intrinsic sources of satisfaction depend on the individual characteristics of the person, such as the ability to use initiative, relations with supervisors, or the work that the person actually performs; these are symbolic or qualitative facets of the job.

Extrinsic sources of satisfaction are situational and depend on the environment, such as pay, promotion, or job security. Both intrinsic and extrinsic job facets should be represented as equally as possible, in a composite measure of overall job satisfaction.

One useful stream of research has studied the causes and consequences of job satisfaction, and its interrelationships with other important job-related variables. Research results from Kinicki (2002) showed that job characteristics, role states, group and organisational characteristics and leader relations are generally considered to be antecedents of job satisfaction and motivation, whilst citizenship behaviours and job performance are generally considered to be consequences of job satisfaction. In the same vein of thought, Rainey (2003:276) posits that, it has been unclear whether job satisfaction contributes to individual performance or vice versa. The relationship between job satisfaction and performance is somewhat controversial as mentioned above, though some studies have shown that a positive mood – including job satisfaction – is linked to altruistic motives and prosaic behaviour, such as public service motivation, organisational citizenship behaviour, etc. (Brewer, 2001; Organ, 1977).

2.5.1 Maslow's theory

Job satisfaction may be a condition for high performance not a determination of it. This suggests a Malowian interpretation of employees' basic safety and security needs (job satisfaction, job security, adequate pay, etc) that must be met before high performance is possible. However, as Rainey (2003: 283-284) explains, research on work-related satisfaction does not as yet produce a clear pattern.

Some researchers argue that Maslow's hierarchy of needs theory, a motivation theory, laid the foundation for job satisfaction theory. This theory explains that people seek to satisfy five specific needs in life:

- Physiological needs such as hunger, thirst and sleep are the first level on the hierarchy.
- Safety/security needs such as shelter and protection from physical danger and economic instability, contribution toward medical, insurance and pension schemes.
- Social needs such as a need to affiliate with others and supportive relationships like to be accepted and to be loved.
- Self-esteem needs for recognition, achievement, independence, freedom and a belief in oneself in the next level.
- Self-actualisation a need to realise one's full potential, capable of being, recognition and a belief in oneself in the next level.
- If these needs are fulfilled and being maintained, then, you can say the employees are satisfied by their jobs.

Figure 2.1 Maslow's hierarchy-of-needs

[Maslow's hierarchy-of-needs concept.]



(Source: Kossen, 1994)

2.5.2 Alderfer's theory

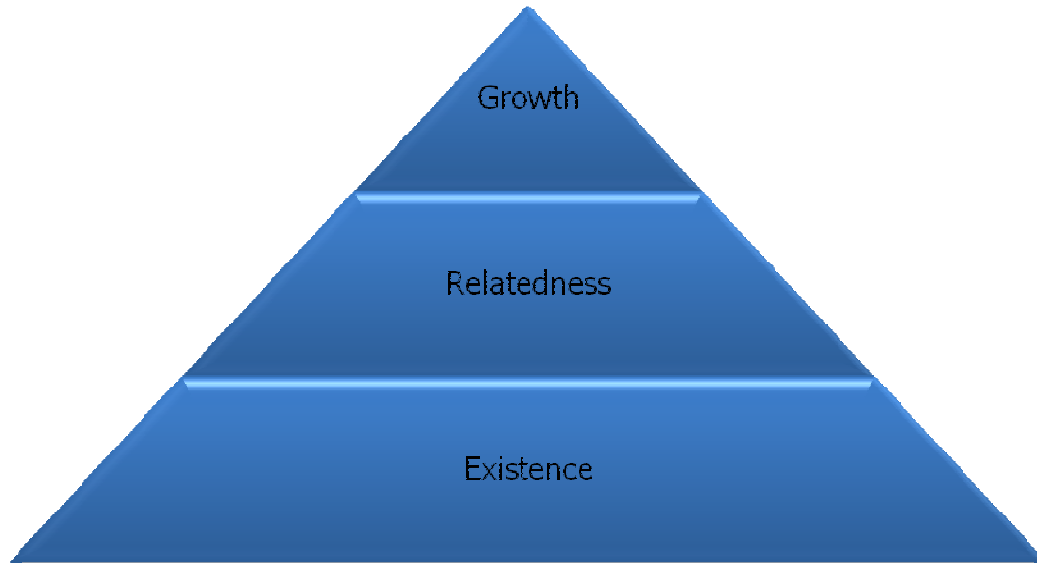
Alderfer (1972) suggests that an individual's needs can be divided into three groups:

- *Existence needs*, which include nutritional and material requirements (at work this would include pay and condition).
- *Relatedness needs*, which are met through relationships with family and friends and at work with colleagues.
- *Growth needs*, which reflect a desire for personal psychological developments.

According to Alderfer the *existence* needs are concerned with survival or physiological wellbeing of the individual, and they correspond to Maslow's physiological and safety/security needs. The *relatedness* needs are concerned with interpersonal and social relationships, and they correspond to Maslow's social needs. The *growth* needs are concerned with a person's desire for personal development, and they correspond to Maslow's esteem needs.

According to Existence needs, Relatedness needs and Growth needs (ERG) theory, more than one need may be in operation at a given moment. This implies that a lower level need does not have to be substantially gratified in order for a higher level of need to come into operation (Robbins, 1996: 219).

Figure 2.2 ERG'S Model



(Source: Kossen, 1994)

2.5.3 Frederick Hertzberg's two factor theory (aka Motivator Hygiene Theory)

Although this theory is more often presented as a motivation theory, it has become another famous theory that explains job satisfaction. This theory states that satisfaction and dissatisfaction are driven by different factors (motivation and hygiene).

According to Schultz et al. (2003: 60), Hertzberg's research showed that factors that made employees feel good about their jobs were significantly different from the factors that made them feel bad about their jobs. Motivators are aspects of the job that make people want to perform and they provide people with satisfaction while hygiene factors refer to the aspects of job that do not make people satisfied (such as pay), but their absence would cause dissatisfaction.

2.5.3.1 Hygiene factors cannot, according to Herzberg, motivate employees but can minimise dissatisfaction if handled properly, these include:

- **Company policies** – If an organisation’s policies and procedures are not clear, sometimes unreasonably strict and if not applied to everybody, they create frustration, especially during transitions when companies are trying to get the “best practice” for the merged institution.
- **Supervision** – The role of a supervisor is extremely difficult and critical. It requires leadership skills and the ability to treat all employees equally and fairly.
- **Salary** - Salary is not a motivator for employees, but they want to be paid fairly. There should be clear policies related to salary increases and bonuses and these policies should be consistent and fairly applicable to all employees.
- **Interpersonal relations** – Part of the satisfaction of being employed is the social contact it brings, therefore employees should be allowed a reasonable time for socialisation. Workshops could be organised for staff from all merged institutions to get to know each other.
- **Working conditions** – The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. For this reason equipment and facilities such as lecture halls, good laboratories with the latest technology, exam venues, staff rooms, offices and network systems of the university should always be conducive and kept up to date.

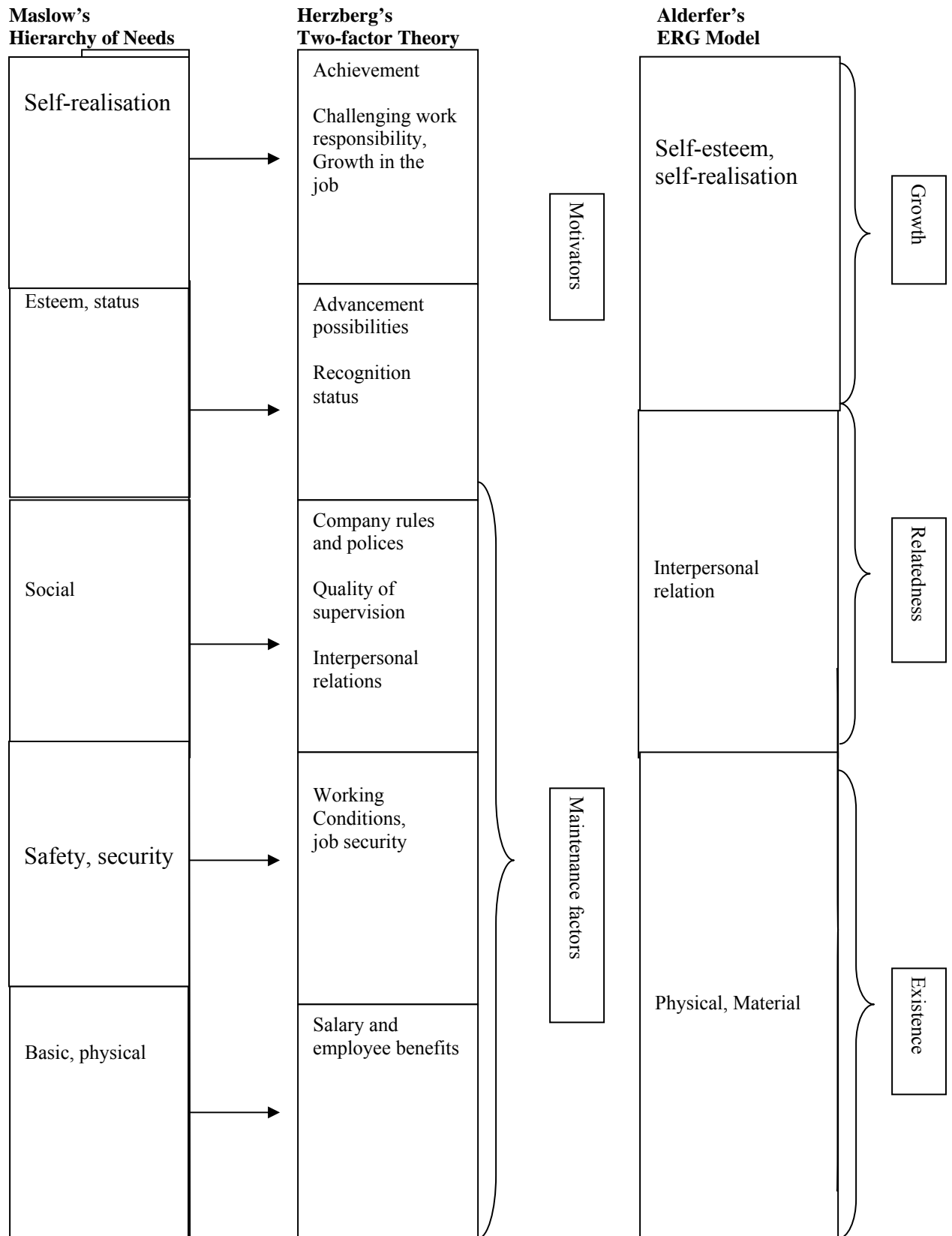
2.5.3.2 *Hertzberg's motivators*, on the other hand, create satisfaction by fulfilling an individual's needs for meaning and personal growth.

They are issues such as:

- **Achievement** – Hertzberg's theory states that most individuals sincerely want to do a good job, and managers need to place them in positions that use their talents and not set them up for failure. Set clear, achievable goals and standards for each position and make sure employees understand them.
- **Recognition** – Employees at all levels of the organisation want to be recognised for their achievements in their jobs. This can be improved by promoting an employee to senior position or sending a word of congratulation when work is well done. Also to give awards for the excellent performance, that will assist to maintain job satisfaction
- **The work itself** – Employees need to know that their work is important and meaningful. Make employees accountable, she/he must own the decisions revolving around their work.
- **Responsibility** – Employees will be more motivated to do their jobs well if they have ownership of their work. Thus, university employees tend to have autonomy to a certain degree especially academic staff which in turn tends to boost their sense of self control and independency and also make staff members more responsible.
- **Advancement** – Reward loyalty and performance with advancement for employees who are doing their best in the form of promotion or a new title to show your appreciation.

Hertzberg proposed that job satisfaction and dissatisfaction appeared to be caused by two sets of different factors. The presence of motivators in the workplace caused enduring states of motivation in employees but their absence did not lead to dissatisfaction. Hygiene, on the other hand, produced an acceptable working environment but did not increase satisfaction – their absence did, however, not cause job dissatisfaction. According to Hertzberg, the motivators will promote job satisfaction and encourage high and quality production once the hygiene areas are addressed. This will spill over to customer satisfaction and that can only be attained when employees experience job satisfaction.

Figure 2.3 on the next page shows a comparison of the motivational theories of Maslow, Herzberg and Alderfer.



2.6 FACTORS INFLUENCING JOB SATISFACTION

In another vein of thought, various aspects/variables of jobs and the terms under which those jobs are carried out have been identified as important influences on job satisfaction. To be exact about what makes people feel satisfied or dissatisfied about their work the approach is to focus on job facets or different aspects of a job.

Common job satisfaction facets

Pay	Job conditions
Promotion opportunities	Nature of the work itself
Fringe benefits	Communication
Supervision	Security
Co-workers	

According to Arnold and Feldman (1996:86-86), there are a variety of factors that make people feel positive or negative about their jobs. This means that there are job variables that need to be considered in order to maintain job satisfaction as job satisfaction is considered to be the strong predictor for an individual to decide to stay or leave an organisation.

Rothman and Cooper (2008:56) identified factors that lead workers to have positive or negative perceptions of their jobs as follows:

Pay. This seems to be the major factor in job satisfaction, because the money a person earns not only gives him or her opportunity to satisfy their basic needs, but also to satisfy higher-level needs. After the merger of the three institutions it has become clear that the salary scales of WSU employees in the same grade are not the same because of the historical disparities.

Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004:552-553) argue that staff members will compare themselves to other employees regarding what they put in and what they get out of an organisation.

WSU had to undergo salary harmonisation as the first step in the transition in order to alleviate much of the frustration, irritation and aggression towards management caused by historical disparities in salaries.

Work itself, This also seems to be a major source of job satisfaction, especially characteristics such as feedback, interesting and challenging work, and work which provides status to the employee. An employee may be happy with everything the organisation offers in terms of benefits, pay, bonuses and conditions of service but may be very dissatisfied with the work itself. Nel et al (2004: 552-553) argues that people would rather prefer a job that is interesting, challenging and that creates opportunities for self-actualisation and recognition.

Promotion. Promotional opportunities have a stronger impact on job satisfaction, hence management should use this as a motivating tool to ensure that the employee attains goals at a higher level. During the transitional periods in the formulation of the new structure, there could be positions that could be utilised as promotion opportunities to employees and that could be motivational and improve on job satisfaction.

Supervision. According to Rothmann and Cooper (2008: 56), supervision is a moderately important source of job satisfaction. It seems as if there are two dimensions of supervision that influence job satisfaction, namely worker-centeredness and participation Rothmann and Cooper (2008: 56).

Supervision becomes very difficult within merged institutions. In the case of WSU where employees have different working cultures, policies and procedure manuals the supervisor needs to come up with strong strategies for integration of all the different processes. This process has a challenge of people that resist change, then in that instant she/he will be perceived as unfair, incompetent and selfish by employees who resist the change.

That perception will therefore lead to a lower level of job satisfaction, while the level of job satisfaction will be high if supervisors are perceived as fair, competent and sincere.

Working conditions. If working conditions are fine there will be no job satisfaction problems because good working conditions will lead to physical comfort and convenience, but if they are poor they will impact poorly on employees.

In addition to these factors there are also other aspects of work that are related to job satisfaction, such as the degree of **job security** which refers to the likelihood of a job remaining available to the current job holder, especially during a transitional period of mergers where some positions from the legacy institutions will not be on the structure of the newly formed institution which gives the incumbents of such positions no other option but to leave the organisation. Furthermore, **communication** effectiveness and feedback on a job well done are important. This holds even for constructive negative feedback from which improvement and skills development programmes can follow.

Apart from the above, large surveys have identified that job satisfaction tends to be associated with a number of individual and organisational variables (Blyton & Jenkins, 2007:109-110). These include gender, age, education, hours of work and size of establishment. Their surveys show that, overall, women tend to report higher levels of job satisfaction than men.

Workers in their thirties, the well-educated, those working longer hours and workers in larger establishments, on the other hand, tend to report lower average levels of job satisfaction. More educated employees tend to report lower average levels of job satisfaction; this may reflect a relationship between education and higher expectations, which may generate dissatisfaction if not fulfilled.

2.7 CONSEQUENCES OF JOB SATISFACTION AND DISSATISFACTION

Having identified the various sources of job satisfaction it is of great importance to evaluate how these factors influence an individual's behaviour. There is sufficient evidence that job satisfaction or dissatisfaction can have positive or negative consequences for employees.

Robbins (2001: 77-78) indicated that in recent years, ample research studies have been designed to assess the effects of job satisfaction on employee productivity, absenteeism and turnover.

Productivity

Job satisfaction is good not only for employees but also for employers since it increases productivity, and decreases staff turnover. However, research results showed that the link between job satisfaction and performance is weak, there are very few signs of such relationship, in some cases there is a negative relationship, in some cases there is a positive relationship.

Hence McKenna (2000) argues that if an organisation does not create conditions for minimal levels of job satisfaction, the outcomes may be deterioration in productivity, increased employee turnover and absenteeism, and a decrease in morale. During transitional periods, employees turn their focus from productive work,

to concern about job security, career path and this affects the work productivity and quality of work produced. It is therefore imperative that management should at all times keep employee's morale high to avoid this situation.

Turnover

Paul and Spector (2005:186-187) state that turnover ratios tend to be lower during periods of economic recession. When jobs are scarce, employees stick to what they have as it is risky to leave your job during an economic recession. When economic conditions return to normal, disgruntled employees often begin to seek employment elsewhere. When jobs are plentiful, job satisfaction is a prominent consideration in turnover decisions. Ratios and costs then begin to rise.

McShane and Glinow (2005: 37-39) state that if the levels of job satisfaction are constantly low employees are more likely to leave their jobs. They argue that the main cause of turnover is job satisfaction. When the turnover rate begins to rise abnormally it can be regarded as a sign of job dissatisfaction and the management (HR department) should evaluate the exit questionnaires to determine the cause of the high turnover and work out suitable remedies. Turnover is of major concern to management; it is costly because of the need to train inexperienced new personnel and the tremendous impact on operations.

Marshall, Joe, Olphert & Anne-Maria (2009: 1) contend that employee retention during a merger is attributed to a number of 'push' and 'pull' factors influencing staff decisions about whether to leave or remain within the organisation. In every organisation employees leave for different reasons and others are hired for different reasons. This has been witnessed as happening at WSU. After the merger some senior positions became redundant and workers were advised to take packages and leave the organisation.

Newstrom and Davis (1997:257), however, argue that there can be some positive outcomes resulting from a turnover. This could lead to internal promotions and new appointments. These new employees could come with fresh ideas. During transitional periods, the turnover tends to be high as employees decide to leave their jobs for various reasons and that opens up for internal promotions and new appointments.

Absenteeism

Absenteeism can be involuntary, that means that absenteeism is unavoidable because of sickness, family crises, and other valid reasons. Sometimes absenteeism can be voluntary which means an individual may choose to stay away from work.

Robbins (2001:78) states that there is a negative relationship between satisfaction and absenteeism. According to Steel and Rentsch (1995), there is an inverse relationship between job satisfaction and absenteeism, which implies that, when job satisfaction is low, absenteeism tends to be high. Workers who experience low job satisfaction tend to be absent from work more often. Of course absenteeism is unavoidable in certain circumstances, for example sickness, family crises and other valid reasons but absenteeism can point towards employee's negative attitudes towards their work. If workers enjoy their jobs, they will usually exert the effort necessary to do what is expected of them (Paul & Spector, 2005:185).

According to Robbins (2001:79-80), employees who are dissatisfied with their jobs can express themselves in various ways such as:

- Workers will join a union mainly based on their dissatisfaction with working conditions and their perceived lack of influence to change those conditions (Arnold & Feldman, 1996:95).

- Strikes and instances of sabotage are extreme examples of dissatisfaction among the work force and are costly in both human and economic terms.
- Employees' lack of pride in their work, an attitude of "Who cares?" and low job satisfaction are serious and can have a direct effect on an organisation's productivity.

2.8 ANALYSIS OF PREVIOUS RESEARCH

To give more insight about mergers Marshall, Joe, Olphert & Anne-Maria (2009:3) confer different theories on mergers as discussed below.

In a research study conducted by Lalla (2009:89), to explore the impact of the merger on the employees of Tshwane University of Technology, the findings revealed that mergers definitely impact on staff from both a personal and a professional perspective. The study further revealed that the merger had a negative impact on management relationships, job security, job position and promotion, communication, performance standards and some elements of collegial relationships. The researcher utilised a quantitative descriptive research design to analyse the data using statistical procedures. The sample comprised 72 respondents and the tool used was a self- administered questionnaire.

Furthermore, the study indicated distinctly that there was a breakdown in communication as a result of the merger. This links up with the findings of other researchers on merger issues who alluded to the communication breakdown. It was then recommended that this area should be further investigated to allow those involved in mergers to discover what mechanisms can be put in place so that communication during a merger is transparent and consistent.

It was also recommended that management should consider investing in employees' wellbeing on both personal and professional levels, as this will also avoid the possibility of a high turnover which will add to the financial burden of the institution. This means that mergers should be managed in a very professional manner to avoid the possible loss of valuable employees during this period of transition.

Research done by Jewell, Beavers III, Malpied and Flowers (1990) reveals that vocational agricultural teachers in North Carolina have a moderate level of general job satisfaction and average levels of intrinsic and extrinsic job satisfaction. The aim of the study was to determine the levels of job satisfaction of the vocational agriculture teachers in North Carolina and to determine whether a relationship existed between their level of job satisfaction and their perceptions of various portions of the teaching profession.

The study was conducted as a descriptive study, using the Minnesota Satisfaction Questionnaire (MSQ Shortened Version) in collecting data.

The MSQ included 20 items, each item represented either an intrinsic facet or an extrinsic facet of the job and percentile scores were used. The population of the study consisted of the vocational agricultural teachers employed in North Carolina from 1985 to 1986 school year ($N = 375$). The conclusions and recommendations that followed this study were that, since only average to moderate levels of job satisfaction were determined; efforts need to be made to provide in-service training activities to increase the various levels of job satisfaction. It was also concluded that North Carolina's vocational agricultural teachers were more dissatisfied with the financial support they receive than their working environment and professional acceptance. Recommendation was then given that efforts should be made to increase both local and state dollars for instructional material, consumable instructional materials, travel reimbursements, and local salary supplements.

Efforts should also continue to encourage the state legislature to take steps to raise salaries for teachers in the state. If this is not taken in consideration it can lead to high staff turnover as people will be looking for satisfying job salaries elsewhere and leave the teaching profession.

In research conducted by Feistein (2006:1), University of Nevada, the findings were that tenure was shown to have a significant relationship with general satisfaction and several of the category variables. The study was conducted through a survey instrument consisting of demographic, job satisfaction, and organisational commitment questions adopted from the validated Minnesota Job Satisfaction and Organizational Commitment Questionnaires.

The research study generated a 74.5% response rate from 137 employees who had worked at two restaurants in Southern Nevada. Results of the study indicated that tenure had a significant ($\alpha = 0,5$) effect on several of the component scores for satisfaction; store location had a significant effect on the level of satisfaction with policies, and the level of education significantly affected satisfaction with recognition.

A recommendation to this effect was that management should reward individuals who acquire higher levels of education by providing a structure for advancement or by providing some monetary compensation.

A study conducted by Marshal, Joe, Olphert & Anne-Maria (2009:3) reveals that the primary emotions described during change were uncertainty, insecurity and vulnerability. The aim of the study was based on understanding the effects of organisational change on staff in the NHS: a case study of a local primary care trust merger.

Marshall *et al.* (2009: 3) posit that there are a number of 'push' and 'pull' factors influencing staff decisions of whether to remain within the organisation.

The mentioned authors further assert that it became clear from the literature that has been developed around the human side that it is the uncertainty, increased anxiety, increased staff turnover and lowered job satisfaction that such change provokes dissatisfaction in individuals.

From the above, it can be argued that during transitional periods issues of job security are the most critical issues that organisations should prioritise as there appear to be general consensus from previous researchers that job losses occur during mergers.

During the transitional periods, especially when harmonising salaries, benefits and conditions of services, one group may lose a benefit provided by the legacy institution which could become a pushing factor. On the other hand, a group might benefit from something which will then be a pulling factor to them. Harmonisation is not equalisation but rather that the merged institution must develop its own new policies, salary scales, benefits and conditions of services. One will look at these new policies, salary scales, benefits and conditions of services and compare them with the ones from the legacy institution and decide to stay within the new institution or leave.

2.9 SUMMARY

This chapter dealt with the literature review on the impact of mergers on employees in relation to job satisfaction during transitional periods. Theories on job satisfaction, factors that influence job satisfaction, dissatisfaction and common job satisfaction facets were discussed and previous research was reviewed.

Research evidence shows that job satisfaction is considered to be the strong predictor for an individual to decide to stay or leave the organisation. Because of this phenomenon, management has to ensure that employees' job satisfaction is maintained at a high level throughout the transformation process.

Job satisfaction describes how content an individual is in his or her job. For an employee to be satisfied with his or her job is good, not only for employees but employers too. It increases productivity, decreases staff turnover and should therefore be maintained at all costs.

In the next chapter, chapter 3 the researcher will identify and discuss research design and methodology in detail which will include the research instruments, questionnaire, population and sampling, administrative procedures and statistical data analysis.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter the researcher will focus on the research design and methodology under the following sub-headings:

- Research methodology and design
- Population and sampling procedure
- Research instruments
- Data collection and data analysis
- Validity and reliability

3.2 RESEARCH METHODOLOGY AND DESIGN

Welman and Kruger (2004:46) describe the research design as the plan in which information is obtained from the research participants. In the plan it is clearly defined how participants are going to be selected in order to get valid and reliable research results. However, Olivier (1997: 38) argues that researchers should accept that there are a variety of research approaches and perspectives, all of which are relevant to different research problems. The researcher agrees with Olivier, where he recommends that, rather than having a preferred methodology, researchers should just select the approach which seems the most suitable for the study.

According to Henning (2004: 3), the distinction between the qualitative paradigm and the better known quantitative paradigm lies in the quest for understanding and for in-depth inquiry. In quantitative research methodology the study will be guided with

acute focus on how variables are related, whereas in qualitative research the variables are usually not controlled.

Neuman (2000: 121-155) makes a distinction between qualitative and quantitative research designs. For the purpose of this study the research methodology to gather data is that of quantitative design which Neuman (2000:121-155) describes as including: experiments, surveys and content analysis, using a structured questionnaire. Gronhaug and Ghauri (2005) conclude that quantitative designs deal with a large number of respondents and use sufficiently large numbers to allow for generalisable comparisons and for conclusions to be drawn about populations.

3.3 POPULATION AND SAMPLING PROCEDURES

In this section the research population and related sampling method will be discussed.

3.3.1 Population

Researchers suggest that a population, sometimes referred to as a “target population”, is the set of elements on which the research focuses and to which the results obtained by testing the sample, should be generalised (Bless & Higson-Smith 2000:85). According to Olivier (1997: 38), a population is the group of people to which the research applies and conclusions will be drawn from those people. Furthermore, Leedy and Ormord (2000:218) provide specific characteristics to describe a population:

- A population is generally a homogenous group of individual units.
- A population contains definite strata that are approximately equal in size.

- A population contains definite strata that appear in different proportions within the population.
- A population consists of clusters whose cluster characteristics are similar, yet whose characteristics are as heterogeneous as those of the overall population.

Taking this into consideration and for the purpose of this study the researcher identifies the population to be drawn from WSU's academic and non-academic employees from the three legacy institutions and the directorate of WSU. WSU's delivery sites are situated in four different towns of the Eastern Cape province, namely Mthatha, Butterworth, East London and Queenstown with a distance of 400 km between them. In some instances, certain members may have no chance at all of being included in this research due to distance and time constraints.

3.3.2 Targeted population

The targeted population for this study is WSU employees from Grades 3 to 17, according to the Peromnes Job Grading System for grouping employees used by the university. Grades 3 and 4 personnel are executive directors and deputy vice-chancellors, Grades 5 and 6 are professors, directors, deputy directors and managers of WSU; Grades 7 and 8 are senior lecturers/lecturers and senior managers; Grades 9 to 11 are senior officers/officers and Grades 12 to 15 are assistant officers and clerks and Grades 16 and 17 are maintenance personnel. At the time of the study there are no associate professors within the university as the academic structure/architecture is not yet finalised.

3.3.3 Sampling

According to (Oliver 1997: 46) the most representative type of sample would be one in which every individual person in the targeted population had an equal chance of being selected for the sample. Also researchers suggest that defining sampling units clearly before choosing cases is essential in order to avoid messy and empirically shallow research (Seal, Gobo, Gubrium & Silverman, 2004:435).

According to Stuart and Wayne (1996:30), samples must be representative of the population of concern; otherwise no general observations about the population can be made from the sample. One of the aims of the study is to be able to say with confidence that the results of the study apply to a wider population at WSU. That can only be obtained and be confirmed if the sample size was large enough to represent a population correctly.

Researchers argue that after having specified a population, the researcher decides if he or she will collect information on all its individuals or on a sub-set only. So the sample is just a sub-set of cases (Seale, Gobo, Gubrium & Silverman, 2004:437).

For the purpose of this study a sample size of 200 is used, since the population size of WSU is 1 179. The selection of the sample size is based on Leedy and Ormrod's (2010: 214) guidelines. A systematic sampling method is used for issuing the questionnaires to respondents, in terms of which every fourth respondent is issued with a questionnaire, until the required sample size is reached.

Welman and Kruger (2001:56) describe many different types of sampling and for this study the researcher employed stratified random sampling because with a stratified random sample researchers are ensured of representatively, irrespective of sample size, because it has been built into the sampling strategy from the very beginning.

Taking that into consideration and for the purpose of this study the researcher uses proportional stratified random sampling to find the number of employees in each category of employees (Table 1).

Table 1 Sample size

Staff	WSU employees	Sample s
Academics	750	127
Non-academics	429	73
TOTAL	1 179	200

3.3.4 Pilot study

Researchers Bless and Higson-Smith (2000:155) define a pilot as “a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate”. Neuman (2000:257) also asserts that the researcher may uncover aspects that need refinement through pilot testing. A pilot study using ten respondents is conducted to ascertain the reliability and validity of the questionnaire design and are not used in the main study.

3.3.5 Ethical aspects

Strydom (2002:63) provides the researcher with several ethical issues that should be taken into consideration while conducting a research. This includes that harm should be avoided, that informed consent should be given and that confidentiality should be maintained.

Furthermore, Strydom points out that subjects can be harmed either in a physical or emotional manner and that in the social sciences one should expect harm to respondents to take the form of emotional harm. It is the responsibility of the researcher to protect respondents against harm.

In this study the researcher believes that respondents are still experiencing a tremendous change process and this change is still creating tension and uneasiness amongst WSU employees. To date, the institution is still battling to harmonise conditions of service, qualification offerings and integration of working processes through other channels such as bargaining labour forums and some cases are referred to the Commission for Conciliation, Mediation and Arbitration (CCMA) for arbitration. The researcher is aware of the situation and does not want to exacerbate the situation any further.

To ensure that the ethical aspect is covered, the researcher also includes a letter of informed concern (Annexure B) to participants informing them about the nature of the study that it is for academic research only, that participation is voluntary, that confidentiality and anonymity of records will be maintained at all times and that they are free to withdraw their participation at any time.

3.4 RESEARCH INSTRUMENTS

Job satisfaction is measured in many different instruments with a variety of questions and wording. Spector (1985: 693-713) identified instruments that are commonly used as:

Job Descriptive Index (JDI) – is one of the job satisfaction measuring tools. JDI is a specific questionnaire of job satisfaction whereby participants answer either Yes or No or can't decide (indicated by '?'). JDI is used throughout the world. JDI focuses on five key facets that influence overall job satisfaction, namely (1) work itself, (2) remuneration, (3) co-workers, (4) opportunities and (5) supervision.

Job in General Index (JGI) – is an overall measurement of job satisfaction. It is an improvement to the Job Descriptive Index because the JDI focuses too much on individual facets and not enough on work satisfaction in general.

Job Satisfaction Survey (JSS) is a 36 item questionnaire that measures nine facets of job satisfaction.

Faces Scale, is one of the first scales used widely, measuring overall job satisfaction with just one item which participants respond to by choosing a face.

Minnesota Satisfaction Questionnaire (MSQ) is the one of the most widely researched and utilised measures of job satisfaction available worldwide and MSQ is designed to measure an employee's satisfaction with his or her job. The MSQ makes it feasible to obtain an individualised picture of worker job satisfaction, as well as providing an accurate measurement of job satisfaction for groups of individuals on numerous workplace factors. The MSQ have three forms available: two long forms (1977 version and 1967 version) and a short form. MSQ uses a 5-point Likert scale yielding interval data.

The MSQ measures an individual's satisfaction with 20 aspects of the work environment as listed below:

Ability Utilisation	Co-workers	Moral Values
Achievement	Creativity	Recognition
Activity	Independence	Responsibility
Advancement	Security	Supervision – Human Relations
Authority	Social Service	Supervision – Technical
Company Policies	Social Status	Variety
Compensation		Working Conditions

The MSQ Shortened Version is composed of one question from each of the twenty aspects of job facets. However, benefits of using MSQ are described as follows:

- ✓ Easy to use, easy to understand
- ✓ Valid and reliable

- ✓ Applicable to any organisation
- ✓ Applicable for managers, supervisors and employees.

For the purpose of the study a modified MSQ version in wording is used to make the instrument more consistent with the university environment. The neutral response is eliminated, leaving the 4-point Likert scale to simplify the interpretation of results. The Likert scale is designed as follows:

1 – Very Dissatisfied; 2 – Dissatisfied; 3 – Satisfied and 4 – Very Satisfied.

Further analysis of the 20 item resulted in two factors: intrinsic and extrinsic satisfaction (Table 2). A questionnaire (Appendix B) based on MSQ was created, consisting of 20 questions. In the same vein, participants answer by crossing the box that specifically corresponds to their attitudes.

The questions relate as follows to the MSQ model:

Table 2 Job facets, category and asked questions

<i>Job Facets/Dimensions</i>	<i>Job Satisfaction Category</i>	<i>Asked Questions</i>
Company Policies/Practices	Extrinsic	Q1 & Q5
Remuneration	Extrinsic	Q4 & Q6
Independent Work	Intrinsic	Q2, Q3 & Q14
Supervision-Technical -Human Relations	Extrinsic Extrinsic	Q8 Q12
Work itself	Intrinsic	Q10 & Q18
Communication	Intrinsic	Q9
Achievement	Intrinsic	Q13
Job Security	Intrinsic	Q7
Working Conditions	General	Q17 & Q20
Recognition	Extrinsic	Q11
Co-workers	General	Q15 & Q16
Social Service	Intrinsic	Q19

The next section outlines the data collection method and the data analysis.

3.5 DATA COLLECTION AND DATA ANALYSIS

3.5.1 Data collection

After the design activities have been completed, the researcher has to decide on which data-collecting method is the most suitable for the inquiry and the particular population. As mentioned earlier, for this study the researcher will be using questionnaires to collect data from participants.

According to Welman and Kruger (2004:146), survey questionnaires are used to obtain the following types of information from participants:

- Biographical particulars
- Typical behaviour
- Opinions, beliefs and convictions
- Attitudes

Stuart and Wayne (1996: 43) state that questionnaires are commonly used and also commonly abused. They argue that it is easy to compile a questionnaire; it is not easy to complete an effective questionnaire.

Welman and Kruger (2004:147) identify the advantages and disadvantages of using survey questionnaires as follows:

Disadvantages

Control over responding - The researcher has the least control over the conditions under which questionnaires are completed, though this lack of control also holds potential advantage in the sense that respondents are allowed to complete the questionnaires at their own convenience.

Response rate - The researcher's lack of control over the completion of the questionnaires may result in a poor response rate, also in poorly completed questionnaires. A poor response rate restricts the generalisation of inquiry; the results of any research should apply to a wider population.

Advantages

Cost and ease of application -The use of questionnaire is preferable as it is inexpensive and efficient. Also questionnaires are easily quantified and analysed statistically. It is simpler and quicker to work with questionnaires.

Anonymity - Questionnaires provide the greatest possibility of anonymity, they can be returned to the researcher without any indication of who has completed it.

For the purpose of this study, the instrument used to collect data is a modified version of the 1977 Minnesota Satisfaction Questionnaire (MSQ) and the researcher collects data from participants in the following manner:

- MSQ questionnaires hard copies (printed) are distributed and collected
- Two main job categories are represented in the population, namely academics and non-academics
- All participants are permanent WSU employees who migrated from the three legacy institutions.

3.5.2 Data analysis

According to Oliver (1997:41), research is always seen as a series of overlapping activities which often proceed simultaneously. This view applies very much to the processes of data collection and data analysis.

Welman and Kruger (2004:194), state that once an appropriate research design and a suitable means of measuring instrument have been chosen, the researcher has to choose an appropriate statistical procedure to analyse the data obtained. Once the data is collected it should be organised, coded, captured into a computer and then the analysis proceeds.

For the statistical analysis the researcher uses computers to analyse the data obtained. Computers are relatively inexpensive and work efficiently.

They accurately execute these complicated and time-consuming manipulations in a matter of seconds at a relatively low cost. Therefore, the Statistical Package for Social Sciences (SPSS, version 8.1) were used to capture and analyse the data collected.

For this study, the data are obtained from WSU employees who are affected by the merger; more specifically those who are still employed at the university. Those who left the service of the university do not form part of the study. The collected data are presented as follows:

- For demographic information the researcher uses bar charts.
- MSQ question statements are presented in a frequency table constructed by arranging collected data values in ascending order of magnitude with their corresponding frequencies.

A critical analysis to evaluate job satisfaction levels of WSU employees will be made out of the MSQ questionnaires and in scoring the MSQ for job satisfaction, percentile scores will be used. Thus, a group of respondents will be categorised according to their responses on a scale measuring a MSQ questionnaire statement. The term percentile refers to the proportion of scores in a distribution that a specific score is greater than or equal to.

In statistics, a percentile (or centile) is the value of a variable below which a certain percent of observations fall (Howell, 2002). For example, the 20th percentile is the value (or score) below which 20 percent of the observations may be found.

3.6 VALIDITY AND RELIABILITY

3.6.1 Methods to ensure reliability

Welman and Kruger (2004:139), refer to reliability as the extent to which the obtained scores may be generalised to different measuring occasions, measurements/tests forms and measurements/test administrators. This means that if the research would be repeated at some time in the future the results would be identical.

According to Olivier (1997:54) highly structured, closed questions tend to have a higher reliability than open-ended questions that ask the participant to write a paragraph in response.

However, Stuart and Wayne (1996:42), suggest that reliability can be checked by using one of the three approaches:

- The **test-retest** approach – administer the same instrument at a later time and see if you get the same results as in the first test.
- The **equivalent form** approach – here each question on the original test/interview/questionnaire is rephrased so that one winds up with two tests that ‘look different’ but effectively ask the same question.
- The **split-half** approach – this is a modification of the equivalent form approach where the two tests are combined into one.

For the purpose of this study, the researcher applies the first approach mentioned, namely the test-retest approach. This is done by way of a pilot study consisting of ten respondents to ascertain the reliability and validity of the questionnaire design to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate and these responses are not be used in the main study.

3.6.2 Validity

An instrument is reliable if it consistently gives the same results, but that does not make the answer valid (Stuart & Wayne, 1996:42-43). Again Stuart and Wayne suggest that validity can be checked by using one the three approaches. In order of preference these are:

- **Criterion-related validity** – this measures whether an instrument accurately predicts or diagnoses some particular variable. If you have an instrument to measure the same thing you should simply compare the results obtained by the new instrument with that of the old one.
- **Construct validity** – if you have an existing instrument that measures something which is known to be closely related to the thing you want to measure, compare the results obtained by the new instrument and check if there is a high correlation.
- **Content validity** – if no instruments exist, get expert opinion on each question on an instrument to determine whether or not each question actually tests what it is supposed to.

People's judgments are imperfect, so it is important to determine how reliable and valid each information analysis is (Spector, 2006: 69). For this study the following methods are used to check the reliability and validity of the study:

- A pilot study involving ten respondents is conducted to ascertain the reliability and validity of the questionnaire design. These respondents are not be used in the main study.
- The distributed questionnaires are collected directly from participants as the researcher asks them to voluntary and freely participate in the research project.
- The completion of the questionnaires is voluntary and questionnaires are completed anonymously.

3.7 SUMMARY

In this chapter the researcher provided a broader explanation of the research methodology and design, population and sampling procedure, research instruments, data collection and data analysis that is used for this study. Methods to ensure reliability and validity were also discussed.

In this chapter a questionnaire was also developed as a measuring instrument and tool of collecting data from participants. The presentation and findings of the data obtained from participants will be discussed in the next chapter.

CHAPTER 4

ANALYSIS OF DATA COLLECTED

4.1 INTRODUCTION

This chapter is to analyse and discuss the results obtained from the data collected from participants for the purpose of the study.

Welman and Kruger (2001:194) state that once decided on an appropriate research design and suitable means of measuring instrument, the researcher has to choose an appropriate statistical procedure to analyse the data obtained. Once the data is collected it should be organised, coded, captured on a computer and then the analysis can proceed.

4.2 PRESENTATION OF DATA COLLECTED

For a statistical analysis the researcher uses computers (SPSS version 18) to analyse data. The sample size of 200 participants was issued with questionnaires; 130 participants returned their questionnaires. A questionnaire was developed as a measuring instrument and tool for collecting data from participants. The demographic data in Section A of the questionnaire, obtained from the research sample are represented in a bar chart format from figure 4.2.1 to figure 4.2.7. Thereafter the responses obtained from MSQ statements in the questionnaire will be presented by means of frequencies and percentages since they can easily show the behaviour and distribution of a variable (Howell, 2002) as illustrated from table 4.3.1 to table 4.3.20.

4.2.1 Bar chart representations and interpretation of demographical findings of the sample.

Figure 4.2.1 Employment categories of WSU employees

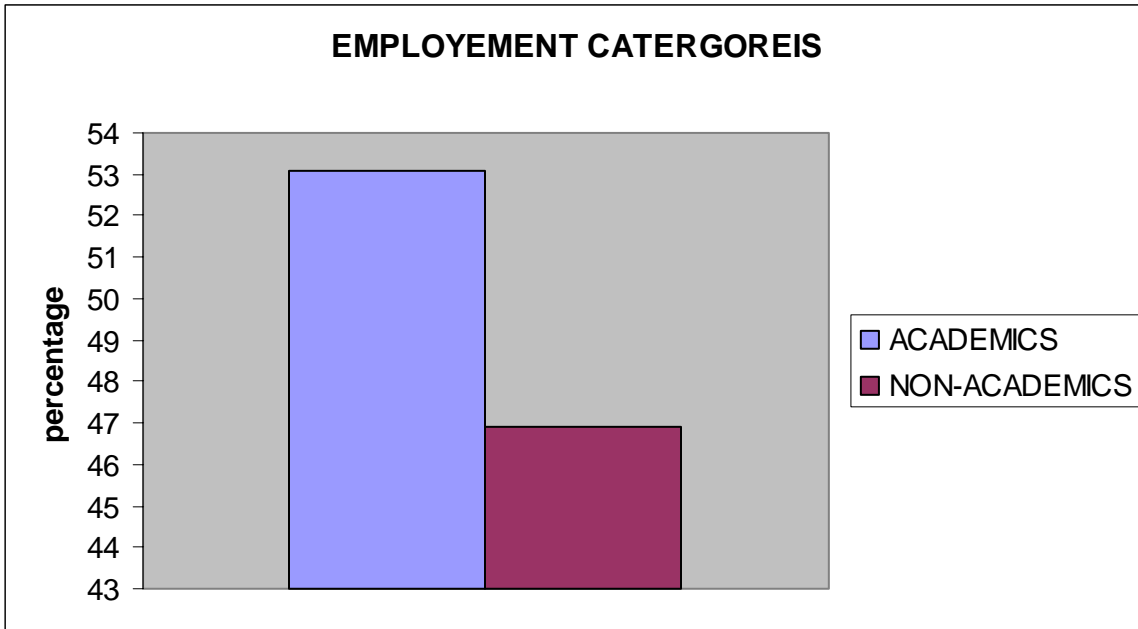


Figure 4.2.1 shows a graphical representation of WSU employment categories. The university consists of academic and non-academic employees and the sampling was conducted in both categories. The figure above depicts that the academic respondents comprise 53.08% which means $n = 69$ and non-academics respondents comprise 46.92% which is $n = 61$, implicitly implying that there are more academics than non-academics.

Figure 4.2.2 Gender of WSU respondents

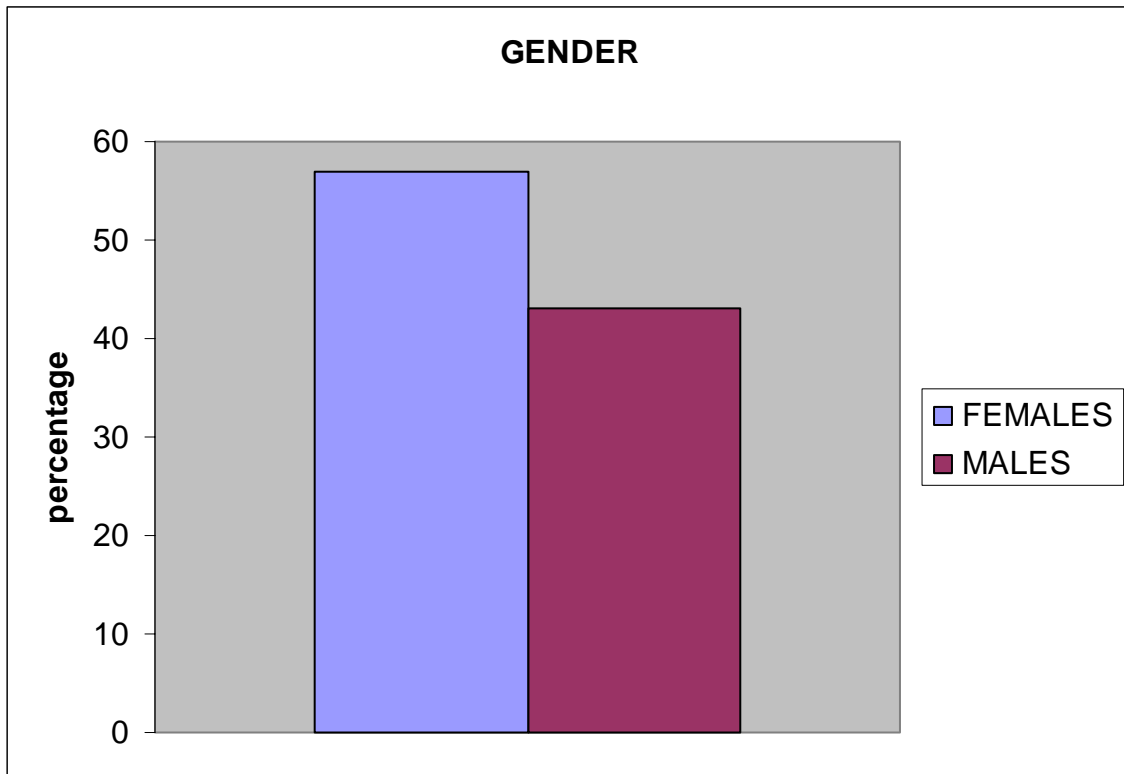


Figure 4.2.2 shows the graphical representation of the gender of the sample. In the figure above female respondents obtained 56.92% which means $n = 74$ and males obtained 43.08% which is $n = 56$.

Figure 4.2.3 Age of respondents

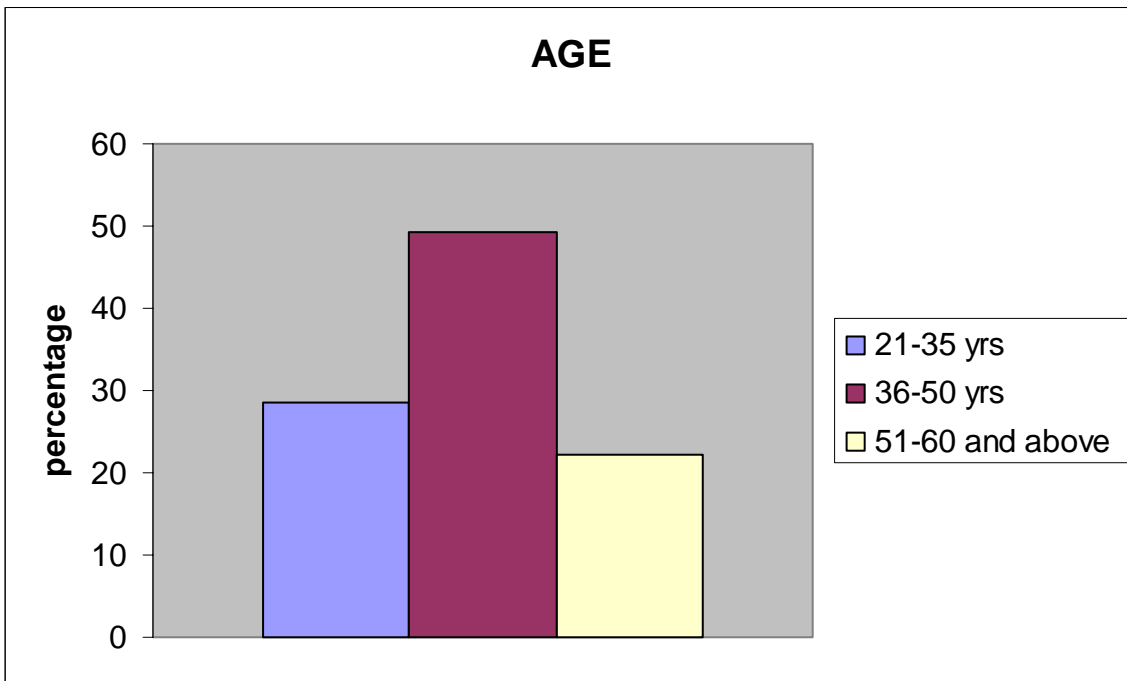


Figure 4.2.3 reflects a graphical representation of the age distribution of the respondents. The graph clearly depicts that most respondents fall in the age category of 36 to 50 years old whereby the sampled population of this age group obtained 49.23% which means $n = 64$ which can be generalised to be a true reflection of the university employees. The second group is that of ages between 21 and 35 years old, this age group obtained 28.46% which is $n = 37$. The least population age group is between 50 and 60 years and above and obtained 22.31% which means $n = 29$.

This means that, in terms of the age distribution of the respondents which completed the questionnaire, the age group of 36 – 50 had more respondents.

Figure 4.2.4 Years of employment of respondents at WSU



Figure 4.2.4 depicts a graphical representation of the employment of respondents at WSU. This graph shows that most of the population have been at the university for more than three years which means that they were part of the merger that took place in 2005. The population group for employees that are three or more years with the institution obtained 87.69%, that is $n = 114$, whereas the population group for two years obtained 8.46% namely $n = 11$ which is closely followed by the least population group of employees with employment of less than a year. This population group obtained 3.85% which is $n = 5$.

Figure 4.2.5 Place of employment before merger

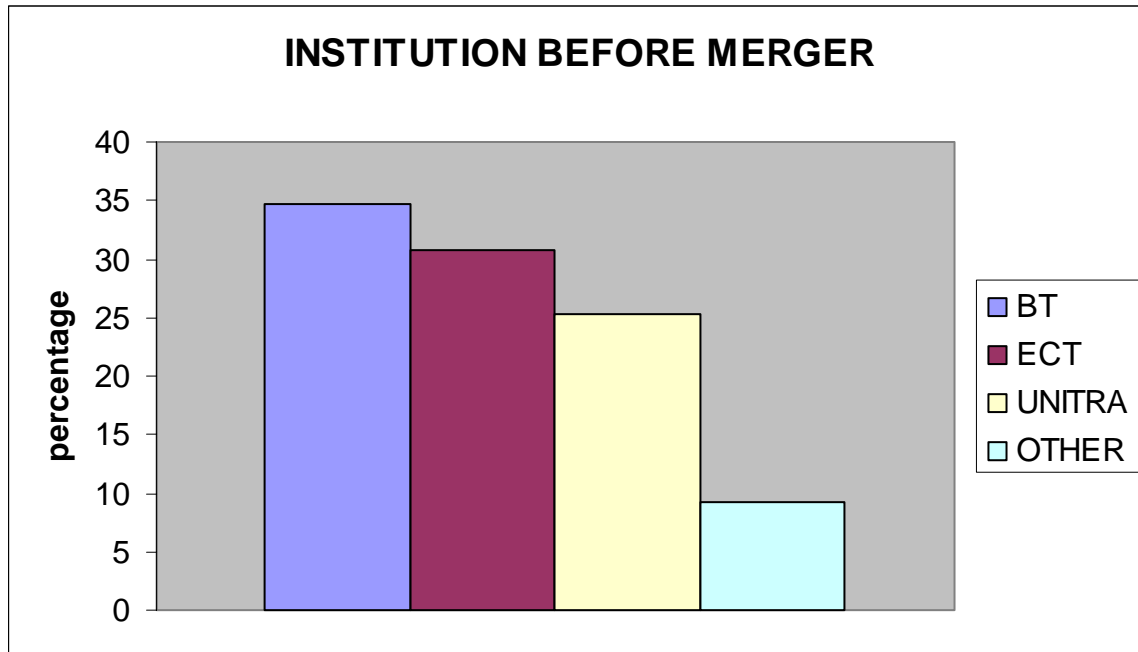


Figure 4.2.5 reflects previous employment of the sampled population from the legacy institutions. This includes the population sample from former Border Technikon (BT), former Eastern Cape Technikon (ECT), former University of Transkei (UNITRA) and any other institution before joining WSU. Results are as follows: respondents from former BT obtained the highest percentage of 34.66% where $n = 45$. Respondents from former ECT comprised of 30.77% ($n = 40$), followed by respondents from former UNITRA which obtained 25.38% ($n = 33$). The population group of employees from other institutions obtained 9.23% whereby according to the sample ($n = 12$).

Figure 4.2.6 Educational Qualifications of the population

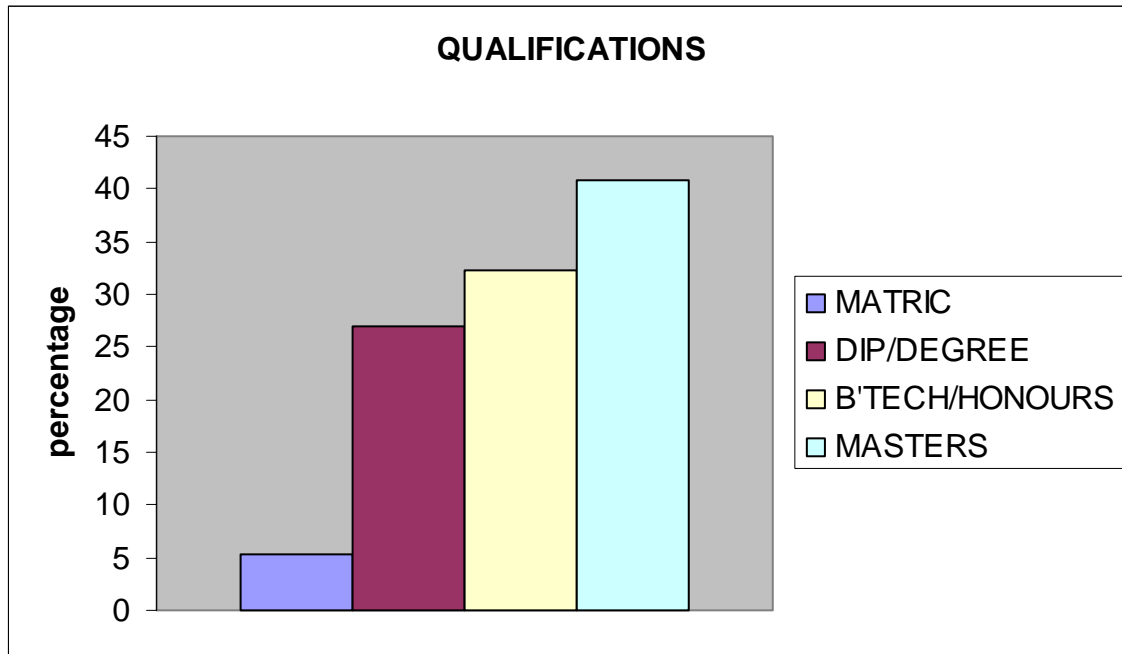


Figure 4.2.6 depicts a graphical representation of the educational qualifications of the sample. The first population group is of those who have matric/senior Certificates with 5.38% and $n = 7$ from the sample of this study. The second group is that of the population group that have diplomas and degrees, this group obtained 26.92% with $n = 28$ followed by a population group with BTech and Honours students, this group is basically junior lecturers and some few non-academic employees which obtained 32.31% where $n = 42$. The fourth group obtained 40.77% whereby $n = 53$. Thus, the graph shows that the majority of the population group have a master's degree and above. These are mostly academics as a master's degree is the entry requirement for lecturers and for non-academics who occupy senior positions. The implication is that most staff members have a formal qualification with a few with only matric.

Figure 4.2.7 Job grades

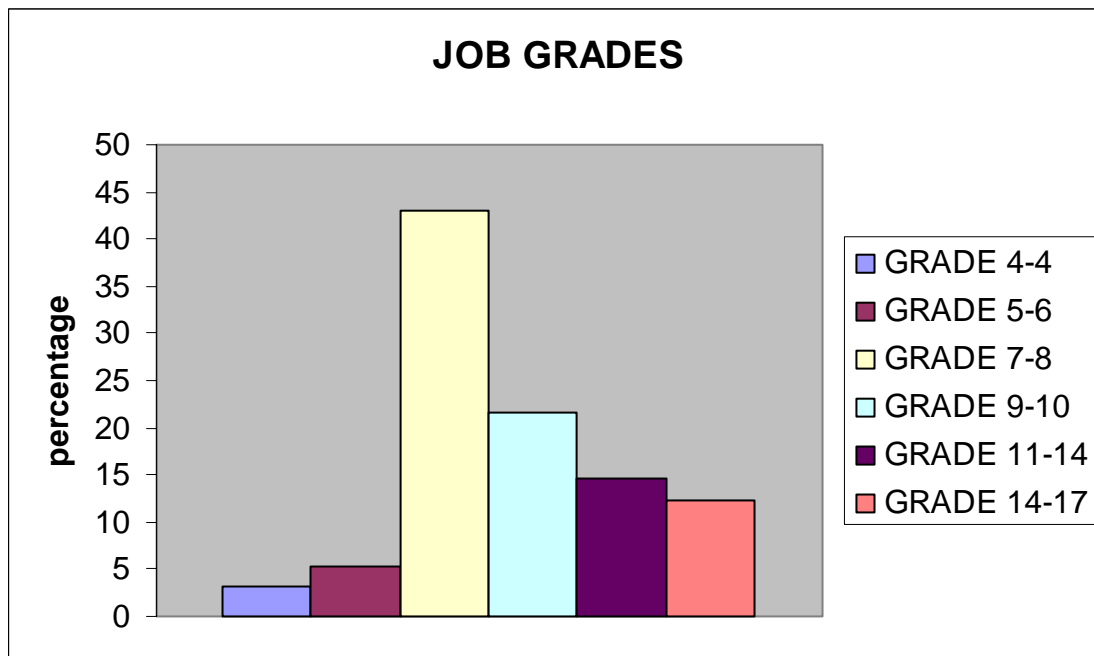


Figure 4.2.7 reflects the graphical representation of the population sample according to the Peromnes Job Grading System used by WSU. The grades indicate the salary scale and the level of the position employment. In this graph, most respondents in the population group are on Grades 7 and 8 and comprise of academics (senior lecturers, lecturers and some non-academics in senior positions, such as senior managers and managers). This group (Grades 7 and 8) obtained 43.08% which is $n = 56$. The second population group of Grades 9 and 10 comprises of senior officers and a few academics and they obtained 21.62% of the sample which is $n = 28$. The third group of Grades 11 to 13 are mostly a category of officers and assistant officers and obtained 14.62% which is $n = 19$. The fourth group is Grades 5 and 6 and consists of directors and deputy directors/deans also some professors of the university. On this graph they obtained 5.38% of the sample where $n = 7$. Grades 14 to 17 is basically clerks and maintenance employees of which this population group obtained 12.31% where $n = 16$. The smallest population group in the sample is Grades 3 and 4 which comprises of executive directors/deans and they obtained 3.08% whereby $n = 4$.

The responses indicated that the majority of respondents were:

- academics
- female
- aged between 36 and 50 years
- employed for three or more years at WSU
- employed at the former Border Technikon before the merger is
- in possession of a master's degree and above
- in job Grades 7 and 8

The following section focuses on the presentation of data collected in Section B of the questionnaire.

4.3 PRESENTATION OF COLLECTED DATA ANALYSIS

According to Delport (2002:165) one such measuring instrument is the questionnaire and, since this study has been identified as being quantitative, the researcher uses a MSQ modified questionnaire as discussed in chapter 3 as a method of data collection (Fouche & De Vos, 2002: 138-147). The data obtained from the respondents will be captured into separate databases constructed for this purpose and statistical analysis is performed by using SPSS version 18.

Participants were requested to specify their level of job satisfaction and dissatisfaction on a Likert 4-point scale, whereby the scale was represented as follows:

- 1 - Very dissatisfied**
- 2 - Dissatisfied**
- 3 - Satisfied**
- 4 - Very satisfied**

Responses obtained from the questionnaire are represented by means of frequencies and percentages using descriptive statistics, from table 4.3.1 to table 4.3.20.

All percentages were rounded off to two decimal points. In order to expedite the interpretation and understanding of the responses received, in most instances; the respondents have been grouped into various appropriate categories.

Table 4.3.1: Question 1

Statement: The general institutional policies

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	6	4.62
2	58	44.62
3	65	50.00
4	1	0.77
TOTAL	130	100

The above table 4.3.1 reflects that 64 respondents were dissatisfied with the general institutional policies, namely 49.24% of which 50% are academics. Only 66 respondents reported to be satisfied with the statement, that is, 50.77% of the sample. Regarding the company's policies dimension of the WSU, the reflection concerned were found not to be significant, only 49% of the staff members surveyed reported being dissatisfied whereas 51% indicated to be satisfied with the institution's policies.

Table 4.3.2: Question 2

Statement: The ability to work independently and creatively

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	7	5.38
2	41	31.54
3	63	48.46
4	19	14.62
TOTAL	130	100

Table 4.3.2 shows that most respondents are satisfied with the above-mentioned statement which is $n = 82$ (63.08%); of the 82 respondents 53 (65%) are academics whilst 36.92% of the sample reported not to be satisfied and for this group $n = 48$. Most respondents were happy on this job dimension, specifically academics.

Table 4.3.3: Question 3

Statement: You have the opportunity to voice your opinion.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	14	10.77
2	38	29.23
3	66	50.77
4	12	9.23
TOTAL	130	100

Table 4.3.3 reflects that 60% of the sample of which 46% are academics are satisfied with the opportunity to voice their opinions; $n = 78$, whereas 40% of the population reported to be dissatisfied with the statement $n = 52$.

Table 4.3.4: Question 4

Statement: You are paid fairly for the amount of work you do.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	14	10.77
2	58	44.62
3	54	41.54
4	4	3.08
TOTAL	130	100

Table 4.3.4 shows that 72 respondents (55.38%) of which 38 respondents (52%) are academics, reported that they were not satisfied with the pay they get for the amount of work they do, whilst 58 respondents (44.62%) reported to be satisfied. Regarding this job dimension for WSU the majority of employees expressed their dissatisfaction with the pay they receive for the work they perform.

Table 4.3.5: Question 5

Statement: Institutional policies are constantly applied to all employees.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	24	18.46
2	66	50.77
3	39	30.00
4	1	0.77
TOTAL	130	100

Table 4.3.5 shows that 69.23% ($n = 90$) of the respondents of which 64% ($n = 58$) are academics were dissatisfied with the application of institutional policies to employees, while 30.77% ($n = 40$) reported that they were satisfied.

A high percentage of respondents expressed their unhappiness with the application of WSU policies. The inconsistent application of WSU policies arose because at the time of the study, WSU had not yet signed the recognition agreement with labour unions and when managers attempted to apply WSU policies, especially if the policy is less favourable than that of the legacy institution, labour would raise the issue of recognition of legacy agreements as per legacy institution.

Table 4.3.6: Question 6

Statement: Institutional benefits are adequate.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	13	10.00
2	61	46.92
3	53	40.77
4	3	2.31
TOTAL	130	100

This table indicates that 56.92% ($n = 74$) of the population sample is dissatisfied with the institutional benefits of which 63.5% are academics, whereas 43.08%, ($n = 56$) reported that they were satisfied. At the time of the study, the harmonisation of benefits for WSU employees was not yet finalised as a result WSU benefits still vary, although they were already documented and awaiting council approval.

Table 4.3.7: Question 7

Statement: Institutional changes affected your career.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	19	14.62
2	55	42.31
3	53	40.77
4	3	2.31
TOTAL	130	100

In this table 56.92% ($n = 74$) reported that they were dissatisfied with the effects of institutional changes to their careers of which 55.4% were academics, whilst 43.08% ($n = 56$) indicated that they were satisfied. The majority of respondents were dissatisfied with this dimension.

It may then be assumed that the majority of the respondents experienced the merger as having negatively affected their career path within the university especially since the merger was between two former technikons and a traditional university. After the merger, the minimum lecturing requirements changed to match university standards as for former technikons minimum lecturing requirement was a matric plus a four-year qualification (M + 4), which was a BTech qualification in most cases. Employees from former technikons were forced to upgrade their lecturing qualifications to that of a master's degree.

Table 4.3.8: Question 8

Statement: The institution utilises individual talents by the institution.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	18	13.85
2	64	49.23
3	41	31.54
4	7	5.38
TOTAL	130	100

Table 4.3.8 shows that 63.08% ($n = 82$) of the sample were dissatisfied in the manner in which their individual talents were being utilised by the institution of which 47.6% were academics, whereas 36.92% ($n = 48$) reported that they were satisfied with the statement.

Table 4.3.9: Question 9

Statement: Prompt feedback and communication are received from the management.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	26	20.00
2	62	47.69
3	37	28.46
4	5	3.85
TOTAL	130	100

Table 4.3.9 shows a significant difference of dissatisfied compared to satisfied sample. The population sample of 67.69% ($n = 88$) reported that they were dissatisfied with the prompt feedback from management; 49 of the 88 respondents (55.6%) were academics, while a very small percentage of 32.31% ($n = 42$) of the population sample reported that they were satisfied with the statement.

Most respondents reported to be dissatisfied with the manner in which management communicates with them.

Table 4.3.10: Question 10

Statement: Clear, achievable job goals and standards are set.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	13	10.00
2	68	52.31
3	45	34.62
4	4	3.08
TOTAL	130	100

Table 4.3.10 reflects that 62.31% (81) respondents from the sample are dissatisfied with the way in which their job goals and standards are articulated in their job descriptions of which 55.5% are academics, while it was noted that 37.69% (49) respondents reported that they were satisfied with the statement. The reshuffling of acting positions to fill in vacant posts within the new institution left employees without clear, achievable job goals and standards.

Table 4.3.11: Question 11

Statement: Good work done is recognised

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	24	18.46
2	59	45.38
3	42	32.38
4	5	3.85
TOTAL	130	100

The table above shows that 63.84% ($n = 83$) of the respondents were dissatisfied with the recognition for good work done; 63.8% being academics, as opposed to 36.16% ($n = 47$) who reported to have been satisfied with the recognition they receive for their efforts towards the university. The high dissatisfied percentage of respondents indicates that the institution does not have a performance management system in place.

Table 4.3.12: Question 12

Statement: Relationship with immediate supervisor.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	10	6.92
2	31	24.62
3	62	47.69
4	27	20.77
TOTAL	130	100

Table 4.3.12 clearly shows that the population sample is satisfied with their relationship with their immediate supervisors. The above statement obtained the highest percentage, namely that of 68.46% ($n = 89$) of satisfied respondents and 58.4% are dissatisfied.

Table 4.3.13: Question 13

Statement: There are institutional awards for outstanding achievements.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	22	16.92
2	72	55.38
3	33	25.38
4	3	2.31
TOTAL	130	100

Table 4.3.13 reflects that 72.30% ($n = 94$) of the sample were dissatisfied with institutional awards for outstanding achievements of which 50% were academics, whereas it was observed that a very small portion of the sample 27.70% ($n = 36$) were satisfied with the above statement. At the time of the study the new institution had no motivational awards for outstanding performance in place.

Table 4.3.14: Question 14

Statement: Participative decision making exists.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	26	20.00
2	67	51.54
3	30	23.08
4	7	5.38
TOTAL	130	100

Table 4.3.14 indicates that a significant number, namely 71.54% ($n = 93$) of the sample are dissatisfied with the level of participative decision making, of which 46.2% are

academics, while only 28.46% ($n = 37$) expressed that they were satisfied with the above statement. The majority of the sample expressed that they are dissatisfied with the manner in which management arrive at decisions.

Table 4.3.15: Question 15

Statement: Relation with co-workers from legacy institutions.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	11	8.46
2	45	34.62
3	62	47.69
4	12	9.23
TOTAL	130	100

In the above table 74 respondents (56.92%) expressed that they were satisfied with the relationship they have with their co-workers from legacy institutions, 50% of which are academics. This means they get on well with co-workers.

On the other hand, 56 respondents (43.08%) of the sample expressed their dissatisfaction with regard to their relationships with their co-workers.

Table 4.3.16: Question 16

Statement: Institutional culture is supportive.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	18	13.85
2	56	43.08
3	52	40.00
4	4	3.08
TOTAL	130	100

The above table 4.3.16 states that 56.93% ($n = 74$) of the sample were dissatisfied with the institutional culture meaning that the institution culture is not supportive to them, (68.9% of the sample were academics) while 43.07% ($n = 56$) indicated that they were satisfied with the above statement.

Table 4.3.17: Question 17

Statement: Technological changes affect your employability.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	19	14.62
2	64	49.23
3	44	33.85
4	3	2.31
TOTAL	130	100

Table 4.3.17 indicates that 63.85% ($n = 83$) of the sample were satisfied with the effect of institutional technological changes in their employability of which 53% were academics whilst only 36.15% expressed that they were dissatisfied with the institutional technological changes.

Table 4.3.18: Question 18

Statement: There is a clear job description of what is expected from you.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	23	17.69
2	52	40.00
3	50	38.46
4	5	3.85
TOTAL	130	100

Table 4.3.18 shows that 57.69% ($n = 75$) of the sample reported that they were dissatisfied with their job descriptions which means that their job descriptions are not clear as to what is expected of them in terms of performance, (50.6% of the sample were academics) while 42.31% ($n = 55$) expressed that they were satisfied with their job descriptions.

Table 4.3.19: Question 19

Statement: General social services are offered by the institution.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	28	21.54
2	62	47.69
3	38	29.23
4	2	1.54
TOTAL	130	100

Table 4.3.19 indicates that a significant percentage of 69.23% ($n = 90$) of the sample was dissatisfied with general social services offered by WSU; 55.55% were academics. Only 30.77% ($n = 40$) reported that they were satisfied with general social services offered by the university.

Table 4.3.20: Question 20

Statement: The physical conditions in your work environment.

<i>RESPONSE</i>	<i>FREQUENCY</i>	<i>PERCENTAGE (%)</i>
1	42	32.31
2	57	43.85
3	29	22.31
4	2	1.54
TOTAL	130	100

The table above clearly shows that there is a problem within the university concerning the above statement, namely the physical conditions of the work environment within the university. From the sample 99 (76.16%) respondents of which 54.5% are academics expressed their dissatisfaction with the physical conditions of their working environment, while only 23.84 reported that they were satisfied.

4.4 SUMMARY

From the analysis of data collected from the 20 questions, 15 questions got the highest percentage on the job dissatisfaction dimension. These questions are:

- Q4: You are paid fairly for the amount of work you do.
- Q5: Institutional policies are consistently applied to all employees.
- Q6: Institutional benefits are adequate.
- Q7: Institutional changes affected your career.
- Q8: The institution utilises individual talents.
- Q9: Prompt feedback and communication are received from management.
- Q10: Clear, achievable job goals and standards are set.
- Q11: Good work done is recognised.

- Q13: There are institutional awards for outstanding achievements.
- Q14: Participative decision making exists.
- Q16: The institutional culture is supportive.
- Q17: Technological changes affect your employability.
- Q18: There is a clear job description of what is expected from you.
- Q19: General social services are offered by the institution.
- Q20: The physical conditions in your work environment.

The remaining five questions the respondents reported that they were generally satisfied with them. The following questions represented the dimension of job satisfaction were as:

- Q1: The general institutional policies
- Q2: The ability to work independently and creativity
- Q3: You have the opportunity of voice your opinion
- Q12: Your relationship with your immediate supervisor
- Q15: Relationship with co-workers from legacy institutions

The above analysis significantly indicates that there are more factors that contribute to the job dissatisfaction dimension than those factors that contribute to the job satisfaction dimension. This simply draws the attention of the management to know that more people are unhappy in the work environment as opposed to the former institutions. This analysis contributes to the earlier introductory chapters whereby it was stated that due to the recent merger that took place of the three legacy institutions, the change in the paradigm of thinking, transformation and the new governance structures, namely organograms and Programme Qualification Management (PQM) offerings at the new institution WSU affects the job satisfaction levels of employees.

In chapter 5 the conclusions and recommendations of the researcher's interpretations will be discussed and presented.

CHAPTER 5

FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

The collected data and presentation of results were presented in chapter 4. This chapter focuses on the interpretation of the results from the data collected in order to depict the synopsis of the results related to the objectives of the study.

5.2 DISCUSSIONS AND RECOMMENDATIONS

The discussion is structured in the same manner in which the questionnaire was structured, namely as per job dimensions/facets.

5.2.1 Company policies/practices

With regard to this job dimension on university policies 64 (49.24%) of the respondents reported to be dissatisfied with general rules of the university, whereas 67 (50.76%) indicated that they were satisfied. This suggests that WSU employees have mixed feelings about policies at the new institution and this job dimension is of vital importance as employee's attraction and retention depend on organisational wellness. The institution can find itself operating on high staff turnover.

However, the second question related to this dimension, namely the consistent application of these policies to all employees showed a significant indication that 90 (69.23%) were generally dissatisfied with the application of the policies and procedures (64% are academics).

This high percentage of unhappy employees within the university means that though there are good policies and procedures on paper there is still a lack of consistency in application. Employees from legacy institutions are still operating within their own legacy policies and practices since at the time of the study the harmonisation was not yet finalised.

It is therefore recommended that senior managers should take drastic steps to ensure that the new policies of the new institution are being executed and practised across campuses of WSU. Directors should conduct workshops to educate employees on the new policies and practices.

5.2.2 Remuneration and benefits

In this job facet, 72 respondents (55.39%) were not satisfied with the pay they get for the amount of work they perform (52% being academics) and also on institutional benefits 74 respondents (56.92%) of which 63.5% were academics, reported that they were dissatisfied with benefits they received. After the merger of the three institutions it has become clear that the salary scales of WSU employees in the same grade are not the same because of the historical disparities. Nel, Van Dyk, Haasbroek, Schultz, Sono and Werner (2004:552-553) argue that staff members will compare themselves to other employees regarding what they put in and what they get out of an organisation. The problem is that employees in one department, same duties, same qualifications and same grades are still receiving different pay and benefits. WSU had to undergo salary harmonisation as the first step in the transition. At the time of the study harmonisation was not yet finalised, employees were still enjoying benefits from legacy institutions, which is why the majority respondents reported to be unhappy with this job dimension.

It is recommended to parties, labour and management, to resolve this issue amicably and to take cognisance of the fact that unhappiness regarding this factor will impact poorly on the country's economic and social wellbeing.

Organisational excellence can be attained when employees experience job satisfaction and this dimension also forms part of organisational wellness.

5.2.3 Working environment/conditions

This job dimension is covered in the MSQ research questions 17 and 20. Respondents for question 17 indicated dissatisfaction, namely 83 respondents (63.85%) of which 53% are academics and for research question 20 respondents also expressed their dissatisfaction. Of these 99 respondents (76.16%) of which 54.5% are academics were unhappy about their lecture venues, offices and general working conditions.

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they do. This high percentage of dissatisfaction calls for the management of WSU to review their current working environment and to make enquiries to all staff on what need to be improved, removed or added on to create a conducive working environment. The research respondents were from all campuses which means that in all WSU campuses staff expressed dissatisfaction with working environment/conditions.

It is therefore recommended that each campus should have a management committee comprising of members from facilities, a campus director and other stakeholders, such as labour and student representatives and one of their terms of reference should be to establish and maintain a conducive working environment.

5.2.4 Independent work

The independent work dimension comprised of three MSQ research questions, namely questions 2, 3, and 14, in terms of which 82 (63.08%) of the respondents, of whom 65% were academics in the case of Question 2, and 78 (61%) of the respondents in the case of Question 3,

reported that they were satisfied with the levels of independent work and creativity allowed them. The finding indicates that the university gives its employees a certain degree of autonomy in which to work on their own.

This holds a positive note on the side of management, and it is recommended that there should be a sustainable collective effort from all university stakeholders. Independent work contributes to employee retention. If employees are satisfied with this job facet it means that the university has a great potential to retain its employees and employee turnover will be minimal.

On the other hand, the last question on this job facet, namely question 14, reflects that 74 respondents (56.92%) of which 68.9% of the sample are academics reported to be dissatisfied with participative decision making. This reflects that there is a huge boundary between senior managers and general employees because the positive aspect of independent work meant that respondents were satisfied with those statements as far as their job entails such as lecturing. It is evident that senior management is too ignorant to listen to the views of employees and to involve them in decision making. From the results it is clear that participative decision style is lacking in the university.

5.2.5 Recognition for good work done

In terms of the recognition for good work done, the researcher noted that the respondents expressed a great deal of dissatisfaction with the amount of recognition that they received. The results indicate that 83 (63.84%) of the respondents, of whom 63.8% were academics, were dissatisfied with the amount of praise that they received for the outstanding efforts that they exerted at WSU. The results reflect that employees are generally dissatisfied with this aspect of their work, with especially more of the academics reporting their dissatisfaction than did the non-academics.

It is therefore recommended that employees should receive acknowledgement for their outstanding performance in the university. Employees at all levels of the organisation want to be recognised for their achievements in their jobs.

This can be improved by promoting an employee to a senior position or sending a word of congratulation when work is well done. A reward system attributes towards employee attraction, motivation and retention at all organisational levels.

Future research should investigate the best criteria for recognition of outstanding performance as this will assist in motivating and lifting employee morale and also the degree of its transparency.

5.2.6 Work itself

This job aspect is entailed in MSQ research question 10 and 18, whereby question 10 obtained 81 respondents (62.31%) with 55.5% being academics and 75 respondents (57.69%) of which 38 respondents (50.6%) were academics for question 18 expressed their dissatisfaction as far as this job aspect is concerned, respectively.

Employees need to know that their work is important and meaningful. Employees should be accountable and must own the decisions which affect their work. Due to the recent merger that took place involving the three legacy institutions, the change in the paradigm of thinking, transformation and the new governance structures, that is the organogram and PQM offerings at the new institution of the WSU, as determined by the DOE, lead to uncertainty and affect job satisfaction on all levels.

During this study the new institutional organogram was not yet populated and as a result most employees were mostly in acting positions without clear job descriptions. This situation caused them to be unhappy with the work itself. They are unsure of what is expected from them.

5.2.7 Supervision – technical and human relations

Regarding supervision, 68.54% (89) of the respondents show that they are satisfied with their relations with their immediate supervisors. Of these 58.4% are academics. The institution again scores a positive response which needs to be maintained to keep employees happy with this job aspect.

Supervision – Technical, this job aspect obtained the highest percentage of unhappy employees. The results showed that 82 respondents (63.08%) were dissatisfied with the manner in which their talents were being utilised by the institution.

The recommendation is that supervisors must be trained to identify employees with special skills and utilise their staff talents and capacity more effectively. This could be done through a skills audit, followed by a match and place process during the transitional period in the university.

5.2.8 Relationship with co-workers

In this job dimension 56.92%, that is (74) respondents reported that they were satisfied with their relationship with their co-workers from the three legacy institution; 50% of them are academics. This is a positive aspect for the university as team work is what is needed at this time of transition in order to achieve the goals and the mission of the new university and also that of the Department of Education (DOE) who is the driver of Higher Education Institution (HEI) mergers.

It is therefore recommended that the parties involved should maintain this relationship and keep up the good work for the future survival of the new institution and its slogan, “First Choice University”.

5.2.9 Achievements

The results reflect that 99 respondents (72.30%) of which 50% are academics reported to be dissatisfied or very dissatisfied with the manner in which the institution deals with outstanding achievements. In fact, this clearly shows that there are no incentives in place to reward outstanding achievements. Reward loyalty and performance with advancement for employees who perform the best. This could be in the form of promotion or a new title to show your appreciation.

Therefore, it is recommended that directors should budget for incentives and rewards to be awarded to the highest achievers. Individuals need to be motivated to aim for outstanding achievement.

5.2.10 Institutional culture

Respondents are clear on the fact that the institutional culture is not supportive towards them. Results showed that 74 respondents (56.93%) of which 68.9% (51) respondents were academics, expressed dissatisfaction in this regard. Employees are still adhering to their cultures, policies and procedure manuals obtained from their legacy institutions and carried these forward to the new institution.

Robbins et al (2003: 384-385) asserts that a number of acquisitions consummated in the 1990s already failed and the primary cause was conflicting organisational cultures. According to Robbins et al (2003:385), culture building starts at the top of the organisation, once the culture is in place, practice within the organisation maintain the culture by giving employees a set of similar experiences (shared values). One of the functions of an organisational culture is the social glue that helps to bind the organisation by providing appropriate standards for what employees should say and do.

The recommendation is that managers need to come up with strong strategies for integrating all the different working cultures carried forward from legacy institutions. This process is a challenge if people resist change; managers have to establish time frames to ensure that employees are working within the framework to create a new institutional culture.

5.2.11 Communication

The results indicated that 88 respondents (67.69%) of which 55.6% are academics reported to be dissatisfied with the communication and feedback processes of the university. Communication and feedback are the key role players in the survival of any organisation.

When there is no communication system in place that organisation definitely dies. Employees need continuous feedback on the institutional transitional progress. Such regular feedback assists to alleviate frustration and feelings of uncertainty employees might experience during the transitional period.

5.2.12 Job security

For this job facet, 56.93% (74) respondents expressed their dissatisfaction, of which 53% (44) respondents are academics. Job security refers to the likelihood of a job remaining available to the current job holder, especially during transitional period of mergers where some positions from the legacy institutions will not be on the structure of the newly formed institution which gives the incumbents of such positions no other options but to leave the organisation.

It is recommended that management should re-skill employees for alternative jobs available within the new institution. They should be assured that there will be no job losses during the transitional period.

5.2.13 Social services

Regarding social services, 90 (69.23%) of the respondents expressed dissatisfaction. Results showed strong evidence that the university is failing to offer social services to its employees. Social needs include a need to affiliate with others and to have supportive relationships. Part of the satisfaction of being employed is the social contact it brings, and therefore employees should be allowed a reasonable time for socialisation.

Therefore, it is recommended that managers should organise workshops for staff from all the legacy institutions for them to get to know each other and to enable them to work together as part of a team.

5.3 FINDINGS OF THE STUDY

5.3.1 Factors affecting job satisfaction

The results of the study from 130 respondents indicated that most respondents draw their job satisfaction from having a positive relationship with their managers, good working relationship with co-workers, general institutional policies and a certain degree of autonomy to work on their own.

This can be represented as follows:

Table 3 Factors affecting job satisfaction

<i>Factor</i>	<i>Percentage Obtained (%)</i>
Your relationship with your immediate supervisor	68.46
The ability to work independently and creativity	63.08
You have opportunity to voice your opinion	61
Relationship with co-workers from legacy institutions	56.92
The general institutional policies	50.76

5.3.2 Factors affecting job dissatisfaction

The findings of the study indicate that there are more factors that contribute to the job dissatisfaction dimension than those factors that contribute to the job satisfaction dimension.

The findings indicate that the majority of respondents are dissatisfied with most of the job satisfaction factors, which calls for the intervention by management to come up with remedial strategies to save the situation.

More people are generally unhappy with the following job satisfaction factors:

Table 4 Factors affecting job dissatisfaction

<i>Factor</i>	<i>Percentage Obtained (%)</i>
The physical conditions in your work environment	76.16
There are institutional awards for outstanding achievements	72.30
Participative decision making exists.	71.5
Institutional policies are consistently applied to all employees	69.23
General social services are offered by the institution	69.23
Prompt feedback and communication received from manager	67.69
Technological changes affects your employability	63.85
Good work done is recognised	63.84
The institution utilises individual talents.	63.08
Clear, achievable job goals and standards are set.	62.31
There is a clear job description of what is expected from you	57.69
The institutional culture is supportive	56.9
Institutional changes affected your career	56.93
Institutional benefits are adequate	56.92
You are paid fairly for the amount of work you do	55.39

The above analysis significantly reflects that staff at WSU is generally dissatisfied with

their jobs and management needs to attend to the factors that affect job dissatisfaction. The research results also reflect that academic staff members are more dissatisfied than non-academic. In all the factors that affect job dissatisfaction academic staff scored the highest percentage. Research literature reveals that job dissatisfaction leads to a low level of employee commitment to performance and achievement of organisational goals, hence it is recommended that:

- If employees are satisfied with this job facet this means that the university has a great potential to retain its employees resulting in minimal employee turnover. Management should re-skill employees for alternative jobs available within the new institution. They should be assured that there will be no job losses during the transitional period.
- Managers should organise workshops for staff from all the legacy institutions in order to get to know each other and to work together as a team. It is therefore recommended that each campus should have a management committee comprising of members from facilities, a campus director and other stakeholders, such as labour and student representatives. One of their terms of reference should be to maintain a conducive working environment.

Furthermore, managers need to come up with strong strategies for integrating all the different working cultures carried forward from the legacy institutions. This process poses a challenge if people resist change; managers have to put time frames to ensure that employees are working within the new institutional culture.

- It is recommended that directors should budget for incentives and rewards to be awarded to the highest achievers. Individuals need to be motivated for their outstanding achievement. Supervisors must be trained to identify

employees with special skills and utilise their staff talents and capacity more effectively. This could be done through a skills audit, followed by matching and placing employees according to their fields of specialisation.

- The human resource department should also speed up the process of populating the organogram of the new institution to alleviate the uncertainty employees have about their future employment in the positions they are acting in. It has been made clear that acting in a position does not mean the post will automatically be given to you. The post will be advertised and the best candidate will be offered the post.
- Employees should receive acknowledgement for their outstanding performance in the university. Employees at all levels of the organisation want to be recognised senior position or sending a word of congratulation when work is well done.
- It is recommended that employees should be allowed the opportunity to be heard through their labour representatives, they should also own decisions made by the university as this could not only promote job satisfaction but also become a tool for problem solving. This will also help management to minimise cases of disputes with stakeholders for their unanimous decisions that are always referred to the CCMA for arbitration.

5.3.3 Recommendations for future research

The findings of this study led to the following recommendations for future research:

- It is therefore recommended that for further research, communication effectiveness and a feedback system to employees should be management's priority by ensuring that this takes place effectively.

Communication and feedback are key to the survival of any organisation. When there is no communication system in place that organisation will suffer. Employees need continuous feedback on institutional transitional progress. Regular feedback help to alleviate frustration and feelings of uncertainty employees have during the transitional period.

- Future research should investigate strategies to manage conflict of organisational cultures during the transitional period.
- It is also recommended that for future research, harmonisation of benefits during the transitional period should become management's first priority.
- Future research should investigate the best criteria for recognition of outstanding performance as this will assist in motivating and enhancing employee morale and also the degree of its transparency.

5.4 LIMITATIONS OF THE STUDY

- During the study period the environment was unstable due to a deadlock between labour and management on the harmonisation of benefits of the legacy institutions and thus respondents might have been too negative in their responses as there is always uncertainty and indecisiveness during mergers.
- During the study period on this research some of WSU's employees from legacy institutions had already left the WSU and those who were still available might have been scared to participate.
- Time constraints could also have had a negative impact on this study because participants need time to respond and the study was conducted during the examination period at the university.

- Having mentioned the limitations, the researcher is confident that they would not adversely affect the reliability and validity of the results.

5.5 SUMMARY

The study achieved its aim of evaluating job satisfaction levels of WSU employees during the transitional period and to determine factors that affect job satisfaction and those that affect job dissatisfaction. Findings were discussed; recommendations for intervention and for future research were made. Study limitations were outlined.

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ANNEXURE A



M E M O

TO: Vice Chancellor: WSU
FROM: Mbundu-Carter IN: WSU Exams Section
DATE: 06 October 2009
SUBJECT: Consent for conducting research at WSU

I hereby tender my request for consent to conduct a research survey questionnaire. Research topic 'A critical evaluation of job satisfaction levels during transitional period of a merger: in the case of WSU.

Responses will contribute towards the research carried out by myself for the Mini Dissertation in M'Tech: Business Administration at UNISA.

Kindly note that

- all information is purely for academic Research
- the completion of questionnaires will not take more than 15 minutes
- the questionnaire can be completed in one's free time

I trust that my request will receive your favourable response.

Thanking you in advance.

Regards

ANNEXURE B



UNIVERSITY OF SOUTH AFRICA
DIVISION: ECONOMIC AND MANAGEMENT SCIENCES

Dear Participant

MTech: Business Administration
Mini Dissertation: Research Project
Researcher: Irene N Mbundu-Carter (043- 702927)
Supervisor: Dr J Le Roux

I, Irene N Mbundu-Carter an M'Tech student, at UNISA, Division: Economic and Management Sciences invites you to participate in a research project entitle '*A critical evaluation of job satisfaction levels during transitional period of a merger: the case of WSU*'.

The aim of the study is to critical evaluate job satisfaction levels during transitional period of merger in the case of WSU as organizational excellence can be attained when employees experience job satisfaction.

Please note:

- Your participation in this project is voluntary.
- You may withdraw your participation from the project at any time.
- Confidentiality and anonymity of records will be maintained at all times
- Information received will serve no other purpose than purely for academic research.

If you have any questions or concerns about completing the questionnaire, your may contact me or my supervisor at the numbers listed above.
For further information do not hesitate to contact me at 043-7029227.

This questionnaire will take you fifteen minutes to complete.

Thank you for your time and cooperation

.....
Mbundu-Carter I N (Researcher)

ANNEXURE C

QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION

Please place an ☒ in the box that refers to you.

TAKE NOTE: Do not identify yourself or persal number anywhere in this document.

Information about yourself

1. Are you ?

<input type="checkbox"/>	An Academic staff
<input type="checkbox"/>	Non-Academic staff

2. Your gender?

<input type="checkbox"/>	Male
<input type="checkbox"/>	Female

3. Your age group?

<input type="checkbox"/>	20 years or younger
<input type="checkbox"/>	21 – 35 years old
<input type="checkbox"/>	36 - 50 years old
<input type="checkbox"/>	51 – 60 and above

4. How long have you been with the university (WSU)?

<input type="checkbox"/>	Less than a year
<input type="checkbox"/>	More than a year but less than three years
<input type="checkbox"/>	More than three years

5. At which institution were you working before merger of (WSU)?

<input type="checkbox"/>	Border Technikon
<input type="checkbox"/>	Eastern Cape Technikon
<input type="checkbox"/>	University of Transkei
<input type="checkbox"/>	Other

6. Your highest qualification?

<input type="checkbox"/>	Matric
<input type="checkbox"/>	Diploma/Degree
<input type="checkbox"/>	Honours/B'Tech
<input type="checkbox"/>	Masters +

7. At what grade are you?

<input type="checkbox"/>	Grade 5 - 6
<input type="checkbox"/>	Grade 7 - 8
<input type="checkbox"/>	Grade 9 – 10
<input type="checkbox"/>	Grade 11 – 13
<input type="checkbox"/>	Grade 14 - 17

SECTION B

QUESTIONNAIRE: MINNESOTA JOB SATISFACTION QUESTIONNAIRE

Please place an ☐ in the block that relates to you.

Choose one option only.

These questions are rated on a Likert 4 point scale as follows:

- 1 = Very Dissatisfied**
- 2 = Dissatisfied**
- 3 = Satisfied**
- 4 = Very Dissatisfied**

	1 = Very Dissatisfied	2 = Dissatisfied	3 = Satisfied	4 = Very Satisfied
1. The general Institutional policies.				
2. The ability to work independently and creatively.				
3. You have the opportunity to voice your opinion.				
4. You are paid fairly for the amount of work you do.				
5. Institutional policies are consistently applied to all employees.				
6. Institutional benefits are adequate.				
7. Institutional changes affected your career.				
8. Utilization of individual talents by the institution.				
9. Prompt feedback and communication received from management.				
10. Clear, achievable job goals and standards are set.				
11. Recognition for good work done.				
12. Your relationship with your immediate supervisor.				
13. There are institutional awards for outstanding achievements.				
14. Participative decision making exists.				
15. Relations with co-workers from legacy institutions.				
16. The institutional culture.				
17. Technological changes affect your employability.				
18. There is a clear job description of what is expected from you.				
19. General social services are offered by the institution.				
20. The physical conditions in your work environment.				

Your participation is highly appreciated

