

**AN INVESTIGATION INTO THE EXPERIENCES OF REMAINING
NURSE TUTORS DURING TRANSFORMATION OF NURSING
COLLEGES IN THE FREE STATE**

by

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DECLARATION

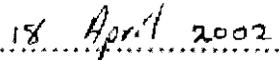
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I, Ellie Catharina van Dyk, declare that AN INVESTIGATION INTO THE EXPERIENCES OF REMAINING NURSE TUTORS DURING TRANSFORMATION OF NURSING COLLEGES IN THE FREE STATE is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.



.....
SIGNATURE

EC VAN DYK (Mrs)



.....
DATE

DEDICATION

I dedicate this work to Gerrie, Jaco, Hymne, my parents, and my remaining colleagues at the Free State School of Nursing.

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I am immensely grateful to God for giving me the opportunity to complete this study, and give Him thanks and praise.

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ABSTRACT

The study investigated the experiences of remaining nurse tutors at the Free State School of Nursing during the transformation of Nursing Colleges and downsizing of personnel. The study aimed at describing the experiences of individuals during changes in their work environment, with the purpose of contributing to the identification of guidelines for 'surviving' transformation and downsizing at the workplace.

Three themes emerged from this study through the narrative descriptions and unstructured interviews. The first theme, affective responses, dealt with emotions, low morale, depressive moods and anxiety caused by transformation and downsizing. The second theme, cognitive and perceptual view, revealed the thoughts, beliefs, and opinions of remaining nurse tutors regarding transformation and downsizing. Perceptions of and opinions on how nursing education and human dignity were affected were also expressed. The third theme portrayed the coping responses, which described work-related personal and social adjustments nurse tutors made during the transformation of nursing colleges.

Recommendations included communication, participation and counseling of nurse tutors and to meet the requirements of nursing colleges during transformation and downsizing.

Key terms

Transformation, downsizing, involuntary redeployment, last in first out, nurse tutor, remainder/survivor, experience, emotion, morale, perception, attitude, coping.

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LIST OF ABBREVIATIONS

FSSON **Free State School of Nursing**

LIFO **Last in first out**

LIST OF ANNEXURES

- Annexure A:** Request to conduct the research
- Annexure B:** Permission to conduct the research
- Annexure C:** Cover letter to the informant
- Annexure D:** Agreement with the informant
- Annexure E:** The experience of the researcher

CHAPTER 1

INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

South Africa is moving in a new direction and is transforming, constitutionally, socially and economically. Changes happen in every field including legislation, health, education, law and order. Transformation of the Public Service and education in South Africa is part of the political and socio-economic transition to democracy. These changes have emotional, attitudinal and coping consequences on the individual. People experience various psychosocial reactions that can cause perceptual, attitudinal changes and coping responses during the transformation.

1.2 BACKGROUND TO THE STUDY AND PROBLEM STATEMENT

Van der Bijl (1998:14) indicated that several elements triggered changes in South Africa. These elements are

- impoverished human capital as a result of the legacy of apartheid and a lack of training
- a huge cultural rift between two societies
- years of isolation which cause a lack of world competitiveness, a skill shortage in high technology, information and global thinking
- uneven distribution of wealth

Van der Bijl emphasized that the environment is rapidly changing and that the rate of change is accelerating. He also recommended being ready for change or you could be drowned by it (Van der Bijl 1998:16). Bacharach, Bamberger and Sonnenstuhl (1996:477) maintained that macro environmental change could trigger transformation.

In South Africa the new Government introduced the Public Service Act 103 of 1994, which created the basis for integrating the fragmented system of state administration inherited from the apartheid government into a unified national Public Service. Therefore the Government used transformation to reshape the public service in the new dispensation in South Africa. The Public Service had a major role to play in the process of reconciliation, reconstruction and development. The service needed to be transformed into a coherent, representative, competent and democratic instrument for implementing government policies and meeting the needs of all South Africans (South Africa 1995:11). Transformation caused the entire Public Service to be restructured and changed. Departments in the Public Service were required to change in terms of Chapter B, Special of the Public Service Staff Code. Change in the Public Service was applied according to the Public Service Act 103 of 1994 (Placement of staff ... 1999:1). One rationale for changing was to downsize the Public Service to a cost-effective level (Office of Public ... 1994:2).

Several institutions changed from their old organisational structure and took on a new image. This caused the Public Services' nursing colleges in South Africa to undergo restructuring in different regions. The process of structural transformation of nursing colleges included the closing of some nursing colleges and converting of other (Reitz 1999:12; SA's Nursing ... 1997:6).

Since 1996 the Free State Provincial Administration's Department of Health and Welfare Services started to rationalise the service. Each employee received a notification about his or her absorption (Househam 1996:1). Transformation and rightsizing of the Public Service caused a change in the structures of the nursing colleges in the Free State. Nursing education was part of the Public Service and the responsibility of the Department of Health. The Free State Nursing Education Act, No. 15 of 1998 introduced the Free State School of Nursing (FSSON) staff establishment (South Africa 1998:1-14). The act implies that the staff establishments of different nursing colleges of the Free State were abolished and a new establishment of the FSSON with three campuses was approved and implemented in 1999. These three campuses are situated in Bloemfontein (Southern), Welkom (Northern) and Qwa Qwa (Eastern Campus). But, some nursing colleges had to

merge to become one campus. This resulted into the relocation of staff from one site to another. Although it was mentioned that this unification of nursing colleges would not affect the staff, it caused an involuntary staff reduction of nurse tutors (Du Plessis 1999:6). The rationale for the abolition of these posts was that it would contribute to facilitate an integrated, equitable and efficient health system (Albertse & Hilder 1999:2). Strategies of early retirement to reduce the staff were offered and the remaining staff had to be absorbed in suitable posts (Office of Public ... 1994:2). In the Free State downsizing and placement of supernumerary staff were implemented by using the principle of 'last in first out' (LIFO). The total number years of service, and seniority in the Public Service determined the absorption of staff into the new establishment. Those who were supernumerary would be involuntary redeployed and laterally transferred to an appropriate post (Placement of staff ... 1999:1-2). This meant that the nurse tutors who were not absorbed in the establishment of the FSSON received a notification that they were supernumerary, and were redeployed to another service in the Free State (Househam 1999b:1-2). Nurse tutors who were absorbed in the FSSON staff establishment also received a letter, informing them about the appropriate absorption into the different campuses (Househam 1999a:1).

Booth and Smith (1995:125) stated that downsizing is not a pleasant experience for an organisation or its employees and it has negative effects on the individual. These effects include loss of the old, social loss, coworker loss, uncertainty, anxiety, stress, bad interpersonal relationships and a lack of motivation (Heindl 1992:55; Susskind, Miller & Johnson 1998:30). Isabella (1992) cited in Lawson and Angel (1998:290) named organisational changes as *trigger events* that initiate cognitive shifts and stir up feelings and emotions that elicit reactions towards the change. Fisher (1991) indicated that downsizing causes the erosion of trust and morale and an increase of insecurity (Mishra & Spreitzer 1998:567).

After downsizing, survivors suffer from a *layoff survivor sickness* (this term describes a set of feelings, perceptions and attitudes of employees after involuntary reductions). The symptoms are anger, depression, fear, distrust and guilt. They also have a lack in commitment, spontaneity and reduced desire to take risks (Noer 1993:13).

Moolman and Van Wyk (1997:82-83) came to the conclusion that change has a negative impact on the following aspects of the employee: loyalty towards the organisation; morale before, during and after the implementation of the change; productivity; quality of work; turnover in the organisation; absenteeism from the work; increase or decrease of grievances; increase or decrease of disciplinary investigations related to the changes in the organisation.

Iacovini (1993:66) explained that organisations don't understand the human side of change that is not logical, rational, or reasonable. This involves feelings of employees and attempts to enhance their self-esteem. Organisations concentrate on and understand the business side. He stressed the need to learn how to manage the human side to ensure a secure work environment, and employee loyalty. Kilpatrick, Johnson and Jones (1991:45) maintained that many approaches to downsizing do not consider the human side when employees experience organisational crises. They suggested that a systematic approach towards downsizing should be taken. Bumbaugh (1998:30) called downsizing a monster that hurts survivors deeply and the hurt in the workplace is largely overlooked.

Nursing as a caring profession, was also affected by transformation and downsizing. The remaining nurse tutors, who have to teach and guide the future professional nurses to 'care', might have experienced these changes severely, when changes were implemented without any 'caring' approaches. However, Godfrey (1994:90) maintained that downsizing can be devastating and nurse managers and administrators can play an important role in planning it sensitively. This problem made the researcher aware of the need to explore and understand the experience of remaining nurse tutors.

1.3 AIM OF THE STUDY

The aim of the study is to describe experiences of individuals during changes in the work place.

1.4 PURPOSE OF THE STUDY

The purpose of the study is to describe the experiences of remaining nurse tutors during the transformation and downsizing process so that it can contribute to identify guidelines to 'survive' changes with positive outcomes for the remaining people.

1.5 THE RESEARCH QUESTION

The following research question was formulated:

- What were the experiences of remaining nurse tutors of the FSSON during the transformation of the nursing colleges and downsizing of the personnel?

1.6 RESEARCH OBJECTIVES

The following research objectives were formulated to guide the researcher. In this study the researcher aimed at

- describing the emotions that the remaining nurse tutors experienced
- identifying how the transformation and downsizing affected their morale
- describing the remaining nurse tutors' perception regarding the downsizing
- explaining how the process influenced their attitudes toward their work
- explaining how the remaining nurse tutors were coping during the transformation of nursing colleges and downsizing of personnel

1.7 IMPORTANCE OF THE STUDY

There is a need to increase awareness and knowledge of the phenomenon. It will help to acknowledge and understand peoples' experience and stressors of the phenomenon. It will address the need to pay attention and to be sensitive to the human side of individuals during changes. Nelson (1998:21) mentioned that the survivors after transformation are the most important factor in determining the future success of the goals of the downsized

organisation. It is important for managers to anticipate the survivors' reaction and to help them to grow and cope with the psychosocial changes and work pressure. It is said that the long-term implications of reduced morale and motivation are not pleasant and have an impact on the quality of work and services (Cascio 1993:101). Thus this study's findings can be important in identifying what impact the changes have on the remaining nurse tutors and how it could possibly affect nursing as a profession and nursing education.

1.8 SIGNIFICANCE OF THE STUDY

This study can be of significance for understanding the experience of employees during transformation and downsizing of the workplace. The experience of the remaining nurse tutors during transformation and downsizing can contribute to identifying guidelines that can make a contribution to the survival of transformation and assist positive outcomes for the remaining people.

In view of the future transformation of organisations and downsizing of personnel, this study's findings can be of significance and can be utilised in the planning and implementation of changes. In the disciplinary context of nursing colleges and nursing education these findings can make a significant contribution to future transformational changes in nursing colleges. Goldenberg and Kline (1997:709) stated that the literature provides little sense of the experiences of transformation and that there is a need to understand employees' perception of the situation. However, Kiley (1997:136) suggested further studies of the effect of organisational transformation in South Africa on employees. The study of Bester (1996:90) came to the conclusion (regarding the study limitations) that a qualitative research design would provide a more phenomenological picture to the findings about stressors of remaining staff after involuntary layoffs.

1.9 DEFINITIONS

1.9.1 Transformation

Transformation is a commitment to change and a need to break away with a change in perception and insight from the past into a new direction (Wiesner & Vermeulen 1996:163). Kindler (1979:477) described transformation change as 'a variation in kind that involves reconceptualisation and discontinuity from the initial system'. It represents a move away from the tradition and involves more risks.

The difference between organisational changes and transformation is that transformation occurs when there is a realignment across the organisation and it can take two to three years, while, organisational change occurs constantly and is ongoing (Bacharach et al 1996:502; South Africa 1995:11). Veldsman (1995:36) described the organisation transformation as multidimensional, extensive, happening internal and external to the organisation, and is about evolutionary and revolutionary renewal, which occurs, in a sequential-linear fashion.

For the purpose of this study *transformation* means the restructuring and merging of all the nursing colleges in the Free State. Restructuring refers to a structural redesign and is targeted by downsizing (Freeman 1999:1514). This implies a total new paradigm shift for the nursing colleges in the Free State which have to restructure, merge and consequently downsize the personnel and relocate the remaining nurse tutors from one campus to another.

1.9.2 Downsizing

Downsizing can be defined as a 'constellation of stressor events centering around pressures towards work force reductions which place demands upon the organisation, workgroups, and individual employees, and require a process of coping and adaptation' (Shaw & Barrett-Power 1997:109). Cascio (1993:96) and Freeman (1999:1507) described it as planned elimination or intentional reduction of positions or jobs which does not

include normal retirement or resignations. In this context, *downsizing* refers to the involuntary reduction of personnel with the implementation of involuntary redeployment to another workplace.

1.9.3 Involuntary redeployment

The concept 'layoff' is partially applicable to downsizing in this study's context. Layoff refers to the permanent, involuntary dismissal of employees, with the purpose of trimming costs, and not 'firing' employees for inadequate and inappropriate work behaviour (Brockner 1988:214). However, *involuntary redeployment* refers to 'the involuntary transfer-out' within the organisation (Greenhalgh, Lawrence & Sutton 1988:243). Employees were not dismissed, but an *involuntary redeployment* of supernumerary employees was implemented to cut costs and to make the FSSON streamlined.

1.9.4 Last in first out

Last in first out (LIFO) is based on the employees' seniority in the organisation. This implies that greater loyalty to those employees who have served the organisation for a longer period are considered (Engelstad 1998:109-110; Kazemek & Channon 1988:41-42; Luthans & Sommer 1999:49; Weber 1994:25). In the context of this study LIFO was utilised to downsize the FSSON. Remaining nurse tutors remained because of their length of public service and the supernumerary nurse tutors with less service were involuntary redeployed.

1.9.5 Nurse tutor

A nurse provides care and attends to general care (The Oxford English ... 1989d:603). A tutor is someone who 'gives special or individual instructions under discipline' (The Oxford English ... 1989e:731). A *nurse tutor* is a registered nurse who teaches and guides a student in theory and practice, towards independent practice to utilise his or her own abilities. The nurse tutor provides direct assistance and support with relevant

guidelines and teaching aids to develop a competent and independent practitioner (SANC 1992:7).

1.9.6 Remainder / survivor

Remainder refers to 'that which is left after anything is taken away or the quantity left after subtraction' (Webster Home University ... 1964d:831). A survivor is 'one who outlives another' or 'survives a battle' (Webster Home University ... 1964e:1008). However, in the context of downsizing a survivor is an employee who was not laid off or redeployed, and remains in the organisational system after involuntary reduction (Brockner 1988:214; Noer 1993:13). For the purpose of this study, *remaining nurse tutors* refer to those who were not involuntary redeployed, but were absorbed and remained in the FSSON's establishment.

1.9.7 Experience

Experience is not only emotions or mood but also a broader range of behaviours. The behaviour has perceptual-sensory, action-motoric and visceral components (Rosenbaum 2000:52). Crotty (1996:14) described six understandings of 'experience' namely: feelings of emotional states; perceptions, meanings; perceptions, attitudes and feelings; events; events, together with personal reactions to events; and function or role. *Experience* is defined as 'the events that have taken place within the knowledge of an individual during a particular period' (The Oxford English ... 1989c:563). Webster Home University Dictionary (1964a:339) defines *experience* as 'the actual living through of events and emotions'. *Experience* is then defined in this study as the individuals' memories and living through of feelings, emotions, perception, events and personal reactions to events during the transformation of nursing colleges and downsizing of personnel.

1.9.8 Emotion

The Oxford English Dictionary (1989b:183) describes *emotion* as agitation, disturbance of feelings, passion, excitement and a mental state. Izard (1991) described an *emotion* as

‘a feeling that motivates, organises and guides perception, thought and action’ (Louw & Edwards 1997:425). *Emotion* in the context of this study refers to the feelings that remaining nurse tutors have that motivates and guides their perception, thoughts and actions.

1.9.9 Morale

It is the mental state or condition ‘that makes it possible to sustain courage, determination, confidence, enthusiasm and endurance in times of difficulties’ (Webster Home University ... 1964b:633; Webster New World Dictionary 1986:925). *Morale* in this study’s context refers to the mental state or mood of the remaining nurse tutors during the transformation of nursing colleges and downsizing of personnel.

1.9.10 Perception

In Webster Home University Dictionary (1964c:718) ‘perception’ is awareness or consciousness, and ‘perceive’ means to understand. *Perception* refers to the process of selection, organisation and interpretation of a stimulus, which was received from the environment (Louw & Edwards 1997:121). In the context of this study *perception* refers to how the remaining nurse tutors interpreted the transformation of nursing colleges and downsizing of personnel.

1.9.11 Attitude

The Oxford English Dictionary (1989a:771) describes *attitude* as ‘settled behaviour or manner of acting representative of feelings or opinions’. Furthermore, an *attitude* is a strong belief or feeling toward a person, object, idea, or event and consists of three parts: cognitive (thoughts or beliefs), affective (evaluations or emotions) and conative (motives or intentions) (Louw & Edwards 1997:750, Reece & Brandt 1993:68). *Attitude* in this study’s context refers to the beliefs and emotions the remaining nurse tutors had regarding the transformation of nursing colleges and downsizing of personnel.

1.9.12 Coping

Coping is a process by which an individual attempts to alleviate and remove stress or threat and it consists of covert and overt behaviours (Garland & Bush 1982:6). *Coping* can be emotion-focused with strategies to deal with emotional distress and negative emotions, and problem-focused with strategies to manage the stressful situation (Lazarus 1993:16; Terry & Callan 1997:204). According to Lazarus and Launier (1978) the person's coping ability has implications for mental and physical health and it influences the coping responses (Garland & Bush 1982:6). However, for the purpose of this study *coping* refers to the attempts remaining nurse tutors had to alleviate and remove the threat and stress of the transformation of nursing colleges and the downsizing of the personnel.

1.10 RESEARCH METHOD

The research is implemented in three phases namely the conceptual phase, research design and planning phase and finally the empirical phase as represented in table 1.1 below.

1.10.1 Research approach and design

This study uses a *qualitative* research approach, because it attempts to capture the human experience, within the context of those who experienced it (Polit & Hungler 1995:16). Qualitative research involves the systematic collection and analysis of subjective narrative data and identifies the characteristics and the significance of human experiences (Parse, Coyne, & Smith 1985:3, Polit & Hungler 1995:15). It takes into account human beings' participation in a situation by using the raw data of informants in written and oral descriptions (Parse et al 1985: 16).

The researcher chose a qualitative research approach because it was the most appropriate design to answer the aim and purpose of the study, as well as the research question and objectives.

1.10.2 Population and sample

The population for the study was remaining nurse tutors who were absorbed in the establishment of the FSSON. Polit and Hungler (1995:230) described the *accessible population* as those that conform to the eligibility criteria as described in paragraph 3.4.4.1 who were accessible to the researcher for the study. A *sample* refers to the subset of units or elements (humans) that compose the population (Polit & Hungler 1995:230). In this study the elements were named *informants*. Field and Morse (1990:138) described an informant as the individual from whom the majority of information is obtained.

A *nonprobability, purposive* sampling design was used to select informants that were information-rich for the study. Those informants met the eligibility criteria of paragraph 3.4.4.1. The informants were contacted and agreed to participate in the research (before the narrative essays and the interview), with informed consent (Streubert & Carpenter 1999:58). Informants were chosen by the researcher because of the need for a sample of experts in the experiences of transformation of the nursing colleges and downsizing of the personnel (Polit & Hungler 1995:235). The size of the sample was determined when *saturation* of information occurred and when there was no need to increase the number of informants. This means that repetition and confirmation of previously collected data occurred and no new insights were generated from new data (Streubert & Carpenter 1999:22-23; Tesch 1990:95).

1.10.3 Pre-exercise

Before the data collection the researcher conducted a pre-exercise with three individuals to increase practical experience with interviews and ensure reflexivity, bracketing and intuiting during the study.

1.10.4 Data collection approach

A narrative description in an essay format and open-ended unstructured interviews with field notes were the data collection strategies. The narrative essays and the open-ended

unstructured interviews provided the informants the opportunity to explain their experience of the phenomena of interest. The interviews were conducted face to face, in a comfortable environment (Streubert & Carpenter 1999:23). *Reflexivity*, *bracketing* and *intuiting* were continuously reviewed to prevent bias of the researcher (Abbott & Sapsford 1998:150; Massey 1995:56; Polit & Hungler 1995:636). A broad open-ended question was used to start the interviews. Subsequent probing questions followed, depending on the response after the broad question (Polit & Hungler 1995:271-272).

1.10.5 Data analysis

Data analysis started soon after the first received narrative essay and unstructured interview (Tesch 1990:92). The researcher used *reflexivity*, *bracketing* and *intuiting* to exclude preconceptions of the phenomenon in order to enter the world of the informant with an open-mind.

Tesch (1990:115-123) described the *de-contextualising* and *re-contextualising* to be used in interpretative or descriptive analysis. The three steps of Tesch (1990) segmenting; developing an organizing system; and sorting data (coding), which are part of this analysis were used to analyse the data.

1.10.6 Trustworthiness

The goal in a qualitative study is to accurately represent the informants' experience. Guba (1981) and Lincoln and Guba (1984) suggested four criteria to support trustworthiness. These criteria are *credibility*, *dependability*, *confirmability* and *transferability*. These criteria and strategies were implemented in the study to establish trustworthiness (Polit & Hungler 1995:362-363; Streubert & Carpenter 1999:28-29).

Table 1.1 portrays a schematic representation of the research methodology in the different research phases.

Table 1.1 Schematic representation of the research methodology

RESEARCH OBJECTIVE	DATA COLLECTION	DATA ANALYSIS	SOURCES/SAMPLE	TRUSTWORTHINESS STRATEGIES
PHASE 1 <i>Conceptual phase</i> Background to the problem Research question and objectives	Literature review	Analysis of - reflexivity - bracketing - intuiting	Primary and secondary sources, national and international	Lincoln and Guba (1985) - credibility - transferability - dependability - confirmability
PHASE 2 <i>Research design and planning</i> Research design Data collection instrument Pre-exercise Sampling design	Literature review	Analysis of - reflexivity - bracketing - intuiting	Primary and secondary sources, national and international Nonprobability, purposive sample with three individuals in the pre-exercise	Lincoln and Guba (1985) - credibility - transferability - dependability - confirmability
PHASES 3 <i>Empirical phase</i> Data collection process, Analysis / interpretation	Narrative description (essay) Unstructured interview Field notes Literature review	Interpretative analysis - segmenting - organising system - sorting data (Tesch 1990:115-123) Analysis of - reflexivity - bracketing - intuiting	Nonprobability, purposive sample of Six informants Primary and secondary sources, national and international	Lincoln and Guba (1985) - credibility - transferability - dependability - confirmability

(Applied from Polit & Hungler 1995:31-37)

1.11 ETHICAL CONSIDERATIONS

Ethical considerations were implemented to prevent ethical dilemmas. Permission from the Free State Health Department and from the FSSON was obtained (annexure B). Care was taken to ensure the rights of the informants. The three ethical principles of the *Belmont Report*, namely beneficence, respect for human dignity, and justice were followed in the study (Polit & Hungler 1995:119-126). Ethical issues pertinent to this study are consent, confidentiality and publication of the findings. These considerations are discussed in detail in paragraph 3.8.

1.12 LIMITATIONS OF THE STUDY

Limitations applicable to this study are researcher's bias, participant effect, data collections and analysis. These aspects are discussed in detail in paragraph 5.6.

1.13 OUTLINE OF THE STUDY

The study consists of five chapters, set out as follows:

In *Chapter 1* an introduction to the study is provided. The background to the problem, problem statement, research question, purpose of the study, objectives, significance of the study, research methodology, terminology and outline of the research report are discussed.

In order to obtain background, knowledge and clarification about the problem under study relevant research studies are discussed in *Chapter 2*. It contains the literature review and it discusses transformation as a social change. Types of downsizing methods and dangers relating to downsizing are described. The experiences of people with regard to change and strategies to revitalise remaining employees are discussed.

Chapter 3 follows with an overview of the methodology used in the study. It describes the research design, population, sampling, data collections and data analysis used in the study. The ethical considerations and measures to provide trustworthiness are also discussed.

In *Chapter 4* the data presentation, responses and comments of the informants are portrayed followed by a discussion.

Chapter 5 provides conclusions, strengths and limitations of the research findings, and provides recommendations concerning the presented research and future research.

1.14 CONCLUSION

In this chapter the background of the context of the study was described. The importance of the study as well as the aim, purpose, research question and objectives were explained. Relevant concepts were defined, and an outline of the study was provided. A literature study follows in the second chapter.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The literature reviewed in this chapter is centered on transformation and downsizing as a stressful event, people's reaction to change in their workplace and strategies to revitalise remaining people. National and international sources were cited.

2.2 TRANSFORMATION

Change can be planned or unplanned. Unplanned change originates from outside the system experiencing the change. Margulies and Raia (1978) described planned change 'that starts with the decision to deliberately improve the system and to utilize external resources to facilitate the process of improvement' (Wiesner & Vermeulen 1996:158). Kilmann and Covin (1988) maintained that planned change is corporate transformation, to change the way people perceive, think, and behave towards a new position and organisational practices (Poole, Gioia & Gray 1989:273).

There are two types of change namely first order and second order change. Wiesner and Vermeulen (1996:158) stated that first order change originates from the system's natural growth and development, and consists of those small improvements that don't affect the system. It involves a modification of what already exists (Louw & Edwards 1997:829). Thus it consists of minor adjustments, which do not change the system's core, but occur as a natural growth and development of the system. The characteristics are that it is a quantitative change in one or a few dimensions, components and levels. The changes are reversible, logical, and rational and don't alter the worldview or paradigm (Levy 1986:10-11).

Second order change is a major change of the organisation's being or nucleus (Wiesner & Vermeulen 1996:158). It is a radical, qualitative, revolutionary, irreversible change in

multidimensional and multilevel that changes behavioural aspects (attitudes, norms, values, perceptions, beliefs and worldview), which leads to a new world view and new paradigm. This change is also seen to be irrational with a new way of thinking and acting (Kindler 1979:482-483; Levy 1986:10-11; Louw & Edward 1997:829).

Transformation is a second order, planned and radical change in a new direction, which is developmental (Nutt & Backoff 1993:304). Different definitions of transformation describe abovementioned characteristics. According to Kindler (1979:477) it is 'a variation in kind and involves reconceptualization and discontinuity from the initial system.' Carneiro (1981) cited in Levy (1986:9) defined it as a development '... characterized by the emergence of new structural forms ... essentially qualitative ... generally discontinuous and proceeds by a series of jumps.' Wiesner and Vermeulen (1996:156) referred to it as a shaping of perception, procedures and behaviour through the influencing of the organisation's mission, culture and nucleus processes. Organisational transformation is also a change to create a paradigm shift and a future environment (Swart & Van Vuuren 1998:22-31). The changing to a new future organisation environment means the restructuring of existing structures.

2.2.1 Downsizing

During restructuring, strategies like rightsizing are used to achieve an integrated, leaner and more cost-effective service (South Africa 1995:99). It is said that the 1990's may go down as the decade of corporate change whenever it is called downsizing, rightsizing, streamlining, or restructuring (Leonard 1995 cited in Luthans & Sommer 1999:49).

In the public sector, downsizing becomes an important way of economic reform in developing countries (Rama 1997:55). Several authors (Cameron, Freeman & Mishra 1991; Casio 1993) defined downsizing as a purposeful reduction of workforce with the aim to improve the organisational efficiency, productivity, and competitiveness (Mishra & Spreitzer 1998:568). Shaw and Barrett-Power (1997:109) added that it places demands upon the organisation, workgroups, and individual employees, and requires a process of coping and adaptation.

Khan (1987:393-394) described four approaches of Walker (1987) to implement downsizing:

- *Normal attrition.* When positions are 'frozen' as they become vacant through retirement, resignation and transfers. This is the less painful method and the best method to ensure continuing effectiveness in the organisation.
- *Induced attrition.* Voluntary resignation and early retirement are encouraged. This method can lead to the termination of high and marginal performers and it might have a serious impact on the quality of service.
- *Planned change.* It involves the elimination of jobs, removal of executive levels and restructuring of the organisation. Persons with the most suitable skills are placed to do the jobs that are important.
- *Visionary approach.* Here the managers plan for the long term regarding the mission and most important services and functions of the organisation. This approach moves toward a vision for the future rather than being pushed away from the existing state.

An approach that is also adopted for reduction and downsizing is based on the length of service (seniority), called *last in first out* which is often the result of collective bargaining. The approach based on performance of the individual and the organisations' needs seems to have a subjective danger, and care should be taken not to have any discrimination of age, gender and race (Engelstad 1998:109-115; Kazemek & Channon 1988:41-42; Luthans & Sommer 1999:49; Weber 1994:25). Sutton and D'Aunno (1989:205) explained that if layoffs are implemented on the basis of performance and not seniority, the workers perceive it as inequitable. An approach that can also be used is described as an involuntary redeployment when involuntary transfers and retraining take place within the organisation (Greenhalgh et al 1988:243; Luthans & Sommer 1999:49).

The dangers of downsizing are extensive, namely: loss of 'best' people; burnout and stress-related illness; dysfunctional and maladaptive behaviour; psychological withdrawal, lack of commitment; and negative attitudes (Isabella 1989:38). Cole (1993) identified problems that downsizing can cause, including loss of cross-unit and cross-level knowledge, loss of personal relationship between employees and customers, and disruption of smooth and predictable routines (Luthans & Sommer 1999:50). In a study

by a business-supported research group, 22 percent of the firms reported that they eliminated the wrong people (Fair 1998:62). Hirsh (1997) reported that downsizing can cause core competencies of people to be ignored and that the organisation might need people with critical professional skills (Luthans & Sommer 1999:65).

2.3 TRANSFORMATION AS A THREAT

A threat is defined as an environment event that has negative or harmful consequences for the human being (Staw, Sandelands & Dutton 1981:502). Although a crisis and a threat share related aspects, threats triggering events are less intense than a crisis because every crisis is a threat, but every threat need not to be a crisis (Gladstein & Reilly 1985:614). Lazarus (1966) maintained that a threat is a cognitive evaluation that threatens one's life, health, wealth, or cherished social relationship. A threat is also in terms of the anticipation that there is danger of interference with one's goal. Threats are anticipatory or future oriented and cognitive processes of perceptions and thoughts can elicit threats (Garland & Bush 1982:25). When the individual is repeatedly exposed to threatening situations the use of anticipatory coping behaviours can lead to difficulties, the individual begins to anticipate the harmful situation and institutes coping behaviours before the event occurs (Garland & Bush 1982:7).

Bridges (1986:24) stated that transformation is not only a simple change but it is a lengthy and traumatic process. However, downsizing threatens the building blocks upon which the survivors have build their careers (Isabella 1989:36). Barrow (1992) cited in Smallen (1995:534) stated that employment goes beyond the issue of survival but provides social status, social interaction and structure for everyday living. It also should be emphasized that when a job is disrupted, the perception of the person's progress through life is disrupted, which means lower status and can cause distress for the individual (Smallen 1995:534).

The severity of the threat depends on the scope and importance of the potential loss and the subjective probability of the loss. This severity depends on if the

- loss is temporary or permanent
- cause of loss is layoff or firing
- change represents loss of the job itself or loss of job features

(Greenhalgh & Rosenblatt 1984:442)

The threat of job loss can have a devastating effect on workers personal and occupational function (Dreiss 1983:3). The study conducted by Gladstein and Reilly (1985:622) indicated that a threat led to an increase of stress and restricted the way groups processed information. A qualitative study of social workers, revealed that downsizing was perceived as a threat to their profession and their future employment (Rosenberg 1999:12). A similar finding emerged in a study by Evans (1995:285) that downsizing threatened the normal or 'status quo' processes of the military. Hamilton-Attwell (1997:20) reported that it was found that 56 percent of employees were threatened by change, and three months later it increased to 68,23 percent. Cameron (1987a) cited in Sutton and D'Aunno (1989:197) suggested that employees at a lower hierarchical level are more threatened because declining organisations reduce direct workers more quickly than administrators and this elicits psychological reactions.

In spite of the negative aspect that change is threatening, Mishra and Spreitzer (1998:567) recorded constructive/destructive and active/passive responses of survivors (paragraph 2.5.2). They argued that trust and justice facilitate constructive responses and less experience of threat. However, if employees are empowered with appropriate work redesign, active responses follow with capabilities to cope with the threat.

2.4 STRESS DUE TO THREATENED EVENTS

Stress is a response to a stressor, it is anything that triggers the fight or flight response, and can have positive and negative effects (Peurifoy 1992:45). Positive stress increases excitement and improves the fight and flight mechanism to better performance (Peurifoy 1992:45). It is also important for the growth, learning, achievement and personal contentment for the person (Le Crow 1992:27). But, when stress exceeds a person's capacity to cope and manage, it is negative and influences the performance of the person

directly (Le Crow 1992:27). Negative stress can be short term and long term. Long term stress drains energy, increases the wear and tear on the body, which makes the person vulnerable to illness. Stress can also be physical and psychological. Psychological stress is created by mental and emotional demands like pressure, frustration, conflict, anxiety and fear. It is important to recognize that stress triggers three types of responses:

- fight and flight to release energy to cope with the external situation
- the body responds to any thought that could have a past negative experience or a possible future problem
- people who experience prolonged stress usually have belief, attitude, and habitual thinking pattern problems

(Peurifoy 1992:45-46)

The consequences of stress can be categorised in three parts:

- *physiological*, it causes psychosomatic illnesses like ulcers and coronary diseases
- *psychological*, it may influence the attitudes and disposition of the individual
- *behavioural*, it may include decrease in productivity, increase in absenteeism and turnover of staff

(Heindl 1992:55)

Kaplan and Sadock (1998:858) stated that distress about work is readily understood when an employee has been fired, demoted, or passed over for promotion. They also mentioned that minorities and those in low socioeconomic groups are particularly vulnerable to job loss. Sutherland and Cooper (1990:51) noted that the antecedents of career stress are job insecurity, over-promotions, under-promotion and thwarted ambitions, with the consequences of job dissatisfaction, burnout, poor work performance and unsatisfactory interpersonal relationships at work.

London and Mone (1987:172) indicated that transition stress is the cause of role uncertainty, new performance demands, and the degree of change. In a study of Casio (1993) cited in Mishra and Spreitzer (1998:567) it was found that more than half of

survivors after downsizing had increased job stress with symptoms of burnout. If change is involuntary and irreversible, the employees experience stress because they blame the managers or the organisation for change (London & Mone 1987:168). Rush, Schoel and Barnard (1995:32) found in their study that pressure for change produces stress and results lower satisfaction with a propensity to withdraw from the stressful environment. It is reported in an empirical study that during changes 65,3 percent of employees had high levels of stress and after three months it increased to 71 percent (Hamilton-Attwell 1997:20). In a recent study of Kiley (1997:124) it was indicated that organisational change correlated with stress, anxiety and depression of the employee. The study by Bester (1996:87) indicated that survivors of the South African Air Force had typical stressor outcomes related to the 'survivor syndrome', and that stress, work stress and organisational stress were related to the individuals' cognitive and perceptual experience.

2.5 PEOPLE'S REACTION TO CHANGE

Change in the work environment such as transformation and downsizing events elicit reaction from people who are involve with the change. Therefore different reactions to change are discussed.

2.5.1 Conceptual model of Brockner

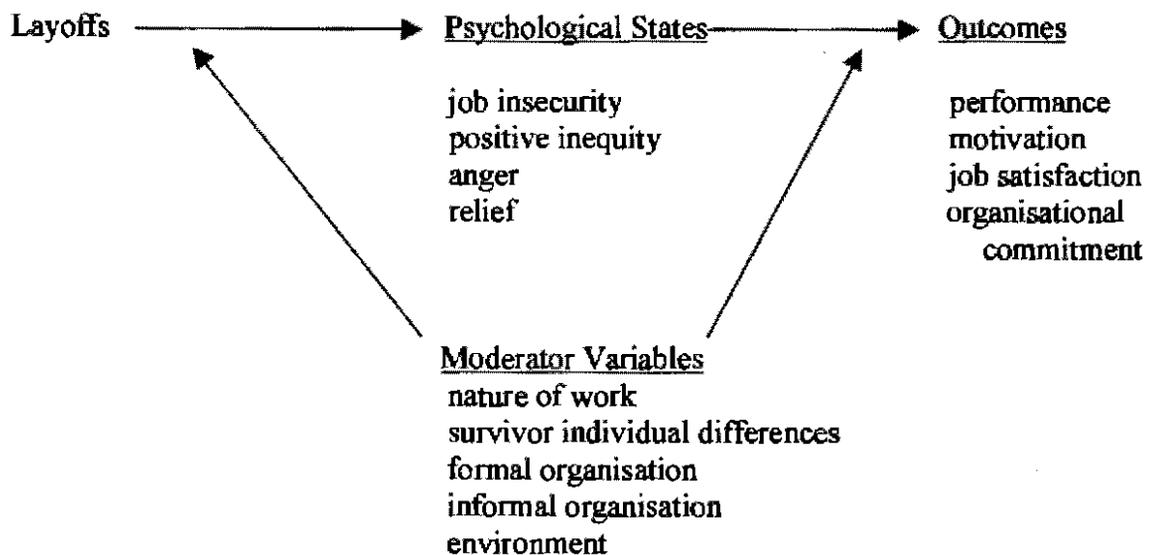
The conceptual model of Brockner (1988:215-220) described reactions of survivors to co-workers' layoffs with five moderator variables that have an impact on survivors' psychological states and the latter on their work behaviours and attitudes. The model consists of three major components as described below and illustrated in figure 2.1.

First, layoffs have the potential to cause a variety of psychological states. These can be job insecurity, positive inequity, anger, and relief. The list of psychological states can be experienced differently.

Second, the psychological states of the survivors potentially affect their work behaviours and attitudes. For example, high or low levels of job insecurity produce anxiety and lead

to impaired performance, but moderate levels of insecurity can facilitate performance. *Positive inequity* could also produce a boost in work motivation. *Anger* and *resentment* could demotivate the survivors if they perceive illegitimacy or unfairness of the layoff, which increase feelings of hostility towards the organisation with a reduced productivity and sabotage. *Job insecurity*, *positive inequity*, and *anger* could affect their work attitude. These reactions decrease organisational commitment.

The *third* component are variables which have an impact on the survivors. The moderator variables are drawn from five categories. These categories are: the nature of the work; survivor individual differences; procedures and programs in the formal organisation; security in the informal organisation; and environmental conditions. If there is not comparable work for the laid-off workers elsewhere, survivors experience job insecurity.



Note: The examples under each heading are not exhaustive.

Figure 2.1 Overview of the conceptual model by Brockner
(Brockner 1988:221)

2.5.2 Mishra and Spreitzer's Typology of survivors responses

Mishra and Spreitzer (1998:568-572) built a typology of survivors' responses that can be aligned in horizontal and vertical dimensions that are illustrated in figure 2.2.

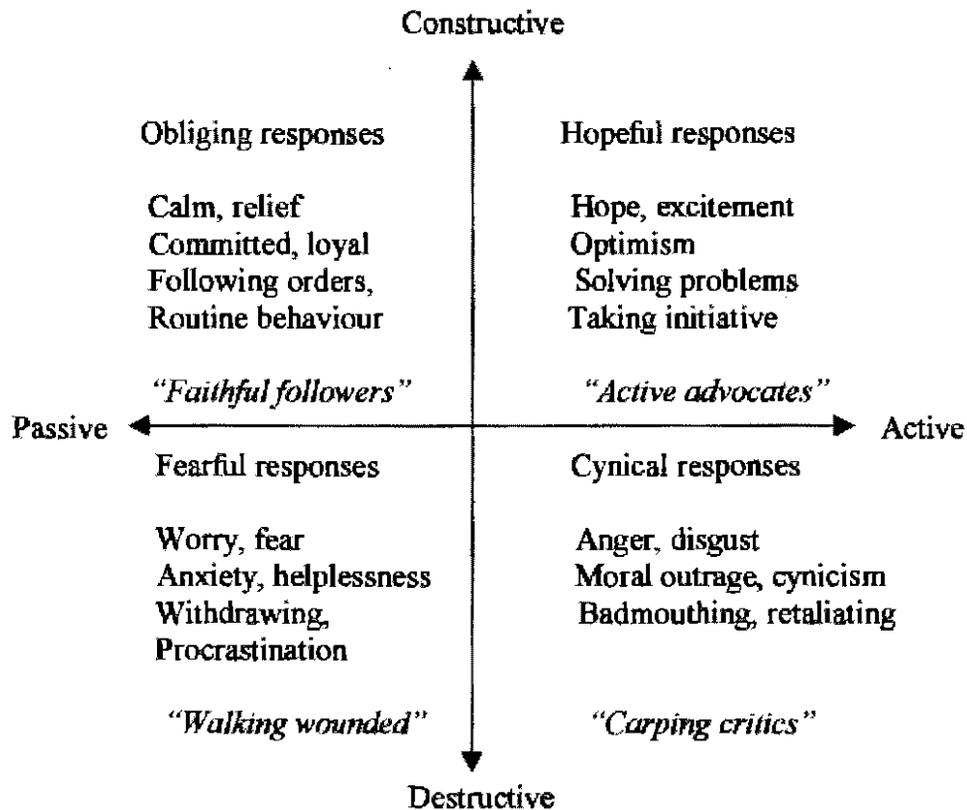


Figure 2.2 Archetypes of survivor responses

(Mishra & Spreitzer 1998:569)

Vertically, *constructive* survivors view downsizing not as a threat and cooperate with the top management, and the *destructive* survivors feel threatened and are not cooperating with the downsizing. Horizontally, *active* survivors believe that they can cope with the downsizing and *passive* survivors see themselves unable to cope.

These two dimensions result in four archetypes of survivors' responses.

◆ **Fearful response: 'walking wounded'**

They consider downsizing as harmful and believe that they cannot cope and experience fright, depression and worry. Common coping responses are withdrawal behaviour, absenteeism, lateness, procrastinating or focus on nonwork interests and activities.

◆ **Obliging response: 'faithful followers'**

This group believes the same as the group above that they cannot cope, but view the downsizing less threatened and harmful. Their responses are constructive and passive with loyalty, commitment and obedient behaviour.

◆ **Cynical response: 'carping critics'**

These survivors believe that they have the personal resources to cope. They feel threatened that the downsizing can harm them, thus their responses are destructive and active. Emotional experiences are anger, disgust and resentment with active responses of 'badmouth'. This can result in extreme behaviour such as vandalism, retaliation or sabotage.

◆ **Hopeful response: 'active advocates'**

These survivors are the opposite of the fearful response. They are active and constructive. They believe they have resources to cope and downsizing does not threaten them. Responses of collaboration, hopefulness and optimism are evident for the future. This group experiences ownership and they help to enhance the performance of the organisation.

(Mishra & Spreitzer 1998:570-572)

2.5.3 Experiences of loss during change

When a person survives a significant loss, psychological reactions of grief, mourning and bereavement are terms that are applied. Grief is the subjective feeling of loss and is synonymously used with mourning, which is the process of resolving grief (Kaplan & Sadock 1998:69). Bereavement is a natural response to many kinds of losses and crisis events (Stearns 1995:24). Bridges (1986:30-31) noted that losses are associated with organisational change and transformation, and people experience the following types of losses namely: loss of turf, loss of attachments, loss of meaning, loss of future, loss of competence-based identity and loss of control. The losses of security, identity, esteem, support, confidence and affiliation are identified by Werth (1994:13). The loss of integrity, credibility, and reputation are fears of employees and can be added according to Iacovini (1993:66).

Loss is followed by a number of emotional states that are organised in sequence and to achieve resolution of grief, a person has to progress exactly according to this sequence (Gunzburg 1993:63). According to a study conducted by Massey (1991) nurses whose hospital was closing, experienced grief (Suderman 1995:8). Hamilton-Attwell (1997:19) noted that employees cope with transformation by going through the same psychological stages terminally ill patients go through as described in Kübler-Ross's (1969) theory of bereavement. These stages are denial, anger, bargaining, depression and acceptance. This theory comes alive during changes in the employability and job security of employees.

Several authors noted how the employee may experienced bereavement:

- The *denial* stage occurs in the beginning when employees realise that changes are actually being instituted and inevitable. Typical responses of a layoff survivor are 'I'm not a victim, not emotionally involved.'
- The *anger* stage is evident when behaviour changes and attitude shifts are required from employees. They become more difficult, aggressive, resistant and angry at the system, with managers, subordinates, trainers, family and themselves. Verbal

responses are ‘I can’t act out my feeling of anger.’ or ‘I feel separated – I’m a victim too.’

- The *bargaining* stage is marked by responses of: ‘How can I negotiate my own safety?’ and ‘Can we look at options other than laying off my colleagues.’
- The next stage, *depression* is often accompanied by a sense of helplessness. It manifests in fatigue; a ‘who cares’ attitude; demotivation; lowered productivity; increase in ill health; lack of energy, initiative or creativity and verbally remarks such as: ‘I’ve lost my joy in work and spontaneity.’
- Employees who have been helped working through the anxiety and despair will become productive and motivated. Otherwise they are stuck with this depressed way of behaving or of vacillating between depression and anger. If the employee has had enough support and has been given some help in working through the previous stages, she/he will reach the *acceptance* stage where she/he is neither depressed nor angry about the necessary adaptations she/he has to make. Verbal responses are: ‘I’m not the same – I’ve been violated.’

(Cartwright & Cooper 1997:32-33; Gluckman 1990:22; Hamilton-Attwell 1997:20; Heindl 1992:55; Noer 1993:131-132; Statland 1996:40)

Cartwright and Cooper (1997:33) noted that a fixation in the stages before acceptance could cause negative feelings, preoccupation and unproductive behaviour.

2.5.4 Affective responses

Stress, anxiety and depression are related to each other. Stress develops when the person is not capable of using effective coping mechanisms to deal with a threat in the environment, and anxiety can be a consequence of stress (Möller 1990:6). Anxiety and depression are also related to each other due to certain symptoms they have in common (Möller 1990:102). Symptoms such as worry, fatigue, irritability, worthlessness and hopelessness are common in anxiety and depression (Kaplan & Sadock 1998:589).

2.5.4.1 Anxiety

Anxiety was defined by May cited in Stuart and Laraia (1998:274) as ‘diffuse apprehension that is vague in nature and associated with feelings of uncertainty and helplessness’. They stated that anxiety is a subjective experience without a specific object and can not be directly observed, but fear has a specific object, the person is identified and it involves the intellectual appraisal of a threatening stimulus. Peurifoy (1992:1) distinguished between fear and anxiety by identifying fear with a well-defined threat but anxiety with a vague threat. Stuart and Laraia (1998:274) clarified it by stating that a person *has* a fear but *is* also anxious.

Fear and anxiety are the most frequent emotional responses after trauma, according to Adler (1943), McCann et al (1988) and Raphael (1986), cited in Tedeschi and Calhoun (1995:22). If situations are appraised as being threatening, beyond people’s control and there is ambiguity, the level of anxiety is greater (Suderman 1995:8). The threat of job loss is associated with a lowered self-esteem (Cohn 1978) and it increases anxiety and psychological distress (Rousseau 1997:534). The study of Kiley (1997:125) also demonstrated that employees’ anxiety is related to stress during organisational change. The study of Abderhalden (1994:108) revealed that the managers’ personality characteristics influence employee’s stress and anxiety during retrenchments. It was found in a study of Marks and Mirvis (1985) that the ‘merger syndrome’, which is a defensive reaction (fear the worst reaction) is caused by uncertainty and stress (Burke & Leiter 2000:328).

2.5.4.2 Low morale and depression

Morale is described as the mental state or condition ‘that makes it possible to sustain courage, determination, confidence, enthusiasm and endurance in times of difficulties’ (Webster Home University ... 1964b:633; Webster New World Dictionary 1986:925). Emotion and mood are concepts that are closely related. Depression is further described as a mood and not an emotion (Louw & Edwards 1997:425). Symptoms of a low morale are similar to symptoms of a depressive mood.

Minor failures, disappointments and disruptions cause mood swings that can be experienced by people during life's difficulties, disappointment and disruptions (Gotlib & Hammen cited in Kiley 1997:57). The study of Luthans and Sommer (1999:67) showed potential detriments to employees' morale during downsizing which affected their attitude. A study conducted by Bies, Martin and Brockner (1993:235) also indicated that mood and organisational behaviour were positively related. Cartwright and Cooper (1997:32) mentioned that during changes feelings of anger can subsequently be replaced by depression. In the study of Brockner, Wiesenfeld, Reed, Grover and Martin (1993:194) it was found that survivor's mood ratings were more negative under unfair conditions than under fair conditions. Their study portrayed even a more positive mood in a fair/interesting than a fair/boring condition. In a recent study 64 percent of firms with more than 10 000 employees reported that downsizing lowered morale among employees who survived (Fair 1998:62).

However, remarks of both depressive mood and positive morale were also reported and found in the qualitative study of Noer (1988:137). The positive morale was described by remarks of 'good', 'fine' and 'morale is pretty good' (Noer 1988:138). According to Tedeschi and Calhoun (1995:22) it is common in people dealing with difficult circumstances, to suffer with depression, but anxiety will occur more than depression during a major threat. Although different studies indicated positive or negative moods, several sources associated depressive moods with change (Gluckman 1990:22; Hamilton-Attwell 1997:20; Heindl 1992:55; Noer 1993:131-132, Statland 1996:40).

2.5.4.3 Emotional feelings and responses

Besides above mentioned psychological conditions a variety of psychological states and emotions can be identified in survivors. Lazarus (1993:13) stated that emotions are responses to the relational meaning of harms or benefits in a particular person-environment relationship. The development of the emotion is not only due to the environment constraint, but also the person's motives and beliefs. Armstrong-Stassen (1998:138-139) indicated that there are no differences in emotional reactions between different groups as well as males and females during downsizing. In the study of Schütz

(1998:178) the results indicated that people with a lower self-esteem responded with more negative emotions during a threat.

◆ **Uncertainty and insecurity**

Before downsizing occurs the organisation is already filled with uncertainty and employees experience *losses of certainty and security* (Kilpatrick, Johnson & Jones 1991:46, Werth 1994:13). Kilpatrick et al (1991:47-48) presented a case study about the uncertainty in a hospital prior to downsizing which had an effect on the attitude of the staff. Greenhalgh and Rosenblatt (1984:440) explained that the potential loss in a job situation can span the range from permanent loss to some important subjective feature of the job, and that job insecurity occurs only during involuntary loss. It was also found in several studies that job insecurity causes reduced work effort, propensity to leave and resistance to change (Greenhalgh & Rosenblatt 1984:443-444). According to Brockner (1988:215) job insecurity increases when employees realise that additional downsizing is again possible. Requirements for the new and unfamiliar situations may cause uncertainty and arouse anxiety for the unknown (Heindl 1992:55). However, in the study of Noer (1988:158) where groups and individuals were interviewed, all groups and individuals reported feelings of insecurity.

◆ **Powerlessness**

It was also found that employees felt they had no control over their future and felt helpless, despite their achievements (Hamilton-Attwell 1997:20; Suderman 1995:8). Feelings of *powerlessness* are experienced during the loss of job security due to: lack of protection; unclear expectancies; the organisation having no norms of fairness; the employee having no input into decisions and no right of appeal; the employee's belief about the way dismissal procedures are going to take place; and the employee feeling very much at the mercy of the superior (Greenhalgh & Rosenblatt 1984:442; Holm & Hovland 1999:158).

◆ **Distrust and betrayal**

Feelings of *distrust* and *betrayal* to the organisation elicited during downsizing. In the study of Noer (1988:94) the interviewed groups expressed strong feelings about distrust and betrayal. In the study of Luthans and Sommer (1999:69) anecdotal evidence illustrated that trust is irreparably eroded during the change. Trust erodes when survivors believe that top management withholds information (Luthans & Sommer 1999:67; Mishra & Spreitzer 1998:584; Noer 1993:58). This causes a lack of management credibility (Noer 1993:65). Distrust also replaces the commitment of the employee (Raber, Hawkins & Hawkins 1995:3). It was found that there can be *suspiciousness* among the survivors and an intolerant behaviour of blaming each other (Noer 1988:159, Noer 1993:49). Luthans & Sommer (1999:67) stated that after downsizing it makes everyone alert and wondering when the next downsizing will happen again.

◆ **Guilt**

Survivor guilt occurs in those who are relieved that someone other than themselves was the victim and sometimes believe that they should have been the victims (Kaplan & Sadock 1998:69). Studies found that survivors had guilt feelings about their co-workers' layoff (Suderman 1995:8). In Brockner, Davy and Carter (1988:230) a description of survivor guilt was as followed: 'It makes you feel bad that you're working overtime and others are desperate'. They also found in the study that survivors with a low self-esteem have more guilt feelings than those with a high self-esteem (Brockner et al 1988:243), and it was suggested through laboratory studies that survivor guilt would increase productivity (Brockner 1985 cited in Greenhalgh et al 1988:242). According to Brockner (1988:215) feelings of positive inequity may be experienced if employees believe that they did not 'deserve' to remain, and in the study by Brockner et al (1993:195) it was found that survivors felt especially guilty if the layoff was unfair. Noer (1988:174) stated that he himself was a survivor and experienced guilt because he remained and others had to go, but in the study (Noer 1988:129) survivor guilt was a minor theme and few guilt feelings were expressed.

◆ **Worried and relieved**

If survivors were *worried* prior to the layoff that they would be dismissed, they experienced feelings of *relief* (Brockner 1988:215). Survivors may be *sorry* when the victims depart but are also relieved and make remarks such as 'Luckily, it was him, not me' (Dreiss 1983:7).

◆ **Frustration**

Frustration develops when a person wants to achieve a certain goal but circumstances prevent its achievement (Stuart & Laraia 1998:622). Luthans and Sommer (1999:62) came to the conclusion that survivors target their *frustration* against the organisation and not against their immediate colleagues.

◆ **Unhappiness and dissatisfaction**

Claasen and Backer (1989) cited in Marais and Schepers (1996:2) found that employees were bitterly *unhappy* with the way the management implemented the change process although they realised that these changes were needed. *Dissatisfaction* with the planning, administration, communication and amount of information received was present during the restructuring. People want to be informed at all times (Noer 1993:63).

◆ **Anger and resentment**

When survivors believe that the way victims were treated and the method of layoff were inappropriate or illegitimate, they can experience feelings of *anger* and *resentment* (Brockner 1988:215).

2.5.5 Social reactions

During changes in the workplace, employees can experience changes in relationships and a need for communication, participation and support.

2.5.5.1 Interpersonal relationships

Change in the workplace may have an implication for the development of friendships that are an important source of informal support (Crouter & Manke 1994:120). It was also indicated in a study of Cochran (1990) that the workplace is an important source of friendships (Crouter & Manke 1994:120). They also argued that downsizing may generate positive and negative consequences regarding work stress and social support in the workplace (Crouter & Manke 1994:122).

Studies conducted by Astrachan (1995:44-45) and Kets de Vries and Balazs (1997:28) indicated that after the announcement of the remaining and leaving members, the groups distance themselves and split from each other. The remaining group excluded the leaving member and the latter were fighting against ostracism and exclusion. (They discussed the separation in an amicable environment.) This is consistent with the findings of Kinnunen Mauno, Natti and Happonen (2000:454) that job insecurity caused a poor quality of human relations. It was recommended that those who remain should be encouraged to discuss the impact of the separation on their relationships with those who were leaving (Astrachan 1995:47).

The study of Ashley (1986:76) indicated that for most workers, working with, and relating to other employees was considered an important and integral part of the job. Friendly and cooperative co-workers became essential to adjustment and satisfaction. Co-workers help the new employees to learn new tasks, the company's rules, being friendly and supportive to ensure adjustment. However, Johne (2000:34) noted that it is a big challenge in a merger to get people from two different companies to work as a team. It causes problems if people are thrown together, hoping that they will get along without any meetings which provide social settings for the two groups to get to know each other.

2.5.5.2 Family and marital relations

When an employee faces stress from job insecurity, the tension will soon affect the family. It leads to insecure feelings about the family's economic, educational and social future and makes it difficult for the spouse to be supportive (Cartwright & Cooper 1997:21). The findings of Larson, Wilson and Beley's (1994:141) study indicated that job insecurity relates negatively with marital and the family relationships. Job stress may also have a negative impact on family relationships. This includes aspects such as loss of intimacy, companionship and sharing recreational time in the family. It causes a withdrawal from the family (Crouter & Manke 1994:119). The study by Wethington (1989) found that when women experienced work stress, their husbands did not increase their involvement in the home (Crouter & Manke 1994:120).

The family can moderate the effects of work stress, as they act as a sounding board for the expressing of frustration, anger and weariness. This provides a way of support to help with empathetically listening, and helping to generate solutions of adaptive strategies to deal with the stress (Repetti 1987 cited in Crouter & Manke 1994:119).

Cartwright and Cooper (1997:38) noted that the discussions at home regarding possibilities of job loss and relocation, heightens the anxiety at home and the stress can be transferred to the partner. In a previous study by these authors employees responded that merging and relocation have an impact on their spouses and family (Cartwright & Cooper 1993:340). Kinnunen & Pulkkinen (1998:718-719) found that an unstable career causes depression, hostility, and a poor quality of marital relationship. However, the study of Lev-Wiesel and Shamai (1998:118) found that a high marital quality decreased the stress of married couples who face changes such as relocation.

2.5.5.3 Need for communication, participation and support during change

Communication, participation and support during changes in the workplace are important to employees.

◆ **Communication and information**

There is a need for clear, open and honest communication during change (Noer 1993:79). But, Werth (1994:12) stated that most change today is shock change, unexpected and unprepared. If a clear vision is communicated regarding the change, employees achieve a sense of control, adjust better, and perceive the change as effective (Terry & Callan 2000:261). Clampit cited in Hamilton-Attwell (1997:20) maintained that the success of transformation depends largely on the effectiveness of the communication process. It was found that during change 46,7 percent employees were satisfied with the communication but three months later it decreased to 39,5 percent. In the same study it was found that employees knowledge about the transformation decreased from 89,3 to 46.4 percent. That is why management must communicate the vision for the new organisation at an early stage and provide a clear direction (Johne 2000:34). Realistic communication programs of organisational change helped employees cope with the uncertainty (Schweiger & De Nisi 1991 cited in Terry & Callan 2000:261).

Evans (1999:360) found that information influenced remaining employees' reactions directly and indirectly. The results of Casey, Miller and Johnson (1997:774) revealed that downsizing heightened the perception of information deprivation and altered their information seeking at work. Rumours stem from collective insecurity and knowing that they could not possibly all be true (Cartwright & Cooper 1997:45). If the employees rely on informal sources of information, they are vulnerable to rumours, which heightened the anxiety and negatively affected their adjustment (Terry & Callan 2000:261).

Susskind et al (1998:58) found that the amount of communication and information a survivor received concerning the downsizing affected the resistance to change. Those who experienced less access to information and communication wanted to see the organisation in chaos and resist changes. Restrictions in information hinder the adaptation to new environmental conditions, and bring more losses to the employee (Staw et al 1981:519).

◆ Participation

Nelson (1998:22) stated that ‘management is what you do *with* people, not *to* them’ and emphasized the need to involve people in decisions regarding downsizing. This will cause less feelings of guilt and depression to the remaining people, and increase trust which is important to their motivation and enthusiasm. If employees perceive that they were not involved in the change it may impair their adjustment to the event (Terry & Callan 2000:260). Zeffane (1994:70-71) found in his study that the amount of employees’ participation and certainty/uncertainty in the organisation change is important for the job satisfaction they experience. Even, with relocation, programs should be available to employees with regard to participation in the transfer and professional counseling to help them cope with the social and emotional stress generated by the move (Warshaw 1979:140).

◆ Support

Support is an important aspect in an organisation. The study of Straussner and Phillips (1999:646-647) found that during job loss there is an increased need for peer support groups and help for the family members. Terry, Nielsen and Perchard (1993:173) indicated that the availability of supervisor support had a significant effect on the psychological well-being and job satisfaction during job stress. Studies of Dignam, Barrera and West (1986:189) and Russell, Altmaier and Van Velzen (1987:272) came to the conclusion that workplace social support reduces occupational stress and burnout. Several studies have been conducted about social support and stressors at work. These studies indicated that most support is experienced informally from supervisors and coworkers during work stress (Bailey, Wolfe & Wolfe 1996:293). However, in their study the findings suggest that although social support is important to everyone, black women particularly need to develop social support at home and at work for their psychological well-being (Bailey et al 1996:302-304).

In a survey conducted by Cartwright and Cooper (1992) of individuals after a merger, twenty percent reported that they had bad or a lack of effective coping strategies during

the stressful time. Twenty-five percent coped with their stress by means of talking to a partner. Social support of family and friends is a useful strategy for coping with the stress, and talking about the event may relieve the individuals' feelings (Cartwright & Cooper 1997:37-38). However, frustration and disappointment at work can be tolerated if the home environment is secure, supportive and satisfying (Wolf 1986:182).

2.5.6 Cognitive and perceptual view

Thoughts and feelings are inseparable and there is no intellectual thought without emotion (Gluckman 1990:23). Employees' perceptions, attitudes and behaviour are interrelated. Survivors' responses are affected when

- the layoff is seen unnecessary
- the lay-off is announced in a degrading or unfair way
- the criteria of lay-off are seen as arbitrary or politically motivated
- there was inadequate compensation to the victims

(Leana & Feldman 1992:7)

2.5.6.1 Perceptions and beliefs

Perception refers to the process of selection, organisation and interpretation of a stimulus, which was received from the environment (Louw & Edwards 1997:121). During downsizing, perceptions of procedural justice depend on

- the belief that the reasons for the events and decisions were explained
- the way of treatment and if it was with dignity and respect

(Brockner, Konovsky, Cooper-Schneider, Folger, Martin & Bies 1994:398)

The way in which survivors experience and evaluate fairness in a layoff, determines their perception of fairness in a change program (Lawson & Angle 1998:295). Research showed that employees are dysfunctional and less committed if the downsizing is not implemented fairly (Mishra & Spreitzer 1998:584). It was found in studies that job

satisfaction, loyalty and commitment were influenced by perceived fairness (Grunberg, Anderson-Connolly & Greenberg 2000:18; Marais & Schepers 1996:2). In the study of Brockner, Grover, Reed, De Witt and O'Malley (1987:538) the findings indicated that if survivors perceived the treatment of the dismissed victims as unfair, they reacted negatively in their commitment to the organisation and showed reduced performance. The study of Brockner, Tyler and Cooper-Schneider (1992:290) indicated that even highly committed survivors had more negative reactions to the layoff if they perceived the decision rule to be low in fairness. Abovementioned studies are consistent with the results in the study of Brockner, Konovsky, Cooper-Schneider, Folger, Martin and Bies (1994:404) which indicated that when procedural justice was low, there was a marked relationship between outcome negativity and individuals' reactions.

However the participation of employees in changing situations may influence their perception. The study conducted by Peterson, Peterson and Macy (1982:482-483) found that direct involvement of employees in the designing of change had a positive effect on their attitudes and perceptions. According to the framework of Mishra and Spreitzer (1998:569-570) survivors who reflect a belief and perception that they can cope with downsizing, will be active and show assertive responses, in contrast with those who see themselves with less ability to cope who will have little personal initiative during the downsizing.

2.5.6.2 Attitude

The research results of Petzall, Parker and Stoeberl (2000:601) indicated that if the reduction strategies are not well planned and implemented, the attitudes of survivors are going to be negatively impacted. A study conducted by Luthans and Sommer (1999:62) showed that downsizing affected attitude such as commitment. The attitudes are in relation with the perception of fairness of the methods used for layoffs (Petzall et al 2000:601).

Fair (1998:63) remarked that loyalty is hard to engender when there are layoffs and without the commitment of workers the changes will not be successful. Claasen and

Backer (1989) cited in Marais and Schepers (1996:2) found that workers felt that their loyalty towards an organisation is seriously affected by the change process and job insecurity.

People who work longer for a company are more committed to the company, especially when they make a contribution to the company and are recognised for it (London & Mone 1987:48-49). Noer (1993:59) also stated that although there was uncertainty, some employees verbalised a continued sense of commitment to the organisation. Although the employees verbalised continued commitment, they felt the organisation has no reciprocal commitment to them (Noer 1993:60). It was also found that employees verbalised loyalty to their job and the specific unit but not to the overall organisation (Noer 1993:75).

Mishra and Spreitzer (1998:570-571) indicated that several positive aspects can emerge in the case of survivors who believe that they can cope with the downsizing. They are the 'faithful followers' with obliging responses. Their active loyalty makes them obedient and willingly to stick with the job through good and bad times. Hopeful responses make them optimistic about the future, cherishing the hope that things will get better.

2.5.7 Coping responses

Coping is a response by which an individual attempts to alleviate and remove stress or threat and consists of covert and overt behaviours. According to Lazarus and Launier (1978) the person's coping ability has implications for mental and physical health and it influences the coping responses (Garland & Bush 1982:6).

Lazarus (1993:16) and Terry and Callan (1997:204) stated that coping involves two attempts namely: emotion-focused coping and problem-focused coping. Problem-focussed strategies are directed toward the management of the problem and have positive effects on adjustment. In contrast, the emotion-focused strategies do not concentrate on the problem but are associated with emotional distress and rely on avoiding behaviour that impair adjustment (Terry & Callan 2000:263). Thus, the use of emotion-focused strategies is associated with poor adjustment and the use of problem-focused strategies

with positive adjustment. The study of Terry, Callan and Sartori (1996:118) found that if the perception of the change was implemented in a positive manner, employees used more problem-focussed strategies. Employees with psychological stress during organisational change rather used emotional strategies than problem-focused coping strategies (Terry & Callan 1997:208).

Noer (1993:90-92) found in his qualitative study (Noer 1988:159) that survivors cope in ways that are neither organisationally productive nor personally healthy. These coping responses varied between

- reduced risk taking
- lowered productivity associated with low morale and creativity
- unquenchable thirst for information from formal channels, newspapers, rumours and nonverbal messages
- survivor blaming and the blaming of others above them
- justification and explanation amongst the managers
- denial

The coping of 'layoff survivor sickness' can be emotional which includes anger, depression, fear, distrust, and guilt (Noer 1988:24). It is mentioned further that the layoff survivors' symptoms do not disappear easily, and symptoms of increased resignation, fatigue, depression, loss of control and increased anger persists over a period of time (Noer 1993:91).

Several verbal responses and negative ways of coping during change are described in the literature:

- *Disengagement* responses:
 - won't ask questions
 - won't seek information
 - does the minimum
 - 'quit and stay'

- *Disidentification* responses:
 - sulks
 - does old job,
 - resists new procedures
 - 'It'll never work'

- *Disorientation* responses:
 - leaves work undone
 - 'catastrophizes' situation
 - always asks questions
 - 'Where do I fit in?'

- *Disenchantment* responses:
 - refuses to talk
 - storms out
 - yells or raises voice
 - 'They'll be sorry ... not if I can help it!'

(Bridges 1986:27-29; Green & Butkus 1999:8; Werth 1994:13)

Although abovementioned coping responses were described by researchers, other responses of survivors during changes in the workplace were also identified.

2.5.7.1 Motivation

Motivation can be defined according to Weiner (1992) as '... something that initiates, sustains and directs thinking and behaviour.' It ensures that the person seeks things needed for survival and development as well as avoids things that might harm them. Motivational processes can be biological (eat, drink, breath) and psychological (friends, achievement) (Louw & Edwards 1997:425). The two-factor theory of Herzberg relates work motivation to job satisfaction. People have extrinsic needs and intrinsic needs to be motivated. Extrinsic needs or hygiene factors are pay, adequate supervision, good working conditions and job security. Recognition, praise, opportunities for promotion and

experiences of achievement are intrinsic needs for motivation. If these factors are absent, it causes job dissatisfaction and leads to behaviour of absenteeism, grief and quitting of the job (Jooste 1993:445).

Motivation is affected through a supervisor's support, feedback and reinforcement as well as the style of management (London & Mone 1987:92). It was reported through case studies that the work environment experience has an effect on employees' career motivation (London & Mone 1987:145). Marais and Schepers (1996:3) stated that changing organisation structures affected career aspirations and employees were no longer concerned with an upward mobility in organisations but concerned with their employability. Studies also found that employees were less willing to take risks in their work environment due to a lack of motivation and impaired performance (Brockner 1988:226; Noer 1993:57).

A positive effect is also present in the literature. If survivors perceived the layoffs as fair with a positive inequity, it could be beneficial for work motivation (Brockner 1988:215).

2.5.7.2 Performance and productivity

Employees under the burden of excessive change such as downsizing and restructuring did not work as effectively and efficiently with the increased workload (Le Crow 1992:27). It was found that remaining people, after downsizing have to work harder and do overtime, which led to stress, unhappiness and suffering burnout, and that the attempt to strengthen profits and productivity had a negative impact on the people's performance and cost the companies financially more (Fair 1998:62-63). It was also indicated that fellow survivors' reactions had an influence on survivors' performance (Brockner, Wiesenfeld, Stephan, Hurley, Grover, Reed, DeWitt & Martin 1997:835).

An increase in the workload of the remaining employees is a consequence of a downsized organisation. If the work redesign reflects work overload and reduced autonomy, it causes passive and destructive behaviour on the part of the survivors (Mishra & Spreitzer 1998:580). Quantitative overload is a matter of long hours without adequate rest periods.

Workers who do work which demands concentration, rapid, and meaningful decisions experience qualitative overload. If an individual with a strong sense of responsibility for the quality of her/his work is challenged to increase the speed of activities, she/he may suffer from qualitative overload (Cartwright & Cooper 1997:16; Warshaw 1979:20-21).

In the qualitative study of Rosenberg (1999:12) social workers responded verbally ‘... trying to do the same, or more with less staff.’ They responded that they were aware of a decline in the quality of their work situations, due to the overload. In the study of Kets de Vries and Balazs (1997:28) survivors felt that they were asked to do additional work but were not compensated, and got little in return for the inputs. It is also mentioned that if the change is not perceived beneficial for employees, it decreases their motivation and affects their performance at work seriously (Heindl 1992:55).

However, in the study of Raber et al (1995:9) it was found that survivors after downsizing who viewed the separation as fair, worked competently, maintained commitment and were committed to the company. Similar results by Harris, Ozgen and Ozcan (2000:808) indicated that efficiency increased in performance after a merger of hospitals.

2.5.7.3 *Withdrawal from the environment*

The results of a study by Brockner (1990:102) confirmed withdrawal and negative responses of survivors when they perceived layoffs as unfair. Withdrawal behaviour is characterised with absenteeism and a high turnover.

◆ Absenteeism and health

Occupational stress leads to ill health. It was found in the study of Schechter, Green, Olsen, Kruse and Cargo (1997:397) that high demands and low control were associated with increased stress, poorer health and absenteeism during downsizing and reorganisation. These illnesses were associated with myocardial infarction, systolic blood pressure and serum cholesterol. Chronically high levels of stress also take the form of psychosomatic problems such as fatigue, stomach problems, headaches, sleep distur-

bances, depression and burnout (Crouter & Manke 1994:119). Remaining people who stress and fear that they might be next to go may suffer from illness such as headaches, back pain, ulcers and depression (Downsizing – the health ... 1998:6). In the study of Kobasa (1979:9) of persons who do not become ill despite of stress found that personality may have something to do with staying healthy.

Gillies (1989) defined absenteeism as any time away from the scheduled work and Price & Mueller (1986) saw it as 'withdrawal' if working conditions are unsatisfactory (Roos 1993:342). When employees are uncertain with regard to their future and their work due to changes, they are more often absent from work (Moolman & Van Wyk 1997:61). Le Craw (1992:27) stated that individuals cope by taking longer and more frequent sick leave, which has a negative impact on the organisation. It was found in a recent study of Grunberg et al (2000:7) that close contact with layoffs was associated with the greater use of sick hours by surviving managers and professionals, but with lower use of sick hours and higher work effort by employees in lower positions. In a study conducted in Finland the sick leave increased from 16 percent to 31 percent during a period of extensive job cutting (Downsizing – the health ... 1998:6).

◆ Increase in turnover

Turnover is the voluntary withdrawal from the organisation (Wright & Bonett 1993:149). Unproductive behaviour and negative feelings may cause employees to withdraw or leave the organisation (Cartwright & Cooper 1997:33). Greenhalgh and Rosenblatt (1984:441) indicated that the threat of job loss and insecurity causes a decrease in effort, and increase in propensity to leave. These reactions led to a reduced organisational effectiveness and a decrease in employee's productivity and adaptability as well as an increase in turnover. A study found that in voluntary employee withdrawal there were a differences in growth coping, work performance and work satisfaction of the employees (Wright & Bonett 1993:156). Thus, negative feelings, threats of job loss and insecurity affected the organisation's turnover and the decrease in commitment caused employees to keep their eyes open for other more secure job opportunities (Luthans & Sommer 1999:64).

2.5.7.4 Environment and job adjustment

During job adjustment workers faced the task of learning about and adjusting to one or more aspects of the new job. Changes to a new company environment caused difficulties for the workers. New routines and schedules were most often cited as causes of poor adjustment (Ashley 1986:75-76). The new environment may cause disequilibrium to employees, and to restore the homeostasis stress reactions may take the form of anxiety, defensiveness and avoidance behaviour (Freeman 1988:16). When an employee joins a new organisation, she/he has to learn the new work environment's culture, and its symbols and values. This includes

- the ways of interaction of the employees
- norms and rules of how the work is organised and conducted
- the organisation's functions and dominant values
- expectations of how the employee should respond to the customers

(Cartwright & Cooper 1997:26-27)

However, familiar and predictable routines form the basis for personal stability. With workplace changes, normal routines of the employee changes such as breakfast and transport routines. With regard to the work environment, adaptations have to be made to letterheads, policies and management style (Colby 1989:66; Luthans & Sommer 1999:50).

2.5.8 Positive reactions of people

Susskind et al (1998:58) reported that downsizing does not affect employees equally. Although negative coping responses were found, positive and constructive responses can also be evident. If survivors do not view the downsizing as a threat or harm, it causes them to be willing to cooperate with the top management. Their responses will then be positive and active, for example, to work more hours without compensation to help the organisation through the transition (Mishra & Spreitzer 1998:569).

Several variables can influence the coping responses of the individual. The results of the study of Schütz (1998:178) indicated that a high self-esteem correlated positively with an optimistic approach to coping. Noer (1993:58) reported that optimism was found in his research as some managers and executives saw the change as painful but they saw light at the end of the tunnel. However, those people who expressed feelings of optimism also had feelings of uncertainty, stress and reduced motivation (Noer 1993:68).

In the book, *Trauma and Transformation*, positive consequences and psychological growth are shown as likely to appear during and after threat situations. Studies of Thomas, DiGiulo and Sheenan (1991) reported that people coping with a threat event are stronger as a result. Tedeschi and Calhoun (1989-1990) indicated that if people are able to cope in rough times, they can cope with anything and experience feelings of strength and confidence that generalizes to all kinds of other situations. Helmreich (1992) indicated that survivors see themselves as lucky and have a tendency to be self-assertive. It led to the recognition that self-reliance was gained through the struggle (Tedeschi & Calhoun 1995:30-33). In a number of studies (Emshoff 1994; Henkoff 1994; Isabella 1989), it was reported that survivors did not experience emotional distress when they perceived the process as fair, but they were energized and considered downsizing as an opportunity for personal growth (Mishra & Spreitzer 1998:567).

The study of Jalajas and Bommer (1999:338-340) indicated that a job design that promoted empowerment and intrinsic motivation for the survivors was more important than the impact of past or the threat of future downsizing on survivors' behaviour. They said that results of previous studies indicated that job motivation dominated the downsizing factors, which may explain why the findings of previous studies were mixed. They also mentioned that the redesigning of jobs should provide more autonomy and intrinsic motivation for a positive outcome.

2.6 STRATEGIES TO REVITALISE THE SURVIVING EMPLOYEES

Noer (1993) described a four-level process and strategies to heal the wounds and revitalise the remaining employees.

Level 1 discusses the importance of communication. It emphasizes authenticity, congruency and empathetic communication needed from the top executives, middle managers and individual contributors. On this level it is important to deal with survivors' perceptions of fairness, equity, and caretaking (Noer 1993:117). Satisfaction with communication can be achieved through providing information to employees of all the changes and developments (Van der Merwe 1991:93). The study of Young and Brown (1998:262) also accentuated the need for clear continuous communication throughout the downsizing process in a hospital. When secretiveness remains about what is happening in the organisation, it generates rumours and anxiety. Information that is clear and complete helps the employees to accept and understand the process, and perceive it as fair (Booth & Smith 1995:123). Le Crow (1992:28) and Dreiss (1983:12) noted that management's communication needs to be frequent, open and factual to reduce anxiety and facilitate trust, and Gonzalez (1996:14) explained that it eliminates guessing and fear. It is recommended that the organisation should keep the remaining employees well informed of what is happening with those who are leaving and to encourage them to discuss the future likelihood of separation (Astrachan 1995:48).

Level 2 concentrates on the grieving interventions. Survivors suppress strong, toxic and debilitating emotions. They emphasize that it is hazardous to the health of the individual and the organisation to repress survivor emotions. Therefore, it is important to facilitate their feelings and grieving (Noer 1993:132). London and Mone (1987:187) reported that employee-assistance programs, provide by counselors, psychiatrists and psychologists, can decrease the emotional problems of employees who have performance or absenteeism problems. Mental health professionals should have little hesitation in providing counseling or consultation to support employees (Dreiss 1983:11). Available counseling is often limited and ineffective (Booth & Smith 1995:124), and it was found in the study of Raber et al (1995:10) that companies provided some services for survivors of downsizing, but there were a lack in mental health related services. These services increase the self-esteem of the employee and can assist in the job performance and improve the output for the organisation (Booth & Smith 1995:125; Raber et al 1995:10).

Level 3 helps to bring about optimistic transformation and the move from the old to the new paradigm. This level works on the human spirit and optimism so that people can be in control of their own identity, happiness and creative powers. Rigid rules and chains linking from bottom to top and across all levels are called organisational codependency. This should be braked off and people should be empowered. It is a movement from employee control to employee empowerment through new purposes and vision (Noer 1993:155). Le Crow (1992:28) emphasized the use of a participate style to set goals, give recognition and motivate employees. That will help to build up trust and empower the employees, which can be a buffer against the threat during a downsizing situation (Mishra & Spreitzer 1998:584).

During *level 4* new employment relationships should be built. There is a move away from rewarding performance with promotion to rewarding performance with acknowledgment of relevance. This can be reached by job enrichment, participation, self-directed work teams, redirected performance and reward systems. It promotes the change climate away from bureaucracy and hierarchical systems, and invites people to embrace empowerment and autonomy (Noer 1993:162-166).

2.7 CONCLUSION

In this chapter, transformation and downsizing were explained as a threat. The experiences during changes in the workplace were discussed. This experiences can be affective, social, cognitive, and in coping responses. Relevant studies about the impact of transformation and downsizing were discussed. The positive and negative aspects on employees' perceptions, attitudes, and coping responses during transformation and downsizing were described. Strategies for revitalising remaining people after transformation and downsizing were described. In the next chapter the methodology of the study will be discussed.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

In this chapter the methodology of this study is discussed. It is structured around the research design, technique and instrument, sampling design, pre-exercise and trustworthiness during and after data collection and analysis. The ethical considerations are also discussed.

3.2 RESEARCH APPROACH

In this study the main focus was on the experiences of remaining nurse tutors. Therefore the research approach was qualitative.

3.2.1 Qualitative research

A qualitative research approach attempts to capture the human experience, within the context of those who experience it (Polit & Hungler 1995:16). Researchers who use qualitative research adopt a person-centered and holistic perspective to understand the human experience, without focussing on specific concepts. The original context of the experience is unique, and rich knowledge and insight can be in-depth generated to present a lively picture of the informants' reality and social context. These events and circumstances are important and valuable to the researcher (Holloway & Wheeler 1996:2-3; Polit & Hungler 1995: 16; Talbot 1995:414-415). Regarding the generation of knowledge, qualitative research is characterised as developmental and dynamic, and does not use formal structured instruments (Holloway & Wheeler 1996:6; Polit & Hungler 1995:16). It involves the systematic collection and analysis of subjective narrative data in an organised and intuitive fashion to identify the characteristics and the significance of human experiences (Parse et al 1985:3; Polit & Hungler 1995:15). Qualitative researchers are concerned with the 'emic' perspective to explore the ideas and perceptions of the

informants. The researcher tries to examine the experience from the informants' point of view to interpret their words. Therefore, the researcher becomes involved and immersed to become familiar with an open mind about the phenomenon. The immersion of the researcher helps to provide dense descriptions from the narrative data gathered from the informants to interpret and portray their experiences to generate empathetic and experiential understanding. However, immersion cannot be obtained without a researcher-informant trusting relationship. The relationship is built on through basic interviewing and interpersonal skills (Holloway & Wheeler 1996:3-8).

The rationale for using a qualitative study was to describe the experiences of remaining nurse tutors during the transformation of nursing colleges and downsizing of the personnel. A qualitative study was the most appropriate approach to capture their experiences they had. The context-bound study was descriptive and explorative with the aim to give a qualitative understanding of the individual's experience of change in the workplace.

The researcher had three phases in the research process as illustrated in figure 3.1. The *first phase* was the conceptual phase where a research question and objectives were formulated with the purpose of the study and research question with regard to the researchers' involvement during the phenomenon under study. Then a literature review was done to sensitise the researcher for concepts and to be familiar with the content of literature. Thereafter the researcher did bracketing to clear any pre-conceived ideas she might have about the phenomenon.

The *second phase* was the research design and planning of the study. Because the researcher was the instrument used to collect the narrative data from informants, a pre-exercise of three interviews with individuals who met the eligibility criteria was conducted to prepare the researcher for interviewing informants. A nonprobability sampling design and purposive sampling were done.

The *third phase* included the empirical research that involved the collection, analysis and interpretation of data. The data collection was divided in two stages, namely a narrative

description (essay) from each informant followed by an unstructured interview with each of them. Field notes were made during the interview. Data analysis started as soon as the first narrative essay and interview had been obtained. After the interpretation and the research had been completed, the researcher again reviewed the literature and studied the findings in relation to the existing literature.

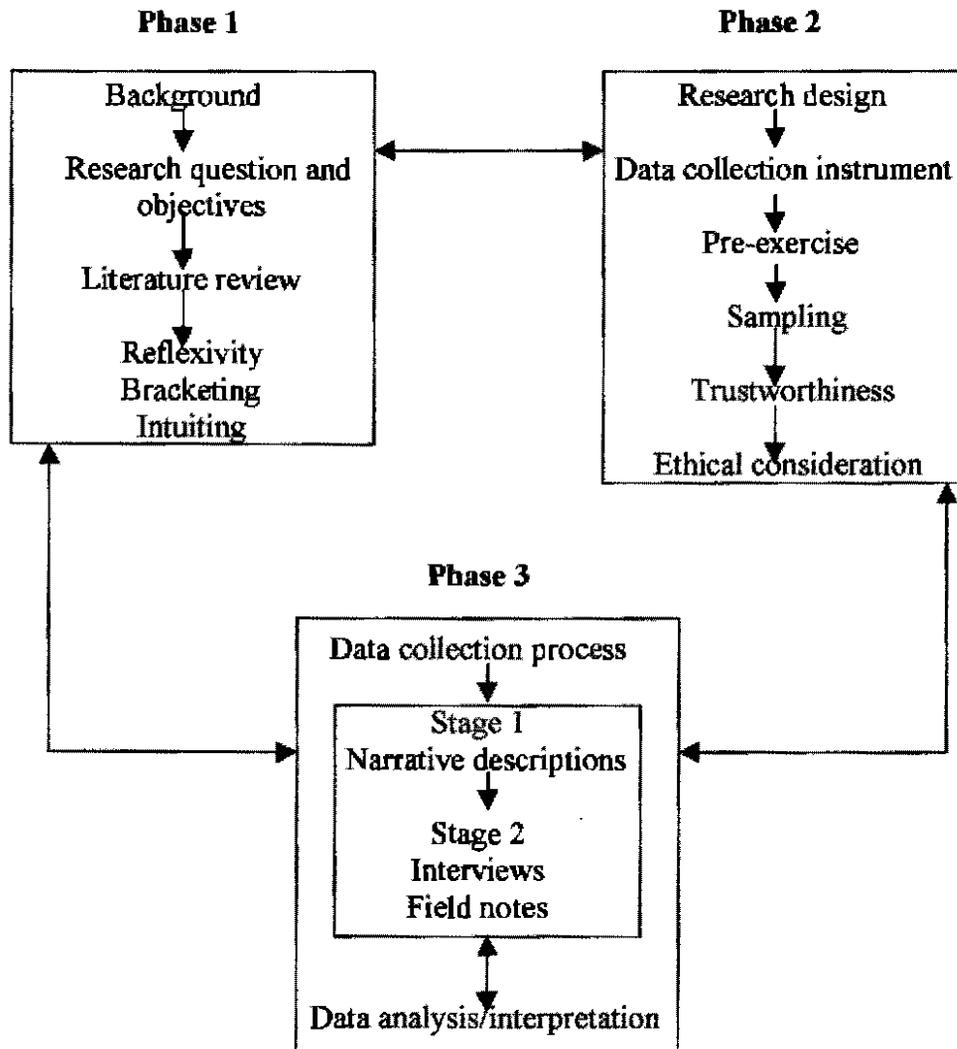


Figure 3.1 Phases of the research process
(Applied from Polit & Hungler 1995:31-37)

The abovementioned phases were interrelated. Each subsequent phase could not be implemented without the previous phase. During each phase reflexivity, bracketing, and

intuiting was done with the implementation of strategies of trustworthiness to prevent bias in the study.

3.3 CONCEPTUAL PHASE

The conceptual phase included the thoughts, readings and questioning the researcher had about the phenomenon under study.

3.3.1 Background to the problem

The researcher was an employee at one of the nursing colleges when the transformation of the colleges and downsizing of personnel started in 1996, and was part of the changes which took place. The researcher continuously came across situations during that period, where conversations regarding concerns about the changes were discussed. Although the researcher was not yet busy with the formal study, it gave the researcher the advantage of gaining personal insight, feelings, and perspectives to understand the experience of the nurse tutors (Neuman 1997:332). Because of the involvement during that period it provided a natural setting with a sense of immediacy, direct contact, and intimate contextual knowledge (Abbott & Sapsford 1998:150; Beeby 1997:192; Neuman 1997:331). This made the researcher a complete participant prior to the official research project (Holloway & Wheeler 1996:62-63). James and Whittaker (1998:144) viewed participation and involvement of the researcher in a natural workplace setting as a weakness with a potential source of bias, but mentioned that it gave credibility to the researcher's ability to conduct the research competently and sensitively.

Because of the experience of the researcher, the researcher became interested in the phenomenon and the need to investigate the experience of remaining nurse tutors in the context in which it took place. In view of a limitation of the study conducted by Bester (1996:90) that a qualitative research design would provide a more phenomenological picture to the findings about stressors of remaining staff after involuntary layoffs, the researcher decided to conduct a qualitative study.

3.3.2 Research question and objectives

The exposure to the above mentioned background and experiences led to the research question of the phenomenon under investigation:

- What were the experiences of remaining nurse tutors of the FSSON during the transformation of the nursing colleges and downsizing of the personnel?

The research objectives were formulated and the researcher aimed at

- describing the emotions that the remaining nurse tutors experienced
- identifying how the transformation and downsizing affected their morale
- describing the remaining nurse tutors' perception regarding the downsizing
- explaining how the process influenced their attitudes toward their work
- explaining how the remaining nurse tutors were coping during the transformation of nursing colleges and downsizing of personnel

3.3.3 Literature study

According to Talbot (1995:430) there are different views regarding the time (before or after) the literature study should be conducted in a qualitative study. According to various literature sources, this aspect of when the literature study should be conducted is related to the purpose of the study (Chenitz & Swanson 1986 and Marshall & Rossman 1989 cited in Van der Wal 1992:51). Researchers who felt that the review should be done prior the raw data collection motivated their view by stating that a prior literature review justifies the study and puts it into context. Other researchers felt that the literature study should be done after the findings were completed and then examine the findings in relation to the literature (Burns 1989 cited in Talbot 1995:430).

In this study, the researcher conducted a literature review before submitting the proposal which was a prerequisite prior the commencement of the study. The aim was to obtain background knowledge about the phenomenon under study. Thereafter, a more detailed

review was undertaken to orientate the researcher about the concepts of transformation and downsizing. This data was used to construct and adapt the conceptual phase, and to formulate the criteria for the study. The literature study sensitised the researcher to the content of the literature. After the research findings were analysed and interpreted the researcher again reviewed the literature and situated the findings in relation to the existing knowledge in the literature about the phenomenon under investigation (Talbot 1995:430).

3.3.4 Reflexivity

A qualitative researcher is part and not divorced from the phenomenon under study, and must constantly take their position as main research tool into account (Holloway & Wheeler 1996:13). Because the researcher is the main research tool who hears, feels, sees and interprets words of informants, it may create bias and subjectivity. Therefore the researcher should be reflexive and aware of personal assumptions to increase objectivity. Abbott and Sapsford (1998:150) described the importance of *reflexivity* throughout the researchers' research project. The three reasons for reflexivity are:

- to help the researcher with self-monitoring, to spot when something is going wrong and to correct it
- analysis of the data and finding the way through the mass of data
- self-justification and showing that others should believe in the researcher's interpretations

3.3.5 The researcher's process of bracketing

Qualitative researchers use bracketing to improve the rigour in the research. It is the process to identify and hold in abeyance any preconceived beliefs and opinions about the phenomenon under study (Polit & Hungler 1995:636). Fetterman (1989) cited in Holloway and Wheeler (1996: 6) stated that the researcher should enter the project with an open mind and not an empty head. Newman (1997:334) also mentioned that the researcher should take measures to guard against the influence of prior beliefs or

assumptions. Therefore bracketing was done continuously and prior to the raw data collection. This ensured that the researcher questioned her own assumptions and set them aside with the purpose of acting like a stranger regarding the phenomenon (Holloway & Wheeler 1996:5). Bracketing made it possible for the researcher to focus on the informants' experience and to shape the data collection process according to it. The researcher made a persistent effort to suppress her own experiences and to focus just on the informants' descriptions for the understanding and construction of the data (Crotty 1996:20). The reason for bracketing was to reduce bias, and the two aspects led to the necessity of bracketing of any preconceived ideas the researcher could have. These aspects were the:

- literature study the researcher did prior the raw data collection
- researcher as a (survivor) remaining nurse tutor at the FSSON

Bracketing was achieved through the following:

- Although a pre-exercise is not part of qualitative research, unstructured interviews were conducted with three individuals who also met the eligibility criteria. The researcher saw the interviews as a practical experience in approaching informants with a clear open mind, and discovered their individuality of experience regarding the phenomenon. This helped the researcher with bracketing when approaching the informants in the formal study, and to see them as unique individuals regarding their own experience.
- Mullaney (1997:162) explained that during bracketing it is necessary to make assumptions, beliefs and biases explicit and to expose them. Abbott and Sapsford (1998:151) recommended that the researcher should write an autobiography about her/his own life and values. Therefore the researcher wrote a narrative description about personal experience during the transformation of the nursing colleges and downsizing of personnel. This was to express the researcher's experiences and set them aside which would help to maintain an open and objective approach when interviewing the informants and analysing the findings (annexure E).

3.3.6 Intuiting

Intuiting occurs when the researcher remains open to the meaning attributed to the phenomenon by those who have experienced it (Polit & Hungler 1995:198). It requires concentration and complete absorption from the researcher to focus on the phenomenon under study (Massey 1995:56). The researcher was continuously aware of an open mind, looking at how informants experienced the phenomenon and trying not to be influenced by the researcher's own experience that could lead to bias.

3.4 THE DESIGN AND PLANNING PHASE

The design and planning phase describe how the researcher chose the methodology to address the research question and objectives. Careful planning in this phase was made for the actual collection of data in phase three. The research and sampling designs were made to ensure rigour, trust and trustworthiness in the research (Polit & Hungler 1995:32).

3.4.1 Research design

The research strategy is usually of a contextual nature (Mouton 1996:169). A contextual exploratory-descriptive qualitative research design was chosen with the purpose of providing answers for the problem statement, research question and objectives (Brink 1996:10; LoBiondo-Wood & Haber 1990:129; Massey 1995:49). A description of the context and exploratory-descriptive design is as follows:

3.4.1.1 Context

The context is of major significance in qualitative research. It refers to the space and environment in which the social phenomenon took place. Factors like the time, people and changes in the environment characterise the context. The researcher discusses the social context and process of the events in a specific setting. Thus, the researcher should understand the informants' context regarding the time, space and their culture, and see

the data as meaningful, and not deficient (Holloway & Wheeler 1996:192; Neuman 2000:144).

Mouton (1996:54-55) distinguished different contexts of science which are applicable to the context of this research. The *individual* context implies a systematic, reliable and valid manner of conducting the research. The researcher utilised narrative essays and unstructured interviews to gather data with strategies to ensure trustworthiness as described in paragraph 3.7. In the *disciplinary* context, the research is bound to the discipline of nursing education and the population is nurse tutors at the FSSON. The *institutional* context was bound to the FSSON. Finally the *national* context should also be taken into account, because of several socio-political changes South Africa and the public service have undergone since 1994.

3.4.1.2 *Descriptive*

This design wanted to obtain accurate information through interviews and to describe the phenomenon with the purpose of providing new information about it (Brink 1996:11). The purpose of the description is to portray the characteristics of individuals, situations or groups of the specific phenomenon accurately (Polit & Hungler 1995:640). It presents a picture of a situation, social setting or relationship. The research focussed on 'why did it happen', 'who is involved' and 'what are the actual facts of the phenomenon' (Mouton 1996:102; Neuman 2000:22).

In this study the researcher obtained information through personal involvement prior to the official research project. Narrative essays and unstructured interviews about the experience of the nurse tutors were utilised to describe factually their experience during the changes. This was done to provide a description and understanding about their experiences in the contexts as discussed in paragraph 3.4.1.1. The research focussed on the nurse tutors who experienced the change and wanted to describe how it was experienced.

3.4.1.3 Exploratory

An exploratory research begins with the phenomenon of interest with the aim of exploring the dimensions of the phenomenon, about which little information was found. It provides insight about the nature of the phenomenon and to identify the nature and factors, which are related to the phenomenon (Brink 1996:11; Mouton 1996:102; Neuman 2000:21-22; Polit & Hungler 1995:11). Exploratory research focuses on the 'what' question, and everything about the topic is potentially important. Thus, the researcher is creative, open minded and flexible in exploring all sources of information (Neuman 2000:21). It provides the 'facts' of new data (Mouton 1996:103).

Because transformation of nursing colleges and downsizing of nurse tutors are a new phenomenon in nursing education in South Africa, the researcher wanted to explore how nurse tutors experienced the event which was not previously qualitatively described in the context as described in paragraph 3.4.1.1. The researcher explored the literature throughout the study to gain information regarding the phenomenon. The researcher approached the research with an open mind, without preconceived ideas and with the aim of increasing the knowledge and providing new data regarding the phenomenon in the context.

3.4.2 Data collection instrument

The researcher was the primary instrument or main research tool during the research, because the data from the informants were words in the context of the research problem (Holloway & Wheeler 1996:5; Talbot 1995:415). The researcher was the primary data-gathering instrument because a nonhuman instrument such as a questionnaire would not answer the realities and the experience of informants (Talbot 1995:473). Data collection was obtained by means of narrative essays from the informants followed by unstructured interviews. The rationale for using both methods was to

- produce fresh and direct data from the informants, letting them speak for themselves and give verbal explanations of how they experienced the phenomenon

- increase the credibility of the findings, preventing informant bias by requiring two verbal explanations of the experience
- prevent bias of the researcher, and to approach the phenomenon without preconceived ideas

The data collection techniques are described in paragraph 3.5.1 and 3.5.2. The interview was initiated by an unstructured open-ended question followed by probing questions, depending on the verbal response of the informant. These types of questions are explained in paragraph 3.5.2.

3.4.3 Pre-exercise

Holloway and Wheeler (1996:54) maintained that pilot studies in a qualitative study are not usually conducted, but novice researchers could conduct interviews to get used to the type of data collection. It provides the researcher with an understanding of the phenomenon (Maxwell 1998:79). Therefore, the researcher conducted a pre-exercise with three individuals at the FSSON. Because the researcher was the main data collection tool the pre-exercise increased her personal experience of interviewing and ensured that the researcher was conversant with qualitative data collection and analysis. It gave the researcher the opportunity to

- practice and to concentrate on open-ended questions
- probe relevant responses from the informants
- approach informants sensitively
- identify the shortcomings of the pre-exercise regarding the environment set up and tape recorder
- build in extra precautions to prevent errors in the interview
- increase the credibility and trustworthiness of the study
- approach informants with an open-mind
- ensure bracketing of any pre-conceived ideas
- transcribe and analyse data, which was an opportunity to increase analysis skills; and
- ensure reflexivity, bracketing and intuiting throughout the study

3.4.4 Sampling design

Sampling is the process of selecting a portion of the population (Polit & Hungler 1995:230). A nonprobability sampling design with a purposive sampling technique was used in this research. This sampling was utilised to select informants who had specific characteristics and experience that will add to the information within the interpretive paradigm (Field & Morse 1990:95; Mertens 1998:261). This design was chosen because of the informants' particular knowledge that they can add to the study (Brink 1996:141; Streubert & Carpenter 1995:43). The researcher approached individuals who met the eligibility criteria to be informants, because of the need for a sample of experts (Polit & Hungler 1995:235). According to Patton (1990) cited in Streubert and Carpenter (1995:43) purposeful sampling provides information for an in-depth study with information-rich cases. The researcher chose certain expert informants with insight that could contribute in the project to answer the research question. That was why the researcher did not utilise a method that was based on random, but nonrandom and purposive sampling. Although a potential problem with this method was sampling bias, the reason for choosing it was not to generalise the findings to the entire nurse tutor population in South Africa, because it was contextually bound.

3.4.4.1 *Criteria for the selection of informants*

Morse (1991) cited in Holloway and Wheeler (1996:75) stated 'Good informants must be willing and able to critically examine the experience and their response to the situation ... must be willing to share the experience with the interviewer'.

The specified eligibility criteria for selecting informants in this study were

- chief professional nurses who were still employed as nurse tutors at the FSSON
- nurse tutors who were employed at a nursing college in the Free State when transformation of the nursing colleges started
- nurse tutors who were appropriately absorbed in the staff establishment of the FSSON, on the LIFO criteria used for downsizing of personnel

The sample was homogeneous regarding the similar characteristics, namely type of experience and occupation, but heterogeneous regarding home language and different cultures (Holloway & Wheeler 1996:75).

3.4.4.2 Population

Polit and Hungler (1995:230) described an *accessible population* as all the cases that meet the criteria and are accessible for the study. Jones (1985:195) referred to a population as the focal group from whom the researcher wants to learn something, and named it a *population of interest*. It is the totality of all the objects and subjects that meet the requirements of a specific situation (Polit & Hungler 1995:33).

In this study, the population was the nurse tutors who remained at the FSSON. This implies all the remaining nurse tutors who were absorbed in the FSSON staff establishment.

3.4.4.3 Sample

A sample consists of the elements and units of analysis that compose the population (Polit & Hungler 1995:230). Streubert and Carpenter (1995:23) indicated that in qualitative research there is no need to determine the number of informants to be interviewed because the goal is not to generalise the findings. The required sample size in qualitative research depends on the collection of data. When particular ideas or themes were expressed repeatedly in the study, the sample can be accepted as adequate (Parse et al 1985:17-18). Rubin and Rubin (1995:73) referred to *completeness* when you have chosen people who are knowledgeable about the subject and talk to them until you have a sense of the meaning of the process. The concept *saturation* is used when repetition of information and confirmation of previous collected data occurs and when there is no need to increase the number of informants (Polit & Hungler 1995:531; Rubin & Rubin 1995:73; Streubert & Carpenter 1995:23). It was also stated by Field and Morse (1990:94) that the researcher does not predict the final sample beforehand.

3.4.4.4 *Sample size*

A total number of eight informants were approached. One of the members of the population refused to take part due to her workload and studies. Another person did not mention a reason. The sample size was a total of six informants. All of them were remaining nurse tutors and were absorbed in the establishment at the FSSON. They met the criteria of abovementioned eligible criteria for selection of informant's. The informants agreed and gave consent to participate in the study as described in paragraph 3.8. After the first informant's narrative essay was obtained, and interview was conducted and analysed, the subsequent second and third informants' data were collected and analysed. Those analyses of data were then temporarily categorised. The subsequent interviews of the rest of the informants followed until saturation of data was determined. Table 3.1 contains the biographical data and distribution of the informants.

Table 3.1 Biographical data

Total participating informants until saturation	6
Informant mortality (refuse to take part)	2
English speaking informants	4
Afrikaans speaking informants	2
Amount of service years	20-40
Average age	40-60

In this phase as illustrated in figure 3.1 the trustworthiness and ethical consideration were carefully considered. These two aspects will be discussed in paragraphs 3.7 and 3.8.

3.5 EMPIRICAL PHASE

The empirical phase involved the actual data collection of research data as well as the preparing of it for the analytic phase (Polit & Hungler 1995:35).

Tesch (1990:56) referred 'qualitative' to words and 'qualitative research' as the research that exclusively uses words as data. Words are part of language and language can be studied as *communication*. It can be examined to

- explore the language as an art form
- explore it as information
- be interpreted

It describes the qualitative ways people experience and identify emerging themes of the topic or situation (Tesch 1990:68). The data collection was 'reflective' to give the informants the opportunity to reflectively express their experience. In this study the collection of raw data from informants took place in two stages.

3.5.1 Narrative description stage

A narrative description is pieces of data in a qualitative research (Polit & Hungler 1995:26). In the context of this study, the narrative description refers to a written essay or verbal data in a written form of the experience of the informant. Informants were requested to write a narrative essay regarding their experience before the interview. The researcher did not read or analyse the narrative essays from the informants before the interview, the reason was to prevent her from being influenced by it. When the researcher did not know the content of the narrative essay, it helped with bracketing of any preconceived ideas. The writing of the description prior the interview gave the informants a chance to reflectively recall their experience and then thoughtfully write it down (Holloway & Wheeler 1996:59-60). It also gave the informant an opportunity to feel more relaxed prior to and confident during the interview. (One informant remarked that the writing of the description helped to structure her thoughts and feelings regarding the experiences.) The narrative essay was a way the researcher used to identify the experience of the informant and prevent informant bias (Holloway & Wheeler 1996:60). (Two informants remarked that the writing of this description helped them to relieve the pent-up feelings, they had regarding their experience.)

3.5.2 Interviews and field note stage

Burgess (1984) cited in Holloway and Wheeler (1996:53) said that qualitative interviews are 'conversations with a purpose'. The qualitative interview is specified as a method of social interaction to find out what others felt and thought about their world and to understand their experiences (Jones 1985:138; Rubin & Rubin 1995:1). However, the qualitative unstructured interview has no predetermined questions with minimal direction and control of the interview by the researcher (Holloway & Wheeler 1996:55).

Unstructured open-ended interviews were the most appropriate data collection strategy for this study. They provided the informants the opportunity to reflectively explain their experiences of the phenomena of interest. The interviews were conducted face to face, in a comfortable environment (Polit & Hungler 1995:644; Streubert & Carpenter 1999:23). Field and Morse (1985) cited in Holloway and Wheeler (1996:56) advise that the length of the interviews should not be longer than one hour. However, Holloway and Wheeler (1996:56) stated that it depends on the informants. In this study the interviews varied between 25 minutes to 45 minutes.

Each informant was interviewed individually. The researcher decided not to use focus group interviews, because the informants would not reveal in-depth their own true experience due to the heterogeneous nature of the population and the sensitivity of personal experience. The researcher followed the next steps with each interview:

- made an appointment with each informant at a time which suited them
- booked the audio-visual recording studio for the interview
- created a conducive environment in the room
- arranged the chairs and had a jug and glass of water available

The reason why the researcher decided to utilise the studio was that it was private, free from sound disturbances, and safe from interruptions by telephones and people. It also had no windows, thus nothing from outside would distract the informant's mind during

the interview. When the audio-visual recording studio was occupied a red light outside was on, showing a recording was in progress to prevent interruptions.

Before the researcher conducted the interview she

- thanked the informant for time and willingness to be part of her study
- reminded the informant regarding the agreement (annexure D)
- explained that the interview is unstructured and that probe questions will derive from the information the informant described
- asked permission to record the interview (Rubin & Rubin 1995:94)
- explained that two tape recorders are used for safety reasons, if one did not record, she had another one

Two tape recorders were utilised, gathering verbal narrative data during the in-depth interview and they were placed so that they did not distract the attention of the informant (Field & Morse 1990:60). The researcher used long-playing tapes of an hour so that it was not necessary to turn them, which would interrupt the interview.

During the interview the researcher showed sensitivity to the uniqueness of the informant and entered the informant's world with compassion (Ellis, Gates & Kenworthy 1995:102). Because the topic and interview could re-open the wounds of the informants' experiences, they were approached with an empathetic understanding (Holloway & Wheeler 1996:4), which created a 'research relationship' with the following attributes:

- good listener
- non-judgmental
- friendly
- open and honest
- flexible

(Holloway & Wheeler 1996:8)

Before and between each interview the researcher bracketed any preconceived ideas of the researcher's own experience. A broad open-ended question was used to start the interview. This question was 'How did you experience the transformation of nursing colleges and the downsizing of personnel in the nursing colleges'. It involved a reflective description or thinking the event over. Then she let them talk freely on the question. During the interview the researcher observed, questioned and listened to aspects where she needed more information.

The researcher also utilised nonverbal prompts by means of eye contact, listening and leaning forward to encourage reflection (Holloway & Wheeler 1996:58). Du Toit, Grobler and Schenck (1998:129-132) stated that active listening is related to active attentiveness, and a process of observation and listening. According to them the active listening process consists of the following elements, namely:

- understanding the meaning of the message intended by the sender
- remembering to store information for later retrieval
- listening to and understanding nonverbal behaviour
- using nonverbal or body language (relating to the body movements and facial expressions) that could contribute to improved listening

This led to responsive listening where the researcher was able to communicate genuine understanding (empathy), acceptance and concern regarding the experience of the informant (Okun 1997:63). This responsive listening also summarised the main points to indicate that they had been heard (Payne 1999:93).

The researcher used probing questions when she wanted to evaluate the information and explore more and let the informants elaborate on the description where the researcher needed more information (Mertens 1998:134; Talbot 1995:476). Probing also helped to reduce the anxiety of the researcher and the informant (Holloway & Wheeler 1996:58). Probing helped the researcher to focus on what seemed to be important and also to clarify the information, which was verbalised (Ellis et al 1995:132). Holloway (1996:57) and

Mertens (1998:134) described different questioning techniques to utilise during the interview. The researcher used those techniques during the interviews:

- *Experience questions:* What other adjustments did you also experience during that time?
- *Feeling questions:* How did you feel about the LIFO criteria, when you said that every one had to put down their names?
- *Knowledge question:* What would you say about the support you received?
- *Grand tour question:* Tell me what did you experience during the transformation and downsizing.
- *Mini tour question:* You said something about the relationships between those who left and those who stayed behind. Can you tell me something about it?

After the interview the researcher reminded the informant that in the agreement between them they had agreed that if a second interview might be necessary for additional information, it would be conducted again to gather more information (Streubert & Carpenter 1995:45). She also explained to them that after she analysed the narrative essay and the interview she would consult them to verify whether it was a true reflection of their experiences (Holloway & Wheeler 1996:165).

Notes were taken during the interview regarding any probing questions the researcher wanted to ask and nonverbal reactions of the informant. This was integrated in the analysis to give more insight into their experiences (Neuman 1997:368). Nonverbal reactions were written down to give a dense description of each interview before the transcription and analysis of the narrative essay and interview.

After the raw data was collected, it was reviewed and prepared for analysis (Parse et al 1985:18-19). Data collection and data analysis are inseparable. From the time the researcher listened to descriptions of the phenomenon, the analysis started to occur. This helped with the reductive process (Streubert & Carpenter 1995:45).

3.6 DATA ANALYSIS PHASE

Data analysis started as soon after the researcher conducted the first interview and received the narrative essay. The researcher used *reflexivity, bracketing and intuiting* (as it was described in paragraphs 3.3.4, 3.3.5 and 3.3.6) to exclude all preconceptions of the phenomenon and entered the world of the informant who was interviewed (Tesch 1990:92). After the interviews the researcher replayed the tape and listened to the tone of the voice, responses and content of the informants. Then the researcher read and typed the narrative essay and transcribed the interview word for word, because it was not possible to analyse the raw data without typing it. Nonverbal responses, e.g. laughter and change of voice, were included in the interview transcription. After the transcription the tape was replayed and correlated with the transcription for accuracy (Field & Morse 1990:97-99; Streubert & Carpenter 1995:45).

The researcher used *contemplative dwelling* during the data analysis. This was the undistracted listening, reading and re-reading of the descriptions to uncover the meaning of the experiences. It freed the researcher to be open to both tacit and explicit messages in the data (Parse et al 1985:19; Streubert & Carpenter 1995:45-46).

Parse et al (1985:4) stated that the language of the informants moves to the language of science during the analysis process. According to Giorgi (1975) cited in Tesch (1990:93) the data is searched for 'meaning units' to form common 'themes' and then transformed into a professional/abstract language. These meaning units are clustered together to tie essential non-redundant themes together into a described statement. This description is on a 'specific' level of the experience and then develops a 'general' level by leaving out the particulars. This process is called the 'identification' of the fundamental structure.

In this study, meaning units were extracted from the original narrative essays and unstructured interviews. Similar meaning units were clustered together. These meaning units formed different subcategories, which ultimately fit into certain categories. All the categories were then finally organised and themes emerged from these categories.

3.6.1 Discussion of data analysis procedure

In qualitative data analysis the researcher needs to use intuition and inductive analytical reasoning during the analysis of the mass raw data. This helps to guide the reduction, clustering and display of data. There are basically three strategies to analyse the data:

- *Reduction* allows the researcher to deduce inherent meanings from the voluminous narrative data
- *Data display* is the process of organising the data in tables, graphs and matrices
- *Conclusion drawing and verification* is the process of attaching meanings to the findings

(Massey 1995:97)

The analysis of qualitative data is challenging because

- there are no systematic rules to guide the analysis and interpretation of data; and
- much time and work are required from the researcher to read, organise and analyse the data

(Massey 1995:97)

Patton (1990) cited in Talbot (1995:481) stated 'Because each qualitative study is unique, the analytical approach used will be unique. Because qualitative inquiry depends, at every stage, on skills, training, insights, and capabilities of the researcher, qualitative analysis ultimately depends on the analytical intellect and style of the analyst'. Tesch (1990:77) identified twenty-six different data analysis procedures, which have different analytical focuses. The grouping of the analysis is mainly in two types, namely: structural analysis and interpretation analysis (Tesch 1990:99). The researcher used Tesch's (1990) interpretational qualitative analysis method. Tesch (1990: 115-123) described the 'de-contextualising' and 're-contextualising' in descriptive/interpretive analyses. The following steps described how the researcher analysed the data and it is graphically represented in figure 3.2.

3.6.1.1 Segmenting

The data of narrative essays and interviews with different informants were the raw unassimilated data. Intuitive statements, sentences and paragraphs of the experience were within and embedded in the context of the typed and transcribed document. The researcher identified smaller parts in the narrative essays through dwelling in order to unfold the informant's experiences. Significant statements and phrases regarding the experiences of the transformation of the nursing colleges and downsizing of the personnel were extracted. These are called the meaning units. The 'de-contextualising' of the data meant that several segments or meaning units in the data, which contained ideas or pieces of information were identified. The relevant portion or meaning unit, applicable to the experiences was extracted from its context (Tesch 1990:115-118). The researcher typed the narrative essays and transcribed the interviews on the computer. Thereafter two columns were created with the original verbatim data. The data were copied and pasted into the next column and then carefully read. The meaning units were extracted twice manually by underlining the meaning units on printouts. After the second extraction both were compared and it was finally processed on the computer, by deleting the non-relevant data in the second column.

3.6.1.2 Developing an organising system

Sentences and paragraphs of the narrative essay and transcribed dialogue had two contexts. First they are part of the initial description or interview conducted and belong to the original context from which it was extracted. Second they belong to the 'pool of meanings'. The 'pool of meaning' meant that groups were constructed so that segments could be sorted into those groups. This is then the same as an organising system (Tesch 1990:118).

Two basic ways can be utilised to establish an organising system. First, a theoretical framework or research questions can guide the creation of an organising system. Second, it can be created from the data themselves (Tesch 1990:119). In this study there was not an exact theoretical framework or research questions which could be utilised to establish

an organising system. The meaning units from the data with the prior literature review led the researcher to create an organising system. First, the researcher worked with one informant's data and meaning units to create organising systems from each informant's scripts. Thus, the researcher made a list of a tentative organising system of each. Thereafter the first three informants' organising systems were compared and integrated. The subsequent scripts of each informant were separately done and then finally integrated into categories and subcategories as they emerged during the progress of the study.

The tentative system became refined as the analysis process continued with other narrative essays and interviews. The meaning units were clustered together to form subcategories and ultimately the categories. After the researcher was satisfied with the organising system of the data, it was applied to the rest of the data collection (Tesch 1990:118-121).

As described above the researcher ordered the data of the informant in two columns. This was the original text and the meaning unit. Subsequent columns were added next to it for the formulated statements. This helped the researcher with the creation of the organising system.

With this method the researcher was then able to determine saturation of data. When the pool of meanings were saturated with meaning units, and no organising systems derived from data, no more informants were approached to conduct interviews with.

3.6.1.3 Sorting data (coding)

When the organising system is done properly, it is easier to sort the data into relevant segments. Mnemonic codes were utilised to tag text segments of organising systems or categories into the themes where they belonged. This was the coding process and a final column was added to columns described above. The researcher finally had each informant's analysed narrative essay and unstructured interview in four columns. These columns contained the original text; meaning units; formulated statements/organising systems; and the codes respectively. The codes which the researcher attached to the

meaning units and organising systems, were the categories of the themes. After coding, the researcher used 're-contextualising' to assemble all meanings that belong in one category, in one place. A category with its subcategories dealt with one concept and represented one 'pool of meanings', and finally be part of a theme (Tesch 1990:121-123).

The researcher first united each informant's codes and categories. New folders and files were created for this uniting of data. This was then the first time the meaning units, subcategories and categories were extracted from their original setting. All the relevant data, for example 'uncertainty', of the one informant was united together as a category. After each informant's meaning units, subcategories and categories were united, they were integrated with all the other informants' relevant data. The final document consisted then of the central theme with categories and subcategories of all the informants' coded meaning units.

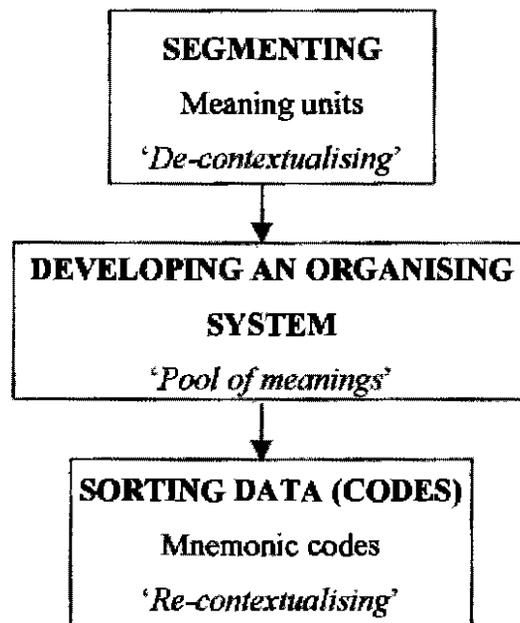


Figure 3.2 Data analysis steps

(Applied from Tesch 1990:115-123)

3.7 TRUSTWORTHINESS

Trustworthiness establishes the validity and reliability of qualitative research (Talbot 1995:428). The research demonstrated trustworthiness when the experiences of the informants were accurately represented (Streubert & Carpenter 1995:318). But, Munhill and Oiler (1986) cited in Holloway and Wheeler (1996:162-163) argued that in qualitative research, objective reality and subjective experiences potentially exist together in the research data. Therefore the qualitative researcher must show rigour and establish trustworthiness with the decision trail in the study.

According to Maykut and Morehouse (1994:64) the term 'trustworthiness' was used by Lincoln and Guba (1985) to refer to the credibility of findings. Qualitative researchers use the model of Lincoln and Guba (1985) to evaluate the quality of their data in their findings. The four criteria: credibility, transferability, dependability and confirmability increase the trustworthiness of qualitative research. Applicability, consistency and neutrality are also described where it is applicable in those four criteria.

3.7.1 Credibility

Field and Morse (1990:118) stated that the researcher should demonstrate the credibility of the findings. Lincoln and Guba (1985) used activities, which increased the probability of credible findings, which were produced (Streubert & Carpenter 1995:25). Credibility in essence refers to the truth of how the informants know and experience the phenomenon (Talbot 1995:529). Holloway and Wheeler (1996:164) explained that 'researchers must ensure that those participating in research are identified and described accurately'.

3.7.1.1 *Prolonged engagement*

Activities such as a *prolonged engagement* with the informants increased the credibility (Polit & Hungler 1995:362; Streubert & Carpenter 1995:25). The researcher worked at one of the nursing colleges during the transformation and downsizing. This reflects the researcher's prolonged engagement with the informants of the phenomenon under

investigation. Enough time was spent with the informants to develop a trust relationship with them during the interviews and member checks (Holloway & Wheeler 1996:164).

3.7.1.2 Reflexivity

According to Koch (1994) the credibility is enhanced when the researcher describes and interprets the experience as researcher (Holloway & Wheeler 1996:164). Reflexivity, bracketing and intuiting was a major concern in the whole study, to be as open as possible, to establish rigour and prevent bias. The researcher described her personal experience and analysed it herself, related to the phenomenon through bracketing and a narrative essay (annexure E). The analysis of the researcher's experience made the researcher aware of possible biases and preconceived ideas. Bracketing was implemented throughout the study and each phase of the research process was carefully approached, using bracketing (to lay aside what is known) and intuiting (looking at the phenomenon) to avoid bias and approach the phenomenon with an open mind.

3.7.1.3 Peer and informants debriefing

Polit and Hungler (1995:362) maintained that *peer and informants debriefing* increase credibility. Peer debriefing provided an external check by the evaluation of the designated supervisor to ensure rigour in the study. Informants debriefing or member checks involved the researcher returning to the informant, checking with him/her the findings to confirm their experience as true (Holloway & Wheeler 1996:164; Mertens 1998:182; Polit & Hungler 1995:362). In this study the researcher worked closely with designated supervisors who are experienced researchers and were competent in the analysis of data. They did the final external check of the data analysis of the researcher. The researcher also did member checks with the informants' feedback. They checked the categories, which emerged from the data and after the themes were finalised the researcher went back to them and discussed the interpretations and conclusions with them.

3.7.1.4 Interview technique

The researcher conducted a pre-exercise to refine *interviewing technique*, because the researcher was a novice as described in paragraph 3.4.3 (Holloway & Wheeler 1996:54). This included being sensitive, listening empathetically, being open, honest, non-judgmental and friendly to the informant during the interview. The pre-exercise improved her interviewing skills. The supervisors also checked these analysed pre-exercise and determined the ability of the researcher to conduct interviews effectively. During the interviews with the informants, the researcher took extra precautions to improve those interviewing techniques, with questioning and probing.

3.7.1.5 Establish the authority of the researcher and referential adequacy

This is the unique authority of the researcher with the 'I was there' authority, so that the researcher can be viewed as a measurement tool. The researcher's immersion in the milieu of the study made the researcher an active participant (Holloway & Wheeler 1996:5). The competence, training, background, and previous experience of the researcher contributed to the credibility. As a psychiatric nurse tutor the researcher had *experience* regarding interviewing skills and knowledge of how to approach the informant as a unique individual with his or her own right to be different from others with regard to the experience of transformation and downsizing. During the past eight years the researcher was guiding basic nursing students in psychiatry with transcribing and analysing conversations they conducted with patients. This made the researcher competent to transcribe and analyse the interviews in the study. The conducted pre-exercise interviews and analysis of data also contributed to the credibility of the findings.

3.7.1.6 Structural coherence

Structural coherence means that there are no inconsistencies between the data and its interpretations. In this study the Afrikaans interviews were initially transcribed in Afrikaans. After the analysis, meaning units in Afrikaans, which were chosen to be in the data presentation of chapter 4, were translated into English. The professional editor edited

these meaning units to ensure that the meaning remained a correct rendering of the original meaning unit in Afrikaans. This was implemented to support dependability and confirmability.

3.7.2 Transferability

In the framework of Lincoln and Guba (1985) cited in Polit and Hungler (1995:362) *transferability* refers to the *applicability* or *generalisability* of the data to be transferred and applied in other settings. However, in a qualitative study applicability and generalisability are irrelevant because the researcher wants to describe the experience in the particular phenomenon. In qualitative studies it is labeled *fittingness* to determine whether the findings fit in or are transferable to similar situations (Streubert & Carpenter 1995:26). It is the responsibility of the researcher to provide a dense description of the research context and sufficient descriptive data that the reader can assess and evaluate the *applicability* or *transferability* of the data in another context (Lincoln & Guba 1985 cited in Polit & Hungler 1995:362).

When transferability is considered the informants should be representative. Morse (1991) cited in Holloway and Wheeler (1996:166) stated that with *purposeful samples*, the selection of informants should fulfil the need of the study. The researcher approached informants that had experience and knowledge of the phenomenon under investigation. The informants were also from different language groups and cultures.

A *dense or thick description* of the informants' experience, regarding their interpretations and feelings of the phenomenon in the disciplinary context the change took place were discussed (Holloway & Wheeler 1996:6-7; Mertens 1998:183). This was to provide rigour, a clear and comprehensive decision trial so that the reader can consider if the findings could be transferable to other situations (Holloway & Wheeler 1996:167).

3.7.3 Dependability

According to Polit and Hungler (1995:362-363) dependability is the stability of data over time and is obtained with *stepwise replication* and *inquiry audit*. It is a criterion, which is met through obtaining credibility and cannot be present without credibility (Streubert & Carpenter 1995:26). Holloway and Wheeler (1996:168) stated that *dependability* is related to the *consistency* of findings. This means that if the study was replicated in a similar context with the same informants, the findings would be consistent. In qualitative research, the researcher and informants are the instruments to be assessed for consistency. The findings of the research project should be checked and audited by means of external checks to be dependable. It is also suggested that an audit trial can be established with the decision trial when the decisions taken throughout the study about the theoretical, methodological and analytic choices are discussed (Holloway & Wheeler 1996:168).

In this study the supervisors audited the researcher's findings. Credibility was ensured as discussed in paragraph 3.7.1. The researcher utilised both narrative essays and unstructured interviews to check the *consistency* of the informant. The coding of the essays and interviews was checked and compared three times with the first findings. Two supervisors checked the findings, themes, categories and subcategories of the study to evaluate the researcher's *consistency*. The decision trial was described completely with regard to the research process. These aspects ensured the *dependability* of the study.

3.7.4 Confirmability

Confirmability is a criterion for evaluating data quality, and refers to the *neutrality* or *objectivity* of the data by an agreement between two or more independent persons that the data is similar (Polit & Hungler 1995: 363). It means that the findings are free from bias. In qualitative research, *neutrality* refers to the data neutrality and not the researcher's neutrality. Confirmability means that the conclusions and interpretations derived directly from the data (Guba & Lincoln 1989 cited in Holloway & Wheeler 1996:168). The use of *audit trials* or *audit strategies* is a systematic collection of materials and documents so that independent or external auditors come to comparable conclusions about the data. The

purpose of confirmability is to illustrate the evidence and thought processes that another researcher's conclusions give the same conclusions in the research context (Streubert & Carpenter 1995: 26). Robson (1993) cited in Holloway and Wheeler (1996:168) suggest the following auditing criteria to be utilised for examining the information of the study:

- the raw data namely tape recordings, field notes and diaries
- findings of the study through analysed data
- how the significant statements, themes, codes and categories were reconstructed
- the research process, designs and procedures used
- early intentions of the study, for instance proposal and expectations
- the development of the data collection instrument, for instance open-ended questions and early interviews

Confirmability occurs with the presence of credibility, transferability and dependability (Holloway & Wheeler 1996:169). The researcher utilised the following auditing criteria:

- collected the raw data of the narrative essays and the audio-tape recorders
- analysed the raw data and findings of the study through de-contextualisation
- made a synthesis of the analysed data through re-contextualisation
- carefully planned each phase of the research process, for instance research design, sampling design and data collection process
- developed the data collection instrument to do a pre-exercise and improve in unstructured interview skills
- made sure that the conclusions of the study's findings are supported by the analysed data

Table 3.2 presents a structural outline of the strategies and applications of methods in the study to ensure trustworthiness.

Table 3.2 Trustworthiness strategies

STRATEGY	CRITERIA	APPLICATION BY RESEARCHER
Credibility	Reflexivity	Bracketing and intuiting in each phase of the research process.
	Prolonged engagement	Involved with the phenomenon since 1996. Trusting relationship with informants. Involved for two years with literature review and interviews.
	Peer debriefing	Pre-exercise interview and data analysis evaluation of supervisors with Masters degree. Research data analysis and findings examined by abovementioned supervisors.
	Informants debriefing	Member checks with informants and discussed the themes, which emerged. Finally discussed the categories with informants.
	Authority of researcher and referential adequacy	Involved with the phenomenon since 1996. Psychiatric nurse tutor for the past eight years. Guiding psychiatric nursing students with interviews, conversations, transcription and analysis skills. Pre-exercise increased the interview, analysis skills and interpretations of findings.
	Interview technique	Conducting pre-exercise to improve on interviewing skills. Conducting the study's interview competently.
	Structural coherence	Recorded and transcribed the interviews. Translation of Afrikaans interviews into English. The supervisors examined it for dependability and confirmability. A professional editor edited it.
Transferability	Purposeful sample	Sampling was purposeful and experts with knowledge and experience. Different language and cultures
	Dense description	Data provided about informants, research context and setting was adequately provided.
Dependability	Stepwise replication	Data was coded and again recoded after two weeks. Member checks of codes, themes, categories and subcategories. After the third recoding, two supervisors compared and examined it.
	Inquiry audit	The two supervisors of the researcher audited the research process. The decision trial and the research process are described in detail.
	Dependability occurs with credibility	The researcher achieves credibility as described in paragraph 3.7.1. (See above application)
Confirmability	Audit trial	Researcher audited all the phases of the research process under the supervision of two Master's prepared colleagues. The inquiry trial contributed to the dependability as well as the confirmability.
	Confirmability occurs with: - credibility - transferability - dependability	The study established rigour with the decision trial and proved confirmability through credibility, transferability and dependability as described in paragraphs 3.7.1; 3.7.2; and 3.7.3 (See above application)
		Conclusions and interpretation derived directly from the data.

3.8 ETHICAL CONSIDERATIONS

Ethical considerations were an important aspect in this study. Due to the sensitive nature of the study possible risks were continuously examined to increase sensitivity to the informants and not to expose them. The researcher followed the three ethical principles of the *Belmont Report*, namely beneficence, respect for human dignity, and justice (Polit & Hungler 1995:119).

3.8.1 The principle of beneficence

With this principle the researcher always kept the principle of *no harm* in mind. It is also the most fundamental ethical principle in any research.

3.8.1.1 Freedom from harm

Although physical harm in this project was not to be considered, the psychological consequences of participation in the study needed attention and sensitivity. The wounds of the nurse tutors' experiences could be re-opened and the researcher was sensitive with probing questions that could psychologically harm the informant. The researcher ensured the informants of her honesty and was sensitive to the emotions of the informants. She told them if they felt that it would hurt them emotionally, they were welcome to withdraw from the interview (Polit & Hungler 1995:120).

3.8.1.2 Freedom from exploitation

During qualitative research, the psychological distance between the researcher and informant decreases and it increases the risk of exploitation. The researcher took special precautions not to expose the informants, with any personal information that could be linked with them in the data presentation and discussion (Polit & Hungler 1995:120). She also assured them that the tapes and written narrative scripts would be safely stored and later destroyed after the research (Rubin & Rubin 1995:94).

3.8.1.3 Benefit from research

The researcher considered the risk/benefit ratio and kept the risks minimal by approaching the informants individually and explaining the aim and purpose of the study. These benefits include the description and understanding of experience during change with the aim of contributing in guidelines to be considered during change at the workplace (Polit & Hungler 1995:120).

3.8.2 The principle of respect for human dignity

This is the second principle of the *Belmont Report* and includes the right of self-determination and full disclosure.

3.8.2.1 The right to self-determination

Self-determination means that the informants have the right to decide if they want to participate or not. The researcher approached informants purposefully and no remuneration was offered to them to participate. They voluntarily decided to participate in the study and had the opportunity to withdraw. Written informed consent and an agreement was obtained prior the interviews from the informants, accompanied by a covering letter (annexure C and D). The individuals who refused to participate were not threatened or intimidated. Permission was asked to record the interview (Polit & Hungler 1995:122).

3.8.2.2 The right to full disclosure

Full disclosure means that the study's nature was fully explained to the informants. Self-determination is dependent on full disclosure. The research question, aim and purpose were discussed with the informants who agreed to participate and were included in the covering letter and agreement (annexure C and D). The nature of the study, time, commitment and involvement of the informants were explained. The preliminary findings were shared with the informants during member checks to increase trustworthiness.

Informants were invited to comment on the researcher's interpretations of the data analysis (Polit & Hungler 1995:122).

3.8.3 The principle of justice

This principle includes the right to fair treatment and the right to privacy.

3.8.3.1 *The right to fair treatment*

Fair treatment entails that informants who were selected were based on the requirements of the research questions. It entails nonprejudicial treatment of individuals who withdraw or refuse to participate. The sampling method was purposive with the purpose to select people with experience. Informants were heterogeneous regarding their culture, language and age (Polit & Hungler 1995:124).

3.8.3.2 *The right to privacy*

Anonymity occurs when the researcher cannot link the information with informants, thus anonymity is not possible in a qualitative study. During the study the informants were ensured of privacy. The promise of confidentiality was guaranteed information would not be publicly reported in a way the informant's identity could be exposed. Confidentiality was ensured verbally and in the written agreement. The following steps were used to implement confidentiality:

- the agreement, narrative essays and recorded tapes were kept in a locked cabinet
- no names were attached to the tapes and computer files
- there was a pledge of confidentiality by the researcher (annexure D)
- interviews were not published and only meaning units that were applicable were utilised in the data presentation
- with the data presentation, the verbal quotes were attached with a code

(Polit & Hungler 1995:125-126)

3.9 CONCLUSION

In this chapter the research process and decision trial were described. The research design, population, sample and sampling design were discussed. The method and the two stages used to collect the data were explained. A description of how the data was analysed was presented with the measurements implemented to ensure rigour and trustworthiness. The methods to ensure confidentiality and ethical considerations were included. In chapter 4 the data presentation and discussion will be presented.

CHAPTER 4

DATA PRESENTATION AND DISCUSSION

4.1 INTRODUCTION

In this chapter the following findings of the research study are presented and discussed, namely affective responses, cognitive and perceptual view, and coping responses. These discussions and findings emerged from the literature review, narrative essays and unstructured interviews which were discussed in Chapter 2 and Chapter 3.

4.2 BACKGROUND TO THE FINDINGS

Three final themes derived from the narrative essays and unstructured interviews received and conducted with six informants. Saturation was determined when no new themes emerged. Figure 4.1 illustrates the themes, namely affective response, cognitive and perceptual view, and coping response. Affective response relates to emotions and feelings. The cognitive and perceptual theme describes the perception and belief regarding the process. Finally, the coping response includes the behavioural and adjustment responses during the process. Categories and subcategories are present in each theme. Themes, categories and subcategories are interrelated.

Meaning units refer to the initial context. Meaning units belong to the 'de-contextualising' step during data analysis. Each meaning unit is coded, for example G24. The letter refers to the informant and the number to the data unit of the analysed essay or interview. All the meaning units could not be included and only the core meaning units were extracted from the 're-contextualising' step to utilise for the data representation. Similar meaning units from other informants were not included, because they have the same meaning as the included ones. Meaning units from the Afrikaans script were translated into English after the analysis was completed. The professional editor edited these translations to ensure structural coherence of the meaning.

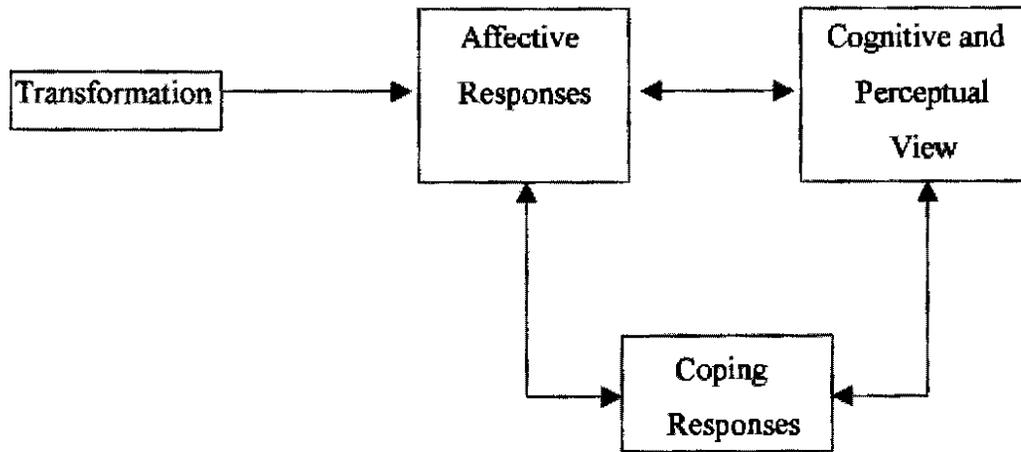


Figure 4.1 Schematic representation of the themes

4.3 AFFECTIVE RESPONSES

The affective response is evident in expressions of feelings and emotions. It also includes a low morale, depressive mood and anxiety during the process.

4.3.1 Denying of possible changes and disillusion with the realisation of it

In the early stages of a crisis, people deny the full impact of the event, protecting themselves from the hurt and anger (Stearns 1995:25). When the transformation started, it seemed to be unreal and they felt that it would not happen. It made them uncomfortable but the feelings were suppressed because it was a rumour that had been around for quite some time. When it became imminent that it would to be implemented, they experienced disillusion and were shocked that it had happened, because it seemed farfetched to them. Denial and disillusionment as revealed in table 4.1 are common reactions to changes in the workplace and is part of Kübler Ross's five stages of grief (Gluckman 1990:22; Hamilton-Attwell 1997:20; Heindl 1992:55; Noer 1993:131-130; Statland 1996:40).

Table 4.1 Denial and disillusionment

Subcategories	Meaning unit
4.1.1 Deny that changes would take place	<p>... they were starting to hold meetings about this rationalisation. It seems farfetched. You know a long time or may be until I retired. (B31)</p> <p>... we felt that it is not going to happen. We had actually forgotten about it at some stage um ... that this rationalisation business is going to happen. We had actually forgotten ourselves. (B40)</p> <p>Don't worry ... don't worry about it. They were talking a lot about it. So it was always in your mind. (C31)</p>
4.1.2 Disillusionment with the transformation	It didn't give us time to think ... um you know ... what can I do if ... you know if I should have to leave this place. What ... where will I go? What would I do if ... I don't know ... to get a job. (B42)
4.1.3 Disillusionment with the criteria	The next we heard was that there were too many personnel and that a list had to be compiled. The principle of last in first out would be used. (C5)
4.1.4 Disillusionment with the merging of colleges	it was just a decision, and had to be implemented immediately and then also um ... the last thing what they said we must ... merge. (C59)
4.1.5 Disillusionment with the relocation	The moment of truth came, unexpectedly and the great 'trek' took place, moving from one premise to the other. (B4)

4.3.2 Uncertainty during the process

Feelings of uncertainty were strongly verbalised in all the interviews of this study (table 4.2). Uncertainty was also reported in all the interviews of the study of Noer (1988:158). The uncertainty occurred after the actual transformation started and it was experienced in all the different changes of the nursing colleges. It was noted that uncertainty can continue even when another downsizing is possible (Brockner 1988:215; Kilpatrick et al 1991:46; Werth 1994:13). In the context of this study another downsizing in the future is not excluded, and it causes persistent uncertainty amongst the nurse tutors. It is also mentioned that the uncertainty of anticipated change, the duration and intensity of uncertainty are more stressful for most people than the change itself (Cartwright & Cooper 1997:36).

Table 4.2 Uncertainty

Subcategories	Meaning unit
4.2.1 Job uncertainty	I still felt that I was going to be out. You know I still felt that I was not going to be absorbed. That I would have to go and look for alternatives, they gave us. Because I knew that I had not so many years, compared to most people that I know ... I worked with. (F20)
4.2.2 Criteria uncertainty	We did not know what to expect from the authority. And the downsizing we did not know what criteria they are going to use to do the downsizing. (B23)
4.2.3 Uninformed uncertainty	Maybe the government knew how they wanted to do it. But that never come to us, of what would really happen to us, and how the process will implemented. And that made one extremely uncertain. (E17)
4.2.4 Relocation and new relationships uncertainty	To the unknown. No ... did know what to expect at that time. How would the people handled us, and will we be intimidated. Cause you know ... their friends have also left ... and we come and replaced them. So how would the people feel about us ... who taken the place of their loved ones. And it really had a negative impact on us ... socially. (D48)
4.2.5 Financial uncertainty	Now on that stage my husband lost his job. So that was more traumatic. (softly) In the sense of that ... I am uncertain about my work. He is uncertain about his work. Or he did not have a job anymore. He is not so young anymore. (C47) Uncertainty, yes, your future is threatened. You don't know what you must do. Um That was very bad to me. You had to view your financial planning, for your future ... especially that you are the breadwinner. You can not um ... give up what you have. (E24)
4.2.6 Work adjustment uncertainty	Maybe the authority might think you are not good enough. Or even the colleagues may be the Afrikaans people may say ... Oh we are working so much time. We are even working for these people. Why did they come here ... why did they chase our people away ... we are struggling. You know that was our perception when we were struggling. (B74)
4.2.7 Job uncertainty regarding absorption	Oh! I felt like very uncertain. Ok I was happy I was in. And at the same time I could not express you know the fact that I was ... there were some of the people I felt should have been in, were not in. They were left out. And I thought perhaps ... you know later on they will come back you know and said that they 'made a mistake', you are not suppose to be absorbed. You are supernumerary.' So I had mixed feelings about the whole thing. (F22)
4.2.8 Future uncertainty	... the way it has been done, even the people who are remaining, those who remain today they are still apprehensive. They don't know what to expect tomorrow. (D22)

4.3.3 Anxiety during the process

Heindl (1992:55) maintained that uncertainty arouses anxiety for the unknown. That could explain the strong relationship between uncertainty (table 4.2) and anxiety categories (table 4.3). Fear and anxiety were described in the interviews conducted by the researcher and the study of Astrachan (1995:43) found separation anxiety is stimulated by the announcement that people are leaving the organisation. The transformation and the different events during the transformation are threatening and cause psychological stress. These experiences can be substantiated by the findings of Kiley (1997:125) that employee's stress and anxiety increase during organisational change.

Table 4.3 Anxiety

Subcategories	Meaning unit
4.3.1 Anxiety regarding the transformation and downsizing	It was a terrible experience. (B22) ... And this was this panic that got into us. (B24)
4.3.2 Anxiety regarding the criteria	Because now ... we wanted to know especially that we are going to throw into a pool, the two colleges coming together and then now having to categorised us according to the time frame that we were and then we were just too nervous. Where do I fall in? (B33)
4.3.3 Anxiety regarding future employment	I had to stay at the government, although I felt apprehensive and uncertain. I just realised that I would have a job, but where the work would be, I didn't know. (C13)
4.3.4 Anxiety regarding the merging	The next thing that made me anxious was um ... when we had to merge. (C39)
4.3.5 Anxiety regarding financial security	For the unmarried woman there was no option, because the unmarried person is the breadwinner. When you find yourself in such a position, there should be intensive consideration regarding ones financial planning. I can further summarize it to say that your financial security was threatened, which caused enormous stress. (E5)
4.3.6 Anxiety regarding negative communication (rumours) from colleagues	A lot of people I think had um ... because of political convictions um never what I must say... always appeared very negative. Nobody ever saw a positive thing in that ... And then one was negatively influenced by colleagues, made you apprehensive ... (E22)
4.3.7 Anxiety regarding superfluous tutors reactions	I could not express my relief openly for fear that it may be misinterpreted. (F5)
4.3.8 Anxiety regarding possible new workplace	More than anything fear, of whether I will be amongst those who will be absorbed. Fear of you know where I was going to work. Where I was going to fit in? Will I be able to do the job. Because I feel that you know I established myself as a teacher to be a tutor. I know my work, I do my work no matter which subject I will be I can do it. But now I had fears of you know where I will be going to. Will I also be one of the people that will be reduced or what? I experienced fear more than any thing else. (F17) ... I was really having a lot of fear more than any thing else. I was in the row just to fetch the letter. I knew that I was not absorbed. And you know what was going through my mind, what am I going to do? Ok I am going to accept it whatever it is. But it was painful you see, it was very painful. (F23)
4.3.9 Anxiety regarding the possibility of a next transformation	... that thing came out of um whether you fall under the university, or the technician. That thing again nearly torn us apart. Because we did not know ... Now it would mean that ... um ... downsizing again. Further than the previous one. (B65)

4.3.4 Anger and frustration regarding the changes

Anger and frustration are part of the five stages of grief (Gluckman 1990:22; Hamilton-Attwell 1997:20; Heindl 1992:55; Noer 1993:131-132; Statland 1996:40). In table 4.4 expressions clarify the experience of anger resulting from the unhappiness with the change, the way they were treated and the ignorance of the human side. It was also found that the threat to involuntary job loss can be a permanent loss of an important feature of the job, such as status and autonomy (Greenhalgh & Rosenblatt 1984:440; Holm & Hovland 1999:157). That could explain the anger resulting from the threat of involuntary redeployment which could result in the loss of the feature of a nurse tutor.

Table 4.4 Anger

Subcategories	Meaning unit
4.4.1 Anger towards the change	... anger was the most important thing I experienced. And in fact by the system you know I felt somehow you know my loyalty through all the years was not really you know was appreciated. I was more than anything angry to to the whole system. And to who ever was responsible for this. This was basically anger to who was responsible for that. (F10)
4.4.2 Anger and frustration regarding the way of treatment	But they treat us that as if we are not educated people ... as if you are a child you know ... but it is Ok now. (B72) That is what frustrated me. The unscientific manner. The haphazard way it was ... I don't know. I may make a mistake. (E16)
4.4.3 Anger and frustration towards the ignorance of the human side	... um ... especially the people at head office. Um ... they could not understand how we actually felt. Because they said this ... words 'you are nurses first, you are tutors second, so ... don't see what your problem is to go back to the hospital, because you are nurses.' And even to rotate between the hospital to work there for certain periods. And ... could not just understand that you sacrifice money, you sacrifice your family's time, to study to get away from bedside nursing ... You tried to improve yourself to get away from that situation. So it was like, they did not really appreciate our contributions as tutors. You know it made me feel like you ... whether you study or not, to better yourself ... it doesn't really matter. (F47)

4.3.5 Powerlessness with a loss of control

Feelings of powerlessness emerged when nurse tutors felt they lost control over their future (Bridges 1986:30-31). It increased when applying and searching for other jobs, but unfortunately they could not find suitable jobs and had to stay in the system (table 4.5).

Table 4.5 Powerlessness

Subcategories	Meaning unit
4.5.1 Powerless regarding the loss of control	Your whole future was threatened. And how can you just rely on (sigh) on other people. The other people decide upon you. The powerless feeling that you had on later. (E18) ... I think it was a matter of every one cares for himself. You felt so exposed. They had no matter what happened to us. That um um ... to come back how I felt. It was if a big wave was breaking over you. There was nobody who could stop it. (E38)
4.5.2 Powerless regarding the inability to find another job	I applied for a lateral transfer to primary health, in 1997 when we were transferred. But unfortunately Human Resource Management had frozen those posts. So you did not get any posts there at the primary health care. (A54)
4.5.3 Powerless regarding the inability to make a change in the workplace	I was very helpless really. I felt like resigning, but on second thought I felt this was not the time, but I felt like resigning. But I was not ready. But financially, my son was completing ... learning ... so ... I could not do such a thing. (A55)

Cartwright and Cooper (1997:46) said that with change individuals felt that their jobs are 'on trial' and they become obsessed with personal survival. Powerlessness was experienced with loss of control of the future and job security (Bridges 1986:30-31; Greenhalgh & Rosenblatt 1984:442; Hamilton-Attwell 1997:20). Colby (1989:66)

mentioned that decisions about the employees' lives are made by people they don't know and they have no personal influence over those decisions.

4.3.6 Feelings of relief, pity, and guilt

Emotions of relief, pity and guilt are interrelated as seen in table 4.6. Feelings of relief were experienced by those who were to be absorbed in the staff establishment, according to the LIFO criteria, and those who took packages and resigned prior the implementation of the LIFO. Thereafter, followed the pity for those who were not absorbed and guilt on the part of those who remained. These feelings are consistent with survivor response (Brockner 1988:215; Dreiss 1983:7; Kaplan & Sadock 1998:69; Suderman 1995:8).

Table 4.6 Feelings of relief, pity and guilt

Subcategories	Meaning unit
Relief 4.6.1 Relieved regarding the criteria	(laugh) I did not like it. But even the first in first out would still negatively affected me. So it was a matter of survival of the fetus now. I had to enjoy it. Last in first out? Because I was first in. But if they reversed it ... even first in first out I would still feel the bitterness because it would directly affected me. So it depend on where you stand. (B63)
4.5.2 Relieved regarding those who took packages and resigned	And the people who did not want to stay, leave, which I was very glad. So these who took packages. I reasoned so. OK another one out ... less ... My place is more ... So it bothered me not so much when they seek for another job. Those who took packages um you know ... it suited me actually. So I realised, I can go nowhere. (C70) At least um ... some of them you feel a little bit of comfortable. At least they are creating more space for you. You know when people are leaving, before the actually downsizing ... you feel you are still safe. (B37)
4.5.3 Relieved at being absorbed	And then I realise when I went in ... when I received one sheet of paper that I was absorbed. ... I was relieved. Very relieved. You know it was just relieved. For I am in. (F24) After knowing that I was absorbed I felt relieved, but at the same time I felt sorry for my friends who were supernumerary. (F4)
Pity 4.5.4 Sorry for the supernumerary people and to be separated from friends	But for the friends, you know especially those who had been finished their studies at universities and leave the services. It really affected them the most. And some of the people where they were on maternity leave and like the white people they used to breaking some time um ... nurturing the baby at home ... So it negatively affected them ... and people had to resigned ... to developed ... so they can develop themselves. So that created a problem with them in the services. (B62)
Guilt 4.5.5 Guilt feelings regarding remaining	Because when other people were transferred (redeployed) it was if the people who are remaining were being advantaged. And those that ... who were going were disadvantaged and I personally ... I felt very, very, very bad. Because I was a new comer in this side. And there were people who were here for some quite some time, (sound sad) and here I am and remaining behind and here and those people had to go. I really did not no what to do ... it really affected me very, very much. (A38) You felt a bit guilty that you remain and they had to go. But on the other side ... it was bad for them and it was bad to be separated from them. But it was bad to remain. Dus to this guilt feelings you bad because you 'survive' to state it like that. (E27)

4.3.7 Distrust toward the organisation and betrayal by the system

The informants verbalised distrust and betrayal towards the top management (table 4.7), and were suspicious that they could face another downsizing. Ferrara-Love (1998:238) noted that if information is withheld, trust is eliminated. These expressions showed that trust was eroded due to the change and the damage was irreparable. The information they received was accepted with doubt. These findings of distrust and betrayal are consistent with other studies (Luthans & Sommer 1999:67; Noer 1988:94). Study findings of Wong and McNally (1994:210) suggested that the psychological bond is weakened due to work-force reduction, which could explain their distrust and suspiciousness.

Table 4.7 Distrust and betrayal

Subcategories	Meaning unit
4.7.1 Distrust of top management	... the most people I did not trust are the Human Resource department. Cause they went to us and reassure us.(A59)
4.7.2 Distrust of false assurance	Our management continuously assured us that we won't lose our job. But there was always the fear that they gave us false re-assurance. (C4) ... but I had still doubt about the feedback from our management. (C5)
4.7.3 Distrust and suspicious of another change	The last that was bad to me ... was the last changes that will or going to take place. Now we must go to the University or the Technician. (C49) But too many times decisions are taken, on which we don't really have information about it. (C56) It did affect my motivation in a great extend. I felt that it was not worth it. Ja ... because it may come again. (soft) ... We may be reduced again. That's, that's my feeling. You know especially the nursing education should be with the mainstream education. If that happens, we had to join the university with their establishment and then we can not all be absorbed. So I feel that this are going to happen once. (F33)
4.7.4 Betrayal by the system	Before I knew I would be absorbed I had a lot of anger towards the proponent of this process. I felt betrayed by the system after being loyal for so many years. I asked myself questions like: 'Couldn't this have been done in a different way?' (F2)

4.3.8 Low morale and depressive mood

Studies of Luthans and Sommer (1999:67) and Bies, Martin and Brockner (1993:235) indicated that morale and mood were affected by downsizing. This had a negative effect on organisational behaviour. In the findings of this study a strong relationship is evident between the categories of morale, loyalty and productivity. Table 4.8 shows the impact of the morale and depressive mood on the nurse tutor's family, work motivation and

productivity. Cartwright and Cooper (1997:38) noted that work change can have negative family repercussions.

Table 4.8 Low morale and depressive mood

Subcategories	Meaning unit
4.8.1 Low morale caused a depressed mood	Feelings of worthlessness and useless overwhelmed me. It made me sometimes anxious and depressive, and I felt that I was no more useful at the college. (C25)
4.8.2 Low morale caused a lack in motivation (Morale continue)	You didn't want to do your best ... you didn't know if you will stay or what would happened to us. (C41) Morale down the dumps. Demoralised. It was only ... you were demoralised. Absolutely down the dumps. Only live for day to day. Nothing made real sense to you ... with what you were busy doing. Only to get the few students through. Only a tit-tat way to peg away. (E35)
4.8.3 Low morale caused a lack in productivity	You know you work and the day will end you know without known what have you done for the day. You know that was how it was. My morale was really really down. (F32)
4.8.4 Low morale affected the family	I was down. I was negatively down. You know you feel so down. When you get home. You are just down ... And it negatively affected even your family. They they also they were not sure, whether should you continue ... what will be the ultimate end of your staying here. (B64)

4.4 COGNITIVE AND PERCEPTUAL VIEW

The cognitive and perceptual theme includes the way informants perceived the process, which includes thoughts, beliefs and opinions. It was described in terms of the LIFO criteria, optimism and the professional image of nursing. Further, it described the perception about experiences of losses and communication during the changes.

4.4.1 Perception regarding to the criteria of the downsizing

Perceptions of unfairness were verbalised, with different views of how the downsizing really should be implemented (table 4.9). In studies of Grunberg et al (2000:18), Marais & Schepers (1996:2), and Brockner et al (1994:404) it was found that a perception of the layoff as being unfair had a negative impact on the remaining people's commitment and performance. An opinion was expressed that the principal should be consulted regarding the selection of those who should remain. This could cause the danger of subjectivity and the belief that the process was inequitable. The length of service or LIFO is often implemented due to collective bargaining. (Kazemek & Channon 1988:41-42; Luthans & Sommer 1999:49; Sutton & D'Aunno 1989:205). Engelstad (1998:109) and Weber

(1994:25) reasoned that seniority as a criteria provided an objective character and equality to the selection process.

Table 4.9 Criteria perception

Subcategories	Meaning unit
4.9.1 Unfairness towards redeployed tutors	The people came into the profession of to be a tutor. Simply they did education because they want to be an educator. They did not want to be in the service. So in a way I don't know, this is my perception. You worked where you feel comfortable, because there you want to be productive. Even to taken to an area where you don't like it. It is to the detriment of the service. (D19)
4.9.2 Consulting of the principal regarding the criteria	The criteria they used. You know, I am a bit angry about it, because I say they I think they were suppose to consult the principal of the school. Just to find out, how to go about. Because she understands the needs of the college more than any other person does. Unlike you know taking people from the ... just like that, somebody outside who does not know anything about the college. (D18)
4.9.3 LIFO was the safest criteria	... it was the safest way, way to do it. It was not really the fairest ... to go and decide that um ... you are skillful and you not ... the employer can then um ... decide who remain. Then you are in for trouble and court cases. Where this criteria was the safest criteria. (C67) ... It was not really so fair ... but I don't think there is another method. (C69)

4.4.2 Optimism

Few remarks of optimism were expressed (table 4.10). Optimism is not uncommon according to the literature. Mishra and Spreitzer (1998:569) explained that optimism is a hopeful response, which includes constructive and active behaviour. However, the study of Schütz (1998:178) indicated that a high self-esteem correlated positively with an optimistic approach to coping.

Table 4.10 Optimism

Subcategories	Meaning unit
4.10.1 Positive towards change	Um ... I think the thing one must say regarding it ... is that um I was personally was never against transformation or downsizing ... I was never against it, because I think I am a person who adapt easily to new events that took place. And what must happened. Um ... and I can the rationale ... or what do you name it ... understand the reason of it. That is not wrong to me, actually I am favorable to it. (E14)
4.10.2 Positive towards the future	... An opportunity must now be provided. It must be rebuild again. Actually in in the profession and specific nursing education, very high standards lowered. But I believe that we will ultimately reach it again. (E31)
4.10.3 See the difficult time as a challenge	However, I told myself that I would face any challenges I find myself face to face with. (F3)

4.4.3 Professional image of nursing

Strong opinions about the professional image emerged as illustrated in table 4.11. It was remarked that the professional image of nursing is affected and that the process caused damage to nursing as a profession and its standards. This is also described in a study of social workers who perceived downsizing as threatening their profession and causing their quality of work to deteriorate, leading to feelings of uncertainty about the future of social work (Rosenberg 1999:12-13).

Table 4.11 Nursing education and nursing standards

Subcategories	Meaning unit
4.11.1 Concerns about the profession's image	What tomorrow is holding for this profession one is never sure since that time. I remain highly apprehensive and conscientious silent about this profession now. Unbelievable, the profession I loved so much, and still do. (D2)
4.11.2 Perception regarding the importance of nursing education	... And the fact that the people ... they just said experience ... and you know what I learned that when you downsize ... one of the things you have to look at too is to make sure that the operational requirement of the institution are met. And I I I felt that one of the facts that should be considered really is nursing education. They did not look at it ... only the experiences, by the number of years in the nursing. Whether you have nursing education or not, which I felt was the most important thing. (F48)
4.11.3 Perception that it would decrease motivation for further studies	Because you know I think from now on people are not going to see the need to study further to try to do nursing education and so on. If anybody can just be taken like that in. It is understandable that if there is a shortage of nursing educators to take just nurses to come and teach, but the people with nursing education and masters degree are taken to the wards and people with a basic degree are left in the college ... that says a lot about nursing as a profession. So it means really, then it will remain down there ... the standard are going to be lowered ... (F51)
4.11.4 Concern about professional standards due to the loss of skillful people	... The effect is that at the end we lost people with skills who would be done better. Not that the people who remain are good but those with nursing education knows the principles they know everything about education and I felt definitely they would do better. So really they should have considered that. (F49)
4.11.5 Profession cannot afford to lose experts	... you know there are people in specialising areas. I don't think they can really afford to lose such people. (D20) A lot of experts were lost for the college and it will ultimately influenced the standards of training. (E9) The college lost very valuable people. From whom they could ... um ... benefit. And the, the, the very criteria saying first come last um ... out ... so it was very difficult, to lose very valuable people ... cause in our department we lost many valuable people who had information, who were going to ... contributed positively towards the development of it, as a whole. (A41) ... because they lost people who have skills even if they don't have so many years you know in the nursing field but they have a lot of skills. People who could done better. (F19)
4.11.6 Redeployment of staff cause a shortage of personnels	This also caused shortage of personnel because some staff members had to be transferred to hospitals and some staff resigned but it was difficult to replace tutors who resigned and two who died. (A15)

Concerns about the loss of experts and skillful tutors in specialised areas, who could be valuable and contribute to nursing education and the professional image were also

expressed. The loss of these nurse tutors might cause nursing education to suffer due to the loss of their critical professional skills. These perceptions are consistent with several reports regarding the consequences and elimination of wrong people during downsizing (Fair 1998:62; Isabella 1989:36; Luthans & Sommer 1999:65; Wong & McNally 1994:212). It was noted that employees' career motivation and career aspirations were negatively affected (London & Mone 1987:145; Marais & Schepers 1996:3; Wong & McNally 1994:212). The downsizing caused a shortage of staff with an extra workload on the remaining nurse tutors.

4.4.4 Losses during the transformation

Various studies (Bridges 1986:30-31; Iacovini 1993:66; Werth 1994:13) found that changes in the workplace are threatening to the employee and they caused experiences of loss and grief. In this study losses were also experienced. Informants perceived that some interpersonal relationships were strained due to the change. The relocation from one premise to another caused a loss of the beloved environment. Informants believed that people's human dignity was affected during the process and it was experienced as a loss.

4.4.4.1 Interpersonal relationships were strained during the process

Family, marital and other social friendly relationships were strained due to the stress and changes the remaining nurse tutors experienced (table 4.12). This is substantiated in the literature (Cartwright & Cooper 1997:21; Kinnunen & Pulkkinen 1998:719; Larson et al 1994:141) that tensions at the job will affect the family, marital relationships and the home environment. It was found that reactions of animosity and negative nonverbal reactions were experienced after the announcement of who remained. Loss of friendship and supportive relations were reported from those who were not involved in an antagonistic relationship. It is described that it is inevitable in organisations that there will be competition and strife amongst colleagues because the threat of job loss (Cartwright & Cooper 1997:76). The development of groups and the splitting of the group after the announcement are consistent with previous studies (Astrachan 1995:44-45; Kets de Vries & Balazs 1997:28; Pawlicki 1994:36).

Table 4.12 Interpersonal relationships

Subcategories	Meaning unit
4.12.1 Broken relationships caused by antagonism	<p>And it even strained the relationship between me ... and unfortunately I remain ... and the relationship was really, really strained cause ... they used to refer to us... we were the ... coconut ... who are white inside and black outside, so it was very, very difficult for us. And it was just as if we were just been advantaged, to come to the PSSON. So up to now the relationship was not ... it is not yet through, cause some of them you could see that ... you are not talking to each other. (A39)</p> <p>The persons who stayed and didn't find another job, were suddenly split into two groups. (C9) ... was a feeling that people are cross with you, because you had longer service than they (C10) ... and there was an absolutely a clear discord. They were one side and we were this side. They were nasty to you. You know, you basically get that 'feeling' ... that 'body language' the people are cross with you, you know. Absolutely cross and ignored you a bit. (C62)</p> <p>... that I considered as my closest friends and from the moment we got our letters, you know ... it became so tense. The one went that way, the other to that corner. You know it was if they were blaming me for not have being absorbed. (F27)</p>
4.12.2 Loss of friendship relations	<p>Our colleagues, friends had to leave and be scattered in the clinical services, among strangers, to adjust and make new friends. (B5) ... There was a painful separation from outgoing colleagues and friends. (B8)</p>
4.12.3 Maintaining of relationships Breaking of relationships caused by antagonism	<p>I, I when I do meet them we are still OK I don't have a problem with them. But, some of my colleagues, the relationship had been strained in the sense that some of them felt that they were not suppose to leave the college because some so or so who remained was suppose to leave the college. But I never experienced such a thing personally. (D38)</p>
4.12.3 Loss of supportive relationships	<p>... at the end of the transformation, it was bad to remain. Because you lose good friends of you. They were your supportive sources. (E26) ... I lose very good colleagues and not only colleagues but friends. ... Some were personnel friends. And, and you basically lose them. That supportive sources and support they provided to you. (E32)</p>
4.12.3 Family and marital relationship	<p>I still feel that I am a victim of the system. Should I not been transferred here ... I f it was not the system my marriage would not be affected. (A62) ... It was no support up to now it was the home and work situation, and even at home no support.(A64)</p> <p>... sometimes one would come home and I realise sometimes you know my mood you know I sort of was very irritable even at home you know sometimes you take it out on the children, you take it on to your husband you take it on to your somebody else. And you don't even realise it when you do it. It is only later when I look at it and said 'my goodness' you know this people are not responsible for what happened so I should not do this to them. ... It affect my home and my family. (F39)</p>

4.4.4.2 The loss of the known environment

The loss of environment in table 4.13 was due to the merging of nursing colleges and relocation of the nurse tutors from one site to another. It was experienced that all the changes happened suddenly and it caused anxiety to leave the familiar building with their offices. This is consistent with Bridges (1986:30-31) and Werth (1994:13) that during change, people experienced loss of attachment and affiliation. The study of Spreckelmeyer (1993:190) found that during office relocation those workers who occupy private offices have higher environmental satisfaction than those who share open-offices.

This could possibly explain the experience nurse tutors had regarding their offices after the relocation.

Table 4.13 Environment

Subcategories	Meaning unit
4.13.1 Loss of old environment	<p>You've been moved from those area that you cherished and loved for a long time. (B47) ...we have been physically ignored (B15)</p> <p>And that separation anxiety ... when it happened ... that separation anxiety, because we had to separated from loved ones, friends, old friends and colleagues and even the building you know ... you got some sentiments on ... for your office. (B45)</p> <p>... ok where I was we had our own offices. So I had to learn to share an office with another person, even if the person is busy with a student to concentrate ... try to concentrate in the other hand. (F36)</p>

4.4.4.3 Human dignity was affected

Weber (1994) cited in Young and Brown (1998:259) said that nurse administrators must focus on justice and human dignity during downsizing. Remaining nurse tutors maintained that the way they were treated affected their human dignity (table 4.14). This was because the human side of both groups was ignored. Even the re-assigning of the workload was humiliating to them. Nelson (1998:21), quoted Joel Brockner 'When people react negatively to change – such as downsizing – it shows up in reduced productivity and low morale. The real cause is that people's self-esteem is threatened'. According to Iacovini (1993:66) and Werth (1994:13) losses of esteem, support, confidence, integrity and credibility are common during changes. Derogatory remarks of nurse tutors who left the college caused feelings that affected the remaining group's human dignity. However, this can be explained because work provides social status and prestige to the employee and if it is threatened they may lose this self-defining characteristic and their identities (Colby 1989:67; Holm & Hovland 1999:159).

Table 4.14 Human dignity

Subcategories	Meaning unit
4.14.1 The human dignity of redeployed colleagues was affected and psychologically affected the remaining tutors	The fact that our colleague's dignity was ripped of left us paralysed psychologically. (D8) ... it made somebody's dignity to be affected. In the sense that you think you are an educated person ... you have studied to be in that field, you have worked with the people as colleagues. (D13) And those people are unceremoniously just taken away ... just like that. (D14)
4.14.2 No support provided to the remaining tutors which affected their human dignity	Remaining individuals had to continue and expected to adjust to those circumstances as if nothing has happened. (D4)
4.14.3 Redesigning of new work and new policies affected human dignity	Asking white lecturers to translate and even mark your Afrikaans scripts, which we felt discrediting to our abilities as lecturers (B13) ... Some or most of the policies applied at the campus were new to us, with a lot dissatisfaction since we were not given written copies. This humiliated us, having to be told the correct thing after making a mistake. (B14) The language you know I had to deal with an English and Afrikaans group. Ja this was a real problem a language problem. ... some of my colleagues ... don't know Afrikaans ... to set a paper in Afrikaans and English paper. That should be translated. And when it comes to the marking of the paper it means that somebody should do it for you. Do your job. So that let us feel inferior, insufficient. You are not a complete lecturer. Some one should do still the job for you. That was a frustration. That you can not deliver. (B73)
4.14.4 Human dignity affected by the attitude of those who left the college	And then the other personnel's attitude towards you was very bad to me. They let you feel ... but um ... you are actually working at the worst place. You know ... you are part of the mess. And I don't feel like it ... I am here and I make it right and better you know. ... And they are so shocked about everything. They make as if we are rotten. (C53) ... the other are away and you still have the feeling ... it is as if they still think ... how could you be so stupid? How could you be so stupid to remain? (C64)

4.4.5 Communication during the change

Communication seems to be an important aspect. It includes the perception about the information nurse tutors received during the process, as well as their attitude concerning the need for participation in the process.

4.4.5.1 *The need for honest information without false assurance*

Strong needs for clear and correct information emerged (table 4.15). Nurse tutors perceived information from the top management as inadequate, while the middle management provided adequate information. But, certain information was considered as portraying a false impression. It was recommended that information should be given without delay and that the communication should be face to face (Umiker 1999:65-66). Informal rumours stem from collective insecurity and can have serious negative consequences (Cartwright & Cooper 1997:45; Covin 1993:72). Thus, the need for

genuine, non-contradictory communication without hidden agendas enhances the credibility of the management, and is the antidote to the grapevine of rumours (Barrett 1995:28).

Table 4.15 Information and false assurance

Subcategories	Meaning unit
4.15.1 False assurance from top management (initially)	They gave us information as if all of us are going to be absorbed, but we realise that this was not the case. Ja you know the things like the work-study are going to be conducted later on and the staff establishment are going to be reduced. (F15) ... Those were the things that was not in the open in the beginning. It was like there is going to be one big college where we all will be absorbed but nobody will have to go out of the college to work somewhere else. We all are going to be work there. The only thing that are going to be change was that the campus, or rather the building or place where the college will be will be one, in stead of two. (F16)
4.15.2 False assurance from middle management (initially) (Information and false assurance continue)	Most of the time the supervisors didn't really provide specific information to us ... given false assurance ... s aid always ... don't worry, they can not take our jobs away ... don't worry ... you will not lose your job. (C42) ... At the beginning is the information provided ... to us was a bit of false assurance ... said to us ... don't worry, it can not happen, and it can not happen. That was assured to you ... (C65)
4.15.3 Inadequate information received	You know the communication, maybe because you are an educator and you know communication is very, very important. So to me I think communication was not adequate ... we were not given the proper communication as it should be how to go about some of the things. (D29)
4.15.4 Communication between top and middle management	The communication from the college, I did not have a problem from it really, I did not have a problem with that. I had a problem with the communication from the head office ... this was a very sensitive issue. They were suppose to even if they communicated to the college to ... take just a day or two and come and meet the people who are going to be affected. And then discussed all those things. (D32) ... the head office claim that they gave the information to the college. And even if they did not gave adequate information to the college, the tendency is to pass the bucket and say the management was suppose to give us the information. But we did not have the guarantee that they really given management really the adequate information. (D33)
4.15.5 Need for clear information	The powerlessness you had later on. Nothing helped. You go to the unions. You talk to the local management about the matter. And they themselves don't know exactly how it will happen. (E19)
4.15.6 Information gives a wrong impression	You know the information came but I felt that the information that was given to us was somehow, you know there was some things that were hidden rather. Whether there was some hidden things. Things were not clearly put so that us know and understood exactly what is waiting for ... when they come to us that we realise that you know this people had in fact already you know decided and the information that they given to us to us was not ... This is how it going to be. (F14)
4.15.7 Information received about the transformation	I didn't experience it so severely as other people experienced it. It was strange to me that they complain so much that ... They are so lucky to have a job, but they moan and groan about they, they were not consulted in the process and ... I actually ... I felt that we knew about the process. I didn't feel that we were uninformed about the process. We were informed according to me. We were informed according to me. We always had feedback. We always know. (C45)
4.15.8 Rumours regarding transformation in the grapevine	The rumours you heard, here a thing and there a thing until someone was at the head office for a meeting. And then one received a bit of feedback. And so it continues. Nobody ever really knows what was going on and exactly how it will happen. (E20)

4.4.5.2 The need for true participation

In table 4.16 are expressions for the need for true and honest participation during the process, but the informants perceived a lack of participation in and no opportunity to

contribute to any decision making. It is stated that powerlessness increased when the right to participate is violated (Raber 1996:50). Hinderer (1997:11) recommended ethical downsizing by involving the parties in the decision making process. However, the findings of Spreckelmeyer (1993:192) came to the conclusion that employees who were not part of the relocation process regarding job reassignments and environmental change had the highest employee dissatisfaction.

Table 4.16 Participation

Subcategories	Meaning unit
4.16.1 Dishonesty in participation	... the thing what was wrong about it. There were a lot of workshops held where they try to show us perhaps they will bring the college to be one, will be better than to have a number of colleges. It was as if they want our opinion about what should be done. But in the end what I felt was that they had already decided, what they are going to do. All this workshops was just a smoke screen. Ja. It was just a smoke screen. They had already decided that they are going to close one. I experienced it like that. Because I felt that this was just you know to make us feel that as if we were involved. But we were not really involved. This is how I felt. (F12)
4.16.2 Need for participation during change	They were suppose to sit with us and then discussed the whole thing. Then at least found out our opinions about that and then strategise some of the things. I think that is how they should approach the whole process. (D30)

4.5 COPING RESPONSES DURING THE TRANSFORMATION

This theme portrays the way nurse tutors coped with the threat and possibility of another change. It described work related, personal and social adjustments they had to make in the new working organisation.

4.5.1 Motivation, loyalty and productivity during the transformation

There was a lack of motivation and no desire to take new risks in the work environment which is consistent with previous studies (Foley & Smith 1999:363). This is due to job insecurity (Brockner 1988:226; Noer 1993:57). Several authors and studies found that the loyalty of an employee was affected during the changes, which decreased their motivation and productivity (Brockner 1988:215; Fair 1998:63; Grunberg et al 2000:18; Marais & Schepers 1996:2; Moolman & Van Wyk 1997:82-83; Noer 1993:75). Wong and McNally (1994:209) found that the weakening of the psychological bond between the organisation and the employee, decreased the commitment of the survivors. As

previously discussed in paragraph 4.3.8, categories of morale, motivation, loyalty and productivity are interrelated. Table 4.17 exemplifies these relations of the meaning units and subcategories of motivation, loyalty and productivity.

Table 4.17 Motivation, loyalty and productivity

Subcategories	Meaning unit
Motivation	
4.17.1 Lack of motivation	The motivation was not ... ops. Somehow you feel like why should I go on? (B70) You didn't really know where we are going to. You know ... one basically did what you had to do, but nothing more. Wherever you come, it was the only thing people were talking about. You know, about the changes. Where are we going to? What will happen to us? So the motivation was very low. We were not conducive to each other. You know. Everybody was so negative. (C71)
4.17.2 Lack of desire to take risks	... You only did what you should do. Um because why will you put effort in to to to create new material um to implement educational strategies, if you are not sure if this place is going to exist or exist any longer. ... Nothing make sense to you anymore, with this you were busy. Only to get the few students through. Only a lit-tat way to peg away. (E35)
Loyalty	
4.17.3 Loyalty towards the institution	... one can say that your loyalty was also affected. You did not have any faith in in the institution. Because you did not know if the institution will continue and exist anymore. Or if they are going to close the door. Who has loyalty to a dead thing? (E36) We did not know what are going to happen to us. And now, we must work like that. You know. And now, they expect from you to be motivated. You must be loyal ... (C55)
4.17.4 Loyalty towards the students	Loyalty to the students, there was no problem and after all that is not their fault. At least you try that what you, are doing to do it properly ... But loyalty towards the institution and later to the management? (E37)
Productivity	
4.17.5 Decrease in productivity	You lost control and the effect of it was that you were not always so productive and involved at the work situation, because you were demotivated. (E7) You know you work and the day will end you know without known what have you done for the day. You know that was how it was. (F32)

4.5.2 Withdrawal behaviour

It was noted (Jooste 1993:445) that the absence of good working conditions and job security lead to the behaviour of absenteeism and quitting of the job. Several authors stated that the consequences of anxiety and stress led to physical symptoms of individual withdrawal and increased absenteeism (Tyrrell 1994:364).

4.5.2.1 Absenteeism and consequences to health

Remaining nurse tutors experienced (table 4.18) an increase in absenteeism due to stress, psychosomatic illnesses and depression. The impact of stress on health is consistent with

previous studies that found it increases absence from the workplace and long term sick leave (Downsizing – the health ... 1998:6; Moolman & Van Wyk 1997:83).

Table 4.18 Absenteeism and consequences to health

Subcategories	Meaning unit
4.18.1 Absenteeism due to stress/health	... on that stage they said that the sickness rate ... the absence days in this place was very high as result of the people who become sick. Because, it did not only affect you psychological, or may be make you depressive. But eventually it affected you somatically. People just become more and more sick.. (E23)
4.18.2 Absenteeism due to depressive mood	And most of us really had depression. Ja, I know of people who really had depression ... they took off for long periods of time. They really had depression and need supporting. (F45)
4.18.3 Health deteriorates due to stress	This on the other had has detrimental effects to our health. (D6) ... So, you could imagine that even if you not feeling well. You know it create sort of a stress, that you cannot afford to be off duty for more than a day ... because you are a teacher, such of a mother for the students, they are your children. So you know if you are ill and unable to come ... (D16) And I end up very, very ill, and to come to work and life start become to me very, very difficult for me. (A24)

4.5.2.2 An increase in turnover

Table 4.19 reveals the need to quit the system during the process. Experiences of dissatisfaction with the way changes were implemented increases the need to leave the system voluntary with more security.

Table 4.19 Turnover

Subcategories	Meaning unit
4.19.1 Resignations and increase in turnover	And most of other people had to resign cause of ... due to pressure of work pressure or due to dissatisfaction of the method that has been used. (A42) ... I think some other people make up just their mind. Should it be implemented ... they are just going to resigned. So unfortunately it was implemented. (A43)
4.19.2 Need to quit the system	Some of the people had already left the service or the institution, before it could actually take up. They already decided to look for jobs as like um the Lebohang building. And you know ... getting better jobs. (B36) I ... requested lateral transfer to primary health care, but posts were frozen. (A9) Isn't it the best to just leave looking for something else. Or elsewhere. Where you were better paid. And working hours. (B71) ... So I am busy trying to prepare myself to think what if it happens ... what will I do. ... And there are jobs you know, for for they are looking for people with, ... (confidential). There are a lot of them with a lot of money, but unfortunately not here. They are outside. You know if I were somewhere else I think I would be already out. ... If I could get a new job here. I will go for it. I love what I am doing now, but if I get another one I will go for it. (F34)

It was also mentioned that some are preparing themselves to quit if they face another downsizing. This is consistent with the findings of Rush, Schoel and Barnard (1995:32)

and Luthans and Sommer (1999:64) that in such a stressful event, there is a strong propensity to withdraw from the environment and keeping one's eye open for other possibilities. Colby (1989:66) stated that many people prefer to leave the company when they find that mergers cause a loss of work-life patterns and predictability.

4.5.3 The need for adequate supportive systems

It was a stressful period where the remaining nurse tutors needed support but experienced having to cope on their own.

Table 4.20 Supportive systems

Subcategories	Meaning unit
4.20.1 Inadequate support from top management	<p>To me I think there was not really any support given to that people. And something says to me as we are educators. Especially educators. There is this tendency of ... um ... neglecting us because people might think we are knowledgeable and we don't need support because we are very, very strong. And in reality they forget we are just human beings, just like any other person. (D25)</p> <p>Until there was a type of an explosion and um ... where they phoned the Department of Health for us. And they send a psychologist to us to come and talked to us and bla bla ... Um ... Ag it was according to me a fictitious exercise. In a group setup he wanted to calm us down. That was to me a fictitious exercise, that story. (E40)</p>
4.20.2 Adequate support from middle management	<p>Pertaining to the college management, they were very, very supportive. I don't want to lie ... they were much supportive to us hundred percent. I don't have any problem with them. They were really supportive. And I did not have any problem ... with them. (A51)</p>
4.20.3 Support to the redeployed colleagues (Supportive system continued)	<p>But we had ... wish to say something to them. We had to console them. We had to encourage them to make a choice. (B67) ... The support was super from all of us who remain behind. ... We really support these people. We encourage them and we we make them aware this is not the end of the world perhaps God is opening other avenues for them. (B68)</p>
4.20.4 Support to the remaining tutors	<p>I get support from the people who were absorbed with me. We sort of support one another. Because it was difficult. Even if you were absorbed. It was difficult to be excited amongst the other. Because other people who were not absorbed were still there and waiting to go to the places. So we support one another. So we try let's do the best we can in the situation. (F40)</p> <p>Support you received it on a personal level. What I ... on a personal level. Self courage, keep on, and see it through and do not stop and oh if the paw-paw strike the fan then um then there will be ... you don't have to worry. (E41)</p>
4.20.5 Support from family system	<p>And then ... at home here my husband you know gave me support, my parents gave me support. They said ... you know we must learn to accept things you know just try to fit in the situation you are in. And I try to do that. (F41)</p> <p>... my husband was also facing the same thing of downsizing from his firm. And um ... we used to talk about it. To ventilating it out and talked about it. So it did not have that impact on me. (D35) ... I did a lot of talking through ... asking my husband how was his day and the minute we talking about it then I say this is the same with us and we talked about it. So in a way it also give me an outlet to talk about my feelings. (D36)</p>
4.20.6 Need for individual support	<p>I mean people are different, we are individuals and I would have expected that they do this on an individual basis. Because this thing that happened to us and the effect is not the same. So I felt that they could do something like that on an individual basis. I felt that it was just done. So that they could say there was somebody there for you and the person was at Orange and you know what stigma there is to that. (F44)</p>

They had to support their fellow remaining colleagues and the redeployed nurse tutors (table 4.20). The support was provided within groups which was verbalised as insufficient. There was a lack of professional support, that should have been provided on an individual basis. The support received from the middle management was experienced as adequate and from the top management as inadequate. The need for support from the peer group, family and partners during changes seems consistent with other studies (Cartwright & Cooper 1997:37; Straussner & Phillips 1999:646).

4.5.4 Adjustments after the change

Consequently to the transformation of nursing colleges and downsizing of the personnel, nurse tutors experienced personal, professional, environmental and interpersonal adjustments.

4.5.4.1 *Personal adjustments of transport and home rearrangement*

Table 4.21 indicates the personal adjustment nurse tutors had to make with the merging of the two colleges and relocation of employees. It caused some to have to commute daily for quite long distances and a rearrangement of their house keeping. After a merging it is common that familiar routines change and it has an impact on personal stability. This personal rearrangement can include normal routines e.g. breakfast routines and the trip to work (Colby 1989:66).

Table 4.21 Personal adjustments

Subcategories	Meaning unit
4.21.1 Problems with transport	<p>... had a negative influence on transport ... The amount of petrol used was increased for those who owned cars. Those who used public transport had to board two taxis instead of one. Others had to use public transport whereas they were just 5 minutes walk to the college. (B6)</p> <p>So had to take two taxis from home to town and to the new college. Some were on foot, some with cars. Petrol is so high. (B50)</p>
4.21.2 Rearrangement of the housekeeping	<p>Some of our people here had to buy houses around the town. Had to move because of the costs the escalating petrol, so expensive. (B49)</p>

4.5.4.2 A redesign of work increased workload and brought new responsibilities

Consequently the merging of the nursing colleges led to a work redesigned and redistribution amongst the remaining nurse tutors. This included adjustment to another language and unfamiliar content. As Fair (1998:62-63) found, the increase of workload and new work redesigned led to extra stress and it was also verbalised that it caused burnout to them. The new organisational culture in the new environment was particularly stressful and adaptation to it was experienced as humiliating. Johné (2000:34) stated that 'a merger is rarely between equals, it is too often assumed that it is the culture of the larger company that must prevail. Unless it is backed by logic and a solid business plan, such an assumption can have disastrous consequences'. It is stated that employees have more personal connection with the former system than with the new regime and it is characterised by disorientation after a downsizing (Pawlicki 1994:37). Table 4.22 demonstrates the adjustments remaining nurse tutors had regarding to new responsibilities and work redesign.

Table 4.22 Work redesign

Subcategories	Meaning unit
4.22.1 New content with different curricula	... and we had to do the other subjects when we come here ... was not used to give some subjects and then had to do something and the other semester had to do something. (B55)
4.22.2 Extra responsibilities resulting from work redesign	<p>... the implication the direct the negative implication of the workload. (D12) ... I did not even know whether tomorrow I am leaving the place. But because of my strong personality, we had to continue. But most of my colleagues were demoralised. You could see there was this burnout syndrome. (D27)</p> <p>I was doing the third year with some of the tutors who were then redeployed. I had to take over from somebody who had been redeployed and the information I had in ... suppose to give was totally new. I should be orientated in stages. So when I came here I had to give third year, and helped with the second year. I was more comfortable with the work of the third years and the second years. But unfortunately there was nobody who could take over from the person who was redeployed. I had to take over the fourth year work. It was really difficult for me. (A36)</p> <p>The language you know I had to deal with an English and Afrikaans group. In this was a real problem a language problem. Some of my colleagues ... don't know Afrikaans ... to set a paper in Afrikaans and English paper. That should be translated. And when it comes to the marking of the paper it means that somebody should do it for you. Do your job. So that let us feel inferior, insufficient. You are not a complete lecturer. Some one should do still the job for you. That was a frustration. That you can not deliver. (B73)</p>
4.22.3 New work policies	Unlearn old tricks and adjust to different cultures and addressing students and setting tests and examinations for Afrikaans speaking students.(B12) ... Some or most of the policies applied at the campus were new to us, with a lot dissatisfaction since we were not given written copies. This humiliated us, having to be told the correct thing after making a mistake. (B14)
4.22.4 New work with different curricula not yet a problem	Up to now, not worth mentioning, drastic adaptation, because I am still busy completing the old curriculum. I think the adaptation will come when we begin with the new curriculum. (E43)

4.5.4.3 *Changes cause an adjustment to a new environment*

Informants who were relocated from one premise to another described the advantages and disadvantages of the new environment with the merging of the nursing colleges and relocation to the new premise and campus of the FSSON (table 4.23). Informants also expressed their fear of the possibility they had to be relocated to the new premises and campus. Cartwright and Cooper (1997:26-27) and Freeman (1988:16) stated that after a merger and relocation the employees had to adjust to new environments and organisational cultures. Spreckelmeyer (1993:192) found that the aesthetics of the new environment and facilities contribute to employees' satisfaction after office relocation.

Table 4.23 New environment

Subcategories	Meaning unit
4.23.1 Advantages of new environment	... here were lifts to higher levels ... trees and carports for supplying shade to the cars. (B16) ... we had never shelters for our cars. We had never had lifts. The lifts were there. The trees were there for shelter for our cars. The scenery or beauty outside is there. It is homely. It is encouraging ... The beauty was OK. And the facilities here ... the working facilities here the overhead projectors. Almost every class had its own, and they are working. (B57)
4.23.2 Disadvantages of new environment	... where I was we had our own offices. So I had to learn to share a office with another person, even if the person is busy with a student to concentrate ... try to concentrate in the other hand. (F36)
4.23.3 Fear and uncertainty about adaptations to a new environment	Um yes and um to you it was also uncertainty which came and um new adaptation to be made, with the physical relocation. The possibility ... on that stage to go to a 'danger zone' (laugh) 'danger zone'. (E28)

4.5.4.4 *New relationships developed due to the transformation*

Table 4.24 indicates the development of new relationships and friendship after the merging of the two nursing colleges. Remaining nurse tutors suddenly had to know each other and had to build new working relationships across cultures. The development of supportive friendships and relationships are important for the work environment (Crouter & Manke 1994:120-122).

Table 4.24 New relationships

Subcategories	Meaning unit
4.23.1 Development of new relationships (fearing)	To the unknown. No ... did know what to expect at that time. How would the people handled us, and will we be intimidated. Cause you know ... their friends have also left ... and we come and replaced them. So how would the people feel about us ... who taken the place of their loved ones. And it really had a negative impact on us ... socially. (B48)
4.23.2 Development of new relationships (satisfied)	... and then the other thing was You know there it was only we our blacks, only we and nobody else. Then we had to come and we meet you people, worked with you. So one had to try to look and how one could fit in. You know we had to move to the new campus. See how we can fit in. And that did not cause a problem for me, because I am a person who mingle with anybody. And try to live with anybody who come on my side. So socially it was not a problem to me. (F38)
4.23.3 Development of new relationships (accepted)	Where we are not known, people we are talking to. You know you feel uncomfortable ... Very uncomfortable. But because we are human beings. You try to make yourself comfortable. Make relationships with all people and ... of them You introduce yourself to them and then they did not bite us. We are just working with them. With our colleagues here, surprisingly we were so welcomed. Some of them show us around here ... I shall remember when I come here ... (confidential) makes friends ... she actually orientated us. (B53)
4.23.4 Development of new relationships (between the remaining tutors)	But I don't know um ... cohesiveness developed. Although there are one or two who are still out. (C63) However, it was funny that the people who remain were more thrown on each other's company, close relationships developed with people who previously just know each other. (E11)

4.6 CONCLUSION

The findings and the results of the study were discussed in this chapter. Meaning units that supported the subcategories, categories and ultimately the themes were included. Discussions were based on substantiated literature and findings of previous studies. In the final chapter the conclusions and the recommendations of the study will be discussed.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter the conclusions derived from the findings of this study are described. The implications and recommendations of these findings regarding the experiences of the remaining nurse tutors and nursing education are explained. Recommendations are described for the implementation of guidelines during transformation of nursing colleges and downsizing of personnel. Recommendation in the context of nursing colleges and further studies are included. The strengths and limitations of the study are explained.

5.2 SUMMARY OF THE STUDY

The findings and recommendations as described below are centered on the experiences of the six informants, the research question, objectives, and the themes emerging from the data analysis. The research question to be answered was:

- What were the experiences of remaining nurse tutors of the FSSON during the transformation of the nursing colleges and downsizing of the personnel?

The research objectives were aimed at

- describing the emotions that the remaining nurse tutors experienced
- identifying how the transformation and downsizing affected their morale
- describing the remaining nurse tutors' perception regarding the downsizing
- explaining how the process influenced their attitudes toward their work
- explaining how the remaining nurse tutors coped during transformation of nursing colleges and downsizing of personnel

To arrive at the research question and objectives the researcher conducted a literature review to gain information regarding the phenomenon. The informants were drawn from the population using a nonprobability purposive sampling technique, and consisted of an expert sample of six remaining nurse tutors employed at the FSSON. The concept of experiences during transformation of nursing colleges and downsizing of personnel was under investigation during the narrative essays and unstructured interviews.

During data analysis, reflexivity, bracketing and intuiting were implemented as the basis for analysis. The three main themes elicited during the interviews were affective responses, cognitive and perceptual views, and coping responses. Lincoln and Guba's model (1985) of trustworthiness of qualitative research was used to ensure that all the data obtained was trustworthy. Several practical strategies appropriate to the four criteria of trustworthiness were applied, namely: credibility, transferability, dependability and confirmability. From the data analysis, above themes with categories and subcategories emerged and guidelines were formulated to facilitate future transformation.

5.3 FINDINGS AND RECOMMENDATIONS

The research objectives were integrated into the research findings and the three themes after the data analysis to describe the research question. These three themes are interrelated as explained in paragraph 4.2. The conclusions will be discussed according to the themes.

5.3.1 Affective responses

It was found that the transformation of the nursing colleges and downsizing of the personnel were threatening to the remaining nurse tutors during the event. It was mentioned (table 4.3 subcategories 4.3.1; 4.3.8) that this was a terrible and painful experience. These events caused an experience of stress, which consequently affected nurse tutors holistically. The event was experienced as traumatic and had an impact on their personal, professional and working life.

The conceptual model of Brockner (1988:215-220) as described in paragraph 2.5.1 is applicable regarding transformation and downsizing. It was threatening and elicited psychological reactions and emotions from the remaining nurse tutors. This affected the outcomes of their responses. Emotions such as job insecurity, anger, relief, and low morale were experienced which are in keeping with other studies (paragraph 2.5.1). These experiences ultimately had an impact on the nurse tutors' motivation, loyalty and productivity, as explained in paragraph 4.5.1.

The study findings show dense and intensive affective experiences of anxiety, depression and emotions. These affective experiences fit into the 'walking wounded' archetype of the typology of survivors' responses, as explained by Mishra and Spreitzer (1998:568-572). Most of the affective experiences and emotions were categorised on the destructive and passive dimension as illustrated in figure 2.2. This led to the conclusion that the nurse tutors mainly had fearful responses that caused a 'walking wounded' experience, with experiences of fear, anxiety, powerlessness, depression and worry (see paragraph 2.5.2). However, anger was also found which fits in the 'carping critics' archetype and is on the active and destructive dimensions. Few verbalisations of optimism regarding the change and the future were found in the study (paragraph 4.4.2) which reflect the 'hopeful response' archetype.

Only three stages of Kübler Ross's (1969) theory, namely, denial, anger and depressive mood (paragraph 2.5.3) were clearly experienced. It was found (paragraph 4.3.1) that nurse tutors *denied* the change, as it seemed unreal to them. *Anger* was experienced (paragraph 4.3.4) toward the change, the way they were treated and the authorities' ignorance of the human side. A *depressive mood* and low morale were experienced, as explained in paragraph 4.3.8. The stages *bargaining* and *acceptance* were not clearly evident. It could be because they experienced powerlessness (table 4.5 subcategory 4.5.1; table 4.15 subcategory 4.15.5) with no opportunity provided to bargain through effective participation (table 4.16). The experience of all the stages seems to be important, because if acceptance is not reached, it can cause negative consequences as Cartwright and Cooper (1997:33) explained.

The implication of the dense affective experiences lead to the conclusion that the transformation of nursing colleges and downsizing of personnel were threatening and there is a need to recognise the emotions and feelings of the nurse tutors. However, this traumatic and painful event kept an uncertainty, apprehension and distrust toward a next change (table 4.2 subcategory 4.2.8; table 4.3 subcategory 4.3.9 ; table 4.7 subcategory 4.7.3), which can be to the detriment of the nurse tutors' performance and attitude in the workplace.

Recommendations regarding the affective experiences are mainly centered around caring for the psychological feelings and emotions of the remaining nurse tutors, through counseling and debriefing. With regard to the bereavement stages, namely denial, anger, depression, bargaining and acceptance of Kübler Ross (1969), it is important that each stage should be achieved. Employees need sufficient information and communication about the process during the denial stage. Ways of information and communication are recommended in paragraph 5.4.1.1. It is recommended that counseling and support will ease the anger and depression stages. This could be implemented as recommended in paragraph 5.4.1.3. True involvement and participation in the process provide a bargaining experience as explained in paragraph 5.4.1.2. These implementations during the various stages can guide employees to the final acceptance stage.

5.3.2 Cognitive and perceptual view

It was found that the informants perceived the LIFO criteria differently from each other, as described in paragraph 4.4.1. Although the LIFO criterion was verbalised as the safest criterion, it was experienced as unfair, and not always as the fairest towards the redeployed nurse tutors. These different perceptions could possibly be due to individual differences of tutors such as their self-esteem (Brockner 1988:217). Perceptions of unfairness of the process could also substantiate the low morale, decrease in motivation, loyalty and productivity, as explained in paragraph 4.5.1.

The implications regarding the different perceptions of the criteria are that the downsizing should be done in such a way that the stakeholders would perceive as fair.

This led to a recommendation that it could only be possible when the nurse tutors had an opportunity to participate (recommended in paragraph 5.4.1.2) in the changes with effective bargaining.

In the findings of the study, concerns regarding the professional image and nursing standards were expressed, as revealed in paragraph 4.4.3. This was due to the losses of previous skillful nurse tutors with post-basic and specialised qualifications, through resignations, taking of packages and involuntary redeployment, as discussed in table 4.11 (subcategories 4.11.4, 4.11.5, 4.11.6). Furthermore, it was verbalised (subcategory 4.11.2) that professional qualifications should be considered to be a criteria for the absorption in the establishment of the FSSON, and not only the LIFO. However, concerns regarding the transformation of nursing colleges and downsizing of personnel might demotivate further continuing studies of nurses in the nursing field (subcategory 4.11.3) and that it could ultimately affect nursing standards.

In the context of nursing education, the implication of the loss of skillful nurse tutors leads to the dangers of downsizing (paragraph 2.2.1). The loss and shortage of personnel with critical professional skills need to be avoided in transformational changes. The needs for critical professional skills can increase due to the lack of motivation for further post-basic/continued studies in nursing. It is recommended that care should be taken to ensure that the operational requirements of the nursing college should be met during the downsizing of the personnel (table 4.11 subcategory 4.11.2). This includes consideration of enough skillful nurse tutors in certain disciplines such as general, psychiatric, community nursing, midwifery and post-basic courses such as intensive, operating theatre or paediatric nursing science. The consideration of post-basic/continuing qualifications will avoid the lack of motivation in further continuing studies in nursing.

It was found that nurse tutors perceived losses (paragraph 4.4.4). These losses were interpersonal relationships, loss of beloved environment (due to the relocation) and human dignity. This is consistent with losses of attachment, identity, esteem, support, credibility and reputation described in the literature (Bridges 1986:30-31; Iacovini 1993:66; Werth 1994:13). The perceptions of losses could cause experiences of the

bereavement stages of Kübler Ross's theory, during the organisational transformation, described in paragraph 2.5.3. It was explained in paragraph 4.4.4.3 that the way transformation and downsizing were implemented, affected remaining nurse tutors' and redeployed nurse tutors' human dignity. The shortage of personnel described in table 4.11 (subcategory 4.11.6) led to a redistribution of work. This caused humiliating experiences, as verbalised in table 4.14 (subcategory 4.14.3).

The implication of the experiences of losses is that nurse tutors have the right to be treated in a fair manner, as mentioned in Young and Brown (1998:259). The findings from this study indicated the need for 'caring' and a careful approach during experiences of losses and prevention of harm to the human dignity of the remaining as well as the redeployed nurse tutors. Caring can be achieved through counseling in groups as well as individual debriefing.

The study found that the information and communication during the transformation of the nursing colleges and downsizing were perceived ineffective from the top as well as the middle management during certain periods of the change (paragraph 4.4.5). Nurse tutors perceived that they were excluded from true participation during the change (paragraph 4.4.5.2). These findings of the perceptions regarding information and communication emphasize the importance of it without false assurance and participation in the process (paragraph 2.5.5.3). It appears that level one, the importance of communication (paragraph 2.6), to 'heal the wounds' of remaining people was not effectively experienced (Noer 1993:117).

The implication of the lack of information and communication caused distrust toward the management and authorities, which can influence the work performance of remaining nurse tutors. It is recommended that effective information and communication should be provided to those who remain, during as well as after the implementation of such a traumatic change.

5.3.3 Coping responses

According to the findings of the affective theme, coping and adjustments of the nurse tutors appeared to be rather an emotional-focused response than a problem-focused response. It was due to the psychological stress during the transformation of nursing colleges and downsizing of the personnel, which is consistent with Lazarus (1993:16) and Terry and Callan's (1997:208) explanations of emotion-focused and problem-focused coping (paragraph 2.5.7).

It was found that nurse tutors experienced 'layoff survivor sickness' which includes anger, depression, fear, distrust, and guilt, as described in the affective theme (paragraph 4.3). This could lead to a decrease in productivity and performance (paragraph 4.5.1), which negatively affected the performance of the remaining nurse tutors (Noer 1988:24; Noer 1993:13).

Although the purpose of transformation of the nursing colleges and downsizing of the personnel was to streamline the service, decrease the costs and increase effectiveness, several authors explained that it could cause the contrary expectation of the overall goal (Brockner et al 1997:835; Fair 1998:62-63; Le Crow 1992:27). As previously described (paragraph 4.5.1) nurse tutors experienced a decrease in motivation, loyalty and productivity during the changes. This led to withdrawal behaviour such as absenteeism due to health deterioration and the need to quit the system (paragraph 4.5.2). These findings could be explained by the outcomes of the conceptual model of Brockner (1988:215) that the psychological emotions of the survivor influenced their performance, motivation, job satisfaction and organisational commitment.

The coping response of Noer (1988:159; 1993:90-92), namely: reduced risk taking; lowered productivity associated with work spirit and creativity; unquenchable thirst for information through rumours and formal channels; survivor blaming, the blaming of the management; and denial, were experienced according to the findings of this study.

It was found (paragraph 4.5.3) that the nurse tutors needed adequate professional support, but it was experienced as insufficient. Group sessions were provided which did not meet the individual needs. However, the nurse tutors received mutual support from informal sources such as their families and remaining colleagues, but were also in a role to provide support to their redeployed colleagues. In this respect the second level of Noer (1993:132) (paragraph 2.6) to 'heal the wounds' of remaining people was insufficient because there was not adequate concentration on grieving interventions.

The implications of the above mentioned coping responses of nurse tutors are that they led to a destructive way of coping which was elicited through the affective responses. To prevent the destructive way of coping it is recommended that nurse tutors should receive effective counseling, information, communication and opportunity to participate in the transformational process.

The adjustments remaining nurse tutors had to make, (paragraph 4.5.4) were consistent with the literature (paragraph 2.5.5.1; 2.5.7.4). These include adjustments to interpersonal relationships, to a new environment and job expectations. Although it seemed that the adjustment was smooth, it implicated major changes and disruption in the nurse tutors' normal and predictable personal and professional life, ways of working, environment and interpersonal relationships. Because of these changes counseling and debriefing are recommended in order to help nurse tutors make adjustment to transport, home and environmental changes, new work, responsibilities and relationships.

5.4 RECOMMENDATIONS

Based on the conclusions deduced from the findings of this research, recommendations are made regarding guidelines during changes, nursing colleges and further research.

5.4.1 Recommendations with regard to guidelines to survive changes in the workplace

Transformation and downsizing at the workplace are traumatic events and painful experiences. It is important to consider and recognise the human side of change. Managers need to be sensitive to the experience people have during such an event. In view of the possibility of future changes, which are evident in the informants' uncertainty, anxiety, suspiciousness and distrust, it is important to implement guidelines to contribute the survival of changes with positive outcomes for the remaining people. The following guidelines and their implementation tend to be important to 'heal the wounds' and preventing 'walking wounded' people in an organisation.

5.4.1.1 Communication

Communication tends to be an important aspect in all changes. Information should be provided to all employees that are involved in the change. This includes information from the top management to the middle management and the employees. Employees need to be fully informed at all times and also need direct information and communication not only from the middle management, but also from the top management. Information can be provided through special and regular meetings between the top management and the employees. A fully informed deputy spokesperson can represent these meetings, to provide information and answer the uncertainties of employees. Circulars with the planning and progress of transformational changes should be available to all employees. Thus, provide the vision and the direction of the change through honest, open and genuine communication channels, on a regular basis directly from and to the top management.

5.4.1.2 Participation

Employees need to be involved and participate in the change. The employees will then experience the change as planned and not haphazardly implemented. It includes the involvement of setting of visions, goal settings and decision making. This involvement of

employees should not only be at the middle management level, but also at top management level. It can be achieved through involvement of groups in meetings and workshops. Climate meetings will provide feelings of participation for employees. On an individual level, questionnaires regarding employees' concerns and recommendations regarding the changing process can be distributed to be filled in. The utilisation of participative management can create a positive environment of problem solving and decision-making in the process. This can establish positive outcomes such as trust, increased productivity, decrease in turnover and a sense of responsibility on the part of the employees.

5.4.1.3 Counseling

During the data collection, two informants remarked that the narrative essay and interview about the event relieved their pent-up feelings. This meant that there was, and still is, a need for emotional support and debriefing regarding the event. Because of this, caring for the remaining employees are important. The need for moral support is clear. This includes the respect for feelings and emotions, recognition of personal, interpersonal and professional losses, resulting from the adjustment employees had to make because of the changes. Counseling and support need to be provided on an individual level, which can help the employees to expressed their grief through each stage of Kübler Ross's theory of bereavement. However, counseling and support in therapeutic group sessions will provide an opportunity to debrief psychosocial adjustments and losses employees had during the change. Trained experts, consultants or facilitators, such as psychiatrists and psychologists in the field of counseling and support, should be utilised in these sessions. Follow-up sessions for the individuals and groups are recommended thereafter.

5.4.2 Recommendations in the context of nursing colleges

Nursing is a caring profession and the professional image should be maintained. To maintain that image and meet the requirements of the nursing college it is important to consider a person's professional qualifications and not only LIFO, when transformation and downsizing are taking place. In the context of nursing colleges, the need for skillful

people with post-basic nursing qualifications such as intensive, operating theatre or paediatric nursing science qualifications need to be considered. This is important to maintain the professional image and standards of nursing.

A model system with four values was created to evaluate tutors' performance. The values are:

- performance as a tutor
- creative contribution
- service to the institution (e.g. university or college)
- service to the community

(Muckler 1982:38)

These four values can be considered in the criteria. The role of the nurse tutor is to educate, be clinically competent, conduct research and be involved in the community. Thus, in nursing education professional involvement which increase the nurse tutor's skills and performance such as involvement in professional activities, research and community involvement need to be considered.

The future productivity and performance rely on the remaining nurse tutors. The reality of the threatening experience and stress lead to a negative climate in the organisation and influence the nurse tutors' behaviour. A lack of productivity and performance have a negative impact on nursing education and nursing standards, which means that nursing education and nursing standards could be the victim of transformation and downsizing. This can be to the detriment of nursing as a profession. When effective communication, participation and counseling are implemented during the transformation, it will be an antidote to a decrease in productivity and performance. To revitalise remaining employees, it is recommended that the third and fourth level (Noer 1993:155; Noer 1993:162-166) be implemented to increase an optimistic spirit and empower employees with job enrichment, participation, self-directed work teams and reward systems (paragraph 2.6).

5.4.3 Recommendation for further research

The study was context-bound to the FSSON. The findings of this qualitative study cannot be generalised beyond this study. When considering the transferability of these findings the context in which the study is done would be taken into account. The Public Service of South Africa is in a process of transformation in all the regions of South Africa. The need for a more comprehensive research study in other regions of the country that includes a larger and more representative sample with a more structured methodology might be a possibility. Because South Africa is in a process of transformation, such findings can contribute to establishing policies or developing a model to utilise in the future transformation of institutions.

This was a qualitative study with no need to determine and measure the exact workload, productivity and performance of the remaining nurse tutors. A quantitative study that concentrates and measures specific variables can provide a picture of and insight into the effects the transformation and downsizing had on the workload, productivity and performance of the remaining nurse tutors.

The loss of skillful, well-qualified and experienced nurse tutors was a concern in this study. A study to determine the effects of the losses of highly qualified and experienced nurse tutors due to the transformation of nursing colleges and downsizing of personnel on nursing standards in the services, might be a possibility in the future.

5.5 STRENGTHS

This study conceptualised remaining nurse tutors' experiences of changes at the FSSON. Strengths of the study include the following:

- The qualitative study, narrative essays and unstructured interviews let the informants speak for themselves, and the findings clearly showed how transformation and downsizing were experienced. This was not a laboratory orientated study but it was

implemented in the field. The researcher was open to any experience to produce fresh and direct data.

- The findings portray a comprehensive, holistic bio-psycho-social description, with affective, cognitive and coping experiences, which did not concentrate on preconceived ideas.
- The researcher was conversant with the situation and was more accessible to the nurse tutors, due to her familiarity with the context in which the study was conducted. Because the researcher was an employee at one of the nursing colleges and currently is an employee at the FSSON, it provides more insight into the experiences remaining nurse tutors had during the transformation.
- The findings made a contribution to the knowledge of management at the FSSON. The findings increased the knowledge of the phenomenon and established an understanding of the experiences of remaining nurse tutors. This knowledge is important and significant to managers who need to anticipate people's reaction to future transformational threats. Managers can utilise the recommendations to implement effective strategies to ensure positive outcomes and the success of the organisation.

5.6 LIMITATIONS

Certain limitations were identified in the study, namely: researcher's bias, participant effect, and data collection and analysis.

The researcher was a remaining nurse tutor, and was part of the whole process. This could have increased bias. To prevent bias the researcher implemented reflexivity, intuiting and bracketing through all the phases of the study, did member checks and two experienced researchers reviewed the interviews, transcription, analysis and coding.

Another limitation could be possible participant effect. Because the data collection was in the form of narrative essays and unstructured interviews, the informants could withhold some of their in-depth experience. Personal and private experiences could be withheld during the data collection due to the lack of total anonymity to the researcher. This could bias the data and the findings.

The nature of a qualitative study relied on the researcher's judgements of data collection and analysis. The researcher was the main data collection instrument with unstructured interviews and analysis of the data. However, this possibility of bias was prevented during all the stages of the study through strategies of trustworthiness, reflexivity, bracketing and intuiting.

5.7 CONCLUSION

This chapter focussed on the conclusions of the research findings. Findings and recommendations were discussed according to the three themes derived from the study. Guidelines were recommended to implement during transformation and downsizing in the context of nursing education. Possible future studies were recommended. The strengths and limitations of the research were also described.

Hopefully, this research contributes to understanding the experiences of employees and its findings and recommendations can serve as a basis for future research projects and for consideration during future changes in the workplace.

It is also hoped that the experiences of the informants could be used to formulate policies and procedures, which can contribute to making the transformation and downsizing process a less traumatic and more positive experience.

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Annexure A

21 May 2001

Mr. S. Gardener
Room 509
Lebohang building
Free State Provincial Government
BLOEMFONTEIN
9300

PERMISSION FOR A RESEARCH PROJECT

I hereby apply for permission to conduct a research project at the Free State School of Nursing for an M.A. degree. The aim of the study is to describe the experience of individuals during changes in the workplace and to make a contribution to identify strategies and guidelines to 'survive' changes with positive outcomes for the individuals.

The purpose of the study is to describe the experience of remaining nursing tutors during the transformation and downsizing process.

Me. A. Mabandla already gave permission on 27 July 2000. Interviews will be conducted with some of the tutors of the Free State School of Nursing. Ethical considerations and measures will be utilised to prevent harm and protect the confidentiality of the informants.

The Department of Advanced Nursing Science at the University of South Africa has already approved my research proposal.

I thank you for your cooperation and support.

Yours truly,

EC. van Dyk

v

13 July 2000

Me. A. Mabandla
Free State School of Nursing
Private Bag 20520
BLOEMFONTEIN
9300

PERMISSION FOR A RESEARCH

I hereby apply for permission to conduct a research at the Free State School of Nursing for an M.A. degree with the theme: "The influence of transformation on nursing tutors".

The aim of the study is to contribute to the success of the transformation process. The research is planned to develop strategies to serve as a support. The specific purpose of the study is to describe the lived experience of nursing tutors during and after transformation.

Interviews will be conducted with some of the tutors of the School. Ethical considerations and measures will be utilized to prevent harm and protect the confidentiality of the informants.

The Department of Advanced Nursing Science at the University of South Africa has already approved my research proposal.

I thank you for your cooperation and support.

Yours truly,

EC. van Dyk

Annexure B



FREE STATE PROVINCIAL GOVERNMENT

Health

Director: Cello Gardner, Human Resources Directorate, PO Box 227, Bloemfontein 9300, Tel (051)4054824, Fax (051)4033129
Email: Room 523, Lebohang Building, St Andrew Street, Bloemfontein

RE: PERMISSION FOR A RESEARCH PROJECT

Your letter dated 21 May 2001 refers.

Permission is granted for your application to conduct a research project within the Free State School of Nursing.

A copy of this letter will be forwarded to Me Gaillele.


HEAD: HEALTH

Date: 29/5/2001



FREE STATE PROVINCIAL GOVERNMENT

Health

FREE STATE SCHOOL OF NURSING: HEAD QUARTERS

Ms M A Mabandla (Academic Dean),

Mr M A Linström (Registrar: Administrative)

Private Bag N20520, Bloemfontein, 9300, Tel: 051-4052345/4052128-4052225, Fax: 051-4506469

2000-07-27

Me van Dyk

PERMISSION FOR CONDUCTING RESEARCH

Reference is hereby made to your letter dated 13 July 2000.

Permission is hereby granted for you to conduct research in the school.

Please do consider ethical issues as well as confidentiality.

Wishing you every success in your studies.

Kind regards

ME MA MABANDLA
RECTOR



*A Healthy and Self-reliant
Free State Community*

Annexure C

P.O. Box 25809
LANGENHOVENPARK
9330
22 May, 2001

Dear Participant

During 1996-1999 Nursing Colleges in the Free State had gone through transformation and rightsizing. Remaining nursing tutors who were absorbed in the new staff establishment of the Free State School of Nursing had certain experiences in that period.

The aim of the study is to describe the experience of individuals during changes in the workplace and to make a contribution to identify strategies and guidelines to 'survive' changes with positive outcomes for the individuals. The purpose is to describe the experience of remaining nursing tutors during the transformation and downsizing process.

I would appreciate it if you could take part in my research project and to be an informant. The data will be gathered through an written essay from you as well as an unstructured interview, which will be recorded on a tape.

Thank you for your willingness to be a participant.

Yours faithfully

.....
E. C. van Dyk
RESEARCHER

Annexure D

Agreement

I, on this day of2001

hereby consent to

- being interviewed by E.C. van Dyk on the topic “ The experience of nursing tutors during the transformation and downsizing process”
- follow-up interviews, if necessary
- the interviews being audio-taped
- the use of data derived from these interviews by the interviewer in the research report as she deems appropriate

I also understand that

- I am free to terminate my involvement or to recall my consent to participate in this research at any time I feel like it
- information given up to the point of my termination of participation could, however, still be used by the researcher
- confidentiality will be maintained by the researcher and that the identity will not be linked to information
- more than one interview may be necessary
- no reimbursement will be made by the researcher for information given or participation in this project
- I may refrain from answering questions should I feel these are an invasion of my privacy
- by signing this agreement I undertake to give honest answers to reasonable questions and not to mislead the researcher
- I will be given the original copy of this agreement on signing it

I hereby acknowledge that the researcher has

- discussed with me in detail the purpose of this research project
- informed me about the contents of this agreement
- pointed out the implication of signing this agreement

In co-signing this agreement, the researcher has undertaken to

- maintain confidentiality and privacy regarding the participant's identity and information given by the participant
- arrange in advance a suitable time and place for an interview to take place
- safeguard the duplicate of this agreement

INFORMANT:.....

RESEARCHER:.....

DATE:.....

Annexure E

The experience of the researcher

Rationalisation/transformation of the Public Service started in 1996. The principal took early retirement and a new one was seconded from the head office. Workshops were held and some of the tutors were invited to join the workshops to work out a structure for the new colleges. When they come back they reported that these people had a hidden agenda. Since 1996 they started to offer packages to leave the Public Service. Our principal discouraged it on behalf of previous experience in a neighbour country. With retrospection I felt it was false reassurance because, or maybe she feared that when a lot of tutors left the college there would be a shortage of tutors to provide a service. However I decided to stay, and felt that it was irrational and they cannot retrenched us, because we were running a curriculum and no new college was in place. In 1998 the rumors of transformation increased and suddenly the principal started with arrangements to immigrate to another country early in 1999. She just informed us that things were deteriorating, with no concrete information.

The transformation of nursing colleges and downsizing of personnel started in 1999. First the structures of the FSSON were exposed to us, realising that the some colleges in the Free State had to merged to be one campus with a reduction of personnel. This caused stress, sleepless nights and uncertainty. I was wondering if I must leave the service then or just had faith and clang to hope that the best would happen. Still, I stayed. Then they published the LIFO criteria and we all had to submit our Public Service experience. A list of all the tutors' names of both colleges were sent around in an order of the longest to the shortest service. I had 20 years of experience, and was approximately in the middle. One could count where you were approximately on the list. I was number 37, but did not have any reassurance because a few other tutors had to submit their evidence still. When I received my letter I was absorbed in post-number 39.

I was relieved and felt happy to be absorbed, but didn't have a lot of guilty feelings. For those younger tutors without nursing education and less public service, I felt it was fair. I was more senior to them comparing to experience, knowledge and qualifications. Those who were older than me and worked in private institutions before they joined the college, I also perceived it as fair, because I was continuous committed to the Public Service and not inconsistent. I felt guilty to those closely after me (number 40, 41, 42) who just missed it to be absorbed and sorry for those with post-basic courses, even a M-degree and those who had just completed their nursing education.

I perceived the process as senseless with no transparency. The information we received was inadequate. Clear and honest information could be provided to us since 1996. It was as if everything was unplanned and pressurised in 1999. I cannot clearly say that our direct management was innocent when it come to the communication and information we received. There were some incidents that caused distrust towards them. They always projected their uncertainty towards the top management in the head office. But some of our middle managers also took packages in 1999, as if they knew what would happen.

During the 1998-1999 I was busy studying the five subjects at UNISA. I found it difficult to stay positive and motivated. I experienced negative attitudes and remarks from certain colleagues, that studying won't help anybody. Positively the studies helped me to distract my mind from the transformation, especially at home.

At home, I experienced that the tension of the possible relocation or losing your job had an influence on my family. Financial stability and working condition adjustments were sometime the topic of our family discussion. I also noted that it caused tension to my children, although they were 10 and 11 years old.

I am a person who can work and function under pressure. Therefore I did not experienced anxiety and stress to took up more work I used to have. I was also confident with the topics and workload I received extra and adapt to it easily. There were some times I felt that I did not want to be committed anymore, but continue because at the end I still received my salary and I grew up with a high sense of responsibility.

During the time I experienced losses of good friends. Those who took packages, resigned and then ultimately the involuntary redeployment. I was sad when they left. It was as if they were pressurised to leave the college quickly. When they didn't find a suitable relocation very quickly, they were just informed to start on a certain date at a specific place. This approach towards them I experienced cruel and inhuman. Then I found myself in a new organisational culture, lonely, between new people and had to adjust with new views and working conditions.