

**THE JOB SATISFACTION OF ACADEMIC
STAFF MEMBERS ON FIXED-TERM
EMPLOYMENT CONTRACTS AT SOUTH
AFRICAN HIGHER EDUCATION INSTITUTIONS**

BY

ANNEMI STRYDOM

B.LS; H.D.E; B.Ed (Hons); M.Ed.

THESIS

Submitted in fulfilment of the requirements for the degree

PHILOSOPHIAE DOCTOR

in the

FACULTY OF EDUCATION

SCHOOL OF HIGHER EDUCATION STUDIES

at the

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

PROMOTER: PROF. S.M. NIEMANN

NOVEMBER 2011

DECLARATION

I declare that the thesis hereby submitted by me for the degree Philosophiae Doctor at the University of the Free State is my own independent work and has not previously been submitted by me at another university/faculty. I further cede copyright of the thesis in the favour of the University of the Free State.

Annemí Strydom

DATE

ACKNOWLEDGEMENTS

First and foremost, all praise and honour must go to our Heavenly Father. Without His grace, this research study would never have been completed.

I would also like to express my heartfelt gratitude and thanks to the following people:

Professor S.M. (Rita) Niemann. Thank you; thank you, thank you and once again, thank you!!!! I do not have enough words (even if I right-click) to express my gratitude for everything that you have meant to me. Thank you for being you. Thank you for cheering me up when everything got too much. Thank you for being there for every single hiccup that I experienced. You believed in me when I didn't believe in myself. You are more than a study leader; you are a pillar, a rock, a role-model, an inspiration, the strongest person I have ever met. I would be blessed and honoured if I can be a tenth of the person that you are. You are an angel, sent straight from heaven. Thank you for shining your light in my life.

Duduzile Dlodlo. Thank you so much for your assistance with the statistical analysis! You are a true lifesaver.

All the staff at the Department of Education, University of the Free State. To everyone who had anything to do with this study, even the smallest, smallest part, thank you so much. Without your input, this enormous dream would never have become a reality.

On a personal note:

My parents: Thank you for all the words of wisdom, the love, the encouragement and the support. Thank you for instilling in me the wisdom, knowledge and determination that I needed to start (and finish!!!) my studies. Thank you that you always had a lot to say when I needed to hear it!

Mari: Thanks, miss Mary, for keeping it real....! You are the best sister that anyone can ever ask for. Thank you for all the input, the support, the love, and just for being

you. I love you to pieces, sis!!! May you find your PhD as inspirational as I found mine.

The Holtzhausen family. Thank you so very much for everything that you have done, and are still doing, for me. I am very, very blessed to have all of you in my life. Your love, support and just the fact that I know that you are there for me make you all very, very special. Thank you for all the life lessons, tricks and tips that you teach me. I love and appreciate you all dearly. You mean the world to me.

My friends... Ladies (and some gentlemen), you know who you are... Thank you for being there for coffee, hugs, advice, more coffee, silence, gossip, MORE COFFEE, and just tons and tons of support through the good times, the hard times and the special times. Thanks for being there to catch my tears and carry me when some burdens became too much. Thank you for smiling with me when life was a breeze... Your strength became my strength. You are truly the most amazing group of people ever created, and I am sure that I am the most fortunate person in the world to be surrounded by you. You guys really are the best. It has been a long and difficult year, but I made it, thanks to you.

Mirvat. Thank you for always being patient, and always being ready with the strongest coffee known to humankind. Thank you for all the messages and good wishes. I really, really appreciate you more than you might know. Your star will always shine very bright in my heart.

Elizabeth. Baie, baie dankie vir alles wat jy vir my doen. Ek is baie lief vir jou, en ek sou nie hierdie boek kon skryf as jy nie altyd daar was om my te help nie. Baie dankie!!

Nico. Thank you for the support that I received from you with my studies. I appreciate your input dearly.

Thank you all for helping me to make my dream a reality. This would not have been possible without you.

TABLE OF CONTENTS

Title page	i
Declaration	ii
Acknowledgements	iii
Table of Contents	v
List of Tables	xi
List of Figures	xiii
List of Appendices	xv
Abstract	xvi
Abstrak	xviii
CHAPTER 1	
ORIENTATION AND BACKGROUND TO THE STUDY	1
1.1 BACKGROUND AND STATEMENT OF PROBLEM	1
1.2 CONCEPTUALISATION OF TERMS AND THEORETICAL FRAMEWORK	3
1.2.1 Job satisfaction	3
1.2.2 Fixed-term staff	4
1.2.3 Research paradigms dominating the study	4
1.3 PROBLEM STATEMENT	5
1.4 AIM AND OBJECTIVES OF THE RESEARCH	6
1.5 RESEARCH DESIGN	7
1.5.1 Literature study	7
1.5.2 Research methods and methodology	7
1.5.3 Data collection	8
1.5.4 Identification of the variables	9
1.5.4.1 The independent variable	9
1.5.4.2 The dependent variable	9
1.5.5 Population and sampling	10
1.5.6 Validity and reliability	10
1.6 DATA ANALYSIS AND REPORTING	11
1.7 DEMARCATION OF THE STUDY	11
1.8 VALUE OF RESEARCH	12

1.9	ETHICAL CONSIDERATIONS	12
1.10	LAYOUT OF CHAPTERS	13
CHAPTER 2		
JOB SATISFACTION IN THE SOUTH AFRICAN HIGHER		
EDUCATION CONTEXT		
		15
2.1	INTRODUCTION	15
2.2	JOB SATISFACTION	17
2.2.1	Job Satisfaction: conceptualisation	17
2.2.2	Job Satisfaction: a theoretical perspective	20
2.2.3	Job Satisfaction theories	21
2.2.3.1	Maslow's theory	21
2.2.3.2	The dispositional theory	24
2.2.3.3	The two-factor (or motivator-hygiene) theory	25
2.2.3.4	The job characteristics model	28
2.3	MANAGING JOB SATISFACTION	34
2.3.1	Organisational management in higher education context	36
2.3.2	Management practices: the implication for job satisfaction	46
2.3.3	Human resource management in higher education institutions	46
2.3.3.1	Contextualising Human Resource Management (HRM)	47
2.3.3.2	The idiosyncratic nature of the Higher Education sector	48
2.3.3.3	The task and scope of human resource management	51
2.4	HUMAN RESOURCE PROVISION IN HIGHER EDUCATION	54
2.4.1	Human resource planning process	54
2.4.2	Recruitment	55
2.4.3	Selection	57
2.4.4	Staff retention	58
a)	Staff appraisal	58
b)	Training and development	59
2.4.5	Human Resource Management: Implications for job satisfaction	60
2.5	STAFFING OPTIONS AT HIGHER EDUCATION INSTITUTIONS	60

2.5.1	Defining fixed-term lecturers	61
2.5.2	Fixed-term employment trends in global and South African Higher Education Institutions	62
2.5.3	Support for fixed-term lecturers at HEI's around the world	66
2.5.4	Implication of staffing options on job satisfaction	67
2.6	ARGUMENTS FOR EMPLOYING FIXED-TERM ACADEMIC STAFF MEMBERS AT HIGHER EDUCATION INSTITUTIONS	67
2.6.1	Institutional benefits of employing fixed-term lecturers for Higher Education Institutions	68
2.6.2	Benefits of fixed-term employment for the employee	70
2.6.3	Disadvantages of employing fixed-term staff members for the HEI	71
2.6.4	Challenges to fixed-term staff members at HEI's	72
2.7	JOB SATISFACTION IN SOUTH AFRICAN HIGHER EDUCATION	73
2.8	SYNTHESISING MANAGEMENT AND LEADERSHIP REQUIREMENTS FOR MANAGING JOB SATISFACTION	81
2.8.1	Job satisfaction, employee engagement and productivity	83
2.8.2	Enhancing job satisfaction: a management perspective	85
2.8.3	Framework for job satisfaction emerging from the literature	88
2.9	CONCLUDING REMARKS	91

CHAPTER 3

EMPIRICAL INVESTIGATION INTO THE JOB

SATISFACTION OF FIXED-TERM STAFF MEMBERS AT

HEI's: RESEARCH DESIGN

3.1	INTRODUCTION	94
3.2	RESEARCH DESIGN	95
3.2.1	Research methods and methodology	95
3.2.1.1	Quantitative research	96
3.2.1.2	Qualitative research	97

3.3	POPULATION AND SAMPLING	98
3.3.1	Population	98
3.3.2	Sample	99
3.2.1	Research methods and methodology	95
3.2.1.1	Quantitative research	96
3.2.1.2	Qualitative research	97
3.3	POPULATION AND SAMPLING	98
3.3.1	Population	98
3.3.2	Sample	99
3.4	DATA COLLECTION	99
3.5	ANALYSIS OF DATA	100
3.5.1	Quantitative analysis	100
3.5.2	Qualitative analysis	101
3.6	VALIDITY AND RELIABILITY	101
3.6.1	Reliability	102
3.6.2	Validity	103
3.7	ETHICAL CONSIDERATIONS	104
3.8	CONCLUSION	105
	CHAPTER 4	
	RESEARCH RESULTS AND INTERPRETATION	106
4.1	INTRODUCTION	106
4.2	INTERPRETATION AND DISCUSSION OF FINDINGS	107
4.2.1	EMOTIONAL WELL-BEING	109
4.2.1.1	MSQ findings	109
4.2.1.2	Qualitative findings	113
4.2.2	PHYSICAL RESOURCES	116
4.2.2.1	MSQ findings	116
4.2.2.2	Qualitative findings	119
4.2.3	AUTONOMY	122
4.2.3.1	MSQ findings	122
4.2.3.2	Qualitative findings	126
4.2.4	ACCOMPLISHMENTS AND CHALLENGES	128

4.2.4.1	MSQ findings	128
4.2.4.2	Qualitative findings	133
4.2.5	JOB AND FINANCIAL SECURITY	136
4.2.5.1	MSQ findings	136
4.2.5.2	Qualitative findings	140
4.2.6	WELL-MANAGED ENVIRONMENT	143
4.2.6.1	MSQ findings	144
4.2.6.2	Qualitative findings	148
4.3	STATISTICAL DIFFERENCES	151
4.3.1	Gender	151
4.3.2	Primary vs. Secondary income	154
4.3.3	Age and perceived job satisfaction	157
4.4	CONCLUSION	159
CHAPTER 5		
OVERVIEW OF STUDY AND SYNTHESIS OF FINDINGS		162
5.1	INTRODUCTION	162
5.2	OVERVIEW OF STUDY	163
5.2.1	Development of the study	163
5.3	SYNTHESIS OF FINDINGS	164
5.3.1	Realising the objectives	164
5.3.1.1	Objective 1	164
5.3.1.2	Objective 2	166
5.3.1.3	Objective 3	167
5.3.1.4	Objective 4	168
5.4	SYNTHESIS OF FINDINGS	171
5.4.1	Emotional well-being	171
5.4.1.1	Findings from literature and empirical data	171
5.4.1.2	Implications for job satisfaction	172
5.5	PHYSICAL RESOURCES	172
5.5.1	Findings from literature and empirical research	173
5.5.2	Implications for job satisfaction	173
5.6	AUTONOMY	174

5.6.1	Findings from literature and empirical research	174
5.6.2	Implications for job satisfaction	175
5.7	CHALLENGES AND ACCOMPLISHMENTS	175
5.7.1	Findings from literature and empirical research	176
5.7.2	Implications for job satisfaction	177
5.8	JOB AND FINANCIAL SECURITY	178
5.8.1	Findings from literature and empirical research	178
5.8.2	Implications for job satisfaction	179
5.9	WELL-MANAGED ENVIRONMENT	180
5.9.1	Findings from literature and empirical research	180
5.9.2	Implications for job satisfaction	181
5.10	CONCLUDING REMARKS	
	CHAPTER 6	
	RECOMMENDATIONS AND FRAMEWORK	185
6.1	INTRODUCTION	185
6.2	RECOMMENDATIONS	185
6.2.1	Emotional well-being	186
6.2.2	Physical resources	188
6.2.3	Autonomy	189
6.2.4	Challenges and accomplishments	191
6.2.5	Job and financial security	195
6.2.6	Well-managed environment	196
6.3	FRAMEWORK FOR ENHANCING THE JOB-SATISFACTION OF FIXED-TERM STAFF MEMBERS	201
6.4	CONCLUSIVE REMARKS	206
	 BIBLIOGRAPHY	 208

LIST OF TABLES

Table 2.1	Management and leadership requirements for enhancing job satisfaction	77
Table 2.2	A framework of the determinants influencing the levels of job satisfaction experienced by fixed-term staff members	87
Table 4.1	Reliability statistics of adapted MSQ used for this research study	108
Table 4.2	The emotional well-being of fixed-term academic staff members	111
Table 4.3	The physical resources available to fixed-term academic staff members to complete their tasks	118
Table 4.4	The levels of autonomy experienced by fixed-term academic staff members	125
Table 4.5	Challenges and accomplishments experienced by fixed-term academic staff members	131
Table 4.6	The job- and financial security of fixed-term academic staff members	139
Table 4.7	The management of the fixed-term academic staff members' environment	146
Table 4.8	The mean gives the averages of job satisfaction (overall and different areas) per group	152
Table 4.9	The t-test for the equality of means: Gender	153

Table 4.10	The t-test for the influence of Primary vs. Secondary income on the levels of job satisfaction of fixed-term academic staff members	154
Table 4.11	The t-test for the equality of means: Primary vs. Secondary income	155
Table 4.12	Age and perceived job satisfaction	157
Table 4.13	Post Hoc Tests – Tukey for the significant differences between the levels of job satisfaction of different age groups	158
Table 5.1	The synthesis of factors that influence the job satisfaction of fixed-term academic staff members at HEI's	182
Table 6.1	The synthesis of literature and research findings, together with recommendations	202

LIST OF FIGURES

Figure 2.1	The determinants influencing the effective management of job satisfaction in Higher Education Institutions	16
Figure 2.2	Determinants of job satisfaction	20
Figure 2.3	Maslow's Hierarchy of Needs	23
Figure 2.4	Herzberg's motivation hygiene theory	27
Figure 2.5	Determinants and theories influencing job satisfaction: a synthesis	31
Figure 2.6	Areas and levels of management	36
Figure 2.7	The four fundamental management principles constituting the management process	39
Figure 2.8	Elements involved in human resource management	48
Figure 2.9	The percentage of fixed-term and full-time academic staff member employed by South-African HEI's from 2000 to 2008	65
Figure 2.10	The interrelationship between the determinants influencing Job Satisfaction and the clusters from the MSQ	92
Figure 4.1	The areas influencing the levels of job satisfaction experienced by staff members.	107
Figure 4.2	The factors that influences the levels of job satisfaction of fixed-term staff members	160

Figure 5.1	The factors influencing the synthesis of the findings that are presented	170
Figure 6.1	The factors and recommendations that influences the levels of job satisfaction of fixed-term academic staff members at SA HEI's.	205

LIST OF APPENDICES

Addendum A

Adapted version of the MSQ used to collect data 273

ABSTRACT

This research study focuses on the development of a framework that can lead to the enhancement of the levels of job satisfaction that are experienced by the fixed-term academic staff members employed at South African Higher Education Institutions.

This part of the academic workforce has become a vital part of the academic community as a whole, globally as well as in South Africa. It is thus very important that the needs of these staff members are tended to, and that the levels of job satisfaction that they have, are monitored.

Six main clusters that may influence the levels of job satisfaction of these staff members were identified, namely the emotional well-being of these staff members, the availability of resources that is needed to complete the tasks, the levels of autonomy that they experience, the challenges and accomplishments that they are confronted with, their levels of job- and financial security as well as the overall manner in which their daily environment is managed. .

To obtain more information about the factors that may influence the job satisfaction of these staff members, an adapted version of standardised Minnesota Satisfaction Questionnaire (MSQ) was sent to fixed-term academic staff members at five different Higher Education Institutions in South Africa. This was done with the help of the Human Resource Management departments of these HEI's, as all employee information is confidential.

The quantitative as well as qualitative data obtained from this questionnaire indicated that there are a number of aspects which has an influence on the levels of job satisfaction that are experienced by these staff members. The findings from literature as well as empirical research were analysed and discussed accordingly.

Recommendations regarding strategies that may be followed to improve the levels of job satisfaction of this group of staff members were made. These recommendations were based on the findings from literature as well as the research conducted for this study.

The levels of job satisfaction that are experienced by fixed-term academic staff members are essential for the continued motivation and productivity of these staff members. It is thus advisable that the HEIs focus on the needs that these staff members have to ensure not only their continued productivity and prosperity but also that of the HEI as a whole.

ABSTRAK

Hierdie studie fokus op die ontwikkeling van 'n raamwerk wat kan lei tot die verbetering van die vlakke van werksbevrediging wat deur vastetermyn aangestelde akademiese werknemers in diens van Hoër Onderwys Instansies in Suid Afrika ervaar word.

Hierdie deel van die akademiese gemeenskap maak 'n noemenswaardige deel uit van die totale akademiese gemeenskap as 'globaal, asook in Suid-Afrika. Dit is dus om hierdie rede, baie belangrik dat daar na die behoeftes van hierdie werknemers omgesien word, en dat die vlakke van werksbevrediging wat hulle ervaar, in ag geneem word.

Ses hoofafdelings wat 'n invloed kan hê op die vlakke van werksbevrediging wat deur hierdie werknemers ervaar word, is geïdentifiseer. naamlik die emosionele welstand van die werknemers, die beskikbaarheid van hulpbronne om hul take te verrig, die vlakke van onafhanklikheid wat hulle het, die uitdagings waarmee hulle gekonfronteer word, hul prestasies, hul vlakke van werks- en finansiële sekuriteit asook die algemene wyse waarop die omgewing rondom hulle bestuur word.

Om meer inligting in te win oor die faktore wat die vlakke van werkssatisfakie van hierdie werknemers beïnvloed, is 'n aangepaste weergawe van die gestandaardiseerde Minnesota Satisfaction Questionnaire (MSQ) gebruik. Hierdie vraelys is aan die vastetermyn akademiese werknemers van vyf hoër onderwys instansies in Suid-Afrika gestuur. Omdat die personeelinligting vertroulik is, is die vraelys met die hulp van die Menslike Hulpbron afdelings van die instansies aan die relevante werknemers versprei.

Die kwantitatiewe sowel as kwalitatiewe inligting wat verkry is vanaf hierdie vraelys het getoon dat daar inderdaad sekere aspekte is wat die vlakke van werksbevrediging van hierdie werknemers beïnvloed. Die bevindinge vanaf relevante literatuur asook empiriese navorsing wat voltooi is vir hierdie studie is geanaliseer en gevolglik bespreek.

Aanbevelings aangaande sekere strategieë wat gevolg kan word om die vlakke van werksbevrediging wat deur hierdie werknemers ervaar word, is gemaak. Hierdie aanbevelings is gemaak met die bevindinge vanaf literatuur en empiriese navorsing.

Die vlakke van werksbevrediging wat ervaar word deur hierdie groep werknemers is noodsaalik vir die volgehoue motivering en produktiwiteit van hierdie werknemers. Dit word dus aanbeveel dat die instansies op die behoeftes van hierdie individuë fokus, siende dit die volgehoue produktiwiteit van beide die werknemers asook die instansie as 'n geheel beïnvloed.

CHAPTER 1

ORIENTATION AND BACKGROUND TO THE STUDY

1.1 BACKGROUND AND STATEMENT OF PROBLEM

Organisations around the globe are experiencing an increasing level of economic strain due to changing circumstances. Higher Education Institutions (HEIs) are no exception. These academic organisations also employed diverse strategies that would assist in the growth practices of the organisation with the minimum financial output. HEIs are faced with a large number of demands on a national as well as a global level, including aspects such as the availability of financial resources needed to run such an organisation optimally as well as an increased demand for quality tertiary education. Adequate funds are needed for numerous aspects, including, but not limited to, the recruitment and maintenance of skilled, qualified personnel, the upkeep of the campuses and so forth (Makhubu, 1998:1).

HEIs needed to have highly skilled academic personnel with the requisite of tertiary educational qualifications and backgrounds to ensure quality lecturing. However, due to limited human and financial resources, HEIs have opted to make use of an alternative method of staffing, namely employing larger numbers of fixed-term lecturers (Magagula and Mgwenga, 2004:1). As the costs of employing staff members on a permanent basis leads to increased costs for the HEI, the appointment of these fixed-term academic staff members incorporates limited benefits, thereby limiting costs to the HEI. HEIs subsequently employ fixed-term lecturers, in addition to the lecturers who are appointed in a permanent capacity. Brown (1998:1) explains that the impetus towards the increased

use of the above-mentioned arrangements centres on the institution's demand for short-term lecturing and service delivery goals, whilst reaping the full benefit of a low cost fixed-term work force. Although this option may be financially advantageous to the institution, literature has shown that fixed-term employment contracts in general might have a negative impact on the job satisfaction of these employees, due to, *inter alia*, a lack of job security and long-term career vision (Lankard, 1993:1; Engelbrecht & Chamberlain, 2005:9, Harbour, 2005:1; and Schultz, 2009:102).

In South Africa there has been an increase in the number of fixed-term lecturers employed at HEIs during the past years. This, in turn, has given rise to a number of managerial challenges on different levels within the organisation. The Human Resource department of the organisation, in particular, has been affected by this staffing trend. Blackwell and Bryson (2006) assert that tensions and paradoxes were evident in the relationship between the organisations' human resource approach and fixed-term employment strategies. Fixed-term academic staff members were often unhappy about their employment conditions and with the lack of support from the Human Resources Management (HRM) department. Subsequently, the already existing tension between the different types of employment is aggravated. Allen (2001: 415) is of the opinion that fixed-term staff often experiences a lack of support from the middle management of an organisation. Furthermore, Allen (2001: 415) refers to the lack of formal support, the prejudiced perceptions of full-time staff members about the possible "lack of work commitment", as well as the negative effect of fixed-term appointments on the career paths of these staff members as some of the major reasons for individuals shying away from this type of appointment.

As far back as the early 1940's, motivational researchers in the field of employee satisfaction have explained the importance of fulfilling the needs of employees in establishing a productive and **satisfied** workforce (Maslow, 1943:383 and Herzberg & Mausner, 1959). Research

conducted by Lincoln and Kalleberg (1990) state that the job satisfaction of staff refers to the generalised perception of an employee towards his/her employment and employer and that it constitutes an important part of an employee's job success. However, Allen (2001) and Blackwell and Bryson (2006) have emphasised the hampering effect that fixed-term employment conditions may have on the job satisfaction of staff. Subsequently, this research study endeavours to provide possible strategies that can lead to the improvement of the levels of job satisfaction experienced by fixed-term academic staff members.

1.2 CONCEPTUALISATION OF TERMS AND THEORETICAL FRAMEWORK

As this research study focusses on the job satisfaction of fixed-term academic staff, it is important to conceptualise these terms as well as provide the theoretical framework within which the study was conducted.

1.2.1 Job satisfaction

A study of the literature revealed that there are many definitions of job satisfaction. Job satisfaction, as a complex, multidimensional construct, has been extensively researched in industrial and corporate settings since the nineteenth century and more fully during World War II, in an effort to improve organisational and individual effectiveness. Since then and 2005 more than 10 000 studies have since been published (Wright, 2006: 262, 263). However, there have been conceptual problems concerning defining and researching the under-researched sectors and to identify strategies to improve the situation in those areas.

For the purpose of this study the description of the Harvard Professional Group (1998), seems to be a workable definition whereby job satisfaction

is seen as the sense of achievement and success that is experienced by an employee at the place of employment, which constitutes the main component in the attainments of goals set by the employee. In this context Erasmus, Schenk, Swanepoel and Van Wyk (2006:22-23) are of the opinion that institutional management must regard job satisfaction as a very important determinant of the productivity of the workforce - as well as the subsequent success of the organisation as it largely depends on the attitudes and feelings of the staff members.

1.2.2 Fixed-term staff

Gberevbie (2006:12) explain that fixed-term employment refers to the appointment of staff who offers their services for a pre-determined period of time, depending on the arrangement made between the individual and the employer.

1.2.3 Research paradigms dominating the study

For the purpose of this study, a pragmatic-realist approach was followed. Subsequently, the problem forms the core of the study and the methods employed, had been selected to provide an optimal understanding of the problem, as well as possible solutions to the problem. Pragmatic, in the sense that different methods were employed and realist, by applying this stance to observe the manifestations of the realities fixed term staff members are facing.

In following the above approach, this study applied both a positivistic as well as a phenomenological lense in conducting the empirical research and in interpreting the data. The positivist lense was used for the quantitative investigation (Fraenkel & Wallen, 2010: 423) into the levels of job satisfaction of fixed-term lecturers at South African HEIs. Complementary to this, Lester (1999:1 of 4), Cresswell (2003:38-51), Trochim (2006:1), and Fraenkel and Wallen (2010:13) refer to the use of a phenomenological approach which emphasises the subjective experiences that people have and the meanings people give to the world that surrounds them. Subsequently, for the purpose of this study, the

phenomenological approach was appropriate for exploring the qualitative data that revealed the deeper views, feelings and opinions of fixed-term academic staff members at South African HEIs. The latter was researched by means of the open-ended questions in the questionnaires.

1.3 PROBLEM STATEMENT

A number of studies regarding the job satisfaction of fixed-term employees in various fields were consulted (Fatima, Sahibzada & Warsi, 2009; Cassar, 2010; Gwavuya 2010; De Cuyper, De Witte & Martinez, 2010 Chu & Hsu, 2011). However, studies pertaining to the level of job satisfaction among fixed-term staff members were rather limited, even more so among staff members at Higher Education institutions and no research regarding the job satisfaction of fixed-term academic staff members at South African HEIs could be traced.

Howell and Hoyt (2007:1) have identified underlying uncertainties and frustrations among fixed-term staff members and the challenge of keeping those staff members committed to their academic task. Furthermore, the increasing number of fixed-term appointments in higher education (Magagula, 2004), the negative consequences of this type of employment on the job satisfaction of staff (Bryson & Barnes, 2000), as well as the absence of research in this regard within the South African context, revealing a problem in severe need of research.

During the course of this research study, the researcher identified specific problem areas that had a negative impact on the job satisfaction of this category of staff members which consequently affected their levels of productivity and job success. Subsequently, the problems associated with fixed-term appointments gave rise to the research question:

How can the job satisfaction of fixed-term academic staff members at higher education institutions in South Africa be addressed with the aim of enhancing academic engagement and success?

The above question lead the researcher to ask the following subsidiary research questions:

- What are the foundational theories pertaining to job satisfaction and what is the consequent affect on fixed term academic staff members?
- How does job satisfaction relate to Human Resource Management?
- What are the levels of job satisfaction of academic staff members with fixed-term employment contracts at HEIs in South Africa?
- What influences the level of job satisfaction of fixed term staff members at HEIs?
- How can the job satisfaction of fixed-term academic staff members at South African HEIs be addressed?

1.4 AIM AND OBJECTIVES OF THE RESEARCH

The aim of the research was to explore the influence of fixed-term employment contracts on the job satisfaction of academic staff members at HEIs in South Africa in view of constructing a framework for the improvement of the job satisfaction of fixed-term academic staff members.

The following objectives were pursued in this study:

- To conceptualise job satisfaction and explore the foundational theories;
- To view job satisfaction within the Human Resource Management context and the subsequent affect on academic staff members;
- To conduct an empirical investigation on the levels of job satisfaction of academic staff members with fixed-term

employment contracts at HEIs in South Africa and the influence of this type of employment contract and its related aspects on their job satisfaction; and

- To construct a management framework for the addressing the job satisfaction of fixed-term academic staff members at South African HEIs.

1.5 RESEARCH DESIGN

1.5.1 Literature study

A literature study of relevant sources was carried out by the researcher to determine the scope of job satisfaction, theories of job satisfaction, organisational- and human resource management practices and the influence thereof on job satisfaction, as well as the circumstances surrounding fixed-term appointments at HEIs.

1.5.2 Research methods and methodology

The researcher used a combination of quantitative as well as qualitative research in this study. Brake (1999:225) stresses that the utilisation of both quantitative as well as qualitative approaches to acquiring data enhances the trustworthiness of the data and improves the final outcomes of the study. Burgess (1993:94) also supports this triangulated approach. In this regard Neumann (2000:325) states that the mixed-method approach provides more weight to the research findings. It is then in the above context that the researcher also included open-ended questions in the questionnaires.

According to Mason (2002:1), the use of such a qualitative approach allows the researcher to learn more from the participant's perspectives and personal experiences as it "enlightens" the quantitative findings and can lead to the discovery of the often "hidden" part of the phenomenon (Lester 1999: 1 of 4). For discovering the underlying meanings and patterns of relationships and the determinants of the levels of satisfaction, this qualitative data is deemed appropriate.

1.5.3 Data collection

A comprehensive literature study was undertaken in which both national as well as international sources were consulted as to provide a solid foundation for the research study.

An adapted version of the Minnesota Satisfaction Questionnaire (MSQ) was used (see Attachment A). The researcher adapted the questionnaire to contain 88 five-point Likert scale questions to determine the respondents' levels of job satisfaction in a positivist fashion. The questionnaire also included a number of open-ended question to get an understanding of the conditions under which these staff members have to work and how that influences their job satisfaction using the phenomenological lens.

1.5.4 Identification of the variables

Neuman (2000:521) and Airasian, Gay and Mills (2009: 9) explain that a variable refers to a concept that can take on a number of measures. In other words, a variable can be seen as a “placeholder” that can assume any one of a wide range of values. In this particular investigation, the variables were fixed-term employment and job satisfaction.

1.5.4.1 The independent variable

Bless, Higson-Smith and Kagee (2006: 183) state that an independent variable is defined as the “...variable that is manipulated by its relationship to an observed phenomenon, the dependent variable.” In terms of McMillan and Schumacher's (2010: 487) view that the independent variable precedes the dependent variable, the independent variable in this study was *staff members with fixed-term employment contracts* at Higher Education Institutions in South Africa.

1.5.4.2 The dependent variable

A dependent variable can be seen as the variable that can be observed or measured to determine the effect that the independent variable has had on it (Bless, Higson-Smith & Kagee, 2006:182). As the dependent variable is the variable that needs to be measured by the research tool and of which the outcome is the result of the independent variables (McMillan and Schumacher, 2010: 286), the dependent variable in this study was *the levels of job satisfaction that are experienced by academic staff members employed on fixed-term contracts* at South African HEIs.

1.5.5 Population and Sampling

Bless, Higson-Smith and Kagee (2006:184) explained that a population refers to the “complete set of events, people or things to which the research findings are to be applied.” Therefore, it refers to all possible members of a group (Travers & Cooper, 1996, Airasian, Mills & Gay, 2009:11). The population of this study was the fixed-term appointed lecturers at various HEIs in South Africa. Purposeful convenient sampling was used as this type of sampling allows the researcher to select participants that will best be able to answer the questions (Lewis, Saunders & Thornhill, 2000: 174). For the purpose of the study, five South-African HEIs were used as sample. Various HEIs were contacted to obtain permission to involve them in the study. The researcher chose to make use of the first five institutions that responded favourably. Questionnaires were electronically distributed to all fixed-term academic staff members at different ranks once permission was obtained from the HEIs.

As the information of staff members is sensitive and confidential, the questionnaires were sent to the HR department of the HEIs, who, in turn, distributed the questionnaires electronically to the fixed-term academic staff members employed by the HEIs. The respondents returned the questionnaires in electronic format to the researcher. Thus, in some instances, the names and contact details of the respondents were known to the researcher, but all respondents were assured by the researcher that all information was treated anonymously and confidentially.

1.5.6 Validity and reliability

Reliability and validity are important attributes of a research instrument (Thomas, 1998:133). McLaughlin and Mertens (2004:107) stated that validity, as well as reliability, are key to maintaining appropriate standards in research. They continued by stating that research is a scientific method

of inquiry and that data obtained should be carefully assessed by testing for validity as well as reliability. This was supported by Leedy and Omrod (2010: 28) who posit that

“the validity and reliability of your measuring instruments influence the extent to which you can learn something about the phenomenon that you are studying the probability that you will obtain statistical significance in your data analysis, and the extent to which you can draw meaningful conclusions from your data”.

The reliability and validity of the research instrument was discussed in more detail in chapter 3 of this study.

1.6 DATA ANALYSIS AND REPORTING

The quantitative data obtained from the questionnaires were analysed by means of SPSS and reported by means of descriptive and inferential statistics. In order to render an in-depth understanding of the participants' experiences, the qualitative data was transcribed and meaningful themes, in terms of the factors influencing fixed term academic staff's job satisfaction at South African HEIs, were identified and discussed.

1.7 DEMARCATION OF THE STUDY

The main purpose of the study was to identify the levels of job satisfaction experienced by academic staff members with fixed-term employment contracts. Five randomly selected South African Higher Education institutions were involved in the study for exploring the dynamics in this area in order to optimise staff performance.

This study is situated in the sub-discipline of Higher Education. Both Tight (2003:7; 2004:6) and Bitzer and Wilkinson (2009: 387) classify institutional management within Higher Education as field of study. Tight (2004:6) continues by explaining that institutional management in Higher Education also includes “autonomous departments or divisions” that form the platform and structures for institutional leadership and development. In this context, this study also includes the role that the institutions' human resource divisions and academic structures can play in enhancing job satisfaction.

1.8 VALUE OF RESEARCH

Fixed-term appointments at HEIs in South Africa are rapidly increasing due to the financial constraints experienced by these institutions. There are a number of factors which contribute to the lack of job satisfaction and this research is an attempt to explore these factors in view of developing a framework of strategies for the improvement of job satisfaction of fixed-term academic staff members in view of ensuring quality performance in this sector. This study ultimately aimed at making a valuable contribution to the field of Higher Education by developing a programme that may add to the body of knowledge and management practices regarding this staff category and the performance of those staff members.

1.9 ETHICAL CONSIDERATIONS

In this study, the confidentiality of the HEIs participating in the research as well as that of the respondents was respected. Any information that could lead to the identification of either party was omitted from the research.

This confidentiality also pertains to third party data, where the employment data of the participants has to be secured. After permission

was obtained from the HEIs for the execution of the study, the researcher completed a confidentiality form to ensure the Human Resource divisions of the various institutions that the employment data of the staff on fixed-term contracts, from which the participants have been selected, will remain confidential.

The rights of individuals to participate or to not participate were respected and individuals participated voluntarily. All participants completed informed consent forms. It was, however, acknowledged that the researcher's own identity might inevitably influence the interpretation of the data. Although the qualitative research method allows for some 'subjectivity', the researcher, nevertheless, conducted a number of member checks by referring the data back to the participants in view of ensuring that the data was presented and interpreted correctly in an attempt to be as 'objective as possible'.

1.10 LAYOUT OF CHAPTERS

Chapter 1: Oversight of research study to be conducted.

Chapter 2: Previous research as well as relevant literature in the Human Resource context, fixed-term employment and job satisfaction, as well as the implications thereof, forms the core of this chapter.

Chapter 3: The research design, data collection techniques, sampling of the study as well as the procedures that were used to collect and analyse is dealt with in this chapter.

Chapter 4: The collected data is analysed and reported on.

Chapter 5: This chapter contains a summary of the literature as well as the research findings and conclusions.

Chapter 6 deals with the consequent recommendations and the proposed framework that can that can improve the levels of job satisfaction experienced by fixed-term academic staff members at South African Higher Education Institutions.

CHAPTER 2

JOB SATISFACTION IN THE SOUTH AFRICAN HIGHER EDUCATION CONTEXT

2.1 INTRODUCTION

Higher Education Institutions (HEIs) face an increasing number of obstacles in the changing global environment. Some of these challenges that must be considered by the management of these institutions include the availability and subsequent management of human resources within the organisation. In an attempt to ensure their survival, HEIs have resorted to employ fixed-term academic staff members. The increasing number of fixed-term academic staff members at HEIs around the globe is not a new phenomenon, but although these staff members play an important role in the overall functioning, success and survival of the HEIs, their needs and levels of job satisfaction are often ignored. This form of employment has an influence on the productivity of these staff members, which subsequently influence the well-being of the HEI as a whole.

Although research regarding job satisfaction has been conducted around the world in various fields by a number of researchers, including Ololube (2010), Howell and Hoyt (2007) Barkhuizen and Rothman (2006), very little has been conducted fixed-term employment contracts within academic institutions. In the South African context limited research was conducted by Venter (1998), Mosoetsa (2002) and Schulze (2006) regarding the job satisfaction of academic staff members at South African HEIs, but no relevant research could be found which dealt with the levels of job satisfaction experienced by the vital fixed-term academic staff members at our HEIs.

This chapter will firstly look at the concept “job satisfaction”. The term will be conceptualised and the main theories of job satisfaction will be discussed and compared. The employment of staff members at an organisation is related to both the Human Resource Management

department as well as the organisational management function. Subsequently, the roles and impact that these management functions have on the job satisfaction will be discussed. Specific attention will be given to the rationale for making use of fixed-term employment contracts within HEIs, as well as the advantages and disadvantages for both the organisation as well as the staff member.



FIGURE 2.1 The determinants influencing the effective management of job satisfaction in Higher Education Institutions.

The aim of the research conducted in this study is to determine the influence that fixed-term employment contracts have on the job satisfaction experienced by academic staff members at Higher Education Institutions in South Africa. As can be seen in figure 2.1, in this chapter, the researcher deals with literature relevant to Job Satisfaction in Higher Education Institutions. This includes theories of job satisfaction, Human Resource Management as well as different employment options that HEIs have. These topics will be discussed with organisational management as a whole in mind. Literature regarding the intricate interrelationship that these aspects share, is dealt with, and the impact that they have on the overall productivity of the organisation, is also been dealt with.

2.2 JOB SATISFACTION

This first part of the literature overview deals with the theoretical background related to job satisfaction. Definitions, theories as well as determinants influencing the levels of job satisfaction as well as the importance thereof for academic staff members is discussed.

2.2.1 Job Satisfaction: conceptualisation

Ololube (2006: 1) states that, for the continuing growth and development of educational institutions and systems around the world, the motivation and level of job satisfaction of the academic staff members are of the utmost importance. The author further alludes that these determinants are of similar importance and rank as high as the educational resources, skills, knowledge, strategies and other competencies that academics need to ensure that the educational programme as a whole is a success. This is supported by Filak and Sheldon (2003: 238) who explain that the relevance of job satisfaction and level of motivation that is experienced by the educational staff of an institution can be seen as crucial to the long-term success and growth of any educational structure.

Oshagbemi (1996: 389) posits that, in the light of the physical as well as mental well-being of employee, job satisfaction can be seen in a very serious light. From literature, which is discussed later in this chapter, it has become clear that there are numerous determinants of job satisfaction of employees, and that being fixed-term or full-time employed can have an influence thereon. Morris and Venkatesh (2010: 83) explain that employees who have a permanent employment contract tend to experience a much higher level of job satisfaction than those employees with a fixed-term contract. These authors continue by explaining that this can have a negative influence on the motivation and productivity of the employee.

In this section, the researcher explains what the concept of job satisfaction entails, the prominent theories relating to the concept, as well as some determinants which may have a positive or negative influence thereon.

According to research that was conducted by the Harvard Professional Group (1998), job satisfaction can be seen as the sense of achievement and success that is experienced by an employee at the place of employment, and continues by stating that job satisfaction is the main ingredient that leads the employee towards the attainment of set goals such as recognition, income, promotion to a better position, a higher or better income structure, as well as the achievement of other objectives that will ultimately lead to a higher level of motivation and fulfilment. Erasmus, Schenk, Swanepoel and Van Wyk (2006: 22-23) explain that job satisfaction must be seen as a very important factor, as the productivity as well as the success of the organisation often depends on the attitudes and feelings that the staff members experience. The implications for staff are that they enjoy fulfilling the duties that were ascribed to him or her, and that these duties will be done well, and that the employee will be rewarded in a suitable manner for engaging in and completing these duties. The amount of job satisfaction that is experienced by the employee is generally linked to other aspects such as

personal well-being as well as the productivity of the employee, and may also have an influence of determinants such as stress experienced and other health related issues.

Willson-Kirsten (2001: 100-101) explains that job satisfaction can be a negative or positive attitude experienced by the employee, and continues by stating that this attitude that is experienced is a factor which has a big influence on the motivation that the employee experiences, and that it can have an influence on the productivity of the employees. She mentions aspects such as the following that may influence an employee to perform at a higher level:

- Work that the employee experiences as mentally challenging,
- Rewards that are received by the employee that are a reflection of the input that the employee has put into the completion of the task,
- Working conditions that are adequate, safe and offer a certain level of comfort,
- Colleagues that are supportive of each other, and
- The personality of the employee should fit the task that he or she was given.

Job satisfaction, therefore, primarily describes how content an individual is with his or her job. If an individual experiences a high level of job satisfaction, the employee will perform better, as the levels of motivation that the employee experiences are higher. Employees that are not satisfied with their jobs are likely to underperform. Employees that are satisfied with their work, work conditions and environment normally have a high rate of job satisfaction.

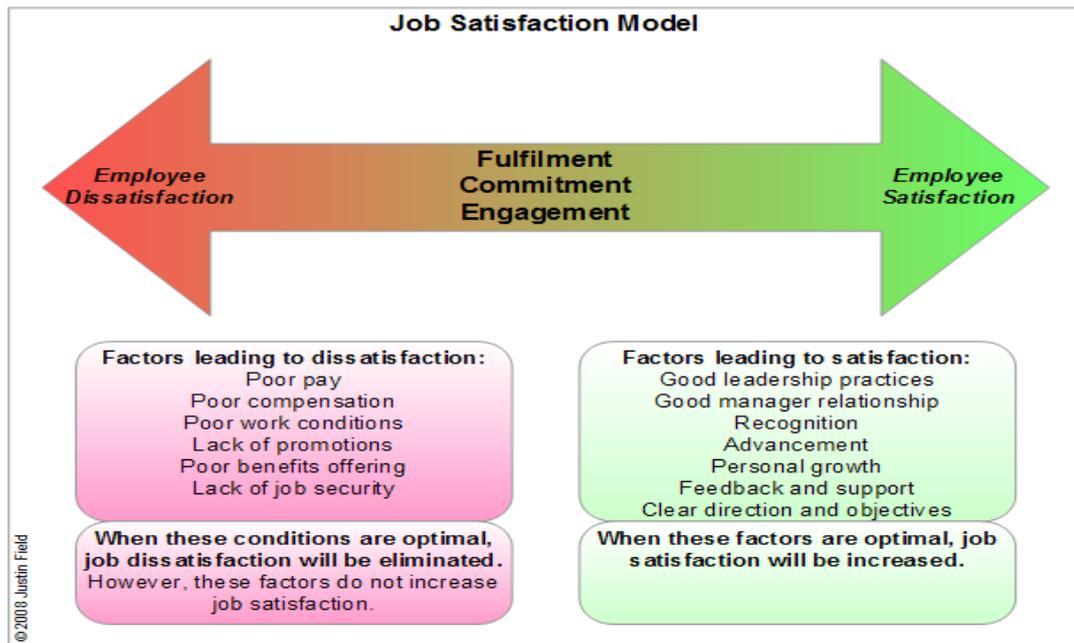


FIGURE 2.2: Determinants of job satisfaction (Field, 2008)

When referring to figure 2.2 above, it is evident that there are numerous factors that can lead to the satisfaction or dissatisfaction of staff members. It is clear that, in order for a staff member to be fulfilled, committed and balanced within his/her place of employment; certain factors play a role, such as the benefits, remuneration, job security, management practices, recognition, support and so forth. It is thus of utmost importance that the HRM of an organisation, together with the management structures of the organisation, take these factors in consideration when planning the strategies, policies and procedures that influence staff members.

2.2.2 Job Satisfaction: a theoretical perspective

Locke (1976: 282), a leading researcher in the field of job satisfaction, states that job satisfaction can be seen as a pleasurable emotional state which results from the appraisal of one's work, while Cranny, Smith and Stone (1992: 174) explain job satisfaction to be an affective reaction that an employee has in regards to his work. Locke (1976) also developed the Range of Affect Theory, which may be one of the most famous job

satisfaction models available. The Affect theory has had a major influence on the development of job satisfaction models, and is based on the concept that people, or employees, react to a stimulus in a favourable or negative manner. This theory explains that positive effects that one have from an experience will motivate individuals to continue with the specific action, as they receive positive results and reinforcements. The opposite is also true – when an individual experiences negative feedback or is caught up in a negative situation, they are motivated to escape and move away from the situation. In the event of a negative attitude towards one's organisation of employment, the job satisfaction experiences can lead to either motivated, or less motivated employees, which have an influence on the productivity of the individual. Locke (1976), as adapted by Weiss (2002: 285) explains that satisfaction is ultimately determined by a discrepancy between what an employee wants in a job, and what an employee has in a job. The value that is ascribed to the specific facet of work moderates the amount of satisfaction or dissatisfaction that is experienced when expectations that one has, is or is not met.

In the following sections, the most prominent theories and perspectives regarding job satisfaction models are discussed.

2.2.3 Job Satisfaction theories

2.2.3.1 Maslow's theory

Some researchers, however, are of the opinion that the Maslow hierarchy of needs (Maslow 1943), laid the foundation for the concept of job satisfaction as it is known to the workforce today. According to this theory, five specific needs in life are desired in life, such as physiological needs, safety and security needs, social needs, self-esteem needs and lastly self-actualisation (Maslow, 1943: 370-396), which is shortly discussed.

The physiological needs as explained by Maslow include the needs that an individual has for basic survival, such as food, water, clothing, oxygen, etc. When the basic physiological needs that were experienced by the

individual were satisfied, the next level, according to Maslow (1943), of needs, namely safety, can be addressed. These needs include various types of safety that are needed by the individual, such as emotional safety, physical safety, health, financial security, and so forth. In the business and employment environment, the need for job security is of the essence for the employee.

Social needs need to be fulfilled after the physiological, safety and security needs have been fulfilled. Maslow's hierarchy of needs involves different types of social needs which an individual can experience on various different levels, for example levels of friendship, levels of intimacy that the individual shares with others, as well as the feeling of love, belonging and acceptance experienced by these persons, friends as well as family members. In the absence of these feelings of belonging feelings of depression and loneliness can surface. People have a need to be accepted socially by their peers, and if they experience negative levels of job satisfaction, this level of satisfaction may not reach its full potential.

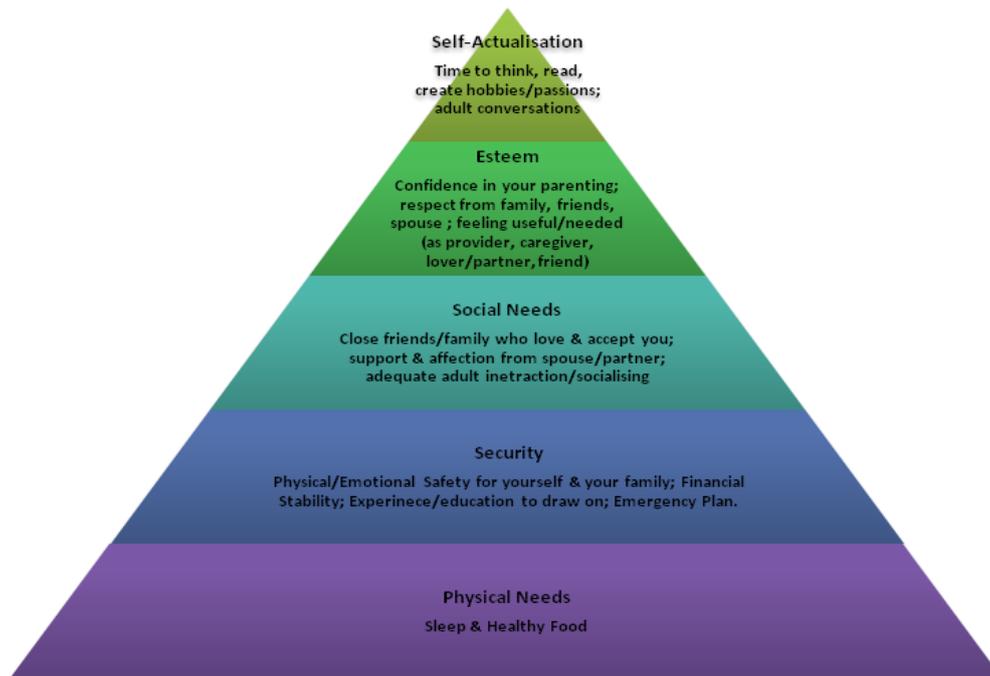


FIGURE 2.3: Maslow’s hierarchy of needs (Adapted from Maslow, 1943)

According to Maslow the next level of the hierarchy can be seen as the level of self esteem that the individual has. Maslow perceived this need as the natural need that a person experiences to be accepted and respected by others, and if a person does not have this feeling of respect, the person can develop a low or negative self esteem, which, in the work environment, can lead to a decrease in the motivation and ultimately the productivity of this person. People must feel that they are accepted, respected and valued, both in their personal as well as their employment environments. These determinants also have an influence on the levels of job satisfaction that is experienced by the individual.

The last and highest level of the hierarchy developed by Maslow in 1943 is the self-actualisation level. Maslow (1954: 92) explained that the level of self-actualisation is the realisation of the potential that an individual has. This researcher stated that this “desire is the desire to become more of what one is; to become everything that one is capable of becoming.” This so called “desire” will differ from individual to individual, depending

on the goals of the person. This level of the hierarchy can only be reached when the other needs of the hierarchy have been met.

It is important to remember that fixed-term academic staff members often experience problems regarding job security, which will hamper the overall feeling of safety and security that is experienced by the individual. Cashwell (2009: 40 – 56) supports this by explaining that the determinants such as the remuneration received by the staff member as well as the job security that the individual experiences, influence the overall feeling of security experienced by the person. This feeling of insecurity can then have a negative influence on the remaining needs, such as the need to be socially recognised and appreciated, as well as the self esteem and self actualization needs. This can clearly be seen in the literature discussed earlier, where it was stated that fixed-term academic staff members often feel neglected.

Early researchers made use of this hierarchy as a basis from which job satisfaction theories were developed Wright State University (2007: online), and in the next section, more of these theories will be discussed.

2.2.3.2 The dispositional theory

According to Judge (2001), the dispositional theory towards job satisfaction can be explained as a theory that suggests that people have instinctive dispositions towards a certain situation which will lead to these people having tendencies towards a certain level of satisfaction, regardless of the position that this person has at his/her place of employment.

Judge (2001) developed the Core-Self evaluations model. This model explains that the position, attitude and feelings that an employee has towards his/her employment are determined by four determinants, namely the self esteem (overall sense of self-worth), general self-efficacy (one's beliefs about own capabilities), locus of control (perceived as a persons' perceived control over circumstances), as well as the neuroticism of the employee (the tendency to experience negative

emotional states) influences the job satisfaction that is experienced by the employee. The higher the levels of self esteem, self efficacy as well as locus of control, and the lower the neuroticism of the employee, the higher the levels of job satisfaction experienced by the employee at the place of employment. Fixed-term academic staff members can thus feel as if they are appreciated and can experience higher levels of job satisfaction if the levels of self-efficiency, locus of control and the level of self-esteem that is experienced by these staff members can be improved. This will lead to more dedicated and motivated fixed-term lecturers, which will have a positive influence on the productivity and output of the HEI as a whole.

2.2.3.3 The two-factor (or motivator-hygiene) theory

According to research conducted by Herzberg (1976), job satisfaction and dissatisfaction are driven by different determinants. Motivation can be seen as an inner force that drives individuals to attain personal as well as organisational goals (Hoskinson, Porter & Wrench 2007: 133), while hygiene determinants are those that aspects of the working environment that may influences the individual in a negative manner, such as compensation, working conditions and so forth. Gawel (1997: 1) explains that job satisfiers is a term that is used to describe the relationship that an employee has with the actual task which must be completed, while the determinants that can be described as job dissatisfiers can be explained as the relationship that the staff members have to the environment in which the tasks are performed.

Herzberg was informed by the work of Maslow, who was a behavioural scientist who developed a hierarchy of human needs (Maslow, 1943: 394). Herzberg (1968: 57) explains that the motivation factors intrinsically motivate and satisfy the workers, and includes factors such as achievement, recognition for achievement, the work itself, responsibility, as well as growth and advancement. According to NetMBA (2010: online), determinants which affect job attitudes in a negative manner can include the policies of the organisation, the level and type of supervision

that the employee has, the overall relationship with the staff members in superior positions, the conditions of employment, the compensation that the employee receives as well as the relationship that the employee has with his peers. These determinants, according to Herzberg's theories, can thus be seen as hygiene factors which may have a negative influence on the productivity and attitudes of the staff member. There are also a number of determinants which can influence the employee in a positive sense, such as the level of responsibility that an employee has, the growth that the employee can observe in the workplace, the level of achievement and recognition that the employee receives for the work that is completed, as well as the type of work itself. This theory has been developed with making use of the Affect theory as foundation.

Mothman (2009: 3) explains that both aspects, namely job satisfaction as well as job dissatisfaction, are crucial for the effective management of the educational organisation, as both these determinants have an influence on the level of motivation, productivity and thus the effectiveness of the institutional performance. The author further continues by explaining that the management of the institution must make the attitudes and feelings the academic staff members have towards their institutions a priority, as these feelings and attitudes will increase not only the effectiveness and productivity of these staff members, but that of the organisation as a whole.

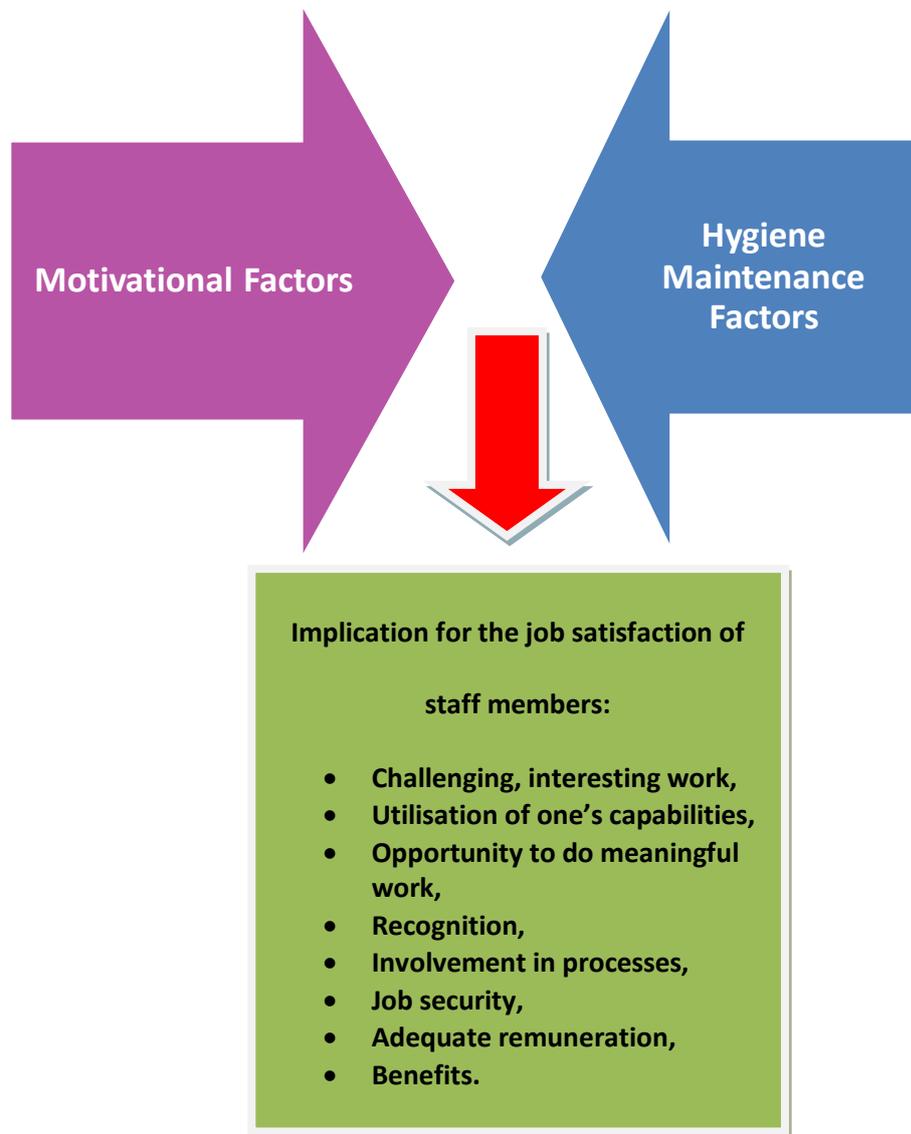


FIGURE 2.4 Herzberg's motivation hygiene theory

The researcher also identified “hygiene factors” which leads to the dissatisfaction of employees, which includes company policies and administrative practices, the supervision that the employees receive, interpersonal work relationships, working conditions, staffing influences, salary, status, as well as the job security that is experienced by the employee. The researcher stated that the management of an organisation must focus on the determinants which have an influence on the overall job environment of the staff member, such as the different

policies as well as the procedures within the organisation, as well as the general working conditions, as this will decrease the level of dissatisfaction experienced by the employee, thus increasing the job satisfaction, as well as possibly the overall production and attainment of set goals and objectives of the organisation as a whole.

King (1970: 20-29) concurs by stating that, according to the two-factor theory, aspects such as achievement, recognition received, the work that the employee must do, the level of responsibility that the employee has, as well as the opportunities that the employee has for advancement and growth within the organisation are all determinants that have a positive influence on the satisfaction of the employee. The author further explains that there also are factors that lead to overall dissatisfaction, and thus a possible less productive and de-motivated employee includes aspects such as the policies of the organisation, the level of supervision that the employee has, the relationship that the employee has with superior staff members, the overall work conditions that the employee is subjected to, the relationship with peers, as well as the level of job security experienced.

Studies by Hackman and Oldman (1976: 276–279) explains that the two-factor or motivator-hygiene theory was merely a methodological artefact, which does not consider individual differences, which predicts that all employees subjected to this test, will react in a similar fashion, thus rendering the test not relevant. These researchers have therefore developed another theory, called the job characteristics model.

2.2.3.4 The job characteristics model

Hackman and Oldman (1976: 250-279) are of the opinion that there are five core job characteristics, namely skill variety, task identity, task significance, autonomy as well as feedback, that has an influence on the job outcomes, thus, the job satisfaction experienced by the individual. These core job characteristics have an impact on three critical

psychological states, which are experienced meaningfulness, the experienced responsibility for the outcomes of the task, as well as the knowledge of the actual outcome of the task, which in turn will influence the employee behaviour. This behaviour can be measured as job satisfaction by taking determinants such as employee absenteeism, motivation and so forth into consideration.

Research conducted by Brookshire, DeVaro and Li (2007: 996-1001) concludes that the productivity, as well as the quality of the final product are associated in a positive manner with the variety of the task at hand and the level of autonomy that the employee experiences. The determinants mentioned lead to a higher level of employee satisfaction, which as such supports the predictions made by the Job Characteristics Model as devised by Hackman and Oldman. It can thus be seen that the productivity and attitudes that the fixed-term lecturers have towards the HEI can be improved if the conditions of employment that are offered by the HEI are improved.

Weiss (2002: 174) defines job satisfaction as the attitude that one has towards his work. Although job satisfaction can be seen as an attitude that an employee has, but that researchers and scholars should the different objects of cognitive evaluation, which includes the emotions (affect), beliefs as well as the emotions of the employees. Truell, Price and Joyner (1998: 120) explain that when an environment conducive to learning is established, as well as being maintained, will staff members be highly satisfied. The authors continue by stating that these lecturers will generally be motivated and innovated.

From the literature on the different job satisfaction theories it is clear that there are different views and explanations regarding the concept, but that there are often numerous aspects that of the theories that overlap. This is demonstrated in figure 2.5, which is a diagrammatic synthesis of the main aspects of each prominent theory, ranging from Maslow, Hackman and Oldman, Herzberg, Locke as well as Judge. The summary in the diagram gives a broad overview of the different principles within an organisation

that can have an influence on the levels of job satisfaction that is experienced by the staff members. These principles can in turn be linked to some of the clusters that are indicated by the Minnesota Satisfaction Questionnaire (MSQ) as indicators of job satisfaction, namely Achievement, Comfort, Status, Safety and Autonomy. In chapter 4 of this study, the MSQ will thus be used to explore the levels of job satisfaction that is currently experienced by fixed-term academic staff members at South African Higher Education Institutions.

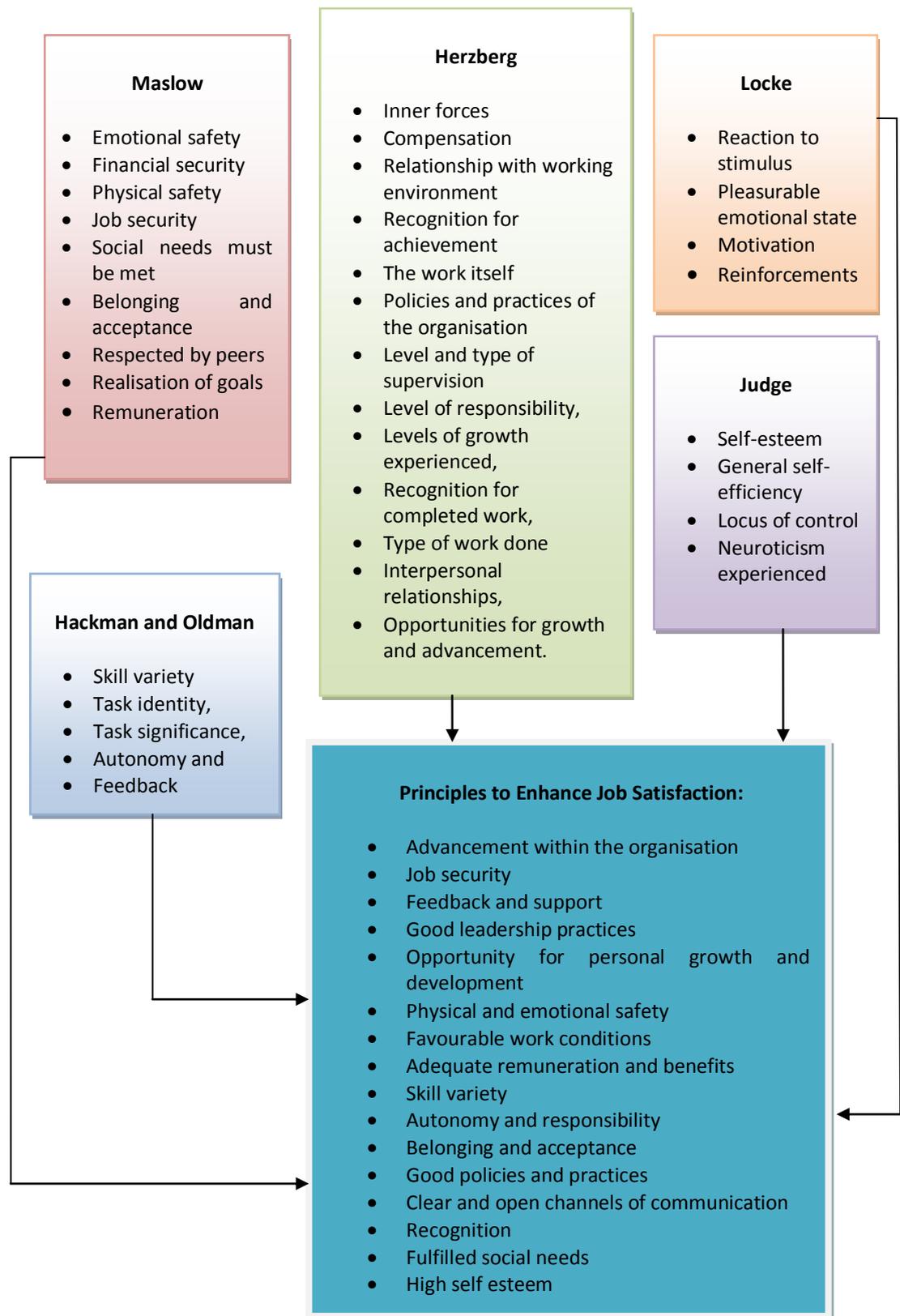


FIGURE 2.5 Determinants and theories influencing job satisfaction: a synthesis

Abdullah, Ahsan, Shah Alam and Yong Gun Fie (2009: 121) explain that people who experience a high level of stress related to their occupation, caused by determinants such as uncertain job security, salary disputes, problems with colleagues and so forth can experience high levels of job dissatisfaction, which may lead to high levels of frustration and burn-out. This can lead to feelings of unhappiness in the work place, which leads to a lower level of production, influencing the organisation as a whole in a negative sense. The authors continue by stating that it is of high importance for both the employer as well as the employee to identify and reduce the stressors that lead to negative effects. Division of Human Resources (2000) states that persons who experience workload stress have feelings of reluctance regarding attending work, and that feelings of constant pressure are experienced by them. The author continues by alluding that these feelings are accompanied by behavioural, physiological as well as psychological stress symptoms.

Alexandros-Stamatios (2003: 598) is of the opinion that the management of an organisation plays a significant role in the level of work related stress that is experienced by an individual, as the practices and policies that the management of an organisation implement directly influence the employee. Aspects such as the workload, rates of pay and the variety of tasks that an individual must complete, have significant influence on the level of work related stress experienced. Abdullah *et al* (2009: 123) are of the opinion that the job satisfaction or dissatisfaction that is experienced by the staff members is the outcome of the level and types of work stress that are experienced by the staff member. Abdullah continues by saying that unsatisfied staff members have a greater inclination to end their association with the organisation in question. Russo (2010: online) explains that salary can be seen as a big driver of the level of job satisfaction that is experienced by academic staff members at Higher Education Institutions, and that the type of lifestyle that can be

maintained by this income is of importance to these staff members, and influences their overall job satisfaction.

It is thus clear from literature that the level of job satisfaction that is experienced by the employee has an influence on the level of productivity of the employee. The importance of job satisfaction and thus the levels of productivity of the employee have led to various research studies by various researchers, including the ones discussed earlier in this chapter, to prove and better the relationship between these two determinants. In the changing HEI environment the level of job satisfaction experienced by the academic staff members is crucial to the output of qualified, equipped graduates. It is thus very important that the management of the HEI implement policies and procedures to ensure that the levels of job satisfaction experienced by the staff members are high.

Within a broader context job satisfaction can be seen as numerous aspects that affect the experiences that an individual has of work, or the quality of the working life of the individual. These aspects that have an influence on the attitude or level of contention that the individual has, can include things such as the amount of stress at work, the conditions that the individual has to face at work, the method of employment – whether the employment contract is full-time or fixed-term, the compensation, whether the employee has benefits, job security as well as physical conditions as well as other demographics (Schulze, 2006: 318). Chen, Shiau, Wang and Yang (2006: 484-490) supports the above statements by explaining that job satisfaction is a result of various feelings and attitudes that an employee experiences towards his occupation. The authors continue by explaining that these attitudes and feelings may be related to occupational factors which include, but are not limited to, the benefits that the employee receives, the job environment, the overall job security that is experienced, adequate handling of grievances, the level of participation and the value of input of the employee in decisions that are made within the work environment. The authors further explain that personal dimensions such as the gender, age, status and level of

recognition that an employee receives, can have a great influence on the overall satisfaction experienced in the place of work.

It is important to understand whether employees are satisfied, as their satisfaction can have an influence on the overall job performance of the employees, which, in turn, can have an influence on the output and productivity of the organisation as a whole. Turnover (Judge & Saari, 2004: 396-400) and absenteeism (Wegge, Schmidt, Parks and Van Dick, 2007: 79) are some of the work behaviours that can be dependent on the level of job satisfaction that is experienced by the staff members. Judge, Thoresen, Bono and Patton (2001: 400-407) found that the productivity of the staff in the workplace can be directly linked to the level of job satisfaction experienced by the staff members.

2.3 MANAGING JOB SATISFACTION

From the above discussion of the motivational theories, it became evident that the organisation an employee is working for is confronted by the challenge to enhance the job satisfaction of its staff. This implies that they have to fulfil their staff's higher order psychological needs before job satisfaction can be experienced. With a satisfied workforce, the rest should fall into place (McEwan, 2003: 53, 54). Motivation and job satisfaction, thus, begin with leadership that builds or affirms the people and their value to the institution. This is also the case for HEIs – the needs of the staff members must be taken into consideration.

The close link between job satisfaction and how the institutions deal with the internal and external determinants is explicit. McEwan (2003: xx, xxi) particularly also includes the non-financial motivators such as expectations, encouragement, sense of humour, a pleasant working environment, exposure to and being noticed by senior management, praise when it is due, and support. Challenging tasks and the feeling of

working on something worthwhile, the feeling of being trusted and working for a good and reliable organisation, where sensitivity towards a work/life balance prevails, furthermore contribute to motivation and job satisfaction, whereas contextual factors that hamper employees should be removed. The staff members' potential should also be developed through personal and professional development that takes different professional development needs into account (McEwan, 2003: xxx, xxxi).

Heystek (2008:10-16) warns that a system that does not take employee needs and quality of life into account, are mainly bureaucratic and task-orientated and do not take personal and interpersonal relationships in a balanced life into account. In this regard Warren (2003: 23 – 25, 173) claims that what seems to happen to people externally is not as important as their internal emotions. The effect of those internal emotions and thoughts is a most important motivator. People tend to be motivated by different internalised, and often invisible, negative emotions such as guilt, anger, resentment, expectancies, materialism and an overwhelming need for acceptance, appreciation and recognition by others. McEwan (2003: 30) in addition, identified institutional restraints and a lack of understanding as enormous barriers to innovation and job satisfaction.

Many leaders are unaware of the extent to which their leadership influences the employees' attitudes, motivation and job satisfaction. This implies that the determinants of motivation and job satisfaction should be included and actively applied to the leadership tasks of planning, organising, leading and control in order to make a difference. The aforementioned is an indication of the importance of effective leadership and management to facilitate, model and lead in democratic innovative institutions (McEwan, 2003: xxi). It is thus imperative for the management of an organisation, such as an HEI, to closely monitor the needs of its staff members, as the levels of job satisfaction that are experienced, influence the productivity of the staff members.

The question thus arises as to what higher education institutions can do to also motivate their fixed-term staff members to function at a maximum level where they do more than what is expected of them while experiencing job satisfaction?

The next part of this chapter will now place job satisfaction in the higher education management context.

2.3.1 Organisational management in higher education context

The organisational structure of an organisation such as a HEI reflects different *management levels* (see figure 2.6 below). As is evident from this figure, an organisation is made up of three main *levels* of management, namely *top management*, *middle management* and, lastly, *first-line managers*. Organisations have certain underlying *areas* of management that are interrelated, including but not limited to the Human Resource - and Financial Management functions. These departments function interrelated to each other to ensure the overall functioning of the organisation. For the purpose of this study, the focus falls on the Human Resource management function or department, which is discussed in more detail later in the chapter.

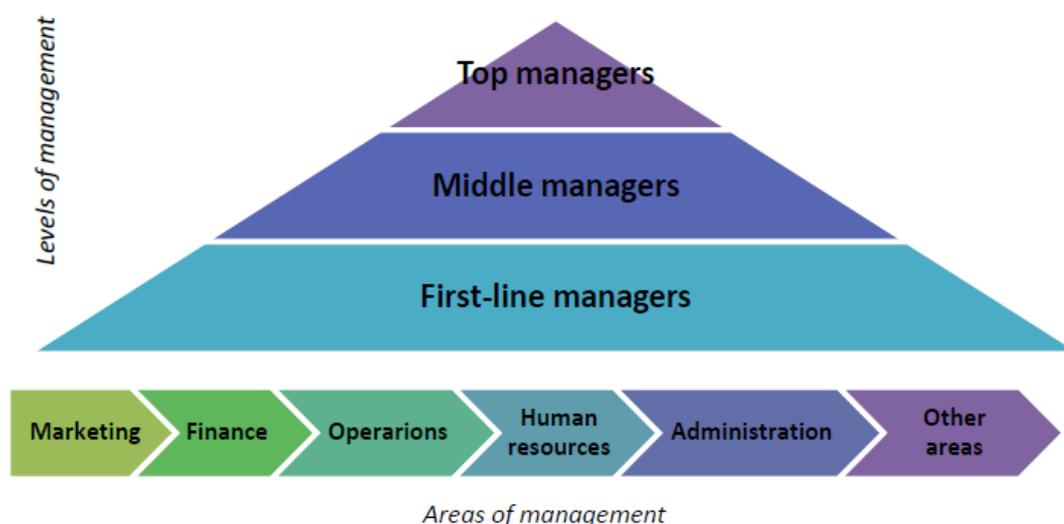


FIGURE 2.6 Areas and levels of management (Brevis et al, 2011:13)

An HEI, as an organisation, must function within a set organisational structure, implying that there must be a specific understanding and delegation of authority and subsequent responsibility within an organisation from a high level (top) management to lower (middle and first line) managers, as depicted in figure 2.6. This section of the chapter focuses on the explanation of certain organisational concepts, as well as the contextualising these concepts within the Higher Education and job satisfaction frameworks.

According to Badenhorst, Hugo and Van Rooyen (2000: 4-5), Brink, Jooste, Machado and Strydom (2006: 24-25) and supported by Brevis *et al* (2007: 14-15), there are eight different functional areas of management, or so-called *functional areas within an organisation*, such as the general management function, which include the management function as a whole, as well as the activities of persons within managerial positions, who have to *plan, organise lead and control* the organisation, firstly as a whole, and secondly as individual functions.

Campher, du Preez, Grobler, Loock and Shaba (2003: 32) explain that the concept of authority within an organisation goes hand in hand with responsibility, and that the persons higher in the hierarchy of management will have more responsibility than persons lower in the structure. *General management* is defined by Coulter and Robbins (2002: 667) and Bennet and Nieman (2005: 85) as the processes of coordinating work activities to ensure that these activities are completed effectively and efficiently through other people. In the case of HEIs the service of conveying knowledge is made possible through both full-time as well as fixed-term academic staff members. The ideal manager should continuously develop his or her management skills in order to fulfill the main functions, or tasks, of management within an organisation, which is *planning, organising, leading and controlling*. These management actions can only be successful when secondary management tasks, which

include *motivation, communication, employee engagement*, and the establishment of *positive interpersonal relationships*, are in place.

The functional area of human resource management (HRM) entails the appointment, development and maintenance of the human resources (the staff members) within the organisation, pertaining to the acquisition, training and retainment of a sufficient number of competent employees. Various problems may arise within a functional area which may subsequently lead to challenges in the management thereof. In a Human resource management point of view, these problems may include employee related problems, such as staffing trends. Problems develop whenever managers have perceived a difference between what has actually happened and what the managers have planned to happen (Brevis *et al*, 2011: 144). These problems may lead to certain restrictions on the successful management of certain functional areas in HEIs. It is thus of utmost importance that the management structures of an HEI are aware of new trends that develop within their area of expertise, and adapt accordingly to ensure the survival of the organisation.

In order to be successful, the top management of the organisation needs certain resources, including human, financial, physical and information in order to achieve their goals and objectives, products and services as is illustrated by figure 2.7. The attainment of goals within an organisation depends on the commitment and productivity of the workforce of the organisation. In the case of an HEI, services are rendered by full-time as well as fixed-term academic staff members. These determinants influence the levels of job satisfaction that is experienced by staff members, a variable that can be influenced by the execution of both the primary as well as secondary management tasks of the organisation.

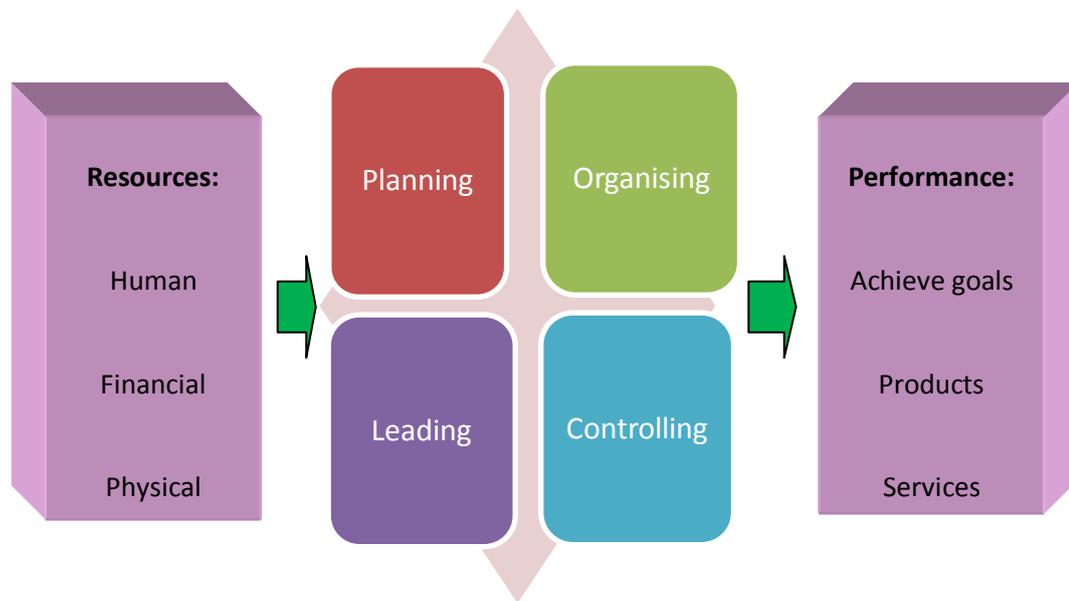


FIGURE 2.7 The four fundamental management principles constituting the management process (adapted from Brevis *et al*, 2011: 7)

Planning refers to the precise and unified expression of the strategy of an organisation, which can be produced as a result of the rational consideration of the various issues, such as a change in the staffing trends and the subsequent issues that accompany this, that may have an influence on the future performance of the organisation. Certo (2003; 124) alludes that the systematic planning and development of action plans within the department of the organisation are necessary to obtain specific set goals. Planning further entails the determination of the future position of the organisation, as well as the strategies that is needs by the organisation to reach that position, such as the employment of additional staff members as well as the development of policies and procedures that will influence these staff members. Certo continues by alluding that the activities of an organisation cannot be performed at random, but should follow a specific, logical method or plan. In order to accomplish this, the organisation should continuously review the availability of resources, customer needs as well as competitive strengths, such as employing additional fixed-term staff members.

Organising can be seen as the second step in the management process. Bateman and Snell (2007: 17) states that management has to allocate human and physical resources to the different departments within the organisation once the goals of the organisation have been refined, to ensure that these goals are obtained. McNamara (2008: online) explains organising as a management function that involves the process of determining what tasks are to be completed (i.e. lecturing of modules within a department), and who is to complete these tasks (i.e. fixed-term or full-time academic staff members).

Leading and leadership refers to the direction of the human resources of the organisation and motivating them in such a fashion that their actions accord with previously formulated organisational goals. Coulter and Robbins (2002: 148), supported by Bennet & Nieman, (2005: 99) and Crous (2005: 3), is of the opinion that, in an organisation, such as an HEI, leading means to use influence and power to motivate employees to achieve the organisational goals. Cameron and Whetton (1998: 14) state that managers cannot be successful without being good leaders, and good leaders cannot be successful without being good managers, as these two concepts are inseparable.

Control consists of decisions and actions undertaken by managers to ensure that there is a correlation between the actual outcome and the desired results. Dessler (1997:2) states that control is *inter alia* the setting of standards which regulates whether actual performance compares with the set goals. Managers should decide in advance what level of performance they expect, or else they will not have any criteria to judge the outcome by (Ivancevich & Matteson, 1999:58). The aim of control is to ensure that performance and action conform to stated plans to attain the predetermined goals. This function enables management to identify and rectify any deviations from the plans and to take into consideration any determinants which might require them to revise the goals and plans (McNamara, 2008: online).

Control has a direct link with the first managerial task, i.e. planning, which allows for effective leadership within the set organisational structure. Control as a management task further ensures the co-ordination and effective functioning of all the organisational activities so that the formulated organisational objectives are implemented and pursued according to plan.

Schein (1999:12) identified three levels of organisational culture that influences the success of an organisation, namely artifacts, shared values, and lastly, shared basic assumptions. Schein continues to explain that the third aspect, namely shared basic assumptions, are of the importance for organisational survival, as the different members within the organisation should feel the same about the progress and survival of the organisation. It is important for top- or *senior management* within an organisation, such as a HEI, to focus on the shared basic assumptions. If the basic assumptions, or goals and objectives, as it are also known, of the organisation stay the same, no progress will be made and the organisation will stagnate. When the top management of the organisation identifies developing trends, the organisation will grow and develop. Such a trend in the field of Higher Education is the increased use of fixed-term academic staff members that is employed. It is thus imperative for the success and long-term survival of the organisation that the top management of an organisation such as a HEI continuously reinvent themselves as well as the organisation and be aware of emerging trends within their field to assure that they know when and how to adapt to changing environments. If these managers fail to be vigilant in this regard, the organisation will not survive.

According to Brevis *et al* (1999: 13) the top management is the relatively small group of managers who are in control of the organisation and with whom the final authority for the execution of management processes rest. These managers take responsibility for the overall direction of the organisation, including the development of the mission and vision, long term goals, policies and procedures, as well as all the strategies within the organisation. Young (2000: 2) supports this statement by including

strategy formation, authority and influence, motivation, management control, conflict management as well as customer and client control as functions of top management. Bennet and Nieman (1999: 87) is of the opinion that these managers spend most of their time planning and leading, with a long-term and future orientated focus, while spending large amounts of their time with key persons inside as well as outside their organisation. This enables senior managers to stay atop developing trends, such as the increases number of fixed-term academic staff members at HEIs, and allow them to suitably adapt their management strategies.

Ivancevich and Matteson (1999: 51) state that the top level managers is responsible for the performance of the organisation as a whole though delegation of authority and the co-operation of *middle managers*. These authors continue to say that top-level managers are dependent on the work of all the subordinates within the lower levels of the organisation, such as supervisors and workers, or lecturers in the case of HEIs, to accomplish the vision and goals of the organisation.

The *middle managers* of an organisation is concerned with medium- and short-term planning, the organising of functional areas, such as Human Resource management, leading by means of departmental heads and controlling the management activities of these managers' own departments (Brevis *et al*, 2011:13). Brevis further allude that these managers have to continuously monitor environmental influences that may affect their own departments, such as technological as well as staffing trends. Ivancevich and Matteson (1999: 50) are of the opinion that middle managers plan, organize, lead and control the activities of staff as well as lower, or *first level, managers*. Middle managers, however, are subject to the managerial efforts and inputs that are delegated to them from the planning and organising that was done at the top level of management within the institution. As example thereof is the change in staffing trends within HEIs. The trend was noted by the top management structures of the HEI, and policies and procedures should

be created by these managers to allow the HEI to adapt their workforce to accommodate the trend. These policies and procedures are then given to the middle management, in this case the Human Resource management department, who should implement and adapt to the policies that was delegated from the top management of the HEI. The middle managers delegate specific tasks to the first line managers, who supervise the staff performing the tasks, such as lecturing, and, in turn, report to the middle managers who then report to the top management of the HEI. Bennet and Nieman (2005: 88) is of the opinion that the rendering of services within an organisation such as an HEI is the responsibility of the first level managers. As stated above, non-managerial employees such as academic staff members, or lecturers, report to these managers, and they are responsible for the basic process of service provision. These managers are in daily contact with their subordinates and are usually assigned to the job due to the fact that they have good people skills (Brevis *et al*, 2011:13).

It is generally believed that managers of all levels within an organisation should have certain skills to be an effective manager. Ivancevich and Matteson (1999: 55), supported by Bennet and Nieman (2005: 85) explain that these skills should include *analytical skills, conceptual skills, decision making skills, human relation skills, communication skills, interpersonal skills* as well as *conceptual skills*.

Analytical skills will allow managers to identify new trends, such as the increased number of fixed-term academics, as well as the influence that these trends may have on their organisation, while conceptual skills allow the managers to think in an abstract fashion to obtain suitable alternatives to solve a problem. This skill will also assist the management of an organisation to make the necessary adjustments within the organisation to allow them to compete in a changing environment. Brevis *et al* (2001: 15 -17) explain that conceptual skills involve the manager's thinking and planning abilities, and also include the managers' ability to think holistically. Ivancevich and Matteson (1999: 51) continues to explain

that the conceptual skills of a manager consists of the ability to see the 'big picture', the complexities of the organisation as a whole, as well as how the various parts of the organisation fit together. The influence of management policies and procedures on the employment of larger numbers of fixed-term staff members and the subsequent levels of job satisfaction and productivity of these staff members, is an example of planning, implementing and seeing the 'big picture,' and allows the manager to plan ahead to counter possible problems. Decision making skills will assist the managers to make relevant decisions regarding the trend, such as whether their HEI are going to employ more of these staff members. The human relation skill is employed when dealing with staff members around the spectrum.

Managers should also have good human skills. Ivancevich and Matteson (1999: 51) explain that human relation skills are crucial to managers, as these people deal with staff members each day, and managers can only attain their own – and organisational – goals through other people, such as the lecturers at HEIs. Bischoff (1997: 99) is of the opinion that the very essence of a good manager can be found in the human skills that the manager has, as well as good *interpersonal skills, exemplary leadership, motivational- and communication skills*. Human skills refer to a person's ability to work with people, in individual as well as team situations. *Communication skills*, according to Baskin *et al* (2004: 5-6) are essential to each manager within an organisation. These authors further state that managers with adequate human- and communication skills will be able to handle workplace diversity, change and conflict under employees as well as motivate and evaluate the employees on all levels within the organisation.

Balarin (2006:9) states that communication and management are two concepts that have existed since humans began to organise their world more efficiently. Although they have not often been studied side-by-side or as two different aspects of the same process they are nevertheless

inextricably intertwined because man's struggle to organise his world has occurred, undeniably, through the medium of language. Communication is the core supportive management task to all persons within an organisation, because without clear communication, nobody will be certain what is expected of them. Brevis et al, (2011:309) state that communication is an integral part of all management functions, because without communication, no planning, leading, organising and controlling can take place, and that the motivation of subordinates will be impossible without communication. It is very important for the organisation to ensure that effective channels, such as e-mail facilities, are in place as to allow all staff members to receive information. When applied adequately, these skills, together with the motivation of employees, which is discussed next, leads to optimum levels of interpersonal relationships between employees at all levels within the organisation.

Motivation is defined by Roberts (2005:14) as a set of processes concerned with the force that energises behaviour and directs it towards attaining some goal. Motivation represents those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed. If it is the role of managers to successfully guide employees toward accomplishing organisational objectives, it is imperative that they understand these psychological processes. Motivation can be explained as an influence that causes and sustains goal-directed behavior. People differ, and it is necessary for a manager to know and understand what motivates the employees to ensure that they deliver work of a high standard (Brevis et al, 2011:383 - 384). Blandford (1997:29-31) explains that motivation is the central aspect to the management of staff. The author further states that it is of great importance for middle management to have the knowledge, understanding and experience of providing the staff with meaningful work.

Employees can be all fired up about their work and be working very hard. However, if the results of their work do not contribute to the goals of the

organisation, then the organisation is not any better off than if the employees were sitting on their hands - maybe even worse off. Therefore, it is critical that managers and supervisors know what they want from their employees, and that these objectives are successfully communicated to all staff members involved. These preferences should be worded in terms of goals for the organisation. Identifying the goals for the organisation is usually done during strategic planning (Heathfield, 2008: online). Whatever steps are taken to support the motivation of employees, ensure that employees have strong input to identifying their goals and that these goals are aligned with goals of the organisation.

2.3.2 Management practices: the implication for job satisfaction

Although the top level management of an organisation make the rules and regulations that govern the activities within the organisation, it is the middle managers that make these ideas a reality amongst the staff members. It is very important that the different levels of management within an organisation is aware of and share the same vision and mission, as this will allow them to attain the same pre-set goals. In the changing economic environment it is important that the organisational management structures and levels take the different staffing options into consideration, as these options as well as the execution and implementation of the policies and practices that surround it have a profound influence of the levels of job satisfaction that are experienced by the staff members. This, in turn, influences the productivity of the organisation, which influences the longevity of the HEI.

2.3.3 Human resource management in higher education institutions

Human Resource Management is a management function within and organisation that deals with the people within an organisation. This is a

very important management function, as an organisation is only as strong as the individuals associated therewith. As is evident in figure 2.8 below, Human Resource Management, or HRM, comprises of different tasks, which includes planning staff related aspects, the recruitment of new staff members, the selection of adequate staff members, and, ultimately, the strategies that should be implemented by the organisation to ensure that these staff members are retained within the organisation.

In the next section, HRM within an organisation will be contextualised within the Higher Education Framework, and some of the tasks within this department are discussed.

2.3.3.1 Contextualising Human Resource Management (HRM)

The Human Resource Management (HRM) division of an organisation is directly involved in the implementation of the strategies that were decided on by the top management structures of an organisation. It is thus imperative that this department, which is the integral link between the staff members and the management structure of the HEI, keep the best interests of both the staff members as well as the organisation in mind.

In the next section, the structure and functions of the HRM department within the context of Higher Education is discussed.

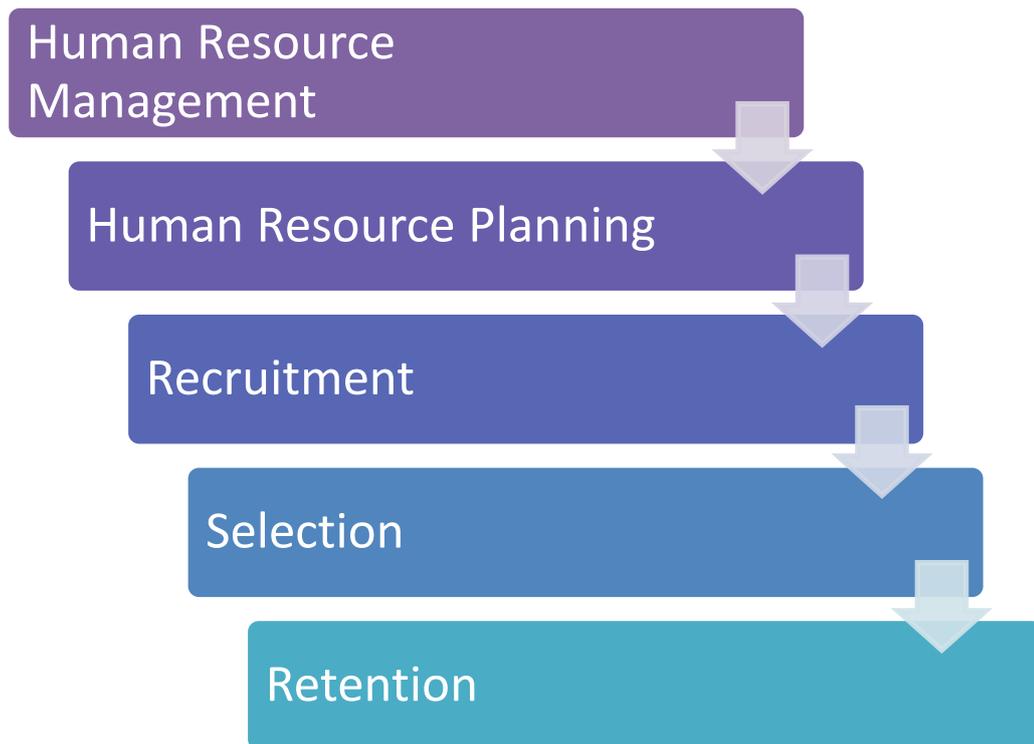


FIGURE 2.8: Elements involved in human resource management

2.3.3.2 The idiosyncratic nature of the Higher Education sector

The existence and survival of an individual, and, for that matter, a company or organisation, have always depended on the ability of this individual or organisation to adapt and control the environment in which it exists. This person or organisation should overcome certain threats and obstacles that crosses its path by means of simple, pre-constructed plans. The situation must thus be managed in order to ensure the continuation of the person or organisation. The threat may not always be the same; therefore, there should be continuous adaptation to complexity and change (Brevis, Cronje, Smit and Vrba, 2011:3).

Clark (1998:5) concurs that Higher Education Institutions, must respond to the changing demands of the environment, such as the continued knowledge explosion and the staffing demands that it entails. This will require what the author calls “a strengthened steering core”, which may differ from one institution to the next, but will embrace both central

management departments as well as academic ones. The main tasks that are associated with the HRM department, is illustrated in figure 2.8 above.

The management function can be divided into three main levels in a hierarchical format: top level management, middle level management and lower level management (Bellingan-Timmer 2004:30). Ivancevich and Matteson (1999:50) assert that top management is normally responsible for the outcome of their decision making, and usually consists of a small cadre of managers. Middle management, such as the Human Resource managers, has a responsibility to the top management for the implementation of policies and procedures within their respective departments and lower management, or supervision/HOD's, are responsible to the middle management for the day to day running of a specific department. The different levels of management as well as the different management functions are discussed in more detail later in this study.

In the light of the above it is important to realise that the top as well as middle Human Resource management structure of HEIs play a vital role in the levels of job satisfaction experienced by staff members, as these structures develop the policies and practices that are ultimately responsible for the well-being of the staff members.

Besanko, Dranove and Shanley (2000:553) alludes that individuals grouped within common departments share similar backgrounds, norms and behaviours, goals as well as performance standards, which promotes performance within a department, but renders coordination between persons and activities within a department problematic. These authors continue by explaining that a result of the stated problem is that institutions organised around functional lines generally centralise their strategic decision making around specific persons within the different departments. In the case of an HEI, each department will have supervisors and Heads of Department (HOD's), which will resort under the middle management level of the organisation as a whole. These staff

members resort under a central person, such as the deans of a faculty, who in turn is responsible to report to the top level of management of the HEI regarding matters arising within the faculty.

The human resource management department within any organisation, such as Higher Education Institutions, should be a functional area of management that is necessary for the survival of the organisation as a whole. The human resource management function within an organisation is very important, as this department is in control of the staff related issues within the organisation. It is important that the management structures within the organisation do adequate planning in regard to the staffing options of the organisation, as the human resources within an organisation is largely responsible for the continuous and overall success of the organisation. In the case of a HEI, the human resource department must ensure that academic as well as non-academic staff members are adequately placed and that the administrative aspects concerning these individuals are always up to date.

Knowledge and skills play an important role in the growth and development of the world. Higher Education Institutions (HEIs) face challenges such as an increased demand for quality tertiary education. HEIs face a large number of demands on a national as well as global level, including aspects such as the availability of financial resources needed to run such an organisation optimally. However, adequate funds are needed for numerous aspects, including but not limited to, the recruitment and maintenance of skilled, qualified personnel, the upkeep of the campus and so forth (Makhubu, 1998:1).

As stated above, HEIs need to have highly skilled people with tertiary educational backgrounds to ensure quality lecturing (Magagula, 2004:1). Due to limited human and financial resources, HEIs had to turn to an alternative method of staffing, namely employing part time as well as full time lecturers. Brown (1998:1) explains that the impetus towards the increased use of the above mentioned arrangements is mainly the desire that the organisation has to realise the short-term production and service

delivery goals, whilst reaping the low-cost benefits that employing a contingent work force have.

According to research conducted by Schneider (2004:18), the number of fixed-term lecturers in employment at various HEIs exceeds the number of full-time lecturers. This author further explains that administrative decisions must be made during the annual budgeting process with regards to the number of full-time and fixed-term academics that must be employed by the HEI, and that full-time lecturers often have a better sense of job security, but that fixed-term lecturers are increased and decreased according to the varying needs of the institution, which leads to very little, if any, job security for these employees. Anthony and Valadez (2001:97-108) are of the opinion that the increasing usage of fixed-term lecturers at Higher Education Institutions is a trend that is very noteworthy. The authors further state that, although these lecturers account for a high percentage of the overall workforce of the HEI, very little research has been conducted into whether these staff members are satisfied with the roles that they have, their responsibilities or the rewards that they receive.

The recruitment, placement and retention of adequate human resources in an organisation such as an HEI, whether employed in a fixed-term or full-time capacity, are management tasks, as discussed in the previous paragraph. The current chapter will aim to link general management tasks with the human resource function. The chapter starts with an explanation of the nature of human resource management.

2.3.3.3 The task and scope of human resource management

Human resource management specialises in the management of people within the organisation. Hoover, Kosnik and Wong-Mingji (2006:671) explain that the human resources department of an organisation is crucial, and that the functions that are fulfilled by this department must receive serious attention from the management structure of the organisation. The planning of the staffing needs of the organisation as

well as the overall improvement of the effectiveness of the organisation is dependent on the success thereof. In an HEI, it is important to remember that there are both academic personnel, such as the lecturers, as well as non-academic personnel, such as administrative personnel. For this study, with the exception of personnel functioning in the human resources department, the focus of this study is on fixed-term academic personnel.

French (2003:10-15) explains that the human resources function of an organisation can be interpreted as all the philosophies, practices, procedures as well as the management practices that are related to lecturers within an organisation. Schultz (2009:100) explains that the competitive advantage of higher education does not necessarily lie in the product or services that are offered by the institution, but in the employees of the institution who are managed through the human resources department. The author further states that this is an important aspect of the management of the HEI, as the global and national higher education environments are constantly changing.

Van Staden (2000:9) understands human resource management (HRM) to be the performance of all managerial functions in planning for, recruiting, selecting, developing, utilising, rewarding as well as maximising the potential of the human resources in an organisation. This is a specialised management task, which includes two main areas, namely human resource provision (acquiring employees) and human resource retention (keeping employees) (Bennet & Nieman, 2005:243).

Van Schalkwyk (2002:12) states that the working definition of HRM should include three main aspects:

- HRM is a managerial action, which is intentional and includes management functions.
- HRM comprises aspects or functions such as recruiting, provision, selection, placement, induction, utilization, remuneration, training, development as well as retention or maintenance, and thirdly,
- HRM is always directed at the objectives, goals as well as the success of the organisation as a whole.

According to Andrews (1997:47), the human resource function of an organisation such as a HEI requires constant and proper planning, because the number of personnel cannot be increased and decreased at random. The author continues by saying that provision can be made for changing circumstances by careful planning and consideration. Dessler (1997:2), Ulrich (2001), as well as Bratton and Gold (2004:15) are of the opinion that HRM refers to the practices and policies that are needed to carry out the people and personnel aspects of management.

Engelbrecht and Chamberlain (2005:9) argue that the introduction of a HRM system that enhances strong corporate culture can improve the job satisfaction of the employees, as well as encourage the employees to better the citizenship within the institution. Schultz (2009:102) explains that a climate of mutual trust, from the employee to the management of the organisation and vice versa, will add value to the view that the employees have of the organisation as a whole, thus also improving the job satisfaction of the employee.

Strategic HRM is the proactive management of people. It requires thinking ahead, and planning ways for an institution to better meet the needs of its employees, and for the employees to better meet the needs of the institution (Upson, 2010:online). Dessler (1997:22) is of the opinion that strategic HRM means the acceptance of the HR function as a strategic partner in the formulation of the organisation's strategies, as well as the implementation of those strategies through the activities of the HR department. These activities include the recruitment, selection, training as well as the rewarding of the personnel. Gberevbie (2006:134) posits that the human resources of any organisation is crucial to the attainment of the goals and objectives that were set out to be attained by the organisation, and that there is a direct linkage between labour sourcing decisions and the organisational performance of the organisation. The above author further argues that the labour sourcing decisions on when, where and on which terms to employ quality staff,

becomes crucial to the performance and ultimate survival of the organisation.

Staffing is an important aspect of the human resource function. McNamara (2010: online) states that the HRM function includes a variety of activities, and key among them is deciding what the staffing needs are and whether to use full-time or fixed-term academic staff to fill these needs. Staffing and the different work options available to lecturers will be discussed later in this chapter. Human resource provision will now be discussed in the next paragraph.

2.4 HUMAN RESOURCE PROVISION IN HIGHER EDUCATION

The following sections address some of the human resource provision aspects.

2.4.1 Human resource planning process

HR planning is a process of systematically reviewing human resource needs to ensure that the required number of employees, with the required competencies, is available when they are needed. HR planning is also about ensuring that the composition of the staff within the organisation gradually becomes more representative of society as a whole. This process is preceded by strategic planning. During the strategic planning process, top management and the executing authority of the organisation determine the department's strategic objectives and how they are to be achieved. Human resources play a critical role in the strategy implementation process because their commitment and competencies will largely determine whether or not a department will be able to achieve its objectives (Department of Public Service and Administration, 2002:3).

Haasbroek, Nel, Poisat, Schultz, Sono and Werner (2008:215) state that this type of planning is at the operational level where it is concerned with detailed forecasts of employee supply and demand. An organisation

must be able to attract a sufficient number of job candidates who have abilities, qualifications as well as aptitudes to be of value for that organisation. According to Gerber *et al* (1998:79), and supported by Haasbroek *et al* (2008:220-222), five steps of human resource planning may be distinguished:

- An inventory of the present human resources in the organisation.
- The existing resources – a forecast of the supply of resources already available in the organisation.
- The needed resources – a forecast of the resources in demand.
- The determination of the difference between the demand and available supply.
- The correcting of the mismatch between the demand for and availability of human resources.

Once human resource planning, as stated, has been completed, proper recruitment of candidates can be embarked upon.

2.4.2 Recruitment

Gberevbie (2006:117) alludes that a HEI is an organisation that provides high-level manpower needs to organisations, whether in the public or private sector. The author further explains that a HEI, like any other academic or non-academic organisation, has managerial goals to achieve, and in order for the institution to attain these set goals, it needs to recruit quality, competent staff in order to achieve the set goals.

Cascio (2003:201) argues that staff recruitment must be seen as a form of business competition that is fiercely competitive, as organisations must compete to identify, attract and employ the most qualified and suitable persons, as this will allow the organisation to deliver the best service, just

as organisations compete and to develop and manufacture the best product. The Business Dictionary (no date) defines recruitment as the process of identifying and recruiting the best-qualified candidate (from within or outside of an organisation) for a job vacancy, in a most timely and cost effective manner. Strategic planning will determine the number of full-time and fixed-term lecturers to recruit, as well as the level of qualifications and practical experience that is required from these potential staff members.

The effectiveness of HEIs depends on the effectiveness of the employees. Carrel, Elbert, Grobler, Hatfield and Wörnich (2005:11) are of the opinion that an organisation without high-power employees is destined to perform with mediocrity. In the case of an HEI it is very important to take the amount of practical experience that a lecturer needs into consideration, as an experienced person can add a lot of expertise to the mostly theoretical academic environment.

Van Staden (2000:54) states that advertisements in newspapers, radio and television, referrals, as well as recruitment by example are methods most often employed by organisations to recruit prospective employees. According to Education Facilitators (1999:32), an advertisement aimed at recruitment should contain information regarding the organisation, the job description, the person required, the benefits, the location as well as the action to be taken to be taken into consideration for the position. Kleynhans (2006:26) states that the organisation's recruitment policy must reflect diversity issues and provide adequate guidelines for the recruiter. Determinants such as whether the position is full-time or fixed-term must also be stated clearly.

2.4.3 Selection

Noel *et al* (2004:171) state that the sources from which organisations decide to select personnel are central to the survival, adaptation and growth of the organisation. It is thus imperative for HEIs to make the correct choices in an ever-changing, educational environment when it comes to the crucial aspect of selecting candidates suitable for the staffing of the institution. Being proactive in the area of employing competent academic staff will lead to the achievement of the goals that were set by the university (Gberevbie, 2006:117).

According to De Nisi and Griffin (2005:219), the selection decision should focus on the competency-related issues if the selection process is to contribute to the success of the organisation. Robbins (2000:475) emphasises the close relationship between human resource planning, recruitment and selection by indicating that the objective of effective selection is to match individual characteristics with the requirements of the job.

According to Carrel *et al* (2005:174), selection is the process of choosing from a group of applicants the individual best suited for the position. They further state that the recruitment and selection processes are both centered in the HR department, as this is cost effective. Corbridge and Pilbean (1998:101) state that the prediction of job performance through a selection process is a challenging task that should not be underestimated, seeing that the methods used to evaluate a candidate, such as testing and interviews, sometimes are not accurate.

University World News (2008:1) states that in a changing educational environment, HEIs have also realized that the selection and retention of fixed-term lecturers (with employment contracts varying in duration) is a trend that is rapidly gaining ground, as is discussed later in this chapter. The researcher identified that there is an inconsistent use of terminology to describe the fixed-term academic staff in different countries and HEIs,

ranging from “part-timers” to “hourlies”, “contingent instructors”, “adjunct faculty,” “contract staff” and so forth. For the purpose of this study, the term “fixed-term lecturers” is used to avoid confusion. These fixed-term lecturers are appointed with contracts that vary in duration, such as stated above, but do not guarantee that the employee will be reappointed at the expiration of the contract. These contracts offer the employee no, or very limited, benefits.

2.4.4 Staff retention

Various aspects of human resource retention are discussed in this section.

a) Staff appraisal

It is essential that organisations, such as HEIs, constantly take stock of their personnel and to appraise their performance. The appraisal process, (also for fixed-term lecturers), is intended to promote improvement in what, ensure fairness, and establish open lines of communication between these employees and the organisation. The ultimate goal in an appraisal process is the overall improvement of individual performance and, thereby, the HEIs performance in meeting the learning needs of its community. When the appraisal of performance is made a standard routine task for all academic staff, it aids the development of talent, warns the inefficient or uncaring staff member and can be an effective form of motivation (Craven Community College, 2010:13).

Staff appraisal can also be the basis on which recommendations regarding promotion and rewards are made.

b) Training and Development

Lancaster *et al* (2006:16) state that training entails the transfer of specific skills to an employee so that he or she can perform a specific task. It therefore makes training task orientated in the sense that it is concerned with skills acquisition and work performance. According to research conducted by Simon, Carr, McCulloch, Morgan, Oleson and Ressel (2003:194-200), it is important to convey important information to fixed-term lecturers, as these lecturers often obtain incorrect information regarding institutional policies through informal conversations with fellow lecturers. Apgar, Bronson, Lee and Hudd (2009:165) explain that the majority of fixed-term lecturers spend very little time on the campus of the HEI, as they feel that they are not paid for the additional time spent on campus. This often leads to miscommunication between the staff members and the organisation, as well as an incomprehensive view of their actual functioning in the institution. It is thus important that these lecturers are incorporated into sessions that will enhance their skills and capabilities.

Wallen (2005:145) states that many HEIs have realised new efficiencies through increased use of fixed-term lecturers. Training and development (T&D) is the process of teaching new employees the basic skills they need to perform their jobs competently (Dessler, 1997:248), and is a necessity in each organisational department, as this will develop the skills and abilities of the staff members. Carrel *et al* (2005:314) state that training and development is seen as a key factor in meeting the employer's strategic, business and operational goals. The main purposes of T&D are the improvement of performance, the updating of employees' skills, the solving of managerial problems, the orientation of new employees, the preparation for promotion and managerial succession, as well as the satisfaction of personal growth needs.

2.4.5 Human Resource Management: Implications for job satisfaction

From the literature that was discussed above, it can clearly be seen that the middle management function of human resource management - together with the various activities that surround it - is a direct contributor to a large number of determinants influencing the levels of job satisfaction experienced by staff members employed by HEIs. It was also shown that the HR department functions in direct accordance with the policies and practices promulgated by the management structure of the organisation, who thus indirectly contributes to the levels of job satisfaction experienced by the staff members.

2.5 STAFFING OPTIONS AT HIGHER EDUCATION INSTITUTIONS

As there have been persistent global calls for the improvement of teaching at HEIs (Baume, Knight, Tait & Yorke, 2007:420), solutions such as the use of institutional strategies, policies, and the implementation of quality assurance systems driving developmental work as well as other forms of educational development interventions have been employed. Houston, Meyer and Paewai (2006:17) explain that academic staff at HEIs does complex work in an environment with demands that are ever increasing. These demands include increased expectations for measurable outputs, overall performance accountability, a balance between research output and teaching, changing societal and student needs as well as increasing staff stress and the quest for a healthy work-life balance. In the past, HEIs mainly made use of full-time or permanent lecturers. However, a number of challenges - including budgetary constraints, looming retirements of experienced management staff, as well as academics within various faculties, demands for new

curricula and delivering modalities as well as a student population that is becoming increasingly complex and diverse - have forced HEIs worldwide to realise the effectiveness and financial advantages of making use of fixed-term lecturers (Harbour, 2005:63). This is also the case at South African HEIs, as is discussed later in this chapter. There is a very broad range of working options available, which will appeal to the different situations faced by the different organisations (Example Essays, 2010:1). The size, structure, as well as the activities of the HEI would all be determinants that will influence the decision whether to employ fixed-term lecturers or not.

According to the Higher Education Academy (2010: online), fixed-term lecturers add value to the student learning experience as they have added practice-related experience, which is necessary in combining the theoretical with the practical side of the curriculum, and that fixed-term lecturers are “indispensible in the successful running of a complex educational and practice-relevant operation.”

2.5.1 Defining fixed-term lecturers

Gberevbie (2006:127) explains that fixed-term lecturers are those employees who are ready to offer their services to an HEI for a pre-determined period of time, depending on the arrangement. Carrell *et al* (2000:156) state that the use of fixed-term employees is less expensive than making use of full-time employees, especially in cases where the fixed-term lecturers are as competent as their full-time counterparts. Reasons include the fact that fixed-term employees save the organisation from incurring additional expenses such as medical and pension benefits.

Walters *et al* (2008:4) state that the nature of making use of fixed-term lecturers at HEIs in South Africa is an extension of the general casualisation of labour occurring as a result of globalisation. According to Maynard and Joseph (2008:139), options available to academic lecturers at HEIs include:

- full time academic staff members,

- part time academic staff members preferring a full-time position, or involuntary part time academic lecturers, and
- fixed-term academic staff members preferring to work part-time, or the so-called voluntary fixed-term lecturers.

A full-time position means that the employee is the only individual who will work in that position, and that the employee will have a permanent position which includes certain benefits. Maynard and Joseph (2008:139), continue by explaining that employees employed on a full-time basis often experience a sense of control, and that this sense of control often allows the employee to experience a sense of pride and loyalty towards the employing institution.

According to the Human Resources Department at the University of Cape Town, a temporary appointment can be defined as an appointment that "...is for the period indicated in the employment contract and does not carry any commitment towards a permanent appointment" (UCT, online). The employment contracts of staff employed on a temporary basis vary in duration, normally from a period of 6 months to three years, and offer little or mostly no benefits to the employee, and the Basic Conditions of Employment Act (Act 75 of 1997) of South Africa states that a temporary or part time worker is someone who works a total of forty hours or less, as specified by the employer, per week, for a fixed period (Labour Law and Employment Manual 2010, online).

2.5.2 Fixed-term employment trends in global and South African Higher Education Institutions

Anthony and Valadez (2001:99) explain that the ongoing trend in higher educational institutions is the increasing dependence on fixed-term lecturers to lecture. The authors continue by explaining that fixed-term lecturers often bring first-hand knowledge and experience, which is often lacking with full-time academics, to the classroom. Schneider (2004:19)

posits that fixed-term lecturers may be employed on a contractual basis for a number of consecutive years, with their contract of employment being renewed on the expiration thereof. These fixed-term lecturers frequently have the same number of classes to teach as the full-time academics, but without benefits such as medical aid, sick leave and pension fund. Moreover, these fixed-term lecturers must have the same levels of qualifications as the full-time academics. However, many of the fixed-term lecturers bring with them a lot of significant business and/or vocational experience which is often lacking with the full-time academics, thus bringing in an additional dimension to the learning experience.

Although Riley (2009:1) agrees with the above, but adds that fixed-term lecturers are often given a contract of employment with the same amount of work to do as a full-time staff member, but without the benefits of additional training, encouragement or the sense to develop him- or herself. Subsequently, the fixed-term lecturer is also aware of the fact that there are often no long-term employment options available to fixed-term staff members, thus resulting in demotivated and often less productive employees. Riley continues by saying that fixed-term lecturers must feel that they matter, and not that they work 'just to fill the gaps'.

Finkelstein and Schuster (2006:411) posit that large numbers of fixed-term lecturers are employed to lecture at HEIs both nationally and internationally. They continue by explaining that this number has steadily increased over the last decade, and will continue to expand in coming. Maynard and Joseph (2008:139) explain that the use of fixed-term lecturers is an undeniable and undisputable fact of life in higher education. Puplampu (2004:175) supports the above statements by explaining that it is important to note that the employment of fixed-term lecturers is not a novel occurrence and that the growing numbers, as well as the relative permanence that these lecturers have at HEIs, show that these institutions rely heavily on the provision of the services of by these fixed-term lecturers.

Research conducted by Clery (2001), Benjamin (2002), as well as Conley and Leslie (2002), reveal that the proportion of lecturers who are employed on a temporary, part time basis in the United States of America (USA) hovers between 40% and 45% of the total number of academic lecturers.

According to statistics obtained from the National Department of Education (2010: online), there has been a steady increase in the number of fixed-term lecturers appointed in South African HEIs. In 2000, the total HEI academic workforce consisted of 27 638 lecturers, of which 17 860 were full-time appointments, and 9 823 were fixed-term lecturers. That constitutes 35,5% of all academic lecturers.

In 2008, 37 465 academic lecturers were employed by South African HEIs, of which 17 562 were employed on a fixed-term basis. This constitutes 46,8% of all academic lecturers (Department of Higher Education and Training 2010:online). From the data discussed, is it clear that the number of fixed-term lecturers in South Africa has increased by 11.1% over an eight year period, proving that it is a trend that is becoming increasingly popular.

According to an international study conducted by Tuckman during 1976 and 1977, many different individuals from various backgrounds are interested in this staffing option at HEIs. These include individuals ranging from semi-retired academics to persons whose principal occupation is homemaking to persons who lecture for the prestige and personal satisfaction that lecturing adds to their professional as well as personal lives (Tuckman, 1978:305–315). This view is supported by Gappa (1984:1), who explains that fixed-term lecturers often put up with the negative experiences that they have at the HEI in exchange for the prestige that the lecturing position provides and which is lacking in the full-time careers pursued by them.

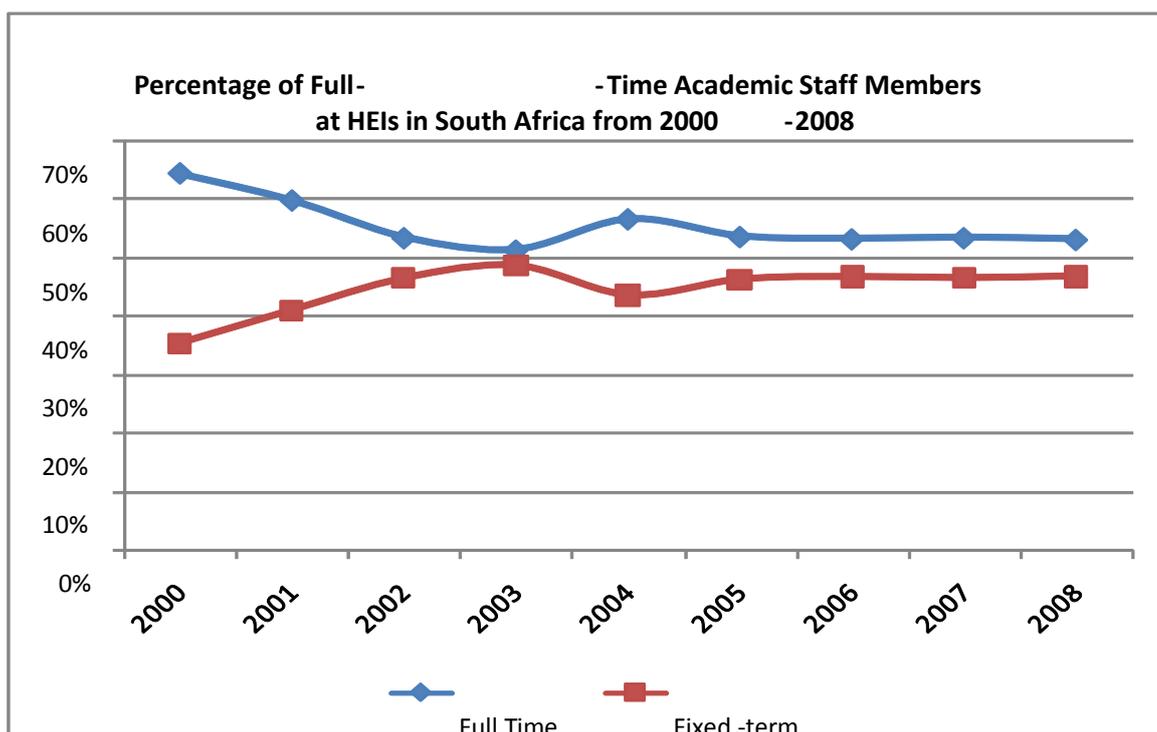


FIGURE 2.9: The percentage of fixed-term and full-time academic staff members employed by South African HEIs from 2000 to 2008 (Adapted from HEMIS, 2010)

Bryson (2006:208) states that fixed-term lecturers generally consist of post-graduate students, contract researchers, persons who already have other occupations outside the HEI, as well as former lecturers that may have taken early retirement. The author further explains that there are various levels and circumstances which may contribute to the employee's decision to be a fixed-term lecturer. These include being at the beginning or the end of one's working life, private and public commitments, the degree of aspiration to become an academic, or, as Allen (2001:395) explains, the nature of the discipline and the related labour market, including but not restricted to the external career opportunities that are available.

2.5.3 Support for fixed-term lecturers at HEIs around the world

Allen (2001:415) is of the opinion that fixed-term lecturers often experience a lack of support from the HEIs that employ them. As limited research is available regarding the situation at South African HEIs, this statement is based on international findings. A lack of formal support from supervisors, as well as negative judgments made by full-time academics about the possible lack of work commitment of the fixed-term lecturers, are two main reasons why some individuals might shy away from a fixed-term position.

Bryson and Barnes (2000: 187–242) assert that tensions and paradoxes are evident in the relationship between human resource approaches and flexible or fixed-term employment strategies in HEIs. Although fixed-term academic staff members are often unhappy regarding their employment conditions, the HR department of an organisation is often unable to assist these staff members adequately. This results in tensions being experienced between these two groups. It is, however, important that the fixed-term academic staff members at the HEIs are treated with respect as these staff members are imperative to the success of the academic environment.

Researchers (Husbands & Davies, 2000; Allen, 2001; Bryson *et al*, 2000) have been critical regarding the treatment of fixed-term lecturers. According to these researchers, fixed-term lecturers have been neglected when compared to their full-time and permanent counterparts in terms of human resources policy and support. This results in feelings amongst fixed-term lecturers of being “at the margin” (Bryson & Scurry, 2002:2-6). Similar effects in relation to fixed-term lecturers were found in research conducted by D’Andrea (2002) and Kimber (2003).

Popular portrayals of the typical employment conditions and teaching resources of fixed-term lecturers often accurately reflect the actual conditions of employment and teaching resources of the fixed-term

lecturers. According to Dubson (2001), McKenna (2003) and Scarff (2000), these portrayals include low salaries, job insecurity as well as limited access to resources and benefits. Maynard and Joseph (2008:140) explain that many fixed-term lecturers express very strong dissatisfaction with their job environments. This, in turn, influences their levels of job satisfaction and, ultimately, the productivity of these lecturers and the HEI as a whole.

2.5.4 Implication of staffing options on job satisfaction

It is clear from the literature presented in the preceding section that the use of fixed-term academic staff members for lecturing purposes at HEIs is a growing trend. As evident above, this group of lecturers is expanding around the country and already constitutes a significant percentage of the academic work force at South African HEIs. Subsequently, the levels of job satisfaction experienced by these staff members is of utmost importance as they play a significant role in the productivity and success of the HEI as a whole.

2.6 ARGUMENTS FOR EMPLOYING FIXED-TERM ACADEMIC STAFF MEMBERS AT HIGHER EDUCATION INSTITUTIONS

As is evident from the literature, the use of fixed-term academic staff members at HEIs is a trend that is vital to the survival of these organisations worldwide. In the following section the advantages, as well as the disadvantages, of fixed-term lecturers - both for the HEI as well as for the fixed-term lecturers - are discussed.

2.6.1 Institutional benefits of employing fixed-term lecturers for Higher Education Institutions

Blackwell and Bryson (2006:216) explain that many HEIs the appointment of fixed-term lecturers is a strategy employed by HEIs to cope with the peaks and troughs of unpredictable student demand and financial flexibility through the restriction of costs where the appointment of a full-time academic is not possible. Albion (2004:276) explains that the advantages of making use of flexible and/or fixed-term employees for the institution can be seen in the difference that this option has on the bottom line or final financial figures of the institution. The HEI benefits financially by having a number of fixed-term employees in its employment as fixed-term employees do not receive fringe benefits. This is despite the fact that their workload is equivalent to those of some full-time lecturers.

McGuire (1993:3) explains that the use of fixed-term lecturers allows the HEI higher institutional flexibility, as the number of fixed-term lecturers can be increased or decreased to match the varying student registrations. Bryson and Blackwell (2001:online) assert that the rapid increase of fixed-term lecturers at HEIs globally can often be attributed to the relative absence of employment regulation and declining resources with the concomitant rapid expansion of student numbers. Furthermore, managers or programme heads are often able to appoint as many fixed-term lecturers as their department requires, whereas the appointment of full-time lecturers, who receive benefits, are controlled by central functions. These determinants combine to encourage numerical flexibility – rapid recruitment and the use of relatively cheap and disposable employees. June (2009:1-4) explains that fixed-term lecturers at HEIs receive a low salaries, very little, if any, job security and virtually no prospect of ever being employed at in a full-time capacity. June continues by stating that these employees also do not have fringe benefits (such as a medical aid and retirement fund) or have access to the office space

necessary to effectively perform their functions. Lankard (1993:1) supports this view by explaining that the HEI benefits most by the employment of fixed-term lecturers, as these appointments allow for staff flexibility and cost savings as fixed-term lecturers are typically paid less than full-time academics.

Research conducted by Chapman (1994) reveals that the utilisation of fixed-term employees has a number of advantages for the HEI. These include:

- The costs are lower in terms of direct monetary compensation, as some fixed-term lecturers can be paid the minimum. Indeed, some fixed-term lecturers are paid half of what full-time academics are paid. Cohen and Drawer (2003:85-86) state that most HEIs have come to depend on fixed-term lecturers as low cost labour to balance their budget. These lecturers are frequently seen as easily-replaceable migrant workers, as there are usually no binding contractual obligations from the HEI to the fixed-term staff lecturer after the expiration of the contract. HEIs also save a large amount of money due to the fact that they do not have to pay large amounts for benefits. Wachsberger (2010: online) concurs by stating that fixed-term lecturers often only receive a third or half of the salary that the full-time lecturers receive, and without the same, if any, benefits. Wachsberger continues by stating that, in order for these lecturers to be productive and successful, they must have the same resources, such as offices, as the full time staff.
- Carell *et al* (2000:156) argue that fixed-term lecturers are often more enthusiastic in performing tasks that are found to be tedious by full-time academics as fixed-term lecturers often only work for a limited time-frame. Subsequently, they do not face the repetition of tasks as their full-time counterparts do.
- Fixed-term lecturers are often appointed with the view to appointing them in full-time job openings. Employers can thus often make more informed choices when filling a permanent position as they already know the potential and willingness of the fixed-term lecturer.

- Willingness to learn. Fixed-term lecturers are often more willing to learn new concepts as they believe that additional knowledge and skills may give them an advantage when there is an opening for a permanent position

Furthermore, many institutions have realised that the use of fixed-term staff increases the effectiveness of the institution. Flexible work options for employees are often a no- or low cost endeavour and human resource departments have noted that the employment of fixed-term lecturers results in reduced staff turnover, less absenteeism and an increase in productivity (Lee, 1991: 23 – 28). Galinsky and Stein (1990: 368 - 383) support this statement by also explaining that persons with flexible work options tend to be absent from work less frequently and tend to complete more work in their own time than persons who are permanently employed.

Cline (1993:26) is of the opinion that the use of fixed-term lecturers is very advantageous to the HEI as they enrich academic preparation for the professions by introducing real world, vocational experience into the theoretical, academic environment. This experience can broaden the horizons of the students.

2.6.2 Benefits of fixed-term employment for the employee

Albion (2004:276) postulates that a fixed-term working option is increasingly gaining positive ground with employees, as this option allows employees to spend time with other interests that they might have. Costello (2002:23), supported by Albion, (2004:286), explains that fixed-term work options are usually favourable for older, possibly retired, persons as well as for parents who would like to contribute to the workforce, but still be able to attend to the responsibilities of having a family. This, in turn, may have an influence on the job satisfaction that is

experienced by the individual. However, the Human Rights and Equal Opportunity Commission (HREOC) (1996: 5 - 6), in a view that is supported by Clark (2001:359), states that the positive attitudes towards and the benefits associated with fixed-term work options occur only when the introduction of this particular option is driven by the employee.

In the past, fixed-term work options were favoured by female employees who did not entirely want to give up their careers in favour of family time. However, this option is becoming even more attractive to male employees who often see fixed-term work at an HEI as a status symbol. (Lee 1991:7) Brown (1998:1) explains that fixed-term staffing is advantageous to the lecturer as it, *inter alia*, allows lecturers to simultaneously engage in more than one professional endeavour and it also allows the lecturers to have a better work-home balance as more free time is available than with a full-time occupation. Mascarenhas (2010: online) concurs with the above and continues by explaining that a fixed-term employment option can improve the functionality of a household where both persons have to work, and this form of employment is often favoured by mothers, senior citizens and persons who would like to supplement their incomes. As stated, this option is also of interest to persons with a full-time occupation, but who like to have the added experience and prestige of being associated with lecturing at an HEI.

2.6.3 Disadvantages of employing fixed-term staff members for the HEI

Research done by Akroyd and Caison, as commented on by Harbour (2005:63), suggests that HEIs should not overlook the effect that a dissatisfied fixed-term lecturer can have on the morale and job-satisfaction of fellow fixed-term lecturers. This, in turn, can have a negative influence on the stability of the HEI. Gappa (1984:2) is of the opinion that, although fixed-term lecturers can be a major asset to the HEI, this has gone unnoticed by many of these institutions. Subsequently, fixed-term employees often feel like second-class citizens in the eyes of

the administrators and full-time academics - a situation that often leads to a decrease in the performance and overall job satisfaction experienced by these employees.

Wallin (2005:online) explains that full-time and fixed-term lecturers at HEIs can benefit greatly by professional developmental activities, such as orientation programmes, Marklein (2008: online) explains that fixed-term lecturers are not always available to consult with students. However, this problem can be solved by providing or by bettering the resources available to these academics.

2.6.4 Challenges to fixed-term staff members at HEIs

According to the HREOC (1996:7), the impact of fixed-term employment on employee well-being and job satisfaction has mostly been negative as many lower-paid employees are frequently denied regularity and predictability of employment. This, in turn, impacts negatively on employees with family responsibilities. Gappa (1984:1) is of the opinion that most members of the fixed-term faculty are underpaid, have marginal job security, and often receive very little support from the HEI for the efforts that they give when lecturing. Furthermore, Gappa explains, the majority of these fixed-term academics are often frustrated by the uncollegial and unprofessional treatment displayed towards them by fellow colleagues. Umbach (2009: online) explains that the salaries received by fixed-term lecturers are much less than those received by their full-time counterparts, and that this leads to a loss of job satisfaction.

Holub (2003:1) states that fixed-term staff is often faced with limited, time-specific contracts that do not provide the benefit of a long term commitment from their HEI. Lee (1991:2) asserts that most employees employed in a fixed-term position would prefer a full-time position, but, as full-time positions are limited and they are faced with financial obligations, these employees are forced to take fixed-term.

Research conducted by Baldwin and Chronister (2001) found that HEIs expect a lower research and teaching output from their fixed-term

lecturers. Furthermore, fixed-term academics, regardless of their qualifications and experience, often occupy positions that require a lot of administrative work. Allen (2001:415) explains that determinants such as, *inter alia*, the lack of informal support from supervisors, a negative judgment regarding their possible lack of work commitment and the possible impact of contract work on their career path, often motivates employees to not accept a fixed-term position. Dubson (2001), supported by McKenna (2003:9) and Scarff (2000:10) are all of the opinion that fixed-term teaching jobs can be portrayed as work characterized by a low income, job insecurity and limited resources. The determinants mentioned above can have a ~~very~~ negative influence on the job satisfaction of the employees, which in turn, can lead to a decreased sense of loyalty to the institution (Maynard & Joseph, 2006:2). Brown (1998:2) explains that the economic implications of a reduced salary with no benefits as well as the limited opportunities for professional growth offered by a fixed-term contract often leads to a higher level of emotional stress due to an often uncertain future as a fixed-term lecturer. This could have a negative impact on the job satisfaction, performance, productivity and morale of the staff member. Wenzel (2009: online) explains that fixed-term staff do not have any job security, which leads to an increase in the individual's stress levels.

Anderson (2007:111) explains that, and as discussed earlier, the employment of fixed-term lecturers is a numerically significant part of the labour market in Higher Education. Furthermore, their input is noteworthy. Subsequently, these lecturers should be included within relevant and appropriate academic professional development processes. Banachowski (1997:2) argues that fixed-term lecturers are often vulnerable to exploitation, as they, *inter alia*, often have no guarantees of continued employment, have no or very little benefits, are afforded less developmental opportunities than full-time staff and, lastly, possess no voice in the decision-making process that involves them. Ultimately, these determinants often lead to frustration and poor job satisfaction. This will be discussed in more detail in the next section.

2.7 JOB SATISFACTION IN SOUTH AFRICAN HIGHER EDUCATION

Research, as discussed earlier, has shown that the employment of fixed-term lecturers is a growing trend, and that the percentage of fixed-term lecturers is increasing every year in South Africa. Despite an extensive search, there is a severe lack of research regarding the job satisfaction of fixed-term lecturers at South African Higher Education Institutions.

As the trend of employing fixed-term academic faculty is growing, it is of utmost importance for the HEIs to adapt to the changing environment. The management of the HEI should therefore ensure that these faculty members are sufficiently satisfied with their working conditions so as to ensure that these vital human resources are satisfied sufficiently enough to stay within the employment of the HEI (Howell & Hoyt, 2007:1). Umbach (2007:93) explains that, as the subsidies received by HEIs around the globe are declining, so the employment of fixed-term lecturers and the subsequent a decrease of full-time academic lecturers has occurred. The general population growth has resulted in an increase in the numbers of students enrolling at HEIs, thus making it necessary for the institution to employ more academic staff members.

Schulze (2006:333) explains that there are numerous determinants that can have a negative influence on the job satisfaction of academic staff members. These include poor communication between colleagues, the level of interaction at meetings, salaries within the academic environment in comparison with salaries outside the HEI system, and so forth. The author continues by stating that, if the above-mentioned aspects are improved, the level of job satisfaction experienced by the academic staff members would increase, leading to higher levels of productivity, lower stress levels and improved levels of mental as well as physical health. Abdullah, Ahsan, Shah Alam and Yong Gun Fie (2009:121) are of the opinion that the role of the management of the organisation, the relationship that the member of staff has with others within the institution, performance pressure as well as the pressure generated by the workload of the staff member can lead to significant levels of job related stress.

The authors continue by explaining that there is a significant negative relationship between the level of stress generated by the institution at which the staff member is employed and the level of job satisfaction experienced by the member of staff.

Research conducted by Howell and Hoyt (2007:6-8) concludes that the level of job satisfaction that is experienced by fixed-term lecturers is greatly influenced by various determinants. These include the lack of autonomy of fixed-term staff, the lower salary and lack of benefits received, the low level of faculty support experienced, and the reduced job security that is experienced by these staff members. This research is supported by a survey completed by the Society for Human Resource Management (SHRM) in June 2007, which states that autonomy, recognition, relationships with supervisor and co-workers, compensation, benefits, job security, as well as the professional development of employees can be seen as the major determinants influencing the job satisfaction of these employees. These sub-constructs can be divided into four major constructs, which are career development, relationship with management, compensation and benefits, and lastly, the overall work environment (SHRM, 2007:10).

Harbour (2005:1) explains that the full-time and fixed-term lecturers at HEIs are often similar with regards to age, gender, and academic qualifications. However, these two populations show important differences in how job security, advancement opportunities and benefits are perceived with fixed-term lecturers being significantly less satisfied with these aspects of their employment. This can result in lower levels of motivation, which can influence both the productivity of the employee as well as the level of job satisfaction experienced. Umbach (2009:online) states that fixed-term lecturers often feel that they are criticised for aspects such as not spending enough time after classes with students. However, these lecturers often do not have offices and facilities needed to conduct such meetings. Umbach (2009:online) concludes by

explaining that the fixed-term lecturers may be more productive and equitable if their levels of job satisfaction are increased.

Valadez and Anthony (2000:105) state that fixed-term lecturers at HEIs are concerned with the level of autonomy that they have, as well as the lack of freedom to make decisions regarding the content of the courses, their salaries, lack of benefits, as well as how they are perceived by the students and their peers. Research conducted by Oshagbemi (1997:358) found that there are numerous determinants that have a negative influence on the overall job satisfaction of full-time and fixed-term lecturers. These include poor communication with university authorities, failure of the HEI to provide the lecturers with job descriptions, authoritarian management structures, lack of proper communication channels, poor benefits and an overall indifferent and inefficient management structure.

Table 2.1: Management and leadership requirements for enhancing job satisfaction

MANAGEMENT AND LEADERSHIP REQUIREMENTS IDENTIFIED IN LITERATURE		PRINCIPLES OF ENHANCING JOB SATISFACTION
COMPENSATION RECEIVED BY FIXED-TERM STAFF MEMBERS	<ul style="list-style-type: none"> • Job security • Financial security • Prestige and personal satisfaction • Sense of achievement • Success • Attainment of personal goals • Recognition received • Remuneration • Income • Rewards and incentives • Pension • Medical aid • Sick leave • Accepted socially by peers • Feeling of belonging • Respected by others 	<ul style="list-style-type: none"> ▪ Implement strategies promoting job- and financial security. ▪ Benefits should be made available in accordance with certain conditions. ▪ This may lead to feelings of recognition and social acceptance. ▪ This will enhance their levels of job satisfaction, and thus the levels of productivity.

	<ul style="list-style-type: none"> • Status at work • Status among peers • Sense of achievement • Type of lifestyle that can be maintained 	
<p>MANAGEMENT ASPECTS OF DEALING WITH FIXED-TERM STAFF MEMBERS</p>	<ul style="list-style-type: none"> • Orientation of new employees • Motivation • Supportive colleagues • Levels and types of supervision received • Good leadership practices • Good relationship with management • Clear and adequate communication channels • Employee engagement • Policies and administrative procedures of the organisation regarding fixed-term staff members 	<ul style="list-style-type: none"> ▪ Realistic policies and procedures. ▪ Opportunities to attend training and orientation sessions. ▪ Clear, open and accessible channels of communication. ▪ Whistle blowing without the fear of victimisation. ▪ Must be involved in the decision making processes, and their opinions must be voiced at meetings.

	<ul style="list-style-type: none"> • Interpersonal relationships • Staffing influences • Levels of responsibility • Academic communication between supervisors and peers • Support from supervisors • Involvement in processes • Levels of interaction at meetings 	
<p>THE OVERALL WORK ENVIRONMENT FOR FIXED-TERM STAFF MEMBERS</p>	<ul style="list-style-type: none"> • The work itself – challenging, meaningful and interesting • Utilisation of one’s capabilities • Skill variety • Task identity • Autonomy • Feedback • Physical well-being • Mental well-being 	<ul style="list-style-type: none"> ▪ Adequate resources must be readily available. This ranges from stationery to internet access to office space and bathroom facilities. ▪ Task variety and they must receive a fair amount of responsibility regarding the task that was delegated to them. ▪ The tasks must also have clear directions and

	<ul style="list-style-type: none"> • Personal well-being • Mentally challenging work • Responsibility given to fixed-term staff members • Attainment of organisational objectives • Comfortable work environment • Adequate work environment • Availability of relevant resources • Office space • Tasks suit the personality of the employee • Clear objectives and directions • Feedback and support • Positive reinforcements • Positive employee expectations • Physiological needs, e.g. 	<p>goals.</p> <ul style="list-style-type: none"> ▪ Must feel “part of the team”, which will promote collegial relationships. ▪ The full-time peers and supervisors must also focus on timeous feedback and reinforcement.
--	---	---

	<p>adequate bathroom facilities, etc.</p> <ul style="list-style-type: none"> • Physical safety • Healthy environment 	
<p>OPPORTUNITIES FOR CAREER DEVELOPMENT FOR FIXED-TERM STAFF MEMBERS</p>	<ul style="list-style-type: none"> • Permanent employment contract • Opportunity for promotion/ advancement • Opportunity for a better income structure • Recognition for work completed • Opportunities for personal growth • Realisation of potential • Opportunities for growth and advancement • Opportunities for professional growth • Opportunities for training and development 	<ul style="list-style-type: none"> ▪ Opportunities for career advancement, and thus a better income structure, should be available. ▪ Must be eligible for training and development sessions that can assist them in their daily duties.

2.8 SYNTHESISING MANAGEMENT AND LEADERSHIP REQUIREMENTS FOR MANAGING JOB SATISFACTION

Wright (2003:438) states that attention is also being focused on the organisational psychology of the organisation, as a positive organisational behaviour, or the positively orientated human resource strengths and psychological capabilities of the organisation. Wright continues by explaining the organisational behaviour of the organisation can have an influence on the job satisfaction of the employees, and thus, ultimately influence the productivity and success of the organisation as a whole. Alexandros-Stamatios (2003:599-604) explains that the management of an organisation plays a significant role in the level of job-related stress that is experienced by staff members. Subsequently, the management processes of planning, organising, leading and controlling, as discussed earlier, must be handled with great reverence. It is thus very important that the management of the HEI take these management tasks seriously with regards to hiring and managing fixed-term lecturers.

According to Schaufeli (2003:83–90), the job satisfaction of the employee can have a significant influence on the total well-being of the employee. If the total job satisfaction experienced is positive, it can lead to engagement. Engagement, according to Barkhuizen and Rothmann (2006:39), can be explained as a positive experience in itself, and can furthermore be linked with a positive attitude towards work, with low levels of depression and distress and with increased levels of good health. Demerouti, Bakker, Janssen and Schaufeli (2001:284) furthermore state that the opposite effect – burnout - is experienced by disgruntled and unsatisfied employees. Burnout has numerous negative effects on both the physical as well as psychological health of the employee.

As can be seen above in table 2.1, there are a number of management and leadership requirements that must be taken into consideration by the management structures of an organisation to improve the levels of job

satisfaction of fixed-term staff members. These requirements include the compensation received by fixed-term staff members, management aspects when dealing with fixed-term staff members, the overall work environment for fixed-term staff members as well as the opportunities for career development that these staff members have within an organisation. If the management structures of the organisation can configure these requirements to the needs of the fixed-term academic staff members, the levels of job satisfaction, and ultimately the productivity of the HEI, will be affected positively.

2.8.1 Job satisfaction, employee engagement and productivity

Kahn (1990) introduced the concept of work engagement. Engagement can be defined as “the harnessing of organisation members’ selves to their work roles” (Kahn, 1990:694). This author states that personal disengaging can be described as the “uncoupling of selves from the work roles,” and continues by explaining that when people draw more from themselves - physically, mentally as well as emotionally - they will perform better in their occupations. Schaufeli *et al* (2002:72) is of the opinion that work engagement can be defined as a positive, fulfilling, work related state of mind that can be characterised by traits such as vigour, dedication to one’s situation of employment, as well as absorption in the tasks at hand. The opposite is also true: employees can remove some of themselves – again mentally, physically and emotionally – when they are performing their jobs, especially when they are unhappy with their environments. This leads to depression and lowered productivity, or burnout, as mentioned previously. Kahn (1990) continues by explaining that work engagement is the opposite of burnout, and that employees experiencing positive work engagement have high levels of energy, involvement as well as efficiency.

Cummins (1990:100-101) explains that job stressors are a great predictor of the level of job satisfaction that is experienced by the employee. An

employee who experiences a high level of job dissatisfaction has a greater inclination to terminate employment with the specific organisation, thus leading to a heightened level of employee turnover. Research conducted by Tomcanin (2009:1) states that low job satisfaction amongst employees is often caused by determinants which include a lack of proper communication between staff members, challenges relating to trust and leadership as well as the amount of participation in decisions that influence the staff members. Abdullah, Ahsan, Yong Gun Fie and Shah Alam (2009:128) explain that these academic staff members will experience stress related to the institution, such as job uncertainty, communication related problems, and so forth, and that the employers, lecturers and the students will be adversely affected by any levels of stress experienced.

Byrne (1991:203) posits that the level of work engagement can also be influenced by the job level as well as the job security experienced by the individual. Academic staff members who have lower job levels, such as fixed-term staff members, are often overloaded with work and responsibilities, which include administration and research obligations, while simultaneously experiencing low job security and a lack of benefits when contrasted with their higher level, full-time counterparts. This situation can lead to a high level of work disengagement amongst the so called lower level employees (Du Toit, Rothman & Wissing, 2002:92-98).

It is important to keep in mind that the determinants mentioned above influence full-time as well as fixed-term academic staff members. However, there are additional determinants which have an influence on the job satisfaction of fixed-term staff members and these include lack of resources, reduced benefits and job insecurity (Dubson 2001; McKenna 2003; Scarff 2000).

Venter (1998:ii), found that the job satisfaction or so-called quality of work life experienced by South African academics cannot be described as positive. The author further indicated that there are a number of areas that negatively impact on job satisfaction and these include the

organisational climate, the workgroup processes and the leadership received from supervisors. This is supported by Webster and Mosoetsa (2002:59), who found that academics at South African HEIs in general experience a deep feeling of pessimism. In research conducted by Cashwell (2009:125-136) fixed-term lecturers stated that they would take their lecturing more seriously if they were employed on a full-time basis with better benefits. This once again proves that staff members' job satisfaction influences their productivity, and ultimately, the output of the organisation. Holtshousen (1992) concluded that the responsibility of improving the job satisfaction of the academic staff members was ultimately that of the management of the HEI.

It is clear from the literature that was presented that there are numerous factors that influences the levels of job satisfaction that are experienced by the fixed-term academic staff members at HEIs. Furthermore it can be seen that the decisions made by the management structure and the HRM department of the HEI have visible influences on the levels of job satisfaction that are experienced by staff members.

In the following section, the perspective of the management structure in regards to the enhancement of the levels of job satisfaction of staff members, are dealt with.

2.8.2 Enhancing job satisfaction: a management perspective

According to research conducted by McEwen (2010: online), the fulfilment that is experienced by being employed results in both positive feelings of self-worth as well as building towards the identity of the employee. Conversely, underemployment can lead to feelings of lowered self-worth as well as increased levels of anxiety. Monotonous as well as unstable employment conditions can also lead to the gradual erosion of the initiative and enthusiasm that an employee exudes, which leads to a higher rate of employee absenteeism, as well as an unnecessary heightened frequency of staff turnover. McEwen continues by explaining that, for the reasons stated above, it is necessary for the employer to

ensure that the employment conditions favour a positive work attitude amongst the employees, as a satisfied worker is often more creative, loyal, flexible and more productive.

Herzberg (1957), the founder of the two-factor theory as discussed earlier in this chapter, has shown that satisfied employees add more value to the organisation as these employees are more motivated and committed to the organisation. A higher level of productivity, thus the quantity as well as quality of output per hour worked by the employee, is a derivative of the improvement of the quality of working life of the employee. Research conducted by Wright State University (2007: online) concurs by stating that there are various determinants within the organisation that can have an influence on the level of job satisfaction that is experienced by the employee. These determinants include the personality of the employee, the management style as well as the management culture employed by the organisation, and the level of involvement that the employee has in the overall functioning of the organisation as a whole.

Herzberg's (1957) theory further explains that dissatisfied employees, who are often demotivated by negative determinants such as job insecurity, staffing options beyond their control and so forth will not exert maximum levels of effort for a sustained period of time. Subsequently, the productivity of these workers will rapidly decline which will ultimately have a negative influence on the overall output of the organisation. It is thus clear that employee satisfaction is an important aspect that should be taken into consideration by the management of the organisation. The opposite of job satisfaction is not job dissatisfaction, but rather, no satisfaction or a lack of satisfaction. Furthermore, aspects such as the management style and culture inside an organisation, the level of employee involvement and the level of empowerment that the members of staff experience can have an influence on the level of job satisfaction experienced by individuals.

Research conducted by Townsend and LaPaglia (2000:44) and supported by Valadez and Anthony (2001:97-108) concluded that the

employment status of an individual, in other words, whether it is permanent or fixed-term employment, also has a great influence on the level of job satisfaction that is experienced by the person. Howell and Hoyt (2007:2) have identified certain determinants in the domain of working fixed-term or on a contract basis that appeal to certain persons. These determinants greatly influence the level of job satisfaction that is experienced by these staff members and include autonomy, the teaching schedule that they have, their payment structure, work preference, the support that they receive from the rest of the faculty, the recognition that they receive for work that was completed or done by them, their status, class facilities, the quality of the students that they work with, and the job security that they have.

Brewer and McMahan-Landers (2003:1) explain that a high turnover in academic staff members can lead to both heightened financial costs to the HEI as well as the fact that the reputation of the institution may suffer in as key areas in performance cannot be maintained. Abbasi and Hollman (2000:337) are of the opinion that an organisation may experience a severe decline in areas such as customer satisfaction, employee morale as well as overall performance if the organisation fails to maintain a steady and capable workforce. Mangan (2001:A12-A13) states that, in the case of an HEI, the above mentioned negative aspects can lead to significant damage to the reputation of the organisation, with the subsequent reduction in student enrollement figures.

In a research study conducted by Brown (1996), employers found that a prerequisite for satisfied customers is satisfied employees, as the higher level of enthusiasm of satisfied employees is displayed in their work. McEwen (2010: online) explains that satisfied employees are often more healthy, with lower levels of complaints, grievances and job termination. There is also an improvement in the punctuality of the employees, as well as an increase in their morale.

2.8.3 Framework for job satisfaction emerging from the literature

From the discussions earlier in this chapter it is clear that, in order for an institution to remain competitive within a global environment, the institution should stay ahead of the constantly changing environment. One such adaptive measure within HEIs is the change of staffing options. Instead of having only full-term, permanent staff members, a large number of HEIs have employed the services of fixed-term academic staff members in order to stay abreast of international trends.

As fixed-term academic staff members are an increasing international phenomenon, it is very important for HEIs to ensure that the levels of job satisfaction experienced by these staff members are high. This means that the management structures of the HEI should take the determinants that may influence the levels of job satisfaction of fixed-term staff members, in consideration when deciding on policies and practices which include these staff members.

From the literature that was explored in this chapter, the researcher noted that there are a number of determinants that can influence the level of job satisfaction experienced by employees of an institution. These determinants are presented in table 2.2.

Table 2.2: A framework of the determinants influencing the levels of job satisfaction experienced by fixed-term academic staff members.

Determinants	Requirements
Organisational development	<ul style="list-style-type: none"> • Improvement of strategic communication. • Shared vision and mission. • Creation of an inviting inclusive corporate culture within the organisation. • Feedback programs.
The work itself	<ul style="list-style-type: none"> • Skill variety. • Job enrichment. • Job rotation. • Job enlargement.
The compensation and benefits	<ul style="list-style-type: none"> • Relevant and adequate remuneration. • Benefit packages.
An employee appraisal program	<ul style="list-style-type: none"> • Autonomy of staff members. • Regular feedback from supervisors. • Motivation from management. • Employee engagement programs.
The relationship of the employee with peers and supervisors	<ul style="list-style-type: none"> • Adequate management and treatment of fixed-term staff members. • Relevant disciplinary actions for all employees. • Assistance should be readily available. • Equal training opportunities. • Whistle blowing without fear of victimization.
Promotions and career development	<ul style="list-style-type: none"> • All employees should be developed professionally to enable them to

	<p>compete fairly for promotions.</p> <ul style="list-style-type: none"> • Training programs in all fields should be developed and be available for all employees.
The corporate culture of the organisation	<ul style="list-style-type: none"> • Channel of communication must be open, clear and accessible to all staff members. • A culture of sharing must be developed. • Positive and regularly reinforced culture must be developed between staff members.
The working conditions and the environment	<ul style="list-style-type: none"> • Promotion of an inclusive, collegial and stimulating work environment. • Availability of resources.
The Human Resource management's responsibilities	<ul style="list-style-type: none"> • The right employees must be hired to do the job. • Clear aims and objectives must be communicated to all staff members. • Assistance with HR related problems should be rendered adequately.
The development, monitoring and improvement of job satisfaction models within the institution	<ul style="list-style-type: none"> • The levels of job satisfaction among staff members within the HEI must be measured at regular intervals to allow the HEI to identify the needs that these staff members have.

In the light of the relevant literature discussed in chapter two, it is evident that the job satisfaction experienced by fixed term staff members can be influenced by several determinants, namely, their emotional well-being, their levels of autonomy, challenges faced and accomplishments achieved, their levels of job and financial security, the physical resources

available to complete the job as well as the extent to which the environment is effectively managed.

2.9 CONCLUDING REMARKS

It is clear from the literature presented in this chapter that the competencies and areas of importance that were identified in tables 2.1 and 2.2 are crucial to the effective leadership and management of fixed-term academic staff members with the improvement of their levels of job satisfaction in mind. Through literature, it was made clear that there are six areas of importance that can influence the levels of job satisfaction of these staff members, namely emotional well-being, physical resources, autonomy, challenges and accomplishments, job and financial security and a well managed environment.

These determinants coincide with the clusters that are measured by the Minnesota Satisfaction Questionnaire (MSQ) which are Achievement, Comfort, Status, Safety, Autonomy as well as Altruism, which, for the purpose of this study, was omitted.

It was with the above findings in mind that the researcher compiled an adapted version of the MSQ to measure the influence of the above-mentioned determinants on the levels of job satisfaction of fixed-term academic staff members at South African HEIs. The interrelationship between the identified determinants and the clusters from the MSQ are illustrated clearly in figure 2.12.

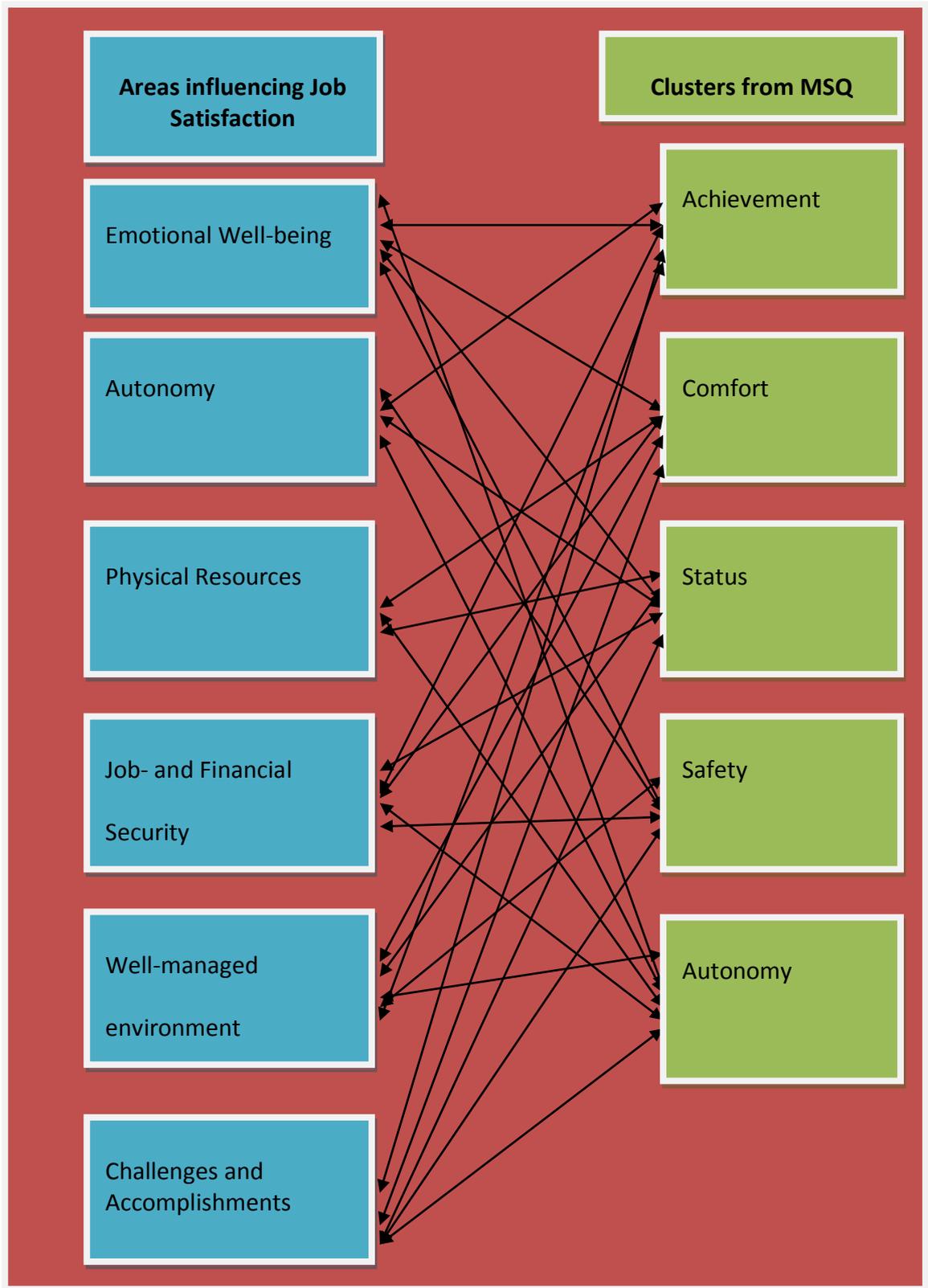


Figure 2.10: The interrelationship between the determinants influencing Job Satisfaction and the clusters from the MSQ.

The relationship between these determinants and the levels of job security that are experienced by fixed-term academic staff members at South African HEIs will be empirically researched and the findings are presented in chapter 4.

CHAPTER 3

EMPIRICAL INVESTIGATION INTO THE JOB SATISFACTION OF FIXED-TERM STAFF MEMBERS AT HEIs: RESEARCH DESIGN

3.1 INTRODUCTION

The objective of this chapter is to provide a framework for the empirical investigations that have been conducted in this research study in view of exploring how the fact that staff members are only appointed on a fixed term base at South African HEIs, influence the levels of their job satisfaction in view of providing a framework for optimising those staff members' performance. In order to achieve the set objectives, quantitative as well as qualitative research methods were utilised.

Research, according to the Oxford Dictionary (1998:884), is the “careful search or inquiry after, for or into or an endeavour to find information.” Vermeulen (1998a:19) supported by Leedy and Omrod (2005:2) as well as Cooper and Schindler (2006: 4, 22) explains research as a systematic endeavour which seeks to provide answers to questions, implying a dynamic process that builds on previous research and opens opportunities for new research. Salkind (2003:3 – 4) regards research as an activity that generates new questions and that the process resembles a cyclical pattern, primarily undertaken for the betterment of society or, as in this case, the institution.

Henning, Van Rensburg and Smit (2004:36) state that the research methodology of a study can be described as the philosophical framework which guides the research activity and also serves as the tradition or paradigm in which the research problem is framed. It furthermore guides the selection of the research participants as well as the subsequent data-gathering and data analysis techniques. The research methodology

encapsulates people's general orientation to life, their sense of being and even the way they view knowledge, which ultimately informs the choice of source or method of inquiry in a study (Salkind, 2003).

For the purpose of this study a **mixed-method approach** has been used.

3.2 RESEARCH DESIGN

The mixed methods empirical investigation that has been conducted included both quantitative as well as qualitative methods of research. This will hence be discussed in more detail.

3.2.1 Research methods and methodology

For the purpose of this study, a mixed method research design has been chosen. Both qualitative as well as quantitative research methods as well as data analysis techniques were utilised. According to Fraenkel and Wallen (2010:560) quantitative and qualitative methods may be combined in any way that is suitable for conducting a research study, even though these approaches differ on a number of levels. Quantitative research, on the other hand, is predominantly embedded in positivism which holds that reality is objective and observable. Qualitative research is rooted in the belief that reality is socially constructed and as such aims at uncovering what lies beneath the surface of the phenomenon that is investigated, while seeking to understand certain perceptions of the stakeholders involved. (Airasian, Gay & Mills, 2010).

In the same context, Vermeulen (1998b:10) states that a quantitative approach relies on numerical data which are highly formalized and explicitly controlled, while a qualitative approach is not strictly formalized and adopts a more philosophical mode of operation.

3.2.1.1 Quantitative research

Airasian, Mills and Gay (2010: 7) explains that quantitative research consists of the collection as well as the analysis of data in numerical form to describe, explain, predict or control phenomena that is of interest. As a positivistic paradigm quantitative methods can be seen as the focus of attention on precise measurements in a standardised and systematic research procedure (Delpont & Fouchè, 2007: 71, Cooper & Schindler, 2006: 141). Leedy and Omrod (2010: 94 – 95) explain that quantitative research usually involves the consideration of one or more variables of interest. These authors continue by explaining that this type of research also includes the isolation of the variables that must be tested in the research process, as well as the control of those variables by employing statistical methods to analyse and draw conclusions from the data.

Unlike with qualitative research, quantitative research is not subject to the researcher's subjective perspective, but rather aims at an objective analysis to ensure that the information gleaned from the participants is reflected correctly. This approach is framed within the positivist paradigm, but follows a realist stance by which the data will eventually be viewed and interpreted together with the interpretivist qualitative data. This will enable the researcher to provide comprehensive evidence to explain the phenomenon of job satisfaction.

For the purpose of this research study, an adapted version of the standardised Minnesota Satisfaction Questionnaire (MSQ) was used. This consisted of 88 five point Likert scale questions that allowed the respondents to express their levels of satisfaction or dissatisfaction with the aspect at hand. This research instrument was used because it was practical and standardised, as well as linked to the clusters identified by the researcher as the domains underpinning job satisfaction. The clusters identified were emotional well-being, physical resources, autonomy,

challenges and accomplishments, job- and financial security as well as a well-managed environment (cf. 2.8).

3.2.1.2 Qualitative research

Best and Kahn (2003:241) describe the qualitative research approach as a gathering of information whereby participants provide information from their own perspectives. Woods (1999:2) refers to the meaning that participants attach to their behaviour as well as their interpretation and perspectives on certain situations. Leedy and Ormrod (2001:133) further maintain the intimate acquaintances that this research approach has with the different feelings, motivations and qualities of people, it tends to uncover situations as they are experienced and understood by the participants.

Qualitative research is a naturalistic enquiry which utilizes non-interfering data as well as collection strategies to uncover the natural flow of events. De Vos (2000:240) emphasises the multi-perspective dimension of social interaction that qualitative research has on sense-making as well as reconstructing human interaction in terms of the value and meaning that the participants attach to it. Salkind (2003:11 - 13) explains that qualitative research is done to examine human behaviour and the social, cultural, as well as the political context in which it occurs, and that the time frame of this type of research can be current or past, yielding findings in the form of non-numeric data.

Wilson (1997:109) states that qualitative research employs data collecting strategies that are non-manipulative to uncover the natural flow of events and processes such as semi-structured or structured interviews, observations, diaries and/or questionnaires containing open-ended questions. For the purpose of this study the researcher added relevant qualitative open-ended questions to the adapted MSQ used. This allowed the respondents to reflect on some of their feelings and

opinions regarding the aspects within their environments that may influence their job satisfaction.

3.3 POPULATION AND SAMPLING

The population of a research study refers to the “complete set of events, people or things to which the research findings are to be applied,” (Bless, Higson-Smith & Kagee, 2006:184), while the sample refers to the specific members within the population that will be used to obtain data from (Travers and Cooper, 2006).

The population and sample utilised for this research study, is discussed next.

3.3.1 Population

Mouton (1998:134), Maree (2009: 79) together McMillan and Schumacher (2010: 129) define population as a group of elements or cases - be it individuals, objects or events - that conform to specific criteria. Gay and Airasian (2003:102) as well as Gray (2004:82), describe the population as a group of elements which interests the researcher, and to which the results of the study will be generalized. Gorard (2001:10) defines the population as the group that you use for your research study.

The population for this research study consisted out of the fixed-term academic staff members employed at South African HEIs. These staff members were employed on contracts that vary in duration, but with a definite and specific end date.

3.3.2 Sample

To Vermeulen (1998b:50), supported by Welman and Kruger (2001:47) and Corbetta (2003:210), sampling means taking a portion of the available population and considering it to be a representation of the population. This is confirmed by Arasian, Gay and Mills (2009:606), who explain that a sample in research refers to the selection of a number of individuals from the greater population of the study in such a fashion that these individuals represent the larger group from which they were chosen.

For the purpose of this study, five South-African HEIs were selected to serve as sample. The researcher approached various HEIs, and decided to make use of the first five institutions to respond favourably. As the information of staff members is sensitive and confidential, the questionnaires were sent to the HR department of the HEI, who, in turn, distributed the questionnaires electronically to the fixed-term academic staff members employed by the HEI. The respondents returned the questionnaires in electronic format to the researcher. The e-mail contact address of the researcher was made available to the respondents in case any problems were experienced while answering the questionnaire. Thus, in some instances, the names and contact details of the respondents were known to the researcher, but all respondents were assured by the researcher that all information was treated anonymously and confidentially.

3.4 DATA COLLECTION

For the purpose of this research study two data collection approaches were utilised as to allow for triangulation between the findings. Both these forms of data collection were included in a questionnaire that was distributed to the sampled HEIs. (Addendum A) which consisted of both quantitative, closed ended, Likert scale questions as well as some

qualitative, open ended questions that allowed the respondents to elaborate on their views, experiences and opinions.

According to Airasian and Gay (2010: 373) questionnaires are instruments which attempt to obtain comparable data from all members partaking in the sample given that the same questions have to be answered by all participants. By including open-ended questionnaires for determining how people feel about certain issues, or, alternatively, to establish the effect that troubling issues have on the behaviour of people (White, 2005:130) could be rather valuable for this study, because, although a numerical value for the levels of satisfaction, or dissatisfaction for each cluster will be obtained from the MSQ, the specific problems and issues that may lead to the satisfaction or dissatisfaction can only be expressed by the qualitative expression of the views and opinions of the participants.

3.5 ANALYSIS OF DATA

Sarantakos (1998:313) explains that data analysis can be viewed as the process which involves the selection and focus of data as well as the discarding of irrelevant data. Research means that the collected data is analyzed and interpreted by the researcher with the purpose of bringing structure as well as order to the available information.

In view of the fact that this study makes use of quantitative as well qualitative research analysis, both is discussed next.

3.5.1 Quantitative analysis

The pre-coded raw data obtained from the separate questionnaires were supplied to a statistician at the University of the Free State, who made use of the SPSS version 18- programme to identify trends in the responses. The quantitative data was discussed, and the emerging trends were explained. The data that was obtained were also presented in tabular format which indicated the mean scores obtained for each

question, the difference between the information from primary- and secondary income respondents as well as the rank assigned to each value. This was done to illustrate how the different needs of these two groups of respondents differ.

3.5.2 Qualitative analysis

Cresswell (2003: 15), supported by McMillan and Schumacher (2010: 370 -376) defines qualitative research analysis as an inquiry process of understanding, based on methodological traditions of inquiry that exposes a human or a social problem. During the study the researcher built a complex, holistic picture, and reported detailed views of participants

Themes that emerged from the information obtained, helped the researcher to gain a better understanding of the phenomenon at hand.

The data that was obtained from the qualitative parts of the questionnaires were analysed by the researcher after which the information was grouped together according to clusters of meaning. Verbatim accounts from the participants were provided and interpretations were done accordingly.

3.6 VALIDITY AND RELIABILITY

Thomas (1998:133) argues that reliability and validity are important attributes of a research instrument. McLaughlin and Mertens (2004:107) state that validity, as well as reliability, is key to maintaining appropriate standards in research. They continue by saying that research is a scientific method of inquiry, and that information should be carefully assessed by testing for validity as well as reliability. Salkind (2003:107) is

of the opinion that “reliability (or consistency) and validity (or the does-what-it-should-do qualities)” of a measurement instrument is essential, as the absence of these qualities or attributes explains why a researcher acts incorrectly when accepting or rejecting a research hypothesis.

3.6.1 Reliability

Gray (2004:172) believes that reliability is a central concept associated with measurement, and that it essentially means consistency. Consistence, in this instance, means that the scores obtained by an instrument can be confirmed by using alternative data sources. The obtained data can also be interpreted by other researchers to establish whether they reach the same conclusion as the primary researcher. Salkind (2003:108 - 111) explains that reliability is when a test measures the same thing more than once, with the same outcomes. The author continues to explain that reliability is often reflected in the value of the correlation coefficient.

Neuman (1997:138) explains that reliability means that information provided by certain indicators does not change as a result of the characteristics of the indicators, the research instruments or the measurement device used in the study. This explanation is very significant as it minimizes errors made in the study. This is supported by McLaughlin and Mertens (2004:107) who explain validity as the stability of observed changes over time within a positivist paradigm. An indicator or measure can be considered to be reliable when it consistently provides the same results every time a certain phenomenon is measured and for this purpose Cronbach's Alpha is an accepted indicator.

As the questions in the MSQ were adapted for the aim of this research, a Cronbach Alpha was done to determine whether the test, in fact, measure what it is supposed to measure. All the variables had a measure of more than 0.7, indicating that the data obtained is reliable. The findings

obtained from administering the Cronbach Alpha for the questionnaire used for the purpose of this study, is illustrated in chapter 4.

Contributory to enhancing the reliability of this study the use of the standardised and well-known MSQ, as data capturing instrument, the selection of appropriate analysis procedures and the analysis of the data by an expert statisticians from the University of the Free State, were valuable measures in this regard.

3.6.2 Validity

Seale (1998:134) views validity as the degree to which findings of a research study presents a true and accurate picture of what is claimed or described in the research. Neuman (1997:141) explains validity as the appropriateness of a statement including its importance in determining which research information is valid, thus implying that no matter which type of questionnaire or research instrument is used, it should measure what it set out to measure. The author continues to explain that measurement validity refers to how well the conceptual as well as operational definitions match. Salkind (2003:115) explains that validity means that the test or instrument that is used by the researcher should actually measure what the researcher set out to measure.

Welman and Kruger (2001:135) are of the opinion that validity refers to the appropriateness of a statement and moreover, that it is important to determine whether data is valid and are used for its intended purposes. Construct validity refers to the instrument used to measure the variable at hand, controlling that it measures what it is supposed to measure. These authors continue by saying that the instrument that is used in the study should remain constant over the duration of the study.

As stated previously, an adapted version of the standardised MSQ was used as a research instrument. Validity, as interpreted from the literature

above, refers to the statement that the research study measures what it sets out to measure. In the case of this research study, the goal was to measure the levels of job satisfaction of fixed-term academic staff members and the variables that influence job satisfaction.

In order to ensure the validity of the qualitative aspect of the data, the researcher guarded against bias, and the data obtained from the qualitative portion of the questionnaires were continuously compared until no new affirmative or information that contrasted the existing information, was found, a process which, according to Brazelle, de Wet, Heyns, Niemann, Niemann and Van Staden (2000:11) can be seen as a manner in which the validity of the findings can be measured.

3.7 ETHICAL CONSIDERATIONS

It is of utmost importance that the researcher at all times protects the identities of the respondents who participate in a study. For this reason it is important for the researcher to apply research ethics, which can be described as the norms and standards of the behaviour that guides the choices and behaviours of a researcher towards the respondents of a study (Cooper & Shindler, 2006:116). In order for the researcher to adhere to ethical standards, it is important to refrain from any form of bias in the research design, data analysis as well as interpretation of the data.

For the purpose of this study, any confidential information that may lead to the identification of either the HEI or the respondent was omitted by the researcher. Confidentiality clauses which protect the identities of the participating HEI were also signed and adhered to by the researcher. Objectivity was further obtained by making use of the well-known statistical program SPSS version 18 to perform the quantitative data analysis, which prevented as much subjective interference from the researcher as possible.

All data, results and methods used by the researcher were honestly used and interpreted by the researcher. Prior consent was obtained from the HEIs as well as the respondents who voluntarily participated in the study.

3.8 CONCLUSION

This chapter initially identified the research methods that were used as well as the rationale for making use of these methodologies. Quantitative as well as qualitative data analysis was discussed and an explanation was provided on how to validate information obtained from the questionnaires. The data capturing instrument was put forward and clarified after which the population and sample for this study were identified and explained. In the following chapter the data analysis will be reported and discussed.

CHAPTER 4

RESEARCH RESULTS AND INTERPRETATION

4.1 INTRODUCTION

The aim of the investigation conducted was to ascertain the levels of job satisfaction (dependent variable) that are experienced by fixed-term (independent variable) academic staff members at South African HEIs and the dominant determinants that influence these levels.

This chapter presents the analyses of the feedback that was obtained from fixed-term academic staff members at five HEIs in South Africa. The data was obtained through making use of an adapted version of the standardised Minnesota Satisfaction Questionnaire (MSQ). A section containing open-ended, qualitative questions was added to the questionnaire as to gain more insight into the feelings and views of this category of staff members regarding their employment as fixed-term academic staff members. The results that were obtained from these questionnaires will hence be presented, discussed and interpreted.

Although sampling has been dealt with in chapter 3, it is briefly discussed here to assist with the interpretation of the data to follow. The sample consisted of a total of 138 respondents for the MSQ, of which 111 have been employed on fixed-term contracts being their **primary source of income**, and 27 respondents who's fixed-term employment are **secondary to another source of income**.

In the one section of the questionnaire, the responses had to be recorded on a Likert scale containing closed-ended items. The other part of the questionnaire contained open-ended questions where the participants had to reflect on their type of employment in writing. The feedback from the two groups (primary and secondary income groups) will be discussed separately, as well as be compared in terms of their job satisfaction. Relevant correlations between certain employment related factors and

the influence thereof on the job satisfaction of the staff members, are also discussed.

4.2 INTERPRETATION AND DISCUSSION OF FINDINGS

As the MSQ is designed as a five-point Likert scale, the maximum score for each item is five. The respondents have to rate their feelings from (1) *Very Dissatisfied* to (5) *Very Satisfied*. A high score indicates that the respondent is satisfied, while a low score indicates dissatisfaction. The midpoint for each item is a score of 3. The responses of the participants were subsequently ranked according to the individual mean value of each question.

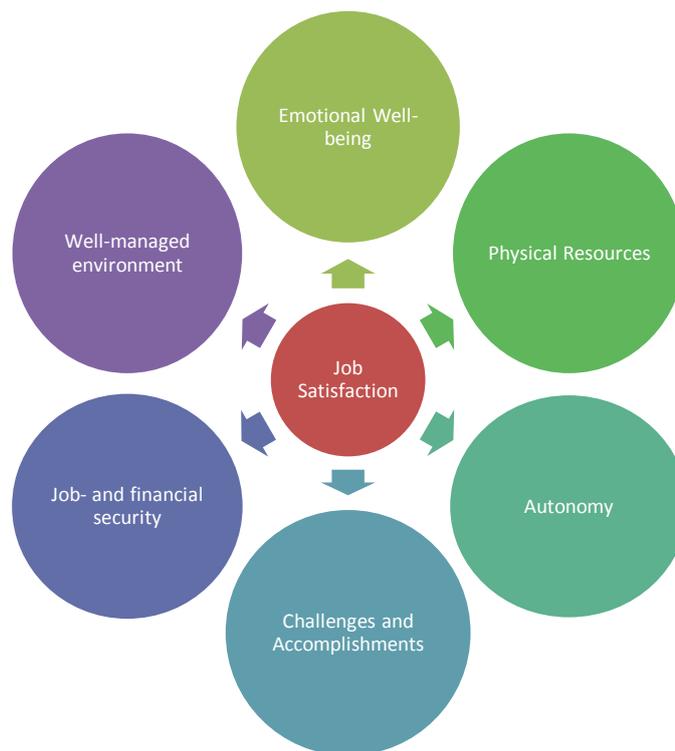


Figure 4.1 The areas influencing the levels of job satisfaction experienced by staff members.

As is illustrated by figure 4.1 above, six factors which could influence the levels of job-satisfaction experienced by staff members, were identified,

namely the **emotional well-being (EWB)** of the employee, the **physical resources (PR)** that the employee has at his/her disposal to complete the task, the levels of **autonomy (AUT)** the employee has when completing a task, the **challenges and accomplishments** within the work environment, the job- as well as a **well-managed environment (WME)** and the **financial security (JFS)** that the employee has. This relates to the clusters identified by the MSQ. For the aim of this study, altruism as an area of interest was omitted, because it is less relevant to the context of this study.

The data that was obtained from the adapted version of the MSQ can be regarded as being reliable, as it yielded high Cronbach Alpha's.

Table 4.1 Reliability statistics of adapted MSQ used for this research study.

Variable	Cronbach's Alpha	N of items
EWB	0.959	15
PR	0.880	2
Aut	0.971	19
CA	0.960	20
JFS	0.926	10
WME	0.960	22

The Cronbach Alpha determines the reliability of the scale that was used, as well as to test whether or not the items used for a construct/variable actually measure the particular construct (Insert source). From the table above it is clear that all the variables in the scale is reliable, as the Cronbach Alpha for each item is greater than 0.7.

The data are hence reported on within the context of the following six clusters.

4.2.1 EMOTIONAL WELL-BEING

The emotional well-being of staff members plays a critical role in the levels of motivation that they have to complete their tasks (cf. 2.2.2; 2.7.2; 2.2.3.1; 2.2.3.2; table 2.1). It is very important that the emotional well-being of the staff members are looked after, as this will influence levels of motivation and, ultimately, productivity. In this section, the quantitative as well as qualitative findings regarding the emotional well being of the respondents from the empirical research is discussed.

4.2.1.1 MSQ findings

As the midpoint is 3, it is evident that all mean responses for both primary as well as secondary income respondents are above midpoint. As a higher than midpoint score indicates higher levels of satisfaction, it can be deduced that, in terms of emotional well being, all respondents fall within the “satisfied” range. This cluster is made up of a total of 15 questions. This is visible on table 4.1. It is of value to see that the primary income respondents have an overall mean score of 3.590, which is much lower than the 4.099 score obtained from secondary income respondents. This indicates that the primary income respondents have lower levels of emotional well-being at the workplace than their secondary-income counterparts. The question which scored the lowest (more dissatisfied) score for the primary income group was question 70, “the opportunity to have a definite place in the community,” which had a mean of 3.820. This same question in the secondary income group ranked second of their lowest scores, while question 59 “The opportunity to be important in the eyes of others” was the aspect with which the

secondary income group was most dissatisfied. This information is clearly illustrated in table 4.2 below, which indicates the MSQ findings for both primary as well as secondary income fixed-term academic staff members.

TABLE 4.2 The emotional well-being of fixed-term academic staff members.

NR	EMOTIONAL WELLBEING	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
1	The opportunity to try out some of my own ideas.	6	0	12	0	12	4	48	13	33	10	111	27	3.811	4.222	12	9
6	The social position in the community that goes with the job.	4	0	8	0	42	9	44	12	13	6	111	27	3.486	3.889	6	5
17	Being able to see the results of the work I do.	10	0	12	0	6	4	48	8	35	15	111	27	3.775	4.407	11	12
18	The opportunity to be of service to people.	2	0	12	0	10	0	51	8	36	19	111	27	3.964	4.704	15	15
23	The opportunity to do work that is well suited to my abilities.	10	2	12	0	4	4	55	8	30	13	111	27	3.748	4.111	10	8
25	The opportunity to be "somebody" in the community.	8	0	12	0	46	10	36	13	9	4	111	27	3.234	3.778	2	3
35	Being able to take pride in a job well done.	4	2	14	0	6	2	52	6	35	17	111	27	3.901	4.333	14	11
40	The opportunity to make use of my best abilities.	12	0	10	2	10	4	46	7	33	14	111	27	3.703	4.222	9	10
41	The opportunity to meet with important people.	5	0	16	2	39	9	37	8	14	8	111	27	3.351	3.815	5	4
57	The opportunity to do something that makes use of my abilities.	8	2	14	0	14	4	53	13	22	8	111	27	3.604	3.926	7	6
59	The opportunity to be important in the eyes of others.	6	0	10	4	59	7	23	12	13	4	111	27	3.243	3.593	3	1
70	The opportunity to do my best at all times.	4	0	10	0	12	2	61	11	24	14	111	27	3.820	4.444	13	13
76	The opportunity to have a definite place in the community.	10	2	18	0	39	6	31	17	13	2	111	27	3.171	3.630	1	2
83	The way that there is adequate training available.	8	0	15	4	36	1	35	14	17	8	111	27	3.342	3.963	4	7

87	The feeling of accomplishment that I get from my job.	12	0	10	0	6	2	55	11	28	14	111	27	3.694	4.444	8	14
	Average mean													3.590	4.099		

It is informative to see that both primary as well as secondary income groups were most satisfied with question 18, for which mean scores of 3.964 and 4.704 respectively was obtained for “The opportunity to be of service to other people.” The rankings of the scores obtained for the other questions are all very similar, except for question 87 “The feeling of accomplishment that I get from my job”, for which the primary income group have a mean of 3.694 and a ranking of 8, while the secondary income group have a much higher mean of 4.444 and a ranking of 14, indicating that the latter group experiences higher feelings of accomplishments in their jobs as fixed-term lecturers. This may be ascribed to the fact that the fixed-term employment contract is additional to their primary forms of employment, meaning that these individuals may be working at the HEI for to enhance their levels of self-actualisation, whilst their primary-income counterparts are employed in this manner as a form of income.

4.2.1.2 Qualitative findings

Most of the respondents are of the opinion that they are loyal towards the institution while they are working there, but that they would not hesitate to accept another position from a different HEI if it was offered to them, as they would like to have permanence and structure in their lives.

The participants reacted to this issue as follows:

- “I am very loyal to [this HEI], but if something more stable comes my way, I will definitely grab the opportunity!”
- “I am loyal to this HEI – for now. I will do what is expected of me, but nothing more. I am not going to be abused.”
- “Surely it has an influence [on my well-being]. How can one stay loyal to an institution that creates the idea with their employees that they don't give a damn? I used to love my job, now I feel completely different about it. Also, my loyalty and commitment is towards my students, not the higher structure, I have a responsibility towards the students that I

currently teach, to do the best I can. And I will. But, if I have the opportunity towards a permanent position, even if it is at another HEI, I will surely take it. This place is not good to me.”

- “With regards to loyalty, I find it very frustrating to be caught in this current no-man’s land in which I have the workload and responsibilities of a permanent employee and none of the benefits and securities that a permanent staff member with the same experience and qualifications, have.”

One of the participants is of the opinion that her well-being is not influenced by the job status of the staff member, but by factors such as academic excellence and transformation policies within the HEI.

The opinions of the participants regarding the policies and practices of the HEIs are discussed in more detail in section 4.2.6 of this chapter.

A participant stated that he/she will remain loyal to the HEI for as long as possible, but that the job security that is experienced will play a major role in the choice that he/she makes regarding the acceptance of a position at another HEI.

The feelings and opinions that the fixed-term staff members have regarding their job security of the participants are discussed in more detail in section 4.2.5 of this chapter.

Some participants are of the opinion that their workload is very high, but that they do not receive the relevant and adequate remuneration that they deserve, even though they have the same, or better, qualifications as their permanent counterparts.

Some of the respondents reacted as follow:

- “My workload is a major concern to me, though. I am head of our division. I am responsible for the budgets, general management, overall admin and liaising with the industry. Because of the budget constraints this year it was expected of me to give the subject without any extra

remuneration. This leads to unnecessary stress on my part. Although I would like to do my PhD in the future I am constantly pressured to do this without any study leave.”

- The University is apparently understaffed and this leads to a lot more responsibilities and admin which is put upon fixed-term staff without compensating us accordingly.

A number of participants are of the opinion that they do not have adequate opportunities to receive training and to attend conferences, and that funding is difficult to get.

A few participants explained that:

- “It is difficult to get funding for attending conferences and workshops. You will be told that the department does not have money or any other reason. I only attend workshops that are free.”
- “Fixed-term academic staff do not have access to the same research or funding opportunities at [this HEI] as these are mostly allocated to permanent staff,”
- To attend local conferences is not a problem, but I haven't ever attended a conference outside the [this province].

The opportunities for training and development are discussed more in section 4.2.5 of this chapter.

In terms of emotional well-being it is clear that most of the respondents are of the opinion that

- they are loyal to the HEI that currently employs them, but that this loyalty will be shifted to another HEI if this institution offers them the opportunity;
 - they prefer a permanent academic position with benefits, as they desire recognition as well as a feeling of permanence and security;
 - they have heavy workloads, but do not receive adequate recognition and remuneration;
 - they are influenced a lot by the policies and practices of the HEI;
- and

- they experience a lot of trouble to obtain funding for academic development is a major concern;

This indicates that their levels of emotional well-being at their place of employment are major contributors to the levels of loyalty and motivation that they experience.

4.2.2 PHYSICAL RESOURCES

The availability of resources has a major influence on the levels of motivation, and thus job satisfaction, of staff members (cf. 2.6.3, 2.7.1 and table 2.2). This can be attributed to the fact that the availability of resources can hamper or assist an employee in the execution of his/her duties, which can add or reduce levels of stress experienced. It is crucial that staff members have the necessary resources to their disposal to complete the tasks at hand. In this section, the empirical quantitative as well as qualitative findings regarding the physical resources available to fixed-term academic staff members are discussed next.

4.2.2.1 MSQ findings

Both the primary- as well as secondary income groups' average mean scores are above the midpoint of 3, with scores of 3.545 and 4.444 respectively. This is illustrated in table 4.3. This explains that both groups are more satisfied with the physical resources they have to complete the job than dissatisfied. Although both groups indicated that they have adequate resources to complete their jobs, and that they are satisfied with the overall availability of resources, the average mean for all questions related to the physical resources cluster are higher for the secondary income group, meaning that this group is more satisfied with the resources that they have than the primary income respondents. Both groups indicated that, although they have adequate resources to complete their jobs (question 11) they have a problem with the overall availability of resources (question 81). This may indicate that resources for fixed-term academic staff members are difficult to access and that

they are not easily obtained by these employees, which have a negative influence on the performance of these staff members, and thus their levels of job satisfaction. The findings from the MSQ can be seen below in table 4.3.

TABLE 4.3 The physical resources available to fixed-term academic staff members to complete their tasks

NR	PHYSICAL RESOURCES	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
11	The resources that is available to me to complete my job.	6	0	15	0	13	0	58	10	19	17	111	27	3.622	4.630	2	2
81	The overall availability of resources.	4	0	21	2	18	4	55	6	13	15	111	27	3.468	4.259	1	1
	Average mean													3.545	4.444		

4.2.2.2 Qualitative findings

Most of the participants are of the opinion that they have major concerns regarding the availability of resources.

Some of the participants responded as follow:

- “There are resources available, but you must go through the permanent staff to obtain it, which can sometimes take as long as a week to get it. We don't get an office or any place we can work so all our work must be done at home. If you use internet at home or an internet cafe and must print something, you must pay for everything yourself, as I don't have the resources at work.”
- “I buy most of what I need for myself, from my own budget. I do not want to lose my job,”
- “When the students held an exhibition of their cut-up poems, we collected some money for entry fees, but the rest was for my bill. When these poems were used in a collaborative book-making project with [another HEI], all the material and the making of the product was for my bill too. I realised quite quickly that in my field and position you have to do it yourself if you want to make it happen.”
- Contract members do not have [access to stationery and photocopiers] - we share computers and printers, which often lead to use looking incompetent, as our work is not finished on time.”
- “Resources are not always available to staff members. For example after the merger of the former [these HEIs], I was not given a computer because I was a fixed-term appointment. I had to use my entity to get one. All academics need resources to perform their jobs. A computer is like a chalkboard, you cannot conduct your classes without it.”
- All [fixed term staff members] in this department must make turns to punch in the data on the only available computer.”

As a result of not having access to a computer, some participants also indicated that they do not have access to e-mail facilities.

The above can have a negative influence on the participants, such as:

- “Many important communiqué’s are often sent out at strange times, and that it is difficult for all the fixed-terms to get all the information timeously, as a lot of fixed-term staff members do not have access to e-mail facilities. This can lead to a lot of confusion, and often leads to the fixed-termers looking “like fools.”
- “Some fixed-term staff members do not have access to the intranet, thus are a lot of valuable information not communicated to us, meaning that we do not always know about important notices.”

A number of respondents stated that the availability of office space is a major concern to them.

In this regard, some respondents stated that:

- “Most contract employees have to share a work space and sometimes facilities such as a telephone or a computer with internet access. In some instances, none of the above is provided, I thought a staff member is expected to do his/her job as well as those of the permanent staff members who have full access to all the support structures,”
- “It is very inconvenient to share an office with only one desk, one telephone and one computer and a communal printer for everybody in the department. The office is always streaming with students, as three fixed-term lecturers share the same office and amenities. There is no room to consult with students,”
- A personal solution to [not having an office] is to come to campus only for classes, consult with students only when there is an office open, or to share added information in an informal way while walking on campus. The majority of my administrative duties are done at home and transferred to the official computer through external memory devices that I have to buy for myself,”
- “Office space is a serious problem. Class preparation and consultation with students are difficult. Most of the permanent staff

members have their own offices, as well as access to other facilities such as stationery and funding for educational purposes.”

- “....To add insult to injury, some of my office mates are presenting lectures in the office due to a shortage of lecturing space on campus. In the bustle of noise and activities, we are expected to deliver work of excellence!”
- “Sharing office space leads to even more distractions even if it is only a telephone conversation you have to listen to or students who are looking for the other lecturer or inquiries that doesn't pertain to you.”

A number of the participants stated that they make use a lot of their own resources, for example:

- “I feel positive towards the availability of resources, even though I think that the University could consider giving fixed-term staff members access to blank copy and printing paper as we do a lot of work from home, for which our own printers, ink and paper is used,”
- “I have to make use of my own computer, and print master copies of tests and assignments, at home, with my printer, ink and paper. I can then make copies from there on for the students from a shared copying machine.”

From the above it is clear that a number of fixed-term academic staff members are experiencing problems with the availability and accessibility of resources at the HEI. It is also clear that a number of participants are of the opinion that the lack of resources, especially office space, are impacting negatively on their productivity.

From the findings above, the following can be said:

- Office space is a major concern to most of the participants,
- The availability of resources hamper the productivity of the participants,
- A number of participants must complete their work on their own budget, as resources are not available,

- Some participants do not have access to vital means of communication, and often miss important communiqués.

In order for the productivity, as well as job satisfaction, of these staff members to increase, it is important that these matters are tended to by the management structures of the HEI.

As a participant stated:

“We are three lecturers with different personalities (habits), gender and ethnic backgrounds sharing an office, and we have to sometimes we have to worship our supervisors for resources.....”

4.2.3 AUTONOMY

The ability to work on one’s own, to be autonomous in one’s place of work and to receive relevant feedback have serious influences on the levels of self-esteem as well as job satisfaction experienced by staff members (cf. 2.2.3; 2.2.3.4; 2.2.3.3; 2.2.3.4; 2.5.3; 2.6.4; 2.6.4; 2.7.2, tables 2.1 and 2.2). In this section, the empirical quantitative as well as qualitative data obtained from the respondents in regards to their levels of autonomy within their work environment, is discussed.

4.2.3.1 MSQ findings

The average mean for the autonomy cluster, which consists out of 20 questions, is 3.541, which is higher than the midpoint of 3, indicating that the overall feeling of satisfaction experienced in this regard by fixed-term academic staff members is more satisfied than dissatisfied. This can be observed in Table 4.3. The individual means for each group is 3.108 for the primary income group, and a notable higher mean of 4.148 for the secondary income group. This may be due to the fact that the primary income group is directly dependent on the income that they generate by being employed in this fashion, while the secondary income group has another income as back-up, which can reduce stress and increase feelings of autonomy in the HEI work environment. It is evident from the

ranks that were assigned to the means of each question, that there are major discrepancies in the feelings of autonomy that is experienced by the primary income and the secondary income fixed-term staff members. The primary income group ranked question 2 (“The opportunity to work by myself”) as number one, meaning that they are most dissatisfied with this aspect. This question has a mean of 2.946 for this group, which is below the midpoint of 3. Their secondary income counterparts’ mean for this question is 4.519, with a rank of 17 which is a significant difference. This finding indicates that the secondary income group is much more satisfied with this aspect of their jobs than the primary income group.

The secondary income group indicated that they are the most unsatisfied with “The opportunity to tell others what to do” (question 74), which has a mean score of 3.815. This is ranked as number 13 for the primary income group, with a mean of 3.613.

Although the mean of each question is higher for the secondary income group than that of the primary income group, is it evident from the results that there are major discrepancies in the overall rankings that are assigned to each question. It is apparent from the data that the secondary income group’s major concern within the autonomy cluster is that they are not in control and that they cannot tell others what to do, while the focus of the primary income group, falls on the ability to work by themselves and the levels of responsibility that are assigned to them.

The primary income group is most satisfied with the opportunity that they have for other staff members to look at them for direction. This is reflected in question 4, which had a mean score of 3.995 and was ranked 20. This may be indicative of the need for self esteem and an increased need for feelings of autonomy. As this form of employment is these persons’ primary source of income, it can lead to possible higher levels of satisfaction when others look at them for direction, and create a sense of self-satisfaction. This is very significant in the light of the fact that these staff members indicated that they are most unsatisfied with the opportunities that they have to work alone. They would thus assign higher

values to the opportunities that they have to be consulted by other staff members.

The most satisfying aspect for the secondary income group within this cluster is the opportunity that they have to be of service to other people, illustrated by question 18, which had a mean of 4.704 and was ranked as nr 20 by the respondents. This can relate to a need for prestige as well as needs for self esteem fulfilment, but, as secondary incomes, the need for autonomy within the HEI is not the primary motivator. This is illustrated in table 4.4 below.

TABLE 4.4 The levels of autonomy experienced by fixed-term academic staff members

NR	AUTONOMY	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
2	The opportunity to work by myself.	7	0	30	0	36	0	38	13	0	14	111	27	2.946	4.519	1	17
4	The opportunity to have other staff members look at me for direction.	10	0	2	0	14	2	42	12	43	13	111	27	3.955	4.407	20	14
5	The opportunity to do the kind of work that I do best.	4	0	12	2	18	4	44	15	33	6	111	27	3.811	3.926	18	4
15	The opportunity to be responsible for planning my work.	14	0	10	0	11	2	44	11	32	14	111	27	3.631	4.444	14	15
18	The opportunity to be of service to people.	10	0	14	0	17	0	40	8	30	19	111	27	3.595	4.704	11	20
19	The opportunity to do new and original things on my own.	5	0	22	4	42	0	40	8	2	15	111	27	3.108	4.259	3	10
20	The opportunity to work alone on the job.	7	0	16	0	16	0	47	12	25	15	111	27	3.604	4.556	12	19
22	The opportunity to tell other staff members how to do things.	12	0	12	2	18	6	37	10	32	9	111	27	3.586	3.963	10	5
33	The opportunity to make decisions on my own.	8	0	10	2	18	0	50	14	25	11	111	27	3.667	4.259	16	11
37	The opportunity to be alone on the job.	9	0	18	0	34	2	48	13	2	12	111	27	3.144	4.370	5	13
39	The opportunity to supervise other people.	22	0	12	0	16	7	39	8	22	12	111	27	3.243	4.185	6	8
50	The opportunity to be responsible for the work of others.	10	0	12	2	14	8	57	9	18	8	111	27	3.550	3.852	9	2
54	The opportunity to develop new and better ways to complete the tasks at hand.	12	0	15	0	25	2	49	9	10	16	111	27	3.270	4.519	7	18
55	The opportunity to work independently of others.	8	0	8	0	8	2	49	11	38	14	111	27	3.910	4.444	19	16
58	The opportunity to tell people what to do.	13	0	16	2	51	7	31	10	0	8	111	27	2.901	3.889	2	3
68	The freedom to make my own judgment.	20	0	12	0	21	3	34	16	24	8	111	27	3.270	4.185	8	9

71	The opportunity to try my own methods of completing the task.	5	0	10	2	20	0	61	13	15	12	111	27	3.640	4.296	15	12
72	The opportunity to work away from others.	10	0	12	1	19	2	31	16	39	8	111	27	3.694	4.148	17	6
74	The opportunity to tell others what to do.	10	0	6	2	22	7	52	12	21	6	111	27	3.613	3.815	13	1
85	The responsibility that is given to me.	7	0	28	2	26	0	46	17	4	8	111	27	3.108	4.148	4	7
	Average mean													3.541			

4.2.3.2 Qualitative findings

Most of the participants are not satisfied with the way that they are being treated by their supervisors and fellow staff members.

Some of them explained:

- “HEI management does not recognise talent or promote the retention of talent/knowledge/expertise. Well recognised researchers and less qualified lecturers are treated in the same manner.”
- “I do feel however that our claims are not processed adequately and the system is not working very well. You never know for which claim you are being paid and whether your forms have been submitted to the salary offices,”
- “Apparently the HEI thought we are just going to lecture the students and that's that, but they forgot that we must also go through the admin and all the things they did not know to help us with. I will be glad if my contract does not get renewed - I would like to lecture at another institution. It is just not worth it - you go through a lot of hassles and get paid peanuts in comparison with the permanent staff, while you have the same responsibilities they have.”
- “It is just unfortunate that you do not get paid for certain responsibilities as these are the things that keep you very busy and away from your family members,”
- ‘I am very well qualified, and have a lot of experience, but I am not trusted to make any decisions by myself.”
- “I sometimes wonder why I am here – I am being treated as I am a child, and not a published and recognised academic.”
- “Co-workers and admin staff are a pleasure to work, helpful, friendly and inclusive. The HR and legal services are absolutely pathetic at being able to set up custom contract arrangements which are suitable for my particular circumstances and excruciatingly rude in not communicating their inability to do so, despite several attempts on my part to get some answers.”

It is clear that the participants feel that they are not valued, and that the support that they receive is not adequate. Furthermore, the deduction can be made that the fixed-term staff members feel that they do not receive enough support from their supervisors, and that they do not get the opportunity to execute tasks as they would like to.

The participants need to:

- Receive adequate support from their supervisors,
- Receive relevant and timeous support from the HR department,
- Be treated as colleagues,
- Must receive the recognition that they deserve.

It can be seen that autonomy is an important aspect of job satisfaction, and that, although these staff members are able to work by themselves, they need a support structure to function adequately, which, in most cases, is not present.

4.2.3 ACCOMPLISHMENTS AND CHALLENGES

The many different levels of accomplishments, as well as challenges, that are experienced by staff members at their place of employment can have a major influence on the levels of job satisfaction that are experienced by these individuals. These challenges and accomplishments may include opportunities for advancement as well as training and development (cf. 2.2.2; 2.4.2.4 (a); 2.2.2.4 (b)). It is very important that the accomplishments of staff members are acknowledged and that their challenges are addressed, as this will make them feel appreciated, which will influence their levels of job satisfaction. The following section deals with the empirical data obtained from the respondents of this study with regards to some of the challenges and accomplishments that they experience at South African HEIs.

4.2.4.1 MSQ findings

The average mean for both primary as well as secondary income groups are above the midpoint of 3, with a mean of 3.316 for the primary income

group and a mean of 3.901 for the secondary income group within the “Accomplishments and Challenges” cluster, which consists of 19 questions. Results for this cluster can be seen in Table 4.5. It has been noted that, while the average means for the latter group was above the midpoint, the same could not be said for the former, primary income group, where a notable amount of means were below the said midpoint.

Both the primary and secondary income groups stated that they were most unsatisfied with “The way that promotions (i.e. permanent positions) are given out at this HEI,” (Question 27). This question was ranked first by both groups, with a mean of 2.541 for the primary income group, which is below the midpoint, indicating dissatisfaction, and 3.222 for the secondary income group. Similar questions, related to promotions and opportunities of advancement, ranked closely to each other for both groups. These questions received the lowest rankings, indicating that they are challenges experienced by the fixed-term staff members, and that both groups have problems advancing within the HEI. All related questions had a mean of lower than 3 for the primary income group. The low mean of the primary income group expresses that these staff members are more dissatisfied with the opportunities for advancement and promotion that they have within the HEI, which can indicate that the respondents from this group are anxious to obtain a more permanent and secure method of employment. As this is a problem experienced by all respondents, the deduction can be made that the respondents have tried to obtain more permanent positions and promotions without success. Although the secondary income group also indicated that this aspect was a problem, they are not as anxious and bothered, as they are not solely dependent on the HEI for remuneration.

Both groups indicated that they are satisfied with the fact that they are able to stay busy at the HEI. This is evident from the data obtained from question 53, which have a mean of 3.865, rank 19 for the primary income group and a mean of 4.370 and a rank of 18 for the secondary income

group. Related questions (question 88, mean 3.820, rank 18 for the primary income group and mean 4.296, rank 17 for the secondary income group) showed similar scores, which indicates that both groups are most satisfied with this aspect of their jobs at the HEIs.

The rankings for the remaining questions for both groups were similar, even though the means of the groups were different, with the scores of the primary income group being lower than the other groups each time. This data is illustrated in table 4.5 below.

TABLE 4.5 CHALLENGES AND ACCOMPLISHMENTS EXPERIENCED BY FIXED TERM ACADEMIC STAFF MEMBERS

NR	CHALLENGES AND ACCOMPLISHMENTS	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
3	The variety in my work.	6	0	10	0	22	2	44	12	29	13	111	27	3.721	4.407	17	19
12	The opportunities for advancement on this job.	17	2	33	4	24	9	25	8	12	4	111	27	2.838	3.296	4	2
16	The way I am noticed when I do a good job.	14	4	23	0	14	2	31	10	29	11	111	27	3.342	3.889	8	8
21	The opportunity to do different things from time to time.	14	0	10	2	15	2	52	10	20	13	111	27	3.486	4.259	14	15
30	The opportunities of getting ahead on this job.	11	0	32	6	15	6	45	11	8	4	111	27	3.063	3.481	5	4
34	The way I receive full credit for the work that I do.	15	2	20	0	17	6	43	8	16	11	111	27	3.225	3.963	6	9
36	The opportunity to try something different.	16	0	10	2	7	2	58	9	20	14	111	27	3.505	4.296	15	16
38	The routine in my work.	8	0	16	0	24	2	58	19	5	6	111	27	3.324	4.148	7	13
47	The way that promotions (i.e. permanent positions) are given out at this HEI.	27	2	20	4	43	9	19	10	2	2	111	27	2.541	3.222	1	1
51	The recognition that I get for the work that I do.	9	2	24	0	15	6	46	7	17	12	111	27	3.342	4.000	9	10
53	Being able to stay busy.	4	0	8	0	17	4	52	9	30	14	111	27	3.865	4.370	19	18
56	The opportunity to do something different every day.	8	0	14	8	27	2	47	13	15	4	111	27	3.423	3.481	11	5
65	The opportunities of advancements at the HEI.	15	0	34	6	33	11	25	4	4	6	111	27	2.721	3.370	2	3
69	The way they usually tell me when I do my job well.	5	2	12	0	29	4	57	11	8	10	111	27	3.459	4.000	12	11

73	The opportunity to do different things on the job.	6	0	12	0	23	6	64	13	6	8	111	27	3.468	4.074	13	12
75	The opportunity to make use of my abilities and skills.	8	2	12	0	10	0	57	14	24	11	111	27	3.694	4.185	16	14
82	My opportunities of advancement.	16	0	34	6	28	7	25	8	8	6	111	27	2.775	3.519	3	6
86	The praise that I receive for a job well done.	6	2	18	0	29	6	42	11	16	8	111	27	3.396	3.852	10	7
88	Being able to keep busy all the time.	2	0	10	0	16	4	61	11	22	12	111	27	3.820	4.296	18	17
	Average mean													3.316	3.901		

4.2.4.2 Qualitative findings

The general views and opinions that are expressed by the fixed-term academic staff members participating in this study differ. The management of the HEI has an influence on the challenges and accomplishments that are experienced by the staff members.

As some participants explained, they feel that they are not always regarded as part of the team:

- “Nobody wants to help you. You are only a member of staff if they need something from you. An e-mail is sent out every year to invite the staff members to the end of year function, while stating pertinently that this function may only be attended by the permanent academics.”
- “There is discrimination towards the fixed-term workers and this leads to the fixed-term staff members having a bad attitude towards the permanent staff. We have to perform the same duties, but cannot even attend the same functions.”
- “The problem of not questioning the leadership because you are appointed fixed-term is not good. I feel that I am treated as a minor, they think you cannot think, have no feelings and cannot reason,”
- “Our colleagues does not look as us as fellow staff members. I now park on a space that says ‘no staff parking.’ Who will chase me away? I can’t be considered as staff some days, and for other days I am not good enough. They must make up their minds.”
- “As a fixed-term staff member, I do feel like an outsider, my opinion on what matters is not taken into account, even if I do the same and more as the permanent staff members,”
- “The opinion in this department on this campus is one of exclusion of fixed-term lecturers. This is not the desired way to work.”

A number of participants also explained that they do not receive adequate support and help from the HEI when it is needed, and that they are afraid of victimisation.

Some participants alluded that:

- “We are only fixed-term - so you just do your job and nothing else. No meeting, no input from your side and if you experience any problems it takes a while before they can get you to the right person. I have still got some problems from the beginning of my contract that is not sorted out yet, and my contract is almost over,” and, and that we are not welcome at all.”
- “Being a fixed-term academic is very stressful. You have the same workload as permanent staff, but none of the securities and very little of the support structure.”
- “Management in my area is afraid of conflict and it seems to me that they are not taking matters seriously. As soon as a matter arises, they choose to wipe it under the table instead of addressing the issue. Also, permanent staff members can get away with anything. As soon as you pluck up the courage to report matters, you are intimidated by the culprits, of whom some are of the highest level of management in this institution. So, what do you do? Go with the flow, or lose your job?”

The insecurities regarding the renewal of their contracts are also challenging for some participants.

This is reflected in statements such as:

- “Being fixed-term at an HEI can lead to staff being exploited, but without any recourse to addressing workload because of fear of contracts not being renewed. Academic work, research and especially teaching, is not really valued or taken as seriously as that of permanent staff.”
- “With regards to contract workers - we are the last to hear about having our contracts renewed. Two years ago I started work in the January of the following year without having a final answer on my contract. The letter came via internal mail a few days before the end of that month only. To put it in perspective: You work for a month without knowing what the letter is going to say when it finally arrives... The contract for this year (2010) happened earlier, but I still had to wait to mid December before I knew if I had a job the next year.”

- “I am not really happy, but do not want to complain. I do not want them to cancel my contract.”
- “I will never obtain a permanent position, regardless of the amount of effort that I put in...”

The feelings and opinions that participants have regarding their job- and financial security are discussed in section 4.2.5 of this chapter.

Some participants are disappointed with the management structures of the HEI, and state that they do not think that the management of the HEI is good.

This is reflected in statements such as:

- “Academics get appointed in management position where they have to provide vision and leadership to others and in fact they are not suited or trained for the position. They are lecturers/researchers but have to manage a division/department/faculty.”
- “I feel they can improve on how they structure the working environment and career paths of staff. Promotion is mainly dependent on qualification and publishing record and I feel there should be a second stream promotion for lecturing or excellent educational practices. All the lecturers are not necessary good researchers; this can hinder good lecturers to get promoted.”
- HR should have more contact with academic staff in terms of career planning as well. At many of the American universities taking university management and administration courses are compulsory.”

Some of the participants are very happy to be where they are, and they state that the only problems that they view in a serious light are:

- the lack of job security,
- the stress induced by this situation,
- the workload,
- and the lack of opportunities for advancement within the HEI.

These aspects have an influence on the levels of job satisfaction of these staff members, and should be taken into consideration by the management of the HEI.

4.2.5 JOB- AND FINANCIAL SECURITY

The levels of job and financial security that an individual have, are major contributors to the levels of job satisfaction that the individual experiences (cf. 2.2.3.1; 2.2.3.3; 2.2.3.4; 2.6.1; 2.6.2; 3.6.4; 2.7.1; 2.7.2; table 2.1 and 2.2). Job- and financial security influences a number of aspects, such as the emotional well-being of a person, which can lead to increased or decreased levels of stress and other health related problems (cf. 2.2.2; 2.7.2). A lot of attention should be given to these matters by the management of the HEI, as they severely influence the job satisfaction of staff members. The empirical data collected for this study regarding this matter is discussed next.

4.2.5.1 MSQ findings

This section consisted of 10 questions that measured the job- and financial security of the respondents. The values and questions are tabulated in Table 4.5. The average mean for the primary income group is 2.773, which is below the midpoint of 3. This indicates that the respondents from this group are dissatisfied with their job-and financial security at the HEI. The average mean for the secondary income group is 3.481, which is higher than the midpoint of 3, indicating a reasonable measure of satisfaction.

Both groups indicated that they are the most dissatisfied with the opportunity that they have to make as much money as their friends. This aspect can relate to the need to satisfy their esteem needs, and to secure an adequate place for themselves within society. This is confirmed by

related questions, which includes question 80, with a primary income mean of 2.964 and a rank of 2, and a mean of 3.333 and a rank of 3 for the secondary income group.

If one looks at the rankings, both groups indicated higher scores for the steadiness of their jobs, although the means for these questions are all below the midpoint of 3 for the primary income group.

It is clear from the findings that the primary income group are not satisfied with either their job- or their financial security, which are important needs that must be satisfied by all human beings. This can have a negative influence on the levels of job satisfaction experienced by these staff members, which, in turn can lead to lower levels of job satisfaction and productivity. These staff members might experience higher levels of stress, as they do not know whether their contracts will be renewed, meaning that they cannot do any long term planning.

Predictably, the secondary income staff members are not as worried as their primary income counterparts about their job- and financial security within the HEI, as this is not their primary source of income. It may be deduced that these staff members may experience higher levels of job satisfaction, and might subsequently be more productive than their primary income counterparts.

The means obtained from responses of all questions within this cluster from both groups were ranked and similar feelings and opinions were identified with both groups, even though the average means per question differed. An aspect that stood out in regards to rank were the levels of job security experienced by these groups (question 1). The primary income group (mean 2.577, rank 4) were much more unsatisfied with their job security than the secondary income group (mean 3.926, rank 10). This can also be related to the fact that the secondary income group is not dependent on their contracts at the HEI for their income, and that they have a back-up income for in case their contracts are not renewed. This,

however, is not the case with the primary income group, who are solely dependent on their income from the HEI for daily survival, leading to more pronounced feelings of distress relating to job, and thus financial, security.

TABLE 4.6 THE JOB- AND FINANCIAL SECURITY OF FIXED-TERM ACADEMIC STAFF MEMBERS.

NR	JOB AND FINANCIAL SECURITY	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
9	My job security.	21	0	31	2	26	8	26	7	7	10	111	27	2.577	3.926	4	10
10	The amount of remuneration for the work that I do.	10	1	27	7	35	5	35	8	4	6	111	27	2.649	3.370	3	4
24	The way my job provides for a secure future.	23	0	28	0	29	15	27	8	4	4	111	27	2.649	3.593	9	7
28	The opportunity to make as much money as my friends.	17	0	41	8	31	11	16	8	6	0	111	27	2.703	3.000	1	1
44	The way my job provides for steady employment.	21	0	24	3	26	8	30	10	10	6	111	27	2.775	3.704	8	8
45	How my remuneration compares with that for similar jobs at other HEIs.	15	0	25	9	37	6	34	8	0	4	111	27	2.811	3.259	6	2
62	How steady my job is.	13	0	38	2	18	11	31	6	11	8	111	27	2.847	3.741	10	9
63	My pay and the amount of work that I do.	14	0	34	10	30	2	29	9	4	6	111	27	2.856	3.407	5	5
79	The way that I can secure permanent employment	24	0	26	3	32	14	23	4	6	6	111	27	2.901	3.481	7	6
80	How my pay compares with that of other workers.	12	0	25	9	44	6	28	6	2	6	111	27	2.964	3.333	2	3
	Average mean													2.773	3.481		

4.2.5.2 Qualitative findings

Most of the participants indicated that they are not satisfied with the remuneration that they receive, especially in the light that they do not have any benefits. Some of the participants are of the opinion that they work longer hours than their permanent counterparts, but that they are not compensated adequately.

This view is supported by other participants, who stated the following:

- “...it is unfair, but at least I have a job.”
- “I am paid a salary for the time that I am on duty and cannot dictate the terms and conditions of my contract. I am grateful to have a job.”
- “The payment structure is very unfair; I have the same hours and responsibilities as the permanent academic staff members, but that I get much less money and no benefits.”
- “Setting and marking tests and assignments are considered as part of the job, the same with consulting with students. Fixed-term staff often has more responsibilities than permanent staff, but we do not get paid. You are expected to be on campus for in case someone needs you, but you are not compensated.”
- “It is unfair. We only get paid for the time we lectured and not for setting notes, tests or assignments, not even for marking. Permanent staff got paid for notes they set and also got time during work hours to set and mark tests and assignments. We must still do our lecturing and all the other work after hours, such as marking and consulting with students, without being compensated. It is not worth it if it is a primary income.”
- “Overall payment structure of academic staff not in line with industry. Take responsibilities, scope of skills and abilities expected, from lecturing to community development to publishing and research, intellectual capabilities and admin duties, academic staff are not properly compensated. I have 3 degrees and a diploma in tertiary education but sales staff in stores or admin staff gets more than some academics,”

The lack of benefits is a great source of stress to some of the participants. This is revealed in statements such as:

- “I feel that even though I am a fixed-term lecturer I do the same and sometimes more work than the permanent lecturers. The least the institution can do is to give us some of the benefits such as medical aid and a pension fund that are available to the permanent lecturers.”
- “I cannot take out a proper annuity and have to make use of a savings account to save for my old age, I cannot afford to.”
- “The government health department is completely unreliable. A reliable medical scheme is a necessity, I am not getting younger. Where will my pension fund come from?”
- “No business is willing or able to give credit to people without a fixed monthly income. I cannot take out a cell-phone contract, even if I can afford it. I must have a regular monthly income to do this. The institution can help fixed-term paid lecturers in a more humane way, and avoid treating them like cheap labour. I have a master’s degree, and can’t even have a proper medical aid.”

The uncertainty regarding the continuity of their employment contracts are also a major concern to the participants.

They explain as follows:

- “It will always remain a feeling of insecurity at the beginning of each year. If funds are too little at the department, they can easily let you go without prior notice, which is stressful and very, very scary,”
- “I experienced an unbearable amount of stress, especially December when I did not receive a salary. Who will look after my baby? I did not even have maternity leave when I had her... I could just take a few days off.”
- “I experience a lot of stress – it is difficult not knowing if you will have a job next year, regardless of the amount of effort that you put in to keep everyone happy. I would like to make my job permanent.”
- “there is absolutely no certainty about being employed for even the next semester, as a fixed-term can be asked to leave at any time, or

have his/her duties shuffled so much that you are out of your position and into another, unfamiliar one, where you have to start from the beginning, without any back up.”

- “It seems to me that I am available in tough times to the institution, without them considering my future. I am cheap labour, because they make no contribution for me regarding my pension fund and medical aid, and they do not bargain for house loans and car allowances. They reap the benefit of my efforts for certain months every year - when I am teaching and assessing students - but during examinations and holidays, they do not have to pay me, as I am not actively teaching, thus not officially working for them.”
- “I am very insecure regarding the permanence of my appointment. I have been told two times during the past four years to leave due to a lack of funds, just to hear a week later that funds were “found” and that I could stay on. The process is very bizarre. I had actually already cleared my desk, took everything home, just to be told within the same week that I should come back, money was found to pay me. This is very traumatising.”

The transformation and restructuring processes that have been ongoing at various HEIs has also had an influence on the fixed-term staff members’ levels of job security, as some state that they have been informed that they will be replaced with “transformationally suitable” staff members as soon as their contracts expires.

A participant explained that:

- “With the current transformation process at our Institution, not much reference has been made about the contractual appointments. We know that the academics are important to the institution, but the destiny of the fixed-term staff has not been communicated yet. This makes me very nervous for the future. I would love to stay on forever at this institution, because this is where I would like to make a difference.”

A lot of respondents also stated that they are retired, and that they only lecture to “give something back to the community,” “would like to keep up

with new findings”, and to “assist the new generation with research techniques.” These respondents all stated that they are not concerned about their job security, as they have had full academic careers, and that they are using their pension funds for a living.

A small number of respondents stated that they are not worried about job security as a fixed-term academic staff member, as they are “experts in their field” and will always be “in demand.” Some of the younger respondents stated that being a fixed-term academic staff member is only a “stepping stone” and “used to gain experience” before entering the labour market within the private sector. This also has an influence on the perceived job satisfaction, which is further elaborated on in a correlation study in section 4.3.3.

From the above, it can be seen that the fixed-term staff members are concerned about:

- Their job security, as they never know whether their contracts will be renewed for a prolonged time,
- Their lack of any benefits,
- The inadequate compensation in relation to the amount of work that they do,
- Whether they will be influenced by transformation,
- Their opportunities for advancement.

It is very clear that the job- and financial security that these staff-members experience have a visible influence on their job satisfaction, and that the aspects noted above can impact their productivity.

4.2.6 WELL-MANAGED ENVIRONMENT

There are numerous factors that influences whether the environment in which a person is employed, is conducive to the levels of job satisfaction that are experienced. Examples thereof are the policies and practices of an organisation (cf. 2.2.3.3; 2.2.3.4; 2.3; 2.4.1.1; 2.4.1.2; 2.4.2.4 (b); 2.4.3; 2.5; table 2.1) as well as the leadership practices of the

organisation (cf. 2.7; table 2.1; 2.7.1; 2.3). This section deals with the empirical quantitative as well as qualitative data that was obtained in relation to the perception that the respondents have on the management of their environments.

4.2.6.1 MSQ findings

The average means for the primary income group is 3.473 and the secondary income group is 4.072 for the “Well managed environment” cluster of this study, which consists out of 22 questions related to the environment that the fixed-term academic staff members find themselves in. Table 4.7 expresses the findings relevant to this cluster. Both means stated are higher than the midpoint of 3, which indicates that the respondents from both groups’ opinions in general lean more towards satisfied than dissatisfied.

Both groups indicated that, according to the overall rank, they are most dissatisfied with the policies and procedures that the HEIs have regarding fixed-term employment contracts. This can be seen through the responses in this regard from both groups for question 60, which had a primary income group mean of 2.901, which is below the midpoint of 3, as well as a rank of 1, and a secondary income group mean of 3.481 and a rank of 3. This is supported by the findings obtained by question 7, which had a primary income group mean of 2.946, which is below the midpoint, with a ranking of 2 and a secondary income group mean of 3.370 and a ranking of 2, as well as question 27, for which the primary income group obtained a mean score of 3.108 and a ranking of 3, and secondary income group a mean score of 3.296, and was ranked 1. It is evident from these findings that the respondents from both groups are experiencing difficulties with the policies and procedures that the HEIs have with regards to fixed-term academic staff members. This may lead to increased levels of frustration, which in turn can lead to lower levels of job satisfaction.

Both groups of respondents indicated through answering question 77 that they are somewhat satisfied with the way that they are treated by the HEI. This question yielded a mean score of 3.108 and a ranking of 4 for the primary income group, and a secondary income group mean of 4.037 and a rank of 9 for the secondary income group. The primary income group experiences lower levels of pleasantness within their working conditions, as indicated by question 46 with a mean score of 3.550 and a rank of 10, than their secondary income counterparts, who obtained a mean score of 4.370 and rank of 19 for the same question. Both groups indicated that they are treated with friendliness by their colleagues by the data obtained from question 49, which indicated a primary income group mean of 3.910 and a rank of 14 and a secondary income group mean of 4.593 of and a rank of 22. These groups also indicated that they can easily befriend fellow staff members, as was indicated by the findings of question 67, with a primary income group mean of 3.613 and a rank of 14 and a secondary income group mean of 4.296 and a rank of 18.

There was a visible discrepancy in the perspectives that the two groups have regarding their physical surroundings at their place of work, with the primary income group's mean for question 29 being 3.604 and a rank of 13, and their secondary income counterparts having a mean score of 4.407 and a rank of 21, which indicates that the latter group is notably more satisfied with their physical surroundings than the former group.

This can be seen in table 4.7 below.

TABLE 4.7 THE MANAGEMENT OF THE FIXED-TERM ACADEMIC STAFF MEMBERS' ENVIRONMENT

NR	WELL MANAGED ENVIRONMENT	Very Dissatisfied		Dissatisfied		Neither Dissatisfied nor Satisfied		Satisfied		Very Satisfied		Total		Mean		Ranking	
		Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.	Prim in.	Sec in.
7	The policies and practices towards staff members of the HEI.	7	2	30	2	36	11	38	8	0	4	111	27	2.946	3.370	2	2
8	The way my supervisor/HOD and I understand each other.	10	2	2	0	14	2	42	9	43	14	111	27	3.955	4.222	22	13
13	The technical "know-how" of my supervisor/HOD.	4	2	12	0	18	2	44	13	33	10	111	27	3.811	4.074	20	10
14	The spirit of cooperation among my co-workers.	14	0	10	2	11	2	44	9	32	14	111	27	3.631	4.296	16	16
26	The way my supervisor/HOD handles other staff members.	10	2	14	0	17	2	40	11	30	12	111	27	3.595	4.148	12	11
27	Policies within the HEI and the way in which they are administered.	5	2	22	4	42	7	40	12	2	2	111	27	3.108	3.296	3	1
29	The physical surroundings where I work.	7	0	16	0	16	4	47	8	25	15	111	27	3.604	4.407	13	21
31	The competence of my supervisor/HOD in making decisions.	12	2	12	0	18	2	37	7	32	16	111	27	3.586	4.296	11	17
32	The opportunity to develop close friendships with my fellow staff members.	8	0	10	0	18	2	50	16	25	9	111	27	3.667	4.259	18	15
42	The way the staff members are informed about organisation/HEI policies.	9	2	18	1	34	2	48	14	2	8	111	27	3.144	3.926	5	5
43	The way my supervisor/HOD/HOD backs his/her staff members up (with top management)	22	2	12	0	16	4	39	11	22	10	111	27	3.243	4.000	6	7
46	The pleasantness of the working conditions.	10	0	12	2	14	4	57	3	18	18	111	27	3.550	4.370	10	19
48	The way that my supervisor/HOD delegates work to others.	12	2	15	2	25	0	49	17	10	6	111	27	3.270	3.852	7	4
49	The friendliness of my fellow staff members.	8	0	8	0	8	2	49	7	38	18	111	27	3.910	4.593	21	22
60	The way that organisation/HEI policies are put into practice.	13	2	16	1	51	10	31	10	0	4	111	27	2.901	3.481	1	3
61	The way that my supervisor/HOD takes care of the complaints of his/her staff members.	20	2	12	0	21	4	34	11	24	10	111	27	3.270	4.000	8	8

64	The physical working conditions of the job.	5	0	10	0	20	4	61	13	15	10	111	27	3.640	4.222	17	14
66	The way my supervisor/HOD provides assistance when necessary.	10	2	12	0	19	4	31	13	39	8	111	27	3.694	3.926	19	6
67	The way my fellow staff members are easy to make friends with.	10	0	6	0	22	0	52	19	21	8	111	27	3.613	4.296	14	18
77	The way the company treats its employees.	7	2	28	0	26	1	46	16	4	8	111	27	3.108	4.037	4	9
78	The personal relationships between my supervisor/HOD and his/her employees	13	2	14	0	10		48	15	26	10	111	27	3.541	4.148	9	12
84	The way that my co-workers get along with each other.	2	0	16	0	24	0	49	17	20	10	111	27	3.622	4.370	15	20
	Average mean													3.473	4.072		

In general, it seemed that both groups were reasonably satisfied with the way in which they are handled and treated by their Heads of Department and Supervisors, although the secondary income group's opinions and feelings mostly ranked lower than those of the primary income group's. All means, however, were higher than the midpoint of 3. Evidence of the above can be seen with question 8 ('The way my Supervisor/HOD and I understand each other,' primary income group mean 3.604 and a rank of 13; secondary income group mean 4.407, rank 21), question 13 ('The technical "know-how" of my supervisor/HOD', primary income group mean 3.811, rank 20; secondary income group mean 4.074, rank 10), question 31 ('The competence of my supervisor/HOD in making decisions.', primary income group mean 3.586, rank 11; secondary income group mean 4.296, rank 17), and lastly, question 66 ('The way my supervisor/HOD provides assistance when necessary,' primary income group mean 3.694, rank 19; secondary income group 3.926, rank 6). In the light of these findings, a plausible explanation might be that the secondary income group may have current outside work environments to which they can compare their feelings and experiences, while the frame of reference of the primary income group may be limited to their experiences at the HEI. As the primary income respondents are totally dependent on their income from the HEI, it is also possible that these staff members strive and work harder at their relationships with their supervisors and HOD's, as this may enhance their chances of obtaining renewed or extended contract, or maybe even a more permanent position.

4.2.6.2 Qualitative findings

The manner in which the overall environment within which a staff member function, is managed, play a significant role in the levels of job satisfaction that are experienced by these staff members. The management structures of the HEI need to take the needs of their staff into consideration when making decisions that will influence them.

Some respondents stated the following regarding the management of their environment:

- “It seems as this specific department I am working for did not know a thing about fixed-term lecturers. We do not get the emails with important information, making us look incompetent if something that we didn't know about, was not done. The communication channels are horrible. They only pay attention to you if you do something wrong - mostly because you were misinformed. They do not know how to help us with our problems and where to send us to get it sorted out. Of we wanted something we have to do it ourselves.”
- “There is no proper channel of communication between the various levels of management, and that the fixed-term academic staff members are often held accountable and are in “trouble” for actions that we had no control over, such as important information that was not communicated to us.”
- “We are not appreciated. We do not have the same amount of resources as that of the permanent staff members, but that we are supposed to deliver the same level and quality of academic output.”
- “Being fixed-term at an HEI can lead to staff being exploited, but without any recourse to addressing workload because of fear of contracts not being renewed. Academic work, research and especially teaching, is not really valued or taken as seriously as that of permanent staff.”
- “The payments [for our salaries] are usually late. I for example started the academic year in February and the first payment I received was at the end of April. It is also not nice not to be paid during the holidays especially at the end of the year. Our classes stop in the middle of October and then we only get to start again in February. The other problem I have is that we do not get paid for marking or setting of exam papers, assignments and tests as well as the preparation of classes.”
- “Some permanent staff lectures maybe a 100 students per semester. In my case I lecture 812 students (3 groups, 9 lectures a week), and in the

second semester it is about 150 students. I do this with an appointment of 25 hours per week but it is actually a permanent job of 45 hours per week.”

- “At the moment, although my general workload is heavy (I teach scarce subjects) I am very happy with the situation. The only thing that makes my cross is the fact that, although I have expertise, persons far less qualified than I am often form part of the decision-making teams where I believe I could have made valuable contributions.”

Some of the participants have good relationships with their colleagues, as can be seen in comments such as:

- “In general I have experienced positive support from my superiors, but it is not necessarily the same in other departments. The support from the Human Resource Department is not good. I have to approach them about my future at [this HEI]. Eventually my programme head requested them to help me. I have a verbal agreement that my contract will be renewed, but HR cannot give it to me on paper. I have no security, and I experience a lot of stress about it.”
- “There is a positive relationship between myself and my direct programme head,”
- “I am positive towards the management at my HEI of employment and have wonderful, helpful colleagues.”

It is evident from the findings that the participants are positive about their relationships with their colleagues, but that they experience problems with the support that they receive from the institution. The management structures of the institution should take the needs and environments of all the role players into consideration before making any decisions that can influence the staff members.

From the above, it is clear that the fixed-term staff members are concerned about:

- The relationships between themselves and their colleagues,

- The amount of work that they have to do in relation to that of their permanent counterparts,
- The policies and practices of the HEI,
- The assistance that they receive from the administrative structures of the HEI; and
- The availability of communication channels between themselves and the HEI.

In order to improve the levels of job satisfaction that are experienced by these staff members, these aspects need to be addressed.

4.3 STATISTICAL DIFFERENCES

In the following section, the correlation between gender and job satisfaction as well as the correlation between the job satisfaction as perceived by primary and secondary income groups, are discussed. The relationships between Job satisfaction and different age groups as well as ethnic groups are not discussed.

4.3.1 Gender

In this section of the study, research was conducted to indicate whether there are significant differences in the manner in which job satisfaction is perceived by males and females.

Table 4.8 The mean gives the averages of job satisfaction (overall and different areas) per group

T-Test Gender

Group Statistics

Variables	Gender	N	Mean	Std. Deviation
Job_sat	F	94	306.13	72.576
	M	44	321.64	53.288
Sat_EWB	F	94	54.80	13.830
	M	44	56.50	10.907
Sat_PR	F	94	7.35	1.949
	M	44	7.64	2.211
Sat_CA	F	94	67.89	18.421
	M	44	71.77	13.708
Sat_Aut	F	94	69.91	17.415
	M	44	73.50	11.251
Sat_JFS	F	94	29.30	8.998
	M	44	28.73	8.697
Sat_WME	F	94	76.87	20.230
	M	44	83.50	13.825

Table 4.9 The t-test for the equality of means: Gender

Variables	t	Sig. (2-tailed)
Job_sat*	-1.412	0.161
Sat_EWB**	-0.718	0.474
Sat_PR**	-0.767	0.444
Sat_CA*	-1.382	0.170
Sat_Aut*	-1.451	0.149
Sat_JFS**	0.351	0.726
Sat_WME*	-2.247	0.026

* - Variances are assumed not to be equal

** - Variances are assumed to be equal

From the tables above it is clear that there is only a significant difference in the manner in which job satisfaction is perceived by males and females in relation to the management of the environment ($t=0.026/90\%$ sig ≤ 0.1). Females are less satisfied with the management of the environment than their male counterparts.

As females make up a significant portion (see table 4.8) of the fixed-term work force, it is important that the manner in which the environment within which these females function, must be managed in such a fashion that it enhances the levels of job satisfaction experienced. Table 4.7 indicates that

the main aspects that influence the opinions of the fixed-term staff members regarding the management of their environments are the policies and practices of the HEI. An example thereof is a respondents' statement that, as a fixed-term staff members, she did not qualify for maternity leave (cf. 4.2.5.2) and that she had to make her own arrangement. It is clear that the policies and practices of the HEIs are a major source of concern to all respondents, but the HEI should invest in the improvement of the environment for the female fixed-term staff members. Aspects that may influence these staff members may be, for example, maternity leave, family responsibility leave, relationships with supervisors, the physical work conditions and so forth.

4.3.2 Primary vs. Secondary income

Table 4.10 The t-test for the influence of Primary vs. Secondary income on the levels of job satisfaction of fixed-term academic staff members.

Group Statistics				
Variable	Primary Inc	N	Mean	Std. Deviation
Job_sat	Yes	109	299.66	66.729
	No	29	353.97	50.257
Sat_EWB	Yes	109	53.64	13.406
	No	29	61.72	8.627
Sat_PR	Yes	109	7.04	2.004
	No	29	8.97	1.295

Sat_CA	Yes	109	66.50	17.048
	No	29	79.00	13.528
Sat_Aut	Yes	109	68.58	16.130
	No	29	80.38	9.901
Sat_JFS	Yes	109	27.71	8.803
	No	29	34.41	7.053
Sat_WME	Yes	109	76.19	18.349
	No	29	89.48	16.024

Table 4.11 The t-test for the equality of means: Primary vs. Secondary income

t-test for Equality of Means		
Variables	t	Sig. (2-tailed)
Job_sat*	-4.801	0.000
Sat_EWB*	-3.936	0.000
Sat_PR*	-6.268	0.000
Sat_CA*	-4.171	0.000
Sat_Aut*	-4.914	0.000
Sat_JFS**	-3.789	0.000

Sat_WME*	-3.846	0.000
-----------------	--------	--------------

* - Variances are assumed not to be equal

** - Variances are assumed to be equal

As is evident from tables 4.10 as well as 4.11, there is a considerable difference in how the primary and secondary income group participants experience their levels of job satisfaction. The primary income group's levels of job satisfaction is significantly lower than that of their secondary income group counterparts for all six clusters ($t=0.000/90\%$ sig ≤ 0.1). These scores are indicative of severe dissatisfaction on the part of the primary income group in relation to that of the secondary income groups' satisfaction in relation to all six the clusters that were identified by the researcher. There are various factors that play a role in this occurrence, which were discussed earlier in this chapter. It is clear that the overall situation within HEIs with relevance to the primary income group is not conducive to the levels of job satisfaction experienced by these staff members. The results obtained in this regard is worrisome, as the fixed-term academic staff members at South African HEIs make up a significant portion of the total number of academic staff members (cf. 2.5.2). It is thus imperative that the needs of this group, who are major role players in the overall success and productivity of the HEIs, are tended to and that regular appraisals regarding their levels of satisfaction within the workplace is done. This will ensure that the management of the HEI are aware of the problems that are experienced by these staff members, which can lead to appropriate planning from them to improve the conditions that these staff members experience.

4.3.3 Age and perceived job satisfaction

Table 4.12 The influence of age on the perceived levels of job satisfaction experienced: ANOVA

Test of Homogeneity of Variances			Robust Test of Equality of Means	
Variable	Levene Statistic	Sig.	Brown-Forsythe Statistic	Sig.
Job_sat	4.053	0.004	2.068	0.093
Sat_EWB	3.659	0.007	2.417	0.056
Sat_PR	1.063	0.377	0.733	0.573
Sat_CA	2.988	0.021	2.457	0.052
Sat_Aut	2.193	0.073	2.429	0.055
Sat_JFS	0.771	0.546	2.122	0.084
Sat_WME	5.834	0.000	1.132	0.349

Table 4.13 Post Hoc Tests – Tukey for the significant differences between the levels of job satisfaction of different age groups.

Dependent Variable	Age group VS	Age group	Sig.
Job_sat	20-25	51+	0.098
Sat_EWB	20-25	41-50	0.078
Sat_CA	20-25	51+	0.088
Sat_Aut	20-25	51+	0.089
Sat_JFS	31-40	51+	0.097

From tables 4.11 and 4.12 above it can clearly be seen that the levels of job satisfaction that are experienced by fixed-term academic staff members at South African HEIs differ for different age groups. The levels of job satisfaction is lower for the older respondents than the lower participants' ($t=0.098; 0.078; 0.088; 0.089; 0.097/90\%$ sig $\neq < 0.1$). It is very significant that the overall satisfaction, as well as the levels of satisfaction for emotional well-being, challenges and accomplishments and autonomy are greatest between the age groups of 20 – 25, and the middle aged (40 – 51+) groups. The older groups (31-40 and 51+) are more concerned about their job and financial security than their younger counterparts. This can be indicative of the fact that many of the younger respondents perceive their employment at the HEI as a stepping stone for other employment options (cf. 4.2.5.2), while the older respondents have new families and the subsequent responsibilities, or have children at university and are closer to retirement and thus need to ensure that their incomes, medical aids and retirement funds are stable and reliable.

It is very important that the HEI realises the importance of job- and financial security. This aspect is a major contributor to the job satisfaction experience by staff members, and, must subsequently be treated with the severity that it deserves.

4.4 CONCLUSION

In this chapter, the quantitative as well as qualitative data that was obtained were discussed (cf. 4.2.2 – 4.2.7). The correlations between job satisfaction and gender (cf. 4.4.1), and age groups in relation to job satisfaction (cf. 4.4.3) as well as the correlation between job satisfaction and primary and secondary income groups (cf. 4.4.2), were also determined and discussed.

The general views and opinions that are expressed by the fixed-term academic staff members participating in this study varies greatly. It can clearly be seen that the opinions regarding the general job satisfaction experienced by the participants are greatly influenced by the management of the HEI as a whole.

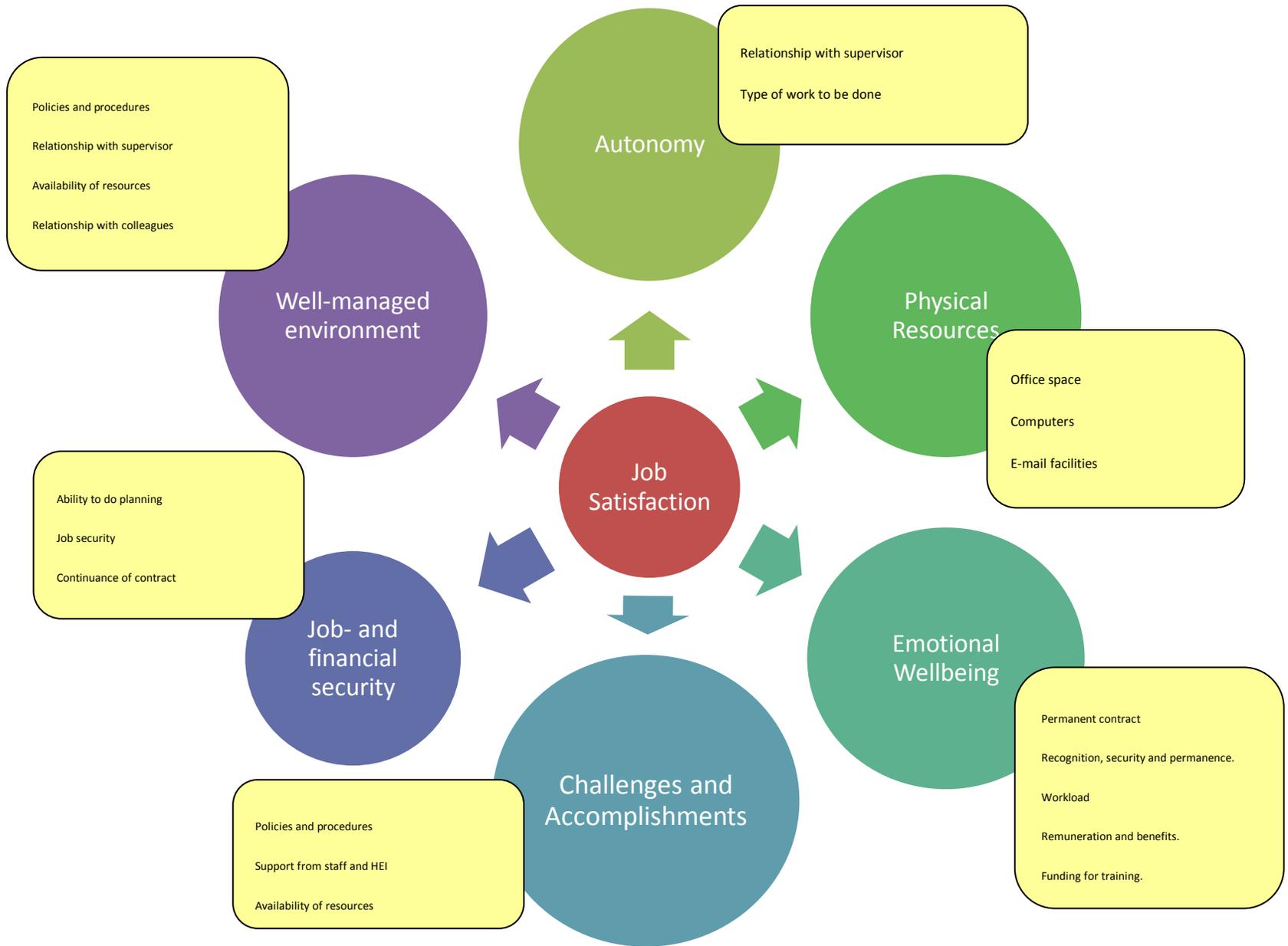


Figure 4.2 The factors that influence the levels of job satisfaction of fixed-term staff members.

From the evidence presented above in Figure 4.2, can it be seen that the fixed-term academic staff members at various South African HEIs have certain factors that hampers their productivity within their places of employment. It is also clear that the levels of job satisfaction between primary and secondary income groups differ drastically, and that this can have a serious influence on the productivity of these staff members.

In chapter five, the researcher will offer relevant conclusions from literature as well as empirical research, after which recommendations with respect to the enhancement of job satisfaction among fixed-term academic staff members will be made.

CHAPTER 5

OVERVIEW OF STUDY AND SYNTHESIS OF FINDINGS

5.1 INTRODUCTION

The ultimate purpose of this research investigation was to establish the levels of job satisfaction that are experienced by the fixed-term academic staff members that are employed at South African Higher Education Institutions in view of developing a framework for developing a framework for optimising job satisfaction.

The researcher commenced this study with a literature review regarding the theories and practices of job satisfaction, management perspectives, Human Resource Management practices as well as literature relevant to fixed-term employment contracts. The concepts that were identified within the literature were followed up with empirical investigations which allowed the researcher to reveal the relationship and/or differences between the identified aspects.

This final chapter will focus on an overview of the literature, the findings obtained through quantitative and qualitative research and ultimately by recommendations on how the levels of job satisfaction experienced by fixed-term academic staff members may be improved.

5.2 OVERVIEW OF THE STUDY

5.2.1 Development of the study

Chapter 1 gave a general introduction by explaining the need for this investigation based on research that were conducted regarding job satisfaction and fixed-term employment contracts. Very little research regarding job satisfaction and fixed-term employment contracts at South African HEIs has been conducted. Stemming from the above, problem questions as well as the objectives of the research was formulated, followed by the methodology, sampling and chapter layout.

Chapter 2 provided a theoretical perspective and background regarding the theories of job satisfaction, organisational management, human resource management's role in job satisfaction as well as staffing trends at HEIs. The interrelationship between these aspects was also put into perspective, and six variables that can influence job satisfaction was identified, namely emotional well-being, physical resources, autonomy, challenges and accomplishments, job- and financial security and a well-managed environment.

Chapter 3 described the research methodologies, instruments used as well as the rationale for making use of these instruments. The data was collected by making use of an adapted version of the Minnesota Satisfaction Questionnaire (MSQ).

Chapter 4 dealt with the results obtained as well as the analysis and interpretation thereof to determine the relationship between job satisfaction and fixed-term employment contracts. Patterns and trends that were obtained through empirical research were tabulated and discussed, followed by the discussion of the qualitative findings regarding the different clusters. The statistical differences between certain variables were also included.

In this chapter, the synthesis of the findings obtained from this study is reported. **Chapter 6** deals with the consequent recommendations and the proposed framework

5.3 SYNTHESIS OF FINDINGS

This study focused on the determination of the levels of job satisfaction that are experienced by the fixed-term staff members employed at South African Higher Education Institutions, and the subsequent development of guidelines and strategies to improve the job satisfaction of these persons where necessary. The research problem was viewed from a mixed-method perspective, which included both positivistic (quantitative) as well as post-positivistic, interpretive (qualitative) research methods in the form of an adapted MSQ, in order to address the various research objectives that will be discussed next.

5.3.1 Realising the objectives

The findings obtained from the literature study in chapter 2 regarding job satisfaction theories, organisational management, staffing trends at HEIs and the role of the Human Resource department in the job satisfaction experienced by fixed-term staff members, as well as the empirical investigation regarding the factors that influence job satisfaction in chapter 4, were summarised and integrated into this section.

5.3.1.1 Objective 1

To conceptualise job satisfaction and explore the foundational theories

In order to realise this objective, the researcher conducted an extensive study to obtain information regarding the most prominent job satisfaction theories. Literature indicated that these theories include research conducted

by Maslow (cf. 2.2.3.1), who developed Maslow's Hierarchy of needs; Judge, who developed the Dispositional theory (cf. 2.2.3.2); Herzberg, who are responsible for the two-factor (or motivator-hygiene) theory (cf. 2.2.3.3) as well as the development of the Range of Affect theory (cf. 2.2.3) by Locke, and, lastly, the Job Characteristics model by Hackman and Oldman (cf. 2.2.3.4).

After concluding that the above mentioned theories are prominent contributors to the field of job satisfaction, the researcher used the information obtained through literature to construct a framework to indicate the factors that influences the levels of job satisfaction experienced by staff members (cf. figure 2.5).

The developed framework lead the researcher to realise that the factors that contribute to the level of job satisfaction experienced by staff members can be clustered together into groups, namely emotional wellbeing of the employee, the physical resources available to the employees to complete their tasks, the levels of autonomy that they employee has, the challenges and accomplishments in the pace of work, the levels of job and financial security of the employee, and, lastly, how well the work environment within which the staff member functions, are managed.

These clusters coincided with the clusters identified by the MSQ, namely Achievement, Comfort, Status, Altruism (which was omitted for the purpose of this study), Safety and Autonomy. This revelation allowed the researcher to make use of an adapted version of the MSQ to test whether the clusters identified by the researcher does, in fact, influence the levels of job satisfaction experienced by staff members.

Subsequently, the adapted version of the MSQ was distributed to fixed-term academic staff members at HEIs, after which the quantitative as well as qualitative data obtained was analysed and discussed in chapter 4.

5.3.1.2 Objective 2

To view job satisfaction within the Human Resource Management context and the subsequent affect on academic staff members

Relevant theory indicated that the human resource management (HRM) department of an organisation is responsible for the staff-related issues within the organisation, which includes planning staff related aspects, the recruitment of new staff members, the selection of adequate staff members, and, ultimately, the strategies that should be implemented by the organisation to ensure that these staff members are retained within the organisation (cf. 2.4), which indicates that the management of the job satisfaction experienced by staff members falls under the tasks of this department.

As there is a direct connection between the functions of the HRM department and the working conditions of the staff members, the conclusion was made that the HRM departments' actions must influence the levels of job satisfaction that are experienced by staff members within an organisation. This objective necessitated the researcher to enquire through empirical research whether the fixed-term staff members are receiving the support that they need from this department. This was done through closed-ended, Likert-scale questions as well as qualitative, open-ended questions

which allowed the respondents to express their feelings and opinions regarding their levels of support in more detail.

The research conducted, indicated that most of the respondents are very dissatisfied with the support that they receive from the HEIs (cf.?), and that this influences the perception that they have regarding the management of their environment (cf.?), as well as their well-being (cf.?) and also contributes to the challenges (cf.?) that they experience within their place of employment. All of the above has an influence on the levels of job satisfaction that are experienced by these staff, which, in turn, is indicative that the HRM department of an HEI contributes to the levels of job satisfaction experienced by the staff members.

5.3.1.3 Objective 3

To conduct an empirical investigation on the level of job satisfaction of academic staff members with fixed-term employment contracts at HEIs in South Africa and the influence of these employment conditions on their job satisfaction.

As stated above, an adapted version of the MSQ was used as empirical research tool. This questionnaire consisted of 88 closed-ended, 5 point Likert scale questions with a midpoint of 3, as well as a number of qualitative, open-ended questions to obtain more detailed opinions and feelings from the respondents.

Due to the sensitive nature of the information, the Human Resources departments of the various HEIs participating in the study distributed the questionnaires electronically to the relevant staff members. 138 completed

questionnaires were received back. The response rate can not be determined, as the HEIs kept staff information confidential. These questionnaires allowed the researcher to perform the following analyses, using SPSS 18.0:

- Firstly the data was analysed to determine the level of job satisfaction of the respondents. The job satisfaction of the two groups of fixed term staff members (primary and secondary income groups) was presented in terms of mean scores per cluster, as well as the ranking by individual item.
- Secondly t-tests, an ANOVA analysis and Tukey B post-hoc analyses (cf.) revealed significant differences between various groups of means within the identified clusters. This allowed the researcher to not only determine the factors that significantly influenced the levels of job satisfaction experienced by fixed-term academic staff members, but also which groups reveal particular patterns.

5.3.1.4 Objective 4

To construct a management framework for the improvement of the job satisfaction of fixed-term academic staff members at South African HEIs.

In light of the theoretical background for this study (cf. chapter 2), the researcher concluded that there are six main areas of concern which influence the levels of job satisfaction, namely Emotional Wellbeing, Autonomy, Challenges and Accomplishments, Autonomy, Job and Financial Security as well as a Well Managed environment (cf.). This coincided with the clusters of the MSQ (cf.).

After the administering the adapted MSQ to the selected respondents, the researcher identified means and trends from the data obtained (cf.?). These means and trends, in conjunction with the theoretical framework (cf. chapter 2), allowed the researcher to make inferences about the factors influencing the job satisfaction of fixed-term academic staff members, which lead to the development of a framework that may assist the management of an HEI to improve the circumstances of employment of these staff members, thus improving their levels of job satisfaction in the various domains of job satisfaction (cf. 5.1 – 5.6).

The framework, based on the findings of this study, is presented and discussed in chapter 6 as the core of the realisation of objective 4.

The synthesis of the findings from literature as well as empirical research is discussed next.

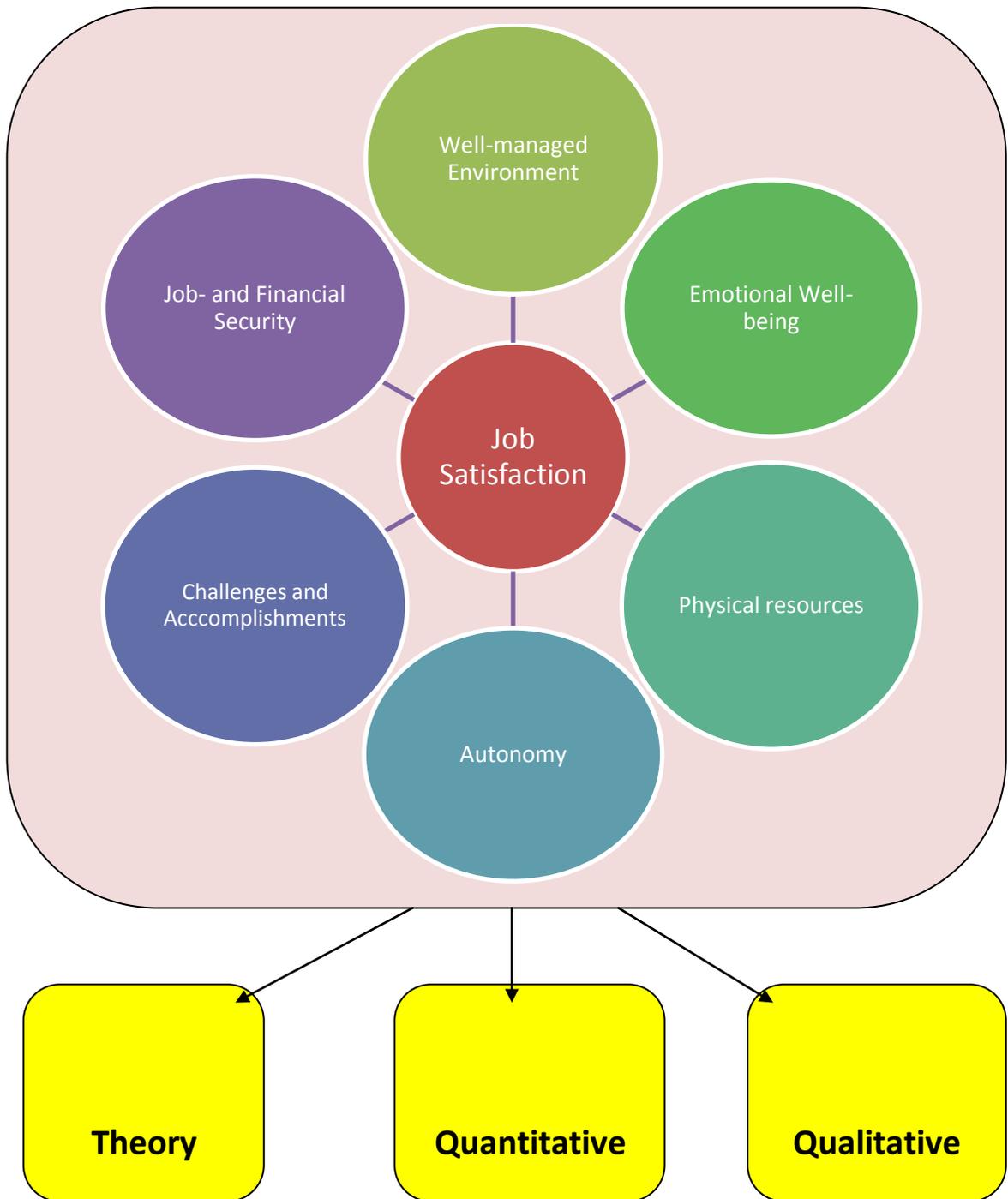


FIGURE 5.1 The factors influencing the synthesis of the findings that are presented.

5.4 SYNTHESIS OF FINDINGS

5.4.1 EMOTIONAL WELL-BEING

The emotional well-being of an employee is a very important aspect to consider in the light of job satisfaction. The state of mind that a person has will have an influence on the attitude that is displayed by the person, which, in the work place, can have a serious impact on the quality of work and the productivity of the worker.

In this section, literature regarding emotional well-being and the influence thereof on job satisfaction, the findings of relevant research regarding the matter, as well as recommendations to the improvements of the levels of emotional well-being experienced by fixed-term lecturers are discussed.

5.4.1.1 Findings from literature and empirical data

It is clear from literature that there are numerous aspects which have an influence on the emotional well-being of the employees of an organisation (cf. figure 2.5). These aspects include feelings of belonging and acceptance, (cf. 2.2.3.1 and table 2.1) and the recognition they received (cf. 2.2.2; 2.7.2 and table 2.1). The quantitative data confirmed these elements that are necessary for the well-being of staff members. The fixed term staff members, for whom these jobs were their primary source of income, indicated that it was of utmost importance to them to have a definite place in the community, to be "somebody" in the community and to find recognition in the "eyes of others" (cf. 4.2.1.2). These notions were strengthened by qualitative data that indicated that need to be recognised by their institutions and that it is not possible to remain loyal to their institutions if they "don't give a damn". The job- and financial security that these staff members have, also greatly influences their emotional, as well as physical well being (cf. 2.2.2), and this should also be taken into consideration by the management of the HEI.

5.4.1.2 Implications for Job Satisfaction

Emotional well-being is a major contributor to the levels of job satisfaction that are experienced by staff members. As was seen from literature and empirical findings, the emotional well-being of the staff members has a great influence of the loyalty that the staff members have towards their institution. This poses many challenges to the HEI, as the levels of loyalty experienced directly influences the levels of motivation and productivity of the staff members.

The fixed-term staff members also have a severe need for recognition and acceptance, both in a professional as well as a social capacity, meaning that the HEI is challenged in the sense that these staff members should have a sense of belonging and pride in their jobs as well as in the positions that they occupy within the organisation. These staff members must feel valued, and that they are making a contribution to the HEI as well as on a social level.

The above have numerous implications for the HEI. As the staff members have a need for recognition and acceptance, an employee appraisal plan may be implemented, as this will allow the employees to feel that they are recognised. The institution may furthermore need to implement models that measure the levels of job satisfaction of staff members, as this will enable the HEI to recognise the needs that the staff members have.

5.5 PHYSICAL RESOURCES

The availability of resources to complete a given task can have a significant influence of the levels of job satisfaction experienced by the employee (cf. 2.6.3, 2.7.1 and table 2.2). If a person cannot complete his job due to a lack of resources, it can be very demoralising and the levels of stress experienced by the staff members can increase. The next section deals with the availability of resources for fixed-term academic staff members as well as relevant recommendations in this regard.

5.5.1 Findings from literature and empirical research

Literature has shown that the availability of resources, such as office space, stationery and computers, when executing a task has a significant influence on the job satisfaction experienced on the person responsible for completing the task (cf. 2.6.3, 2.7.1 and table 2.2). Staff members can become very frustrated if their abilities to perform a task are limited by the availability of resources (cf. 2.6.3; 2.7.1 and table 2.2). This can lead to decreased levels of job satisfaction. According to the findings obtained from the MSQ regarding the physical resources (cf. table 4.2), it was clear that the respondents experience some problems with the availability of resources that are available to them to complete their tasks (cf. figure 4.1). Some participants explained that they have to complete a number of their tasks at home, and with the help of their own resources (cf. 4.2.2.2). A number of participants explained that the lack of resources is hampering their productivity, and that they are struggling to complete their tasks (cf. 4.2.2.1 and 4.2.2.2).

5.5.2 Implications for Job Satisfaction

The lack of resources can also have an influence on the emotional well-being (cf. 4.2.1) of the staff-members. Some respondents stated that they have the same –or heavier- workloads as their permanent counterparts, but that they often fail to complete the work on time due to resource related constraints (cf. 4.2.2.1 and 4.2.2.2). This can lead to feelings of inadequacy, which leads to lower levels of self-esteem, and thus emotional well being. The above can all lead to lower levels of job satisfaction, and subsequent lower levels of productivity (cf. 2.2.3; 2.2.3.1, 2.2.3.2, 2.2.3.3; 2.2.3.4; 2.5.3; 2.6.4; 2.6.4; 2.7.2, tables 2.1 and 2.2).

It is important that the institution take the availability of resources, such as stationery, computers and office space available to fixed-term academic staff

members into consideration, as this can have an influence on the levels of job satisfaction, motivation and productivity of these staff members.

5.6 AUTONOMY

The levels of autonomy and responsibility that an individual has in the work environment can have a significant influence on the job satisfaction that the person has (cf. 2.2.3.4; 2.7.2 and table 2.2). In the following section, an overview of literature on this topic, as well as the MSQ- and qualitative findings is discussed, followed by recommendations in this regard.

5.6.1 Findings from literature and empirical research

Literature has indicated that individuals who have higher levels of autonomy in the work place experience higher levels of job satisfaction (cf. 2.2.3.4; 2.7.2 and table 2.2). In this regard, the job satisfaction perceived by individuals also depends visibly on the levels of responsibility that the staff members have (cf. 2.2.3.3; table 2.1). Other variables within the autonomy cluster which influences the levels of autonomy experienced by the staff members are the amount of feedback (cf. 2.2.3; 2.2.3.4 and table 2.2) as well as support (cf. 2.5.3; 2.6.4; 2.6.6; 2.7.2 and table 2.2) that these individuals receive within their work environment from peers, supervisors as well on institutional level. These aspects can also have an influence on the levels of emotional well-being (cf. 5.1) that the staff members have, as recognition (cf. 2.2.2; 2.7.2 and table 2.1) received for work completed influences job satisfaction (cf. figure 2.5). The above is related to the opinions and feelings that the respondents gave in the qualitative part of this study. Some participants did not seem to have a problem with the levels of autonomy and responsibility per se, as they stated that they often have the same (or higher) workloads than the permanent staff members (cf. 4.2.3.2). Some respondents also stated that they are allowed to set assessments.

The above is indicative that certain levels of responsibility and autonomy are granted to fixed-term academic staff members. Most of the respondents stated in the qualitative aspect of the autonomy cluster that they are very disappointed with the support structures of the HEIs (cf. 4.2.3.1 and 4.2.3.2). The respondents are of the opinion that most of the support structures are not relevant to staff members with fixed-term contracts, and that this leads to a lot of stress and frustration. A respondent also explained that a lot of support is received from his/her supervisor, and that the supervisor has also attempted to assist him/her with support-structure related problems, but to no avail. These issues will also be address in section 5.3.6, under “well-managed environment.”

A number of respondents are satisfied with the amount of feedback that they receive from their supervisors, while others stated that a lot of satisfaction is derived from their work with the students.

5.6.2 Implications for Job Satisfaction

The levels of autonomy that are experienced by staff members have a severe influence on both their levels of job satisfaction, as well as their emotional well-being (cf. 5.1). It is important that the institution pay attention to the recognition and feedback that these staff members receive, and that adequate attention is given to the acknowledgement that staff members receive. These staff members may also need to receive relevant levels of responsibility within the organisation, as this will also improve their levels of self-esteem.

5.7 CHALLENGES AND ACCOMPLISHMENTS

Fixed-term academic staff members have a number of challenges that they encounter at the HEIs during the execution of their duties. On the other side of the spectrum, these persons also have certain accomplishments in the workplace. Some of these challenges and accomplishments, as identified in

the literature and verified by research are explained next, after which relevant recommendations to improve these aspects are provided.

5.7.1 Findings from literature and empirical research

Literature regarding possible challenges that are faced by the fixed-term academic staff members at HEIs stated that these staff members experience problems regarding their opportunities for advancement within the organisation (cf. 2.2.2; 2.4.2.4 (a); 2.4.2.4 (b)) and table 2.2), opportunities for personal and professional growth and development (cf. 2.2, 2.4.1.2; 2.4.2.4 (a); 2.4.2.4 (b); 2.6.1; 2.6.3; 2.6.4; 2.6.6; 2.7 and table 2.1), skill variety (cf. 2.2.3.4 and tables 2.1 and 2.2), as well as good, relevant policies and practices within the HEI (cf. 2.3; 2.2.3.3; 2.2.3.4; 2.4.1.1; 2.4.1.2; 2.4.2.4 (b); 2.4.3; 2.5 and table 2.1). As the policies and procedures of the HEI is a challenge, but also relates to the effective management of the overall environment, it will be discussed under the “well-managed environment” cluster (cf. 5.6). Some of these challenges are supported by empirical research conducted for this study. After administrating the MSQ, the researcher found that the fixed-term respondents indicated (cf. table 4.4 and figure 4.1) the opportunities for advancement and the recognition that they receive for the work that they complete as the main challenges that they face at the workplace. The respondents are very dissatisfied with their chances to obtain permanent employment and/or promotion opportunities at the HEI. As the challenge “levels of recognition that are received” can be linked to the emotional well-being of the individual the discussion and relevant recommendations were discussed under section 5.1 of this chapter. An accomplishment for the respondents is the skill variety as well as the ability that they have to stay busy the whole day at the HEIs (cf. 4.4.1 and table 4.4). These quantitative findings are substantiated by the feelings and opinions that were expressed by the respondents (cf. 4.4.2). A respondent stated that, due to policies and practices, fixed-term academics are only “sometimes” regarded as staff members. The respondent stated that they

are only seen as staff members when tasks are given out, but that they are told that they are not welcome at functions. Other opinions are that these staff members are excluded from meetings as well as decision making processes, and that they have to “go with the flow” or their contracts are not renewed. The respondents further alluded that they do not have adequate opportunities to attend conferences and training sessions, as they are not permanently employed. They continued by stating that they feel that the Human Resource management department should assist them more with problems that they experience, as well as consult with them about career planning. Some respondents expressed their frustrations regarding the policies and procedures that surround their possible advancement within the HEI. The respondents stated that the criteria for obtaining permanent employment changes regularly, and that there is a lot of stress and uncertainty about their futures, which has a negative influence on their levels of job- and financial security, which is discussed in section 5.5 of this chapter.

5.7.2 Implications for Job Satisfaction

It is clear from literature as well as empirical research (cf. 5.7.1) that there are numerous challenges, and much less accomplishments, that face the fixed-term academic staff members at South African HEIs. It can be seen that these staff members are experiencing problems with the policies and procedures of the institution, as well as the way that they are regarded and treated by, for one, the HR department. The HEI might need to review the policies and procedures that influence these staff members, and obtain HR practices that are friendlier towards fixed-term staff members. The opportunities towards career advancement that these staff members have, may also need to be addressed, as there is a lot of uncertainty regarding this matter. The HR department may need to review the opportunities that are available to these staff members for training and development, as this may also lead to improved levels of job satisfaction.

5.8 JOB AND FINANCIAL SECURITY

The levels of job and financial security that an individual has play a dominant role in the levels of job satisfaction that an individual experiences. Literature and research findings on this regard as well as recommendations that can enhance the levels of job satisfaction pertaining to these aspects are discussed next.

5.8.1 Findings from literature and empirical research

Literature on the topic has indicated that the levels of job security (cf. 2.2.3.1; 2.2.3.3; 2.2.3.4; 2.6.1; 2.6.2; 3.6.4; 2.7.1; 2.7.2; table 2.1 and 2.2) that are experienced by fixed-term academic staff members play a very central role in the job satisfaction of these staff members. These staff members find it very difficult to plan for their future endeavours, as they are never certain for how long they are going to have a job, and this has serious repercussions for these persons' financial security (cf. 4.2.5.2). The levels of financial security among this group of staff members are also influenced by the remuneration (cf. 2.2.3.1; table 2.1; 2.4.1.2) and benefits (cf. 2.2.3.4; 2.4.2.1; 2.5.1; 2.5.2; 2.5.3; 2.6.1; 2.6.2; 2.6.4; 2.6.6; table 2.1 and 2.2) that they receive – or not receive – for the work that they do. This is substantiated by empirical research conducted by means of the administration of an adapted version of the MSQ supported the literature by indicating that fixed-term staff members at South African HEIs are unhappy about their job- and financial security at these institutions. Of all the clusters, the mean score obtained for this area was the lowest with an average mean score of 3.127 (table 4.5 and figure 4.1). The staff members demonstrated that they are concerned about the chance to make as much money as their friends, the remuneration for the work done, how the job provides for a secure future as well as the opportunity to make long-term plans (table 4.5 and figure 4.1). The qualitative aspect of this study confirmed the above by allowing the respondents to give their opinions about the matter (cf. 4.2.5.2).

A vast number of respondents stated that they are not satisfied with the remuneration that they receive. Some stated that they have the same – or heavier – workloads than their permanent counterparts, and that these duties include administrative tasks, but that the compensation that they receive, are much less than that of the permanent staff members. The respondents also stated that the fact that they do not receive benefits, do not make anything easier, as they have to make use of their smaller salaries to pay for medical aids and pension funds without any contribution from the HEI, their employer.

Most respondents are of the opinion that they are worried and experience a high amount of stress regarding the level of job security that they experience. A lot of respondents communicated that they are worried, as they have absolutely no assurance that they will be employed for a prolonged period after their contract has ended, and that they feel that it is unfair, as they work very hard to secure a position that can be filled by another person at any time. Some respondents also indicated that they will not hesitate to take a position at another HEI if it is permanent. A respondent stated that, after seven years “I still worry each year that I will receive a notice to say that my services are no longer required.” This view is supported by another respondent, who explained that job security is a “relative concept in the mind of a fixed-term staff member, as security is only valid for six months at a time,” and another respondent who states that “I have no job security – I cannot assume that I have a job next year, so I cannot make any long-term plans.”

5.8.2 Implications for job satisfaction

From the literature and research findings in 5.8.1, it is clear that the job and financial security that is experienced by the fixed-term staff members, severely impact the levels of job security that are experienced by them. This may have serious implications for the HEI, who may need to adjust their

policies and practices regarding the payment and benefit structure of these staff members. Adequate opportunities for permanence in their careers should also be available. The levels of job and financial security that these staff members experience can have a serious influence on the emotional well-being as well as health of these individuals, and should be seen in a very serious light by the management structures of the HEI. Proper planning must be done in this regard.

5.9 WELL-MANAGED ENVIRONMENT

The well-managed environment cluster encompasses a variety of aspects within the place of work, which all influences the levels of job satisfaction experienced by staff members. It is, however, crucial to the job satisfaction of fixed-term academic staff members, as these persons have additional stressors such as job- and financial security that influence their work environments.

5.9.1 Findings from literature and empirical research

In regards to a well-managed environment, literature indicates that there are numerous aspects which can have an influence on the levels of job satisfaction experienced by staff members. Good leadership practices (cf. 2.7; table 2.1; 2.7.1; 2.3), favourable work conditions (cf. 2.2.2; 2.2.3.3; 2.2.3.4; 2.5.3; 2.6.5; 2.7.2; table 2.1 and 2.2) as well as clear and open channels of communication (cf. 2.3; 2.4.2.4 (a); 2.4.2.4 (b); 2.6.6; 2.7.1, table 2.1 and 2.2) from the management of the organisation has an influence on how well the work environment is managed. Good leadership practices also influence the policies and practices (cf. 2.2.3.3; 2.2.3.4; 2.3; 2.4.1.1; 2.4.1.2; 2.4.2.4 (b); 2.4.3; 2.5; table 2.1) of the HEI that were identified as challenges by the respondents, and they represent challenges that are major contributors to the manner in which the environment that surrounds the fixed-term staff members is managed. These theoretical findings are supported by empirical research that was conducted for the aim of this

research study. It was indicated that the policies and practices of HEI (cf. 2.2.3.3; 2.2.3.4; 2.3; 2.4.1.1; 2.4.1.2; 2.4.2.4 (b); 2.4.3; 2.5; table 2.1), the relationship that they have with their supervisors/HOD's, the physical working conditions, the relationships between staff members and the ability that they have to make new friends are, according to the respondents of this study, the main influences that contribute whether the overall environment is well-managed or not (cf. 4.2.6.1 and 4.2.6.2).

The qualitative aspect of this cluster (cf. 4.2.6.2) yielded feelings and opinions that were voiced by the participants which mirrored the above findings of the MSQ. Some respondents explained that the communication channels are horrible and that they often fail to receive important information which leads to them looking incompetent. The respondents also stated that they do not always have the same resources, including e-mail facilities as the permanent staff members, which also make it difficult for them to function. Some respondents stated that they are positive about the relationship that they have with their supervisors but unhappy with the way that they are treated by the HEI. This includes the fact that some respondents are not invited to attend staff functions, as they are not regarded as staff members by the management structure of the HEI. This issue, which affects the effective management of the environment, was also discussed in section 5.4 of this chapter. A number of respondents stated that they are overloaded with work, but that they cannot complain, as they fear that their contracts are not going to be renewed. Most of the respondents are of the opinion that they are supported by their supervisors and administrative staff members, even though policies and procedures frustrate all of them. As far as the physical environment goes, they concur that their efforts and abilities are severely impaired by the lack of resources.

5.9.2 Implications for Job Satisfaction

It is obvious from the theoretical as well as research findings that was discussed above that there are a number of factors that have an influence on the way in which the environment within which the fixed-term staff members function, is well-managed. This has serious implications for the management of the HEI, who need to take these factors, such as the policies and practices of the HEI, the availability of resources, levels of collegial and administrative support, clear and open communication channels between management and staff as well as the overall manner in which the institution is managed, should be carefully taken into consideration by the management as well as support structures of the HEI.

Table 5.1 The synthesis of factors that influence the job satisfaction of fixed-term academic staff members at HEIs

CLUSTER	FACTORS TO BE ADDRESSED
Emotional well-being	need for recognition acceptance, sense of belonging and pride feel valued making a contribution recognition and acceptance employee appraisal plan measure the levels of job satisfaction
Physical Resources	heavier- workloads availability of resources stationery, computers and

	office space
Autonomy	recognition and feedback acknowledgement relevant levels of responsibility
Challenges and Accomplishments	policies and procedures HR practices that are friendlier towards fixed-term staff members opportunities towards career advancement opportunities for training and development
Job- and Financial Security	payment and benefit structure opportunities for permanence
Well-managed environment	policies and practices availability of resources, levels of collegial and administrative support, clear and open communication channels between management and staff; and the overall manner in which the institution is managed,

5.10 CONCLUDING REMARKS

Many different staffing trends emerge in the ever-changing global environment of organisational management. Such a trend is the increased

number of fixed-term academic staff members at Higher Education Institutions. As these staff members make up a significant portion of the academic workforce, it is important for the organisation to take into consideration the factors that influences the levels of job satisfaction that are experienced by these persons.

The findings that emerged from this study indicated that there are numerous factors that should be taken into account when dealing with staff members employed by means of fixed-term contracts. This study also yielded significant data regarding the influence of the management of the organisation on the levels of productivity of these staff members.

Providing valuable data, both the quantitative as well as qualitative methods used to obtain the findings in terms of the job satisfaction experienced by these staff members contributed to important information regarding the development of strategies that can improve the levels of job satisfaction and productivity of these staff members.

In the next chapter, the researcher will deal with strategies that can be implemented by the management of the HEI to improve the levels of job satisfaction that are experienced by the fixed-term staff members of the organisation.

CHAPTER 6

RECOMMENDATIONS AND FRAMEWORK

6.1 INTRODUCTION

The overarching purpose of this study was to explore the influence of fixed-term employment contracts on the job satisfaction of academic staff members at HEIs in South Africa in view of constructing a framework for the improvement of the job satisfaction of fixed-term academic staff members. In order for the researcher to explore the variables, a literature review was conducted to obtain information regarding staffing options, Human Resource management procedures, organisational management as well as theories underpinning job satisfaction. This was followed by empirical investigations to reveal the manifestation of the determinants and how they inform the design of a management framework for the enhancement of job satisfaction in HEIs.

The previous chapter provided a synthesis of the theoretical and research findings as well as the implications thereof for the Higher Education sector. This chapter consists of recommendations on how the levels of job satisfaction may be improved by effective management in HEIs.

6.2 RECOMMENDATIONS

Literature and research (chapter 5) have indicated that there are a number of determinants of the job satisfaction of fixed-term staff members. In the following section, recommendations, based on the theoretical and empirical findings, are discussed. These recommendations emerged from the investigations into the six dominant domains of job satisfaction: emotional

well-being, physical resources, autonomy, challenges and accomplishments, job and financial security, as well as a well-managed environment.

6.2.1 Emotional well-being

It is clear from this study that the emotional well-being of the staff members has a major influence on the levels of job satisfaction experienced in the work place. Based on the findings from literature and the empirical research, recommendations that may increase the levels of job satisfaction are discussed next.

According to the literature-based management framework of job satisfaction (cf. 2.8), there are certain aspects that can assist with improving the levels of emotional well-being of the fixed-term academic staff members at HEIs. These include:

- **The development of an employee appraisal plan:** Findings from literature and research conducted for this study yielded that staff members need to be recognised and receive acknowledgement for the tasks that they complete (cf. 2.2.2; 2.2.3.1; 2.7.2; 2.2.3.2; 4.2.1.1; 4.2.3.2; 5.7.1; table 2.1). Staff members must feel that they, as well as their efforts, are appreciated and these staff members must receive adequate recognition for the work that they have completed (cf. 2.2.2, 2.7.2, and table 2.1). The institution can improve the levels of recognition that the staff members experience by introducing employee engagement programs (cf. 2.3; 2.7; 2.7.1 and table 2.1). The levels of job satisfaction experienced by these staff members will improve if these staff members receive relevant and adequate recognition for the tasks that are completed by them. If these employees receive rewards and incentives (cf. 2.2.2) in terms of recognition, it may lead to increased feelings of belonging (cf. 2.2.3.1; table 2.1), a sense of

achievement (cf. 2.2.3.1; 4.2.1.1; 4.2.3.2; 5.7.1 and table 2.1) as well as an increase in the levels of respect among themselves and their peers. The accomplishments and efforts of the fixed-term staff members should be handled in the same way as those of the permanent staff members. It is important that the fixed-term staff members do not feel that they are less important, as this may restrict them from performing additional tasks and research. When these staff members feel appreciated, it may also influence the way that they perceive themselves socially, meaning that a need for social safety (cf. 2.2.3.1) will be acknowledged and subsequently satisfied.

It is of utmost importance that all staff members within an organisation feel valued. As the number of fixed-term academic staff members is already significant (cf. 2.5.2) and still rising, it is of utmost importance for the continued survival of the HEI to embrace this staffing trend (cf. 2.3). When the value of these staff members are realised, and these staff members' well-being is looked after, the loyalty of these staff members (cf. 2.5.1), will also improve, which will have an influence of the ability of the Human Resources Department of the HEI to retain qualified and experienced staff members (cf. 2.4.1.2 and 2.4.2.3).

- **The development, monitoring and improvement of job satisfaction models within the institution:** The levels of job satisfaction experienced by the staff members who are employed at the HEI must be measured at regular intervals. There are a number of factors that can influence the levels of satisfaction that are experienced, as was yielded by literature and findings from this research study (cf. chapters 2, 4 and 5). The institution must develop models that measure the levels of job satisfaction of employees on different levels and contracts of employment. The problems and concerns that these employees have which can influence their emotional well-being, such as recognition and acknowledgement, (cf. 2.2.2; 2.2.3.1; 2.7.2; 2.2.3.2; 4.2.1.1; 4.2.3.2; 5.7.1; table 2.1) must also be

measured. This will allow the HRM department of the institution to determine whether the staff members are experiencing problems, and, if so, to identify the problems and implement relevant strategies. A generic model will not be adequate, as the needs and the requirements of each type of employee will be different. An individualised model will allow the individual staff members to measure whether they have attained the personal goals that they have set for themselves, which can in itself be a powerful incentive. This job satisfaction measurement model will also allow the management of the HEI to continuously reinvent itself with regards to the development (cf. 2.4.2.4 (b)) of the staff members, and programmes which are relevant and can assist the employees in improving their well-being can be developed and implemented.

6.2.2 Physical resources

Theoretical as well as empirical research has yielded that the availability of physical resources has a severe influence on the levels of job satisfaction that are experienced by staff members (cf. 5.4.2). Some recommendations that may improve the levels of job satisfaction experienced in relation to the availability of resources are discussed next.

- **The working conditions and the environment:** It is very important that the necessary resources are available to the staff members to complete their tasks. Office space, which was shown to be a major problem to many fixed-term academic staff members, should be a priority, as the lack of office space can hamper the staff member in the execution of their tasks (cf. 5.4.2). The fixed-term lecturers also have administrative tasks to complete and have to consult with students (cf. 4.2.2.2), and these staff members need to have adequate office space to do so.

Fixed-term staff members must also have access to relevant channels of communication (such as e-mail facilities). Communication is a very important management function (cf. 2.3; 2.4.2.4 (a); 2.4.2.4 (b); 2.6.6; 2.7.1, 4.2.2.2, table 2.1 and 2.2), and if the channels of communication within an organisation are inadequate, it can lead to mixed messages and create confusion among employees (cf. 4.2.2.2). This can lead to feelings of resentment and inadequacy, and ultimately lowered levels of job satisfaction.

Attention should also be given to the availability of lecturing venues. Some respondents explained that colleagues lecture in their offices (cf. 4.2.2.2), which hamper the rest of the staff who are sharing an office to complete their work.

A system should also be implemented where adequate stationery as well as the use of office equipment and computers is made available to fixed-term staff members. It can lead to a lot of frustration if the necessary stationery and equipment are not available (cf. 4.2.2.1 and 4.2.2.2) to complete a task. It should not be necessary for staff members to be forced to complete work at home due to a lack of resources to do so at work (cf. 4.2.2.2). This can lead to feelings of resentment, which can lead to decreased levels of job satisfaction and loyalty to the HEI.

6.2.3 Autonomy

According to literature (cf. 2.2.3.3, 2.2.3.4; 2.7.2; 2.5.3; 2.6.4; 2.6.6 and table 2.2) and empirical findings (cf. 4.2.3 and 5.6) the levels of autonomy and recognition that are experienced by staff members, have an influence on the levels of job satisfaction that is experienced. In the light of the above, the researcher has made some recommendations that may assist in the

improvement of the feelings of autonomy amongst fixed-term academic staff members.

- **Autonomy and responsibility of staff members:** As was shown in literature and research findings, the levels of autonomy and responsibility that staff members have, have a significant influence on the levels of job satisfaction of these employees (cf. 2.2.3.3, 2.2.3.4; 2.7.2; 2.5.3; 2.6.4; 2.6.6, 4.2.3, 5.6 and table 2.2). It is thus imperative that the supervisors allow these staff members a certain measure of autonomy and responsibility. This can be accomplished by assigning tasks of value, such as allowing fixed-term staff members to set tests, assignments and have an input with exam papers. Fixed-term staff members may also assist with the compilation of study material and work schedules, as this can give them a measure of control and an increased level of autonomy. These staff members must also be allowed to participate in some administrative practices, such as the entering of marks, which will allow them a certain level of responsibility, which will increase the levels of job satisfaction that they experience.

- **Regular feedback and support from supervisors:** Recognition and feedback (cf. 2.2.3, 2.2.3.4 and table 2.2) has visible influences on the levels of job satisfaction that are experienced by staff members. The supervisors and HOD's should provide adequate amounts of feedback to fixed-term staff members for tasks that they have completed. Guidance and feedback from supervisors allows the staff members to feel secure, as the person experiences support from within his/her department and can feel that he/she has back-up if necessary. This should not only be relevant to the actual work of the staff member, but also aspects relating to policies, procedures and communiqué's that may influence the fixed-term staff member. It is also very important that the fixed-term staff members can count on their

supervisors for support, both for endeavours that they undertake as well with institutional practices that may be problematic.

6.2.4 Challenges and accomplishments

The fixed-term academic staff members face a number of challenges, and very little accomplishments, within their employment at HEIs. There are a number of strategies that could be taken to enhance the job satisfaction and the subsequent productivity of fixed term staff members. In the next section, some recommendations that may address these challenges are discussed.

- **Promotions and career development:** The opportunities for promotions and career development play an integral role in the levels of job satisfaction experienced by fixed-term staff members (cf. 2.2; 2.2.2; 2.4.1.2; 2.4.2.4 (a); 2.2.2.4 (b); 2.5; 2.6.3; 2.6.4; 2.6.6; 2.7; 4.2.4.1; 5.7.1; tables 2.1 and 2.2). In this light, can it be seen that the opportunities that these staff members have for promotion within the organisation should be handled in a serious light by the management structures of the organisation. In order for the fixed-term staff members to qualify for promotions, it may be necessary to attend sessions where the focus falls on career development, such as training sessions. It is very important that the fixed-term academic staff members have access to training and development sessions (cf. 2.4.2.4 (b)). Training opportunities and programs that can improve their skills and knowledge must be made available for these staff members, and subsequent funding should be allocated for this purpose. All staff members must have equal opportunities for training and development, and the succeeding staff members must be able to compete fairly with other persons for permanent positions and/or promotions. All fixed-term staff members must be informed timeously about any form of training and development

session that they can attend, and the procedures that these persons must follow to qualify for these sessions must be communicated clearly.

The opportunity for growth and development (cf. 2.2, 2.4.1.2; 2.4.2.4 (a); 2.4.2.4 (b); 2.6.1; 2.6.3; 2.6.4; 2.6.6; 2.7 and table 2.1) play an valuable role in the job satisfaction of a person, and can also have an influence on the self esteem, sense of achievement and ultimately the emotional well-being of the staff member (cf. 5.1).

- **Training and development:** Fixed-term staff members should also be allowed to attend training sessions and workshops. This will develop the skills of the employee, and also create a better sense of belonging (cf. 2.2.3.1 and table 2.1), which can also improve the levels of self-esteem (cf. 2.2.3.1; 2.2.3.2) that the individual experiences. Fixed-term staff members find it demoralising to be excluded from training sessions and the opportunity for personal and professional development based on the type of employment contract (cf. 4.2.4), especially when their tasks, duties and responsibilities are equal to those of the permanent staff members’.

A number of fixed term staff members also do not have adequate opportunities for research and the funding needed are not available (cf. 4.2.4). It is important that these staff members are supported to complete research, as this will also enhance their levels of self esteem and improve their job satisfaction (cf. 4.2.4). Fixed-term staff members are also in the employment of the HEI, and they must have equal opportunities for training, development and the conduction of research.

- **The Human Resources managers’ responsibilities:** Clear aims and objectives must be communicated to all staff. The aims and objectives of an organisation (cf. table 2.2) must be understood by all staff members, as the attainment of these goals may influence the ultimate survival of the organisation (cf. 2.1; 2.4.2.3). The Human Resources Manager (HRM) must

ensure that these goals are relayed to all fixed-term staff members, as this can influence the way that these staff members perceive the policies and practices that are relevant to them. The HRM must ensure that the policies and procedures of the HEI are clear and understandable, and that the staff members have a good understanding thereof. This is an key task for the HRM, as the policies and procedures of an organisation play a significant role (cf. 2.3; 2.2.3.3; 2.2.3.4; 2.4.1.1; 2.4.1.2; 2.4.2.4 (b); 2.4.3; 2.5 and table 2.1) in the levels of job satisfaction that are experienced by staff members.

The HRM must also ensure that the correct persons are recruited and appointed (cf. 2.4.2.2) to fulfil the duties that are set out, and that the fixed-term staff members that are recruited have a clear understanding about their possible opportunities for advancement within the HEI. Any permanent appointment and/or promotion that are relevant to existing fixed term staff members in the employment of the HEI must be communicated to the staff member by means of a form communication that will reach them. This will allow these staff members to prepare themselves adequately for the prospect of securing permanent employment.

The HR related problems that fixed-term staff members experience must also be addressed. If the problems that are experienced by these staff members in this regard is handled timeously, the levels of administration related stress experienced by these staff members will also be reduced, which can increase their levels of job satisfaction. The HRM must also ensure that the fixed-term academic staff members receive detailed job descriptions that outline their duties and responsibilities. This will allow the staff members to identify when their services and abilities are being abused, as well as give them clear indications regarding their levels of autonomy and responsibility (cf. 5.3) within the organisation.

The HRM should implement a policy whereby fixed-term staff members can lodge a complaint or grievance without the fear of victimisation or that their employment contracts will be discontinued (cf. 4.2.4.2).

The appointment of fixed-term academic staff members is a staffing trend that plays a vital role in the survival of the HEI as a whole (cf. 2.5). It is thus very important that these staff members feel that they are part of the team (cf. 2.2.3.1; table 2.1) and that they are accepted as colleagues by the permanent staff members, and not as slaves who must do all the odd jobs. The HRM must ensure that the tasks that are allocated to permanent staff are mirrored in the tasks allocated to the fixed-term staff as far where possible, as to allow the fixed-term staff members to feel valued, as opposed to the feeling of abuse that some cherish. These staff members have heavy workloads which often equal or surpass those of their permanent counterparts (cf. 4.2.4). The HRM must ensure that the fixed term staff members are included in activities such as team building events and staff functions, as this will enhance the feelings of collegiality and belonging, which improves self esteem (cf. 2.3).

- **The work environment itself:** The HR manager, together with the HOD's and supervisors, must employ skill variety, job rotation as well as employee engagement strategies (cf. 2.3) to develop the staff members' abilities holistically. The staff members must be exposed to a number of different aspects within the employment spectrum, as this will equip them to deal more effectively with possible problems and challenges. This can also improve the levels of self-esteem that the employees have, which can ultimately increase their emotional well-being (cf. 5.1) and levels of job satisfaction.

6.2.5 Job and financial security

The levels of job- and financial security that are experienced by staff members are vital to the levels of job satisfaction that are experienced by staff members. A lack of certainty regarding this aspect, can lead to increased levels of stress for these employees. Some strategies that may lead to the improvement of the job- and financial security are discussed next.

- **Relevant and adequate remuneration:** The HEI must ensure that the compensation that the fixed-term staff members receive is adequate and market related to their skills, qualifications and experience. Competitive and market related remuneration packages must be negotiated with staff members who are employed by means of a fixed-term contract. A number of respondents stated that they are very well qualified, but that they do not receive suitable remuneration (cf. 4.2.5). These staff members also have the need to be accepted by their peers (cf. 2.2.3.1) in a social, which includes a financial, sense. The fulfilment of these feelings of belonging among their peers can thus also improve the emotional well-being of these staff members, which in turn also increases their levels of job satisfaction. The compensation received by these staff members must be in line in relation to their duties. As many of these staff members perform the same duties and tasks than their permanent counterparts (cf. 4.2.4 and 4.2.5), it is important that they receive remuneration that is aligned with that of those staff members.

- **Job security and long-term prospects:** Another aspect that was found worrisome to the respondents was their levels of job security as this affects their abilities to do long-term planning (cf. 4.2.5). A number of respondents stated that the HEI does not communicate the intentions of the organisation with regards to the continuance of their contracts, which leads to high levels of uncertainty and stress among them (cf. 4.2.5). It is critical

that the HEI communicates clear expectations to the fixed-term staff members regarding the possibility of more permanence in their employment status. This will ensure that the fixed-term staff members can plan ahead and make long-term arrangements, both career as well as financial wise. A policy indicating that a position becomes permanent after a certain period of employment or after specific criteria were met, it would be optimal, as this will give the fixed-term staff members an indication whether and when they can expect a permanent position. Fixed-term staff members experience a lot of stress regarding their employment and thus financial security (i.e. 2.2.3.1; 2.2.3.3; 2.2.3.4; 2.6.1; 2.6.2; 3.6.4; 2.7.1; 2.7.2; 4.2.5 and table 2.1 and 2.2), which has a negative influence on their health (cf. 2.2.2), their levels of loyalty (cf. 4.2.1.1) as well as their job satisfaction.

- **Benefit packages:** At some institutions, depending on the policies and practices of the institution, fixed-term academic staff members receive very little – if any – benefits (cf. 2.2.3.4; 2.4.2.1; 2.5.1; 2.5.2; 2.5.3; 2.6.1; 2.6.2; 2.6.4; 2.6.6; 4.2.1.1, 4.2.5, table 2.1 and 2.2). A number of respondents also explained that the salaries that they receive are not adequate to pay for medical aids and pension funds (cf. 4.2.1.1) without contributions from the employer. It would be optimal if HEIs made certain optional benefit packages available to staff members that are employed on fixed-term contracts. Benefits can also be made available to staff members with contracts of a longer nature, or to staff members who have been employed as a fixed-term staff member for a certain period. Some respondents' contracts have been renewed annually for a number of years, without the prospect of a permanent position or any form of benefits. This can also lead to low levels of job satisfaction, which affects the health and loyalty of these persons.

6.2.6 Well-managed environment

There are a number of factors that has an influence on whether the environment within which the fixed-term staff members function, are well-managed or not. In the next section, some recommendations that may lead to the improvement of the management of the environment within which these staff members function.

- **Adequate management and treatment of fixed-term staff members:** The management structure of the HEI should promote an inclusive, collegial and stimulating work environment. This can be done by the implementation of policies and procedures that are fair to all employees and relevant to their situations. The management structure of the HEI must also ensure that there are adequate employee engagement programmes (cf. 2.3) that allows for proper and meaningful interaction between the staff members. HEIs must also be careful not to distinguish between the fixed-term and permanent staff members of a social basis. Separate events for these groups should not be held, and training and development sessions should be combined as far as possible. A sense of social security (cf. 2.2.3.1) is very important for these staff members, and they a sense of belonging (cf. 2.2.3.1; table 2.1) among their peers will increase their levels of emotional well being as well (cf. 4.2.1). If these staff members feel that they are part of a team, their relationships with their supervisors and peers will improve, which will lead to the progression of their management of their work environments.
- **Assistance should be readily available:** The respondents in this study explained that they are unhappy with the assistance that they are getting from the institution (cf. 4.2.4; 4.2.6). It is essential that the fixed-term staff members have the same administrative assistance than their permanent counterparts. It is the duty of the HRM department to support all

staff members, including those appointed within a fixed-term capacity. According to the research conducted, the fixed-term staff members are very dissatisfied with the policies and procedures of the institutions (cf. 4.2.4; 4.2.6), which should motivate the HRM of the HEI to integrate more relevant policies and procedures which will suit the needs of the fixed-term staff members, and, on top of that, allow a greater form of implementation of these policies and assistance to these staff members in all staff-related queries.

- **Equal training opportunities:** All staff members employed by the HEI should be eligible to qualify for training sessions that are relevant to their development, regardless of their employment status at the HEI. This will allow all staff members to feel that their skills and abilities are developed in an equal fashion, which may lead to improved feelings of employee engagement (cf. 2.3). The fixed-term academic staff members may also experience increased feelings of belonging, and that they are part of a team (cf. 2.2.3.1; 2.3 and table 2.1), which may also lead to increased levels of emotional well-being.
- **Whistle blowing without fear of victimisation:** It is advisable that policies and procedures are put in place that will give fixed-term staff members the opportunity to lodge complaints against fellow staff members without having to fear that their contracts will be cancelled or that their workloads will be increased unfairly. Fixed-term staff members should have the same opportunities to lodge complaints, and these complaints should be viewed in the same light as those that are lodged by their permanent counterparts. In the event that complaints progress to disciplinary actions, it is advisable that any decisions made and actions that are taken are the same for both fixed-term as well as permanent staff members. There should ideally not be any difference between the methods in which these issues are handled between the different groups. Systems and processes that will lead

to the equal treatment of staff members in the case of disciplinary action should be put in place. The disciplinary actions that are taken towards both groups should be handled with the same urgency and importance.

- **The corporate culture of the organisation:** The management structures of the HEI should realise that the fixed-term workforce of the HEI is a staffing trend that is crucial to the success and survival of the organisation (cf. 2.3; 2.5). In order to allow these staff members to be part of the vision and mission of the organisation, a culture of sharing should be developed where all staff members, regardless of their employment contracts, are involved in the processes and decisions within the organisation.

- **Channel of communication must be open, clear and accessible to all staff members:** Communication within an organisation is a vital part of the successful management thereof (cf. 2.3; 2.4.2.4 (a); 2.4.2.4 (b); 2.6.6; 2.7.1, table 2.1 and 2.2). It is thus imperative that all staff members within the organisation should have access to equal and adequate communication channels, as this is a vital aspect of management. It was indicated by the research conducted in this study that the channels of communication within certain HEIs are inadequate (cf. 4.2.2.2; 4.2.6.2; 5.9). This may lead to confusion and the distribution of inaccurate information. In this light it is vital that all staff members have access to adequate methods of communication.

If, in example, the primary method of communication within the organisation is via e-mail, all staff members should have access to this facility, regardless of the type of employment contract that they have. The needs of the fixed-term staff members should be taken into consideration, and communication methods that accommodate their needs should be developed. Fixed-term staff members should be kept up to date with the happenings within the HEI,

and for that to happen, they should have easy access to the main form of communication of the organisation.

- **Organisational development:** Fixed-term staff members should be continuously be informed about decisions within the organisation that influences them, albeit directly or indirectly. This can be effective if these staff members are included in the attainment of the vision and mission of the organisation, which can be obtained by the improvement of the levels of strategic communication between the management of the HEI and the staff members. The role of the fixed-term staff members in the attainment of the goals of the HEI should be clearly communicated to these staff members, as this will allow them to participate fully in this process.

6.3 FRAMEWORK FOR ENHANCING THE JOB SATISFACTION OF FIXED-TERM STAFF MEMBERS

The aim of this research study was to answer the following question:

How can the job satisfaction of fixed-term academic staff members at higher education institutions in South Africa be addressed with the aim of enhancing academic engagement and success?

Literature regarding job satisfaction theories, organisational management, and the role of the Human Resource management department as well as staffing trends within an HEI were discussed. Keeping the above in mind, the researcher identified six clusters that can have an influence on the levels of job satisfaction of fixed-term staff members, namely emotional well-being, physical resources, autonomy, challenges and accomplishments, job and financial security as well as the management of the work environment.

With the aid of an adapted version of the MSQ, empirical research was conducted to test whether these clusters, in fact, influence the levels of job satisfaction. This, together with the literature study, was done to achieve a single goal: to develop a framework that can lead to the enhancement of the levels of job satisfaction that are experienced by fixed-term academic staff members at South African HEIs.

Table 6.1: The synthesis of literature and research findings, together with recommendations.

CLUSTER	FACTORS TO BE ADDRESSED	RECOMMENDATIONS
Emotional well-being	<ul style="list-style-type: none"> • need for recognition • acceptance, • sense of belonging and pride • feel valued • making a contribution • recognition and acceptance • employee appraisal plan • measure the levels of job satisfaction 	<ul style="list-style-type: none"> • The development of an employee appraisal plan • The development, monitoring and improvement of job satisfaction models within the institution
Physical resources	<ul style="list-style-type: none"> • heavier- workloads • availability of resources • stationery, • computers and • office space 	<ul style="list-style-type: none"> • The working conditions and the environment
Autonomy	<ul style="list-style-type: none"> • recognition and feedback • acknowledgement • relevant levels of 	<ul style="list-style-type: none"> • Autonomy and responsibility of staff members • Regular feedback and support from

	responsibility	supervisors
Challenges and accomplishments	<ul style="list-style-type: none"> • policies and procedures • HR practices that are friendlier towards fixed-term staff members • opportunities towards career advancement • opportunities for training and development 	<ul style="list-style-type: none"> • Promotions and career development • Training and development • The Human Resources Managers' responsibilities • The work itself
Job- and financial security	<ul style="list-style-type: none"> • payment and benefit structure • opportunities for permanence 	<ul style="list-style-type: none"> • Relevant and adequate remuneration • Job security and long-term prospects
Well-managed environment	<ul style="list-style-type: none"> • policies and practices • availability of resources, • levels of collegial and administrative support, • clear and open communication channels between management and staff; and the • overall manner in which the institution is 	<ul style="list-style-type: none"> • Adequate management and treatment of fixed-term staff members • Assistance should be readily available • Equal training opportunities • Whistle blowing without fear of victimisation • The corporate

	managed,	culture of the organisation <ul style="list-style-type: none"> • Channel of communication must be open, clear and accessible to all staff members • Organisational development
--	----------	--

In chapter five, a framework relevant to the synthesis of factors that influence the job satisfaction of fixed-term academic staff members at HEIs, was developed (cf. figure 5.1). As can be seen above, in table 6.1, the synthesis of findings from literature and empirical research was combined with the recommendations that were discussed in chapter six. It is the opinion of the researcher that these recommendations, if implemented, will enhance the levels of job satisfaction experienced by the fixed-term academic staff members, a vital role player in the academic environment.



Figure 6.1 The factors and recommendations that influences the levels of job satisfaction of fixed-term academic staff members at SA HEIs.

As is evident from figure 6.1 above, it can be seen that there are many different and diverse factors that influence the levels of job satisfaction that are experienced by fixed-term academic staff members at South African HEIs. The main challenges can be divided into clusters, namely the emotional well-being of the workers, the physical resources available to them to complete the tasks at hand, the levels of autonomy that they have at the workplace, the challenges and accomplishments that they face, the job- and financial security that they have as well as the overall management of the environments within which they function.

Findings from literature and empirical research has indicated that these factors do indeed influence the levels of job satisfaction that are experienced by these staff members, and in the light of the above, the researcher continued to make some recommendations that may assist the organisational management as well as the staff members themselves to improve the levels of job satisfaction experienced, and thus enhance the levels of motivation and productivity.

6.4 CONCLUSIVE REMARKS

As discussed throughout this research study, it can be said that the fixed-term academic workforce is a vital necessity for the continuing success and survival of HEIs. It is thus imperative that the needs of these staff members are looked after.

As a respondent stated: “We as lecturers are competing in an academic race; it is expected of **all** to succeed with great achievement. The demoralising fact is that fixed-term lecturers are running the race bare foot

(limited tools/incentives: e.g. no payment for preparation, test marking, assignment marking, consultation hours, must share offices, must share computer equipment, etc....), while permanent staff is provided with the best running gear available. We cannot compete, and are easily replaced, even if some of the circumstances are within the control of the HEI...”

Gained from the vantage point of in-depth conceptualisation and quantitative and qualitative data, the final outcomes and consequent framework for the job satisfaction of fixed-term staff members at HEIs can benefit both practical and theoretical concerns. It is envisaged that this study will serve as a starting point for higher education strategies and for the further dissemination of the research findings to the benefit of staff performance in the South Africa higher education sector.

BIBLIOGRAPHY

Abbasi, S.M and Hollman, K.W. 2000. Turnover: the real bottom line. *Public personnel management*, 29:333 – 342

Abdullah, Z., Ahsan, N., Yong Gun Fie, D. and Shah Alam, S. 2009. A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study. *European Journal of Social Sciences*, 8(1):121-131

Accel-Team. 2008. *Human Resource Management: Function 4 - Employee evaluation*. http://www.accel-team.com/human_resources/hrm_04.html. Retrieved: 9 June 2008.

Adcock, D. 2000. *Marketing strategies for competitive advantage*. London: Wiley.

Adendorff, S.A. and De Wit, P.W.C. 1999. *Production and operations management – a South African Perspective*. New York: Oxford University Press.

Adler, P.A., and Adler, P. 1998. *Collecting and interpreting qualitative materials*. Thousand Oaks: Sage.

Albion, M.J. 2004. A Measure of Attitudes Towards Flexible Work Options. *Australian Journal of Management*. Sydney: Dec 2004. 29(2):275 - 295

Alexandros-Stamatios, G.A., Matilyn, J.D. and Cary, L.C. 2003. Occupational Stress, Job Satisfaction and health state in male and female junior hospital doctors in Greece. *Journal of managerial Psychology*, 18(6):592-621

Allen, L. 2001. *In from the cold? Part-time Teaching, Professional Development and the ILT, ULF/NAFTHE (and others)*, London

Allen, T.D. 2001. "Family-supportive work environments: The role of organisational perceptions." *Journal of Vocational Behavior*, 58:414 -435

Alsbury, A and Jay, R. 2002. *Quick answers to marketing questions*. London: Pearson Education Limited, Prentice –Hill.

Anderson G. and Arsenault N. 1998. *Fundamentals of educational research*. London: Falmer Press.

Anderson, J. 1998. *Introduction to research*. London: Sage Publications.

Anderson, T.D. 1992. *Transforming leadership: new skills for an extraordinary future*. Massachusetts: Human Resource Development Press.

Anderson, V. 2007. Contingent and Marginalised? Academic Development of Part-Time Teachers. *International Journal for Academic development*. November 12(2): 111 – 121

Andrews, A. 1997. *The Personnel function*. Pretoria, Kagiso Tertiary.

Andrews, Y. 1997. *The Personnel Function*. Westmead: Kagiso Tertiary.

Anthony, J.S and Valadez, J.R. 2001. Job satisfaction and commitment of two-year college part-time faculty. *Community College Journal of Research and Practice*. 25(2): 97 - 108

Anthony, J.S and Valadez, J.R. 2002. Exploring the satisfaction of part-time college faculty in the United States. *Review of Higher Education*. 26: 41 – 56

Apgar, C., Bronson, E.F., Hudd, S.S and Lee, R.G. 2009. Creating a Campus Culture of Integrity: Comparing the perspectives of Full- and Part-time faculty. *The Journal of Higher Education*, March/April 80(2):146-177

Airasian, P, Mills, G.E. and Gay, L.R. 2010. *Educational Research: Competencies for Analysis and Applications (9th ed)*. New Jersey: Pearson

Atkinson P. & Silverman D. 1997. Kundera's immorality: The interview society and the intervention of the self. *Qualitative Inquiry*, 3: 304-325. Available from: [http://www.hmi.missouri.edu/course_materials/executive_HSM/se.../focus groups](http://www.hmi.missouri.edu/course_materials/executive_HSM/se.../focus_groups). Accessed 13 March 2010

Avakian, A.N. 1995 "Conflicting demands for Adjunct Faculty." *Community College Journal*, 65(6):34 – 36

Babbie, E., & Mouton, J. 2001. *The practice of social research*. South African Edition. Oxford: Oxford University Press.

Baden-Fuller, C and Lorenzoni, G. 1995. "Creating a Strategic Center to Manage a Web of Partners." *California Management Review*," Spring: 146-163

Badenhorst, DC. 1996. *School Management: the task and role of the teacher*. Pretoria: Kagiso Publishers.

Badenhorst-Weiss, JA, Hugo, WMJ and Van Rooyen, DC. 2000. *Purchasing and materials management*. Pretoria: Van Schaik.

Baily, P, Farmer, D, Jessop, D and Jones, D. 1998. *Purchasing principles and management*. London: Financial Times Management.

Balarin, M.G. 2006. *Communication strategies in management: a case study of interpersonal manager-staff communication at a South African university*. Masters dissertation: Rhodes University.

Baldwin, R.G and Chronister, J.L. 2001. *Teaching without tenure: Policies and Practices for a new era*. Baltimore, MD: The Johns Hopkins University Press

Banachowski, G. 1997. Advantages and Disadvantages of Employing Part-Time Faculty in Community Colleges. *ERIC Digest. ED 405 037*

Bandura, A. 2001. Social cognitive theory: A agentic perspective. *Annual Review of Psychology, 52: 1 – 26*

Baran, RA and Greenberg, J. 1997. *Behaviour in Organisations*. New Jersey: Prentice Hall Inc.

Barber, A.E. 1998. *Recruiting Employee*. California: Thousand Oaks, Sage

Barkhuizen, N and Rothman, S. 2006. Work engagement of academic staff in South African higher education institutions. *Management Dynamics, Vol 15, Iss 1, p 38 – 47*

Barnard, C.I. 1938. *The Functions of the Executive*. Cambridge: Harvard University Press.

Bartol, K.M. and Martin, D.C. 1998. *Management (3rd Edition)*. Boston: McGraw-Hill Irwin.

Baskin, O, Heiman ST, Lattimore D, Toth EL and Van Leuven, JK. 2004. *Public Relations: The Profession and the Practice*. New York: McGraw-Hill.

Basset, P. 1998. "Sessional academics, a marginalized workforce", *Proceedings of the Australian Association for Research in Education, Auckland*.

Bassey M. 1999. *Case study research in educational settings*. Buckingham: Open University Press.

Bateman, T. S. and Snell, S. (2007). *Management: Leading and Collaborating in a Competitive World*. New York: McGraw-Hill.

Baume, D., Knight, P., Tait, J. and Yorke, M. 2007. Enhancing Part-time Teaching in Higher Education: a Challenge for Institutional Policy and Practice. *Higher Education Quarterly*: 61(4):420 – 438

Beatty, RW. and Ulrich D. 2001. From partner to players. *Human Resource Management*, 40(4):293-307.

Becker, B.E, Huselid, M.A., and Ulrich, D. 2001. *The HR scorecard: linking people, strategy and performance*. Boston: Harvard Business School Press.

Bedeian, A.G. and Van Fleet, D.D. 1977. "A History of the Span of Management." *Academy of Management Review*, July 1977

Bedward, D. 1999. *Quantitative Methods: A Business Perspective*. Oxford: Butterworth-Heinemann

Bell, A. 2006. *Great Leadership*. Mountain View. London: Davies-Black Publishing.

Bellingan-Timmer, R. 2004. Job satisfaction: an analysis of middle managers in the South African Police Service. *Acta Commercii*, 4:29-36.

Bellis I. 2000. *Skills development: A practitioner's guide to SAQA, the NQF and the Skills Development Acts*. Randburg: Knowledge Resources.

Benjamin, E. 2002. How over-reliance on contingent appointments diminishes faculty involvement in student learning. *Peer review*, 5(1): 4 – 10

Bennet, A and Nieman, G. 2005. *Business Management: A value chain approach. 2nd Edition*. Pretoria: Van Schaik.

Bennet, JA, Grove, TA and Jooste, CJ. 2002. *Introduction to marketing management*. Johannesburg: Rand Afrikaans University: internal publication.

Berkhout, F and Berkhout, SJ. 1992. *The school: financial management tools*. Pretoria: Van Schaik.

Bernardin, HJ. 2003. *Human Resource Management: An experiential approach*. New York: McGraw Hill.

Besanko, D, Dranove, D and Shanley, M. 2000. *Economics of Strategy: 2nd Edition*. New York: RR Donnelly.

Best, J.W., & Kahn, J.V. 2003. *Research in education*. Boston: Allyn and Bacon.

Bianco-Mathis V. and Chalofsky, N. (Eds.). 1996. *The adjunct faculty handbook*. CA: Thousand Oaks, Sage.

Binney, B and Williams, C. 1997. *Learning into the future: changing the way people change organisations*. London: Nicholas Brealey.

Bitzer, E (ed). 2009. *Higher Education in South Africa: A scholarly look behind the scenes*. Stellenbosch: Sun Media.

Bisschoff, T. 1997. *Financial School Management Explained*. Cape Town: Kagiso Publishers.

Bitzer, E. & Wilkinson, A. 2009. Higher Education as field of study and research. In: Bitzer, E. (Ed.) **Higher Education in South Africa**. Stellenbosch: Sun Media.

Blackmore, J. 2001. Universities in crisis? Knowledge economies, emancipator pedagogies, and the critical intellectual. *Educational theory*: 51: 353/371

Blackwell, R and Bryson, C. 2006. Managing temporary workers in higher education: still at the margin? *Personnel Review*. *Farnborough* 35(2)

Blandford, S. 1997. *Middle Management in Schools: How to Harmonise, Managing and Teaching for an Effective School*. Great Britain: Pitman Publishing

Blau, P.M and Scott, W.R. 1962. *Formal Organisations*. San Fransisco: Chandler.

Blau, P.M. and Schoenherr, R.A. 1971. *The Structure of Organisations*. New York: Basic Books.

Bless, C., Higson-Smith, C. and Kagee, A. 2006. *Fundamentals of social research methods: An African perspective*. 4th ed. Cape Town: Juta & Co.

Bono, J.E., Judge, T.A., Patten, G.K., and Thorensen, C.J. 2001. The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*. 127(3):376-407

Bowen, H.R, and Schuster, J.H. (1986). *American professors: A national resource imperiled*. New York: Oxford University Press.

Brannick, T and Cochlan, D. 2001. *Doing Action Research in your own organisation*. London: Sage Publications.

Brassington, F and Pettitt, S. 1997. *Principles of Marketing*. London: Pitman Publishing.

Bratton, J and Gold, J. 2004. *Human Resource Management: Theory and Practice*. 3rd Edition. London: MacMillan.

Breakwell, G.M, Fife-Schaw, C and Hammond, S. 2000. *Research Methods in Psychology: Second Edition*. London: Sage Publications.

Brevis, T, Cronje, G.J, Smit, P.J and Vrba, M.J. 2007. *Management Principles: A Contemporary Edition for Africa*. Fourth Edition. Cape Town: Juta

Brevis, T., de Klerk, A. and Vrba, M.J. 2007. *Management Principles: A Contemporary Edition for Africa*. South Africa: Juta.

Brevis, T., Cronje, G.J., Smit, P.J., Vrba, M.J. 2011. *Management Principles: A Contemporary Edition for Africa*. South Africa: Juta.

Brewer, E.W. and McMahan-Landers, J. 2003. Job Satisfaction Among Industrial and Technical Teacher Educators. *Journal of Industrial Teacher Education*. 40(2)

Brewerton, P and Millward, L. 2001. *Organisational Research Methods*. London: Sage Publications Ltd

Brief, cited in Weiss, H.M. 2002. Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. *Human Resource management review*, 12: 173 – 194

Brigham, EF and Ehrhardt, MC. 2002. *Financial Management – Theory and Practice*. 10th Edition. New York: Thompson Learning.

Brink, A, Jooste, CJ, Machado, R, Strydom, JW. 2006. *The essentials of marketing*. Cape Town: Juta.

Britt, T.W., Adler, A.B. and Bartone, R.T. 2001. Deriving benefits from stressful events: The role of engagement in meaningful work and hardiness. *Journal of Occupational Health Psychology*, 5: 53 – 63

Broadfield, A, Edwards, DJ and Rollinson, D. 1998. *Organisational Behaviour and Development*. Singapore: Prentice Hall Inc.

Brookshire, D., deVaro, J., and Li, R. 2007. Analysing the job characteristics model: new support from a cross-section of establishments. *The International Journal of Human Resource Management*, 18(6) June: 986-1003

Brown, B.L. 1998. Part-Time and Other Flexible Options. *ERIC Digest: Online*

Brown, D and Gold M (2007). Academics on Non-Standard Contracts in UK Universities: Portfolio Work, Choice and Compulsion in *Higher Education*

Brown, DR and Harvey, DF. 1996. *An experiential approach to organisation development*. New Jersey: Prentice Hall Inc.

Brown, Mark G. 1996. *Keeping Score: Using the Right Metrics to Drive World-Class Performance*. New York: Quality Resources.

Brue, CL, McConnell, CR. 2005. *Economics*. New York: McGraw Hill.

Bryson, C. and Barnes, N. 2000. "The Casualisation of HE in the United Kingdom." *Academic work and Life: What it is to be an Academic, and how this is Changing*, Edited by Tight, M. 187 – 241. Oxford: Elsevier Science.

Bryson, A, Forth, J and Millward, N. 2000. *All change at work: British Employee Relations. 1980 – 1998*. London: Routledge.

Bryson, C and Blackwell, R. 2001. *Teaching Quality and Part Time Teachers in HE*, LTSN Generic centre, York. www.genericcentre.ac.uk/projects/parttimeteachers Accessed 10 January 2010

Bryson, C and Scurry, T. 2002. “*Marginalisation and the self: the case of temporary and scattered careers’ in higher education*”, paper presented at EGOS, the 18th colloquium, Barcelona, 5 – 7 July

Bryson, C, Rice, C and Scurry, T. 2000. “*The implications of the use of part-time teachers, centre of academic practice*”. Nottingham: Nottingham Trent University.

Burden R. & Williams M. 1998. *Thinking through the curriculum*. London: Routledge.

Burns, T and Stalker. G.M. 1961. *The Management of Innovation*. , London: Taristock.

Burton, D. 2000. *Research Training for Social Scientists*. London: Sage Publications.

Bush, T. 1995. *The theories of educational management*. Liverpool: Paul Chapman Publishing.

Byrne, B.M. 1991. Burnout: Investigating the impact of background variables for elementary, intermediate, secondary and university educators. *Teaching and Teacher Education*, 7: 197 – 209

Byrne, J.A. 1993. "The Virtual Corporation." *Business Week*, February 8: 98-102.

Cameron, KS, and Whetten, DA. 1998. *Developing management skills: Fourth Edition*. NYC: Addison-Wesley Educational Publishers.

Campher, T, du Preez, P, Grobler, B, Loock, C and Shaba, SM. 2003. *Managing School Finances*. Sandown: Heinemann Publishers.

Cant, M and Van Rensburg, R.S. 2003. *Public Relations: A South African Perspective*. Sandown: Heinemann Publishers

Cant, M, Jooste, C and Strydom, J. 2000. *Marketing management*. Cape Town: Juta,

Carr, J.R., McCulloch, S.M., Morgan, S.J., Oleson, T., Simon, C.A. and ressel, M. 2003. The other side of academic dishonesty: The relationship between faculty skepticism, gender and strategies for managing student academic dishonesty cases. *Assessment of Higher education*, 28(2):193-207

Carell, M.R., Elbert, N.F. and Hatfield, R.D. 2000. *Human Resources management: Strategies for Managing a Diverse and Global Workforce (6th Edition)*. London: The Dryden press.

Carrel MR, Elbert NF, Grobler PA, Hatfield RD and S Wörnich. 2005. *Human resource management in South Africa*. London: Thomson Learning.

Cascio, W.F. 2003. *Managing Human Resources: Productivity, Quality of Work Lives, Profits (6th Edition)*. New Jersey: Merrill-Prentice Hall.

Cashwell, A.L. 2009. Factors influencing part-time faculty job satisfaction in the Colorado community college system. *ProQuest document ID: 991216001*

Cassar, L. 2010. Quality of employment and job satisfaction evidence from Chile.
www.chronicpoverty.org/uploads/assets/files/ten_years_ppts/cassar.pdf
Retrieved 10 October 2011

Certo, SC. 2003. *Modern Management: Ninth Edition*. New Jersey: Prentice Hall.

Chandler, A.D. (jnr). 1962. *Strategy and Structure: Chapters in the History of the Industrial Enterprise*. Cambridge: MIT press.

Chandler, A.D. 1962. *Strategy and Structure*. MA: MIT Press.

Chapman, E.N. 1994. *Human relations in Small Business*. Crisp Publications.

Charles, C.M. 1995. *Introduction to educational records*. White PlanEs. New York: Longman.

Chen, S.H, Yang, C.C., Shiau, J.Y and Wang, H.H. 2006. The development of an employee satisfaction model for higher education. *The TQM Magazine*, 18(5):484-500

Chocron, E and Steigerwald, M. 2008. *The Roles of functional and cross-functional planning in managing the enterprise*. http://www.imsi-pm.com/home/library/functional_planning.pdf Retrieved: 17 April 2008.

Chu, C. and Hsu, Y. 2011. Hospital Nurse Job Attitudes and Performance: The impact of Employment Status. *Journal of Nursing Research*, 19(1):53 - 60

Clark, B. 1986. *The intellectual enterprise: Academic life in America*. Princeton, NJ: Carnegie Foundation

Clark, B.R. 1998. *Creating Entrepreneurial Universities: Organisational Pathways of transformation*. New York: Elsevier

Clark, S.C. 2001. "Work Cultures and Work/Family Balance." *Journal of Vocational Behavior*, 58 : 348 – 365.

Clarke, A. 1999. *Evaluation Research*. London: Sage Publications Ltd.

Cleland, D.I. 1984. *Matrix Management Handbook*. New York: Van Nostrand Reinholdt.

Clery, S.B. 2001. Part-time faculty. *NEA Higher Education Research Centre*, 7: 3 – 10

Cline, L. "Work to School Transition: Part-time Faculty Bring Expertise Challenges to College." *Vocational Education Journal*, 68(2), 1993:26 – 49

Cohen, A.M and Drawerm F.B. 2003. *The American Community College (4th ed.)*, San Francisco: Jossey-Boss

Coles, M. 2006. *Corporate Culture and Personality*.
<http://wincities.bizjournals.com/wincities/stories/2006/12/11/editorial.html>.
Retrieved: 9 June 2008.

Conley, V.M and Leslie, D.W. 2002. Part-time instructional faculty and staff: Who they are, what they do and what they think. *Educational Statistics Quarterly*, 4: 97 – 103.

Cooper, D.R and Schindler, P.S. 2003. *Business research Methods*. New York: McGraw-Hill

Corbetta, P. 2003. *Social research: theory, methods and techniques*. London: Sage.

Corbin, J and Strauss, A. 1996. *Basics of qualitative research techniques and procedures for the development of grounded theory*. London: Sage.

Corbridge, M & Pilbeam, S. 1998. *Employment resourcing*. London: Financial Times Management.

Costello, P. 2002. “*Budget Paper No. 5: Intergenerational Support*” <http://www.budget.gov.au/2002-3/bp5/html/> accessed September 1, 2003

Coulter, M and Robbins, SP. 2002. *Management: Seventh Edition*. New Jersey: Prentice Hall, Pearson Education.

Cranny, Smith and Stone, cited in Weiss H.M. 2002. Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. *Human Resource management review*, 12:173 – 194

Cresswell, J.W. 1994. *Research design: Qualitative and Quantitative approaches*. California: Sage Publications Ltd.

Cresswell, JW. 2003. *Research design: qualitative, quantitative and mixed methods approaches. 2nd Edition*. California: Sage, Thousand Oaks.

Cronje, GJ de J and Smit, P.J. 1999. *Management Principles: A contemporary Edition*. Cape Town: Juta & Co Ltd.

Cross, R. 1998. Customer Bonding: Pathways to lasting customer loyalty. Lincolnwood: NTC

Crous, M. 2005. Leading internal customer care for external excellence. *Journal of Public Administration:Conference Proceedings*, October: 3-9.

Cummins, R.C. 1990. Job Stress and the buffering effect of supervisory support. *Group and Organisational Studies*, 15(1):92-104

Cummings, T.G., and Worley, C.G. 2001. *Organisational development and change*. Ohio, Uppercase Publication Services, Ltd.

Czinkota, M.R., Kotabe, M and Mercer, D. 1997. *Marketing Management: Text and Cases*. Blackwell Business.

D'Andrea, V. 2002. *Professional Development of Part –Time Teachers in the USA (adjunct faculty)*, LTSN Generic Centre, York. Available at www.genericcentre.ac.uk/projects/parttimeteachers (Accessed 12 December 2009)

De Cenzo, D.A and Robbins, S.P. 1998. *Fundamentals of Management: Essential Concepts and Applications*. New Jersey: Prentice-Hall.

De Clercq, F. 2008. Teacher quality, appraisal and development: The flaws in the IQMS. *Perspectives in Education*, 26(1):7-18.

De Cuyper, N., De Witte. H and Martínez, G. 2010. Review of Temporary Employment Literature: Perspectives for Research and Development in Latin America. *PSYKHE* 19(1):61-73

Cronje, G.J. and Smit, P.J. 1999. *Management Principles*. Creda Communications, Cape Town: Van Schaik

Delport, C.S.L., de Vos, A.S., Fouchè, C.B. and Strydom, H. 2005. *Research at Grass Roots*. Pretoria: Van Schaik

Delport, C.S.L., de Vos, A.S., Fouchè, C.B. and Strydom, H. 2007. *Research at Grass Roots*. Pretoria: Van Schaik

De Nisi, A.S. & Griffin, R.W. 2005. *Human Resource management*. 2nd Edition. USA: Houghton Mifflin Company.

Department of Higher Education and Training. *Instructional Research Staff information 2000 – 2008*. HEMIS@doe.gov.za Accessed 12 March 2010

De Vos, A.S, Strydom, Fouche, T, Poggenpoel, S. and Schurlink, B. 1998. *Research at grassroots*. A prime for the caring profession. Pretoria: Van Schaik.

Deem, R. 2001. Globalisation, New Managerialism, Academic capitalism and Entrepreneurialism in Universities is the local dimension still important? *Comparative Education*, 37(1): 7 – 20

DeMarie, S.M, Gustafson, L.T., Mullane, J.V. and Reger, R.K. 1994. Creating Earthquakes to Change Organisational Mindsets.” *Academy of Management Executive* 8 (4): 31 - 46

Demerouti, E, Bakker, A.B, Janssen, P.P.M and Schaufeli, W.B. 2001. Burnout and engagement at work as a function of demands and control. *Scandinavian Journal of Work. Environment and health*, 27: 279 – 286

Denzin, NK and Lincoln, YS. 1998. *The landscape of qualitative research issues and theories*. London: Sage Publishers.

Denzin, NK and Lincoln, YS. 2005. *The Sage book of qualitative research. 3rd Edition*. California: Sage, Thousand Oaks

Dessler, G. 1997. *Human Resource Management. Seventh Edition*. New Jersey: Prentice-Hall.

Du Plooy, G.M. 2002. *Communication Research. Techniques, Methods and Applications*. Lansdowne, Jute & Co. Ltd

Du Preez, C. 2001. *Research and Information Management IV: Linked Research Methodology*. Technikon SA, Florida

Dubson, M. 2001. *Ghosts in the classroom: Stories of college adjunct faculty – and the price we all pay*. Boston, MA: Camel's Back Books.

Durrheim, K. & Terre Blanche, M. 2004. *Research in Practice*. Cape Town: University of Cape Town Press

Easterby-Smith, M, Thorpe, R and Lowe, A. 2004. Management research. *Distance Education*, 5(4)

Education Facilitators. 1999. *Personnel Management in Education III*. Cresta.

Edwards, J.R and Rothbard, N.P. 2000. Mechanisms linking work and family: Clarifying the relationship between work and family constructs. *Academy of Management Review*, 25: 178 – 199

Engelbrecht, A.S. and Chamberlain, L. 2005. The influence of transformational leadership on organisational citizenship behavior through justice and trust. *Management Dynamics*, 14(1): 2 – 13

Erasmus, B, Schenk, H, Swanepoel, B and van Wyk, M. 2006. *South African Human Resource Management: Theory and Practice, 3rd Edition*. Juta

Etzel, MJ, Stanton, WJ, Walker, BJ. 1994. *Fundamentals of marketing*. New York: McGraw-Hill.

Example Essays. *Advantages and disadvantages of employing Part-time and temporary workers*. www.exampleessays.com. Accessed 15 February 2010

Fatima, N., Warsi, S. and Sahabzada, S.A. 2009. Study on relationship Between Organisational Commitment and its Determinants among Private Sector Employees in Pakistan. *International Review of Business Research Papers*, 5(3):339-410

Filak, V.F. and Sheldon K.M. 2003. Student Psychological Need Satisfaction and College –Teacher Course Evaluations. *Educational Psychology*, 23(3):235-247

Finkelstein, S and Hambrick, D.C. 1987. *Managerial Discretion: A Bridge Between Polar Views of Organisational Outcomes,*” in Cummings, L.L. and Galbraith, J. 1973. *Designing Complex Organisations*. Addison-Wesley

Fisher, S. 1994. *Stress in Academic Life: The Mental Assembly Line*. Buckingham, UK: Open University Press

Fitzpatrick, J, Secrist, J and Wright, DJ. 1999. *Secrets for a successful dissertation*. London: Sage Publications.

Fletcher, L. 1999. Part-Time Employees Find Better Benefits. *Crain’s Detroit Business*. November 22, 1999

Flick, U. 1998. *An introduction to qualitative research*. London: Sage Publications.

Flood, PC and Heffernan, MM. 2000. An exploration of the relationships between the adoption of managerial competencies, organisational characteristics, human resource sophistication and performance in Irish organisations. *Journal of European Industrial Training*. 24(1/2/3): 128 - 136

Floyd, SW and Wooldridge, B. 1992. Middle Management in Strategy and Its Association with Strategic Type: A Research Note. *Strategic Management Journal*, 13:. 153 – 167.

Ford, J, Ibrahim, E and West, D. 2006. *Strategic marketing*. New York: Oxford Press.

Fourie, L; Muir, P. 2005. *Economics for South African Students*. Hatfield: Van Schaik.

Fraenkel, J.R and Wallen, N.E. 1993. *How to design and evaluate research in education (2nd Edition)*. Singapore: McGraw-Hill Book Co.

Fraenkel, J.R and Wallen, N.E. 2010. *How to design and evaluate research in education (7th Edition)*. Singapore: McGraw-Hill Book Co.

French, W.L. 2003. *Human resources management*, Boston, MA: Houghton Mifflin.

Fulop, L, Lilley, S and Linstead, S. 2004. *Management and Organisation*. New York: Palgrave-MacMillan.

Galbraith, J. 1973. *Designing Complex Organisations*. Addison-Wesley

Galinsky, E and Stein, PJ. 1990. "The Impact of Human Resource Policies on Employees," *Journal of Family Issues*, 11: 368 – 383.

Gappa, J.M. 1984. Part-Time Faculty: Higher Education at a Crossroad. *Association for the Study of Higher Education*. ERIC Digest, 84.4 ED284513

Gawel, J.E. 1997. Herzberg's theory of motivation and Maslow's hierarchy of needs. *Practical Assessment, research and Evaluation*, 5(11). Retrieved 29 March 2010 from <http://paeonline.net/getvn.asp?v=5&n=11>

Gay LR. and Airasian P. 2003. *Educational research*. New Jersey: Pearson Education, Inc.

Gay, LR and Airasian, P. 2000. *Educational research: competencies for analysis and application*. Upper Saddle River: Merrill.

Gberevbie, D.E.I. 2006. Recruitment and Quality Academic Staff Selection: The case Study of Covenant University. *Ife Psychologia: An International Journal of Psychology in Africa*, 14 (2): 117 – 141

George, GR and Jones, JM. 2000. *Essentials of Managing Organisational Behaviour*. Upper Saddle River: Prentice Hall.

George, JM and Jones, GR. 1999 *Understanding and managing Organisational Behaviour*. Addison-Wesley Publishing Company, Inc.

Gerber, PD, Nel, PS and Van Dyk, PS. 1998. *Menslike hulpbronbestuur*. Goodwood: Nasionale boekdrukkers.

Gerber, PD, Nel, PS, Van Dyk, PS. 1998. *Human Resource Management: 4th Edition*. Johannesburg: International Thompson Publishing.

Geroski, PA. 1999. *Early warning of known rivals*. Sloan Management Review, 40 (3).

Gerwin, D. 1981. "Relationships between Structure and Technology," in Nystrom, P.C. and Starbuck, W.H., eds., *Handbook of Organisational Design, vol 2*. New York: Oxford University Press.

Gilligan, C, Wilson, RMS. 1997. *Strategic marketing management*. Oxford: Butterworth-Heinemann.

Glick, W.H, Huber, G, Miller, C.C and Wang, Y.D. June 1991. "Understanding Technology-Structure Relationships: Theory Development and Meta-Analytic Theory Testing." *Academy of Management Journal*: 370 – 399

Gobeli, D.H and Larson, E.W. Summer 1987. "Matrix Management Contradictions and Insights. *California Management Review*: 126 – 138

Goetsch, DL and Davis, S. 1995. *Implementing total quality*. New Jersey: Englewood Cliffs.

Gooding, R.Z. and Wagner, J.A. December 1985. "A Meta-Analytical Review of the Relationship between Size and Performance: The Productivity and Performance of Organisations and their Sub-Units." *Administrative Science Quarterly*: 462 – 461

Gorard S. & Taylor C. 2004. *Combining methods in educational and social research*. England: Open University Press.

Gorard, S. 2001. *Qualitative methods in educational research – the role of numbers made easy*. London: Continuum.

Govender, P., Moodley, S. and Parumasur, S. 2005. The management of change at selected higher education institutions: an exploration of the critical ingredients for effective change management. *South African Journal of Human resource management*, 31(1) :78 – 86

Grant, L. 1994. "New Jewel in the Crown," *U.S. News and World Report*, February 28: 55 – 57

Gray, DE. 2004. *Doing research in the real world*. London: Sage.

Gwavuya, F. 2010. Factors Affecting Job Satisfaction Among Civilian Staff In The Zimbabwe Republic Police. *Academic Leadership: The Online Journal*. 8(4):online

Haasbroek, GD, Nel, PS, Poisat, P, Schultz, HB, Sono, T, Werner, A. 2008. *Human Resources Management. 7th Edition*. Cape Town: Oxford University

Hackman, J.R., and Oldman, G.R. 1976. Motivation through design of work: Test of a Theory. *Organisational behavior and human performance*. 16:250 – 279

Hall, D and Oldroyd, D. 1990. Management: Self-development for Staff in Secondary Schools. *Unit 4: Implementing and Evaluating*. Bristol: NDCEMP.

Hammond, T.H. 1990. "Structure, Strategy and the Agenda of the Firm." *Presented at the Fundamental Issues in Strategy Conference, Napa, California, November 29 – December 1, 1990*

Harbour, C.P. 2005. Community College Review. *Raleigh, Fall 2005*. 33(1):63 – 67

Harrison, M. 1996. *Principles of Operations Management*. Great Britain: Pitman Publishing.

Hawes, W. Millward, N, Stevens, M, Smart, D, 1992. *Workplace Industrial Relations in Transition*. Aldershot: Dartmouth Press.

Heathfield, SM. 2008. Values in motivation. http://humanresources.about.com/od/managementtips/qt/tips_motivate5.htm Accessed 20 June 2009

Henning, E, Van Rensburg, W en Smit, B. 2004. *Finding your way in qualitative research*. Pretoria: Van Schaik.

Herzberg, F. and Mausner, B. 1959. *The Motivation to Work*. New York: Wiley.

Herzberg, F., Mausner, B., Peterson, R. O., and Capwell, D. F. (1957). *Job Attitudes: Review of Research and Opinion*. Pittsburgh: Psychological Service of Pittsburgh.

Herzberg, Frederick. (1968). "One More Time: How Do You Motivate Employees?" *Harvard Business Review* 46 (January):53-62.

Heystek, J. 2008b. Resourcing talent. In Heystek, J., Niemann, R., van Rooyen, Mosoge, J. & Bipath, K. 2008. *People Leadership in Education*. Johannesburg: Heinemann.

Higher Education Academy Joint Subject Centre Development Project. *Supporting Part-Time Teaching Staff in Higher Education: Perspectives from Business and Health*.

www.healtheduacademy.ac.uk/projects/.../hsapbmafexec200209.pdf

Accessed 7 October 2010

Higher Education Policy and Management, 25(1):41 – 50.

Holtshousen, W.J.S. 1992. *Bestuursmatige hantering van student-afwesigheid by Tegniese Kolleges*. Unpublished M.Ed dissertation. Johannesburg: Rand Afrikaans University.

Holub, T. 2003. Contract Faculty in Higher Education. *ERIC Digest, ED 482 556*.

Hooker R. 1999. *Adam Smith: the wealth of nations*. World Civilisations.

Hoover, K., Kosnik, T., and Wong-Mingji, D.J. 2006. Outsourcing vs insourcing in the human resource supply chain: a comparison of five generic models. *Personnel review: Farnborough, Vol 35(6):671*

Houston, D., Meyer, L.H., and Paewai, S. 2006. Academic Staff Workloads and Job

Satisfaction: Expectations and Values in Academe. *Journal of Higher Education Policy and Management: 28(1): 17 – 30*

Howell, S.L and Hoyt, J. 2007. Job Satisfaction in Higher Education: A Literature Review. *Online submission, ERIC*.

HREOC, 1996. "Stretching Flexibility: Enterprise Bargaining, women workers and changes to working hours," Sydney, Australia

[http://www.hmi.missouri.edu/course_materials/executive HSM/se.../focus groups](http://www.hmi.missouri.edu/course_materials/executive_HSM/se.../focus_groups).

<http://www.wsu.edu/~dee/ENLIGHT/WEALTH1.HTM>. Retrieved: 21 July 2008.

Husbands, C. and Davies, A. 2000. "The teaching roles, institutional locations and terms of conditions of employment of part-time teachers in UK higher education", *Journal of Further and Higher Education*, 24(3): 337 – 362

Huysamen, D. 1999. *Rehumanised Productivity Improvement*. South Africa: Knowledge Resources.

Ivancevich, JM and Matteson, MT. 1999. *Organisational Behaviour and Management. Fifth Edition*. McGraw-Hill International Editions.

Johnson DW. & Johnson RT. 1999. *Learning together and alone*. Sydney: Allyn and Bacon.

Johnson K. 1996. *Language teaching and skill learning*. Oxford: Blackwell Publishers, Inc.

Johnson KJ., Yin WK. & Bunton D. 1996. *Common methods: Classroom English*. Hong Kong: University of Hong Kong.

Johnson, AP. 2002. *A short guide to action research*. Boston: Allyn and Bacon.

Johnson, D 1996. *Research methods in educational management*. London: Longman.

Johnson, D. 1994. *Research Methods in Educational Management*. London: Longman

Johnson, R and Redmond, D. 1998. *The art of empowerment: the profit and pain of employee involvement*. London: Financial Times, Pitman.

Jordaan, J. 2002. Consulting role for HR professionals. *HR Future*, 2 (5): 22

Joseph, T.A. and Maynard, D.C. 2008. Are all part-time faculty underemployed? The influence of faculty status preference on satisfaction and commitment. *High Edu*, (2008) 55:139 – 154

Judge, T.A. and Saari, L.M. 2004. Employee attitudes and job satisfaction. *Human Resource Management*, Vol 43:395-407

June, A.W. 2009. Full-Time Instructors Shoulder the Same Burdens That Part—Timers Do. *The Chronicle of Higher Education*. October 18, 2009.

<http://chronicle.com/article/Full-Time-Instructors-Shoulder/48841/>

Accessed October 15, 2010

- Kahn, M. 2000. *Can we management change?* The Teacher, May 13.
- Kahn, W.A. 1990. Psychological Conditions of Personal Engagement and disengagement at work. *Academy of Management Journal*, 33: 692 – 724
- Keep, E and Sisson, K. 1992. “Owning the problem: Personnel issues in higher education policy making procedures in the 1990’s”, *Oxford Review of Economic Policy*, 8 (2): 67 -78
- Khiba, MJ. 2007. *A support programme for HIV infected learners*. CUT, Welkom
- Kimber, M. 2010. “*The tenured ‘core’ and the tenuous ‘periphery’: the casualisation of academic work in Australian Universities*”, *Journal of Management and Organisation*, online.
- King, N. 1970. *Clarification and Evaluation of the Two-Factor Theory of Job Satisfaction*. *Psychological Bulletin*, 74(1):18:31
- King, S.M. 2007. Religion, spirituality, and the workplace: challenges for public administration. *Public administration review*, 67(1):103-114.
- Kinicki, A and Williams, B.K. 2006. *Management: A Practical Introduction*. Second Edition. New York: McGraw-Hill.

Kleynhans, R, Markham, L, Meyer, W, Van Aswegen, N & Pilbeam, E. 2006. *Human Resource Management: Fresh Perspectives*. Cape Town: Prentice Hall.

Knod, EM and Schonberger, RJ. 1997. *Operations Management: Customer Focused Principles: 6Th Edition*. USA: Irwin Book Team.

Koekemoer, L. 1998. *Promotional Strategy: Marketing communications in practice*. Kenwyn: Juta.

Koortzen P and Wrogemann G. 2003. *Intergroup dynamics in a business consulting organisation*. South African Journal of Labour Relations, Spring/Summer: 79-105.

Kotler, P and Andreasen, AR. 1996. *Strategic Marketing for Non-Profit Organisations*. London: Prentice –Hall International (Ltd).

Kotler, P and Armstrong, G. 1996. *Principles of marketing, 7th edition*. New Jersey: Prentice-Hall.

Kouzes, JM. and Posner, BZ. 1995. *The Leadership Challenge*. San Francisco: Jossey-Bass Publishers.

Kreps, D.M. 1990. "Corporate Culture and Economic Theory," in Alt, J and K. Shepsle (eds.), *Perspectives on Positive Political Economy*, UK: Cambridge University Press.

Kruger, A.G. 1997. *Classroom management*. Pretoria: Van Schaik.

Kruger, SJ and Welman, JC. 1999. *Research methodology for the Business and Administrative Sciences*. London, Oxford Press

Kumar, R. 1999. *Research Methodology: A step-by-step guide for beginners*. London: Sage Publications Ltd.

Kvale, S. 1996. *Interviews: An introduction to qualitative research*. London: Sage Publication.

Kvale, S. 2002. *The social construction of validity, in the qualitative inquiry reader* edited by N K Denzin and Y Lincoln. London: Sage.

Lancaster, K, Mabaso, J, Meyer, M and Nenungwi, L. 2006. *ETD practices in South Africa*. Durban: LexisNexis Butterworths.

Lankard, B.A. 1993. Part-Time faculty in Adult and Vocational Education. Columbus, OH: *ERIC Clearinghouse on Adult, Career and Vocational Education*. ED 363 797

Laws, S. 2003. *Research for development. A Practical Guide* London, Sage Publications Ltd.

Le Roux A S (ed). 2002. *Human resource management in education: theory and practice*. Pretoria: Ithuthuko Investments.

Lee, C. 1991. "Balancing work and family." *Training*, 28: 23 – 28

Leedy, P.D. and Ormrod, J.E. 2001. *Practical research – Planning and Design*. New Jersey: Prentice Hall.

Leedy, P.D. and Ormrod, J.E. 2005. *Practical research – Planning and Design*. New Jersey: Prentice Hall.

Leedy, P.D. and Ormrod, J.E. 2010. *Practical research – Planning and Design*. New Jersey: Prentice Hall.

Leithwood, K, Louis, KS, Anderson, S and Wahlstrom, K. 2004. *Review of research: How leadership influences student learning*. The Wallace Foundation.

Leslie, D. 1998. *New Directions in Higher Education: The Growing Use of Part Time Faculty: Understanding Causes and Effects*. San Francisco, CA: Jossey Bass.

Leslie, D.W and Gappa, J.M. 1993. *The Invisible Faculty*. San Fransisco, CA: Jossey-Bass publishers

Leslie, D.W. and Gappa, J.M. 2002. Part-time faculty: Competent and committed. *New Directions for Community Colleges*, 118, 59 – 67

Lewin, C and Somekh, B. 2005. *Research methods in the Social Sciences*. London: Sage Publications.

Lewis, M 1995. www.scu.edu.au/schools/gem/ar/arr/arrow/rlewis.html. [Online]. Accessed: 14 April 2005

Lewis, M. 1997. *Altering fate: Why the past does not predict the future*. New York: Guilford Press.

Lief, L. 1997. "An End to the dead-End Job?" *U.S. NEWS & WORLD REPORT* 123, 16 (October 27, 1997):86 – 87

Lincoln, JR and Kalleberg, A.L. 1990. *Culture, control and commitment: A study of work organisation and work attitudes in the United States and Japan*. Cambridge: Cambridge University Press.

Locke, 1976, cited in Brief, A.P., and Weiss, H.M. 2001. Organisational behavior: affect in the workplace. *Annual review of Psychology*, 53: 279 – 307

Locke, Edwin A. (1976). "The Nature and Causes of Job Satisfaction." In M. D. Dunnette, ed., *Handbook of Industrial and Organisational Psychology*. Chicago: Rand McNally.

Lues L. 2007. Service delivery and ethical conduct in the public service: the missing links. *Koers*, 72(2) 2007:219-238.

Lundy, K.L.P. and Warme, B.D. 1990. Gender and Career trajectory: The case of part-time faculty. *Studies in Higher Education*, 15, 207 – 222

McMillan, J.H and Schumacher, S. 1997. *Research in Education: A Conceptual Introduction*. New York: Addison-Wesley Educational Publishers, Inc.

McMillan, J.H and Schumacher, S. 2010. *Research in Education: A Conceptual Introduction (7th ed)*. New York: Addison-Wesley Educational Publishers, Inc.

Mafunisa, M.J. 2000. *Public Service Ethics*. Kenwyn: Juta

Magagula, C.M and Ngwenya, A.P. 2004. A Comparative Analysis of the Academic Performance of Distance and On-Campus Learners. *Turkish Online Journal of*

Distance Education, 5(4)

Makhubu, L.P. (1998). Welcome remarks. In C. Magagula (ed.) *Issues on University Education in Swaziland. A Report on National Seminar held at the University of Swaziland, Kwaluseni Campus*

Mangan, K.S. 2001. A shortage of business professors leads to 6-figure salaries for new Ph.D's. *The Chronicle for Higher Education; May 4, A12-A13*

Maree, K (ed). 2009. *First Steps in Research*. Pretoria: Van Schaik.

Maree, K. and Van der Westhuizen, C. 2007. Planning a Research proposal. In: K. Maree (ed.). *First steps in research*. Pretoria: Van Schaik.

Marklein, M.B. 1998. "Studies examine impact of part-time college faculty." USA Today. Can be viewed at http://www.usatoday.com/news/education/2008-12-03-part-time-professors_N.htm Accessed 25 March 2010

Marshall, K 2005. It is time to rethink teacher supervision and evaluation. *Phi Delta Kappan*, 86(10): 727-735.

Martella, R.C, Nelson, R and Marchand-Martella, N.E. 1999. *Research method: learning to become a critical research consumer*. London: Allyn & Bacon.

Martin, A. and Roodt, G. 2010. Perceptions of Organisational Commitment, Job Satisfaction and Turnover Intentions in a Post-merger South African Tertiary Institution. *SA tydskrif vir Bedryfsielkunde*. Vol 34 No 1 : 23 – 31

Mascarenhas, P. 2010. *Advantages of a Part-Time Job in the Workplace*. Suite 101. <http://www.suite101.com/content/advantages-of-part-time-jobs-in-the-workplace-a243203#ixzz11fglZISa> Accessed 11 October 2010

Maslach, C and Leiter, M.P. 1997. *The Truth about Burnout: How Organisations Cause Personal Stress and What To Do About it*. San Francisco, Jossey-Bass

Maslow, Abraham. H. (1943). "A Theory of Human Motivation." *Psychological Review* 50:370-396.

Maslow, AH. 1954. *Motivation and Personality*. New York: Harper & Row.

Mason, J. 2002. *Qualitative researching*. London: Sage.

Matshabaphala, MDJ. Developing and maintaining a corporate culture through leadership for service delivery. *Journal of Public Administration*, 43(1):3-12.

May, T. 2002. *Qualitative research in action*. London: Sage Publications.

Mbatha L, Grobler B and Loock C. 2006. Delegation of authority by school principals – an Education Law perspective. *Education as Change*, 10(1):3-15.

McEwen, B.C. 2010. *Job Satisfaction*. www.answers.com (Accessed: 23 June 2010)

McEwan, E.K. 2003. *10 Traits of Highly Effective Principals: From Good to Great Performance*. Thousand Oaks: Corwin Press

McGoldrick, J, Stewart, J and Watson, S. 2002. *Understanding Human Resource Development – a research based approach*. London: Routledge.

McGuire, J. 1993. "Part-Time Faculty: Partners in Excellence." *Leadership Abstracts*, (6)6 1993: 1 – 3. ED 367-429

McKenna, B. 2003. Pursuing equity: What does it take for part-time faculty to be treated fairly in the US? *AFT on Campus*, October, 23(2),

McLaughlin, J.A and Mertens, D.M. 2004. *Research and evaluation methods in special education*. California: Corwin Press.

McMillan, J.H and Schumacher, S. 2001. *Research in education: A conceptual introduction*. 5th ed. New York: Longman.

McMillan, J.H, and Schumacher, S. 1993. *Research in Education: A conceptual introduction*. 4th Edition. New York: Harper Collins College.

McMillan, J.H, and Schumacher, S. 1997. *Research in Education*. New York: Longman

McMillan, JH and Schumacher, S. 1997. *Research in education: a conceptual introduction*. Addison-Wesley Educational Printers

McNamara, C. 2008. Management Function of Organising: Overview of Methods. <http://www.managementhelp.org/orgnzing/orgnzing.htm>
Accessed: 16 April 2008.

McNamara C. 2010. *Human resource management (and talent management)*. Free Management library.
http://managementhelp.org/hr_mgmnt/hr_mgmnt.htm

(Accessed: 28 September 2010).

Melnyk, SA and Denzler, DR. 1996. *Operations Management: A Value Driven Approach*. Chicago: Irwin.

Meredith, JR and Shafer, SM. 1997. *Operations Management: A Process Approach with Spreadsheets*. USA: Hamilton Printing Company.

Mersham, G, Skinner, C and Von Essen, L. 2004. *Handbook of Public Relations. 7th Edition*. Cape Town: Oxford Press.

Mertens, DM. 1998. *Research Methods in Education and psychology*. London: Sage.

Mintzberg, H. 1983. *Structure in Fives: Designing Effective Organisations*. Eaglewood Cliffs: Prentice Hall.

Mitchell, J.C. 1983. "Case and situational analysis," *Sociological Review*, 31 (2): 187 – 211.

Moeketsi, RS. 2004. *The impact of learning strategies on secondary school learners' self efficiency in the Klerksdorp District of the North West province*. Welkom Campus, CUT.

Monroe, C., and Denman, S. "Assimilating Adjunct Faculty: Problems and Opportunities." *ACA Bulletin*, 77 1991: 56 – 62

Morris, M.G. and Venkatesh, V. 2010. Job Characteristics and Job Satisfaction: Understanding the Role of Enterprise Resource Planning System Implementation. *MIS Quaterly*, 34 (1):143/161 March 2010

Mosoetsa, S. and Webster, E. 2002. At the chalk face: managerialism and the changing academic workplace. *Transformation* 48:59 – 82

Mothman, H. 2009. *Teacher's Job Satisfaction and Dissatisfaction: Herzberg Theory*. Oppapers, online. Accessed 30 March 2010.

Mouton, J. 1998. *Understanding social research*. Pretoria: Van Schaik.

Mouton, J. 2001. *How to succeed in your Masters' and Doctoral Studies*. Pretoria: Van Schaik Publishers.

Mouton, J. 2002. *Understanding Social research. 3rd Edition*. Pretoria: Van Schaik Publishers

National Policy Board for Educational Administration. 1993. *Principles for our changing schools*. NPBEA, Virginia.

NetMBA Business Knowledge Centre. 2010. Online. <http://www.netmba.com/mgmt/ob/motivation/herzberg> Accessed 30 March 2010

Neuman, L. 1997. *Social research methods: Qualitative data analysis: an expanded source book*. Thousand Oaks: Sage

Neuman, W.L. 2000. *Social Research methods: Qualitative and Quantitative Approaches*. 4th Edition. Boston: Allyn and Bacon.

Newman, MA. 1997. *Social Research Methods: Qualitative and Quantitative Approaches. 3rd Edition*. Allyn and Bacon, Needham Hights.

Noel, R.A., Hollenbeck, J.R., Gerhart, B. and Wright, P.M. 2004. *Fundamentals of Human resource management*. Boston: McGraw Hill, Irwin.

Nolte, D.A., 2003. Higher Education System and Institutional Management Trends and Challenges. *Journal for New generation Sciences*, 2 (22): 116 – 137. Sabinet Online

O’Neill, H.M. 1994. ‘Restructuring, Re-engineering and Rightsizing: Do The Metaphors Make Sense?’ *Academy of Management Executive* 8 (4): p 9 – 30

O’Brien, JA. 2002. *Management Information Systems: Managing Information Technology in the E-business Enterprise*. New York: McGraw Hill Irwin

Odendaal, A, Robbins, SP and Roodt, G. 2004. *Organisational Behaviour: Global and Southern African Perspectives*. Cape Town: Maskew Miller Longman.

Ololube, N.P. 2006. *Teachers Job Satisfaction and Motivation for School Affectiveness: An Assessment*. University of Helsinki, Finland. Online. <http://www.usca.edu/essays/vol182006/ololube.pdf> accesses 30 March 2010

Oshagbemi, T.O. 1996. Job satisfaction of UK academics. *Educational Management and Administration*. 24(4): 389 – 400

Oshagbemi, T.O. 1997. Job satisfaction and dissatisfaction in Higher Education. *Education and Training*, 39 (9): 354 – 359

Oshagbemi, T.O. 1999. Overall job satisfaction. How good are single versus multiple item measures? *Journal of Managerial Psychology*, 14 (5 – 6): 388 – 403

Pages, C. 2009. Part-time work, gender and job satisfaction: Evidence from a developing country. *IZA Discussion Paper No 3994, February 2009*.

Patton, MQ. 2001. *Qualitative research and evaluation methods*. 3rd Edition. South Africa: Pearson Education.

Pearch, W.J., and Marutz, L. 2005. Retention of adjunct faculty in community colleges. *The Community College Enterprise*, 11 : 29 – 44

Perow, C. 2009. *Organisational Analysis: A Sociological Perspective*. California: Wadsworth.

Peter, JP and Olson, JC. 1994. *Understanding Consumer Behaviour*. Boston: Irwin Publishers.

Pettinger, R. 1997. *Introduction to management*. London: MacMillan Business.

Phillips, M.J. 2000. *The enhancement of management and leadership performance of high school women principals in Gauteng Province*. Unpublished Masters dissertation: Pretoria: Vista University.

[Porter, H., Wrench, J. S., & Hoskinson, C. \(2007\). Superior/subordinate relationships: Understanding the effects of a supervisor's temperament on employee motivation, job satisfaction, perception's of a superior's socio-communicative style, and superior's level of approachability. *Communication Quarterly*, 55, 129-153](#)

Powey, J, Bryson, C, Cloonan, M and Wilson, V. 2002. The Appointment, Retention and Promotion of Academic Staff Within Higher Education Institutions. *Higher Education Funding Council for England*, Bristol.

Preece, R. 1996. *Starting Research. An Introduction to Academic Research and dissertation writing*. New York: Cassel.

PRISA. 2000. Code of professional standards for the practice of public relations. *PR & Communications Africa*, 6(2):41

Pugh, D.S. 1981. "The Aston Program of Research: Retrospect and Prospect" in Joyce, W.F. and Van de Ven, A.H. eds., *Perspectives in Organisation Design and Behaviour*. New York: John Wiley.

Puplampu, K.P. (2004). The restructuring of higher education and part-time instructors: a theoretical and political analysis of undergraduate teaching in Canada in *Teaching in Higher Education*, 9(2), April 2004 : 171-182.

Ragin, C.C. 1992. *Introduction: What is a Case?* Cambridge University Press, Cambridge.

Rajagopal, I and Lin, Z. 1996. "Hidden careerists in Canadian universities", *Higher Education*, Vol 32 No 3, pp 247 – 266

Republic of South Africa. 2002. *The Basic Conditions of Employment Amendment Act*. www.labour.gov.za/.../acts/basic-conditions-of-employment/.../amended-basic-conditions-of-employment-act.

(Accessed: 12 February 2010)

Rhoades, G. 1996. Reorganising the faculty workforce for flexibility. *Journal of Higher Education*, 67, 626 -659

Riley, M. 2009. *Keeping Part-Time Employees Motivated: Focusing on Job Satisfaction to Increase Productivity*. New York: Reinholdt.

Robbins SP. 2000. *Organisational Behavior. 9th Edition*. New Jersey: Prentice-Hall.

Roberts, RL. 2005. *The relationship between rewards, recognition and motivation at an insurance company in the Western Cape*. MCom, University of the Western Cape.

Robson, C. 1994. *Real world research*. Oxford: Blackwell.

Roher, R. October 1995. "Keep the right hand informed." *Supervision*, : 3 – 5

Rothbard, N.P. 2001. Enriching or Depleting? The dynamics of engagement in work and family roles. *Administrative Science Quarterly*. 46: 655 -684

Rothman, H. 1993. "The Power of Empowerment," *Nation's Business*, June : 49 – 52

Roueche, J.E., Roueche, S.D, Milliron, MD. 1995. *Strangers in Their Own Land: Part-Time Faculty in American Community Colleges*. Washington, DC: The Community College Press

Rozek, V. 2005. As I See It: Chain of Command. *The Four Hundred Series*. 14(21). <http://www.itjungle.com/tfh/tfh052305-story04.html>
Retrieved: 17 April 2008.

Russo, G. 2010. For Love and Money. *Nature*:465:1006. 24 June 2010.

Salkind, NJ. *Exploring Research*. 2003. Prentice Hall, New Jersey

Sanderson, A, Phua, V.C. and Herda, D. 2000. The American faculty poll. Chicago: *National Opinion Research center*. ERIC 442527

Sapienza, A.M. 1985. "Believing Is Seeing: How Culture Influences the Decisions that Top Managers Make," in Kilmann, R.H et al., eds., *Gaining Control of the Corporate Culture*." San Fransisco: Jossey-Bass.

Sarantakos, S. 1998. *Social Research*. Sydney: McMillan.

Saslow, C.A. 1982. *Basic Research Methods*. New York: McGraw-Hill.

Sauer, R and Voelker, K. 1993. *Labor relations: The Structure and Process*. New York: MacMillan.

Saunders, M., Lewis, P. and Thornhill, A. 2000. *Research Methods for Business Students*. London: Prentice-Hall.

Scarff, M. 2000. The full-time stress of part-time professors. *Newsweek*, 135: 10.

Schabracq, M.J. 2003. *What an organisation can do about its employees' wellbeing and health: An Overview*. *The Handbook of Work and Health Psychology (2nd Ed.)*. Chichester, UK: Wiley

Schaufeli, W.B. and Bakker, A. 2003. *Utrecht Work engagement Scale. Preliminary Manual*. Utrecht University: Occupational Health Psychology Unit.

Schaufeli, W.B., Salanova, M., Gonzalez-Roma, V. and Bakker, A.B. 2002. The measurement of engagement and burnout: A confirmative analytical approach. *Journal of Happiness Studies*. 3: 71 – 92

Schein, E.H. 1980. *Organisational Psychology*. Third Edition. Englewood Cliffs: Prentice –Hall.

Schein, E.H. 1999. *Organisational culture and leadership: Second Edition*. San Fransisco: Jossie Bass Publishers.

Schneider, J.M. 2004. Employing Adjunct Faculty from and HR Perspective. *Phi Kappa Phi Forum, Fall 2004*, 84(4): 18 – 19

Schostak, J and Schostak, J. 2008. *Radical Research*. Routledge, New York

Schuetz, P. 2002. Instructional practices of part-time and full-time faculty. *New Directions for Community Colleges*, 118: 39 -46

Schultz, C.M., 2009. Building a human resource strategy for a merging higher education institution in South Africa. *South African Journal of Labour Relation*, 33 (2): 100 - 119

Schulze, S. 2006. Factors influencing the job satisfaction of academics in higher education. *SAJHE* 20(2): 318 – 335

Schurink, E.M 1998. *The methodology of unstructured face-to-face interviewing* (In de Vos, A.S. (ed). *Research at grassroots: a prime for caring professionals*. Pretoria: Van Schaik.

Schuster, J.H and Finkelstein, M.J. 2006. *The American Faculty: The restructuring of academic work and careers*. Baltimore: The John Hopkins University Press

Seale, C. 1998. *Research society and culture*. London: Sage.

Seyfarth, JT. 1996. *Personnel Management for effective schools*. Massachusetts: Allyn & Bacon.

Shaw, I.F. 1999. *Qualitative Evaluation*. London: Sage Publications.

Simon, H. 1987. *Getting to Know Schools in a Democracy*. London: Falmer Press.

Singh, H and Slack, N. 2001. *Operations Management: South African Edition*. South Africa: Pearson Education.

Singh, H and Slack, N. 2004. *Operations Management*. South Africa: Pearson Education.

Smaling, A. 1994. *Course material for the qualitative methodology*. Pretoria: HSRC: Winter school.

Smircich, L. 1983. Concepts of Culture and Organisational Analysis. *Administrative Quarterley, September*.

Smith, N and Vigor, H. *People in organisations*. Britain: Oxford University press.

Society for Human Resource Management. 2007. *2007 Job satisfaction: A survey report by the society for human resource management*. Alexandria, VA: Society for Human Resource Management

Soer, J.W.A. 1997. *Research Methodology: National Higher Diploma: Educational Management*. Pretoria: Azalia College of Further Education.

Sonner, B.S. 2000. A is for “adjunct”: Examining grade inflation in higher education. *Journal of Education for Business, 7: 5 – 8*

Spector, P.E. 1997. *Job Satisfaction: Application, Assessment, Causes and Consequences*. Thousand Oaks, CA: Sage

Stake, R. 1994. *“Case Studies” USA*: Irwin-McGraw-Hill.

Staw, M.B, eds., *Research in Organisational Behaviour*. Greenwich: JAI Press.

Stevenson, WJ. 1996. *Production/Operations Management: 5th Edition*. USA: Irwin-McGraw-Hill.

Stevenson, WJ. 1999. *Production/Operations Management: 6th Edition*. USA: Irwin-McGraw-Hill.

Stewart, T.A. 1989. "CEO's See Clout Shifting." *Fortune*, November 6

Stokes, D. 2002. *Marketing*. London: Continuum.

Straus, A and Corbin, J. 1996. *Basics of qualitative research techniques and procedures for developing grounded theory*. London: Sage Publishing.

Straus, A and Corbin, J. 1998. *Basics of qualitative research*. London: Sage.

Swanson, R.A. and Holton, E.F. 1997. *Human Resource Development: Research handbook*. San Francisco, Berrett-Koehler Publishers.

Swarts, K.J. 2004. *Human Resource Development as a management priority for heads of department*. CUT, Welkom: Unpublished MEd dissertation.

Taylor, S.J and Bogdan, R. 1998. *Introduction to qualitative research methods*. New York: John Wiley.

The Harvard Professional Group. *Three Hallmarks of a Career Position*. <http://www.harvardpro.com/careerjobs5a.htm>. 1998. Accessed 15 March 2009

Theron, A.M.C. 1992. *Die skool as organisasie*. In Van der Westhuizen, P.C et al. *Die beginneronderwyser–'n bestuursmatig-juridiese perspektief*. Durban: Butterworths.

Tight, M. 2003. *Researching Higher Education*. Berkshire: Society for research into Higher Education & Open University Press.

Tight, M. 2004a. Research into Higher Education: An a-theoretical community of practice. *Higher Education Research and Development*, 23(4): 395-411)

Thomas RM. 1998. *Conducting educational research: A comparative view*. London: Bergin & Garvey.

Tight, M (ed.), *Academic Work and Life*, JAI, Amsterdam : 187 – 242

Tight, M. 2003. **Researching Higher Education**. Berkshire: Society for research into Higher Education and Open University Press.

Tight, M. 2004. **The Routledge-Falmer Reader in Higher Education**. London: Routledge-Falmer.

Tirelli, V. 1997. Adjuncts and More Adjuncts: Labour Segmentation and the Transformation of Higher Education. *Social Texts*, 15(2). Summer 1997. Duke University Press

Tolliver, C. "The Payback from Part-Time." *HR FOCUS* 74, no 12 (December 1997):1: 3 – 4

Townsend, B.K. and LaPaglia, N. 2000. Are we marginalized with academe? Perceptions of two-year college faculty. *Community College Review*; 28(1), 41:48

Travers, C.J. and Cooper, C.L. 1996. *Teachers under Pressure: Stress in the teaching profession*. London: Routledge.

Trochim, W.M.K. 2006. *Research methods knowledge base: External validity*. <http://www.socialresearchmethods.net/kb/external.php> (Accessed 30 September 2010)

Truell, A.D., Price, J.R and Joyner, R.L. 1998. Job satisfaction among community college occupational-technical faculty. *Community College Journal of research and*

Practice, 22(2):111 – 122

Tuckman H.P and Tuckman B.H. "Who are the part-timers and What Are Colleges Doing for Them?" *Issues in Higher Education No. 4*. Washington D.C.:American Association for Higher Education, 1981. ED 213 326

Tuckman, H.P. 1978. "Who is Part-time in Academe?" *AAUP BULLETIN* 64 (December 1978):305 – 315

Twigg, H.P. 1989. *Uses and abuses of adjunct faculty in higher education*. Presented at the National Conference of the Community College Humanities Association, Washington DC.

Umbach, P.D. 2007. How effective are they? Exploring the impact of contingent faculty on undergraduate education. *The review of Higher Education* (30)2: 91 – 123

Umbach, P.D. 2009. The Part-Time Satisfaction Gap. *Inside Higher Ed*. 2010: 1-2

University World News. 2008. US: Studies link part-time lecturers to poor quality.

7 December 2008. Issue: 0056.
<http://www.universityworldnews.com/article.php?story=20081205085805202>

Accessed: 23 September 2010.

Upton M. 2010. *What is Strategic Human Resource Management?* Wise geek. <http://www.wisegeek.com/what-is-strategic-human-resource-management.htm>

Accessed: 28 September 2010.

US Department of Education, National center for Education Statistics. 2001. *National study of postsecondary faculty NSOPF: 99 public access data analysis system* (NCES No. 2001203). Washington, DC: Author

Van der Westhuizen, P.C. 2000. *Schools as organisations*. Pretoria: Van Schaik.

Van der Westhuizen, P.C. 2002. *Schools as organisations*. Pretoria: Van Schaik.

Van Deventer, I and Kruger, A.G. 2003. *An educator's guide to school management skills*. Pretoria: Van Schaik.

Van Schalkwyk, H. 2002. *Human Resource Management in Education: Theory and Practice*. Pretoria: Ithuthuko.

Van Staden, E.J.C. 2000. *Human Resource Management 1. 2nd Edition*. Pretoria: SACTE.

Vastino, W. September 1995. "A Chart does not and Organisation Make," *National Petroleum News*, : 58

Venter, E.J. 1998. *Gehalte van werklewe van dosente aan die Universiteit van die Oranje Vrystaat*. Unpublished M.BA degree. Potchefstroom: Potchefstroom University for CHE

Vermeulen LM. 2000. The South African language-in-education policy: Immigrants in our own country. *South African Journal of Education*, 20(4): 262-267.

Vermeulen, LM. 1998a. *Research Orientation: A practical study guide for students and researchers*. Vanderbijlpark: Potcheftroom University for Christian Higher Education

Vermeulen, LM. 1998b. *Didactics and curriculum 2005. A guide for students and teachers*. Vanderbijlpark: Potcheftroom University for Christian Higher Education

Von Krosigk, B. 2007. A holistic exploration of leadership development. *South African Journal of Business Management*, 38(2): 25-31.

Van de Ven, A.H. eds., *Perspectives in Organisation Design and Behaviour*. New York: John Wiley.

Wachsberger, K. 2010. A “Nice Experience” or a Job: EMU Lecturers Say Part-Timers Need a Union Too. Azenphony Press. <http://kenwachsberger.wordpress.com/2010/02/24/a-%E2%80%9Cnice-experience%E2%80%9D-> Accessed 11 October 2010

Walker, R., as quoted by Richards, B. 1996. "The Business Plan." *The Wall Street Journal*," November 18

Wallin, D.I. 2005. *Adjunct Faculty in Community Colleges: An Academic Administrator's Guide to Recruiting, Supporting, and Retaining Great Teachers*. MA: Bolton.

Wallin, D.L. 2005. Valuing and motivating part-time faculty. In D.L. Wallin (Ed.), *Adjunct faculty in community colleges: An academic administrator's guide to recruiting, supporting and retaining great teachers*, :3 – 14. Boston, MA: Anker Publishing

Walters, S., February C. and Koetsier J. 2008. Analysing the Impact of part-time employed academic staff on the quality of provision of the after-hours programmes at the University of the Western Cape. *Research Report to the Council on Higher Education (CHE) Competitive Grant (2008)*

Warr, P. 1994. *Age and Employment*. In H.C. Triandis, M.D. Dunette, and L.M. Hughes (eds.), *Handbook of industrial and organisational psychology* (2nd edition: 485-550). Palo Alto, CA: Consulting Psychological Press

Warren, R. 2003. *Die Doelgerigte Lewe*. Jeppestown: Zondervan ZA.

Wegge, J., Schmidt, K., Parks,C., and van Dick, K. 2007. "Taking a sickie": Job satisfaction and job involvement and interactive predictors of

absenteeism in a public organisation. *Journal of Occupational and Organisational Psychology*, 80: 77-89

Weiss, H.M. 2002. Deconstructing job satisfaction: separating evaluations, beliefs and affective experiences. *Human Resource management review*, 12: 173 – 194

Welman, J.C. and Kruger, S.J. 1999. *Research Methodology for the Business and Administrative Sciences*. Johannesburg: International Thompson Publishing, (Pty) Ltd

Welman, JC and Kruger, SJ 2001. *Research methodology*. New York : Oxford University Press.

Wenzel, M. 2009. EMU Part-Time Faculty File to join Union. *The New Faculty Majority*. December 9, 2009. <http://thenewfacultymajority.blogspot.com/2009/12/press-release-emu-part-time-faculty.ht> Accessed January 20, 2010

White, C.J. 2005. *Research: A Practical Guide*. Pretoria: Ithuthuko Investments Publishing.

Wikipedia Online Encyclopedia. 2010. *Job Satisfaction*. http://en.wikipedia.org/wiki/Job_satisfaction Accessed 23 March 2010

Wild, T. 1997. *Best Practice in Inventory Management*. London: Woodhead.

Williams, E 1999. *Focus groups*. London: Woodhead.

Williams, M 1996. *Understanding geographical and environmental education: the role of research*. London: Cassell.

Willson-Kirsten, H. 2001. *Human resource management: A Practical Approach for Colleges in South Africa*. Observatory: Future Managers.

Wilson, N.M. 1997. *Measurement of development levels. Educational research methodology and measurement: An international handbook*. New York: Harper Collins.

Wilson, R. 1999. Computer Scientists flee academe for industry's greener pastures. *The Chronicle of Higher Education*, September, A16-A17.

Winer, RS. 2000. *Market Management*. New Jersey: Prentice Hall.

Winter, R., Taylor, T. and Sarros, J. 2000. Trouble at mill: Quality of academic work issues within a comprehensive Australian University. *Studies in Higher Education*, 25: 279 - 294

Wissing, M.P., Du Toit., M. and Rothman, S. 2002. Faktore wat die navorsingsproduktiwiteit van universiteitspersoneel beïnvloed. *Tydskrif vir Bedryfsielkunde*, 28(3): 92 -98

Woods, P. 1999. *Successful writing for qualitative researchers*. London: Routledge Falmer.

Woodward, J. 1965. *Industrial Organisation: Theory and Practice*. London: Oxford University Press.

WorkplaceMoxie.com. *You can have great employees full or part time*. 15 February 2010. www.workplacemoxie.com Accessed 2/15/2010

Wright, T.A. 2003. Positive Organisational behavior: An idea whose time has truly come. *Journal of Organisational Behaviour*, 24: 437 – 442

Wright, T.A. 2006. The emergence of job satisfaction in organisational behaviour. *Journal of Management History*. 12(3): 262 – 277

Wright State University. 2007. *Personality more important than job satisfaction when determining job performance success*. http://wright.edu/cgi-bin/cm/news.cgi?action+news_item&id+1366
Accessed May 26, 2009

Yin, R.K. 1989. *Case Study Research: Design and Methods*. London: Sage.

Yin, R.K. 1994. *Case Study Research: Design and Methods*. Second Edition. London: Sage.

Young, D.W. 2001. *Managing Organisational Cultures*. New York: McGraw Hill.

Yukl, G. 2001. *Leadership in organisations: What leaders read*. New York, Prentice Hall.

Addendum A

The adapted version of the MSQ utilised for this study

Dear Respondent

This questionnaire was adapted from the Minnesota Satisfaction Questionnaire (MSQ) for the purpose of my research “A study of the relationship between fixed-term employment contracts and the subsequent levels of job-satisfaction experienced by academic staff members in service of South African Higher Education Institutions.”

Please be so kind as to complete the questionnaire, and return it to ataljard@cut.ac.za before Friday, 26 August 2011.

A completed copy of the study will be made available to anyone that is interested.

Thank you very much for your cooperation!

Kind regards

Annemi Taljard

SECTION 1: BIOGRAPHIC INFORMATION

1.1 Gender: (Please indicate with an X)

MALE		FEMALE	
------	--	--------	--

1.2 Age group: (Please indicate with an X)

20 - 25		26 -		31 -		41 -		51 +	
		30		40		50			

1.3 Title: (Please indicate with an X)

Mr		Mrs		Ms		Dr		Prof	
----	--	-----	--	----	--	----	--	------	--

1.4 Population group:

African		Caucasian		Coloured		Indian	
---------	--	-----------	--	----------	--	--------	--

1.5 At which HEI (Higher Education Institution) are you employed?

1.6 How long have you been employed on a contractual/part-time basis?

1.7 Is your contract at the HEI your primary source of income? (Please indicate with an X)

Yes		No	
-----	--	----	--

SECTION 2:

The next section gives you the opportunity to express yourself regarding aspects of your employment contract with the HEI, i.e. what you are satisfied with and what you are not satisfied with.

Instructions:

- Read each statement carefully.
- Decide how satisfied you are with that particular aspect of your job that is described by the statement.

Keep in mind:

- If you feel that you **experience more than you expected** from your job, mark the box under **“Very Sat.”** (Very Satisfied) with a **X**.

- If you feel that **you get what you expected** from your job, mark the box under **“Sat.”** (Satisfied) with an **X**.
- If you **cannot make up your mind** whether or not the job that you are doing gives you what you expected, mark the box under **“N.”** (Neither Satisfied nor Dissatisfied) with an **X**;
- If you feel that you **receive less satisfaction from your job than expected**, mark the box under **“Dissat.”** (Dissatisfied) with an **X**.
- If you feel that your job gives **you much less than you expected**, mark the box under **“Very Dissat.”** (Very Dissatisfied) with an **X**.

Please answer all the questions. Be honest, and give a true indication of your feeling regarding your current position.

All responses will be treated with total confidentiality!

Thank you!

Ask yourself:

How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N. means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

PLEASE INDICATE THE CORRECT ANSWER IN THE SPACE PROVIDED WITH AN "X"

	ON MY PRESENT JOB, THIS IS HOW I FEEL ABOUT.....	VERY DISSAT	DISSAT	N	SAT.	VERY SAT
1.	The opportunity to try out some of my own ideas.					
2.	The opportunity to work by myself.					
3.	The variety in my work.					
4.	The opportunity to have other staff members look at me for direction.					
5.	The opportunity to do the kind of work that I do best.					
6.	The social position in the community that goes with the job.					
7.	The policies and practices towards staff members of the HEI.					
8.	The way my supervisor/HOD and I understand each other.					
9.	My job security.					
10.	The amount of remuneration for the work that I do.					
11.	The resources that is available to me to complete my job.					
12.	The opportunities for advancement on this job.					
13.	The technical "know-how" of my supervisor/HOD.					
14.	The spirit of cooperation among my co-workers.					
15.	The opportunity to be responsible for planning my work.					
16.	The way I am noticed when I do a good job.					

17.	Being able to see the results of the work I do.					
18.	The opportunity to be of service to people.					
19.	The opportunity to do new and original things on my own.					
20.	The opportunity to work alone on the job.					
21.	The opportunity to do different things from time to time.					
22.	The opportunity to tell other staff members how to do things.					
23.	The opportunity to do work that is well suited to my abilities.					
	ON MY PRESENT JOB, THIS IS HOW I FEEL ABOUT.....	VERY DISSA T	DISSA T	N	SAT.	VERY SAT
24.	The way my job provides for a secure future					
25.	The opportunity to be “somebody” in the community.					
26.	The way my supervisor/HOD handles other staff members.					
27.	Policies within the HEI and the way in which they are administered.					
28.	The opportunity to make as much money as my friends.					
29.	The physical surroundings where I work.					
30.	The opportunities of getting ahead on this job.					
31.	The competence of my supervisor/HOD in making decisions.					
32.	The opportunity to develop close friendships with my fellow staff members.					
33.	The opportunity to make decisions on my own.					
34.	The way I receive full credit for the work that I do.					
35.	Being able to take pride in a job well done.					
36.	The opportunity to try something different.					
37.	The opportunity to be alone on the job.					
38.	The routine in my work.					
39.	The opportunity to supervise other people.					
40.	The opportunity to make use of my best abilities.					
41.	The opportunity to meet with important people.					
42.	The way the staff members are informed about organisation/HEI policies.					
43.	The way my supervisor/HOD/HOD backs his/her staff members up (with top					

	management)					
44.	The way my job provides for steady employment.					
45.	How my remuneration compares with that for similar jobs at other HEIs.					
46.	The pleasantness of the working conditions.					
47.	The way that promotions (i.e. permanent positions) are given out at this HEI.					
48.	The way that my supervisor/HOD delegates work to others.					
49.	The friendliness of my fellow staff members.					
50.	The opportunity to be responsible for the work of others.					
51.	The recognition that I get for the work that I do.					
52.	Being able to do something worthwhile.					
53.	Being able to stay busy.					
54.	The opportunity to develop new and better ways to complete the tasks at hand.					
55.	The opportunity to work independently of others.					
56.	The opportunity to do something different every day.					
57.	The opportunity to do something that makes use of my abilities.					
	ON MY PRESENT JOB, THIS IS HOW I FEEL ABOUT.....	VERY DISSA T	DISSA T	N	SAT.	VERY SAT
58.	The opportunity to tell people what to do.					
59.	The opportunity to be important in the eyes of others.					
60.	The way that organisation/HEI policies are put into practice.					
61.	The way that my supervisor/HOD takes care of the complaints of his/her staff members.					
62.	How steady my job is.					
63.	My pay and the amount of work that I do.					
64.	The physical working conditions of the job.					
65.	The opportunities of advancements at the HEI.					
66.	The way my supervisor/HOD provides assistance when necessary.					
67.	The way my fellow staff members are easy to make friends with.					
68.	The freedom to make my own judgment.					
69.	The way they usually tell me when I do my job well.					

70.	The opportunity to do my best at all times.					
71.	The opportunity to try my own methods of completing the task.					
72.	The opportunity to work away from others.					
73.	The opportunity to do different things on the job.					
74.	The opportunity to tell others what to do.					
75.	The opportunity to make use of my abilities and skills.					
76.	The opportunity to have a definite place in the community.					
77.	The way the company treats its employees.					
78.	The personal relationships between my supervisor/HOD and his/her employees					
79.	The way that I can secure permanent employment					
80.	How my pay compares with that of other workers.					
81.	The overall availability of resources.					
82.	My opportunities of advancement.					
83.	The way that there is adequate training available.					
84.	The way that my co-workers get along with each other.					
85.	The responsibility that is given to me.					
86.	The praise that I receive for a job well done.					
87.	The feeling of accomplishment that I get from my job.					
88.	Being able to keep busy all the time.					

Section 3:

Please discuss your feelings and opinions regarding:

1. How would you perceive your emotional well-being in the light of being a fixed-term academic staff member? Please discuss any feelings and opinions that may have an influence on this aspect.
2. Are the physical resources that you need to complete your tasks, readily available? Please discuss any feelings and opinions that you have in this regard.

3. Please discuss to which extent you are responsible and independent in your place of work.
4. Discuss any challenges and accomplishments that you face as a fixed-term academic staff member.
5. How do you perceive your job- and financial security? Please elaborate.
6. How do you experience the management of your overall work-environment? Please elaborate.

Thank you very much for your cooperation! It is appreciated greatly!