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**FACTORS INFLUENCING ORGANISATIONAL COMMITMENT, MOTIVATION AND
JOB SATISFACTION AMONG ACADEMIC EMPLOYEES AT A SOUTH AFRICAN
UNIVERSITY: POST-MERGER EFFECTS**

by

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BLOEMFONTEIN

SOUTH AFRICA

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DECEMBER 2009

Declaration

I Tumo Paulus Kele, hereby declare that the doctoral thesis titled "Factors influencing organisational commitment, motivation and job satisfaction among academic employees at a South African university: post-merger effects" at the University of the Free State, is my own independent work and that all the sources used have been acknowledged academically by a complete reference list. I further declare that this thesis was not previously submitted by me for any other degree at any other university.

I also concede copyright of this thesis to the University of the Free State

.....
TUMO PAULUS KELE

“We’ve got to invest a lot of money into changing behaviour” (Bill Gates)

Dedication

This thesis is dedicated to my parents: Mapikitla and MaTumo Kele who are both not educated, but loved education for their children and supported me all the time.

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I owe my deepest thanks to the lord my GOD, who made me, for giving me the strength and inspiration I never would have had to complete ALL my qualifications.

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List of acronyms

ANCOVA	Analysis of covariances
DoE	Department of Education
CCMA	Commission for Conciliation, Mediation and Arbitration
HRM	Human resources management
MANCOVA	Multivariate analysis of covariance
NPHE	National Plan on Higher Education
NUTESA	National Union of Tertiary Employees of South Africa
PWE	Protestant work ethic

This study was an assessment of the level of academics' organisational commitment, motivation and job satisfaction after the complex transformational process of merging. The study focused on one faculty in a South African technological university. The study aimed to answer the research question of whether there is a relationship between the merger experience, organisational commitment, motivation and job satisfaction among academic employees at a higher education institution. A quantitative research design was employed with the study and questionnaires were used to collect data.

A sample of 154 university academics responded to the questionnaires. The sample consisted of 103 academics who were employed by the institution before the merger and 51 employed after the merger process. Questionnaires were self administered by the researcher and analysed.

Results of the descriptive statistics and analyses of covariance indicated that a relationship indeed exists between merger experience and the studied variables. The same significance was also found between merger experience and certain confounding variables. Additionally, the study compared the levels of the studied variables between the pre-merger and post-merger groups and the difference was noted.

The conclusions of the study revealed that although it is a mammoth task for institutional managers, obtaining academics' commitment and motivation during the change process is vital for the materialisation of merger goals. Younger academics seemed to be more commitment than their old counterparts; similar results were found for job satisfaction and motivation.

CHAPTER ONE

INTRODUCTION, PROBLEM STATEMENT AND OVERVIEW

1.1 BACKGROUND TO THE RESEARCH

Mergers of higher education institutions in South Africa were announced by the former Minister of Education, Professor Kader Asmal, in the late 1990s. Since then, these institutions came under ever-increasing pressure to transform and to represent the national demographics of the country. The pressure came from both the politicians and general public. Furthermore, the politicians and public have been questioning the continued existence of predominantly white universities, which had better resources than their black counterparts. Additionally, government was of the opinion that too much duplication exists among universities in South Africa and some universities should be merged to reduce government costs.

The South African government merged higher education institutions hoping to achieve greater efficiency such as educating more students without additional costs. In January 2004 the former technikons of Pretoria, Northern Gauteng and North West were merged and a new mega-institution was born, the Tshwane University of Technology. The merger was one of the efforts by the government to enhance social and economic transformation in a market-oriented economy. However, Hay and Fourie (2002:115) argue that many institutions struggle to keep up with the pressure to transform and many academic staff fear retrenchments in the near future as universities scale down faculties and redeploy staff in an attempt to survive.

Mergers were opposed by many academics in almost all of the higher education institutions affected. According to Brown and Harvey (2006:171) people tend to resist changes that do not make sense on them or that are forced to them against their will. The contributing factors may range from loss of security or status and increase in stress levels. Transformational changes brought about by mergers may have caused dissatisfaction among staff members that include among others deterioration of organisational commitment, low motivation and low job satisfaction. Yousef (1999:567) argues that every organisation must

submit to the demands of its environment, and these demands vary as the environment changes.

According to Tietjen and Myers (1998:226) satisfaction with the work environment creates confidence, loyalty and ultimately improved quality in the output of the employed. They state that satisfaction is considered a strong predictor of overall individual well-being, as well as a good predictor of intentions or decisions of employees to leave or stay in a job. Change can become a source of frustration among employees in any organisation aggressively climbing the ladder of international competitiveness (DeVoge & Spreler, 1999:30).

Many researchers who investigated higher education have conducted studies to find prescriptions for a successful merger (Gamage, 1993:81-94). However, there has not been a general answer to this question as mergers in higher education are propelled by either political or government policies; successful implementation thus depends on the role the government plays in the merger processes.

The study by Arnolds and Boshoff (2004:1) shows that it is important for managers of post-merged organisations to pay attention to their employees' uncertainties and anxiety. Uncertainties and anxiety may be due to new tasks allocated to employees and the abandoning of long-standing work practices. Also, because academics enjoy a greater level of autonomy and freedom than employees in other sectors, supporting them is of critical importance in higher education mergers, otherwise tensions and resistance can be evidenced (Mildred, 2002:50).

The continuing labour court cases (which the researcher was personally involved in during 2007 and 2009) between the Tshwane University of Technology management and organised labour unions, which were filed with the Commission for Conciliation, Mediation and Arbitration (CCMA) and also the strikes (2007 & 2009) by all employees at that university resulted in a series of meetings between unions and management. Such problems were not only reported at Tshwane University of Technology; employees at the Durban University of Technology also staged a strike which was supported and attended by students (Masuku, 2009:2).

In most cases the lay-off of employees is the consequence of restructuring by organisations. Although the nature of business organisations differs from that of educational

institutions, the same results of restructuring can be expected (Arnolds & Boshoff, 2004:2). Furthermore, the study by Boshoff and Arnolds (1995:89) reveals that the organisational commitment of teachers and administrative staff can be significantly influenced by restructuring and resignations may follow.

Rowan (1994:5) argues that the degree of teaching commitment is one of the most important aspects of the performance and quality of academic staff. Lee, Dedrick and Smith (1991:192) add that improvement in the commitment of academics is an outcome most likely to be positively affected by new academic reform efforts. They argue that increasing the commitment of academics is an important first step in the process of institutional transformation as it results in higher performance, which will ultimately lead to improvements in student learning.

According to Rossouw (2004:73) rooting out the differences between historically black institutions and predominantly white institutions was a central motivation behind the South African government's ambitious restructuring plan for higher education. Change contributes to stress and pressure because it requires a new and different way of thinking and acting (Fullen, 2001:71). Additionally, change is extraordinarily difficult and the fact that it may occur successfully in all respects is somewhat of a miracle. During a change process results can be anticipated but cannot be predicted.

Furthermore, there is a global growing literature on higher education mergers as more institutions of higher learning merge. However, the literature is fragmented into two general research interests, being at the national system level and institutional level (Cai, 2007:3). According to Cai (2007:3) studies focusing on the national system level concentrate on why mergers took place, the structural changes brought by mergers, forms and outcomes of mergers. Studies focusing on institutional level concentrate on the decision-making process and post-merger process. Studies focusing on the post-merger process pay attention to the obstacles in the implementation of the merger and the assessment of academic performance after the merger (Cai, 2001:3).

This study focuses on the institutional level, with particular interest in the post-merger processes related to the human side of merger. Since academics contribute to the core business of higher education institutions, the study affords focuses on academics. The literature on post-merger processes in higher education mergers reveals some of the factors influencing outcomes of mergers. These range from merging partners, institutional structures, management and leadership, cultural differences, academic goals and financial investments

(Cai, 2007:4; Harman & Harman, 2003:40). Generally the literature focuses on administrative and academic efficiency as measures by which a successful merger can be evaluated (Cai, 2007:4).

Arnolds and Boshoff (2004:2) argue that no investigation has been done into organisational commitment in higher education institutions under the stress of the type of restructuring taking place in South Africa currently. This points to the necessity to probe the influence the restructuring has on organisational commitment, motivation and job satisfaction of academic employees as these variables form important components of employee satisfaction.

Managements of institutions of higher learning are experiencing numerous internal as well as external pressures for organisational change. Cai (2007:5) argues that these pressures seriously threaten the stability of norms and work behaviours. These pressures include the implementation of government laws and regulations, accommodating different cultures, as well as political and social events, to mention a few. The stressful restructuring of higher education institutions thus provide an opportunity for the researcher to contribute to the knowledge about organisational commitment, motivation and job satisfaction in higher education.

This study investigates the factors influencing organisational commitment, motivation and job satisfaction among academic employees in the Faculty of Science at Tshwane University of Technology. Results of this may assist managers to focus on strategies of creating working environments conducive to enhanced motivation, commitment and job satisfaction among their employees.

1.2 STATEMENT OF THE RESEARCH QUESTION

The study conducted by Viljoen and Rothman (2002:8) about the effects of restructuring in South African higher education institutions found that staff members were dissatisfied with the manner in which restructuring process was handled by the university management of a certain university.

Although it was critically important for South African higher education institutions to undergo an immense transformation to overcome the injustices of the apartheid government,

some institutional changes created problems. However, it is worth noting that transformation of the higher education sector is a continuing process and irreversible, thus necessitating research into how it should be concluded in a rightful manner. Given the above facts, the candidate has noticed that less research has been conducted on the psychological experiences of academic staff with regard to participants being employed by a merged university.

The general question this study aims to answer is the following:

Is there a relationship between merger experience, organisational commitment, motivation and job satisfaction among academic employees at a higher education institution?

1.3 HYPOTHESES

Comparing many findings by different researchers, the *general* hypotheses statements for this study were formulated as follows:

- H_0 : No relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.
- H_1 : A relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.
- H_0 : No relationship exists between motivation/job satisfaction and post-merger experience amongst academic employees in the Faculty of Science.
- H_1 : A relationship exists between motivation/job satisfaction and post-merger experience amongst academic employees in the Faculty of Science.

Also, the researcher formulated the *specific* hypotheses statements as follows:

- H_0 : The level of organisational commitment of the post-merger group will be the same as the level of organisational commitment of the non-merger group amongst academic employees in the Faculty of Science.
- H_1 : The level of organisational commitment of the post-merger group will be lower than the level of organisational commitment of the non-merger group amongst academic employees in the Faculty of Science.
- H_0 : The level of motivation/job satisfaction of the post-merger group will be the same as

the level of motivation and job satisfaction of the non-merger group amongst academic employees in the Faculty of Science.

H_1 : The level of motivation and job satisfaction of the post-merger group will be lower than the level of motivation and job satisfaction of the non-merger group amongst academic employees in the Faculty of Science.

Academic employees referred to in these hypothesis statements are those employed by the Tshwane University of Technology's Faculty of Science.

1.4 AIM AND OBJECTIVES OF THE RESEARCH

The general aim of this study was an in-depth understanding of the factors influencing organisational commitment, motivation and job satisfaction among academic employees at a merged university. Only academics in the Faculty of Science were chosen for this study. The reason for choosing one faculty was that in a large mega-institution such as the Tshwane University of Technology, academics normally work with each other in the same faculty departments and thus have common problems and experiences. Also, the literature attests to the fact that psychological experiences differ from one faculty to the other. Thus, the level of satisfaction among academics in the Faculty of Humanities cannot be the same as the level of satisfaction among academics in the Faculty of Engineering.

Secondary to the above general aim was to:

- Evaluate the relationship between merger experiences and organisational commitment, merger experiences and job satisfaction, and merger experiences and motivation.
- Make recommendations that will guide university management's change initiatives.
- Gauge the extent and nature of academics' merger experiences.

The primary objective of the study was to determine if the grounds for the reported levels of organisational commitment, motivation and job satisfactions in other merged universities are the same as those at the Tshwane University of Technology. However, since these levels differ from one faculty to the other, as the literature also stipulates, the researcher chose only the Faculty of Science for his respondents.

1.5 RESEARCH DESIGN

A criterion group design was employed in this study. "Criterion group design" is used when the researcher is working in an ongoing environment particularly one based on an interest in formulating some hypotheses about what causes a particular state or condition (Pathak, 2008:87). The researcher chose this design since it would explore the relationship and association between variables of interest at one point in time of a merger process. Also, it is a useful design to use when evaluating interrelationships among variables within a population and is best to explain the correlation between variables. Criterion group design is a quantitative non-experimental multivariate design in the sense that there were no pre and post measure tests like in experimental designs (David & Sutton, 2004:135). The study looked at previous studies done on mergers of higher education in South Africa and abroad as part of the literature and the relevancy of these studies to the current study. With the huge literature review covered in this study, which is the requirement for criterion group designs, the researcher was able to draw sound conclusions without having conducted a study before mergers, which should have been the case with experimental design.

1.6 ETHICS

In accordance with the Tshwane University of Technology's policy on ethics, the researcher was required to adhere to the following steps during the administering of the questionnaires:

- (i) Prior permission and approval for conducting the research was granted by the Directorate of Research and Development unit. This was done by sending a research proposal together with covering letters to the unit.
- (ii) Questionnaires were completed individually and anonymously by the respondents and handed back to the researcher. Privacy was accomplished by requesting that questionnaires be returned in the sealed envelopes which were provided.
- (iii) Participants were assured confidentiality of the data they provided; no one other than the researcher and supervisor had access to the data.

- (iv) Participants were not obliged to participate and informed consent was assumed to the respondents' return of questionnaires.

All inputs received from participants were dealt with the strictest confidentiality. Mertens and Ginsberg (2009:6) mentioned that researchers should adhere to social science codes of ethics and ethical codes applicable to their research participants. Thus, the researcher worked in conjunction with the Directorate of Research and Innovation at the Tshwane University of Technology. The data was collected by means of questionnaires and they provided sufficient confidentiality as names were not asked and this gave participants opportunities to review their views without any influence from other participants.

1.7 CLARIFICATION OF CONCEPTS

In this study, the following concepts were defined as follows:

1.7.1 Merger

Merger refers to an extremely complex process that touches on every level of operation and all functions of the higher education institutions to be combined as a single unit governed by one council. It is a transformational process prescribed by the South African government where the Minister of Education has powers to merge two or more higher education institutions into one institution.

1.7.2 Merger experience

Merger experience refers to the sensations that academic staff members who were employed by their respective institutions before merger undergone.

1.7.3 Organisational commitment

Organisational commitment refers to "...the strength of an individual's identification with and involvement in a particular organisation" (Porter, Steers, Mowday & Boulian, 1974:604). While Allen and Meyer (1990:2) defined organisational commitment as the extent to which an individual identifies with an organisation, which is expressed in a willingness to exert extra effort on behalf of the organisation and the desire to stay with the organisation, thus resembling affective commitment. Galunic and Anderson (2000:5) stated that organisational commitment is an individual's emotional attachment and a sense of loyalty and obligation to the organisation. In this study Galunic and Anderson's (2000:5) definition is used but expanded to read as 'an individual's emotional attachment and a sense of loyalty and obligation to the organisation coupled with the degree of positive and affective bond between the academics and their institution'.

1.7.4 Motivation

Robbins (1996:168) defined motivation as the enthusiasm to exercise high levels of effort toward the goals of the organisation, nurtured by the efforts ability to fulfil some individual need. However, for the purpose of this study, motivation refers to as the initiation, direction, intensity and persistence of positive behaviour by a higher education academic and his/her willingness to sustain that behaviour for the realisation of institutional goals. Motivation is a temporal and dynamic state that should not be confused with personality or emotion (Tietjen & Myers, 1998:227).

1.7.5 Job satisfaction

According to Hirschfeld (2000:256), job satisfaction is simply the extent to which people like their jobs. In this study job satisfaction refers to an individual's affective or emotional reaction to the job, resulting from the incumbent's comparison of actual outcomes with the required outcomes (Cranny, Smith & Stone, 1992 in Buitendach & de Witte, 2005: 28). It is an important subject because of its relevance to the physical and mental wellbeing of employees (Oshagbemi, 1996:389).

1.7.6 Confounding variables

Confounding variable(s) refers to the variable(s) held constant during statistical analysis in order to measure or clarify the relationship between other variables.

1.8 SIGNIFICANCE OF THE STUDY

This study focused on the merger in a higher education institution in which other processes such as the relocation of staff and improvement of other campuses have not being completed. One of the most important characteristics of the study is concerned with the role played by the *university* management in the betterment of the ongoing merger processes with reference to the academic employees.

Also, the gap in theory development about mergers in South African higher education creates a challenge if not the opportunity for academics as creators of knowledge to probe research. The lack of theoretical and empirical research on the subject, particularly in South African higher education became a direct motivation to conduct the study in the niche area of mergers.

Schulze (2006:318) articulates that although academics have often researched the job satisfaction of others, electronic data bases reveal that their own job satisfaction has less often been investigated, especially in South Africa. When 'job satisfaction' and 'Higher Education' are used as key words, the ISAP-Index to South African periodicals has recorded eight matches only for publications between 1987 and 2004 (Schulze, 2006:319). These assertions also concur with the studies done by earlier researchers (Arnolds & Boshoff, 2004; Curri, 2002; Hay & Fourie, 2004; Viljoen & Rothmans, 2002).

The study of the Tshwane University of Technology's Faculty of Science will hopefully generate pertinent implications that may guide efforts in other faculties and maybe other universities of technology to deal with merger problems.

The management of the institution may benefit from the study because:

- Outcomes may broaden management's insights on the role that motivation plays in making employees either satisfied or dissatisfied in their work.
- The study may also assist managers to devise strategies that sustain a highly motivated workforce so that the end result is what "all stakeholders" would be pleased with the performance of the university.
- By understanding psychological variables that will be covered by the study, managers can systematically develop strategies to inject more energy in each employee and at the same time develop strategies to deal with motivational problems as and when they occur.

1.9 CHAPTER OUTLINE

The study was divided into five chapters:

Chapter One

This chapter serves to orientate the reader to the study and provided the background which included a justification and need for the study along with a research question, aims and objectives, research design, ethics and clarification of concepts. It also gave an introduction to the study of job satisfaction, motivation, organisational commitment, and merger at higher education institutions in South Africa.

Chapter Two

This chapter provided a relevant comprehensive review of current literature related to mergers in South Africa and abroad.

Chapter Three

In chapter three of this study the literature on job satisfaction and the theories were covered. It reported on the studies done in South African higher education and abroad.

Chapter Four

Chapter four reviews the motivational theories and an intense literature on the subject.

Chapter Five

Chapter five gives the literature on organisational commitment and its application to the current study.

Chapter Six

Chapter six provides the research methodology used and how data was collected and research instruments utilised.

Chapter Seven

Chapter seven presents the findings and discussion of the research.

Chapter Eight

Chapter eight provides conclusions and recommendations for future studies.

1.10 CONCLUSION

Chapter one provided a road map of the whole of the research study. It outlined all the components of this research study, namely, the problem statement that indicates the existence of a problem with regard to job satisfaction, motivation, organisational commitment; purpose of study, which summarised the importance of the study and objectives of what the study needed to achieve. Chapter one also indicated the division of chapters for the study.

Chapter two provides the history of technological universities with the aim of depicting their inception in the higher education band and their conversion from technikons to universities of technology. It further addresses the need for transformation in higher education; advantages and challenges of merging; and finally, presents recommendations for effective merging.

CHAPTER TWO

MERGERS IN SOUTH AFRICA AND WORLDWIDE

2.1 INTRODUCTION

In Chapter One, the background to the study was introduced and an overview of the research study given. The research question which necessitated the need for the study, the significance of the study, the aims and objectives and the research design used were discussed.

This chapter provides the history of technological universities with the aim of depicting their inception in the higher education band and their conversion from technikons to universities of technology. It further addresses the need for transformation in higher education; advantages and challenges of merging; and finally, presents recommendations for effective merging.

2.2 THE HISTORY OF TECHNIKONS

According to Koen (2003:10) the origins of technikons can be traced to the early 1900's when technical colleges began to surface in an endeavour to augment the growth of the manufacturing sector. However, economic growth in South Africa later necessitated legislation that resulted in some of these institutions being converted to tertiary technical education colleges.

A shortage of highly skilled technical staff to meet the needs of commerce and industry resulted in the adoption of the Advanced Technical Education Act of 1967 (D'Almaine & Manhire, 1997:435). Technical colleges of the Cape, Natal, Pretoria and Witwatersrand were the first to be given the status of college of advanced technical education. D'Almaine and Manhire (1997:435) add that colleges of Vanderbijlpark and Port Elizabeth soon followed and by 1969 the country had six colleges of advanced technical education.

As more colleges became colleges of higher technical education, their status was changed to technikons as a result of the Advanced Technical Education Amendment Act of 1979 (Kraak, 2006:137). The ground qualification for the technikons was a three-year national diploma consisting of four theoretical semesters and two semesters of practical work for the applied sciences and engineering qualifications. Kraak (2006:138) argued that these institutions were purposed to train graduates capable of applying scientific principles to solve practical problems. However, Pittendrigh (in D'Almaine & Manhire, 1997:435) argued that the purpose of these institutions was to grant suitable and technologically career-focused education in co-operation with commerce, industry and government. The enactment of the 1993 Technikon Act gave powers to the technikons to award B-Tech, M-Tech and D-Tech degrees. Figure 2.1 shows the number of technikons and their locations in South Africa before mergers.

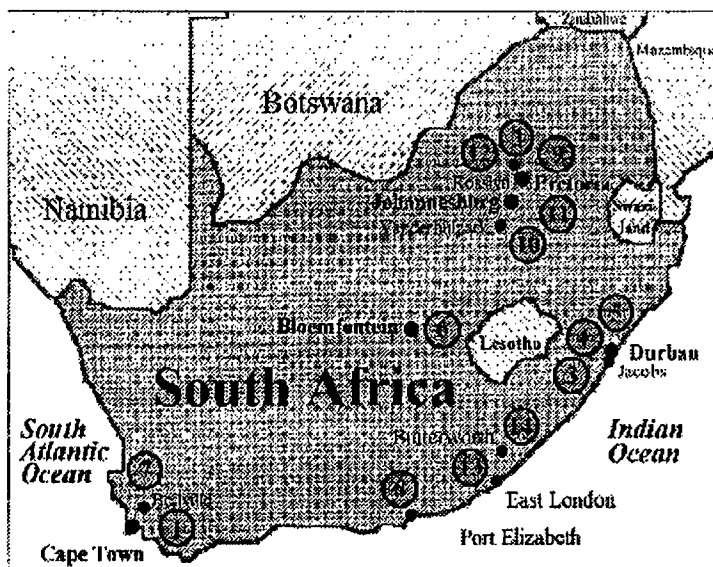


FIGURE 2.1: The Location of Technikons in South Africa (D'Almaine & Manhire, 1997:437)

- | | |
|--------------------------|----------------------------------|
| 1. Cape Technikon | 2. Technikon Northern Transvaal* |
| 3. Technikon Mangosuthu* | 4. M. L. Sultan Technikon* |
| 5. Technikon Natal | 6. Technikon Orange Free State |
| 7. Peninsula Technikon* | 8. Port Elizabeth Technikon |
| 9. Technikon Pretoria | 10. Vaal Triangle Technikon |

- | | |
|--|---------------------------------------|
| 11. Technikon Witwatersrand | 12. Technikon North-West (Setlogelo)* |
| 13. Border Technikon* | 14. Eastern Cape Technikon* |
| 15. Technikon South Africa (Distance learning) | |

Figure 2.1 shows that by the year 1997 South Africa had 15 technikons of which seven were historically white residential institutions and seven historically black residential institutions (denoted with *) while the Technikon South Africa functioned as a distance education institution (D'Almaine & Manhire, 1997:435; Kraak, 2006:137). Cooper (1995:247) reported that the science and technology graduates in South Africa was 35 per million of the population compared to countries such as Japan and Australia producing 500 such graduates per million of the population.

2.3 THE NEED FOR TRANSFORMATION AND MOTIVATION FOR MERGING IN HIGHER EDUCATION

Soon after the democratically elected government came into power in 1994, it set up the National Commission on Higher Education (NCHE) to look into the major deficiencies in the system and further advise and recommend to the Department of Education how to act. In 1996 the NCHE presented its report and introduced a concept of 'cooperative governance' between the government and higher education institutions thus seeking wide contribution with commonly held objectives (Hall & Symes, 2005:200; Moja & Cloete, 1996:12).

Only five years after the NCHE presented its report, the Department of Education (DoE) introduced the National Plan on Higher Education (NPHE) in 2001. Hall and Symes (2005:201) view the 2001 NPHE as being different from the NCHE's report in nature. They argued that the announcement of mergers of 36 higher education institutions merging to form 23 institutions, communicated a message that the government no longer entrusted the 'cooperative governance' concept as spelled out by the NCHE in 1996. In addition, the document (NCHE), (DoE, 1997:17) stressed capacity building and human resource development through a single co-ordinated higher education system. The system would:

- o intensively embark on building and enhancing capacity in all spheres (i.e. academic, management, governance and infrastructural);

- effect new policies and ensure the efficient functioning of the expanded and transformed higher education system.

According to Harman and Harman (2003:31) mergers in higher education are most importantly introduced by national governments to:

- enhance efficiency and effectiveness of higher education institutions;
- tackle the problems of instructional fragmentation and weak institutions;
- enhance student access and avoid duplication of courses;
- enhance government controls over the overall higher education system.

Some of the reasons for merging institutions appeared from the long-term effects of the apartheid government of dividing the country's education system along racial lines. Cooper (1995:250) reiterates that placing three technikons within a 10 kilometre perimeter because of the racial education system resulted in geographical and economic chaos. Furthermore, the appointment of mainly white male and underqualified academics added another important reason to transform the technikon system (Cooper, 1995:250).

The post 1994 government strongly opposed an education system divided along racial lines by widening access to the formerly excluded constituencies through mergers and a single coordinated higher education system (Kruss, 2005:132; DoE, 2001:5). Despite these efforts, there was no consensus about a single coordinated system among the South African education community as many believed that technikons served a different market than universities and thus needed a separate education system (Kraak, 2006:139).

According to Cooper (1995:250), dealing with apartheid fragmentation needed to start with the elimination of previous education bodies so that governance of education could be under one ministry of education. In addition to this, Cooper (1995:253) states that universities enjoyed enormous freedom to set their programmes and decide on research areas. The programme to transform higher education forwarded the need for universities to assist the government in its projects by placing emphasis on research areas that would respond to its important projects (e.g. poverty alleviation, social and economic challenges, reconstruction and development programme) (DoE, 2001:8).

Furthermore, duplications in the previous higher education system in terms of physical and human infrastructure made mergers a route to follow (Hay & Fourie, 2002:117). Government publications also mention a number of other political reasons which made mergers an obligation. Regionalisation between higher education institutions was also one of the objectives of the government. Hay and Fourie (2002:117) state that South Africa is not unique as mergers proved to be an international trend. It has also been shown by researchers (e.g. Cai, 2007:55), that some voluntary international mergers were a consequence of a long history of association between merging partners. Cai (2007:55) makes reference of China's Sichuan University which resulted from the merger of Chengdu University of Science and Technology and Huaxi Medical Science University.

Mothata (2007:30) argues that some institutions such as the University of South Africa and Technikon South Africa had sound educational programmes and good financial standing. There were no academic reasons to merge the institutions other than to create a dedicated distance education institution as stated by the former Minister of Education, Prof. Kader Asmal (Mothata, 2007:31).

2.4 ADVANTAGES OF MERGING IN HIGHER EDUCATION

The change process through merging two or more higher education institutions did not only occur in South Africa. Many developed countries like Canada, Britain, Germany, the Netherlands, Norway, Sweden, Hungary, Vietnam and Australia also went through the same change process (Harman & Meek, 2002:1; Van der Merwe, 2007:541). The advantages of such a change in the international arena are outlined by Harman and Meek (2002:1) as follows:

- increased efficiency and effectiveness of academic programmes, especially in coping with rapid and substantial growth in student numbers which in turn brings heavier demands on institutions;
- better ability to deal with problems of non-viable institutions and institutional fragmentation;

- a widening of student access and implementation of more broad scale equity strategies;
- differentiation of course offerings to cater for greater student diversity and to improve the quality of graduates; and
- increased government control of the overall direction of higher education systems, especially to ensure that higher education institutions serve national and regional economic and social objectives more directly.

Mergers resulted in fewer but large comprehensive higher education institutions with multi-campus (Harman & Meek, 2002:2). In the view of Botha (2001:275) the strategic and competitive advantage of merged institutions is an improvement in management skills by means of a replacement of inefficient managers by capable staff. The other advantage of higher education mergers is the development of human capacity by sharing of appropriate resources and later assisting the state by generating funds through external research projects since institutions would have academics capable of undertaking research (Ntshoe, 2003:139).

To these, Lang (2002:26) adds that equity also plays a role since the state wants to bridge the gap between black and white brought by history, culture and geography. However, Elliot (2005:73) states that academic merit is more important than equity. In addition, education is crucial in the transformation of the country and should be redesigned in such a way that it assists economic strategy formulations (Alexander, 2000:412). Alexander (2000:412) argues that every country needs a highly skilled and educated workforce for global competitiveness and that this is more important than equity. In the case of the Tshwane University of Technology the aim was to rationalise academic programmes between the merging partners by minimising duplication and maximising optimal use of resources (Tyobeka & Schoeman, 2007:23).

2.5 CHALLENGES OF MERGING IN HIGHER EDUCATION

Hay and Fourie (2002:119) state that institutional marriages are a very thorny issue and inevitably involve downsizing of staff. Strydom (1999:4) pointed out that mergers should not

be taken as a marriage between equal partners. DeVoge and Spreler (1999:28) concurred that there are few mergers of equals; normally there is a bigger partner or a perceived dominant partner. Accordingly, Hay and Fourie (2002:119) argue that the senior partner of a merger may fear of perceived reputational and financial effects brought by the junior partner's poor academic programmes and staff. They further outline the following possible challenges for the senior partner:

- insecurities around issues of added responsibilities and finances;
- issues regarding positions – e.g. seniority status and power;
- loss of identity for smaller partners merging with larger ones;
- loss of assets and;
- loss of subsidies.

Given the above challenges it seems inevitable that mergers cause multifaceted complexities which should be handled with care and need participatory decision making (Hay & Fourie, 2002:120). Mergers between traditional universities and technikons were the most difficult, but all mergers presented special cases and internal-politics (Tyobeka & Schoeman, 2007:23). Although all mergers have an emotive start, each merger presents a special case and has its own micro-politics and the Department of Education also unlocked the funds for the merger process late thus aggravating the matter (Tyobeka & Schoeman, 2007:23).

Despite the above problems, Paterson (2005:29) stated that attention should be given to the characteristics of the information systems in each of the merging campuses that may eventually shape the information system of the newly merged institution. In this case management should identify the appropriate system that would be able to cater for the needs of the new mega-institution. However, the challenge may be with information technology systems of larger divergent campuses with stored data and their incompatibilities with new systems that may be introduced (Paterson, 2005:30). Institutions with huge geographic reach posed an even greater challenge and financial burden.

Additionally, most higher education institutions in South Africa have established centres or units focusing mainly on research. However, their research efforts have not focussed on the human component of mergers (Reddy, 2007:489). Cai (2007:2) asserts that this is mainly because most researchers focus on the implications of, and prescriptions for successful

mergers. Locke (2007:84) adds that research evidence indicates a wide range of strategic issues that succeed in taking the focus of many researchers. These may vary from financial goals to admissibility and preparedness (Locke, 2007:84). There is currently a growing evidence of literature on the psychological experiences of academic staff in institutions which have undergone a merger. According to Locke most of these studies over-generalise results as they employ quantitative methods where heterogeneous groups are placed in the same sample.

2.5.1 Human resistance and challenges

Kilfoil and Groenewald (2005:12) pointed out the frustration caused during the preparatory stages of merger where many projects and appointments were frozen until the completion of the merger. In addition to this was the later grouping of functional units and the movement of the academic departments between campuses which seemed impossible with people clinging to their turf (Kilfoil & Groenewald, 2005:12).

Cai (2007:47) mentioned that employee reactions go through four stages during mergers:

- disbelief and denial;
- anger, then rage and resentment;
- emotional bargaining including anger and ending in depression; and finally,
- acceptance.

The effects of mergers on the people involved have been studied by researchers in the corporate sector (Cartwright & Cooper, 1993:330; Cai, 2007:47). Cai (2007:4) emphasises the importance that should be afforded to human resistance as it threatens the stability of accustomed norms and working relations.

Hay and Fourie (2002:121) contend that perceptions of unfairness, symptoms of depression, stress, demoralisation and unwillingness to do anything more than the minimum requirement is often the case following a merger. Mothata (2007:31) therefore concedes that the management of the people aspect of a merger is a major challenge and the psychological impact imposed on academics by this complex exercise should not be underestimated. The beginning of any change program brings with it policy transformations, new co-workers, job

transfers and others. Psychologically these may lead to depression and a loss of confidence and more anxiety. Physiologically it can lead to physical symptoms pressure and increased sick leave (Mothata, 2007:31).

Research into corporate mergers and acquisitions found that when organisations merge, the people involved experience destabilisations necessitating attention to these issues for mergers to be successful (Schweiger & DeNisi, 1991:112). Panchal and Cartwright (2001:474) conducted a study which proved that stress levels were elevated after a merger leading to many dysfunctional individuals. Stress may also be the result of management not being able to deal with the people side of mergers (DeVoge & Spreler, 1999:27).

Kavanagh and Ashkanasy (2006:86) report that corporate leaders often encounter resistance from their employees when trying to reposition organisations. In all failed mergers, employee problems are to be blamed since one thing that leaders should be certain of in mergers is that nothing is certain in any change process (Schweiger & DeNisi, 1991:115). Kavanagh and Ashkanasy (2006:86) further suggest that the trigger causing employee resistance should be addressed carefully for improved merger outcomes.

Criteria for performance and promotion may change suddenly as a result of a merger, thus hampering loyalty to the organisation. For example, Universities of Technology may now emphasise research and publications as one of the promotion criteria. This move may cause staff to cling to old organisational norms and lifestyles, leaving employees, especially those in senior positions but without publications, in a state of defensiveness and heightened levels of distrust of organisations (Brender, 2003:34).

In a study of Japanese higher education mergers by Brender (2003:34), one of the professors from an affected institution saw mergers as useless as it lacked government guidance. Senior academics felt that university administrators do not get financial assistance from the government in executing a merger (Brender, 2003:34). Furthermore, inadequate availability of resources, especially finance, from the government elevates people's fears that mergers were not planned (June, 2003:26).

Mergers have made the higher education arena complex, demanding and competitive in nature (Montez, 2004:586). The reform initiatives had the result that the academies which were once respected for their research, discovery, teaching and learning were now threatened by the very same governments which bestowed them with lofty rankings (Montez, 2004:586).

Tensions which may result from these processes could prove to be threatening and destructive.

Mergers were set to be in stages, the pre-merger phase, intermediary phase and the post merger phase. Kilfoil and Groenewald (2005:12) mentioned that the pre-merger stage in the case of the University of South Africa and Technikon South Africa phase was characterised by a general climate of mistrust between the merging partners thus hampering the reform progress. In addition, the physical distance between merging partners also exacerbated the problem as personal interactions became difficult. Duck (2001:156) contends that in all mergers, size and complexity are dominant factors. If merging partners are too complex with different systems, integration can take long to be completed.

2.5.2 Administrative and economic challenges

Fisher (in Cooper, 1995:249) reported that in 1992, almost 99% of teaching and research staff at technikons were white. The former homeland technikons of Setlogelo and Transkei had the largest group of black academic staff. Fisher also stated that only 7% of all academic staff at historically white technikons were found to be having an Matric (M) + 5 or M + 6 technikon qualification and only 19% of these academics in white institutions had an M + 5 or M + 6 university qualification. But for historically black institution the percentages of staff with at least M + 5 qualifications were even lower. These reports bring to attention that indeed capacitating academics at these institutions needed to be high on the agenda of the government when converting them to universities of technology. In particular, black academics needed to be afforded more attention since they were under-represented in the higher education landscape and the government opted to remedy this through legislation.

One of the reasons for mergers in many higher education systems is to create larger units and lower administrative costs by better utilising academic and administrative staff (Norgård & Skodvin, 2002:79). In the case of the Tshwane University of Technology and other institutions affected by mergers, the ministry of education endeavoured to centralise administration and other key academic activities. For the other institutions with vast geographical locations, mergers brought tensions about where management and administration should be located and concerns about distribution of resources of being

unequal.

In general, mergers should bring improvement in management systems, organisation and administration by making them more efficient in delivering their programmes (Norgård & Skodvin, 2002:80). According to Norgård and Skodvin (2002:80) administrative services should be of a high quality in all sectors of the newly merged institutions amid the number of campuses. However, in cases where merging partners are distances apart, anticipated improvements may be difficult to achieve.

Mothata (2007:31) indicated that financial implications of mergers were also not properly addressed by the ministry of education. This referred to issues such as possible retrenchments through downsizing of staff and travelling costs. Senior management appointments are also often made too late and delay the merger process, while sometimes even leading to merger failure due to an institution lacking direction during this time (Mothata, 2007:31).

2.5.3 Challenges to organisational culture

Deshpande and Webster (1989:4) defined organisational culture as “the pattern of shared values and beliefs that help individuals understand organisational functioning and thus provide them with norms for behaviour in the organisation”. Harman (1989:36) defined academic culture as historically transmitted patterns of meaning expressed in symbolic form through the shared commitments, values and standards of behaviour peculiar to members of the profession, as well as the traditions, myths, rituals, language and other forms of expressive symbolism that encompass academic life and work. Admittedly, most organisations have elements of several cultures and it is important for managers to know their typology to bring together these different cultures (Lund, 2003:222).

Citing a number of empirical studies Locke (2007:84) attests that higher education mergers have cultural implications. Many researchers do not give cognisance to culture though it is such an important element that plays a role during the integration of institutions with different norms and influences a sense of loyalty to the new organisation (Harman, 2002:92). In Harman’s (2002:92) view, not affording attention to culture may be due to the fact that it is a dimension that is hard to pin down in nature and also because of the time needed for culture building in a new institution.

According to Lund (2003:219) organisational culture necessitates management to take heed of the underlying components of their corporate culture and their impact on other variables such as job satisfaction, commitment and strategy implementation. Additionally, Locke (2007:85) argues that effective higher education management endeavouring to maintain commitment and expertise of staff requires sensitivity to organisational culture. The understanding of an organisation's culture as a factor in minimising cultural conflicts is important (Sporn, 1996:45). A culturally sensitive management is needed during merger processes to facilitate cultural change (Locke, 2007:87).

Rinsberg (1997:257) stated that cultural adjustments are difficult if one organisation is swallowed by another and this is a frightening experience for the employees involved. Organisational change is multi-faceted in nature and during these times of cultural turmoil employees may resist change (Sporn, 1996:46). In the case where higher education institutions of culturally unequal partners merge, staff may resist the merger (Harman, 2002:93). According to Harman (2002:97) merging un-complementary campus cultures into a workable system in a newly merged institution is a sizeable challenge for higher education leaders. This may be attributed to the fact that there are customs and traditions which are cumulative and symbolic (Kyvik, 2002:60). Harman (2002:97) argues that in cultures, in both organisations and academia, are deeply embedded norms which are difficult to unfreeze or turn at will. Higher education institutions do not only house these conflicting norms but generate them (Harman, 2002:97).

Since universities place significant emphasis on research as a culture, the conversion of technikons into universities of technology placed significant pressure on academics from technikons to publish. It is now also expected that the Tshwane University of Technology will adopt research as a main criterion for promotion and scholarly recognition. The universal norms of universities to publish their research, peer reviewed by experts to aid the dissemination of new knowledge is a key component of a university's culture (Harman, 2002:99; Martin, 1996:88). According to Harman (2002:101) building a strong research culture after a merger in an institution where research has never been of primary concern is thus a challenging exercise. Institutions which have been given university status should begin by encouraging staff to pursue research based degrees and develop respectable post-graduate programs and develop an efficient research infrastructure to support these initiatives (Harman, 2002:101). The Tshwane University of Technology and other newly established technological universities have to develop research cultures that were not there to be both

locally and internationally competitive. This is due to the fact that research at technikons was conducted by a few devotees only and was considered extra to normal teaching duties (Harman, 2002:102).

According to Hay and Fourie (2002:124) smaller partners in a merger may fear that their cultures will disappear and be replaced by those of the bigger partner. As these cultures collide head-on, managing cultures can prove to be a mammoth task for management in all institutions affected by the merger. Adding to this may be the Department of Education's process of strengthening academic programmes and enhancing research profiles through the consolidation of policies for the new university status of the former technikons.

2.6 RECOMMENDATIONS FOR EFFECTIVE MERGING

Since mergers cannot be self-executing, a team of dedicated people is needed to carry out this responsibility. Kyvik (2002:59) stated that the commitment of this team is generally responsible on the attainment of desired goals. In South Africa people in charge of this process were themselves affected by the process while others lacked experience in executing this immense responsibility. The healthy working relations between merging partners is of critical importance during the implementation process and it further seeks external expertise from consultants (Kyvik, 2002:59).

Amid the bulk of literature on mergers and acquisitions, there is no solid recipe in dealing with the human side, post organisational reforms (Herscovitch & Meyer, 2002:476). Panchal and Cartwright (2001:476) propose that, for effective change to occur there is no any substitute for the commitment of the executive management as architects of the change process. The differences in the top management teams can pose greater human resource problems between merging partners as some managers relinquish power and are forced to face new organisational arrangements (Schweiger & DeNisi, 1991:115; Weber, 1996:1185).

People responsible for the implementation of mergers in higher education are former managers of pre-merged institutions and are likely to practice their former ways of doing things, thus not committing to the merger. Weick and Quinn (1999:367) mentioned that commitment of employees in the post-merger phase is important and can change people's

minds and behaviour. The manner in which motivation is evoked for each individual has a significant impact on the end result of a successful merger (Schuler & Jackson, 2001:245).

Actions that can be taken by managers for effective mergers include, among others, motivation and being in touch with followers through communication of new values and visions (Schuler & Jackson, 2001:246). House (1996:901) elaborated that for the above to materialise, transformational leaders are needed during these trying times. Such leaders can help realign employees to exceed their initial performance expectations. Since transformational leadership is a study on its own and does not form part of this research, it will not be dealt with intensely. However, the study by Jung and Avolio (2000:960) refers to it as an essential social process where people feel included and supported.

In the study of the merger between the University of South Africa and Technikon South Africa, Kilfoil and Groenewald (2005:13) forwarded the principles to manage change (Table 2.1), which may be useful in overcoming resistance by staff members.

TABLE 2.1
GENERIC CHANGE MANAGEMENT PRINCIPLES

Put principles, people and culture first; structures last:

- Build a shared philosophy.
- Be inclusive:
 - Adopt a participative approach to decision-making.
 - Practise relationship-based approaches.
- Deal with affective issues:
 - Nurture employees as the valuable intellectual asset and source of strength that they are.
 - Actively involve people to the extent possible.
 - Build consensus.
 - Avoid creating 'losers' from the change; work for win-win.
 - Offer choices wherever possible to combat anxiety.
- Create capacity:
 - Schedule time and work through the process to reach consensus otherwise you will only get compliance.
 - Provide the necessary support, whether emotional or in terms of resources.
 - Provide the tools and training needed to accomplish change.
- Manage diversity.
- Deal with resistance:
 - Answer the question: What's in it for me?
 - Provide recognition, incentives and benefits.
 - Anticipate and address conflicts openly, flexibly and promptly.
 - Focus less on things and more on processes.

Communicate, communicate, communicate!

- Share information and facts the leadership sees so that people share the same perspective.
- Help people see the bigger picture.

- Minimise surprises: give people warning about new requirements.
- Clarify expectations, standards and requirements.

Plan well:

- Focus on key priorities.
- Divide big changes into manageable steps.
- Minimise amount of time in transition zone.

Source: Adapted from Kilfoil and Groenewald (2005:13)

According to Kilfoil and Groenewald (2005:13), Table 2.1 provides guidelines for strategic planning and meetings. It shows the chronology at which change management principles could be put into place. Thus, Kilfoil and Groenewald (2005:14) provided managers with insights on how to communicate crucial information to their employees during change processes. Furthermore, Applebaum, Gandell, Shapiro, Belisle and Hoeven (2000:675) also share the notion that communication is central from the beginning of the change process. There is a strong need for the employees to always receive information on all change processes if the processes are to bear fruitful results (Applebaum et al., 2000:675).

The success and failure of institutional mergers in South African higher education institutes depend heavily on how well they are managed and the trust that academics have in management (LaClair & Ravi, 2002:17). Most unions and student bodies saw merger processes as lacking the element of human closeness with the people affected by the merger (May & Mason, 2007:153). Merging needs many information sessions in which employers keep employees informed about developments. Tyobeka and Schoeman (2007:21) state that since mergers are about people, the handling of this process should keep people in mind because employees are the institution's key assets.

There is no one method which can serve as the benchmark to ensure the success of all mergers. However, much can be learned from the experiences of other countries where new higher education institutions were formed from a series of mergers (Harman, 2002:91). In this way, many post merger pains and the possible institutional break apart may be avoided.

2.7 CONCLUSION

This chapter provided the history of technological universities and a review of the literature about mergers in higher education, in particular locally. The result of the racially segmented education system of the past South Africa was discussed. Furthermore, reported incidents of human resistance to institutional changes were covered. The chapter also included a brief overview of recommendations for effective merging.

The next chapter presents a review of the literature on job satisfaction. It encompasses generic theories on job satisfaction and a review of the literature on academics' job satisfaction in South African higher education.

CHAPTER THREE

JOB SATISFACTION OF ACADEMICS

3.1 INTRODUCTION

Chapter two covered the history of technikons in South Africa since their inception in the early 1900's. The need for the transformation of these higher education institutions after 1994 and the government's motivation to transform them were also covered. The advantages of merging higher education institutions and challenges faced during merger processes were discussed and compared with similar processes which took place abroad.

This chapter covers academics' job satisfaction and includes theories and research results on satisfying and dissatisfying factors. The changing context of being an academic after mergers and the insecurities which are brought by the merger processes academic employees are also discussed. Global studies on academics' job satisfaction and similar studies in South Africa are covered. Management styles during a merger and after a merger and their impact on the morale of staff are also explained.

3.2 THEORIES ON JOB SATISFACTION

Job satisfaction is the most central concept and the most studied in the field of industrial psychology (Judge, Parker, Colbert, Heller & Ilies, 2001:26). In this section some of the most credited researchers' theories in elevating awareness in the study of job satisfaction are discussed. Although many other theories have been developed in the field of job satisfaction, this section only discusses the most cited theories. As Judge et al. (2001:26) put it, "...what elevates job satisfaction above other studied concepts in industrial psychology is its centrality in many other theories of employee attitudes and behaviour".

3.2.1 Maslow's theory

Although very old, Maslow's 1954 need gratification theory is still referred to in many recent books as a major socio-economic principle underlying human well-being (Colquitt, LePine & Wesson, 2009:159). It is one of the oldest theories of job satisfaction. The theory is discussed in more detail in chapter four. However, because of its relevance to this chapter, a brief discussion is also provided in this chapter. According to Maslow, human needs, growth, and self-actualization can best be depicted using a hierarchy of needs. In his hierarchy of needs, at the lowest level he placed basic life satisfying needs (i.e. the need for food, water and shelter). At the next level he placed financial and physical security, the third level consisted of the need for belonging and social acceptance. The fourth level included recognition and self-esteem needs and the fifth level consisted of personal autonomy and self actualisation.

Therefore, in higher education institutions the higher order needs do not add to job satisfaction if the lower order needs are not gratified (Ssesanga & Garrett, 2005:34). This implies that if mergers cause lack of security, staff may not strive for self-actualisation.

3.2.2 Herzberg's two-factor theory

Herzberg built on Maslow's theory and suggested a two dimensional theory which assumes that people's attitudes have two dimensions (Gawel, 1997:2). He made the conclusion that in the organisational environment, working conditions, supervision, interpersonal relations, company policy, and salary be referred to as hygiene factors. This was due to the fact that their absence creates job dissatisfaction but their presence does not necessarily create job satisfaction (Gawel, 1997:2). Herzberg further identified five factors which create job satisfaction. These were recognition, achievement, the work itself, advancement, and responsibility.

According to Gawel (1997:3) satisfiers are factors which determine the employee's relationship with the work he/she does, while dissatisfiers speak about the situation in which the employee does his/her work.

Therefore, in situations where employees are forced to change their organisational ways of operating because of mergers, newly established policies can be a huge cause of

frustration. This is mainly because new policies take time to be understood and they do have potential to change working conditions, supervision and also salaries (Gawel, 1997:4).

3.2.3 Job characteristics theory

Hackman and Oldman (in Staw, 2008:164) proposed the job characteristics theory in which they argued that a sequence of job aspects (i.e. task identity, skill variety, task significance, autonomy, and feedback) lead to employees' satisfaction and motivation at work. Their model intrinsically incorporated Maslow's and Herzberg's theories since it also refers to higher levels of job satisfaction and positive work outcomes (Judge et al., 2001:28). Job characteristic theory further argued that employees gain pleasure from enhanced jobs which satisfy higher-order needs (Staw, 2008:169).

Judge et al. (2001:31) state that researchers present both direct and indirect support for the validity of the theory's proposition that job characteristics which form the core of the job lead to more satisfaction. Also, research about the relationship between employees' job characteristics and job satisfaction always produced positive results (Judge et al., 2001:29). Accordingly, the job characteristics of academics in technological universities after a merger may correlate with the level of satisfaction they have. That is, job satisfaction facets such as promotion opportunities, pay, co-worker relations, supervision and the work itself are facets strongly correlated with job satisfaction.

3.2.4 Value-percept theory

The value-percept theory by Locke argues that every employee's values provide guidelines on what he or she regards as important in the job (Judge et al., 2001:31). That is, the unfulfilled job values which are thought to be valuable to the employee would be a cause for dissatisfaction. Figure 3.1 shows Locke's value-percept theory of job satisfaction.

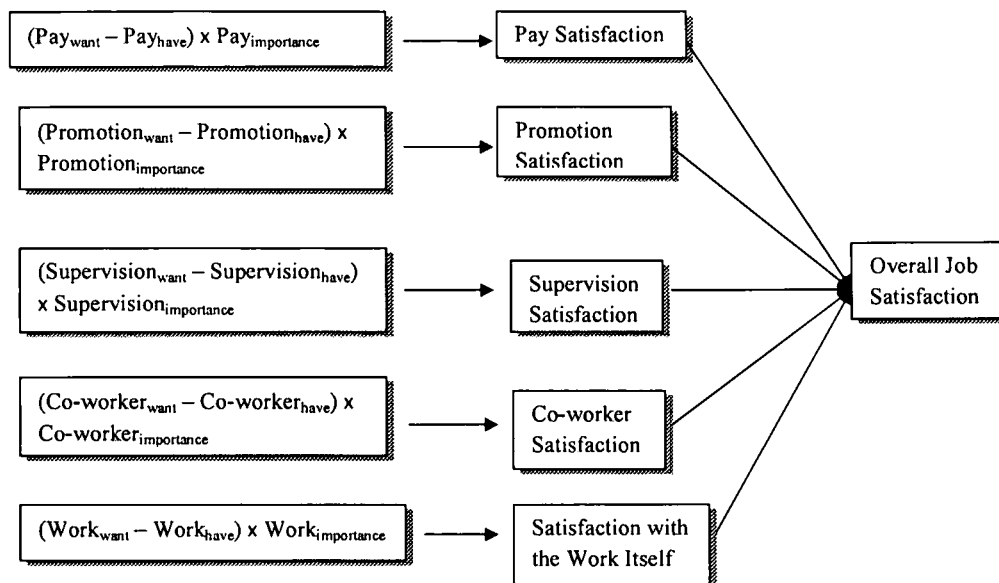


FIGURE 3.1: The value-percept theory of job satisfaction (Colquitt, LePine & Wesson, 2009:107)

According to figure 3.1 these are the facets that employees consider when deciding whether they are satisfied with their jobs. It depicts how the five facets of job satisfaction (i.e. pay, promotions, supervision, co-workers and the work itself) add together to result in job satisfaction (Colquitt et al., 2009:107). Therefore, the value-percept theory forecasts that the difference between what the employee wants and receives is dissatisfying if the job facet is important to the individual (Judge et al., 2001:32). Also, employees may consider multiple job facets when evaluating their job satisfaction resulting in repeated calculations of facets contributing to the overall job satisfaction (Judge et al., 2001:32).

In the case of mergers in higher education institutions, the above mentioned facets all play a part. For example, the news letter of academics' labour union once mentioned that the agreement unions had with management before the merger was thought to be financially unattainable by the new management (NUTESA, 2009b:1). Likewise, promotion opportunities in technological universities were guided by the newly established requirements such as research publications and community engagement. Additionally, Reddy (2007:486) mentions that trust between employees and managers seemed to deteriorate during merger processes.

3.2.5 Social information processing

Salancik and Pfeffer's (in Judge et al., 2001:28) social information processing theory depicts job satisfaction as being socially constructed in reality. According to Salancik and Pfeffer (in Judge et al., 2001:28), employees do not judge their job satisfaction until they are asked to do so. Furthermore, if employees are asked to judge their job satisfaction levels, they rely on their behaviour at work and indications by their colleagues. Employees tend to respond to survey questionnaires in the manner in which they think they are expected to react (Judge et al., 2001:28).

Additionally, the theory states that jobs are ambiguous stimuli that can be interpreted in multiple ways (Brief, 1998:29). The manner in which a cluster of employee tasks is interpreted hugely impacts on job attitudes; the determinants of the interpretations are the opinions voiced by co-workers about the work itself (Brief, 1998:29). However, Brief (1998:29) criticises the theory saying that it was conducted in the laboratory and that the real world is more multifaceted than the laboratory.

The theory is difficult to apply to the field of higher education. This is due to the following: Judge et al. (2001:28) referred to the fact that the theory assumes the same job attitudes to be predicting job satisfaction in different cultures. It furthermore does not take cognisance of different social environments, values and backgrounds. The South African higher education sector is very complex in nature and different social environments, values and backgrounds need to be considered, especially after mergers. However, the Salancik and Pfeffer's social information processing theory continues to be supported and used by some researchers (Judge et al., 2001:28).

3.2.6 Opponent process theory

Another theory on job satisfaction is Landy's (in Brief, 1998:30) opponent process theory. In this theory, Landy argued that every employee has a distinctive level of job satisfaction that could be referred to as the employee's equilibrium level. According to the theory, changes in the employee's work condition create disequilibrium thus producing dissatisfaction (Brief, 1998:30). However, through time, equilibrium comes again and work satisfaction returns.

According to Brief (1998:30) a pay increase may temporarily enhance satisfaction, but its effect eventually fades and satisfaction returns to equilibrium level. Although the theory seems reasonable, it never attracted the attention of researchers to develop it further (Brief, 1998:30).

With reference to the opponent process theory, the change in working environments which were brought about by mergers in higher education institutions might have caused disequilibrium. Furthermore, as the theory states, increases in the pay for academics by their respective institutions may not restore equilibrium and satisfaction, but as time progresses equilibrium will return and thus also job satisfaction.

Therefore it could be hypothesised that the negative effects of change processes in higher education would not be permanent, but fade out with time and satisfaction would return. With this information union leaders would not see the need for continued strikes which are damaging the university's image.

3.2.7 Faculty satisfaction model

Nyquist, Hitchcock and Teherani (2000:36) suggest a model specifically suitable for faculties of higher education institutions. Their thorough review of the literature on job satisfaction exposed the need for an inclusive model that could clarify faculty job satisfaction (Nyquist et al., 2000:36). The model hypothesises that positive results like academics' productivity, academics' retention, and learner satisfaction may be the outcomes (Nyquist et al., 2000:36). Figure 3.2 depicts the faculty satisfaction model showing the outcomes identified by the model.

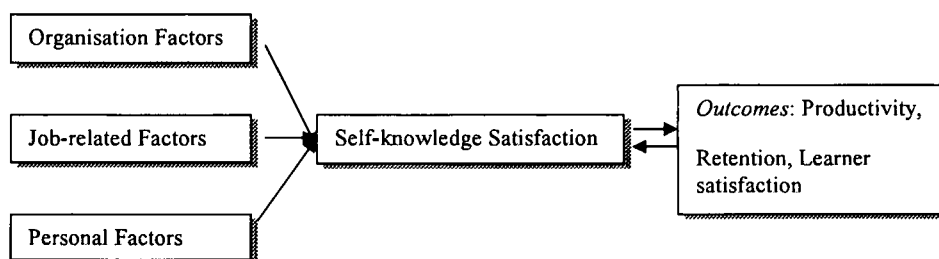


FIGURE 3.2: Faculty satisfaction model (Nyquist, Hitchcock, & Teherani, 2000:36)

According to the model, exogenous elements (i.e. organisational factors, job-related factors, personal factors) in figure 3.2 influence faculty satisfaction (Nyquist et al., 2000:37). Organisational factors are concerned with the institutional working environment in which the faculty operates. These include promotion opportunities, job related factors and personal factors (Nyquist et al., 2000:37). Job-related factors include academic autonomy, salary, job security and satisfaction with teaching; and personal factors are perceptions of role conflicts and other external obligations of work (Nyquist et al., 2000:38).

Therefore, in a study of mergers between higher education institutions, the above mentioned factors needs to be taken into consideration. Higher education institutions enjoyed more autonomy in the past than currently (Hall, 2006:168).

3.3 VARIATIONS IN JOB SATISFACTION AMONG NATIONS

In the investigation that included 41 countries, with South Africa included, Huang and Van de Vliert (2003:159-179) studied job satisfaction across nations with particular emphasis on the national moderators of intrinsic motivation. They assumed that the cross-national differences in the association between intrinsic and extrinsic job satisfaction may be orderly tied to some national characteristics that affect how citizens value job characteristics. Furthermore, they suggest that there are sets of self explanatory frameworks in which cultural and socio-economic factors are imperative in explaining cross-national variations in job-related values (Huang & Van De Vliert, 2003:160).

With reference to Maslow's theory on job satisfaction, Huang and Van De Vliert (2003:161) argue that in developed countries workers are satisfied by intrinsic job factors like achievement and recognition, while in developing countries workers are more satisfied by extrinsic job factors such as pay, fringe benefits and working conditions. Thus, in a developing country such as South Africa, employees are more satisfied by extrinsic rewards because more value is placed on them (Huang & Van De Vliert, 2003:161). The lower needs are more important than the higher needs.

Additionally, Huang and Van De Vliert (2003:160) mention that in some countries employees are more prone to place emphasis on higher order needs than lower order needs

mainly because it is a culturally inherited trait. They further argue that these culturally inherited traits serve as a standard of evaluating management techniques. Therefore in developing countries, economic and social security is more important than freedom and control in the workplace (Huang & Van De Vliert, 2003:163).

3.4 SOUTH AFRICAN STUDIES ON ACADEMICS' JOB SATISFACTION

In the business sector, mergers and acquisitions are normally followed by huge employee layoffs and high levels of job dissatisfaction among the survivors (Arnolds & Boshoff, 2004:2). According to Arnolds and Boshoff (2004:2) the recent transformation of South African higher education institutions can safely be predicted to bear similar results. They contend that the results of mergers are almost the same in both the business and higher education sectors.

Arnolds and Boshoff (2004:2) studied the satisfaction and commitment of academic staff members during the time when institutions were carrying out the merger processes. In their study, they argued that South African higher education institutions in the past had stable and reasonably satisfied employees. Furthermore, they asserted that job satisfaction and commitment have not been studied under the immense restructuring in South African higher education and little is known of its consequences on the performance of academic staff after its completion (Arnolds & Boshoff, 2004:2).

Although there have been numerous studies of academic job satisfaction abroad, there has not been much afforded to the topic in the South African context (Schulze, 2006:323). Citing few prior studies, Schulze (2006:324) provides evidence of a lack of research on academic job satisfaction in South African higher education institutions. However, researchers are beginning to pay attention to job satisfaction in their respective institutions after experiencing events necessitating attention to these studies.

3.5 ACADEMICS' JOB SATISFACTION

At a time when South African universities of technology become more internationally recognised and are getting involved in student exchange programmes, they are simultaneously engaged in a difficult process of transformation that impacts on their principal employees in different ways (Ssesanga & Garrett, 2005:33). Some of these transformations impact on the capability of academics to attract private businesses to fund university research projects. The task Ssesanga and Garrett (2005:34) refers to as the “corporatisation of academic work” may result in heightened discontent.

Strikes are the final acts by which employees show their stress levels and extreme discontent (Egbule, 2003:157). At the Tshwane University of Technology academics engaged in legally protected strikes in 2005, 2007 and 2009 during which they protested about the manner in which their managers were carrying out transformation tasks and the remuneration they awarded themselves (NUTESA, 2009b:1). Incessant strikes such as these normally heighten lack of trust of potential students, lower productivity and add to the brain-drain of employees (Egbule, 2003:157).

Past research results indicate many personal characteristics that affect job satisfaction in complex ways (Koustelios, 2001:354). Some of them include gender, age, working experience and others. Many studies suggest that age is positively correlated with job satisfaction (Koustelios, 2001:354).

The study by Ssesanga and Garrett (2005:33) in Uganda, one of the developing countries in Africa, revealed some interesting results about academic job satisfaction in that country's universities. Figure 3.3 shows the model in which these results are summarised.

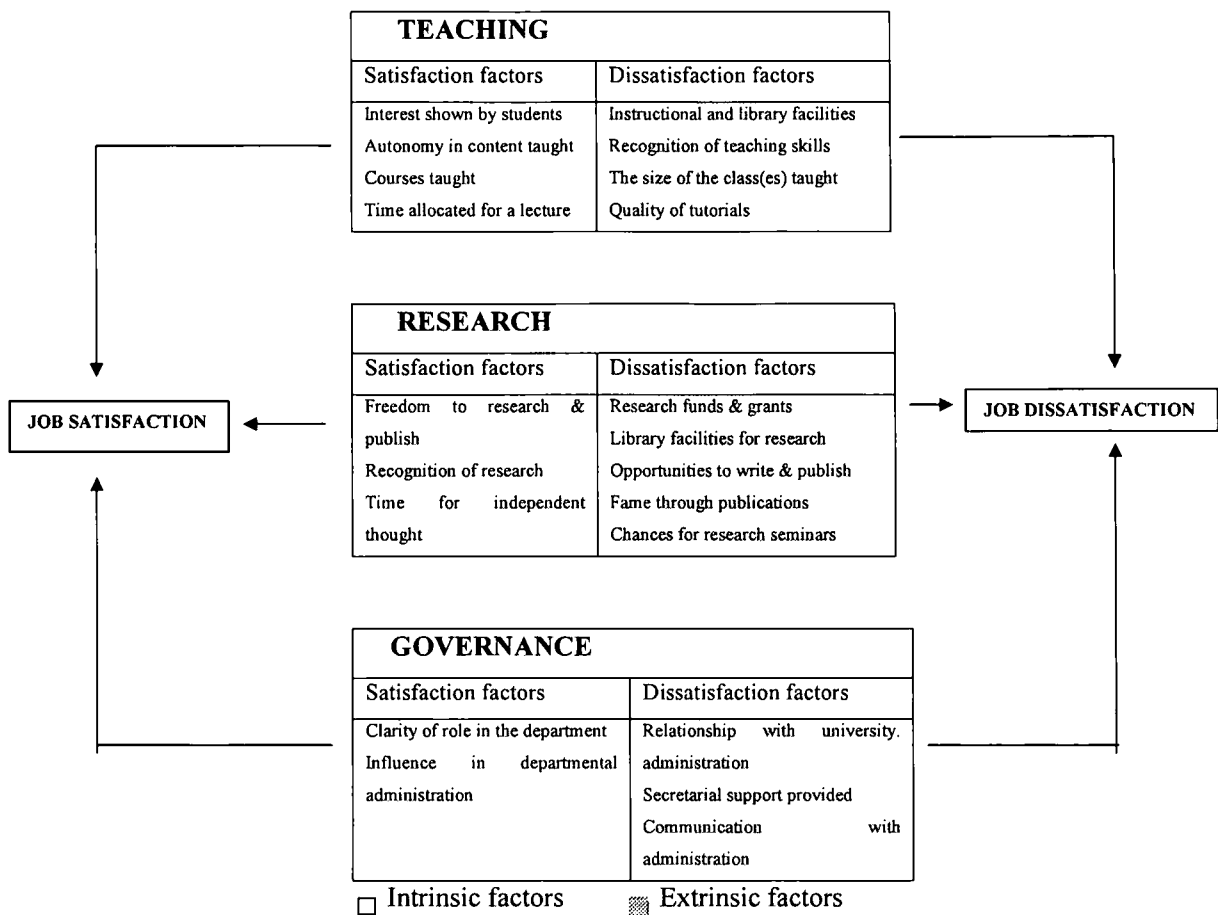


FIGURE 3.3: A model of academics' job satisfaction and dissatisfaction with primary duties (Ssesanga & Garrett, 2005:47)

According to Ssesanga and Garrett (2005:46) Ugandan academics are satisfied with intrinsic facets of their jobs, that is, teaching and research. However, they seemed dissatisfied with extrinsic facets of their academic roles (Ssesanga & Garrett, 2005:46). Figure 3.3 also depicts concurrence between Herzberg's two-factor theory and the results found by Ssesanga and Garrett in their study of Ugandan university academics.

3.5.1 Job satisfaction factors

The earlier study by Oshagbemi (1997:354) of UK higher education in which he investigated the factors contributing both to job satisfaction and dissatisfaction, he found teaching and

research to be the greatest contributors of satisfaction among academics. In addition the study concluded that academics are more satisfied with the core business of their jobs than with administration, their heads of departments and their working facilities (Oshagbemi, 1997:356).

Research revealed the following satisfying factors for academics: terms of publications, academic freedom, opportunities to write and publish, peer-to-peer collaborations in research, opportunities to attend conferences, availability of research time, sabbatical leave and joint research work with international peers, among others (Oshagbemi, 1997:357). The American study by Lillydahl and Singell (in Schulze, 2006:320) found that unionised academic staff members were more satisfied with wages, benefits and some job security than non-unionised members.

Kaiser (2007:77) argues that women experience higher levels of job satisfaction than their male counterparts. This is due to the fact that women have been in disadvantageous positions in labour markets for so long that they reduced their job expectations (Kaiser, 2007:77). These results were consistent with the findings of Egbule (2003:159) in the case of Nigerian university academics.

Additionally, Koustelios (2001:354) argues that job satisfaction elements can be grouped into three major categories; (1) issues relating to work settings, (2) issues relating to specific aspects of jobs; and (3) issues associated with the individuals.

3.5.2 Job dissatisfaction factors

When administering his questionnaires, Oshagbemi (1997:357-358) found academic respondents to be dissatisfied with sharp increases in class sizes, student expansion with no increase in essential resources, little recognition of teaching skills, falling quality of intake, government interference with teaching and too many students to cope with.

He also found that research-related items depicted dissatisfaction with the pressure to publish, inadequate time for research, difficulty in attracting able PhD students and lack of research funds. In addition, respondents expressed dissatisfaction with lack of consultation by

university executives, government policies towards universities, lack of co-ordination in management and retirement benefits (Oshagbemi, 1997:358).

3.6 THE EFFECT OF MERGERS ON JOB SATISFACTION

The transformation of technikons to universities of technology made academic work more complex and demanding. These transformations were brought about by mergers in order for former technikons to connect with traditional universities in the dual core functions of knowledge creation and knowledge transmission through research and teaching (Houston, Meyer & Paewai, 2006:17). Now academic work at universities of technology is largely shaped by commitment and performance in these two core functions (Houston et al. 2006:17).

The investigation into changes after mergers in academic roles in Australian higher education by Harman (2002:105) concluded that teaching and research can either be complementary or competing, depending on the institutions. Thus, he argues that in institutions that never had research as an integral part of academic work, pressure to publish as a result of a merger may elevate job dissatisfaction (as also mentioned in section 3.2.2). However, post-merger expectations and rewards should be handled at institutional and departmental levels to circumvent detrimental behaviour (e.g. sabotages, absenteeism and strikes) (Harman, 2002:105).

South Africa, like many other governments in the world reformed the role of higher education institutions to enhance national economic development and make universities more accountable for the government subsidies they receive (Houston, Meyer & Paewai, 2006:19). However, the act subjected universities to more centralised control mechanisms in which institutions have to respond to greater demands for monitoring by government state organisations. These developments, although positive, presented internal university managements with significant challenges to meet external demands in addition to sheltering the academic life that defines a university (Houston et al., 2006:19).

In addition to the above, the transformation of technikons to universities of technology increased pressures on performance expectations and workloads of academic staff

have been directly affected. Houston et al. (2006:17) argue that academics in stress situations such as mergers may respond through aggression rather than adaptation, thus hampering smooth implementation. Hence it becomes difficult for managers to meet challenges of delivering quality academic outputs while simultaneously preserving job satisfaction of academic staff and academic performance (Houston et al., 2006:20).

3.7 MANAGEMENT, LEADERSHIP STYLE AND JOB SATISFACTION

Wagner (1994:16) defines participative management as “a process in which influence is shared among individuals who are otherwise hierarchically unequal”. It is a practice that balances the connection between managers and their subordinates (Wagner, 1994:16). Research studies have also shown evidence of a link between participative management and job satisfaction (Kim, 2002:232). Further, older theories of management such as Maslow’s 1954 motivational theory encouraged the strong relationship between organisation and human relationship.

The literature on problems encountered in mergers suggests that the leading challenges mainly lie with ineffective implementation of human capital strategies to enhance organisational performance. The consequence of over stressing performance and public accountability by higher education institutions after mergers resulted in researchers emphasising effective human resources management strategies that can influence job satisfaction such as participative management and good strategic planning (Harman & Harman, 2003:31). However, Kim (2002:231) cited some researchers being in dispute with the extent to which job satisfaction can enhance performance. Despite the non-conquering arguments, managers, trade unionists and scholars share a common view that participative management practices have positive effects on organisational performance and job satisfaction (Kim, 2002:232).

Wagner (1994:320) earlier suggested that employees are more creative when managed in a supportive and non-controlling manner. The employee’s immediate supervisor contributes immensely to the creation of a non-controlling participatory management style, thus empowering employees to empower themselves (Kim, 2002:2331). In merger processes, immediate supervisors can offer positive feedback by facilitating skills development. The

facilitation of skills development later results in employees' understanding the strategic goals of the merger process (Kim, 2002:233).

According to Kim (2002:232), the strategic decisions about organisational changes should include, among others, participatory management and ways to implement it. The lack of participatory management as part of organisational strategic plans during mergers negatively affects the relationship between managers and subordinates (Kim, 2002:232). However, Kim (2002:233) cautions that the relationship between participative management and job satisfaction may be non-linear and conditional.

Loke (2001:194) defines leadership as "the facilitation of organisational processes by managers who commit to incremental and radical innovations aimed at placing the organisation as tactically competitive in its industry". During times of radical changes in higher education institutions, innovative leadership is needed since pressure increases to deliver high-quality education (Chen, Beck & Amos, 2005:374). However, most deans and departmental heads are elevated to positions of authority based solely on their academic publications (Loke, 2001:195). Chen, Beck and Amos (2005:374) argue that this practice or norm causes academic institutions to be led by inadequately prepared managers.

In the endeavour to create a management model after changes at the University of the Free State's Medical School, Van Zyl (2004:45) pointed out that leadership and job satisfaction are central in the overall effectiveness of the change process. According to Mahoney (2001:272) dissatisfied employees can sabotage change processes by absenteeism, refusing leadership instructions and striking. Further, the study by Loke (2001:196) suggests that leadership behaviours can influence employees' reaction towards mergers either positively or negatively. Van Zyl (2004:46) also asserts that investigations regarding leadership and faculty satisfaction in South African higher education institutions have been afforded little attention and this should change.

After their investigation of the relationship between leadership style and job satisfaction Chen et al. (2005:375) propose a conceptual model which is shown in Figure 3.4.

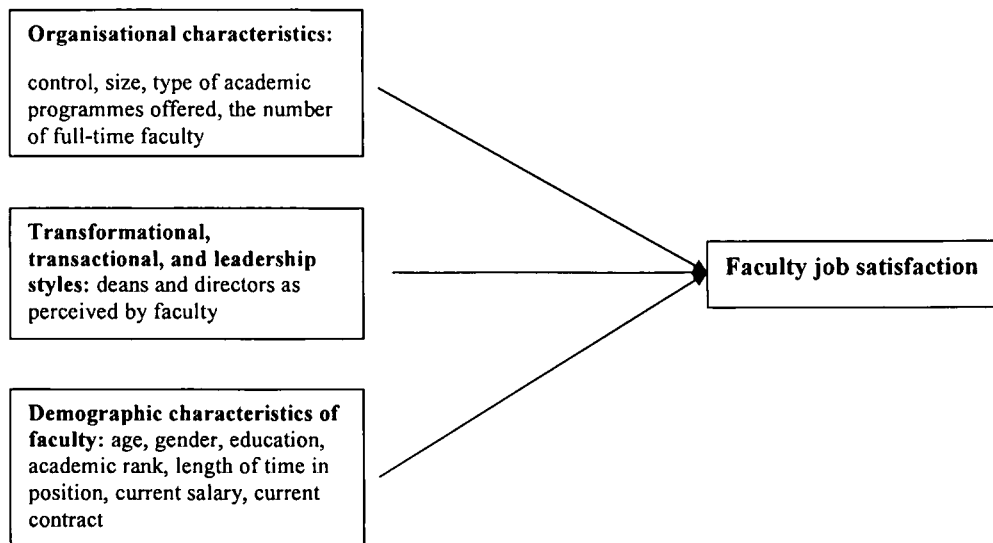


FIGURE 3.4: A model of leadership style and job satisfaction levels (Chen et al. 2005:375)

Figure 3.4 shows that transformational leadership is imperative in the realisation of job satisfaction among academics. Furthermore, the model proposed that human resource factors such as the stipulations of an employment contract and salary may have an effect on academic job satisfaction.

Chen et al. (2005:375) argues that a merger between institutions and the conversion of their status pose increased administrative responsibilities, stress, workload and huge challenges for academics. In view of this, they emphasise the need for effective training programs for academic leadership to meet the challenges. Additionally, the insufficient supply of doctoral graduates to fill senior positions immensely exacerbates the leadership problem. Therefore the upgrading of former technicians to universities of technology demands devoted and increased professional systems to assist institutional managers (Chen et al., 2005:376).

Lather and Goyal (2003:51), citing other management researchers, conclude that personality characteristics of managers are key factors in selecting employees. Further, they argue that managers' personality characteristics contribute to employee job satisfaction and team work. Research on the importance of personality in the workplace also emphasises its relationship with behaviour (Lather & Goyal, 2003:51). Personality dimensions can be linked

to other organisational factors such as absenteeism, turnover and non-cooperativeness. Thus Lather and Jain (2007:544) recommend the use of personality tests when selecting managers after mergers.

People differ in personality traits, abilities, level of organisational stress they can take and what contributes to their sense of job satisfaction (Lather & Jain, 2007:45). Personality affects decision making, coping with stress and conflict management. It can forecast how good an individual can perform his or her functions (Lather & Jain, 2007:45). Poor behaviour such as absenteeism and sabotage of organisational procedures become limited if employees with good personality traits are selected.

Transformation success at large organisations requires more than strategies and plans made by senior executives; it requires the understanding of the human side including employees' personalities. Lather and Goyal (2003:51) studied the personality orientation of managers and engineers of extremely satisfied employees and found that they have strong imagination, creativity and good interpersonal relationships. Managers who showed intellectual immaturity, depression, hostility and aggression had extremely dissatisfied employees.

3.8 EMPLOYEE PERCEPTIONS OF DISCRIMINATION AND DIVERSITY

There has been an increase in the demand for diversity in the South African workplace by the government. This created a myriad of opportunities for blacks who were indeed previously disadvantaged before the democratic elections of 1994. However, not everybody was satisfied with the government's move and saw the act as reverse discrimination. Universities had to change the staff profiles of their academic employees and of their senior management in the short to medium term which resulted in racial discord (Hugo, 1998:17).

Other first world countries also emphasised diversity in their workplaces through legislation (Ensher, Grant-Vallone & Donaldson, 2001:53). In contrast to the South African context, organisations which managed to implement diversity programs effectively benefited. Their productivity increased and they experienced higher retention rates. Ensher et al. (2001:54) indicates that organisations which succeed in diversity, implement fair policies and emphasise appropriate managerial behaviour.

According to Ensher et al. (2001:54) it is imperative to know the perceptions of employees about discrimination since these affect their relations and job satisfaction. Barack, Cherin and Berkman (in Ensher et al., 2001:54) found notable differences between whites and non-whites in their perception of diversity. They found white men to be less interested in diversity training programs than white women and minority (non-white) men and women. Further, they pointed out that discrimination among an organisation's employees affect the creation of an integrated culture and common values in the organisation.

Barack, Cherin and Berkman (in Ensher et al., 2001:54) recommends that future studies on discrimination should examine its relationship with organisational commitment and job satisfaction at a divisional or departmental level. Ensher et al. (2001:56) add that departmental discrimination is more detrimental than isolated events in an organisation since it can be sustained. Furthermore, job satisfaction and commitment are important employee attitudes which are likely to be affected by perceptions of discrimination.

3.9 JOB INSECURITY AND ITS EFFECTS IN THE CHANGING WORKPLACE

Hartley, Jacobson, Klandermans and Van Vuuren (in Jordan, Ashkanasy & Hartel, 2002:361) define job insecurity as 'a discrepancy between the security employees would like their jobs to provide and the level they perceive to exist'. In the events of mergers and acquisitions, large-scale workforce reductions are normal and consequently feelings of insecurity about the future existence of their jobs are high (Buitendach & De Witte, 2005:27). The project by Burchell, Day, Hudson, Ladipo, Mankelow, Nolan, Wichert and Wilkinson, (1999:1-3) which investigated changes in levels of perceived job insecurity in the past three decades also concluded that feelings of job insecurity soared in the 1990s, the decade in which robust organisational changes in all sectors became more prevalent.

Jordan, Ashkanasy and Hartel (2002:362) confirm that job insecurity often emerges as a result of vigorous organisational strategic changes, downsizing and processes of mergers which sometimes destabilise the well-accustomed employment arrangements among employees. Mergers and acquisitions are a wide-spread phenomenon in industrialised economies and are considered a serious cause of unrest in modern organisations (Jordan et al., 2002:362). The spread of job insecurity has also engulfed professional workers in

organisations such as higher education institutions globally since merger processes started. Burchell et al. (1999:1) argue that professional and managerial positions became more insecure since they are performance based.

There has also been conflicting results about the effects of mergers on job security of employees and researchers made many different recommendations. For example, Jordanet et al. (2002:363) cite Greenhalgh who argues that employees' perceptions of job insecurity after organisational changes can result in increased organisational effectiveness. He further argues that employees who feel insecure are motivated to work harder since security normally causes smugness and laziness. In contrast, Dekker and Schaufeli (1995:58) argue that job insecurity has negative results on employees, which include among others reduced job satisfaction, psychological distress and low organisational commitment.

Most studies on job insecurity point out *trust* as an integral ingredient between managers and employees during organisational changes (Burchell et al., 1999:2). The study of Burchell et al. (1999:2) argues that lack of trust between managers and employees negatively affect morale and motivation of both parties. This is due to the perceived loss of job features such as opportunities for promotion. In the case of higher education institutions that have undergone a merger, academics may feel a sense of distrust and insecurity about the perceived loss of academic freedom (Hall, 2005:167).

3.10 CONCLUSION

Chapter three outlined studies about academics' job satisfaction both abroad and in South Africa and focused on job satisfaction and dissatisfaction factors. The changes which were brought about by mergers in academic institutions and the influence that these changes had on feelings of security or insecurity among academics were discussed. Furthermore, the chapter covered global studies on academics' job satisfaction and similar studies carried out in South Africa. Management styles during the process of mergers and after mergers, and their impact on the morale of staff members were also summarised.

Chapter four provides a literature review on motivational theories and their relation to mergers.

CHAPTER FOUR

MOTIVATION OF ACADEMICS

4.1 INTRODUCTION

Chapter three outlined the significance of academics' job satisfaction for the realisation of successful mergers in South Africa. Additionally the chapter summarised global studies on academics' job satisfaction and similar studies carried out in South Africa. The results and implications of changes which were brought by mergers in academic institutions and the influence that these changes have on job satisfaction, e.g. feelings of insecurity, among academics were discussed. Management styles during the process of mergers and after mergers, and their impact on the job satisfaction and morale of staff members were also explained.

In chapter four a literature review on motivational theories and their value to the current study are discussed. The chapter further outlines numerous changes made to the employment contracts of academics by institutional managers after mergers and the perceived de-motivating factors that follow. Additionally, the chapter covers the importance of healthy working relationships among academics.

4.2 MOTIVATING INDIVIDUALS – CONTENT THEORIES

Motivational theories are divided into different sub-groups. Content theories deal with factors motivating employees as individuals. These theories are Maslow's hierarchy of needs, McClelland's three basic needs theory and Herzberg's theory on hygiene factors.

4.2.1 Maslow's hierarchy of needs

One of the most popular motivation theories is Abraham Maslow's hierarchy of five basic needs (also briefly discussed in section 3.2.1). This theory assumes that human needs are

arranged in a hierarchy with the needs at the lowest level of the hierarchy having to be satisfied first before higher order needs become important (Conley & Woosley, 1999:181). Maslow posited that humans seek to satisfy the higher-order needs immediately after the lower-order needs are satisfied (see Figure 4.1).

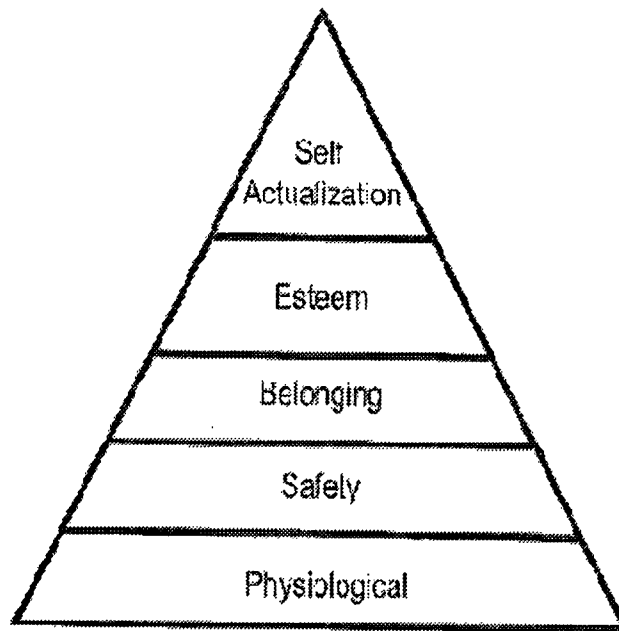


FIGURE 4.1: Maslow's hierarchy of needs (Gerber, Nel, & Van Dyk, 1996:339)

Figure 4.1 indicates that humans first seek to satisfy physiological needs (the need for food, water, sleep, oxygen, warmth and freedom from pain) and when these are satisfied, safety needs emerge and other needs follow (Conley & Woosley, 1999:181).

The theory of Maslow appealed to many scholars and business practitioners because of its applicability to most situations (Conley & Woosley, 1999:181). Maslow's theory rests on two propositions, (i) that unfriendly behaviour is motivated by unsatisfied needs, (ii) if a certain need is satisfied it becomes less of a motivator for the behaviour and the next level of need becomes the motivator for the behaviour (Conley & Woosley, 1999:181).

In the case of higher education mergers, the more a job affords opportunities for growth and attainment of higher level needs, the more likely the individual is to report

satisfaction with his or her job. However, reports of dissatisfaction may be seen during institutional mergers as downsizing that normally follows merger processes compromise the security of employees' jobs. (Hay & Fourie, 2002:119)

4.2.2 McClelland's achievement motivation theory

The other well-known theory of need motivation is David McClelland's achievement motivation theory which centres on three needs: achievement, power and affiliation. McClelland believes that every person has all three needs but to a different degree since various motives influence their behaviour differently (Tyilana, 2005:29). According to Tyilana (2005:30) people with high needs for achievement seek occupations in which they may have direct responsibility and can obtain feedback on the progress they have made. People with such high needs for achievement predominantly strive towards status and power. In addition, they always seek to increase the influence they have on others by engaging in work situations where there is a high level of competition (Tyilana, 2005:29).

In summary, the achievement need may be referred to as the drive to outclass peers and to perform in accordance with the standards set personally or by others. The need for power is tantamount to the need to instil behaviour in others which was not previously there; the need for affiliation is the hunger for fruitful interpersonal associations.

Mergers in technological universities may have had an impact on achievement goals set by academics because of the change in promotion criteria. Since progress is measured by the number of research publications and post-graduate students supervised, academics with high needs for achievement may also get slower feedback on their progress than expected.

4.2.3 Herzberg's two factor theory

Frederick Herzberg published a well-known article in 1968 in the Harvard Business Review which was later republished in 1987 as a Harvard Business Review Classic entitled "One More Time: How Do You Motivate Employees?". In this article he suggests job design and job enrichment as solutions to motivating employees (Tyilana, 2005:32). Herzberg argues

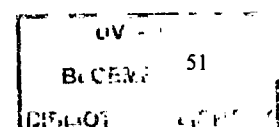
that many myths have been created about motivation and refers to earlier personnel practices that in his analysis failed to instil motivation.

Furthermore, Herzberg argues that reducing working hours does not motivate employees because motivated employees seek to work more hours (Tyilana, 2005:33). In addition he posited that wage increases or decreases may not motivate employees either. Herzberg further argued that fringe benefits such as stock options and medical coverage are expected by employees and considered a basic employment right, thus not being a motivation factor. He further proposed that job participation and improvement in two-way communication between employers and employees are all failed motivation attempts.

Herzberg sees employees as having two factors of basic needs (also discussed briefly in section 3.2.2). One factor being a set of inbuilt factors to evade pain and satisfy biological needs. He calls this set hygiene factors and argues that they are extrinsic to the work and comprise organisational policies, administration, supervision, interpersonal relationships, working conditions, salary, status and security. The other factor deals with achievement, the work itself, responsibility, growth and achievement. He called this set motivating factors that are intrinsic to the work.

According to Tyilana (2005:33), Herzberg's model of job enrichment is consistent with the current business focus on serving customers and contributing to the organisation through continued learning. Among the components suggested in this model as adding to the customer-product-focused learning are: control over resources, personal accountability, self-scheduling, direct communication and direct feedback (Tyilana, 2005:33). These components underlie Herzberg's theory of job enrichment by designing work that motivates employees.

The implications are that institutions should provide an environment that makes it possible for employees to be motivated. However, some hygiene factors may not be attainable in areas over which institutional managers have no control. The factors include issues of salaries and status. Because salaries are determined by the financial circumstances of the university, status is earned through employees' hard work in research. Managers can, however, effect positive changes on working conditions, organisational policies and positive interpersonal relationships.



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4.3 MOTIVATING EMPLOYEES – PROCESS THEORIES

4.3.1 Latham and Locke's goal directed theory

Three decades ago (in 1979), two researchers, Latham and Locke, postulated that goal theory has benefits since it provides clear and realistic applications for motivating employees. They argued that managers cannot change people's personalities; however, they can redirect employees' energies towards the goals of the organisation by using incentives. Also, there are other incentives such as employee participation in decision making, job enrichment and organisational development. However, they argue that *money* is the primary incentive (Wilson, 1995:127).

To supplement their argument, Latham and Locke conducted laboratory experiments where they showed that individuals who were given demanding work out-performed those who were given less demanding work (Wilson, 1995:128). Their experiments further proved that pay and feedback on how employees performed result in improved performance provided employees set themselves higher goals than before. However, Latham and Locke posited that *trust* between managers and employees is needed to achieve the above (Wilson, 1995:128).

In their theory, Latham and Locke outlined three steps that should be followed in goal setting for the best results to be achieved:

- (i) The goals must be explicit with clear time-limits set for goal accomplishment and they should be challenging but realistic.
- (ii) It is the management's responsibility to ensure employees' acceptance of and commitment to the goals. This can best be achieved if there is trust between managers and employees and when a supportive supervisor style is in place.
- (iii) Employees must be given sufficient resources, money, equipment and time to help them achieve their goals.

According to Wilson (1995:128) these objects are achievable if supported by good management and if both employee training goals and production goals are attended to. Furthermore, during transformational processes such as mergers in higher education, academics must be given tasks which are attainable and the resources to complete the task. It

has also been evidenced that low salaries are the main causes of strikes in any industry and according to Lantham and Locke's theory, attention should be paid to employees' salaries.

4.3.2 Porter and Lawler's expectancy theory

Victor Vroom, one of the well-known motivation theorists published a landmark book in 1964 titled "Work and Motivation". Although it has been decades since the publication of Vroom's book, researchers still refer to it. In his book Vroom theorises about human behaviour. He states that goal-directed employees will be more motivated if given tasks which provide opportunity for goal attainment and needs satisfaction (Wilson, 1995:128). Vroom's theory is known as expectancy theory and it argues that human motivation can be explained as an individual's expectation that his or her behaviour should bear results that have psychological value. Furthermore, it forecasts that individuals will behave in ways they perceive will bear fruitful outcomes (Wilson, 1995:128). This led to Vroom recommending that work should be designed in such a way that employees get the outcomes they desire for their effective performance (Wilson, 1995:128).

Vroom's expectancy theory was revisited in 1968 by Porter and Lawler who came up with a new model (Wilson, 1995:128). Porter and Lawler's model explains human motivation as a three element function, which are: the attractiveness of the rewards, performance-to-reward expectancy and the effort-to-performance expectancy.

According to Wilson (1995:129), the first element deals with how employees value the motivational rewards. The second element, performance-to-reward, deals with an employee's expectation that the reward will be proportional to the performance. The last element, effort-to-performance expectancy, deals with the perceptions of targets being achievable or realistic.

Porter and Lawler's modified model of Vroom's expectancy theory is shown in Figure 4.2. The revised model by Porter and Lawler suggests that the attractiveness of intrinsic and extrinsic rewards given by the employer rely on how the employees value them (Wilson, 1995:129).

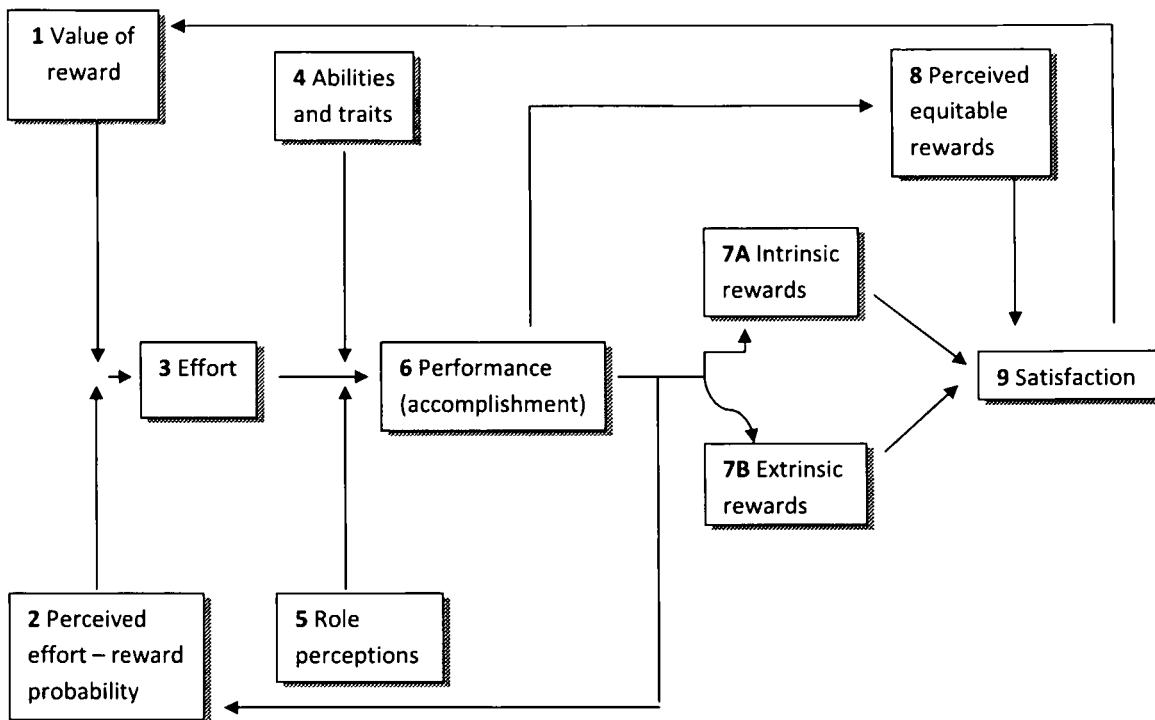


FIGURE 4.2: Porter and Lawler's model of Vroom's expectancy theory (Vroom & Deci, 1992:98)

According to the model in Figure 4.2, when employees perform to achieve targets and receive the expected rewards for performance, they will expect similar treatment in future. In addition, these rewards add enthusiasm, satisfaction and motivation for the employee to do more (Wilson, 1995:129).

According to the expectancy theory of Porter and Lawler academics would expect rewards equivalent to their performance. For example, a good research professor may expect the faculty research and innovation committee to grant funds to the post graduate students who want to attend conferences as recommended by him or her. Additionally, the theory argues that the institutional goals set by management must be attainable and realistic. For example, it should not be expected that a research professor in the engineering faculty would publish 18 journal articles and supervise 12 masters and doctoral students per annum (Marais, 2009: personal communication).

However, Wilson (1995:130) criticised the revised model for not including other important factors such as the relationship between management and employees. Furthermore,

Wilson (1995:129) stated that developing a gauging instrument to rate employees in accordance with their performance is a thorny task since it deals with questions of fairness. Linking the results of the performance ratings to the pay becomes even more difficult for managers.

4.3.3 Bandura's self-efficacy theory

The other theory frequently cited by management experts is Albert Bandura's self-efficacy theory. Self-efficacy can be defined as "a belief that one can perform his/her skill under certain conditions" (Snyder & López, 2002:278). Bandura's theory suggests that the major influence for employee's behavioural change and motivation is self-efficacy and it represents the internal ability of an individual to accomplish results through behaviour (Wilson, 1995:130). According to Bandura's theory employees perpetuate the behaviour that they were rewarded for and they always expect the behaviour to be rewarded.

Bandura argues that employees have the ability to go beyond their earlier achievements or may achieve poorly in their next performance depending on their distinct expectations of their own efficacy (Wilson, 1995:131). According to Wilson (1995:130), Bandura's key determinant according to which the employees perform, the enthusiasm of their performance, and the time they invest in their work depend on their own efficacy. This efficacy differs from task to task and from one employee to another.

Furthermore, the self-efficacy theory is about social learning which focuses on how employee learning is influenced by social factors such as self-confidence (Wilson, 1995:131). The theory further proposes four sources of information applied by employees for their self-efficacy: performance accomplishment, vicarious experience, verbal persuasion and physiological state.

According to Snyder and López (2002:280) self-efficacy can also develop if employees verbally persuade each other about what one can or cannot do. Therefore, during processes of mergers, managers can be instrumental in instilling confidence among employees by implying that they are valuable and efficient and should hold on to their positions. Such actions by managers may reduce high levels of depression associated with low self-efficacy (Snyder & López, 2002:280).

4.3.4 Hackman and Oldham on job design

Hackman and Oldham's study on job design build on expectancy theory and their research assumes that employees are motivated by the results they value (Wilson, 1995:131). They further argue that employees' motivation is about effective job design and selecting the right people for the tasks so that they may perform well.

Hackman and Oldham's theory suggests three elements of internal motivation; (i) the employees must have an understanding of the work they do, (ii) the employees must assume responsibility for the outcomes of their work, (iii) the work must present meaning to the employees. The presence of these three factors presents an employee with strong internal work motivation which can be sustained for a long time (Wilson, 1995:132). Hackman and Oldham further suggest five job characteristics that add to meaningful employment. These are: skill variety, task identification, task significance, autonomy and feedback from the job (Wilson, 1995:132).

In accordance with Hackman and Oldham's theory academics may expect to be trained in a variety of skills in order to be motivated (Snyder & López, 2002:290). This may include identifying and funding the research projects which an academic is enthusiastically involved in outside his or her academic department. The support that the academic may get through publishing with other departments may further assure the researcher that his or her work is imperative.

4.4 MOTIVATING GROUPS

4.4.1 Adam's equity theory

John Stacey Adams' equity theory on motivation aims to describe employees in a workplace and their motivation to work. According to Adams, employees compare their contribution to work with what they receive from it (Wilson, 1995:135). Employees' contributions may include effort, skills, training and seniority, whereas returns may be pay, fringe benefits, recognition, status and promotion (Wilson, 1995:135). Furthermore, employees compare their contributions and returns with those of their counterparts, and if comparison is not satisfactory, they reduce the efforts they make (Wilson, 1995:135).

Adams' theory demonstrates that employees are not only after the total reward package but are motivated by a sense of justice in the distribution of incentives between people doing similar tasks (Wilson, 1995:135). When employees sense unfairness, they are not as motivated to work; they tend to reduce their efforts which may result in the relationship between employee and employer deteriorating (Wilson, 1995:135).

The implication of Adam's equity theory for higher education is that if academics regard salary, housing and job security as important for job satisfaction, the provision for these needs would contribute to their motivation to work for the institution. Furthermore, the theory prescribes that in any organisation there should be a proper placement of people in suitable jobs.

4.5 EMPLOYMENT CONTRACTS AFTER COMPLEX MERGERS

Bess (1998:2) defines employment contracts as highly calculative relationships between employers and employees. Contracts can be used as possible weapons by management authorities in higher education and they may influence the autonomy of thought and freedom of expression as enshrined by academic freedom which is part of the ethos of higher education (Bess, 1998:2). According to Bess (1998:3), organisations are always faced with external market uncertainties and employment contracts help in stipulating expected employee outputs and the costs incurred by the organisation entering into a contract.

The merger processes in South African higher education institutions were embarked on in order to attain a variety of national and regional goals and they varied in nature from one institution to the other (Paterson, 2005:26). As expected, change processes influenced academics working in these institutions differently. Higher education institutions are currently under scrutiny from their stake holders. Some of the stake holders, including academics, are less satisfied with the impact of recent developments on their employment contracts (Rose, 2005:132).

Tshwane University of Technology put pressure on academics holding positions above their qualifications to improve their qualifications or face reductions in their post levels (NUTESA, 2009a:1). This led to changes in employment contracts since some of these individuals were placed on the same post levels as when they were first employed. According

to Bess (1998:4), contract systems which may result in the reduction of employment benefits after change processes is one of the primary factors reducing motivation because of their inherent bureaucratic nature. Furthermore, the psychological impact of these unexpected changes, the employment insecurity of tenure and potential subsequent decline in the individuals' incentives negatively impact on motivation (Bess, 1998:4).

Admittedly as Bess (1998:6) argued, as in any industrial organisation, managers in higher education institutions use employment contracts as one of the tools to try and force academics to be more productive. The thought of an employment contract having to be changed causes negative behaviour among academics since incentives and benefits may also be affected (Bess, 1998:7). However, these are seen as necessary administrative regulations by the South African Universities of Technology which are enforced by means of authoritative rather than collective decision making.

As one may expect, there are widely differing views about changes effected by university managers to academics' employment contracts after mergers and unions are in the forefront of challenging some of these decisions. One of the unions, NUTESA, in a communiqué titled "The true story of the TUTanic" states that "...hundreds of top academics" resigned from Tshwane University of Technology and the institution is sailing towards an iceberg (NUTESA, 2009b:1). Bess (1998:11) argues that inferences made by labour unions may be due to the fact that employees rely on and benefit from security of employment to gratify fundamental needs.

4.6 WORKPLACE MOTIVATION THROUGH EMPOWERMENT

In stable organisational working environments where changes are not taking place, managing employees' behaviour is not as difficult as during change processes. During environmental changes, organisations respond in ways that require massive transformation and strategic changes (Yoon, 2001:195). The results of these changes include, among others, difficulties in controlling employee behaviour and workplace motivation (Yoon, 2001:195). A remedy to this, as Yoon (2001:195) argues, is employee empowerment intervention to boost motivation and pro-activity. Corsun and Enz (1999:207) define empowerment as "a motivational process of an individual's experience of feeling enabled".

According to Carless (2004:407), empowerment is currently recognised and accepted as a persuasive approach to improve job performance and satisfaction of forefront employees performing their duties in direct contact with clients. Empowerment is therefore a mode of providing employees with prudence and independence in their work (Hui, Au & Fock, 2004:46). Its effectiveness may vary across cultures and among academics in higher education institutions; it can attenuate the negative effects in institutions that have undergone mergers and where morale is dwindling (Hui et al., 2004:47).

Stewart and Manz (1997:176) state that empowerment in complex amalgamations affords employees individual power to handle changing situations and people at work. Thomas and Velthouse (1994:8) argue that empowerment gives employees freeness for open communication with their superiors, for motivational goal setting, and for encouragement to increase their commitment and involvement. Therefore, the method for empowerment of academics in technological higher education institutions in South Africa is through equipping them with suitable skills to alleviate their fears during restructuring (Mapesela & Hay, 2005:119).

Regarding empowerment of female academics, mergers assisted by eliminating the detrimental effects of past injustices (e.g. differing salary scales) for female academics and opening up opportunities for them in natural sciences and engineering (DoE, 2001:3). In addition, Martineau (1998:14) states that women who were previously classified as African, Indian and Coloured, remained clustered in the arts and the humanities. This former practice made women academically unproductive particularly in the male-dominated disciplines such as engineering, science and mathematics where incentives are perceived to be more lucrative and allow men more prestige and power (Martineau, 1998:15).

4.7 STAFF DIVERSIFICATION AND MOTIVATION IN HIGHER EDUCATION: TEACHING, RESEARCH AND ADMINISTRATION

Citing earlier researchers Kane, Sandretto and Heath (2004:284) state that many studies try to identify elements of excellent higher education teaching. According to Kane et al. (2004:284), there is no generally acknowledged definition of excellent higher education teaching. These assertions came after many studies were conducted to investigate excellent teaching and they included lecturer and student surveys and interviews. However, Kane et al.

(2004:284) suggest five factors of effective lecturing: command of the subject, clarity of the subject content, effective instructor-group interaction, effective instructor-individual student interaction and enthusiasm. However, at universities there is great emphasises on research productivity and external fund generation as the major weighting instrument for salary increases and promotions (Martinez & Nilson, 2006:299). Since technikons merged and became universities of technology, research productivity also apply to them. According to Martinez and Nilson (2006:300), this practice may demotivate many academics that particularly excel at teaching. In addition, faculty promotion committees are forced to reward activities other than lecturing such as research since achievement in them is less difficult to determine (Al-Hussami, 2008:290). The results of presenting good lectures are intangible but exceptionally remarkable if carried out by motivated staff and consideration should be afforded to these hard-working academics when deciding about promotions (Al-Hussami, 2008:291).

An older study by Bess (1977:255) concludes that good teaching draws its strength from the strong motivation of academics; therefore their satisfaction with the manner in which institutions are treating them is critical. To managers in higher education, Bess (1977:246) recommends that they prioritise the following in order to maintain good teaching: (i) the teaching culture of an institution and specific faculties and (ii) the normative and technological conditions necessary for teaching well.

Smolentseva (2003:413) cites a popular notion that academics are people working only to satisfy their natural curiosity at the expense of the state. In her study Smolentseva (2003:414) compares academics who are committed solely to research and those who are dedicated to teaching. The key motivators for working in higher education were autonomy, flexible working schedules, tangibility of work results, intellectual challenge and a certain social status (Smolentseva, 2003:414).

However, one of the challenges facing academic institutions currently is the recruitment of young academics. Smolentseva (2003:414) refers to the inherent nature of the academic profession and that many young people do not like preparing and delivering lectures. In addition, Bess (1977:245) concludes that there is a general agreement that academic work is extraordinarily complex resulting in many younger people being hesitant to join in. One solution to the problem may be for universities to offer their younger academics better salaries and opportunities for research and academic writing (Smolentseva, 2003:415).

Mabokela and Wei (2007:169) argue that in South Africa, recent staff diversification processes should serve as a motivator for black academics to join the academia. Some universities applied their diversification strategies by identifying postgraduate students with high motivation and supporting them to pursue further academic degrees. In this way they prepared them to assume academic and administrative positions at their universities (Mabokela & Wei, 2007:169). Special budgets have also been established to hire talented historically marginalised intellectuals (that is, Blacks) (Mabokela & Wei, 2007:169).

4.8 ACADEMIC FREEDOM, SHARING OF RESOURCES AND MOTIVATION

Johnsrud and Rosser (2002:522) tested a structural model of academic work life. In this study academics indicate that they were satisfied by the degree of autonomy and the intellect they apply in their jobs. They further gave credit to the time their jobs allocate to them to keep abreast with the developments in their disciplines (Johnsrud & Rosser, 2002:522). In contrast, the powers afforded to the Ministry of Education by the Higher Education Act of 1997 (DoE, 1997) placed significant pressure on the autonomy and independent application of intellectual knowledge by higher education academics (Jansen, 2002:32). Academics assumed the right to decide their research priorities. However, their interests have been set aside by the government's niche research areas to serve public interests, thus affecting their morale (Jansen, 2002:33; Johnsrud & Rosser, 2002:522). According to Jansen (2002:33), recent developments by the government are indications of the government's inadequate understanding of institutional autonomy with the resultant dwindling of academics' morale.

Furthermore, a cause of great moral decay among academics is brought about by institutional managements' failure to express confidence in academics during transitional periods (Johnsrud & Rosser, 2002:523). However, Hall (2005:166) indicates that it is the institutional management's responsibility to the government and the public to realign universities' priorities and accountability to change. Hall (2005:167) refers to some researchers' statements that higher education institutions were more autonomous prior 1994 than they are today.

Johnsrud and Rosser (2002:524) add that salary, staffing and working conditions are all tangible resources needed by academics to execute their functions. Unfortunately, after

mergers these resources are shared equally between institutional partners who were formerly not equal (Johnsrud & Rosser, 2002:524). In concurrence, Muller (2006:204) argues that academics would want to hold on to the resources that they had before mergers since they worked hard for them. The sharing of these resources demoralised people who assisted in securing them.

4.10 RELATIONSHIPS AMONG ACADEMICS AND MOTIVATION

Higher education institutions are not simply places of work but they provide social environments (Manger & Eikeland, 1990:282). These social environments boost both intrinsic and extrinsic motivation of academics (Manger & Eikeland, 1990:282). Citing other researchers, Manger and Eikeland (1990:283) argue that social connections are more important in the natural sciences and engineering disciplines than in the humanities and social sciences since close research collaborations are more important in science laboratories. The absence of healthy networks can affect factors such as job satisfaction and motivation and lead to higher stress levels amongst academics (Metcalf, Rolfe, Stevens & Weale, 2005:37).

Academic work does not only involve teaching and research but interaction with students, administrators and colleagues (Smolentseva, 2003:418). The study conducted among Russian academics by Smolentseva (2003:419) indicates that academia forms part of a comprehensive community in which people strive through their relationships with others to obtain positive self-esteem. If these relationships are with diverse groups, these may assist in opening up opportunities for academics to network, to develop crucial thoughts and to change attitudes towards racial issues thus motivating them in their work (Mapesela & Hay, 2005:115).

The advent of mergers in higher education eroded the level of trust and good relations which previously existed between staff members and management (Metcalf et al., 2005:94). According to Metcalf et al. (2005:94) academics in institutions which have undergone mergers cite bureaucratic systems that replaced face-to-face contact with management thus negatively affecting the strong working relations they traditionally enjoyed. Management relied on the newly set-up transformation forums which were suggested by the government to discuss change issues (Hugo, 1998:15).

4.11 LACK OF MOTIVATION AND INTENT TO LEAVE

Concerns about the retention of higher education academics caused many researchers to investigate the reasons for academics' intent to leave an institution (Johnsrud & Rosser, 2002:518). These studies tried to categorise the critical factors influencing academics to leave the higher education sector (Johnsrud & Rosser, 2002:519). However, their main focus turned to academics' job satisfaction, decline of morale, rewards and motivation (Bender & Heywood, 2006:255; Oshagbemi, 1997:355).

Few studies on organisational turnover concluded that there was a positive correlation between the intent to leave and the actual leaving among academic staff members (Matier, 1990:52; Rosser, 2004:307). In addition, other variables which were considered in these studies included organisational commitment and job involvement. Rosser (2004:302) suggests that subsequent studies need to pay attention to three factors that may be determinants of turnover: individual characteristics revealing demographic factors; contextual variables revealing adjustment to the work environment; and dimensions of career satisfaction.

Weiler (in Rosser, 2004:303) reports salary as a noteworthy factor among academics staying in their institutions or leaving for greener pastures. However, two-thirds of the academics studied, report personal factors, relationships with colleagues, management styles and personal growth as reasons for leaving (Rosser, 2004:304). The subsequent study by Matier (1990:58) further recommends a closer look at the impact academics' salaries might have on academics leaving the higher education sectors for better counter-offers elsewhere.

4.12 CONCLUSION

Chapter four provided a literature review on motivational theories and their value to the current study. It further outlined numerous changes to employment contracts of academics which were brought about by institutional managers after mergers and the perceived demotivating factors that followed. Furthermore the chapter covered the importance of healthy working relationships among academics.

Chapter five focuses on organisational commitment. General theories on commitment are presented and research results of investigations are presented.

CHAPTER FIVE

ORGANISATIONAL COMMITMENT

5.1 INTRODUCTION

In chapter four, a literature review on motivational theories and their value to the current study was presented. The chapter further outlined numerous changes to employment contracts which were brought about by institutional managers of academics after mergers. The perceived demotivating factors that followed mergers were also discussed. Additionally, the chapter covered the importance of healthy working relationships among academics.

Chapter five focuses on organisational commitment. A definition of the concept is presented and theories on it are explained. The relationship between organisational commitment and other variables associated with it, such as institutional effectiveness and job satisfaction are also discussed. Finally, this chapter presents different models of commitment and the impact of organisational commitment on human resources.

5.2 THE CONCEPT OF ORGANISATIONAL COMMITMENT

As stated in chapter one, this study uses Galunic and Anderson's (2000:5) definition of organisational commitment emphasising an individual's emotional attachment and sense of loyalty to the organisation. A sense of emotional attachment and loyalty is of paramount importance for higher education academics because of the complexity of the tasks they face, such as teaching, research, community service and academic citizenship. There are three components of organisational commitment; namely affective, continuance and normative commitment. However, the affective commitment is discussed more thoroughly in the literature than the other components because of its usefulness to organisational wellbeing (Joiner & Bakalis, 2006:440).

The concept of organisational commitment has been extensively investigated by scholars for decades (Rowden, 1999:31). It has been conceptualised and measured in various ways (Allen & Meyer, 1990:1) which will be discussed in the next sections. According to Ab Rahman and Hanafiah (2002:78) researchers have mainly been interested in the concept

because of its various components. Ab Rahman and Hanafiah (2002:78) argue that employee commitment is not only significantly correlated with an organisation's effectiveness, but also with the employees' profession, family, and others. That is, the employee may be committed to the profession and not to the organisation.

Due to differences between researchers in the interpretation of organisational commitment, Allen and Meyer (1990:4) find it fit to assume that the components (i.e. affective, continuance and normative) of organisational commitment develop independently of one another as a result of various factors. Given this, it seems reasonable to conclude that if they develop independently then they are not mutually exclusive. An employee may develop one form to a certain extent and the other form to another extent, given the circumstances. The various forms of commitment are not limited to organisations that have undergone mergers, but mergers usually provide emotional examples of organisational responses to human matters (Ozag, 2006:871).

5.2.1 Affective commitment

According to Allen and Meyer (1990:3) affective commitment is an employee's attachment to, identification with, and involvement in an organisation. It includes three aspects, namely: emotional attachment to an organisation, identification with an organisation and the willingness to stay with the organisation (Allen & Meyer, 1990:3).

Nijhof, De Jong and Beukhof (1998:243) indicate that important characteristics of affective commitment are personal, job and organisational characteristics. Figure 5.1 below shows their influence on commitment.

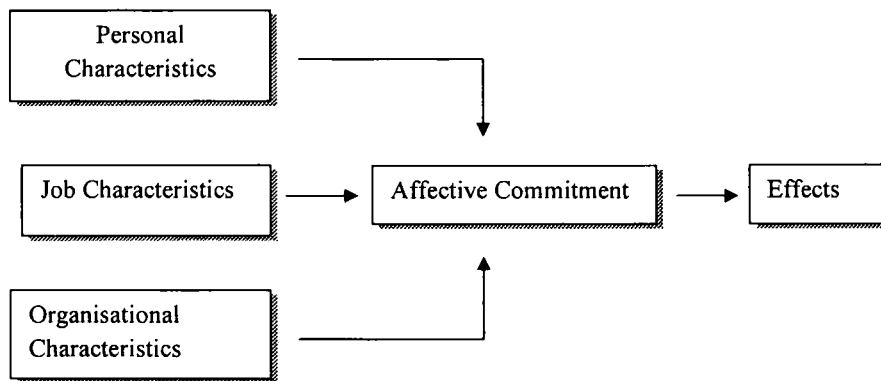


FIGURE 5.1: The commitment effect model (Nijhof et al., 1998:255)

Regarding Figure 5.1, personal characteristics include age and level of education of employees. Nijhof et al. (1998:243) argue that younger employees are more committed than their older counterparts. They further suggest that younger employees' commitment may be due to the fact that they are motivated to start their careers and can easily adapt to changes. However, older employees with a considerable amount of experience continue with their work because of their attachment to the organisation (Nijhof et al., 1998:243). Ozag (2006:872) declares that during the processes of merging some employees show significant acceptance of the new organisational goals. Further, such employees continue to work passionately for the organisation (Ozag, 2006:872).

Job characteristics are regarded as the most important factor in predicting commitment (Nijhof et al., 1998:244). Job characteristics should encompass an involvement approach. This means that employees at all levels are being given the authority to influence decisions. Therefore organisational characteristics should be about decentralisation of authority and involvement of employees in decision making to ensure positive commitment. According to Nijhof et al. (1998:244) job characteristics stress the importance of encouraging learning at all levels of the organisation to increase competitiveness for the future. Included in organisational characteristics is the style of leadership by executive managers. Nijhof et al. (1998:243) stated that in changing organisations both leadership/management and organisational employees should be involved in key decision making.

5.2.2 Continuance commitment

Ozag (2006:871) defines continuance commitment as “the commitment possessed by employees who maintain their membership to the organisation because of loyalty”. These employees remain with the organisation due to a lack of job alternatives or too much investment they have made in the organisation. According to Ozag (2006:871) employees’ investment in the organisation includes tenure, retirement, status and other benefits. Joiner and Bakalis (2006:441) argue that women often have a higher continuance commitment than men. At universities of technology the level of education among academics may be associated with continuance commitment. Academics with low education levels may be unlikely to be employed by other universities because of their lack of research output which is a critical transferable skill (Joiner & Bakalis, 2006:441).

5.2.3 Normative commitment

Ozag (2006:871) describes employees with normative commitment to be those who do not necessarily have an emotional attachment with the organisation. They only stay due to the cultural, familial and organisational ethics directing their behaviour. However, Hawkins (1998:12) refers to academics with strong normative commitment to be those who believe they have a moral obligation towards the organisation.

Employees with normative commitment are strongly value-based and they promote organisationally related norms and behaviours (Raju & Srivastava, 1994:8). Raju and Srivastava (1994:9) state that these employees retain their membership with the organisation not because of any personal benefit, but because they have to stay to sustain the norms they are familiar with in the industry or sector.

5.3 COMMITMENT MODELS

Greenberg (1990:405) describes a Protestant work ethic (PWE) as an element of an individual belief system and a characteristic of commitment. Cohen (1999:287) states that PWE is primarily enshrined in personality and secondary in the culture to which the

individual belongs. PWE may be linked to demographic variables like gender, level of education and age. However, it is not anticipated that there should be a link between PWE and work experience variables or work outcomes.

A form of commitment is job involvement. Job involvement is described as the formation of a strong relationship between an employee, the job and the readiness to invest personal resources in the job (Greenberg, 1990:340). Greenberg (1990:340) argues that it establishes itself through a long-term and significant process.

Kanungo (in Greenberg, 1990:341) defines career commitment as the degree to which the worker develops and advances his career. The progress in this case is not necessarily related to the employing organisation but to the employee as an individual.

Blau (in Greenberg, 1990:342) argues that continuance commitment depends on the individual worker's evaluation of the cost and benefits of staying with an organisation. If the employee believes he or she is well paid, it can be expected that the employee will stay with the organisation.

Affective organisational commitment connects an employee with organisational goals and values (Tansky, Gallagher & Wetzel, 1997:318). (This aspect is dealt with later in the chapter.)

5.3.1 Morrow's model

Morrow (in Cohen, 1999:288) analyses the interrelationships among forms of commitment by means of five concentric circles. The sequence in which these circles are placed is: work ethic, career commitment, continuance organisational commitment, affective organisational commitment and job involvement on the outermost circle. Morrow's model analyses the thinking of an individual employee's work commitments. According to Morrow (in Cohen, 1999:289) assumptions cannot be made about the extent of influence of the variable in each circle or of the whole model. The intensity of one form of commitment does not proportionately influence or lessen the influence of other forms. These five universal forms are arranged in a manner which shows that the variables in the innermost circles are mainly

cultural and cohort based and steady in the long-term (Cohen, 1999:288). The variables in the outer circles are conditionally determined and subject to change and manipulation.

Figure 5.2 shows Morrow's model of the interrelationships among commitment forms.

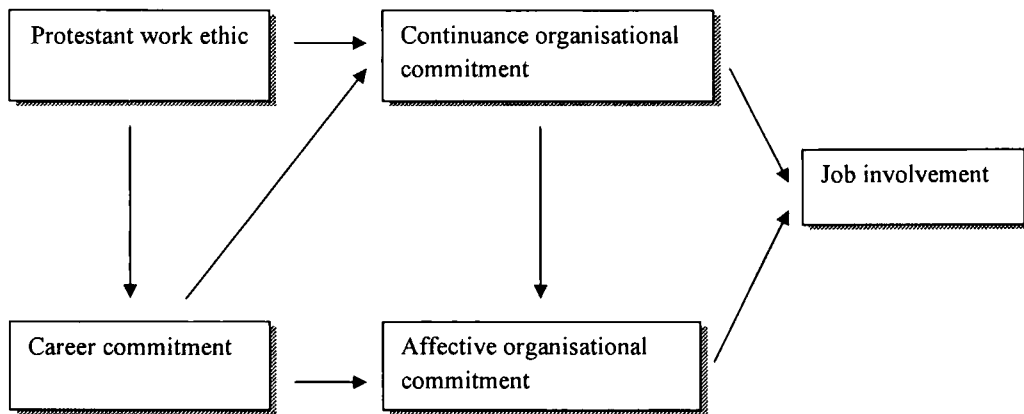


FIGURE 5.2: Morrow's model of interrelationships among commitment forms (Cohen, 1999:289)

Regarding Figure 5.2, Morrow (in Cohen, 1999:289) shows that PWE is more associated with career commitment than affective organisational commitment. Figure 5.2 also shows job involvement as an endogenous variable and the other two forms of organisational commitment mediating between the PWE, career commitment and the exogenous variable (Cohen, 1999:288). Morrow's model focuses on the location and conceptual distinction between commitment forms between variables in different circles but does not clarify the relationship between one another.

According to Cohen (1999:290) PWE should be symbolising an exogenous variable in Morrow's model. Therefore the further one form is from the other the less it is related to that form. The expectation may be that people with high PWE would search and work in occupations fitting their personality and stick to these (Cohen, 1999:290). The reciprocal of this also applies: people with low PWE do not match occupations valuing high PWE.

Morrow's model relates career commitment first to continuance commitment. The notional motive for presenting continuance commitment before affective commitment relates to the fact that continuance commitment develops as a result of low occupational alternatives

(Cohen, 1999:291). This relationship was earlier elaborated on by other researchers (Reichers, in Balfour & Wechsler, 1996:260).

Accordingly, academics in higher education institutions may seek to identify with the institution for them to be motivated. For example, an academic may feel strongly motivated by telling others that “I work for Tshwane University of Technology” if the institution has good attributes. However, it could also happen that employees identify with certain attributes of the institution but not with others (Landy & Cote, 2009:422).

5.3.2 Randall and Cote’s model

Randall and Cote (1991:194–211) tested slightly dissimilar forms of commitment in their model. These were PWE, career commitment, organisational commitment, work group attachment and job involvement. The affective commitment was the only form of organisational commitment which was included in their model and instead of continuance commitment they included work-group attachment (Cohen, 1999:291). Figure 5.3 presents Randall and Cote’s model of interrelationships among commitment forms.

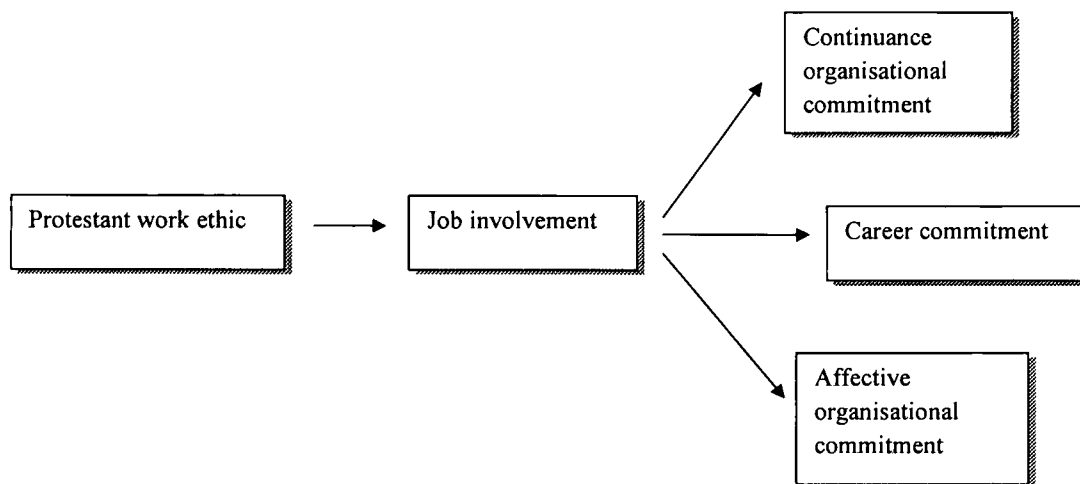


FIGURE 5.3: Randall and Cote’s model of interrelationships among commitment forms (Cohen, 1999:289)

Figure 5.3 shows Randall and Cote’s model. As figure 5.3 depicts, their model suggests that job involvement relates to continuance organisational commitment, affective organisational

commitment and career commitment alike. The effects of job involvement on organisational commitment are due to the circumstantial factors observed as most imperative to the antecedents of organisational commitment (Cohen, 1999:291). In addition, job involvement dominantly influences commitment to the organisation (Cohen, 1999:292). Figure 5.3 further shows how these forms of commitment relate. Similar to Morrow's model, proximity of one factor to the other is important.

According to Cohen (1999:292), employees' involvement in their job poses positive work experiences which are an aspect of organisation or their career. These positive experiences are due to the energies of organisational executives and proportionate to the high affective organisational commitment. A high level of job involvement is an attribute of an occupation and results in high occupational commitment.

Because Randall and Cote's model is about group commitment and relates to the organisation, all academics in a faculty should be committed to the organisation with affective commitment. However, it should be noted that some academics may value occupational commitment more than organisational commitment (Cohen, 1999:293).

5.3.3 Cohen's model

The model introduced by Cohen (1999:285-308) presents similarities to the earlier models by Morrow as well as Randall and Cote in that it shows reciprocal influences. PWE is the variable at the base of the model that can be changed minimally. As with the other previously discussed models in this chapter, PWE influences other commitments of the worker but does not relate to the work outcomes of the organisation. As the Figure 5.4 below depicts, PWE can only influence job involvement and not any other variable.

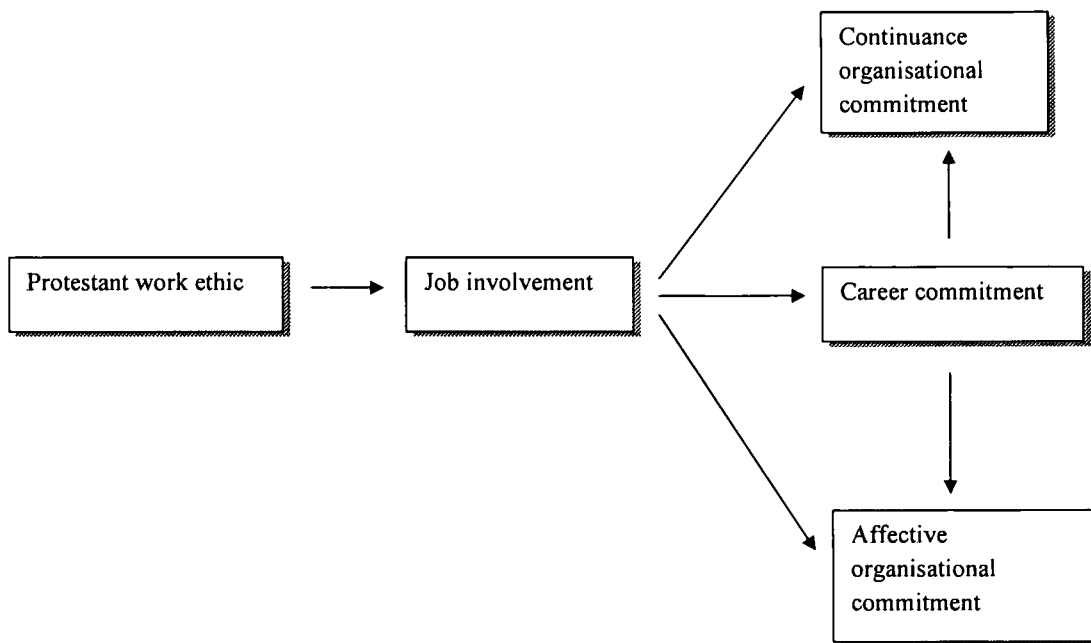


FIGURE 5.4: Cohen’s model of interrelationships among commitment forms (Cohen, 1999:304)

The distinction between Cohen’s model and Randall and Cote’s model is that job involvement relates to three commitments: career commitment, affective commitment and continuance commitment. As the Figure 5.4 above shows, career commitment has an influence over continuance organisational commitment and affective organisational commitment.

Therefore, academics with deep love for their careers in higher education institutions may be expected to show continuance and affective commitments. Also, regardless of transformational changes, a huge commitment to the academia (that is career commitment), would supersede the pressures endured as a result of merger changes.

5.3.4 Gouldner’s model

Gouldner (in Laubach, 2005: 1535) describe reference groups as groups in which individuals associate and to whom they make reference when passing judgements. Socially related roles

are the illustrations of an individual's classification with the reference group. Gouldner described two socially related roles for organisational members and called them "cosmopolitan" and "local". Cosmopolitans are organisational members who utilise the outside reference group as their primary reference to gauge their own performance, while locals utilise the inside group as reference group (Laubach, 2005: 1535). Gouldner's study concluded that individuals do not necessarily fall exactly into one of the two categories (in Laubach, 2005: 1534).

However, the literature proposes that individuals experience multiple affections to different client groupings they serve (Balfour & Wechsler, 1996:262). Figure 5.5 shows Gouldner's model and it portrays multiple commitments.

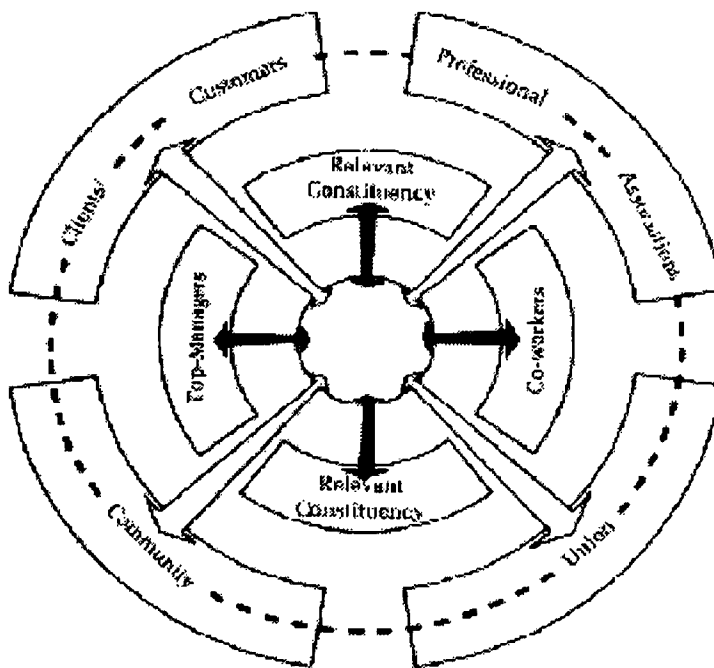


FIGURE 5.5: Gouldner's model of organisational commitment (Reichers, in Balfour & Wechsler, 1996:262)

The broken line around the organisation in Figure 5.5, shows the permeability of organisational borders. Pointers attaching to the centre with various constituencies show that

the self is composed with its parts identifying with other groups (Balfour & Wechsler, 1996:262). Reichers (in Laubach, 2005: 1536) indicated that bold pointers indicate commitments which are nearer to the individual psychologically. Although the theory is not new, Laubach (2005:1538) refers to it as useful (see Figure 5.5).

As Reichers (in Laubach, 2005: 1536) put it, the term organisational commitment generalises and it is made up of different dimensions. Although there is nothing wrong with the use of the term, it is imperative to dismantle it into multiple commitments to get a sense of its components (Laubach, 2005: 1537). Therefore multiple commitments propose that commitments experienced by one individual may differ vastly from that experienced by others.

In accordance with Gouldner's model, academics may stay with an institution after the merger process not because they are committed to the institution but because they are committed to their professions (Iverson, Mueller & Price, 2004:56). These individuals show little interest in the employing institution and could look for better employment elsewhere. However, academics not committed to the academic profession but to the institution, would stay with the institution because of institutional values that they deem important (Iverson et al., 2004:57). Iverson et al. (2004:56) argue that individuals who are committed to their profession possess a commitment stronger than that of academics committed to their institution and are the pillars of the institution.

5.4 ORGANISATIONAL COMMITMENT AMONG ACADEMICS IN HIGHER EDUCATION

It is evident from experience that transforming organisations through mergers leads to changes in their workforce (Baugh & Roberts, 1994:108). This may include the level of education of the professionals in the organisational workforce. Baugh and Roberts (1994:108) argue that although these changes are meant to contribute positively to the organisation, they can contribute to reduced commitment and loyalty. Large organisations with professional employees are particular examples of organisations requiring improved level of education of

employees after mergers (Ab Rahman & Hanafiah, 2002:79). This may influence some employees' commitment to an organisation.

Commitment among higher education academics has been identified as one of the most imperative factors for the future success of any country (Huber, 1999:140). Huber (1999:140) argues that teaching is complex and demanding in nature, requiring enthusiasm and maintenance of personal commitment to the job. The investment of personal resources has been associated with academic professions for a long time. During trying times such as during mergers academics should be willing to succumb to difficult learning curves and invest personal time to deliver quality education successfully amid the change processes (Fraser, Draper & Taylor, 1998:62). The recent reforms in South African higher education expect academics to respond proactively to the changes.

Citing other researchers, Baugh and Roberts (1994:108) outlined the following as characteristics of an academic profession:

- a common body of knowledge
- autonomy in the application of that knowledge
- commitment to a specialised line of work
- identification with the profession or line of work
- responsibility to society for the ethical use of specialised knowledge
- collegial maintenance of performance standards

In higher education institutions academics do have a reasonable degree of autonomy when performing their academic work. They become less technically involved as their careers progress to management or if they leave the academy altogether. However, there are many individuals who identify with the higher education sector as a lifetime commitment and it is important to know what is satisfying to them to maintain their commitment (Baugh & Roberts, 1994:108).

According to Fraser et al. (1998:63) commitment to the academic profession is centred in various factors such as:

- the institution itself
- career continuance
- professional knowledge base
- the academic profession

- o the students

The above mentioned summary of commitment factors by Fraser et al. (1998:63) confirmed the multi-dimensional nature of organisational commitment identified by Allen and Meyer (1990:4). Further, the simultaneous presence of both professional and organisational commitment in organisations such as universities is important (Baugh & Roberts, 1994:113). These commitments are influenced by the degree to which the academic profession provides opportunities that promote professional development and growth (Coladarci, 1992:324).

When organisations operate mainly bureaucratically, conformance to pre-specified procedures may prove to be causes of dysfunction because of the latitude needed by employees for the execution of their expertise (Baugh & Roberts, 1994:109). Potential conflict in universities of technology may be brought about by what the academics see as bureaucratic rules and procedures in their institutions constraining professional autonomy in job performance. In addition to the effects on job performance, conflict may exacerbate negative job attitudes.

According to Ab Rahman and Hanafiah (2002:80) professionalism is interpreted differently by professionals working in professional organisations (such as higher education institutions) than those working in non-professional organisations. This may be due to the complexities resulting from inconsistent value systems from one organisation to the other, leading to a commitment dilemma. The consequence of these may be varying interpretations which translate into differences in work attitudes and behaviours.

Thornhill, Lewis and Saunders (1996:13-15) argue that pursuing quality and employee commitment requires excellence in management, good strategic management and human resource management. Tshwane University of Technology places quality above priorities for the delivery of its programmes and without commitment from employees this pursuit for quality will be impaired. Therefore commitment is important to be recognised in its form and be managed effectively to achieve organisational goals. Baugh and Roberts (1994:82) state that gauging the organisational commitment of employees such as academics can be used as a good predictor of job satisfaction.

5.5 THE RELATIONSHIP BETWEEN ORGANISATIONAL COMMITMENT AND INSTITUTIONAL EFFECTIVENESS

The implementation of management strategies aimed at improving institutional effectiveness and performance is broad in context (Welsh & Metcalf, 2003:445). In higher education, good strategies aimed at improving effectiveness fail as a result of failing to attract large support and commitment of institutional administrators and academics (Welsh & Metcalf, 2003:445). This may be the case at universities of technology where reforms may be more complex than at traditional universities. The universities of technology are not only faced with the challenge of mergers but also with their conversion from technikon to university status.

Martinez and Nilson (2006:312) argue that indications of institutional effectiveness activities (e.g. research publications, master's and doctoral students supervised, community engagements) having born conspicuously fruitful results are limited. Further, heightened evidence of obstacles to the successful implementation of effectiveness strategies has been provided in a number of cases. Alongside many barriers to effectiveness, the most recognisable obstacles are a lack of attention by institutional leadership, limitations of assessment tools and lack of commitment from academics. Efforts have been made in other countries to institutionalise effectiveness activities, with little support from institutional management, thus hampering implementation (Benjamin, 1994:35).

Higher education managers normally find it hard to gain support and commitment of institutional communities during change initiatives (Welsh & Metcalf, 2003:447). Therefore it should not be a surprise that academics at universities of technology in South Africa may find it hard to adjust to changes as prescribed. Morse and Santiago (2000:32) argue that resistance and low commitment from academics may come in different forms and serve as a significant factor impeding the implementation of change.

During these trying times in South Africa managers at universities of technology are caught between government pressures for change and their academics' wish to preserve the institutions in the accustomed manner. Contrary to this is the managements' belief that institutions they serve rotate around external forces (e.g. government, society) resulting in them significantly affecting their institutions' continued effectiveness by trying to please external forces (Ryan, 1993:73). Furthermore, academics in these institutions do not trust

their institutional managements' ability to effectively implement institutional effectiveness activities (Welsh & Metcalf, 2003:447).

The achievement of the targets set by the government may be delayed by disagreements over roles, rights and responsibilities of parties involved in the implementation process (Welsh & Metcalf, 2003:448). According to Ryan (1993:76) academics might see change processes like mergers as attacks on academic freedom and caving in to governmental bureaucracies. In response, they may neglect their fundamental roles and responsibilities. Academics do feel that academic work is guided by commitment to academic freedom, their academic disciplines and autonomy in application of their expertise (Welsh & Metcalf, 2003:448).

Welsh and Metcalf (2003:447) summarised four variables that may negatively affect institutional effectiveness to be the following:

- Internal versus external motivation – higher education academics have a history of resisting outside pressure mainly when they see no need to effect changes. Some institutions were merged not because of academic reasons but only because the minister said so (Mothata, 2007:30).
- Depth of implementation – the depth of institutional effectiveness activities may inspire or be inspired by perceptions about their importance.
- Definition of quality – implementation of effectiveness activities may be challenging if participants hold differing views on the definition of quality.
- Level of involvement – academics' commitment is an integral part of promoting, measuring and improving institutional effectiveness. Higher education contains little evidence of successful top-down approaches to change since academics are the sole players of change in higher education institutions.

It is therefore imperative to involve academics in every step of the change process of mergers to achieve success (Welsh & Metcalf, 2003:451).

5.6 THE RELATIONSHIP BETWEEN ORGANISATIONAL COMMITMENT AND JOB SATISFACTION

Many researchers investigated organisational commitment and job satisfaction simultaneously since they believe that the two variables are inseparable. Shore, Newton and Thornton (1990:57) report that, despite many studies on the issue, none of them clarify whether differences in these constructs can be attributed to the attitude (i.e. satisfaction and commitment) or the focus of the attitude (i.e. job and organisation). Some organisational attributes may be employment policies and practices while job attitudes may relate to the type of work, tasks and immediate supervision experienced by employees (Shore et al., 1990:58). Therefore, an employee may feel positive about the job because of the experiences afforded by the job but negative about the organisation because of some policies enforced by the organisation.

Figure 5.6 shows Shore et al.'s hypothesised model of the relationship between job satisfaction, commitment and other variables such as employee attitudes and behavioural intentions.

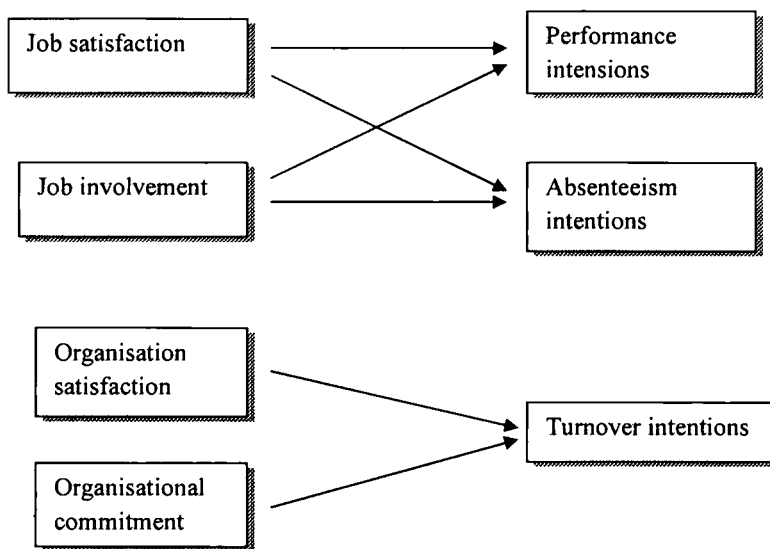


FIGURE 5.6: Shore, Newton and Thornton's proposed model of relationships between job, employee attitudes and behavioural intentions (Shore et al. (1990:61))

The model in figure 5.6 shows possible paths between the four job and organisation related factors and the intentions of employees. Figure 5.6 further supports the belief that there is a causal link between organisational commitment and turnover intentions.

Shore et al. (1990:61) hypothesised that job satisfaction and job involvement are strongly linked with performance intentions and absenteeism intentions. The model further shows organisation satisfaction and organisational commitment linked strongly with turnover intentions, as mentioned. Their model confirms the distinction between job satisfaction and organisational commitment by depicting that these attitudes do have different antecedents and outcomes. If turnover is a problem, interventions should be directed at the organisation whereas if performance is a problem, interventions should be focused on the job itself (Shore et al., 1990:66).

Yousef (2000:568) refers to research on organisational commitment and job satisfaction in changing organisations. These studies attest to the fact that the two variables (i.e. organisational commitment and job satisfaction) are extremely important for the employees to accept change. Thus in merging universities, management should pay particular attention to factors that influence these variables. This is due to the fact that individuals from different cultures portray distinct intensities of organisational commitment and job satisfaction (Yousef, 2000:568). Therefore organisational commitment and job satisfaction may directly or indirectly affect the results of change initiatives such as mergers.

5.7 EFFECTS OF ORGANISATIONAL CULTURE ON COMMITMENT AND SATISFACTION

According to Boon and Arumugam (2006:95) organisational culture has been investigated in management research for decades. This is due to its effect on a number of business desired outcomes such as commitment, loyalty and satisfaction. These studies corroborated that organisational culture can influence thoughts, feelings and performance of employees. The popularity of these studies escalated as managers became aware of the manner in which organisational culture can affect employees and organisations (Lund, 2003:219). However, there is little empirical evidence of studies on organisational culture in higher education

institutions in South Africa, particularly on how it affects organisational commitment and job satisfaction (Buitendach & De Witte, 2005:29).

The study by Lok and Crawford (1999:373) found organisational culture to be significantly correlated with organisational commitment. This study attests that if organisational culture is not eloquently emphasised, subcultures may influence individuals' level of commitment. In the light of this, it is the sole responsibility of managers to encourage the development of new, positive organisational cultures in changing universities of technology. This is necessitated by the demonstrated impact of organisational culture on institutional effectiveness (Ngobese, 2004:14).

5.8 HUMAN RESOURCE MANAGEMENT AND ORGANISATIONAL COMMITMENT IN HIGHER EDUCATION

Doorewaard and Meihuizen (2000:280) stated that an analysis of the effects of human resource management (HRM) practices on organisational commitment can be performed theoretically by utilising the human resource-based view of the firm. This view argues that HRM practices may result in management's capability to influence organisational commitment (Doorewaard & Meihuizen, 2000:280). However, other researchers criticise the view because of the utilitarian assumptions of it, reducing human beings to human resources (Smeenk, Eisinga, Teelken & Doorewaard, 2006:2038). Smeenk et al. (2006:2038) reason that employees should be considered as human beings instead of human resources to gain their full commitment to the change initiatives the organisation might be pursuing.

According to Meyer and Allen (1997:56) organisational commitment became a variable of interest in organisational psychology because of its significant link with turnover. Due to this, many researchers began looking for antecedents of commitment to build up techniques to strengthen commitment and reduce turnover. Researchers attest that employees' commitment to exert effort on behalf of an organisation correlates with a variety of work experience variables including job satisfaction, job scope and challenge, participation in decision making and organisational concern for the workers (Meyer & Allen, 1997:56). This has important implications for the management of humans as valuable resources.

Meyer and Allen (1997:58) state that employees are more likely to add value and remain with the organisation if working conditions satisfy their basic needs. Thus, work experiences may be inferred to be part of the antecedents of organisational commitment. The reported correlations between the two variables show a reciprocal influence in an ongoing manner. Although this study is aimed at employees who have been influenced by mergers of higher education institutions, the study by Meyer and Allen (1997) give another reason to gauge organisational commitment and job satisfaction of employees who had recently been appointed by the Tshwane University Technology's Faculty of Science. Their study asserts that if work experiences have an impact on the development of organisational commitment, these effects may easily be detected during the first few months of employment (Meyer & Allen, 1997:61).

Although there are sufficient studies about the causes, strategies and outcomes of change initiatives, there is still little evidence on how employees react to change (Conway & Monks, 2008:73). According to Conway and Monks (2008:73-74) assessment of employees' reaction to change can be done by gauging commitment to change initiatives. Further, they argue that antecedents to the attitudes impacting on commitment to change have not yet been investigated fully. The recent emergence of management-centred and employee-centred HRM practices gives the bases for managers to look intensely at the methods that might work in their organisations.

The practices said to be appealing to commitment and satisfactions of employees are those stressed by labour unions but hesitantly agreed to by management. (Conway & Monks, 2008:74). Therefore, given the differences between management-centred and employee-centred human resources management (HRM) practices, it might be expected that employees' commitment to change may also be influenced by employee-centred rather than management-centred HRM practices. The arguments by Conway and Monks (2008:74) suggest that management of higher education institutions that have undergone mergers should focus their HRM strategies on the benefit of employees.

Positive employment relationships rely heavily on effective management which can be assessed by perceptions of industrial relations climates within universities. These climates are described by Conway and Monk (2008:75) as the views of employees about the relations of union-leaders in their organisations. Healthy working relations within organisations show improved performance and employees with better commitment and satisfaction (Conway &

Monks, 2008:82). However, the situations in which organisations are operating, need to be taken into account in analysing employees' relations since they differ from industry to industry. One such situation is the South African conversion of the former technikons to universities of technology involving a change in these institutions' operational matters, thus impacting on the good industrial relations climate that might have been in place.

Galunic and Anderson (2000:2) define employment relations as a psychological contract of mutual obligation between employers and employees. They argue that this contract can be applied as a lens to formal employment contracts. Healthy employment relations can benefit both employers and employees with avoidance of negative consequences of job losses and threats to employee psychological and physical health (Galunic & Anderson, 2000:2). Therefore the materialisation of such contracts depends on employees as strategic assets of the organisation; investment in these assets is of paramount importance for employee commitment.

Human capital is described as the know-how and general capabilities that the employee brings to the job (Galunic & Anderson, 2000:3). According to Galunic and Anderson (2000:3) there are two kinds of human capital, the firm-specific human capital which is deployable only within a specific industry and general resources deployable in various industries. Firms regarded to be specific are those who are highly stylised, efficiency seeking and composing of highly educated employees with specialities in their fields (Galunic & Anderson, 2000:4). In this regard higher education institutions are regarded as firm-specific since they are characterised by educated employees and experts in academic disciplines.

Teece, Pisano and Shuen (1997:525) state that a resource-based view of an organisation involves management taking heed of the resources required for the execution of strategies and a key resource is the human capital of an organisation. This statement was later corroborated by Lee and Miller (1999:579) after studying commitment of employees to Korean firms. They found that dedicated and talented human capital is a valuable and scarce resource that helps organisations to execute suitable strategies. Therefore an organisation's commitment to its employees can be depicted by the fairness of its compensation (Lee & Miller, 1999:579). Fostering a climate and commitment that creates loyalty, dedication, job satisfaction and effort from the employees is the responsibility of the organisation (Eisenberger, Fasolo & Davis-LaMastro, 1990:54).

5.9 CONCLUSION

Chapter five described organisational commitment dimensions as obtained from the literature. It explored several commitment models and complexities of dealing with organisational commitment in higher education institutions. The chapter further provided explanations of the effects of organisational culture on commitment and organisational commitment in general and in higher education.

The focus of the next chapter is an explanation of the research design and methodology followed in this study. It outlines the steps taken to collect and analyse data to answer the research questions.

CHAPTER SIX

RESEARCH METHODOLOGY

6.1 RATIONALE FOR THE RESEARCH

In this chapter the discussion of the research design and methodology applied in this study is outlined. The chapter further shows how the research question that underpins this study was formulated. It provides summaries of the steps followed to collect and analyse data which were used to answer the research question. Hence the target population, sampling procedure and the sample taken will also be discussed in this chapter. The measuring instruments used to collect data and the procedure of how the instrument was applied is also discussed.

As mentioned in chapter 1, the aim of this study is to determine the factors that influence organisational commitment, motivation and job satisfaction among academic employees at South African university after a merger. The confounding variables which were accounted for by the study were the respondents' biographical information. These were age, gender, race, designation/position and years of service. The study was further motivated by the findings of Schulze (2006:318) according to which very little research has been done on academics' motivation and job satisfaction in South African higher education institutions. Furthermore, Schulze (2006:319) recommends that more studies should be done on these variables especially at times of huge transformational restructuring at higher education institutions.

The study of Schulze is further corroborated by Reddy (2007:488) who states that since South African higher education is already in the global sphere it is essential to do more research about the psychological effects that mergers have on employees. Furthermore, Reddy (2007:489) makes a very strong statement that the effects of a merger on employees' emotions can be "...a crisis in human life similar to death..." which indicates the extent of stress and anxiety endured by staff during a merger process. Since organisational commitment, motivation and job satisfaction could be affected by stress and anxiety and because these variables are imperative in the realisation of organisational goals and objectives, the researcher saw the need for the study.

6.2 STATEMENT OF THE RESEARCH PROBLEM

According to David and Sutton (2004:141) a researcher should formulate the research question in such a way that it states clearly what the researcher intends to study. They argue that the research question should be deduced from the theories in the literature review and discussions with professional experts in the area of study. Furthermore, David and Sutton (2004:141) suggest that the following should be ensured when formulating the research question:

- It should be about something which interests the researcher.
- It should not have been answered; otherwise it is not worth researching.
- It should be reasonable to answer given the time and resources at the researcher's disposal.
- It should be non-biased.
- It should be grounded in fields or disciplines in which the study is carried.
- It should be something that other experts in the field also find it interesting.

With the above guidelines in mind, the researcher formulated the following research question:

Is there a relationship between merger experience, organisational commitment, motivation and job satisfaction among academic employees in the Faculty of Science at a higher education institution?

The higher education institution referred to in this case is the Tshwane University of Technology.

6.4 HYPOTHESIS

A hypothesis is a postulated statement by the researcher of what he or she believes the result of the investigation would produce (David & Sutton, 2004:142). However, it should be an inference based on the literature. A hypothesis is a statement proposing a probable relationship between two or more variables. David and Sutton (2004:142) suggested the following model for researches involving hypothetical statements.

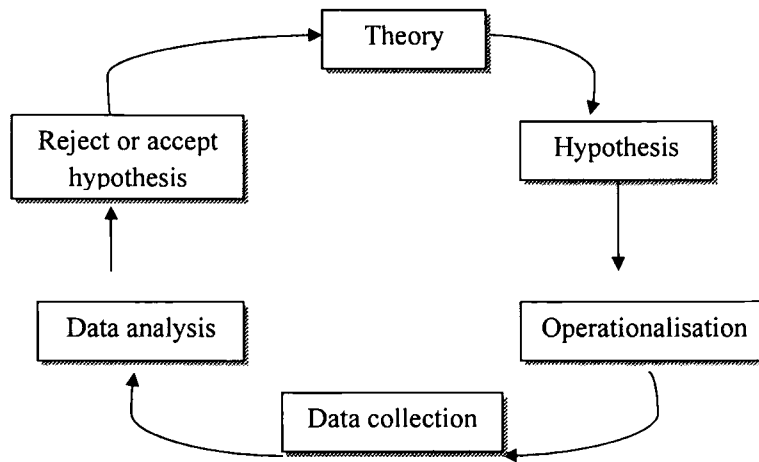


Figure 6.1 The research process in a hypothetico-deductive research model

The figure shows that in quantitative research, the first stage should be the literature review. The knowledge gathered in this stage can then be used to formulate the hypothesis which is the next stage. These stages will later be discussed.

Having researched much literature on the effect of mergers on organisational commitment, motivation and job satisfaction of academics in higher education, the researcher formulated the following hypotheses and tested them at a five percent level of significance:

- H_0 : No relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.
- H_1 : A relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.
- H_0 : No relationship exists between motivation/job satisfaction and post-merger experience amongst academic employees in the Faculty of Science.
- H_1 : A relationship exists between motivation/job satisfaction and post-merger experience amongst academic employees in the Faculty of Science.

Also, the researcher formulated the *specific* hypotheses statements as follows:

- H_0 : The level of organisational commitment of the post-merger group will be the same as the level of organisational commitment of the non-merger group amongst academic

employees in the Faculty of Science.

H_1 : The level of organisational commitment of the post-merger group will be lower than the level of organisational commitment of the non-merger group amongst academic employees in the Faculty of Science.

H_0 : The level of motivation/job satisfaction of the post-merger group will be the same as the level of motivation and job satisfaction of the non-merger group amongst academic employees in the Faculty of Science.

H_1 : The level of motivation and job satisfaction of the post-merger group will be lower than the level of motivation and job satisfaction of the non-merger group amongst academic employees in the Faculty of Science.

As stated in chapter one, academic employees referred to in these hypothesis statements are those employed by the Tshwane University of Technology's Faculty of Science.

6.5 AIMS AND OBJECTIVES

According to David and Sutton (2004:11) aims and objectives of the research are based on previous studies. It is further imperative for the researcher to interpret aims and objectives into quantifiable changes which can be measured in the target population.

The general aim of this study was to evaluate the relationship between 1) merger experiences and organisational commitment, 2) merger experiences and job satisfaction, and 3) merger experiences and motivation.

Secondary to the above general aim, the study has the following objectives. It aims to:

- provide a greater understanding of the factors influencing organisational commitment, motivation and job satisfaction among academic employees in the Tshwane University of Technology's Faculty of Science and the impact brought by merger on academics' motivation, commitment and job satisfaction.
- select the sample; gather data, analyse and interpret the data.

- make recommendations that may guide university management's change initiatives regarding academic employees.

6.6 IDENTIFYING THE VARIABLES

According to David and Sutton (2004:141) research concepts need to be operationalised through the development of appropriate operational definitions. They argue that the operationalisation process is the turning of abstract concepts into understandable and measurable entities. Also, Punch (2005:69) states that every experiment looks at the effect of the independent variable on the dependent variable.

This section provides the operational definitions of the variables covered by the study.

6.6.1 Independent variable: merger experience

For the purposes of this study, merger experience will be operationally defined as the experience of the respondents working for the higher education institution during the pre-merger, the intermediary and the post-merger phases.

6.6.2 Dependent variable: organisational commitment

For the purpose of this study *organisational commitment*, as dependent variable, will be operationally defined as the score on the organisational commitment questionnaires adapted from Porter, Steers, Mowday & Boulian (1974:604).

6.6.3 Dependent variable: motivation

For the purpose of this study *motivation*, as dependent variable, will be operationally defined as the score on the job satisfaction and motivation questionnaire adapted from De Beer (1987).

6.6.4 Dependent variable: job satisfaction

For the purpose of this study *job satisfaction*, as dependent variable, refers to the score on the job satisfaction and motivation questionnaire adapted from De Beer (1987).

6.2.3 Confounding variables

According to Punch (2005:67) the word “confounding variable(s)” indicate a variable(s) whose effects the researcher would want to control or remove. It is controlled since it might confound comparisons or relationships the researcher wants to study. According to Polit and Beck (2008:753) confounding variable is “a variable that confounds the relationship between the independent and dependent variables and that needs to be controlled either in the research design or through statistical procedures”.

For the purpose of this study, confounding variable are variables that may influence organisational commitment, motivation and job satisfaction. Confounding variables for the study are; age, gender, race, designation and years of experience. These variables were included in the research design as independent variables (McMillan & Schumacher, 2006:118).

6.7 RESEARCH DESIGN AND METHODOLOGY

According to Punch (2005:63) the research design should provide the specifics of how the researcher guarded against alternative interpretations of the results. In so doing, it should connect the researcher to the empirical world since it is the basic plan of research. Furthermore, the research design should respond to the question of the strategy to be employed in research, the framework and how it will be carried out (Punch, 2005:63). It is also a method used to determine the effect of the independent variable on the dependent variable (Punch, 2005:64). Therefore, the research design is located between research questions and the data.

In this study a criterion group design was employed. Criterion group design is the method in which samples (that is, *criterion groups*) are selected from the studied sampled groups (Hysamen, 2001:99). The researcher chose this design since it explores the correlation and relationship between variables of interest. Also, it is a useful design to evaluate interrelationships among variables within a population and is best to explain and forecast functions associated with correlative research.

The design was also a non-experimental design in the sense that random selection of the sample could not be used (David & Sutton, 2004:135). Also, it was a multivariate and inferential design embedded within the positivist paradigm. In positivist research, much emphasis is placed on grasping the underlying origins of natural phenomena (Polit & Beck, 2008:15).

6.7.1 The participants

The target population for the study was all academic employees of the Tshwane University of Technology's Faculty of Science. The sampling was carried out using the strategic guide (a document showing the location of department and numbers of academics in the faculty) of the Faculty of Science which was provided by the office of the executive dean. Additionally, a staff list for full time academics with names of members who were matched-and-placed after the merger, was obtained from the staff portal of the Tshwane University of Technology. To ensure that all academic staff members knew of the study, e-mails were sent to all departmental secretaries in the Faculty of Science and a request was made to secretaries to forward the e-mail to their academic staff members. The above documents (i.e. staff list and strategic guide) proved valuable to the research setting and the chosen research approach.

The whole frame sampling method was used; therefore all academics in the faculty were included. Questionnaires were self-administered by the researcher to all academics in departments in the Faculty of Science. However, due to geographical dispersion of the campuses, only the following campuses were covered; Arcadia, Pretoria West, GaRankuwa and Soshanguve. These are the primary learning sites of the university and others are satellite campuses. The greater majority of staff members in the Faculty of Science are based in Arcadia and Pretoria West campuses. The target population of 246 academics were given questionnaires, meaning all academics within the Faculty of Science.

To be included in the study, respondents had to meet the following criteria.

Academics had to:

- be engaged in either lecturing or research work in the faculty;
- have been previously working at one of the pre-merged institutions and currently working for the newly merged institutions (test group);
- have been appointed by the newly merged institutions after merger (control group).

Demographic variables from which data was obtained were the following:

- age
- gender
- race
- designation
- years of service

6.7.2 Data collection

The important component of data collection in quantitative research is the quantity (number of respondents) of data collected (Punch, 2005:55). Also, the data should be collected in such a way that it would be possible to numerically capture it. Therefore data was collected by means of questionnaires with a letter of approval from the Directorate of Research and Innovation at the Tshwane University of Technology to conduct the study. The questionnaire further gave instructions to the respondents on how to answer it. These instructions assisted by guiding respondents on which questions to answer. Only academic staff members employed before the mergers were requested to complete the merger questionnaire. Additionally, the informed consent letter describing the purpose of the study and assuring confidentiality of the respondents were distributed to all respondents by means of envelopes. David and Sutton (2004:137) argue that completion and returning of questionnaires by respondents is evidence of consent.

In all academic departments secretaries were asked to slot the envelopes containing the questionnaires into the pigeon-holes of academic staff members. The method of hand delivering the questionnaire was chosen after the researcher experienced that electronically

delivered questionnaires are usually not returned. On the questionnaires the researcher indicated to the respondents to return the completed questionnaires to their secretaries in closed envelopes which were provided with the questionnaires. The researcher went to collect the completed questionnaires from the secretaries after two reminder e-mails were sent out to the respondents. Fifteen working days were provided to give participants time to complete questionnaires.

Out of 246 questionnaires sent, 154 were returned for analysis. This gave the response rate of 63%.

6.7.3 Measuring instruments

According to Punch (2005:95), whether the measuring instruments were found in the literature or developed by the researcher, they should be assessed for quality. The only way to do that is to evaluate the instrument's reliability and validity. Reliability and validity are the two central psychometric characteristics imperative to quantitative measuring instruments (Corbetta, 2003:83; Punch, 2005:98).

According to Polit and Beck (2008:764) reliability of the measuring instrument can be defined as "the degree of consistency or dependability with which an instrument measures an attribute". Therefore reliability of the research is closely tied with the reliability of the measuring instruments and if measuring instruments are reliable, so will be the research.

Internal consistency means the consistency with which the measurement serves as the indicator for the latent trait being measured (Punch, 2005:95). Therefore the manner in which the questions in the measuring instrument are consistent with each other is an indication of internal consistency.

Punch (2005:95) argues that a good measuring instrument should be able to pick up the differences between two respondents by showing the differences between the scores. The instrument should further provide reliable variance.

All research instruments (questionnaires) used a 6-point Likert-scale ranging from completely disagree (1) to completely agree (6). According to David and Sutton (2004:167) Likert-scale instruments are convenient to use. They argue that it is so because Likert-scale

instruments consist of a mixture of positive and negative statements allowing the researcher to collect data from different approaches to the same concept.

6.7.3.1 Merger questionnaire

In this study, the supervisor/promoter used extensive literature on mergers in higher education to develop a merger questionnaire with 12 questions. The questionnaire measured the experience of fear and anxiety, the experience of loss, the experience of low self esteem and distrust in new management. The scale has never been used by other researchers and the reliability of it was determined in this study and found the Cronbach coefficient values ranging between $\alpha = 0.79$ to $\alpha = 0.85$.

6.7.3.2 Work satisfaction and motivation questionnaire

The work satisfaction and motivation questionnaire developed by De Beer (1987) was used to measure job satisfaction and motivation. The scale consists of 37 questions measuring work content, payment, promotion, recognition, working conditions, benefits and leadership.

De Beer (1987) carried out an analysis to establish the inter-item consistency of the work satisfaction and motivation questionnaire. The reliability coefficients ranging from $r = 0.77$ to $r = 0.90$ were recorded. The study by Prinsloo (1996) also recorded similar results. The questionnaire has 43 positively stated statements categorised into nine sub-categories taken from Herzberg's hygiene and motivational factors. Hill (1986:40) also recognised the appropriateness of Herzberg's two-factor theory in assessing faculty job satisfaction in higher education.

6.7.3 Organisational commitment questionnaire

The organisational commitment questionnaire developed by Mowday, Porter and Steers (1979) has 15 questions; it was used to measure organisational commitment.

Many researchers have utilised the organisational commitment questionnaire developed by Porter et al. (1974) as a favoured instrument to measure the variable of organisational commitment. According to Cohen (2008:19) the instrument continues to enjoy visibility and widespread acceptance in current research papers as a measure of affective commitment. The reliability and validity of the instrument have well been documented (Mathieu & Farr, 1991:129) with Cronbach $\alpha = 0.79$ to $\alpha = 0.83$. The organisational commitment questionnaire has 15 items reflecting on three dimensions. These are "(i) a desire to maintain membership in the organisation, (ii) belief in and acceptance of the values and (iii) goals of the organisation and willingness to exert effort on behalf of the organisation" (Cohen, 2008:19).

6.7.4 Data analysis and reporting

Because this study was quantitative, use of statistical tools, tables and graphs were employed (Corbetta, 2003:32). The use of tables and graphs assisted in making the results succinct, compact and economical. Data was organised by transforming it from questionnaires into a rectangular computer matrix using the SAS-statistical package. Professor Robert Schall from the Department of Mathematical Statistics at the University of the Free State developed a statistical analysis plan for the study (see annexure B).

The Department of Computer Services at the University of the Free State carried out the analysis. In accordance with the statistical analysis plan developed, the analysis was carried out as follows:

- Descriptive statistics was used to give frequency tabulations for gender, race and designation. It further provided the means, standard deviations, medians, minimum and maximums and the number of observations for the variables being studied.
- Analysis of covariances (ANCOVA) was performed to measure the relationship between the organisational commitment, motivation and job satisfaction. The

ANCOVA allows the researcher to measure and calculate the error that can be caused by the confounders on the dependent variable (Punch, 2005:74).

6.8 RELIABILITY AND VALIDITY OF THE RESEARCH

6.8.1 Reliability of the research

According to Maas (1998:25) reliability “depends on the reliability of the measuring instruments”. In psychometric tests reliability is a fundamental concept (Punch, 2005:95). Reliability depends on the consistency of the measuring instrument to produce the same results repeatedly. This means internal consistency over time (Punch, 2005:95). Therefore for the research to have internal reliability, the extent to which the independent variable influences the dependent variable must be accounted for. The external validity refers to “...the generalisation of the results to other populations” (Kerlinger, 1986:301).

In this study, the researcher noted that all measuring instruments have some element of unreliability (Punch, 2005:96). As Punch (2005:97) also attests that even physical instruments (e.g. thermometer) may not produce exactly the same results although used on the same object. The social or psychological measuring instruments are not immune to making errors. Therefore the construction and choice of instruments used in this study was based on the tests and re-tests of the reliability among the instruments used by previous researchers. All instruments used in this study have been utilised more than twice by previous researchers and were found to be reliable.

6.8.2 Validity of the research

David and Sutton (2004:146) mention that the intent of the research design is to find an association between the studied variables with high degree of certainty. However, Punch (2005:98) argues that there is no perfect procedure to ensure validity and the validation methods used for different studies depend on the situations in which the studies are conducted. Validity has two related forms: internal and external validity.

According to Bless, Higson-Smith and Kagee (2006:93) internal validity is about whether the observed changes in the dependent variable are indeed caused by the independent variable. Internal validity scrutinises the degree to which the researcher's chosen research design eliminated all other probable causes which might describe the variation in the dependent variable. This is referred to as the "elimination of plausible rival explanation or isolating the dependent variable" (Bless et al., 2006:93).

In this study, the researcher reduced the threats in internal validity by controlling confounding variables. As Bless et al. (2006:94) argue, control should be regarded as the degree to which confounding variables could be managed, *not* the absolute measure to remove the threats. Hence in this study, the researcher included academics who were employed after the merger and controlled for age and other confounding variables mentioned (see confounding variables). The inclusion of academics employed after the merger further allowed for the appropriate assignment of respondents. Additionally, well developed measuring instruments were used to study the subjects.

According to Bless (2006:94) external validity is about whether the results obtained from the sample studies can be applied or inferred to other subjects in the population being studied. It evaluates the degree to which the research results could be generalised to other populations. In this study the researcher could not account for the external validity since random sampling was not performed (Bless et al., 2006:94).

6.9 CONCLUSION

This chapter detailed research design and methodology used in the study. It provided the rationale to undertake the study, the research question, hypothesis, aims and objectives, the variables, the participants and reliability and validity of the study.

Chapter 7 will focus on discussing the statistical results obtained by means of the research instruments used in the study. Attention will also be paid to the sample size, response rate and some biographical information regarding the sample.

CHAPTER 7

RESULTS AND DISCUSSION

7.1 INTRODUCTION

The previous chapter outlined the research design and methodology used in the study. It further provided the underlying reasons to undertake the study, the research question, hypothesis, aims and objectives, the variables, the participants and reliability and validity of the study. Furthermore, chapter six explained the various statistical procedures used as part of this study and their suitability to test the research hypotheses of the study. The statistical procedures included descriptive statistics, analysis of covariance (ANCOVA) and the correlation analysis between variables.

This chapter focuses on discussing the statistical results obtained by means of the research instruments used in the study. Firstly, the results of the descriptive statistics are reproduced by means of tables. Secondly, the results of the multivariate analysis of covariance (MANCOVA) and ANCOVA were carried out between the independent and dependent variables are given. Thirdly, a discussion on some selected questions on the merger questionnaire follows. Finally, a summative discussion of the results based on the mean scores obtained from descriptive statistics of the merger questionnaire is provided.

As mentioned in the previous chapter, the specific statistical procedures executed as a component of this study were selected for their suitability to test the formulated research hypotheses. These hypotheses are restated in section 7.9 and the discussion on whether the hypotheses were rejected or accepted is also provided in that section.

7.2 DESCRIPTIVE STATISTICS

According to Black (2002:97) descriptive statistics is a statistical procedure that allows researchers to describe a set of data in meaningful tables that enlighten characteristics of the data. Descriptive statistical procedures further make it possible for the researcher to obtain general information about the data before inferences can be made.

7.2.1 The demographic details of pre-merger respondents

The instruments used assisted in providing the demographic data about the respondents who participated in this study. In this subsection, details about the distribution of age, gender, race and designation of the pre-merger respondents is provided. This information provided a significant background regarding the respondents and the influence of the information on dependent variables. The descriptive statistics presented here might assist in explaining the significance of the results.

7.2.1.1 Age distribution of the pre-merger respondents

Table 7.1 Age and years of service distribution

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Age	103	30.00	60.00	45.81	46.00	7.60
Years of service	100	2.00	26.00	11.84	11.00	5.80

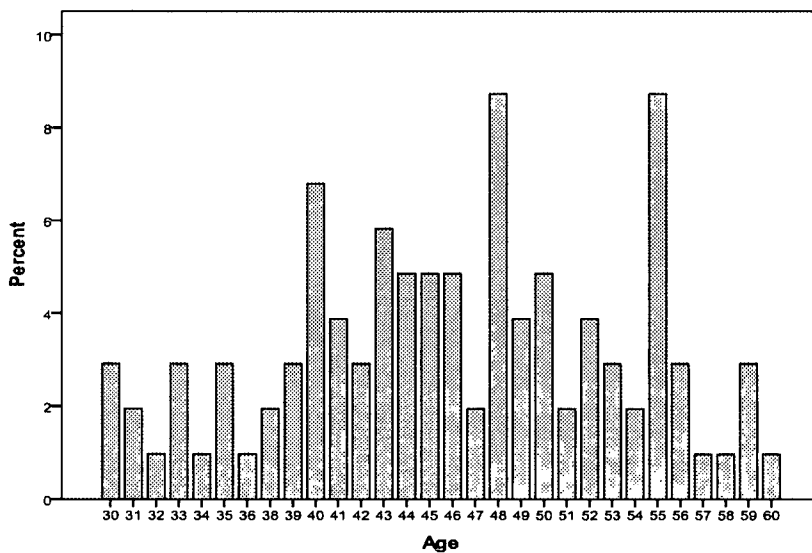


Figure 7.1 Age distribution of pre-merger respondents

According to table 7.1, the minimum age of an academic staff member in the Faculty of Science is 30 years and the maximum age is 60. The maximum age of 60 years was expected since the Tshwane University of Technology's retirement age is 60. The table further shows the mean age of 45.81, the median of 46.00 and the standard deviation of 7.60. Two respondents did not answer the question. Also, table 7.1 shows the respondents used in the study had work experience ranging from two years to 26 years at the Tshwane University of Technology. The mean for the years of service was 11.84 years, the median was 11.00 and the standard deviation was 5.80. Five respondents did not answer the question about their years of experience.

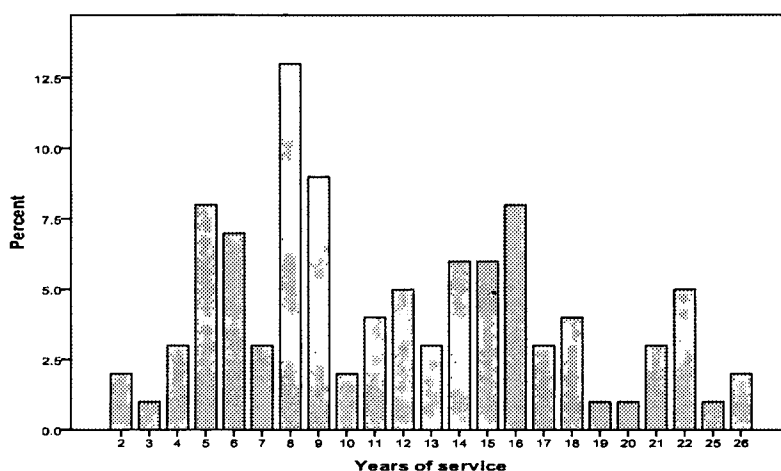


Figure 7.2 Years of service distribution for the pre-merger respondents

According to figure 7.1, three percent of the respondents were aged 30 and only one percent was aged 60. The highest bars show that nine percent of the respondents were aged 48 and 55 respectively. Other bars can be seen from the graph. The differences between the percentages can be seen on the bars.

The figure above shows that two percent of the respondents have been working for the Faculty of Science for two years and 2.5 percent have been working for 26 years. The highest bar in figure 7.2 shows that 12.5 percent of the respondents worked for the faculty for eight years.

7.2.1.2 Gender distribution of pre-merger respondents

Table 7.2 Frequency: Gender

Gender	Frequency	Percent	Cumulative Percentage
Female	66	64.1	64.1
Male	37	35.9	100.0
Total	103	100.0	

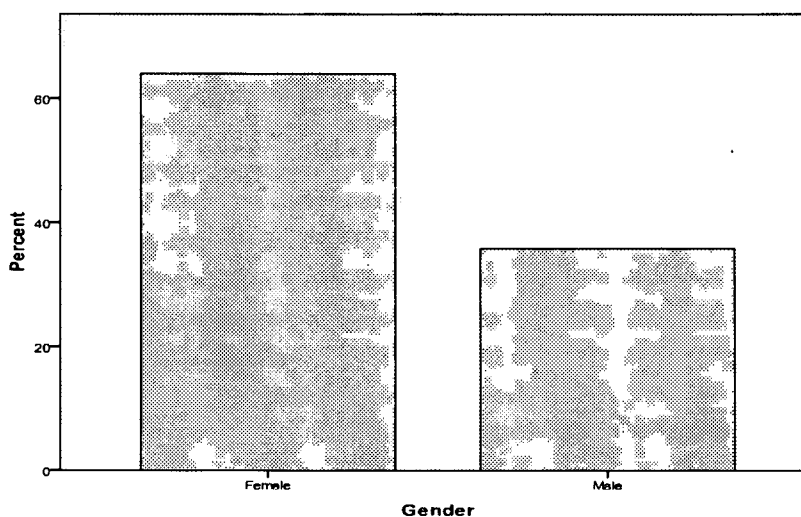


Figure 7.3 Gender distribution for the pre-merger respondents

According to table 7.2, out of a total of 103 pre-merger respondents, 66 were female and 37 were male. Figure 7.3 further shows the distribution of respondents in terms of percentages. It depicts that 64.1% of the respondents were female and almost 36% of the respondents were male. The above results provide a good idea of the academic staff component in the Faculty of Science. The above figures indicate that there are more females than males in the faculty.

7.2.1.3 Race distribution of pre-merger respondents

Table 7.3 Frequency: Race

Race	Frequency	Percent	Cumulative Percent
White	57	55.3	55.3
Indian	7	6.8	62.1
African	39	37.9	100.0
Total	103	100.0	

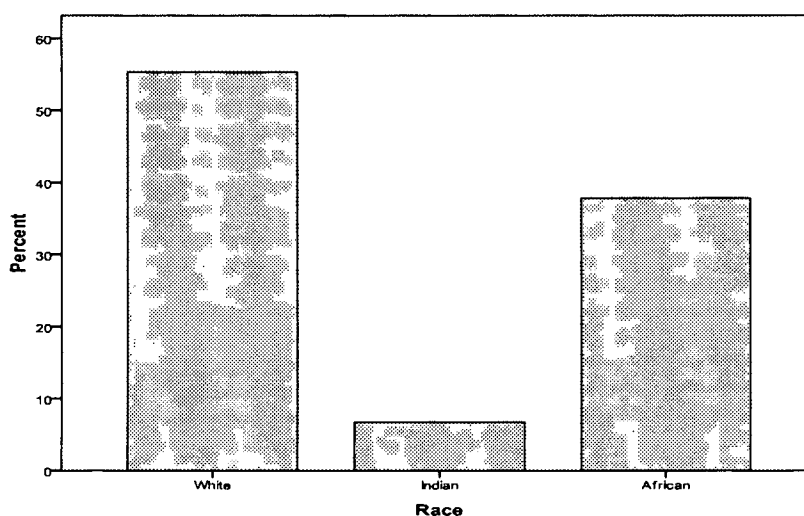


Figure 7.4 Race distribution for the pre-merger respondents

The race distribution of the pre-merger academics was examined to look at employment equity in the Faculty of Science before mergers. According to table 7.3 and figure 7.4, despite blacks being in majority in South Africa, the staff composition did not show these demographics. Out of 103 respondents, 57 were White (55.3%), seven were Indians (6.8%) and 39 were African (37.9%).

7.2.1.4 Designation distribution of pre-merger respondents

Table 7.4 Frequency: Designation

Designation	Frequency	Percent	Cumulative Percent
Junior Lecturer	7	6.8	6.9
Lecturer	45	43.7	51.0
Senior Lecturer	35	34.0	85.3
Principal Lecturer	5	4.9	90.2
Assistant Professor	7	6.8	97.1
Professor	3	2.9	100.0

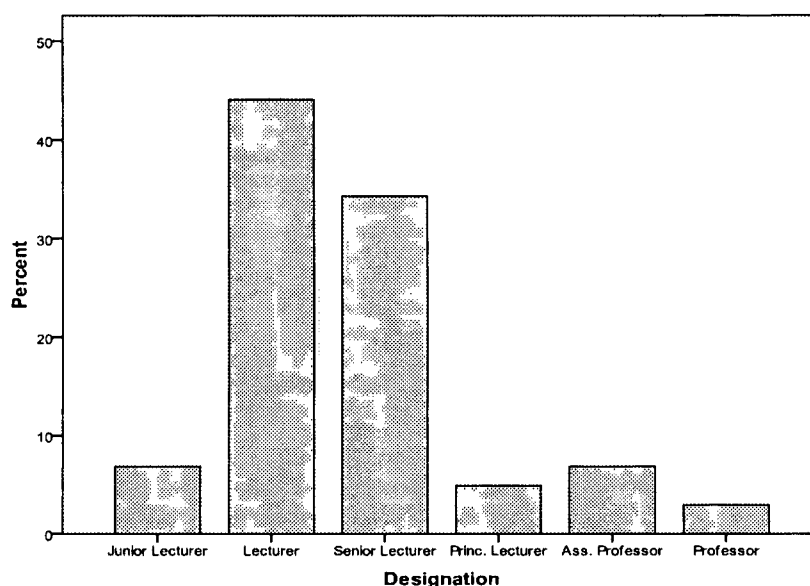


Figure 7.5 Designation distribution for the pre-merger respondents

According to table 7.4 and figure 7.5, out of 103 pre-merger respondents, seven (6.8%) were junior lecturers, 45 (43.7%) were lecturers, 35 (34%) were senior lecturers, 5 (4.9%) were principal lecturers, seven (6.8%) were associate professors and three (3.9%) were professors. As shown in the above figure, most of the pre-merger academic staff members are at the level of a lecturer and there are few professors.

7.2.2 The demographic details of non-merger respondents

The instruments used assisted in providing the demographic data about the non-merger respondents who participated in this study. In this subsection details about the distribution of age, gender, race and designation of the non-merger respondents are provided. This information provided a significant background regarding these respondents.

7.2.2.1 Age distribution of the non-merger respondents

Table 7.5 Distribution of age and years of service

	N	Minimum	Maximum	Mean	Median	Std. Deviation
Age	51	27.00	47.00	34.78	34.00	5.46
Years of service	50	1	6	2.88	3.00	1.30

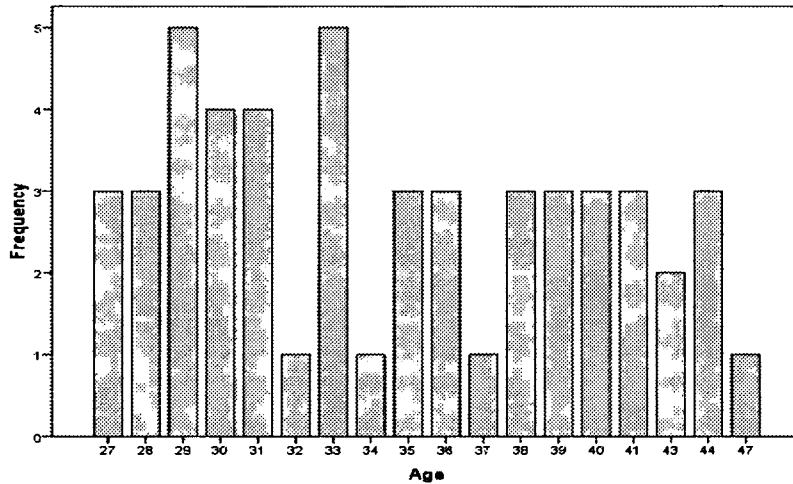


Figure 7.6 Age distribution for the non-merger respondents

Table 7.5 shows that in a sample of 51 non-merger respondents, the minimum age was 27 years, the maximum age was 47 years, the mean was 37.78, the median was 34.00 and the standard deviation was 5.46. Figure 7.6 indicates that there were three respondents for the ages 27, 28, 35, 36, 38, 39, 40, 41 and 44 respectively.

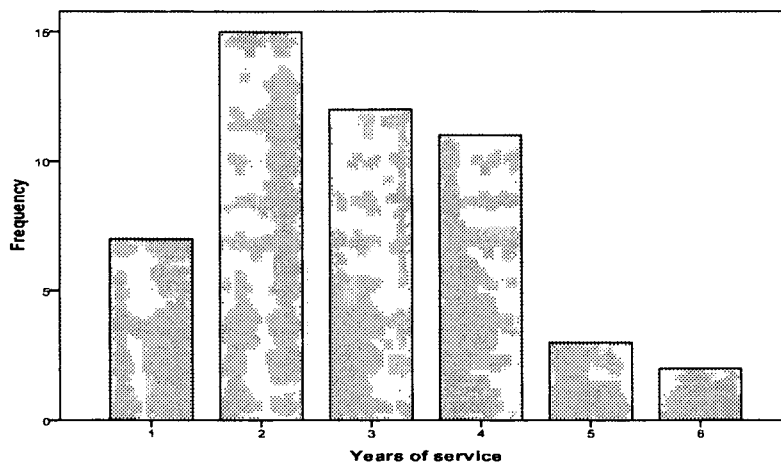


Figure 7.7 Years of experience distribution for the non-merger respondents

Also, table 7.5 shows that the minimum years of service served by the non-merger respondents was one year and the maximum was six years. The mean for the years of service was 2.88, the median was three and the standard deviation was 1.30. These results are further corroborated by figure 7.7 which shows that most respondents have been in the service of the institution for at least two years.

7.2.2.2 Gender distribution of non-merger respondents

Table 7.6 Frequency: Gender

Gender	Frequency	Percent	Cumulative Percent
Female	29	56.9	56.9
Male	22	43.1	100.0
Total	51	100.0	



Figure 7.8 Gender distribution for the non-merger respondents

Table 7.6 and figure 7.8 shows evidence that there were more females than males in the sample (29 out of 51 respondents, 56.9% females and 22 males, 43.1%). An inference can be made from these statistics that the faculty employed more females than males.

7.2.2.3 Race distribution of non-merger respondents

Table 7.7 Frequency: Race

Race	Frequency	Percent	Cumulative Percent
White	19	37.3	37.3
Coloured	5	9.8	47.1
African	27	52.9	100.0
Total	51	100.0	

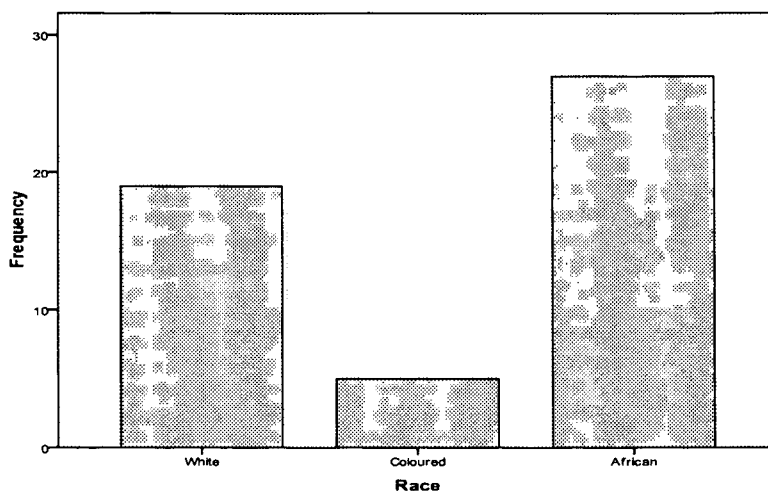


Figure 7.9 Race distribution for the non-merger respondents

The race distribution for the non-merger respondents were examined to look at the employment equity of the academic staff members after merger. According to the results shown by table 7.7 and figure 7.9, more Africans than Whites and Coloureds were employed after the merger. This translated to 19 (37.3%) Whites, five (9.8%) Coloureds and 27 (52.9%) Africans.

7.2.2.4 Designation distribution of non-merger respondents

Table 7.8 Frequency: Designation

Designation	Frequency	Percent	Cumulative Percent
Junior Lecturer	16	31.4	31.4
Lecturer	31	60.8	92.2
Senior Lecturer	4	7.8	100.0
Total	51	100.0	

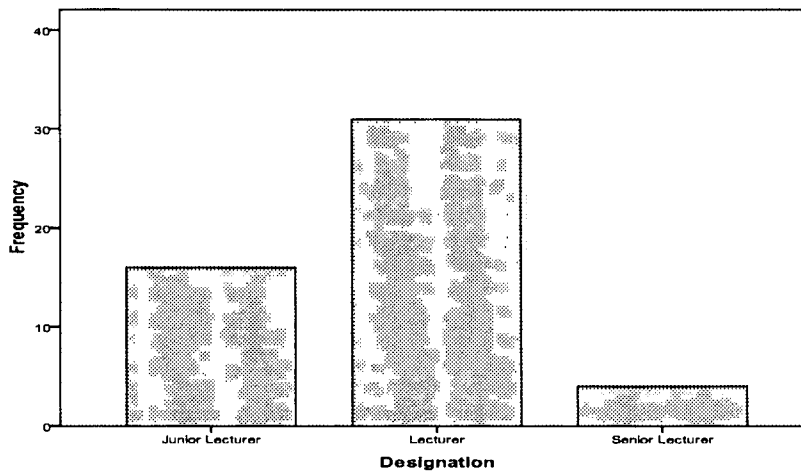


Figure 7.10 Designation distribution for the non-merger respondents

According to table 7.8 and figure 7.10, out of 51 non-merger respondents, 16 (31.4%) were junior lecturers, 31 (60.8%) were lecturers, four (7.8%) were senior lecturers and there were no respondents with designation above that of a senior lecturer in the sample.

7.4 DESCRIPTIVE STATISTICS FOR THE VARIABLES UNDER STUDY

Table 7.9 Descriptive statistics for the job satisfaction/motivation, organisational commitment, age and years of service for ALL respondents

Variable	N	Mean	Standard Deviation	Minimum	Maximum	Median
Job satisfaction/motivation	154	159.79	23.47	86	205	168
Organisational commitment	154	59.25	7.43	39	73	60
Age	154	42.16	8.68	27	60	42
Years of service	150	8.94	6.33	1	26	8

Table 7.9 above shows the descriptive statistics for *all* variables under study. In the table above *all* respondents were placed in one group and their results were analysed. According to table 7.9, the job satisfaction/motivation of all respondents had a mean of 159.79, a median of

168 and standard deviation of 23.47. The organisational commitment for the respondents was also measured and the recording was as follows: the mean was 59.25 and the standard deviation was found to be 7.43. Furthermore, the mean age for the respondents was recorded to be 42.16 with a standard deviation of 8.68; the minimum age was 27 and the maximum age was 60. The years of service for all the respondents had a mean of 8.94 and a standard deviation of 6.33 with the range of one year to 26 years.

The same descriptive statistics procedure done on table 7.9 was further done for the pre-merger group and the non-merger group. The results for these analyses are summarised in tables 7.10 and 7.11.

Table 7.10 Descriptive statistics for the job satisfaction/motivation, organisational commitment, age and years of service for pre-merger respondents

Variable	N	Mean	Standard Deviation	Minimum	Maximum	Median
Job satisfaction/motivation	103	156.56	24.46	86	205	166
Organisational commitment	103	58.18	8.00	39	72	59
Age	103	45.81	7.6	30	60	46
Years of service	100	11.84	5.8	2	26	11

Table 7.10 above depicts the descriptive statistics for *all* the variables under study but included here were only the pre-merger respondents. According to table 7.10, the job satisfaction/motivation for the pre-merger respondents had a mean of 156.56, a median of 166 and standard deviation of 24.46. The organisational commitment for the pre-merger respondents was also measured; the mean was 58.18 and the standard deviation was found to be 8.00. Furthermore, the mean age for the pre-merger respondents was recorded to be 45.81 with a standard deviation of 7.6; the minimum age was 30 and the maximum age was 60. The years of service for the pre-merger respondents had a mean of 11.84 and a standard deviation of 5.8 with the range of two year to 26 years.

Table 7.11 Descriptive statistics for the job satisfaction/motivation, organisational commitment, age and years of service for non-merger respondents

Variable	N	Mean	Standard Deviation	Minimum	Maximum	Median
Job satisfaction/motivation	51	166.29	20.02	116	192	174
Organisational commitment	51	61.39	5.6	49	73	62
Age	51	34.78	5.46	27	47	34
Years of service	50	3.14	1.54	1	8	3

Table 7.11 above summarised the descriptive statistics for the variables under study but included here was only the statistics of the non-merger respondents. According to table 7.11, the job satisfaction/motivation for the non-merger respondents had a mean of 166.29, the median of 174 and the standard deviation of 20.02. The organisational commitment for the non-merger respondents was also measured and the recording were, mean was 61.39 and the standard deviation was found to be 5.6.

Table 7.12 Descriptive statistics for the job satisfaction/motivation and organisational commitment among races (pre-merger respondents)

Race	N	Variable	N	Mean	Std Dev	Minimum	Maximum	Median
White	19	Job satisfaction/motivation	19	167	19.54	120	186	172
		Organisational commitment	19	61.84	6.18	49	71	62
Coloured	5	Job satisfaction/motivation	5	175.6	11.48	159	191	175
		Organisational commitment	5	60.6	4.72	55	67	62
African	27	Job satisfaction/motivation	27	164.07	21.54	116	192	174
		Organisational commitment	27	61.22	5.49	52	73	62

According to the descriptive statistics presented in table 7.12 above, the mean for job satisfaction/motivation of White respondents (pre-merger) was 167 with the standard deviation 19.52 and the median of 172. For the Coloured respondents (pre-merger), job

satisfaction/motivation mean was 175.6 with a standard deviation of 11.48 and a median of 175. The job satisfaction/motivation for the African respondents (pre-merger) was 164.07 with a standard deviation of 21.54 and median of 174.

Furthermore, table 7.12 depicts the mean for the organisational commitment of White respondents (pre-merger) as 61.84 with a standard deviation of 6.18 and median of 62. For the Coloured respondents (pre-merger) the mean for the organisational commitment was 60.6 with a standard deviation of 4.72 and median of 62. The mean for the organisational commitment of African respondents (pre-merger) was 61.22 with a standard deviation of 5.49 and median of 62.

Table 7.13 Descriptive statistics for the job satisfaction/motivation and organisational commitment among races (non-merger respondents)

Race	N	Variable	N	Mean	Std Dev	Minimum	Maximum	Median
White	57	Job satisfaction/motivation	57	157.14	19.79	109	184	163
		Organisational commitment	57	56.19	6.99	39	69	57
Indian	7	Job satisfaction/motivation	7	126.71	42.67	86	179	97
		Organisational commitment	7	57.57	7.07	51	69	54
African	39	Job satisfaction/motivation	39	161.08	23.58	102	205	167
		Organisational commitment	39	61.21	8.75	39	72	63

The summary of the descriptive statistics is presented in table 7.13 above. The mean for the job satisfaction/motivation of White respondents (non-merger) was 157.14 with the standard deviation 19.79 and median of 163. For the Indian respondents (non-merger) the job satisfaction/motivation mean was 126.71 with a standard deviation of 42.67 and median of 97. The job satisfaction/motivation for the African respondents (non-merger) was 161.08 with a standard deviation of 23.58 and median of 167.

Additionally, table 7.13 shows the mean for the organisational commitment of White respondents (non-merger) as 56.19 with the standard deviation of 6.99 and the median of 57.

For the Indian respondents (non-merger) the mean for organisational commitment was 57.57 with a standard deviation of 7.07 and a median of 54. The mean for the organisational commitment of African respondents (non-merger) was 61.21 with the standard deviation of 8.75 and the median of 63.

The tables above (tables 7.12 & 7.13) show some differences in the job satisfaction/motivation and organisational commitment between pre-merger and non-merger respondents. In addition, the tables depict differences between the means of races. The differences will be tested for significance in the following sections.

7.4 INFERENTIAL STATISTICS: ANALYSES OF ASSOCIATION BETWEEN JOB SATISFACTION/MOTIVATION AND OTHER VARIABLES

According to Black (2002:140) inferential statistics entail the use of collected data from samples to draw inferences about the population. Therefore inferential statistics allows the researcher to defend any conclusions made from the data and effect changes if possible.

This is the multiple analysis of co-variance (MANCOVA) between job satisfaction/motivation and the independent variable experience of merger and confounding variables gender, race, position and years of experience.

Table 7.14 MANCOVA of job satisfaction/motivation against experience of merger, gender, race, position, age and years of service

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 136	389.309164	0.79	0.3771
Gender	1. 136	408.060594	0.82	0.3659
Race	3. 136	2495.259606	5.03	0.0024*
Position	5. 136	255.908754	0.52	0.7637
Age	1. 136	2298.179535	4.64	0.0331*
Years of service	1. 136	652.158525	1.32	0.2534

According to table 7.14 there is no significant relationship between experience of merger and job satisfaction/motivation. This may be due to the fact that race and age act as confounding

variables. The table shows a significant relationship between race and job satisfaction/motivation as well as between age and job satisfaction/motivation.

Table 7.14 shows that there is no significant relationship between job satisfaction/motivation and experience of merger, gender, position and years of service. Furthermore, the table 7.15 shows that there is no significant relationship between experience of merger and job satisfaction/motivation. The p-value for the experience of merger was 0.3771 which is bigger than 0.05. As shall be seen further on, this result may be due to the interrelationship between experience of merger, race and age since race and age significantly co-vary with job satisfaction/motivation. However, the univariate analysis (to follow) depicts a significant relationship between experience of merger and job satisfaction/motivation.

Race

According to table 7.13, the means for the pre-merger respondents (Whites, Coloured and Africans) were 167, 175.6, 164.07 and the means for the non-merger respondents (Whites, Indians and Africans) were, 157.14, 126.71, 161.08 (see table 7.13). The table shows a big difference between the means for job satisfaction/motivation of white respondents' pre-merger (167) and the non-merger (157.14) groups. There is a difference of over 10 points. The Africans' mean on the job satisfaction/motivation questionnaire for the pre-merger group (164.07) was only two points lower than that of the non-merger group (161.08). This could indicate that the effect of experiencing of a merger is greater among white respondents than among African respondents.

Age

It was established from table 7.14 that age has an effect on the level of job satisfaction/motivation. Table 7.15 was presented in order to show the exact relationship between age and job satisfaction/motivation. According to table 7.15 below, there is a negative relationship between job satisfaction/motivation and age. The t-value of -1.71 shows that younger academics had higher job satisfaction/motivation and older academics had lower job satisfaction/motivation. These results are consistent with results by other researchers in job satisfaction/motivation of higher education academics confirming that there is a relationship between job satisfaction/motivation and age (Oshagbemi, 1997:357, Ssesanga & Garrett, 2005:82).

Table 7.15 Univariate analysis of job satisfaction/motivation against confounding variable, age

Parameter	Estimate	Standard Error	t-value	p-value > t
Age	-0.3712	0.21722	-1.71	0.0895

7.5 ANCOVAs OF JOB SATISFACTION/MOTIVATION AGAINST EXPERIENCE OF MERGER AND OTHER CONFOUNDING VARIABLES

The tables below show the ANCOVAs of job satisfaction/motivation against all confounding variables under study.

Table 7.16 ANCOVA of job satisfaction/motivation against experience of merger and gender

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 151	2973.250	5.60	0.0192*
Gender	1. 151	962.347	1.81	0.1800

According to table 7.16 above gender is not significantly related to job satisfaction/motivation. Experience of merger is significantly related to job satisfaction/motivation since the p-value (0.0192) is smaller than 0.05. This further confirms the univariate analysis of experience of merger against job satisfaction/motivation in table 7.20

Table 7.17 ANCOVA of job satisfaction/motivation against experience of merger and race

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 149	1174.11923	2.37	0.1258
Race	3. 149	2423.7738	4.89	0.0028*

According to table 7.17 above, job satisfaction/motivation is significantly related to race since the p-value (0.0028) is smaller than 0.05. Table 7.17 depicts experience of merger as not significantly related to job satisfaction/motivation since the p-value (0.1258) is greater than 0.05. The results in table 7.17 about race being significantly related to job satisfaction/motivation concur with the results in tables 7.12 and 7.13. According to the results in table 7.17, the confounding variable race has an effect on job satisfaction/motivation. As it was also seen in tables 7.12 and 7.13, the job satisfaction/motivation means for races studied were different.

Table 7.18 ANCOVA of job satisfaction/motivation against experience of merger and position

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 146	3340.264706	6.15	0.0143*
Position	5. 146	287.259341	0.53	0.7541

Table 7.18 above shows a significant relationship between experience of merger and job satisfaction/motivation since the p-value (0.0143) is smaller than 0.05.

Table 7.19 ANCOVA of job satisfaction/motivation against experience of merger and years of experience

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 125	6123.19685	12.02	0.0007*
Years of service	23. 125	720.02818	1.41	0.1172

According to table 7.19 above, when the covariate years of service is fitted to the model with experience of merger there is a significant relationship between job satisfaction/motivation and experience of merger.

The difference in the means of job satisfaction/motivation between pre-merger and non-merger groups shown some significance since the mean for non-merger group (mean of 166.29) was higher than that of the pre-merger group (mean of 156.56) as shown on tables

7.10 and 7.11. Table 7.20 below illustrates and tests the significance recorded in tables 7.10 and 7.11.

Table 7.20 Univariate analysis of job satisfaction/motivation against experience of merger

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 156	3230.000530	6.06	0.015*

The table above confirms the significant relationship between experience of merger and job satisfaction/motivation since the p-value (0.015) is smaller than 0.05. Therefore there is a relationship between experience of merger and job satisfaction/motivation. This could indicate that the results in table 7.14 are due to the confounding variables age and years of experience which were included in the model. According to tables 7.10 and 7.11 the mean age for the pre-merger group was 45.81 and the mean age of the non-merger group was 34.78. Therefore it could be inferred that younger people are more motivated than the older ones. These results are consistent with the results of the study by Bender and Heywood (2006:253) which mentioned that the youngest and the oldest academics seem to be more satisfied. In their study, Bender and Heywood (2006:253) found that employees in the younger ages and employees in the older ages rated high on the job satisfaction and motivation scales.

7.6 INFERENTIAL STATISTICS: ANALYSES OF ASSOCIATION BETWEEN ORGANISATIONAL COMMITMENT AND OTHER VARIABLES

This section outlines the MANCOVA between organisational commitment and the independent variable experience of merger and confounding variables gender, race, position and years of experience.

Table 7.21 MANCOVA of organisational commitment against experience of merger, gender, race, position, age and years of service

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 136	335.7937251	6.38	0.0127*
Gender	1. 136	113.3676383	2.15	0.1445
Race	3. 136	130.2765516	2.48	0.0641
Position	5. 136	45.5161629	0.87	0.5065
Age	1. 136	62.3306420	1.18	0.2784
Years of service	1. 136	80.6182908	1.53	0.2179

According to table 7.21 above it can be seen that there is a significant relationship between experience of merger and organisational commitment. The p-value for the experience of merger was 0.0127 which is smaller than 0.05. However, the results on the table do not show a significant relationship between organisational commitment and confounding variables gender, race, position, age and years of experience. Also, the univariate analysis (to follow) of organisational commitment and experience of merger further corroborate the results reported in table 7.21. The descriptive statistics on tables 7.10 and 7.11 also shows almost a ten points difference between the mean of the organisational commitment of the pre-merger group and that of the non-merger group.

Table 7.22 ANCOVA of organisational commitment against experience of merger and age

Parameter	Estimate	Standard Error	t Value	p-value > t
Experience of merger	4.39357	1.55836	2.82	0.0055*
Age	0.1076	0.08475	1.27	0.2062

As it could be seen from the results presented in tables 7.21 and 7.22, there is a significant relationship between organisational commitment and experience of merger since the p-values are less than 0.05.

7.7 ANCOVAs OF ORGANISATIONAL COMMITMENT AGAINST EXPERIENCE OF MERGER AND OTHER CONFOUNDING VARIABLES

The tables below describe the ANCOVAs of organisational commitment against all confounding variables under study.

Table 7.23 ANCOVA of organisational commitment against experience of merger and gender

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 151	377.327	7.13	0.0084*
Gender	1. 151	111.165	2.1	0.1493

According to table 7.23 above gender is not significantly related to organisational commitment. Experience of merger is significantly related to organisational commitment since the p-value (0.0084) is smaller than 0.05

Table 7.24 ANCOVA of organisational commitment against experience of merger and race

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 149	216.002	4.15	0.0433*
Race	3. 149	117.85	2.27	0.0831

According to table 7.24 above, organisational commitment is significantly related to experience of merger since the p-value (0.0433) is smaller than 0.05. Table 7.24 depicts organisational commitment as not significantly related to race since the p-value (0.0831) is greater than 0.05. The results in this table further corroborate the results of tables 7.21, 7.22 and 7.23 where organisational commitment has consistently being found to be significantly related to experience of merger when other confounding variables were introduced.

Table 7.25 ANCOVA of organisational commitment against experience of merger and years of experience

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 125	285.87	4.96	0.0277*
Years of service	23. 125	38.038	0.66	0.8758

According to table 7.25 above, when the covariate years of service is fitted to the model with experience of merger there is a significant relationship between organisational commitment and experience of merger.

The difference in the means of organisational commitment (tables 7.10 & 7.11) between pre-merger and non-merger groups shows some significance since the mean for the non-merger group (mean of 61.39) was higher than that of the pre-merger group (mean of 58.18) as shown on tables 7.10 and 7.11. Table 7.26 below illustrates and tests the significance recorded in tables 7.10 and 7.11.

Table 7.26 Univariate analysis of organisational commitment against experience of merger

Source	DF	Mean Square	F Value	p-value
Experience of merger	1. 152	350.9713682	6.59	0.0112*

The table above confirms the significant relationship between organisational commitment and the experience of merger since the p-value (0.0112) is smaller than 0.05. Therefore there is a relationship between organisational commitment and the experience of a merger.

7.8 DISCUSSION OF RELEVANT RESPONSES TO THE EXPERIENCE OF MERGER QUESTIONNAIRE

This section discusses responses to the questions in the experience of the merger questionnaire answered only by the pre-merger respondents. However, the discussion is only about responses with the means greater than 3.5, which was considered here to be the average. This was done in order to give the reader an indication of typical feelings and attitudes regarding the experience of the merger by the staff, as uncovered by the questionnaire.

Table 7.27 Descriptive statistics for relevant items in the experience of merger questionnaire

Variable	N	Mean	Std Dev
D1	98	4.000*	1.7645
D2	98	4.1020*	1.7963
D3	98	3.5102	1.8006
D4	98	3.0102	1.6776
D5	98	3.3265	1.8765
D6	98	2.4796	1.7064
D7	98	3.2143	1.8006
D8	98	3.2143	1.7834
D9	98	3.2143	1.8120
D10	98	3.5306*	1.7889
D11	98	4.000*	1.6497
D12	98	4.0204*	1.7991

The descriptive statistics depicted on table 7.27 shows that pre-merger academics were dissatisfied with the variables D1, D2, D10, D11 and D12. These were the feelings of uncertainty about their careers as academics. The variable D1 (The mergers made me feel uncertain about my academic career) had the mean of 4.000 and the standard deviation of 1.7645 which attested to the fact that a sense of loss was felt by the pre-merger respondents. Also, the pre-merger respondents perceived the merger as a threat that would bring major

changes to almost everything in their institutions (D2, I was concerned that things may never be the same again). This is shown by the mean of 4.1020 and the standard deviation of 1.7963.

Furthermore, D10 (I did not like the way the new management do things) shows a mean slightly greater than the average specified for this study. It shows the mean of 3.5306 and the standard deviation of 1.7889 which depicts that pre-merger academics were not happy with the manner in which management was carrying out the merger process.

Respondents also expressed an agreement with the variable D11 (I felt that the new management would look out for their own people first) that there would be favouritism in the post-merged institutions. This was depicted by the mean of 4.000 and the standard deviation of 1.6497. In addition, the respondents agreed with the statement that they do not have trust in the new management since the management is not transparent (D12, I feel the new management does not have a transparent policy).

7.9 TEST OF THE HYPOTHESES

H_0 : No relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.

H_1 : A relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.

To test this hypothesis, the multivariate analysis of covariance and the analyses of covariance were computed. The results were presented in tables 7.21, 7.22, 7.23, 7.24, 7.24, 7.25 and 7.26. The results presented in these tables are consistent since there is a relationship between experience of merger and organisational commitment since all their p-values were smaller than 0.05.

On the basis of these findings, the null hypothesis (H_0) is thereby rejected. Therefore a relationship exists between post-merger experience and level of organisational commitment amongst academic employees in the Faculty of Science.

H_0 : No relationship exists between job satisfaction/motivation and post-merger experience amongst academic employees in the Faculty of Science.

H_1 : A relationship exists between job satisfaction/motivation and post-merger experience amongst academic employees in the Faculty of Science.

To test this hypothesis, the multivariate analysis of covariance and the analyses of covariance were computed. The results were presented in tables 7.14, 7.15, 7.16, 7.17, 7.18, 7.19 and 7.20. With the exception of table 7.14, the results presented in these tables are consistent showing there is a relationship between experience of merger and job satisfaction/motivation since all their p-values were smaller than 0.05.

On the basis of these findings, the null hypothesis (H_0) is thereby rejected. Therefore a relationship exists between post-merger experience and level of job satisfaction/motivation amongst academic employees in the Faculty of Science.

To clarify, the researcher further tested the formulated *specific* hypotheses statements and the results were as follows:

H_0 : The level of organisational commitment for the non-merger group will be the same as the level of organisational commitment of the pre-merger group amongst academic employees in the Faculty of Science.

H_1 : The level of organisational commitment for the non-merger group will be higher than the level of organisational commitment of the pre-merger group amongst academic employees in the Faculty of Science.

To test this hypothesis, descriptive statistics were employed to compare the means between the organisational commitment of pre-merger and post-merger groups. The difference between the means was significant with the mean for the non-merger group (mean = 61.39) higher than that of the pre-merger group (mean = 58.18) and the difference was tested by table 7.26. According to table 7.26, there is a significant relationship between pre-merger and post-merger groups since the p-value was smaller than 0.05. Therefore the observed difference in the descriptive statistics presented in tables 7.10 and 7.11 are real.

On the basis of these findings, the null hypothesis (H_0) is thereby rejected. Therefore, it can be stated that the level of organisational commitment for the non-merger group is indeed higher than the level of organisational commitment of the pre-merger group amongst academic employees in the Faculty of Science.

H_0 : The level of job satisfaction/motivation of the non-merger group will be the same as the level of job satisfaction/motivation of the pre-merger group amongst academic employees in the Faculty of Science.

H_1 : The level of job satisfaction/motivation of the non-merger group will be higher than the level of job satisfaction/motivation of the pre-merger group amongst academic employees in the Faculty of Science.

To test this hypothesis, descriptive statistics was used to compare the means between the pre-merger and post-merger groups for the variable job satisfaction/motivation. The difference between the means was significant, where the mean for the non-merger group (mean = 166.29) was higher than the mean of the pre-merger group (mean = 156.56) and the difference was tested using the ANCOVA depicted by table 7.20 According to table 7.20, there is a significant relationship between job satisfaction/motivation and experience of merger since the p-value was smaller than 0.05. Therefore the observed difference in the descriptive statistics presented in tables 7.10 and 7.11 are real.

On the basis of these findings, the null hypothesis (H_0) is thereby rejected. Therefore, it was found that the level of job satisfaction/motivation for the non-merger group is indeed higher than the level of job satisfaction/motivation of the pre-merger group amongst academic employees in the Faculty of Science.

7.10 DISCUSSION

This section provides a summary of the results found in this study. Primarily, the study found that the merger had an impact on the level of job satisfaction/motivation and organisational commitment of academic employees. A discussion of the link between these results and other researches is provided in the following subsections.

7.10.1 Experience of merger

Although mergers are intended to increase efficiency and effectiveness in higher education (see section 2.3), the results presented in this study indicated that a merger could be

detrimental to academic employees' satisfaction and commitment. The results depicted by D1 (refer to table 7.27) (The mergers made me feel uncertain about my academic career) are evidence of the fact that employees who are uncertain about their careers are unlikely to be satisfied nor committed to the organisations they serve after a merger. These results are in concurrence with findings of other previous researches (Cai, 2007:74; Kilfoil & Groenewald, 2005:12) that mergers often cause uncertainty among employees regarding their job and future.

The definition of Harman (1989:36) that "...academic culture is the historically transmitted patterns of meaning expressed in ... traditions, rituals, language and other forms of symbolism" seems to have had meaning in this study. The mean for D2 was greater than 3.5. Academics expected their academic culture to be carried over to the merged institution but changes occurred (e.g. lectures are now only in English). Also, it is evident from the results that maintaining the organisational culture is imperative since employees feel more secure when the way of doing things are preserved. The descriptive statistics for question D2 (refer to table 7.27) (I was concerned that things may never be the same again) corroborates previous studies that showed that higher education mergers have cultural implications (see section 2.5.3).

Similarly, the results of questions D10 (refer to table 7.27) (I did not like the way the new management do things) and D12 (I feel the new management does not have a transparent policy) had a mean greater than the average for the answer on a six-point scale. Academics seemed to be sceptical about the manner in which new management acted. Previous studies recommend transparency of management and emphasise communication and good planning as key priorities in dealing with perceptions (see table 2.1).

Furthermore in this study the answers for question D11 (refer to table 7.27) (I felt that the new management would look out for their own people first) indicated that there might be favouritism in the post-merged institutions. Formation of divisions in a merged institution seemed almost inevitable and managers normally give preference to old colleagues, thus creating problems for others (Kilfoil & Groenewald, 2007:12).

7.10.2 Job satisfaction and motivation

Results show that job satisfaction/motivation differences do exist between the pre-merger and non-merger groups, between different ages and between races. For example, white respondents seemed to be less satisfied than African respondents after the merger. This finding is in line with a previous study done by Schulze (2006:319) which found that white respondents do not foresee promotion opportunities for themselves after mergers. Also, the means for job satisfaction/motivation (refer to tables 7.10 & 7.11) were different between pre-merger and non-merger groups. Non-merger respondents had a higher mean than pre-merger respondents and these results were tested using ANCOVAs and were found to be significant. Several reasons could be given for the difference. One explanation for the lower mean of white academics could be that mentioned by Schulze (2006:319), namely that white respondents foresee opportunities favouring black academics. Another explanation for the difference in the results of pre-merger and non-merger groups could be that the conversion of technikons to universities of technology placed much pressure on academics to further their studies (see section 2.5.2) since a limited number of academics had research qualifications. Although mergers were effected with good intentions, if not handled cautiously, their effects could diminish teaching and professional performance of academics, thus leading to university academics' perceived injustice against certain races as was encountered in higher education during the apartheid government.

However, it should be mentioned that the rapid change brought by mergers in South African higher education has increased academic and administrative responsibilities in universities and universities of technology. To fulfil these tasks and meet these challenges, higher education managers have vital roles in delivering high-quality education and raising academic job satisfaction and motivation levels in their institutions. However, the results presented in this study show a disturbing picture of mergers contributing to a decrease in job satisfaction and motivation of academic employees. Additionally, results carry a message that younger academics might be more satisfied than older ones (refer to table 7.15). These results bode negatively for the faculty.

Also, the results reported by the merger questionnaire testified that respondents were not satisfied and did not see transparency in the new management. These findings are consistent with the previous studies (Ssesanga & Garrett, 2005:47) that unsatisfactory factors

include the relationship with university administrators and communication (see figure 3.3). Therefore, value-percept theory could be applied in this study since it argues that supervision contributes to the overall satisfaction of employees (see figure 3.1). According to value-percept theory, there is an interrelationship between the manner in which employees are supervised or managed and employees' satisfaction. In addition, the results found in this study shows job satisfaction/motivation to be significant with the confounding variables race and age, thus corroborating the faculty satisfaction model (see figure 3.2).

7.10.3 Organisational commitment

In this study the results showed visible consistency in showing that organisational commitment differences do exist between the pre-merger and non-merger groups. Also, the means for organisational commitment (refer to tables 7.10 & 7.11) were different between pre-merger and non-merger groups. Additionally, the results of ANCOVAs also showed significance between the experience of a merger and confounding variables (refer to tables 7.22 – 7.26). Non-merger respondents had a higher mean than pre-merger respondents and as reflected above, these results were tested using ANCOVAs and were found to be significant.

The previous study by Lok and Crawford (1999:371) suggests various antecedents of organisational commitment. For example, it suggests that leadership and organisational culture could have a significant impact on organisational commitment especially after complex organisational changes such as mergers. The results shown in the experience of merger questionnaire of questions D10 and D12 are evidence of the fact that leadership styles could have subsequent effects on employee's organisational commitment.

Admittedly, after a merger employee turnover could result because of many reasons (see section 4.5). Academic turnover is a frustrating phenomenon which should be dealt with by academic managers in higher education. Employee departures are seldom expected and when employees feel frustrated during merger processes, they could leave the institution at any time. (Buck & Watson, 2002:175). When this happens, recruitment for replacement keeps managers from other important duties and responsibilities.

However, Buck and Watson (2002:176) are of the opinion that voluntary termination of employment by an employee could be managed and controlled. Therefore identification of ways to control unexpected turnover is imperative for university administrators. In particular,

managers in top management positions should be tasked with the responsibility to retain and increase the level of organisational commitment among employees (Lok & Crawford, 1999:372).

7.11 CONCLUSION

This chapter summarised the results of the statistical procedures which were mentioned in chapter six. The results of descriptive statistics, multivariate analysis of covariance, analysis of covariance and the univariate analysis of some variables were presented. Measures of association between variables were portrayed and discussed.

The results of the descriptive statistics revealed that the means job satisfaction/motivation and organisational commitment between the pre-merger and non-merger groups were different and this difference was corroborated by the ANCOVA results.

The next chapter provides the overview of the study and the significance of the study. Furthermore, recommendations, limitations and conclusions are provided.

CHAPTER 8

CONCLUSIONS AND RECOMMENDATIONS

8.1 INTRODUCTION

Chapter 7 focused on the discussion of the statistical results obtained by means of the research instruments used in the study. Attention was given to the sample size, response rate and a discussion of the results.

This chapter provides the overview of the study, recommendations, significance of the study, suggestions for future research, limitations of the study and conclusions.

8.2 OVERVIEW OF THE STUDY

In chapter 1, the researcher stated that the research was partly motivated by the study of Schulze (2006:318), which stated that there is a need for studies on job satisfaction of academics especially at times of change in South African higher education. The study also gave recognition to the great challenge that mergers posed on both the public and private sectors. The study further elaborated on the great challenge that higher education institutions face due to the pressure of mergers.

Chapters 2, 3, 4 and 5 presented the literature studied and evaluated by the researcher. The essence of the literature was to review the existing body of knowledge on organisational commitment, motivation and job satisfaction with particular reference to studies that focused on higher education.

Chapter 6 provided the research methodology employed in this study. The aim of chapter 6 was to clarify the reasons for the chosen instruments, explain the research design, the sampling used, data collection methods and statistical procedures employed.

Chapter 7 presented and discussed the results in relation to the literature covered. The purpose of chapter 7 was to provide a detailed analysis of the responses as given on the questionnaires. It provided the descriptive statistics and analyses of covariance to examine the significance of the results.

8.3 RECOMMENDATIONS

The study presented clear results that mergers brought serious implications for academics, the core employees in the operations of higher education institutions. Admittedly, both administrators and academics at higher education institutions tend to agree that organisational commitment, motivation and job satisfaction are imperative to attain institutional goals. Since psychological wellbeing of academics is the cornerstone of a successful university, the researcher outlined the following recommendations for consideration by university administrators and researchers:

- To verify the authenticity of the perceived statements by labour unions, that “...hundreds of top academics resigned” (NUTESA, 2009b:1) because of dissatisfaction, the researcher recommend that “exit interviews” be conducted to determine the real causes of high turnover. Possibly, these exit interviews may further assist management to develop retention strategies.
- The above recommendation may further assist in controlling undesirable turnover which shift management’s attention from the real goals of the institution (Buck & Watson, 2002:176).
- According to Chen, Beck and Amos (2005:374) managers with inadequate leadership training could become tired with many changes that are to be implemented during the change process. As a result of a burned-out manager, commitment and motivation of employees fade away (Chen, Beck & Amos, 2005:374). To curb the burnout, this study recommends that the already existing programme of “TUT licence to lead” be intensified and made obligatory to all managers.
- Academics are rational employees and would question every step of change, asking whether the institution is headed in the right direction; they could make a conscious decision to commit or not to commit to change (Booz Allen & Hamilton in Bryson, 2002:16). In accord with Bryson (2002:18), this study recommends that for all pending change processes managers should:
 - (i) Describe to academics the compelling need for change,
 - (ii) Demonstrate to employees that the institution is capable of handling such change and there is future in that change, and most importantly
 - (iii) Provide a roadmap to direct academics’ behaviour and involve them in decision making.

- Often managers responsible for change processes make the mistake to think that subordinates understand issues necessary for change and the new direction to be brought by change (Booz Allen & Hamilton in Bryson, 2002:16). Communication at the earliest is imperative and should target employees whom it would affect the greatest. In this way, managers could consolidate their strategies quickly and get academics ownership of change (Booz Allen & Hamilton in Bryson, 2002:16).
- In order to enhance the effectiveness of the instrument used to measure the experience of merger in this study, the researcher recommends that questions are included that would probe deeper and measure other dimensions of merger implications as well.
- Also, a qualitative study is required to assess the deeper feelings of academics in the Faculty of Science and other faculties.

8.4 SIGNIFICANCE OF THE STUDY FOR HIGHER EDUCATION

The occurrence of mergers in South African higher education presented an opportunity very worthy of research as it is now an important sector playing a key role in materialising the developmental roles of government. Therefore engaging many academics and gaining their commitment is of immense importance.

This study has contributed to the limited literature in at least the following aspects: Firstly, this study provided empirical evidence that validates the perceptions that mergers have had an impact on the organisational commitment, motivation and job satisfaction of academic employees. Secondly, the study further suggested that in higher education institutions undergoing extensive change processes, it is important to ensure that attention is also paid to the basic elements of the employment relationship. Communication at all levels is fundamental for employees' commitment to improve and for employees' perceptions of whether their psychological wellbeing is taken care of by their employer (Monks & Conway, 2008:78). Therefore communication is critical in alleviating employees' fears during mergers (Mapesela & Hay, 2005:119). Thirdly, the analysis identified that a variety of confounders relate to the level of organisational commitment, motivation and job satisfaction of academics. Finally, there are implications for managers within the higher education institutions. Although the study did not explore management implications specifically in this research, the results presented here gave evidence that managers should pay special attention to the impact of mergers on academics' psychological wellbeing. These results may further

suggest that managers should be trained to deal with specific needs in relation to the complexity of managing the diverse range of activities after mergers.

8.5 SUGGESTIONS FOR POSSIBLE FUTURE RESEARCH

The researcher suggests that future studies should focus on the following points:

- An investigation should be conducted about the variables studied in this study in other faculties and other universities.
- Future studies should also investigate the causal relationship between organisational commitment, motivation and job satisfaction since this study, in comparison to other previous studies, did not pay attention to the relationship between variables.
- Additionally, the researcher suggests that there should be a study about the impact of changes in organisational cultures of higher education institutions brought about by mergers. This is in line with the assertion by Harman (1989:38) that culture is normally affected by change processes.

8.6 LIMITATIONS OF THE STUDY

To understand the rarely researched psychological implications of mergers on academic employees in a merged university is an extreme challenge. In South African higher education, there has been little research dealing with the subjects of organisational commitment, motivation and job satisfaction either theoretically or empirically. Therefore some limitations should be clarified. The researcher identified the following points as limitations of the current study:

- A blatant limitation of this study is the fact that the study only considered the Faculty of Science as the target population. Therefore the results of this study cannot be inferred to other faculties or other institutions.

- Among many implications of a merger, the study only investigated organisational commitment, motivation and job satisfaction in a merged university and the researcher relied on the literature to assume the levels of organisational commitment, motivation and job satisfaction before merger. Therefore inferences cannot be made to other effects which might be brought about by mergers.
- The questionnaires were self-report inventories and these inventories have a built-in flaw because it is possible, although not likely, that a respondent may not be truthful in answering the questionnaires.

8.7 CONCLUSION

The focus of this study has been to explore the post-merger effects on academics' organisational commitment, motivation and job satisfaction. Through the statistical procedures used, it has been argued that mergers indeed had an impact on academics' organisational commitment, motivation and job satisfaction. Therefore the injustices of the past cannot be addressed only through policy formulations; however, being mindful of the academics' views on the matter could be beneficial (Cele & Menon, 2006:48). If these issues are not addressed cautiously, some of the goals of the transformation process envisaged by university mergers might be compromised. Admittedly, for South African higher education academics there is no turning back on transformation. However, getting academics to take ownership of the transformation process could bear fruitful results for both the government and the respective institutions. Furthermore, at the micro-level such as the faculty, committees could be set up to assist with minor transformational issues and make recommendations for macro issues which could be implemented at institutional level.

Although difficult to address holistically, management should acknowledge academics' concerns since they could have negative impact on the realisation of institutional goals. In addition, academics understand that mergers were initiated by government and most support merger objectives (Reddy, 2007:500). However, issues on which the institution or faculty can decide should be communicated to academics in a participatory manner to assure their loyalty. It is also worth noting that not all matters implemented by management are initiated by themselves but are sometimes directives from government or other advisory agencies and if so, the message should be handed down to the academics concerned.

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Annexure A:

QUESTIONNAIRE

FACTORS INFLUENCING ORGANISATIONAL COMMITMENT, MOTIVATION AND JOB SATISFACTION AMONG ACADEMIC EMPLOYEES AT A SOUTH AFRICAN UNIVERSITY, POST MERGER EFFECTS

INSTRUCTIONS

Please indicate your response by making an 'X' across the appropriate number.

PART A: BIOGRAPHICAL INFORMATION

1. Age (eg. 46)

--

2. Gender

Female	1
Male	2

3. Race

White	1
Coloured	2
Indian	3
African	4

4. Designation

Junior lecturer	1
Lecturer	2
Senior lecturer	3
Principle lecturer	4
Associate professor	5
Professor	6

**FOR
OFFICE
USE ONLY**

V1

V2

--

V3

--

V4

--

V5

--

5. Years of service at the institution (TUT)

V6

PART B: Job Satisfaction and Motivation Questionnaire

You are requested to think about the work you do as an academic, and since most jobs are not perfect, consider what would make it better from your point of view.

Work Content

1. I do have interest in my work

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V7

2. My work consists of a variety of tasks

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V8

3. I constantly receive training which teaches me something new

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V9

4. My work is easy

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V10

5. The amount of work is easy to handle

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V11

6. I personally control the amount of work I do

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V12

7. I work independently without being pushed

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V13

8. I regard the job description of my position manageable

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V14

9. I am allowed to decide on the methods for doing my work

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V15

10. I am proud to tell other what kind of work I do

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V16

11. My work is the way to future success

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V17

12. I will not be dismissed without a good reason

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V18

13. I have the opportunity to take part when decisions are made

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V19

14. I feel that my work is of value in my department

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V20

15. There is not time for idleness

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V21

16. I have a certain degree of authority in my work

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V22

Payment

17. My salary is satisfactory in relation to what I do

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V23

18. I earn a competitive salary equivalent to higher education sector

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V24

19. Salary increases are decided on in a fair manner

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V25

Promotion

18. There are opportunities for promotion

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V26

19. Everyone has an equal chance of being promoted

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V27

20. Staff are promoted in a fair and honest way

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V28

Recognition

21. I am regularly praised for my work

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V29

22. I receive constructive criticism regarding my work

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V30

23. I get credit for what I do

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V31

24. I am told that I am making progress

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V32

Working Conditions

25. My working hours are reasonable

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V33

26. I am never overworked

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V34

27. I get the opportunity to socialise with my colleagues and to communicate on aspects of our work

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V35

Benefits

28. My pension benefits are good

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V36

29. My group life insurance is satisfactory

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V37

30. My immediate family education benefits are satisfactory

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V38

My Leader/ HOD

31. My supervisor/ HOD is satisfied easily

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V39

32. My supervisor/ HOD will support me if there are problems

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V40

33. My supervisor/ HOD can be convinced and persuaded

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V41

34. My supervisor/ HOD is a warm-hearted person

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V42

General

35. I have considered changing jobs

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V43

36. I have been looking out for another job

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V44

37. I am thinking of resigning or taking early pension

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V45

PART C: Organisational Commitment Questionnaire

1. I am willing to put in a great deal of effort beyond what is normally expected in order to help this university be successful

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V46

2. I praise this university to my friends as a great university to work for

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V47

3. I feel very little loyalty to this university

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V48

4. I would accept almost any type of job assignment in order to keep working for this university

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V49

5. I find that my values and the university's values are very similar

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V50

6. I am proud to tell others that I am a part of this university

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V51

7. I could just as well be working for a different organization as long as the type of work was similar

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V52

8. This university really inspires the very best in me in the way of job performance

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V53

9. It would take very little change in my present circumstances to cause me to leave this university

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V54

10. I am extremely glad that I chose this university to work for, over others I was considering at the time I joined

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V55

11. There is not too much to be gained by sticking with this university indefinitely

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V56

12. I often find it difficult to agree with this university's policies on important matters relating to its employees

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V57

13. I really care about the fate of this university

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V58

14. For me this is the best of all possible organizations which to work for

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V59

15. Deciding to work for this university was a definite mistake on my part

1

2

3

4

5

6

Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V60

Questionnaire continues on the next page

INSTRUCTIONS (Part D of the questionnaire should ONLY be completed by staff members who formed part of the three institutions before they merged to become TUT)

When you heard that your institution would be merging with two others, there were certain feelings and perceptions that you had. Try to think back on how you felt while all of this was happening and mark each statement, remembering how you felt then.

PART D: Observations after merger

The experience of fear and anxiety

1. The merger made me feel uncertain about my academic career

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V61

2. I was concerned that things may never be the same again

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V62

3. I wondered if I might lose my job

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V63

The experience of loss

4. The new offices/furniture/plants made me feel strange in my own workplace

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V64

5. I was uncomfortable with the new people in my department

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V65

6. When I heard of the merger I was scared of losing my friends

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V66

The experience of breakdown of self-esteem and status

7. I was afraid of what the new managers would think of my work

1 2 3 4 5 6
 Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V67

8. I made sure that my family knew that I had not lost my position of authority

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V68

9. The new people did not know how capable I was

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V69

The experience of distrusting new management

10. I did not like the way the new management do things

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V70

11. I felt that the new management would look out for their own people first

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V71

12. I feel the new management does not have a transparent policy

1 2 3 4 5 6
Completely disagree Mostly disagree Slightly disagree Slightly agree Mostly agree Completely agree

V72

THANK YOU FOR YOUR TIME TAKEN TO COMPLETING THE QUESTIONNAIRE!

Annexure B: Statistical Analysis Plan

**“Effect of experience of merger on job satisfaction, motivation
and organisational commitment”
Statistical Analysis Plan**

Version 3 Date: 5 November 2009

1. Objective of statistical analysis

The primary objective of the statistical analysis is to investigate the effect of a merger on job satisfaction, motivation and organisational commitment, while adjusting for the following potential confounders: age, gender, race, designation/position and years of service.

2. Descriptive analysis

Frequency tabulations (number of students and percent of students per category) for the following will be presented:

- Gender
- Race
- Designation/position

Software: SAS Proc FREQ.

Descriptive statistics (mean, SD, median, min, max, number of observations) will be presented for each quantitative variable, namely

- Job satisfaction/motivation score
- Organisational commitment score
- Age
- Years of service

Descriptive statistics will also be provided for the various panels of the “Experience of merger” questionnaire.

Descriptive statistics will also be provided **by race and merger group** for two dependent variables

- Job satisfaction/motivation score
- Organisational commitment score

Software: SAS Proc MEANS.

3. Analysis

The two dependent variables are as follows:

- Job satisfaction/motivation score
- Organisational commitment score

Each dependent variable will be analysed using ANCOVA, fitting the independent variable

- Experience of merger (categorical)

and **all of** the following potential confounders in **the same model**:

- Age (continuous)
- Years of service (continuous)
- Gender (categorical)
- Race (categorical)
- Designation/position (categorical)

Software: SAS Proc GLM.

Based on the frequency distributions of the categorical confounding variables Race and Designation categories of these two variables might be combined for the purposes of the analysis described above.

**UNIVERSITEIT VAN DIE VRYSTAAT
UNIVERSITY OF THE FREE STATE
YUNIVESITHI YA FREISTATA**



**SENTRUM VIR HOËRONDERWYSSTUDIES EN -ONTWIKKELING
CENTRE FOR HIGHER EDUCATION STUDIES AND DEVELOPMENT
P. O Box 339; Bloemfontein; 9300**

REQUEST TO COMPLETE THE QUESTIONNAIRE

Dear Sir or Madam,

Please find the attached copy of the Merger, Motivation and Job Satisfaction questionnaire.

The questionnaire forms part of a study aimed at investigating the factors influencing motivation, organisational commitment and job satisfaction among academics at a South African university: Post Merger. The objectives of the study is to determine to what extent factors such as personal problems, personality aspects, and problems related to working conditions and factors related to managerial styles affect the performance of staff members. The ultimate goal is to ensure the ever increasing lectureship of excellence in South African higher education institutions.

The researcher is a lecturer in the Department of Mathematics and Statistics (TUT) and has permission to conduct this study at TUT. The study is for the PhD (Higher Education Studies) at the University of the Free State. The results of this study will be made available to the management of TUT. However, the researcher assures **all** respondents that **NO** names will be used during publication of the results. Participation in this research is voluntary. Although this study may present a small stepping stone in the process of education development in our country it also presents the opportunity for our managers to deal with our problems knowingly.

The anonymity and confidentiality of research participants is guaranteed. Since this questionnaire is completed anonymously, it would be impossible to trace any information provided by participants. There will also not be any negative personal consequence in terms of employment or promotion as a result from any response provided in the questionnaire.

Please seal the questionnaire in the envelope provided, and submit to your secretary, who will hand it to me personally.

The average time required for completing the questionnaire is 15 minutes.

Thanking you kindly,

Tumo Kele (Researcher)

A handwritten signature in cursive script, appearing to read 'M. Viljoen', written over a horizontal line.

Dr. Marianne Viljoen (Promoter)



Tshwane University
of Technology

Directorate of Research, Innovation & Partnerships

June 5th, 2008

Ref#: CRIC Q8/2008 Name: Kele TP [Tumo Paulus] Student #: Staff member
--

Mr TP Kele
Department of Mathematics and Statistics
Faculty of Science
Arcadia Campus

Dear Mr Kele

TITLE	:	"Factors influencing organisational commitment, motivation and job satisfaction among academic employees at a South African University: Post merger effects".
INVESTIGATORS	:	KELE TP
PROGRAMME	:	PhD in Higher Education Studies University of the Free State Student number [1999195892]

The application for permission to distribute the questionnaire with aforementioned title amongst TUT academic staff within the Faculty of Science has reference.

The Committee reviewed all the documents submitted and approval for the distribution of the questionnaire is hereby granted .

Yours sincerely,

PDF KOK (Prof)
Director: Directorate of Research, Innovation & Partnerships
[Ref#CRIC Q8of2008KeleTP]

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