EMPLOYEE TURNOVER INTENTIONS, ORGANISATIONAL COMMITMENT AND JOB SATISFATION IN A POST-MERGER TERTIARY INSTITUTION: THE CASE OF THE UNIVERSITY OF LIMPOPO

by

SHEWENG EMILY MASEMOLA

MINI-DISSERTATION

Submitted in partial fulfilment of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION (MBA)

in

Human Resource Management

in the

FACULTY OF MANAGEMENT AND LAW

(Turfloop Graduate School of Leadership)

at the

UNIVERSITY OF LIMPOPO

SOUTH AFRICA

Supervisor: Ms MF Rangongo

2011

EMPLOYEE TURNOVER INTENTIONS, ORGANISATIONAL COMMITMENT AND JOB SATISFACTION IN A POST-MERGER TERTIARY INSTITUTION: CASE OF UNIVERSITY OF LIMPOPO

DECLARATION

I declare that the mini-dissertation hereby submitted to the University of Limpopo, for the degree of Masters in Business Administration in Human Resource Management has not previously been submitted by me for a degree at this or any other University; that is my work in design and in execution, and that all material contained herein has been duly acknowledged.

_____ _____

SE Masemola (Ms) Date

ACKNOWLEDGEMENTS

ABSTRACT

The change or transformation of higher education institutions in South Africa (SA) was mandated by the government, as a response to address past disparities that prevailed as a result of the apartheid government. These disparities, included inter alia, improving access to higher education institutions, improving staff and student equity and improving the quality of higher education throughput. The merger of higher education institutions in SA, like any other institution in another country that had undergone a similar form of change, mostly share the similar experiences, especially if the mergers are mandated by the government.

The fundamental issue and the inspiration of the study is the impact of the merger, whether directly or indirectly, on employees' job satisfaction, organisational commitment and intention to leave. The target population of the study was the university of Limpopo employees, clustered into three categories, viz. the academic, administrative and support services personnel. The study used a random sampling method. A questionnaire, with a combination of closed and open ended questions, was used to collect data. The results indicated that the respondents were not satisfied with their jobs had low organisational commitment and some intentions to leave the employ of the university. However, they indicated that the merger had very little effect on these results.

The recommendations of the study included the following:

- Provide appropriate and adequate resources for conducting daily functioning such as teaching and research.
- Proper recruitment and proper internal placement of staff.
- Empower personnel through workshops and training.
- Provide employees with clear job descriptions and a career path.
- Provide adequate support of employees as well as adequate supervision

LIST OF ACRONYMS/ABBREVIATIONS

DoE – Department of Education

HR – Human Resources

HE – Higher Education

HEI – Higher Education Institution

ISQ – Intention to Stay Questionnaire

MEDUNSA – Medical University of South Africa

MSQ – Minnesota Satisfaction Questionnaire

NHEP – National Higher Education Plan

OCQ – Organisational Commitment Questionnaire

OB – Organisational Behaviour

SA – South Africa

SS – Subsection

UL – University of Limpopo

UNIN – University of the North

DEFINITION OF TERMS

- Academic employee this term means any person appointed to teach or to do research at a public higher education institutions and other employees designated as such by the council of that institution (Malatjie, 2007:20).

- Administrative staff: it consists of people employed to do administrative work in organisations (i.e clerical work or office management).

- Affirmative commitment refers to a sense of belonging and emotional attachment of the employee to the organisation (Brown, 2003:41).

- Continuance commitment indicates the employee's perceived costs of leaving the organisation (Brown, 2003:41).

- Contract employment refers to employment for a fixed period with or without fringe benefits (Mokgalong, 2010).

- Delivery site refers to separate campuses/branches of one higher educational institution.

- Employee means any person excluding an independent contractor, who works for another person or for the state and who receives, or is entitled to receive, any remuneration and any other person who in any manner assists in carrying on or conducting the business of an employer (Malatjie, 2007:21).

- Employee engagement is an organisation's capacity to engage, retain, and optimise the value of its employees (Picket, 2005:300).

- Employee satisfaction is the company's ability to fulfil the physical, emotional and physiological needs of its employees (Malatjie, 2007:21).

- Extrinsic satisfaction is derived from the rewards bestowed upon an individual by peers, supervisors or the organisation, and can take the form of recognition, compensation and advancement. It includes supervision-human relations, supervision-technical, company policies and practices, compensation, advancement, working conditions, co-workers, achievement, activity, independence, variety, social status, moral values, security, social service, authority, ability utilisation, responsibility, creativity, and recognition (Martin, 2007:25).

- "Higher Education Institute (HEI) is a annual conference that is for current and former foster youth who have graduated from high school or college" (http:// www.highereducationinsitute.com/, 2010:1).

- Higher Education Institution is any institution that provides higher education on a full-time, part-time or distance basis and which is established or merged as a public/ private higher education institution under the Higher Education Act, declared or registered as a public/private higher education institution under the Higher Education Act or provisionally registered as a private higher education institution (Malatjie, 2007:21).

- Intrinsic satisfaction is derived from performing the work and consequently experiencing feelings of accomplishment, self-actualisation and identity with the task (Martin, 2007:25).

- Job satisfaction is persistent feelings that are thought to be associated with perceived differences between what is expected and is experienced in relation to the alternatives available in a given situation (Martin, 2007:17).

- Merger, this is a combination of two or more firms, in which the resulting/formed firm maintains the identity of one of the firms, usually the larger or acquiring firm.

- Normative commitment is the perceived obligation the employee has to remain with the organisation (Brown, 2003:41).

- Organisational commitment is the relative strength of an individual's identification with and involvement in a particular organisation (Martin, 2007:19).

- Support Service consists of non-academic/administration staff (i.e security).

- Temporary employment is employment for a specified period without fringe benefits (Mokgalong, 2010).

- Turnover is a movement of employees out of the organisation.

- Turnover intention refers to mental decisions intervening between an individual's attitudes regarding a job and the stay or leaves decision (Sager, Griffeth & Hom, 1998:255).

TABLE OF CONTENTS

CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Wyngaard and Kapp (2004:186, 187) indicate that all colleges of education in SA have been incorporated into either universities or technikons while some institutions have been clustered (like technical colleges) while others were reconfigured through mergers and collaborations. This can be a stressful process especially for the people on which the changes impact. The closure of colleges of education has developed staff insecurities (Wyngaard and Kapp, 2004:190). The positions of all employees of the closed or absorbed institutions will be at risk to the possibilities that include demotions, loss of jobs, retrenchments and jobs becoming redundant. With such threats, employees may react drastically by taking actions such as resignations.

Turnover is the least supported by organisations because it has a potential to be hurtful to them. This is to emphasise that the feeling of insecurities felt by staff cannot be left to perpetuate. Leaving the insecurities to continue will result in a drop in employee morale, develop stresses for them or lessen organisational commitment. The repercussions of leaving with continued insecurities will lead to intentions to turnover, decreased commitment, decreased job satisfaction and eventually turnover. Wyngaard and Kapp (2004:195), however, report that with mergers of colleges in SA some employees experienced growth and viewed the change as a window of opportunity.

This current study, which was conducted in the University of Limpopo after the 2005 merger, was inspired by the need to know how the employees' job satisfaction, turnover intentions and organisational commitment may be affected. A research study conducted at the University of Johannesburg (Martin, 2007) was utilised as an example of this type

of study. Although there were few research studies that discussed job satisfaction, organisational commitment and turnover, Martin's study was conducted in a university in a post-merger context, and that it also addressed job satisfaction, organisational commitment and turnover, which this study focused on.

Other researches were not specific to or discussed individually the merger or job satisfaction or organisational commitment, turnover and so forth. For instance, Coetzee (2005) studied the fairness of affirmative action: an organisational justice perspective; Bosch's (2005) study focused on the effect of a merger in higher education on staff members: the importance of change management; Wyngaard and Kapp (2004) researched on the rethinking and reimaging mergers in further and higher education: a human perspective; Brown (2003) studied the employees' organisational commitment and their perception of supervisors' relations-orientation and task oriented leadership behaviours; Arnolds' (2005) study was on an Alderfer perspective of the higher education restructuring in South Africa; and Makgoba and Mubangizi (2010) wrote a book on the creation of the University of KwaZulu-Natal: reflections on a merger and transformation experience.

In many countries governments are changing the structure and funding basis of their higher education systems. The old methods of controlling and directing higher education are being transformed and individual institutions are being requested to engage in new tasks and assume new responsibilities. Governments are concurrently leaving the responsibility to control programmes and budgets to individual institutions while also directly intervening in the HE systems for the purpose of ensuring economic efficiency, quality of throughput, accountability, and student access (Goedegebuure and Meek, 1991:2).

The approach to effect the change was through mergers, collaborations, consolidations and amalgamations (Harman and Harman, 2003: 30). In the South African situation, these

mergers in HEI, like in any other organisation, brought about some changes. The changes include those in management/leadership, processes used as well as systems and ways of operating. The changes will inevitably have some effect, positive or negative, on the involved stakeholders, particularly the employees. Thus, this study intends finding out the effect of the merger on employees. The investigation will focus on the employees' reactions with regard to job satisfaction, organisational commitment and intentions to turnover in a post-merged institution.

These kinds of movements in an organisation include inter alia promotion, transfer, demotion and turnover. The focus of this study will be on turnover intentions, organisational commitment and job satisfaction that exist or may be arising as post-facto of the merger between the two institutions (Medical University of South Africa and University of the North). The fact that mergers introduce change in organisations and change in its diversities also introduces feelings of uncertainty and/or insecurity in employees which as a result may lead to low morale, anxieties and related negative outcomes. All these have a potential effect on the employee job satisfaction, organisational commitment and intention to turnover (Burnes, 1996:171).

1.2 PROBLEM STATEMENT

The fact that the University of the North (UNIN) had to merge with the Medical University of South Africa (MEDUNSA) as a mandate from government, resulted in repercussions that might have included the issues that concern employees such as job satisfaction, organisational commitment and turnover intentions. There is thus a need to do research on the post-merged institution (University of Limpopo) to determine the impact the merger may have had on the employees of the two merged institutions focusing mainly on job satisfaction, organisational commitment and turnover intentions.

Research has found that employee issues are a major contributor to the failure of many mergers. Mtapuri (2010:131) asserts that continuing to disregard research findings and their recommendations on employee issues in post-merged institutions will perpetuate the failures. The failing institutions will make the government's objectives unobtainable and may even eliminate its vision in the process. Hay and Fourie (2002:130) also assert that SA's Higher Education Institutions (HEIs) need not to sacrifice their valuable human resources in the process of reconfiguration because the human element is the key to the prosperity of the transformation. The valuable human resources are those that can contribute during the process of reconfiguration to its success by being involved in its planning, implementation and monitoring. For example, the intellectuals can make meaning of information received and respond constructively and thus can also be beneficial to the process of transformation (Wyngaard and Kapp, 2004:192).

1.3 AIM AND OBJECTIVES OF THE STUDY

1.3.1 The Aim of the Study

To investigate the job satisfaction, organisational commitment and turnover of the employees of the University of the Limpopo and to see if the merger had any effect on them.

1.3.2 Objectives of the Study

The objectives of this study are:

1.3.2.1 Investigate the job satisfaction, organisational commitment and turnover intention of the University of Limpopo in both campuses (Medunsa and Turfloop).
1.3.2.2 To see if the merger had any effect on the above variables.
1.3.2.3 To compare responses of Medunsa and those of Turfloop employees.
1.3.2.4 To find out if respondents have any suggestions as to how the job satisfaction, organisational commitment and intentions to stay can be improved.

1.4 SIGNIFICANCE OF THE STUDY

The intention of this study is to investigate the job satisfaction, organisational commitment and turnover intentions of University of Limpopo employees.

The study will benefit both employees and management. It will benefit the employees in the sense that each employee will be given an opportunity to state their individual perceptions of the their work, the organisation, to give their feelings regarding job satisfaction and organisational commitment, and then make recommendations as to what they feel the institution should do to increase their job satisfaction, organisational

commitment and need to stay. The management will benefit from the study too, as the findings will be presented to them with recommendations from the respondents. It will also serve to make them aware of what their employees may be going through. The study will thus assist management with their efforts and endeavours toward management of the people. The study will also highlight areas that employees perceived to be good practice and that they wish could be sustained. Therefore this will create and strengthen a reciprocal relationship between the employees and management of UL.

1.5 ETHICAL CONSIDERATION

- The purpose of the study was made clear to all participants and they partook voluntarily.
- The study did not request any identifying information from the subject in order to maintain confidentiality.
- Consent was obtained from university management prior to conducting the study.
- Results were accessible to the interested stakeholders.

1.6 LIMITATIONS OF THE STUDY

All studies or investigations have restrictions (Alberts, 2007:9). These restrictions maybe that there is limited available research funding, restriction of the sample, practical issues like time constraints, a lack of research support, and the limited available measuring instruments and methods of data analysis.

The current study has the following limitations:

- It will focus only on the University of Limpopo employees at Medunsa campus and Turfloop campus and may not necessarily be generalisable to other institutions.

- Two methods were considered for this study. Ultimately one method was utilised which was the use of questionnaires that were electronically distributed. The method has its advantages and disadvantages. The advantages of this system includes that the questionnaires can be sent to a large number of people and in a more efficiently and effectively way than the traditional means of pen and paper. Whilst the disadvantages include poor return rate (Martin, 2007:89).

1.7 THE OUTLINE OF THE STUDY

1.7.1   Chapter One

This chapter outlines the introduction, problem statement, aims of the investigation and the hypotheses.

1.7.2   Chapter Two

Chapter two gives an overview of existing literature on employee job satisfaction, organisational commitment and turnover intentions.

1.7.3   Chapter Three

The chapter focuses on the methodology used to collect data through questionnaires and interviews from the sampled population.

1.7.4   Chapter Four

The chapter focuses on the results of the study.

1.7.5 Chapter Five

Chapter five entails a conclusion and makes recommendations.

1.8 SUMMARY

Despite the fact that change in organisations is continuous, research has proven it comes in different forms which have varied outcomes and effects on the organisation. Change is necessitated by the internal and external environmental forces of the organisation. Some changes are major, some minor and they affect the people in the organisation differently. Most paramount however, is how the change is managed and controlled. Change can be the rise or fall of the organisation and must therefore be managed meticulously.

A merger as a form of change that can occur in organisations has its own implications. It falls in the major forms of change in the organisation. The different forms of mergers are discussed in depth in the next chapter. A merger can critically influence the stability of the organisation. Instability in an organisation is a serious element in a transition of the organisation. Instability can increase turnover intentions, but decrease commitment and employee job satisfaction.

Any detection of turnover intentions of staff in its early stages will assist management to effectively and efficiently take control of the effects thereof. Turnover and dealing with it is costly and hurts organisations when it occurs. Therefore gauging the potential turnover intentions will earn the organisation a fine opportunity to pre-empt negative repercussions by planning and managing the transition well.

A large proportion of employees' time is spent at work and therefore makes the issue of job satisfaction essential to the employee. On the one hand, the employees must enjoy their work to render services productively. On the other hand, the total performance of the organisation is dependent on the productivity of its employees. The organisation through its employees' commitment and performance is then able to achieve its set objectives, ideally doing so effectively and efficiently.

The intention of the study is to contribute to body knowledge on a post-merger level, particularly in the context of current employee perceptions with regard to turnover intentions, organisational commitment and job satisfaction. The study was carried out by utilizing standardised questionnaires and by employing basic and advanced statistical procedures.

The following chapter discusses the following key concepts of the study in detail: turnover intentions, organisational commitment and job satisfaction.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter discusses the core concepts of the study. The chapter also presents an overview of the literature relating to the study.

Similar to the private sector, HEIs have a vision and mission statement that is carried out by the organisation. They are invented and implemented by the people employed in an organisation. People employed in an organisation consist of managers and subordinates. There are people responsible for the crafting of the mission and vision of an organisation/institution, normally known as management. The subordinates are responsible for carrying out the tasks designed to achieve the vision of the organisation (David, 2009:85). The aims/objectives of the organisation are achieved through the execution of tasks given to the staff employed. People with skills of creativity, labour, coordination and so forth lead the organisation towards success. The organisation is seen to be successful through its ability to attain the set objectives effectively and efficiently. Mohr, Fourie and Associates (2004:7) postulate that it is the responsibility of human resources as a factor of production to control all other factors of production (e.g. capital, labour and natural resources).

Even after the introduction of technological developments to replace human labourers it still remains critical for organisations to have human resources that operate, advance and maintain the technology developed. Therefore people and the skills they bring along to the job are vital, as machinery cannot take discretion and perform any innovation because they are programmed to perform certain tasks which are often difficult for natural people to perform (Stair, Reynolds and Chesney, 2008:269).

For an organisation to function profitably and for the sustenance of its success, valuing of its human resources is fundamental. Employees are the heart, feet and hands of growth of organisations. However, human capital also represents a major portion of the total operating costs of most organisations (Picket, 2005:303). Organisations need to also realise the role employees play in the prosperity, growth and sustainability of businesses apart from of the fact that it is a challenge to retain them.

Much of the time and effort of human resources (HR) departments is claimed by identifying and resolving HR problems. For many organisations, especially large manufacturing firms and service organisations, HR problems revolve less around line managers and HR staff. More focus is on employee movements, absenteeism, turnover, job dissatisfaction, and perceived unfairness (Grobler, Wärnich, Carrel, Elbert and Hatfield, 2007:122,298).

Turnover results from resignations, transfers out of the organisational units, discharges, retirement, and death. Turnover is two sided; the one side is dysfunctional while the other is functional. A functional turnover is considered beneficial to the organisation. An example would be that when new employees join an organisation they bring with them new ideas, methods and innovation. A dysfunctional turnover on the other hand renews stagnation in the organisation. Turnover is a problem when it is in excess because it creates instability of the workforce and increases costs and ineffectiveness (Grobler *et al*., 2007: 125).

Other factors that affect employee turnover include (Grobler *et al*., 2007:126):

   a) General economic conditions;
   b) Local labour markets;
   c) Personal mobility;

d) Job security; and

e) Demographics

Research has indicated that one of the significant causes of turnover is job dissatisfaction. What the organisation should realise is that the needs of different employees vary considerably. The greatest mistake organisations make is not valuing their employees' efforts. The employees are the integral part of the organisation's prosperity. Not valuing employees may lead to job dissatisfaction over a period of time and then to turnover.

Hiring and training new employees is costly and slows the effectiveness of organisations. The induction has to be implemented 360 degrees to assist the newly appointed to fit into the system. Moreover, it also takes time to eventually settle in, thus slowing down the productivity of the organisation in the long run (Grobler *et al*., 2007:236).

According to Netswera and Rankhumise (2005:36), highly skilled employees constitute the most critical internal factor of the company's competitive success. However, it comes with a cost. The cost of retaining skilled employees is monetarily quantifiable whilst the cost of losing and replacing a skilled employee is not monetarily quantifiable. The cost of replacing skilled employees include, for instance:

a) Increased recruitment, selection and placement costs;

b) Increased training and development costs;

c) Low productivity and more accidents and quality problems; and

d) Disruptions in programmes and projects as managers and administrators leave.

The major risk organisations are exposed to for not retaining skilled employees is losing the skilled employees to an opposition organisation/institution, thus strengthening the opposition organisation's competitive advantage. Comparing the private sector to the public sector, Hay and Fourie (2002:130) also assert that SA's Higher Education

Institutions (HEIs) need not sacrifice their valuable human resources in the process of reconfiguration because the human element is key to the prosperity of the reconfiguration.

The key concepts discussed are: job satisfaction, organisational commitment and intention to turnover.

2.2 MERGER

2.2.1   Definition of a Merger

A merger is a union of marriage between two organisations (Malatjie, 2007:7).

"In section 23 of the Higher Education Act, a merger is defined as a process in terms of which two or more public higher education institutions lose their status as juristic persons on the date that they are merged into a new juristic person. In the corporate a merger is a combination of two or more firms, in which the resulting firm maintains the identity of one of the firms, usually the larger or acquiring firm (Gitman, 2009:762). A merger in Higher Education is the combination of two or more individual institutions into one new institution, in which control rests with one governing body and a chief executive body and whereby all assets, liabilities and responsibilities of the former institutions are transferred to the new institution (Malatjie, 2007:7)."

This research will adopt the latter definition as it is about mergers in the higher education sector. A merger in any organisation introduces change. Change is an ever present feature of organisational life (Burnes; 1996:171). Burnes (1996:171) also postulates that the organisational change is perceived as an essential process of moving from the status quo to a new state through a series of predictable and preplanned steps, thus change is a continuous, open-ended and predictable process of aligning and realigning an organisation with its changing environment. The crux of the study is on merger as a form of change in an organisation.

Mergers can take various forms or classifications such as the following:

A horizontal merger is between institutions which operate in similar academic fields and are oriented towards a similar type of product;

A vertical merger is between institutions which operate in similar academic fields and are oriented towards a different type of product;

A diversification merger is between institutions which operate in different academic fields and are oriented towards a similar type of product; and

A conglomerate merger is between institutions which operate in different academic fields and are oriented towards a different kind of product (Malatjie, 2007:9).

Goedegebuure describes the classification of mergers, deriving at private sector merger typologies that utilise 'line of business' and 'type of product' as structuring dimensions. In the field of education the 'line of business' is substituted by 'field of academic activity' and 'type of product' by 'type of academic product' (i.e. teaching and research) (Malatjie, 2007:9).

The mergers of higher education institutions was an ideology recommended by the South African National Council on Higher Education (CHE). Merging the higher education institutions was envisaged to improve access to institutions, improve staff and student equity and improve the quality of higher education throughput (Malatjie, 2007:1). The transformation of higher education was recommended by government with the intention to address inequalities within the society of South Africa that were as a result of the former apartheid regime. The transformation was transacted as a necessity to respond to global environment effects that impact on the economies and politics of the country. The other factors that led to the emphasis on the restructuring of higher education institutions were to ascertain viability and sustainability of the new system (Malatjie, 2007:1). The merging of higher education institutions (also referred to as the 'new system') in South

Africa is pivotal to the social justice, democracy, and economic and social development of South Africa (Hall, Symes and Luescher (2004:34).

The recommendation by the ministry of Education was to create new institutions with new identities and decrease the number of institutions but not reduce the number of delivery sites. Delivery site refers to separate campuses/branches of one higher education institution. In May 2002 the public higher educations were reduced from thirty-six to eleven institutions, five universities of technology, six comprehensive institutions and two national institutes for higher education (Hall, Symes and Luescher, 2004:44). All combined totalled twenty-two institutions and two institutes. "Higher Education Institute (HEI) is an annual conference that is for current and former foster youth who have graduated from high school or college" (www.highereducationinsitute.com, 2010:1).

The merger implementation plan was rolled out and resources to put the wheels of the merger on motion were gathered. In the report by the Council of Higher Education (CHE), the minister deployed the Department of Education to monitor the progress to the attainment of the set and consented-upon objectives for the merger. The CHE was given the powers to conduct the evaluation of progress. The CHE task team anticipated saving costs from economies of scale through the elimination of duplication, rationalisation of programmes and the decrease in numbers of councils, senates and members of senior management (Malatjie, 2007:2).

2.2.2 Drivers of Mergers of Higher Education

The external forces of governments' environment have put a lot of pressure on institutions of higher learning (Harman and Harman, 2003:31). The competition for resources is heightened by demands for proactive and responsive action to deal with the squeeze felt by governments (Goedegebuure, 1991:3). However, the trends to

approaching the situation were varying from country to country and their objectives with particular emphasis to HE reforms through mergers (Harman and Harman, 2003:34).

In Australia the reinforcement to merge Higher Education Institutions (HEIs) was intended to address prevailing problems of duplication and restructuring issues of fragmented institutions and small and non-viable institutions (Harman, 2003:34).

The United States used mergers to reform HE institutions to build stronger and more viable institutions and to avoid the closure of financially struggling institutions (Harman and Harman, 2003:35).

South Africa has adopted the merger of the HEIs phenomenon to address two problems, the apartheid legacy of historically disadvantaged HEIs encountering down-turns in enrolments and deficits and staff of former white universities which still do not closely reflect the national racial distribution (Harman and Harman, 2003:37).

According to Harman and Harman (2003:36), the major driver has been the need to achieve financial viability and/or avoid closure. The general common reinforcement of governments in following the merger route of HEIs reforms worldwide seems to be the reason to improve deficiencies prevailing in their systems, i.e. competition for resources, upgrading the quality of throughput, students' access and economic efficiency. Transforming HEIs through mergers happens to be the ultimate alternative for many governments despite their diverse situations (Harman and Harman, 2003:40).

Whatever the drivers of mergers are, they result in change. Change can have good and devastating effects on the involved stakeholders and thus needs to be managed carefully.

2.3 ORGANISATIONAL CHANGE

Organisational change is perceived as a process of moving from one fixed state to another through a list of predictable and pre-planned steps (Burnes, 1996:170). Burnes (1996:170) also postulates that organisational change is a persistent, open ended process of aligning and realigning the organisation with its changing environment.

Change in an organisation can be created through transformation and restructuring. Restructuring and/or transformation of an organisation requires a change of 'mind set' culture and values (Bosch, 2005:1). The cultural values and 'mind set' changes lie in personal adjustment: when people are put into new settings within which they have to behave differently and are properly trained, supported and rewarded, their behaviours should embrace change confidently. Other researchers indicated that if the transition is successful, it will lead to a mind-set change and eventually will impact upon the culture of the organisation.

It is thus imperative for managers to have knowledge on how to manage change in an organisation (Bosch, 2005:6). To make a successful transition, skilful management is required and relied upon. However, the process of changing and managing change in an organisation is never easy. It is hard and tiring (Bosch, 2005:6, 25). A fundamental factor in the success of the organisation in the transition period is its employees. Employees need to be motivated and communicated to, and to accept and understand the necessity for change as they often resist change. In case employees resist change, managers are supposed to establish the sources of the resistance and manage them appropriately. Essential to the success of the merger process is cooperation and understanding of affected employees (Bosch, 2005:7). Research has attested that major successes and major errors in an organisation emanate/revolve around people. For instance, if employees in an institution of high education are well informed and accept change, they

play a pivotal role in reassuring students and maintaining the quality of education (Bosch, 2005:8).

Burnes (1996:171) believes that the manner in which change is managed and the appropriateness of the approach adopted, have major implications on the way people experience change and their perceptions of its outcome. Nel, Gerber, Van Wyk, Haasbroek, Schultz, Sono and Werner, (2001:400) postulate that proper management of change is very important because change well managed will encourage rather than stifle, increase individual participation and creativity, increase the flow of ideas, attract and retain the best skills and improve employer-employee relations. People tend to resist change, especially if it is not managed well, with consideration of people issues.

2.3.1   Resistance to Change

Organisational change is a daunting process for everyone in the organisation from management to the workers. They all approach it differently as well. Some can welcome it while others are simultaneously resisting it.

"It must be considered that there is nothing more difficult to carry out, nor more daunting to success, than to initiate a new order of things, for the reformer has enemies in all those who profit by the older order, and only lukewarm defenders in all those who profit by the new order, this lukewarmness arising partly from fear of their adversities, who have the laws in their favour; and partly from the incredulity of mankind, who do not truly believe in anything new until they have actual experience of it" (Goedegebuure et al, 1991:2).

Resistance can surface in various ways. It can be overt, immediate, implicit or deferred. Overt and immediate, for example, if change is proposed and employees immediately respond by voicing complaints, engaging in a work slow-down or threatening to go on strike. Inherent resistance efforts are more subtle – loss of loyalty to the organisation, loss of motivation to work, increased errors, increased absenteeism due to illness. These factors are very difficult to recognise. Deferred actions cloud the connection between the

source of the resistance and the reaction to it. Resistance in this scenario appears to be minimal at the initiated time but starts to surface weeks, months or even years later. Thus this type of resistance builds up and causes an explosion at a later stage, often out of proportion (Robbins, Judge, Odendaal, and Roodt, 2009:485).

The restructuring of HE in South Africa through mergers of the universities and technikons is a typical example of a change process. The HEIs aimed to address problems of duplication, eliminate fragmentation, reduce costs, and improve the quality and efficiency of the institutions for the betterment of the country's economic, political and social needs. However, the Minister of Education was confronted with resistance from some of the affected institutions that were, reluctant to relinquish their individual identities (Robbins *et al*., 2009:485).

2.3.1.1 Sources of Resistance

Sources of resistance are categorised into individual and organisational. Some of the individual sources of resistance include habit, security, economic factors, fear of the unknown, and selective information processing. Organisational sources of resistance include structural inertia, limited focus of change, group inertia, threat to expertise, threat to established power relationships, and threat to established resource allocations (Robbins *et al*., 2009:485 – 487).

2.3.1.2 Overcoming Resistance to Change

Robbins et al (2009:487) suggest communication with and education of employees to buy into the change. Involving them in the processes, negotiating with them, facilitating and supporting them through it as well can be effective. Manipulation, co-optation and coercion are other mechanisms that can be utilised (Robbins et al., 2009:488).

2.3.2 Effect of Change on Organisational Culture

Resources such as material, people and money serve as inputs to the organisational system. The resources are then put through a transformation process and become outputs. The outputs from the transformation process are usually termed goods and services which are of a higher relative value than the inputs alone. Through adding value organisations endeavour to achieve their goals (Stair, Reynolds and Thomas, 2008:36).

An organisation is a fictitious personality or entity and as such is represented by human beings in its activities (Benade, Henning, du Plessis, Delport, de Koker, and Pretorius, 2003:138). Culture is a set of beliefs and behaviour of an individual/group. Therefore, the judgment or perception of an organisation is based on the actions of the people who represent it in its activities (Benade *et al*., 2003:138). Robbins et al. (2009:423) allege that the idea of viewing organisations as cultures is where there is a system of shared meaning among members.

Organisations have personalities just like people. They can be rigid or flexible, friendly or unfriendly, supportive, innovative or conservative. Organisational culture or institutionalisation defines the character, unique feeling beyond an organisation's structural characteristics (Robbins *et al*., 2009:423).

The importance of organisational culture and its creation is realisable through its reputation (Robbins *et al*., 2009:440). Institutionalisation provides members of the institution with a common understanding of what is appropriate and fundamentally meaningful behaviour. Essentials of organisational culture are seated in the following key characteristics:

- Innovation and risk-taking (the degree to which employees are encouraged to be innovative and take risks);

- Attention to detail (the degree to which employees are expected to execute tasks meticulously, precisely and making analyses);

- Outcome orientation (the degree to which management focuses on the results or outcomes rather than on the technologies and processes used to achieve these outcomes);

- People orientation (the degree to which management decisions take into consideration the effect of outcomes on people within the organisation);

- Team orientation (the degree to which work activities are organised around teams rather than individuals);

- Aggressiveness (the degree to which people are aggressive and competitive rather than easy-going); and

- Stability (the degree to which organisational activities emphasise maintaining the status quo in contrast to growth.

The organisation is then appraised on the mentioned characteristics to give the composition of the organisation a specific culture. If the culture of the organisation clashes with that of the individual, the individual may have feelings of disassociation towards the organisation leading to decrease in organisation commitment. Also, the individual who is already a member of the organisation may become dissatisfied and eventually leave the organisation (Robbins *et al*., 2009:440).

Employees formulate their own understanding and accept/reject the values of an organisation (Robbins *et al*., 2009:440). When the employee(s) accept the values of an organisation it is defined as 'fit.' If the employee(s) reject the values of the organisation it indicates a 'misfit.' The latter indicates that the organisation's values do not match those of the employee(s). For example, the values the employees may perceive as important in an organisation are employee selection and promotion policies. If there is a 'misfit' between the values of the individual and the values of the organisation, it may lead to a turnover of existing employees or nullify the organisation's attraction of potential

employees. The perception of an organisation affects employee performance and satisfaction (Robbins *et al*., 2009:440).

An organisational change changes the organisation's values for alignment with the new structure of the organisation, also for its competitive edge in the local and international environment. Mergers have been utilised as a strategy to transform HEIs. The merging institutions' cultures have inevitably changed. The process of change thus requires meticulous management. On the other hand, it is a prerequisite for organisations in the present era to have a flexible, adoptive and responsive character in order to sustain their competence.

An organisation's culture is formed by certain characteristics that include the organisation's mission and philosophy, the design of physical spaces and buildings, hiring criteria, entrenched rituals, the organisation's historical performance evaluation criteria and the organisation's formal structure. Employees choose the organisation with values that match with theirs. The point at which the values of the organisation match with the values of the employee(s) is called the equilibrium point. The employee(s) will, therefore challenge any effort that tampers with the equilibrium. Thus stability and a highly structured organisation are aspects that employees mostly find appealing in an organisation (Robbins *et al*., 2009:441).

The restructuring in any organisation is characterised by high levels of anxiety, low levels of morale, tardy job performance, uncertainty, high levels of absenteeism, and staff turnover, all of which potentially impact on productivity and performance. The transition from the old system to the new can be a period of hope and exhilaration on the one hand, yet a period of uncertainty, risk and loss on the other (Martin, 2007:3).

Still on the merger, in particular in HE, the greater the probability of viability of the integration and articulation between objectives and vision of the institution in question

the better the probability of success for the merger. It is relevant to institutions that are at the same level merging (horizontal merger) whose mission and cultures are complementary (Harman and Harman, 2003:38). For example, a university merging with another university is a horizontal merger. Cross-sectoral or vertical mergers like a merger between a university and a college of education have the minimum success chance of probability but can succeed if the merger and post-merger phases are effectively managed (Harman and Harman, 2003:38).

Leaders have a challenge to manage different cultures of the merging institutions to create an integrated culture. Some of the cultural differences typically evident in universities and higher education colleges are along five dimensions, namely: academic role, professional loyalties, teaching versus research, reward-structures and style of governance. Given such differences, building an integrated and coherent educational community in the process of merger and post-merger or collaboration, demands the senior managers and leaders to focus on post-merger consolidation and community building. In other words, consciously helping emasculate loyalty to the old system by breaking it down and redirecting it to the newly established institution. Ineffective management of culture and tradition of the merger partners will harm the morale and loyalty of the staff and can be devastating to them if handled without sensitivity and promptly (Harman and Harman, 2003:38).

Harman and Harman (2003:41) acknowledge that the implementation of a merger can be a traumatic encounter for both the institutions and their staff. To build morale, new loyalties and a sense of community, leaders need to consider inherent and subtle differences of contested cultures and practise sensitivity in their judgment in managing conflict (Harman and Harman, 2003:41). If sensitivity to the contested cultures and the development of a new culture is not supported by the employees, it may lead to decreased commitment and in the long-run the employee may turnover if the feeling of dissatisfaction is perpetuated indefinitely (Robbins *et al.*, 2009:440).

The fact that mergers introduce change in organisations and change in its diversities also introduces feelings of uncertainty and/or insecurity in employees as a result leading to a low moral, anxieties and related negative outcomes. All these have a potential effect on the employee job satisfaction, organisational commitment and intention to turnover (Burnes, 1996:171).

2.4 ORGANISATIONAL COMMITMENT

Roodt, as quoted by Martin (2007:19), defines organisational commitment as a cognitive predisposition towards a particular focus, insofar as this focus has the potential to satisfy needs, realise values and achieve goods. Mowday, Porter and Steers, also quoted by Martin (2007:19), define organisational commitment as the relative strength of an individual's identification with and involvement in a particular organisation. Martin (2007:18) summarises organisation commitment as having the following characteristic traits:

- Identifying with an organisation and its goals and values (identification);
- A strong desire to maintain investment with the organisation (loyalty); and
- Willingness to work extra hard on behalf of the organisation (involvement).

Organisational commitment is multi-dimensional, determined by its varied definitions and different fashions of measurements (Coetzee, 2005: 5.2). In all its various definitions and measures, there is a common theme shared, namely that organisational commitment is a bond or linkage of the individual to the organisation.

Organisational commitment is a reciprocal kind of relationship between the employer and the employee. Like the nature of bilateral relationships, it is a precondition for any commitment. For instance, if the organisation is not committed to its employees and the

employees realise that their company is not committed to them that will affect the commitment relationship negatively. Therefore commitment cannot be one-sided, it must be mutual to achieve organisational goals (Martin, 2007:27). For the purposes of this study, organisational commitment is defined as the relative strength of an individual's identification with and involvement in a particular organisation (Martin, 2007:19).

a) There are various forms of organisational commitment as discussed by different authors. These different forms are now presented according to the authors.

Angle and Perry (1981)	
Value commitment	Commitment to support the goals of the organisation.
Commitment to stay	Commitment to retain their organisational membership.
O'Reilly and Chatman (1986)	
Compliance	Instrumental involvement for specific extrinsic rewards.
Identification	Attachment based on a desire for affiliation with the organisation.
Internalisation	Involvement predicted on congruence between individual and organisational values
Penley and Gould (1988)	
Moral	Acceptance of and identification with organisational goals.
Calculative	A commitment to an organisation which is based on the employee's receiving inducements to match contributions.
Alienative	Organisational attachment which results when an employee no longer perceives that there are rewards commensurate with investments, yet he remains due to environment pressures.
Meyer and Allen (1991)	
Affective	The employee's emotional attachment to, identification with and involvement in the organisation.

Continuance	An awareness of the costs associated with leaving the organisation.
Normative	A feeling of obligation to continue employment.
Mayer and Schoorman (1992)	
Value	A belief in and acceptance of organisational goals and values and a willingness to exert considerable effort on behalf of the organisation
Value	A belief in and acceptance of organisational goals and values and a willingness to exert considerable effort on behalf of the organisation
Continuance	The desire to remain a member of the organisation
Jaros*et al* (1993)	
Affective	The degree to which an individual is psychologically attached to an organisation through feelings such as loyalty, affection, warmth, belongingness, pleasure, etc.
Continuance	The degree to which an individual experiences a sense of being locked in place because of the high costs of leaving.
Moral	The degree to which an individual is psychologically attached to an organisation through internalisation of its goals, values and mission.
SOURCE: Adopted from Meyer &Herscovitch (2001:320), in Coetzee (2005:5.3 – 5.4)	

The deduction from the various definitions of organisational commitment is that it is multi-dimensional. Therefore, it is imperative that when defining organisational commitment it be based on the reason for the commitment. The reasons that are mostly recognised by researchers are affective (personal attachment), continuance (restricted by circumstances) and normative (an obligation).

Organisational commitment is expressed by meeting the expectations of parties involved to achieve the organisation's goals (Martin, 2007:27). A study on perceived mutual obligation of managers and employees was conducted in the United Kingdom across a range of sectors (Herriot, Manning and Kidd, 1997:162). The findings were that employees expect from their employers:

a) To provide adequate induction and training;
b) To be fair in the allocation of benefits;
c) To provide justice, fairness and consistency in the application of rules and disciplinary procedures;
d) To ensure fairness in selection, appraisal, promotion, and redundancy procedure;
e) To provide equitable pay in relation to market values across the organisation;
f) To allow time off to meet family and personal needs;
g) To consult and communicate on matters that affect them;
h) To interfere minimally with employees in terms of how they do their job;
i) To act in a personally supportive way towards employees;
j) To recognise or reward special contributions or long service;
k) To provide a safe and congenial work environment; and
l) To provide job security.

Employers expect the following traits from employees;

a) To work contracted hours;
b) To do a quality piece of work;
c) To deal honestly with clients;
d) To be loyal and guard the organisation's reputation;
e) To treat property carefully;
f) To dress and behave appropriately; and
g) To be flexible and to go beyond one's job description.

More closely related to the concept of commitment is organisational citizenship (Coetzee, 2005:5.8). Organisational citizenship (OC) is enabling to assimilate workers' behaviour at work, their perceptions and attitudes and how these aspects impact on their commitment to the organisation. Organisational citizenship behaviour refers to the individual behaviour that is discretionary, implicitly or explicitly noticeable by formal systems, and promotes the effective operation of the organisation (Coetzee, 2005:5.8).

An organisation that has a committed workforce has the highest possibility to prosper because committed employees are more productive and save costs through effective and efficient delivery of service. There are less than fifty percent of committed workforces in organisations today and it is upon employers to establish the core source of the disparity (Coetzee, 2005:5:15).

Coetzee (2005:5.15) postulates that employees are of the opinion that employers are not regarding loyalty as valuable and that they perceive it as expendable when faced with pressure. This perception of employers exhibits no sense of compassion for the employees and shows that employers are willing to sacrifice the employees to maintain a financial bottom line. A couple of incidents that advocate the perception of employers devaluing their employees can be seen in the continuous downsizing, right-sizing and re-engineering of an organisation.

For employees to be committed, employers need to meet their needs both as workers and individuals (Coetzee, 2005:5.15). Unlike in the past when organisations could afford the employees the luxury of secure jobs in return for their loyalty, organisations are currently increasingly determined to survive the global competition pressure and sustain profits. The attitude of organisations has thus moved to protecting profit margins. Due to competition, the pressure exerted on businesses and organisations has resorted to

downsizing, restructuring and transforming the values and eventually compromising the job security for employees (Coetzee, 2005:5.1).

Coetzee (2005:5.7) postulates that the concept employee commitment is best defined through the deployment of the social exchange theory. The social exchange theory is grounded in an economic model of human behaviour whereby interactional processes between individuals are persuaded by a desire to increase rewards and decrease losses (Coetzee, 2005:5.7). The social exchange theory's point of departure is that the relationships that provide more rewards and diminish costs earn enduring reciprocal trust and attraction. For instance, if employees are more efficient and effective in executing assigned duties they cut costs of not being productive and employers that are generous in rewarding and supporting their employees eliminate poor performance as a result of dissatisfaction of employees. Thus, the social exchange process entails both material benefits and psychological benefits that include status, loyalty and approval. In a usual situation employees are likely to challenge or resist any attempt that may jeopardise the rewards or support that they receive from their employers if they are satisfied with it.

According to Coetzee (2005:5.7), there is a behavioural correlation between commitment and turnover in the organisation. For organisations to be effective they depend on the employees' productivity which is a variable that is also affected by the willingness and degree of engagement in the task assigned to them and beyond the required role. A stable workforce alone is not adequate for organisations to be effective. The employees that want to be in the organisation (affective commitment) might be more dedicated when compared to those that feel obligated (normative commitment) and those who need to be in the organisation (continuance commitment). Organisations need a workforce that is willing to go the extra mile for survival and to be in the frontier (Coetzee, 2005:5.7).

2.5 JOB SATISFACTION AND/OR DISSATISFACTION

Job satisfaction is a phenomenon that has been researched by many researchers. Smit, Kendall and Hulin, quoted by (Martin, 2007:17), defined job satisfaction as persistent feelings that are thought to be associated with perceived differences between what is expected and what is experienced in relation to the alternatives available in a given situation. Grobler *et al*. (2007:128) defined job satisfaction as the difference between what the employee actually receives for the effort/input into the organisation and what the employee expects to receive. www.wikipedia.org (2011:1) described job satisfaction as a pleasurable emotional state resulting from the appraisal of, an affective reaction to and an attitude towards one's job. Although job satisfaction has numerous definitions, the common factor is that it involves the feelings of the individual that are directed to the job and its environment. This study will follow the definition of job satisfaction as persistent feelings that are thought to be associated with perceived differences between what is expected and experienced in relation to the alternatives available in a given situation.

However, job satisfaction is not the same as motivation, but is to some extent linked to it. Motivation is defined as an inner force that drives the individual to attain personal and organisational goals (www.wikipedia.org, 2011:3). Maslow's Hierarchy of Needs theory, a motivation theory and Herzberg's theory are frequently utilised in discussions on job satisfaction.

"Job satisfaction can also be seen within a broader context of the range of issues which affect an individual experience of work or their quality of working life. Job satisfaction can be understood in terms of its relationships with other key factors such as general well-being, stress at work, control at work, home-work interface, and working conditions" (www.wikipedia.org, 2011: 2). "One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies sought to find the effects of various conditions (notably illumination) on workers' productivity. These studies ultimately showed that novel changes in work conditions temporarily increase productivity (called the Hawthorne Effect). It was later found that this increase resulted, not from the new conditions, but from the knowledge of being observed. This finding provided strong evidence that people work for purposes other than pay, which paved the

way for researchers to investigate other factors in job satisfaction." (www.wikipedia.org, 2011:1, 2).

This study also described job satisfaction utilising the intrinsic-extrinsic distinction as a determinant of potential triggering of satisfaction or dissatisfaction. Intrinsic satisfaction is derived from performing the work and consequently experiencing feelings of accomplishment, self-actualisation and identification with the task. It is also explained as motivational factors that include achievement in work, recognition and promotion opportunities. Extrinsic satisfaction is derived from the rewards bestowed upon an individual by peers, supervisors or the organisation and can take the form of recognition, compensation and advancement. Herzberg's model explains extrinsic satisfaction in a form of hygiene factors. These hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices and other working conditions. Other researchers indicated various extrinsic factors such as supervision, compensation, company policies and practices and intrinsic factors such as activity, variety and responsibility. Basically, intrinsic factors are thought to measure satisfaction with internally susceptible factors whilst the extrinsic factors are externally susceptible factors to the job (Martin, 2007:17).

Communication has been mentioned as another aspect that affects job satisfaction. Research found that under-load or overload of communication has an effect on job satisfaction. Overload of communication occurs when an individual receives overwhelming messages in a short space of time which can result in unprocessed information or when an individual faces more complex messages that are more difficult to process. For instance, given an individual's working style and motivation to perform the task at hand, when more inputs exist than outputs, the individual perceives a condition of overload which can be negatively or positively related to job satisfaction. Under-load of communication occurs when messages or inputs are sent to the individual are below the individual's ability to process. According to these ideas of communication (overload and under-load), if an individual does not receive adequate input on the job or fails to

process the inputs, the individual will have a high probability of becoming dissatisfied, aggravated and unhappy with their work, which leads to a low level of job satisfaction(www.wikipedia.org, 2011:3,4). An employee will be dissatisfied with any deviation from what is expected. The repercussions of a high level of job dissatisfaction may result in employee absenteeism, turnover and grievances (Grobler *et al*., 2007:128).

Job design aims to enhance job satisfaction and performance by methods including job rotation, job enlargement and job enrichment. Other influences on job satisfaction are the management or leadership style and culture, employee involvement, empowerment and ability to work independently (www.wikipedia.org, 2011:1).

2.5.1   Causes of Dissatisfaction

According to Grobler *et al*. (2007:128), job dissatisfaction is caused by an expectation that is not met in the employee's understanding. Job satisfaction/dissatisfaction depends on pay, benefits, supervision, co-workers, work, and the organisation generally. In addition, some of the other causes of job dissatisfaction are an inconducive work environment, management not recognising employee job performance, fewer opportunities for growth/promotion, low salaries, and employees not receiving praise from their superiors for good performance (Robbins *et al*, 2009:81 & 82).

2.5.2   Reducing Job Dissatisfaction

Grobler *et al*. (2007:128) suggest an approach of only hiring people who are less inclined to dissatisfaction, or establishing what the employees want. Management should develop an effective and efficient way of establishing what employees want, or measuring the significance of each potential reward and improve employee job satisfaction in an organisation.

2.5.3   Motivational Aspects that Determine Employee Satisfaction

Maslow's hierarchy of needs theory is frequently utilised to address and satisfy employees' needs (Malatjie, 2007:53). There are several theories of motivation. Those that are mostly discussed in connection with job satisfaction are Maslow's hierarchy of needs and Herzberg's theory. These theories basically purport that if people's needs are met, it is believed that they will not be dissatisfied with their jobs.

2.5.3.1 Maslow's Hierarchy of Needs

Maslow's theory is in a hierarchy, ranging from the most basic needs as follows:
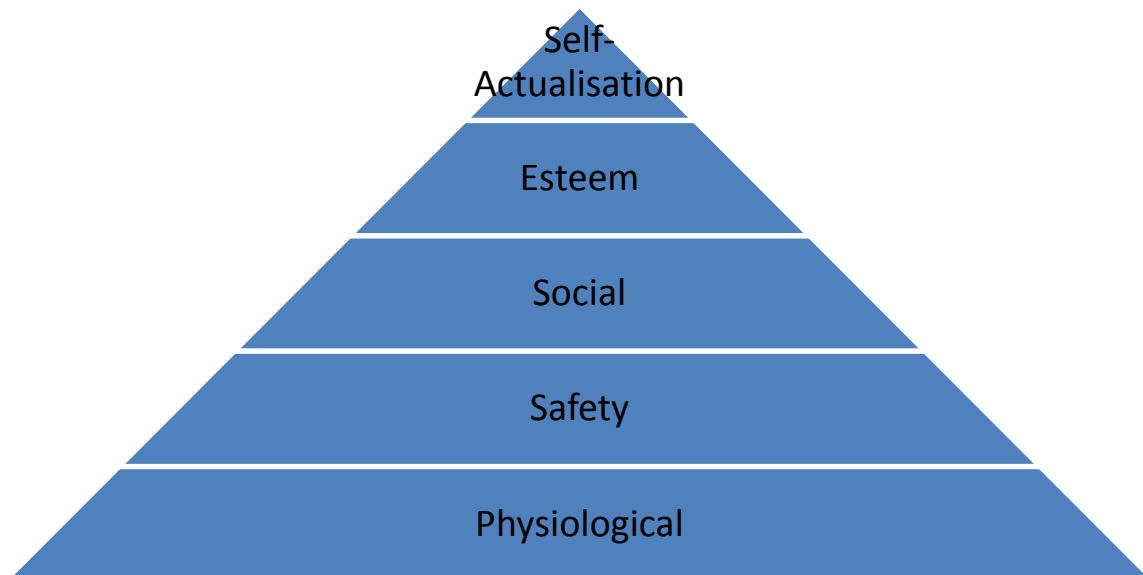
Figure 2.1: Maslow's Hierarchy of Needs

Figure 2.1 above demonstrates the rank of the individual's needs according to Maslow's theory and they can be explained briefly as follows:.

- *Physiological:* fair salaries or wages, comfortable work environment, warmth, light, space, and air conditioning.
- *Security:* safe working conditions, job security and fringe benefits.
- *Social:* social interaction among employees, stable groups, encouragement of co-operation.
- *Esteem:* recognition of high achievement, meaningful work activities, a title that commands respect, responsibility.
- *Self-actualisation:* challenges in work, opportunities for advancement, opportunities for creativity, encouragement for high performance.

2.5.3.2 Herzberg's Two Factor Theory of Motivation

Herzberg's theory stipulates that it is probable that employees can be more productive, creative and committed to their employers (Malatjie, 2007:53). There is also a direct correlation between employee satisfaction and customer satisfaction reflected in Herzberg's theory. He defines employee satisfaction in two dimensions, namely:

Hygiene issues, such as salary, company policy and administration, relationship with supervisor, work conditions, relationship with co-workers, personal life, status, security and supervision, decreased employees' dissatisfaction with their work environment.
Motivators, such as recognition, the work itself, responsibility, advancement, growth, and achievement, make workers more productive.

Some researchers recommended that when employing people the organisation's management should diagnose the needs of its employees and formulate strategies to promote personal goal attainment. If workers are able to achieve their personal goals in the work situation, they will be prepared to render outputs that lead to the attainment of the organisation's goals. Therefore, it follows that if the individual's outputs are satisfactory, the organisation will reward him/her and this, in turn, will satisfy him/her.

Loveday (1996:10) postulates that to show employees their opinions are valued, while implementing them has a great impact on satisfaction and motivation. However, motivation is something that comes from within the individual and thus cannot be forced. It comes through creating motivating working conditions and surroundings.

2.6 EMPLOYEE TURNOVER

Turnover is defined as the movement of employees out of the organisation. Turnover intention is normally the predecessor of the actual turnover. It is defined as mental decisions intervening between an individual's attitudes regarding a job and the stay or leave decision (Sager, Griffeth and Hom, 1998:255). The occurrence of staff turnover in organisation can be harmful to the organisation in such that high employee turnover becomes very costly to the organisation because of monetary costs incurred in recruiting, training, low productivity, more accidents and disruptions in programmes and projects. Most importantly, it raises quality problems of the services/ products delivered, thus tarnishing the image of the organisation (Loveday, 1996:11).

According to Loveday (1996:11), there is a close relationship between employee satisfaction and employee turnover. If the employees' morale decrease and there is insecurity in a job, employees are likely to leave the organisation and seek alternative employment.

2.6.1 Relationship Between Job Satisfaction, Organisational Commitment and Turnover Intentions

Organisational commitment and job satisfaction are commonly perceived as intervening variables in the turnover process. Their results indicated a causal link between organisational commitment and turnover intention as well as to job satisfaction. However,

research has indicated that there is a significant relationship between organisational commitment and turnover. Some findings indicate that the relationship can either grow or decline depending on the tenure of the respondent. These components (organisational commitment and job satisfaction) are considered the best in predicting turnover intentions (Martin, 2007:44)

The meta-analysis done on correlations between job satisfaction and organisational commitment have indicated positive uniform results. There are also claims by some researchers that organisational commitment has on numerous occasions antecedent withdrawal behaviour with analysis yielding a correlation value of − 0.464. However, there is still a need to develop a stronger theoretical foundation to support or prove whether job satisfaction is antecedent to organizational commitment or vice versa (Martin, 2007:45).

Meyer, Stanley, Herscovitch and Topolnystsky (2002) (in Martin, 2007:45) determined in their meta-analysis a relationship between the three forms of commitment (affective, continuance and normative) as well as their subsequent variables identified as antecedents, correlates and consequences. Their results indicated a significant relationship between job satisfaction and turnover intention. Furthermore, research has found significant correlations in the meta-analysis, yielding correlation values contributing to turnover intention, for organisational commitment (- 0.38) and job satisfaction (- 0.28). Other researches have also found job satisfaction and commitment to contribute independently to the prediction process of turnover intentions or withdrawal cognitions. However, job satisfaction is seen to be the stronger predictor of turnover intention/ withdrawal cognitions than commitment (Martin, 2007:45).

2.6.2 Effects of Biographical Information on Job Satisfaction, Organisational Commitment and Turnover Intention

Martin (2007:46) states that personal attributes of a person can also be utilized to determine causes of organisational commitment, job satisfaction and intention to stay or leave. The personal attributes include age, tenure, gender, race, marital status, and academic qualifications.

2.6.2.1 Age

a) *Age and Job Satisfaction*

Contradicting findings were found on the relationship between age and job satisfaction. Some researchers found a positive linear relationship, while others found a negative linear relationship between the two variables. Other researchers got a zero relationship between the variables (Martin, 2007:47). Younger employees are often more inclined to dissatisfaction than the older ones. This is often because the younger employees are hungry for power.

b) *Age and Organisational Commitment*

Like age and job satisfaction the research findings are contradictory. Some studies found either a significant positive relationship while others found no relationships between age and commitment. However, research has indicated that there is a positive relationship between age and affective commitment (Martin, 2007:47, 48).

c) Age and Intention to Turnover

Research findings on the relationship between age and turnover have inclined to be consistent. The findings have determined that the younger employees are more inclined to turnover when compared to older employees (Martin, 2007:48).

2.6.2.2 Tenure

a) Tenure and Job Satisfaction

Some researchers have found that job satisfaction follows a U-shaped relationship with respect to tenure in current position. However, researchers have found no relationship between tenure and job satisfaction while others have indicated that overall job satisfaction has increased as the years of experience have increased (Martin, 2007:49).

b) Tenure and Organisational Commitment

The findings of Hachkett, Bycio and Hausdorf (1994) indicate a positive relationship between tenure and affective and continuance commitment. Other researchers, inter alia, Cohen and Lowenberg (1990); Buchanan (1974); and Meyer and Allen (1984) reported that the longer the employee's tenure in an organisation, the higher their level of commitment. However, Roodt found no significant relationship between the two variables in his study in South African academic institutions (Martin, 2007:49, 50).

c) Tenure and Intention to Turnover

A number of researchers have found a significant positive linear relationship between tenure and turnover. The longer the tenure the lower the intention to turnover will be and

vice versa. Other researchers have found a correlation between tenure and intention to stay. However, some researchers have that claimed that there is no significant relationship between the two variables (Martin, 2007: 50).

2.6.2.3 Gender

a) *Gender and Job Satisfaction*

Gender has been considered as a significant predictor of job satisfaction. Experiential studies on job satisfaction have suggested that female workers have lower levels of job satisfaction than their male counterparts, because male officials dominate most of the public organisations. Some researchers' survey results have indicated that female and male officials were satisfied with their jobs and did not find a significant difference in terms of their overall job satisfaction scores. Researchers such as Koch and Steers (1978) suggested that women were happier with their lower pay and responsibility than men and, therefore, their expectations were lower. Smart and Ethington (1987) established that women employed in gender equitable jobs expressed more satisfaction with the intrinsic and overall nature of jobs than women in female dominated occupations. Finally, some researchers have found that gender specific differences are apparent in terms of extrinsic behaviour expressed in male respondents only while overall job satisfaction exhibited in the findings were from female respondents only (Martin, 2007:51).

b) *Gender and Organisational Commitment*

Research has indicated findings that are contradictory with respect to gender and commitment. Some researchers have found women to be more committed than men. Others have established that men remain more committed to continue with their work than women. There are some also findings that claim that there is no relationship between gender and commitment.

c) Gender and Intention to Turnover

Research findings have revealed little or no impact of gender on turnover intentions. However, March and Mannari (1977) found a negative correlation between the two variables. Their findings indicate that women had higher turnover intentions than men (Martin, 2007:52).

2.6.2.4 Race

a) Race and Job Satisfaction

The workforce composition in SA and worldwide are transforming to be more diverse and multicultural. Some researchers have reported that blacks happen to have a relatively lower job satisfaction than whites. Another study also indicated that Asians and blacks reported lower overall job satisfaction than their white counterparts. Another study indicated that whites' level of satisfaction was lower than their black counterparts. The findings in this regard are thus contradictory and inconclusive (Martin, 2007:52)

b) Race and Organisational Commitment

White managers tend to have higher levels of commitment than black managers. Another suggestion was that maybe black managers do not allow themselves to be committed, because if a new opportunity presents, they easily break away from the organisation. This may perhaps be attributed to the shortage in the market for black managers. Where the supply is smaller than the demand it decreases commitment of black managers, and white managers appear to be more committed as a result of a lack of alternative jobs. However, some studies have found no significant difference across racial-ethnic groups (Martin, 2007: 53).

c) Race and Intention to Turnover

Some researchers stated that race is considered to be inconsistent and ineffective in predicting turnover. However, some research has determined that blacks in management positions are more readily to leave than whites.

2.6.2.5 Marital Status

a) Marital Status and Job Satisfaction

Findings have indicated no difference between the job satisfaction levels of academics to the marital status variable. Some researchers have found inconclusive results in relation to marital status and satisfaction, while others have found that marital status has a positive effect on the employees' overall job satisfaction (Martin, 2007:54).To conclude, married employees seem to be more satisfied than those that are not married.

b) Marital Status and Organisational Commitment

Research findings on marital status have shown that it correlates to commitment because married people have greater financial responsibilities towards their family and this increases their need to stay. However, some studies did not find any relationship between the two variables (Martin, 2007:54).

c) Marital Status and Intention to Turnover

The effect of marital status is inconsistent in predicting turnover from numerous research reports. Some researchers have found that marital status has little or no effect on turnover intentions while others have detected no significant relationship difference between the

two variables. However, other findings were that married respondents had higher staying intentions than unmarried ones (Martin, 2007:55).

2.6.2.6 Academic Qualification

a) Academic Qualification and Job Satisfaction

Some researchers have found that the higher the education level the lower the satisfaction while other studies have confirmed that the average satisfaction score declines with education and the highest level of job satisfaction was gained by people with no qualifications. The higher the qualification the higher the expectations and, therefore, the more difficult to satisfy than that less educated. Some research studies found the opposite. They found that workers who were highly educated had more satisfaction compared to those with lower educational levels (Martin, 2007:55).

b) Highest Academic Qualification and Organisational Commitment

The findings in relation to highest qualification and commitment are conflicting. Education is reported to be negatively/inversely related to commitment. Other researchers found that more highly educated people were more committed to work. While others found near zero or no relationship between the two variables (Martin, 2007:56).

c) Highest Academic Qualification and Intention to Turnover

The findings were varying and therefore, non-conclusive. Some researchers have found a significant positive relationship between education and turnover intentions while others have detected no relationship (Martin, 2007:56).

2.7 EXPERIENCES LEARNED FROM INTERNATIONAL MERGERS IN INSTITUTIONS OF HIGHER LEARNING

Higher Education systems have been restructured worldwide as recommended and mandated by governments. The change has been focused mostly on the structure of the institutions and the basis of funding. The intervention of the transformation of HE was to make the institutions independent of the state and self-regulated by devolving more control over programmes and budgets to individual institutions. On the other hand, the governments desired to directly intervene in the HE systems to ensure quality throughput, student access, accountability, and economic efficiency. However, the restructuring of HEIs has taken on different forms such as incorporation, and merging (Goedebuure and Meek, 1991:2). This study emphasises on restructuring of HE through merging and its effect on employees.

The merger and restructuring activity of HE has existed as early as the 1960s in non-university sectors and the 1970s in the university sector initiated by governments (Harman and Harman, 2003:34, 35). Australia and the Netherlands are countries that have provided examples of international trends which can be viewed in the restructuring of the relationship between government and HE:

- The movement away from HE systems of many small, specialised, single-purpose institutions towards systems consisting of smaller numbers than large, multi-purpose, multi-discipline institutions; and
- The trend for national government to retain the prerogative to set broad policies, participating budgetary ones, while increasingly transferring the responsibility for growth, innovation and diversification in Higher Education to individual institutions (Goedegebuure et al., 1991:2).

The approaches followed by Australia and the Netherlands are reported to have been successful in their attempts of transforming HE while there is a large scale of reported failures by developed literature of attempts elsewhere (Goedegebuure and Meek, 1991:3).

2.7.1   Various Experiences from Several Countries

2.7.1.1 Nigeria: Adesina (2006:17) highlights the three core lessons learned in Nigeria in of HE transformation. Firstly, to sustain commitment to education generally and higher education specifically as a public good rather than a commodity. Adesina (2006:3) claims that Nigeria has not promoted intellectualism despite the introduction of democracy.   Secondly, to sustain commitment to the ethos and ethics of academia and scholarship takes place on two levels, external and internal. Lastly, to sustain commitment to the higher education sector generally, and specifically to research and development activities. However, both require sustained commitment of resources and political will. In particular the financial resource allocation has become the paramount item in order to successfully reinvent the HE sector.

2.7.1.2 Australia: In Australia the binary system has been abolished and replaced by the United National System (UNS), resulting in a complete overhaul of the organisational landscape through cross-sectoral amalgamations (Goedegebuure and Meek, 1991:2). Harman and Harman (2003:33) reported that the experience in the federal structures in Australia has been disappointing. The most common model for the merger of institutions has thus shifted to a unitary structure after realising the failure of federal structures.

2.7.1.3 Netherlands: The sector of Higher Vocational Education has been restructured through a massive merger operation. These changes were deemed necessary by government to create a viable structure and framework of the overall change in the steering of the higher education system (Goedegebuure and Meek, 1991:2).

2.7.1.4 United Kingdom (UK):In the UK (in London and Wales), mergers adopted a federal structure model. In the 1970s and 1980s mergers were used mainly for the restructuring of HE to solve problems associated with fragmentation and with small size colleges (Harman and Harman, 2003:34).

2.7.1.5 United States (US): In the US the merger of HEIs has been utilized as a strategy to pre-empt closure of financially bankrupt institutions and to strengthen and create more viability in the institutions. In the public universities and state college sectors, the trend has been that all separate institutions were consolidated into state-wide and/or multi-campus institutions (Harman and Harman, 2003:35, 36).

2.8 EXPERIENCES FROM SOUTH AFRICA

The merger of HEIs in SA has been utilised as a roadmap to address the problems of the apartheid legacy and threatening bankruptcies. The model followed to address the problems was the absorption of the small specialist institutions into universities by mergers and incorporations (Harman and Harman, 2003:37).Some countries use the term 'incorporation,' while others such as Australia use the term 'amalgamation.' Other countries such as Canada use the term 'consolidation.' In South Africa the term 'merger' is consistently used and applied (Makgoba and Mudangizi, 2010:26).

In 2002 December, a law was passed mandating the mergers and incorporations of public institutions of HE in South Africa. The result of the consolidations was that: universities and technikons were consolidated into eleven (11) conventional universities, six (6) comprehensive universities and six (6) universities of technology. Prior to December 2002, the HE landscape in South Africa comprised of thirty-six (36) institutions of HE; 21 universities and 15 technikons (Makgoba and Mudangizi, 2010:40).

The mergers resulted in radical organisational change in South Africa's HE system. Understandably, most staff members or students of the affected institutions did not greet the mergers with great enthusiasm. The smaller institutions and campuses were on the whole fearful that they would simply be swallowed up by the larger institutions, more so where the smaller constituent institution happened to be historically black and disadvantaged and merging with a historically advantaged institution that was generally viewed as white-dominated (Makgoba and Mudangizi, 2010:40).

In spite of the negative perceptions mentioned, staff, students and governing councils of the affected institutions participated in preparatory task teams that were established well in advance of the actual merger dates to address various areas of common concern to the merging institutions such as student services, finance, human resources, academic offerings, and information systems. The work of the task teams resulted in recommendations to interim councils and interim management structures in several policy areas such as admission, consolidation of programme and qualification mixes and tuition fee structures (Makgoba and Mudangizi, 2010:41).

2.8.1 The Necessitation of the Transformation of Higher Education in South Africa

The transformation of the HE sector in SA was necessitated by the problems that prevailed prior to 1994 as a result of the then apartheid regime. Some of the problems addressed by the new landscape of the HE include (Wyngaard and Kapp, 2004: 187):

- The fragmented systems inherited from the pre-1994 government(s), which led to a vertically and horizontally fragmented system along provincial level and racial lines;
- The inequalities and disjunctions of the systems;
- Incoherent and poor articulation between various types of further and higher education institutions;

- Unequal distribution of resources and subsidy amongst further and higher education institutions;
- The poor throughput rates by institutions;
- The research output by published articles and postgraduates degrees;
- The declining state subsidy mainly as a result of poor economic growth;
- The impact of legislation (SAQA, NQF, Skills Development Act, Skills Development Levy, Labour Relations Act, Affirmative Action) which changed the profile of institutions and which resulted in the permanent appointment of temporary staff, increased salaries and the expansion of basic fringe benefits to all members of staff;
- New types of institutions, for example private and/or virtual institutions and modes of learning (open, electronic, telephonic, work-based); new forms of 'production' of knowledge such as mode 2 knowledge;
- Compensation from institutions for students, for example UK and Australian institutions offering programmes in South Africa;
- Declining enrolment in some institutions, migration of students between institutions and non-participation in further and higher education;
- The quality of teacher preparation in some colleges of education; and
- Regional overlap and duplication in programmes.

It is against the abovementioned problems that the reshaping of the HE landscape in SA had to be pursued (Wyngaard and Kapp, 2004:188).

2.8.2   The Council on Higher Education (CHE)

The Council on Higher Education is a major statutory body established to provide independent, strategic advice to the Minister of Education on matters relating to the transformation and development of higher education in South Africa, and to manage quality assurance and quality promotion in the higher education sector.

The CHE was tasked to look at the restructuring of the SA HE landscape. They came up with a report which addressed the governance of mergers in South Africa. The report was informed by three objectives:

- To develop a conceptual and contextualised framework for merger governance in South Africa. The second chapter of the CHE report addresses the developing and drawing together of a set of key frameworks for the enquiry, international perspectives, policy as well as legal framework and analytical framework.
- The extent to which South Africa's higher education system and its institutions are prepared in governance terms for the complex processes of the merger and incorporation on which they have embarked. The third and fourth chapters of the report presented key findings and explored their implications. Therefore, these chapters seek to amplify an understanding of merger governance with reference to institutional experience and to institutional perspectives on the issues anticipated to be the most relevant and concerned with merger governance.
- The proposal regarding system-wide and institutional-level governance in the context of restructuring. In the final chapter, the CHE report consolidated the findings, interpretations and conclusions of each chapter to present a fuller spectrum of the governance of merger (Hall, Symes and Luescher, 2004: 141).

At the system level, key values of HE governance as outlined in the White Paper and linked to national policy goals, are public accountability, institutional autonomy and academic freedom (Section 2.3.1). Good governance at system level needs to respect each of these values equally and to assign roles to the state and institutions in the restructuring process accordingly (Section 3.4). Good governance at system level should also provide a framework of rules adequate to align institutions with national imperatives in the first place, but thereafter to create conditions that allow institutions to exercise discretion in serving the public good, and to achieve their goals within their own contexts and constructs (Hall, Symes and Luescher, 2004:142).

At institutional level, key values for governance are democratisation, effectiveness and efficiency. The values utilised to spawn a matrix whose indicators of good governance are public interest/representative governance, extensive delegation of authority and strong implementation capacity (Section 2.3.2). Failure of good governance – whether outright or in terms of keeping the dimensions of good governance in balance – at any stage of the merger process could lead to a wide range of unexpected repercussions that negate the underlying policy goals of restructuring. These include a lack of participation, transparency or engagement in the merger process, weakly imposed or illegitimate authority for merger decisions, and ineffective and inefficient merger implementation (Section 2.3.3.1 and 2.4). Governance models in merged institutions may develop on the basis of considerations other than the policy values held for public HE institutions (Section 2.3.3.1). However there are potential conflicting reactions to mergers at different levels of the institution – caused by diversified institutional interests and possible infringement of collegial and co-operative governance in the process of the merger – that may put at risk the achievement of a unified institutional culture and identity or of successful academic development in merged institutions (Section 2.3.3.2.) (Hall, Symes and Luescher, 2004:142).

2.8.3   Higher Education Act 101 0f 1997

The Higher Education Act intended to regulate higher education, to provide for the establishment, composition and functions of a Council on HE, to provide for the establishment, governance and funding of public higher education institutions, to provide for the appointment and functions of an independent assessor, to provide for the registration of private higher education institutions, to provide for quality assurance and quality promotion in higher education, to provide for transitional arrangements and the repeal of certain laws, and to provide for matters connected therewith.

2.8.3.1 SS 23 Merger of public Higher Education

Subject to subsection (2), the Minister may, after consultation with the Council of Higher Education (CHE) and by notice in the Gazette, merge two or more public higher education institutions (HEIs) into a single public higher education institution.

2.8.4 The Higher Education Plan of South Africa

The Ministry of Education (2001:4, 10) stated that the national plan outlined the implementation framework for achieving the vision and goals of education in line with the White Paper 3 which provides a programme for the transformation of the HE system (DoE: July, 1997). It has established targets for the size and shape of the HE system, including the overall growth and participation rates, the instructional and programme mix and equity and efficiency goals. It provided a framework and outlines the process for the restructuring of the institutional landscape of the HE system, as well as provides the signposts for the development of institutional plans (Ministry of Education, 2001:10). It also provides an implementation framework and identifies the strategic interventions and levers necessary for the transformation of the HE system (Ministry of Education, 2001:4).

Bengu (1991:19) outlines the attentional focus of the National Higher Education Plan (NHEP) to be:

- Establishing new programmes;
- Discouraging obsolete programmes;
- Building new capacities; and
- Reshaping the institutional landscape and promoting individual and institutional redress and equity goals.

2.8.5   The Minister of Education's Announcement of the Mergers

The merger announcement was made in the Higher Education Act101 of 1997, in 1997 by Professor Kader Asmal, the former Minister of Education (Malatjie, 2007:1).

2.8.5.1 The Mergers and/or Incorporations in 2004 and 2005

The following mergers in the HE sector of SA that were effected between 2004 and 2005:

- In January 2004, the Potchefstroom University for Christian Higher Education and the University of North-West were merged to form the North-West University.

- In January 2004, the Technikon of North Gauteng, the Technikon of North-West and the Technikon of Pretoria were merged to form the Tshwane University of Technology.

- In January 2004, the University of South Africa and the Technikon South Africa were merged to form the University of South Africa.

- In January 2004, an incorporation of the East London campus of Rhodes University and University of Fort Hare was effected.

- In January 2004, an incorporation of the Port Elizabeth campus of Vista University and the University of Port Elizabeth was effected.

- In January 2004, an incorporation of the East Rand and Soweto campuses of Vista University and the Rand Afrikaans University was effected.

- In January 2004, an incorporation of the Sebokeng campus of Vista University and the North-West University was effected.

- In January 2004, an incorporation of the Mamelodi campus of Vista University and University of Pretoria was effected.

- In January 2004, an incorporation of the Bloemfontein campus of Vista University and the University of Free State was effected.

- In January 2004, an incorporation of the Welkom campus of Vista University and the Technikon of Free State was effected.
- In January 2004, an incorporation of the school of dentistry of the University of Stellenbosch and the University of Western Cape was effected.
- In January 2005, the Cape Technikon and the Peninsula Technikon were merged to form the Cape Peninsula University of Technology.
- In January 2005, the University of Port Elizabeth and the Port Elizabeth Technikon were merged to form the Nelson Mandela Metropolitan University.
- In January 2005, the Rand Afrikaans University and the Technikon Witwatersrand were merged to form the University of Johannesburg.
- In January 2005, the University of the North and the Medical University of South Africa were merged to form the University of Limpopo.

These institutions, particularly the merged ones as opposed to the incorporated ones, were governed by the interim council.

An interim council was established for a period of six months to:
- Manage the day to day activities of the merged institutions;
- Ensure that a council is constituted in terms of the standard institutional statute; and
- Ensure the establishment of such other structures as may be determined in the standard institutional statute.

The composition of the interim council consisted of the chairperson and the members of council.

The encounters of the HE restructuring in SA are synonymous with those encountered internationally (Makgoba and Mubangizi, 2010:45).

2.8.5.2 Merger of Medical University of Southern Africa (MEDUNSA) and the University of the North (UNIN)

The merger of the Medical University of Southern Africa (MEDUNSA) and the University of the North (UNIN) was effected in 2005. The merger of the two HEIs resulted in the University named University of Limpopo (UL). MEDUNSA was established in 1976 to provide HE and training facilities to the educationally disadvantaged in the field of Medicine, Health Care Sciences and Dentistry, with the intention to meet the health needs of the country. The MEDUNSA campus of the UL is situated to the north-west of Pretoria. UNIN was established in 1959 to serve as a racially exclusive university for Black South Africans. The UNIN campus of the UL is situated in Mankweng, midway between the city of Polokwane and the spectacular splendour of Magoebaskloof (Information Prospectus for Post-Graduate Students, 2010:3).

The merger process of UL was done in the following phases:

- Phase I: Known as the pre-merger phase, the two institutions were prepared for the merger and it became clear during this phase that the executive teams of both merging universities were not willing to compromise during negotiations and each was protecting its turf.
- Phase II: The interim council from the date of the merger was constituted to govern the new institution. The interim council was guided by the standard institutional statute in its governance. The interim council in turn appointed an interim executive management to take care of the day to day management of the newly established institution. The employees and their conditions of employment of the two institutions were transferred to the new university. The interim phase ended when the substantive council took office in October 2005.
- Phase III: This is called the harmonisation and consolidation phase. The programmes of the former universities were harmonised so that the similar

programmes that were offered across the campuses should have a uniform syllabus. A new academic structure of the new university was implemented. The student records were put together on a new database. Students' fees were harmonised. After consultations with organised labour as well as non-unionised staff members, a joint bargaining forum was constituted to come up with conditions of employment for the new university. The finances of the two former universities were consolidated. As a result of all the aforementioned, the merger of the UL was a unitary one as opposed to a federal merger (Mokgalong, 2010).

The radical transformation of the HEIs was not readily embraced by all sectors of the university communities. However, one of the intended hallmarks of the restructuring agenda was a process of extended and intensive consultation with all stakeholders. Since the merger of MEDUNSA and UNIN was not voluntary and despite the consultation of stakeholders the merger was bound to have problems. Mergers of HEIs undoubtedly involve fundamental institutional change, and change of this nature is invariably problematic. It is inevitable that certainty of what the merged institution will present is unpredictable and cannot be measured. Therefore, the stakeholders tend to be fearful, suspicious and experience trepidation as a result. This creates insecurities and lack of enthusiasm in the employees caused by fear of the unknown (Makgoba and Mubangizi, 2010:17). In this regard, it means that the employees' job satisfaction and organisational commitment get affected by the uncertainty. Research has revealed that to some extent the employees that are less satisfied and less committed to the employing organisation tend to resort to turnover.

2.9 OUTCOMES OF A MERGER OR ACQUISITION

Research reports have indicated that mergers and/or acquisitions can be stressful in the lives of individuals and organisations. Rapid change associated with mergers also has a potential to affect or contribute to declines in organisational commitment and job

satisfaction to some employees and can affect profit margins of firms negatively with the many costs associated with it. For instance, the possible costs can result from increased absenteeism/turnover to decreased productivity. If these costs are projected with consideration of the inflation overtime, they can erode some of the prospected financial gain.

The other significant problem related to a merger or acquisition is a culture clash. Cultural problems are very sensitive and if not managed or handled meticulously can result in loss of employee loyalty, reduced productivity, distrust, low morale, stress, lack of commitment, job dissatisfaction, and increased labour turnover (even at management level), uncertainty, employee theft, acts of sabotage, absenteeism, and lowered work goals (Martin, 2007:40).

2.10   SUMMARY

Chapter Two has provided the background of mergers and acquisition, their regulation, their effects on employees and developments in terms of encounters in South Africa and internationally. The relationship between job satisfaction, organisational commitment and intentions to turnover was discussed in length.

The relationship between demographical variables such as gender, race, age, tenure, marital status, and highest academic qualification was discussed in conjunction with the work constructs such as job satisfaction, organisational commitment and turnover intentions. However, some findings were proven to be contradictory.

The next chapter will discuss the methodology that was followed to conduct the study in order to achieve the research objectives.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

The previous chapter presented the literature review on mergers, and their effect on job satisfaction, organisational commitment and turnover intentions.

This chapter will focus on the research methodology. The methodology includes research design, target population and sampling, data collection, measuring instruments, methods of data collection, pilot study, and data analysis.

3.2 RESEARCH DESIGN

Conducting research enables the researcher to answer the research questions or objectives as validly, objectively, accurately, efficiently, and effectively in terms of cost and time as possible. Essentiality, a research design indicates the type of study undertaken and provides acceptable answers to the research problem. If the research design is adequately planned and implemented it can assist in permitting the researcher to rely on both his/her observations and draw a conclusion (Martin, 2007:61).

The characteristics of this research's design are indicated below:
- It falls within the quantitative research paradigm;
- It is of the non-experimental kind;
- It is retrospective (ex post facto) in nature; and
- It is based on primary data.

The quantitative research approach was selected for this study. This research approach was selected mainly due to the need to address given and already determined hypotheses from which causal relationships could be established from the large population size selected.

A survey research is a systematic inquiry in which the researcher does not directly control independent variables in the sense of being able to manipulate them, because their manifestations have already occurred, or because they are inherently not manipulatable. Deductions about relations between variables are made, without direct intervention, from the associated variation of independent and dependent variables. This study followed a non-experimental research, a field survey research (or more accurately an ex post facto research) (Martin, 2007:66, 67).

3.3 POPULATION AND SAMPLING

3.3.1   Target Population

The target population can be described as all academic/research support and administrative personnel of the recently merged tertiary institutions (i.e. all white-collar workers who are presently in possession of a valid work email address, irrespective of their current employment contract within the organisation (i.e. permanent, temporary or contract). The unit of analysis was each employee regardless of his/her status within the respective departments across the campuses. On the basis of the nature of the study, it targets each employee's commitment to the organisation as a whole, as well as job satisfaction and turnover intentions of each employee would be treated independent of the position he/she was holding (Martin, 2007:83).

The population of the University of Limpopo has a total of 2522 employees. For the study to qualify to make generalisations it requires 21% of the total population

questionnaire responses (Martin, 2007:83). This requirement was not met by this study but the researcher was able to construct statistical analysis with the data received from the responses.

3.3.2 Sampling

Sampling is a process of selecting/ drawing data from many sources, i.e. from a variety of people, objects, textual materials, audio-visual and electronic records (Leedy and Ormrod, 2005:145). It can also obtain a representative set of data and information, which can be extrapolated to the total population. The selection of participants is done randomly.

A sample of 400 individuals was selected randomly from the total of 2522 members of the University personnel. According to Leedy and Ormrod (2005:207), identifying a sufficient sample size depends on the size of the population. For a 1500 population a sample of at least 20% is required and for 5000 or more population, at least a 400 sample size is required. The total population of employees of UL was between 1500 and 5000, thus the sample was targeted at 400 employees for sampling adequacy. Below is an indication of how the sample was initially clustered for this survey:

- 180 individuals in academic positions;
- 180 individuals in administration;
- 20 individuals in management (directors); and
- 20 individuals in executive management (senate)

The alteration of the sample resulted on the basis of the following: the questionnaire was initially emailed to 400 randomly selected potential participants. The responses were so poor that it did not even make 30% of the sample total.

Only 125 employees eventually responded, which is 20% of the target population. The participants were divided as follows:

- 35 (15 male and 20 female) individuals in academic positions;
- 56 (12 male and 44 female) individuals in administration; and
- 34 (11 male and 23 female) in support staff

The final number of participants was one percent less for meeting the requirements to make a generalisation to a large population. Research has indicated that a sample of 21% of the target population is required to make a generalisation to a large population (Martin, 2007: 83). Therefore, because the responses received did not meet the aforementioned requirement, the researcher could not generalise the findings to the large population.

3.4 DATA COLLECTION METHODS

The data collection process involves making decisions regarding scales, the nature and role of the questionnaires and the conducting of interviews (Alberts, 2007:11). The initial step was to get permission from the relevant University officials to conduct the study. Then appointments were made with the participants.

3.4.1 Measuring Instruments

The researcher utilised the short form of the Minnesota Satisfaction Questionnaire (MSQ) to assess the level of job satisfaction among the employees. The short form is abstracted from the long form of the MSQ version of 1977. The long MSQ form measures job satisfaction on 25 item scales, namely ability utilisation, achievement, activity, advancement authority, company policies, compensation, co-workers, creativity, independence, security, social service, social status, moral values, recognition, responsibility, supervision-human relations, supervision-technical, variety, working

conditions and a general satisfaction scale (www.psych.umn.edu/psylabs/vpr/msqinf - 2009:1). The short MSQ form consists of 20 items from the long MSQ form. Its factor analysis is divided into two, namely, intrinsic and extrinsic satisfaction (www.psych.umn.edu/psylabs/vpr/msqinf - 2009:2). The MSQ measures the employees' contentment with their jobs. It also provides more specific information on the aspects of a job that an individual finds rewarding. The MSQ20 form was used. The reason for considering the use of the MSQ20 form was to determine the degree of job satisfaction in characteristics associated with the task itself (intrinsic satisfaction) and in overall job satisfaction.

The Organisational Commitment Questionnaire (OCO) was used for this study (Brown, 2003:101) as well as the Intention to Stay Questionnaire (ISQ) (Riley, 2006: 125-6). The questionnaire was utilised to determine if organisational commitment had increased or decreased and whether there was an increase or decrease in turnover intentions of employees respectively.

3.4.1.1 Measuring Instruments

The following questionnaires were utilized to measure job satisfaction, turnover intention and organisational commitment:

(i)   Minnesota Satisfaction Questionnaire (MSQ20)

The MSQ20 consists of 20 items abstracted from the long form MSQ (consisting of 100 items), that best represent each of the 20 scales. The factor analysis of the 20 items results in two factors, namely intrinsic and extrinsic satisfaction. Therefore, the aim of the MSQ20 is to determine the level of job satisfaction in characteristics associated with the task itself (intrinsic satisfaction), in non-task characteristics of the job (extrinsic satisfaction) and in overall job satisfaction. The questionnaire measures the two

satisfaction domains, namely intrinsic and extrinsic. Intrinsic satisfaction domains entail activity, independence, variety, social status, moral values, security, social service, authority, ability, utilisation, responsibility, creativity, and achievement. Extrinsic satisfaction domains include supervision-human relations, supervision – technical, company policies and practices, compensation, advancement, working conditions, co-workers, and recognition (Martin, 2007:95-6). However, the questionnaire was extended to 25 items. The five additional items are intended to source whether the merger impacted on personnel individually. The MSQ20 questions consist of a five-point intensity response scale situated at the polar ends. An example of an item was: "How busy are you kept in your present job?" ("Not busy at all" 1-low intensity to "Extremely busy" 5-higher intensity).

(ii)   Organisational Commitment Questionnaire (OCQ)

Affective commitment refers to a sense of belonging and the emotional attachment of the employee to the organisation; Continuance commitment indicates the employee's perceived costs of leaving the organisation while Normative commitment is the perceived obligation the employee has to remain with the organisation (Brown, 2003:41)

The Organisational Commitment Questionnaire (OCQ) used in the study was developed by Meyer and Allen in 1997 (Brown, 2003: 40).The OCQ was utilised to measure organisational commitment. The questionnaire had 23 items, originally consisting of 20 items but was extended for the purpose of this study. The three additional items were intended to source whether the merger has impacted on personnel individually. The original OCQ questions consisted of a five-point intensity response scale situated at the polar ends. The questionnaire was a predictive model of turnover intention, as it was based on the paradigm that university employees who were satisfying their higher order needs (measured through job satisfaction), would be inclined to stay (Martin, 2007:97). The questionnaire focus areas consisted of work, job, career, occupation, and the

organisation. An example of an item is: "How do I feel about my pay and amount of work I do?" ["Very Dissatisfied (VD)" to "Very Satisfied (VS)"].

(iii)   Intention to Stay Questionnaire (ISQ)

The ISQ, also developed by Roodt (2004b), was utilised for this study to measure turnover intention (Martin, 2007: 98). Although the questionnaire deals with the intentions to stay, the theory and findings have proven valid to measure turnover intentions (Martin, 2007:98). The questionnaire originally entailed 15 items that were measured on a five-point intensity response scale situated at the polar ends. It was then extended to 26 items. The additional items were intended to source whether the merger impacted on personnel individually. An example of an item is: "To what extent is your current job satisfying your personal needs?" ("To no extent" 1-low intensity to "To a very large extent" 5-higher intensity).

3.4.1.2 Reliability and validity of the measuring instruments

Reliability and validity of a research instrument can be determined through explanation of the concepts and relating the concepts to the research question Reliability is deemed to be the measure of the consistency degree of the various measurements of a variable It reveals whether a measurement instrument has sufficiently measured the variable based on the diagnostic measure used.

Reliability of a measuring instrument is proven through production of consistent results given by an individual variable measured repeatedly under nearly identical conditions. For example, the reliability coefficient, namely, Cronbach's Alpha, assesses the consistency of the entire scale. "The general agreed upon lower limit for Cronbach's Alpha is 0.70 and there are instances when it may decline to 0.60 in exploratory research" For an explanation of what validity is or validity (Cronbach or otherwise), cite anyone

from research or statistics literature. DO NOT cite Martin for this, so that you can have less of Martin, LOOK For other reading material)

Validity "is a measurement concept that is concerned with the degree to which a measurement instrument actually measures what it purports to measure"

3.4.1.3 Reliability and validity of the MSQ20

According to Martin (2007:96), the MSQ20 has been proven to be reliable by a number of researchers including Sempane, Rieger and Roodt in their study in 2002 with Cronbach's Alpha of 0.9169 on a sample of government welfare employees in South Africa. Martin (2007: 144) obtained Cronbach's Alpha of 0.898 based on 17 items, indicating an acceptable reliability. All Correlated Item-Total correlations were above 0.3 showing a sufficient correlation of each item with the overall factor (Martin, 2007:144).

3.4.1.4 Reliability and validity of the OCQ

The Organisational Commitment Questionnaire (OCQ) that the study used was developed by Meyer and Allen in 1997 (Brown, 2003:40). Research has proven the questionnaire to be reliable. It originally consisted of 15 items but was extended for the purpose of this paper. The questionnaire had 27 items. The questionnaire was selected on the rationale that it is simple to read and straightforward. Researchers such as Dunham, Grube and Castaneda (1994) found alpha ranges of 0.74 to 0.84 for affective commitment, 0.73 to 0.81 for continuance commitment and 0.67 to 0.78 for normative commitment. Meyer and Allen (1990) found an alpha of 0.87 for affective commitment, 0.75 for continuance and 0.79 for normative. Cohen (1996) reported an alpha of 0.79 for affective commitment, 0.69 for continuance commitment and 0.65 for normative commitment (Brown, 2003:41). Brown (2003:99) holds that Meyer and Allen's organisational commitment measures can be utilised in an international setting such as the Malaysian

library setting. Altering the questionnaire items can lower the obtained Cronbach's Alpha (Karim and Noor, 2006:97).

The OCQ has also earned considerable reliability from numerous researchers (Martin, 2007:97). "Reliability Cronbach's Alpha values of .0914 (Roodt, 1997); 0.94 (Storm & Roodt, 2001); 0.91 (Pretorius &Roodt, 2004) and 0.926 (Jacobs, 2005) were reported." Martin (2007:97) obtained a Cronbach's Alpha to the value of 0.888 based on 15 items, showing an acceptable reliability. All Correlated Item-Total correlations were above 0.3 thus showing a sufficient correlation of each item with the overall factor (Martin, 2007:97 – 146).

3.4.1.5 Reliability and validity of the ISQ

The questionnaire was developed by Roodt (2004b).However, it has not been published (Martin, 2007:98). The questionnaire entails 15 items that are measured on a five-point intensity response scale anchored at the polar end. According to Martin (2007:99), this questionnaire has not been widely used like the MSQ20 and OCQ, but Jacobs (2005) reported a Cronbach's Alpha coefficient of 0.913 in the same questionnaire. Martin (2007:147) found a Cronbach's Alpha of 0.895 based on the 13 items, indicating an acceptable reliability. All Correlated Item-Total correlations above 0.3 show a sufficient correlation of each item with the overall factor (Martin, 2007:147).

The Selected questions in the three sections questionnaires (B, C and D)

The following questions were selected to address the research questions:

J1 – Being able to keep busy all the time.
J2 – The chance to work alone on the job.
J3 – The chance to do different things from time to time.

J5 – The way my boss handles his/her workers.

J7 – Being able to do things that don't go against my conscience.

J8 – The way my job provides steady employment.

J12 – The way the institution's policies are put into practice.

J13 – My pay and the amount of work I do.

J14 – The chance for advancement in this job.

J20 – The feeling of accomplishment I get from the job.

J21 – Overall are you satisfaction with your job?

J22 – If no, is this because of merger?

J23 – What aspects of your job make it unsatisfying?

J24 – If yes to question 21 above, what aspects of your job make it satisfying?

J25 – What do you suggest that the institution (UL) or your department should do to improve your job satisfaction?

O11 – I do not feel like "part of the family" in my department.

O12 – This organisation deserves my loyalty.

O13 – If I had not already put so much of myself into this department, I might consider working elsewhere.

O19 –Are you, overall, committed to your job?

O20 – If no, would you say this is because of the merger?

O21 – What aspects of your job, department or institution make you less committed?

O22 – If yes to question 19 above, what aspects of your job, department and institution make you more committed?

O23 – What do you suggest that the institution (UL) or your department should do to improve your commitment to your job?

I5 – How often are personal values at work compromised?

I7 – How likely are you to accept another job at the same compensation level should it be offered to you?

I11 – To what extent do the benefits associated with your current job prevent you from quitting?

I13 – To what extent does your current job have a negative effect on your personal well-being?

I15 – How frequently do you scan the internet in search of alternative job opportunities?

I16 – Do thoughts of quitting your job cross your mind?

I17 – Do you plan to look for a new job within the next 12 months?

I19 – Do you intend to leave your employment at the institution (UL)?

I20 – If no, would you say this is because of the merger?

I21 –If yes to question 20 above, what aspects of your job make you want to leave your employment at UL?

I22 – If no to question 20 above, what aspects of your job make you want to stay?

I23 – What do you suggest that the institution (UL) or your department should do for you so you don't think about leaving/quitting your job?

I24 – Has your feeling of leaving the institution intensified after the merger?

I25 – If yes to question 24, how? (i.e. what negative things has the merger brought about to make you want to leave).

I26 – If no to question 24, why not? (i.e. what positive things has the merger brought about to make you want to stay)

3.4.2   Methods of Data Collection

Survey research typically employs a face-to-face interview, a telephone interview, a written questionnaire or the internet. Face-to-face interviews have a distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. A face-to-face interview yields the highest response rate but is expensive. Telephone interviews are less time consuming and less expensive. However, rates of responses using telephone interviews are not as high as face to face interviews. In a personal interview (whether telephonic or face-to-face) the researcher can immediately clarify the ambiguities in the questions or answers and can make follow-ups. Paper-pencil questionnaires can be sent to a large number of people but the return rate is poor.

However, the participants can get assurance that their response will be anonymous (Leedy and Ormrod, 2005:184-5). The internet provides opportunities to conduct surveys more efficiently and effectively than the traditional means of pen and paper (Martin, 2007:89).

This study utilised electronic and paper-pencil questionnaires to collect the required data.

3.5 PILOT STUDY

The questionnaire was electronically forwarded to 20 employees and 17 completed questionnaires were received. The pilot study indicated that there was ambiguity and poor guidance in completing the questionnaire. Recommendations were considered and alterations were made accordingly.

3.6 DATA ANALYSIS

A data analysis involves the description of the data collected, categorising and interpreting them (Leedy and Ormrod, 2005:138). The method that was employed in the data analysis was the data analysis computer programme (SPSS).

3.7 SUMMARY

In this chapter, the research methodology and design were outlined. The research approach/design and methodology that will be used to achieve the objectives of the study were discussed. The discussions were emphasised on the basis of the three key variables of the study which are job satisfaction, organisational commitment and intention to stay. The research design selected can be described as quantitative and non-experimental with the usage of primary data as the design of the analysis. The chapter further provided detailed discussions of the target population, sampling, data collection methods and

instruments. The validity and reliability of the research instruments and the pilot study were also outlined.

The next chapter will discuss the research findings of the study.

CHAPTER 4

RESEARCH RESULTS

4.1 INTRODUCTION

This chapter discusses the results or findings of the research study in the following sequence: demographic information, job satisfaction, organisational commitment, and intention to stay.

4.2 DEMOGRAPHIC INFORMATION

4.2.1   Demographic Information of the Respondent.

This section presents information about the demographics of the people who participated in this study. The sequence of the discussions is, race, home-language, academic qualification, job status, job category, age group, and tenure. The study was completed with a total of 125 participants. Thirty-one (31) participants were from Medunsa campus of which ten (10) were males and twenty-one (21) were females. At the Turfloop campus, participants numbered 94 of which 28 were males and 66 were females.

Table 4.1: Demographic Information of the Respondents per Campus

Campus	Male	Female	Total
Medunsa	10 (26.3%)	21 (24.1%)	31 (24.8%)
Turfloop	28 (73.7%)	66 (75.9%)	94 (75.2%)
Total	38 (100%)	87 (100%)	125(100%)

Table 4.1 presents the participants per campus. The majority of the participants were from Turfloop Campus.

4.2.2   Demographics according to Race and Gender.

Table 4.2: Demographic information according to Race and gender

Race	Male	Female	Total
African	30 (78.9%)	62 (71.3%)	92 (73.6%)
White	5 (13.2%)	23 (26.4%)	28 (22.4%)
Indian	3 (7.9%)	2 (2.3%)	5 (4.0%)
Total	38 (100%)	87 (100%)	125 (100%)

Table 4.2 indicates the number of participants according to race and gender. The participants' statistics by race were clustered into three categories, namely: Africans, Whites and Indians. There were 92 (73.6%) African participants, 30 males and 62 females. There were 28 (22.4%) White participants, five males and 23 females, while Indians that took part were a total of five (4.0%), three males and two females. The results thus indicate that the majority of the participants were Africans (73.6% of the total sample) and females (69.6% of the total sample). This is perhaps a reflection of the overall demographics of the institution. The population of UL's staff consists of academic, support and administrative employees.

4.2.3 Demographic Information Based on Language and Gender

Table 4.3: Demographic Information based on Home-Language and Gender

Language	Male	Female	Total
Afrikaans	3 (7.9%)	16 (18.4%)	19 (15.2%)
English	6 (15.8%)	12 (13.8%)	18 (14.4%)
IsiZulu	0 (0%)	1 (1.1%)	1 (0.8%)
IsiXhosa	1 (2.6%)	8 (9.2%)	9 (7.2%)
IsiNdebele	1 (2.6%)	3 (3.4%)	4 (3.2%)
N. Sotho	16 (42.1%)	36 (41.4%)	52 (41.6%)
SeSotho	0 (0%)	1 (1.1%)	1 (0.8%)
SeTswana	9 (23.7%)	7 (8.0%)	16 (12.8%)
Swazi	1 (2.6%)	0 (0%)	1 (0.8%)
Tshivenda	0 (0%)	0 (0%)	0 (0%)
XiTsonga	1 (2.6%)	1 (1.1%)	2 (1.6%)
Other African	0 (0%)	0 (0%)	0 (0%)
Other Asian	0 (0%)	0 (0%)	0 (0%)
Other European	0 (0%)	2 (2.3%)	2 (1.6%)
Total	**38 (100%)**	**87 (100%)**	**125 (100%)**

Table 4.3 above shows the number of the participants according to home-language and gender. The results indicate that a total of19 (15.2%); three males and 16 females were Afrikaans speaking; a total of 18 (14.4%) six males and 12 females were English speaking; a total of one (0.8%)zero males and one female was speaking IsiZulu, a total of nine (7.2%)one male and eight females were IsiXhosa speaking; a total of four (3.2%) one male and three females were Ndebele speaking; a total of 52 (41.6%)16 males and 36 females were speaking N.Sotho; a total of one (0.8%) zero males and one female was speaking SeSotho; a total 16 (12.8%)nine males and seven females were speaking SeTswana; a total of one (0.8%) one male was speaking Swazi; a total of two (1.6%); one male and one female speak Xitsonga; and a total of two (1.6%)two females speak other European languages. The participation was zero for Tshivenda speakers, other African and other Asian language speakers. The majority of the participants were N. Sotho speaking.

4.2.4 Level of Education and Gender

Table 4.4: Level of Education and Gender

Qualification	Male	Female	Total
Certificate/ diploma	6 (15.8%)	28 (32.6%)	34 (27.4%)
Bachelor	12 (31.6%)	18 (20.9%)	30 (24.2%)
Honours	1 (2.6%)	14 (16.3%)	15 (12.1%)
Masters	10 (26.3%)	17 (19.8%)	27 (21.8%)
Doctorate and post-doctoral	9 (23.7%)	9 (10.5%)	18 (14.5%)
Total	**38 (100%)**	**86 (100%)**	**124 (100%)**

Table 4.4 presents the participants' academic level. The results reflect that a total of 34 (27.4 %), six males and 28 females had either a certificate or a diploma; a total of 30 (24.2%), 12 males and 18 females, had a bachelor degree; a total of 15 (12.1%), one male and 14 females, had an honours degree; a total of 27 (21.8%) 10 males and 17 females, had a masters' degree, while 18 (14.5%), nine males and nine females, had a doctoral degree. From the table above, it is clear that more females (32.6%) had lower qualifications such as a certificate or diploma. Overall, the majority of the respondents (51.6%) had only a bachelor degree and lower, whilst only 14.5% of them had a doctoral qualification. This may be an indication that the majority of respondents in this study were from the administrative group as in most instances at least an honours degree is required for academic staff. Academic institutions aspire to have highly qualified teachers. This means that a lot of studying by the staff members still needs to be done.

4.2.5 Employment Status and Gender.

Table 4.5: Employment Status and Gender

Employment status	Male	Female	Total
Permanent	32 (84.2%)	72 (82.8%)	104 (83.2%)
Contract	1 (2.6%)	4 (4.6%)	5 (4.0%)
Temporary	3 (13.2%)	11 (12.6%)	16 (12.8%)
Total	**38 (100%)**	**87 (100%)**	**125 (100%)**

The employment status and gender of the participants are given in table 4.5. The results show that a total of 104 (83.2%) employees, 32 males and 72 females were employed on a permanent basis; five (4.0%) employees, one male and four females were employed on a contract basis and 16 (12.8%) employees, while five males and 11 females were employed on a temporary basis. The majority of the participants were thus employed on a permanent basis. Temporary employment is employment for a specified period without fringe benefits and contract employment refers to employment for a fixed period with or without fringe benefits (Mokgalong, 2010).

4.2.6 Job Category and Gender

Table 4.6: Job Category and Gender

Job category	Male	Female	Total
Academic/ Research	15 (39.5%)	20 (23.0%)	35 (28.0%)
Administrative	12 (31.6%)	44 (50.6%)	56 (44.8%)
Support	11 (28.9%)	23 (26.4%)	34 (27.2%)
Total	**38 (100%)**	**87 (100%)**	**125 (100%)**

Table 4.6 presents the participants' job category and gender and shows that35 (28.0%), 15 males and 20 females were in the academic and/or research field; 56 (44.8%), 12 males and

44 females, were in administration and 34 (27.2%), 11 males and 23 females, were in the support services field. The majority of the participants were thus administrative staff, which was also seen through the highest level of qualification profile. Academic staff usually consists of lecturers, administrative staff are secretaries and administrative officers in various academic departments, while support services staff include technicians, administrative officers and secretaries in non-academic departments.

Table 4.4 indicates that females mostly have either a certificate or diploma as their highest qualification. The high response rate of the administrative staff could be ascribed to the fact that they are office bound (always in the office) and check their emails frequently. Following up on the administrative staff for completion of the questionnaire was also not difficult. The support staff (e.g. sport administrators) and academic (e.g. lecturers) are not always in the office, hence the results indicated that there was a low participation in these categories.

4.2.7 Age and Gender

Table 4.7: Age and Gender

Age	Male	Female	Total
< 35	6 (15.8%)	12 (13.8%)	18 (14.4%)
35 – 39	9 (23.7%)	23 (26.4%)	32 (25.6%)
40 – 44	6 (15.8%)	35 (40.2%)	41 (32.8%)
45 – 49	7 (18.4%)	12 (13.8%)	19 (15.2%)
50+	10 (26.3%)	5 (5.7%)	15 (12%)
Total	**38 (100%)**	**87 (100%)**	**125 (100%)**

The age groups and gender of the participants are shown in the table 4.7. The results indicate that a total of 18(14.4%), six males and 12 females, were aged below 35 years; 32

(25.6%), nine males and 23 females, between 35 and 39 years; 41 (32.8%), six males and 35 females, were between 40 and 44 years;19 (15.2%), seven males and 12 females, were aged between 45 and 49 years, while15 (12.0%), 10 males and five females, were aged 50or more years. The majority of the participants were aged between 35 and 44 years (68.4%).

4.2.8 Number of Years in the Employ of the University

Table 4.8: Tenure

Tenure	Male	Female	Total
1 – 5 years	13 (34.2%)	19 (21.8%)	32 (25.6%)
6 – 10 years	13 (34.2%)	88 (43.7%)	51 (40.8%)
11 – 15 years	2 (5.3%)	10 (11.5%)	12 (9.6%)
16 – 20 years	6 (15.8%)	16 (18.4%)	22 (17.6%)
21 – 25 years	3 (7.9%)	3 (3.4%)	6 (4.8%)
30+	1 (2.6%)	1 (1.1%)	2 (1.6%)
Total	**38 (100%)**	**87 (100%)**	**125 (100%)**

The participants' tenure and gender are indicated in table 4.8. The results reveal that a total of 32 (25.6%), 13 males and 19 females, had been employees of the institution for a tenure between one and five years;51 (40.8%), 13 males and 38 females, had a tenure between six (6) and 10 years;12 (9.6%), two (2) males and 10 females, a tenure between 11 and 15 years, 22(17.6%), six males and 16 females, a tenure between 16 and 20 years, six (4.8%), three males and three females, a tenure between 21 and 25 years, and two (1.6%) one male and one female, a tenure of 30 or more years. This suggests that 25.6% of the participants in the one to five years tenure did not have any experience at the institution prior to the merger. Those represented in the tenure between six and 10 years were in the majority. The aggregate of those having the experience of the institution prior and during the post-merger was 74.4%. The total percentage of respondents with tenure

of six to thirty plus is more than the percentage of respondents who have one to five years tenure.

4.3 JOB SATISFACTION

The job satisfaction questionnaire measures the following satisfaction domains: those susceptible to intrinsic and to extrinsic satisfaction. Those domains that are intrinsic in nature include activity, independence, variety, social status, moral values, security, social service, authority, ability utilisation, responsibility, creativity, and achievement. They are also known as motivators. Those of extrinsic nature include supervision-human relations, supervision-technical, company policies and practices, compensation, advancement, working conditions, co-workers, and recognition (Martin, 2007:96). They are also known as dissatisfiers (Martin, 2007:21).

4.3.1   Intrinsic Job Satisfaction

Intrinsic job satisfaction is derived from performing the work and consequently experiencing feelings of accomplishment, self-actualisation and identity with the task (Martin, 2007:25).The intrinsic job satisfaction was measured by the following questions in the questionnaire: J1 – J4, J7 – J11, J15, J16 and J20 (see annexure 5).

Table 4.9: Intrinsic Job Satisfaction

Item	Campus	Dissatisfied	Neutral	Satisfied
J1: Being able to keep busy all the time.	Medunsa	22.6% (7)	12.9% (4)	64.6% (20)
	Turfloop	22.6% (21)	11.8% (11)	65.6% (61)
J2: The chance to work alone on the job.	Medunsa	16.2% (5)	19.4% (6)	64.6% (20)
	Turfloop	14.0% (13)	16.1% (15)	69.9% (65)
J3: The chance to do different things from time to time.	Medunsa	29.0% (9)	19.4% (6)	51.6% (16)
	Turfloop	23.7% (22)	16.1% (15)	60.2% (56)
J4: The chance to be "somebody" in the community.	Medunsa	29.0% (9)	25.8% (8)	45.2% (14)
	Turfloop	28.0% (26)	17.2% (16)	54.8% (51)
J7: Being able to do things that don't go against my conscience.	Medunsa	16.2% (5)	35.5% (11)	48.4% (15)
	Turfloop	20.5% (19)	30.1% (28)	49.5% (46)
J8: The way the job provides for steady employment.	Medunsa	16.1% (5)	29% (9)	54.9% (17)
	Turfloop	16.2% (15)	26.9% (25)	57.0% (53)
J9: The chance to do things for other people.	Medunsa	19.4% (6)	35.5% (11)	45.1% (14)
	Turfloop	17.2% (16)	32.3% (30)	50.6% (34)
J10: The chance to tell people what to do.	Medunsa	25.8% (8)	22.6% (7)	51.6% (30)
	Turfloop	21.6% (20)	23.7% (22)	54.9% (41)
J11: The chance to do something that makes use of my abilities.	Medunsa	42.0% (13)	9.7% (3)	48.4% (15)
	Turfloop	23.7% (22)	11.8% (11)	64.6% (60)
J15: The freedom to use my own judgement.	Medunsa	35.5% (11)	25.8% (8)	38.7% (12)
	Turfloop	35.5% (33)	23.7% (22)	40.9% (38)
J16: The chance to try my own methods of doing the job.	Medunsa	25.8% (8)	29.0% (9)	45.2% (14)
	Turfloop	25.8% (24)	28.0% (26)	46.3% (43)
J20: The feeling of accomplishment I get from the job.	Medunsa	25.9% (8)	6.5% (2)	67.7% (21)
	Turfloop	31.2% (29)	11.8% (11)	57.0% (53)

A higher percentage of the respondents were satisfied versus dissatisfied for J1, J2, J3, J4, J7, and J8. This indicates that the respondents of both campuses were pleased with the following aspects: keeping themselves busy all the time, using their abilities, being somebody in the community, having a steady employment, doing things that do not go against their conscience and doing different things from time to time. However, J11 and J15 indicated that Medunsa had an equal split between being satisfied with using their own judgement and not being satisfied. Turfloop is split on J15 but satisfied on J11. A number of respondents from Medunsa were not satisfied with the opportunity they were getting to use their abilities and using their own judgement. Of note is the fact that there was a high tendency of giving neutral responses. Overall, there appears to be more intrinsic job satisfaction by both campuses than dissatisfaction.

4.3.2   Extrinsic Job Satisfaction

Extrinsic satisfaction is derived from the rewards bestowed upon an individual by his/her peers, supervisors or the organisation, and can take the form of recognition, compensation and advancement. Extrinsic satisfaction is measured through domains such as supervision-human relations, supervision-technical relations, company policies and practices, compensation, advancement, working conditions, co-workers, achievement, activity, independence, variety, social status, moral values, security, social service, authority, ability for utilisation, responsibility, creativity, and recognition (Martin, 2007:25). The extrinsic satisfaction was measured by the following questions in the questionnaire: J5, J6, J12 – J14, J17 – J19 (see annexure 5).

Table 4.10: Extrinsic Job Satisfaction

Item	Campus	Dissatisfied	Neutral	Satisfied
J5: The way my boss handles his/her workers.	Medunsa	29.1% (9)	19.4% (6)	64.5% (38)
	Turfloop	24.7% (23)	24.7% (23)	37.6% (25)
J6: The competence of my supervisor in making decisions.	Medunsa	32.3% (10)	16.1% (5)	51.6% (16)
	Turfloop	28.0% (26)	14% (13)	58.1% (54)
J12: The way the institution policies are put into practice.	Medunsa	64.5% (20)	19.4% (6)	16.1% (5)
	Turfloop	61.3% (57)	22.6% (21)	16.1% (15)
J13: My pay and the amount of work I do.	Medunsa	48.4% (15)	16.1% (5)	35.5% (11)
	Turfloop	58.1% (54)	12.9% (12)	29.1% (27)
J14: The chance for advancement on this job.	Medunsa	54.9% (17)	6.5% (2)	38.8% (12)
	Turfloop	54.9% (51)	7.5% (7)	37.7% (35)
J17: The working conditions.	Medunsa	45.2% (14)	16.1% (5)	38.7% (12)
	Turfloop	38.8% (36)	9.7% (9)	51.7% (48)
J18: The way my co-workers get along with each other.	Medunsa	25.9% (8)	25.8% (8)	48.4% (15)
	Turfloop	19.4% (18)	23.7% (22)	57.0% (53)
J19: The praise I get for doing a good job.	Medunsa	38.7% (20)	19.4% (6)	41.9% (13)
	Turfloop	39.8% (37)	19.4% (18)	40.9% (38)

There were a higher percentage of employees who were satisfied versus dissatisfied for J5 and J6. The results show that the respondents of both campuses were more satisfied than dissatisfied with their co-workers and supervisors, as well as the way their supervisors were making decisions. However, of note are the not satisfied responses to J12, J13, J14 and J18 that indicate that the respondents from both campuses were dissatisfied with the institution's policies and practices, their pay and work-load as well as their opportunity for advancement in their jobs. . The results suggest that there may be a concern regarding extrinsic satisfaction, which has more to do with policies of the institution, pay and benefits as well as possibility of progression and/or promotion within the organisation.

The responses to J17 and J19 show a split suggesting that some people were pleased with their working conditions and the praise they got for good performance whilst others were not. This seems to be almost the same for both campuses.

4.3.3   Overall Satisfaction

Table 4.11: Overall Satisfaction

Item		Campus	
		Medunsa	Turfloop
J21 Overall satisfaction	Yes	0.0% (0)	67.9% (19)
	No	100% (2)	32.1 % (9)

Question J21 of the questionnaire was asked the respondents if they were overall satisfied with their institution. The results showed that none of respondents from Medunsa were satisfied with their jobs as compared to only 67.9% of the Turfloop respondents who were reported being satisfied.

4.3.4   Perception of Merger Impact on Job Satisfaction

Table 4.12: Merger Impact on Job Satisfaction

Item		Campus	
		Medunsa	Turfloop
J22 If no, would you say this is because of the merger?	Yes	50.0% (1)	0% (0)
	No	50.0% (1)	100% (14)

The results on the respondents' perception of the merger impact on job satisfaction are presented in table 4.12. The results show that all the respondents from the Turfloop

campus felt that the merger had no impact on their perceptions whilst 50.0% of the Medunsa respondents felt that the merger had an effect.

4.3.5 Features/ Characteristics of Respondents' Jobs that Make Them Dissatisfied

Table 4.13: Aspects of the Job that Make it Dissatisfying

Item		Campus	
		Medunsa	Turfloop
J23 – What aspects of your job make it unsatisfying?	Working conditions	0% (0)	5.9% (1)
	Implementation of policies	0% (0)	11.8% (2)
	Salary	0% (0)	17.6% (3)
	Support systems	50% (1)	0% (0)
	Communication flow	0% (0)	17.6% (3)
	Work overload	0% (0)	11.8% (2)
	Lack of resources	0% (0)	5.9% (1)
	Temporary employment	0% (0)	17.6% (3)
	Other	50% (1)	11.8% (2)

Question J23 was meant to elicit the aspects of the respondents' jobs that were making their jobs not satisfying. The respondents came up with various issues, including working conditions, implementation of policies, salary, communication, work overload, lack of resources, and temporary employment. A total of 50.0% of the respondents from Medunsa mentioned support systems as a worrying factor.

4.3.6   Features of the Respondents' Jobs that that make it Satisfying

Table 4.14: Aspects of the Job that Make It Satisfying

Item		Campus	
		Medunsa	Turfloop
J24 If yes to question 21 above, what aspects of your job make it satisfying?	Independence	0% (0)	18.8% (3)
	Ability to make decisions	0% (0)	6.3% (1)
	Team work	0% (0)	12.5% (2)
	Conducive environment	0% (0)	6.3% (1)
	Space for creativity	0% (0)	6.3% (1)
	Space to initiate programmes and projects	0% (0)	6.3% (1)
	Learning opportunity and empowerment	100% (2)	25.0% (4)
	Serving the academic community	0% (0)	12.5% (2)
	Other	0% (0)	6.3% (1)

Question J24was intended to establish aspects of the respondents' jobs that were making their jobs satisfying. The feedback indicated that there were a number of diverse aspects that were making their jobs satisfying. These included independence, ability to make decisions, team work, conducive environment, space for creativity, space to initiate programmes and projects, and serving the academic community. About 25.0% of the respondents from the Turfloop campus indicated that the opportunities their jobs were affording them to learn and the empowerment they were receiving were making them satisfied.

4.3.7 Respondents' Suggestions to Improve Job Satisfaction

Table 4.15: Suggestions to Improve Job Satisfaction

Item		Campus	
		Medunsa	Turfloop
J25 – What do you suggest that the institution (UL) or your department should do to improve your job satisfaction?	Provide appropriate and adequate resources	50% (1)	11.1% (3)
	Improve working environment	0% (0)	7.4% (2)
	Empowerment through workshops	50% (1)	11.1% (3)
	Use feedback systems	0% (0)	3.7% (1)
	Provide employees with clear job descriptions	0% (0)	7.4% (2)
	Salary increment	0% (0)	7.4% (2)
	Place staff according to their qualifications	0% (0)	3.7% (1)
	Permanent appointment	0% (0)	11.1%(3)
	Deploy user friendly IT systems	0% (0)	3.7% (1)
	Control admissions of new and post-graduate students	0% (0)	3.7% (1)
	Recognition of support services staff	0% (0)	3.7% (1)
	Other	0% (0)	25.9% (7)

The researcher intended question J25 to establish what the respondents were suggesting to improve their job satisfaction. The results indicated the respondents' suggestions, including the use of feedback systems, providing employees with clear job descriptions, salary increments, placing staff according to their qualifications, deploying user friendly information technology (IT) systems, controlling admission of new and post-graduate

students, providing appropriate and adequate resources, and empowering employees through workshops were improving job satisfaction. Some persons from Turfloop campus suggested that the institution should provide permanent appointment to improve their job satisfaction.

4.4 ORGANISATIONAL COMMITMENT

The organisational commitment questionnaire measures commitment in terms of three constructs, namely affective commitment, continuance commitment and normative commitment. Affective commitment is when the employees stay with the organisation because they feel emotionally attached to it while with continuance commitment the employee stays with the organisation because the costs of leaving are too high. In normative commitment the employee stays with the organisation because they feel obligated to.

4.4.1   Affective Commitment

Affective commitment refers to the sense of belonging and emotional attachment of the employee to the organisation (Brown, 2003:41). Affective commitment was measured by questions O3, O5, O6, O12, O16, and O18 (see annexure 6)

Table 4.16: Respondents' Affective Commitment

Item	Campus	Disagree	Neutral	Agree
O3: I would be very happy to spend the rest of my career with this department.	Medunsa	35.5% (11)	22.6% (7)	41.9% (13)
	Turfloop	40.8% (38)	23.7% (22)	35.5% (33)
O5: Even if it were to my advantage, I do not feel it is right to leave my organisation now.	Medunsa	29.1% (9)	12.9% (4)	58.0% (28)
	Turfloop	31.9% (30)	12.8% (12)	55.3% (54)
O6: I really feel as if this department's problems are my own.	Medunsa	16.2% (5)	22.6% (7)	61.3% (19)
	Turfloop	31.9% (30)	17% (16)	51.1% (48)
O12: This organisation deserves my loyalty.	Medunsa	9.7% (3)	32.3% (10)	58.1% (18)
	Turfloop	1.1% (1)	28.7% (27)	70.3% (66)
O16: This department has a great deal of personal meaning for me.	Medunsa	25.9% (8)	19.4% (6)	54.9% (17)
	Turfloop	21.3% (20)	33% (31)	45.7% (43)
O18: I owe a great deal to my organisation.	Medunsa	25.8% (8)	19.4% (6)	54.8% (17)
	Turfloop	22.4% (21)	25.5% (24)	52.1% (49)

The above table indicates that the respondents in general had affective commitment towards the institution and their respective departments. However, substantial numbers would not necessarily feel happy to spend the rest of their lives in this institution (as shown by their responses to item O3). A very high percentage of them, from both campuses, indicated that this institution deserved their loyalty.

4.4.2 Continuance Commitment

Continuance commitment indicates the employee's perceived costs of leaving the organisation (Brown, 2003: 41). Continuance commitment was measured by questions O1, O2, O4, O7, O13, and O17 (see annexure 6).

Table 4.17: Respondents' Continuance Commitment

Item	Campus	Disagree	Neutral	Agree
O1: It would be very hard for me to leave my department right now even if I wanted to.	Medunsa	25.9% (8)	9.7% (3)	64.1% (44)
	Turfloop	23.4% (22)	13.8% (13)	62.8% (59)
O2: I do not feel any obligation to remain with my current employer.	Medunsa	25.9% (8)	16.1% (5)	58.1% (18)
	Turfloop	17.1% (16)	29.8% (28)	53.2% (50)
O4: One of the few negative consequences of leaving this department would be the scarcity of available alternatives.	Medunsa	32.3% (10)	32.3% (10)	35.5% (11)
	Turfloop	39.4% (37)	38.3% (36)	22.4% (21)
O7: Right now, staying with my department is a matter of necessity as much as desire.	Medunsa	19.3% (6)	16.1% (5)	64.5% (20)
	Turfloop	18.1% (17)	21.3% (20)	60.7% (57)
O13: If I had not already put so much of myself into this department, I might consider working elsewhere.	Medunsa	29.1% (8)	29.0% (9)	41.9% (13)
	Turfloop	33.0% (31)	31.9% (30)	35.1% (33)
O17: Too much of my life would be disrupted if I decided to leave my department now.	Medunsa	35.5% (11)	12.9% (4)	51.6% (16)
	Turfloop	45.7% (43)	19.8% (18)	35.1% (33)

This table indicates that most of the respondents had continuance commitment towards the institution and their departments (as in their responses to items (O1, O2, and O7). Responses to other items (O4, O13 and O17) show a split. Suggesting that some of the respondents were forced by circumstances to stay with the institution rather than staying voluntarily and verse versa.

4.4.3   Normative commitment

Normative commitment is the perceived obligation the employee has to remain with the organisation (Brown, 2003:41). Normative commitment was measured by questions O8 – O11, O14, and O15 (see annexure 6).

Table 4.18: Respondents' Normative Commitment

Item	Campus	Disagree	Neutral	Agree
O8: I do not feel a strong sense of 'belonging' to my department.	Medunsa	25.8 (8)	16.1% (5)	58.1% (18)
	Turfloop	35.1% (33)	18.1% (17)	27.8% (44)
O9: I feel that I have too few options to consider leaving this department.	Medunsa	61.3% (19)	22.6% (7)	16.1% (5)
	Turfloop	47.9% (45)	35.1% (33)	17.0% (16)
O10: I do not feel 'emotionally attached' to this department.	Medunsa	22.6% (7)	12.9% (4)	64.5% (20)
	Turfloop	24.5% (23)	8.5% (8)	67.0% (63)
O11: I do not feel like 'part of the family' at my department.	Medunsa	38.7% (12)	19.4% (6)	42.0% (13)
	Turfloop	23.4% (22)	14.9% (14)	61.7% (58)
O14: I would not leave my organisation right now because I have a sense of obligation to the people in it.	Medunsa	35.5% (11)	16.1% (5)	48.4% (15)
	Turfloop	23.4% (22)	17% (16)	59.6% (56)
O15: I would feel guilty if I left my organisation now.	Medunsa	41.9% (13)	19.4% (6)	38.7% (12)
	Turfloop	41.5% (39)	30.9% (29)	27.7% (26)

There is a leaning towards lack of normative commitment as seen in responses to items O10, O11, and O14. . Responses for O14 indicate a high percentage of those that felt obliged to stay with the institution they felt obligated to the people in it while a high percentage of responses who disagreed on O9, indicates that their commitment might be due to a lack of alternatives available.

4.4.4 Overall Feeling of Organisational Commitment

Table 4.19: Overall Organisational Commitment

Item		Campus	
		Medunsa	Turfloop
O19: Overall, are you committed to your job?	Yes	100% (2)	92.9% (26)
	No	0% (0)	7.1 % (2)

Table 4.19 presents the respondents' responses on their overall commitment. QuestionO19 was intended to establish the overall commitment of the respondents. The results reflect that although there was lower levels of normative commitment, on the whole 100% of Medunsa respondents and 92% of the Turfloop respondents were committed to their jobs, which is very encouraging.

Table 4.20: The Effect of the Merger on Organisational Commitment

Item		Campus	
		Medunsa	Turfloop
O20: If no, would you say this is because of the merger?	Yes	0% (0)	0% (0)
	No	0% (0)	100% (6))

Table 4.20 reflects the respondents' responses on the effect of the merger on their organisational commitment. However, the responses are representative of the Turfloop campus only as respondents from Medunsa did not answer this question. The above table indicates that 100 percent of the respondents stated that the merger had no effect on their organisational commitment.

4.4.5 Features of the Job, Department or Institution that Affect Organisational Commitment

Table 4.21: Features of the Job, Department or Institution that Lessens Commitment

Item		Campus	
		Medunsa	Turfloop
O21 What aspects of your job, department or institution make you less committed?	Employment status	0% (0)	9.1% (1)
	Working environment	0% (0)	18.2 (2)
	Other	0% (0)	72.7% (8)

Table 4.21 deals with the results on aspects of the job, department or institution that lessen commitment. The responses were once again representative of the Turfloop campus only as Medunsa respondents did not answer this question. The results suggested the working environment and employment status (especially being employed on a temporary basis) as an important issue for organisational commitment.

4.4.6 Features of the Job, Department or Institution that increase Commitment

Table 4.22: Features of the Job, Department or Institution that increase Commitment

Item		Campus	
		Medunsa	Turfloop
O22: If yes to question 19 above, what aspects of your job, department and institution make you more committed?	Self-motivation	0% (0)	8.7% (2)
	Dynamic challenges	0% (0)	8.7% (2)
	Development of students: sports and leadership skills for the future of the country	0% (0)	8.7% (2)
	Supervisor support	0% (0)	4.3% (1)
	Good attitude from colleagues	0% (0)	8.7% (2)
	Personal development opportunities	0% (0)	4.3% (1)
	Teaching and conducting research	0% (0)	34.8% (8)
	Other	100% (2)	21.7% (5)

Table 4.22 presents the respondents' opinion on aspects of the job, department and institution that increase their commitment. A number of issues were given whilst a substantial number of the respondents (34.4%) mentioned teaching and conducting research as important factors to increase their organisational commitment. This is encouraging as the core duties of a university are teaching and research.

4.4.7 Respondents' Suggestions on how the Department or Institution can Contribute to Improving Organisational Commitment

Table 4.23: Suggestions on how the Department or the Institution can Contribute to Improving Organisational Commitment

Item		Campus	
		Medunsa	Turfloop
O23: What do you suggest that the institution (UL) or your department should do to improve your commitment to your job?	Pay market related salaries	0% (0)	25.0% (7)
	Implement approved policies	0% (0)	7.1% (2)
	Provide physical support	0% (0)	14.3% (4)
	Compensate staff for using personal resources for the purpose of University business	0% (0)	3.6% (1)
	Improve supervision of workers	0% (0)	3.6% (1)
	Training the employees on a continuous basis in relation to the work they do	0% (0)	3.6% (1)
	Deploy appropriate staff for the jobs	0% (0)	7.1% (2)
	Address the issue of shortage of staff	100% (1)	10.7% (3)
	Determine individual employees' needs	0% (0)	7.1% (2)
	Other	0% (0)	10.7% (3)

Table 4.23 presents the respondents' a number of suggestions on how the institution can contribute to improving organisational commitment. A few issues were highlighted as in the above table. From Medunsa the only suggestion is that the institution should address the issue of shortage of staff.

4.5 INTENTION TO STAY

Intention to stay was measured by questions: I1 – I18 (see annexure 7 Annexures are numbered with letters, e.g. A, B, C, etc. Renumber all the annexures and then change them accordingly in your text).

Table 4.24: Intention to Stay

Item	Campus	Never	Neutral	Always
I1: How often have you considered leaving your job?	Medunsa	32.3% (10)	16.1% (5)	51.6% (16)
	Turfloop	32.9% (31)	30.9% (29)	36.2% (34)
I2: How frequently do you scan the newspapers in search of alternative job opportunities?	Medunsa	22.6% (7)	35.5% (11)	41.9% (13)
	Turfloop	27.7% (26)	30.9% (29)	41.5% (39)
I3: To what extent is your current job satisfying your personal needs?	Medunsa	29.1% (9)	29.0% (9)	42.0% (13)
	Turfloop	27.7% (26)	27.7% (26)	44.7% (42)
I4: How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	Medunsa	48.4% (15)	25.8% (8)	25.8% (8)
	Turfloop	51.1% (48)	22.3% (22)	26.6% (25)
I5: How often are personal values at work compromised?	Medunsa	54.8% (17)	22.6%(7)	22.6% (7)
	Turfloop	52.1% (49)	34% (32)	13.8% (13)
I6: How often do you dream about getting another job that will suit	Medunsa	45.2% (14)	16.1% (5)	38.8% (12)
	Turfloop	31.9% (30)	22.3% (22)	45.7% (43)

93

your personal needs?				
I7: How likely are you to accept another job at the same compensation level should it be offered to you?	Medunsa	41.9% (13)	19.4% (6)	38.7% (12)
	Turfloop	43.6% (41)	20.2% (19)	36.1% (35)
I8: How often do you look forward to another day at work?	Medunsa	35.5% (11)	16.1% (5)	48.4% (15)
	Turfloop	41.5% (39)	20.2% (19)	38.3% (37)
I9: How often do you think about starting your own business?	Medunsa	20.0% (9)	29.0% (9)	42.0% (13)
	Turfloop	28.7% (27)	30.9% (29)	40.5% (38)
I10: To what extent do other responsibilities prevent you from quitting your job?	Medunsa	29.0% (9)	29.0% (9)	41.9% (13)
	Turfloop	20.2% (19)	45.7% (43)	34.0% (32)
I11: To what extent do the benefits associated with your current job prevent you from quitting?	Medunsa	41.9% (13)	22.6% (7)	35.5% (11)
	Turfloop	35.1% (33)	27.7% (26)	37.2% (35)
I12: How frequently are you emotionally agitated when arriving home after work?	Medunsa	51.7% (16)	32.3% (10)	16.2% (5)
	Turfloop	47.9% (45)	31.9% (30)	20.2% (19)
I13: To what extent does your current job have a negative effect on your personal well-being?	Medunsa	38.7% (12)	41.9% (13)	19.4% (6)
	Turfloop	41.4% (40)	35.1% (33)	23.4% (22)
I14: To what extent does	Medunsa	38.7% (12)	35.5% (11)	25.8% (8)

'fear of the unknown' prevent you from quitting?	Turfloop	27.6% (26)	51.1% (48)	21.3% (20)
I15: How frequently do you scan the internet in search of alternative job opportunities?	Medunsa	48.4% (15)	25.8% (8)	25.9% (8)
	Turfloop	40.5% (39)	26.6% (25)	33.0% (31)
I16: Do thoughts of quitting your job cross your mind?	Medunsa	45.2% (14)	22.6% (7)	32.2% (10)
	Turfloop	32.9% (31)	35.1% (33)	31.9% (30)
I17: Do you plan to look for a new job within the next 12 months?	Medunsa	51.7% (16)	16.1% (5)	32.2%(10)
	Turfloop	42.5% (30)	28.7% (27)	28.8% (27)
I18: How likely is it that, over the next year, you will actively look for a new job outside of this institution?	Medunsa	45.2% (14)	25.8% (8)	29.0% (9)
	Turfloop	39.4% (37)	28.7% (27)	31.9% (30)

From the above table it is important to note that the respondents reported feeling frustrated when not given the opportunity at work to achieve their personal work-related goals and they feel like their personal values are compromised at work. These may be contributing to the fact that they also report feeling emotionally agitated and that their current jobs have a negative effect on their personal well-being. Of note is the fact that there are more split responses in this category of intention to stay.

4.5.1   Overall Intentions to Leave

Table 4.25: Respondents' Overall Intentions to Leave the Employ of the University

Item		Campus	
		Medunsa	Turfloop
I19 Overall, are you intending to leave your employment at the institution (UL)?	Yes	100% (1)	26.7 % (8)
	No	0% (0)	73.3% (22)

Table 4.25 presents the respondents' results on their overall intention to leave the employ of the university. The results reflect that 100% of the Medunsa respondents intended to leave and only 26.7percent of Turfloop respondents intend to leave the employ of the university.

4.5.2   Effect of Merger on Intentions to Leave

Table4.26: Effect of Merger on Intentions to Leave

Item		Campus	
		Medunsa	Turfloop
I20 If no, would you say this is because of the merger?	Yes	0% (0)	0% (0)
	No	0% (0)	100% (23)

Table 4.26 presents the respondents' responses on the effect of the merger on intentions to leave. Question I20 was intended to establish if the merger had an effect on the respondents' intention to stay. Once again the results are representative of the Turfloop campus only as Medunsa respondents did not answer this question. All of the respondents who answered this question indicated that their intention to stay or leave had nothing to do with the merger.

4.5.3 Features of the Job that Contribute Towards Respondents' Intentions to Leave the Organisation

Table 4.27: Features of the Job that affect Intentions to Leave

Item		Campus	
		Medunsa	Turfloop
I21 – If yes to question 20 above, what aspects of your job make you want to leave your employment at UL?	Do not like how the boss treats workers	0% (0)	14.3 (1)
	There are no growth opportunities	100% (1)	57.1 (4)
	Poor salary	0% (0)	14.3 (1)
	Bad working conditions	0% (0)	14.3 (1)

Question I21 was meant to elicit the respondents' reasons for wanting to leave the employ of the institution. From the above table it is clear that the respondents at both campuses were bothered by the lack of growth opportunities, followed by what they perceived as poor salaries, bad working conditions and the way their bosses were treating workers.

4.5.4   Aspects of the Job that affect Respondents' Intentions to Stay

Table 4.28: Aspects of the Job that Affect the Respondents' Intention to Stay

Item		Campus	
		Medunsa	Turfloop
I22 If no to question 20 above, what aspects of your job make you want to stay?	Challenges my job provides	0% (0)	10.0% (2)
	Helping students from rural areas	0% (0)	10.0% (2)
	Job fulfilment	0% (0)	10.0% (2)
	Job security	0% (0)	5.0% (1)
	The benefits the University offers	0% (0)	15% (3)
	Teaching and conducting research	0% (0)	45% (9)
	Other	0% (0)	5.0% (1)

Question I22 intended to establish what was making employees want to stay with the institution. A shown in Table 4.28 above the majority of the respondents mentioned that it was teaching and conducting research. However, only respondents from Turfloop responded to this question.

4.5.5 Respondents' Suggestions on how the University can Contribute Towards their Intention to Stay

Table4.29: Suggestions on how the University can Contribute Towards Intentions to Stay

Item		Campus	
		Medunsa	Turfloop
I23 What do you suggest that the institution (UL) or your department should do for you not to think about leaving/quitting your job?	Job evaluation	0% (0)	3.8% (1)
	Provide clear career path	0% (0)	3.8% (1)
	Motivating employees	0% (0)	3.8% (1)
	Pay market related salaries	0% (0)	23.1% (6)
	Provide promotion opportunities	0% (0)	7.7% (2)
	Improve working conditions	0% (0)	7.7% (2)
	Permanent appointment	0% (0)	19.2% (5)
	Other	100% (1)	26.9% (7)

Table 2.29 present the respondents' suggestions to prevent the employees from leaving the employ of the institution. The suggestions were the same as those to improve organisational commitment, with the majority still saying the university should pay market related salaries. Again the Medunsa respondents did not answer this question, meaning that the responses are representative of the Turfloop campus only.

4.5.6   Effect of the Merger on Intentions to Leave

Table 4.30: Effect of merger on Intentions to Leave

Item		Campus	
		Medunsa	Turfloop
I24 Has your desire to leave the institution intensified after the merger?	Yes	0% (0)	10.7% (3)
	No	100% (1)	89.3 % (25)

Table 4.30 presents the respondents' responses on the effect of the merger on intentions to leave. The majority at both campuses felt that the merger did not intensify their intention to leave.

4.5.7   Negative Issues as Perceived by the Respondents that the Merger has Brought About

Table 4.31: Negative Issues as Perceived by the Respondents that the Merger has Brought About

Item		Campus	
		Medunsa	Turfloop
I25 If yes to question 24, how? (i.e. what negative things has the merger brought about to make you to want leave?)	Unfair treatment of employees	0% (0)	50.0% (3)
	No physical positive changes	0% (0)	16.7% (1)
	Downsizing of staff	0% (0)	16.7% (1)

Question I25 was meant to elicit the negative issues as perceived by the respondents that the merger brought about. Table 4.31 indicates that the majority of the respondents (50% from Turfloop campus) mentioned unfair treatment of employees. Unfortunately this

unfair treatment cannot be understood to the fullest as there is no opportunity to explain it in this context. The results were only representative of the Turfloop campus.

4.5.8 Positive things Perceived by the Respondents that the Merger has Brought About

Table 4.32: Positive things Perceived by the Respondents that the Merger has Brought About

Item		Campus	
		Medunsa	Turfloop
I26 If no, to question 24 why not? (i.e. what positive things has the merger brought about to make you to want stay)	Do things competitively	0% (0)	4.3% (1)
	Diversity	0% (0)	13.0% (3)
	Nothing substantial	100% (1)	82.6% (19)

Question I26 was included to elicit the positive things perceived by the respondents that the merger brought about. The table above indicates that the majority of the respondents at both campuses did not find anything substantially perceivable that the merger brought about.

4.6 SUMMARY

This chapter presented the research results. The total number of respondents was 125. This was a very small sample which made it difficult to do tests of statistical significance. In addition, the small sample is going to make it difficult to generalise the results to the whole university. In terms of demographic information there were 38 males and 87 females, with the majority at 35 and 44 years of age and working in administration. Most

of the respondents had been in the employ of the university for a period of between six to ten years which indicated that they had experience of the institution prior to and after the merger.

Regarding job satisfaction, the results revealed that the majority of respondents were satisfied especially intrinsically. However, there seems to be some concern when it comes to extrinsic job satisfaction. On the whole, job satisfaction was relatively higher for respondents at Turfloop than for those at the Medunsa campus. In the literature review it was revealed that younger employees were more susceptible to dissatisfaction than older ones. This study depicted that the majority of the employees were between ages 35 and 40 and were satisfied. Therefore, in contrary, it seemed younger employees and middle aged employees can also be susceptible to satisfaction. Research is, however, not conclusive on job satisfaction for highly educated employees. The majority of the respondents were in administration and were not highly educated but indicated a high level of satisfaction. Thus the presumption of this study will be that those not highly educated are also susceptible to job satisfaction. The impact of merger on job satisfaction appeared to be minimal or not substantial at Turfloop compared to Medunsa.

Organisational commitment was clustered into three categories. First, in terms of affective commitment the respondents seemed to feel a stronger emotional attachment to the institution. However, both continuance and normative commitment were a bit lower than affective. The merger seemed to have had no effect on organisational commitment according to the results at Turfloop whilst Medunsa did not respond on this aspect.

The results on intention to stay indicated a split in the responses with respondents being unhappy to stay but for some reasons not actively looking for jobs or not even intending to leave the organisation in the next 12 months. Overall results on intention to stay revealed that the majority of the respondents at Medunsa intended to leave, whereas

respondents at Turfloop showed a low percentage of intentions to leave. Again the merger had no effect on intentions to leave or stay.

Respondents also indicated various factors that contributed towards their job satisfaction, intention to stay and organisational commitment. There were various suggestions by the respondents as to how the organisation can improve their job satisfaction, their organisational commitment and intention to stay. The next chapter will present the conclusion and recommendations for the future.

CHAPTER 5

SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This research study intended to establish employee turnover intentions, organisational commitment and job satisfaction in the University of Limpopo, both campuses after the merger.

Chapter one discussed the problem statement, objectives and aims of the study, the significance of the study, definition of terms and the outline of the study. Chapter two presented the literature review on mergers and/or acquisitions in the organisations, in the private and public sector, including Higher Education Institutions, their effects on employees, SA encounters (i.e. in the HE transformation), the key concepts of the study (i.e. job satisfaction, organisation commitment and intention to leave) and relationship of the concepts. Chapter three provided an outline of the research methodology and design and chapter four focused on the discussion of the results of the study. This chapter will discuss the summary of the results, conclusions and recommendations of the study.

5.2 SUMMARY OF RESULTS

5.2.1   Demographic Details

The respondents were 125 in number, 38 males and 87 females, 28.0% in the academic/research, 44.8% in administration and 27.2% in support services. The results indicate that male employees in the study had higher levels of qualifications than the females. The majority of the respondents were females, in administration, with a certificate or diploma as their highest qualification. The respondents mostly had

employment tenure from 6 to 10 years. This means the respondents had prior and post-merger knowledge of the institution.

5.2.2   Job Satisfaction

The job satisfaction was measured by the MSQ20. The job satisfaction questionnaire measures the following satisfaction domains: those susceptible to intrinsic and extrinsic satisfaction. The results for the two domains (intrinsic and extrinsic) were varying. The intrinsic satisfaction was higher as opposed to the extrinsic satisfaction at both campuses. The intrinsic satisfaction indicated that a higher percentage of the respondents were satisfied versus dissatisfied. The extrinsic satisfaction indicated that a higher percentage of the respondents were dissatisfied versus satisfied. This indicates that the respondents are more satisfied with what they do versus what the organisation, employer or supervisors do. For instance they were not happy with the institution's policies. On the whole, respondents from the Turfloop campus appeared to be more satisfied compared to those from Medunsa.

Extrinsic satisfaction involves factors such as compensation and working conditions. If the employees are unhappy with compensation and working conditions or other related issues they will become demotivated and not perform optimally. Consequently if the employees are not performing optimally, the organisation will under-perform, failing to attain set goals and this can possibly lead to financial problems, loss of clientele, being out-competed by other institutions and so forth. Thus, these are issues that the organisation needs to look at in order to improve job satisfaction.

5.2.3   Organisational Commitment

Organisational commitment was measured by utilising three constructs, namely affective, continuance and normative commitment. The respondents' level of commitment differed

according to campus and type of commitment. Overall, the respondents from both showed better affective commitment than normative and continuance commitment. Unfortunately if employees are not committed to their organisations they can under-perform and perhaps with increased absenteeism and eventual turnover. This again indicates that the institution needs to do something to improve commitment of employees.

5.2.4   Intention to Stay

The majority of the respondents from Turfloop campus (73.3%) intended to stay in the institution while all respondents from Medunsa intended to leave the institution at some point. While it is a natural course of events that employees may at some point turnover, it is especially worrying that a large number of the Medunsa respondents do not intend to stay. What is comforting is that only a few of the respondents are actively looking for alternative employment and a lot of them said that they do not intent to leave within the next 12 months at least.

From the above, it illustrates that the institution needs to make a plan about improving the job satisfaction of its employees as well as organisational commitment and intentions to stay. Some of the reasons why these may be low may be that the employees have a lot of uncertainties about their employment as well as feelings of insecurity. These may then lower their morale resulting in poor performance. The institution may thus end up being a low performer.

5.3 RECOMMENDATIONS

Recommendation will be made firstly based on the suggestions made by the respondents then followed by what studies have shown to work in situations where employees have an unsatisfactory job satisfaction, low organisational commitment and intentions to leave.

The first section will be based on what the respondents in the current study suggested.

5.3.1 Measures to Improve Job Satisfaction

Employees stated that they were not satisfied with their jobs basically because they felt amongst others, that their resources to function effectively were inadequate, they got low salaries, their working conditions were not satisfactory, they sometimes were not clear as to what was expected of them and they needed to attend workshops for their continuous development. The following are recommended:

- Provision of appropriate and adequate resources for conducting daily functioning such as teaching and research.
- Improvement of working environment (by e.g. hiring inappropriate staff, shortage of staff and practice equality in treatment of staff)
- Empower employees through attendance of conferences, workshops and any other forms or learning and training.
- Usage of feedback systems. Give employees feedback on how they are performing and thus what they need to improve on if needs be.
- Provide employees with clear job descriptions.
- Salary increment.
- Place staff according to their qualification(s).
- Permanent appointment of employees who are employed temporarily.
- Usage of user friendly Information Technology (IT) systems.
- Recognition of support services staff (in what way?? Clarify or delete).

5.3.2   Measures to Improve Employees' Organisational Commitment

Some of the reasons the respondents stated for not being committed to their jobs is that they were placed on temporary positions for a long time, paid little salary, are treated unfairly and the institution overriding approved governance policies in the implementation process of governance policies. The following recommendations were made to improve organisational commitment:

- Remunerate the employees accordingly to the market.
- Implement the approved governance policies (i.e. new policies were developed and approved by council after the merger but they are not implemented).
- Provision of support (i.e. appropriate and adequate resources), as well as supervisory support.
- Improvement of supervision.
- Provide resources, especially financial, for continuous learning and training opportunities.
- Employment of appropriately qualified staff for the job.
- Employment of adequate employees per department to solve problem of people being understaffed and overworked.
- Determine the individual employee needs and reward them according to those individual needs.
- Allow flexible working time.

5.3.3   Measures to Improve the Intention to Stay

Some of the reasons the employees gave for not intending to stay in the organisation included a lack of growth opportunities, poor working conditions and not liking how their supervisors were treating their subordinates. They then recommended the following in order to make them stay.

- Develop and implement job evaluation/ appraisal criteria. This implies that an appropriate performance management system needs to be put into place.

- Provide clear career path for employees as most of the respondents were discouraged by the lack of progression/promotion opportunities. Thus, these promotion opportunities also need to be clarified in terms that all employees can understand.

- Motivate employees through performance rewards (i.e. reward performance, praise good workers).

- Pay employees market-related salaries.

- Improvement of working conditions (i.e. enough working space in the office, old and obsolete equipment should be replaced and environment should be conducive to work).

- Permanent appointment of employees who are employed temporarily.

- Improvement of communication with employees.

5.4 LIMITATIONS OF THE STUDY

- The response rate on the participation was poor and resulted in a very small sample. Thus the responses received did not meet the research standard for generalisation to a larger population. For this reason although the findings can be used as some guide for further research, they cannot be generalised to the wider population of the University.

- Some participants reported that the questionnaire was too long and as a result they left some questions unanswered.

- No management members were interviewed or responded to the distributed questionnaire. Therefore, there was no representation of management in the study.

- Due to the small response rate, especially of subjects from Medunsa, it was difficult to make comparisons of the two campuses. This also implies that the

results need to be read with caution. The response rate made it difficult to make comparisons as set out in the objectives.

- In addition, as tests of significance was not conducted, the interpretation of results cannot be done with confidence.

5.5 IMPLICATIONS FOR FURTHER RESEARCH

It is worrying that the job satisfaction, organisational commitment and intentions of employees to stay in the organisation all warrant some concern from the institution. However, as the sample was too small, the first thing that needs to be done is to conduct the study again with better follow-up measures to get a higher response rate. Despite the generalisation challenge, the following factors need to be considered:

- The institution should consider the suggestions as outlined by the employees themselves to improve their job satisfaction, organisational commitment and to minimise their intention to turnover.
- The results also point out a need for the organisation to do a more detailed climate survey. This will help in defining the current status quo, checking how and why it came about, and then how it can be improved.
- Most importantly, a climate survey will have to be undertaken to establish employees' job satisfaction, organisational commitment and intention to stay. In addition, it will also check aspects such as employees' feelings and opinions about the organisational structure, Human Resources systems, policies and processes, and any other issues that may be right or may be perceived as challenges.
- In the literature it was suggested that job dissatisfaction can also be reduced by hiring people less inclined to dissatisfaction and by measuring the significance of each potential reward in improving employee job satisfaction in an organisation.

5.6 SUMMARY

The research findings have shown that the respondents perceive the institution to be somewhat unappreciative of their efforts and dedication they put into it. If it does, it is to a minimal extent. Overall the results of the study indicated that there is reason for the university to start worrying as the employees' level of job satisfaction, organisational commitment and intentions to stay are questionable. The results also illustrated that the merger had no impact on how the employees feel. Although the information is not adequate, it seems to be pointing towards the fact that the Medunsa campus may be feeling worse off than the Turfloop campus on all the variables measured.

The respondents have made some suggestions that the institution should strive for in order to improve their job satisfaction, organisational commitment and intentions to remain employed by the organisation. The institution perhaps needs to put into place support systems that are effective to continuously ensure that performance is kept to the optimum.

LIST OF REFERENCES

Adesina, J.O.2006. Global Trends in Higher Education Reform: What Lessons for Nigeria? Department of Sociology, Rhodes University, Grahamstown, *JHEA/RESA*. 4 (1), 1 – 23.

Alberts, N.F. 2007. Research Methodology for Post Graduate Students. *Unpublished notes for MBA students*: Turfloop Graduate School of Leadership, Polokwane.

Arnolds, C.A. 2005. An Alderfer Perspective of the Higher Education Restructuring in South Africa. *SA Journal of Industrial Psychology*, 31 (2), 22 – 29.

Benade, M.L., Henning, J.J., du Plessis, J.J., Delport, P.A., de Koker, L. and Pretorius, J.T. 2003. *Entrepreneurial Law*, 3rd edition. LexisNexis, Butterworths.

Bengu, S.M.E.1997. Government Gazette. 18207.

Bosch, A. 2005.*The Effect of Merger in Higher Education on Staff Members: The Importance of Change Management*. University of Johannesburg, Johannesburg.

Brown, B.B. 2003. *Employees' Organisational Commitment and their Perception of Supervisors' Relations-Oriented and Task-Oriented Leadership Behaviours*. Faculty of the Virginia Polytechnic Institute and State University, Virginia.

Burnes, B. 1996. *Managing Change*. Great Britain: Pitman Publishing.

Coetzee, M. 2005. *The Fairness of Affirmative Action: An Organisational Justice Perspective*. University of Pretoria, Pretoria.

David, F.R. 2009. *Strategic Management: Concepts and Cases*. 12th edition. Pearson International Edition. Pearson Education: Upper Saddle River, New Jersy.

Education Professional, http://www.gov.mb.ca/ie/education_pro/twinning agree.html

Gitman, L.J. 2009. *Principles of Managerial Finance*. Pearson International Edition, 12th edition. Pearson Addison Wesley: San Diego State University, San Diego.

Goedegebuure, L.C.J. and Meek, V.L. 1991. Restructuring Higher Education. *A Comparative Analysis Between Australia and the Netherlands, 27 (1): 1 – 16.*

Grobler, P., Warnich, S., Carrell, M.R., Elbert, N.F, and Hatfield, R.D., 2007. *Human Resources Management in South Africa*. 3rd edition. Thompson Publishers, London.

Hall, M., Symes, A. and Luescher, T. 2004.*The Governance of Merger in South Africa Higher Education*. Research Report Prepared for the Council on Higher Education.

Council on Higher Education (CHE).

Harman, G. and Harman, K. 2003. Institutional Mergers in Higher Education: Lessons from International Experience. *Tertiary Education Management*, 9, 29 – 44.

Hay, D. and Fouri, M. 2002. Preparing the way for mergers in South African higher and further education institution: An investigation into staff perceptions. *Higher Education,* 44:115 – 131.

Higher Education Act 101 of 1997

Higher Education Institute (http:// www.highereducationinsitute.com/) (16 April 2010)

Information Prospectus for Graduate Students. 2010. University of Limpopo.

Karim, N.H.A and Noor, N.H.N.M. 2006. Evaluating The Psychometric Properties of Allen and Meyer's Organisational Commitment Scale: A cross cultural application among Malaysian Academic Librarians. *Malaysian Journal of Library & Information Science, 11 (1):89 – 101*.

Leedy, P.D. and Ormrod, E.J. 2005. *Practical Research. Planning and Design*. 8th edition. Pearson/Merrill Prentice Hall: Upper Saddle River, New Jersey Columbus, Ohio.

Loveday, M. 1996. *Management Development Review*. MCB University Press

Makgoba, M.W. and Mubangizi, J.C. 2010.The *Creation of the University of KwaZulu-Natal. Reflections on a Merger and Transformation Experience*. 1st edition. Excel Books. Excel Learning. India.

Malatji, L.I. 2007. The *Impact of the Merger on Employee Satisfaction*. Tshwane University of Technology. Witbank.

Martin, A. 2007. *Perceptions of Organisational Commitment, Job Satisfaction and Turnover Intentions in a Post-Merger South African Tertiary Institution*. University of Johannesburg, Johannesburg.

Martin, A. and Roodt, G.2007. Perceptions of Organisational Commitment, Job Satisfaction and Turnover Intentions in a Post-Merger South African Tertiary Institution.*SA Journal of Industrial Psychology*, 34 (1):23.

Ministry of Education. 2001. Draft National Plan for Higher Education in South Africa.

Mohr, P.,Fourie, L. and Associates. 2004. *Economics for South African Students*. Third Edition. Van Schaik: Pretoria.

Mokgalong, N.M. 2010. Personal Communication, Polokwane.

Nel, P.S., Gerber, P.D., van Wyk, P.S., Haasbroek, G.D., Schultz, H.B., Sono, T., and Werner, A. 2001. *Human Resource Management*. 5th edition. Oxford University Press Southern Africa: Cape Town.

Netswera, F.G. and Rankhumise, E.M. 2005. Employee Retention Factors For South African Higher Education Institutions: A Case Study. *SA Journal of Human Resource Management*, 3 (2), 36.

Picket, L., 2005. *Industrial and Commercial Training, 37(6), 303.*

Rangongo, M.F. 2010. *Selected Papers: Management for Development. Chapter Seven: Employee Concerns and Considerations within a Merger Situation*. TGSL. Faculty of Management and Law. University of Limpopo. Sovenga. University of Limpopo Press.

Riley, D. 2006. *Turnover Intentions: The Mediation Effects of Job Satisfaction, Affective Commitment and Continuance Commitment*. University of Waikato, University of Waikato.

Robbins, S.P., Judge, T.A., Odendaal, A., and Roodt G. 2009.*Organisational Behaviour: Global and South African Perceptions*. 2nd edition. South Africa: Pearson Education.

Sager, J.K., Griffeth, R.W. and Hom, P.W. 1998. A Comparison of Structural Models Representing Turnover Cognitions. *Journal of Vocational Behaviour*, 53 (2), 254 – 273.

Stair, R., Reynolds, G., and Chesney, T. 2008: *Principles of Business Information Systems*. Cengage Learning. Singapore.

Wyngaard, A. and Kapp, C. 2004. Rethinking and Reimagining Mergers in Further and Higher Education: A Human Perspective. *South African Journal of Higher Education*, 18 (1), 185 – 201.

www.psych.umn.edu/psylabs/vpr/msqinf - (Retrieved on the 16 April 2009, by Anonymous)

www.wikipedia.org/wiki/Job_satisfaction - (Retrieved on the 07 March 2011), by Anonymous)

ANNEXURES

ANNEXURE 1: RESEARCH REQUEST LETTER

<div align="right">

PRIVATE BAG X 1106
SOVENGA
0727
28 April 2010

</div>

To: Executive Management (VC & DVC)
                 University of Limpopo
                 Private Bag X1106
                 SOVENGA
                 0727

From: Ms SE Masemola
                 Masters of Business Administration (MBA) Student

Subject: REQUEST TO CONDUCT A RESEARCH STUDY IN THE UNIVERSITY OF
                 LIMPOPO

Dear Sir,

I, Sheweng Emily Masemola, student number: 200405486, enrolled in the University of Limpopo for a Masters of Business Administration (MBA). To complete the programme I have to submit a mini-dissertation in any field of my choice preferably related to business management. I chose a topic in the field of human resource (HR) intentionally after observing that the merger issue might have negatively affected the staff morale and consequently might also have impacted on productivity in general.

The findings of the research study will help the institution management to assimilate the state/phase the institution is at with regard to management of its HR, the employees' expectations and needs, employee turnover intention and their organisational commitment. Perhaps management can use the research report to make estimates of possible loss and gain if the HR element is managed differently and/or meticulously than the presently. It can use the information from the report to extract imperative information that can assist them in decision-making with regard to the management of HR.

The topic of my research study is *Employee Turnover Intentions, Organisation Commitment and Job Satisfaction in a Post-Merger Tertiary Institution in South Africa*. Thus, I appeal to conduct the study in the University of Limpopo as it is a product of a merger and as I am one of its employees. My supervisor is Ms MF Rangongo a lecturer and specialist in Human Resource Management. My research proposal and a sample of the questionnaires are appended and the research findings and recommendations will be submitted to the University management as well if deemed necessary.

Contacts:
Student – Ms SE Masemola
Tel: (015) 268 3123 (w)
Email: shewengm@ul.ac.za
Mobile: 082 267 1714
Supervisor – Ms MF Rangongo
Tel: (015) 290 2835/2817/2816
Email: rangongom@edupark.ac.za

Your consideration of my plea will be appreciated.

Thank you.

Yours faithfully,

Ms SE Masemola
Tel: (015) 268 3123 (office hours)
Fax: (015) 268 3523
Mobile: 082 267 1714
Email: shewengm@ul.ac.za

UNIVERSITY OF LIMPOPO

Office of the Vice Chancellor and Principal

19 May 2010

Private Bag x 1106
Sovenga
0727
SOUTH AFRICA
Tel: 015) 268 2140
Fax: 015)267 0142
e-mail : francesp@ul.ac.za
Website:www.ul.ac.za

TO WHOM IT MAY CONCERN

Ms S.E. Masemola is a registered student in the Faculty of Management and Law and a temporary employee of the University of Limpopo.

The title of her accepted dissertation proposal is "Perception of Employee Job Satisfaction, Organisational Commitment and Turnover Intentions in a Post-Merger Tertiary Institution".

She has been granted permission to conduct a research study on the indicated title which will contribute to the knowledge pool of current perceptions of the University's employees in the aftermath of the merger. Notably, the study will highlight possible problem areas within the University, aiding Management to focus more attention to its human resources endeavours.

The intended study will be carried across all respective campuses and will target all skilled employees (both permanent and contract) of the University who have an email address. The study will be distributed electronically and thus will be sent via a bulk email to all potential respondents. Anonymity will be guaranteed in the study. Completion of the Questionnaire should not exceed proportionally 45 minutes.

Your contribution, by participating, will hopefully assist the University in addressing Human Resources issues that are related to the study.

_____
N.M. MOKGALONG (Prof)
VICE-CHANCELLOR & PRINCIPAL

Finding Solutions for Africa

119

ANNEXURE 3: INTRODUCTION

Dear Colleague

The merger between the former University of the North and the Medical University of South Africa, has brought about various changes. Although it is welcomed on the one hand, it could also be viewed as threatening on the other. Based on the aforementioned presumption, I, as a Master's student in the Faculty of Management and Law and also an employee of the University of Limpopo, was therefore encouraged to conduct a survey on the various aspects of employee perceptions within a merged institution, namely: Job Satisfaction, Organisational Commitment and Turnover Intentions.

I thus request your participation in the study. Please complete all questions in the questionnaire and **please provide me with your responses before or on 03 September 2010**.

If interested in the outcome of this study, a summary report will be availed on request. Questions and comments about the questionnaire or the nature of evaluation are welcomed. You can contact me at (015) 268 3123 (W) or 082 267 1714.

Thank you for your time.

Regards,

_____

Emily Masemola

School of Economics and Management

shewengm@ul.ac.za

ANNEXURE 4: INSTRUCTIONS AND DEMOGRAPHIC QUESTIONNAIRE

UL STAFF PERCEPTION SURVEY

Instructions:

This questionnaire consists of a number of questions about the organisation in which you work. Please read each question carefully and tick (√) the number/ box (□) corresponding to the response that most accurately represents your view. There are no right or wrong answers as these are opinion-related items (questions). You are only requested to provide your frank and honest opinion.

The questionnaire contains four sections:

SECTION A: DEMOGRAPHIC DETAILS
SECTION B: JOB SATISFACTION
Section B: Answering Guidance
- If you feel that your job gives you more than you expected, tick the box under **"VS"** (Very Satisfied);
- If you feel that your job gives you what you expected, tick the box under **"S"** (Satisfied);
- If you cannot make up your mind whether or not the job gives you what you expected, tick the box under **"N"**(Neutral, i.e. Neither Satisfied nor Dissatisfied);
- If you feel that your job gives you less than you expected, tick the box under **"D"** (Dissatisfied)
- If you feel that your job gives you much less than you expected, tick the box under **"VD"** (Very Dissatisfied)

SECTION C: ORGANISATIONAL COMMITMENT

SECTION D: INTENTIONS TO STAY

<u>Section D: Answering Guidance</u>

If your answer is on the left you tick between 1 and 2 and if your answer is on the right you tick between 4 and 5. Tick 3 if you are neutral, i.e. your answer is neither on the left or right. E.g. if your answer is **"Never"** in the following question your answer must be marked as follows:

How often have you considered leaving your job?	**Never**	1–2–3–4–5	**Always**

If your answer is between **"Never"** and **"Always"** in the following question, your answer must be marked as follows:

How often have you considered leaving your job?	**Never**	1–2–3–4–5	**Always**

Your contribution in completing this questionnaire is immensely appreciated.

SECTION A: DEMOGRAPHIC DETAILS

1. Please indicate your age group.
    [in complete years]

Younger than 25	1
25 – 29	2
30 – 34	3
35 – 39	4
40 – 44	5
45 – 49	6
50 – 54	7
55 – 59	8
60 or older	9

2. What is your gender?

Male	1	Female	2

3. What is your race?

African	1	White	2	Coloured	3	Indian	4	Asian	5

4. What is your highest academic qualification?

Less than Grade 12	1
Grade 12/ Matric	2
Post-school certificate or diploma	3
Bachelors degree	4
Honours degree	5
Masters degree	6
Doctorate	7
Post-doctoral degree/ professor	8

5. What do you consider your predominant home language?

Afrikaans	1
English	2
IsiZulu	3
IsiXhosa	4
IsiNdebele	5
Sepedi	6
SeSotho	7
SeTswana	8
Swazi	9
Tshivenda	10

xiTsonga	11
Other African	12
Other European	13
Other Asian	14

6. What is your marital status?

Not married (single)	1
Married	2
Divorced or separated	3
Widowed	4

7. At which campus of UL do you predominantly work?

Medunsa Campus	1
Turfloop Campus	2

8. How many complete years have you been working at UL (including the former Medical University of South Africa or University of the North)?

Less than one year	1
1 – 5 years	2
6 – 10 years	3
11 – 15 years	4
16 – 20 years	5
21 – 25 years	6
26 – 30 years	7
More than 30 years	8

9. What is your current job status?

Permanent	1
Contract	2
Temporary	3
Other (please specify) _____	4

10. Under which category of service are you employed at UL?

Academic/ Research staff	1
Administrative staff	2
Support staff	3
Other (please specify) _____	4

11. Which department of UL are you employed in? _____

SECTION B: JOB SATISFACTION

The purpose of this section is to give you a chance to tell how you feel about your present job, what things you are satisfied with and what things you are not satisfied with. On the basis of your answers and those of people like you, we hope to get better understanding of the things people like and dislike about their jobs.

On my present job, this is how I feel about…	VD	D	N	S.	VS
1. Being able to keep busy all the time	□□	□□	□□	□□	□□
2. The chance to work alone on the job	□□	□□	□□	□□	□□
3. The chance to do different things from time to time	□□	□□	□□	□□	□□
4. The chance to be "somebody" in the community	□□	□□	□□	□□	□□
5. The way my boss handles his/her workers	□□	□□	□□	□□	□□
6. The competence of my supervisor in making decisions	□□	□□	□□	□□	□□
7. Being able to do things that don't go against my conscience	□□	□□	□□	□□	□□
8. The way my job provides steady employment	□□	□□	□□	□□	□□
9. The chance to do things for other people	□□	□□	□□	□□	□□
10. The chance to tell people what to do	□□	□□	□□	□□	□□
11. The chance to do something that makes use of my abilities	□□	□□	□□	□□	□□
12. The way the institution's policies are put into practice	□□	□□	□□	□□	□□
13. My pay and the amount of work I do	□□	□□	□□	□□	□□
14. The chance for advancement on this job	□□	□□	□□	□□	□□
15. The freedom to use my own judgement	□□	□□	□□	□□	□□
16. The chance to try my own methods of doing the job	□□	□□	□□	□□	□□
17. The working conditions	□□	□□	□□	□□	□□
18. The way my co-workers get along with each other	□□	□□	□□	□□	□□
19. The praise I get for doing a good job	□□	□□	□□	□□	□□
20. The feeling of accomplishment I get from the job	□	□	□	□	□

21. Overall satisfaction with your job? Yes/ No

22. If no, is this because of the merger? Yes/ No

23. What aspects of your job make it unsatisfying? _____

_____

_____

_____

_____

24. If yes to question 21 above, what aspects of your job make it satisfying? _____

_____

_____

_____

_____

25. What do you suggest that the institution (UL) or your department should do to improve your job satisfaction?

_____

_____

_____

_____

_____

_____

_____

_____

_____

ANNEXURE 6: ORGANISATIONAL COMMITMENT QUESTIONNAIRE

SECTION C: EMPLOYEE ORGANISATIONAL COMMITMENT

The following statements concern how you feel about the department where you work and specifically how committed you are. Please indicate the extent of your agreement or disagreement with each statement by ticking (√) a number from 1 to 5.

Strongly Disagree	Disagree	Neither Agree Nor Disagree (= Neutral)	Agree	Strongly Agree
1	2	3	4	5

1. It would be very hard for me to leave my department right now even if I wanted to………… 1 2 3 4 5
2. I do not feel any obligation to remain with my current employer…………………………….. 1 2 3 4 5
3. I would be very happy to spend the rest of my career with this department…………………... 1 2 3 4 5
4. One of the few negative consequences of leaving this department would be the scarcity of available alternatives………………………………………………………………………….. 1 2 3 4 5
5. Even if it were to my advantage, I do not feel it is right to leave my organisation now……… 1 2 3 4 5
6. I really feel as if this department's problems are my own…………………………………….. 1 2 3 4 5
7. Right now, staying with my department is a matter of necessity as much as desire…………... 1 2 3 4 5
8. I do not feel a strong sense of "belonging" to my department………………………………... 1 2 3 4 5
9. I feel that I have too few options to consider leaving this department………………………… 1 2 3 4 5
10. I do not feel "emotionally attached" to this department……………………………………... 1 2 3 4 5
11. I do not feel like "part of the family" in my department……………………………………... 1 2 3 4 5
12. This organisation deserves my loyalty……………………………………………………… 1 2 3 4 5
13. If I had not already put so much of myself into this department, I might consider working elsewhere……………………………………………………………………………………… 1 2 3 4 5
14. I would not leave my organisation right now because I have a sense of obligation to the people in it…………………………………………………………………………………………….. 1 2 3 4 5
15. I would feel guilty if I left my organisation now…………………………………………… 1 2 3 4 5
16. This department has a great deal of personal meaning for me……………………………… 1 2 3 4 5
17. Too much of my life would be disrupted if I decided to leave my department now………….. 1 2 3 4 5
18. I owe a great deal to my organisation……………………………………………………….. 1 2 3 4 5
19. Are you overall committed to your job? Yes/ No
20. If no, would you say this is because of the merger? Yes/ No
21. What aspects of your job, department or institution make you less committed? _____

_____

_____

_____

_____

_____

22. If yes to question 19 above, what aspects of your job, department and the institution make you more committed?

_____

_____

_____

_____

_____

23. What do you suggest that the institution (UL) or your department should do to improve your commitment to your

job? _____

_____

_____

_____

_____

_____

_____

_____

SECTION D: INTENTION TO STAY

This section aims to determine the extent to which you intend to stay at the UL.

Please read each question and indicate your response using the scale provided in each case:

1.	How often have you considered leaving your job?	**Never**	1–2–3–4–5	**Always**
2.	How frequently do you scan newspapers in search of alternative job opportunities?	**Never**	1–2–3–4–5	**All the time**
3.	To what extent is your current job satisfying your personal needs?	**To no extent**	1–2–3–4–5	**To a very large extent**
4.	How often are you frustrated when not given the opportunity at work to achieve your personal work-related goals?	**Never**	1–2–3–4–5	**Always**
5.	How often are personal values at work compromised?	**Never**	1–2–3–4–5	**Always**
6.	How often do you dream about getting another job that will suit your personal	**Never**	1–2–3–4–5	**Always**

	needs?			
7.	How likely are you to accept another job at the same compensation level should it be offered to you?	**Highly unlikely**	1–2–3–4–5	**Highly likely**
8.	How often do you look forward to another day at work?	**Never**	1–2–3–4–5	**Always**
9.	How often do you think about starting your own business?	**Never**	1–2–3–4–5	**Always**
10.	To what extent do other responsibilities prevent you from quitting your job?	**To no extent**	1–2–3–4–5	**To a very large extent**
11.	To what extent do the benefits associated with your current job prevent you from quitting?	**To no extent**	1–2–3–4–5	**To a very large extent**
12.	How frequently are you emotionally agitated when arriving home after work?	**Never**	1–2–3–4–5	**Always**
13.	To what extent does your current job have a negative effect on your personal well-being?	**To no extent**	1–2–3–4–5	**To a very large extent**
14.	To what extent does the "fear of the unknown," prevent you from quitting?	**To no extent**	1–2–3–4–5	**To a very large extent**
15.	How frequently do you scan	**Never**	1–2–3–4–5	**All of the time**

	the internet in search of alternative job opportunities?			
16.	Do thoughts of quitting your job cross my mind?	**Never**	1–2–3–4–5	**Frequently**
17.	Do you plan to look for a new job within the next 12 months?	**Never**	1–2–3–4–5	**All the time**
18.	How likely is it that, over the next year, you will actively look for a new job outside of this institution?	**Not likely**	1–2–3–4–5	**Very likely**

19. Do you intend to leave your employment at the institution (UL)? Yes/ No

20. If no, would you say this is because of the merger? Yes/ No

21. If yes to question 20 above, what aspects of your job make you want to leave your employment at UL? _____

_____

_____

_____

_____

_____

22. If no to question 20 above, what aspects of your job make you want to stay? _____

_____

_____

_____

_____

_____

23. What do you suggest that the institution (UL) or your department should do in order

for   you   not   to   think   about   leaving/quitting   your   job?

_____

_____

_____

_____

_____

24. Has your feeling of leaving the institution intensified after the merger? Yes/No

25. If yes, to question 24 how? (i.e. what negative things has the merger brought about to

make you to want leave) _____

_____

_____

_____

_____

_____

26. If no to question 24, why not? (what good/positive things that the merger has brought

about, to make you want to stay). _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for sacrificing your time