



**FACTORS IMPACTING ON THE QUALITY OF WORK LIFE: A CASE STUDY OF
UNIVERSITY “A”**

Submitted in fulfillment of the requirements of the degree of
Masters of Technology: Public Management
In the Faculty of Public Management and Economics
at the Durban University of Technology

Mpho Kenneth Letoane

December 2013

APPROVED FOR FINAL SUBMISSION

Signature: _____ Date _____

Supervisor: Dr. B.S. Ngcamu (B. Paed degree, LL.M, M. Com & D.Tech)

Signature: _____ Date _____

Co-Supervisor: Prof. Dorasamy (PhD)

DECLARATION

Ideclare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.

- (ii) This thesis has not been submitted for any degree or examination at any other university.

- (iii) This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.

- (iv) This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced:

 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.

- (v) This thesis does not contain text, graphics or tables copied and pasted from the internet, unless specifically acknowledged, and the source being detailed in the dissertation/thesis and in the references sections.

Signature: _____

Date _____

ABSTRACT

Poor quality of work life is a challenge in higher education institutions (HEIs) and it impact negatively on performance, attraction and retention of quality staff. The purpose of the research was to report on the factors that impact on the quality of work life of employees at the University "A". The findings from this investigation will assist employees and management alike to understand factors that can improve performance and assist University "A" to be an employer of choice to attract, develop and retain suitably qualified employees.

The rationale for the study was to investigate and obtain a better understanding of the quality of work life status in University "A". Higher education institutions face a serious challenge of retaining adequately qualified and competent staff due to regular resignation and termination of employment contracts of employees. This has resulted in a steady backlog of vacant positions and which has a detrimental effect on the quality of teaching and learning. The deficit of staff leads to increased teaching workloads and consequently impacts negatively on the quality of service being offered including teaching and learning.

This study is grounded in both quantitative and qualitative research traditions whereby a survey was conducted in the form of a structured questionnaire and in depth-interviews to university employees. The structured questionnaire was analysed using Statistical Packages for Social Scientists version 12 generating the reliability coefficient Alpha of 0.898 indicating the high degree of acceptance and consistent of the results. This study used the probability stratified random sampling whereby 160 structured questionnaires were distributed to both academic and non-academic employees with 142 returned successfully generating the response percentage of 89%.

The findings of this research suggested that career advancement was one of the main reasons that were identified to lead to poor quality of work life. Furthermore, another primary concern was job insecurity, employees felt that their jobs are not reliable and secure. It was also noted in the research outcomes that a high proportion of the respondents were generally not well. The study findings suggest that respondents were not involved in decisions that affect them in their area of work and they feel that they are not given a lot of freedom to decide how to do their jobs.

The research results indicated that the increase percentage of the respondents disagreed that their employer provides adequate facilities and flexibility for employees to adjust their work with their family time. It was evident from the responses that even though some policies exist, employees were unaware of their application and also the absence of performance management systems. Another prominent finding from the study was that employee expressed that their health and safety of their working conditions should be improved.

The findings and results will assist management and employees alike in the practical implementation of quality of work life programmes with the aim of improving the retention of current employees and attracting potential employees. This study will contribute to the body of knowledge as published studies on the quality of work life is scant in higher education institutions. There is minimal research that has been conducted on the QoWL of employees in higher education institutions, and the results from this research could be utilized by management and supervisors, in order to minimize the potential factors that could negatively impact on the QoWL of employees in HEIs.

Acknowledgement

Firstly I would like to thank the Almighty God for blessing me with people who assisted me with the project.

This dissertation would not have been possible without Dr. B.S. Ngcamu who has supervised me throughout the project and for his constant motivation.

I owe my deepest gratitude to Prof. N. Dorasamy for her great insight, constructive feedback and guidance throughout the project.

I would also like to thank Mr. Deepak Singh for data analysis, presentation and interpretation. I offer my gratitude to Ms. N. Mthembu, Ms. L. Sempe, Ms. U. April and all those who assisted me in any respect during the project.

A sincere thank you to my parents, Mr. and Mrs. Letoane, family and friends for providing me with advice and support during the project.

LIST OF KEY ABBREVIATIONS AND ACRONYMS

Compensation for Occupational Injuries and Diseases Act	COIDA
Council of Higher Education	CHE
Department of Public Service and Administration	DPSA
Employee Assistance Programme	EAP
Employment Equity Act	EEA
European Union	EU
Heads of Departments	HOD
Higher Education Act	HEA
Higher education institutions	HEI
Higher Education Quality Committee	HEQC
Institutional Research Ethics Committee	IREC
International Labour Organisation	ILO
Job Characteristics Model	JCD
Klynveld Peat Marwick Goerdeler	KPMG
KwaZulu-Natal	KZN
Labour Relations Act	LRA
National Economic Development and Labour Council	NEDLAC
National Plan Higher Education	NPHE
National Qualification Framework	NFQ
New Public Management	NPM
Occupational Health and Safety Act	OHSA
Organisation for Economic Co-operation and Development	OECD
Personal Development Plans	PDPs
Post Traumatic Stress Disorder	PTSD
Public Service Commission	PSC
Quality of Work Life	QoWL
Research Information System	RIS
Sector Education and Training Authorities	SETA
Service Quality	SERVQUAL
Skills Development Act	SDA
Skills Development Facilitators	SDF

South African Institute of Chartered Accountants	SAICA
South African Qualifications Authority	SAQA
The Basic Conditions of Employment Act	BCEA
Total Quality Management	TQM
United Kingdom	UK
United Nations Development Programme	UNDP
United States of America	U.S.A
White Paper on Human Resource Management in the Public Service	WPHRMPS
White Paper on Transformation of Higher Education	WPTHE
White Paper on Transformation of Public Service	WPTPS
White Paper on Transforming Public Service Delivery	WTPSD
Work Life Quality	WRKLFQUAL
Work Related Quality of work life	WRQoL
World Health Organization	WHO

TABLE OF CONTENTS

Declaration	ii
Abstract	iii
Acknowledgements	v
Key abbreviations and acronyms	vi
Table of contents	viii
List of tables	xv
List of figures	xvi

CHAPTER ONE: INTRODUCTION

1.1 Introduction	1
1.2 Background	2
1.3 Rationale	3
1.4 Problem statement	3
1.5 Aims and objectives of the study	4
1.6 Literature review	4
1.7 Research methodology	7
1.8 Scope of the study	8
1.9 Significance of the study	8
1.10 Potential outputs	8
1.11 Structure of the chapters	9
1.11.1 Chapter 1 – Introduction	9
1.11.2 Chapter 2 – International perspective	9
1.11.3 Chapter 3 - South African legislative framework and quality of work life	
1.11.4 Chapter 4 - Public management and quality of work life	10
1.11.5 Chapter 5 – Research methodology	10
1.11.6 Chapter 6 – Data presentation and analysis of results	10
1.11.7 Chapter 7 – Conclusion and recommendations	10
1.12 Conclusion	11

CHAPTER TWO: INTERNATIONAL PERSPECTIVE ON THE QUALITY OF WORK

LIFE

2.1 Introduction	12
2.2 Concepts relating to quality of work life	12
2.3.1 Job and career satisfaction	14
2.3.2 General wellbeing	16
2.3.2.1 Physical and physiological wellbeing	17
2.3.2.2 Psychological wellbeing	18
2.3.2.3 Emotional wellbeing	19
2.3.2.4 Intellectual and mental wellbeing	19
2.3.2.5 Social wellbeing	20
2.3.2.6 Ethical and moral wellbeing	21
2.3.2. Spiritual wellbeing	22
2.3.3 Stress at work	23
2.3.4 Control at work	25
2.3.5 Work conditions	26
2.3.6 Home work interface	27
2.4 Quality of work life in developed and developing countries	29
2.4.1 Developed countries	29
2.4.2 Developing countries	31
2.5 Trends between developing and developed countries.	32
2.6 Conclusion	34

CHAPTER THREE: SOUTH AFRICAN LEGISLATIVE FRAMEWORK AND QUALITY OF WORK LIFE

3.1 Introduction	35
3.2 Legislation	35
3.2.1 Basic Conditions of Employment Act 75 of 1997	36
3.2.2 Employment Equity Act 55 of 1998	37
3.2.3 Skills Development Act 97 of 1998	39
3.2.4 Occupational Health and Safety Act 85 of 1993	41
3.2.5 Compensation for Occupational Injuries and Diseases Act 130 of 1993	42
3.2.6 Labour Relations Act 66 of 1995	43

3.3 Public and private sector perspective	45
3.4 Females and quality of work life	47
3.5 Performance management and quality of work life	48
3.6 Conclusion	50

CHAPTER FOUR: PUBLIC MANAGEMENT AND QUALITY OF WORK LIFE IN SOUTH AFRICA

4.1 Introduction	51
4.2 Institutional framework	51
4.2.1 Higher Education Act 101 of 197	52
4.2.2 The White Paper on Transformation of Higher Education of South Africa (1997)	53
4.2.2.1 Higher education institutional framework	55
4.2.3 The White Paper on Human Resource Management in the Public Service of (S. A. 1997)	56
4.3 Public administration and public management	56
4.4 New public management and quality of work life	59
4.5 Leadership	62
4.5.1 Transformational leadership	62
4.5.2 Transactional leadership	63
4.5.3 Laissez faire leadership	64
4.6 “Batho Pele” principles.	64
4.7 The key differences between King ii and King iii Reports	65
4.8 Public Human Resource Management Model	68
4.8.1 Representative of all the South Africans	71
4.8.2 Public servants as valuable resource	73
4.8.3 Service delivery	73
4.8.4 Accountability of public officials	75
4.8.4.1 <i>Hierarchal accountability</i>	75
4.8.4.2 <i>Legal accountability</i>	74
4.8.4.3 <i>Political accountability</i>	76
4.8.4.4 <i>Professional accountability</i>	76
4.8.5 Cultivate career development practices	76
4.8.6 Result orientated managerial responsibilities	78

4.8.7 South African case study	79
4.9 Conclusion	82

CHAPTER FIVE – RESEARCH METHODOLOGY

5.1 Introduction	83
5.2 Study area	83
5.3 Research design	83
5.4 Research instrument	84
5.4.1 Other methods of determining quality of work life	85
5.5 Mixed methods	86
5.6 Case study	87
5.7 The study population	87
5.8 Sampling	88
5.8.1 Stratified random sampling	88
5.9 Sample size	89
5.10 Recruitment	89
5.11 Pre test	90
5.12 Primary and secondary data	90
5.13 Quantitative data collection	90
5.13.1 Close-ended questions	91
5.14 Qualitative data collection	91
5.14.1 Advantages and disadvantages of open-ended questions	93
5.14.3 Observation	93
5.14.4 Interviews	94
5.15 Triangulation	95
5.16 Reliability	95
5.17 Validity	96
5.18 Administration of questionnaire	96
5.19 Data analysis	96
5.20 Cross tabulation	97
5.21 Analysis of variance (ANOVA)	97
5.22 Parametric statistics	97
5.23 Non-parametric statistics	97
5.24 Descriptive statistics	97

5.25 Inferential statistics	98
5.26 T-test	98
5.27 Chi-Square (χ^2) analysis	98
5.28 Measures of central tendency	98
5.28.1 <i>Mean</i>	98
5.28.2 <i>Median</i>	99
5.28.3 <i>Mode</i>	99
5.29 Measures of variance	99
5.29.1 <i>Range</i>	99
5.29.2 <i>Variance</i>	99
5.30 Hypothesis testing	99
5.31 Ethical considerations	99
5.32 Ethical clearance Institutional Research Ethics Committee (IREC)	100
5.33 Informed consent	100
5.34 Consent to conduct research at the University “A”	100
5.35 Anonymity	100
5.36 Confidentiality	101
5.37 Data presentation	101
5.37.1 <i>The graph</i>	101
5.37.2 <i>The histogram</i>	101
5.37.3 <i>Bar chart</i>	101
5.38 Dissemination of the data	101
5.39 Data types	102
5.39.1 <i>Nominal scale</i>	102
5.39.2 <i>Ordinal scale</i>	102
5.40 Likert scale	102
5.41 Conclusion	102

CHAPTER SIX – DATA PRESENTATION AND ANALYSIS

6.1 Introduction	103
6.2 Reliability Statistics	103
6.3 Validity	104

6.4 Data presentation and discussion	104
6.4.1 Biographical data	104
6.4.2.1 Job and career satisfaction	112
6.4.2.2 General well-being	115
6.4.2.3 Control at work	117
6.4.2.4 Home-work interface	119
6.4.2.5 Stress at work	122
6.4.2.6 Working conditions	124
6.5 Overall scores	126
6.6 Correlations	127
6.6.1 Job satisfaction and general wellbeing	127
6.6.2 Job satisfaction and control at work	128
6.6.3 Stress at work and job satisfaction	128
6.6.4 Stress at work and general wellbeing	128
6.6.5 Working conditions and Job satisfaction	128
6.6.6 General Wellbeing and control at work	128
6.6.7 Working conditions and general wellbeing	128
6.6.8 Control at work and home-work interface	129
6.6.9 Stress at work and control at work	129
6.6.10 Working conditions and stress at work	129
6.7 Hypothesis Testing	132
6.7.1 Chi square analysis	132
6.8 Qualitative Data Analysis	132
6.8.1 Availability of policies	132
6.8.2 Positive factors: QoWL satisfaction	133
6.8.3 Negative factors: QoWL satisfaction	134
6.8.4 Influence on performance management	134
6.10 Interviews	135
6.10.1 Policies	135
6.10.2 Positive factors: QoWL satisfaction	135
6.10.3 Negative factors: QoWL satisfaction	136
6.10.4 Performance	136
6.11 Observations	136
6.12 Conclusion	137

CHAPTER SEVEN – CONCLUSION AND RECOMMENDATIONS

7.1 Introduction	139
7.2 Conclusion	139
7.3 Recommendations	141
7.3.1 Job and career satisfaction	141
7.3.2 General Well-being	142
7.3.3 Control at work	144
7.3.4 Homework interface	144
7.3.5 Stress at Work	145
7.3.6 Working condition	146
7.3.7 Policies	147
7.3.8 Performance Management	148
7.3.9 Recommendations for future research	149
7.4 Conclusion	149

LIST OF TABLES

TABLE NUMBER	DESCRIPTION	PAGE
6.1	Cronbach's Alpha scores	104
6.2	Composition of the sample	105
6.3	Race	108
6.4	Job and career satisfaction	112
6.5	General Wellbeing	115
6.6	Home work interface	119
6.7	Stress at work	122
6.8	Working conditions	124
6.9	Overall mean scores	126
6.10	Correlations	127
6.11	Results of the chi square test	130

LIST OF FIGURES

FIGURE NUMBER	DESCRIPTION	PAGE
2.1	Dimensions of the quality of work life	14
4.1	Public human resource management model of QoWL	70
6.1	Age	107
6.2	Gender	108
6.3	Education levels	109
6.4	Length of service	110
6.5	Job type	111
6.6	Current job level	111
6.7	Control at work	117

REFERENCES

150

Annexure A: Structured questionnaire

Annexure B: Semi-structured questionnaire

Annexure C: Letter of information and consent

Annexure D: Ethical Clearance letter

CHAPTER 1

INTRODUCTION

1.1 Introduction

Quality of Work Life (QoWL) has been a cause for concern in recent years. This has captured the attention of employees and employers, more so due to workplaces competing for suitably qualified and competent employees. Employers have utilized QoWL factors as a tool for attracting and retaining talented employees. Higher education institutions have not been an exception to this growing phenomena. Organisations need to seek ways of improving their employees QoWL through healthy and safe working conditions; better conditions of service; and adequate and fair compensation amongst other factors. Institutions of higher education in the public sector in South Africa, which is the focal point of this study, have to adopt these in order to survive in this competitive environment. Universities need to utilise their autonomy to develop and maintain QoWL by offering a wide range of support systems to address issues such as absenteeism, sick leave, and turnover to improve performance (Nataranjan and Annamalai 2011: 46).

The research is in the field of public management and it intended to provide an extensive understanding of the variables that affect and determine quality of work life in the public sector, within the context of higher education institutions. The purpose of the study was to investigate the factors impacting on the quality of work life of employees at University "A". The research project also intended to understand the factors that affect the quality of work life of employees at University "A", with the aim of improving performance and working conditions of those employees. This can be achieved by acting upon the concerns that are raised by employees and providing feedback to enhance the workplace environment, where employees feel that they are valued. The research findings assisted in mapping out a retention strategy for the institution.

This chapter provides a background to the study, the problem statement, the rationale of the study and also the main aim of the study which is to assess the perception of Quality of Work Life (QoWL) amongst employees at University "A", together with the interrelated objectives.

1.2 Background

Quality of work life (QoWL) is a mutually beneficial relationship between work, home, the individual and the organisation. There are individual needs such as remuneration, security and wellness that the organisation needs to satisfy to keep the individual happy and motivated (Bagtatos 2011: 1). It is also critical to keep employees happy so that in turn they can be able to better serve the clients, increase morale and performance.

A paradigm shift in higher education institutions came with additional challenges to employees which included increased workload, high stress levels, inadequate resources, and increased job related pressures. University "A" is no exception, employees may have to cope with changes in organisational restructuring, staffing and resources. These transitions could possibly lead to increased medical boarding applications, higher cases of unofficial leave, a high number of resignations and an unsatisfactory working environment that impacts on QoWL.

Further, with the restructuring of higher education in South Africa, there could be an urgency to develop policies and procedures. Another challenge could be the need for consistency in implementing, monitoring and evaluation of these policies and procedures. University "A" may not have a progressive programme as part of employees QoWL and consequently this might have affected employee job satisfaction and led in employees seeking employment elsewhere. There is a need for research in QoWL to determine how best the needs of employees can be met to improve performance and retention. However, the needs of the institution and the needs of the employees should be interrelated. With a focus on six dimensions of QoWL job and career satisfaction; general wellbeing; home-work interface; stress at work; control at work and working conditions the study sought to understand the perceptions of staff at University "A" on QoWL.

An institution can only function effectively if it takes into consideration the needs of its employees and there is an assumption that there is a strong positive relationship between QoWL and organizational commitment of employees (Normala 2010: 77).

1.3 Rationale

The issue of QoWL has become critical in the last 20 years, because of increasing competitiveness in the business world and the demands of the family structure (Bagtasos 2011: 01). According to May, Lau and Johnson (1999), institutions that offer a better QoWL are more likely to gain an advantage in attracting and retaining valuable employees. There is also an assumption that there is a strong positive relationship between QoWL and organizational commitment of employees (Normala 2010: 75). There are more similarities than there are differences in terms of what the employer and the employee expects, such as performing, developing and obtaining organisational goals. To attract and retain quality staff, the employee must take advantage of the gaps identified such as minimising work related stress and decreasing monotonous work and upgrading the workplace facilities to continually improve the QoWL.

There has been no previous study that has been conducted on QoWL at University "A". The outcomes of this research will help in learning about QoWL of University "A" employees. The study intends to explore and obtain a better comprehension of the QoWL status in University "A" so as to provide intervention strategies. The investigator observed that the QoWL at University "A" might appear to be poor. The findings from this investigation will assist employees and management alike to understand factors that can improve performance and assist University "A" to be an employer of choice to attract, develop and retain suitably qualified employees.

1.4 Problem statement

University "A" may face a serious challenge of retaining adequately qualified and competent staff due to regular resignations and termination of employment contracts of employees. This has resulted in a steady backlog of vacant positions and which has affected the quality of teaching and learning. The deficit of academic staff leads to increased teaching workloads and consequently impacts negatively on the quality of teaching and learning. One of the threats facing University "A" is the inability to retain highly qualified staff. High workloads, inadequate support resources and an unsafe working environment, affects efficiency and performance. The poor QoWL can cause high stress levels, because of work related demands and it can have detrimental effects on family life and the general wellbeing of employees.

Given the importance of job and career satisfaction, it is important to ensure a good QoWL for employees. It is critical for the research to be conducted to enable appropriate intervention to be implemented with a view of improving QoWL of employees. The study will assist in identifying the dynamics of QoWL in the institution that needs attention and is a cause for concern at University “A”. When institutions fail to include QoWL issues when introducing systems for improving productivity, they will experience mass movements of quality employees to better institutions (Cascio 2006).

1.5 Aims and objectives of the study

The aim of the study is to assess the factors impacting on the QoWL within University “A”.

The objectives of this study are, to *inter alia*:

1. Investigate the impact of policies and procedures on the QoWL.
2. Determine the influence of QoWL on the general wellbeing of employees.
3. Investigate the level of job satisfaction amongst University “A” employees.
4. Investigate the perceived causes of stress at work.
5. Determine the impact of QoWL on performance.
6. Explore the potential influence senior managers can have on quality of work life in the public sector.

1.6 Literature review

QoWL is determined by employee satisfaction with a variety of needs through resources, activities and outcomes stemming from participation in the workplace. Hackman and Oldhams (1980 as cited in Muftah and Hanan 2011: 110) and Sirgy, Efraty, Siegel and Lee (2001) concur in terms of basing their definitions of QoWL on the ‘needs’ of employees, “*QoWL is employee satisfaction with a variety of needs through resources, activities, and outcomes stemming from participation in the workplace*”. The conventional workplace environment has evolved because of the current pressing needs of the employees like lifestyle values and therefore these needs should not be ignored in order to satisfy the QoWL (Chitakornkijasil 2009: 214).

Nadler and Lawler (1983) define QoWL as “ *A way of thinking about people, work and the organisation. Its distinctive elements are (1) a concern about the impact of*

work on people as well as on organisational effectiveness, and (2) the idea of participating in organisational problem solving and decision making". Kiernan and Knutson (1990) on the other hand define QoWL as "An individual's interpretation of his or her role in the workplace and the interaction of that role with the expectations of others. The quality of one's work life is individually determined, designed and evaluated. A quality of work life means something different to each and every individual and is likely to vary according to the individual's age, career stage, and/or position in the industry".

Most studies of QoWL are perceptual, as Johnsrud (2002: 380) indicates that whether the QoWL in a certain institution is good or bad, the facts are not as important as perceptions held by employees. It is further assumed that perceptions matter (Bagtasos 2011: 4). Employees can be surveyed to assess their QoWL and factors that influence QoWL like job satisfaction, homework interface and stress at work. The information that is obtained from the assessment will be used to improve the QoWL of employees (Edwards *et al.* 2009: 208).

The objective of QoWL is to improve performance and improve the working conditions of employees (Koruca, Stowasser, and Ozdemir 2011: 103). Modern lifestyle makes it difficult for employees to cope with work related pressure and balance demands at home, therefore job performance will be affected and employees will opt for another job. From the literature reviewed it is clear that QoWL is a dynamic phenomena that has various dimensions and it is also a perceptual subject that is dependent on the researcher. QoWL includes factors such as organisational psychology and development, employee behaviour patterns, organisational culture, sub-culture and traditions, motivational factors, morale and workplace facilities.

The relationship between work life and home life is an issue that is raising concerns, both in the private and public sectors (Wentzel, Buys and Mostert 2009: 1). Previous research indicates that attention should be paid to enhancing QoWL at universities, as it appears to be poor (Edwards, Van Laar and Easton 2009: 218). Poor QoWL factors such as emotional stress are caused by increased workload by administrative work and aligning curriculums together with policy and procedures and lack of

organisational support indicated the most significant factor of burnout amongst academic staff (Rothman, Barkhuizen and Tytherleigh 2008: 418).

A study that was conducted by Viljoen and Rothman (2009: 67) indicated that the employee's experience of a particular occupational stressor resulted in lower levels of organisational and individual commitment and also higher levels of physical and psychological ill health. According to Rothman *et al.* (2008: 418), academics in the South African context have been exposed to stress that is associated with transformation with mergers, high teaching and research demands, multicultural student profile, and a majority of students are coming from a poor primary and secondary education background. This change affects both academic and academic support staff, which collectively contributes to the effective functioning of the organisation (Barkhuizen and Rothmann 2008; Mostert, Rothmann, Mostert and Nell 2008; Rothmann and Essenko 2007 as cited in Viljoen and Rothman 2009:67).

The advantages that are related to QoWL are; reduced sickness absence; low turnover; absenteeism; improve retention; productivity;recruitment; high morale and work commitment (Fuller 2006; Worrall and Cooper 2006 as cited in Edwards, Van Laar, Easton and Kinman 2009: 208). A study by Mammen (2006: 475) on higher education academics' satisfaction with their terms of conditions of service and job satisfaction in a historically disadvantaged institution (HDI) in South Africa found that when academics are not happy with their conditions of service and job satisfaction, they are more likely to move away from the institution, if they cannot see any attempts to rectify the situation. The author (Mammen 2006: 475) witnessed his colleagues leaving the institution and was convinced that high quality academics with low satisfaction with their conditions of service or job satisfaction were being hired by potential employers leaving behind the less qualified and experienced behind. A study by Field and Buitendach (2011: 1) on a tertiary institution in KwaZulu-Natal attempted to evaluate the link between, happiness, work engagement and organisational commitment of support staff revealed a significant positive relationship between wellbeing and organisational commitment.

QoWL offers a mutually beneficial relationship between work, home the individual and the organisation. There are individual needs such as remuneration, security and

wellness that the organisation needs to satisfy to keep the individual happy and motivated (Bagtatos 2011: 1). The benefits of QoWL are reduced sickness; low turnover and absenteeism; improved retention; productivity; recruitment; high morale and commitment (Fuller 2006; Worrall and Cooper 2006 as cited in Edwards, Van Laar, Easton and Kinman 2009: 208).

1.7 Research Methodology

The study type was that of a case study method and it employed both qualitative and quantitative approaches. A probability sampling technique in a form of stratified random sampling was utilised to draw the sample of 160 from a total population of 530 employees. Data was collected through a structured questionnaire to the sampled population as well as semi-structured interviews were conducted with senior management. The nominal scale was used for the biographical profiles, whilst, the Likert scale was used with a scale of 1-5 to all the dimensions of QoWL. The tool that was used is a questionnaire adopted from the 23-item WRQoL scale developed by Van Laar, Edwards and Easton (2007) to measure six factors of QoWL. The questionnaire is available in the public domain for use by researchers. All responses in the six sub-scales were recorded on a five point Likert-type scale (1= strongly disagree; 2= disagree; 3= undecided; 4= agree; 5= strongly agree) (Edwards *et al.* 2009: 209).

The data was analysed using Statistical Packages for Social Scientists (SPSS) version 20 and the Cronbach's coefficient alpha was utilised to test the reliability of the questionnaire. Descriptive statistics were used to describe patterns and trends in the data set. Inferential statistics in the form of the *t*-test were utilised to test the research hypothesis. Analysis of variance (ANOVA) was used to test for significant differences between two means. Qualitative data was analysed with the assistance of a computer programme, N-Vivo which allowed the researcher to organise and analyse open-ended questionnaires to assess the correlations that may exist in the data. Data was presented in graphs, bar charts and tables for cross tabulations.

1.8 Scope of the study

The study focused on the entire University “A” population. The research adopted a case study type of survey research in which a sample from the target population was utilised for the study. In total, a sample population of 142 full time staff was selected from a population of 530, using a probability sampling methodology in the form of stratified random sampling. The target population was divided into 3 strata which were as follows: academic, academic support and administrative staff, this ensured fair representation since the different strata differ significantly in their functionality. All the groups and departments were included in the study. With a focus on QoWL factors impacting on University “A” the study was designed to achieve the objectives set out by the investigator. The delimitation of the study was that some respondents were suspicious that the research findings were going to be used for other purposes other than the one it was intended for.

1.9 The significance of the study

The research findings will motivate interventions to be taken to improve the QoWL. The findings will prompt more questions to be examined and might probe further research to be conducted about QoWL. The findings of this study will possibly influence human resource development policies that focus on improving the QoWL of employees. Further, staff and students will be the main beneficiaries of the project because they will meet required educational standards by retaining quality staff members. The findings of the study will also help to enhance employee’s personal and professional well-being. Institutions realize that a happy employee is a productive employee and therefore, the working environment must be improved.

1.10 Potential outputs

The study utilized the data gathered on employees’ perceptions on QoWL to gain a better understanding of QoWL with a view of improving the QoWL at University A. Furthermore, other potential outputs are as follows:

- To assist University “A” to attract, develop and retain quality employees by understanding their QoWL to enable appropriate intervention to be implemented.
- The research will give valuable information about the wellbeing of University “A” employees. If the QoWL of higher institution's workforce is

improved then there is a potential that the delivery of education to students will be more effective.

- The research will contribute to Journal publications and add to the valuable body of knowledge on QoWL in South Africa within higher education from a public management perspective.
- The study will be presented at conferences to enable the researcher to share information with other professionals from different fields with similar interests. The conferences will also enrich the researcher's knowledge on QoWL in the workplace and it also is beneficial in opening up networking opportunities. Information will also be shared during the group discussion sessions that form an intergrated part of the conference.

1.11 Structure of the chapters

1.11.1 Chapter 1 - Introduction

This chapter introduced the research topic and give a background, research problem and rationale of the study. This chapter outlined the introduction, background of the study, the problem statement, the rationale of the study and also the main aim of the study which is to assess the perception of QoWL amongst University "A" employees together with the interrelated objectives.

1.11.2 Chapter 2 - International perspective

This chapter provided a literature review of the published material from the primary, secondary and tertiary source of information. Variations in the definition of QoWL by different authors were compared. Quality of work life and its dimensions were covered in this chapter. The various concepts that are related to QoWL were clarified and the researcher contrasted QoWL in the developed and developing countries. The aim of the literature review was to have a comprehensive understanding of the dimensions of QoWL such as, job and career satisfaction; general wellbeing; the working environment; work-home interface; control at work and stress at work.

1.11.3 Chapter 3 - South African legislative framework and quality of work life.

This chapter focused on the QoWL in the South African context. A comparison was made between the private and public sector in South Africa. Chapter 3 also reviewed legislation that is interrelated with the quality of work life like the Occupational Health

and Safety Act 85 of 1993 and Basic Conditions of Employment Act 67 of 1995 and other relevant legislation.

1.11.4 Chapter 4 - Public management and quality of work life.

This chapter focused on a detailed review of the available literature on public management and the QoWL to provide an extensive understanding of the variables that affect and determine quality of work life in the public sector as well as the private sector. This chapter also concentrated on the legislation that governs Higher Education landscape in South Africa.

1.11.5 Chapter 5 - Research methodology

This chapter discussed the research design; research strategies; sampling methods; data collection and analysis. The questionnaire was discussed in terms of its design, reliability and validity. For the purpose of this study, a qualitative and quantitative questionnaire was utilised to understand employee perceptions about the QoWL at the university so that the researcher can comprehend how it affects the institution. The questionnaire was discussed in terms of its design, reliability and validity.

1.11.6 Chapter 6 - Data presentation and analysis of results

This chapter discussed the data analysis and interpretation of the research findings. The results were discussed in line with the research objectives. The collected data were thoroughly studied; the sample population results were scrutinized and discussed in line with the research aim and interrelated objectives. The research findings were compared with those by other researchers to demonstrate any significant trends.

1.11.7 Chapter 7 - Conclusion and recommendations

Conclusions drawn were based on the research findings and literature review. Interventions on how to improve the quality of work life of employees were discussed in this chapter. This chapter entailed a comprehensive strategic plan of how the stakeholders can bring about meaningful change that will improve the QoWL of University "A" employees.

1.12 Conclusion

This study was undertaken to ascertain factors relating to QoWL in University “A” in an effort to address the objectives that have been raised. This chapter focused on the background to the research, the problem statement and an overview of the research methods that were utilised. This investigation was designed and planned to explore the factors that impact on the QoWL of University “A” employees and understand how these factors operate in order to promote performance and retain employees. Although QoWL has been widely researched and proven to cause high turnover and reduce performance, it has not been properly researched in the South African context. QoWL factors must be researched and dealt with no matter how minor they might seem especially in higher education institutions to improve performance and to retain suitably qualified and competent staff. Literature on the international perspective of QoWL will be reviewed in Chapter 2.

CHAPTER TWO

INTERNATIONAL PERSPECTIVE ON THE QUALITY OF WORK LIFE

2.1 Introduction

There is anecdotal evidence from research that the quality of work life (QoWL) amongst employees of institutions of higher education is poor. The drastic changes in institutions of higher education such as an increase in student population, past inequalities, lack of resources and facilities, quality and shortage of skills exposed employees to increased workloads and unsatisfactory working conditions.

As a result, these changes have not only affected the work environment, but also the home life environment. This chapter intends to look at the conceptual framework of the quality of work life and how it has developed over the years. Since the quality of work life as a concept is multifaceted with varying constructs, this chapter will investigate the different dimensions of the QoWL such as job and career satisfaction, control at work, stress at work, general wellbeing, the work environment and work-home interface. Finally, the quality of work life is contrasted between developing and developed countries to compare the differences in the global arena.

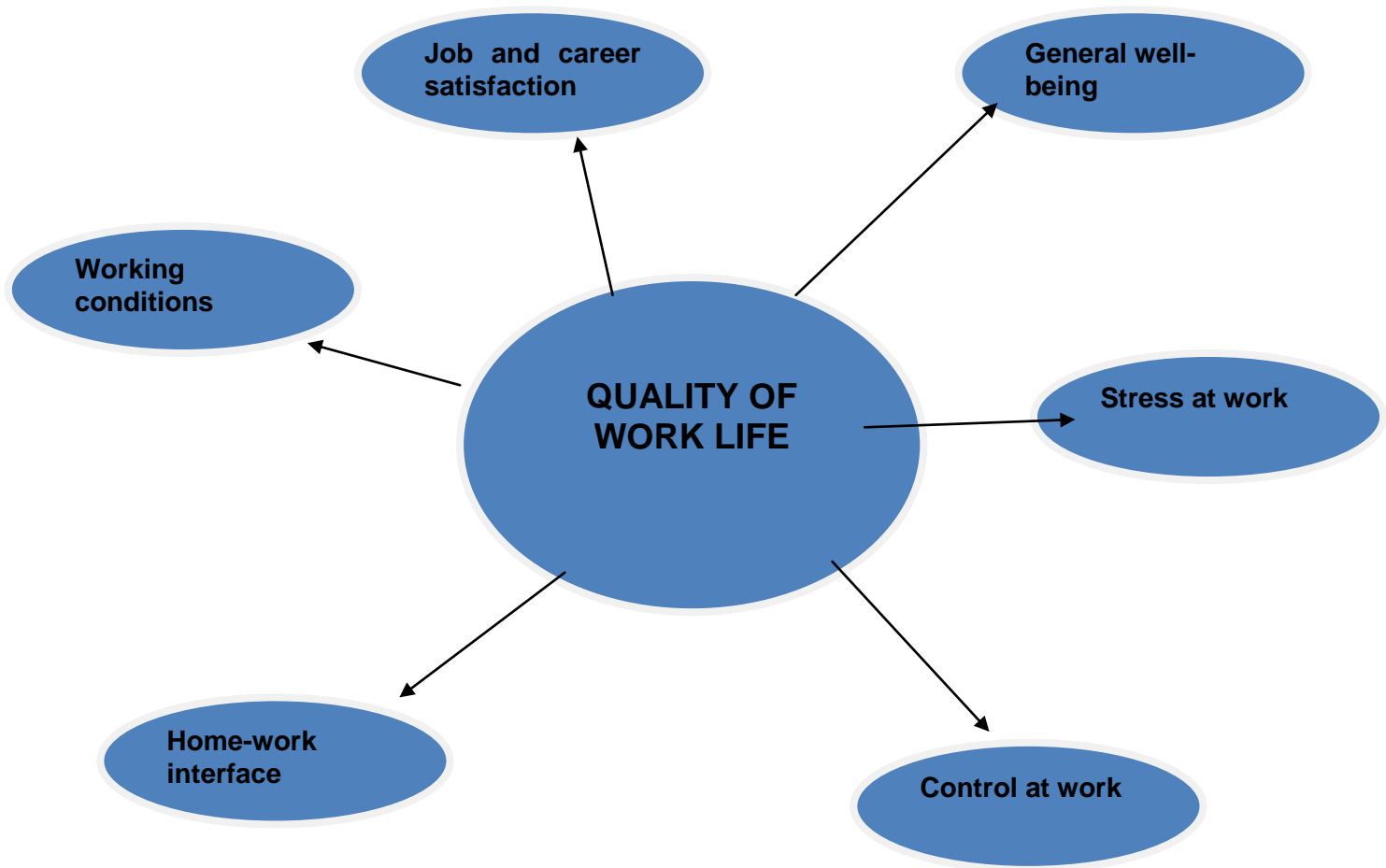
2.2 Concepts relating to quality of work life

The International Labour Organisation (ILO) stated that there is not one commonly accepted definition of QoWL (World Labour report, 1989: 193). Hackman and Oldhams (1980 as cited in Muftah and Hanan 2011: 110) define QoWL as the by-product of the relationship between the work environment and personal needs. In line with Hackman and Oldham's (1980) definition, Lawler (1982 as cited in Rethinam and Ismail 2008: 59) defines QoWL in terms of work conditions and job characteristics. Solmus (2000 as cited in Koruca, Stowasser, Ozdemir, Orhan and Aydemir 2011: 102) states that QoWL can be described as the degree of covering the important personal needs of workers' lives in the organisation. Sirgy, Efraty, Siegel and Lee (2001: 241) affirm that QoWL is determined by employee satisfaction with a variety of needs through resources, activities and outcomes stemming from participation in the workplace. Hackman and Oldhams (1980), Sirgy *et al.* (2001) together with Solmus (2000) concur in terms of basing their definitions of QoWL on the 'needs' of employees. Lau, Wong, Chan and Law (2001 as cited in

Rethinam and Ismail 2008: 59) defines QoWL as the favourable working environment that supports and promotes satisfaction by providing employees with rewards, job security and career growth opportunities. Supporting the view of 'satisfaction', Serey's (2006: 8-9) definition relates to meaningful and satisfying work. Schemerhorn, John, Hunt, James, Orsborne and James (1994: 56-57) suggests that QoWL offers fair pay, a safe working environment, opportunities to learn and utilize new skills, career progression, upholding individual rights and pride in the organisation. Kiernan and Knutson (1990: 105) define QoWL as methods which serve the individual's needs and the organisational effectiveness.

QoWL can therefore be seen as a 'partnership' or a symbiotic relationship between the organisation and the employees. Literature reviewed indicates that there are many different interpretations of QoWL. There seems to be an agreement amongst the different authors that QoWL covers employee's needs, satisfying work environment, and meeting certain goals of the organisation. The definition of QoWL appears to be dependent on the perception, objectives, experience, point of view and the circumstances of the individual or group. It can be suggested that QoWL is a multi dynamic concept that has varying constructs and dimensions that can be determined by the interests of the researcher.

Figure 2.1 Dimensions of the quality of work life



Source: VanLaar, Edwards and Easton. 2007. 325- 333.

It is critical to understand the dimensions of QoWL such as job and career satisfaction; general wellbeing; stress at work; control at work; working conditions and work-home interface in order to analyse them and establish measures to control them. These dimensions play an important part in performance systems and to increase the efficiency and effectiveness of the organisation.

2.3.1 Job and career satisfaction

Job satisfaction can be described as the satisfaction that employees receive from the internal and external factors of their career including pecuniary and non-pecuniary needs such as fair remuneration, training, development opportunities, management style and organisational culture (Chitakornkijasil 2009: 215). It is the feelings and attitudes of how people perceive their work psychologically and it is a known fact that job satisfaction results in qualitative and quantitative improvement in performance.

When people are satisfied with the job that they are performing they tend to be motivated and are more interested in the job, which in turn gives them the psychological satisfaction (Ganguly 2010: 210). In a study by Johnsrud and Rosser 1999 (as cited in Johnsrud 2002 : 390) that determined the university administrative staff 's QoWL in relation to morale, identified nine work related aspects that define the morale of the administrative staff as follows career support; working conditions; discrimination; review/intervention; diversity; recognition for competence; gender/race issues; intradepartment relations and external relations. Even the satisfaction of academic employees is an important factor that must be assessed, because quality higher education globally depends on the steady and supportive academic work environment and on academic staff performance (Winter, Taylor and Sarros 2000: 281).

Employees may believe that their job is satisfying, interesting, motivating and stimulating, if there are cognitive aspects that represent their beliefs about the job or job circumstances. By actively attending work regularly, working hard to stay motivated and planning to remain in the organisation for a long period is an indication of job satisfaction. Rethinam and Ismail (2008: 63) argue that job satisfaction of individuals is different in importance and meaning, according to the work circumstances. Competencies can be developed by the nature of the job that one performs and if that job provides stimuli for skills development, motivation, knowledge and opportunities for career or organisational development. Learning opportunities and skills development have been proven to have a positive effect on job and career satisfaction and less job stress which results in better QoWL (Rethinam and Ismail 2008: 64). In-service training workshops as well as 'personal development plans' (PDPs) at University "A" may assist employees to acquire new skills that will advance their career. Furthermore, this could possibly enhance University "A" staff with opportunities for career growth and advancement, job enrichment as well as personal development.

Some employees feel satisfied about their career and job if they are able to accomplish their set goals at work, when they are trained and developed, and are given the opportunity to be able to utilize the newly acquired skills. Furthermore, recognition and acknowledgement from the supervisor will make one feel satisfied

and appreciated at work (Li and Yeo 2011: 40). The authors state that employees view their career development in the organisation as a way of improving their QoWL. This includes opportunities to learn and training that will contribute towards professional development; increased competency levels and expertise. Furthermore, when employees enlarge and enrich their job through training and professional development, they will attribute QoWL to a time period where they will see themselves progressing as more valuable employees (Li and Yeo 2011: 42).

The institutions that give career developmental opportunities and support will reap more benefits by ensuring that employees realize how to proactively manage their own career (Coetzee, Bergh and Schreuder 2010: 2). Workers feel valued when they can make use of their acquired skills and alternate from their normal duties and avoid monotonous work. University "A", as a public organisation may influence employee retention if it focuses on employee development which might be neglected.

University "A"'s retention strategy should include fringe benefits, while a good remuneration package will satisfy employees, or a challenging work project will provide career and job satisfaction. By paying employee salaries that are much lower than what their counterparts are being offered might impact on high rates of absenteeism, low productivity, industrial action and high attrition rates. Job satisfaction and QoWL can be utilised to enhance the general wellbeing of employees and the organisation as a whole.

2.3.2 General wellbeing

According to the World Health Organization (2002: 2), health can be defined as 'a complete state of physical, mental and social wellbeing and not just the absence of disease'. Wellbeing as part of QoWL refers to the physical and psychological factors of an individual in any working environment. To Meyer and Botha (2000), wellness refers to a state of being that must be reached for wellbeing to be experienced, and this can be realised by through appropriate policies and legislation as they will be discussed in the next chapters. In a study by Botha and Brand (2009: 1) that assessed the wellness behaviour and health risk levels of managers in two South African universities, the findings indicated that physical fitness, nutrition, medical

self-care and wellness behaviour levels were identified as weak among managers for which urgent control measures were required. The purpose of a wellbeing programme should be to improve the general wellness of employees and to promote the good and healthy lifestyles of employees in University "A".

While most empirical studies on the relationship between QoWL and employee wellbeing have been conducted in developed countries, there is little research carried out in developing countries (Rathi 2010: 59). Employee wellbeing will be discussed under the following dimensions, physical and physiological; psychological wellbeing; emotional; intellectual and mental; social; ethical; spiritual and psychological wellbeing.

2.3.2.1 Physical and physiological wellbeing

A study by Rothmann, Barkhuizen and Tytherleigh (2008: 417) investigated the link between burnout; ill health; job demands and resource, and disproportional optimism of academic staff in an institution of higher learning in South Africa. The findings revealed that job demands and a lack of job resources led to burnout of academics, which resulted in physical and psychological ill health. The findings also revealed that a lack of teaching resources, increased academics' levels of exhaustion and cynism. Kinman, Jones and Kinman (2006: 15) reported on national studies that were conducted in the United Kingdom (UK) which showed that psychological distress amongst higher education employees exceeded those of many other professional groups and the general population.

Each occupation has its physical and physiological requirements in order to perform the task. Occupations in information technology and the office environment include new stressors that are physically demanding called technostressors, these are caused by daily frustrations of system crashes and computer viruses. Moreover, the symptoms of technostressors are linked to physical and psychological conditions such as backache, insomnia and low morale (Ismail and Rethinam 2008: 61). According to Imail and Rethinam (2008: 61) technostressors involve the pressure of mastering the information technology applications such as daily frustrations of system crashes and computer viruses, which often lead to work intensification and work related stress. Moreover, the symptoms of technostressors are linked to

physical and psychological conditions such as backache, insomnia and low morale (Ismail and Rethinam 2008: 61). Further, there must also be a fit-match between the individual and the required job. For example, one cannot expect a blind person to be an electrician or a 40kg woman to carry a 60kg load. A study conducted by Srivastava (2007: 347) concluded that a suitable working environment enhances the physical and psychological health of employees.

2.3.2.2 Psychological wellbeing

The psychological state of mind of an employee has a great impact on personal and work life and is influenced by a satisfying job that is free from stress, monotony, frustration and alienation (Al-Qutop and Hussein 2011: 198). A research study amongst secretaries at the University of Botswana, identified 17 occupational stressors that were associated with psycho-physiological wellbeing such as insomnia, headache, fatigue, exhaustion and nervousness (Plattner and Mberengwa 2010: 5). In a study conducted by Oliver, Jose and Brough (2006: 845-846) on non-academic staff of a university, it was discovered that job satisfaction and social support in the workplace enhanced employees' psychological wellbeing. It is critical to improve the QoWL to reduce the risk of physiological, psychological and emotional stress. According to Sithole (2001: 80) university academic and academic support employees experience increased rates of depression.

Michie and Williams study (2003: 3) showed that the key work aspect that are linked with psychological ill health in staff were long working hours, work overload and pressure, lack of control over work, lack of participation in decision making and unclear management and work role. Stress factors such as poor working conditions and heavy workloads were significantly and negatively associated with job satisfaction and psychological strain. These had an effect on the wellbeing of academic staff in a Nigerian university and in addition employees ought to be in a good psychological state of mind to enable them to perform their duties effectively, psychological is closely related to emotional wellbeing (Ladebo and Oloruntoba 2005 : 212).

2.3.2.3 Emotional wellbeing

Smelzer and Bare (2004: 101) state that emotional wellbeing is the ability to acknowledge, accept and express emotions appropriately, accept personal limitations, and function comfortably and productively. The workplace is an emotional place whereby varying emotions are expressed, such as pleasure, excitement, fear, doubtfulness, respect, self-esteem, security, safety, courage, love, optimism friendship and empathy. When employees are assisted to do their jobs better, the institution benefits and the employees feel a sense of achievement and satisfaction that boosts their self esteem and emotional wellbeing.

A study by Partridge (2012: 122) indicated the importance of meeting the emotional wellbeing of staff in order to meet the emotional wellbeing needs of students and it is imperative that staffs' needs are listened to. The study highlighted that staff needed to feel contained, offered opportunities to offload, process, staff need to understand their emotions and responses to manage them effectively and reflect and emotional wellbeing must be promoted in the workplace.

According to Sinclair (2009), people who are emotionally well, are capable of building supportive social networks, which increases their sense of belonging to the organisation. In this regard, the supervisor and other co-workers should empathize with each other and develop a friendly and supportive environment. Sharing the same vision and goal creates a sense of belonging. Leadership that is appreciative, effective, friendly and supportive can encourage open communication at work through the establishment of social clubs, physical activities and other recreational activities. Emotions play an important role in how people feel and express themselves at work, University "A" as a public organisation must strive to create a conducive working environment that enhances positive emotions and mental wellbeing.

2.3.2.4 Intellectual and mental wellbeing

To enhance responsible citizenship at organisational, community, national and international level requires the continuous development of the intellectual capacity of individuals far beyond job related training and development. Education should cover skills, attitudes, expertise and knowledge that serve all the welfare spheres.

Underutilisation of skills leads to low self esteem, discouragement, feelings of failure and a decrease in organisational commitment (Morrison, Cordery, Girardi and Payne 2005: 75). According to Goetzel, Ozminkowski, Sederer, and Mark (2002: 320), depressed employees exert a significant cost burden for employers and there is evidence that employee depression may have its greatest impact on productivity losses such as increased absenteeism, high turnover, and suboptimal performance at work.

According to Paton (2013: 16), most academics and academic support staff are under excessive pressure of performance related scrutiny and expectations of management and students and this level of stress is damaging to the mental and physical health. Moreover, management is not doing enough to support their staff in dealing with the work demands. University "A"'s core business is teaching and learning, it is therefore logical that it rewards and promotes a culture of investing in its employees through education and therefore, it should offer opportunities for education and development so that employees can be supported and empowered through active participation and knowledge sharing. This can be achieved by providing opportunities for paid leave for employees to attend seminars, workshops, conferences where they can interact with their peers at different institutions who are in the same field. This will benefit the employee the department, organisation and it will also benefit the employees mentally and socially

2.3.2.5 Social wellbeing

Human beings are social beings who have a need to socialise and interrelate with other humans that they work with. The organisation should encourage and support employees to develop caring relationships with colleagues and external stakeholders that interact with the employees so that they can be accepted as being part of the larger network (Al-Qutop and Harrim 2011: 200). According to Helliwell and Putman (2004: 1437), people who have developed a wide network of close friends and colleagues have a lower chance of experiencing depression, sadness, loneliness, a low self esteem and problems with eating and sleeping.

In a study by Viswesvaran, Sanchez and Fisher (1999: 329), it appeared that social support reduces the strains of stress, reduces the strength of the stress factors and it

alleviates the effects stressors on strains at work. For example, University “A” can enhance the social wellbeing of employees by redesigning jobs according to the Job Characteristics Model (JCD) which allows workers to interact with wider internal and external stakeholders, build a team based organisational structures that enhance social networks, and integrate structures that allow free flow of communication. Reasonable and equitable workloads that will allow employees to engage in recreational activities that accommodates families on and off the work premises. Furthermore University ‘A’ must promote social responsibility engagement with the surrounding historically disadvantaged communities, and employees at University “A” must strive to be socially responsible which will encourage ethical behaviour.

2.3.2.6 Ethical and moral wellbeing

Unethical behaviour tarnishes the image of the organisation, if the leadership and employees in general do not aspire to reach high moral behaviour. A very crucial challenge facing many organisations is unethical behaviour. Unethical behaviour is manifested through maladministration, misconduct, nepotism, favouritism, corruption, and bribing as well as financial manipulation especially by managers, violation of the basic rights of people by discrimination and embezzlement (Al-Qutop and Harrim 2011: 200).

Any institution should enrich a strong ethics culture that emphasises integrity, honesty, openness, truthfulness, accountability, transparency, equity, risk tolerance, collaboration and the protection of basic human rights. Higher education institutions must be run in an open and transparent manner whereby all transactions and activities are accountable. University “A” must engage and implement a code of conduct that clearly stipulates which behaviours are acceptable and which ones are unacceptable in public management and workshop employees on the code of conduct. Further, it is vital to institutionalise and implement policies, procedures, committees and any other necessary measures to implement the ethics code of conduct. The ethical survey that was carried out by (Klynveld Peat Marwick Goerdeler) KPMG, the Public Service Commission and Transparency South Africa revealed that the ethics training which organisations provide is too brief and it excludes new appointees and managers (Malan and Smit 2001: 4; Nicolaidis 2009: 49).

Public managers should set an example by being role models who openly communicate ethical expectations, provide ethical training and openly reward good ethical behaviour, penalize unethical behaviour, provide protective measures for whistleblowers, whereby employees can discuss the ethical challenges without fear (Robbins and Coulter 2005: 60). Respect for core human values like dignity, basic human rights and good citizenship is good for QoWL within higher education institutions (Robbins and Coulter 2005: 199). University professionals with competencies, practical skills and public service values can make a significant contribution to the lives of people they interact with.

Ethical wellness coincides with the “*Batho Pele*” principles which are integrated into the White Paper for transforming Public Service Delivery in South Africa (1997: 15). The “openness and transparency” of “*Batho Pele*” principle implores the public sector institutions to be open and honest about all aspects of their work. Moreover, to curb irregular spending; overspending; wasteful; and fruitless expenditure; there should be accountability and responsibility if public resources are to be utilised effectively and efficiently. Employees should always apply high ethical behaviour or conduct in performing the organisational duties. University “A” must strive to train employees to adhere to ethical behaviour.

2.3.2. Spiritual wellbeing

Banks (1980 as cited in Kamyra 2000: 232) define spiritual wellbeing in terms of the four components (i) unifying force that integrates physical, emotional and social dimensions of wellness, (ii) a source of meaning to life which serves as driving force for personal achievement, (iii) a bond that brings individuals together to share compassion and adhere to a set of principles and (iv) a source of individual perception to acknowledge the supernatural and to experience pleasure. To Marques (2008: 25), spirituality in the workplace is an experience enhances trust amongst stakeholders, whereby it is developed by an individual and then leads to the creation of a motivational culture encouraging improved performance and organisational excellence.

Purdy and Dopey (2005: 97) concur that spiritual wellness is the common key factor that determines the individual’s health and satisfaction within each dimension

(physical, emotional, intellectual, social and occupational). Constructing and maintaining a spiritual organisation is a challenging task that requires consistent changes in organisational structures, culture, leadership and training. According to McDonough (2011: 2), spirituality wellness in QoWL is not necessarily related to any religion, yet it affects how employees interrelate with each other everyday and this has a significant influence on an employee's happiness and wellbeing. Spirituality is a critical component of QoWL and it must be incorporated in the employee wellness programme. Developing a spiritual organisation requires a people focused organisation that stimulates an organisational culture based on the following three main factors: core values; organisational climate; and workplace attributes such as job design.

The organisational structure can be redesigned to enrich spirituality. The general wellbeing aspects of employees are not the only factors that should be taken into consideration. Employee health must also be observed holistically to alleviate stress at work.

2.3.3 Stress at work

There are many definitions of stress as it is perceived to be a subjective matter. Chan, Lai, Ko and Boey (2000: 1420) define stress as the response to the perceived relationship between a person and the work environment that threatens the individual's physically, psychologically and physiologically. Work pressure and work stress increase physical sickness and psychological diseases. There is also clear evidence that show that negative acts by superior and colleagues such as strict monitoring, excessive criticism and withholding information constitute workplace bullying (Lewis and Gunn 2007 as cited in Van Schalkwyk, Els and Rothmann 2011: 4). It is reported that there is a positive correlation between employees who have been exposed to high stress levels for a period of over two years in a high strain environment and high systolic blood pressure (Rethinam and Ismail 2008: 61). A survey that was conducted in the United Kingdom based Association of University Teachers (AUT) (2003 cited in Barkhuizen and Rothmann 2008: 323) indicated that work home balance and excessive workload are amongst the most common reported causes of stress amongst academics.

Work related stress and depression are other forms of stress that contribute to poor health. Employees can develop various symptoms of stress that can negatively affect job performance, health and the ability to cope with the environment. Research indicates that in recent years in the United Kingdom, Canada, United States of America, Australia, China and India, occupational caused stress is significantly extensive in higher education (Kinman, Jones and Kinman 2006: 16). Distractions and interruptions in a form of emails, telephone calls, visits by a colleagues cause delays in the work to be performed and employee will require extra time to finish the job. Mark, Gudith and Klocke (2008: 107) research suggested that employees recompense for interruptions by performing their job more rapidly, but this comes at a cost of employees experiencing more stress, heightened feeling of frustrations, time pressure and effort. The employee who is interrupted will need more time and perform under pressure to complete the task and this will add more stress to the individual and therefore hinder QoWL.

A study by Gillespie, Walsh, Winefield, Dua and Stough (2001: 53) that focused on understanding university staff's experience of occupational stress, perceptions of the sources, consequences and moderators of stress in 15 Australian universities, revealed that both academic and general staff reported increased levels of stress during the previous five years, however academic staff reported much higher levels of stress than the general staff. There were five major causes of stress identified, insufficient funding and resources, work overload, poor management practice, job insecurity and inadequate recognition and reward. The majority of respondents indicated that work-related stress was having a detrimental impact on their professional and personal life. In addition, aspects of the work environment such as support from colleagues and management, recognition for achievement, high morale, flexible working patterns and personal coping mechanisms such as stress management techniques, work/non-work balance, tight role boundaries and lowering of standards were reported to assist staff cope with stress. Another study of New Zealand universities by Boyd and Wylie (1994) noted that high workloads and job-related stress led to less time spent on research activities, publishing and professional development, decreased teaching and research standards and increasing interpersonal conflict amongst academic staff. Furthermore, it was also

reported that stress at work negatively impact on the physical and emotional health, family relations and leisure activities of both academic and general staff.

It has been noted that South African managers are adversely affected by heart disease because of increased workloads, lack of physical exercise and poor QoWL (Nzimande 2008: 3). When employees feel that their needs are not met, they are more likely to encounter stress at work which may lead to adverse health effects and also affect performance at work, (Gallie 2005). A study conducted by Court and Kinman (2008: 54) that included 9740 employees in U.K higher education intitutions revealed that more than fifty percent of the participants indicated that they experienced generally high or very high levels of stress, and almost one third indicated that they experienced unacceptable levels of stress. High work demands and increased workloads lead to longer working hours, and in turn causes workplace stress, especially if employees have low control over their work.

2.3.4 Control at work

A number of research studies with a focus on job components like job control have indicated that the combination of low control at work and high demanding job functions have an impact on health, wellbeing and on the QoWL. (Rethinam and Ismail 2008: 62). Griffin, Fuhrer, Stansfeld and Marmot (2002: 783) indicated that both men and women with low control at work or at home had a high risk of developing anxiety and stress, but women in the in the lower or middle employment grades who also reported low control at work or home were at most risk for depression and anxiety. Paoli and Merlie (2000: 12) confirm that there has been a sharp decline in the level of job control amongst some occupations.

Williams (2003 as cited in Plattner and Mberengwa 2010: 1) indicates that work related stress was once viewed as present only in senior positions, is currently acknowledged that it can be experienced at all levels of employment. In addition, stress is much more prevalent in employees at lower levels of the workplace organogram, where they have less control over their work processes. According to Spector (1986: 1013-1014), employees who perceive reasonably high levels of control at work are more satisfied, committed, involved and motivated, in addition they experience less emotional and physical illness and are less absent at work.

With increased control, there is increased responsibility and usually an increased workload. The locus of control at work has been shown to be an important variable influencing behaviour at work by affecting various work related variables, including job satisfaction, job performance, turnover and commitment (Oliver, Jose and Brough, 2006: 835).

High job demands with limited low control reduce the ability and opportunity to develop new skills and knowledge. This can reinforce negative attitudes such as depression and anxiety which diminishes QoWL (Rethinam *et al.* 2008: 64). Kinman, Jones and Kinman (2006: 15) indicated that the perception amongst higher education employees is that the work demands have increased with a decrease in job control and support. Furthermore, the majority of health and safety standards at work are not met at United Kingdom universities. More emphasis should be placed on controlling the work conditions to improve QoWL.

2.3.5 Work conditions

Paoli and Merlie (2000: 10) confirm that in general, worker perception of health and safety has increased in the past 10 in the 15 member states of the European Union countries. However there is a deterioration of working conditions such as intensification of work, high prevalence of repetitive work, high paced work, work speed determined by others and continued exposure to chemical and physical hazards which have a detrimental effect on employees. Moreover, fatigue and musculoskeletal disorder that are caused by intensification of work are on the increase. Incidents that occur in higher education libraries can be attributed to the inherent nature of the operations, there are a lot of tasks that require manual handling and library staff should take adequate preventative measures (Maclean 2011: 219). A safety culture must be promoted through proactive approaches by management such as provision of information, training and conducting inspections.

A study by Fetcher and Bryden (2007: 1158 -1159) on safety issues in a university campus in Central Ontario Canada showed that most university staff reported that lighting, signage and the availability of emergency phones were inadequate safety features on campus. The results indicated that safety was compromised on campuses and a majority of female staff felt that they were more victimized than

others. Malone, Denny, Dalton and Addley (1997: 25-30) have identified the physical aspects of work related noise, unfavourable thermal conditions and lighting in the workplace as occupational stressors.

The United States of America (USA) government demonstrated its seriousness in the enforcement of health and safety laws by increasing their budget for such purposes by 14 million dollars (Neuman 2010). Perceived health risks that are associated with the use of computers does not deter library based Nigerian university staff from using information system due to their benefits compared to the manual system (Uwaifo 2008: 68). Even though a wide range of health hazards were identified in the libraries, the level of availability of ergonomic programmes to control them was low.

Another study revealed that the majority of employees spend more than 95% of their time indoors and the indoor air quality adversely affects their health comfort and QoWL (Steenkamp 2002: 80). Employees feel a sense of achievement and change when their workplace hazards are corrected and this leads to a feeling of satisfaction. Poor working conditions like high noise levels, badly designed work stations and long working hours can have a negative impact on employees at work and at home.

2.3.6 Home work interface

A major dimension of QoWL which critically affects the relationship between the individual and the organisation is the interaction between work and home life. Research studies on hours of work and health confirm that consistent long hours at work results in physical and psychological ill-health. The latest technology of wireless connection in the workplace has created virtual workplaces and borderless organisations so that people can work anywhere without being restricted by the physical working environment (Kreiner, Hollensbe and Mathew 2009: 704). The authors furthermore state that the 'workplace' is no longer necessarily a physical location, meaning that work can be done at anyplace at any time. Therefore, employees can find themselves taking work home and spending long hours performing work and subsequently compromising their personal lives. This creates complexity in terms of the home work interface.

There is also an association between long hours and family disintegration as a study by Elisa and Ellen (2001 as cited in Almuftah and Lafi 2011: 113) uncovered that most employees indicated that their long working hours have negatively affected their personal lives. Furthermore, the authors affirm that home-work imbalance has implications for the organisation as well as for the individual. The more the workload and commitment, the more the spillover of negative work outcomes in personal life. The high demand at work and at home are more likely to be a cause of stress because it permits spillover to family life and therefore disturbing the equilibrium between work and home (Elisa and Ellen 200 as cited in Almuftah and Lafi 2011: 113). The opposite is also true, an increase in home responsibilities and expectations will contribute to a negative spillover in the workplace. The author further asserts that problems associated with family responsibility are additional sources that may decrease the QoWL.

The spillover between work and home has critical consequences on the employees QoWL, moreover work and personal related conflict can cause negative health effects for employees, they may also decrease organisational commitment, job satisfaction and increase burnout which will ultimately result in poor QoWL (Rethinam *et al.* 2008: 65). A study that was conducted by Place and Jacob (2001:102-103), confirmed that academic staff who spent a significant amount of time with their family, were less likely to develop stress than the one who did not.

Quick, Henley and Quick (2004: 426) concur, as the home-work conflict increase, the job satisfaction and life satisfaction of employees decrease, this leads to low levels of general happiness and wellbeing and intentions by employees to leave their current workplace. The home-work conflict is further exacerbated by the modern competitive workplace environment, self imposed demands, workaholism, work related travelling, alcohol consumption and sleep deprivation. Another factor in home-work balance is the distance from home to work. The results from Spies (2006: 133) study show that increasing commuting distance does not necessarily cause decrease job satisfaction, however there are other factors that play a role such as the mode of transport and the actual distance from home to work.

According to Dex (2004 cited in Downes and Koekemoer 2011: 2) work life balance was identified as a key factor in the retention strategy of the 23 Best Companies to Work for Survey in 2003. Furthermore, by lowering the level of spillover the perceived stress and psychological stress can be reduced and contribute toward striking a balance between work and home. The United Kingdom government launched a work life campaign through the Department of Trade and Industry which was endorsed by Prime Minister Tony Blair in March 2000. This was done in an effort to encourage employers to introduce flexible working practices to enable employees to achieve a better balance between work and home, and therefore contributes to lower absenteeism and staff turnover and better productivity (Arrowsmith 2000).

Organisations must come up with other employment practices to control the effects of spillover without affecting career growth. Finding the correct equilibrium between work and home should be the core interest of organisations who want employees to perform at optimal levels, this is an emerging phenomenon in developed and developing countries.

2.4 Quality of work life in developed and developing countries

A comparative analysis will illustrate the quality of work life in the global arena between developed and developing countries.

2.4.1 Developed countries

The QoWL concept has been applied mainly in different parts of the industrialised countries in Europe as well as Canada, United States of America (U.S.A), Japan and Australia and it has led to more humanised workplaces and better performance of the workforce (Wyatt and Wah 2001: 59). In Japan, the majority of managers deliberately take less leave period to offer more time to their organisations. However, the general workforce does not follow the same practice as they would rather use their leave to spend time with family or for leisure purposes. Japanese managers work hand in hand with their subordinates in order to make collective decisions, and remuneration in Japan is linked with aging which is given by tenure as far as permanent government employees and medium and large enterprises are concerned

(Chitakornkijasil 2009: 222). Various developed countries also have unique challenges that relate to the specific circumstances.

For most developed countries like France, Great Britain and Germany, there is an opportunity for employees to take time off work and go back to school to further their studies (Chitakornkijasil 2009: 221). A study by Winter, Taylor and Sarros (2000: 279-291) on the quality of academic work life within a comprehensive Australian university, disclosed that most academics experienced low levels of feedback, minimal opportunities to influence university decision making processes and role overload. During the era of public sector transformation, academics reported high levels of workloads, meeting deadlines under pressure, depleting resources, stresses and demotivation. Furthermore, the merger of institutions with completely dissimilar traditions created a new cultural identity and this was a mentally agonizing experience for academics both personally and professionally and this lead academics to feel demoralized and cynical.

Korucha, Stowasser, Ozdemir, Orhan and Aydemir (2011: 103) state that occupational health and safety at work is evident in regulations and standards in almost all the developed countries. Moreover, most developed nations have created legislation that will make QoWL to be progressive such as the United States which has safety laws, wages, pension laws, labour laws, but it still lacks laws that deal with meaningfulness of job opportunities for the personal development of employees. Developed nations that belong to the European Union and the World market are pushing their developing countries producers to make the necessary legal arrangements to improve QoWL (European Agency for Safety and Health at Work. 2008). Therefore the QoWL of these exporter companies has increased.

Employees in developed nations are at liberty to choose which shifts they want to work and still enjoy the benefits of study and vocational leave. Developed nations are more stringent in enforcing the health and safety and labour related legislation than their developing countries counterparts.

2.4.2 Developing countries

More attention has been given to developed countries in terms of QoWL and to a lesser extent on developing countries. Except for Japan, Asian countries have placed little emphasis on QoWL as compared to North America and Europe. Hence, there are fewer organisations who are implementing QoWL programmes (Bagtatos 2011: 3) . There is also less published research material on QoWL in the Southeast Asian region (Wyatt and Wah 2001: 60). In addition there is evidence that has been presented by Normala (2010: 75), that research on QoWL amongst employees in Malaysia, Indonesia and Asian countries is still very scant. Furthermore, Wyatt and Wah's (2001: 59) study examined perceptions of QoWL amongst Singapore employees, and the findings supported the factors that impact on QoWL from various parts of the world such as favourable working environment, personal growth and autonomy, the nature of the job and stimulating opportunities.

There is a belief that the concept of QoWL is based on the corporations of the United States of America and they propagate the idea to other parts of the world, including the southeast region (Childs 2003). Developing countries like China are experiencing drastic economic developments and are taking QoWL factors into consideration to give them a global competitive advantage. In a study that was conducted in China by Chan and Wyatta (2007: 511), it was discovered that there was a positive relationship between satisfaction of the need to be recognised and appreciated and how satisfied employees are with their lives at work. Moreover, in the same study there was a negative association between the employee's, family needs, economic needs, self actualization and employees' wellbeing in non-work life. The implication is that employees with low self actualization were under pressure at work which spilled over negatively in their non-work life general wellbeing. This study affirmed that perceived higher QoWL is associated with organisational commitment.

A study by Tabassum, Rahman and Jahan (2012: 52-53) which evaluated the QoWL of faculty members of universities in Bangladesh, provided the most positively and negatively perceived QoWL factors by the faculty members of the universities. The faculty members perceive the social relevance of QoWL and safe and healthy working conditions as the most positive factors of QoWL and negatively perceived factors were career growth and job security, adequate remuneration and the

opportunity to utilise and develop human capacities. The study concluded that from the overall evaluation employee welfare, freedom of speech, management consciousness about employee needs, fair and adequate compensation, performance based incentives, university reputation and equal employment opportunity can significantly affect faculty member's QoWL.

According to a study by Mercedes and Caceres (2002: 381), which was conducted in Argentina, Brazil and Chile, study leave was perceived as an important factor in determining economic development for all three countries. Regarding work outcomes, there was a decrease in placing a lot of effort to perform the work with intensity and this had implications on job security which led to more costs in terms of higher workloads from employees in all three developing countries. In all three countries, the strongest correlation was between the level of education which is associated with higher income and promotion. There is anecdotal evidence that QoWL in the Nepalese workplace is deteriorating and this is seen by poor performance and dissatisfaction amongst employees at work because of poor implementation of labour laws (Adhikari, Hirasawa, Takakubo and Pandey 2012: 78).

Due to globalisation, developing countries cannot avoid labour issues in their process of economic growth, as this is the period when employees are more aware and take interest in their roles as consumers and producers. Developing countries need to comply with the legal labour requirements to enable them to compete globally.

2.5 Trends between developing and developed countries.

The conditions in developing and developed countries are significantly different and therefore the dimensions of QoWL that may be important in developed countries may not be so in developing countries.

According to Tamini, Yazdany and Bojd (2011: 368), about 83% of the workforce in developed countries such as the U.S.A. and Great Britain, work in a structured work environment whereby the job is more functionally detailed and specific and usually involves constant feedback to the supervisor. Conclusions from the European Union (E.U.) wide research indicated that working time arrangements and flexible working

arrangement policies are of major interest amongst employees (Krings 2009: 9). Employees show more interest and preference in regulating their work time schedules because flexible working arrangements play a major role in balancing work and family life. Developing countries such as Bangladesh, Malaysia, Thailand and Sri Lanka are working long hours and there is a decline in working hours in developed countries such as Great Britain, Germany and Netherlands with the least working hours (Stephenson 2012). The author further adds that stringent labour laws in developed countries, especially in Europe, have contributed toward reduced working hours.

Research by Carlier, Llorente and Grau, (2012: 286), indicated that even though developing Latin-American countries have organisations that support work-life policies, those policies that are not well implemented because of a lack of understanding of QoWL by managers and staff. Adhikari, Hirasawa, Takakubo and Pandey (2012: 78) further affirm that dissatisfaction amongst employees in Nepal, a developing country, are caused by poor implementation of labour laws. Labour laws such the occupational health and safety regulations and standards are implemented in almost all almost all developed nations. (Korucha, Stowasser, Ozdemir, Orhan and Aydemir 2010: 103). It is clear from the aforementioned literature that developed nations are more stringent in implementing labour laws that impact on QoWL than their developing countries counterparts.

Another common factor amongst European Union countries is that females are faced with the challenge of changing their work time pattern due to cultural and political separation of work and family life by gender, which causes career dissatisfaction and inequality amongst females (Krings 2009: 73). A study in an Arab developing country by Sidani, Hakim and Zeina (2012: 1376), revealed that despite being educated, females were underpaid and their upward career development seemed to be significantly hampered. They furthermore more reported a higher work-family conflict, low job satisfaction and had intentions to leave their organisation. Women seem to face similar challenges of career dissatisfaction and work-family balance irrespective of whether they are in developing or developed countries.

The concept of QoWL has been researched in many developed countries, evidently due to globalisation, QoWL research is now spreading outside the developed nations into developing countries (Akanji 2012: 248). This clearly shows that there is a growing concern about QoWL both in developing and developed countries.

As much as there are differences between developed and developing countries, there are also similarities that have been noted between such countries. Globalisation is instrumental in bringing out QoWL in both groups of countries. Developing countries must integrate QoWL factors into their employment practices to compete with the developed countries for a market share. Developing countries must ensure better implementation of the labour laws that impact on QoWL.

2.6 CONCLUSION

From the literature reviewed, it can be concluded that QoWL is widely defined by various authors (Hackman and Oldhams 1980; Lawler 1982; Solmus 2000; Sirgy, Efraty, Siegel and Lee 2001; Lau, Wong, Chan and Law 2001; Kiernan and Knutson 1990). It is viewed as a dynamic concept that is informed by varying constructs such as job satisfaction, productivity, adequate remuneration, fringe benefits, the work environment, the employer and employee needs. It is clear incorporating QoWL factors into the workplace presents various benefits and organisations need to take advantage of these benefits.

From the aforementioned literature it can also be stated that there is a considerable difference between developing and developed countries. Developed countries have more progressive legislation, programmes and research relating to QoWL. QoWL is a growing concern in developing countries because of the changes in the current workplaces such as globalisation. The next chapter focuses on the QoWL in the private and public sector in South Africa. Legislation that is interrelated with the QoWL will also be reviewed.

CHAPTER THREE

SOUTH AFRICAN LEGISLATIVE FRAMEWORK AND QUALITY OF WORK LIFE

3.1 Introduction

The radical political and socio-economic paradigm shift in South Africa brought about new challenges in institutions of higher learning. These challenges exposed employees in higher education to new demands such as rapidly growing needs in tertiary education, quality standards, research outputs, technology transfer and community engagements. Despite these growing needs, the needs of employees that affect their quality of work life (QoWL) such as their conditions of service, resources and the work environment are being overlooked. Currently, many South African organisations are involved in a process of large-scale organisational change and it is therefore the responsibility of organisations, particularly management to ensure that employees who commit themselves fully to achieve the organisational objectives also experience a high QoWL (Kortze 2005: 97).

This chapter focuses on the QoWL in the South African context. A comparison is made between the private and public sector in South Africa. Moreover, this chapter will review legislative framework that underpins QoWL.

3.2 Legislation

Verespej (1999: 37) states that inequalities that are created by workload, lack of skills and global business pressures are now emerging in South Africa with associated social problems. According to Sanichar (2004: 34-35), South Africa does not have legislation that is responsible for putting into practice flexible working hours, this may be due government prioritising issues that are perceived to be more critical like employment equity, unemployment and minimum wages over flexible working time. Flexible working patterns are particularly important to employees, because it allows them to accommodate their personal and family commitments in order to better balance work-life responsibilities.

3.2.1 Basic Conditions of Employment Act 75 of 1997

The Basic Conditions of Employment Act (BCEA) 75 of South Africa (S.A) (1997) forms the employee's employment contract. It regulates factors that are related to the (QoWL) such as working time, leave and remuneration. Section (10) of the BCEA 75 of S.A. (1997: 9) stipulates that the employer must not allow employees to work overtime, unless if it is by agreement with the employee. This is relevant to the stress at work dimension which addresses the question of excessive workload that may require employees to work extra hours, thereby compromising their QoWL. According to the BCEA 75 of S.A. (1997: 13-16), public employees are entitled to annual, sick, maternity, paternity and family responsibility leave to balance the home-work interface dimension. Employees must utilize the leave options that they are offered to promote and enhance a healthy work-life balance.

Section 7(d) of the BCEA 75 of S.A. (1997: 8) stipulates that the employers must take into account the family responsibility of employees when regulating the working time of each employee. The South African Employment Equity Act 55 of 1998: Code of Good Practice on the integration of Employment Equity into Human Resource Policies and Practices (1998: 24) resonates this by requiring the employer to make reasonable provisions to accommodate pregnant women and parents of young children, including health and safety adjustments and antenatal care leave. Furthermore, it states that the employer must endeavour to provide an accessible, supportive and flexible working environment for employees with family responsibilities. This includes considering flexible working hours and offering sufficient family responsibility leave for both parents (Dancaster and Cohen 2010: 41). The employer must consider employees with family responsibilities and offer them flexible working arrangements that will assist them in enhancing their QoWL by balancing work and family responsibilities.

Van Jaarsveld (2002: 418) argues that family responsibility leave is not adequate. It is currently three days annually, especially considering the fact that it has to be used in various circumstances such as funerals or sick child, to name a few. In addition, this excludes a lot of employees in the private sector because to be eligible for this leave, an employee has to work a minimum of days per week and therefore many part-time workers in the private sector may forfeit this leave. University "A"

employees are also eligible for study leave which assists in taking time off to enhance skills by furthering studies and advancing their careers.

3.2.2 Employment Equity Act 55 of 1998

The purpose of the Employment Equity Act 55 (EEA) of S.A. (1998: 5) is to make provision for fair labour practices, redress the effect of discrimination so that the South African public can be well represented in the workforce which is in line with the International Labour Organisation (ILO) requirements. On the question of pregnant women, section (6) of the EEA 55 of S.A. (1998: 7) states that no person shall be dismissed or discriminated against on account of pregnancy. The South African EEA 55 (1998) is responsible for transforming the designated groups that were previously sidelined, but are now a significant component of the workforce that is changing conventional family roles and adopting the white culture (Potgieter and Barnard 2010: 1). The EEA 55 of S.A. (1998) had an impact on white employees because to balance the discrepancies of the past there is a need to recruit more black employees. According to Singh, Robinson and Williams-Green (1995: 401), black female academics might face challenges such as confronting racism, sexism and special challenges in promotion and tenure.

In a study on the effects of change and transformation at a South African University by Mapesela and Hay (2006: 722), it was noted that academics had different viewpoints regarding the implementation of the EEA 55 of S.A. (1998). The majority of white academics were mostly uncomfortable with the fact that appointment and promotions were going to be based on race and gender as opposed to subjective academic merits and competencies. The authors further indicated that the black academics felt that the implementation of the EEA 55 of S.A. (1998) was not meeting their expectations.

The EEA 55 of S.A. (1998:7) also has to advance the mandate of affirmative action whereby groups from previously disadvantaged backgrounds have to be accommodated in order to enjoy equal opportunity and be equitably represented in the workforce. According to Portnotoi (2003: 79), affirmative action in South Africa means that suitably qualified people from designated groups must be well represented in the public or private organisation. The EEA 55 of S.A. (1998) faces

certain challenges in the in the higher education institutions as Universities employ employees with highly specialised skills both in academic, technical, and administrative fields.

Higher education institutions (HEI) have to deal with the challenges of employment equity, which are regulated by the EEA 55 of S.A. (1998). The EEA 55 of S.A. (1998: 10-11) requires that higher education institutions as public organisations to meet certain employment equity goals and develop employment equity plans and committees. The process of developing employment equity plans and an employment equity committee has already been initiated at University "A". HEI management is mandated to drive the process that will impact on the human resources composition in terms of gender, race, and physical domination to balance the demographics and comply with the requirements of the EEA 55 of S.A. (1998) (Sebola and Khalo 2010: 203).

The equity and redress matters cannot be ignored and it is quite evident that equity issues and targets must be achieved through institutional transformation and must be reached because they are of national importance. The higher education working environment must be conducive and allow every individual independent of gender a fair chance to develop within the organisation. For example the EEA 55 of S.A. (1998: 10-11), legislative point of view is that there are targets that have been set and there is a strong case for placing deserving, competent and adequately qualified women in key positions within institutions of higher education.

According to Portnotoi (2003: 82-84), the shortage of qualified and competent employees from the previously disadvantaged groups has led to another phenomenon called "poaching". Designated group applicants are being attracted by lucrative salaries and other employment benefits and this phenomenon of poaching impacts on universities and the private sector. Moreover, the financial crisis that the universities are undergoing makes it difficult for universities to attract and retain quality employees. Universities require higher qualifications such as Masters degrees and Doctor of Philosophy degrees than most organisation in the private sector, hence it is even more challenging to acquire suitably qualified candidates for

university positions. These issues make it detrimental to the implementation of the EEA 55 of S.A. (1998).

The fact that the EEA 55 (1998: 7) of South Africa promotes the employment of previously disadvantaged groups to redress gender and racial imbalances, it is more likely that the blacks and female numbers will increase in universities. The recruitments should not be done to increase the numbers only, but also to ensure that the previously disadvantaged, especially black females are occupying key positions in universities.

3.2.3 Skills Development Act 97 of 1998

The shortage of skilled and qualified employees in tertiary institutions is a major challenge in the public sector. The purpose of the Skills Development Act (SDA) 97 of S.A. (1998: 2) is to provide an institutional framework to forge and implement national, public and private sector workplace strategies to develop and improve the skills of the South African workforce. These workplace strategies should be integrated within the ambit of the National Qualification Framework (NQF) in the South African Qualifications Authority (SAQA) Act 58 of S.A. (1995) to provide learnerships that lead to recognised occupational qualifications. Due to the NQF, not only are academics required to perform their normal academic duties, they are also required to implement the newly developed curriculum which placed an increased workload on them (Mapesela and Hay 2006: 722).

Grievs (2000: 8), upholds that the nature of knowledge can mostly be witnessed in a technologically advanced environment, knowledge application is critical to the operation of public organisations in dynamic environments that are service delivery orientated, and universities are highly technological places. The SDA 97 of S.A. (1998: 8-9), underpins the job and career dimension of QoWL which seeks to understand if employees at University “A” are encouraged to develop new skills and if they are satisfied with the training they receive to perform their jobs effectively.

To enable employees to perform their jobs effectively, they have to be trained and this part and parcel of Total Quality Management (TQM). TQM training must be implemented from the top management and cascaded down to be fully effective and

it must be in-cooperated into the organisational culture (Vermeulen and Crous 2000: 62). To improve QoWL there must be an integrated quality management and organisational culture that must be instilled by top management to employees through training because quality assurance issues cannot be ignored The SDA 97 of S.A. (1998: 14) influences the health and wellness of employees in that it enhances the development of employees who were previously lacked competencies by up-skilling them and therefore reducing their stress levels when they perform their duties (Sieberhagen, Rothmann and Pienaar 2009: 23).

Section 2(1) (a) of the SDA 97 of S.A. (1998: 8) further stipulates that its purpose is to improve the quality of life of the South African workforce, their prospect of work, labour mobility, competitiveness, improve productivity in the workplace and to improve the delivery of social services. There are structures that have been established to ensure that the SDA 97 of S.A. (1998: 14) achieves its objectives of improving the skills of the South African workforce such as the Sector Education and Training Authorities (SETAs), to provide for learnerships that lead to recognised occupational qualification and the submission of workplace skills plans.

Skills Development Facilitators are critical in the implementation of the SDA 97 of S.A. (1998) in the sense that they are responsible for assessing the skills needs of the organisation and drawing up and properly administrating the skills plan. In an interpretive research study on skills development in South African Higher Education Institutions (HEI), Botha and Potgieter and (2009: 246) investigated the perceptions of Skills Development Facilitators (SDF) in relation to the challenges experienced by Higher Education Institutions (HEI) with the implementation of the SDA 97 of S.A. (1998). The results indicated that all the SDFs viewed the SDA 97 of S.A. (1998) as being primarily labour-orientated and informal learning through seminars and conferences was perceived as the most relevant form of learning in HEI especially by academic staff and this directly influences their career development and thus their QoWL. Furthermore, the HEIs will face challenges implementing the SDA 97 of S.A. (1998) because it is labour orientated and therefore academic staff will be excluded because they are perceived as people who are well skilled with top academic credentials.

Skills development initiatives by the SDA 97 of S.A. (1998) can be viewed as another way of improving competencies and QoWL of employees in the private and public sector. Lee (2002: 4) is of the opinion that the private and public organisations are considering the SDA 97 of S.A. (1998) as just another system of taxation. Both public and private sector employees can benefit from SDA 97 of S.A. (1998) if it is implemented correctly because it places responsibility on the employer to develop scarce and critical skills of employees, including education and training on health and safety.

3.2.4 Occupational Health and Safety Act 85 of 1993

The health and safety of employees is very important in the employment contract and employees are vulnerable. It is therefore justifiable for the government to intervene statutorily by enforcing the Occupational Health and Safety Act (OHSA) 85 of S.A. (1993). Section (8) of the OHSA 85 of S.A. (1993: 13) imposes an obligation on every employer to provide and maintain, as far as is reasonably practicable, a safe working environment that is risk-free to the health of employees and this obligation emanates from the Constitution of South Africa Act 108 of S.A. (1996), which states that every person is entitled to a safe and healthy working environment.

Kruger's (2012: 20) research aim was to investigate the perceptions and experiences of health and safety representatives within an academic hospital with regards to the OHSA 85 of 1993. The main finding was that the representatives perceived supervisors as not being supportive enough when it came to health and safety, even though executive management supported them by dealing with challenges identified and attending health and safety committee meetings. According to Malczyk and Tissima (2010:18) employee health and safety should be a priority for all employers and employees.

According to the Industrial Health Unit (1999: 2) the OHSA 85 of S.A. (1993: 22-23) is based on the principle that dangers in the workplace must be addressed by communication and co-operation between the employee and the employer, both parties must proactively identify and control hazards to make the work environment safe. This clearly demonstrates how the employer employee relationship is crucial in ensuring a safe workplace and therefore good QoWL. The OHSA 85 of S.A.

(1993:18) further places a duty on the employer to provide information and training on the hazards that are associated with the work, this obligation can be fulfilled by the SDA 97 of S.A. (1998). Health and safety education and training is vital because it influences both management and workers' behaviour.

Section (7) of the BCEA 75 of S.A. (1997: 8) necessitates employer to regulate the working period of every employee and take into account the health and safety of employees. This indicates how both the BCEA 75 of S.A. (1997) and the OHSA 85 of S.A. (1993) interconnect to safeguard the health and safety of employees. The inspectors are empowered to enter any premises that are occupied by the employer for the purpose of assessing compliance with the OHSA 85 of S.A. (1993) (Grogan 2005).

A conclusion can be made that the development of the OHSA 85 of S.A. (1993) is to a large extent interrelated with QoWL aspects to the benefit of the employees. If an employee sustains a serious injury or disease that is work related the Compensation for Occupational Injuries and Diseases Act (COIDA) 130 of 1993 deals with the aftermath of that incident.

3.2.5 Compensation for Occupational Injuries and Diseases Act 130 of 1993

Where the OHSA 85 of S.A. (1993) has failed to protect the employee and the employee is injured, COIDA 130 of S.A. (1993) takes over. COIDA 130 of S.A. (1993: 17) provides a system of no-fault compensation for employees who are injured while in the line of duty or those who develop a work related disease. This means that the employer is protected against all civil claims which may be instituted against him/her in the event of an injury on duty, even if the employee was negligent. COIDA 130 of S.A. (1993) makes it simple for employees because they do not have to prove anything to claim compensation. Furthermore, section (56) of COIDA 130 of S.A. (1993: 30-31) makes provision "increased compensation' to be paid if it can be proved that the employer was negligent.

The employee who is injured while on duty is entitled to benefits such as payment of compensation in respect of temporary total disablement, permanent disability, and death benefits to dependents. Furthermore reasonable medical expenses arising out

of the injury on duty are payable for periods of up to two years or longer if further medical treatment will reduce the degree of disablement. COIDA of 130 S.A. (1993) is influential to the health and wellbeing of employees in that it makes provision of compensation for employees sustain work related injuries or diseases, Sieberhagen, Rothmann and Pienaar (2009: 22).

According to Adams and Jeebhay (2002: 228), there is link between work and ill-health and only a minority of employees are diagnosed, reported and have their claims fully administered for compensation and this has implications for the QoWL affected employees and their employment prospects. Work related stress in another critical factor that affects the QoWL of employees, Guild, Ehrlich, Johnston, and Ross (2001: 412) noted that an employee can claim for work related Post Traumatic Stress Disorder (PTSD) under COIDA 130 of S.A. (1993) even though it lays down very strict requirements for claims relating to PTSD. According to Guilt *et. al.* (2001: 409) COIDA 130 of S.A. (1993) suffers from a number of challenges besetting the occupational disease claims such as poor quality of completion of forms, insufficient details are given and this results in long waiting periods between the submission and acceptance or rejection of the claim.

The Industrial Health Unit concurs (1999: 8), that the system is exceedingly slow and cumbersome because of its centralised nature, and sometimes medical practitioners are reluctant to handle cases of occupational disease as they may not be reimbursed if the claim is not accepted, this results in gross under reporting occupational diseases. If there are any disputes regarding the compensation claim between the employer and the employee the Labour Relations Act (LRA) 66 of S.A. (1995) can be utilised to resolve the dispute.

3.2.6 Labour Relations Act 66 of 1995

Section (185: 145) of the LRA 66 of S.A. 1995 (1995) makes provision for every employee not to be unfairly dismissed or subjected to unfair labour practices. Where an employee claims that he/she has been unfairly dismissed on the basis of misconduct or incapacity, the dispute will be referred to the Commission for Conciliation, Mediation and Arbitration (CCMA) for conciliation, and if the dispute is still unresolved it will then be referred for compulsory arbitration to the CCMA or

Bargain Council. If an employer terminates an employee's fixed term contract before the term expires, then that employer will probably be challenged as a repudiation which constitutes unfair dismissal (Buthelezi v/s Municipal Demarcation Board 2004).

The aforementioned section of the LRA (185: 145) of S.A. (1995) clearly indicates that this piece of legislation enhances the job security of employees and protects them from unfair dismissal and treatment, and this is linked to the job satisfaction dimension of the research questionnaire. Furthermore, section (187) of the LRA 66 of S.A. (1995: 146) prohibits the automatic unfair dismissal on the ground of pregnancy, intended pregnancy or any other matter that is related to pregnancy. It can be concluded that the LRA 66 of S.A. (1995) favours employees in that it makes it difficult for an employee to be dismissed and the employer runs the risk of paying heavy compensation if the dismissal is unfair because the employer did not follow the right procedure in terms of the act. This legislation also addresses the issues of unfair treatment by sexual harassment.

Section 203 of the LRA 66 of S.A. (1995: 168-169), protects an employee from being sexually harassed by providing *A Good Code of Practice on Handling of Sexual harassment Cases in the Workplace by the National Economic Development and Labour Council (NEDLAC)*. Wilken and Badenhorst (2003: 203) point out that most institutions of higher learning in South Africa have sexual harassment policies in place even though there is little evidence to prove their effectiveness. Furthermore the authors state that it is not enough that the policy has been developed, it must be clearly written, readily available and reviewed to ensure that it is effective. A study by Joubert and Van Wyk (2010: 1) that represented 10 higher education institutions in South Africa showed that despite the existence of sexual harassment policies, they are not effective in dealing with sexual harassment and few academics received training on the utilisation of the policy. Regular training on the contents of the sexual harassment policies and reviewing the policy will assist in alleviating the challenge of sexual harassment in HEI.

Another fundamental principle of the LRA 66 of S.A. (1995: 86-89) is the right to freedom of association, particularly to form and join a union and exercise the right to an industrial action for the purpose of remedying a grievance or dispute of mutual

interest subject to certain legal requirements. The LRA 66 of S.A. (1995) also introduced a new concept of workplace forums, DuToit, Woolfrey, Murphy, Godfrey, Boschman and Christie (1998: 45) noted that this represented a paradigm shift from the conventional collective bargaining between employers and trade unions.

The workplace forums under section (79) of LRA 66 of S.A. (1995: 75) seeks to enhance efficiency and worker participation in the decision making process in the workplace. Msweli-Mbanga and Potwana (2006: 29) confirmed that if employees have access to participate in work related matters, they are less likely to resist change in the organisation. Employees must be involved in the decision making processes to avoid resistance. The LRA 66 of S.A. (1995) therefore sets out a platform for employees to voice out their opinions in terms of quality of work life matters in the private and public sector.

3.3 Public and private sector perspective

The relationship between work life and home life is an issue that is raising concern in both the private and public sectors (Wentzel, Buys and Mostert 2009: 1). The past Chairperson of the Council of Higher Education (CHE) raised an issue about the low remuneration for Higher Education (HE) academic staff in South Africa, both in the private and public HEI (Reddy 1998: 5). Therefore, the terms and conditions of service for academic staff and their job satisfaction are likely to have an impact on academic staff commitment to quality development, quality management and quality assurance to improve service delivery (Reddy 1998: 6).

Kubler and Lennon (2007: iii) discovered in their academic staff salary survey that the salaries of graduates in the private sector are much higher than salaries of academics in all countries surveyed, more so in South African institutions where the salaries are very distinct. Nieuwenhuizen's (2009: 310) research aim was to identify the reasons and practical solutions to the challenge of attracting and retaining academic staff in HEI. The findings showed that there are major scarce skills in the fields of management and business management, not only in HE but in public-and private sector. The problem in HEIs is exacerbated by attempting to attract potential employees at relatively low salaries as compared to the private-public sectors and even compared to non academic managerial positions in universities.

Increased workload through administrative work and aligning curriculums together with policy and procedures and lack of organisational support were indicated as the most significant factor of burnout (Rothman *et. al.* 2008: 418). According to Pantit and Pant (2010: 173), the QoWL aspects that affect job satisfaction in public hospitals are, free working lunch, work related training, rented accommodation provided by the institution and a proper health and safety policy. While for private hospitals it is a free lunch, availability of rented family residence and on the job training, this study discovered that the major difference between private and public sector hospitals, was the provision of the health and safety policy in the private sector hospitals but not in public hospitals.

While government aims at delivering services, the private sector focuses on making a return on investments. For University "A" to survive, it depends on the business approach of the organisation. To Dowling (2006: 6), private higher education in South Africa is not homogeneous, there are two main types, firstly there are those institutions that provide education for non-profit purposes and the other delivers high quality education for profit whereby most of the funds are derived from students. In addition, the main distinguishing factor between public and private HEI is that private institutions are financially independent of the government. However, it is noteworthy that not being government funded does not necessarily mean independent of the state control and regulation. The policy framework requires private and public HEI to achieve the same policy objectives.

According to Keefer and Khemani (2005: 470) people from disadvantaged backgrounds rely on public service that is managed by higher education graduates, these graduates offer service delivery that is predominantly from education, health and welfare. Furthermore, the South African government and the public sector's objectives are on other issues such as unemployment, crime prevention, poverty alleviation, social welfare HIV/AIDS. Therefore, the government and the private sector are delaying to respond to transforming social and economic pressing issues that adversely affect the South African employee and their families (Nzimande 2008: 3). Volkwein and Parmley (2000 as cited in Johnrud 2002: 390) found teamwork is positively linked with satisfaction and interpersonal work stress is negatively related

to satisfaction that these predictors of satisfaction held among administrators in both private and public institutions.

Work related obligations are just as important as non-work obligations and workers must ensure that they manage their home life so that it does not adversely affect their lives at work. Some companies in the private sector have already started with work life balance programmes whereas implementation in the public sector is still minimal (Apgar 2000). The government must lead by example in driving the QoWL initiatives because there are common goals and challenges in the private and public sectors concerning QoWL.

3.4 Females and quality of work life

Most females in South Africa are still faced with the challenge of juggling work demands and home responsibilities which include raising children. Due to the EEA 55 of S.A. (1998), between 1995 and 2005 there was a significant increase of women entering the workplace, the majority of which were black women (Van der Westhuizen, Goga and Oosthuizen 2007: 47-48). In addition the authors indicate that black, young and poor women are still the most vulnerable group in the work force in terms of remuneration and being discriminated. There seems to be no change in the gender roles of women besides them entering the world of work, they are still caretakers and primarily responsible for household responsibilities.

Female academics in particular, are likely to get fewer rewards and less recognition for their work and to face numerous challenges in the highly dynamic kaleidoscope of South African higher education (Bezuidenhout and Cilliers 2010: 1). To cite a statement by Olsen, Maple and Stage (1995: 267) which might be relevant in the South African context: *“By and large enthusiasm for increasing the number of women and minorities (blacks) on our campuses has outstripped our understanding of the experience of these traditionally underrepresented groups in academe”*. The authors further stated that female academics derive a high level of intrinsic rewards from their academic work and are in dire need for organisational support. The University of Venda Business Plan 2005-2010 (2005: 41) displays striking disparities in the ratio of male and female employees amongst different work categories, whereby women are still under represented.

In a study by Schultz (2005: 768) about black female academics confirmed that the job satisfaction of this group was linked to intrinsic aspects of their employment, such as enjoyment of teaching, contact with students, serving the community and the growth that teaching generated. In addition, their job satisfaction was enhanced by having their own private offices and flexible working arrangements. The dissatisfaction of this group was caused by intrinsic factors such as lack of achievement in the research field, high workloads, lack of funding to attend conferences, inadequate facilities, unfair remuneration, heavy administrative work and meetings, job insecurity and a flawed promotion system. This group needs an emotionally supportive environment, become better researchers, administrators and academics.

A study by Barkhuizen and Rothman (2008: 332-333) showed that the academic environment is still predominantly male dominated and there is a notion that female academics may experience more stressors than their male counterparts because of gender stereotypes and lack of role models. Furthermore, extended working hours in an attempt to juggle work and home responsibilities might make female academics to be more likely to be exposed to psychological health and wellbeing risk factors. In addition Dancaster and Cohen (2010: 33), state that employers are reluctant to promote flexible working hours.

Women academics are still facing various challenges in academic institutions such as gender discrimination, promotions and unsatisfactory conditions of service and home-work balance. HEI management can contribute substantially to improve the performance and QoWL of this group.

3.5 Performance management and quality of work life

The main aim of management is to achieve optimum performance of its employees. This is possible if the people work in an integrated manner whereby they work as a collective toward a common objective which is the University "A"s vision and mission. Employees spend most of their time at work and therefore demands better quality of life in the workplace and it is the very same people who ensure the performance of the organization. The main purpose of public organizations is service delivery and this can be achieved by integrating performance management and the QoWL

successfully. This highlights the need to focus on organizational culture, its norms, traditions and behaviour patterns.

The current situation around South African companies is that this emerging culture has different dimensions such as job satisfaction; job control; home-work interface; general wellbeing; working conditions, depending on the service being offered. Some companies in the private sector are in the process of transformation, with some in the initial stages while others are still in denial (De Witt 2001)

Managers are under pressure to ensure that their subordinates attain high levels of productivity. Higher education institutions are facing a challenge of addressing performance management of academic staff (Mapesela and Strydom 2004 as cited in Molefe 2010: 1-2). The authors furthermore state that the absence of a performance management instrument leads to demotivation amongst employees, in particular the high performers and those in need of development. A study by Molefe (2010: 1) that called for an investigation on performance management dimensions that can be utilised for evaluating the performance of academic staff, verified that lectures' performance can be measured on the basis of seven performance dimensions. The study has a potential of capacitating the management of universities in South Africa with a guideline for developing policy on performance evaluation for lecturers.

To attain organisational goals, employees should be able to participate in the decision making process and understand the relationship between the individual goals and organisational business processes and the measurement must be linked to a reward system (De Witt 2001). According to Mweemba and Malan (2009: 370), a positive effect of performance management on QoWL requires a strong emphasis on open communication and interrelations in the organisation. Performance management driven organisation, There is a need to close the gap between performance and improving the QoWL of their employees.

3.6 Conclusion

The unique history and characteristics of South Africa such as the socioeconomic and political transformation has affected employee's experience of QoWL differently in comparison to other countries. HEI operate under the same policy framework that requires similar objectives therefore factors that impact on the QoWL both on the private and public such as remuneration, scarce skills health and safety matters should be managed to ensure good QoWL. Women, particularly black, were traditionally marginalised, apart from the strides that the South African government has made in terms of implementing the EEA 55 of S.A. (1998), this group is still facing challenges in sexism, racism, occupation of higher positions, sexual harassment and unsafe working conditions.

Besides the legislation that has been passed in labour and in higher education, employees still struggle with QoWL challenges and therefore South Africa must adopt more progressive QoWL legislation to be on par with developed countries. There is very broad legislation that addresses QoWL in South Africa, but the main challenge that remains is implementation and enforcement on the ground. The benefits of the legislation can only be realised if organisations comply, monitor, evaluate and enforce the legislation effectively. The next chapter will focus on public management and the QoWL to provide a comprehensive understanding of the dimensions that impact on QoWL in the public and private sector. Furthermore the chapter will analyse the legislation that influences higher education in S.A.

CHAPTER FOUR

PUBLIC MANAGEMENT AND QUALITY OF WORK LIFE IN SOUTH AFRICA

4.1 Introduction

The rapid transformation to access to Higher Education (HE) was faster than what the government had expected. These changes were evident in the sector of HE, the purpose of this chapter is to analyse these changes that are associated with public human resource management. A systematic focus on public human resource management is critical in the efficiency of public management in Higher Education institutions (HEI) as they struggle with transitions and attracting and retaining quality staff. For improvement in the public service working conditions, emphasis should be placed on promoting a high quality of work life (QoWL). This chapter will provide a detailed review of the available literature on public management, and the QoWL. Furthermore this chapter will provide an extensive understanding of the variables that affect and determine QoWL in the public sector as well as the private sector.

4.2 Institutional framework

The state has the constitutional responsibility to specify the functions of organs of state enshrine their duty to cooperate for the public good and to safeguard their rights. The South African White Paper on Transformation of Public Service (S.A. WPTPS) of (1995) serves as a guideline in the implementation of new policies and legislation that aim to transform the South African Public Service and it emanates from the Constitution of the Republic of South Africa of 1996. The S.A. WPTTTPS of (1995) is based on the fundamentals of the constitution of transformation of service delivery in a coherent and representative manner by competent human resources who can meet the needs of the citizens. Furthermore, it promotes the human resources development, transformation of the behaviour of public servants to encourage accountability in order to enhance the efficiency and effectiveness of the public service. The main motive of the constitution is to enhance the quality of life of the South African citizens and that includes the quality of life of employees which is enshrined by the South African Bill of Rights (1996).

The South African Bill of Rights (1996) is a binding piece of legislation to all state organs and public management, plays a very important role in promoting these

constitutional rights in South Africa (S. A.). Institutionally, the role players in the state in higher education are threefold, government and its bureaucracies: relevant statutory bodies, institutions and individuals all of which are within the framework of public accountability (Jonathan 2006: 33). Over and above providing social goods and benefits to the society, higher education is viewed as a private good which provides individuals: better employment possibilities, better salaries and benefits, improved working conditions, improved health and quality of life, and greater capacity to participate in a society that endeavours to build a democratic and just social order Council of Higher education (CHE) (2004h: section 1.1.1).The higher education must uphold these fundamental rights that are underpinned by QoWL principles to integrate their employees jobs with their family life and assist employees to cope with changes in the workplace.

4.2.1 Higher Education Act 101 of 197

One of the responsibilities of Higher Education Institutions is to respond to the changes in the world of work. The Higher Education Act (HEA) 101 of S.A. (1997: 3) states that universities must respond to the needs of the public that is served by the institutions. The main aims of the HEA 101 of S.A. (1997: 1) is to regulate higher education by providing for the establishment and composition and functions of the Council on Higher Education (CHE), to provide for the establishment , governance and funding of public higher education institutions and to provide for quality assurance and quality promotion in higher education. The HEA 101 of S.A. (1997) furthermore stipulates that Higher Education Institutions (HEIs) are autonomous and liberal in their relationship with the Republic of South Africa, but they should do so within the context of advancing national skills, scientific knowledge and public accountability. During the transition to democracy the government forged a cooperative framework of “conditional autonomy” of higher education institutions (Hall and Hymes 2005: 206).

The responsibility of CHE is to standardise quality assurance and accreditations and re-accreditations of academic programmes, institutional reviews and to advance the objectives of the National Qualifications Framework (NQF) within the higher education system. SAQA (South African Qualifications Authority) is the primary institution that is mandated under the SAQA Act 58 of S. A. (1995: 3-4) and the new

NQF Bill of S.A to promote the development and implementation of the NQF, which contributes to the full development of each learner and to the social and economic development of the nation. The NFQ outlines the standards of integrating education and training to recognise qualifications and acquired skills and therefore assuring good QoWL through learning to advance the careers of employees. For the purposes of quality assurance to register a new program up to 24 months and it must undergo accreditation by the CHE, approved by the Department of Education, included in the programme and qualification mix (PQM), registered by SAQA and finally quality assured by the Higher Education Quality Committee (HEQC) (Du Prey 2009: 67). These demands by the (NFQ) places additional workload on employees in the higher education public system which in turn affect their QoWL.

The HEA 101 of S.A. (1997) provided the legal framework for a single national quality assurance body, therefore the HECQ was formed. The Higher Education Quality Committee (HEQC) of the Council on Higher Education has been established for quality assurance purposes in higher education and this adds more pressure on the already overloaded institutions and employees further impinging on their QoWL. The HECQ's functions include the evaluation of HE academic programmes according to HECQ's programme accreditation criteria which stipulates the minimum requirements for programme input, process, output, impact and review. The HECQ utilizes a criteria audit to assess the institution's policies, systems, strategies and resources for quality management of the core functions of teaching and learning, research and community engagement.

4.2.2 The White Paper on Transformation of Higher Education of South Africa (1997)

The White Paper on Transformation of Higher Education (WPTHE) (S.A. 1997:10) urges institutions of higher learning to re-evaluate their human resource strategies and practices with the objective of developing competent and motivated employees that are able to meet the expectations of stakeholders. In order to obtain this, these organisations have to formulate a management model that will reinforce the desired behaviour, embed core values and enhance high performance while simultaneously reinforcing an ethos of scholarship that maintains creative learning as an integral nature of these institutions. These transformative human resource strategies and

practices also potentially transformed how employees experience QoWL, and the outcomes had an impact on performance this could be experienced by the learners.

Makgoba (1996: 183-184) stated that transformative conditions which affect the experience of students and educators in institutions of higher learning to embrace the notion of equal access, accountability, development and quality. What the author suggests is that work must be transformed through accessibility, liability, and productivity to give rise to QoWL. Under WPTHE (S.A. 1997), there is the National Plan Higher Education (NPHE) which highlights five policy goals which are fundamental to the transformation of higher education:

- High access to higher education regardless of race, gender age, creed, class or disability that would result in competent graduates that can respond to the country's challenges.
- Enhance equity and rectify the past imbalances to ensure that all the demographics of the country are well represented by staff and student profile.
- Diversification of the organisation and a variety of academic programmes to address the nation socio-economic developments in the country.
- Form, develop and support high level research capacity that will solve the needs of the communities.
- Construct new institutional and organisational integration amongst regional institutions (NPHE 2001: 16-17).

Transformation can be seen as a way of improving QoWL in order to enhance higher education quality. The aim of the WPTHE (S.A. 1997), is to urge institutions of higher learning to re-examine and change their human resource practices with the aim of developing competent and motivated employees that are able to meet the organisational goals. These changes should enrich the work environment and they allow the public policy to have a greater influence on the QoWL.

4.2.2.1 Higher education institutional framework

The transformation of HEI was accompanied by a new focus on the additional workload of not just lecturing but also research output and community engagement programmes.

According to Rothman *et al.* (2008: 418), academics in the South African context have been exposed to transformation such as mergers which have led to higher teaching and research demands; multicultural student profile; and a majority of students are coming from a poor primary and secondary educational background. Apart from the stress factors that are related to academic work elsewhere, South African academics have to deal with the stress that is related to the drastic change in higher education and the South African society at large as a result of political transformation. This change affects both academic and academic support staff who collectively contribute toward the effective functioning of the organisation (Barkhuizen and Rothmann 2008; Mostert, Rothmann, Mostert and Nell 2008; Rothmann and Essenko 2007 as cited in Viljoen and Rothmann 2009: 67).

Transformation in HEIs is reinforced by legislation and policies such as the White Paper on Transformation of Higher Education (1997). A programme for transformation of higher education is underpinned by the White Paper on Science and Technology and National Research and Development Strategy to provide strategic direction and to ensure that it is aligned with the needs of society (Du Prez 2009: 32). Moreover, as a result of being marginalised before 1994, a majority of academic staff lacks the necessary skills, competencies and organisational support for the research output required. To adapt to the major educational, social, political and economic transformation challenges in South Africa, higher education institutions (HEI) should be very conscious of the need to operate efficiently and effectively.

Academic restructuring, strategic planning, revision of academic programmes, quality assurance, TQM, capacity building and community engagements are emerging issues in South African higher education institutions. Nonetheless, employee satisfaction with their conditions of service as well as their job satisfaction seems to be taken for granted. Satisfaction with the terms and conditions of service

and the job satisfaction they experience from their work is likely to affect their commitment to the quality of service they render (Mammen 2006: 467). Higher education institutions must be transformed to utilize the skills of both the male and female and different races to benefit the society.

4.2.3 The White Paper on Human Resource Management in the Public Service of (S. A. 1997)

The White Paper on Human Resource Management in the Public Service (WPHRMPS) of S.A. (1997) states that the public human resource management is the responsibility of only the human resource specialists, but the responsibility will be shared amongst human resource specialists and all other public managers. This is consistent with the “New Public Management” feature on public management that managers are responsible for results and are responsible to manage (Hughes 2003: 58). The WPHRMPS (S.A. 2000) highlights the inadequacies and old-fashioned practices of Human Resource Management in the public sector, describing its components as being overly centralised and bureaucratic and it is not results orientated. The human resource planning is weak, vacancies and promotions put too much emphasis on academic qualifications and minimal emphasis on key performance areas and performance management.

According to Horwitz, Browning, Jain and Steenkamp (2000 :1105), South Africa has a progressive legislation to create a favourable organisational environment for human resource management, nonetheless it will take some time to reverse the effects of the past regime in “recreating structural inequalities in the acquisition of education, work skills and access managerial, professional and occupational positions”.

4.3 Public administration and public management

In the 1980s, the government and academics alike were not sure if the conventional administrative system was an effective and efficient in managing the public sector as compared to the system that was used in the private sector. This brought about a new ways of running the government like a business to deliver service and this brought about the birth of a new management approach (Hughes 2003: 48). In 1991 Christopher Hood (1991: 3-19) came up with the terminology “New Public

Management” (NPM) to classify the wide range of transformation that was taking place in the United Kingdom. The “NPM” then became a phrase for a wide range of programmes that were seeking to recognise public sector organisations to allow public service providers to be competitive like their private sector counterparts.

“NPM” ideology was grouped into management in government and a new institutional economy which accentuates the markets and competitiveness as a form of giving freedom of choice, and many of the NPM approaches are borrowed from the private sector (Basheka 53: 2012). To Hood (1996: 268) the “NPM” is the apparent move away from what now is seen as a traditional progressive-era set of doctrines of good administration emphasising the orderly hierarchies, depoliticised bureaucracies, elimination of duplication and decentralisation, towards what has been described as the “NPM”.

The “NPN” was the answer to meet South Africa’s new administrative challenge. The less bureaucratic and decentralised nature of the “NPM” allows a more coordinated organisation of work with less hierarchal division of employees in which teamwork, communication, decision making could be achieved more easily and in turn improve the QoWL.

The New Public Management (NPM) is seen as a new system that promotes the principles of decentralised, democratic and free-market orientated government as opposed to the traditional public administration that was not democratic and free market orientated and failed to improve the institutions, administration, organisations, and structures (Vyas-Doorgapersad 2011: 239). Before 1994 the South African public service was centralised by the Commission for Administration which had considerable powers that encompassed the appointment of senior management, disciplinary action , grading of posts, pension, leave days, promotion and evaluating staff qualifications and requirements Department of Public Service and Administration (DPSA 2008a: 2). After 1994 South Africa introduced a host of NPM-influenced transitions that included decentralisation of powers to managers, financial reforms, performance management and contract appointments (Cameron 2009: 937). The “NPM” seems to share the same characteristics as QoWL such decentralisation of powers to managers to offer more control at work and performance management.

To Mthembu (2001: 1), a drift from public administration to management is judicious because South Africa like many other countries is not operating in a silo, and it is therefore also affected by globalisation on public service. Mthembu further expands that the public management model is a strategic way of meeting the challenges of globalisation through professionalism, transparency and accountability to enhance service-orientated public servants. Falconer (1997: 1-2) adds that those people responsible for public service delivery should be proactive managers rather than reactive administrators. Furthermore, the modern public manager should have discretion in decision making within his or her particular area of responsibility as opposed to the traditional public administrator, who operated in accordance with established rules and regulations, and who implemented the policies of government with little or no discretion and with no direct responsibility. The public manager is a much more active individual, with decision making authority over, and responsibility for, the public service he or she delivers services to.

Under the "NPM", management lies at the core of public sector activity, and professional managers are viewed as the key to improved public sector performance. Hughes (2003: 58) view is that if one of the main features of public management is that managers are responsible for attaining results, therefore the political administrative relationship must transform from a master-servant interaction because managers are not involved in policies and politics. This result in managers finding themselves involved in politics, whereas the traditional public administration was attempting to separate the two. The involvement of managers with politics has a potential of influencing the decisions of managers in favour of certain employees, this might cause division amongst colleagues and impact on their QoWL. Contract appointments are not a new phenomenon in South Africa, as they were initially introduced by P.W. Botha as part of the Public Sector Reform in the early 1980's and the post apartheid government also applied contract appointments even though they did it in a more systematic way and most notably by linking it with performance management and by decreasing the contract from five years to three for Heads of Departments 1980's (Milne 2005 as cited in Cameron 2009: 927). The consequences of reducing the contract period are early departure of managers with valuable skills and therefore the public service loses quality employees to competitors. A study by Kompier, Ybema, Janssen and Taris (193: 2009) found that

a positive change in the employment contract was linked with a better psychological health and a better QoWL, in addition a negative contract appointment was associated with poor QoWL. Contract appointments show some similarity between the old administration and the new management.

4.4 New public management and quality of work life

With the turbulent transition taking place in South Africa, there was a need for more fundamental transformation from an apartheid bureaucracy era to a more democratic public service which put people first (Fraser-Moleketi and Salojee 2008: 4). Service delivery was centrally controlled by a top-down management, low productivity, low morale and professional service ethos and poor work ethic, the South African public service had to be representative of the demographic makeup of the people it was serving in terms of race, gender and disability.

The White Paper on the Transformation of the Public Service (WPTPS) of S.A. (1997) laid down the foundation for the national policy framework for the transformation of the public service and most of its recommendations were in line with 'international best practice' (Bardill 2000: 105). The objectives of the WPTPS were further enshrined in the Constitution of S.A. (Ncholo 2000: 88), whereby its values and principles for Public Administration along with the Bill of Rights clearly committed the government to a broad developmental, redistributive and participative manner. The Constitutional Court has interpreted these measures in a manner that placed pressure and commitment on the government to improve the performance of the public service (Levin 2004: 2). To Pillay, Subban and Qwabe (2008: 5), the NPM is characterised by enhancing the management of human resources to provide responsive services and restructure the management of training and development, these are all principles of QoWL.

According to Hope and Chikulo (2000: 28), decentralisation can be seen as a system whereby public goods and services are provided primarily through individuals and market mechanisms that are regarded as having better knowledge of the local conditions to improve responsiveness the quality of public services. Furthermore, decentralisation is a way of bringing economic and political systems closer to the local communities as a means of providing high quality services and goods that are

valued by citizens and therefore also a good QoWL. The South African Presidency Report (2007: 101-102) states that one of the characteristics of the “NPM” is performance management which includes rewards and incentives to improve performance. The interrelation between the changes made by the “NPM” and the experience of QoWL of employees were likely to have been influenced by performance management.

Mafunisa and Paterson (2005: 539) argue that the “NPM” puts emphasis on the following core aspects: a client/consumer focus, results driven process, and accountability orientated approach, these work practices that are advantageous to the organisation and employees and thus improve their QoWL. It promotes decentralised organisational functions by means of various contracted out service delivery mechanisms (eg: quasi markets) in which public and private service providers compete for resources to do the work. When authority is decentralised, QoWL is enhanced through participative management. Fraser-Moleketi (2006) argues that “NPM” creates and exacerbates diversity problems more so, where decentralisation makes the government powerless in protecting the disadvantaged. According to Osborne and Gaebler (1993: 19) the “NPM” encourages governments to promote competition between service providers and empower the citizens by pushing control into the service providers and giving the customer more options. Organisations can increase their competitive edge by attracting and retaining quality staff through QoWL programmes.

The United Nations (2005: 28) stated that much of the influence of the NPM currently may be said to have been adopted from the ongoing attention to it by organizations such as the Organisation for Economic Co-operation and Development (OECD). Furthermore, the OECD has emphasised that the transformation in economic, social, political, technological and administrative environments have joined forces to probe the paradigm shift in public administration and management systems. In addition devolving human resource and management functions to managers is an important component of both “NPM” and QoWL.

A study at Pretoria University by Madue (2007: 163) responded to the new policy on the measurement of research output in relation to the “NPM” might assist other

Institutions of higher learning to manage and improve their research output. The University of Pretoria is leading research output and that is made possible by the utilisation of the Research Information System (RIS). The RIS coordinators are primarily responsible for ensuring that the system is in place to comply with the research requirements of the Department of Education's policy on the measurement of research output and manage the technical requirements of each submission. Rabin, Hildreth and Miller (2007: 1070) affirm that technological advancement is the driving force behind the "NPM". In a discussion document Higher Education South Africa (2005: 03) states that, the measurement of research and innovation output should take into consideration quantity and quality. In this research the University is harnessing the principles of the "NPM" to improve their performance on research output by means of the (RIS), this is directly linked to QoWL aspects as employees will derive more job satisfaction through utilisation of technology that increases their performance.

According to Lane (2000) the "NPM" does not necessarily replace the old system but rather adds a new approach to the public sector governance like contractualism. Through contracts, the public sector managers act as agents for the definitive client which is the public. Moreover, the "NPM" supports the notion that the government is owned by the voters and it should therefore be customer orientated and public management embodies the important belief that public sector organisations should increasingly be subjected to rigorous measures of performance. This means that these organisations must pay closer attention to their output. Performance management seems to be a common characteristic between "NPM" and QoWL and also as an indicator of organisational service delivery. Subjecting public managers to performance evaluation introduces disciplinary mechanisms which compel public sector bodies to focus on their specific responsibilities and carry out those tasks efficiently and effectively. The author concludes that the public management school of thought argues that, performance measurement also enables public sector bodies to be held directly accountable for their activities. Under the regime of performance measurement, public sector organisations should be committed to an ethos of continuous improvement in levels and standards of service delivery, Falconer (1997: 3).

Furthermore the advantages of the “NPM” can be seen as decreasing the cost, increasing efficiency and transparency. From the literature reviewed it is evident that the “NPM” combines various public and private processes to improve service delivery. Some authors view the “NPM” as a business minded form of managing the public sector.

4.5 Leadership

Leadership is critical to the survival of public sector organisations that operate within dynamic environments. Due to the transformational changes and demands on higher education institutions in South Africa, there is pressure on the duties and responsibilities of academic leaders especially Heads of Departments (HODs) to manage change, human resources, decision making, performance, control finances, plan, organise.

Graetz (2000: 550-559) defines leadership as the mental and emotional involvement of employees in a group situation whereby organisational decisions are concluded and furthermore the author explicates the pros of leadership as that it enhances productivity, reduce conflicts, lowers absenteeism and turnover, elevates employees self esteem, encourages employee commitment to goals and allows for better flow of communication. In addition the author states that for the organisation to be competitive they must strike a balance between instrumental and an inspirational leader. The different types of leadership styles are discussed underneath.

4.5.1 Transformational leadership

Transformational leadership is a high order of leadership characterised by the leader’s capability to the correct values, beliefs, shared vision for long term implications.

- *Individual consideration*

The leader’s ability to see and treat individual employees as important assets that contribute meaningfully in the workplace.

- *Inspirational motivation*

This refers to the ability of a leader to clearly formulate an attractive future of the company by communication vision, mission, objectives and core values of the organisation.

- *Intellectual stimulation*

Encourage employees to be innovative when developing ideas through challenging situations.

- *Idealised influence*

The leader's ability to charismatically influence followers that mimic the leader's behaviour (Sarros and Santora 2001: 385-387)

The United Nations Development Programme (UNDP) (2003: 21) stressed that the public service needs a new breed of people who can apply transformational leadership skills when dealing with extremely challenging circumstances.

Leaders in organisations must understand that the work environment is complex and dynamic and they must be flexible according to the situation. Transformational leadership seems to be employee orientated and takes into consideration the factors that impact on employee QoWL such communication, motivation and viewing employees as valuable assets that contribute meaningfully towards the performance of the organisation

4.5.2 Transactional leadership

As the name suggests, transactional leadership is based on an interchange of tasks for rewards or penalties between the leader and subordinates. The leader will act in a certain way depending on the outcomes of the task was given to the subordinate. The transactional leader sets certain goals that must be reached by the subordinates, of which they will either be rewarded of penalised according to their performance (Mester, Visser, Roodt and Kellerman 2003: 73).

Transactional leaders remunerate favourable behaviour and penalise unacceptable behaviour from their employees to attain their objectives. This type of leadership directly influences QoWL as it is linked to the performance of subordinates.

4.5.3 Laissez faire leadership

The laissez faire leader does not make any efforts to encourage, recognise and to satisfy the needs of employees. This type of leadership avoids decision making, does not reinforce positive behaviour or achievements with rewards and there is no feedback provided furthermore there are minimal restrictions on employees (Mester *et al.* 2003: 73).

Laissez faire leadership offers a lot of freedom on staff to manage their work processes, the level of freedom that employees exercise on their work has an influence on their QoWL and this type of leadership style offers employees authority on how to do their job. This leadership style can also be viewed as being passive because the leader is not actively involved in motivating employees.

Various leadership styles have different aspects that affect the QoWL such performance, commitment, control at work, responsibility and job satisfaction which are all linked to QoWL.

4.6 “Batho Pele” principles.

The *Batho Pele* principles serve as a guideline for all government institutions on how to render public services and they are stated in the White Paper on Transforming Public Service Delivery (WPTPSD) of S.A. (1997: 5) that was introduced by the then minister of Public Service and Administration, Zola Skweyiya in 1997. According to the WPTPSD in S.A (1997: 15) the main aims of the *Batho Pele* principles are to ensure that service delivery is more citizen friendly, and to ensure that the needs and expectations of the members of the public are met in an effective and efficient manner. *Batho Pele* is based on eight national principles that aim to develop and progressively raise the standards of service delivery especially to those who were previously disadvantaged.

- Public servants must consult citizens about the level and quality of the services that the members of the public receive.
- Citizens must be made aware of the level of service they are expected to receive.
- All citizens should have equal access to services which they are entitled to receive.

- Citizens should be treated with courtesy and consideration.
- Citizens should be given full and accurate information regarding the service they are entitled to receive.
- Public servants must conduct their business in a more transparent and open manner.
- Should public servants fail to deliver the services as promised, an apology or explanation should be given immediately and corrective action taken to rectify.
- Public service rendered to citizens must be economical and efficient to provide good value for money.

Batho Pele principles contribute towards improved QoWL by urging public servants to raise the service delivery standards, they cannot deliver service if they are corrupt and have poor work ethic. To constantly improve service delivery, national and provincial government departments will be required to layout their goals for service provision and annual and five year targets for service delivery (WPTPSD of S.A. 1997: 11). Moreover, the Department of Public Service and administration will therefore systematically monitor and evaluate the effectiveness of the *Batho Pele* principles and submit regular reports to Parliament. *Batho Pele* principles are also aligned with the QoWL ideals accountability, responsibility and performance. Public service servants who transgress service delivery must be held accountable and there must be consequences. Accountability and performance management practices and arrangements must be implemented consistently to revive *Batho Pele* principles.

4.7 The key differences between King II and King III Reports

The King Committee on Corporate Governance was established in 1992 by the Institute of Directors, to take into account the increasing global issue of corporate governance in the South African context (Institute of Directors in Southern Africa 2002). The main objective of the King report 1994 was to uphold the highest levels of corporate governance in South Africa. Furthermore King Report 1994 exceeded the the financial and regulatory facets of corporate governance unlike its counterparts in other countries, by prescribing an integrated approach to good governance in the wider scope of encapsulating financial, social, ethical and environmental practices. The King Committee in 1994 successfully constituted that companies can no longer

operate independently of the environment or the communities they exist within (Institute of Directors in Southern Africa 2002).

The release of the King III report signifies the progress that has been made since the King II report. The difference between King III and King II will be analysed. Even though an inclusive approach was stressed in King II, King III expands in more detail with the inclusion of governing stakeholder relationships whereby the Directors should take the interests and expectations of the stakeholders into consideration (Steyn 2009).

Naspers Group (2010) indicate that the directors must take a conscientious effort in running the affairs of the organisation and furthermore those directors must be competent and possess the skill and experience required to run the organisation. The directors must demonstrate diligence and commitment towards the company and they must be courageous in their decision making processes. Competency and skill are important aspects of QoWL, and these are reflected under the job satisfaction dimension. High competency and skills will enhance the success of an organisation which depends on the decisions that are made by the leaders.

According to the Institute of Directors (2009) unlike the King I and King II, King III is applicable to all entities, private, public, non-profit, quasi institutions like universities of technology. Furthermore, one of the most critical contrasts between King III and King II is that King II predominately focus on reporting whereas the King III puts more emphasis on actually acting upon or doing rather than just simply reporting. It is noteworthy that the other fundamental difference between the King II and King III is that, sustainability was treated as a separate phenomena from governance and strategy in King II but, it is an integral part of governance, strategy and the company as a whole in King III. The issues of compliance with the laws, codes and standards are both covered in the King II and King III report and legislation influences the QoWL that employees experience as it was earlier discussed in chapter three. The King code of corporate governance is not enforced through legislation, however most of the key principles of King III are encapsulated in the Public Finance Management Act 1 of S. A. (1999) and the Promotion of Access to Information Act. 2 of S.A (2000).

King II and King III reports require that the board of directors should have a working understanding of the effects of the applicable legislation and standards. Curtin (2009) states that in terms of the Companies Bill, stringent measures are placed on performance of directors and they are likely to lose their assets, this makes company directors to be more liable to legalities by shareholders, employees and the public. In addition the King III code states that Directors and officers will be crucial to the financial wellbeing of the South African companies and their personal finances. The King III report on corporate governance in South Africa places emphasis on how the company interacts with the community in which it operates.

Unlike King II, King III stipulates it very clear that as much as directors are expected to act in the best interest of the organisation, they must take into consideration the interests and needs of the various stakeholders in business and it even sets out guidelines on how to do that (Esser 2009: 199). University "A" in this instance will have a responsibility of fostering the socioeconomic advancement and community engagements with historically disadvantaged communities. A research survey by the Aspen Institute (2003) confirmed that organisations that are obligated to corporate social responsibility can benefit both the organisation and the employees by projecting a better public reputation, customer loyalty and more productive and satisfied employees which in turn affect QoWL.

South African Institute of Chartered Accountants (SAICA) (2011) indicates that the King III code of governance requires the entities provide a more integrated reporting system to give stakeholders wider picture about the strategy, social, environmental performance alongside financial performance. These performance measures are largely dependent on the QoWL and performance of their employees. Moreover, the integrated reporting system will highlight the strengths and weaknesses' of the organisations' operations, and how the organisation plans to address the weaknesses and enhance the strengths.

Kings report on corporate governance sets the necessary conditions for accountability, ethical conduct, decision making and performance, all of these are connected to QoWL. When management and employees cooperate in ensuring organisational effectiveness and efficiency through accountability, reporting and high

competency levels, they are indeed also contributing towards a better QoWL. The key aspects in King III report circulate around responsibility, commitment, reporting, accountability, sustainability and corporate citizenship. King III gives more attention on risk management than the King II report in the sense that a more detailed guidance is given on how to articulate and integrate the design, implementation and monitoring of the risk management plan. The King III report will no doubt assist South African corporate world to be world class, even though this might take a couple of years.

4.8 Public Human Resource Management Model

The integrated Public Human Resource Model provides a model in the form of (see figure 4.1), this model provides a framework that is inclusive of QoWL programmes that can be used to operationalise the strategies that will enhance the current levels of service delivery. The public sector can only be understood by means of a basic model that can be used to explain the various components. Employees in the public sector must conduct healthy and balanced lives to contribute meaningfully at work and ensure efficient and effective service delivery. The model will make strides in addressing the employee's QoWL aspects in the public sector. The model will offer a foundation for a synchronised way of attending to the QoWL needs of employees such as the working environment, wellness, job satisfaction, home work interface, control and stress at work.

The intention of the integrated model is to include other critical aspects in public human resources. Human resource in the Public sector is important to corporate governance to deliver effective and efficient service in an ethical manner. In the absence of high standard public human resource management, organisations could experience low staff morale, high unofficial leave, inappropriate recruitment and selection, and high turnover. A strategic public human resource management is critical to public management, particularly in organisations such as institutions of higher learning that are still struggling with issues of transformation.

Public human resource management as a discipline is a component of management that deals with all the aspects that are associated employees in the organisation such as decisions, operations, strategies, practices, activities, methods and

procedures linked to employees. In addition it also refers to the dimensions associated with people in their employment interactions with one another and the interlinked dynamics, all of which are focused on assisting to ensure continuous institutional success through “good match-fit’ relationships in unstable and ever revolving conditions (Erasmus 2004: 4).

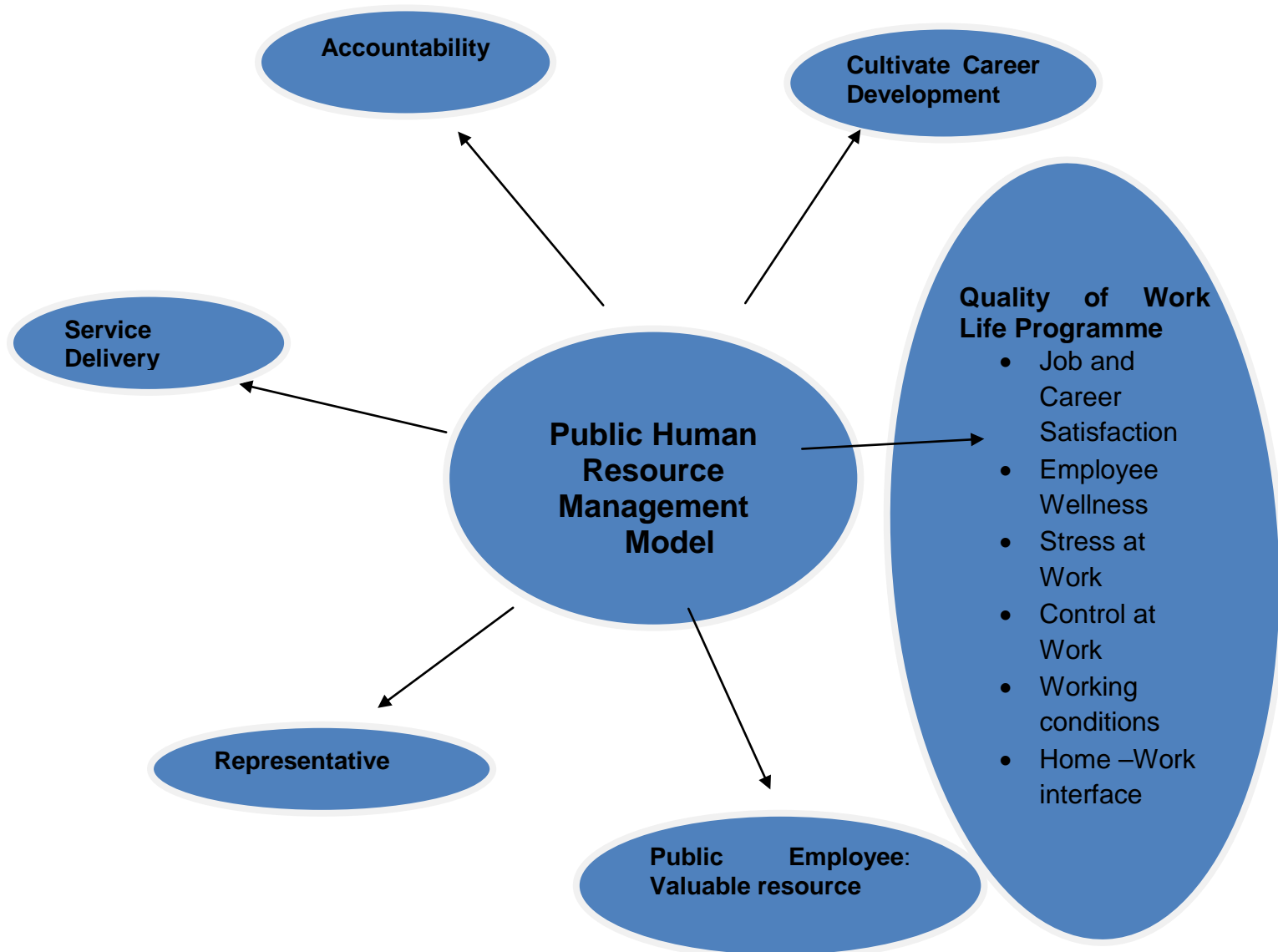
Section (3) of the White Paper on Human Resources Management in the Public Sector of S.A. (1997: 9) recognises people as Public Service’s most valuable asset, and therefore managing human resource effectively and strategically must be the foundation of the broader transformation of the Public Service. The White Paper on Human Resources Management in the Public Sector of S.A. (1997: 9) promotes the transition from personnel management to human resource management. These changes include a move from a centralised public human resource management system the one that which is:

- Represents the South African workforce.
- Treats all public servants as a valuable resource.
- Service delivery focussed.
- Accountability of public officials.
- Assigns managerial responsibilities that are result orientated and economic.
- Promotes effectiveness and efficiency.

Quality of Work Life Programme

- Job and Career Satisfaction
- Employee Wellness
- Stress at Work
- Control at Work
- Working conditions
- Home –Work

Fig.4.1 Public human resource management model of QoWL



(Source: South Africa. 1997. White paper on transforming public service delivery Pretoria: Government Printers)

4.8.1 Representative of all the South Africans

South African workforce is highly diversified and this diversity must be reflected in the work environment and they should redress the imbalances of the past not just numerically but multi culturally as well. Section (10) of the WPHRMPS of S.A. (1997: 11) stipulates that a major human resource management goal is the development an authentic culture of diversity which embraces employees from different cultural backgrounds. The Public Service needs to affirm people regardless of race, gender disability, rural background, single parents. The WPPSTE of S.A. (1997: 31) has even set out targets and timeframes to meet representativeness in the public sector, four years from implementation the legislation required that all government departments must strive to be 50% black management, 30% of new recruits should be women and in ten years 2% should consist of people with disabilities, in accordance with the Affirmative Action.

The main aim is to ensure that all the groups of the society are represented and performance is increased by maximizing the collective effort of all employees. To Chang (1996), diversity pertains to more than just cultural differences, gender and race but rather is inclusive of other variations such as religion and ethnicity. Workplaces which are able to accommodate employees from diverse backgrounds with various skills and expertise will reap the benefits of attracting and retaining their employees and in turn enhance their QoWL through diversity.

May's (2012: 1-8) research investigated the diverse dynamics operating between students, lecturers and management at a historically black university, several diversity dynamics emerged. The stakeholders in the various organisations are faced with the fact that diversity dynamics are not only involved in their daily activities, but also in other activities as well. They are not just spectators, but they are actively involved in destructive and constructive behaviours and norms of diversity dynamics. In conclusion there is a need for stakeholders at universities and other public institutions to give diversity dynamics attention through internal work in order to ensure meaningful work relationships. To have a good QoWL, the organisation must cultivate a workplace environment that promotes good working relations amongst employees from diverse background to ensure free communication and mitigate stress at work.

Reichenberg (2001: 2) describes diversity management as looking through the mindset of the organisation, the organisational climate and the various perspectives that people bring to the organisation as an outcome of race, gender, disabilities, workplace styles and other differences. To Tshikwatamba (2004: 603-604) comprehending diversity in the workplace leads to employees acknowledging and appreciating their own differences. Appreciation encourages the workforce to focus on their similarities and differences in order to increase their productivity.

According to Horwitz, Bowmaker-Falconer and Searll (1996: 140) the South African society is diversified, and therefore the organisations are multicultural, to manage such diversity requires skilful and extensive managerial competencies in interpersonal skills and an understanding of both ethnic and corporate cultures. A misunderstanding of cultural and other subgroups differences can result in misinformed assumptions, poor working relations, underperformance and discrimination. Stereotypes enhance the “us and them” mentality which can contribute towards underperformance and therefore poor QoWL. Individual change that is not coupled with organisational change and systems to eradicate employment discrimination will not have a lasting effect.

Pretorius, Cilliers and May (2012: 7), suggest that South African organisations should approach diversity in a dynamic and experiential manner by using group relations training and systems psychodynamic thinking instead of utilizing instructional methodologies such as lectures and presentations. The participants may be defensive and resistant, but the learning processes will include accepting personal responsibility for their role and action with regards to diversity. The researchers further state that the destructive trends around diversity dynamics which manifest in organisations can only be addressed by re-owning projections to repair the broken relationships and communication and attitude become stimulating aspects on the road to healing and reconciliation.

On a personal level, diversity applies to the wellbeing of employees by appreciating their diversified feelings, values, thoughts and beliefs and penetrate their home environment for challenges impacting on their work environment. Furthermore culturally, appreciation acknowledges that “our way and their way” may differ, but

none is superior to the other. At the organisational level appreciation brings unity between the leader and the followers, and recognises the different viewpoints and also accepts that the workforce can be unified in their diversity and view themselves as valuable resources.

4.8.2 Public servants as valuable resource

Public officials are sometimes regarded as assets in the public sector and this result to feelings of demotivation, ineffectiveness and a lack of commitment. Employees feel entrapped in the public management system if they are not offered the freedom to be strategic thinkers. When employees are not valued and are excluded in the decision making processes they are likely to develop negative feelings and feel unimportant.

According to Tshikwatamba (2004: 596), Human resource management values “*Ubuntu*”, humanity and therefore it views people as its most critical assets in the public sector. The people are a common factor in the success or failure of an organisation, independent of the size or the technology of the organisation. It is therefore vital for organisations to attract, develop, retain and motivate appropriately competent employees. Public organisations must realise that it is only through their employees that they can be able to achieve their goals. It can be concluded that a high QoWL can be linked employees that feel valued to ensure effective and efficient service delivery.

4.8.3 Service delivery

It is the responsibility of universities to provide quality customer service, in this case the customers are the learners, employers and the society at large. Service that is rendered to the customers must be satisfactory for clients to come back again, institutions must offer an effective and efficient service. Delivering excellent service that sustains customer satisfaction requires employees who experience a high QoWL.

Nengwekhulu (2009: 352-353) describes the public service as an administrative vehicle in which the government delivers various services to the public. Furthermore, Universities’ goals are to produce academics and intellectuals, but there is still a

challenge of skills shortage and capacity of the public service to deliver services. It is therefore, critical to identify whether poor performance in public service is attributed to lack of skills to deliver services, this will assist in determining skills deficiency and address them. Organisational performance can be optimised through QoWL initiatives, such as in-service training.

According to Lienberg and Barnes (2004: 8), programmes that can enhance the quality of service in the organisation the academic programmes, service delivery to learners, service delivery to employees in the execution of their task are all factors that contribute to the promotion of customer service and impact on the institution's competitiveness. QoWL practices will enable public officials to enhance service delivery as it is one of the fundamentals of being world class, customer service and organisational culture in the context of higher education environment can assist in developing strategies that can meet the expectations set for higher education institutions.

To Lienberg and Barnes (2004: 7), in academic institutions, quality is not limited to the content of academic programmes, the quality and quantity of the research articles published by the institution but it also encapsulates the level of service that the customer receives. Herselbein, Goldsmith and Beckhard (1996: 35) bring forth customer care and employee satisfaction by conceptualising "service-profit chain": If you want to keep customers happy, you need to ensure that the employees are satisfied and the employment relationship is managed in such a way that is conducive to enhance customer service. When employees enjoy a high QoWL, their job satisfaction will increase and consequently raise service delivery.

Mafunisa and Maserumule (2004: 164) point out that governance was not a public service term by origin but it was traced back from business, having a domain in company law, which is referred to as corporate governance in business terms. Its intention is to ensure that the organisation is strategically organised to render daily operations profitably, otherwise if the governance is not well positioned to the corporate strategy then it is very likely that the organisation will lose profit.

In higher education, learners are not just customers in the equation of customer care or service, but they are also products of the organisation. Higher education institutions have to retain their market share for survival, to ensure their success they must focus on QoWL programmes to increase service delivery.

4.8.4 Accountability of public officials.

In principle, public accountability refers to public officials being responsible for their actions and decisions which have a direct impact on the organisation and the society at large. Public officials are required to be liable as to how public finances have been utilized to the benefit of the society, the resources that are exhausted should be in line with the national objectives. Mafunisa (2003: 11) maintains that the development of adequate accountability exercises includes progressive ways of measuring to what extent public servants are performing their duties. In addition public official must establish clear goals and be accountable to meet those goals, performance management standards must be established to meet service delivery and service delivery is dependent on effective human resource management in the public sector. The public demands for the accountability places an additional workload on public officials and therefore impacts on their QoWL.

Accountability has become the fundamental principle that informs operations in which those who hold and exercise public authority can be held responsible for their actions or lack of. Accountability is based on the control of abuse or misuse of public authority, to provide assurance in respect of the use of public resources on adherence to public service values and to promote learning in pursuit of continuous improvement in public management (Aucoin and Heitzman 2000: 45). The principle of accountability carries four main forms that are, hierarchical, legal, political and professional.

4.8.4.1 Hierarchal accountability

This is based on the conventional public administration system whereby accountability is based on the organisational organogram. Communication and authority lines are based on internal control measures such as superior-sub-ordinate relationships (Kakumba and Fourie 2007: 654). The employer-employee relationship

is an important determinant of QoWL as it affects communication, control at work, decision making and teamwork.

4.8.4.2 Legal accountability

Legal accountability refers to being accountable to an external body such as the department of labour or the auditor general usually through inspections and audits. Performance is measured against legal compliance with a particular act or legislation (Kakumba and Fourie 2007: 654). There are pieces of legislation that were discussed in the previous chapter that support QoWL.

4.8.4.3 Political accountability

The political office bearer has political accountability over the public who voted for them. Members of parliament and councillors have to account to the public they represent for their actions (Napier 2007: 379). These civil servants are held liable by the public if they fail to deliver services that should improve the quality of life.

4.8.4.4 Professional accountability

Under the ambit of professional accountability public servants are expected to use their professional judgement to achieve goals in relation to input and output (Kakumba and Fourie 2007: 656). Public servants are responsible to their clients and for them to maximise their input output, QoWL factors will determine who is accountable, responsible and capable of achieving the set organisational goals.

Accountability has become the foundation of the public sector, it forms the principles that inform operations in which those who hold and exercise public authority can be held answerable for their actions or lack of. Accountability is based on controlling the abuse of public authority or power, provide assurance in respect of the use of public resources and adherence to public value resources and finally promote learning in pursuit of continuous improvement in public management (Aucoin and Heitzman 2000: 45).

4.8.5 Cultivate career development practices

The policy framework governing the public human resources management is very clear in that it states that the public service is accountable for placing the right candidate in the correct post and that person has a career path that supports

competence and commitment. Public servants should be career orientated and they should therefore be provided with opportunities for career growth and advancement as well as personal development. When an organisation lacks career development plans, then employees will look for external development opportunities as this influences their QoWL in terms of career growth, consequently the organisation will not be able to retain its employees.

Proper career planning can lead to higher pay, promotions, and job status, which can be attributed to QoWL, as employees see themselves progressing in the workplace. Employees should be encouraged to have more control over their career development and there should be no bottlenecks for applying for employment in higher levels. Career advancement will be the responsibility of the organisation and employees, who will determine the career path that he/she wants to follow taking into consideration the career aspirations. Multi skilling will result in job enrichment and therefore improved career and performance management whereby good performance will be rewarded and poor performance will be managed.

Senge (1990: 140) states that a manager's primary duties are not limited to planning, organising, leading and controlling but also in creating a favourable environment for employees to lead fulfilling lives at work in addition the employee will utilize the knowledge gained to the employer's advantage to develop their careers. Career development was identified as one of the aspects that impact on job satisfaction and QoWL (Pienaar and Bester 2009)

Career development usually includes a wide range of human resources programmes that aim to assist employees to improve their performance, streamlining career trajectory of employees with the organisational goals. In addition both the employee and the institution stand to benefit from developing and managing careers. It is in the best interest of public institutions to improve employees' QoWL in order to retain qualified, effective and efficient employees.

The institution should promote a favourable environment that encourages career growth through career pathing, succession planning, counselling, or career change. The Public Service Commission (PRC) (2008: 75-77) recommends that career

management in public service should be assessed annually by evaluating the institution's needs in line with specific skills needed. Where there are skills gaps employees should be re-skilled and their competencies utilised to the advantage of the individual and the organisation.

4.8.6 Result orientated managerial responsibilities

Public managers ought to operate efficiently and avoid unnecessary duplication, and make the best use of available resources in a sustainable and affordable way. Sukram and Hoskins (2012: 96) state that employees will only provide good service if they receive good service from their managers, and they need to be valued and their managers. Aspects such as job enrichment, accountability, the nature of the job, decision making are all components of management role that can be utilised to increase QoWL and job satisfaction amongst employees. The employee's performance should be measured based on the work plan, responsibilities, objectives and the time frame. Public managers are required to be results orientated and develop skills of objectives setting and measurement, financial management and over and above this they should be skilled in managing people. Therefore, human resources will not only be responsibility of human resource practitioners but that of line managers as well. Human resource practitioners will still be instrumental in providing professional advice and guidance to ensure that the organisation meets its strategic objectives through competent staff and managers.

In Potgieter and Coetzee's (2010: 1) research that aimed to determine the link between the managerial competencies HODs of a higher education institution in Gauteng, and the level of training required for their competencies. It was discovered that there is a significant gap between managerial competencies of HODs and the level of training required. In addition HODs need to be trained in management competencies to better prepare them for their managerial responsibilities.

The WPTPS of S.A. (1995: 48-63) management is responsible for creating a strategic framework and therefore it is crucial to empower and motivate managers at all levels to be leaders, decision makers, communicators who are able to proactively respond to the challenges of change, instead of being administrators of rigid rules. The ability of managers and employees alike to voice out their opinions and make

changes in their area of work influences their QoWL, and this is encapsulated under the control at work dimension of QoWL.

Performance management forms an integral part of human resource management and development according to the WPHRMPS (S.A. 1997: 42) in the South African public service. Cameron (2009: 910) states that performance management is a critical part of the South African public service transformation, it has however been “erratically and inconsistently applied”. The WPHRMPS (S.A. 1997: 42) in the public service states that the success of public organisations in delivering its operational and developmental objectives is dependent on the effectiveness and efficiency with which employees perform their functions, therefore employees’ QoWL and performance cannot be separated.

Mphehle (2012: 17), states that the public sector’s purpose is not to make profit on services rendered unlike the private sector, but the similarity lies with the management of human resources that have to interact with customers daily to deliver services. It is for this reason that institutions should have good recruitment and retention strategies in place to ensure that the officials employed in management positions offer high performance because they play a critical role in realising the goals of the organisation. According to Manyaka and Sebola (2012: 299), management of employees’ performance is legislated and therefore public organisations are given a mandate to manage and streamline the performance of their employees. Furthermore performance management has been introduced primarily to ensure that there is continuous improvement of employees’ performance in public service. Performance is dependent on employees, and therefore to improve performance employees’ QoWL must be improved.

4.8.7 South African case study

Although teaching and research demands cut across in all other countries, the South African context is compounded by democratic transformation and mergers of higher education institutions. A study that was conducted by Schultz (2010: 1) at a merged higher education institution that aimed to determine the human resource competencies and to establish the satisfaction of academics, administrative staff and management regarding human resource competencies. It was discovered that

business knowledge and human resource practices, personal skills and management skills are critical human resource competencies in the higher learning environment. In addition employees were not satisfied with Human Resource (HR) competencies and this required urgent attention to close down the identified gaps. HR departments must develop operational plans that are streamlined with the organisations strategic plan to gain advantage over their competitors.

To cite a case study by Mammen (2006: 466) on higher education academics satisfaction with their terms of conditions of service and job satisfaction at historically disadvantaged institutions (HDI) in S.A., it was found that when academics are not happy with their conditions of service and job satisfaction, they are more likely to move away from the institution if they cannot see any attempts to rectify the situation. The author witnessed his colleagues leaving the institution and was convinced that high quality academics with low satisfaction with their conditions of service or job satisfaction were being hired by potential employers, leaving behind the less qualified and experienced.

A research study by Dockel, Basson and Coetzee (2006: 20) investigated retention aspects that enhance organisational commitment of high technology employees in a telecommunication organisation in Gauteng, South Africa. The most pertinent issues that affected these employees were compensation, job characteristics, supervisor support and work life policies. In a study by Johnsrud, Heck and Rosser (2000) (as cited in Johnsrud 2002: 391) that analysed the intentions of the middle level university administrative staff to leave revealed that their intentions to leave were similar to those of faculty members, morale was the common denominator that had a significant impact on both groups' intention to leave. The intention to leave is not kept in isolation by the individual employees, but it is shared amongst other employees as it has an impact on administrative staff QoWL.

A study by Field and Buitendach (2011: 1) in a tertiary institution in KwaZulu-Natal (KZN) that attempted to evaluate the link between, happiness, work engagement and organisational commitment of support staff revealed a significant positive relationship between wellbeing and organisational commitment. It is therefore critical for

institutions of higher learning to take into consideration the level of happiness of their employees to address the issue of retention. A study by Rothman and Viljoen (2009: 67) that aimed to investigate the relationship between the perceived organisational stressors, the levels of commitment and ill health of staff in a South African university of technology, revealed that job security and job control were the greatest stressors in the institution. From the same study, the findings showed that a number of work related stress factors correlate with the employee's psychological ill health and organisational commitment. Moreover, the research indicated that the employee's experience of a particular occupational stressor resulted in lower levels of organisational and individual commitment and also higher levels of physical and psychological ill health.

With reference to the aforementioned findings, academic staff in institutions of higher learning in South Africa are more likely to develop burnout and ultimately ill health. With regard to stress at work, a study by Rothmann, Jackson and Kruger (2003: 58) in a local government municipality in South Africa revealed that, the main contributing stress factors linked to job demands were lack of organisational support, insufficient personnel to handle assignments, insufficient resources, performing duties that are not in the job description and performing other people's tasks. The authors add that stressful job demands are related to the lack of organisational support which includes inadequate salary, lack of opportunity for growth, lack of motivation by employees and colleagues not performing their duties. The findings further suggest that the effect of exhaustion on professional efficacy is mediated by cynicism, whereas the effect of job stress on professional efficacy is mediated by a sense of coherence (Rothman et al. 2003: 52).

It can be argued that the experience of the employee with work related stress factors can possibly erode how employees relate and associate themselves with the organisation and its priorities as well as the desire to participate in organisational activities and decision making (Chow 1994; Robbins 1998 as cited in Viljoen and Rothmann 2009: 75).

Analysing the aforementioned literature in the South African context, it affirms that university employees operate under stressful conditions that affect their QoWL. This

has significant implications as it negatively affects the commitment of employees to the organisation.

4.9 Conclusion

Taking into consideration the literature reviewed, employees' in institutions of higher education in South Africa are more susceptible to develop stress because of the unique South African QoWL factors such as drastic transformation in higher education. Considering the South African employment equity, which focuses on transformation affects the QoWL of employees. The main challenge for the new political dispensation government is to ensure that public service reaches the citizens and public human resource upholds the culture of performance and accountability.

For public servants to achieve a high level of service delivery and ensure that their duties are properly discharged, it is of pivotal importance that they enjoy a high quality of work life and this will in turn enable them to cope with the workplace challenges that they will face. To assist public human resources to cope with the changing public services, remedial activities need to be taken to improve QoWL in the public sector. The Human Resource Management in the Public Service should incorporate QoWL programme, this will encourage an interactive approach to managing public human resources. The following chapter will focus on the research findings, data analysis and discussion of the results in line with the research objectives.

CHAPTER FIVE

RESEARCH METHODOLOGY

5.1 Introduction

This chapter focuses the research design, which involves research strategies, sampling methods, data collection and analysis. For the purpose of this study, a descriptive exploratory approach was utilised to understand factors that impact on the quality of work life (QoWL) of employees at University "A" in order for the researcher to comprehend how it affects the institution. The questionnaire was discussed in terms of its design, reliability and validity.

5.2 Study area

The purpose of the study is to investigate the factors impacting on the quality of work life (QoWL) of employees at the University "A". The research project also intended to understand the factors that affect the QoWL of employees at University "A" with the aim of improving performance and working conditions of those employees. It is envisaged that the results will provide valuable feedback to enhance the workplace environment where employees feel that they are valued, and also assist in mapping out a retention strategy for the institution.

5.3 Research design

The study type that was adopted to achieve the objectives of the study was a case study method and it employed both qualitative and quantitative approaches. A probability sampling technique in a form of stratified random sampling was utilised to draw the sample of 160 from a total population of 550 employees at the University "A". This is an ideal type because the probability of selecting the sample from one group of employees is zero and all the groups are proportionally represented. This type of sampling technique requires small numbers to get valid results (Welman, Kruger and Mitchell, 2005: 62). Data was collected through a structured questionnaire to the sampled population, observations as well as semi-structured interviews were conducted personally with senior management. The nominal scale was used for the biographical profiles, whilst, the Likert scale was used with a scale of 1-5 for all the dimensions of QoWL. The tool that that was utilised was a questionnaire adopted from the 23-item Work Related Quality of Life (WRQoL) scale developed by Van Laar, Edwards and Easton (2007) to measure six factors of

QoWL. All responses in the six sub-scales were recorded on a five point Likert-type scale (1= strongly disagree to 5= strongly agree) (Edwards *et al.* 2009: 209).

5.4 The research instrument

The tool that was used was a questionnaire adopted from the 23-item WRQoL scale developed by Van Laar *et al.* (2007) to measure six factors of QoWL. The questionnaire was chosen because it was less costly and less complex. All responses in the six sub-scales were recorded on a five point Likert-type scale (1= strongly disagree to 5= strongly agree). The questionnaire had open-ended and closed-ended questions to assess the level of QoWL within University "A". The WRQoL questionnaire addressed a wide range of factors that are work and non-work related. The WRQoL scale that was developed by Van Laar *et al.* (2007) was utilised in this study to measure the dimensions of the WRQoL questionnaire which include:

- Job and career satisfaction;
- General wellbeing;
- Home-work interface;
- Stress at work;
- Control at work and
- Working conditions

The closed-ended and open ended questions measured the abovementioned dimensions. The measuring tool is not industry specific and can be used in other sectors as well. The measuring instrument is compact but still covers factors that influence the QoWL. The benefits that are associated with the utilization of this instrument include, reducing the time required to complete the survey. Moreover, the concise and compact nature of the tool makes it more likely to contain fewer missing responses and therefore increases the response rate because it is convenient and easy to implement (Edwards, Van Laar and Easton 2009: 209). The tool assisted in being more specific as to where interventions should be made, for example if high stress levels are associated with a poor working environment then the institution will look at more intense health and safety control measures . The sub-scales reliabilities for each of the six WRQoL indicate that the six WRQoL sub-scales all have a good internal consistency (Edwards *et al.* 2009: 212).

Kaushik and Tonk (2008 as cited in Van der Berg and Martins 2013) have a different view that QoWL is also determined by the interplay of personal (subjective) and situational (objective) factors of rewards, the work experience and environment. Satisfaction is therefore viewed as a determining psychological factor of QoWL resulting from the difference between the situation that a person finds himself in, compared to where he wishes to be in. The perceptions held by participants are completely subjective and may misinterpret actual conditions of the situation.

Trist and Wesley (2001) as cited in Martel and Dupuis (2006: 342) have argued that the most reliable aspects of determining the impact of QoWL are objective measurements like productivity, absenteeism and staff turnover. This view is supported by studies that uncovered that QoWL is associated with organizational commitment, autonomy, education, reduced work stress, fairness and years of work experience.

Sashkin and Lengermann (1984) as cited in Saklani (2004:112) have a view that QoWL can be assessed with the assistance of scales that include items based on QoWL, conditions which are made up of a set of indicators that reflect the current status of working conditions and management policies and practices. This method allows for the drafting of QoWL statements in a way that is descriptive of empirical realities evoking recall and leaving little room for the influence of opinions and affective reaction. Different groups of people from different backgrounds will view QoWL in different context, depending on their experience and perceptions.

5.4.1 Other methods of determining the quality of work life

Other methods employed to determine the QoWL are gap analysis tools which benefit some studies. The basis of quality perceptions arises from where customers compare their expectations as a point of reference against which quality can be measured. Service quality (SERVQUAL) is an instrument that measures the gap between the customer's expectations and perception of service (Parasuraman, Zeithaml and Berry 1988). This method asks the respondents to respond twice to the same question, the first time is with regard to their quality expectation and secondly about their experience. Items in the tool range on a 7 point Likert scale from strongly disagree to strongly agree. The outcomes of the gaps between expectation and

perception range from -6 to +6, the range of scores representing the difference between the highest expectation and the lowest perception. The significant assumption is that the smaller the gap, the higher the quality of service (Kandasamy and Sreekumar 2009: 29).

The Work Life quality (WRKLFQUAL) model was adopted from the SERVQUAL model. By modifying the SERVQUAL to suit the work life situation as a service rendered by the institution to the staff, an operational model called WRKLFQUAL was conceptualized. The WRKLFQUAL model assesses the gap between expectation and perception of various QoWL factors. Like the SERVQUAL, in the WRKLFQUAL model the respondents are required to indicate their level of expectation on each item of the QoWL dimension on a scale of 1 (very low expectation) to 5 (very high expectation). The second part of the questionnaire indicates the respondent's perception of the QoWL on a scale of 1 (highly dissatisfied) to 5 (highly satisfied). The quality of a particular work life factor (QDi) depends on the difference between perception (P_{ij}) and expectation (E_{ij}) scores. This type of tool is more suited for the service industry since it was adopted from measuring service quality (Kandasamy and Sreekumar 2009: 63).

5.5 Mixed methods

Qualitative research assists in understanding and interpreting correlations. It is advisable to use quantitative analysis to make findings to be relevant for future research. The research question may be less focussed on some individual behaviour than on the behaviours of larger populations where quantitative research is utilised. Qualitative research can then be added to explain the results and search for particular reasons (Fischl, Breitenmoser and Füllemann 2011). Findings from qualitative interviews can assist in identifying previously unrelated data in quantitative research as well as explaining variables. Qualitative research can also assist to validate the quantitative research findings; therefore the two methods compensate each other. The integration of qualitative and quantitative research methods has gained popularity, because research methodology has evolved and mixed methods is another progressive step of using the strength of both qualitative and quantitative methods (Creswell 2009: 203).

In mixed methods research, quantitative method is used to describe the investigated phenomena and elaborate on a macro-level, whereas qualitative research provides the necessary information to fully explain arguments (Kelle 2006: 309-310). All methodologies have their particular weaknesses and strengths, and therefore by combining the qualitative and quantitative methods in this study, it compensates for their limitations (Johnson and Turner 2003: 299). By combining both qualitative and quantitative research, a comprehensive understanding of the complex research problem is provided, whereas one method would prove to be inadequate to address the problem (Creswell 2009: 203). The use of qualitative and quantitative research methods made the research findings to be more valid.

5.6 Case study

A case study method may be employed to test a theory by following a falsification rather than verification logic. Case studies can also be used to exemplify didactical purposes and for strengthening a validated theory in an attempt to further test the theory. Case studies are used in research if the knowledge gained is going to be utilised to solve the investigated problem (Daniel 2007: 301).

According to O'Leary (2004: 116), the advantage and disadvantages of case studies include:

- Case studies focus research efforts on one location, and therefore offer one set of parameters for the study.
- By focussing on one site this can decrease travel, offer easy access and make the case study more feasible.
- The case study was employed to describe and gain an in-depth understanding of the factors that impact on the QoWL at University "A".
- Strategically case studies build strong relationships with respondents through the development of trust and rapport.

The case study method was utilised in this research in order to intensively analyse the study group in the University "A" in real life context in relation to QoWL and to understand the causal factors.

Disadvantages of case studies

- The researcher can be biased if involved emotionally with the research participants.
- There are high and difficult demands to obtain permission to collect data, such as meeting institutional research ethics committee demands.

5.7 The study population

The research question is always associated with a particular group of the sampling unit. This particular group that is composed of all the sampling units that are linked to the research question which is the total number of eligible subjects which qualify to be included in the study is called the study population (Maree 2007:147). The study population was full time, permanent employees at University "A".

5.8 Sampling

In a research investigation since there could be a couple of hundred of research elements, it would be cumbersome to collect data from all the research elements and costly. Studying a representative sample instead of the whole population saved time, money and effort (Cavana, Delahaye and Sekaran 2001: 254). The population is the entire university community which was divided into 3 strata which are as follows: academic (n=179), academic support (n=52) and administrative staff (n=298).

Academic staff consisted of lectures and senior lectures, administrative staff was made up of employees from departments such as finance, student affairs, marketing, human resources and maintenance and academic support consisted of librarians and laboratory technicians. A stratified random sampling was obtained by taking a 30% sample from each stratum of the entire population. This ensured that the entire population is sampled. In this research study the probability sampling method was used.

5.8.1 Stratified random sampling

In probability sampling, a random procedure is used to give elements a known likelihood of being selected (Hair, Money, Samouel and Page 2007: 175). The probability sampling method that was utilised was stratified random sampling. The

population was divided into 3 strata: academic, academic support and administrative staff. Sample subjects were drawn randomly from each stratum proportionally according to the sample ratio to ensure that each stratum is well represented in the sample. This is an ideal type because the probability of selecting the sample from one group of employees is zero and all the groups are represented. This type of sampling technique requires small numbers to get valid results (Welman, Kruger and Mitchell 2005: 62).

5.9 Sample size

When determining the sample size, issues such as time and cost effectiveness must be taken into consideration by the researcher. There are 3 factors that predominantly determine sample size (Maree 2007:177).

- A type of statistical analysis.
- Accuracy of results.
- Characteristics of the population.

The more homogeneous the sample the lesser the sample size required because the study units will not vary significantly in relation to the variables of interest to the study. The more complex the method of statistical analysis the bigger the sample size required. The degree of accuracy of the findings is directly proportional to the sample size (Maree 2007: 178-179). The sample size that will be drawn from each stratum was as follows:

Job types	Population size	Sampling size
Academic	179	55
Academic support	52	15
Administrative staff	298	90

5.10 Recruitment

The subjects were recruited by sending a letter that explained the purpose of the research. Each participant was offered sufficient time to read the letter and was given the opportunity to clarify any questions. The participants signed the information and consent letter only after they understood what the research entailed. The

inclusion criteria were full time, permanent employees at the University “A” and the exclusion criteria were part-time employees and subcontractors at University “A”.

5.11 Pre test

The research questionnaire was “test driven” by piloting it to a limited number of participants who fit the inclusion criteria, but were not within the same stratified random sample selected to check for any flaws, reliability and validity (Welman *et al.*, 2005: 148). It was used to identify if the participants understood what the question requires, and to assess how the participants interpret and respond to the questions. Some of the questions were not clear and the respondents did not fully understand how to respond to the question and other questions were a repetition of others. These questions were clarified and made to be more understandable and repetitive questions were rectified.

5.12 Primary and secondary data

Data already collected for some other purpose is called secondary data (Sounders, Lewis and Thornhill 2007: 246). Secondary data sources that were utilised included records from the Higher Education, journal articles, documents from the University “A”. This secondary data was used in conjunction with other data sources such as questionnaires and observations. New data that is collected particularly for the current research purposes is called primary data. The primary data methods that were employed to achieve the objectives of this research were a questionnaire with open ended and close ended questions, observations and interviews. Secondary data was compared and reviewed with the primary data collected to evaluate the research findings.

5.13 Quantitative data collection

Quantitative research measures objective data that are made up of numbers (Welman *et al.* 2005: 8). All the responses in the six sub-scales were recorded on a five –point Likert-type scale (1= strongly disagree to 5= strongly agree). The close-ended questions were in a form of multiple choice and the respondent was asked to choose the relevant option. The weakness of quantitative research is that, it may overlook critical factors that explain important realities, complexities and phenomena,

which can be achieved by qualitative research (Peters, Abu-Saad, Vydelingum and Murphy 2002: 1053).

5.13.1 Close-ended questions

Close ended questions compel the respondents to select from a range of pre-set questions that were coded (O'Leary 2004: 159). The advantages and disadvantages of using closed-ended questions include the following (Terre Blanche, Durrheim and Painter (2006: 132) and Kumar (2005: 135) :

Advantages of close-ended questions

- Quantitative research can inform us about people's perception and one of the main reasons of using quantitative data is that it allows us to make statistical comparisons of different situations.
- Since responses in quantitative research have already been classified, it assists the researcher in obtaining the intended information.
- The classified data also make it easy to analyse.

Disadvantages of close-ended questions:

- One of the major weaknesses of close-ended questions is that it lacks depth and variety.
- It is simple to respond to, and therefore some respondents may respond to a question without really applying their minds to it.
- It lacks information on the context of the situation, where the phenomenon under research actually happens.
- The lack of control over the environment where the participants respond to the questionnaire.
- Constricting the research findings to only those mentioned in the research proposal because of the structured and close-ended questions.

5.14 Qualitative data collection

Public administration research realizes how critical context is, and qualitative research approaches contribute perspective and insight information on context that

quantitative research cannot offer. Qualitative research approaches also provide a way of closing the gap and encouraging the possibility that public administration research will address the research question in a relevant way, (Luton 2010: 10-13).

Peters, Abu-Saad, Vydellingum and Murphy (2002: 1053) allude that the advantages of the qualitative research method are that the subjects are being researched in their natural setting which assists in gaining a better comprehension of the participant's environment. Furthermore, this method takes into consideration the perspective of the participants and it is more flexible, and presents more realistic information, views and attitudes that cannot be gained by quantitative methods.

The qualitative data was collected by unstructured questions formulated around open questions that were presented to the participants, which in this case was senior management. Data was collected from October 2012 to February 2013, and this included questionnaire administration of about 25 minutes with the respondent (Appendix A). Data was also collected through participant observation and the researcher recorded the observations in a diary. Triangulation data was collected from more than one source such as closed-ended and open-ended questions and observation. Qualitative data gathering offered the respondents the option to express themselves without any constraints, which led to more variety of data. Consequently, some respondents may be unable to express themselves and information may be lost (Kumar 2005: 135). The questionnaires were distributed to the work areas of respondents, this assisted in covering a high number of respondents and offered the convenience of completing the questionnaire in their own time. The questionnaire was collected in a box to ensure anonymity and confidentiality.

Administering the questionnaire allowed the researcher the opportunity to reply to any questions or concerns that were raised by the respondents. The main limitation was that the researcher had to be careful not to influence the participant's responses by expressing verbal or non-verbal communication or signalling approval or non-approval.

5.14.1 Advantages and disadvantages of open-ended questions

The other method that was utilised was presenting participants with open-ended questions. These types of questions require the respondent to formulate responses in their own words (O'Leary 2004: 159). Respondents expressed themselves freely and provided their perceptions and opinions, even though they were restricted by the space allocated. The advantages and disadvantages of open ended questions according to Creswell (2009: 175) are as follows:

Advantages

- Open-ended questions provide an environment whereby the participants can express themselves freely without limitations by the researcher.
- Multiple source of data such as observation and interviews may be used as opposed to depending on a single data source and data is gathered by communicating directly with the participant and observing behave within their context.

Disadvantages

- Information may be lost because the respondents cannot express themselves,
- The researcher is more likely to be biased in open ended questions.
- Data collected can only be analysed qualitatively.

5.14.2 Observation

Observation is a method of research in which the investigator observes the study participants with the aim of understanding their behaviour and culture. The researcher is not allowed to communicate with the participants during the research, because it may interfere with the normal work arrangements of the employees (Jandagh and Matin 2010: 61). The researcher recorded information relating to research observation in a field diary, to keep a record of the participant's verbal and nonverbal expressions and feelings. O'Leary (2004: 174-175) outlined the observation process on how to access the participants as follows:

- Observe, and use all the senses to collect data. The researcher must listen, gain trust and establish rapport with the participants.
- Record and review, by recording observations in a diary as they unfold. They must be recorded systematically to make it easy to analyse.

- The observed data must be reviewed and any challenges that were encountered must be noted. The recorded data should be triangulated with other data types.
- Based on the reviewed data and the quality of data collected, the data should be refined to the satisfaction of the researcher.
- Analysis, which includes exploring words and non-verbal forms of expressions to analyse data.

Advantages of observation includes, information gained through observation is more reliable and free from respondent bias (Cavana, Delahaye and Sekaran 2001: 261).

Disadvantages of observation include a very slow method of collecting data and information gained is more likely to be prone to observation bias (Cavana, Delahaye and Sekaran 2001: 260).

5.14.3 Interviews

Firstly, the researcher set up an appointment with the senior managers at their offices. The researcher then established a rapport by introduction and expressing appreciation to the manager for making the time. The researcher introduced the purpose of the study and also the importance of the involvement of senior management. The informed consent was explained and confidentiality and anonymity assured before the interview commenced. The senior manager was then asked open-ended questions to respond to. The researcher took down notes during the interview. According to Kumar (2005: 131) the advantages of the interview include: Data collected can be supplemented with information gained from the observations. It is a more relevant for studying complex situations because the interviewer has the opportunity of clarifying any unclear questions. It is a preferred method if the research aims to gain in-depth information about the phenomena. The interview can be used widely with any type of participants such as the illiterate and the very old.

Disadvantages of the interview as Kumar (2005: 131) state are as follows; It can be time consuming and expensive particularly if respondents are dispersed over a large

area, but it is ideal if respondents are situated on one site such a university. The quality of the information gathered is dependent on the level of the interaction between the interviewee and the interviewer.

5.15 Triangulation

Triangulation refers to an approach whereby more than one research method or data collection technique is used to provide confirmation and completeness of data. Triangulation is not merely integrating different types of data, but it also tries to interrelate the two types of data so as to leave the validity of each type of information intact. The use of triangulation provided the researcher with a more holistic and contextual picture and uncovered the various dimensions of the phenomena under study. With the use of triangulation, bias can be limited and validity encouraged (Perone and Tucker 2003: 2). According to Linlof and Taylor (2011: 275), triangulation is a reliable validation method, if it is accepted that its principle of multiple sources, techniques can reach a consensus on a single version of reality.

Triangulation was ensured by compensating the quantitative data in the form of structured questionnaires by qualitative methods such as interviews and observations as these can give rich and insight information about QoWL. The researcher employed these various data collection methodologies to triangulate and gain a better understanding of the phenomena under investigation.

5.16 Reliability

Gottschalk (1995) (as cited by Jandagh and Matin 2010: 66) outlines three factors that can affect the reliability of data analysis:

- Stability refers to the consistency of coding the same data in the same way over a period of time.
- Reproducibility refers to the tendency for a group of coders classifies categories membership in the same way.
- Accuracy or the extent to which classified text corresponds statistically to a norm or standard.

The reliability of the data was determined by the test-retest method that assessed the consistency of the questionnaire undertaken with respondents who were not part of the sample population (Golafshani 2003: 598-599).

5.17 Validity

The research questionnaire was “test driven” by piloting it to a limited number of respondents who were not part of the sample population to check for any flaws, reliability and validity. It was used to identify if the participants understood what the question required, also to assess how the participants interpreted and responded to the questions. The questionnaire was validated by using triangulation to improve the evaluation of the research findings and data was also validated by analysing similar studies by other researchers (Golafshani 2003:600-603).

5.18 Administration of questionnaire

Each participant was offered sufficient time to read the letter and be given the opportunity to clarify any questions. The respondents were offered questionnaires and the researcher declared that the responses are confidential. The purpose of the questionnaire was communicated to the respondents. All complete questionnaires were collected in a box.

5.19 Data analysis

Data was analysed by using Statistical Packages for Social Scientists (SPSS) version 20 and the Cronbach's coefficient alpha was utilised to test the reliability of the questionnaire. The questionnaire was validated by using triangulation to improve the evaluation of the research findings (Golafshani 2003: 603). The independence of the variables was determined by Chi-square tests (χ^2) to observe the degree of the frequency of data (Terre Blanche, Durhheim and Painter 2006: 207). Descriptive statistic such as bivariate analysis and correlations were used to describe patterns and trends in the data set (Welman, Kruger and Mitchell 2005: 231). Inferential statistics in the form of the *t*-test were utilised to test the research hypothesis. Analysis of variance (ANOVA) was used to test for significant differences between two means. Qualitative data was analysed with the assistance of a computer programme, N-Vivo (Welman, Kruger and Mitchell 2005: 224). N-Vivo allowed the researcher to organise and clarify high amounts of data to assess the correlation that

may exist. Furthermore, the computer programme offered the researcher the option to explore correlations more easily. However, it is ultimately the researcher had the responsibility of interpreting and analysing the data in a meaningful manner.

5.19.1 Cross tabulation

This is the frequency distribution of responses on two or more sets of variables or the subcategories of both variables are analysed in relation to each other to ascertain if a relationship exists between them. For example, a cross tabulation may compare how control at work differs from academic versus academic support staff.

5.19.2 Analysis of variance (ANOVA)

ANOVA is utilised to evaluate the statistical difference between the means of two or more groups. The weakness of ANOVA test is that it only enables the researcher to conclude that there are statistical differences between the group means, but it fails to pinpoint where the differences are (Hair, Money, Samouel and Page 2007: 343-344).

5.19.3 Parametric statistics

Parametric statistics are based on the assumption that the population sample follows a normal distribution and information is collected on an interval ratio scale (Cavana, Delahaye and Sekaran 2001: 402).

5.19.4 Non-parametric statistics

Non-parametric statistics are used when the distribution of the population sample is not normal, or it is skewed. They are used when data is collected on a nominal or ordinal scale (Cavana, Delahaye and Sekaran 2001: 402).

5.19.5 Descriptive statistics

Descriptive statistics refer to the basic summary and description of the data. Descriptive statistics simply describe what the data highlights in a more manageable form. Inferential statistics are used to make conclusions about the probability that the observed differences between groups are dependent on some factors or it just occurred by chance (Trochim 2006).

5.19.6 Inferential statistics

Inferential statistics are utilised to make conclusions about the population, based on the information collected from the sample (Terre Blanche, Durhheim and Painter 2006: 208). Inferential statistics are used for two main purposes, to test the population parameter and to test hypothesis. Inferential statistics offer the researcher the authority to draw the boundaries to quantify approximate scores. Inferential statistics are used to test hypothesis, which is an informed assumption, about the difference between two variables (Terre Blanche, Durhheim and Painter 2006: 209).

5.19.7 T-test

The T-test is used to determine if the observed difference in averages of the two groups is large enough to be associated with a change in a variable or if it transpired by chance (Welman, Kruger and Mitchell 2005: 237).

5.19.8 Chi-Square (χ^2) analysis

Chi-Square (χ^2) analysis is generally employed when the data can be separated into various categories. Chi-Square analysis was used to make inferences between categories such as academic and academic support to determine which staff prefer a certain variable (Welman, Kruger and Mitchell 2005: 237). The Chi-square test was used to determine if any of the responses was significantly selected more frequently than other responses and to test the association between the type of employee category and their response to each question.

5.19.9 Measures of central tendency

Measures of central tendency are the approximate central score in a distributed data set. They are used as a single value that is more representative of the data collected for a variable. There are three measures of central tendency, namely mean, median and mode (Welman *et al.* 2005: 229-230).

5.19.9.1 Mean

The mean is the arithmetic average score of a set of data, it is obtained by adding all the scores and dividing by the total sum.

5.19.9.2 Median

The median is the most central value in a data set if arranged from the lowest to the highest.

5.19.9.3 Mode

This is the most commonly occurring value in a distribution data set.

5.19.20 Measures of variance

Measures of variance indicate the degree to which values differ from the measures of central tendency. There are two common measures of variance, which are the range and the variance.

5.19.20.1 Range

The range is the difference between the highest and the lowest score on a variable.

5.19.20.2 Variance

The variance is an approximate measure of the average distance of each value from the mean (Terre Blanche, Durheim and Painter 2006: 198).

5.20 Hypothesis testing

Another technique of inferring from a sample population is hypothesis testing. It initially begins with the researcher, having a certain assumption or beliefs about the constructs of some of the study variables in the population. These assumptions are then tested for their credibility in relation to the information gathered from the sample e.g. Hypothesis about a relationship between two variables. For every hypothesis there is a null hypothesis (Maree 2007: 203).

5.21 Ethical considerations

The researcher ensured that the information provided by the respondents is kept strictly anonymous and confidential. It is unethical to identify individual respondents and therefore the researcher must ensure that after the data has been gathered, the source must not be known (Kumar 2005: 214). Both the researcher and the supervisors ensured that confidentiality was maintained throughout the research process.

5.22 Ethical clearance Institutional Research Ethics Committee (IREC)

Full ethical clearance was sought and granted by the Institutional Research Ethics Committee. All ethical matters were identified and addressed effectively before any data collection commenced. The study proposal was scrutinized by the Durban University of Technology IREC to guarantee that the research study is conducted in an ethical manner.

5.23 Informed consent

A consent form is a key factor in achieving and satisfying ethical requirements. It is unethical to collect data without the knowledge of the subjects and their willingness and informed consent (Kumar 2005: 212). The participants of the study must be informed of the key issues in a way that is understandable to them, and the participants should not be under the impression that they are compelled to participate and they should not be deceived into doing so. The consent letters were also translated into Zulu, to offer the participants the opportunity to make a decision to participate in the study in a language that they understand. The consent to participate clearly outlined the aims of the study and what the collected data will be used for. The participants were offered sufficient time to read the informed consent and to make an informed decision to participate in the study.

3.24 Consent to conduct research at the University “A”

An application to conduct the research at University “A” was submitted and the research was presented to the University ethics committee which was the case study. Furthermore, the research proposal was submitted to the University’s Ethics Committee where the researcher is registered and it was approved.

5.25 Anonymity

Anonymity is deeper than confidentiality in that it refers to safeguarding the respondent’s identification from even the researcher. Information or data that is gathered anonymously cannot be traced back to a particular respondent (O’ Leary 2004: 54). The research respondents remained unidentifiable and nameless during the research process. Moreover, the researcher employed pseudonyms or codes to avoid the research respondents from being identified (Henn, Weistein and Foard 2009: 94-95).

5.26 Confidentiality

The study participants were assured of the confidentiality of their responses to the questionnaire. Numbers were used to identify the questionnaires and not indemnifying information such as names. Only the researcher and the supervisors had access to the questionnaires. Confidentiality of the study participants was maintained throughout the research process, even the name of the University was not disclosed.

5.27 Data presentation

Statistical data does not only need to be analysed, but also presented in a clear and easily understood manner. The data was presented in graphs, bar charts and tables for cross tabulations (Kumar 2005: 253).

5.27.1 The graph

The main aim of the graph is to present data in a way that is easy to understand and interpret and attractive to look at. A graphical presentation is made up of two axis, a horizontal (x) axis and a vertical (y) axis. The graph was drawn to the appropriate scale.

5.27.2 The histogram

The histogram is constructed from a number of rectangles next to each other without any space in between. The height of the rectangles is proportional to the frequencies they represent (Kumar 2005: 254).

5.27.3 Bar chart

A bar chart is similar to the histogram, but there are spaces between rectangles to indicate that the data is categorical. The bar diagram are used for variables on nominal or ordinal scales and it is displayed on the y and x axis.

5.28 Dissemination of the data

A copy of the dissertation will be made available at the Durban University of Technology libraries. The research will also be published in a relevant national journal.

5.29 Data types

Data was obtained from various sources and it is captured on different scales. There are four types of such scales, namely nominal and ordinal (Maree 2007: 147).

5.29.1 Nominal scale

In this type of scale the scores are differentiated from each other by different names e.g. gender male or female (Maree 2007: 148).

5.29.2 Ordinal scale

Basically similar to nominal scale, but the categories are arranged in a meaningful pattern. Ordinal scales include numeric data that has been grouped into classes .e.g. levels of agreement with a question, agree, strongly disagree (Maree 2007: 148).

5.30 Likert scale

The data scale that was utilized for quantitative data is the Likert scale. It is an ordinal scale that included numeric data that has been grouped into classes. Furthermore, the Likert scale is very convenient if one wants to measure a construct e.g. level of agreement with a question, agree, and strongly agree (Maree 2007: 177).

5.31 Conclusion

The chapter demonstrated how data was processed from the time it was collected, coded, analysed and displayed. A comprehensive rationale of the use of mixed methods of qualitative and quantitative research was made. The chapter provided a detailed account of the research analysis and presentation methods. The following chapter will focus on recommendations and interventions on how to improve the QoWL of employees at University "A".

CHAPTER 6

RESEARCH FINDINGS, DATA ANALYSIS AND INTERPRETATION

6.1 Introduction

This chapter discusses the research findings from the quality of work life (QoWL) research study that was conducted at University “A”. The data collected from the quantitative responses was analysed with SPSS version 20.0 and N-VIVO version N10 for qualitative data. The results presented the descriptive statistics in the form of graphs, cross tabulations and other figures. Inferential techniques included the use of chi square test values and Spearman correlation, interpreted using p – values and correlation coefficients respectively.

The demographic data were collected to assess the variation in the distribution of respondents by their age, gender, ethnic group, education qualifications, length of service, job, type and job level. The second section discussed the quantitative data from the questionnaire survey, while the third section discussed the open ended questionnaires in the form of interviews. In the fourth section data obtained through observations are analysed.

6.2 Reliability statistics

The two most important aspects of precision are reliability and validity. Reliability is computed by taking several measurements on the same subjects. A reliability coefficient of 0.70 or higher is considered as “acceptable”. The table below reflects the Cronbach’s alpha score for all the items that constituted the various sections of the questionnaire.

Table 6.1: Cronbach's Alpha scores

Section	Cronbach's Alpha
Job Satisfaction	.896
General Wellbeing	.772
Control at Work	.795
Home Work Interface	.581
Stress at Work	.587
Working conditions	.757
Overall	.898

The overall reliability score (0.898) is greater than the suggested value (of 0.70). This indicates a high degree of acceptable, consistent scoring for the different categories of the ordinal variables for this research. All of the categories have high acceptable values, except Home Work Interface (.581) and Stress at Work (.587) which have values approximating 0.6. This was mainly due to the structure of the questions that comprised these sections in terms of their direction or alignment.

6.3 Validity

The research questionnaire was piloted to a limited number of 15 participants with the respondents who were not part of the sample population to check for any flaws, reliability and validity. It was used to identify if the participants comprehended what the question required, also to assess how the participants interpreted and responded to the questions. There were some duplicate questions that were rectified.

6.4 Data presentation and discussion

The Figures and Tables below indicate the scoring patterns of the respondents for the variables that constitute the different categories. This section investigates responses of the opinion of the respondents on the quantitative questionnaire.

6.4.1 Biographical data

Basic demographic data were collected to assess the variation in the distribution of respondents by their age, gender, race, length of service, education level job type and current job level.

6.4.2 Table 6.2 illustrates the biographical data of the sample

The biographical data assisted in understanding how it relates to QoWL. This set of data was assessed if it had any influence on the research findings. Factors that impact on the quality of work life: A case study of a University “A”. Of the 142 respondents 55.8% were administrative, 21.8% academic support and 25.4% were academic.

Table 6.2: Composition of the sample

Variable	Frequency	Percent
Age		
20-25	6	4.2
26-34	50	35.2
35-44	34	23.9
45-54	27	19.0
55-64	24	16.9
65+	1	0.9
Total	142	100
Gender		
Male	61	43
Female	81	57
Total	142	100
Ethnic group		
Black	121	85.2
Coloured	2	1.4
White	8	5.6
Indian	11	7.7
Total	142	100
Highest educational qualification		
Below matric	12	8.5
Matric	6	4.2
Trade certificate	7	4.9
Advanced diploma	28	19.7
Degree	37	26.1

Postgraduate	52	36.6
Total	142	100
Length of service		
Less than 1 year	10	7
1-3	52	36.6
4-6	19	13.4
7-11	15	10.6
12-15	22	15.5
20+	24	16.9
Total	142	100
Job type		
Academic	36	25.4
Academic support	31	21.8
Administration	75	52.8
Total	142	100
Job level		
Semi skilled (grade 11-17)	63	44.4
Professionals/specialist (grade 9&10)	13	19.1
Lectures (grade 7,8&9)	33	23.2
Junior management (7&8)	27	9.2
Middle management (grade 5&6)	6	4.2
Total	142	100

Figure 6.1: Age

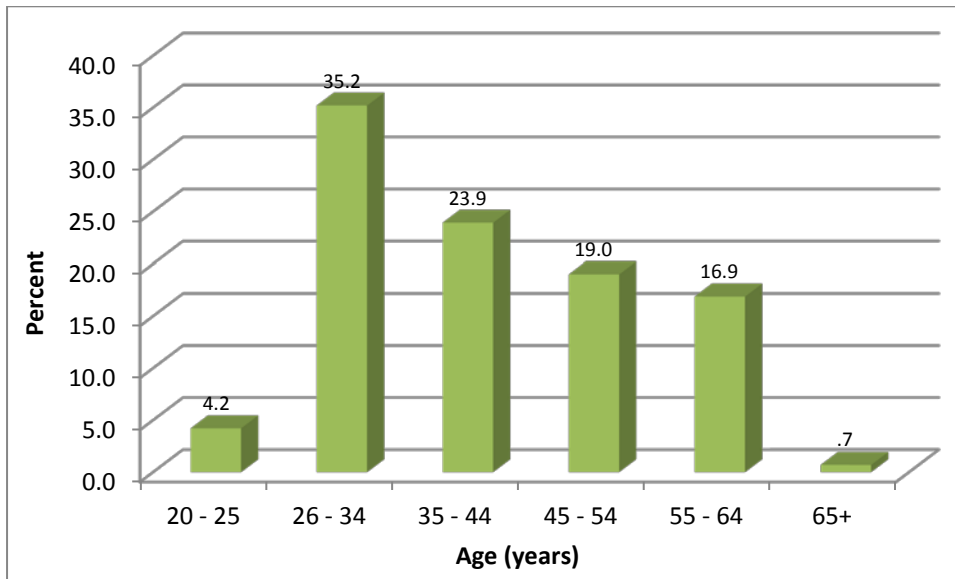


Figure 6.1 shows that, while 35.2% of respondents were between age 26-34, 23.9% ranged between 35-44 years, 19% of respondents were between age 45-54, 6.9% were between age 55-64, 4.2% of respondents were between the age of 20-25 and finally 0.7% of respondents were 65 years and older. About 35.2% of respondents were between the ages of 26-34 years old, which means they are more likely to remain employed at university “A” and QoWL will have a great impact on their career.

Figure 6.2: Gender

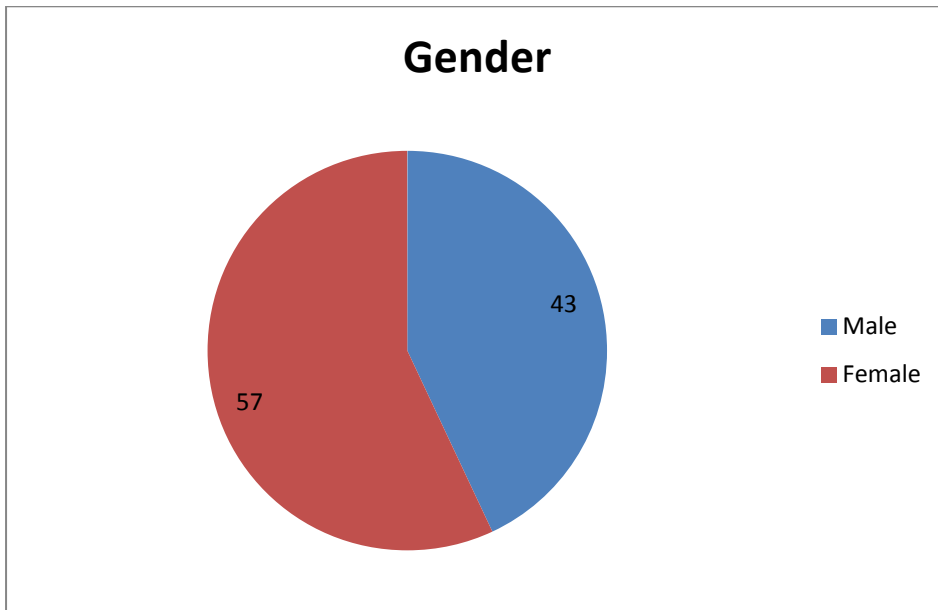


Figure 6.2 demonstrates the gender distribution of respondents. There were (57%) female and (43%) male respondents. The gender representation closely resembles that of University “A” .

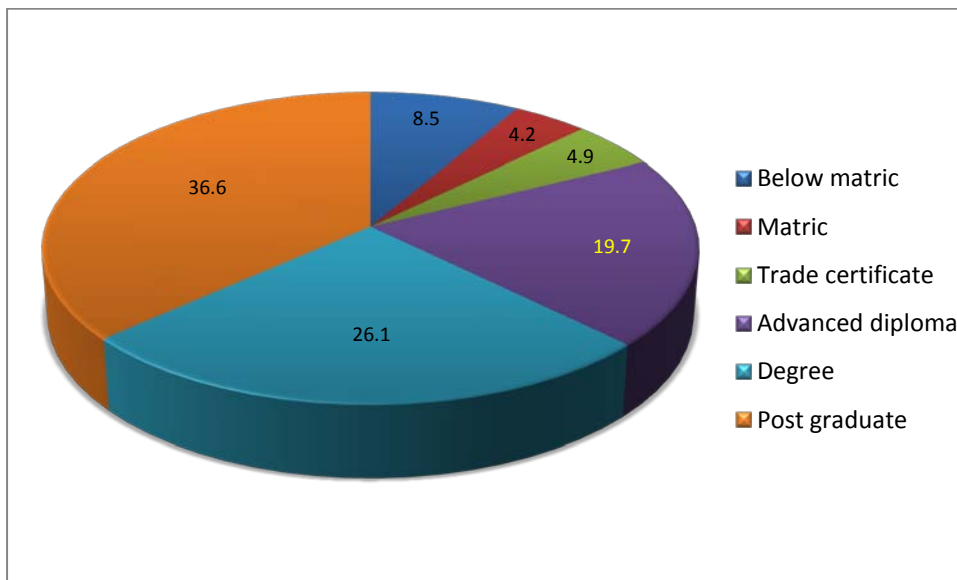
Table 6.3: Race

	Frequency	Percent
Black	121	85.2
Coloured	2	1.4
White	8	5.6
Indian	11	7.7
Total	142	100.0

Table 6.3 reflects that about 85.2% of respondents were Black, 7.7% were Indian, 5.6% of the respondents were White while 1.4% were Coloured. It is important to differentiate gender and race groups in this study as they impact on QoWL as indicated in a study by Rosser (2004: 304) that female faculty members tend to be less satisfied with certain aspects of QoWL such as workload, benefits, compensation and job security than their male counterparts. Furthermore ethnic minorities were more likely to leave their career or their academic institution than their majority faculty members. Aguirre (2000:4) affirms that an examination of the

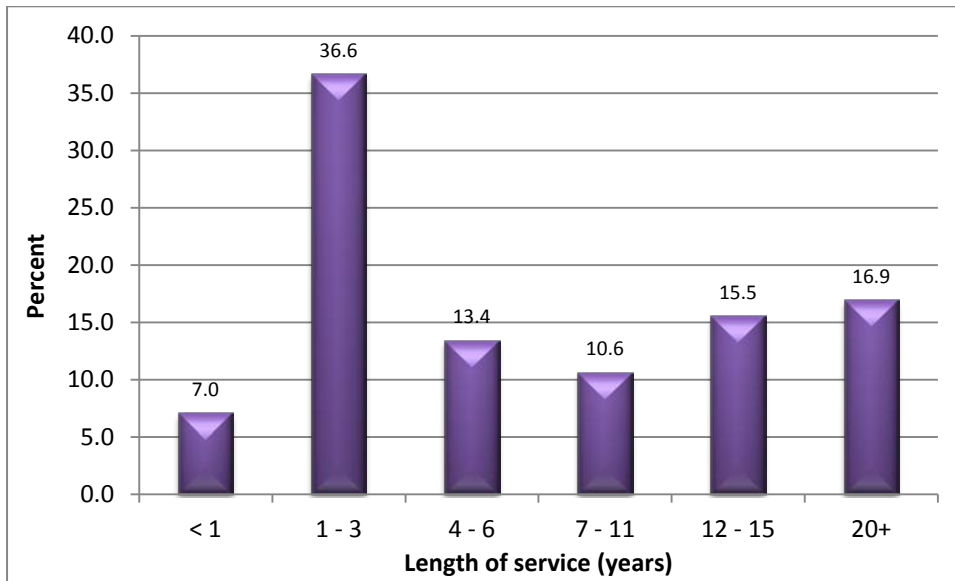
academic workplace for women and minorities including ethnic minorities is imperative when taking into consideration the fact that demographic predictors suggest that the U.S.A workforce will be highly diverse in the 21st century, and the two populations that will most likely determine diversity are women and minorities.

Figure 6.3: Education levels



The results in Figure 6.3 depict the education level of respondents as 36.6% have postgraduate qualifications, 26.1% have obtained their degrees, 19.7% have achieved advanced diploma education level, 8.5% of respondents have below matric qualification, 4.9% have a trade certificate and 4.2% of the respondents reached matric level and a majority of the respondents have a post matric qualification hence the response are reliable since they are from educated sources. About 87.3% of the sample had a qualification and the fact that most employees are in possession of a qualification is consistent with the fact that this is an academic environment.

Figure 6.4: Length of service



The results in Figure 6.4 show that 36.6% have a service length of 1-3 years, 16.9% have worked in the institution for 20 or more years, 15.5% of respondents have a 12-15 length of service, 13.4% of respondents have worked for 4-6 years, 10.6% have 7-11 length of service while 7% of respondents have tenure of less than 1 year.

Figure 6.5: Job type

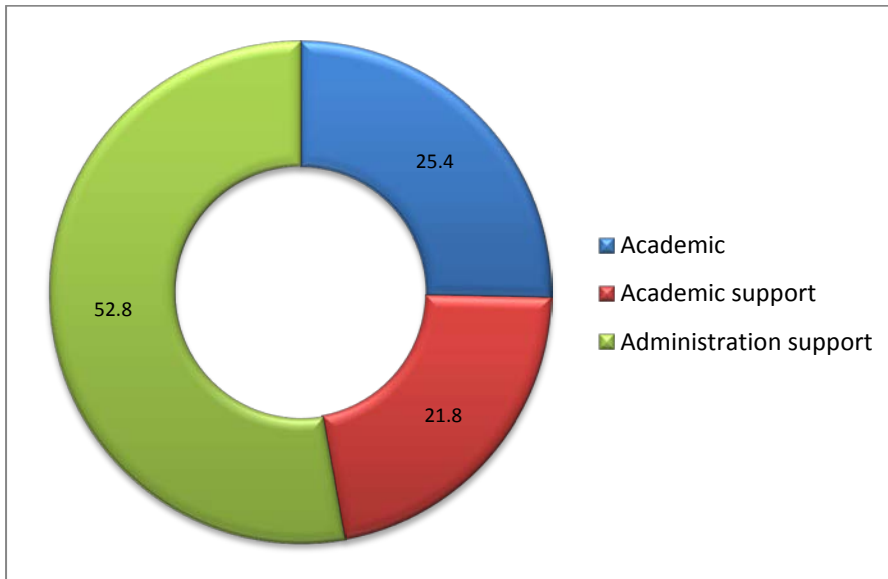
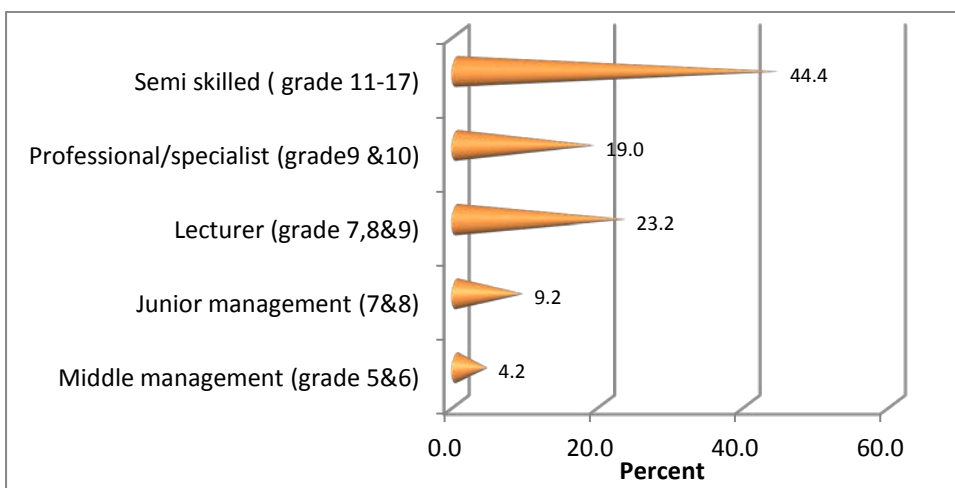


Figure 6.5 illustrates the job types of employees as 52.8% were administrative staff 25.4% academic, while 21.8% of respondents were from academic support. The majority of respondents were administrative staff followed by academic and then academic support, this is consistent with the total population ratio. The stratified random sampling achieved its representativeness objective.

Figure 6.6: Current job level



According to Figure 6.6, 44.4% of respondents were semi-skilled, 23.2% of respondents were lectures, 19% were professionals or specialists in their job type, 9.2% occupied junior management positions and 4.2% were from middle management.

6.4.2.1 Job and career satisfaction

The relationship between job and career satisfaction and QoWL is very important, because employees feel a sense of satisfaction if they receive training at work, when they are offered opportunities to use their skills and advance in their careers.

Table 6.4: Job and career satisfaction

	Disagree	Undecided	Agree
I have a clear set of goals and aims that enable me to do my job.	17.1	9.3	73.6
I have the opportunity to use my abilities and skills at work.	24.5	10.8	64.7
When I have done a good job it is acknowledged by my line manager.	31.9	20.3	47.8
I am satisfied with the career opportunities available to me here.	42.1	22.9	35.0
I am satisfied with the training I receive in order to perform my present job.	50.4	18.0	31.7
I am encouraged to develop new skills.	37.9	23.6	38.6
I think that my job is reliable and secure.	35.2	24.6	40.1
I am growing as a professional in my current job	34.5	22.5	43.0

- **Goals and aims**

Notably 73.6% of the study participants agree that they have a clear set of goals and aims that enable them to do their job, 17.1% disagree with this statement and 9.3% were undecided. This certainty could be as a result of clear job descriptions and end results of job processes. Michie and Williams study (2003: 3) showed that the key work aspect that are linked with psychological ill health were unclear management and work role.

- **Use of abilities and skills at work**

A high majority of respondents 64.7% indicated that they agreed that they have the opportunity to use their abilities and skills at work, 24.5% disagreed with the statement and a further 10.8% were undecided on the question. Schemerhorn, John, Hunt, James, Osborne and James (1994: 56-57) suggests that QoWL offers employees opportunities to learn and utilize new acquired skills. It was noteworthy that a high majority of respondents (64.7%), indicated a positive perception by agreeing that they have the opportunity to use their abilities and skills at work.

- **Acknowledgement by line managers**

About 47.8 % and 31.9 % respectively agreed or strongly disagreed with the statement “When I have done a good job it is acknowledged by my line manager” and 20.3% were undecided. The satisfaction of employees is an important factor that must be assessed, because the quality in higher education globally depends on the steady and supportive academic work environment and on academic staff performance (Winter, Taylor and Sarros 2000: 281; Oliver, Jose and Brough 2006: 845-846).

- **Career opportunities**

About 42.1% of respondents disagreed that they are satisfied with the career opportunities available while 35.0% agreed and a further 22.9% were undecided. Career development was identified as one of the aspects that impact on job satisfaction and QoWL (Pienaar and Bester 2009; Schemerhorn, John, Hunt, James, Orsborne and James 1994: 56-57). It is noteworthy that 42.1% of the respondents are not satisfied with the career opportunities available for them. Coetzee, Bergh and Schreuder (2010: 2) agree that institutions that give career development opportunities and support to their employees will reap more benefits from their employees. Clearly the respondents see career opportunities as a part of career development. This could be attributed to unclear promotion policies for some departments.

- **Training**

More than half 50.4% of the respondents disagreed that they were satisfied with the training they receive at work to perform their functions while 31.7% agreed and 18% were neutral or undecided. The findings of the study indicate that employees are not satisfied with the training they receive are confirmed by Pantit and Pant (2010: 173) that work related training as one of the QoWL issues that impact job satisfaction. Furthermore the results obtained from a study by Schultz (2005: 768) identified intrinsic factors such lack of funding to attend conferences as causes of job dissatisfaction amongst employees. Potgieter and Coetzee’s (2010: 1) research affirm that there is a link between the competencies and the level of training required for these competencies.

- **Development of new skills**

A proportion of 38.6% agreed that they are encouraged to develop new skills, however 37.9% disagreed with this statement and 23.6% were neutral. This showed that the respondents' views were divided on the issue of being encouraged to develop new skills as (37.9%) and (38.6%) respectively disagreed or agreed on that question. According to Rethinam and Ismail (2008: 64) learning opportunities and skills development have been proven to have a positive effect on job and career satisfaction and less job stress which results in better QoWL. Schemerhorn, John, Hunt, James, Orsborne and James (1994: 56-57) also confirm that QoWL offers opportunities to learn and utilize new skills and career progression.

- **Job is reliable and secure**

It was noteworthy that 40.1% of respondents agreed that their job is not reliable and secure, 35.2% disagreed and 24.6% were undecided. It was interesting to note that (40.1%) of respondents agreed that their job is not reliable and secure. Schultz (2005: 768) and Rothman and Viljoen (2009: 67) confirm that job insecurity is a matter of concern in universities.

- **Growth as professionals**

About 34.5% of the participants disagree that they are growing as professionals in their current job while 43% agreed that they are growing as professionals and 22.5% were undecided. Lau, Wong, Chan and Law (2001 as cited in Rethinam and Ismail 2008: 59) attest that QoWL that supports and promotes job satisfaction by providing employees with career growth opportunities. Tabassum, Rahman and Jahan (2012: 52-53) also identified career growth as a one of the negatively perceived factors that affect QoWL at a university.

According to the results, job satisfaction has a significant negative link with QoWL at University "A". It seems as if job satisfaction is not given the attention it requires to improve QoWL in public institutions. In addition a study by Mammen (2006: 475)

indicated that employees from a (HDI) are more likely to seek employment elsewhere if they experience job dissatisfaction.

6.4.2.2 General wellbeing

An organisation will find it difficult to meet its goals and objectives if the general wellbeing of its workforce is not in a healthy state.

Table 6.5: General wellbeing

	Disagree	Undecided	Agree
I feel well at the present moment.	33.3	13.5	53.2
Recently I have been feeling unhappy and depressed.	46.7	19.0	34.3
I am satisfied with my life.	31.2	21.3	47.5
In most ways my life is closer to ideal.	34.5	36.0	29.5
Generally things work out well for me.	38.6	20.0	41.4
Recently I have been feeling reasonably happy all things considered.	41.1	22.0	36.9

- **Feeling well**

Almost 53.2% agreed that they are feeling well at the present moment, a third of respondents 33.3% are not feeling well at the present moment, 13.5% are undecided and. The findings are consistent with research findings by Botha and Brand (2009: 1). The results obtained in the study are also confirmed by Plattner and Mberengwa (2010: 5) study amongst secretaries at the University of Botswana, identified 17 occupational stressors that were associated with psycho-physiological wellbeing amongst university employees.

- **Feeling unhappy and depressed**

About 46.7% of respondents disagreed with the statement, 34.3 % of respondents agree that they were feeling unhappy and depressed, 19% were undecided. These findings are verified by Sithole's (2001: 80) research that university academic and academic support employees experience increased rates of depression. Furthermore, Viljoen and Rothman (2009: 67) indicated that the employee's experience of a particular occupational stressor resulted in higher levels of physical and psychological ill health.

- **Life satisfaction**

Only 47.5% of respondents were satisfied with their life while 31.2% were not satisfied with their life and 21.3% were undecided on the question. In a study conducted by Oliver, Jose and Brough (2006: 845-846) on non-academic staff of a university affirm this as it was discovered that job satisfaction and social support in the workplace enhanced employees' psychological well being.

- **Life close to ideal**

High percentages 36% of respondents are undecided on the question of "in most ways my life is closer to ideal, a further 34.5% disagreed and 29.5% agreed that their life is closer to ideal. High percentages, 36% of respondents who were undecided on the question of "in most ways my life is closer to ideal", could be attributed to the fact that most employees do not know as to how their life should ideally be. There is scant research to assess if employees' lives are closer to ideal.

- **Feeling reasonably happy**

Furthermore 41.1% disagreed with the statement "Recently I have been feeling reasonably happy all things considered" further 36.9% agreed with the statement and 22% were undecided. This is consistent with a study by Field and Buitendach (2011) in a university that revealed a significant positive relationship between well-being and organisational commitment.

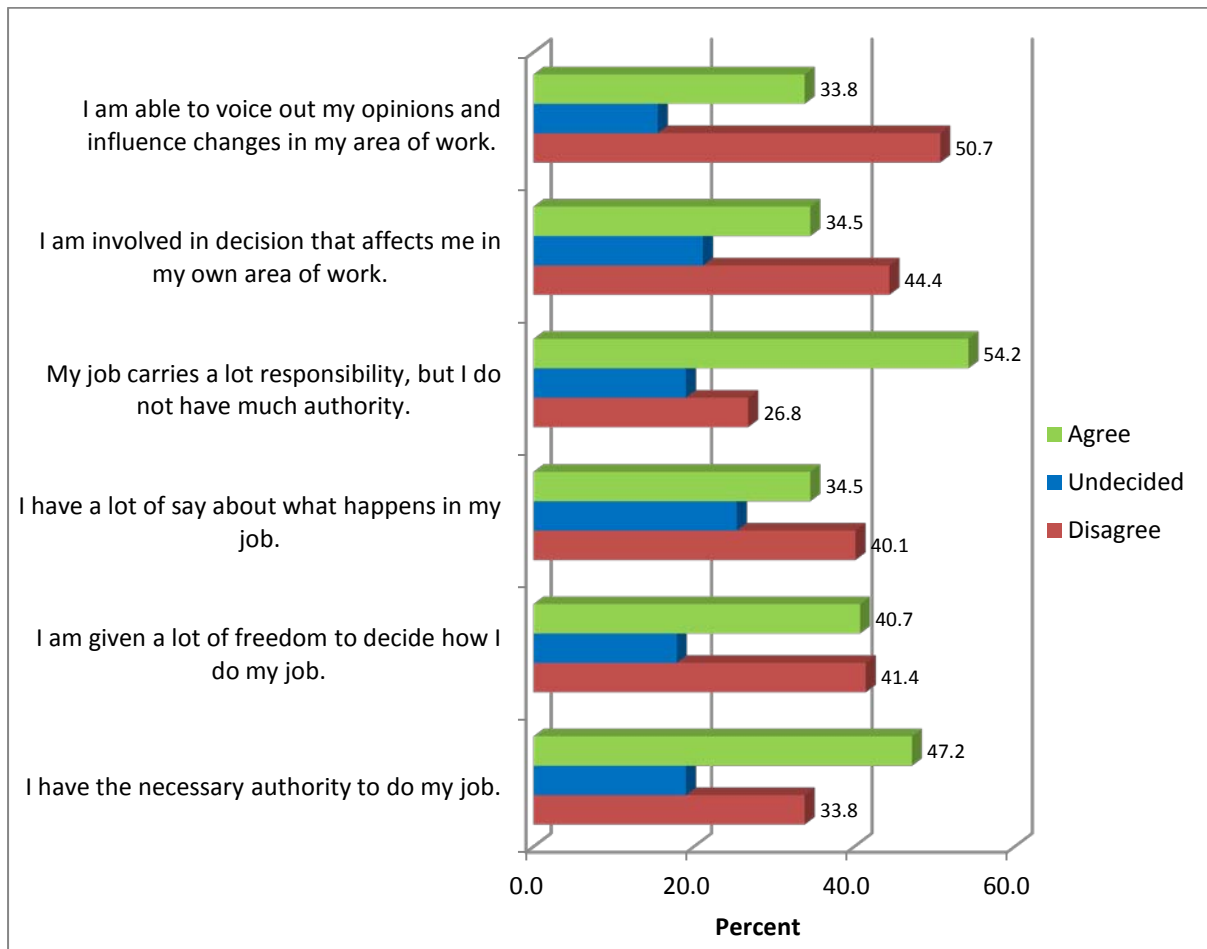
- **Things working out well**

The response to the question "Generally things work out well for me", 41.4% of respondents indicated that they agreed with the statement while 38.6% disagreed and 20% were undecided. In a study conducted by (QoWL Limited 2007: 04) about the 56% of the respondents from this organisation strongly agreed or agreed that they felt good or content in themselves which was similar to the QoWL benchmark sample 56%. This indicates that University "A" has a lower than average percentage of employees who are content in themselves.

6.4.2.3 Control at work

Control at work is an important variable of QoWL as it focuses on the degree of freedom, responsibility and authority that employees have on their work environment.

Figure 6.7: Control at work



- **Voicing out opinions**

The findings reflected in figure 6.7 indicated that more than half 50.7% of respondents disagreed that they are able to voice out their opinions and influence changes in their area of work, a further 33.8% agreed and 15.5% were neutral. Msweli-Mbanga and Potwana (2006: 29) confirmed that if employees have access to participate in work related matters, they are less likely to be resistant to change in the organisation. This result is also in accordance with earlier research by Winter, Taylor and Sarros (2000: 279-

291) that most employees experience minimal opportunities to influence the university decision making processes.

- **Decision making**

According to figure 6.7, 44.4% of respondents reported that they disagree that they are involved in decisions that affect them in their area of work, 34.5% of respondents disagreed with this statement while 21.1% remained undecided. According to De Witt (2001) employees should be able to participate in the decision making process in to attain organisational goals. In another research by Michie and Williams (2003: 3), it was noticed that one of the key factors that are associated with psychological ill health is lack of participation in decision making processes. A conclusion can be made that involving employees in desicion making is an important element of QoWL.

- **Job responsibility**

In figure 6.7 shows a high proportion of 54.2% of the participants who agreed that their job carries a lot of responsibility, but they do not have much authority, about 26.8% disagreed followed by 19% were undecided. A number of research studies with a focus on job components like job control have affirmed that the combination of low control at work and high demanding job functions have an impact on the QoWL. (Rethinam and Ismail 2008: 62). Paton (2013: 16), is in agreement that most academics and academic support staff are under excessive pressure to perform and meet expectations of management and students and this has an effect on their wellbeing.

- **Say about what happens**

Figure 6.7 shows that 40.1% of respondents disagreed with the statement “I have a lot of say about what happens in my job”, a further 34.5% disagreed and 25.4% were undecided on the sub dimension. According to Spector (1986: 1013-1014) employees who perceive reasonably high levels of control at work are more satisfied, committed involved and motivated.

- **Freedom to decide**

Figure 6.7 above depicts that 41.4% disagreed that they are given a lot of freedom to decide how to do their jobs while 40.7% agreed and 17.9% were neutral. Griffin, Fuhrer, Stansfeld and Marmot (2002: 783) concur that employees with low control at work or at home had a high risk of developing anxiety and stress. Another research by Kinman, Jones and Kinman (2006: 15) amongst university employees revealed th similar resuts that indicated that the work demands have increased with results. It appears that respondents view control at work as a high contributing factor to QoWL

- **Necessary authority**

The statement “I have the necessary authority to do my job” generated 47.2% agreement responses from the study participants, 33.8% of the participants disagreed with the statement while 19% remained neutral. Paoli and Merlie (2000: 12) confirm that there has been a sharp decline in the level of job control amongst some occupations.

6.4.2.4 Home work interface

The relationship between work and home life can no longer be teated separately, as what happens at home influences what happens at work, and vice versa.

Table 6.6: Home work interface

	Disagree	Undecided	Agree
My employer provides adequate facilities and flexibility for me to adjust my work in with my family time.	46.0	20.4	33.6
My current working hours/patterns suit my personal circumstances.	25.7	17.1	57.1
My line manager actively promotes flexible working hours.	43.0	15.5	41.5
I often have to take work home to keep up with my job demands.	45.1	16.2	28.7
The job demands interfere with my family time.	52.9	14.3	32.9
I can keep a reasonable time between work and personal time.	23.4	19.1	57.4
I often worry about work even when I am at home.	32.1	16.4	51.4
I travel a long distance between work and home	46.5	11.3	42.3

- **Work-home flexibility**

Table 6.5 indicates that 46% of respondents disagreed that their employer provides adequate facilities and flexibility for employees to adjust their work with their family time, wherein 33.6% agreed with the statement and a further 20.4% were undecided. According to Arrowsmith (2000) flexible working practices enable employees to obtain a better balance between work and home. These results highlight the importance of flexible working patterns.

- **Suitable working patterns**

The findings as indicated in table 6.5 show a high percentage of 57.1% of respondents who agreed that their current working hours/patterns suit their personal circumstances, while 25.7% disagreed with the and 17.1% were undecided on the statement. Quick, Henley and Quick (2004: 426) and Barkhuizen and Rothman (2008: 332-333) agree that, as the home-work conflict increase, the job satisfaction and life satisfaction of employees decrease.

- **Promotion of flexible hours by line manager**

About 43% of the respondents disagreed that their line manager actively promotes flexible working hours, and 41.5% agreed with this statement while 15.5% were undecided. Dancaster and Cohen (2010: 33) and Hegewisch and Gornick (2008) concur that employers are slow to respond to promote flexible working hours. These results suggest that the University "A" needs to reexamine their flexible working practices.

- **Taking work home**

Table 6.5 indicates that 45.1% of the respondents disagreed with the statement "I often have to take work home to keep up with my job demands", 28.7% agreed with the statement while 16.2% were undecided. The Association of University Teachers (AUT) (2003 cited in Barkhuizen and Rothmann 2008: 323) confirm that work home balance and excessive workload are amongst the most common reported causes of stress amongst academics.

- **Job demands and family time**

The research findings as reflected on table 6.5 highlights that 52.9% of the study participants disagreed that their job demands interfere with their family time, a further 32.9% disagreed while 14.3% remained neutral. Employees suffer detrimental effects in an attempt to juggle work and home demands (Wentzel, Buys and Mostert 2009: 1; Barkhuizen and Rothman 2008: 332-333). Elisa and Ellen (2001 as cited in Almuftah and Lafi 2011: 113) presented evidence that there is an association between long hours and family disintegration. The outcomes suggest that this is an area of concern that needs improvement.

- **Work and personal time**

Table 6.5 results show that a high percentage of 57.4% of the study participants agreed that they can keep a reasonable time between work and personal time, 23.4% disagreed and 19.1% were undecided. Kreiner, Hollensbe and Mathew (2009: 704) confirm that employees can find themselves taking work home and spending long hours performing work and subsequently compromising their personal lives.

- **Worrying about work**

Table 6.5 illustrates that 51.4% of respondents reported that they worry about work even when they are at home and 32.1% disagreed and 16.4% reported undecided. Ellen *et al.* (2001) verify that high demand at work and at home are more likely to be a cause of stress because it permits spillover to family life and therefore destructing the equilibrium between work and home. There was evidence that was presented by Place and Jacob (2001:102-103), that confirmed that staff who spent a significant amount of time with their family, were less likely to develop stress than the one who did not. These outcomes imply that the employer must consider flexible working arrangements that will assist in integrating employees' work and family responsibilities.

- **Work and home travel**

The findings as demonstrated in table 6.5 indicate the 46.5% of the study participants disagreed that they travel long distances between work and home, a further 42.3% agreed and 11.3% remained neutral. These research findings are synonymous with Spies (2006: 133) study show that increasing commuting distance does not necessarily cause decrease job satisfaction.

6.4.2.5 Stress at work

Stress takes a toll on the performance of the organisation, therefore the organisation must assess and address factors that give rise to stress in their workforce in order for the organisation to function optimally.

Table 6.7 Stress at work

	Disagree	Undecided	Agree
I often feel under pressure at work.	32.9	20.0	47.1
I often feel excessive levels of stress at work.	34.8	22.7	42.6
The workload placed on me is more than I can handle.	52.1	13.6	34.3
There is friction or anger amongst colleagues.	41.4	18.6	40.0
I get help and support I need from colleagues.	22.0	19.1	58.9
I am often unable to find the information I need to perform my job	50.0	17.9	32.1
I often perform my job without interruption	44.7	9.9	45.4

- **Under pressure**

Table 6.6 depicts that a high percentage of 47.1% of respondents agreed that they often feel under pressure at work, 32.9% disagree with the statement and a further 20% remained undecided. Michie and Williams study (2003: 3) showed that the key work aspect that is associated with stress in staff were long working hours, work overload and working under pressure. A majority of respondents 47.1% was of the opinion that they often feel under pressure at work.

- **Excessive levels of stress**

About 42.6% of respondents agreed that they often feel excessive levels of stress at work, 34.8% disagreed and 22.7% were undecided. These findings

concur with Court and Kinman (2008: 54) that employees in higher education experienced generally high or very high levels of stress. Notably 42.6% of respondents agreed that they often feel excessive levels of stress at work.

- **Workload**

Table 6.6 findings reflect that 52.1% of the study participants disagreed that the workload placed on them is more that they can handle, 34.3% agreed and 13%.6% were neutral. Mapesela and Hay (2006: 722) affirm that academics experience increased workload. Previous research by Rothman *et. al.* (2008: 418) confirm that increased workload through administrative work was indicated as the most significant factor of burnout. The results suggest that control measures to minimise the workload are needed.

- **Friction amongst colleagues**

Table 6.6 demonstrates that 40% of the study participants agreed that there is friction or anger amongst colleagues, 41.4% disagreed and a further 18.6% were undecided. Chan, Lai, Ko and Boey (2000: 1420) assert that the response to the perceived relationship between employees and the work environment that threatens the individual physically, psychologically and physiologically leads to stress. Mcdonough (2011: 2) confirms that the interrelations amongst employees have a significant influence on their happiness and wellbeing. These findings mean that efforts should be placed on improving interrelations amongst University “A” employees.

- **Help and support**

The results as indicated in table 6.6 illustrate that a high percentage of 58.9% agreed that they get help and support they need from colleagues, a further 22% disagreed with the statement and 19.1% remained undecided. According to Helliwell and Putman (2004: 1437), people who get support from colleagues have a low chance of experiencing depression, sadness, loneliness and low self esteem. It was interesting to note that the results as indicated that a high percentage of 58.9% agreed that they get help and support they need from colleagues.

- **Information**

Table 6.6 demonstrated that half 50% of respondents disagreed that they are often unable to find the information they need to perform their job, 32.1% agreed and 17.9% were undecided. There is clear evidence that show that negative acts by superior and colleagues such as strict monitoring, excessive criticism and withholding information constitute workplace bullying (Lewis and Gunn 2007 as cited in Van Schalkwyk, Els and Rothmann 2011: 4).

- **Interruptions**

Table 6.6 reported that 44.7% of the study participants disagreed that they often perform their job without interruption, 45.4% agreed that they perform their job without interruption and only 9.9% were undecided. Mark, Gudith and Klocke's (2008: 107) research suggested that employees recompense for interruptions by performing their job more rapidly, but this comes at a cost of employees experiencing more stress.

6.4.2.6 Working conditions

Unsatisfactory working condition can compromise the health and safety of employees, moreover all health and safety risks should be identified, and controlled to acceptable levels.

Table 6.8 Working conditions

	Disagree	Undecided	Agree
My employer provides me with what I need to do my job effectively.	47.5	22.0	30.5
I work in a safe environment.	39.4	14.1	46.5
Employee health and safety is a high priority where I work.	46.5	25.4	28.2
The health and safety conditions are satisfactory.	46.1	21.3	32.6
At work employees and management work together to ensure the safest possible working conditions.	47.2	28.9	23.9
Working conditions need to be improved	7.7	11.3	81

- **Provision to perform**

The research results as indicated in Table 6.7 showed that 47.5% of participants disagreed that the employer provided them with what they need to do their job effectively, 30% agreed and 22% remained undecided. A study

by Rothmann, Barkhuizen and Tytherleigh (2008: 417) confirmed that job demands and a lack of job resources led to burnout amongst employees. Rothmann, Jackson and Kruger (2003: 58) also indicated insufficient resources as one of the main contributing factors associated with work demands.

- **Safe environment**

Table 6.7 illustrated that 46.5% agreed that they work in a safe environment, 39.4% disagreed that they work in a safe environment and 14.1% were undecided. These findings are confirmed by Uwaifo (2008: 68) and Maclean (2011: 219) that there are health and safety risks that are associated with universities.

- **Employee health and safety**

The results in Table 6.7 show that 46.5% of participants disagreed that employee health and safety is a priority where they work, 28.2% agreed while 25.4% were undecided. According to Malczyk and Tissima (2010:18) employee health and safety should be a priority for all employers. This is a major concern for University “A” from a health and safety perspective.

- **Healthy and safe conditions**

The research findings indicate that 46.1% of respondents disagreed that health and safety conditions are satisfactory, 32.6% agreed while 21.3% remain undecided. Fetcher and Bryden (2007: 1158-1159) affirm that health and safety issues in university campuses were inadequate. These results are in accordance to Paoli and Merlie (2000: 10) who also confirmed that even though in general, worker perception of health and safety has increased, there is a deterioration of working conditions

- **Employee-management working together**

Table 6.7 shows that 47.2% of the study participants disagreed with the statement “At work employees and management work together to ensure the safest possible working conditions”, a high percentage of 28.9% were

undecided on this statement while 23.9% agreed. These findings are supported by Kruger’s research (2012: 20) which revealed that management is not supportive when it came to health and safety matters. These findings suggest that improvements in health and safety, will largely depend on the cooperation of management and employees.

- **Improved working conditions**

Table 6.7 shows that an overwhelming majority 81% of respondents agreed that the working conditions need to be improved, 11.3% remained undecided and only 7.7% disagreed. A research study by Court and Kinman (2008) confirm that environmental health and safety management standards are not met in higher education institutions. The study results imply that this is an area of high concern that needs urgent improvement.

6.5 Overall scores

The overall mean scores for the various sections is given below.

Table 6.9 Overall mean scores

	Mean	Std. Deviation
Job Satisfaction	3.0985	.98403
General Wellbeing	2.9486	.85285
Control at Work	2.9153	.89761
Home Work Interface	2.9984	.68010
Stress at Work	3.0873	.80123
Working conditions	2.9716	.80942

The overall mean scores of approximately 3 imply that there were as many respondents who agreed with statements as those who did not. The standard deviations are low indicating clustering around the mean value.

6.6 Correlations

Bivariate Spearman's correlation was also performed on the ordinal data. The results indicate the following patterns. Positive values indicate a directly proportional relationship between the variables and a negative value indicates an inverse relationship. All significant relationships are indicated by a * or ** in table 6.9.

Table 6.10 Correlations

Dimensions of the study			Job Satisfaction	General Wellbeing	Control at Work	Home Work Interface	Stress at Work	Working conditions
Spearman's rho	Job Satisfaction	Correlation	1.000					
		Coefficient						
		Sig. (2-tailed)						
		N	142					
	General Wellbeing	Correlation	.537**	1.000				
		Coefficient						
		Sig. (2-tailed)	.000					
		N	142	142				
	Control at Work	Correlation	.690**	.504**	1.000			
		Coefficient						
		Sig. (2-tailed)	.000	.000				
		N	142	142	142			
	Home Work Interface	Correlation	.324**	.380**	.451**	1.000		
		Coefficient						
		Sig. (2-tailed)	.000	.000	.000			
		N	142	142	142	142		
	Stress at Work	Correlation	-.214*	-.292**	.194*	.024	.1000	
		Coefficient						
Sig. (2-tailed)		.010	.000	.021	.778			
	N	142	142	142	142	142		
Working conditions	Correlation	.491**	.389**	.449**	.383**	.189*	1.000	
	Coefficient							
	Sig. (2-tailed)	.000	.000	.000	.000	.024		
	N	142	142	142	142	142	142	

6.6.1 Job satisfaction and general wellbeing

There is a strong correlation between Job Satisfaction and General Wellbeing ($r = 0.537$). This implies that the more a person has job satisfaction; the better is his wellbeing.

6.6.2 Job satisfaction and control at work

There is also a strong correlation between Job Satisfaction and Control at Work ($r = 0.690$) which means the more employees have control over their work the better the job satisfaction.

6.6.3 Stress at work and job satisfaction

There was a negative correlation between Stress at Work and Job Satisfaction ($r = -0.214$) meaning that the more stress an employee is the worse of is the job satisfaction.

6.6.4 Stress at work and general wellbeing

On the other hand, the negative correlation of ($r = -0.292$) between Stress at Work and General Wellbeing implies that the more stressed people are at work, the worse off in terms of his wellbeing.

6.6.5 Working conditions and Job satisfaction

There was a positive correlation between Working Conditions and Job Satisfaction ($r = 0.491$). This implies that the better the Working Conditions the better the Job Satisfaction.

6.6.6 General Wellbeing and control at work

There was a strong correlation between the General Wellbeing and Control at Work ($r = 0.504$), which signify that the more the control at work the better the general wellbeing.

6.6.7 Working conditions and general wellbeing

A positive relation between Working Conditions and General Wellbeing ($r = 0.389$), which denotes that the poorer the working Conditions the poorer the General well being.

6.6.8 Control at work and home-work interface

A positive relation between Control at Work and Home Work Interface ($r= 0.451$) depicts that the better the control at work the better the home work interface.

6.6.9 Stress at work and control at work

A negative relationship between Stress at Work and Control at Work ($r= -0.194$). This implies that the less the locus of control at works the more stresses the employee will be.

6.6.10 Working conditions and stress at work

A negative correlation between Working Conditions and Stress at Work ($r= -1.89$), which suggests that the worse off the working conditions the more stressed will the employees be.

Table 6.11 Results of the chi square test

Sub-dimensions of the study	Age	Gender	Ethnic group	Education	Length of service	Job type	Current job level
I have a clear set of goals and aims that enable me to do my job.	0.787	0.117	.649	0.292	0.256	.319	0.438
I have the opportunity to use my abilities and skills at work.	0.602	0.108	.331	.014*	.006*	.408	0.347
When I have done a good job it is acknowledged by my line manager.	0.309	.024*	.030*	.008*	.003*	.134	0.885
I am satisfied with the career opportunities available to me here.	0.647	.009*	.159	.042*	.040*	.090	0.082
I am satisfied with the training I receive in order to perform my present job.	0.844	.000*	.032*	.003*	0.973	.003*	0.175
I am encouraged to develop new skills.	0.439	.031*	.913	.001*	.017*	.518	0.431
I think that my job is reliable and secure.	0.712	.015*	.436	.002*	0.906	.046*	0.184
I am growing as a professional in my current job	0.276	.015*	.401	.019*	0.701	.061	0.343
I feel well at the present moment.	0.679	.012*	.371	.003*	0.462	.062	.010*
Recently I have been feeling unhappy and depressed.	0.858	0.608	.700	0.414	0.323	.609	0.817
I am satisfied with my life.	0.590	0.098	.849	.000*	0.361	.194	.005*
In most ways my life is closer to ideal.	0.462	.004*	.035*	.001*	0.580	.014*	0.073
Generally things work out well for me.	0.256	.005*	.627	.000*	0.709	.017*	.001*
Recently I have been feeling reasonably happy all things considered.	0.347	0.061	.410	.003*	0.142	.025*	0.089
I am able to voice out my opinions and influence changes in my area of work.	0.752	.002*	.319	.006*	0.394	.226	0.806
I am involved in decisions that affects me in my own area of work.	0.634	.008*	.066	.001*	0.671	.123	.006*
My job carries a lot responsibility, but I do not have much authority.	0.226	0.329	.319	0.061	0.677	.202	0.379
I have a lot of say about what happens in my job.	0.421	0.126	.078	.005*	0.750	.068	.041*
I am given a lot of freedom to decide how I do my job.	0.670	.047*	.582	.001*	0.681	.115	0.189
I have the necessary authority to do my job.	0.823	0.055	.668	0.196	0.801	.037*	0.190

Sub-dimensions of the study	Age	Gender	Ethnic group	Education	Length of service	Job type	Current job level
My employer provides adequate facilities and flexibility for me to adjust my work in with my family time.	0.521	0.073	.158	0.099	0.417	.170	0.683
My current working hours/patterns suit my personal circumstances.	0.377	0.165	.185	.006*	0.558	.077	0.188
My line manager actively promotes flexible working hours.	0.668	0.181	.087	0.151	0.329	.163	0.604
I often have to take work home to keep up with my job demands.	0.666	.010*	.521	.023*	0.864	.004*	.006*
The job demands interfere with my family time.	0.345	0.228	.506	0.728	0.947	.021*	0.125
I can keep a reasonable time between work and personal time.	0.510	0.283	.395	0.424	0.414	.718	0.389
I often worry about work even when I am at home.	0.908	0.373	.469	0.494	0.660	.689	0.542
I travel a long distance between work and home	0.657	0.512	.098	.044*	0.780	.456	0.380
I often feel under pressure at work.	0.290	0.136	.578	.018*	0.349	.074	0.784
I often feel excessive levels of stress at work.	0.625	0.075	.923	0.281	0.066	.486	0.894
The workload placed on me is more than I can handle.	0.102	0.142	.655	.006*	0.117	.607	0.706
There is friction or anger amongst colleagues.	0.461	0.522	.305	0.719	0.949	.308	0.374
I get help and support I need from colleagues.	0.546	0.099	.208	0.430	0.850	.422	0.368
I am often unable to find the information I need to perform my job	0.990	0.656	.683	0.327	0.672	.451	0.586
I often perform my job without interruption	0.626	0.325	.747	0.526	0.516	.844	0.571
My employer provides me with what I need to do my job effectively.	0.719	.030*	.386	.004*	0.574	.330	0.702
I work in a safe environment.	0.665	.030*	.476	0.062	0.280	.042*	0.165
Employee health and safety is a high priority where I work.	0.065	0.117	.360	0.301	0.171	.331	0.299
The health and safety conditions are satisfactory.	0.425	0.053	.314	.001*	.009*	.025*	0.101
At work employees and management work together to ensure the safest possible working conditions.	0.163	0.368	.249	0.123	0.235	.131	0.226
I feel that the current working conditions need to be improved.	0.514	.005*	.681	0.496	0.862	.733	0.985

6.7 Hypothesis Testing

The traditional approach to reporting a result requires a statement of statistical significance. A **p-value** is generated from a **test statistic**. The Chi square test was performed to determine whether there was a statistically significant relationship between the variables A significant result is indicated with " $p < 0.05$ ". These values are highlighted in yellow.

6.7.1 Chi square analysis

The Chi square analysis will be used to make inferences between categories of data to determine the relationship between various variables. The null hypothesis states that there is no association between the two. The alternate hypothesis indicate that there is an association.

The p-value between "Gender" and "When I have done a good job it is acknowledged by my line manager" is 0.024 (which is less than the significance value of 0.05). This means that there is a significant relationship between the variables. That is, there was a difference in the way males and females felt in terms of receiving an acknowledgment from their superiors.

6.8 Qualitative Data Analysis

The qualitative data were collected by open ended questions that were presented to the participants. Qualitative data offered the respondents the option to express themselves without any constraints or limitations which enriched the data. The study of QoWL used N-VIVO N10 for qualitative data analysis. N-Vivo allowed the researcher to organise and analyse open- ended questionnaires to assess the correlations that may exist in the data. Different themes in the form of nodes were used to categorise and analyse the qualitative research findings.

6.8.1 Availability of policies

Two nodes or themes relating to the knowledge of policies and procedures that are related to the QoWL were divided into "Yes" and "No". The node that represented "Yes" has 7 references coded which equate to (86%) as compared to a low percentage of (14%) coverage of the node that represented "No". A high number of employees (86%) who agreed that there are policies and procedures available,

moreover different respondents have raised similar concerns. The respondents consistently indicated that available policies were not enforced and were inconsistently implemented. Very few of the respondents who also concurred about the availability of these policies procedures thus they recommended that performance management policies to appraise and motivate staff are needed.

The disproportionately high percentage of the respondents who confirmed the availability of policies with negative connotations on their usage. These findings are consistent with the study conducted by (Rothman, Barkhuizen and Tytherleigh 2008: 418) that in universities policies and procedures are not applied consistently and are not aligned to the curriculum, furthermore a study by Joubert and Van Wyk (2010: 1) reflected that despite the existence of sexual harassment policies, they are ineffective in dealing with sexual harassment and moreover a few academics received training on the implementation of the policy.

6.8.2 Positive factors: QoWL satisfaction

The researcher classified factors that positively affect respondents satisfaction of QoWL into organisational; departmental and personal. The organisational level (node) had 25 references with a total coverage of 19.7 (70%), followed by individual at 25% and departmental 5%.

The extreme coverage 70% of organisational factors that impact positively on the respondents' satisfaction revolves around research incentives, study grants, network and benchmarking. The individual level covered 25% reference nodes which included subsidised food, good testimonial from students, accessibility to work and collegiality are factors that were cited by the respondents. Very few, 5% positive factors that have been attributed by the respondents (career days and teamwork).

The study revealed that employee compensation impacts positively on QoWL satisfaction, and there seems to be a consensus between the research results on and literature reviewed by Tebassum, Rahman and Jahan (2012: 52-53) adequate and fair remuneration impact positively on the satisfaction of employees. Fair compensation is not the only benefit that the university can utilise to retain and attract employees. The university can develop and maintain QoWL by offering a

various of support to reduce absenteeism, sick leave, and turnover to improve performance (Nataranjan and Annamalai 2011: 46).

6.8.3 Negative factors: QoWL satisfaction

The nodes that relate to the negative factors that impact on QoWL were divided into 3 categories, namely; organisational, departmental and personal. Organisational nodes covered (63%) of the factors at (26%) and finally personal (11%). Organisational factors included poor organisational culture, disintegrated systems, lack of communication, unsafe and unhygienic offices, poor facilities, poor registration processes and remuneration. Departmental factors revolved around unfair allocation of duties, work overload and division amongst departments. Personal factors included silo mentality, time mentality, time management, taking credit for other people's job.

The negative factors that impact on QoWL that were raised by respondents are similar to previous research by Michie and Williams study (2003: 3) showed that the key negative factors that impact on QoWL satisfaction were , work overload and pressure, lack of participation in decision making and unclear management and work role . There is a need to clarify management work role to ensure that there is no conflict in reporting between supervisor and subordinate. These results are consistent with findings from a study by Court and Kinman (2008: 54) which revealed that higher education institutions are not meeting environmental health and safety management standards

6.8.4 Influence on performance management

Employees were asked if QoWL affects their performance at work. This question was divided into two nodes "Yes" and "No". The node that represented "Yes" had 12 references coded which is equivalent to (99%) and the node that represented "No" had only 1 reference code which equate to (1%). Employees who agreed that QoWL affects performance management raised issues such as; set standards are not being met, poor facilities, inadequate teaching and learning resources.

Different authors have cited performance based incentives (Tabassum *et al.* 2012: 52-53) as factors that significantly impact on QoWL of employees work-home

interface imbalance affects job performance (Korucu et al. 2011) excessive pressure if performance is synonymous with the study research findings that set standards are not met. However, Johnsrud (2002: 392) says performance seems to be less linked to perceptions of QoWL and more to personal characteristics. The study results confirm that there is a link between performance management and QoWL. Performance management is about attaining organisational goals, for the organisation to attain its objectives it largely depend on the QoWL of its employees. The findings from this research will assist management to understand which aspects hamper on the QoWL of employees and therefore on performance. Cascio (2006) states that when organisations When institutions exclude QoWL issues when introducing systems for improving performance, they will lose their employees to better organisations.

6.9 Interviews

The discussion of the data includes quotations from the interviews to support the issues that were being raised.

6.9.1 Policies

On the question of policies one staff member commented that: “Yes, there are policies but departments do not follow these policies and the institutional code book” Most respondents reflected that there are policies in place however they are inconsistently applied and implemented. Another employee concurred: “There are policies that I know, but they are not enforced”. Even though policies are in place and they could be accessed through the intranet, their implementation remains a challenge.

6.9.2 Positive factors: QoWL satisfaction

The following quote demonstrates that there are motivational facts that influence the job satisfaction and QoWL of employees as one lecturer expressed: “I get motivated by compliments from former students who are now employed, student progress until graduation, especially students who excel such as a student who obtained 12 distinctions”. Another employee acknowledged: “This is a good institution with a lot of potential”. These remarks indicate that employees are deriving job satisfaction from

the institution and they are aware that the institution has got a potential to grow and develop in the future.

6.9.3 Negative factors: QoWL satisfaction

Referring to some of the comments made by staff members below, it is apparent that there are a number of negative factors that impact on employees' QoWL. A lecturer raised a concern about the working environment: "Air conditioners are not working in lecture halls and offices and therefore the working environment is not comfortable". Another employee shared this view when she said: "The work process systems are not integrated and there is a lack of communication between departments". Comments such as these confirm the overall responses of employees about the negative factors that impact on their QoWL.

6.9.4 Performance

Most respondents mentioned a lack of facilities as an aspect that could hamper their performance at work. In answering this question one lecturer said: "There is a lack of teaching and learning resources such as overhead projectors in the lecture halls and we waste a lot of time trying to set up our personal laptops". Another employee made an interesting comment: "Performance is affected by slow IT systems and employees who do not submit their work in time". It is apparent from these responses that employees are experiencing challenges in performance.

6.10 Observations

The researcher recorded information relating to research observation in a field diary, to keep a record of the participant's verbal and nonverbal expressions and feelings. Various groups of employee were observed in the study to ensure representatively of the University population. Employees generally felt dissatisfied about their remuneration and an increase in compensation will have a positive effect on their QoWL. This will enable employees to meet their needs, those of their families and also to pay off debts. Other staff members felt that they are stuck in one place as they do not see any prospects of growing within University "A", and this affected both their work commitment and their QoWL. Other employees were experiencing a lot of stress from high work expectation but they were receiving minimal support in terms of human resources, financial resources or facilities. There seems to be a lack of

feedback and information sharing as certain employees do not know certain aspect that involve their work tasks, they feel they should be well informed. There is a need for job security amongst employees, they fear to raise their grievances because they feel that might jeopardise their employment.

Some employees were simply conforming and have stopped to make any attempts to bring about changes because they felt that some of their concerns are being ignored and they are of the opinion that their initiative are not being supported. Other employees felt that there is pressure register a high quantity not quality of students and this brings about more workload for employees. Some employees' leave is not approved besides having leave credit. Employees mistrust the workers representative union because they feel that the union does not consult them before making decisions that impact on their QoWL.

In spite of all the negative aspects that affect QoWL, the organisation has a potential to be top class and there is a sense of unity amongst some members of the organisation. There is some satisfaction with the benefits that employees receive such as study grants, pension fund and medical aid because they feel they are better than other organisations. There are infrastructural developments in progress within the university, which indicate that management is aware of the facilities challenges and is dealing with them. The management of the institution is aware of the high turnover of employees and they have subsequently started to address this challenge by drawing a retention strategy which will hopefully assist in retaining valuable staff and thus improve their QoWL.

6.11 Conclusion

This chapter presented, analysed and discussed the research results with reference to the literature review. The aim of the study was to assess the perceived factors of QoWL in the University "A". The findings suggested that a majority of employees at the University "A" were not satisfied with their career opportunities available for them and they felt that their job is not reliable and secure. According to the responses of employees, lack of facilities, health and safety issues, workload, communication, remuneration, disintegrated systems seemed to be the key issues that impact on the QoWL at the University "A".

The key finding that have been discussed in this chapter indicate that there are major challenges related to QoWL at University "A". Chapter 7 will conclude the study by discussing limitations and make recommendations and further research

CHAPTER SEVEN CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

It is important that of quality of work life (QoWL) should be analysed within in the wider context of attracting, and retaining quality employees. Management must understand the implications and benefits of QoWL before they can even start to implement quality of work life programmes. The implementation of the recommendations can make a significant contribution to alleviate QoWL and retention challenges. The research was initiated by the research question and objectives outlined in chapter one. Chapter two provided a literature review on the dimensions QoWL and the contrast of QoWL between developing and developed countries. Chapter three compared QoWL between the private and public sector in South Africa, and reviewed legislation that is interrelated with QoWL. Chapter four concentrated on the legislation that governs higher education landscape in South Africa, public administration and QoWL. Chapter six focused on the research findings, data analysis and results of the research.

In order to answer the research questions research was conducted by means of open-ended, close-ended and observation methods. Information that included biographical data of the population was collected and also the different dimensions of QoWL. The primary aim was to determine which factors impacted on the QoWL of employees in University "A" with the purpose of providing recommendations to improve QoWL.

7.2 Conclusions

Career progression was one of the main reasons that were identified to lead to poor QoWL. There should be open communication and platform for upward advancement of employees to ensure that they achieve career goals and professional development. Employees must be promoted from within at university "A" and career development must be underpinned by the QoWL programme. Another primary concern of respondents was job insecurity, employees felt that their jobs are not reliable and secure. Job insecurity is very stressful and employees cannot perform if they are under stressful conditions. All the factors that threaten job security of

employees must be addressed. It was also noted in the research results that a high proportion of the respondents were generally not well. Staff general wellbeing has broad implications on the QoWL, such as physiological health and psychological wellbeing. University "A" should provide an employee assistance programme services on-site, and there must be a continuous wellness programme initiatives that are supported by senior management.

The study findings suggested that respondents are not involved in decisions that affect them in their area of work. They felt that they are not given a lot of freedom to decide how to do their jobs. It seems that involvement of employees in decisions is a challenge in University "A". There should be greater engagement of employees for them to have a say in their areas of responsibility. Therefore there should be effective communication, consultation and an interactive environment that will foster collective decision making between the employees, employee representatives and management.

The research results indicated that most respondents disagreed that their employer provides adequate facilities and flexibility for employees to adjust their work with their family time. Flexible working time is particularly important to employees, because it allows them to accommodate their personal and family commitments in their work schedules to better balance work-life responsibilities. Flexible working patterns must be actively promoted and integrated in organisational business systems throughout all the departments, without compromising performance. Employees must also therefore utilize the leave options that they are offered to promote and enhance a healthy work-life balance.

It was apparent from the responses that although some policies exist, employees are unaware of their application. In cases whereby employees are not aware of the existence or application of certain organisational policies, briefing sessions should be conducted to inform them of such policies. Policy briefing sessions should be held with the aim of informing and convincing employees of the need to adopt a certain policy to address any underlying challenges in the organisation. Employees might be more likely to adopt policies if they have been briefed about them.

The absence of performance management systems was also noted an issue of concern at University "A". Management needs to establish concrete performance indicators and outcomes for employees so that they aware of what is expected of them. University "A" must set up a performance management system that is in line with the vision, mission and objectives of the institution, the system should aim to address under performance and reward excellent performance. Another prominent finding from the study was that employees expressed that the health and safety of their working conditions are not satisfactory and therefore should be improved. Employees and management alike must be trained and be kept well informed about their health and safety obligations with regards to health and safety. Emphasis should be placed on conducting health and safety risk assessments, audits and inspection with the aim of maintaining the workplace in a healthy and safe condition.

These findings provided proof that QoWL in University "A" is indeed poor, the views and perceptions that employees hold provided important information that defines how they perceive their QoWL.

7.3 Recommendations

This chapter intended to offer recommendations for the institution with regard to research findings as well as recommendations for future research.

7.3.1 Job and career satisfaction

Notably a high majority of the study participants agreed that they have a clear set of goals and aims that enable them to do their job. Furthermore, a high majority of respondents, showed a positive perception towards having the opportunity to use their abilities and skills at work. Only marginal number of respondents agreed that when they have done a good job it is acknowledged by their line manager .The findings of the study indicated that employees are not satisfied with the training they receive. Job insecurity was one of the prominent concerns of respondents. Employees felt that they are not growing as professionals in their current jobs. Advancement in the career path was one of the main reasons that were identified to lead to poor QoWL and subsequently may prompt employees to leave the organisation, hence the following recommendations were proposed

- The institution must create a conducive environment with career opportunities for growth, but it is ultimately the responsibility of employees to seize these opportunities for personal development.
- Besides making sure that employees are able to perform in their current jobs, they need to be offered opportunities for career advancement by acquiring competencies that improve their ability to work in other areas or at other levels.
- Employees need to be trained in management development, in order to better prepare them for opportunities that may arise within the organisation in the future. Moreover, increasing job rotation and exposure employees to a wide range of job experiences.
- Recognising and rewarding individual or group efforts for accomplishing objectives of a work project. Employees can be rewarded in various forms such as paid leave, career progression opportunities and monetary incentives, this will encourage employees to perform above the set performance standards.
- The organisational culture must be acknowledged, and organisational culture and traditional factors that hinder the development of employees must be analysed and controlled. The organisation should build a culture that supports career development across all levels.
- Workplace learning should be prioritised to promote career development and employee related matters must be taken into consideration when developing training programmes. After being trained, employees must be offered opportunities to develop and use their acquired skills, in turn enrich jobs to stimulate knowledge, skills and competencies.
- Further, by utilising team based, cross-border, cross-task and cross hierarchy structures to rotate and integrate jobs by providing regular feedback on work performance, employees can to enjoy higher levels of workplace training.

7.3.2 General wellbeing

Respondents expressed that they experienced unhappiness and depression and they seem not to be satisfied with their lives. The findings indicated that most employees do not know as to how their life should ideally be. Furthermore, most

respondents disagreed that they recently have been feeling reasonably happy all things considered. Respondents felt that generally things don't work out well for them and it was noted in the research results that a high proportion of the respondents were generally not feeling well.

- Conducting a health survey that will take into cognizance high employee participation and furthermore the outcomes of the survey should act as a guide as to which wellness issues to focus on e.g. smoking, nutrition, exercise.
- A dedicated and voluntary on-site Employee Assistance Programme (EAP) service to all employees and this service should be extended to their immediate family members who have psycho-social challenges. The EAP programme should be incorporated with wellness coaching that will assist employees and family members to achieve realistic lifestyle changing objectives such as losing weight or changing an unfavourable behaviour.
- Educational preventative workshops should be conducted as way intervening work related and personal stress factors. This will ensure that employees have the necessary knowledge that will assist them to adopt healthy lifestyle habits.
- Return on investment analysis must be conducted to assess if there are any significant reduction in medical aid costs, decreased absenteeism, a healthy workforce and other gains from the employee wellness programme.
- A wellness day event should be held to promote awareness of personal well-being and employees will be encouraged to complete the health assessment test such as blood sugar level, blood pressure, body mass index for early detection and treatment of any health condition.
- Support from senior staff is critical to an efficacious wellness programme and visible senior management involvement is one of the most important factors in the success of the programme. Senior management should act as wellness role models to assist in positioning the wellness programs as fundamental components of the institution.

7.3.3 Control at work

About half of respondents indicated that they are unable to voice out their opinions and influence changes in their area of work. A high proportion of the participants agreed that their job carries a lot of responsibility, but they do not have much authority. Respondents felt that they are not given a lot of freedom to decide how to do their jobs. The study findings suggested that respondents were not involved in decisions that affect them in their area of work. Employees should be offered the opportunity to exercise control over their work processes and decisions about the way their duties are carried out by adding more decision making authority.

- Offering employees to work with other people from different departments and offer them new challenges and therefore actively creating interactive conditions that will allow collaborative learning.
- The supervisor must delegate certain duties to subordinates in a view of not just offering more control over their tasks, but also encouraging personal development through delegation. Effective delegation will give subordinates a sense of empowerment and accountability while developing subordinates at the same time.
- Ensure effective communication and consultation between management and staff and especially where there are institutional or system changes, furthermore employees should be involved in decisions that affect their department or the entire university.

7.3.4 Home-work interface

A considerable amount of the respondents disagreed that their line manager actively promotes flexible working hours. Most of the study participants disagreed that their job demands interfered with their family time. In contrast results showed that a high percentage of the study participants agreed that they can keep a reasonable time between work and personal time and their current working patterns suit their personal circumstances. Respondents also reported that they worry about work even when they are at home. The findings indicated that the study participants disagreed that they travel long distances between work and home. The research results indicated that most respondents disagreed that their employer provides adequate facilities and flexibility for employees to adjust their work with their family time.

- Flexible working practices are important in balancing personal and professional lives of staff and it will assist in placing the University “A” as a preferred workplace. Flexible working arrangements must be incorporated into the management systems to allow employees to deal with personal problems when necessary.
- Compressed/flexible work week that offers employees to schedule their work week according to their needs, this will enable employees to formulate their working schedules to increase the time they spend with family.
- Employees should manage their working schedules and days to enable them to manage work and personal commitments by utilising a diary to ensure that they achieve their set daily objectives.
- In some academic departments there are arrangements in place for staff to work in flexible hours and therefore there must be a framework within which more employees can exercise flexible working patterns taking into consideration the nature of their work.

7.3.5 Stress at work

Many respondents agreed that they often feel under pressure at work. In contrast most study participants disagreed that the workload placed on them is more that they can handle. Many study participants reflected that there is friction or anger amongst colleagues. A number of respondents agreed that they get help and support they need from colleagues. About half of the respondents disagreed that they are often unable to find the information they need to perform their job. It also seems that study participants often cannot perform their job without interruption. In this study respondents highlighted stress at work as a challenge and therefore the following control measures are proposed.

- The organisation must conduct risk assessments to identify stress factors, evaluate and put control measures to minimise them, and supervisors should be trained in order to identify symptoms of stress amongst their subordinates. Furthermore, management, employee representatives and employees must discuss pertinent issues that impact on employees at work.
- The university must offer counselling for employees who are affected by work related or personal stress factors to ensure that they return to work at the

highest level of performance. The counselling service must be conveniently accessed by the university staff and strict confidentiality must be maintained at all times to increase participation.

- Employees should be proactive when dealing with interruptions, such as limiting the number of people who come into the work area, checking emails only at specific times and keeping the phone on silent while attending a high demanding task. Making a to-do list to prioritise and plan work task in the morning and schedule appointments to assist in avoiding interruptions at work.
- Leave days must be monitored to ensure that employees take the leave days that they are entitled to. Employees must be encouraged to take regular breaks from work to relax in order to energize their minds and bodies.
- There must be regular review of common work stress factors such as conflict amongst colleagues. All incidents physical or emotional abuse between colleagues must be reported to the supervisor or human resource department to be thoroughly investigated and all practical measures to be taken to control the incidents.
- Where the workload placed on employees is more that they can handle, then the way the job is done must be redesigned in line with the employees' competencies. Alternatively employing additional staff on contract basis to assist in dealing with the workload.

7.3.6 Working conditions

Participants felt that the employer should provide them with what they need to do their job effectively. Moreover, most respondents felt that employee health and safety should be prioritised at work. Respondents furthermore expressed that employees and management should work together to ensure the safest possible working conditions. An overwhelming majority of respondents agreed that the working conditions need to be improved. The research findings indicated that a majority of respondents disagree that health and safety conditions are satisfactory and the working conditions need to be improved and therefore the following recommendations are offered.

- Employees and management must be kept well trained and informed about their legal health and safety roles and responsibilities through workshops, memos, emails and health and safety meetings.
- Developing a health and safety framework that will ensure that the organisation attains its health and safety aims of minimising risks. The framework must include a health and safety policy that states management's commitment to provide a healthy and safe working environment. Furthermore, creating programmes that will ensure compliance with the applicable legislation.
- All levels of management must be accountable and ensure that health and safety is well managed in their designated work areas. Management and employees must implement health and safety practices that will maintain the workplace in a healthy and safe condition.
- Inspections and risk assessments must be carried out to identify any potentially hazardous working conditions and put measures in place to control such hazards.
- The workstations need to be redesigned to suit individuals' needs to make it more user friendly so as to increase comfort and efficiency. Improving the existing facilities such as air conditioners and providing new infrastructure to ensure compliance with the workplace health and safety legislation.

7.3.7 Policies

It was apparent from the responses that although some policies exist employees were unaware of their application.

- Fair and realistic strategic human resources policies and procedures should be clearly drafted by management and staff to condone QoWL of employees. These policies should include a commitment from management to continually improve the QoWL of employees.
- Employees and management at all levels must be made aware of their responsibilities with regards to QoWL related policies. There must be a clear association between QoWL policies and institutional goals, the policies should be consistent with the vision and mission of University "A". There

organisational policies must be well aligned with organisational goals and objectives

- In order to achieve a smooth implementation of a policy, there must be briefing sessions for staff and awareness must be raised on QoWL matters for both management and employees. Management must be consistent in the implementation of the policies.
- Employee representatives must integrate their goals with the organisational strategy in the interest of the organisation and its employees.

7.3.8 Performance management.

The absence of performance management systems in place was identified as a challenge. It is advised that the organisation develop innovative methods to encourage their employees in their job satisfaction and promotion so as to have high performance.

- The current situation whereby there are no performance management systems in place should be evaluated by means of an initial review that will provide a baseline of establishing performance management systems. These systems should cover the expected outputs and staff development with the aim of encouraging high performance.
- Where the employee's performance is below average and prior efforts of addressing performance have failed, then the employee's performance must be managed under unsatisfactory performance procedures.
- Setting out clear monthly, quarterly and annual performance expectations for each employee and performance expectations must be specific, measurable, achievable and with timeframes expressed as an outcome. This will enable the institution to have a clear framework which they can measure their performance.
- The supervisors must create formal and informal opportunities to offer feedback to the employee's performance and these must be linked to performance based incentives which will improve productivity.

7.3.9 Recommendations for future research

The research was undertaken to assist to identify factors that significantly impact on the QoWL.

- Even though the research covered the critical aspects of QoWL, it could however expand its scope to include remuneration factors and job content and context factors.
- Furthermore the research can utilise focus group discussions as data collection method and to better understand aspects of QoWL that impact on employees

7.4 Conclusion

University “A” must enhance the QoWL of its employees in turn to retain them and obtain its strategic priorities. The University must construct and maintain QoWL programmes. The proposed model will assist management to pay attention to those aspects that significantly impact on QoWL. Support from senior staff is critical to an efficacious QWL programme and visible senior management involvement is one of the most important factors in the success of the process. Employees should be nurtured and developed to establish long term relationships with them and develop commitment from them. Synchronising communication and consultation between management and employees by interacting at different levels of the institution will assist in developing trust and confidence that will creating a harmonious working environment with improve QoWL.

REFERENCES

- Adams, S. and Jeebhay, M. 2006. How to claim compensation for work-related injuries or diseases. In Mash B, Blitz-Lindeque J eds. *South African family practice manual*. 2nd ed. Pretoria. Van Schaik.
- Adhikari, D. R., Hirasawa, K., Takakubo, Y. and Pandey, D. L . 2012. Decent work and work life quality in Nepal : an observation. *Employee relations*, 34(1): 61-79.
- Aguirre Jr, A. 2000. Women and minority faculty in the academic workplace: Recruitment, retention, and academic culture. *Higher Education Report*, Volume 27(6). Jossey-Bass Higher and Adult Education Series. Jossey-Bass, 350 Sansome St., San Francisco.
- Akanji, B. 2012. Realities of work life balance in Nigeria : perceptions of role conflict and coping beliefs. *Business, management and education*, 10(2): 248-263.
- Almuftah, H. and Lafi, H. 2011. Impact of QWL on employee satisfaction case of oil and gas industry in Qatar. *Advances in management and applied economics*, 1(2): 107-134.
- Al-Qutop, M.Y. and Hussein, H. 2011. Quality of work life human well-being linkage: integrated conceptual framework. *International journal of business and management*, 6(8): 193-205.
- Apgar, M. 2000. *Harvard business review on work and life balance*. USA: Harvard Business School Publishing.
- Arrowsmith, J. 2001. Flexible working hours, quality of working life, organization of work, productivity, mental stress, statutory instrument, social dialogue, trade union attitude, management attitude, United Kingdom (online). Available at: <http://www.eurofound.europa.eu/eiro/2001/02/> (Accessed 04 July 2012)
- Aspen Institute. 2003. Where will they lead? MBA student's attitudes about business & society. Washington D.C. The Aspen Institute's Business and Society Program (online). Available at: <http://www.aspeninstitute.org/atf/cf/> (Accessed 21 February 2013)
- Aucoin, P. and Heintzman, R. 2000. The dialectics of accountability for performance in public management reform. *International review of administrative sciences*, 66(1): 45-55.

- Badenhorst, C.J. 2009. Occupational health and safety considerations for the
- Bagtasos, M.R. 2011. Quality of work life: a review of literature. *DLSU Business and economics review*, 20(2): 1-8.
- Bardill, J. E. 2000. Towards a culture of good governance: the presidential review commission and public service reform in South Africa. *Public administration and development*, 103-118.
- Barkhuizen, N. and Rothmann, S. 2008. Occupational stress of academic staff in South African higher education institutions. *South African journal of psychology*, 28(2): 321-336.
- Basheka, B.C. 2012. The paradigms of public administration re-examined: a reflection. *Uganda management institute*, 47(1): 25-67.
- Bekke, H.A., Perry, J.L. and Toonen, T.A. (n.d.). *Civil service systems in comparative perspective*. Bloomington: Indiana University Press, 268-287.
- Bezuidenhout, A. and Cilliers, F.V.N. 2010. Burnout, work engagement and sense of coherence in female academics in higher-education institutions in South Africa. *South African journal of industrial psychology*, 36(1): 1-10.
- Botha, L.S. and Potgieter, F.J. 2009. Understanding skills development in South African higher education institutions. *South African journal of higher education*, 23(2): 246-263.
- Botha, P.A., and Brand, H. 2009. Development of a holistic wellness model for managers in tertiary institutions. *South African journal of human resource*, 7 (1): 166-175.
- Boyd, S., and Wylie, C. 1994. *Workload and Stress in New Zealand Universities*. New Zealand Council for Educational Research and the Association of University Staff of New Zealand. Wellington.
- Brink, B., and De la Rey, C. 2001. Work–family interaction strain: coping strategies used by successful women in the public, corporate and self-employed sectors of the economy. *South African journal of psychology*, 31(4): 55–61.
- Brotheridge, C. and Lee, R. 2008. The emotions of managing: an introduction to the special issue. *Journal of managerial psychology*, 32(2): 108-17.
- Buthelezi v/s. Municipal Demarcation Board. 2004. 25 Indus. L.J. Juta 2317.
- Cameron, R.G. 2009. New public management reforms in the South African public service: 1999-2009. *Journal of public administration*, 44 (4.1): 910–942.

- Cardosa, M, and Fauziah, W.Y. 1994. *Health consequences of VDT work in Malaysia: some preliminary findings*. In: Ng, C. and M.K. Anne (eds). *Keying into the future: the impact of computerisation on office workers*. Women's' development collective and women's studies unit, UPM Serdang, Malaysia : Vinlin Press.
- Carlier, S. I., Llorente, C. L., and Grau, M. G. 2012. Comparing work-life balance in Spanish and Latin-American countries. *European journal of training and development*, 36(2/3): 286-307.
- Cascio, F. W. 2006. *Managing human resources: productivity, quality of work life and profits*, 7th ed. San Francisco.
- Cavana, R.Y., Delahaye, B.L. and Sekaran, U. 2001. *Applied business research: qualitative and quantitative methods*. Wiley .
- Chan K, and Wyatta, T.A. 2007. Quality of work life: a study of employees in Shanghai, China, *Asia. Pacific business review*, 13(4): 501–517.
- Chan, K.B., Lai, G., Ko, Y.C. and Boey, K.W. 2000. Work stress among six professionals groups: the Singapore experience. *Social science and medicine*, 50(10): 1415-1432.
- Chang, R.C. 1996. *Capitalizing on workplace diversity*. United States of America: Richard Chang Associates, Inc.
- Childs, T. 2003. Is Work /Life balance a Global issue- or has the U.S Culture simply exported the issue (online). Available at: <http://www.workfamily.com/> (Accessed 15 December 2012).
- Chitakornkijasil, P. 2009. Broad perspective and framework of quality of work life. *The International journal of organizational innovation*, 3(2): 214-242.
- Coetzee, M., Bergh, Z., and Schreuder, D. 2010. The influence of career orientations on subjective work experiences. *South African journal of human resource management*, 8(1): 1-13.
- Council on Higher Education (CHE). 2004. South African higher education in `the first decade of democracy. Pretoria: Council on Higher Education online. Visited at: http://www.che.ac.za/media_and_publications/research/south-african-higher-education-first-decade-democracy (Accessed 4 November 2012).
- Court, S. and Kinman, G. 2008. *Tackling stress in higher education*. London : UCU Publications.

- Creswell, J.W. 2009. *Research design, qualitative, quantitative and mixed methods approaches, 3rd ed.* SAGE.
- Curtin, K. 2009. *Changes to King iii and Companies Act* (online). Available at: <http://www.hrfuture.net/governance/changes-to-king-iii-and-companies-act.php> (Accessed 21 February 2013).
- Dancaster, L. and Cohen, T. 2010. Workers with family responsibilities: a comparative analysis to advocate for the legal right to request flexible working arrangements in South Africa. *South African journal of labour relations*, 34(1): 31-45.
- Daniel, D.F. 2007. Case study methodology, fundamentals and critical analysis. *cognitie, creier, comportment /cognition, brain, behaviour*, 11(2): 299-317.
- De Swaan, A., J. Manor, E. Øyen and E. P. Reis. 2000. Elite perceptions of the poor: reflections for a comparative research project. *Current sociology*, 48(1): 43–54.
- De Witt, D. 2001. *Management today* (online). Available at: <http://www.managementtoday.co.za> (Accessed 23 October 2012).
- Department of Health: 2004. *Ethics in Health Research: Principles, Structures and Processes* <http://www.doh.gov.za/docs/factsheets/guidelines/ethnics/>.
Department of Health. 2006.
- Department of Public Service and Administration (DPSA). 2008. *Summary Report to the July 2008 Lekgotla: status regarding HR delegations from EAs to HoDs in the public service*. Pretoria: Department of Public Service and Administration.
- Dex, S. 2004. Flexible working arrangements in the UK : *work life balance across the life course conference*, centre for research on families and relationships. Edinburgh: Edinburgh University.
- Dockel, A., Basson, J.S. and Coetzee, M. 2006. The effect of retention factors on organisational commitment: an investigation of high technology employees . *South African journal of human resource management*, 4 (2): 20-28.
- Dowling, D. 2006. Convergent interests in South African public and private higher education institutions: public and private good. *The Journal of independent teaching and learning*, 1: 4-10.

- Downes, C., and Koekemoer, E. 2011. Work–life balance policies: challenges and benefits associated with implementing flexitime. *South African journal of human resource management*, 9(1): 1-13.
- Du Prez, R. 2009. The place and role of University of Technology in South Africa: *South African technology network*.
- Du Toit, D., Woolfrey, D., Murphy, J., Godfrey, S., Bosch, D. and Christie, S. 1998. *The Labour Relations Act of 1995*. 2nd Ed. Durban: Butterworths.
- Dublin, Rahim, Afzalur, M. 2007. *Current Topics in Management*. New Jersey: Transaction and Publishers.
- Edwards, J., Van Laar, D.L. and Easton, S. (2009). The Work-Related Quality of Life(WRQoL) scale for higher education employees. *Quality in higher education*, 15(3): 207-219.
- employment of female workers in hard rock mines. *The Southern African Institute of mining and metallurgy hard rock safety conference*, Johannesburg, 28-30 September 2009.
- Erasmus, B., Swanepoel. B., Schenk, H., van der Westhuizen, E.J. and Wessels J.S. 2005. *South African human resource management for the public sector*. Kenwyn: Juta.
- Esser Irene-Marie, 2009, The Protection of stakeholder interests in terms of the South African *King III report on corporate governance: an improvement on King II* ?University of South Africa. *South African mercantile law journal*, 21: 188-201.
- European Agency for Safety and Health at Work. 2008. *The State of occupational safety in the European Union, pilot study (online)*. Luxembourg: Office for Official Publications of the European Communities. Available at: <http://www.agency.osha.eu.int/reports> (Accessed 13 December 2012).
- Falconer P. 1997. Public administration and the new public management : lessons from the United Kingdom experience. Pg1-17.
- Farmer, E. A. 2004. Faculty development for problem-based learning. *European journal of dental education*, 8(2): 59-66.
- Field, L.K. and Buitendach, J.H. 2011. Happiness, work engagement and organisational commitment of support staff at a tertiary education institution in South Africa. *South African journal of industrial psychology*, 37(1): 1-10.

- Fischl, M., Breitenmoser, P. and Füllemann, M. 2011. *How do qualitative and quantitative researches differ?* Doctoral Seminar: research methodology.
- Fletcher, P.C. and Bryden, P. J. 2007. Preliminary examination of safety issues on a university campus: personal safety practices, beliefs and attitudes of female faculty and staff .*College student journal*, 41(4): 1149-1162.
- Fraser-Moleketi, G. and Salojee, E. 2008. "South Africa's Public Service: Evolution and Future Perspective." "New World, New Society, New Administration(online). Department of Public Service and Administration, Government of South Africa. Available at:<http://www.ipac.ca/2008/docs/presentation/2508PM-Anver-Saloojee.pdf> (Accessed 02 January 2013).
- Fraser-Moleketi, G. 2001. *Tackling diversity*. United Nations Expert Group Meeting on Managing Diversity in the Civil Service. New York.
- Fraser-Moleketi, G. J. 2006. *Public service reform in South Africa: an overview of selected case studies from 1994-2004*. Master of administration thesis, University of Pretoria.
- Fuller, G. 2006. Anti-stress scheme boosts health and morale of city of London Police', *Personnel Today*, 3(7): 207–19.
- Gabriel, Y. and Griffins, D.S. 2003. Emotions, learning and organization. *The Learning organization*, 9(5): 214-221.
- Gallie, D. 2005. Work pressure in Europe 1996-2001: trends and determinants. *British journal of industrial relations*, 43(3): 351-75.
- Ganguly, R. 2010. Quality of work life and job satisfaction of a group of university employees. *Journal of management research*, 209-216.
- Gibson, J.L., Ivancevich, J.M., and Donnelly, J.H. 2000. *Organizations: behaviour, structure, processes*. New York: McGraw-Hill.
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J., and Stough, C. 2001. Occupational stress in universities: staff perceptions of the causes, consequences and moderators of stress. *Work and stress*, 15(1): 53-72.
- Goetzel, R. Z., Ozminkowski, R. J., Sederer, L. I. and Mark, T. L. 2002. The business case for quality mental health services: why employers should care about the mental health and well-being of their employees. *Journal of occupational and environmental medicine*, 44(4): 320-330.
- Golafshani, N. 2003. Understanding reliability and validity in qualitative research.

- Graetz, F. 2000. Strategic change leadership. *Management decision*, 38(8): 550-562.
- Grieves, J. 2000. Navigating change into the new millennium : themes and issues for the learning organization. *The Learning organization*, 7(2): 54-74.
- Griffin, J. M., Fuhrer, R., Stansfeld, S. A., and Marmot, M. 2002. The importance of low control at work and home on depression and anxiety: do these effects vary by gender and social class? *Social science and medicine*, 54(5): 783-798.
- Grogan, J. 2005. *Workplace law*. 8th ed. Cape Town: Juta.
- Guild, R., Ehrlich, R.I., Johnston, J.R. and Ross, M. H. 2001. SIMRAC handbook of occupational health and practice in the South African mining industry. Johannesburg : SIMRAC.
- Hackman, J.R. and G.R. and Oldham, 1980. *Work redesign*, M.A: Addison-Wesley.
- Hair, J.F., Money, A.H., Samouel, P and Page, M. 2007. *Research methods for business*. John Wiley & Sons, West Sussex.
- Hall, M. and Hymes, A. 2005. South African higher education in the first decade of democracy : from cooperative governance to conditional autonomy. *Studies in higher education*, 30(2): 199-212.
- Hegewisch, A. and Gornick, J. C. 2008. *Statutory routes to workplace flexibility in cross national perspective*. Institute for women's policy research.
- Helliwell, J.F. and Putman, R.D. 2004. The social context of wellbeing. *The royal society*, 359 (1449): 1435-1446.
- Henn, M., Weistein, M. and Foard, N. 2009. *A critical introduction to social research*. 2nd ed. Sage, London.
- Heskett, J.L., Jones, T.O., Loveman, G.W., Sasser, W.E. and Schlesinger, L.A. 1994. Putting the service-profit chain to work, *Harvard Business Review*, March/April.
- Heskett, J.L., Sasser, W.E., Jr and L.A., Schlesinger, 1997. *The service profit chain*. New York : The Free Press.
- Hesselbein, F., Goldsmith, R. and Beckhard, R. 1996. *The Leader of the future: new visions, strategies, and practices for the next era*. San Francisco. CA: Jossey-Bass.

- Higher Education South Africa. 2005. *Guidelines for the categorisation of research innovation output at universities of technology* (online). Pretoria. HESA Available at: <http://www.research.up.ac.za/> (Accessed 21 January 2013)
- Hood, C. 1991. A public management for all seasons? *Public administration*, 69(1): 3-19.
- Hood, C. 1996. Exploring Variations in Public Management Reform of the 1980s.
- Hope, K.R. and Chikulo, B.C. 2000. Decentralisation : the new public management and the changing role of the public sector in Africa. *Public management*, 2(1): 25-42.
- Hope, K.R. and Chikulo, B.C. 2000. Decentralisation, the new public management and the changing role of the public sector in Africa. *Public Management*, 2(1): 25-42.
- Horwitz, F. M., Bowmaker-Falconer, A., and Searll, P. 1996. Human resource development and managing diversity in South Africa. *International Journal of Manpower*, 17(4/5):134-151.
- Horwitz, F. M., Browning, J. H. and Steenkamp, A. J. 2002. Human resource practices and discrimination in South Africa: overcoming the apartheid legacy. *The International journal of human resource management*, 13(7): 1105-1118.
- Hughes, O.E. 2003. *Public management and administration: an introduction*. Macmillan, New York.
- Industrial Health Unit. 1999. Compensation for Occupational injuries and Diseases Act 130 of 1993, (COIDA), lecture notes distributed in the Centre of Occupational and environmental health, University of Kwa-Zulu Natal, 20 March 2004.
- Institute of Directors in Southern Africa. 2002. Executive Summary of the King report King committee on corporate governance (online). Available at: www.ecgi.org/codes/documents/executive_summary.pdf (Accessed 20 January 2014).
- Institute of Directors in Southern Africa. 2009. Kings Report on Corporate Governance for South Africa (online). Available at: <http://www.library.up.ac.za/law/docs/king111report.pdf>. (Accessed 5 July 2012).

- Institute of Directors of Southern Africa. 2009. *King Report on Corporate Governance for South Africa (King III)*. Park Town. September
- International Labour Office . 1989. *World labour report*. Oxford: Oxford University Press.
- Jandagh, G. and Matin, H.Z. 2010. Application of quantitative research in management (why, when and how). *Iranian journal of management studies*, 3(3): 59-74.
- Johnson, B. and Turner, L.A. 2003. *Data collection strategies in mixed methods research*. In Tashakkori, A. and Teddlie, C., eds. *Handbook of mixed methods in social and behavioral sciences*. Sage, 297-319.
- Johnstrund, L.K. 2002. Measuring the quality of faculty and administrative workplace.
- Jonathan, R. 2006. *Academic freedom, institutional autonomy and public accountability in higher education: a framework for the analysis of the 'state-sector' relationship in a democratic South Africa*. Council on Higher Education.
- Joubert, P., Van Wyk, C., and Rothmann S. 2011. The effectiveness of sexual harassment policies and procedures at higher education institutions in South Africa. *South African journal of human resource management*, 9(1): 1-10.
- Kakumba, U. and Fourie D.J. 2007 Revitalising accountability in public management reform : issues and challenges for developing countries, *Journal of public administration*, 42(7): 650-663.
- Kamya, H. A. 2000. Hardiness and spiritual well-being among social work students: implications for social work education. *Journal of social work education*, 36(2): 23-240.
- Kandasamy, I. and Sreekumar, A. 2009. WRKLFQUAL: a tool for measuring quality of work life. *Research and practice in human resource management*, 17(1): 59-70.
- Keefer, P. and Khemani, S. 2005. Democracy, public expenditures, and the poor: conditions of service and their job satisfaction: a case study. *South African journal of higher education*, 20(4): 466-477.
- Kelle, U. 2006. Combining qualitative and quantitative methods in research practice: purposes and advantages, Philipps-University Marburg. *Qualitative research in psychology*, 3(4): 293-31.

- Kiernan, W.E. and Knuson, K. 1990. 'Quality of work life', in Schallock, R.L. and Begab, M.J. (eds.), *Quality of life: perspectives and issues (American Association of Mental Retardation, Washington DC)*.
- Kinman, G., Jones, F. and Kinman, R. 2006. 'The well-being of the UK academy, 1998–2004'. *Quality in higher education*, 12(1): 15-27.
- Klynveld Peat Marwick Goerdeler (KPMG). 2001. *Ethics survey* (online). Visited at: <http://www.info.gov.za> (Accessed 17 March 2013).
- Kompier, M., Ybema, J. F., Janssen, J., & Taris, T. 2009. Employment contracts: cross-sectional and longitudinal relations with quality of working life, health and well-being. *Journal of occupational health*, 51(3), 193-203.
- Kortze, T. 2005 . The nature and development of the construct quality of work life. *Acta academia*, 37(2) 96-122.
- Koruca, H.I., Stowasser, S., Ozdemir, G., Orhan, H. and Aydemir, E. 2011. Evaluation of working life quality for a textile company in Turkey: a case study, Gazi. *University journal of science*, 24(1): 101-112.
- Kreiner, G. E., Hollensbe, E.C. and Sheep, M.L. 2009. Balancing borders and bridges: negotiating the home work interface via boundary work tactics. *Academy of management journal*, 52(4): 704-730.
- Krings, B. J. 2009. *Working time, gender and work-life balance*. Katholieke Universiteit Leuven, Hoger Instituut voor de Arbeid.
- Kruger, W. H. 2012 Health and safety representatives' perceptions and experiences in an academic hospital: appointment and relationships: original research. *Occupational health Southern Africa*, 18 (4): 20-24.
- Kubler, J. and Lennon, M.C. 2007. *2006-07 Academic staff salary survey*. Policy Research Unit Association of Commonwealth Universities. Association of Commonwealth Universities May 2007.
- Kumar, R. 2005. *Research methodology: a step-by-step guide for beginners*. London Sage.
- Ladebo, O and Oloruntoba, A. 2005. The effects of stressors, positive affectivity and coping strategies on well-being among academic staff in a Nigerian agricultural university. *Acta academica*, 37(3): 212-233.
- Lane, J. E. 2000. *New public management* , New Fetter Lane. London : Routledge.

- Lau, T., Y.H., Wong, K.F., Chan, and Law, M. 2001. Information technology and the work environment-does it change the way people interact at work. *Human systems management*, 20(3): 267-280.
- Lawler, E. E.1982. "Strategies for Improving the Quality of Work Life". *American psychologist*, 37: 486-693.
- Leadership model in practice. *Leadership organisation development journal*, 22(8): 383-393.
- Lee, G. J. 2002. Reviewing the economics of the skills development levy: a political non sequitur? *South African journal of labour relations* autumn, 26(1): 4-20.
- Levin, R. 2004. *Building a unified system of public administration*. Speech delivered at the 2nd public service conversation, Gordons Bay.
- Lewis, S. 1997. "An International Perspective on Work-Family Issues". In: S. Parasuraman S. and Greenhaus J.H. eds. *Integrating work and family: challenges and choices for a changing world*. Westport, CN :Quorum Books.
- Li, J. and Yeo, R.K. 2011. Working out the quality of work life: a career development perspective with insights for human resource Management *Human resource management international digest*, 19(3): 39-45.
- Liebenberg, N. Barnes. 2004. Factors influencing customer service culture in higher education environment. *South African journal of human resource management*, 2(2): 7-16.
- Lindlof, T.R. and Taylor, B.C. 2011. *Qualitative communication research methods*. Sage.
- Luton, L.S. 2010. *Qualitative research approach for public administration*, M.E Sharpe Inc.
- Macleay, D.B. 2011. Health and safety in the United Kingdom higher education libraries: a review of literature. *New review of academic librarianship*, 17: 209–221.
- Madue, S.M. 2007. New public management and the implementation of policies on the measurement of research output. *Journal of public administration*, 42(3): 163-178.
- Mafunisa, M.J, and Paterson, A. 2005 December. The new public management and public sector training in Africa. *Journal of public administration*, 4(1), December 2005.

- Mafunisa, M.J. 2003. Ethical governance. (A training manual for Public Servants prepared for the University of Pretoria). Pretoria.
- Mafunisa, M.J. and Maserumule, M.H. 2004. *Cases in public administration and management: a South African perspective*. Heinemann.
- Makgoba, M.W. 1996. *Mokoko: The Makgoba affair: A reflection on transformation*. Florida: Vivlia.
- Malan, F. and Smit, B. 2001. *Ethics and leadership in business and politics*. Lansdowne : Juta.
- Malczyk, A and Tissiman, C. 2010. Setting up your occupational health and safety plan: human resources. *Graphix*. 9(8): 18.
- Malone, J., Denny T., Dalton, P. and Addley, K. 1997. Stress at work. Part 1: recognition, causes, outcomes and effects. 1-47.
- Mammen, K.J. 2006. Higher education academics' satisfaction with their terms and conditions of service and job satisfaction: a case study. *South African journal of higher education*, 20(4): 466-477.
- Manyaka, R.K. and Sebola, M.P. 2012. Impact of performance management on service delivery in the South African public service. *Journal of public administration*, 47(1): 299-310.
- Mapesela, M. and Hay, D. 2006. The effects of change and transformation on academic staff and job satisfaction: a case of a South African University. *South African journal higher education*, 52(4): 711-747.
- Maree, K. 2007. *First steps in research*. Van Schaik.
- Mark, G., Gudith, D., and Klocke, U. 2008. The cost of interrupted work: more speed and stress. In *Proceedings of the SIGCHI conference on Human Factors in Computing Systems*: 107-110. 2008 November 08-12.
- Marques, J. 2008. Spirituality at work: Internal growth with potential external challenges. *Journal for quality and participation*, 31: 24-27.
- Martel, J-P. and Dipius, G. 2006. Quality of work life: Theoretical and methodological problems and presentation of a new model and measuring instrument. *Social indicators research*, 77(2): 333-368.
- May, B. E., Lau, R.S.M. and Johnson, S.K. 1999. A longitudinal study of quality of work life and business performance. *South Dakota business review*, 58 (2): 275-308.

- May, M.S. 2012. Diversity dynamics operating between students, lecturers and management in a historically Black university: the lecturers' perspective. *South African journal of industrial psychology*, 38(2): 1-8
- McDonough, M. E. 2011. Employee wellness plan, *FBI Law enforcement bulletin*, 80(12): 1-6.
- Mercedes, M. and Caceres, J. 2002. More training, less security? training and the quality of life at work in Argentina, Brazil and Chile. *International labour review*, 141(4): 359-383.
- Mester, C., Visser, D., Roodt, G. and Kellerman, R. 2003. Leadership style and its relation to employee attitudes and behaviour. *South African journal of industrial psychology*, 29 (2): 72-82.
- Meyer, M. and Botha, E. 2000. *Organizational development and transformation in South Africa*. Durban: Butterworth.
- Michie, S., & Williams, S. 2003. Reducing work related psychological ill health and sickness absence: a systematic literature review. *Occupational and environmental medicine*, 60(1): 3-9.
- Miller, K. 2005. *Public sector reform governance in South Africa*. Aldershot: Ashgate.
- Molefe, G.N. 2010. Performance measurement dimensions for lecturers at selected universities: an international perspective. *South Africa journal of human resource management*, 8(1): 1-13.
- Morrison, D., Cordery, J., Girardi, A., and Payne, R. 2005. Job design, opportunities for skills utilization, and intrinsic job satisfaction. *European journal of work and organizational psychology*, 14(1): 59-79.
- Mostert, F.F., Rothmann, S., Mostert, K. and Nell, K. 2008. Outcomes of occupational stress in a higher education institution. *South African business review*, 12(3): 102-127.
- Mphehle, Z. 2012. Are service delivery protests justifiable in the democratic South Africa? *Journal of public administration*, 47(1.1): 213-227.
- Msweli-Mbanga, P. and Potwana, N. 2006. Modelling participation, resistance to change and organisational citizenship behaviour: a South African case. *South African Journal of business management*, 37(1): 21-29.
- Mthembu, B. 2001. Speech on public service and administration budget vote, national assembly. Cape Town.

- Muftah, H. and Hanan Lafi, H. 2011. Impact of QWL on employee satisfaction case of oil and gas industry in Qatar. *Advances in management and applied economics*, 1 (2): 107-134.
- Mweemba, R.S. and J. Malan, J. 2009. The impacts of performance measurement on the equality of service delivery in Zambian public service. *Journal of contemporary management*, 6: 361-374.
- Nadler, D.A. and Lawler, E.E. 1983. Quality of work life: Perceptions and direction, *Organisational dynamics*, 11(3): 20-30.
- Napier, C.J. 2007. Accountability an assessment at the local government sphere. *Journal of public administration*, 42(4): 376-390.
- Naspers. 2010. Application of and approach to King III (online). Available at: <http://www.naspers.com>.(Accessed 13 February 2013).
- Natarajan, P. and Annamalai, C. 2011. A Study of quality of work Life in Pondicherry University Puducherry. *Advances in management*, 4(5): 46-51.
- National Plan for Higher Education. 2001. Ministry of Education. Pretoria.
- Ncholo, P. 2000. Reforming the public service in South Africa: a policy framework. *Public administration and development*, 20: 87-102.
- Nengwekhulu, R.H. 2009. Public service delivery challenges facing the South African public service. *Journal of public administration*, 44(2): 341-363.
- Neuman, M. 2010. *Occupational health and safety* (online). Available at: <http://ohsonline.com/blogs/> (Accessed 11 September 2013).
- Nicolaidis, A. 2009. Business ethics in Africa. *Journal of contemporary management*, 6: 490–501.
- Nieuwenhuizen, C. 2009. Scarcity, requirements and remuneration of applicants with management qualifications in the private-public and higher education sectors. *Journal of contemporary management*, 6:310 – 324.
- Normala, D. 2010. Investigating the relationship between quality of work life and organisational commitment amongst Employees in Malaysian Firms. *International journal of business and management*, 5(10): 75-82.
- Nzimande, J. 2008. Investigation of worklife balance in organisations in Kwazulu – Natal: comparison with the United Kingdom. Theses. University of KwaZulu-Natal.
- O' Leary, Z. 2004. *The essential guide to doing research*. London: Sage.

- Oliver, J.E., Jose, P.E. and Brough, P. 2006. Confirmatory, factor analysis of the Work Locus of Control Scale. *Educational and psychological measurement*, 66(5): 835-851.
- Olsen, D., Maple, S.A. and Stage, F.K. 1995. Women and minority faculty job satisfaction. *Journal of higher education*, 66(3): 267-293.
- Osborne, D. and Gaebler, T. 1993. *Reinventing government: how the entrepreneurial spirit is transforming the public sector*. New York: Penguin.
- Pantit, N. and Pant. R. 2010. Study of quality of work life of nurses and its impact on their job satisfaction in selected private and government hospitals in Gujarat. *International journal of business research*, 10(3): 172-178.
- Paoli, P. and Merlie, D. 2000. *Third European survey on working conditions*. European Foundation for the improvement of living and working conditions.
- Parsons, P.G., and Slabbert, A.D. 2001. Performance management and academic workload in higher education. *South African journal for higher education*, 15(3): 74–81.
- Paton, N. 2013. Stressed out at university. *Occupational health*, 65(4): 16-18.
- Patridge, K. 2012. Exploring pastoral staff's experiences of their own emotional wellbeing in a secondary school. *Educational and child psychology*. 29 (4): 121-132.
- Perone, J. and Tucker, T. 2003. An exploration of triangulation of methodologies: quantitative and qualitative methodology fusion in an investigation of perceptions of transit safety, Center for Urban Transportation Research at the University of South Florida. *Summary of Final Report, BC*. 137-142.
- Peters, M., Abu-Saad, H.H., Vydellingum, V. and Murphy, M. 2002. Research into headache: the contribution of qualitative methods, *The Journal of head and face pain*, 42(10): 1051-1059.
- Pienaar, C. and Bester, C. 2009. Addressing career obstacles within a changing higher education work environment: perspectives of academics. *South African journal of psychology*, 39(3): 376-385.
- Pillay, P., Subban, M. and Qwabe, B. 2008. Talent management – “Putting the right people in the right jobs”. *Journal of public administration*, 43(3): 308-323.
- Place, N. and Jacob, S.J. 2001. Stress: professional development needs of extension faculty. *Journal of agricultural education*. 42(1): 96-104.

- Plattner, I.E., and Mberengwa, D.S. 2010. We are the forgotten ones: occupational stress among university secretaries in Botswana. *South African journal of human resource management*, 8(1): 1-8.
- Police. *Personnel today*, 3(7): 207–19.
- Portnoi, L.M. 2003. Implications of the employment equity act for the higher education sector. *South African journal of higher education*, 17(2): 79-85.
- Potgieter, I.L., and Coetzee, M. 2010. Management competencies in higher education: perceived job importance in relation to level of training required. *South African journal of human resource management*, 8(1): 1-10.
- Potgieter, S.C.B. and Barnard, A. 2010. The construction of work–life balance: the experience of black employees in a call-centre environment. *South African Journal of industrial psychology*, 36(1): 1-8.
- Pretorious, M. Cilliers, F. and May, M. 2012. The Robben island diversity experience. An exploration of South African diversity dynamics. *South African journal of industrial psychology*, 38(2): 1-8.
- Public Service Commission. 2008. *State of the Public Service Report 2008* (online) Available at [http:// www.psc.gov.za](http://www.psc.gov.za). (Accessed 13 February 2013).
- Purdy, M. And Dopey P. 2005. Holistic flow model of spiritual wellness. *Counselling and value* 49(95).
- Quick, J.D., Henley, A.B., and Quick, J.C. 2004. The balancing act – at work and at home. *Organizational dynamics*, 33(4): 426-438.
- Rabin, J., Hildreth, W.B., and Miller, G.J. 2007. *Handbook of public administration*. 3rd ed. Boca Raton : Taylor & Francis.
- Rathi N. Relationship of quality of work life with employees' psychological well-being, *International journal of business insights & transformation*, Oct 2009-Mar 2010, 3(1): 52-60.
- Reddy, J. 1998. Capacity-building for quality teaching and learning in further and higher education. *South African journal of higher education*, 12(3): 5-6.
- Reichenberg, N. E. 2001. Best practices in diversity management. *Paper presented at the United Nations expert group meeting on managing diversity in the civil service*. 3–4 May. New York.
- Research in higher education*, 43 (3): 379-396.

- Rethinam, G. S. and Ismail, M. 2008. Constructs of quality of work life: a perspective of information and technology professionals. *European journal of social sciences*, 7(1): 58-70.
- Robbins, S. and Coulter, M. 2005. *Management*, 8th int. ed., New Jersey: Pearson.
- Rosser, V. J. 2004. Faculty members' intentions to leave: A national study on their worklife and satisfaction. *Research in higher education*, 45(3): 285-309.
- Rothmann, S. and Essenko, N. 2007. Burnout of support staff in a higher education institution in the North West Province. *South African journal of psychology*, 37(1): 135-152.
- Rothmann, S. Barkhuizen, N. and Tytherleigh, M.Y. 2008. Model of work-related ill health of academic staff in a South African higher education institution, *South African journal of higher education*, 22(2): 404-422.
- Rothmann, S., Jackson, L.T.B. and Kruger, M.M. 2003. Burnout and job stress in a local government : the moderating effects of sense of coherence. *South African journal of industrial psychology*, 29(4): 52-60.
- Saklani, D.R. 2004. Quality of work life in the Indian context : an empirical investigation. *Decision*, 31(2): 102-136.
- Sanicher, A. 2004. The strategic implications and management of considerations of work life programmes. *Journal of contemporary managements*, 1:31-44.
- Sarros, C. J. and Santora C. J. 2001. The transformation transactional leadership model in practice. *Leadership organisation development journal*, 22(8): 383-393.
- satisfaction in the North-West Russian oil industry. *Fennia* 184(2): 133–149.
- Schemerhorn, John, Hunt, James, Orsborne and James. 1994. *Managing organisational behaviour*, 5th ed. New York. Wiley.
- Schultz, C.M. 2010. Human Resource competencies at a merged higher education institution. *South African journal of human resource management*, 8(1): 1-8.
- Schulze, S. 2005. The job satisfaction of black female academics. *South African journal of higher education*, 19(4): 754-769.
- Sebola, M. and Khalo, T. 2010. Implementation of the employment equity act: a case study of University of Venda and of Pretoria. *Journal of public administration*, 45(1): 202-217.

- Senge, P. M. 1990. *The Fifth discipline: the art and practice of the learning organization*, London: Random House.
- Serey, T.T. 2006. Choosing a robust quality of work life. *Business forum*, 27(2): 7-10.
- Sidani, Yusuf M.; Al Hakim, Zeina T. 2012. Work–family conflicts and job attitudes of single women: a developing country perspective. *International journal of human resource management*, 23 (7): 1376-1393.
- Sieberhagen, C., Rothmann, S., and Pienaar, J. 2009. Employee health and wellness in South Africa: the role of legislation and management standards. *South African journal of human resource management*, 7(1): 18- 26.
- Sinclair, V. 2009. *Experiencing career satisfaction and career success over the life span* (online). Available at: <http://www.counselling-directory.org.uk>. (Accessed 23 October 2012).
- Singh, K., Robinson, A. and Williams-Green, J. 1995. Differences in perceptions of African American women and men faculty and administrators. *The Journal of negro education*, 64(4): 401-408.
- Sireteau, N.A, Bedrule-Grigoruta, M.V., 2007. Perspective of knowledge management. *Social sciece network*.
- Sirgy, M.J., Efraty, D., Siegel, P. and Dong-Jin, L. 2001. A new measure of quality of work life (QWL) based on need satisfaction and spillover theories. *Social indicators research*, 55(3): 241-302.
- Sithole, S.L. 2001. The need for employee assistance programmes at South African universities. *South African journal of higher education*, 15(2): 80-85.
- Smeltzer, S.C. and Bare, B.G. 2004. *Brunner and Suddarth's textbook of medical-surgical nursing*, 10th ed. Philadelphia: Lippincott Williams & Wilkins.
- Sounders, M., Lewis, P. and Thornhill, A. 2007. *Research methods for business students 4th ed*. Pearson.
- South Africa .1995. *South African Qualifications Authority Act 1995*. (online) Available at: <http://www.info.gov.za/acts/1995/a58-95.pdf> (Accessed 15 October 2012).
- South Africa. 1995. Department of Public Service and Administration. *White Paper on Transformation of Public Service*. Government Gazzete number: 15 November 1995 online. Available: <http://www.info.gov.za/whitepapers/1995/transformation.htm>. (Accessed 06 October 2012).

- South Africa. 1996. *Constitution of the Republic of South Africa of 1996*. Pretoria: Government Printers.
- South Africa. 1997. Department of Public Service and Administration. *White paper on public human resources*. Government Gazzete number 15594: 03 Dec (online). Available at: <http://www.info.gov.za/whitepapers/1997/hrmwp.pdf>. (Accessed 14 October 2012).
- South Africa. 1997. Higher Education Act 19 of 1997(online). Available at: <http://www.che.ac.za/documents/d000004/HigherEducationAct.pdf> (Accessed 2 February 2012).
- South Africa. 1997. *White paper on transforming public service delivery of S.A.* Government Gazzette number 18340: 18 December (online). Available at:<http://www.info.gov.za/whitepapers/1997/18340.pdf>. (Accessed 08 November 2012).
- South Africa. 1997. *White paper on transforming public service delivery*. Pretoria: Government Printers.
- South Africa. 1998. *Employment Equity Act 55 of 1998: code of good practice on the integration of employment equity into human resource policies and practices* (online). Available at: <http://www.labour.gov.za> (Accessed 12 January 2013).
- South Africa. 2002. *Basic Conditions of Employment Act 75 of 1997* (online). Available at: <http://www.labour.gov.za> (Accessed 12 June 2012).
- South Africa. 2002. *Compensation for Occupational Diseases and Injuries Act 130 of 1993* (online). Available at: <http://www.labour.gov.za> (Accessed 2 August 2012).
- South Africa. 2002. *Labour Relations Act no. 66 of 1995* (online). Available at: <http://www.labour.gov.za> (Accessed 2 June 2012).
- South Africa. 2002. *Skills Development Act 56 of 1997* (online). Available at: <http://www.labour.gov.za> (Accessed 2 May 2012).
- South Africa. 2004. *Employment Equity Act 55 of 1998* (online). Available at: <http://www.labour.gov.za> (Accessed 04 July 2012).
- South Africa. 2009. *Occupational Health and Safety Act 85 of 1993*. Claremont: Juta.
- South Africa. Department of higher education. 1997. *White paper on transformation of higher education* (online). Available at: <http://www.labour.gov.za> (Accessed 15 December 2012).

- South African Institute of Chartered Accountants .2011. *An integrated report is a new requirement for listed companies(online)*. Available at: <http://www.saica.co.za>. (Accessed 18 February 2013).
- South African Presidency. 2010. *Annual report 2007(online)*. Available at:<http://www.thepresidency.gov.za> (Accessed 12 January 2013).
- Spector, P.E. 1986. Perceived control employees: a meta-analysis of studies concerning autonomy and participation at work. *Human relations*, 39(11): 1005 -1016.
- Spies, M. 2006. Distance between home and workplace as a factor for job satisfaction in the North-West Russian oil industry. *Fennia*, 184(2): 133-149
- Srivastava, A.K. 2007. Perceived work environment and employees' health. *psychological studies*, 52(4): 345-347.
- Steenkamp, R. and Van Schoor, A. 2002. *The quest for quality of work life: a total quality management approach*. Cape Town. Juta.
- Stephenson, W. 23 May 2012. Who works the longest hours, BBC news (online) Available at: <http://www.bbc.co.uk/news/magazine-18144319> (Accessed 1 May 2013).
- Steyn, B. 2009. Difference between King III and King II Reports on Governance(online) Available at: <http://www.prconversations.com> (Accessed 19 February 2013).
- Sukram, P. and Hoskins, R. 2012. Leading the way: the managerial skills of library managers in South African university libraries. *Innovation journal of appropriate librarianship and information work in Southern Africa*, 45: 94-119.
- Tabassum, A., Rahman, T. and Jahan, K. 2012 . An Evaluation of the quality of work life: a study of the faculty members of private universities in Bangladesh. *ABAC Journal*, 32(3): 36-57.
- Tamini, B. K., Yazdany, B. O., and Bojd, F. B. 2011. Quality of work life as a function of organizational commitment and job burnout of Government and Private Bank Employees in Zahedan city. *The Social sciences*, 6(5): 368-374.
- Terre Blanche, M., Durrheim, K. and Painter, D. 2006. *Research in practice, applied methods for social science, 2nd ed*. Cape Town: University of Cape Town Press.
- The Qualitative report*, 8(4): 597-607.

- Trochim, W.M.K. 2006. *Research methods knowledge base*, Available at: <http://www.socialresearchmethods.net/kb/statdesc.php>, (Accessed 11 March 2013).
- Tshikwatamba, N.E. 2004. Human resource management of diversity in the public sector: addressing challenges of in equality an exclusions. *Journal of public administration*, 39(4): 592-606.
- Tshoose, I.C. 2011. Employer's duty to provide a safe working environment: a South African perspective. *Journal of international commercial law and technology*, 6(3).
- Tytherleigh, M. Y., Webb, C., Cooper, C. L. and Ricketts, C. 2005. Occupational stress in UK higher education institutions: a comparative study of all staff categories. *Higher education research and development*, 24(1): 41-61.
- United Nations Development Programme. 2003. *Leadership and social transformation in the public sector: moving from challenges to solutions*. New York: Oxford University Press.
- United Nations. 2005. *Unlocking the human potential for public sector performance: world public sector report*. Department of social and economic affairs. New York.
- University of Venda. 2005. University of Venda Strategic Plan 2005-2010. Available at: <http://www.univen.ac.za> (Accessed 04 February 2011).
- Uwaifo, S. O. 2008. Nigerian library staff and their perceptions of health risks posed by using computer-based systems in university libraries. *Program: electronic library and information systems*, 42(1): 68-75.
- Van den Broek, D. 2003. Selling human services: public sector rationalisation and the call centre labour process. *Australian bulletin of labour*, 29 (3): 236-253.
- Van der Berg, Y.and Martins, N. 2013. The relationship between organisational trust and quality of work life. *South African journal of human resource management*. Available at: <http://www.sajhrm.co.za/index.php/sajhrm/article/view/392/568>. (Accessed: 18 March. 2013).
- Van der Westhuizen, C., Goga, S., and Oosthuizen, M. 2007. Women in the South African Labour Market, 1995-2005.

- Van Der Zee, J. and Abu Saad, H.H. 2001. Quality of working life and workload in home help services: a review of the literature and a proposal for a research model. *Scandinavian Journal of Caring Society*, 15: 12-24.
- Van Jaarsveld, M. 2002. Parental leave: for the sake of the children: A comparative study. *South African medical journal* 783.
- Van Schalkwyk, L., Els, C., and Rothmann, S. 2011. The moderating role of perceived organisational support in the relationship between workplace bullying and turnover intention across sectors in South Africa. *South African journal of human resource management*, 9(1): 1-13.
- VanLaar, D., Edwards, J. A. and Easton, S. 2007. The Work-related quality of life scale for healthcare workers. *Journal of advanced nursing*, 60 (3) :325- 333.
- Veeran, P. 2011. The impact of globalisation on human resource management policies and procedures in the South African public service. *Journal of public management*, 46(3).
- Vermeulen, W. and Crous, M.J. 2000. Training and education for TQM in the commercial banking industry of South Africa. *Managing service quality*, 10(1): 61-67.
- Viljoen, J.P. and Rothmann, S. 2009. Occupational stress, ill health and organisational commitment of employees at a university of technology. *South African journal of industrial psychology*, 35(1): 67-77.
- Viswesvaran, C., Sanchez, J. I., and Fisher, J. 1999. The role of social support in the process of work stress: a meta-analysis. *Journal of vocational behavior*, 54(2): 314-334.
- Vyas-Doorgapersad, S. 2011. Paradigm shift from new public administration to new public management: theory and practice in Africa. *The Journal for transdisciplinary research*.
- Walker, M. and McLean, M. 2010. Making lives go better: university education and 'professional capabilities'. *South African journal of higher education*, 24(5): 847-869.
- Welman, J.C. Kruger, S.J. and Mitchell, B. 2005. *Research methodology 3rd ed.* Cape Town: Oxford University Press.
- Wentzel, L., Buys, C. and Mostert, K. 2009. Work and personal life: which strategies do secondary school educators use to deal with the interaction? *South African journal of human resources management*, 7(1):1-9.

- Wilken, E.C., and Badenhorst, J.W. 2003. A comparative analysis of sexual harassment policies at selected higher education institutions in South Africa. *South african journal of higher education*,17(2): 197-205.
- Williams, N. 2003. Occupational stress. *Practice nurse*, 26 : 21–26.
- Winefield, T., Boyd, C., Saebel, J. and Pignata, S. 2008. Update on national university stress study. *Australian universities review*, 50(1): 20-29.
- Winter, R., Taylor, T. and Sarros, J. 2000. Trouble at the mill: quality of academic worklife issues within a comprehensive Australian University. *Studies in higher education*, 25(3): 279-294.
- World Health Organisation. 2005. Knowledge Management Strategy.
- World Health Organization. 2002. *Constitution of the world health organisation* (online). Available at: http://whqlibdoc.who.int/hist/official_records/constitution.pdf. (Accessed 06 January 2012).
- World Labour Report. 1989. International Labour Organisation.
- Wyatt, T.A. and Wah, C.Y. 2001. Perceptions of quality of work life: a study of Singaporean employees development. *Research in human resource management*, 9(2): 59-76.

Annexure A
Factors impacting on the quality of work life : A case study of
University “A”

Section A: Biographical Data

1. Age

20-25	01
26-34	02
35-44	03
45-54	04
55-64	05
65+	06

2. Gender

Male	01
Female	02

3. Ethnic group

Black	01
Coloured	02
White	03
Indian	04
Asian	05

4. Highest education level reached

Below matric	01
Matric	02
Trade certificate	03
Advanced diploma	04
Degree	05
Post graduate	06

5. Length of service

Less than 1 year	01
1-3	02
4-6	03
7-11	04
12-15	05
20+	06

6. Job type

Academic	01
Academic support	02
Administration support	03

7. Current job level

Senior management (grade 3&4)	01
Middle management (grade 5&6)	02
Junior management (7&8)	03
Lectures (grade 7,8&9)	04
Professional/specialist (grade9 &10)	05
Semi skilled (grade 11-17)	06

Instructions: Please rate how strongly you agree or disagree with each of the following statements by placing a tick (X) in the appropriate box.

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly agree

Section B: Job Satisfaction					
I have a clear set of goals and aims that enable me to do my job.	1	2	3	4	5
I have the opportunity to use my abilities and skills at work.	1	2	3	4	5
When I have done a good job it is acknowledged by my line manager.	1	2	3	4	5
I am satisfied with the career opportunities available to me here.	1	2	3	4	5
I am satisfied with the training I receive in order to perform my present job.	1	2	3	4	5
I am encouraged to develop new skills.	1	2	3	4	5
I think that my job is reliable and secure.	1	2	3	4	5
I am growing as a professional in my current job	1	2	3	4	5

Section C: General Wellbeing					
I feel well at the present moment.	1	2	3	4	5
Recently I have been feeling unhappy and depressed.	1	2	3	4	5
I am satisfied with my life.	1	2	3	4	5
In most ways my life is closer to ideal.	1	2	3	4	5
Generally things work out well for me.	1	2	3	4	5
Recently I have been feeling reasonably happy all things considered.	1	2	3	4	5

Section D: Control at Work					
I am able to voice out my opinions and influence changes in my area of work.	1	2	3	4	5
I am involved in decision that affects me in my own area of work.	1	2	3	4	5
My job carries a lot responsibility, but I do not have much responsibility.	1	2	3	4	5

I have a lot of say about what happens in my job.	1	2	3	4	5
I am given a lot of freedom to decide how I do my job.	1	2	3	4	5
I have the necessary authority to do my job.	1	2	3	4	5

Section E: Home Work Interface

My employer provides adequate facilities and flexibility for me to adjust my work in with my family time.	1	2	3	4	5
My current working hours/patterns suit my personal circumstances.	1	2	3	4	5
My line manager actively promotes flexible working hours.	1	2	3	4	5
I often have to take work home to keep up with my job demands.	1	2	3	4	5
The job demands interfere with my family time.	1	2	3	4	5
I can keep a reasonable time between work and personal time.	1	2	3	4	5
I often worry about work even when I am at home.	1	2	3	4	5

Section F: Stress at Work

I often feel under pressure at work.	1	2	3	4	5
I often feel excessive levels of stress at work.	1	2	3	4	5
The workload placed on me is more than I can handle.	1	2	3	4	5
There is friction or anger amongst colleagues.	1	2	3	4	5
I get help and support I need from colleagues.	1	2	3	4	5
I am often unable to find the information I need to perform my job	1	2	3	4	5
I often perform my job without interruption	1	2	3	4	5

Section G: Working conditions

My employer provides me with what I need to do my job effectively.	1	2	3	4	5
I work in a safe environment.	1	2	3	4	5
Employee health and safety is a high priority where I work.	1	2	3	4	5
The health and safety conditions are satisfactory.	1	2	3	4	5
At work employees and management work together to ensure the safest possible working conditions.	1	2	3	4	5
I feel that the current working conditions need to be improved.	1	2	3	4	5

Thank you!!

Annexure B: Factors impacting on the quality of work life: A case study of University “A”

In this questionnaire you will be asked your opinion on various aspects of quality of work life. In each question you are presented with a statement to which you are supposed to respond to.

Open ended questions

1. Do you know of any policies and procedures that are related to quality of work life at University “A”?

.....

2. What factors do you think positively affect your satisfaction with your quality of work life at University “A” ?

.....

3. What factors do you think negatively affect your satisfaction with your quality of work life at University “A”?

.....

4. Do you think other employees or your satisfaction with the quality of work life affects your performance at work?

.....

5. What will be your recommendation to management to improve the satisfaction of employees with the quality of their work life?

.....

Thank You!!!

Annexure C: LETTER OF INFORMATION AND CONSENT

Title of the Research Study: Factors impacting on the quality of work life: A case study of University "A".

Principal Investigator/s/researcher: Mr. Mpho Kenneth Letoane, BTech:
Environmental Health

Post graduate diploma: Occupational health

Supervisor/s: Dr. B.S. Ngcamu **B.Paed degree, LLM, Mcom & DTech**

Co-supervisor : Prof. Nirmarla Dorasamy, PhD

Brief Introduction and Purpose of the Study:

I am currently undertaking a research project as part of my studies towards a Masters degree in Technology: Public Management at Durban University of Technology. The study aims to assess the perceptions of employees on the Quality of Work Life within University "A".

The poor quality of work life can result from high stress levels because of work and non-work related demands and it can have detrimental effects on family life and the general wellbeing of employees. Quality of work life can be defined as the relationship between the organisation and employee needs. The study will assist us in gaining insight to the employee needs and determine how best these can be met to improve performance and retention. As a University "A" employee we believe that you can provide us with the critical information that is relevant to the study we are undertaking.

Outline of the Procedures:

The researcher will set up an appointment with the senior manager at the manager's office. The researcher will then establish rapport by introduction and expressing appreciation to the manager for making the time. of senior management. The senior manager will then be asked open-ended questions to respond to. The researcher will take down notes during the interview

The subjects will be recruited by being given a letter by the researcher that explains the purpose of the research. Each participant will be offered sufficient time to read the letter and be given the opportunity to clarify any questions. Only after the participants have understood what the research entails can they sign the information letter and a letter of consent. The researcher will introduce the purpose of the study and also the importance of the involvement. The informed consent will be explained and confidentiality and anonymity will be assured before the questionnaire/interview commences.

The questionnaire/interview will take approximately 20 minutes. Participation is voluntary participants are free to withdraw from the study at any time without giving reasons, and without prejudice or any adverse consequences. The information you give will only be used for research purposes and will be aggregated with other responses and only the overall or average information will be used.

Risks or Discomforts to the Participant:

All the questionnaire and interview questions are based on the Quality of Work Life, and therefore the questions asked are less likely to cause any harm.

Benefits:

The research will give valuable information about the quality of work life of University "A" employees and will assist the researcher in Journal publications.

Reason/s why the Participant May Be Withdrawn from the Study:

You are completely free to withdraw from the study should any question about Quality of Work life cause any transitory discomfort. Participation is voluntary and you are free to withdraw from the study at any time without giving reasons, and without prejudice or any adverse consequence

Remuneration:

There are no rewards offered for participating in this study, nonetheless your time and effort is highly appreciated.

Costs of the Study:

There are no costs related to participating in the study.

Confidentiality:

To ensure your confidentiality, your name will not be recorded on the questionnaire. The researcher will code the questionnaires to ensure anonymity of the respondents and that the questionnaires cannot be traced back to a particular respondent

Research-related Injury:

There are no anticipated research-related injury or adverse reaction.

Persons to Contact in the Event of Any Problems or Queries:

In the event of any problems or queries, please feel free to contact me or my supervisor Dr B.S. Ngcamu, telephone: 031 260 2765 or Ngcamub@ukzn.ac.za , or Mr. Mpho Kenneth Letoane:, tel :031 907 7197 mpho.letooane@gmail.com or the Institutional Research Ethics administrator on 031 373 2900. Complaints can be reported to the DVC: TIP, Prof F. Otieno on 031 373 2382 or dvctip@dut.ac.za.

General:

Potential participants must be assured that participation is voluntary and the approximate number of participants to be included should be disclosed. A copy of the information letter should be issued to participants. The information letter and consent form must be translated and provided in the primary spoken language of the research population e.g. isiZulu.

CONSENT**Statement of Agreement to Participate in the Research Study:**

I hereby confirm that I have been informed by the researcher, _____ (Mpho Kenneth Letoane), about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: _____,

I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.

I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.

In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.

I may, at any stage, without prejudice, withdraw my consent and participation in the study.

I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.

I understand that significant new findings developed during the course of this research which may relate to my participation will be made available to me.

Full Name of Participant Date Time Signature / Right Thumbprint

I, Mpho Kenneth Letoane herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

Full Name of Researcher Date Signature

Full Name of Witness (If applicable) Date Signature

Full Name of Legal Guardian (If applicable) Date Signature

Please note the following:

Research details must be provided in a clear, simple and culturally appropriate manner and prospective participants should be helped to arrive at an informed decision by use of appropriate language (grade 10 level - use Flesch Reading Ease Scores on Microsoft Word), selecting of a non-threatening environment for interaction and the availability of peer counselling (Department of Health, 2004)

If the potential participant is unable to read/illiterate, then a right thumb print is required and an impartial witness, who is literate and knows the participant e.g. parent, sibling, friend, pastor, etc. should verify in writing, duly signed that informed verbal consent was obtained (Department of Health, 2004).

If anyone makes a mistake completing this document e.g. wrong date or spelling mistake a new document has to be completed. The incomplete original document has to be kept in the participant file and not thrown away and copies thereof must be issued to the participant.