



**AN INVESTIGATION INTO EMPLOYEE JOB SATISFACTION AND ITS IMPACT
ON ORGANIZATIONAL EFFECTIVENESS-
A CASE STUDY OF THE BUFFALO CITY COLLEGE**

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ABSTRACT

The purpose of this study was to investigate the impact of job satisfaction on organizational effectiveness at Buffalo City College in the Eastern Cape. When job satisfaction levels are low, the organizations efforts to attain organizational effectiveness may be compromised. For any organisation to be effective, it should have satisfied and committed workers. The levels of employee performance may be increased by job satisfaction in an organisation including the further education and training sector. The individual commitment of employees in the workplace may be stimulated by job satisfaction. This means that the satisfaction of employees is necessary for the development of any establishment.

A quantitative methodological style was used for the collection of data in this study. The target population consisted of 100 lecturers at Buffalo City College. The personal method of administering the questionnaire was used and a 75% response rate was obtained. The Statistical Program for Social Sciences (SPSS) version 24.0 was used for statistical examination. Significant findings emerged from the empirical analysis and results. Some respondents experienced job satisfaction while others experienced dissatisfaction with growth opportunities, pay, working conditions and recognition.

The recommendations highlighted that top management should consider improving the working conditions of employees and opening up opportunities for individual advancement of the workers. Further, it was recommended that top management of Buffalo City College should pay a fair salary to the lecturers and involve them in decision making particularly on those things that have a direct impact on them. The study concludes by providing directions for future research.

DEFINITION OF KEY TERMS

Below is a definition of the key terms used in this study:

Job Satisfaction: the degree to which employees are content with their jobs (Robbins, 2009:61).

Organisational Effectiveness: Organizational effectiveness is the concept of how effective an institution is in achieving the outcomes it seeks to achieve (Muhammad, Naseer and Sheraz, 2012:9). It is the total fulfilment of all parts in the quest of collecting and converting inputs into outputs in a more effective manner (Mathew, Grawhich & Barber, 2009).

Academics: Academic staff are those people within Higher Education Institutions who are responsible for teaching, research and planning.

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DECLARATION

I declare that this dissertation submitted for the degree Master of Management Sciences: Human Resources Management in the Department of Human Resources Management at the Durban University of Technology is the result of my own investigation and research and that it has not been submitted in part or in full for any other degree or to any other institution of higher education. I further declare that all sources were cited, referenced and acknowledged as highlighted in the bibliography.

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 INTRODUCTION

Attaining high levels of employee performance is always important in any organization. In order to achieve high levels of performance, satisfied employees are necessary to have to ensure that organizational goals are met. It is believed that satisfied workers tend to extend more effort to their jobs. Thus, organizations try to ensure that they have a satisfied work force to help in meeting the long term goals of the organization. However, the performance of each individual employee will determine whether the organization will be effective or not. Therefore, for organizations to be productive, they depend on the individual performance of their employees.

The efforts of employees are a vital factor to determine how an organization's performance levels will look like. When employees feel satisfied about their jobs, they put greater efforts to the job. When the employees put more effort in their jobs, the performance of the organization increases and thereby lead to organizational effectiveness. In other words, the satisfaction of each employee is important to ensure organizational effectiveness. According to Peerbhai (2006:1), organizations are under an increasing amount of pressure to be competitive. The challenge of any organization is to meet its corporate objectives for effectiveness and productivity and still meet the needs of its workers for rewards (Manolopoulos, 2008:1740). Therefore, it is vital for institutions to know all aspects that are associated with job satisfaction.

Greenberg and Baron (2007:148) state that it has become clear that levels of job satisfaction have begun dropping off sharply in the early 21st century. Employees often decide to go on strikes and protests when they are dissatisfied with their working conditions. According to Waswa and Katana (2008:45), these strikes have negative effects on the productivity of higher education institutions. Tella, Ayeni and Popoola (2007:1) state that understanding how important employees are in the organisation is to identify that the human resources and the organisation are synonyms. Many studies on job satisfaction have been conducted in many organizations around the world, due

to its importance in the success of any organization. This study aims to investigate the impact that job satisfaction has on organizational effectiveness at Buffalo City College.

1.2 BACKGROUND TO THE STUDY

Buffalo City Public TVET College hereafter referred to as BCC, is a college based in East London in the Eastern Cape. This college has three campuses namely: East London Campus, John Knox Bokwe Campus and St Marks Campus. The college has approximately 178 academic staff. Buffalo City College focuses on the National Certificate Vocational (NCV) courses. The principal, Mr D.R Singh expressed that this study would be beneficial for the institution in that it will allow management to see through some of the things that need improvement.

1.3 THE PROBLEM STATEMENT

According Uhl-Bien, Marion and McKelvey (2007:299), organisations are confronted with competition, formed by globalisation, politics and technology. They further state that organizations are often times confronted with challenges from the external environment. In light of the challenges from the external environment, organizations see employees as assets that should be working towards the growth of the organization. With the current economic problems facing South Africa, organizations are pushing employees to perform at their maximum best. This then forces employees to be dissatisfied with their jobs because the focus of the organization is on making huge financial returns and thereby forgetting about employee needs. Costantini (2010:1) cites this as one of the reasons behind increasing levels of job dissatisfaction. Job satisfaction has been widely researched and studies have shown that a considerable amount of employees are dissatisfied with their jobs. Costantini (2010:1) further states that according to recent surveys on job satisfaction, as many as 45 percent of employees are not happy in their current jobs and that if the trend is not reversed, it could actually harm employee performance. Chimanikire, Mutandwa, Gadzirayi, Muzondo and Mutandwa (2007:167), state that institutions of higher learning have been losing well qualified employees in recent times. This is attributed to job dissatisfaction. According to a job satisfaction study conducted Uganda's higher

education sector, universities in Uganda are demanding that academics must work efficiently and effectively (Ssessanga and Garret, 2005:34). Adekola (2012:1), identified low levels of job satisfaction in some universities in Southwest Nigeria. This then poses the question of to what extent does this dissatisfaction impact on organizational effectiveness.

There is limited data on how job satisfaction impacts organizational effectiveness in the higher education and training sector as a whole. Furthermore, there is no study that has looked at job satisfaction at BCC thus far. Concerns of poor working conditions, pay, inadequate training opportunities, and high workloads are some of the problems faced by higher education and training employees. According to Madlock (2008:64), job satisfaction has a relationship with how the individual employee performs in the workplace. According to Patterson (2004:5), when employees are satisfied, they become productive employees. Permission was granted by the principal allowing this study to take place at Buffalo City College (Annexure A).

1.4 AIMS AND OBJECTIVES OF THE STUDY

This study's aim was to investigate the impact of job satisfaction on organizational effectiveness at the Buffalo City College in the Eastern Cape. The following are the objectives of the study:

- To determine whether there is an existing relationship between job satisfaction and organizational effectiveness.
- To investigate the impact of job satisfaction on organizational effectiveness.
- To determine the factors that contribute to employee job satisfaction and;
- To provide recommendations from the analysis and develop progressive strategies to improve the existing human resources policies of Buffalo City College.

1.5 RESEARCH QUESTIONS

- Do employees have opportunities for growth and development in Buffalo City College?
- Are employees satisfied with their current working conditions?
- Do workers receive recognition for the work they do?
- Are employees compensated a reasonable salary for the work they do?
- Are employees committed to making the organization effective?

1.6 SIGNIFICANCE OF THE STUDY

Employee job satisfaction is an important concept in every organization. Job satisfaction is one of the most important aspects of Human Resources Management is job satisfaction. Organizations need to ensure that employee satisfaction is always high among employees. This is to help the organization to increase levels of productivity, good customer service and quality. It is the responsibility of everyone in an organization to guarantee that workers are satisfied and devoted to making the institution effective. For any organization to be effective, it needs to have satisfied workers. Job satisfaction is known to increase the productivity of employees and therefore it becomes vital for academic lecturers. Therefore, ensuring job satisfaction among employees could yield positive results for the organization and lead to organizational effectiveness.

The significance of this study, can be used as a link to assist in improving the current human resources in BCC and other organizations could also benefit from this. Therefore, a study of job satisfaction on academic staff in BCC is vital to make sure that they are able to deliver good services in their day to day functions like research, teaching and administration. This study should also fill a gap in providing insight into the topic of job satisfaction in BCC and assist management in addressing some of the concerns that employees might have.

1.7 SCOPE OF STUDY

This research was limited to the three campuses of BCC in the Eastern Cape. The study does not include other colleges in the higher education sector.

1.8 DELIMITATIONS OF THE STUDY

The delimitations of this study are that it was limited to BCC and its academic lecturers and therefore, the conclusions cannot be related to other higher education institutions.

1.9 LITERATURE REVIEW

Literature was reviewed with an aim to investigating the factors that affect job satisfaction of lecturers at BCC and the impact that they have on organizational effectiveness. According to research conducted by other researchers, it is clear that there is a considerable number of aspects that impact job satisfaction in academic staff. Adekola (2012: 4), examined some of these factors in his study using the Minnesota Satisfaction Questionnaire (MSQ). Peerbhai (2006:8) states that an examination of job satisfaction is important, emphasizing that it helps managers in managing their employees more effectively. Peerbhai (2006:8), further states that such an investigation can yield positive results and can also assist the managers in determining how satisfied their employees are and highlighting the specific areas of dissatisfaction. The construct of job satisfaction has been extensively researched over the past years (Loganathan 2013:9). Oshagbemi (2007:389) states that it is important to study job satisfaction due to the effect it has on the physical and mental wellbeing of employees. It is common knowledge that satisfied workers are productive workers. Arnold and Feldman as cited by Luthans (2009:86) define job satisfaction “as the overall amount of positive affect that employees have towards their work”. Robbins (2009:69), states that job satisfaction is an employee’s general attitude towards work. Robbins (2009:69) further indicates that an employee experiencing high levels of job satisfaction has a good approach of doing things at work and an employee experiencing high levels of dissatisfaction has a negative approach of doing things at work. According to Spector (2008:67), job satisfaction does not include the way people

feel about their jobs only, but it includes how they feel about different aspects of the job. According to Locke (2009:95), job satisfaction is a pleasant or progressive emotional state that results from a person's job. Job satisfaction can be seen as how employees view or perceive how their jobs offer the things that are seen as essential. Saiyadan (2013:83) defines job satisfaction as the restoration of effect shaped an employee's view of whether his or her job provides fulfilment. According to Werner (2007:335), employees experiencing high levels of satisfaction are more likely to show good performance that contributes to the general operations of the organization.

Looking at the above definitions, it can be concluded that job satisfaction is an unobservable concept and does not have a certain way of gaging it. There is a considerable number of aspects which affect job satisfaction. Luthans (2009) views them as the work itself, pay, promotion, supervision, and working conditions. Mullins (2005:699) states that managers need to comprehend ways of making the work of their employees fulfilling.

For purposes of this research, the researcher adopted the following definition for job satisfaction: the degree to which employees are content with their jobs (Robbins, 2009:61).

1.10 RESEARCH METHODOLOGY

Research methodologies are used either under quantitative or qualitative categories. According to Keegan (2009:11), two distinctive designs may emerge depending on whether the investigation is empirical or not. For purposes of this research, a quantitative method was utilised. The target population comprised of academic lecturers of BCC in East London. A questionnaire was used to collect data. The personal method of collecting data was used.

1.11 ANALYSIS OF DATA

Data analysis is essential to ascertain the levels of job satisfaction within the target population. The Statistical Package for Social Sciences (Version 24.0) was used to

analyse the data. The researcher requested the services of a statistician to help in data analysis.

1.12 STRUCTURE OF THE CHAPTERS

CHAPTER 1: OVERVIEW OF THE STUDY

This chapter highlights the background, aims and objectives of the study. The research questions, problem statement, scope of the study and significance of the study is presented in this chapter.

CHAPTER 2: LITERATURE REVIEW

This theoretical framework of the study is presented in this chapter. Literature on job satisfaction and organizational effectiveness is covered in this chapter.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

This chapter deliberates on the methodology used in the study. The method of collecting data, questionnaire construction.

CHAPTER 4: ANALYSIS OF DATA

The analysis of data is presented in this chapter.

CHAPTER 5: FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter focuses on the discussion of research conclusions and recommendations arising from the empirical results of the study.

1.13 CONCLUSION

This chapter provided a summary of the study including the research problem to be examined. This chapter also outlined the aims and objectives of the study. The definition of the frequently used terminology in the study was outlined. The research methodology and design, research questions and limitations of the research were discussed. The organization of the chapters of this study was presented.

Chapter two focuses on reviewing the existing literature and materials by other authors and researchers. This is to help to shape a sound theoretical basis for the study. This chapter provides a detailed explanation of the two main variables, namely, job satisfaction and organizational effectiveness. The study also draws on the broad conceptual models of various experts on organizational behaviour.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The problem statement addresses two main variables, namely, job satisfaction and organizational effectiveness at the Buffalo City College. In this chapter the literature review provides a definition, detailed explanation on the impact, influences, theories, determinants and measuring scales of these variables. According to Baldeo (2009:8) a literature review is a comprehensive and reasonable examination and explanation on the evidences and errors of the literature in a selected area of study which proves knowledge with what is presently known about the research topic. The summary of documents, books, and articles that define the historical and present state of knowledge about a topic is known as a literature review Creswell (2008:116). A literature review can also be defined as a process of organizing a literature into themes and documents that are required for a planned study.

According to Khalid (2012: 126), research indicates that institutions of higher learning are viewed as some of the supreme establishments of a country. This means that employers and administrators of these higher education institutions should understand the significance of the educational systems of the country and the manner in which academics fit in these systems. According to Brevis, Cronje, Smit and Vrba (2011: 383), to have the understanding and know-how of giving employees meaningful work is vital for managers in higher education institutions, since this recognises the needs and hopes of staff. Ololube, (2010: 114), however, argues that different perceptions of biased behaviour by management are perceived as a strong indication of job dissatisfaction.

Given the rise of trade unions in modern days, the issues affecting academic employees cannot be ignored in the higher education sector. It is for these reasons that all managers have expressed their concerns about issues of employee satisfaction. This is mainly for the following three reasons:

First of all, a number of the managers have an impression that they are ethically accountable for supporting and ensuring elevated levels of employee satisfaction in their colleges. When academic staff become dissatisfied with their jobs, the manager becomes concerned.

Secondly, these managers are worried about the impact that job satisfaction has on employee performance. Many higher institution principals consider that when employees experience job dissatisfaction, they are not productive enough, there is a great absenteeism and turnover rate and there is a rise in strikes.

Thirdly, these managers are worried about the effect that job satisfaction has on organizational effectiveness. It is believed that a positive connection between job satisfaction and organizational effectiveness exists. This is proven by the fact that when workers experience job satisfaction, the organization is likely to meet its short, medium and long term goals.

The most important question to ask is 'what motivates employees to go to work'. In trying to respond to this fundamental question, Baron and Greenberg (2007:156-157) suggest the following subsections:

- The nature of job satisfaction
- Definition of job satisfaction
- Impact of job satisfaction
- The importance of job satisfaction to academic employees
- Theories of job satisfaction and;
- Factors affecting job satisfaction

There are two commonly used approaches to studying job satisfaction. These are:

2.1.1 THE GLOBAL APPROACH

This approach looks at job satisfaction as an employee's complete feelings towards their job. The global method looks at the bigger side of how an employee feels about their job when looking to study the overall attitudes of an employee. When looking at this approach as the total number of many key elements that make up the satisfaction of an employee, this may result in neglecting some elements that determine job satisfaction. The global approach therefore, can be perceived as biased if managers do not look at the various aspects of job satisfaction and the determinants of job satisfaction. According to Alegre and Chiva (2006:683), even though a distinct outcome can be obtained from studying this approach, its reliability and validity cannot be lost.

2.1.2 THE FACETS APPROACH

This approach concentrates on the many different components of job satisfaction like pay and working conditions (Peerbhai, 2005:12). This approach is seen to allow for a more thorough examination of a worker's job satisfaction. It helps to give a clear distinction between efficient or deficient behaviour, and to outline which elements are favoured more than the others. The extent of how an employee shows satisfaction with various facets of their work determines the employee's total job satisfaction. Organizations decide to categorize the various facets of the job and this makes it easier to identify loopholes and thereby helping organizations to make the needed improvements in areas where dissatisfaction is seen.

Previous researchers have indicated that even though job satisfaction is a broad area with different facets, emphasis should be on all facets to determine overall job satisfaction. According to (MacMillan, McGrath and Nerkar, 1996:167-188), various scholars have successfully embraced this method during their studies. Some well-known tools that use this approach include the Minnesota Job Satisfaction Questionnaire developed by Weiss, Darwisch, England and Lofquist (1967). Smith, Kendal, and Hulin (1969) also developed the Job Descriptive Index and the Job Diagnostic Survey developed by Hackman and Oldham (1980).

In short, the concept of job satisfaction can be well-defined as a multidimensional concept that studies worker's perceived moods relating to a collection of intrinsic and

extrinsic features relating to their jobs. According to (Moe, Pazzaglia and Ranconi, 2010:1145), when one is experiencing satisfaction, they feel a pleasurable experience that can lead them to higher rates of success.

This review of literature will examine the nature of job satisfaction and what impact it has on organizational effectiveness. Definitions from different authors will be included to get a better perspective of the variables.

2.2 NATURE OF JOB SATISFACTION

Job satisfaction is a multifaceted concept which has been researched rather widely. From looking at the various literature sources, it becomes clear that job satisfaction goes hand in hand with employee motivation, the only difference being in the causes and effects. Joshua (2008:5) asserts that organizational researchers have attached a high level of importance to job satisfaction. Locke, as cited by Moodley (2014:12), states that even though this phenomenon of job satisfaction has been extensively investigated, it is still a subject of much controversy due to a lack of consensus among researchers. According to (Peerbhai, 2005:13), it is believed that high job satisfaction levels can lead to positive feelings towards ones job while on the other hand lower levels of satisfaction can result in employees having bad feelings towards their jobs.

A key development in understanding the concept of job satisfaction was made through the studies Hawthorne studies led by Elton Mayo and F.J. Roethlisberger (Bendix and Wickstrom, 2000:364). The findings of their research showed that decent conditions of work enhanced job satisfaction levels among workers. The outcomes of their study also showed that employees go to work for other purposes other than just a salary. Their conclusions indicated that the moods of employees and their emotions are the most important elements allows for job satisfaction. Satisfied employees tend to display greater levels of performance in their work than dissatisfied workers. With this satisfaction of employees, the organization becomes more efficient and there are lower rates of employee turnover. When employees are satisfied, an organization sees an improvement in the productivity of its workers. What the researchers have been

trying to understand is whether organizations become effective because workers are satisfied or workers become satisfied because the organizations are effective.

Literature shows that there are numerous aspects that impact the job satisfaction of employees. These comprise; working conditions, pay, benefits, recognition, colleagues, level of skills, career safety and security, personal relationships, supervision, flexibility in the working environment and others hereditary elements (Chaudhry, Randeree 2012:64).

To get a better understanding of job satisfaction, it is vital to discuss the definition of the concept. In this section, job satisfaction's definition is discussed in detail from various perspectives.

2.2.1 JOB SATISFACTION DEFINED

Many theorists have defined the term job satisfaction in various and some researchers have produced their own definitions (Worrel, 2007:10). Several scholars argue that job satisfaction should be defined as 'the extent to which employees express themselves negatively or positively in relation to their jobs' (Van Wyk and Steyn 2007:38-41). This is to a large extent accurate, when the organization is able to meet the different expectations and desires of its employees, they will have a sense of achievement and this will determine the extent of their satisfaction. Judge and Robbins (2007:79) describe job satisfaction as a pleasurable emotion towards an employee's job ensuing from an examination its features. Luthans (2007:212) concurs with Locke's claim that job satisfaction is a pleasant emotional state that is as a result of an employee's experience in the workplace. According to Locke (2012:158), job satisfaction is therefore an emotional response from the way an employee perceives his or her job. These perceptions are centred on the employee's individual desires and their own interpretation of how these desires can be satisfied.

Greenberg and Baron (2007:178) define job satisfaction as a positive or negative feeling towards one's job. They further state that it is an individual's cognitive, affective

and evaluative responses towards his or her job. This means that certain groups of people may be more satisfied with their jobs than others, but in addition, some individuals are likely to be either consistently satisfied or dissatisfied with their jobs. Robbins and Judge (2007:79) state that a worker's valuation of how satisfied or dissatisfied he or she is with the job is a difficult conclusion ensuing from various distinct elements of the job. According to Locke and Mobley (1970), job satisfaction and dissatisfaction are a result of what the employee expects and receives and the level of value they attach to it. Luthans (2007:212) further postulates that job satisfaction is a consequence of how employees perceive their jobs to be providing the things that they view as important. Bitsch and Hogberg (2008:659) state that job satisfaction is an overall feeling towards an employee's present job and whether that institution embraces the expectations of its employees. Spector (2008:214) argues against the idea that job satisfaction is about how employees feel about their work only, but further states that it is about how employees see the different facets of their jobs.

Gordon (2006:68-69) states that job satisfaction will occur when an employee's job is able to meet the employee's expectations. Gordon (2006:69) further states that the standards and morals of an employee can impact their overall performance and commitment to the job. This means that the more the organization meets the expectations of each individual employee, the more employees will experience high levels of job satisfaction. Job satisfaction is also defined as a pleasurable feeling that comes from how an employee views his or her job. Bateman and Snell (2014:458), state that employees will experience satisfaction if they are treated well by their immediate managers and by the conditions of work. However, it is to be noted that an employee feeling satisfaction is not automatically a productive employee.

Job satisfaction is viewed as having many different angles or sides, and trying to comprehend all the sides of job satisfaction and their effect thereof in an institution can prove to be difficult. Mullins (2005:646-647) asserts that job satisfaction is a multifaceted concept and it can have different meanings to different people. Moreover, Weiss (2007:174-193) states that even though employee job satisfaction is an

emotion, scholars must be careful put into account the objectives of cognitive evaluation that can be impacted by feelings, views and employee behaviour.

For purposes of this research, the researcher adopted the following definition for employee job satisfaction; the degree to which employees are content in their jobs (Robbins, 2009:61).

2.3 IMPACT OF JOB SATISFACTION

The controversy around job satisfaction has led to it being among the most widely investigated work attitudes in the field of organizational behaviour. It is alleged that employee attitudes and job satisfaction are important for the success of any organization. According to Joshua (2008:5) organizational researchers have attached a high level of importance to job satisfaction over the years. Locke, as cited by Moodley (2004:12), states that even though the phenomenon has been widely investigated, it is still a topic of much disagreement owing to the absence of agreement amongst the scholars. According to Mullins (2007:249), the degree to which employees will be productive and work towards the attainment of organizational goals will be determined by the relationship that they have with the organization. Employee motivation is derived from the achievement of all those things that are viewed as important. Overall satisfaction or dissatisfaction of academic employees will show a negative or a positive influence on organizational effectiveness. This, therefore makes it important for the management of BCC to always ensure that their staff is working towards the attainment of organizational goals.

2.4 THE SIGNIFICANCE OF JOB SATISFACTION ON ACADEMIC STAFF

According to Moser and Levinson (1997), the notion of job satisfaction is certainly imperative because when it is absent, this may lead to a lack of commitment and therefore reduce organizational effectiveness. Alexander, Lichtenstein, Hellmann, and Jamal, (1997) state that a lack of job satisfaction is a predictor of a worker leaving or staying in their job. Sometimes employees leave the private sector to the public sector or leave the public sector to the private sector. This move from one occupation

to the next is often seen as better. According to Ucho, Mkavga and Onyish, (2012: 378), job satisfaction among academic employees can assist in forecasting turnover and can have an impact of on how students judge the services provided by the institution. Stress levels, poor communication, inadequate prospects for growth and recognition can lead to employees to be unhappy about their jobs therefore lead them to terminating their services.

According to Malik, Nawab, Naeem and Danish as cited by Govender (2013), being aware of how staff stay happy and devoted to their institution and the extent to which different aspects of the job enhance levels of commitment, depends on the institution and being aware of the things that keep employees is vital because it has a potential to increasing employee morale. Subsequently, the satisfaction of academic employees can be acknowledged through the way students perform in the institution. When an institution is able to work towards increasing the levels of job satisfaction on its employees, this does not only advantage the workers, but it also brings an advantage or benefit to the institution. It is evident that organisational success is mainly dependant on the overall satisfaction of employees because a productive workforce helps the organization to get close to its goals.

2.5 THEORIES OF JOB SATISFACTION

Worrell (2004:12) states that there are numerous models endeavouring to clarify the concept of job satisfaction. Bitsch and Hogberg (2005:659) concur with Worrell (2004:14) attesting that there are many different ways in which job satisfaction has been studied, and that researchers have come up with different theories. Bitsch and Hogberg (2005:660) add that this includes theories of motivation and that these theories have been understood to be theories of job satisfaction in many studies.

The majority of motivation theories earlier were looking at the satisfaction of needs. According to Robbins, Millet, Waters-Marsh, and Caciappe (1998), motivation depends on the needs and wants of the individual employee. In the same way, Maslow and McGregor focused on the satisfaction of personal needs as the foundation for

motivation (Robbins et al. 1998). Though, modern theories quoted by Leonard, Beauvais and Scholl (1999) indicate that the employees character and personality have a big role in motivation. Present philosophies on motivation do not argue against these theories, but they merely build on them.

Motivation, by its very nature entails a degree of personal satisfaction or egotism. According to Robbins, Millet, Waters-Marsh, and Caciappe (1998), motivation is based on the notion of trying to please oneself. Shaw, Shapard and Waugaman (2000) support this and state that this inner drive to please oneself is derived on the human endeavour to find meaning in life. Many scholars have argued that the drive to advance one's position is based on motivation forces, and it is the centre of trying to please oneself. Shaw et al (2000) puts forth motivational strategies that focus on motivation in life, but these strategies may also be applied in the working environment. According to his strategies, self-importance is an important aspect of motivation.

It is important, for the purpose of this study to discuss the relevant theories on motivation and how these theories impact on job satisfaction. Peerbhai (2006:10) supports Bitsch and Hogberg, confirming that job satisfaction can be linked to the motivation theories. According to Peerbhai (2006:19), the theories that are linked to job satisfaction are the Job Characteristics theory, the Equity theory and the Need theory. However, Ramdhani (2008:41) states that no one theory can be applied to all situations.

According to Baron and Greenberg (2008:153-156), researchers and scholars have outlined broad theories about job satisfaction. Their goal was to provide a context for understanding about the different factors that influence job satisfaction, and to provide reasons why it results in different effects. In the quest to gain understanding into the reasons why some people feel more satisfied with their jobs than others, it is important to discuss the theories of job satisfaction.

According to Boone and Kurtz (2012:351) the content theories of motivation are concerned with finding the needs and motive that dictates the behaviour of people.

The theories emphasize the central needs that encourage people to act in a particular way in the workplace. According to these theories, the management of the institution can get an understanding of the needs of its employees just by seeing their behaviour and can foresee their behaviour by being aware of their needs. According to Luthans (2008:168), content theories indicate that job satisfaction happens when the employee's need for self-actualization and growth are fulfilled by the employee's job. The content theories focus on identifying specific factors that motivate an employee to work (Hitt, Miller and Colella (2009:187). Peerbhai (2006:10) asserts that the most recognized content theories are Herzberg's Two-factor Model, Maslow's Hierarchy of Needs theory, and Locke's Value Theory.

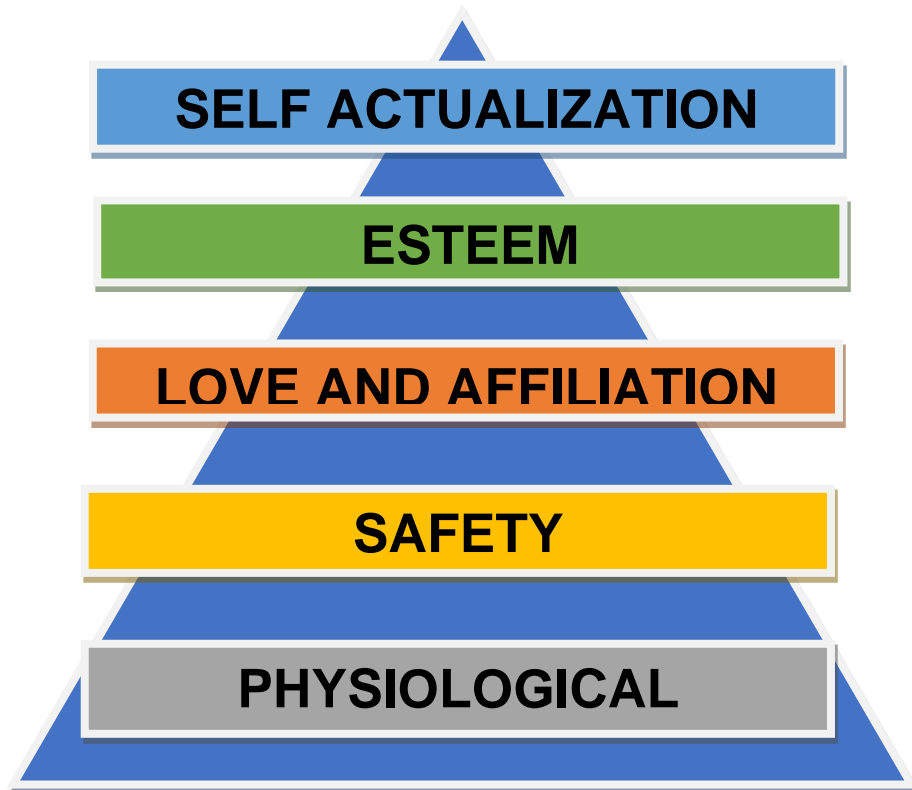
2.5.1 MASLOW'S HIERACHY OF NEEDS

One of the first scholars to define motivation was Maslow (Oosthuizen, 2007:9). Maslow originally defined motivation as personal needs which organise themselves in pyramids of pre-potency. This means that the satisfaction of one need depends on the satisfaction of a prior need (Maslow, 1943:371). This implies that employees will be motivated should a specific need be met. Should the needs not be met, they will experience dissatisfaction (Du Toit, Erasmus and Strydom, 2008:235).

Maslow expressed the needs on the basis of a process theory, known as the hierarchy of needs. This hierarchy is based on five needs, namely; self-actualization, esteem, love and affiliation, safety and physiological needs (Oosthuizen, 2007:9) as illustrated in Figure 2.1 below.

Figure 2.1 Maslow's Hierarchy of Needs

Source: Du Toit *et al.* (2008:234)



- **Physiological Needs**

Physiological needs are shelter, hunger, sex, thirst and other physiological needs associated with the biological survival of the individual. These needs are seen to be the most prominent needs and if they are not satisfied, human behaviour will be mainly directed at satisfying them.

- **Safety needs**

Safety and security needs can be seen as the need for safety in the work environment or security regarding issues of pension or retirement funds. Safety needs may also entail security and being protected from physical and emotional harm.

- **Love and Affiliation**

Once safety needs have been satisfied, the need for love and affiliation arises. The employee has a need for close relationships and being affiliated with other employees at work. This is a strong desire to be loved and to love. In a business context, this may also include relationships with immediate supervisors and managers.

- **Esteem needs**

This need refers to self-esteem and self-respect. It also refers to reputation, recognition and prestige.

- **Self-Actualization**

The last need is the need for self-actualization, which can be seen as the need for fulfilment in life (Bergh and Theron, 2010:132). If all the previously mentioned needs are met, employees spend their time in search of opportunities to apply their skills to the best of their ability. Self-actualization needs then become important in that context.

Maslow, as cited by Kiniki and Kreitner (2008:149) highlights that before moving up to the next level, the low level needs must be satisfied. When the low level needs are satisfied, they do not serve as motivators for the person. The conclusions of Maslow's theory are that personal needs can have a direct influence on the manner how in which employees are motivated. The physiological needs consist of the basic needs of a person. These needs can be satisfied by the organization by giving the employees enough benefits and pay. Academic lecturers at BCC indicated that they were not satisfied with these areas. According to Worrell (2007:13) when a job allows employees to grow and acquire the higher level needs, it is likely that the employee will be satisfied with his or her job. To be able to motivate people, it is important to recognize those needs that are unsatisfied and assist the employee in meeting the needs. This therefore implies that the managers at BCC need to identify these unsatisfied needs and work towards assisting employees to fulfil them.

The next level is made of safety and security needs in the hierarchy. These needs include job security and programmes for employee wellbeing. The academic lecturers at BCC indicated a satisfaction with the way they get support from their immediate managers.

Social needs make up the next level in the hierarchy. These needs can be met by creating an environment that allows for employees to work as teams and promote social connections at work. Maslow states that this need is one of the most important needs in any institution because it can be attached with the total overall satisfaction

that employees feel in the workplace. The academic lecturers at BCC showed a significant satisfaction on having good relations with their core workers.

Esteem needs make up the next level in the hierarchy. These needs include the need to be recognised, to be respected and to have a positive self-image. To ensure fulfilment of these needs, employees need to be part of the decision-making processes in the organization. The organization also needs to recognise the individual efforts of the employees and offer them promotions to higher positions. The academic lecturers at BCC showed dissatisfaction with the way that management involves them in decision making on key issues affecting them.

The next level in the hierarchy is self-actualisation needs. These needs include the need for self-development and growth. These needs also include the individual employee realising his/her potential. The academic employees of BCC showed dissatisfaction with the limited chances of growth in the institution.

2.5.2 HERZBERG'S TWO FACTOR THEORY

Frederick Herzberg, who is known to be the pioneer of motivation interviewed a group of employees in the late 1950's to determine what was satisfactory and dissatisfactory about their jobs. He requested the respondents to remember a time when they felt very good about their job and provide reasons why they felt that way. His second question was for the respondents to remember a time when they felt very bad about their job and provide reasons why they felt that way (Anon, 1999). According to studies conducted by Herzberg, the factors which cause job dissatisfaction are different from those that cause job satisfaction (Mullins, 2007:262). Greenberg and Baron (2008:221) agree with (Mullin, 2007) suggesting that the Herzberg's theory of job satisfaction is where satisfaction and dissatisfaction stem from a variety of variables. Emanating from the consultations with different respondents, Herzberg started developing a theory that states that there are two dimensions to job satisfaction namely; motivation and hygiene factors.

2.5.2.1 MOTIVATING FACTORS (SATISFACTION)

- Motivating factors can play a significant part in ensuring that employees are satisfied; it can make workers perform above the standards. Robbins (2009:51) states that motivating factors such as the following make employees satisfied with their jobs.
- Recognition
- Achievement
- Challenging work
- Responsibility
- Growth and development

2.5.2.2 HYGIENE FACTORS (DISSATISFACTION)

Hygiene factors are the environment or working conditions that contribute to employees not feeling satisfaction within their jobs. Hygiene factors are based on the needs of the organization in order to prevent unpleasantness in the working environment. Herzberg (1975) further argues that if hygiene factors are missing in the workplace, the likelihood is that employees will be dissatisfied. Herzberg (1975) further indicates that the existence of these factors does not guarantee the job satisfaction of employees.

These factors, according to (Du Toit *et al*, 2008:237) include:

- Physical working conditions
- Remuneration
- Security
- Relationship with peers
- Policies and procedures

According Peterson and Smerek (2007:230), this theory remains one of the main theories in the field of employee satisfaction. When job satisfaction of academic employees is linked with this theory, the conclusion is that it focuses more on the content factors that help in motivating employees. This theory further states that the

working conditions, benefits and pay have little influence on the motivation of employees. These authors state that the above factors contribute in preventing dissatisfaction. According to research by Smerek and Peterson (2007), managers at tertiary institutions are faced with the challenge of identifying the most dominant needs of their employees and offer employee development opportunities.

The conclusions of the study were that academic employees were the most important resource for any higher education institution such as the BCC. Therefore, motivation can help to enhance the quality of work performed by academic employees. This shows that a significant relationship between motivation and job satisfaction exists. For the purpose of this study, if the management of BCC could increase motivation levels of employees, that would have a contribution to the job satisfaction of employees, and in return, increase employee commitment to their jobs through motivation and hence organizational effectiveness.

2.5.3 LOCKE'S VALUE THEORY

Locke's theory states that the factors that impact the satisfaction of employees can only be determined when the value an employee puts on his or her work is known. The more value an employee puts in certain factors of the working environment, the more changes in satisfaction will occur (Baron and Greenberg 2007:155-156). This theory further emphasizes that if there is more value put in one factor, there are chances that employees might feel dissatisfied.

Locke (2012:158) illustrates by means of the following example: Academic employees who do the same work in the same working environment might feel similar levels of satisfaction but feel it in completely dissimilar ways. Another staff member might be satisfied by the physical features of the job whereas the other employee may be satisfied by the challenges that the job offers and various tasks in the job. . In this background, it is clear that this theory has many dimensions and most importantly detailed to every single employee. In addition to that, while certain employees are

satisfied about their jobs and others dissatisfied, it is vital to determine the factors that contribute towards the changing degrees of job satisfaction or dissatisfaction.

2.6 HAGEDORN'S CONCEPTUAL FRAMEWORK FOR ACADEMIC JOB SATISFACTION

Hagedorn (2000:321) states that the job satisfaction of academic employees must be grouped into two key interrelating paradigms that are triggers and mediators. According to Hagedorn (2000:321), mediators include all the aspects that provide the background on which job satisfaction can be understood, including demographics and environmental conditions. Triggers, however, are important events that affect an individual's point of view, like promotion opportunities, moving from one institution to the other and recognition. The Hagedorn framework is influenced by Herzberg's theory of motivation and job satisfaction constructs. All the aspects connected with job satisfaction, called "motivators", are different from the factors connected with dissatisfaction, called "hygiene".

After the Herzberg's theory, Hagedorn (2000: 321) put together the motivators and hygiene factors into a one category and introduces demographic factors as mediators for job satisfaction. Hagedorn also explains the importance of external events in triggering and re-shaping of job satisfaction. According to Hagedorn (2000:321), triggers can also affect other mediators, like relationships in the workplace and personal achievements. All the elements that have a potential to create job satisfaction are highlighted in this framework. The conclusions drawn from this framework of academic employee's job satisfaction, could be based on the most important aspects of job satisfaction; these include advancement, recognition, responsibility, and administration and company policies. Hagedorn also reflects on the working conditions and demographics, which are important to this study.

2.6 RESEARCH CONDUCTED BY OTHER RESEARCHERS

The South African higher education is experiencing significant changes. These changes include transformation, growth, addition of new courses, the increase of student grants and the support that the government is giving to the disadvantaged. The pressures of demand and supply, culture and financial pressures and the difficulty of accessing universities among other things have created these changes. Increased student access to further education and training colleges has been associated with the recent attempt from government to put more effort in the education of the youth. All these changes have an impact on the satisfaction and dissatisfaction of academic lecturers and they contribute towards the effectiveness of the organization.

Research conducted by Mokone (2011) indicated that academic staff showed a dissatisfaction with the working environment, shortage of resources, and facilities. This areas covered by this study were: Limpopo, Gauteng and KwaZulu Natal. The population of the study included sixty academic lecturers from six FET Colleges. One of the findings of the study was that staff had poor interpersonal relationships. The recommendations made from the study were that the Higher Education and Training department must improve the working conditions of their staff. Another recommendation was that academic staff should be afforded the opportunity to take part in decision making of the college. The last recommendation was that lecturers should be paid a fair salary and must receive recognition for their efforts.

A study conducted by Maforah (2004), which focused mainly on the factors that encourage high levels of job satisfaction amongst school teachers. This study was conducted in the independent schools of Johannesburg. The findings of the study were that school educators found interpersonal relationships as their basis for job satisfaction. Poor salaries, poor facilities, lack of security and low status in the community were their reasons for dissatisfaction. The study recommended that management needs to ensure that improvements are made on these areas in order to ensure greater levels of job satisfaction.

Research conducted by Moloantoa (2015) revealed that academic lecturers at the National University of Lesotho were dissatisfied with limited opportunities for growth, pay and poor working conditions. Recommendations were made that the management at the National University of Lesotho should provide academic support services to encourage the development of its academic staff.

2.7 FACTORS AFFECTING JOB SATISFACTION

Luthans, as cited by Govender (2013) states that the three key aspects to job satisfaction are; firstly, job satisfaction is an emotional response to a situation in the workplace and therefore, one cannot see it. Secondly, the extent to which outcomes meet or exceed expectations is often the determinant of job satisfaction. For example, if employees in a particular organization feel that they are receiving less rewards while working harder, chances are that they will have a negative attitude towards their colleagues, work and boss. However, when employees feel that they are paid fairly and treated fairly, chances are that they will have a positive attitude towards their job. Thirdly, job satisfaction is a representation of many different but related attitudes.

According to Schultz, Werner, Bagraim, Viedge and Potgieter (2003:220), job satisfaction is a collection of attitudes of an employee to various aspects related to their job, such as work itself, work place interaction and relationships, rewards and incentive schemes and personal characteristics.

Being able to identify what makes people satisfied can be a difficult task for managers. Feldman and Arnold (1996:86), state that there are several factors that contribute towards making people feel positively or negatively about their jobs. Certain employees may feel dissatisfied with certain aspects of their work and be satisfied with a few aspects of their work (Mullins 2005:645). Baron and Greenberg (2007:156) state that the factors that make employees to feel satisfied or dissatisfied about their jobs are:

2.7.1 PAY

The relationship between pay as one of the most important aspects of an organization is vital. Organizations are fighting to ensure that they are effective and efficient through the cooperation of all the stakeholders. Stakeholder cooperation can be attained only when all the stakeholders are satisfied with their pay. Once the stakeholders are satisfied with their pay, the organization is in a better position to be efficient and effective. Money is important not because it assists people achieve their needs but it is more important in providing for the needs of employees. The issue of whether money is a primary motivator for job satisfaction has been a bone of contention by several authors with differing views. According to Greenberg and Baron (2008:233) when employees perceive their salaries to be low, this can lead to job dissatisfaction, and this can contribute to employee turnover. According to this study, academic employees at BCC showed dissatisfaction when it comes to pay. This shows a similarity between literature and the current study. According to Nel *et al.* (2004:553) employees are likely to compare their salaries with other employees to what they put in and get out from an organisation. According to Armstrong (1990:78), many organizations pay their employees for belonging to the organization rather than their individual performance. This was evident with BCC because employees are paid a monthly salary which is not attributed to their performance or whether they achieve organizational goals. According to Kossen and Drafke (2002:293), there are numerous reasons why employees want to be rewarded with money for the work that they do:

- Tradition: This includes the traditional way that people were raised and what their expectations are. In most instances, you will hear employees requesting a salary increase from their bosses as remuneration instead of asking for non-monetary things like an improvement in working conditions and getting more fulfilling and satisfying project;
- Tangible: Money is a tangible object and therefore it can be seen by other people and the employee himself or herself;

- Objective: Workers may request more money because the total package they will get is more visible and measurable;
- Objective reward: Employees may find themselves foolish when they ask for the more subjective alternatives to money, for example, getting more time off work, receiving recognition and getting less stressful work and;
- Symbolic: Employees believe that the more money one has, the more the person is successful in life. People often see how well another person is doing through the amount of money they receive. It also can be an indication of a person's self-worth.

It is evident from the literature that remuneration is an essential factor in job satisfaction. From the above, it becomes clear that monetary rewards do play a role to determine how well an employee will be satisfied with their job. It is common knowledge that people have multiple wants and needs and these needs can only be satisfied through getting enough money (Arnold and Feldman 1996:86). Additionally, people's desire to get more money is based on the security and physical needs that need to be satisfied, whereas "go getters" see a salary as a recognition and status sign (Locke, 2012:1322). Thus, the idea of pay may end up having diverse meanings to different people.

2.7.2 WORK ITSELF

Saba (2011:4) states that the welfare of workers is significant because if there are no good working conditions, employees will experience dissatisfaction and that will lead to poor work quality. According to Robbins, Odendaal and Roodt, (2006:77), this refers to the degree to which the job offers the employee with growth opportunities, interesting tasks and the opportunity to accept responsibilities. According to Pearson and Moomaw (2005:38) job satisfaction is more related to the working conditions of workers than experience, age and background of the employee. An employee may be satisfied with the physical working conditions and other core workers, but not like the work itself. According to Arnold and Feldman (1996:88) the work itself has a significant

role to play in determining how satisfied employees are with their jobs. Arnold and Feldman (1996:88-89) further state that employees should be given independence on how they do their work because that may lead to job satisfaction. This will allow employees to do the job their own way and thereby ensuring autonomy. According to Nel et al (2011:552), employees prefer interesting jobs that are challenging and jobs that have a potential to create opportunities for recognition and self-actualization.

Turner and Hullis (1999:271), state that for a working environment to be conducive to work, it must be able to meet the following criteria: it should ensure the safety of all employees, it must be acceptable physically; and it should ensure that the social needs of employees are satisfied. According to this study, academic employees at BCC showed satisfaction with the work that they do.

2.7.3 PROMOTION

Being promoted can prove to have a big effect on the job satisfaction of employees when it is likened to achievement and recognition. According to Arnold and Feldman (1996:88), being promoted to a higher position will have a positive impact on issues like salary, supervision and autonomy. Locke (2012:1323) argues that psychological growth, the desire for social status and the desire for justice bring about the need to be promoted. Promotion has become one of the most important notions in organizations. Employees who do not get promotion opportunities may feel less important and less satisfied with their work. This will have a negative effect on job satisfaction because dissatisfied employees will be less productive. Tladinyane, Coetzee, Ferreira and Lumley (2011: 115), state that promotion opportunities give employees more responsibility, an increased social status and growth and development. These authors identified that job satisfaction of academic employees differs from one institution to the other. They further highlight that the majority of academic employees indicated that they were not satisfied with promotion opportunities in their institutions. Similarly to the research conducted by other authors, academic employees at BCC showed dissatisfaction with opportunities for promotion. Promotion can be a motivator to employees and it can be used to ensure that employees are satisfied and it is vital for managers to understand this.

2.7.4 SUPERVISION

Educators have been having an outcry about poor supervision in the education sector. Educators are complaining that their immediate supervisors do not have the human relations and supervisory skills. Issues of inequalities and favouritism have also been seen to exist at management level. According to Morris (2004), when supervisors are able to provide clear leadership to their subordinates, this has an effect on job satisfaction of staff. Contrary to what other researchers have found in this area, academic employees at BCC agreed to having a supportive manager. According to this study, the academic staff at BCC showed satisfaction with the way their immediate managers treat them. According to Baron and Greenberg (2007:158) when employees see their managers competent, sincere and fair, they will experience higher levels of job satisfaction. A supervisor has the ability to cause unwanted stress and job dissatisfaction for the workers if he communicates poorly, stirs up conflict, metes out disciplinary action and demonstrates a lack of attention to the well-being of an employee (Certo, 2010:355). On the other side, if employees see their managers as selfish, incompetent and unfair, they will experience job dissatisfaction.

2.7.5 WORKING CONDITIONS

According to Robbins (2009:453-455), workers are always concerned with being in a more pleasant and comfortable working environment therefore good working conditions have an impact on job satisfaction. An employee prefers to be in a working environment that will provide lead to convenience and better physical comfort. According to Baron and Greenberg (2007:159-160), when good working conditions are not available, this can have a negative impact on the employee's physical and mental well-being. Lapin (2005) indicates that an individual who feels more comfortable in a working environment will take more ownership of the output, which leads to an overall increase in productivity. Saba (2011:4), states that the well-being of workers is significant because in the absence of better working conditions, employees will experience dissatisfaction and that will lead to poor work quality. A large number of scholars find working conditions as the most dissatisfying factor towards job satisfaction of academic employees. According to Bhutto, Azhar and

Mehboob (2011: 10), the least satisfying aspect of an academic employee's job is the working conditions. Contrary to what these researchers have found on the area of working conditions, the academic staff at BCC were satisfied with their working conditions. On the other hand, Chimanikire *et. al.*, (2007: 168) indicates that conducive working conditions have a higher chance of satisfying academic staff. For lecturers, having enough teaching aids, stationery and computing facilities can lead job satisfaction. Robins (2007:81) argues that employees will respond somehow when they do not like their working environment. He further maintains that in most cases, forecasting how these employees will respond can be difficult. Robbins (2007:81) additionally indicates that employees want their environment to be safe and personally comfortable.

2.8 CONSEQUENCES OF JOB SATISFACTION

The major question that managers are facing is what will be the consequences when a staff member is satisfied or when they are dissatisfied and to what extent will this satisfaction or dissatisfaction impact on the effectiveness of the organization. Robins (2009:75-76), indicates that enough research has been done in recent years to measure the overall impact of job satisfaction on staff turnover, absenteeism and productivity. Locke (2012:1328-1329) argues that the effects of job satisfaction vary from one person to the other and therefore cannot be forecasted and cannot be generalized.

According to Lu, While and Barribal, (2005:215), the following challenges are related to job satisfaction, and therefore need to be monitored closely:

2.8.1 PRODUCTIVITY

According to Arnold and Feldman, (1996:92-94), it is not really true that a happy worker will be a productive worker. The opposite is actually true because the more productive an employee is the more satisfaction will be experienced. Furthermore, research conducted on this concept argues that satisfied employees are not always productive employees (Arnold and Feldman, 1996:93-94). Job satisfaction and its impact on

productivity can be a challenge in the effectiveness of an organization. According to Molontoa (2015), it is a measure of how best resources from the beginning stages of production are put together and used in order to attain specified goals. In higher education institutions, the satisfaction of its academic employees and their commitment to do the job will lead to organizational effectiveness, which means that to ensure a high pass rate of students in the institution, the employees need to be satisfied with their work. Therefore, the management at higher education institutions should remember that the more their employees are stressed about their work, the unhappy they will be and this will result in sickness among academic employees, and this will lead to a reduction in provision of quality teaching and learning provided to students.

2.8.2 STAFF TURNOVER

Research seems to show that an important association between turnover and job satisfaction exists. According to Robins and Coulter (2010:375), satisfied employees tend to have lower levels of turnover. It is therefore important for any organization to monitor this variable closely in order to ensure organizational effectiveness. Page (2001:17) states that staff turnover includes employee moves like promotions, layoffs and firings. The idea to make profits and ensure the effectiveness of the organization may sometimes trump the company's relationships with its long time personnel. In many cases, union representation and employee contracts may put limitations on staff turnover. Hamermesh (2001:143) states that business owners, managers and supervisors need to have an understanding of the difficulties of staff turnover before they make major decisions on employees. The organization can end up losing hard working employees, productivity and loyalty of employees just from an incorrect firing or promotion of a staff member. Mullins (2005:63) argues that the function of staff turnover is to retain key employees in positions that suit their skills and capabilities. Staff turnover may involve combining positions and creating new jobs that reflect the new challenges facing an organisation (Booth and Hamer, 2007:81). According to McConnel (2004:289), an organization may decide to layoff or fire staff as a measure of reducing wages and salaries and all the payments for benefits get diverted other areas of the organisation.

Mathis and Jackson (2007:301) state that staff turnover can be divided into two types which are internal and external types. Internal staff turnover strategies include adding new responsibilities to employees, bringing in entry-level employees due to the company's growth and promoting the current employees. On the other hand, external staff turnover entails employees who leave the organization to look for other jobs, retire and take care of their families.

According to Newstrom and Davis (1997:259-260), educational institutions who experience high levels of staff turnover, it mostly means that employees of that institution have a short time compared to employees of similar institutions. According to this study, although the academic employees showed dissatisfaction in some areas of their jobs, there was no evidence of staff turnover as a result of these areas of dissatisfaction. This is contrary to recent studies that showed that when workers experience dissatisfaction with certain facets of their work, they are likely to quit. Furthermore, this study indicated that employees in BCC were still committed to make that institution effective even in the face of their dissatisfactions. This indicates dissimilarities in this study with the recent studies on employee job satisfaction.

McShane and Glinow (2008:35-36) state that the major reason of staff turnover is job satisfaction. Furthermore, McShane and Glinow (2008:35-36) argue that employees are more likely to leave the organization if the levels of job satisfaction are constantly low. According to McShane and Glinow (2008:37), the incentives that attract employees into new jobs have a lesser impact on them when compared to job dissatisfaction. According to Newstrom and Davis (1997:257) positive results can come out from employee turnover because it can result in new positions opened internally and allow new blood.

2.8.3 ABSENTEEISM

Absenteeism is a very serious challenge for any organization and it is seen as a concept that decreases organizational efficiency and effectiveness. According to Robins (2009:77), employees who have low job satisfaction levels are inclined to be

more absent from work, therefore there a negative relationship between job satisfaction and absenteeism exists.

According to Arnold and Feldman (1996:94), an organization can end up incurring huge financial costs and lose productivity if there is a high rate of absenteeism. Arnold and Feldman (1996:94) further compare absenteeism with turnover, insisting that when employees are out of work, the day to day operations of the company suffer and operational costs also escalate due to the disruption in activities. Robins (2009:200) states that there might be other legitimate reasons for people to be out of work, like personal and medical reasons. However, Greenberg and Baron (2007:155) advocate that the human resources unit in the organization should investigate the other reasons for absenteeism.

2.9 JOB SATISFACTION IN HIGHER EDUCATION

In recent years managers have changed their approach on managing employees. This is due to the fact that they are seeking to ensure that employees are developed and they are putting the human resources element in the forefront of their decision making processes. Toker (2011:110) states that even though the greatest part of research in this field has been related to the profit making organizations and industries, interest into employee satisfaction in the higher education sector has been growing. The reasoning behind this increase is due to the fact that tertiary institutions are more concentrated on their human resources. Their finances are mostly dedicated to employees and their efficiency is mainly dependent on their personnel. Therefore, job satisfaction of academics in institutions of higher learning is important. Seldom has any research been conducted in the developing and under-developed world on this topic. Thus, additional research is required in higher education institutions to help understand the satisfaction levels of their academics. So, this study will assist in filling that gap.

The extent to which employee needs and wants are met and how well the employees perceive that is reflected by their job satisfaction levels. According to Staples and

Higgins (1998), it is usually considered to be a combination of all positive attitudes concerning the work environment and the overall scope of work.

2.10 ORGANIZATIONAL EFFECTIVENESS

Organizational Effectiveness is important for any economy. Earlier theories have identified it to be about high productivity, maximization of profits, good employee morale and efficient service. In order to ensure organizational effectiveness, managers have to concentrate on putting proper people management systems in place, aligning the organizational culture and structure to the organizational strategy (Matthew et al, 2009). According to (Matthew et al, 2009), organizational effectiveness is based on the combination of the organizational goals and the employees. However, (Muhammad et al, 2009) suggests that organizational effectiveness does not come only through the productivity of employees but also through developing and coordinating a proper system taking care of those of employees who show commitment to organizational objectives.

Organizational Effectiveness is an important concept for leaders and managers because it helps them to understand the outcome of their work and to assess whether the organization is effective in achieving its intended outcomes and accomplishing its goals. For managers, improving the organizations overall effectiveness is a key objective to assist the organization in competition and survive in the ever changing environment. Organizational Effectiveness has been investigated for over 75 years. The most recent studies of organizational effectiveness have been conducted in the past 30 years. According Forbes (1998), in his analysis of empirical studies of organizational effectiveness in non-profit organizations from the 1970's to the 1990's, he discovered that early researchers tended to draw from one, or parts, of the three major approaches to effectiveness; 1) the goal attainment approach, 2) the system resource approach and 3) the reputational approach. After the 1970's, organizational effectiveness was investigated comprehensively by numerous researchers in the field of management like, (Whetten and Cameron, 2008; Forbes, 1998; Rohrbaugh and Quinn, 1983). According to Cameron and Whetten (2008:267), developing frameworks for assessing organizational effectiveness is more worthwhile than developing

theories of organizational effectiveness, because they were concerned about whether it is possible to develop a single, all-inclusive model of organizational effectiveness. Due to the difficulty of developing models for organizational effectiveness, researchers began to explore different ways of measuring organizational effectiveness in fields like health, education and sport.

2.10.1 DEFINING ORGANIZATIONAL EFFECTIVENESS

According to Muhammad, Naseer and Sheraz (2012:9) an organization is a setting where different people come together to execute business strategies and the ability to reach the desired results with the available resources is known as effectiveness. The concept of organisational effectiveness is the perception of how capable an organization is in achieving the desired outcomes. According to Mathew, Grawhich & Barber (2009), organizational effectiveness is the total satisfaction of all participants involved in the production process and ensuring that inputs are transformed into outputs in an effective way.

Organizational effectiveness is an important concept for all organizations, including FET Colleges. According to Quinn & Rohrbaugh (1983), the evaluation of how effective an organization is can only be done once effectiveness is defined, and once it has been defined, the evaluation of the institution's accomplishment or lack of accomplishment can follow. According to Cameron and Whetten (2008), numerous scholars have been concerned by the absence of a definition in organizational effectiveness and the exact standards used to measure effectiveness. Previous descriptions of effectiveness were built according to the opinion of their research on: reputation, resources, or goal orientation.

The ability of any organization to meet its objectives efficiently is known as organizational effectiveness. In other words, an organization that produces the required outcomes without waste. Jamrog and Overholt (2005) defined organizational effectiveness as the measurement of how effectively organizations accomplish their goals through their core strategies. Yankey and McCellan (2003:34) state that

organizational effectiveness is the extent to which an organization has met its stated goals and objectives and how well it performed in the process. Malik, Muhammad, Ghafoor & Salman (2011:108) narrate that organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce.

Park (2013:122) states that organizational effectiveness serves a gateway to training, development and consulting resources that build organizational capacity, increase individual capabilities and promote a culture of excellence through strong leadership. This division collaborates with institutional stakeholders to strategically and systematically address the organizational mission and goals. Organizational effectiveness represents a desirable attribute in organizations. According to Mathis and Jackson (2007:58), organizational effectiveness could be defined as the degree to which the organization realizes its goals. According to Mobley, Griffeth, Hand and Meglino (2011:493), effectiveness is the ability of an organization to mobilize its centres of power for action-producing and adaptation. The effectiveness of an organization can be seen in terms of the survival of the organization. Organizational effectiveness is about each individual employee having to do everything they know they should do and ensuring that they do it well. This means that organizational efficiency is the ability of an organization to produce the desired results with a minimum expenditure of energy, time, money, and human and material resources. According to Mobley, Griffeth, Hand and Meglino (2011:493), the desired effect will depend on the goals of the organization, which could be, for example, making a profit by producing and selling a product. An organization, if it operates efficiently, will produce a product without waste. If the organization has both organizational effectiveness and efficiency, it will achieve its goal of making a profit by producing and selling a product without waste.

For this present study, organizational effectiveness is defined as 'the extent to which an organization, by the use of certain resources, fulfils its objectives without depleting its resources and without placing undue strain on its members or society' (Connolly, Conlon, & Deutsch, 1980).

2.10.2 MEASURING ORGANIZATIONAL EFFECTIVENESS

Malik et al (2011:108) reveals that organizational effectiveness is an abstract concept and therefore difficult to measure. While organizational effectiveness is viewed as the ability of an organization to exploit the environment in the acquisition of critical resources (Seashore and Yutchman, 2015), it is essential to be evaluated by appropriate approaches that reflect the performance of the organization and its intended outcomes.

Scientists have developed different approaches and different levels of analysis to measure organizational effectiveness. They have reviewed at least four approaches to measuring organizational effectiveness. The first and most widely used approach focuses on outputs- that is, 'the closer the organization comes to meet its goals, the more effective it is (Cameron 2008:67). This approach is preferred when organizational goals are clear, time bounded and measurable. The second approach emphasizes the extent to which an organization acquires needed resources (Yutchman and Seashore, 2015). According to Cameron (2008), this approach should be ideal when a clear connection exists between inputs and performance. The third approach is strategic. Organizational Effectiveness is measured based on whether the shareholders are satisfied with the outcomes or not (Cameron, 2008). The fourth approach to effectiveness is competing values where emphasis is based on constituent preferences. This approach is mostly preferred in a situation where the organization is unclear about its own goals (Cameron, 2008).

For purposes of this research, the researcher has adopted the first approach. This is in light of the fact that it is the most widely used approach and the researcher intends to discuss the organizational goals, time frames and whether or not they are measurable with the relevant stakeholders of the institution.

2.10.3 THE MODELS OF ORGANIZATIONAL EFFECTIVENESS

Due to organizational effectiveness being so difficult to define and measure in one exact form, many models of organizational effectiveness have been produced over the

years, that is; the attraction selection attrition model, the natural systems model, the goal model, and the competing values model (Cameron & Whetten, 2008). It is due to these varying models that researchers determine which organization is effective and which is not. There are a number of models of effectiveness.

Forbes (1998) found that three major models to effectiveness were used in early research of organizational effectiveness: 1) the goal attainment model, 2) the system resource model and 3) the reputational model. The goal attainment model defined effectiveness 'as the extent to which organizations succeeded in meeting their goals' (Forbes, 1998:186). He found that an organization's goals were used to identify corresponding indicators of effectiveness in an organization (Forbes, 1998). The system resource model defined effectiveness as 'viability or survival' (Forbes, 1998:186). In adopting this model, an organization assessed its effectiveness by its ability to function through economic, political, institutional and environmental means (Forbes, 1998). The system resource and goal attainment models to measuring organizational effectiveness usually used quantitative data such as annual and financial reports to indicate levels of effectiveness. The third major model suggested by Forbes (1998) in early research of organizational effectiveness was the reputational model. The reputational model links effectiveness with the point of view of key personnel and stakeholders (Forbes, 1998).

Towards the late 1970s, extensive research into organizational effectiveness led Cameron and Whetten (2008) to two conclusions about organizational effectiveness. First, "there cannot be one universal model of organizational effectiveness" (Cameron and Whetten, 2008:262). Secondly, that "it is more worthwhile to develop frameworks for assessing organizational effectiveness than to try to develop theories of effectiveness" (Cameron and Whetten, 2008:267). Cameron and Whetten (2008) reasoned that there cannot be one universal model of organizational effectiveness due to each organization having differing criteria for measuring organizational effectiveness and different goals to achieve.

2.11 JOB SATISFACTION AND ORGANIZATIONAL EFFECTIVENESS

Every organization is a people organization. At the heart of successful organizations there are employees who work tirelessly to achieve organizational goals. Human resources are a business's most important resources which assist the organization in building a long term profitability and success of the organization. Hasebur and Abdullah (2013:91) state that human capital consists of people assets that drive an organization's continuous development and sustained growth. Hasebur and Abdullah (2013:91) also state that human capital includes the collective attitudes, skills, abilities, and knowledge base of an entire workforce. They further state that human resources play an important role in an organizations ability to remain competitive and effective.

From the above, it is clear that there is a relationship between job satisfaction and organizational effectiveness. Satisfied employees will work harder and produce more. That in turn results in the organization achieving its set goals and objectives. Although academic employees at BCC showed dissatisfaction in certain areas of their jobs, they still showed commitment to making the organization effective. This indicates a contradiction to what literature provides.

2.12 CONCLUSION

The aim of this chapter was to focus attention to the literature available on the research question. This chapter placed the concepts of job satisfaction and organizational effectiveness in perspective. The definition, nature, theories, models and measurement of both variables has been highlighted. The literature indicates that job satisfaction is based on the subjective understanding of skills, identifying with one's job and finding the tasks in one's job significant, as well as experiencing freedom in one's job. According to Madlock (2008:64) employees are most satisfied when they perceive that their immediate supervisors possess both relational and task-oriented behaviours. Job satisfaction is related to job performance, efficiency and reduced turn over. Andrews (2003:28) states that effective leaders influence positive aspirations in people that results in high levels of job satisfaction. From examining the literature, conclusions can be drawn that job satisfaction influences organizational effectiveness in one way or the other. This review also included studies conducted by other

researchers which pertained to the education sector. The need for job satisfaction of academic lecturers remains a crucial factor in institutions of higher learning. It was important to gain an understanding of the aspects of an employee's job that leads to job satisfaction or dissatisfaction. For these reasons the factors affecting job satisfaction were emphasized. The consequences of job satisfaction were also included so that management can address potential problems that may arise as a result of issues related to job satisfaction.

A brief summary of organizational effectiveness and the difficulties researchers have had in defining it were discussed. Due to the difficulties in defining organizational effectiveness a number of theoretical models were briefly discussed. Every organization, regardless of country or industry aims to be more effective and achieve good results. A satisfied workforce therefore becomes a necessity to achieve that. According literature and the way this study was conducted and its results thereof, it can be argued from that there is a relationship between job satisfaction and organizational effectiveness.

The following methodology chapter outlines the design, population and administration of this research in order to draw findings and conclusions to the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The role of research has greatly increased in the field of business as it provides methods, knowledge and skills required to meet the challenges and problems of today's modern pace of development (Bhattacharyya, 2006:20). Cryer (2006:56) highlights that research is continuous and occurs on a daily basis in every organization in different forms and by its very nature is based on work that someone else has done. Cryer (2006:56) further emphasizes that research is necessary in an organization to allow for new information and knowledge to be discovered as it encourages innovation and creativity, thereby allowing organizations to remain competitive in an ever turbulent market.

Chapter two reviewed the literature with particular attention to job satisfaction and organizational effectiveness. This chapter discusses the research design, the population under investigation, the data collection procedures and the instrumentation utilized for the research. Research methodologies are used either under quantitative or qualitative categories. According to Keegan (2009:11), two distinctive designs may emerge depending on whether the investigation is empirical or not. Any research methodology seeks to present facts or assumptions and to test hypothesis. At times, it also aims at answering relevant research questions (Blumberg, Cooper and Schindler, 2008:196).

Chapter 3 focuses on the research design of the study in order to answer the research questions of the study. The following areas will be covered: the research methodology and research approach. This refers to the measuring instrument, location of participants, research procedure and statistical analysis.

3.2 OBJECTIVE OF THE STUDY

Following the literature review, the primary objective of this study is:

- To determine if there is a relationship between job satisfaction and organizational effectiveness,

The secondary objective of this study is:

- To determine the extent to which job satisfaction impacts organizational effectiveness.

3.3 THE STUDY TYPE

This is a case study research in that it focuses specifically on one institution in the higher education sector. Maree (2007:76) states that a case study is aimed at gaining greater insight and understanding of the dynamics of a given situation in a selected organisation. According to White (2003:39) the case study method is a wide-ranging study of a single situation such as an individual, family or organisation. A case study may be particularly useful for learning more about a poorly understood situation as well as for investigating an individual or programme changing over time as a result of certain circumstances or interventions. Coldwell and Herbst (2004:61) are of the view that case studies are particularly useful in depicting a holistic account of a client's experiences and results regarding a programme. Ramrathan (2005:37) states that case studies allow for in-depth analysis of a single event or institution in order to illuminate particularities of this event or institution.

3.4 SCOPE OF THE STUDY

This study was restricted to the three campuses of BCC in the Eastern Cape namely: East London, John Knox Bokwe and St Marks campus. The study does not include other colleges in the higher education sector. Questionnaires were distributed to academic lecturers of all three campuses of the college.

3.5 RESEARCH DESIGN

Research designs enable researchers to answer research questions as validly, objectively, accurately, and economically as possible. The first step in the research design process is therefore to address the question: “What type of study will be undertaken in order to provide acceptable answers to the research problem or questions?” Mouton (2010:55) describes research design as the plan or blueprint of the conditions for analysis and collection of data in a manner that aims to combine relevance to the research purpose with economy of procedures. According to Leedy and Ormrod (2010: 22), research designs can be defined as “*a set of guidelines and instructions to be followed in addressing the research problem*”. Research design’s main function is to allow the researcher to foresee appropriate research decisions, in order to maximise the eventual results’ validity. According to Bryman and Bell (2007:44), selection of the research design reflects decisions about the importance being given to a range of dimensions during the research process.

There are two general approaches for a research design that are widely recognised, namely, qualitative research and quantitative research (Saunders, *et al.*, 2003:97). The quantitative method was used in this research so that relevant and accurate information could be obtained. According to Sekaran (2003:87), qualitative research is conducted in a natural setting and involves a process of building a complex and holistic picture of the phenomenon of interest. Quantitative research, on the other hand, is an inquiry into an identified problem, based on testing a theory, measured with numbers and analysed using statistical techniques. This type of research has as its goal the understanding of a social or human problem from multiple perspectives. According to Hussey and Collis (2007:56), the quantitative method involves the use of numerical measurements and statistical analysis of measurements to examine social phenomena.

Jancowicz (2005:196) defines research design as a planned arrangement of conditions for analysis and collection of data in a manner that seeks to combine relevance and procedure. Mouton (2010:276) maintains that the aim of a research design is to plan and structure a given research project such that the validity of the

research findings are maximized. Raj (2009:172), states that Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviours, and other defined variables and generalize results from a larger sample population.

Raj (2009:172) further indicates that Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

It is worth noting that this study has a cross sectional design approach in that the data presented is from a pool of participants with different characteristics and demographics known as variables. These variables include age, gender, education and geographical locations. This is different when compared to the longitudinal design approach which entails observing the same individuals over the entire period of the study. The cross sectional approach, however, has disadvantages which are listed below:

- The cross sectional approach cannot be used to analyse behaviour over a period of time,
- Does not determine cause and effect,
- The timing of the snapshot is not guaranteed to be representative,
- Findings can be flawed or skewed if there is conflict of interest with the funding source and,
- May face some challenges putting together the sampling pool based on the variables of the population being studied.

3.5.1 TYPES OF RESEARCH DESIGNS

3.5.1.1 EXPLORATORY RESEACH

According to Loganathan (2013:55) exploratory research is conducted for a new problem that is in its preliminary stage, and not clearly defined. This type of research assists in selecting the most appropriate research design, method of data collection and subjects to be investigated. Due to its inherent nature, it often concludes that a perceived problem does not actually exist, which may not be useful for decision making purposes. Loganathan further states that it may provide practical insight into the subject under investigation where the subject is new and limited data is available in the specific field of interest. Also, the nature of exploratory research creates a source of uncertainty and ambiguity in its early stages, where many unanswered questions need to become clear. According to Mansourian (2008:284) as cited by Loganathan (2013:55) explains that dealing with uncertainty and ambiguity in the early stages of research is inevitable. Emphasis is placed on the researcher's endurance to bear uncertainty. Exploratory research was not used in this study because the problem is not new and has been previously researched.

3.5.1.2 DESCRIPTIVE RESEARCH

Loganathan (2013: 55) states that descriptive research describes characteristics about a subject that is under investigation. Descriptions are used for frequencies, averages and other calculations. Although this type of research is factual and statistically accurate, it may not explain what caused a situation. Therefore, this type of research cannot be utilised to establish causal relationships between variables and it may also have a low requirement for internal validity. Generally, a survey is conducted to gather primary data for statistical evaluation and analysis which researchers can utilise to draw observations and arguments from. Finally, descriptive research involves analysing a model in order to gain a better understanding and explanation of its characteristics (Bertrand, Fransoo and Will 2002:250).

3.5.1.3 EXPLANATORY RESEARCH

Wellman and Kruger (2003:18) state that the fundamental objective of explanatory research is to answer the question of "why". It goes beyond descriptive and exploratory

research in order to determine the actual reasons for occurrences. It explains things in detail and attempts to enhance reasons behind a theory, testing its predictions. It attempts to understand variances among variables, explaining behaviours between one or more dependent variables in terms of the behaviour of an independent variable (Voordijk 2011:338). It also attempts to arrive at the best answer from many given alternatives, contributing to a theories prediction where possible.

3.5.2 QUANTITATIVE RESEARCH

For purposes of this research, the researcher chose the quantitative method of research. (Fox and Bayat, 2007:7), describe quantitative research as research that is concerned with the systematic measurement, statistical analysis and methods of experimentation of things that can be counted. Creswell (2009:175) asserts that quantitative research is a means for testing objective theories by examining the relationship among variables which can be measured on instruments, so that numbered data can be analysed using statistical procedures. Shajahan (2014:7) views quantitative research as being based on the measurements of quantity or the amount of responses received from a questionnaire.

3.6 RATIONALE FOR SELECTING THE QUANTITATIVE METHOD

The main purpose for selecting this approach is to evaluate objective data consisting of numbers with the aim of achieving high levels of reliability in terms of data analysis. A structured questionnaire was administered to all the target respondents in line with the quantitative approach. Dane (2013:88) states quantitative methods include reviewing a substantial amount of literature in order to provide direction for the research questions. Quantitative research is based on attempts to apply the methods to facilitate data analysis. Its strength is that it provides data that is easily quantifiable and based on reasonably objective evidence that lends itself to rigorous analysis. According to (Saunders, *et al.*, 2009:98) results can be reduced to numerical statistics and interpreted in short statements. A standard structured questionnaire (Annexure D) was administered to all the target respondents in order to determine the perceptions

of employees about the impact of job satisfaction on organisational effectiveness (Saunders, *et al.*, 2009:23).

3.7 RESEARCH STRATEGY

According to Krishnaswami and Ranganatham (2007:45), the quality of a research project depends, among the other things, upon the suitability of the method selected for it. It is for this reason that care should be taken in selecting the appropriate method of research for any project. According to Bhattacharyya (2006:108), a survey is a fact finding study and it is a method of research involved in the gathering of data directly from a population or a sample thereof at a particular time. This data can be collected by a variety of ways and they include observation or interviewing or use of questionnaires. Structured close ended questionnaires are a reasonably reliable tool for gathering data from large, diverse, varied and scattered social groups. It comprises a list of questions sent to a number of respondents for their answers and which obtains results that can be tabulated and tested statistically (Shajahan, 2014:89). McBurney (2011:93) states that to attain the research objectives the researcher should employ a quantitative design that enables the research to be executed as efficiently as possible yielding maximum information with minimal expenditure of effort, time and money.

3.8 THE TARGET POPULATION

According to Alreck and Settle (2005:54) the actual specification of a sample must start with the identification of a population to be surveyed. Alreck and Settle (2005:54) further state that the researcher must anticipate decisions that are likely to arise during the actual sample selection and that the respondents must possess the information and must have certain attributes or characteristics to make their responses meaningful. Teddlie and Tashakkori (2009:341) consider a population to be the totality of all elements, individuals, or entities with an identifiable boundary consisting of specific well defined characteristics.

Leedy and Ormrod (2010:208) state that a population is a homogenous mass of individual units. Leedy and Ormrod (2010:208) further explain that the population consists of distinctly different strata, but the units within the stratum are as homogenous as possible. This description portrays a population as a group of individuals or objects, which show common characteristics and it is these characteristics, which are of interest to the researcher.

For the purposes of this research, the researcher has adopted the following definition of a population: the entire group of people, events or things of interest that the researcher wishes to investigate (Goddard and Melville 2007:34). A total number of 100 lecturers comprised of the population.

3.9 THE SAMPLING PROCESS

According to Struwig and Stead (2001:109), sampling is the process of selecting the right individuals or objects from the sampling frame which is representative of the entire population. Fox and Bayat (2007:54) state that the sampling procedure entails drawing a representative sample, which includes all the elements of the universe. The most important requirement of a good sample is that each unit in the target population should have an equal chance of being included in it. Cohen, Manion and Morrison (2007:100) emphasize that the eminence of a research study stands or falls not only by the appropriateness of the methodology and instrumentation but also by the suitability of the sampling strategy that has been chosen. Sampling methods can be divided into two major categories, namely: probability and non-probability sampling techniques.

3.6.1 PROBABILITY SAMPLING

Leedy and Ormrod (2010:204) define probability sampling as a process of randomly selecting samples from a population where each member of the population has an equal chance of being selected. Maree, *et al.* (2008:175) emphasize that the selection of the elements is completely random where an objective mechanism is used as the selection procedure. When elements in the population have a known equal chance of

being chosen as subjects in the sample, the probability sampling procedure is preferred (Sekaran and Bougie, 2010:270). According to Saunders, Lewis and Thonhill (2003:159), five main techniques can be used to select a probability sample, namely:

Simple random sampling.

Systematic sampling.

Stratified random sampling.

Cluster sampling.

Multi-stage sampling.

Most researchers, because of its simplicity use any one of the probability sampling methods listed above.

3.6.2 NON-PROBABILITY SAMPLING

In a non-probability sampling design the elements in the population do not have an equal chance of being selected (Fox and Bayat, 2007:58). Maree, *et al.* (2008:176) does not support the use of non-probability sampling citing that it would be dangerous to draw conclusions about the population as there is no statistical representation of the population. According to Hair, Barbin, Money and Samouel (2003:217), in non-probability sampling the selection of elements for the sample is not necessarily made with the aim of being statistically representative of the population. The probability of selecting elements within the population is therefore unknown. Cooper and Schindler (2003:198) concur with Maree, *et al.* (2008) and Hair, *et al.* (2003) stating that non-probability sampling techniques produce a selection that is bias and non-representative of the target population. Salkind (2003:94) identified the following non-probability sampling techniques, namely:

Convenience sampling.

Quota sampling.

Purposive sampling.

Snowball sampling.

Self-selection sampling.

Saunders, Lewis and Thornhill (2003:159) state that a range of non-probability sampling techniques that are available should not be discounted, as they can provide sensible alternatives to select cases to answer the researcher question(s) and the research objective(s).

During the time of this research, the Buffalo City College had approximately 178 academic lecturers employed. However, out this number, the researcher targeted 100 respondents and received a 75% response rate from this sample.

3.10 PRIMARY DATA

Primary data is data that is collected first-hand by the researcher on variables of interest for a specific purpose of the study (Mouton, 2010:71). According to Ivy (2010), primary data is collected for a specific research purpose. For purposes of this study, the primary data was collected through the use of questionnaires that were administered to lecturers at the Buffalo City College.

3.11 SECONDARY DATA

Secondary data is defined as data that was collected by someone else or for a purpose other than the current study (Mouton, 2010:71). Sekaran and Bougie (2010:181) concur with this assertion stating that secondary data refers to data gathered from sources that already exist. For research to be effective, valuable information is required on the area of study. In the previous chapter, the literature on job satisfaction was reviewed from various secondary sources to determine which theories discuss job satisfaction as well as the impact thereof. This information was collected by thoroughly reviewing the following:

- Literature on Job Satisfaction and Organizational Effectiveness.
- Academic journals.
- Text books.
- Online sources using internet articles related to the study.

- Unpublished dissertations related to the topical theme.

3.12 ETHICAL CONSIDERATIONS

Researchers encounter numerous ethical issues during the various stages of a research project. According to Goodwin (2012:519) ethics refers to a set of principles prescribing behaviours that are morally correct. Saunders, Lewis and Thornhill (2009:133) provide a list of key ethical issues that normally require adherence when undertaking a research project, these include:

- Voluntary nature of participation and the right to withdraw partially or completely from the process.
- Consent and possible deception of participants.
- Maintenance of the confidentiality of data provided by individuals or identifiable participants and their anonymity.
- Privacy of possible and actual participants.
- Reactions of participants to the way in which you seek to collect data.
- Effects on participants of the way in which you use, analyse and report your data.
- Behaviour and objectivity of the researcher.

For the purposes of this research, the researcher had to consider a number of the following ethical issues. The researcher sought informed consent from the respondents. The confidentiality of the respondent's information was ensured. The researcher informed the respondents that it is their right to accept or to withdraw from participating in the study at any time. The respondents, with the Information Letter provided to them were made aware that the information sought was solely for academic purposes.

3.13 DATA COLLECTION

A questionnaire was designed and administered to the respondents at BCC. Only English was used in the questionnaire. Questions were predominantly in a Likert Scale type. This is the case because Likert Scale questions are more easily analysed to allow statistics to be drawn for interpretation (Brian, 2009).

Each questionnaire had a covering letter explaining the nature and purpose of the research and assuring the respondents of absolute confidentiality. This covering letter has a Durban University of Technology letterhead and signed by the researcher. This is to allay fears with regard to the nature and purpose of the study and to encourage cooperation by the respondents. The researcher used the personal method of data collection and hand delivered the questionnaires to the participants. According to De Vos, *et al.* (2007:168), when using the personal method, the researcher distributes questionnaires by hand, so that the respondents can complete them immediately and collect them. The respondents had a period of two days to complete the questionnaires. Once the questionnaires had been completed, they were collected from the respondents and taken for analysis.

3.14 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES

According to Sekaran and Bougie (2010:12) questionnaires have both strengths and weaknesses and they highlight the advantages and disadvantages of a structured questionnaire as follows:

3.14.1 ADVANTAGES

- A questionnaire permits the respondent a sufficient amount of time to consider answers before responding.
- A large geographic region can be reached.
- Anonymity of the respondent is guaranteed.
- Questionnaires are cheap.

3.14.2 DISADVANTAGES

- There is no way to tell how truthful a respondent is.
- The respondent may be forgetful and not thinking within the full context of the situation.
- Respondents may be unwilling to participate in the study.
- Follow up procedures for late responses are required to ensure a high response rate.

3.15 VALIDITY OF THE QUESTIONNAIRE

According to (Saunders, *et al.*, 2009:95), the validity of the research questionnaire determines whether the research measures what it is supposed to measure. Blumberg *et al.* (2005:56) defines validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items measure significant aspects of the purpose of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents.

3.16 RELIABILITY OF THE QUESTIONNAIRE

The two most important aspects of precision in terms of questionnaire design are validity and reliability (Gaur and Gaur, 2009:31). According to Welman, Kruger and Mitchell (2005:145), reliability measures the ability of the data collection instrument and methods used to obtain accurate and consistent results. Trochim (2006:109), concurs with Welman *et al* (2005:145) that reliability of the measuring instrument addresses the question of whether the results of the measuring processes are consistent on occasions when they should be consistent. Gray (2009:155) asserts that reliability is concerned with how well the construct/variable is being measured.

3.17 ANALYSIS OF DATA

Welman and Kruger (2005:136) state that once the empirical investigation is completed according to its planned design, the results obtained must be interpreted.

Data analysis is described as the process of bringing order, structure and meaning to the mass of collected data (De Vos, 2007:333). The questionnaires were collected and counted to ensure that all the respondents have answered all the questions. The returned questionnaires were coded and captured on the dataset. The services of a statistician were used to analyse the statistical information.

3.18 CONCLUSION

Research methodology covers critical aspects, such as research design, data collection methods and instruments used to collect that data. The purpose of this chapter was to explain how data was collected and analysed. This chapter provided a description of the methodology employed and the rationale for its use to conduct the study. This methodology chapter laid the background for the next chapter wherein data results will be interpreted and discussed in detail. It examined the selection of the respondents and the method used to administer the questionnaire. In order to generalize findings from the population, a structured questionnaire was used to obtain the primary data. The target population comprised of 100 academic lecturers from the Buffalo City College. A 75% response rate was obtained using the personal method for questionnaire administration.

The next chapter provides the analysis of the results emanating from the research.

CHAPTER 4

DATA ANALYSIS

4.1 INTRODUCTION

This chapter presents the results obtained from the questionnaires in this study. The main aim of this study was to investigate the impact of job satisfaction on organizational effectiveness at the Buffalo City College in the Eastern Cape. The personal method of data collection was used in this research. The questionnaire was the primary tool that was used to collect data and was distributed to lecturers at Buffalo City College. The questionnaire was structured according to a 5 point Likert-scale format. According to Saunders, *et al.* (2003:280), the questionnaire is a data collection instrument that enables the researcher to pose questions to subjects in his/her search for answers to the research questions. The target population of this study comprised of the academic lecturers of the Buffalo City College in the Eastern Cape. The target population was 100 academic lecturers. This study was quantitative in nature and out of 100 questionnaires distributed, a 75% response rate was obtained. The data collected from the responses was analysed with SPSS version 24.0. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Inferential techniques include the use of correlations and chi square test values; which are interpreted using p-values. In this chapter, agree and strongly agree responses were combined, the same applies for disagree and strongly disagree. Section A below deals with the demographic factors of the respondents while Section B deals with the analysis of the responses pertaining to job satisfaction and organizational effectiveness.

4.2 SECTION A: ANALYSIS OF BIOGRAPHICAL DATA

This section summarises the biographical characteristics of the respondents.

The table below describes the overall gender distribution by age.

TABLE 4.1 GENDER DISTRIBUTION BY AGE

		Gender		Total	
		Male	Female		
Age (years)		Count	7	9	16
	26 -	% within Age	43.8%	56.3%	100.0%
	35	% within Gender	18.4%	24.3%	21.3%
		% of Total	9.3%	12.0%	21.3%
		Count	14	17	31
	36 -	% within Age	45.2%	54.8%	100.0%
	45	% within Gender	36.8%	45.9%	41.3%
		% of Total	18.7%	22.7%	41.3%
		Count	17	11	28
	46 -	% within Age	60.7%	39.3%	100.0%
	65	% within Gender	44.7%	29.7%	37.3%
		% of Total	22.7%	14.7%	37.3%
Total		Count	38	37	75
		% within Age	50.7%	49.3%	100.0%
		% within Gender	100.0%	100.0%	100.0%
		% of Total	50.7%	49.3%	100.0%

Overall, the ratio of males to females is approximately 1:1 (50.7%: 49.3%). Within the age category of 36 to 45 years, 45.2% were males. Within the category of males (only), 36.8% were between the ages of 36 to 45 years. This category of males between the ages of 36 to 45 years formed 18.7% of the total sample. As illustrated in Table 4.1 above, a total of 56.3% of the respondents between ages 26-35 were females while 43.8% were males. Only 37.3% of the respondents were aged 45-65.

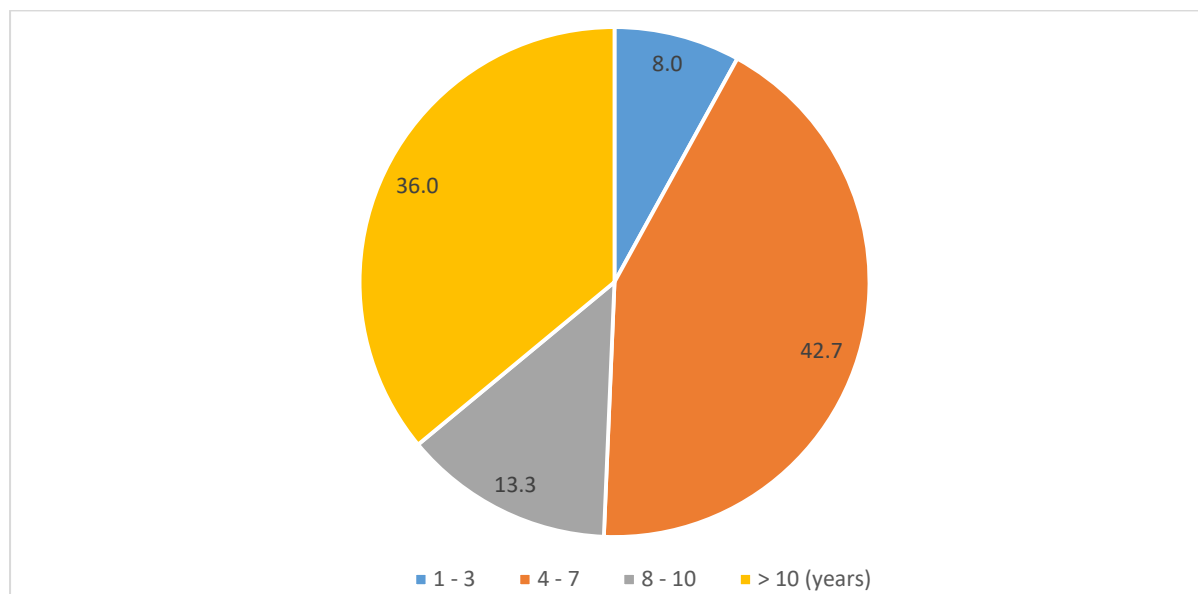
The figure below indicates the positions that respondents hold at the institution.

FIGURE 4.1 POSITIONS HELD BY RESPONDENTS

	<u>Frequency</u>	<u>Percent</u>
Lecturer	52	69.3%
Senior Lecturer	23	30.7%
Total	75	100.0%

All of the respondents were lecturers with two thirds (69.3%) being at lecturer level and the remaining being at senior lecturer level. This is a useful statistic as it indicates that a fair proportion of the respondents have a higher qualification to be in these positions. This indicates that the responses gathered would have been from an informed (learned) source. The figure below indicates the length of service of the respondents.

FIGURE 4.2 LENGTH OF SERVICE FOR RESPONDENTS (N=75)



More than 90% of the respondents had been in employ for more than 3 years. This implies that respondents had been in employ for a while and this is also a useful fact as it indicates responses from more experienced workers.

4.3 SECTION B: DESCRIPTIVE STATISTICS

Descriptive statistical analysis was used to identify frequencies and percentages to answer all of the questions. Welman, Kruger and Mitchell (2005:231) define descriptive statistics as the description or summary of the data obtained for a group of individual units of analysis. According to Treiman (2009:114), presenting descriptive statistics is very informative as it allows the reader to understand the most basic aspects of the data being analysed. The results will present the descriptive statistics in the form of graphs, cross tabulations and other figures for the quantitative data that was collected. Bryman and Cramer (2009:199) describe cross tabulation as one of the simplest and most frequently used ways of demonstrating the presence or absence of a relationship between variables.

The section that follows analyses the scoring patterns of the respondents towards job satisfaction and organizational effectiveness. These two components were central to the study. The data collected provided valuable insight into the complexity of the phenomenon of job satisfaction. Where applicable, levels of disagreement were collapsed to show a single category of "Disagree". A similar procedure was followed for the levels of agreement.

The results are first presented using summarised percentages for the variables that constitute each section. Results are then further analysed according to the importance of the statements.

4.3.1 SECTION B1: ANALYSIS OF DATA PERTAINING TO JOB SATISFACTION

4.3.1.1 I EMPLOYEE'S PERCEPTION TOWARDS LIKING THEIR WORK

FIGURE 4.3 I WORK WELL BECAUSE I LIKE THE WORK I DO

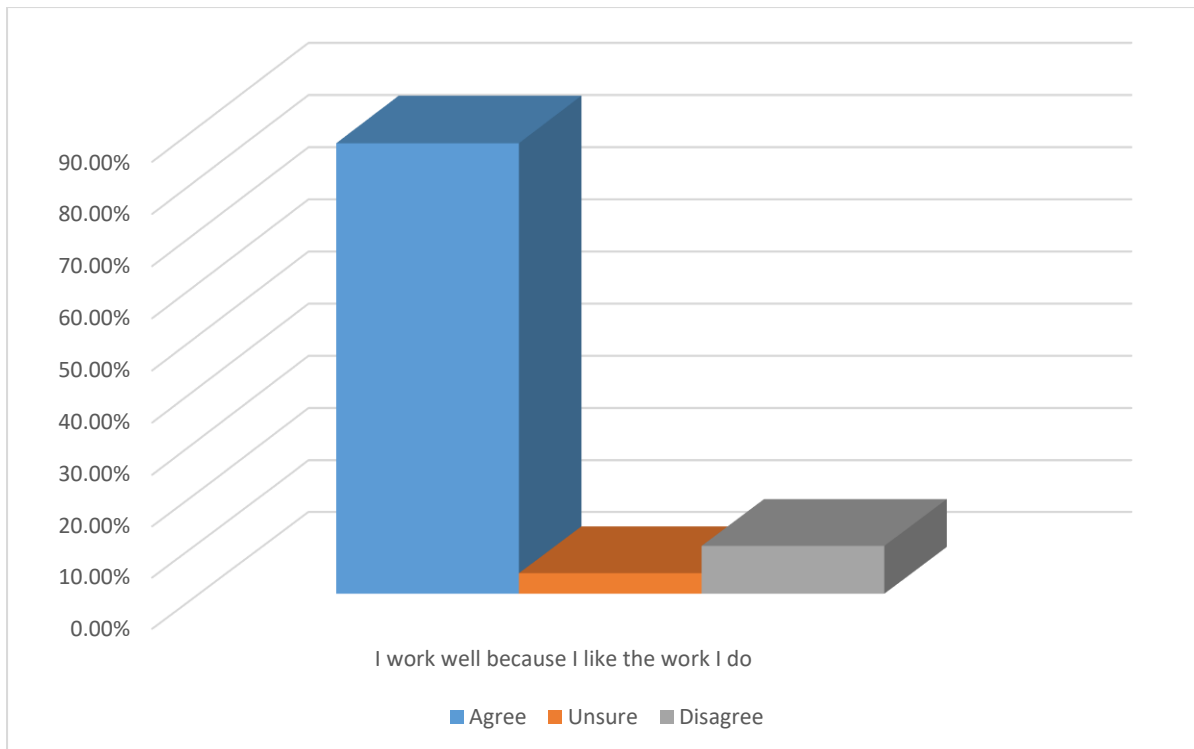


Figure 4.3 revealed that 86.7% of the respondents work well because they like the work that they do while only 9.3% disagreed. The remaining 4% of the respondents were unsure about this statement. This pattern shows a high level of agreement when it comes to liking one's job. According to Bird (2013), you can and should find enjoyment in your work. Doing so is very valuable to your life in many ways, including greatly increasing your probability of financial success.

4.3.1.2 WORKING RELATIONSHIP WITH MANAGER

FIGURE 4.4 WORKING RELATIONSHIP WITH MANAGER

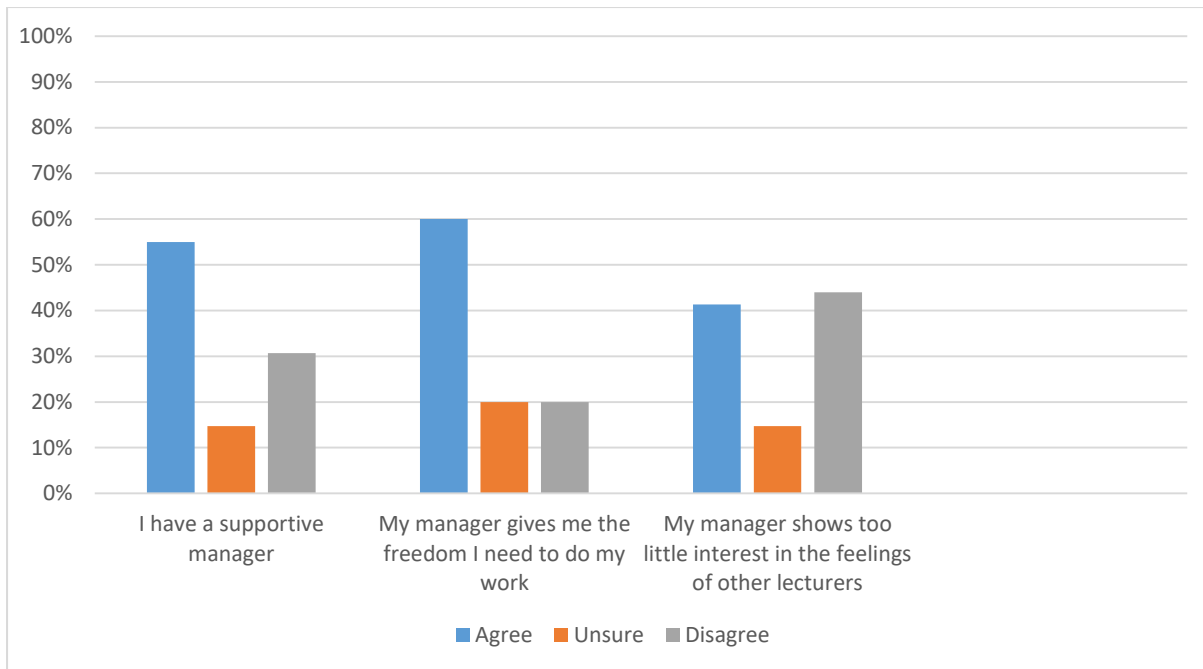


Figure 4.4 shows that 55% of the respondents agreed to have a supportive manager whereas 30.7% of the respondents disagreed. Figure 4.4 also shows that 60% of the respondents believed that they had the freedom to do their work while 20% of the respondents disagreed with this statement. Figure 4.4 further illustrates that 41% of the respondents believed that their manager shows too little interest in the feelings of other lecturers while 44% disagreed. According to Elias and Mittal (2011:306), the feeling of support experienced by employees at the workplace from supervisors has been consistently linked to job satisfaction and employee performance.

4.3.1.3 EMPLOYEE'S PERCEPTION FOR CAREER GROWTH OPPORTUNITIES

FIGURE 4.5 CAREER GROWTH OPPORTUNITIES

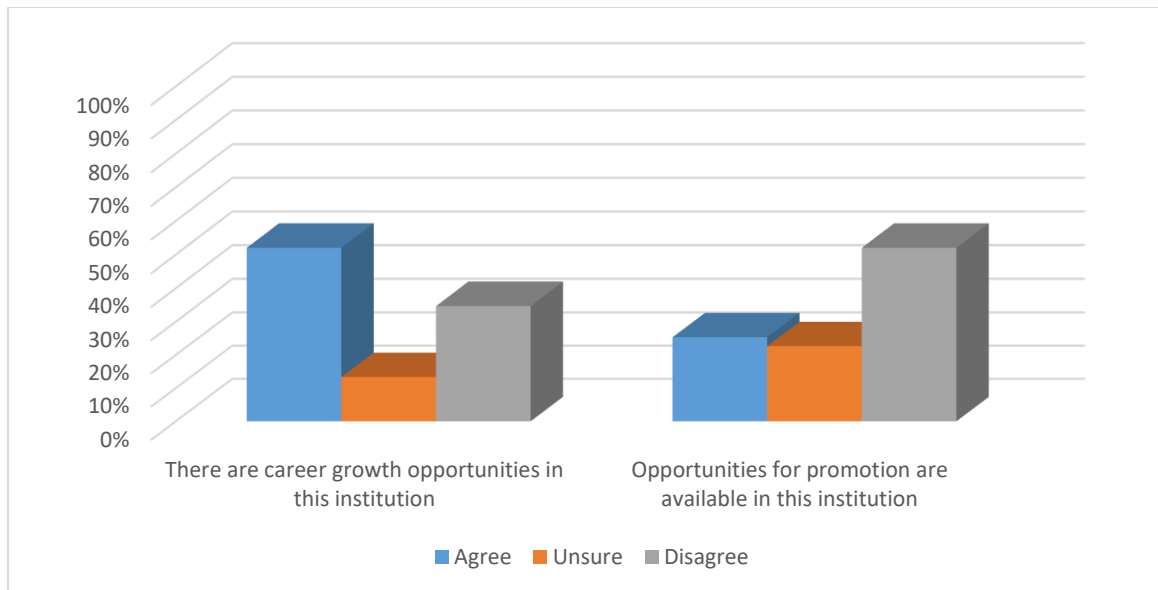


Figure 4.5 reveals that 52% of the respondents believed that there are growth opportunities in their institution while 34.6% disagreed with this statement. The remaining 13.3% of the respondents remained neutral about this statement. The results in figure 4.5 also reveal that 52% of the respondents believed that there were no opportunities for growth available in the institution. Only 25% of the respondents agreed that the institution had growth opportunities while the remaining 22.6% remained unsure in this statement. Fair chances of promotion according to employee's abilities and skills make employees more loyal to their work and become a source of pertinent workability for the employee (Danish, 2010). According to Rogel (2014:1), an employee's perception of internal growth and development is one of the more important predictors of employee engagement. Kjeldsberg (2015:6) states that opportunities for growth and development help employees expand their knowledge, skills and abilities, and apply the competencies they have gained to new situations. Kjeldsberg (2015) further highlights that the opportunity to gain new skills and experiences can increase employee motivation and job satisfaction and help workers more effectively manage job stress. This can translate into positive gains for the organization by enhancing organizational effectiveness and improving work quality, as well as by helping the organization attract and retain top-quality employees. Deems (2014:8) concurs with Kjeldsberg's view that by providing opportunities for growth and development, organizations can improve the quality of their employees' work experience and realize the benefits of developing workers to their full potential.

4.3.1.4 EMPLOYEE'S PERCEPTIONS OF THEIR WORKING CONDITIONS

FIGURE 4.6 WORKING CONDITIONS

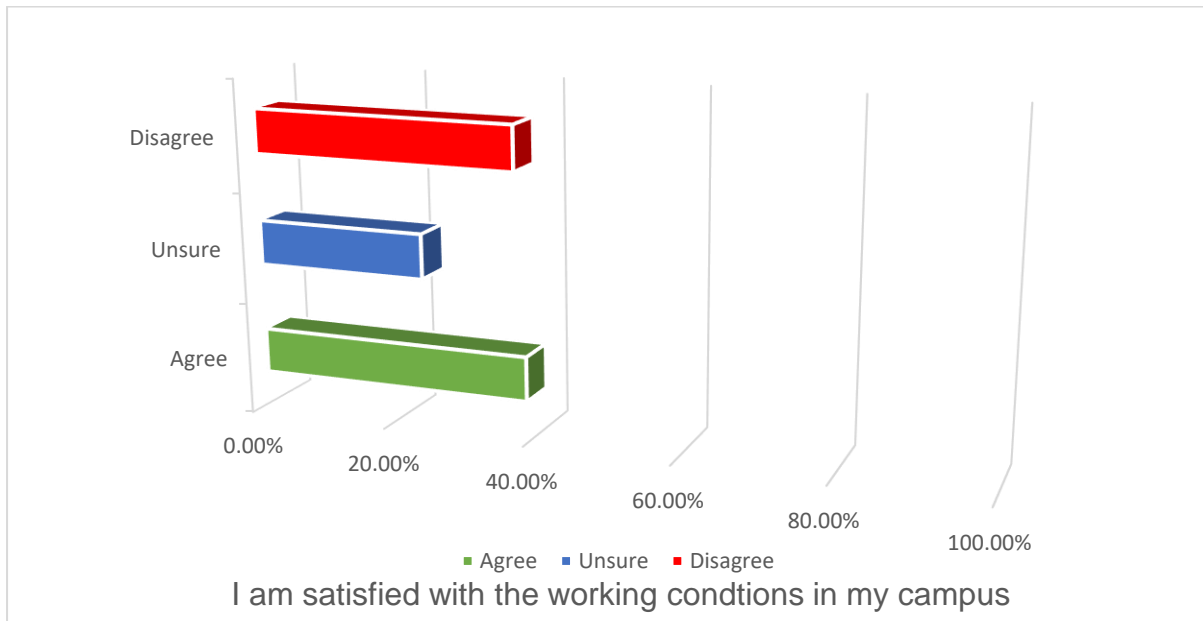


Figure 4.6 shows that 38.7% of the respondents are satisfied with their working conditions while 37.3% of the respondents believed that they are not satisfied with their working conditions. The remaining 24% of the respondents were unsure about this statement. The working environment can have a positive or negative impact on employee morale, productivity and engagement. According to Chandrasekhar (2011:3), it is the quality of the employee's workplace environment that most impacts on their level of motivation and subsequent performance. How well they engage with the organization, especially with their immediate environment, influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and ultimately, how long they stay in the job.

4.3.1.5 EMPLOYEES PERCEPTIONS ON SHARING THEIR OPINIONS AT WORK

FIGURE 4.7 SHARING OPINIONS AT WORK

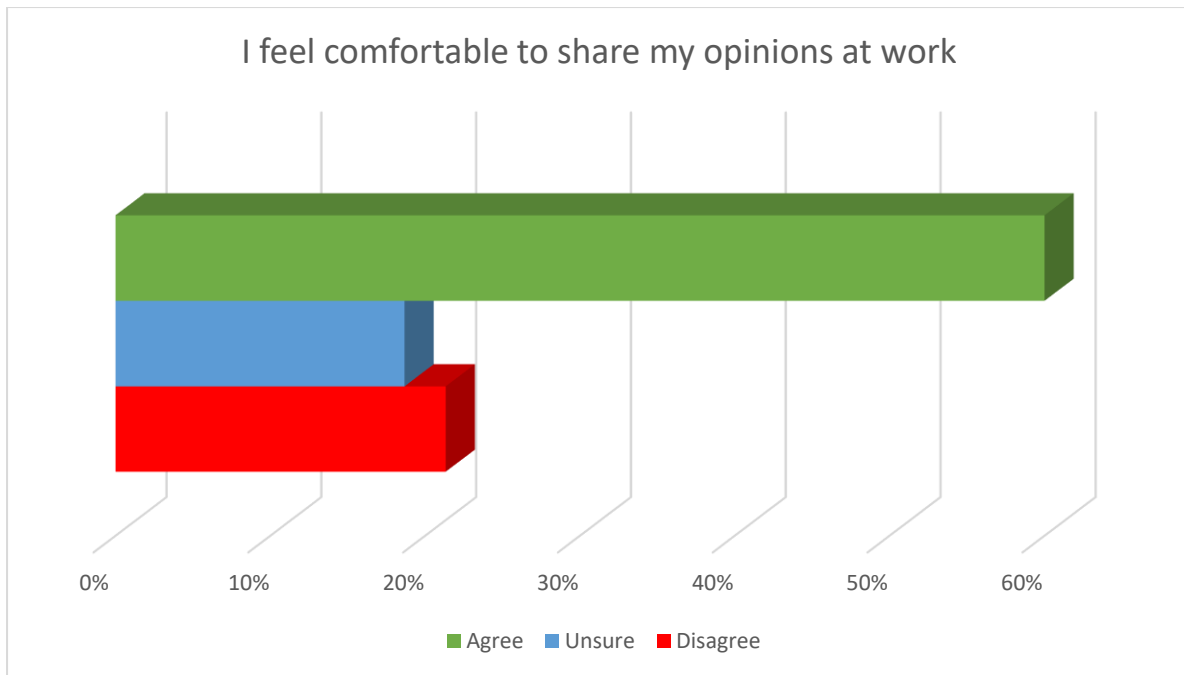


Figure 4.7 above illustrates that 60% of the respondents felt comfortable to share their opinions at work. Figure 4.7 further shows that 21% of the respondents did not feel comfortable sharing their opinions at work while the remaining 18.6% of the respondents were neutral about this statement. According to Lava (2016:1), opinions of employees are critical because they shape the future of the organisation. Lava (2016:1) suggests that being silent about one's opinion might cost the organization in the long term.

4.3.1.6 ADVISING OTHER PEOPLE TO WORK FOR THE INSTITUTION

FIGURE 4.8 EMPLOYEE MOTIVATION TO WORK FOR THE INSTITUTION

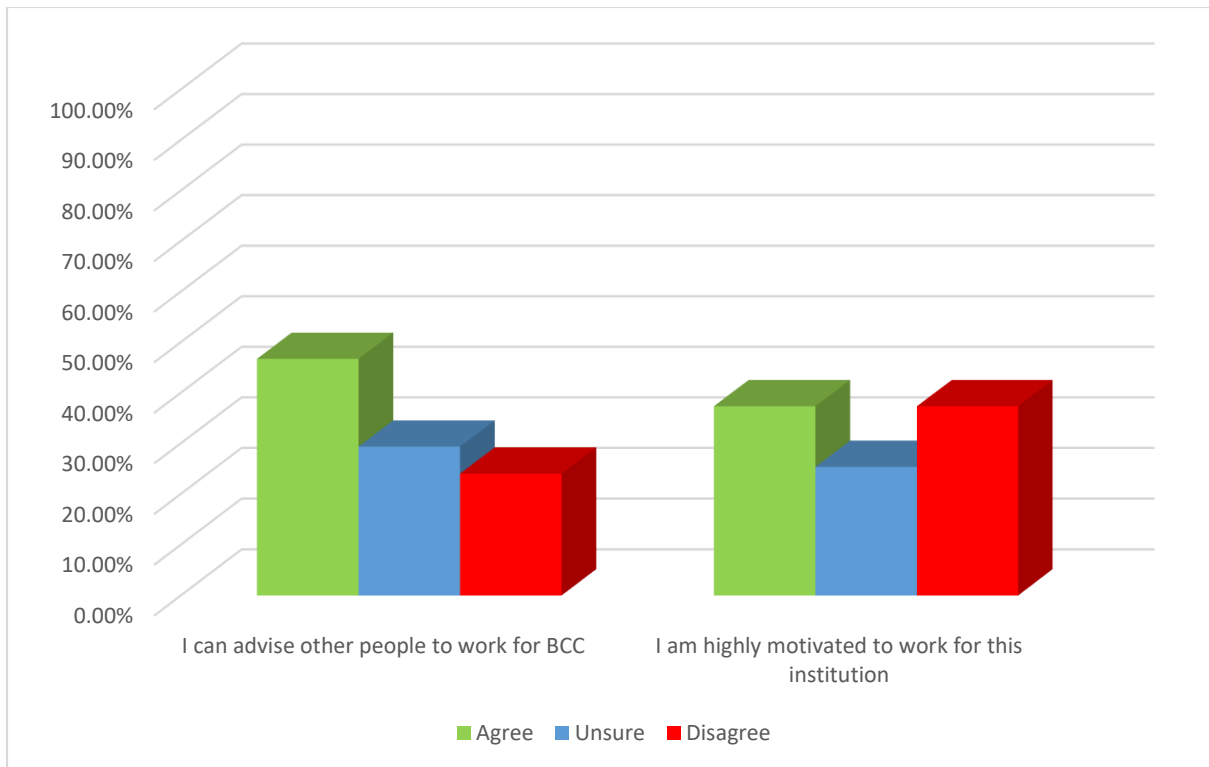
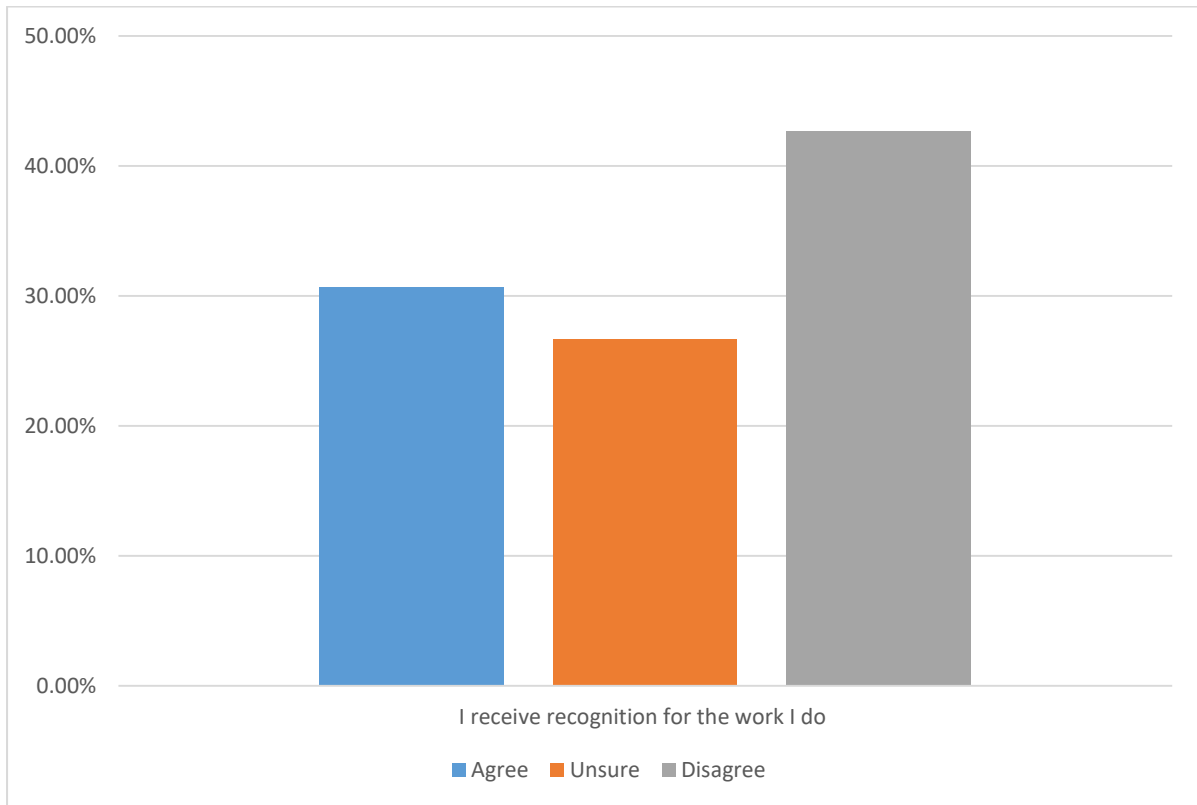


Figure 4.8 reveals that 46.7% of the respondents can advise other people to work for Buffalo City College while 24% of the respondents disagreed with this statement. From the frequency presented in Figure 4.8 it was deduced that 37.3% of the respondents were highly motivated to work for this institution while another 37.3% of the respondents disagreed with this statement. Only 25.3% of the respondents were neutral about this statement. Motivation is a set of courses concerned with a kid of strength that boosts performance and directs towards accomplishing some definite targets (Kalimullah et al, 2010). Chowdhury (2007) also states that motivation is a progression of moving and supporting goal-directed behaviour. It is an internal strength that drives individuals to pull off personal and organizational goals (Reena et al, 2009). According to Kalimullah (2010) a motivated employee aligns his/her goals with those of the organization and directs his/her efforts in that direction. In addition, these organizations are more successful, as their employees continuously look for ways to improve their work. Getting the employees to reach their full potential at work under stressful conditions is a tough challenge, but this can be achieved by motivating them.

4.3.1.7 RECEIVING RECOGNITION FOR THE WORK I DO

FIGURE 4.9 RECOGNITION AT THE WORKPLACE



According to Saunderson (2015), recognition is mostly an intangible expression of acknowledgement of an individual for their positive behaviours, their personal effort or contributions they have made. Figure 4.9 indicates that 30.6% of the respondents agreed to receiving recognition for the work they do. Figure 4.9 further highlights that 42.6% of the respondents disagreed to receiving recognition for the work they do while 26.6% of the respondents were unsure about this statement. According to Limaye (2012), organizations should strive towards understanding what motivate their employees because that is critical for the success of the business. Studies by other researchers have also revealed that if rewards or recognition offered to employees were to be altered, there would be a corresponding change in work motivation and satisfaction.

4.3.1.8 EMPLOYEE'S PERCEPTION TOWARDS PAY AND BENEFITS

FIGURE 4.10 PERCEPTIONS TOWARDS PAY AND BENEFITS

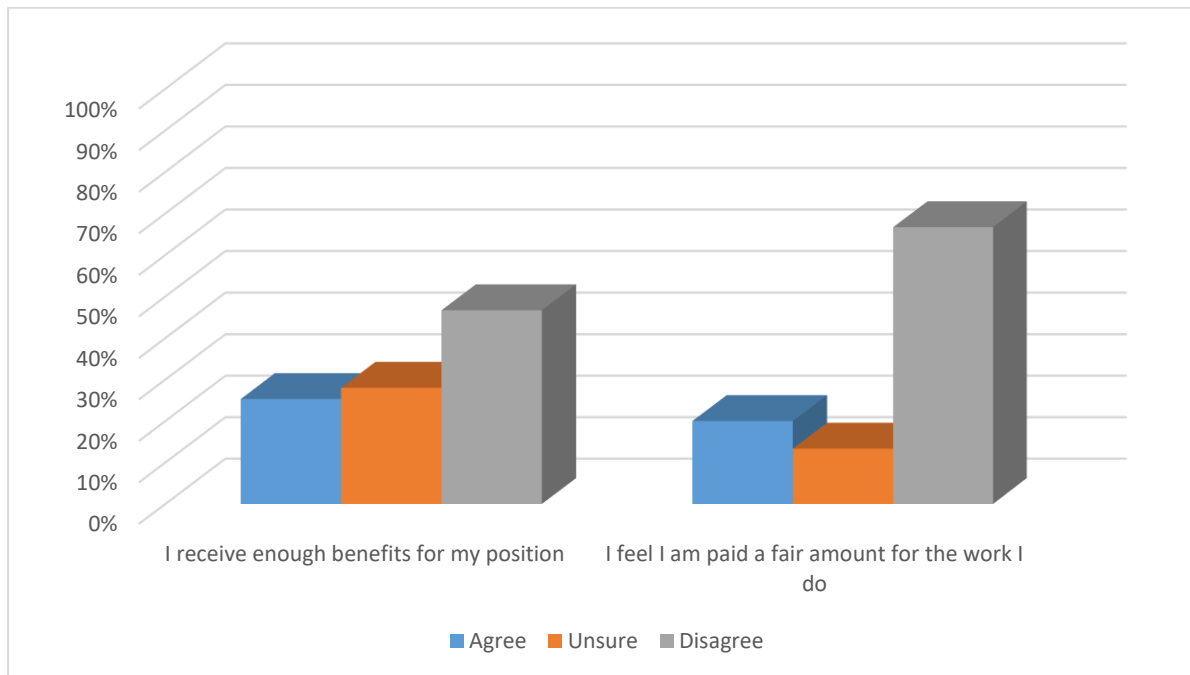


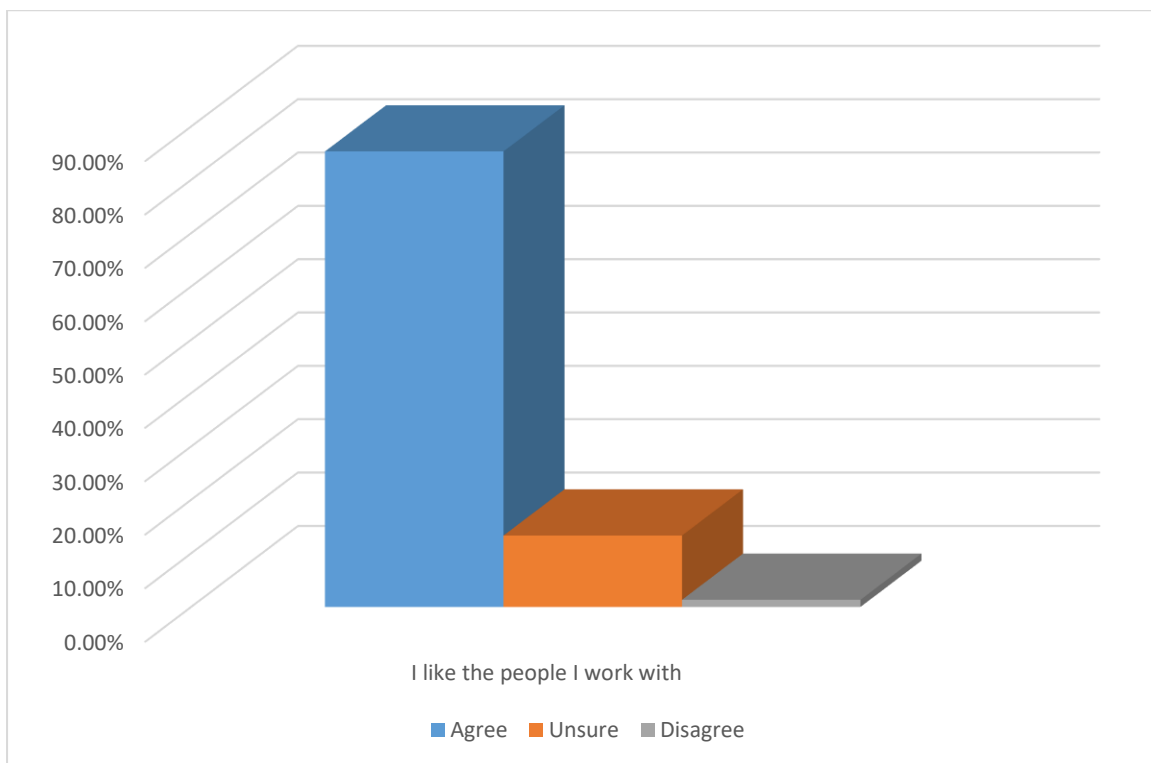
Figure 4.10 illustrates that 25% of the respondents agreed to receive enough benefits for their positions. Figure 4.10 also shows that 46.6% disagreed with this statement while 28% of the respondents were unsure about this statement. According to Chang (2008:2), understanding the impacts of employee benefits on how your organization can attract and retain capable employees is beneficial. Benefits make your organization an attractive place to work and can motivate employees to stay. An attractive benefits package enhances an organization's image as an "Employer of Choice."

According to Ghazanfar, Chuanmin, Khan and Bashir (2011:123), money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige and a feeling of accomplishment and success. Figure 4.10 above illustrates that 20% of the respondents felt that they are paid a fair amount for the work they do. Figure 4.10 further shows that two thirds of the respondents felt that they were not paid a fair amount for their work. The remaining 13% of the respondents were neutral on this statement. If organizations want to retain competitive employees, they must be able to provide them good working conditions, competitive salaries,

employment security and autonomy (Akram, 2012). Akram, (2012) further concludes that financial aspects especially salary is the most important among above variables because each employee needs a livelihood to support his/ her family. According to Kabir and Parvin (2011) there are many variables that can affect job satisfaction of a person including salary and fringe benefits, just system of promotion, working environment quality, leadership, and the work tasks and socializing.

4.3.1.9 I LIKE THE PEOPLE I WORK WITH

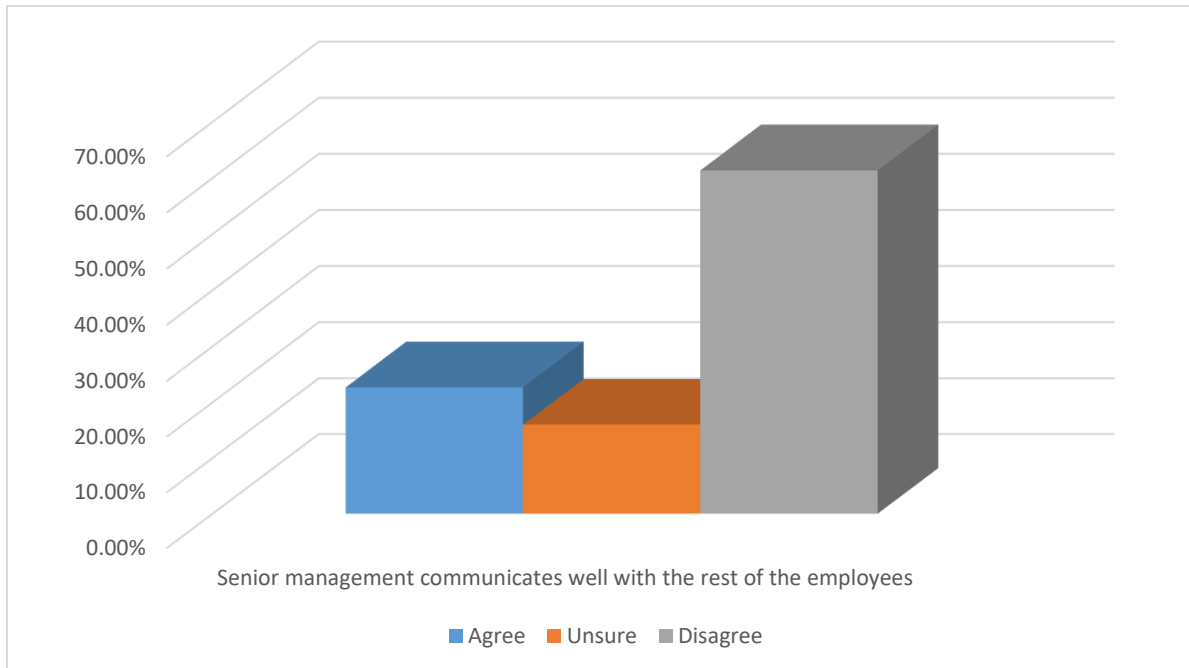
FIGURE 4.11 LIKING THE PEOPLE I WORK WITH



According to Mayhew (2012:1), collaborative, cooperative working arrangements are easy when employees get along with their co-workers and show mutual respect for each other because it improves employee performance and company profitability. Figure 4.11 above illustrates that 85.3% of the respondents liked the people that they work with while 1.3% of the respondents disagreed. The remaining 13.3% of the respondents were unsure about this statement.

4.3.1.10 EMPLOYEE'S PERCEPTION OF SENIOR MANAGEMENT COMMUNICATION

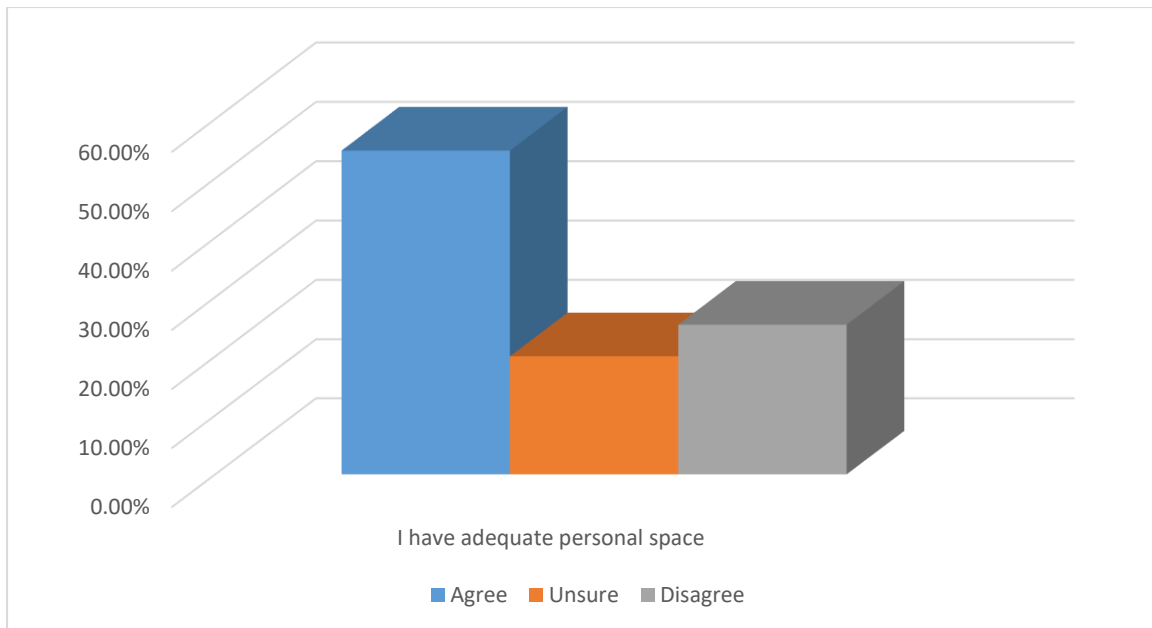
FIGURE 4.12 SENIOR MANAGEMENT COMMUNICATION



According to Oppong and Birikorang (2014:209), communication in the workplace is important because it creates job satisfaction, it decreases conflicts, and it increases productivity. Figure 4.12 above illustrates that 22.6% of the respondents agreed that senior management communicates well with the rest of the other employees. Only 16% of the respondents were unsure about this statement while 61.3% of the respondents did not feel that senior management communicates well with them.

4.3.1.10 EMPLOYEE'S PERCEPTION TOWARDS HAVING ADEQUATE PERSONAL SPACE

FIGURE 4.13 ADEQUATE PERSONAL SPACE



According to Figure 4.13, 54.6% of the respondents agreed to having adequate personal space at their workplace. Figure 4.13 shows that 20% of the respondents were unsure about this statement. Figure 4.13 further illustrates that 25.3% of the respondents believed that they do not have adequate personal space. According to Tasmania (2015:36), employers should implement best practice when it comes to maintaining privacy in the workplace. It is important for employers, employees and their representatives to have adequate personal space in the workplace.

4.3.2 SECTION B2: ANALYSIS OF DATA PERTAINING TO ORGANIZATIONAL EFFECTIVENESS

4.3.2.1 EMPLOYEE'S PERCEPTION ON THEIR EFFORTS TOWARDS ORGANIZATIONAL EFFECTIVENESS

FIGURE 4.14 EMPLOYEE EFFORTS TOWARDS ORGANIZATIONAL EFFECTIVENESS

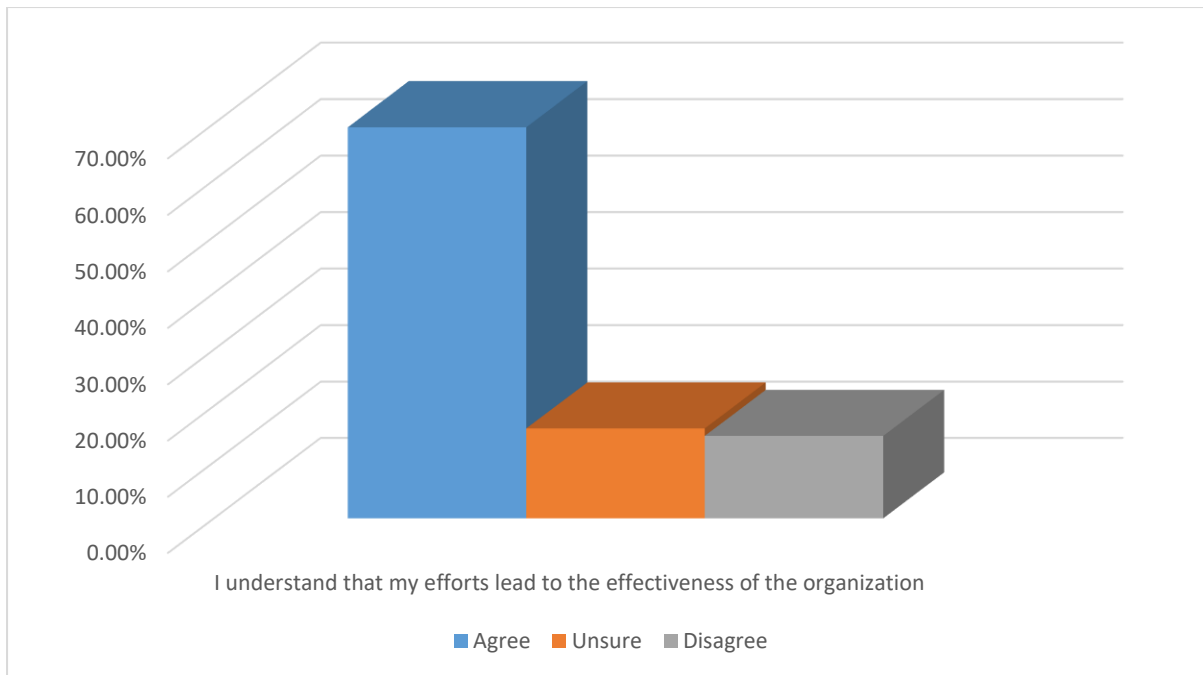
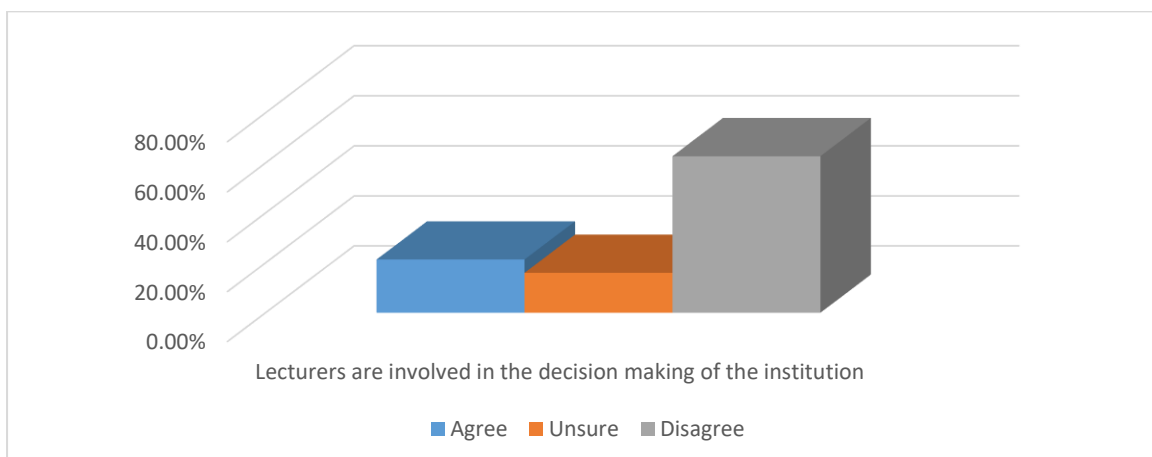


Figure 4.14 illustrates that 69.3% of the respondents understood that their individual efforts lead to the effectiveness of the organization. Figure 4.14 also shows that 16% of the respondents were unsure about this statement. Figure 4.14 further illustrates that 14.6% of the respondents disagreed with this statement. Organizational effectiveness is the notion of how effectual an organization is in accomplishing the results the organization aims to generate (Muhamad, et al, 2011). According to Bulent et al (2009), the efforts of individual employees play an important role in accelerating organizational development.

4.3.2.2 EMPLOYEE’S PERCEPTION TOWARDS DECISION MAKING

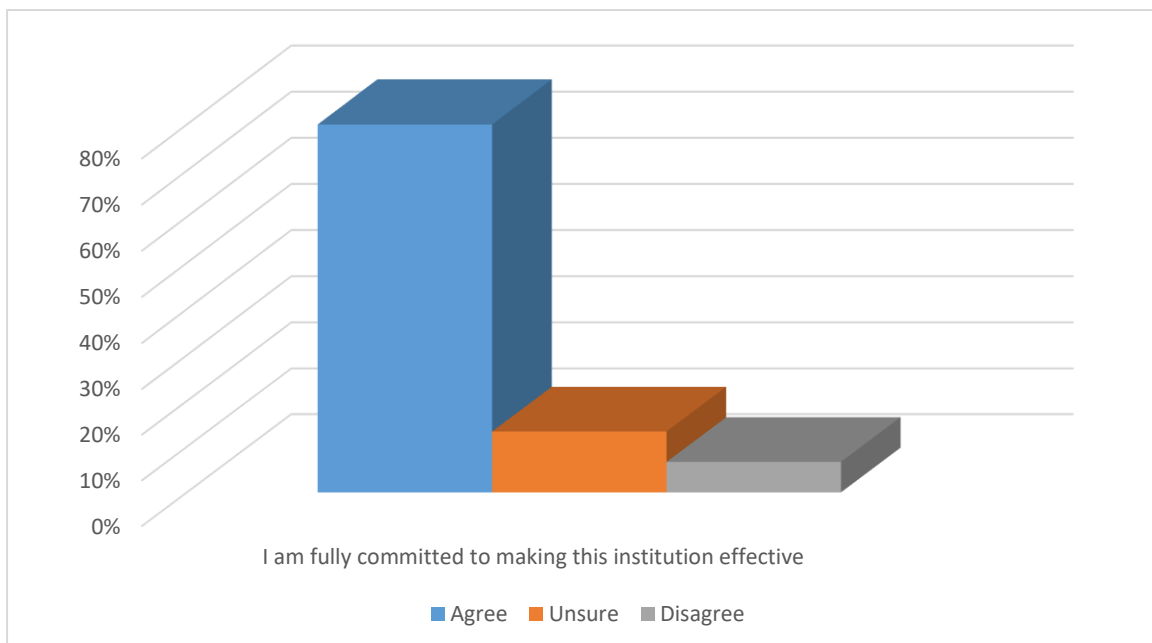
FIGURE 4.15 PERCEPTION TOWARDS INVOLVEMENT IN DECISION MAKING



According to Menzel et al (2006), power distance signifies how individuals regard power differentials within the society or firms. Power influences the degree to which participation is practiced. In high power distance culture, decision-making is perceived as a privilege of management, and employee participation is considered as an infringement to management prerogative. Hence, employees are not involved in decision-making. In contrast, in low power distance culture, everyone is perceived to have the potential to contribute to the decision-making process; in fact, everyone is assumed to have equal rights. As such, employees consider it their right to participate in decisions that concern them. (Sagie & Aycan, 2006). Figure 4.15 above illustrates that the majority of the respondents at 62.6% believed that they were not involved in the decision making of the institution while only 21.33% of the respondents believed that they were involved in the decision making of the institution and the remaining 16% were unsure about this statement.

4.3.2.3 EMPLOYEE'S PERCEPTION TOWARDS MAKING THE INSTITUTION EFFECTIVE

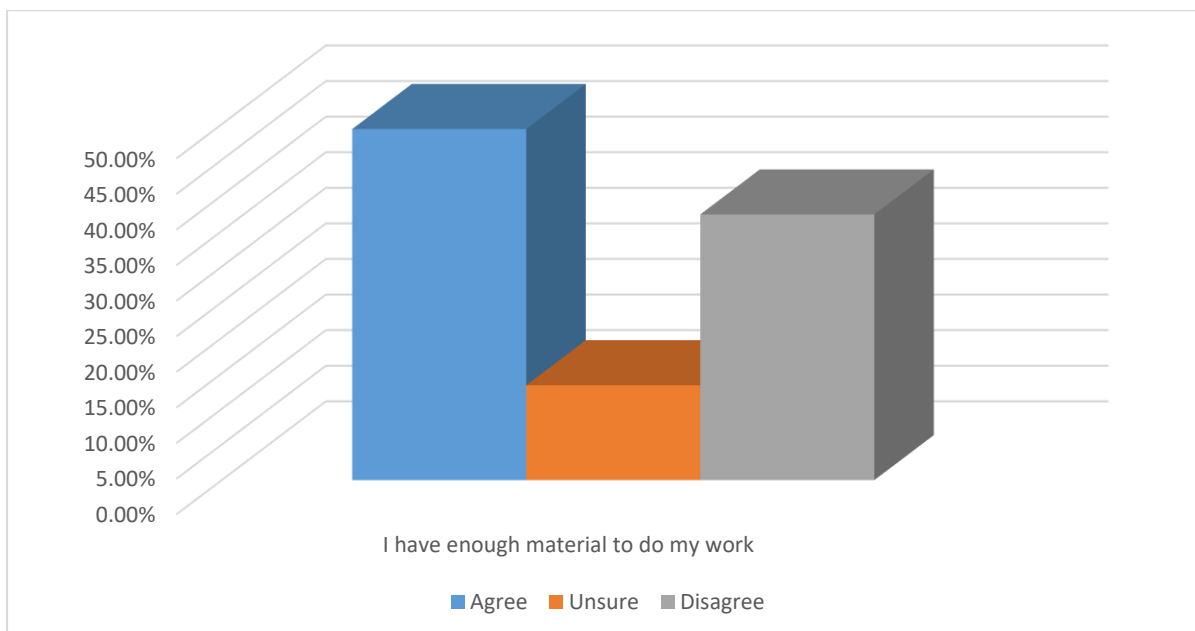
FIGURE 4.16 COMMITMENT TO MAKING THE INSTITUTION EFFECTIVE



According to Figure 4.16 80% of the respondents believed that they were fully committed to making the institution effective while only 6.6% of the respondents were not committed. Figure 4.16 also shows that 13.3% of the respondents were unsure about this statement. According to Vance (2014:2), employees who are engaged in their work and committed to their organizations give companies crucial competitive advantages including higher productivity and lower employee turnover.

4.3.2.4 EMPLOYEE’S PERCEPTION TOWARDS HAVING ENOUGH MATERIAL TO WORK

FIGURE 4.17 I HAVE ENOUGH MATERIAL TO WORK

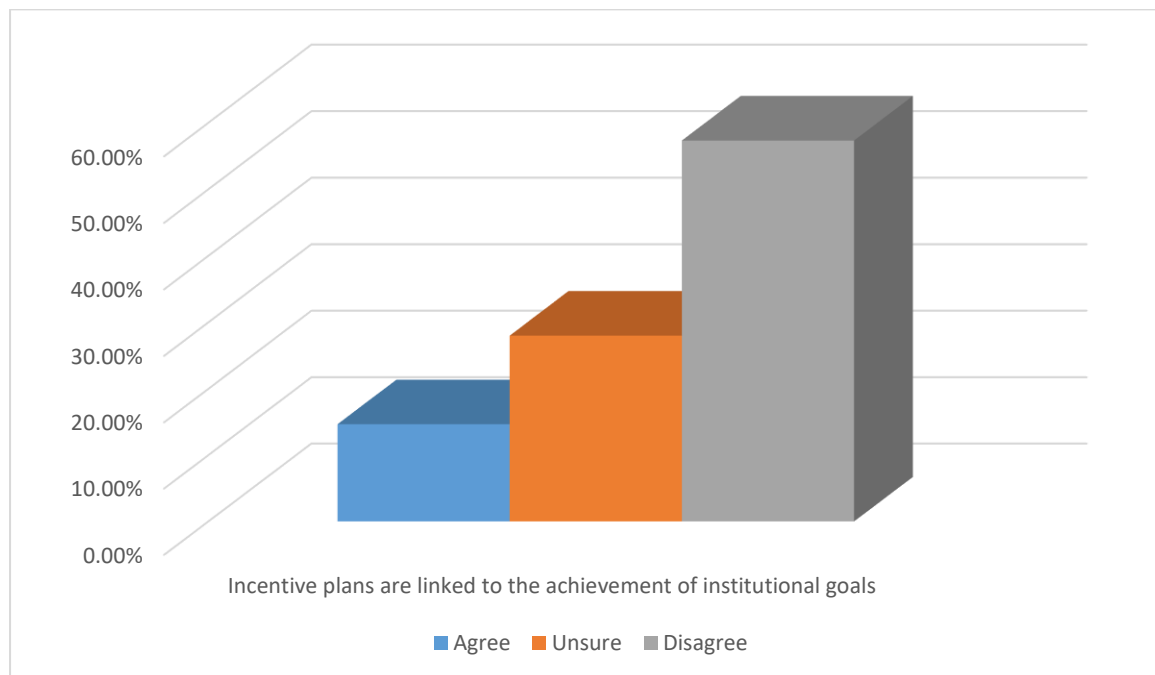


Employees need the right materials and equipment to do their work right. They also need managerial support and flexibility to empower them with the right tools to better perform their jobs and achieve their goals. Figure 4.17 illustrates that 49.3% of the respondents believed that they had enough material to do their work. Figure 4.16 also shows that 13.3% of the respondents were unsure about this statement. Figure 4.17 further highlights that 37.3% of the respondents did not believe that they have enough material to do their work. According to Goldsmith (2010) a manager’s role is to encourage and support the decision-making environment, and to give employees the tools and knowledge they need to make and act upon their own decisions. Goldsmith

(2010) further argues that employers need to provide the workers with the necessary material for them to operate and ensure the effectiveness of the business.

4.3.2.5 EMPLOYEE'S PERCEPTION TOWARDS INCENTIVE PLANS

FIGURE 4.18 INCENTIVE PLANS LINKED TO INSTITUTIONAL GOALS



Bryson (2011:63) states that in recent decades, the compensation packages of a growing proportion of firms include incentive pay schemes linking incentives to the achievement of organizational goals. Bryson (2011:65) further states that growth in incentive pay has been fostered by widespread concern over the existence of inefficiencies in the workplace and the belief that incentive pay can raise productivity growth, improve profitability and ultimately lead to organizational effectiveness. Figure 4.18 shows that 14.6% of the respondents believed that incentive plans were linked to the achievement of institutional goals. Figure 4.18 also shows that 28% of the respondents were unsure about this statement. Figure 4.18 further reveals that 57.33% of the respondents did not believe that incentive plans were linked to the achievement of institutional goals.

4.4 LIMITATIONS OF THE STUDY

Limitations are factors which cannot be adequately controlled in the design of the study and which cannot be accounted for, when analysing, interpreting and generalizing the data. The study focuses on the impact of job satisfaction on organizational effectiveness at the Buffalo City College in the Eastern Cape. Although the Buffalo City College employs academic and support staff, this study focused only on academic lecturers.

4.5 CONCLUSION

This chapter provided the analysis of the data collected in the research study. The analysis of data indicates the conclusions that can be drawn from the study. Results were presented in the form of charts and tables. The results highlighted significant relationships and differences between the study variables. From the given analysis of this study, it can be summarised that there are more factors that contribute to job dissatisfaction than satisfaction at BCC.

Most of the factors can be attributed to the literature from previous researchers on this topic, which has been discussed in detail in previous chapters. However, this study indicated some differences and disagreements in what literature is providing. The discussion of the results was a combination of the literature review and the questionnaire.

The next chapter contains the findings, conclusions and recommendations of the study.

CHAPTER 5
FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarises the key findings of the study, research conclusions and recommendations of the study. The main aim of this study was to investigate the impact that job satisfaction has on organizational effectiveness at the Buffalo City College in the Eastern Cape. It has been noted that there is a relationship between job satisfaction and organizational effectiveness. The conclusions are drawn in line with the objectives of the study in an attempt to answer the main research question of whether there is a relationship between job satisfaction and organizational effectiveness. Directions for future research will be presented in this chapter. The recommendations of this study will be made available to the top management of the institution.

5.2 SUMMARY OF KEY FINDINGS

- This study revealed that while academic employees may not be satisfied with the pay, they still are committed to making the institution effective.
- This study indicated that academic employees were dissatisfied with the way top management communicates with them.
- The study also revealed that while academic employees were dissatisfied with not receiving recognition for the work that they do, they still understood that their efforts lead to the effectiveness of the institution.
- The study also revealed that academic employees were dissatisfied with promotion opportunities in the institution.
- The study revealed that academic employees were more satisfied with having enough material to do their work.
- The study also revealed that academic employees were dissatisfied with not being involved in decision making.
- The study also revealed that academic employees had very good relations with other co-workers and liked each other.

- This study also revealed that academic employees were free to share their opinions at work.

5.3 FINDINGS RELATING TO THE LITERATURE REVIEW

- Literature reveals that different organisations or institutions use promotions as a reward for higher productivity of their employees, which accelerates their efforts. However, this was different with BCC. Most respondents revealed that they were not getting opportunities for promotion.
- Academic employees expressed dissatisfaction with their salaries. According to Oshagbemi (1999:31), pay is an aspect of job satisfaction that deserves attention, as it affects the employees' overall levels of satisfaction/dissatisfaction.
- The findings of this study revealed that academic employees had good relations with each other. According to Noordin (2009: 122), relationships with colleagues stands out clearly as an element affecting job satisfaction because, without their cooperation, smooth operations at higher education institutions can be jeopardised.

Based on the findings in literature and this study, it is evident that job satisfaction is an important variable that should always be looked into.

5.4 CONCLUSIONS ABOUT THE RESEARCH OBJECTIVES

From the findings of this research, it is evident that job satisfaction can have both a negative and positive impact on employees and how they perceive their work and that is crucial for organizational effectiveness. This not only applies in business but the higher learning institutions as well. The job satisfaction of lecturers is critical for the success of the college.

The overall objective of this study was to investigate the relationship between job satisfaction and organizational effectiveness. Chapter two focused on researching literature with respect to the overall objective of the study. Information was drawn from

a wide body of knowledge in order to gain a better understanding of job satisfaction and organizational effectiveness.

5.4.1 OBJECTIVE 1: To investigate the relationship between job satisfaction and organisational effectiveness

Abdullah (2013:91) states that human capital includes the collective attitudes, skills, abilities, and knowledge base of an entire workforce. He further states that job satisfaction of employees plays an important role in an organizations ability to remain competitive and effective.

This study revealed that there is a relationship between job satisfaction and organizational effectiveness. Academic employees showed satisfaction in many areas of their work and still revealed that they were committed to making the institution effective.

From the above, it is clear that there is a relationship between job satisfaction and organizational effectiveness. Satisfied employees will work harder and produce more. That in turn results in the organization achieving its set goals and objectives. Therefore, the first objective has been achieved.

5.4.2 OBJECTIVE 2: To investigate the impact that job satisfaction has on organizational effectiveness

Literature reveals that the way employees experience their work has an impact on the effectiveness of the organization. According to research conducted by Ostroff (1992), studying a sample of 364 schools, investigated the relationship between employees' job satisfaction and organizational performance. Ostroff found that aggregated teacher attitudes such as job satisfaction and organizational commitment were concurrently related to school performance, as measured by several performance outcomes such as student academic achievement and teacher turnover rates. Results were strongest for teacher satisfaction; thus, organizations with more satisfied employees tended to be more effective than organizations with dissatisfied employees. His study indicated

that job satisfaction is an important social process factor that has an impact on organizational effectiveness.

According to this study, the respondents showed that they were satisfied with certain areas of their jobs. However, there were variations in the responses, with some subjects being neither satisfied nor dissatisfied, while some were very satisfied and others were very dissatisfied. While some employees revealed extreme dissatisfaction in some areas, a majority of them still showed commitment to making the institution effective and understood that their efforts were contributing to making the institution effective. One of the institutional goals of BCC is to achieve the highest pass rate of students at the end of each academic year. In the 2016 academic year, BCC reported the same level of student pass rate as that of the past year. This means that the levels of dissatisfaction of academic lecturers did not have a great negative impact on their commitment to making the institution effective. Therefore, the second objective has been achieved.

5.4.3 OBJECTIVE 3: To determine the factors that contribute to employee job satisfaction

Baron and Greenberg (2007:157) state that the factors that lead workers to hold positive or negative perceptions about their jobs have been identified to be:

5.4.3.1 PAY

- This study concludes that most academic employees were dissatisfied with pay. The study concludes that 66.7% of the respondents were dissatisfied with their pay while another 46.7% of the respondents were dissatisfied with the benefits they receive.

5.4.3.2 WORK ITSELF

- This study concludes that 86.7% of the lecturers were satisfied with their work. According to Bird (2013), you can and should find enjoyment in your work. Doing so is very valuable to your life in many ways, including greatly increasing your probability of financial success.

5.4.3.3 PROMOTION

- This study concludes that 52% of the lecturers were dissatisfied with the promotion opportunities in the institution. Locke (2012:1324) states that the wish to be promoted stems from the desire for psychological growth, the desire for justice and the desire for social stays.

5.4.3.4 WORKING CONDITIONS

- This study indicated that 38% of the respondents were satisfied with their working conditions while 37% of the other respondents were dissatisfied with the working conditions. According to Chandrasekhar (2011:3), it is the quality of the employee's workplace environment that most impacts on their level of motivation and subsequent performance.

5.4.3.5 SUPERVISION

- This study revealed that 55% of the lecturers had a supportive manager. This study also concluded that 60% of the lecturers were given the freedom they need to work by their immediate supervisors. Baron and Greenberg (2007:157) state that if workers view their superiors as fair, competent and sincere, the level of job satisfaction will be high.

It is evident that lack of opportunities for career growth, poor working conditions and remuneration have a direct impact on employee job satisfaction which will in turn can lead to the organization not meeting its medium to long term goals. With low levels of job satisfaction, the institution can suffer from a high rate of employee turnover, decreased levels of productivity and employees who are demotivated.

This study revealed that employees were less motivated with rewards and recognition than other dimensions of their work. By implication, this means that if more focus is placed on rewards and recognition, it could have a positive impact on motivation and thus result in higher levels of job satisfaction. It is also evident from the study that the respondents felt that senior management does not communicate well with the rest of the staff. It is common knowledge that communication is one of the crucial components

of a successful organization, therefore it is critical to have good communication channels in the workplace. It is evident from the study that the above issues can have a negative impact on organizational effectiveness.

Furthermore, the study revealed that while a high percentage of the respondents showed dissatisfaction in some areas of their work, a considerable high percentage of the respondents were committed to making the institution effective. Therefore, the third objective has been achieved.

5.5 RECOMMENDATIONS

Arising from the empirical analysis of the results, the following recommendations are made for Buffalo City College:

5.5.1 RECOMMENDATION ONE

- Top management should consider creating opportunities for career growth and advancement for employees. Employees normally feel more engaged when they believe that their employer is concerned about their growth and provides avenues to reach individual career goals while fulfilling the company's mission.

5.5.2 RECOMMENDATION TWO

- Top management should improve the working conditions of employees. When you improve the working conditions and create opportunities for employees, you enhance their ability to deliver a good service to the customers which will lead to organizational effectiveness.

5.5.3 RECOMMENDATION THREE

- Top management should give recognition to employees. Appreciation is a fundamental human need. Employees respond to appreciation expressed through recognition of their good work because it confirms their work is valued. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work.

5.5.4 RECOMMENDATION FOUR

- Top management should consider improving their benefits and pay structure. Giving employees a competitive market related salary combined with benefits could work in the best interest of the organization in terms of retaining the best employees. According to Ghazanfar, Chuanmin, Khan and Bashir (2011:123), money possesses significant motivating power in as much as it symbolizes intangible goals like security, power, prestige and a feeling of accomplishment and success.

5.5.5 RECOMMENDATION FIVE

- Top management should communicate well with the rest of the employees on issues that affect them. Communication in the workplace is important because it creates job satisfaction, it decreases conflicts, and it increases productivity, Oppong and Birikorang (2014:209).

5.5.6 RECOMMENDATION SIX

- Top management should involve employees in decision making particularly on matters that directly impact on employees. According to this research, academic employees in BCC expressed that they feel comfortable to share their opinions at work, so if given an opportunity to be part of decision making, this could yield positive results. According to Sagie & Aycan, (2006) employees consider it their right to participate in decisions that concern them.

5.5.7 RECOMMENDATION SEVEN

- Top management should consider linking their incentive plans to institutional goals. Bryson (2011:63) states that in recent decades, the compensation packages of a growing proportion of firms include incentive pay schemes linking incentives to the achievement of organizational goals. Bryson (2011:65) further states that growth in incentive pay has been fostered by widespread concern over the existence of inefficiencies in the workplace and the belief that incentive pay can raise productivity growth, improve profitability and ultimately lead to organizational effectiveness. Therefore, it is important to give incentives to employees when they achieve organizational goals.

5.6 DIRECTION FOR FURTHER RESEARCH

This study was limited to academic lecturers only. A study of the entire institution would prove interesting. With this study being a success in measuring job satisfaction, another larger study would allow all of the employees and departments to be involved in the data pool. The results of such a study could yield some interesting findings and could also significantly impact the delivery of meaningful results to the management of the institution. The institution in turn could use the outcomes of the research study to revisit its current human resources programmes and in particular focus on addressing the needs of diverse groups of people within the workplace.

Furthermore, a qualitative study would be beneficial in probing further questions. For example, the question of working conditions received an almost equal number of people who were satisfied and dissatisfied. This question can be better tackled in a qualitative study using focus groups. While appreciating those respondents who were satisfied with their working conditions, management could focus on those that were dissatisfied.

5.7 CONCLUSION

The main focus for this chapter was to provide a summary of the study findings related to the literature, conclusions, recommendations and suggestions for further research for this study. This research highlighted the relationship between job satisfaction and organizational effectiveness. Elements relating to job satisfaction and organizational effectiveness were discussed. It is believed that a good working environment, growth opportunities and fair remuneration are drivers of job satisfaction. The success of any organization and its effectiveness thereof is achieved through the collective efforts of both management and employees.

The data was collected through the use of a questionnaire that was administered to all the respondents in BCC. The recommendations of this study suggest that there are certain critical areas that need intervention from senior management. Once these areas are addressed, it is likely that employees will start to feel satisfied with their jobs.

More initiatives from the management could also yield better results in ensuring that employees experience job satisfaction in one way or the other.

The strengths of this study included the following:

- The research was quantitative in nature and therefore easy to analyse
- The researcher used the personal method of data collection and it made the process easier
- The majority of the respondents were willing to participate in the study

The limitations of this study included the following:

- The study was limited to one institution. It would yield more results if the scope was widened.
- The study was limited to only one sector which is the academic sector. A further investigation of employee job satisfaction and organizational effectiveness would prove efficient when focused on other sectors of society.
- The study was limited to academic lecturers only. The exclusion of support staff and management could be seen as a limitation because the study did not focus on all the employees.

This study will assist managers in understanding some of the most critical things that lead to employee job satisfaction and why it is important to always ensure that employees are satisfied. Once the employees feel satisfied with all the aspects of their jobs, it is likely that they will direct their efforts towards making the institution effective.

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QUESTIONNAIRE

I am conducting research as a Master of Technology in Human Resources Management requirement.

PLEASE NOTE: all responses will be kept completely **anonymous** and **confidential**. Your honesty will be highly appreciated. Please tick in the appropriate box.

SECTION A

BIOGRAPHICAL INFORMATION

1. Which gender do you belong in?

Male	
Female	

2. Select your age

21-25	
26-35	
36-45	
46-65	

3. Indicate the level of position that you hold

Lecturer	
Senior Lecturer	

4. Indicate length of service

1-3 years	
4-7 years	
8-10 years	
11 years +	

SECTION B

STATEMENTS

DEFINITION OF KEY WORDS

SA= STRONGLY AGREE

A= AGREE

U= UNSURE

D= DISAGREE

SD= STRONGLY DISAGREE

PLEASE TICK IN ONE BOX

5. I work well because I like the work I do

SA	A	U	D	SD
----	---	---	---	----

6. I have a supportive manager

SA	A	U	D	SD
----	---	---	---	----

7. There are career growth opportunities in this institution

SA	A	U	D	SD
----	---	---	---	----

8. I am satisfied with the working conditions in my campus

SA	A	U	D	SD
----	---	---	---	----

9. I feel comfortable to share my opinions at work

SA	A	U	D	SD
----	---	---	---	----

10. Opportunities for promotion are available in this institution

SA	A	U	D	SD
----	---	---	---	----

11. I can advise other people to work for BCC

SA	A	U	D	SD
----	---	---	---	----

12. I receive recognition for the work I do

SA	A	U	D	SD
----	---	---	---	----

13. I receive enough benefits for my position

SA	A	U	D	SD
----	---	---	---	----

14. I am highly motivated to work for this institution

SA	A	U	D	SD
----	---	---	---	----

15. I like the people I work with

SA	A	U	D	SD
----	---	---	---	----

16. My manager or HOD gives me the freedom I need to do my work

SA	A	U	D	SD
----	---	---	---	----

17. My manager shows too little interest in the feelings of other lecturers

SA	A	U	D	SD
----	---	---	---	----

18. I feel I am paid a fair amount for the work I do

SA	A	U	D	SD
----	---	---	---	----

19. Senior management communicates well with the rest of the employees

SA	A	U	D	SD
----	---	---	---	----

20. I have adequate personal space

SA	A	U	D	SD
----	---	---	---	----

21. I understand that my efforts lead to the effectiveness of the institution

SA	A	U	D	SD
----	---	---	---	----

22. Lecturers are involved in the decision making of the institution

SA	A	U	D	SD
----	---	---	---	----

23. I am fully committed to making this institution effective

SA	A	U	D		SD
----	---	---	---	--	----

24. I have enough material to do my work

SA	A	U	D	SD
----	---	---	---	----

25. Incentive plans are linked to the achievement of institutional goals

SA	A	U	D	SD
----	---	---	---	----



higher education & training
Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



**BUFFALO CITY
TVET COLLEGE**

Enquiries: Lusanda Jass
ceo@bccollege.co.za

29 June 2016

**Mr O Sibhoko
P O Box 477
QUMBU
5180**

Dear Mr Sibhoko

**REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH AT THE
BUFFALO CITY TECHNICAL AND VOCATIONAL EDUCATION AND
TRAINING COLLEGE: "AN INVESTIGATION INTO EMPLOYEE JOB
SATISFACTION AND ITS IMPACT ON ORGANISATIONAL
EFFECTIVENESS AT BUFFALO CITY TVET COLLEGE"**

I acknowledge receipt of your request for permission to conduct research in the Buffalo City Technical and Vocational Education and Training (TVET) College on the topic "an investigation into employee job satisfaction and its impact on organisational effectiveness at Buffalo City TVET College".

Your request has been evaluated and it is my pleasure to inform you that your request for permission to undertake the above research at Buffalo City TVET College is granted.

The topic of your research is of great interest to the College. It will therefore be appreciated if you could share the findings of your research with the College upon completion of your research.

Kind Regards



DR Singh
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Faculty of Management Sciences

Department of Public Management & Economics

Date: 22 July 2016

Dear Participant

My name is Onesimo Sibhoko, student at the Durban University of Technology. The research I wish to conduct for my Masters involves an investigation into employee Job Satisfaction and its impact on Organizational Effectiveness at Buffalo City College. This project will be conducted under the supervision of Professor S Bayat.

I am hereby seeking your consent to participate in the research project. Upon completion of the study, I undertake to provide the management of BCC with a bound copy of the full research. If you require any information, please do not hesitate to contact me on (0760262225 or osibhoko@gmail.com). Thank you for your time and consideration.

Yours Sincerely,

Onesimo Sibhoko

Durban University of Technology

Onesimo Sibhoko

Student

Contact Details

Prof Mohamed Saheed Bayat

Supervisor / Promoter

Contact Details

