

The impact of multiculturalism at work on job satisfaction and organisational commitment in a tertiary institution

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ABSTRACT

This dissertation looks at the existence of multiculturalism within the North-West University, Potchefstroom Campus after the merger. It also assesses the extent to which there is organisational commitment and job satisfaction within this institution of higher learning. Using frequencies and descriptive statistics, the article provides an overview of the extent of the impact of multiculturalism on organisational commitment and job satisfaction in the identified institution. Furthermore, the article evaluates the extent of relationships between multiculturalism as an independent variable and organisational commitment and job satisfaction as dependent variables. Data collected from 250 respondents using the self-administered questionnaires was analysed using SPSS. The results show that respondents' self-assessment of their productivity is affirmative. It also indicates that most respondents are satisfied with their work and their responses to the intention to leave the organisation are in the negative.

Contrary to the position of most researchers in previous literature, data collected in this study shows that multiculturalism does not result in the sampled employees intending to leave the organisation. It also indicates that the respondents do not show any negative effect of multiculturalism. This positive impact may be attributed to the fact that most respondents indicated their commitment to the institution and satisfaction with their work. The results of this study should be interpreted in the context of academia. In this regard, in a different environment, multiculturalism may be found to result in different findings. Therefore, the findings cannot be generalised to other sectors and industries. In addition, it is safe to generalise the findings only to the Campus at which the study was conducted. Findings of this study show that there is no relationship between multicultural norm and practices and organisational commitment as well as job satisfaction. It nonetheless shows that most employees are productive and satisfied and have no intention to leave the institution.

The study recommends that the institution adopts a focused approach to nurturing multiculturalism. In order to improve multiculturalism, it is recommended that the institution creates awareness and trains employees about diversity. It is also recommended that the North-West University enhances job satisfaction through team building activities.

Key terms: Multiculturalism, North-West University, organisational commitment, job satisfaction

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CHAPTER ONE

NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

Mergers in institutions of higher learning are generally aimed at addressing the fragmentation and inequality in the distribution of academic resources (Harman & Harman, 2003). The South African education system began its restructuring in 2003 in order to widen access to tertiary education. This was done with a view of resetting the priorities of the old apartheid system, which barred the majority of citizens the access to high quality education. The process of restructuring the higher education system involved the incorporation of the smaller universities and technikons into larger Institutions to form Comprehensive Universities.

Mergers and acquisition are common features of life, especially in the 21st century, where organisations strive to be competitive through acquiring smaller competitive organisations. Due to expanding clientele and its needs as well as the expansion of emerging markets, the market has become less diversified as some organisations merge with others while some are acquired by those that either have the financial muscle to take over others or those that are positioned well to become the holding organisations. While most mergers have occurred within the business realm, this phenomenon has not eluded academia. In this sector, especially in South Africa, most mergers occurred due to the need to distribute the academic resources equitably among the advantaged and those who are less advantaged.

Mergers, irrespective of the sector and industry, have always posed challenges to the merging institutions and their management. The challenges are due to, on the one hand, the common difficulty of fusing divergent cultures and needs into a comprehensive prevalent culture. On the other hand the challenges may be caused by opposing interests that must be met by the comprehensive organisation that will emerge from the merger.

This study begins with a problem statement, which informs the shape this study has taken. Objectives of this study are also detailed. The study employs a quantitative research approach to gather data, the collection which is informed by the objectives of this study. Data was collected using a pre-developed questionnaire with closed-ended questions, which were administered by staff members of the North-West University; that is, at the Potchefstroom Campus and the Institutional Office. The collected data was analysed using the Statistical Package for the Social Sciences. The findings of this study are then provided in the results section, followed by the discussion of these findings. The study makes a few recommendations for the institution. An overview of a few limitations of this study is also provided.

1.2 PROBLEM STATEMENT

The Constitution of South Africa envisages a non-sexist, non-racial and non-discriminatory environment (Parliament of the Republic of South Africa, 1996). According to Jackson, Van der Veiver and Laure (2010), South African society consists of diverse ethnic and cultural groups with a slow progress rate in becoming a multicultural society. This is the society that forms part of the population of our tertiary institution as students, academic and support staff.

The restructuring process ended up with six Comprehensive Universities, which offers academic and vocational diplomas and degrees, and the six Universities of Technology which are focusing on vocational oriented education whilst the 11 traditional Universities offer theoretically oriented university degrees.

The national restructuring of the tertiary education system in South Africa witnessed, among others, the merger of two diverse universities, Potchefstroom University for Christian Higher Education and the University of North West (formerly known as the University of Bophuthatswana) as well as the incorporation of Vista Sebokeng Campus into what is now known as North-West University (NWU). The NWU has three campuses and an institutional office (which deals mainly with management and coordination of the three campuses), two in the North West Province, that is,

Potchefstroom and Mafikeng Campuses and one in the Gauteng Province, that is, Vaal Triangle Campus.

The merger and incorporation of the NWU brought with it diverse cultures into one. For example, on the one hand, the Mafikeng campus was predominantly black (with staff members as well as students from across African countries and the Asia, that is, India, Sri Lanka and other neighbouring Asian countries). On the other hand, the Potchefstroom campus was a historically white (Afrikaans) university with a significant percentage of white staff and students. Therefore, the NWU became a multicultural tertiary institution since 2004. With the merging of diverse cultures, job satisfaction and organisational commitment are likely to suffer as most employees are likely to feel not part of the mainstream culture.

With the institution becoming a multicultural workplace, concerns of cultural inclusion and equal opportunities for various cultures have become a reality, as is the case in most mergers. For instance, it is not known if the merger has advantaged some cultures while leaving others disadvantaged. This study will attempt to discover the extent to which the institution has become multicultural with the merger as well as the extent to which employees are committed to the institution and are satisfied with their job, factors that are likely to emerge when cultures tussle for space in a merged institution. The impact of multiculturalism on job satisfaction and organisational commitment is the overarching objective of the study.

1.2.1 Literature review

Multiculturalism, according to Heywood (2010) relates to communities containing multiple cultures. Heywood (2010) further asserts that the term “multiculturalism” may be used in two broad ways which can either be descriptive or normative. The descriptive connotation of the term multiculturalism refers to cultural diversity where it is applied to the general demographic make-up of a specific place like a school, business and neighbourhood or cities. On the other hand the normative connotation of multiculturalism refers to the ideologies or policies that promote the cultural diversity and its institutionalisation. In this sense multiculturalism is therefore a

society at ease with the rich tapestry of human life and the desire amongst people to express their own identity as they see fit.

From the two connotations above, descriptive and normative, it emerges that the latter builds on the former, or it is the extension of the former. For the purpose of this study the term multiculturalism will be used descriptively and normatively.

A closer look at the normative nature of multiculturalism informs us that multiculturalism is closely associated with “identity politics,” “the politics of difference,” and “the politics of recognition,” all of which share a commitment to revalueing disrespected identities and changing dominant patterns of representation and communication that marginalise certain groups (Young 1990; Taylor 1992; Gutmann 2003). Multiculturalism is also a matter of economic interests and political power; it demands remedies to economic and political disadvantages that people suffer as a result of their minority status.

Multiculturalists take for granted that it is “culture” and “cultural groups” that are to be recognised and accommodated. Yet multicultural claims include a wide range of claims involving religion, language, ethnicity, nationality, and race. Culture is a notoriously overbroad concept, and all of these categories have been subsumed by or equated with the concept of culture (Song 2008). Song (2008) further argues that language and religion are at the heart of many claims for cultural accommodation by those in the minority or immigrants. The key claim made by minority nations is for self-government rights.

Race has a more limited role in multicultural discourse. Antiracism and multiculturalism are distinct but related ideas: the former highlights “victimization and resistance” whereas the latter highlights “cultural life, cultural expression, achievements, and the like” (Blum 1992, 14). Claims for recognition in the context of multicultural education are demands not just for recognition of aspects of a group's actual culture, such as African American art and literature but also for the history of group subordination and its concomitant experience (Gooding-Williams 1998).

Examples of cultural accommodations or “group-differentiated rights” include exemptions from generally applicable law, such as religious exemptions; assistance

to do things that the majority can do unassisted, for example, multilingual ballots, funding for minority language schools and ethnic associations, affirmative action; representation of minorities in government bodies, for example, ethnic quotas for party lists or legislative seats, minority-majority congressional districts; recognition of traditional legal codes by the dominant legal system, such as granting jurisdiction over family law to religious courts; or limited self-government rights, like qualified recognition of tribal sovereignty and federal arrangements recognising the political autonomy of Quebec (Gooding-Williams 1998).

Typically, a group-differentiated right is a right of a minority group (or a member of such a group) to act or not act in a certain way in accordance with their religious obligations and/or cultural commitments. In some cases, it is a right that directly restricts the freedom of non-members in order to protect the minority group's culture, as in the case of restrictions on the use of the English language in Quebec. When the right-holder is the group, the right may protect group rules that restrict the freedom of individual members, as in the case of the Pueblo membership rule that excludes the children of women who marry outside the group (Gooding-Williams 1998).

The literature therefore reveals that multiculturalism impacts on the very heart of the individual as it touches the core of what the individual believes in and his way of life as well as how they go about doing what they do. It therefore impacts on the individual's job satisfaction.

Various research and models based on team work and job satisfaction have been conducted and developed with the view of addressing the relationship between factors that enhances the performance of a team and the team's satisfaction in a job situation (Raiden, Dainty & Neale 2006). The quest for the outcome of the research has resulted in models such as the Ability, Motivation and Opportunity (AMO) model. The model developed by Borax and Purcell (2003) quoted by Raiden *et al.* (2006) advocates for the fact that teams or individuals perform well in organisations when the three aspects of the model (AMO) are addressed.

Coetsee (2002) classifies job satisfaction as an attitude that employees or managers have regarding their jobs. Their attitudes can either be negative or positive, depending on how employees perceive and experience their job and other factors like benefits, supervision style, pay, support and the fit between the individual and the organisation.

Comrad (1998) on the other hand argues that job satisfaction is an expression by employees on their feelings regarding their jobs. The feelings that are referred to are influenced by three factors, namely, job factors, individual characteristics and how people relate with one another out of work, that is, how an individual perceives the environment.

Cranny, Smith and Stone (1992) quoted by Comrad (1998) state that organisations have a continued interest in measuring job satisfaction as it is related to increased productivity, reduced absence and cost reduction.

A multicultural workplace is vulnerable to larger issues attributable to differences in religions and beliefs. Workplaces as such are difficult to avoid due to increasing globalisation. Looking at these differences objectively and practically can help you solve their problems. Active listening, negating nepotism and empowering your employees to understand each other's backgrounds can help change their attitudes towards each other, for the better. This will bring your employees closer in thought and in sentiment, encouraging the importance of team-building. A workforce which works together by supporting individual dreams along with the larger picture derives the maximum job satisfaction from working (Comrad 1998).

From the literature reviewed it emerges that since the university is a community that is formed from diverse ethnic and culturally groups, it poses a challenge to not only "satisfy" the group or individuals in a job (university) set up but to form a multicultural society from the set-up.

Therefore the following research questions can be formulated based on the above-mentioned description of the research problem:

1. What is the impact of multiculturalism on job satisfaction and organisational commitment?
2. What is the prevalence of multiculturalism, job satisfaction and organisational commitment in an identified tertiary institution?
3. What is the extent to which job satisfaction and organisational commitment can promote multiculturalism in both work and non-work relationships?
4. What are the relationships between multiculturalism, job satisfaction and organisational commitment?
5. What is the extent to which organisational commitment can be achieved in a multicultural academic institution?

In order to answer the above research questions, the following research objectives are set.

1.3 OBJECTIVES OF THE STUDY

The overarching objective of this study can be stated as to determine the impact of multiculturalism on job satisfaction and organisational commitment in the North-West University.

The overarching objective of this study was achieved by addressing the following sub-objectives, namely to:

- Establish the extent to which multiculturalism is related to job satisfaction, which can assist with policy interventions for the tertiary institution.
- Determine the relationship between multiculturalism, job satisfaction and organisational commitment. This objective has a further spin-off of unearthing real factors that may be playing a role in organisational commitment, besides multiculturalism and job satisfaction.
- Investigate the extent to which the three variables are related. The importance of this objective lies in the possibility of determining the link between the variables, which can become a tool for policy makers in addressing any challenges identified in this study.

1.4 SIGNIFICANCE OF THE STUDY

Multiculturalism has been cited as the biggest contributor to job satisfaction and lack thereof, which in turn can result in high turnover rates in organisations due to lack of organisational commitment. This study has a potential of highlighting the relationship between multiculturalism, job satisfaction and organisational commitment and suggests some possible ways of dealing with the negative effects of multiculturalism on job satisfaction and organisational commitment. Once the various relationships are documented and understood, this study can be used to inform policy regarding ways in which organisations in a similar sector can address multiculturalism, job satisfaction and organisational commitment.

The study will help organisations in general; and particularly the institution where the survey will be conducted, to know what are the relationships between multiculturalism, job satisfaction and organisational commitment. The study will also assist similar institutions in understanding the relationship between multiculturalism, job satisfaction and organisational commitment. An attempt will be made in this study to understand these relationships from the perspective of employees who will be surveyed. In addition, the study has a potential of helping the identified institution to identify mechanisms through which adverse effects of multiculturalism can be addressed. This will assist the institution in formulating plans in dealing with those adverse effects.

1.5 RESEARCH DESIGN

The aim of the research is to determine the impact of multiculturalism at work on job satisfaction and organisational commitment.

1.5.1 Brief outline of the research methodology

This research will make use of a quantitative research approach, where data will be collected and presented in the form of numbers and the aim is to generalise the

results from a sample group to the population as a whole. The rationale of employing a quantitative research approach is to determine the relationship between independent variables and dependent or outcome variables within the population. This study uses a descriptive research design, in which the researcher established associations or relationships between multiculturalism, job satisfaction and organisational commitment as perceived by employees in an identified academic institution.

A randomised cross-sectional survey design will be used in this study. This type of design is usually associated with exploratory and descriptive studies, which examines several groups of people at one point in time. This design is used to determine whether a particular problem exists within a group of participants and what the level of the problem is. Data collection will be conducted through a structured questionnaire with closed-ended questions, administered with 250 employees in various positions or levels within the academic institution. In this research, the aim of using the questionnaires will be to determine a relationship between various variables (dependent and independent variables), so that inferences could be drawn. Quantitative data will be analysed by means of descriptive and inferential statistics.

The literature regarding this study was obtained by means of an intensive electronic search on various publications on the subject in scientific and business journals, books and from the internet. The following key words were used: *multiculturalism, diversity, job satisfaction, organisational commitment*.

The library service of the North-West University (Potchefstroom campus) was consulted for assistance in this regard. Based on the descriptive nature and objectives of this study, a quantitative research approach was adopted. According to Leedy and Ormrod (2010) and Welman, Kruger and Mitchell (2005) quantitative research has three advantages:

- Through its descriptive nature, a quantitative research can help to reveal the nature of a situation or process, such as that which will be shown in the prevalence of multiculturalism in this study (which addresses objective 1 of this study).

- Due to its interpretative form, a quantitative research enables researchers to gain new insight about a particular phenomenon – multiculturalism, develop new concepts about the phenomenon and discover the problems that exist within the phenomenon (addresses objective 1 of this study).
- Through verification, a quantitative research allows researchers to test the validity of certain assumptions, claims and theories within businesses (related to objective 2 of this study).

A survey was therefore conducted using the employees of the North-West University (Potchefstroom campus and Institutional Office) as respondents to this study.

1.5.2 Empirical study

This study aims at determining the existence of multiculturalism as well as the impact of multiculturalism at work on job satisfaction and organisational commitment.

Data in this study was acquired by means of questionnaires developed and tested in previous research studies by Field (2009). This instrument was chosen for this study because the instrument was successful in getting the respondents to convict themselves to a particular behaviour in their respective business practices.

The respondents (employees within the Potchefstroom Campus and Institutional Office of the NWU) in this study were asked to respond to various multicultural, job satisfaction and organisational commitment scenarios by indicating the level of acceptability or unacceptability. Scenarios were related to each of the three categories of variables – multiculturalism, job satisfaction and organisational commitment.

1.5.3 Population

The study focused on African (Black, Indian and Coloured) employees at the Potchefstroom Campus and the Institutional Office of the NWU, where an African staff complement is 585 within the campus as well as the Institutional Office. Of the 585 employees 250 of them were targeted as a population of this study, who were

considered as respondents to this study. Therefore, the population of the study is (N=250). However, of the 250 respondents targeted 230 responses were received back from the respondents of the study, and this constituted a response rate of 92%. This study, therefore, comprised an availability sample of 230 (n).

1.5.4 Statistical Analysis

The Statistical Support Services of the North-West University (Potchefstroom campus) was consulted to assist in the statistical analysis of the data. The specific statistical analysis and software used is discussed in Chapter 2 of this study.

1.5.5 Statistical techniques employed

The following sub-sections discuss the statistical techniques employed in this study.

1.5.5.1 Inferential statistics

Sprinthall (2003) describes inferential statistics as the techniques used for measuring a sample (employees within the Potchefstroom Campus and the Institutional Office) and then generalising these measures to the population. In order to reach conclusions that extend beyond the data used in this study alone, the following techniques were employed.

1.5.5.2 Effect size

Effect size is a simple way of qualifying the difference between the groups that have many advantages over the use of tests of statistical significance alone. Effect size emphasises the size of the difference, rather than confounding this with the sample size (Sprinthall 2003). The focus of this study was on the existence or prevalence of multiculturalism and the impact it may have with job satisfaction and organisational commitment. Therefore, the difference between the groups regarding those who are multicultural, satisfied with their work and committed to the university was sought.

Subsequently the effect size, Cohen's d-value was used to determine if the differences were practically significant. The interpretation of the parameters thereof is presented in Table 1 below:

Table 1: Cohen's d-values for practical significance

Cohen's value Measure (effect size) Significance			
d	0.2	Small	No practical significant difference
d	0.5	Medium	Practically visible difference
d	0.8	Large	Practically significant difference

Source: Sprinthall (2003:444)

1.5.5.3 Reliability analysis

For researchers to use the average score on a questionnaire, it becomes important to know that the items are sufficiently inter-relational, that is, it is crucial to test whether the questionnaire is reliable or not (Clarke & Watson 1995; Field 2009). Therefore to establish whether the questionnaire is reliable or not, Cronbach's alpha (internal consistency estimate of reliability of test scores) is used and the parameters thereof is given in the table hereunder:

Table 2: Cronbach's Alpha parameters

Parameters (α) Description					
		α	\geq	0.9	Excellent
0.9	\geq	α	\geq	0.8	Good
0.8	\geq	α	\geq	0.7	Acceptable
0.6	\geq	α	\geq	0.6	Questionable
0.59	\geq	α	\geq	0.5	Poor
0.5	\geq	α	\geq	0.4	Unacceptable

Source: Field (2009:667)

Field (2009) believes that a value which is greater than 0.7 indicates that the questionnaire is reliable. To further test the reliability of the questionnaire, the mean inter-item correlation as well as the item total correlations was performed. To

ascertain reliability, the mean inter-item correlation needs to be greater than 0.15 (Clarke & Watson, 1995) while the item total correlation should be greater than 0.3 (Field, 2009).

1.5.5.4 Post-hoc tests

Post-hoc tests uses the *Analysis of Variance* (ANOVA) for situations in which the researcher has already obtained a significant omnibus F-test with a factor that consists of three or more means and additional exploration of the differences among means is needed to provide specific information on which means are significantly different from each other.

In this study, omnibus tests were conducted to determine if there were differences in the items. If this test (omnibus-test) indicated a statistically significant difference, that is if $p < 0.05$, post-hoc-tests were conducted to determine pair-wise which of the groups differed. In this pair-wise comparison ($p < 0.05$), indicated a statistically significant difference.

1.6 DEMARCATION OF STUDY

The demarcation of this study is limited to those employees whose tenure was at the time of this study in the Potchefstroom Campus and the Institutional Office of the North-West University in South Africa. From the 585 employees within the campus, 250 were targeted and 230 participated in this study.

The study intended to determine the existence of multiculturalism and its impact at work on job satisfaction and organisational commitment among the employees of the university. For research ethical purposes, the identity of these employees will not be revealed.

1.7 LAYOUT OF THE STUDY

The presentation of this study is the article format. In this regard, a scientific article is presented in Chapter 2 of the study. Where text and literature is deemed crucial, this will be repeated in Chapter 2. Chapter 2 will also have its own list of references. The layout per chapter follows below.

Chapter 1 provides the motivation for the study of the existence of multiculturalism and its impact at work on job satisfaction and organisational commitment, based on the reviewed literature. The chapter further outlines the overarching objective of the study, sub-objectives and the method of research.

Chapter 2, as the scientific article, constitutes the literature pertaining to the study. The literature attempted to outline multiculturalism, job satisfaction and organisational commitment as well the relationship among those variables. The chapter also provides an overview of the detailed research methodology that was employed in this study. The empirical results are also analysed and discussed. This chapter sought to address sub-objectives of this study.

Chapter 3 provides conclusions and recommendations. This chapter provides a summary of the overarching objective as well as sub-objectives that are stated in Chapter 1 this study.

With reference to the lists of reference, the scientific article (Chapter 2) has an individual reference list relating to the article itself. The complete list of reference pertaining to the study as a whole appears at the end of the study.

1.8 SUMMARY

The literature reviewed in this study revealed the characteristics of a multicultural workplace. It also showed the impact of multiculturalism at work on job satisfaction and organisational commitment, both positive and negative. This literature also makes some recommendations for dealing with a multicultural workplace, by

suggestion such measures as diversity training, mentoring, and good leadership (King, Dawson, Kravitz & Gulick, 2012; Leveson *et al.*, 2009).

Therefore, it becomes pivotal to pursue a study which tackles the relationship between multiculturalism, job satisfaction and organisational commitment. The study was aimed at gaining some insights on the existence of multiculturalism and the impact of multiculturalism at work on job satisfaction and organisational commitment (sub-objective 3). The next chapter contains the literature review and results of the study.

CHAPTER 2

SCIENTIFIC ARTICLE:

THE IMPACT OF MULTICULTURALISM AT WORK ON JOB SATISFACTION AND ORGANISATIONAL COMMITMENT IN A TERTIARY INSTITUTION

2.1 INTRODUCTION

Cranny, Smith and Stone (1992) believe that multiculturalism can have a profound effect on job satisfaction and organisational commitment while Song (2008) provides a contesting argument that multiculturalism in the workplace may lead to some vulnerabilities related to religion and beliefs. Supporting Song, Mosisa (2002) holds that multiculturalism may result in some groups or individuals feeling excluded from the mainstream culture of the organisation. Some ways to deal with multiculturalism have been advanced, such as diversity training (King, Dawson, Kravitz & Gulick, 2012), creating a common understanding (Terry, 2007), building trust (Leveson, Joiner & Bakalis, 2009) putting effective leadership (Leveson *et al.*, 2009; Green *et al.*, 2012), consistent decision-making (Leveson *et al.*, 2009) and mentoring (Leveson *et al.*, 2009).

This chapter presents the theoretical background about multiculturalism, job satisfaction and organisational commitment based on literature, followed by the statistical processing and analysis of the empirical results obtained by means of questionnaires administered to the participants of the study – employees of the university within the Potchefstroom Campus and the Institutional Office. The aim was to address the objectives of the study, to determine the existence of multiculturalism and its impact at work on job satisfaction and organisational commitment.

2.8 LITERATURE REVIEW

2.2.1 Definitions of multiculturalism and diversity

According to Heywood (2010), multiculturalism relates to communities containing multiple cultures. Heywood (2010) further asserts that the term “multiculturalism” may be used in two broad ways which can either be descriptive or normative. The descriptive connotation of the term multiculturalism refers to cultural diversity where it is applied to the general demographic make-up of a specific place like a school, business, neighbourhood or cities. On the other hand the normative connotation of multiculturalism refers to the ideologies or policies that promote the cultural diversity and its institutionalisation. In this sense multiculturalism is therefore a society at ease with the rich tapestry of human life and the desire amongst people to express their own identity as they see fit.

From the two connotations above, descriptive and normative, it emerges that the latter builds on the former, or it is the extension of the former. For the purpose of this study the term multiculturalism will be used descriptively and normatively.

Green, Lopez, Wysocki and Kepner (2012) define diversity as “acknowledging, understanding, accepting, valueing, and celebrating differences among people with respect to age, class, ethnicity, gender, physical and mental ability, race, sexual orientation, spiritual practice, and public assistance status”.

A closer look at the normative nature of multiculturalism informs us that multiculturalism is closely associated with “identity politics,” “the politics of difference,” and “the politics of recognition,” all of which share a commitment to revaluing disrespected identities and changing dominant patterns of representation and communication that marginalize certain groups (Gutmann 2003). Multiculturalism is also a matter of economic interests and political power; it demands remedies to economic and political disadvantages that people suffer as a result of their minority status.

Multiculturalists take for granted that it is “culture” and “cultural groups” that are to be recognised and accommodated. Yet multicultural claims include a wide range of

claims involving religion, language, ethnicity, nationality, and race. Culture is a notoriously overbroad concept, and all of these categories have been subsumed by or equated with the concept of culture (Song, 2008). Language and religion are at the heart of many claims for cultural accommodation by those in minority or immigrants. The key claim made by minority nations is for self-government rights. Race has a more limited role in multicultural discourse. Antiracism and multiculturalism are distinct but related ideas: the former highlights “victimization and resistance” whereas the latter highlights “cultural life, cultural expression, achievements, and the like” (Blum 1992). Claims for recognition in the context of multicultural education are demands not just for recognition of aspects of a group's actual culture, for example, African American art and literature) but also for the history of group subordination and its concomitant experience (Gooding-Williams 1998).

Examples of cultural accommodations or “group-differentiated rights” include exemptions from generally applicable law, such as religious exemptions; assistance to do things that the majority can do unassisted, such as multilingual ballots, funding for minority language schools and ethnic associations; affirmative action; representation of minorities in government bodies, such as ethnic quotas for party lists or legislative seats; minority-majority congressional districts; recognition of traditional legal codes by the dominant legal system, such as granting jurisdiction over family law to religious courts; or limited self-government rights, like qualified recognition of tribal sovereignty and federal arrangements recognising the political autonomy.

In such countries as Canada, some groups within the population felt that their rights were not accommodated in the mainstream culture. Typically, a group-differentiated right is a right of a minority group (or a member of such a group) to act or not act in a certain way in accordance with their religious obligations and/or cultural commitments. In some cases, it is a right that directly restricts the freedom of non-members in order to protect the minority group's culture, as in the case of restrictions on the use of the English language in Quebec. When the right-holder is the group, the right may protect group rules that restrict the freedom of individual members, as

in the case of the Pueblo membership rule that excludes the children of women who marry outside the group (Gooding-Williams 1998).

The literature therefore reveals that multiculturalism impacts on the very heart of the individual as it touches the core of what the individual believes in and his way of life as well as how they go about doing what they do. It therefore impacts on the individual's job satisfaction.

Various research and models based on team work and job satisfaction have been conducted and developed with the view of addressing the relationship between factors that enhances the performance of a team and the team's satisfaction in a job situation (Raiden, Dainty & Neale 2006). The quest for the outcome of the research has resulted in models such as the Ability, Motivation and Opportunity (AMO) model. The model developed by Borax and Purcell (2003) quoted by Raiden *et al.* (2006) advocates for the fact that teams or individuals perform well in an organisation when the three aspects of the model (AMO) are addressed.

Coetsee (2002) classifies job satisfaction as an attitude that employees or managers have regarding their jobs. Their attitudes can either be negative or positive, depending on how employees perceive and experience their job and other factors like benefits, supervision style, pay, support and the fit between the individual and the organisation.

Depanfilis (2006) on the other hand argues that job satisfaction is an expression by employees on their feelings regarding their jobs. The feelings that are referred to are influenced by three factors, namely, job factors, individual characteristics and how people relate with one another out of work, that is, how an individual perceives the environment.

Cranny, Smith and Stone (1992) quoted by Depanfilis (2006) state that organisations have a continued interest in measuring job satisfaction as it is related to increased productivity, reduced absence and cost reduction.

A multicultural workplace is vulnerable to larger issues attributable to differences in religions and beliefs. Workplaces as such are difficult to avoid due to increasing globalisation. Looking at these differences objectively and practically can help you solve their problems. Active listening, negating nepotism and empowering your employees to understand each other's backgrounds can help change their attitudes towards each other, for the better. This will bring your employees closer in thought and in sentiment, encouraging the importance of team-building. A workforce which works together by supporting individual dreams along with the larger picture derives the maximum job satisfaction from working (Depanfilis 2006).

From the literature reviewed it emerges that since the university is a community that is formed from diverse ethnic and culturally groups, it poses a challenge to not only "satisfy" the group or individuals in a job (university) set up but to form a multicultural society from the set-up.

2.2.2 Characteristics of a multicultural workplace

Stahl, Makela, Zander and Maznevski (2010) argue that diversity can be associated with increased creativity, productivity, and adaptability within the workplace. They further posit that multicultural workplaces are characterised by increased creativity and satisfaction and mixed outcomes with regards to communication effectiveness depending on the setting of the team. This view is supported by Pasca and Wagner (2012), who advance that work environments that are multicultural encourage positive interpersonal relationships at work, promote forgiveness in the workplace, and discourage workplace mistreatment such as verbal abuse, work obstruction, emotional neglect, factors that subsequently may positively impact on the psychological health and mediate the conflict between work and health.

Cheng, Chua, Morris and Lee (2012) suggest that multicultural workplaces help individual employees with the ability to meet the demands of interdependence, coordination, and trust among culturally different team members, especially in self-managing teams. Armache (2012) details a multicultural workplace as providing a platform for various perspectives and talent sharing and nurturing, an avenue for

tolerance; enhances decision-making; provides equal opportunities for organisational members and elevates effectiveness and efficiency.

In addition, Council (2001) posits that multicultural workplaces are best recipes for staff retention as the more diverse the workplace the more entertaining and appealing. He further argues that in a multicultural workplace, employees realise their competitive edge as they are likely to be stimulated by their fellow employees. Council (2001) regards this as a cost saving for organisations. Ochieng, Price, Ruan, Egbu and Moore (2013) support Council and further advance this argument when they hold that multicultural workplaces are a learning avenue for managers to explore what various cultures can bring to the workplace.

2.2.3 The effects of multiculturalism in the workplace

Chrobot-Mason (2004) argues that multiculturalism can have negative effects in the workplace, especially for the individual employees who are members of the minority groups. According to Chrobot-Mason (2004) these individuals usually feel isolated and fail to identify themselves with others in interpersonal relationships in the workplace, which Mamman, Kamoche and Bakuwa (2012) argue that the negative effects of multiculturalism are exacerbated by minority identification and feelings. Mamman, Kamoche and Bakuwa (2012) further posit that in workplace interactions and policy development, proximal factors in racial-ethnic terms play a role. As Mosisa (2002) confirms, these individual employees feel excluded from networks of information and opportunity, which may affect their general sense of well-being, job satisfaction, and organisational commitment as well as their long-term tenure and retention within the organisation. Leveson, Joiner and Bakalis (2009) believe that the underpinning factor to job satisfaction and organisational commitment is the attitudes of employees and the support they perceive they get from their organisations.

Mamman, Kamoche and Bakuwa (2012) support Chrobot-Mason and advance that, in a multicultural environment, employees from the minority feel disconnected and unsupported in the workplace. The authors posit this feeling of no belonging can lead to job satisfaction, absenteeism and turnover on the part of these employees.

Mor, Barak, Finder and Wind (2003) posit that a workplace in which individuals perceive themselves as accepted and included by co-workers is important not only to the employees' psychological well-being, but also to their satisfaction at work. They further argue that the more multicultural or diverse the workplace, the more isolated and excluded employees feel. Therefore, isolated and excluded employees do not find satisfaction in the workplace.

Green *et al.* (2012) believe that diversity can be beneficial to both associates and employers. While associates are interdependent in the workplace, respecting individual differences can increase productivity. Diversity in the workplace has a potential of reducing lawsuits and increasing marketing opportunities, recruitment, creativity, and business image. In an era when flexibility and creativity are keys to competitiveness, diversity becomes pivotal for an organisation's success.

2.2.4 Multiculturalism and job satisfaction

The social identity theory (Mamman, Kamoche & Bakuwa 2012) suggests that people categorise themselves and others in order to establish their own identity. The identities help to define the individual, which in turn facilitates his/her understanding of what to do, think and even how to feel. Categorisation is also aimed at achieving or maintaining perception of superiority over out-groups and enhancing self-esteem. Also, individuals enhance their self-esteem and self-concept through identity-congruent behaviour and expect their identity to be respected and protected by the organisation and the workgroup to which they belong.

Lok and Crawford (2004) argue that organisational culture has an influence on how people set personal and professional goals, perform tasks and administer resources to achieve them. Whether consciously or subconsciously, organisational culture plays a role when decisions are made, and in people's perceptions, feelings and actions. Therefore, organisational culture can exert considerable influence in organisations, particularly in areas such as performance and commitment.

Research has associated job satisfaction with motivation to do job-related tasks. According to Pool and Pool (2007: 355), motivation is "a psychological process that

causes the arousal, direction, and persistency of voluntary action in reaching organizational and personal goals”.

2.2.5 Job satisfaction and organisational commitment

According to Findler, Wind and Mor Barak (2007), multiculturalism can affect workers’ perception of inclusion, fairness, stress and social support in the workplace, which in turn has a bearing on their sense of well-being, job satisfaction and organisational commitment.

Robbins (2005:20) defines job satisfaction as ‘a collection of feelings that an individual holds towards his or her job’. Job satisfaction is usually influenced by several factors. On the other hand, job satisfaction can affect levels of job dissatisfaction, absenteeism, grievance expression, tardiness and low morale.

Writing about the effects of restructuring in the tertiary education sector in South Africa, Arnolds and Boschhoff (2004) argue that when employees are not satisfied and committed to an organisation, they are likely to show intentions to leave the organisation. They further hold that when organisational commitment is low, job performance and peer relations among employees tend to be low as well.

2.2.6 Interventions to address multiculturalism in the workplace

2.2.6.1 Diversity training

King, Dawson, Kravitz and Gulick (2012) regard training in multiculturalism or diversity as one of the interventions organisations can use in dealing with multiculturalism in the workplace, especially where multiculturalism has been observed to have adverse effects on job satisfaction and organisational commitment. Beale (quoted by Chrobot-Mason 2012:2) links training in diversity with what he terms ‘multicultural competency’. He defines multicultural competency as “a process of learning that leads to an ability to effectively respond to the challenges and opportunities posed by the presence of social-cultural diversity in a defined social system”.

2.2.6.2 Creating common understanding

Terry (2007) argues that when a multicultural workforce has a common understanding, this lessens the chances of diverse attitudes, feelings, support and commitment. He believes that one way of developing a common understanding is to break down such barriers as communication (language) and other cultural barriers. A manager over a multicultural workforce has to be aware of these communication barriers and work actively to overcome them constantly.

2.2.6.3 Build trust

Leveson, Joiner and Bakalis (2009) regard trust as a cornerstone for maintaining a multicultural workplace. Leveson *et al.* argue that trust is a two-way transaction in which both sides need to develop and show trust to each other. The basic attitude of a multicultural workforce is often one of distrust of management and also a feeling that one is not trusted. If organisations need to ensure positive results are realised with a multicultural workplace, it would be better to identify crucial issues that affect the multicultural workforce and deal with them, rather than avoiding the issues. Where language is an issue, this also needs to be addressed in a way that all parties will feel accommodated. For some cultures any question as to whether they did something correctly or an examination of their actions means that they are not trusted. One has to be aware of this kind of cultural training.

In companies where the workforce is diverse, managers need to work hard to build trust in the employees for them and the entire management and to show the individuals in the workforce that they are trusted. It must be realised that it takes a concerted effort to overcome the lack of trust. Nonetheless, the results of those concerted efforts are a great improvement in teamwork which shows up dramatically in the bottom line. When management makes efforts to address diversity, it portrays the organisation as conveying to its employees that it takes diversity management seriously and possibly also that it is willing to take initiatives that are over and above its mandatory obligations in this area (Leveson, Joiner & Bakalis 2009).

2.2.6.4 Leadership

Leveson *et al.* (2009) hold that, organisations need to understand that different cultures have different ideas about leadership. In some companies leaders are leaders simply due to seniority in the company and age, whereas in others, such as in the Anglo-American work environment, seniority tends to be based on competence and actual production demonstrated. In an Anglo-American work environment, it is important for a manager to make it clear that promotion occurs based on competence, not necessarily seniority or longevity. When there are no guidelines for how employees will ascend to positions of leadership, employees from cultures where leadership is based on age and seniority in society, might feel that they are being mistreated. It is also important for a leader of a multicultural workforce to be aware of how different cultures view leadership and what sort of qualities and factors engender respect and which do not. Green *et al.* (2012) argue that in dealing with a multicultural workplace, managers must recognise their own cultural biases and prejudices.

2.2.6.5 Decision-making

According to Leveson *et al.* (2009) decision-making is an issue with a multicultural workforce. The attitude among the workforce is often that the managers are responsible and they will make the decisions and the English-as-a-second-language employee is just a worker and not a decision-maker. It takes constant encouragement and persuasion to get such employees to start making the necessary decisions in their areas of responsibility. Once they do, the whole scene improves dramatically, of course. It is the responsibility of organisations and their managements to encourage employees to show decision-making capabilities in their tasks so as to lessen the chances of diversity in decisions. Management must also show consistency in decision-making.

2.2.6.6 Mentoring

In organisations where the workforce is multicultural, a mentoring program must be instituted, whereby employees who have been in the company for less than a year would be paired with managers or supervisors. These junior or new employees would communicate any problem or question with their mentor. They would work together, meet during lunch breaks, exercise together and generally have a chance to talk and solve any problems that arise. While this would be an informal sit-down session, it afforded new employees help in getting used to the company and their new job and can prove to be very effective in employee development and retention (Leveson *et al.* 2009).

2.3 RESEARCH OBJECTIVES

The study will help organisations in general and particularly the institution where the survey will be conducted, to determine the extent of the existence of multiculturalism and its impact at work on job satisfaction and organisational commitment among its employees. An attempt will be made in this study to understand the extent of this existence from the perspective of employees who will be surveyed. In addition, the study has a potential of helping the identified institution to identify mechanisms with which adverse effects of multiculturalism can be addressed. This will assist the institution in formulating policies in dealing with those adverse effects. The findings of this study have a potential of cultivating and promoting multiculturalism within the tertiary institution where the study will be carried out.

1. To establish the extent to which multiculturalism exist within the identified institution, which can assist with policy interventions for the tertiary institution.
2. To determine the impact of multiculturalism at work on job satisfaction among the employees of the identified institution.
3. To establish the impact of multiculturalism at work on organisational commitment among employees of the institution. This objective has a further spinoff of unearthing real factors that may be playing a role in organisational commitment.

4. To determine the relationships between multiculturalism, organisational commitment and job satisfaction.

2.4 RESEARCH METHODS

In this study, the literature reviewed informed the theoretical framework so as for the empirical study to have a basis from which to measure the variables. The review of literature was helpful in the formulation of research questions, research objectives and the formulation of questions in the questionnaire, which is attached to this report as **Annexure A**. This literature also assisted with the discussion of findings, where a comparison of what the literature cited hold and what the findings of this study show. In this study, literature is cited in various sections of the report in order to cement certain theoretical stances made within the report. The study then details the analysis methods. In this regard, descriptive statistics were used to analyse data that was presented in frequencies in order to show such respondents' details as demographics and qualifications. In addition, correlations were used in order to establish the relationship among variables.

2.4.1 Empirical study

The empirical study section discusses the research design, the participants, the measuring battery and the statistical analysis. The basis of this empirical study was the literature which was reviewed in relation to the research objectives.

2.4.2 Research design and procedure

A cross-sectional survey design whereby a sample is drawn from a population at one time was used to realise the preferred objectives of the study. Cross-sectional design means that the research is conducted within a brief period, such as one day or a few weeks (Du Plooy, 2001). The design is also used to evaluate the interrelationships among variables within a population and therefore helped to achieve the different but related objectives of this study (Struwig & Stead, 2001). This study employed a quantitative research approach, whose objective was to provide the responses in the

form of numbers. This approach enabled the quantification of the results. The collection of data for this study took three weeks, time in which questionnaires were distributed and administered by respondents.

2.4.3 Sample and sampling method

This study sampled from a population of 585 officials from Potchefstroom campus and the Institutional Office of the North-West University. From this population, a sample of 250 was covered using a random sampling technique. In this regard, a stratified sampling technique was employed. Welman *et al.* (2005) define stratified sampling techniques as a sampling method in which a population is divided into subpopulation based on the homogeneity of the categories. This sampling technique was employed in order to ensure that the known categories of employees are adequately sampled. In this regard, the views of the academic and support staff could be captured without one category representing the other with views. The stratified sampling in this study consisted of academic and support staff from the Potchefstroom Campus and Institutional Office of the North-West University. There was no consideration for equal representation of strata in the sample and any stratum could have any amount of response within the targeted 250 respondents. From the 250 employees sampled, a response rate of 92% (230 questionnaires) was achieved.

Table 3: Characteristics of the participants

Item	Category	Frequency	Percentage
Gender	Male	91	29.6
	Female	138	60.0
Age			
Age	21-30 years	71	29.2
	31-40 years	108	47.0
	41-50 years	49	21.2
	51 years	1	0.4
Race			
Race	Black	175	76.1
	Coloured	41	17.8
	Indian	12	5.2
Qualifications			
Qualifications	Grade 12	17	7.4
	Certificate	17	7.4
	Diploma	72	31.3
	Degree	76	33.0
	Postgraduate	42	18.3

Gender of the respondents

The sample of this study shows that more female employees were in the sample. They amounted to 138 (60%) respondents of the 230 respondents who responded in this survey. There was no intention on the part of the researcher to get more responses from women. On the contrary, this was based on the fact that the demographics of the institution are such that there are more female employees. Male respondents amounted to 91 (40%).

Age of the respondents

While the questionnaire did not have pre-determined age groups as responses, for purposes of grouping ages, the responses were grouped into age bands of 10 years. The majority (108) of respondents are in the age group of 31-40. This age group amounts to 47% of the total sample. The next age group which has a bigger

representation is the age group from 21 to 30 years, which amounted to 71 respondents, accounting for 29% of the 230 employees who responded. This shows that most of those who responded are relatively young employees.

Race of the respondents

Most respondents are Black, who amounted to 175 or 76%, followed by Coloureds who amounted to 41 or 18%. Indians within the sample amounted to 12 or 5% of those respondents who responded. It is not known if this demographical composition of the sample is based on the demographics of the country, especially as the objective of this study did not include demographical profiling of the sample in comparison with that of South Africa.

Qualifications

Employees with degrees have the highest representation in this study, amounting to 76 or 33% of those who responded in this survey. This is followed by those who hold diplomas, who are 72, representing 31% of those who responded. Employees holding postgraduate qualifications were 42, which accounted for 18% of the responding sample. The lowest groups are those with Matric and employees with certificates. These two groups had 17 employees each, representing 7% respectively.

2.4.4 Measures (questionnaires)

In this study a detailed, structured and self-administered questionnaire was designed for the purpose of collecting data for this study. This questionnaire has a title of multiculturalism, organisational commitment and job satisfaction. The questionnaire consists of multiple-choice, scale measured questions that were aimed at addressing the research objectives while also related to the research questions that inform this study. A five-point Likert scale was applied in order to solicit responses to close-ended questions in the questionnaire. Bailey (1987) describes close-ended questions as simple to complete and unambiguous. In this regard, participants were asked to select one of the pre-determined responses in the Likert scale, where the responses were scaled from one to five.

The questionnaire consisted of the following sections:

Part 1: Demographic Information was obtained, which is related to respondents' age, gender, race and qualifications.

Part 2: Respondents' opinions regarding multiculturalism norms were assessed which was aimed at determining the extent to which multiculturalism existed within the institution.

Part 3: Multiculturalism practices were assessed, using a five-point Likert scale.

Part 4: Organisational commitment was also assessed, using questions related to respondents' behaviour in the workplace.

Part 5: Job satisfaction was assessed, in which respondents expressed their feelings at work.

Part 6: Three questions were also asked regarding the extent to which respondents were productive in the last three months, the extent to which they are satisfied in their job, and their intention to quit their job.

The self-administered questionnaires were distributed to 250 respondents in the Potchefstroom Campus and the Institutional Office of the North-West University. Of the 250 respondents targeted, 230 were able to administer and return the questionnaire while 20 of them could not return the questionnaires. Once the questionnaires were collected, they were sent to the Statistical Consultation section (Potchefstroom Campus) of the North-West University for data capturing and cleaning. This capturing precipitated the analysis of the collected data.

2.4.5 Statistical analysis

The data that was collected using the methods described above was captured and analysed by the Statistical Consultation Services (Potchefstroom Campus) of the North-West University, using the Statistical Package for the Social Sciences (Version 22) (SPSS, 2013). Descriptive statistics (frequencies, percentages, standard deviations and means) was used to analyse the collected data. The Cronbach alpha coefficients were used to determine the internal consistency, homogeneity and unidimensionality of the measuring instrument (Clark & Watson, 1995). In this study the Cronbach alpha was applied to determine the homogeneity and reliability of the variables measured. Coefficient alpha provides crucial information regarding the

variance proportion of the items on a scale as far as total variance as explained by that particular scale.

Pearson correlation coefficients were used to establish the relationship between variables in terms of statistical significance and the value of the correlation coefficient was set at ≤ 0.05 confidence interval. In this study, the correlations carried out were to determine the relationship between multiculturalism norms, multiculturalism practices, organisational commitment and job satisfaction. In addition, effect sizes (Steyn, 1999) were used to decide on the practical significance of the findings. Anova was also used to establish the performance of the model and it was set at ≤ 0.01 . Multiple regression analysis was applied to determine the prediction of the dependent variable – organisational commitment. Multiple correlation analysis between two predictors – multiculturalism norms and practices as predictors of organisational commitment and job satisfaction was also determined. In this regard, an R square was applied in order to give an amount of variance explained by multiculturalism norm and practices. Standard deviation was utilised to show the dispersion of the data while the mean was used to measure the central tendency of the data.

2.5 RESULTS

2.5.1 Frequencies

One of the objectives of this study was to determine the existence of multiculturalism in the identified institution of higher learning. Frequencies of responses from the respondents are summarised in Table 4 below.

Table 4: Results summary of the structured questions

Questions	1	2	3	4	5	N	M	SD
Work-related outcome: Productivity during the last 3 months	1.7	5.7	18.7	51.7	21.7	229	3.86	0.88
Work-related outcome: Job satisfaction	8.3	10.0	32.2	36.5	12.6	229	3.35	1.09
Work-related outcome: Intention to quit	32.6	20.4	23.5	12.2	10.9	229	2.48	1.35

Questions	1	2	3	4	5	N	M	SD
1. I think that most of my co-workers believe that racial integration in the workplace made our organisation more productive.	2.2	16.1	27.0	36.5	18.3	230	3.53	1.03
2. I think that most of my co-workers think that the idea of a "Rainbow Nation" with a core set of values, such as equality for all South Africans, work in our organisation.	4.8	21.3	22.6	36.5	14.8	230	3.35	1.12
3. I think that most of my co-workers think that the goal of creating a non-sexist, non-racial workplace will be achieved in our organisation.	3.0	16.5	41.7	26.1	12.6	230	3.29	0.99
4. I think that most of my co-workers do not recognize that we are a workforce that consists of groups from different cultural backgrounds.	2.6	11.3	41.7	33.9	9.6	228	3.37	0.90
5. I think that most of my co-workers believe that all employees should learn more about each other's cultural background.	11.7	13.5	12.2	45.7	17.0	230	3.43	1.25
6. I think that most of my co-workers believe that a workgroup with members from a variety of cultural group can better tackle new problems of our organisation.	6.1	28.7	15.2	34.3	15.7	230	3.25	1.20
Multicultural practices								
14. My co-workers generally show respect for other cultures in our organisation.	1.3	17.0	36.5	33.5	11.7	230	3.37	0.94
15. Our organisation respects the culture of all people.	2.2	12.2	29.1	42.6	12.2	226	3.51	0.94

Questions		1	2	3	4	5	N	M	SD
16	I think that my work brings me closer to people from other cultures.	4.3	17.8	14.8	47.8	14.8	230	3.57	1.13
17	My work teaches me lots of things about other cultural groups.	4.3	10.0	19.1	49.1	16.1	230	3.63	1.06
18	I think that most of co-workers accept the fact that we have different cultures.	3.9	15.2	29.6	34.8	16.5	230	3.45	1.09
19	I think that most of my co-workers appreciate the fact that we are different.	1.7	23.9	33.0	27.8	12.6	228	3.26	1.02
20	I think that most of co-workers accept the fact that we have different cultural practices.	1.3	24.8	32.6	32.6	8.7	230	3.23	0.96
Organisational commitment									
126.	I feel that it is worthwhile to work hard for this organisation.	2.2	14.3	25.7	38.3	19.6	230	3.59	1.03
127.	I am committed to this organisation.	4.3	9.1	19.1	49.6	17.8	230	3.67	1.01
128.	I am prepared to take on more responsibility or task not in my job description.	7.0	17.0	15.7	47.0	13.5	230	3.43	1.13
129.	I enjoy working for this organisation to the extent that I am not actively seeking a job elsewhere.	13.5	19.1	33.0	25.7	8.3	229	2.96	1.15
130.	I am proud of this organisation.	11.7	23.9	24.8	25.2	13.5	228	3.05	1.23
Job Satisfaction									
164.	Being able to keep busy all the time.	2.2	7.4	27.4	50.9	11.7	229	3.63	0.87
168.	The way my boss handles his/her workers.	11.3	7.4	33.9	40.9	6.5	230	3.24	1.07
169.	The competence of my supervisor in making decision.	10.4	10.4	32.6	38.7	7.4	229	3.22	1.08
175.	The way company policies are put into practice.	12.6	14.3	23.9	39.1	9.1	228	3.18	1.18
176.	My pay and the amount of work I do.	16.1	7.8	27.0	40.9	7.8	229	3.17	1.19
177.	The chances for advancement on the job.	10.9	13.9	24.8	40.9	9.6	230	3.24	1.15
180.	The working conditions.	7.0	10.4	30.0	40.4	10.0	225	3.37	1.04
182.	The praise I get for doing a job.	1.3	15.7	26.5	42.6	13.9	230	3.52	0.96
183.	The feeling of accomplishment I get from my job.	3.5	9.1	30.0	43.0	14.3	230	3.56	0.96

Questions 1-6

Question 1: Racial integration in the workplace: Respondents who felt that there is racial integration in the organisation amounted to 54.8%. Some 18.3% disagreed that there is racial integration in the institution, while 27.0% remained neutral.

Question 2: Core values of the organisation: a total of 51.3% of the respondents held that the core values of a Rainbow Nation existed in the institution while 26.1% were of the opinion that the core values did not exist. Some 22.6% decided to remain neutral in answering this question.

Question 5: Learning each other's cultural background: The majority of respondents, 62.7%, were of the opinion that co-workers should learn about each other's cultural background. A total of 25.2% of the respondents answered in the negative to this question while 12.2% decided to remain neutral.

Question 6: Cultural diversity and its enabling effect on tackling organisational problems: Half of the respondents (50%) held that cultural diversity can enable the organisation to solve organisational problems, while 34.8% were of the opinion that cultural diversity does not enable the organisation to tackle organisational problems. Some 15.2% remained neutral in this question.

Questions 14-20

Question 14: Respect for other cultures: When asked about the respect which their co-workers show for other cultures, some 45.2% of the respondents indicated that indeed their co-workers show respect for other cultures. Some 18.3% of the respondents answered this question in the negative, while 36.5% decided to remain neutral.

Question 16: Proximity to other cultures through organisational arrangements: In this question, the majority of respondents (62.6%) agreed that their work bring them closer to people from other cultures. Some 22.1% of the respondents disagreed while 14.8% decided to remain neutral.

Question 18: Acceptance for difference in cultures: When asked about acceptance of difference in cultures, 51.3% of respondents agreed, 19.1% disagreed and 29.6% remained neutral.

Question 20: Acceptance of different practices: Regarding accepting difference in cultures, 41.3% of respondents agreed, 26.1% disagreed and 32.6% decided to remain neutral.

Questions 127-130

Question 127: Commitment to the organisation: when respondents were asked to respond to the question about their commitment to the institution, the majority of respondents (67.4%) indicated that they are committed to the institution, while some 13.4% answered in the negative. Some 19.1% remained neutral.

Question 129: Reluctance to leave the organisation: A question was asked whether respondents were enjoying working for the institution to an extent of not wanting to leave. Some 34.0% answered in the affirmative, while 32.6% were of the opinion that they may leave the institution. A substantial number (33.0%) decided to remain neutral.

Question 130: Pride in being part of the organisation: Respondents were asked about their pride in the institution. Some 38.7% of the respondents showed that they are proud of the institution, 35.6% disagreed while 24.8% remained neutral.

Questions 164-183

Question 171: Satisfaction through steady employment: When asked about their job satisfaction through having steady employment, 48.7% of respondents answered in the affirmative, while 23.9% disagreed and 25.7% remained neutral.

Question 174: Satisfaction through utilisation of one's abilities at work: Respondents were asked about their satisfaction through the use of their abilities at work. Of the responding sample, 57.8% agreed, 13.9% answered in the negative and 27.8% decided to remain neutral.

Question 177: Satisfaction through job promotion: Respondents were asked a question regarding their opinions in terms of their chances of promotion in the institution. Of the sampled respondents, 50.5% were of the opinion that there were chances of promotion in the institution, 24.8% disagreed and a further 24.8% decided to remain neutral.

Question 180: Satisfaction with the overall work conditions: a further question related to job satisfaction was asked in terms of the working conditions. In this question, 50.4% of the respondents were of the opinion that the working conditions in the institution made them feel satisfied with their work, 17.4% disagreed and 30.0% remained neutral.

In addition to the multitude of questions asked in the questionnaire, three more questions were asked, which are related to respondents' productivity within the last three months, respondents' job satisfaction and their intention to quit their work. These questions are also analysed in the next paragraph.

Question v: Productivity: While it is not common to get a negative response to questions of self-assessment, the majority of respondents, 73.4% agreed that they have been productive in the last three months. Only 7.4% of the respondents disagreed while 18.7% decided to remain neutral.

Question vi: Job satisfaction: This question was in addition to the other group of questions that were aimed at assessing respondents' job satisfaction. In response to this question, some 49.1% of respondents agreed they were satisfied with their job, 18.3% disagreed and 32.2% of respondents remained neutral.

Question vii: Intention to quit: It was also important to ask respondents of their intention to leave their current job. In this question, 23.1% of respondents agreed they have intention to quit. Some 53.0% respondents disagreed and 23.5% decided to remain neutral.

The questions were then grouped together in term of what they represent (homogeneity of the questions warrants the assumption that they are measuring the

same variables). While these questions were asked separately in the questionnaire, they are grouped together for ease of analysis and in order for them to show predictability of certain variables, which relates to one of the objectives of this study.

Theme 1: Multiculturalism norms

Using a Cronbach alpha, the questions 1-6 were grouped together under the category multicultural norms. A Cronbach alpha of 0.72 allowed the grouping of these questions. As shown in this Cronbach alpha, all the dimension of the questions are reliable, hence the grouping together.

Table 5: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.725	.712	6

These questions were aimed at determining multicultural norms among the respondents. Questions asked ranged from racial integration in the workplace, values within the workplace, non-sexist workplace, to recognition of multicultural backgrounds, learning about other cultural groups and tackling organisational problems better due to multiculturalism. In this category of questions, 35.5% of respondents agree to the questions asked, indicating that there is recognition of multicultural backgrounds and racial integration in the workplace. Those who strongly agree mount to 14.7% of the respondents. The total percentage of those who are in the affirmative of the existence of multicultural norms amounts to 50.2% of respondents. There were respondents who remained neutral in this category of questions and these respondents amount to 26.7%. This means that most respondents agree to the fact that the organisation has some amount of multicultural norms.

Theme 2: Multiculturalism practices

This theme was aimed at assessing multicultural practices within the institution. Four specific questions were asked in this regard and their responses are averaged into percentages hereunder. Of the respondents who responded to this question, 36.5%

answered in the affirmative (agreed) while 12.8% of the respondents felt they strongly agree with the questions. Those respondents who strongly disagreed amounted to 2.45% while respondents who disagreed amounted to 18.5%. Some 29.3% decided to remain neutral.

Theme 3: Organisational commitment

In this category of questions, questions asked to respondents were related to organisational commitment. They are listed as:

I feel it is worthwhile to work for this organisation

I am committed to this organisation

I am prepared to take on more responsibility or tasks not in my job description

I am proud of this organisation

Responses to these questions indicate that respondents feel that they are committed to the organisation. This is indicated by an average of 37.2% of the respondents agreeing to the questions posed, while a further 14.5% strongly agree. This shows that 51.7% of the respondents are committed to the organisation. Of the 48% remaining, 23.7% felt they are neutral about their commitment to the organisation.

Theme 4: Job satisfaction

One of the objectives of this study was to determine the relationship between multiculturalism, organisational commitment and job satisfaction – the extent to which multiculturalism impacts on organisational commitment and job satisfaction. In order to measure this impact, a group of questions were asked to respondents. In this category of questions, 20 questions were asked in order to measure job satisfaction of the respondents. Of these respondents, those who agree to the questions posed to them amount to 41.9% while those who strongly agree amount to 10.0% of the respondents. This means the total percentage of respondents whose responses are in the affirmative is 51.9%. Those respondents who remained neutral are 28.5%.

Table 6: Correlations between variables measured

		Multiculturalis m Norms	Multiculturalism Practices	Organizational Commitment	Job Satisfaction
Multiculturalism Norms	Pearson	1	.745**	.317**	.336**
	Correlation				
	Sig. (2- tailed)				
	N	230	230	230	230
Multiculturalism Practices	Pearson	.745**	1	.312**	.311**
	Correlation				
	Sig. (2- tailed)				
	N	230	230	230	230
Organisational Commitment	Pearson	.317**	.312**	1	.224**
	Correlation				
	Sig. (2- tailed)				
	N	230	230	230	230
Job Satisfaction	Pearson	.336**	.311**	.224**	1
	Correlation				
	Sig. (2- tailed)				
	N	230	230	230	230

**** Correlation is significant at the 0.5 level (2-tailed)**

The four variables were correlated among each other. Table 6 above shows that multicultural norms and practices are highly correlated at 0.745. The correlation between multicultural norms and organisational commitment is 0.317, which is a medium correlation. Between multicultural norms and job satisfaction, the correlation is 0.317. The correlation matrix above indicates that there is a visible effect in the correlation between multicultural norms and organisational commitment as well as job satisfaction. This means that the multicultural norms within this institution are positively related to organisational commitment and job satisfaction. The relationship between multicultural norms and organisational commitment is 0.317 (with a medium but visible effect) while the relationship between organisational commitment and job satisfaction is 0.1 (with small to medium affect).

2.5.2 Regression analysis

One of the objectives of this study was to determine the relationship between multicultural norms and practices and organisational commitment. In this regard, a multiple linear regression was used. Multicultural norms and practices were used as predictors for organisational commitment.

Table 7: Model Sum

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.337 ^a	.113	.105	.82240	.113	14.498	2	227	.000	1.574

a. Predictors: (Constant), Multiculturalism Practices, Multiculturalism Norms

b. Dependent Variable: Organisational Commitment

A multiple correlation between the two predictors – multicultural norms and practices, as predictors of organisational commitment was carried out. In this regard, the R was employed in order to show the prediction between the two variables and organisational commitment. As Table above shows, the R square value of 11.3 indicates that the two predictors are not good predictors for organisational commitment. Essentially, this means that multiculturalism has no effect on organisational commitment.

Table 8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df 1	df2	Sig. F Change	
1	.348 ^a	.121	.114	.57420	.121	15.669	2	227	.000	1.651

a. Predictors: (Constant), Multiculturalism Practices and Norms

b. Dependent Variable: Job Satisfaction

Table 8 above is a model summary of correlations between multicultural norms, multicultural practices and job satisfaction. As the table depicts, the R square value shows that the two predictors – multicultural norm and practices are not good predictors, as illustrated by the value of 121. Therefore, multiculturalism does not have any effect on job satisfaction.

Table 9 follows on the next page

Table 9: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	VIF
1 (Constant)	1.806	.292		6.193	.000	1.231	2.380				
Multiculturalism Norms	.232	.115	.189	2.014	.045	.005	.459	.317	.133	.126	2.249
Multiculturalism Practices	.220	.120	.171	1.829	.069	-.017	.458	.312	.121	.114	2.249

a. Dependent Variable: Organisational Commitment

The coefficients table above shows that the model employed is good but the two predictors are not good predictors of organisational commitment.

Table 10: Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	19.612	2	9.806	14.498	.000 ^b
Residual	153.531	227	.676		
Total	173.143	229			

Anova was applied to determine the performance of the model. The p value was put at 0.001 to establish the performance of the model. As Table 10 above shows, the p-value is less than 0.001 ($< =0.001$). This indicates that the model applied is good but the predictors are not good.

2.6 DISCUSSION

After the introduction of the sweeping changes to the academic landscape in the early years of 2000s, it was important to perform research about the existence of multiculturalism and its impact at work on job satisfaction and organisational commitment. Questions were grouped in order to determine the relationships among the variables. Most of the respondents held the view that there are multicultural norms within the institution where this study was conducted. This is contrary to literature (Chorbot-Mason 2004; Leveson *et al.* 2009; Mamman, Kamoche & Bakuwa 2012; Mosisa 2002) which indicates that in most workplaces that are multicultural, employees will show negative behaviour and attitudes. Arnolds and Boschoff (2004) hold that when employees are not satisfied and committed to an organisation, they are likely to want to leave the organisation. They further hold that when organisational commitment is low, job performance and peer relations among employees tend to be low as well. The findings of this study arrived at results different to those in Arnolds and Boschoff's (2004) study.

Blum (1992) holds that race has a limited role in multicultural discourse to the extent that a multicultural workplace tends to be more diversified. As shown by the results of this study, race does not play any significant role in the multicultural outlook of the institution. What is clear in this study is the fact that multicultural norms and practices are strongly correlated to organisational commitment and job satisfaction. However, it is not clear whether multiculturalism is related to increased productivity as claimed by Cranny, Smith and Stone (1998). It is nonetheless important to recognise that the majority of employees in the institution indicated that they are productive and they do not have intentions to leave the institution.

Marginally most respondents feel that they are committed to the institution where this study was conducted. While some respondents showed that they are neutral about their commitment, the percentage of those feeling neutral is minute. Nonetheless, the fact that there are respondents who remained neutral in answering questions about their organisational commitment may suggest that organisational commitment has a few challenges in this institution. Furthermore, the majority of employees indicate their willingness to take on more responsibilities. They show that this willingness is based on their commitment to the institution, which they illustrate through their willingness to work hard for the institution. Some of the employees highlighted the rationale for their commitment as the way company policies are applied, their salaries and being able to stay busy with work-related activities.

The results show that there is visible effect in the correlation between multicultural norms and organisational commitment as well as job satisfaction. Slightly more than half of the respondents agreed that they are satisfied with their jobs. Another half of the sampled employees felt that they were satisfied with the working conditions within the institution. However, the existence of those respondents who remained neutral in their responses about job satisfaction is indicative of the possibility of less satisfied employees in this institution.

Raiden, Dainty and Neale (2006) posit that job performance tends to increase where there is job satisfaction. Cranny *et al.* (1992) and Borax and Purcell (2003) support Raiden *et al.* in arguing that job satisfaction is related to increased productivity. The results of this study show that multicultural norms within the institution of higher

learning where the study was conducted are positively related to organisational commitment and job satisfaction. Furthermore, it was found in this study that employees feel they are productive. In this regard, Mor Barack, Findler and Wind (2003) are of the opinion that multicultural inclusion in the workplace can contribute positively to employees' psychological well-being and job satisfaction.

On the contrary, Mosisa (2002) argues that in multicultural organisations, individual employees feel excluded from networks of information and opportunity. In this way, their general well-being is affected and this has an impact on the employees' job satisfaction, organisational commitment and their tenure within the organisation. This study has found that the majority of the respondents are committed to the organisation. However, as indicated in the analysis of the data, the two variables used as predictors are not good predictors. Therefore, it is not conclusive that the majority of respondents who showed organisational commitment were impacted upon by multiculturalism.

Further to what Mosisa (2002) argues, Chrobot-Mason is of the view that multicultural environments make employees, especially those from the minority groups, feel isolated, excluded and unsupported in the workplace. Chrobot-Mason further holds that when employees feel they are excluded, they are likely to feel less satisfied with their work, which can result in absenteeism and turnover. Mor Barak, Finder and Wind support Mosisa and Chrobot-Mason, and further advance the argument that a multicultural workplace can make employees feel isolated and excluded, which can negatively impact on job satisfaction. The findings of this study could only indicate the fact that there is multicultural norm and practices within the institution rather than confirm the link between less satisfaction, absenteeism and turnover.

2.7 SUMMARY

This chapter addressed the sub-objectives of the study in an attempt to address the overarching objective of the study, which is: *determining the impact of multiculturalism at work on job satisfaction and organisational commitment.* As

researchers and commentators advanced contrasting views about the effects of multiculturalism in the workplace, this study became important – in order to ascertain the effects of multiculturalism in the workplace. The chapter addressed these contrasting views by focusing on two aspects, namely: (i) the literature concerning the subject and (ii) the empirical study about the impact of multiculturalism at work on job satisfaction and organisational commitment.

The literature consulted in this study revealed distinct views about the impact of multiculturalism in the workplace. While some commentators believe that multiculturalism can make employees feel disconnected and excluded (Chrobot-Mason 2004; Leveson *et al.*, 2009; Mamman *et al.* 2012; Mosisa 2002), other researchers (Green *et al.*, 2012; Mor Barak *et al.* 2003) argue that multiculturalism can enhance employees' psychological well-being and satisfaction at work. In addition, more commentators hold that multiculturalism can exert a considerable influence within the workplace (Lok & Crawford 2004). After the presentation of the results of this study, the next chapter – the final chapter – renders the conclusions and recommendations of the study and identifies areas for future research.

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CHAPTER 3

CONCLUSIONS AND RECOMMENDATIONS

3.1 INTRODUCTION

This chapter is aimed at presenting the concluding remarks and recommendations of the study, conclusions and recommendations that are based on the empirical findings presented and discussed in Chapter 2. This chapter will present the findings by firstly, focusing on the statistical results of the empirical study conducted and presented in the previous chapter and secondly, interrogating the literature and determine the relationship between the empirical findings and literature. In conclusion, the statistical analysis, together with the relevant literature and experience of the researcher (from interaction with respondents), is used to propose recommendations for future research in the field. The conclusions and recommendations of this study are made in relation to the overarching aim of the study (*determining the impact of multiculturalism at work on job satisfaction and organisational commitment*) as well as the sub-objectives listed in Chapter 1 of the study:

- Establish the extent to which multiculturalism is related to job satisfaction, which can assist with policy interventions for the tertiary institution.
- Determine the relationship between multiculturalism, job satisfaction and organisational commitment. This objective has a further spinoff of unearthing real factors that may be playing a role in organisational commitment, besides multiculturalism and job satisfaction.
- Investigate the extent to which the three variables are related. The importance of this objective lies in the possibility of determining the link between the variables, which can become a tool for policy makers in addressing any challenges identified in this study.

3.2 CONCLUSIONS

At the initial stage of data collection in this study, employees within the Potchefstroom Campus and the Institutional Office of the North-West University were identified and profiled in the demographic profile (the demographic section of the questionnaire). In this regard, a crucial observation made in this part of data collection was that the sample consisted of more female employees (138 or 60%) than male employees (91 or 40%). In this regard, there was no intention on the part of the researcher to get more responses from women, but this was based on the fact that the demographics of the institution are such that there are more female employees.

A further observation was that the majority (108) of respondents were in the age group of 31-40. This age group amounted to 47% of the total sample. The next age group which had a bigger representation is the age group from 21 to 30 years, which amounted to 71 respondents, accounting for 29% of the 230 employees who responded. This shows that most of those who responded are relatively young employees.

Most respondents were Black, amounting to 175 or 76%, followed by Coloureds who accounted for 18%. Indians within the sample were 12 and this amounted to 5% of those respondents who responded. It is not known if this demographical composition of the sample is based on the demographics of the country, especially as the objective of this study did not include demographical profiling of the sample in comparison with that of South Africa.

Employees with degrees have the highest representation in this study, amounting to 76 or 33% of those who responded in this survey. This is followed by those who hold diplomas, who are 72, representing 31% of those who responded. Employees holding postgraduate qualifications were 42, which accounted for 18% of the responding sample. The lowest groups are those with Matric and employees with certificates. These two groups had 17 employees each, representing 7% respectively.

The questionnaire used in this study was based on a five-point Likert scale where the lowest score of the scales ranged from 1 to 5, where 1 indicated that the respondents strongly disagreed with the statements put to them and 5 indicated that the respondents strongly agreed with the statements.

This study also measured employees' job satisfaction in their work environment. In this regard, a five-point Likert scale was also applied. Using mean as a form of measurement, it was assumed that the lower the mean, the less likelihood of satisfaction. It was found that most (49%) of the respondents were satisfied. This was supported by the mean score of 3.35, which is regarded as high. However, considering the number of respondents who chose to remain neutral (74 or 32%) may indicate that some employees did not want to express their views on the subject.

The study also measured the sampled employees' intention to quit their jobs and ultimately the organisation. It was found that 53% of the respondents disagreed with the statement. The mean also shows that employees did not intend to quit their jobs – with a mean of 2.48, which is considered relatively low.

While it is not common to get a negative response to questions of self-assessment, the majority of respondents, 73.4% agreed that they have been productive in the last three months. Only 7.4% of the respondents disagreed while 18.7% decided to remain neutral.

The questionnaire was divided into sub-sections, which were based on the categories of themes that were measured, namely: multicultural practices, multicultural norms, job satisfaction and organisational commitment. One of the objectives of this study was to determine the relationship between multicultural practices and norms, organisational commitment and job satisfaction – the impact of multiculturalism at work on job satisfaction and organisational commitment. In order to measure this impact, a group of questions were asked to respondents. In this category of questions, those who agree to the questions posed to them amount to 41.9% while those who strongly agree amount to 10.0% of the respondents. This

means the total percentage of respondents whose responses are in the affirmative is 51.9%. Those respondents who remained neutral are 28.5%.

The four variables were correlated among each other. It was found that multicultural norms and practices are highly correlated at 0.745 while the correlation between multicultural norms and organisational commitment is 0.317, which is a medium correlation. Between multicultural norms and job satisfaction, the correlation is 0.317. When the four variables were put into a correlation matrix, the correlation matrix above showed a visible effect in the correlation between multicultural norms and organisational commitment as well as job satisfaction. The finding derived from that correlation was that the multicultural norms within this institution are positively related to organisational commitment and job satisfaction. The relationship between multicultural norms and organisational commitment was found to be 0.317 (with a medium but visible effect) while the relationship between organisational commitment and job satisfaction is 0.1 (with small to medium affect).

One of the objectives of this study was to determine the relationship between multicultural norms and practices and organisational commitment. In this regard, a multiple linear regression was used. Multicultural norms and practices were used as predictors for organisational commitment. A multiple correlation between the two predictors – multicultural norms and practices – as predictors of organisational commitment was carried out. In this regard, the R was employed in order to show the prediction between the two variables and organisational commitment. The R square value was found to be 11.3, indicating that the two predictors were not good predictors for organisational commitment. This finding indicated that multiculturalism has no effect on *organisational commitment*. As shown by the coefficients conducted, the model employed is good but the two predictors are not good predictors of organisational commitment.

Furthermore, it was found that multicultural practices and norms are not good predictors as shown by the R square value of 121. Essentially, this finding means that multiculturalism does not have any effect on *job satisfaction*, as shown by the model summary of correlations conducted.

To confirm that the model utilized had a good performance, Anova was applied. In this regard, the p value of 0.001 to indicate that the model applied is good but the predictors are not good.

3.3 RECOMMENDATIONS TO THE INSTITUTION

The results of this study indicate that a substantial number of employees remained neutral about their enjoyment for working for the institution and their reluctance to leave the organisation. While responses to questions regarding organisational commitment and job satisfaction were generally positive, when less than half the sampled employees feel they may leave the institution, it becomes clear that there are employees who are not committed to the institution. In this regard, it is recommended that the institution conducts a climate survey in order to assess employees' organisational commitment and job satisfaction.

As the findings of this study show, most employees feel that they are committed to the institution, and they attribute this commitment to the working conditions within the institution. Generally, organisations with committed workforce need to ensure that this commitment is enhanced. It is therefore recommended that the North-West University develops programme that will enhance the commitment of the employees. Most organisations which endeavour to improve organisational commitment of their employees introduce such incentives as institutional kindergarten, subsidised fitness programmes for employees and staff cafeteria at reduced rates. It is therefore recommended that the institution introduces these programmes for its employees.

This study has shown that employees within the Potchefstroom Campus and the Institutional Office are satisfied with their work. While it is not to suggest improvements where the results are positive, it is recommended in this study that the institution enhances this satisfaction through a more focused and coordinated approach. This may include such programs as team-building exercises, section strategic planning and fun walks are ideal in enhancing organisational commitment.

Multiculturalism seems to prevail within the North-West University. There also seems to be correlation between multiculturalism and organisational commitment and job satisfaction. While it is not clear whether the prevalence of multiculturalism can have negative impact on the institutional workforce, it is recommended that the university enhances multiculturalism through diversity training (King, Dawson, Kravitz & Gulick, 2012), diversity workshops aimed at promoting common understanding among cultures (Terry, 2007), industrial theatres for educating employees about various cultures within the institution and having cultural or heritage days for diversity awareness creation.

3.4 LIMITATIONS OF THE STUDY

As stated in the preceding sections, this study employed a cross-sectional design as its research design. This design has a limitation of being unable to determine cause and effect or causal relationships. Therefore, it is not yet clear if the existence of multiculturalism and its support within this institution results in job satisfaction and organisational commitment as these relationships were not tested. In this regard, it is suggested that a longitudinal design is used for future research, so that the causal relationship between the variables can be determined.

Due to the fact that close-ended questions were asked in this study, questions related to organisational commitment could not be explored further to establish the possible factors that influence organisational commitment by employees. In this regard, individual factors may not get inclusion into the factors. This limitation also applies to respondents' job satisfaction. Future research along this path should include open-ended questions so as to allow respondents the latitude to freely advance their reasons for being committed to the organisation and being satisfied to their job.

In addition, most respondents filled out questionnaires only with their subjective perceptions. In this regard, open-ended will allow qualitative data to form part of the responses given by respondents. In future, research can also focus on the impact of

organisational commitment and job satisfaction on embracing multiculturalism in the workplace.

In this study, the link between multiculturalism, organisational commitment and job satisfaction was not fully explored as these variables were assessed in different parts of the questionnaire and were then correlated only in the analysis. This approach has left the exploration of the link weak. Future studies should therefore explore the factors that contribute to organisational commitment and job satisfaction. The proposed study has a potential of informing policy development regarding organisational commitment and job satisfaction, and may make crucial recommendations to the institution.

Furthermore, the three variables measured in this study were measured as distinct constructs as the objective was to determine their existence. In this regard, relationships between these variables may not have been accurately established. The correlations conducted also indicate that the variables used are weak predictors of relationships. Therefore, future studies should use variables that can predict relationships among the variables.

3.5 AREAS FOR FUTURE RESEARCH

Subsequent to a thorough analysis of data and the review of literature in this study, this study suggests the following for future research:

- A longitudinal study, in which the same employees sampled for the current study are surveyed using the same questionnaire. This recommendation is based on the fact that the merger is still young, and therefore the effects of multiculturalism may not have been felt.
- In order to generalise the findings of this study to institutions of higher learning, the population of the future studies should be expanded to cover the various campuses of the institution where this study was conducted.
- Future studies should use the two variables, that is, multicultural practices and multicultural norms to measure employees' job satisfaction and organisational

commitment by categorising themes to measure these relationships. This clear categorisation has a potential of making it easy for testing the relationships.

- This study evaluated the impact of multiculturalism on job satisfaction and organisational commitment. The assumption made at the conceptualisation of this study was that multiculturalism can be an independent variable which may impact on job satisfaction and organisational commitment. A flip of the coin is also possible. It is therefore recommended that a further study is conducted, in which job satisfaction and organisational commitment are used as independent variables, and their impact on multiculturalism.
- The current study was a quantitative one, in which questions were pre-determined and close-ended. This approach has an inherent limitation of limiting the responses solicited. It is therefore recommended that a further qualitative study is conducted.
- A future comparative study is also recommended, where the impact of multiculturalism at work on job satisfaction and organisational commitment can be measured from various institutions that have experienced mergers. The potential spinoff of this recommendation lies in that inter-institution findings can be generated and compared.

3.6 SUMMARY

As the Constitution of the Republic of South Africa envisages, various kinds of freedom are enshrined, one of which relates to education. This study was aimed at determining the impact of multiculturalism at work on job satisfaction and organisational commitment. Using a quantitative approach, a questionnaire was developed and distributed to respondents within the Potchefstroom Campus and the Institutional Office of the North-West University. The findings of this study, which were derived from the multiple correlations conducted, indicate that there is no impact of multicultural practices and norms on job satisfaction and organisational commitment. This finding was also supported by the conclusion that multicultural

practices and norms are not good predictors of job satisfaction and organisational commitment.

Based on the findings arrived at in this study, it is recommended that a further study is conducted targeting the same employees as a population sampled in this study. This longitudinal study would assist in measuring employees' job satisfaction after a longer period or the merger. The current study employed a quantitative approach, which may have limited respondents the latitude to express their opinions. It is recommended in this study that a qualitative study on the same topic may be more appropriate in future studies.

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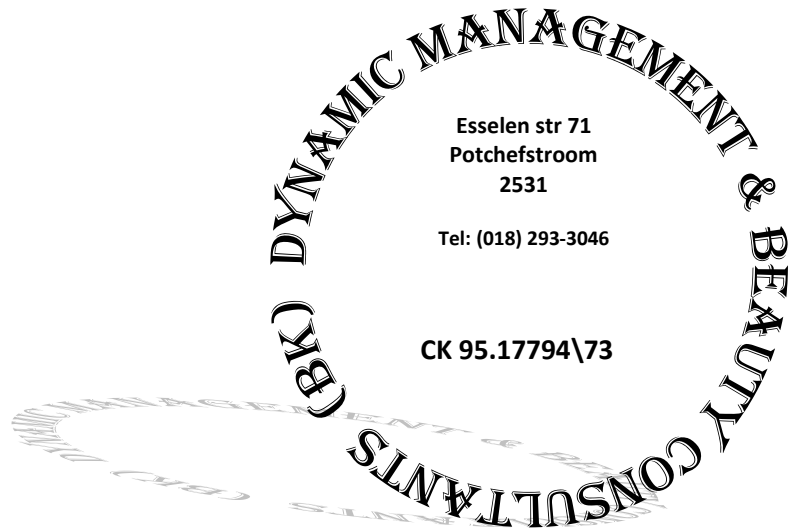
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APPENDIX A: QUESTIONNAIRE

APPENDIX B: LETTER FROM LANGUAGE EDITOR

October 12, 2012



To whom it may concern

Re: Letter of confirmation of language editing

The dissertation "*The impact of multiculturalism at work on job satisfaction and organisational commitment in a tertiary institution*" by VL Mothobi (13251767) was language, technically and typographically edited. The sources and referencing technique applied was checked to comply with the APA reference technique. The dissertation is written in English (UK). Final corrections remain the responsibility of the student.

A handwritten signature in black ink, appearing to read 'Antoinette Bisschoff', written in a cursive style.

Antoinette Bisschoff

Officially approved language editor of the NWU
Member of SA Translators Institute (SATI) Member no. 1001891

Scale				
1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree

Demographic Information

i	Gender	Male	Female	ii. Age	Years				
iii	Race	White	Black	Coloured	Indian	Other			
iv	Highest Qualifications	Grade 12	Certificate	Diploma	Degree	Post graduate			
v	I was productive during the last 3 months?				1	2	3	4	5
vi	I am satisfied with your job?				1	2	3	4	5
vii	I intend quitting my job				1	2	3	4	5

Please rate the extent to which you agree/disagree with the following statements by making an "X" over the appropriate number on the 1 to 5 point scale next to the statement.

	STATEMENT	SCALE				
1	I think that most of my co-workers believe that racial integration in the workplace made our organisation more productive.	1	2	3	4	5
2	I think that most of my co-workers think that the idea of a "Rainbow Nation" with a core set of values, such as equality for all South Africans, work in our organisation.	1	2	3	4	5
3	I think that most of my co-workers think that the goal of creating a non-sexist, non-racial workplace will be achieved in our organisation.	1	2	3	4	5
4	I think that most of my co-workers do not recognize that we are a workforce that consists of groups from different cultural backgrounds.	1	2	3	4	5
5	I think that most of my co-workers believe that all employees should learn more about each other's cultural background.	1	2	3	4	5
6	I think that most of my co-workers believe that a workgroup with members from a variety of cultural groups can better tackle new problems of our organisation.	1	2	3	4	5
7	I think that most of my co-workers from other cultures are most welcoming people.	1	2	3	4	5
8	I think that most of my co-workers from other cultures don't mind working close to people from other cultures.	1	2	3	4	5
9	I think that most of my co-workers from other cultures do their best to understand and help people from other cultures.	1	2	3	4	5
10	I think that most of my co-workers from other cultures would like to see members from other cultural groups being actively involved in organisational activities.	1	2	3	4	5
11	I think that most of my co-workers from other cultures appreciate the cultural diversity in our organisation.	1	2	3	4	5

Scale						
1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree		
12	I think that most of my co-workers believe that cultural minorities should be helped to preserve their cultural heritage.	1	2	3	4	5
13	I think that most of my co-workers do not agree with most of my cultural practices but do not make a fuss about it.	1	2	3	4	5
14	My co-workers generally show respect for other cultures in our organisation.	1	2	3	4	5
15	Our organisation respects the cultures of all employees.	1	2	3	4	5
16	I think that my work brings me closer to people from other cultures.	1	2	3	4	5
17	My work teaches me lots of things about other cultural groups.	1	2	3	4	5
18	I think that most of my co-workers accept the fact that we have different cultures.	1	2	3	4	5
19	I think that most of my co-workers appreciate the fact that we are different.	1	2	3	4	5
20	I think that most of my co-workers accept the fact that we have different cultural practices.	1	2	3	4	5
21	The café caters for my cultural food in our organisation.	1	2	3	4	5
22	I can go to member from my own cultural group for general conversations in our organisation.	1	2	3	4	5
23	Social functions at work make provision for my cultural customs and habits (e.g. music, food, etc.).	1	2	3	4	5
24	My workplace allows me to express my religious values.	1	2	3	4	5
25	Both men and women from my cultural group can show up at work wearing traditional clothing.	1	2	3	4	5
26	Management allows the use of my language in our organisation.	1	2	3	4	5
27	My supervisor encourages us to work together as a multicultural group.	1	2	3	4	5
28	My group members are positive about diverse work teams.	1	2	3	4	5
29	My culture group wants to partake in group tasks with members of other culture groups.	1	2	3	4	5
30	My supervisor encourages us to embrace different opportunities offered by society.	1	2	3	4	5
31	Most of my culture group members accept and acknowledge the existence of other cultures.	1	2	3	4	5
32	Most members of my cultural group want me to show my cultural values and respect those of others.	1	2	3	4	5
33	I prefer social contact and interaction with ONLY members of my own ethnic group	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
34	I prefer social contact and interaction with members of ALL South African irrespective of race or ethnicity as well as with members of my own ethnic group	1	2	3	4	5
35	I want maintain my own culture and really do not seek contact and participate in the mainstream culture	1	2	3	4	5
36	I want maintain my own culture as well as seek contact and participate in the mainstream culture	1	2	3	4	5
37	I want to adopt the new culture of the "Rainbow Nation" and do not want to maintain my own culture	1	2	3	4	5
38	I would prefer that all ethnic groups in South Africa adopt the new culture of the "Rainbow Nation" and forget about their own cultures	1	2	3	4	5
39	I acknowledge, accept and respect the existence of other cultures in the workplace	1	2	3	4	5
40	I actually avoid contact with members from other cultures	1	2	3	4	5
41	I think that things would be better for me if I forget about my own culture and adopt the dominant culture of the "New South Africa"	1	2	3	4	5
42	I do not want contact with members of my own ethnic group nor with members from other cultures	1	2	3	4	5
43	I do not wish to maintain my own culture nor do I want to adopt to the mainstream culture	1	2	3	4	5
44	I avoid contact with members of my group as well as members from other cultural groups	1	2	3	4	5
45	I think that most of my co-workers would be happy to have people from other cultures than their own thrown out of our organisation.	1	2	3	4	5
46	I think that most of my co-workers would be happy if all employees of our organisation would come from their culture.	1	2	3	4	5
47	I think that most of my co-workers avoid contact with people from other cultures.	1	2	3	4	5
48	I think that most of my co-workers do not like to see people from my culture share facilities (toilets, tea rooms) with them.	1	2	3	4	5
49	I think that most of my co-workers believe that separate facilities (toilets, tea rooms) should be created for different cultural groups.	1	2	3	4	5
50	I think that most of my co-workers believe that each cultural group should have its own room for lunch and tea.	1	2	3	4	5
51	I think that most of my co-workers want to deal only with people from their own culture.	1	2	3	4	5
52	I think that most of co-workers would want to attend workshops only with people from their own culture.	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
53	I think that most of my co-workers believe that each cultural group should have its own social functions (braai, etc.).	1	2	3	4	5
54	I think that most of my co-workers believe that social contact between different cultural groups should be limited as much as possible.	1	2	3	4	5
55	I think that most of my co-workers believe that all employees should come from the same cultural group.	1	2	3	4	5
56	I think that most of my co-workers do not want to want to be seen while talking to someone from another cultural group.	1	2	3	4	5
57	I experience discrimination in our workplace.	1	2	3	4	5
58	My co-workers from other cultural groups want me to know what offends members from their cultural group but they don't want to know what offends me.	1	2	3	4	5
59	When my home culture is mentioned at work, it is almost always negatively mentioned.	1	2	3	4	5
60	My co-workers do not always treat everyone equal in our organisation.	1	2	3	4	5
61	My culture is almost always negatively mentioned in jokes made at work.	1	2	3	4	5
62	My co-workers do not like my cultural habits and customs (language, food, music, jokes).	1	2	3	4	5
63	My co-workers expect from me to learn everything about their culture (language, food, jokes, music).	1	2	3	4	5
64	My co-workers do not make an effort to learn more about my culture (language, food, jokes, music).	1	2	3	4	5
65	Many co-workers brag about their own culture.	1	2	3	4	5
66	My cultural group is treated worse than other cultural groups in our organisation.	1	2	3	4	5
67	Affirmative action is reverse discrimination.	1	2	3	4	5
68	Only people of other cultural groups are promoted in our organisation.	1	2	3	4	5
69	Jokes made by my co-workers from other cultures upset me.	1	2	3	4	5
70	Race is the bases used when deciding to promote or not in our organisation.	1	2	3	4	5
71	Racial graffiti on the walls and doors of restrooms is accepted in our organisation.	1	2	3	4	5
72	When reference is made to my cultural group in our organisations, it is normally made in a negative sense.	1	2	3	4	5
73	Groups consisting of members from the same race are common in our organisation.	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
74	Excess to information is based on race in our organisation.	1	2	3	4	5
75	Resources are distributed on the bases of race in our organisation.	1	2	3	4	5
76	Top management positions are only for other cultural groups in our organisation.	1	2	3	4	5
77	Training opportunities are only provided for other cultural groups in our organisation.	1	2	3	4	5
78	Most members of my cultural group want us to use separate facilities (e.g. toilets, tea rooms) in our organisation.	1	2	3	4	5
79	Most members of my cultural group want us to avoid contact with members from other cultural groups in our organisation.	1	2	3	4	5
80	My cultural group want to protect its members from other cultural groups.	1	2	3	4	5
81	My cultural group believes that our way of doing is the most beneficial for the organisation.	1	2	3	4	5
82	My cultural group members discourage each other to work together in a multi-cultural group.	1	2	3	4	5
83	My cultural group members believe that we should only work with people from our own culture in our organisation.	1	2	3	4	5
84	My cultural group members are willing to participate in activities with other cultures in the workplace.	1	2	3	4	5
85	I am always on time for my work.	1	2	3	4	5
86	I always meet deadlines in my work.	1	2	3	4	5
87	I do my work exactly as instructed by my supervisor.	1	2	3	4	5
88	I do my work well enough to be complimented for it by my supervisor.	1	2	3	4	5
89	I do my work well enough to be complimented for it by my work team members.	1	2	3	4	5
90	I never pretend to be sick to be given leave to stay at home.	1	2	3	4	5
91	I have a good reputation among my co-workers.	1	2	3	4	5
92	My co-workers respect me for the value I add to our organisation.	1	2	3	4	5
93	I experience personal development in our organisation.	1	2	3	4	5
94	I experience professional development in our organisation.	1	2	3	4	5
95	The productivity of my department has increased substantially since I have joined it.	1	2	3	4	5
96	I deal effectively with the demands that I am faced with in our organisation.	1	2	3	4	5
97	I am successful in dealing with problems that arise at work.	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
98	I pride myself in the high standard of work that I deliver in our organisation.	1	2	3	4	5
99	I can always manage to solve difficult problems if I try hard enough.	1	2	3	4	5
100	If someone opposes me, I can find means and ways to get what I want.	1	2	3	4	5
101	It is easy for me to stick to my aims and accomplish my goals.	1	2	3	4	5
102	I am confident that I could deal efficiently with unexpected events.	1	2	3	4	5
103	Thanks to my resourcefulness, I know how to handle unforeseen situations.	1	2	3	4	5
104	I can solve most problems if I invest the necessary effort.	1	2	3	4	5
105	I can remain calm when facing difficulties because I can rely on my coping abilities.	1	2	3	4	5
106	When I am confronted with a problem, I can usually find several solutions.	1	2	3	4	5
107	If I am in trouble, I can usually think of a solution.	1	2	3	4	5
108	I can usually handle what comes my way.	1	2	3	4	5
109	I feel that I am a person of worth, at least on an equal plane with others.	1	2	3	4	5
110	I feel that I have a number of good qualities.	1	2	3	4	5
111	All in all, I am inclined to feel that I am a failure.	1	2	3	4	5
112	I am able to do things as well as most people.	1	2	3	4	5
113	I feel I do not have much to be proud of.	1	2	3	4	5
114	I take a positive attitude toward myself.	1	2	3	4	5
115	On the whole, I am satisfied with myself.	1	2	3	4	5
116	I wish I could have more respect for myself.	1	2	3	4	5
117	I certainly feel useless at times.	1	2	3	4	5
118	At times I think that I am a no good at all.	1	2	3	4	5
119	In most ways my life is close to my ideal.	1	2	3	4	5
120	The conditions of my life are excellent.	1	2	3	4	5
121	I am satisfied with my life.	1	2	3	4	5
122	So far I have got the important things I want in life.	1	2	3	4	5
123	If I could live my life over I would change nothing.	1	2	3	4	5
124	Life is worth living.	1	2	3	4	5
125	All in all, I am satisfied with my life these days.	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
126	I feel that it is worthwhile to work hard for this organisation.	1	2	3	4	5
127	I am committed to this organisation.	1	2	3	4	5
128	I am prepared to take on more responsibility or tasks not in my job description.	1	2	3	4	5
129	I enjoy working for this organisation to the extent that I am not actively seeking a job elsewhere.	1	2	3	4	5
130	I am proud of this organisation.	1	2	3	4	5
131	I often consider quitting my job	1	2	3	4	5
132	I am looking for another job	1	2	3	4	5
133	I frequently ask around for a job somewhere else	1	2	3	4	5

Over the last 3 months, how frequent have you experienced any of the following symptoms

1 = Never	2 = Once a Month	3 = Once a week	4 = Few times a week	5 = Everyday
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134	Muscular tension / pain / aches.	1	2	3	4	5
135	Low back pain / aches.	1	2	3	4	5
136	Feeling sick.	1	2	3	4	5
137	An upset stomach or nausea.	1	2	3	4	5
138	A backache.	1	2	3	4	5
139	Trouble sleeping.	1	2	3	4	5
140	A skin rash.	1	2	3	4	5
141	Shortness of breath.	1	2	3	4	5
142	Chest pain.	1	2	3	4	5
143	Headache.	1	2	3	4	5
144	Fever.	1	2	3	4	5
145	Acid indigestion or heartburn.	1	2	3	4	5
146	Eye strain.	1	2	3	4	5
147	Diarrhoea.	1	2	3	4	5
148	Stomach cramps (Not menstrual).	1	2	3	4	5
149	Constipation.	1	2	3	4	5
150	Heart pounding when not exercising.	1	2	3	4	5
151	An infection.	1	2	3	4	5
152	Loss of appetite.	1	2	3	4	5
153	Dizziness.	1	2	3	4	5
154	Tiredness or fatigue.	1	2	3	4	5

		Scale				
		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
155	Panic / Anxiety attacks.	1	2	3	4	5
156	Constant Irritability.	1	2	3	4	5
157	Difficulty in making decisions.	1	2	3	4	5
158	Feeling / becoming easily angry.	1	2	3	4	5
159	Feeling unable to solve daily problems.	1	2	3	4	5
160	Avoiding contact with other people.	1	2	3	4	5
161	Mood swings.	1	2	3	4	5
162	Unable to listen to other people.	1	2	3	4	5
163	Having difficulty concentrating.	1	2	3	4	5

Please rate the extent to which you feel (dis)satisfied with the following statements by making an "X" over the appropriate number on the 1 to 5 point scale next to the statement

164	Being able to keep busy all the time.	1	2	3	4	5
165	The chance to work alone on the job.	1	2	3	4	5
166	The chance to do different things from time to time.	1	2	3	4	5
167	The chance to be "somebody" in the community.	1	2	3	4	5
168	The way my boss handles his/her workers.	1	2	3	4	5
169	The competence of my supervisor in making decisions.	1	2	3	4	5
170	Being able to do things that don't go against my conscience.	1	2	3	4	5
171	The way my job provides for steady employment.	1	2	3	4	5
172	The chance to do things for other people.	1	2	3	4	5
173	The chances to tell people what to do.	1	2	3	4	5
174	The chance to do something that makes use of my abilities.	1	2	3	4	5
175	The way company policies are put into practice.	1	2	3	4	5
176	My pay and the amount of work I do.	1	2	3	4	5
177	The chances for advancement on the job.	1	2	3	4	5
178	The freedom to use my own judgement.	1	2	3	4	5
179	The chance to try my own methods of doing the job.	1	2	3	4	5
180	The working conditions.	1	2	3	4	5
181	The way my co-workers get along with each other.	1	2	3	4	5
182	The praise I get for doing a job.	1	2	3	4	5
183	The feeling of accomplishment I get from my job.	1	2	3	4	5