

An empirical analysis on the effects of a merger on employees at Taletso FET College



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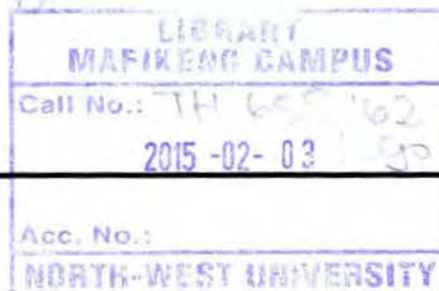
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Mini-dissertation submitted in partial fulfilment of the requirements for
the degree Masters of Business Administration at the Mafikeng
Campus of the North-West University

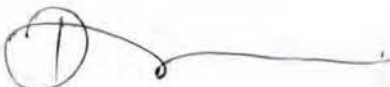
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DECLARATION

I, Pelotshweu Kgoroba , declare that the Dissertation for the Degree of Master of Business Administration (MBA) with the University of North West, hereby submitted, has not been previously submitted by me for a degree at this or any other university, that is my own work in design and execution that all materials contained herein have been duly acknowledged.


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PELOTSHWEU KGOROBA

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To God, be the glory!!!!

ABSTRACT

The main focus of the study was to make an analysis on the impact of a merger on employees at Taletso FET College. In order to achieve this, it was necessary to consult literature on the subject which other researchers and writers had written on. This included an in-depth search using the Internet on the subject. This was necessary as it provided an overall understanding and gave insight to the study which also helped the researcher to tap into some other issues which were previously unknown to her. In conducting the investigation, the use of the questionnaire was found to be the best data collection instrument for the methodology. Reasons as to why the questionnaire was preferred as well as the disadvantages of the questionnaire were also stated. Participants were selected from the three colleges, which had merged to create Taletso FET College. The findings of the study were presented in a clear and understandable manner in the form of graphs. The study generally found that during mergers, human issues are often neglected and that if these issues are not properly addressed they can affect the success of the merger. The study through the results also displayed that when people are involved in the merger process, they are likely to remain loyal and remain in their jobs after the merger. It is for this reason that the study concludes that people need to be involved before and during the merger process.

The study also gave its findings, conclusion and recommendations and advised that further research needed to be done as the subject was wide and in-exhaustive.

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Chapter 1

Overview of the study

1.1 Introduction

A reform of South African higher education started concomitantly with the other social changes after the first democratic election of 1994. Higher education was confronted with social, political and economic demands, arising from both local and global environments of a kind not encountered during the apartheid era. The change in higher education institutions followed a variety of routes that resulted in certain apartheid differences being accentuated and new differences emerging in the institutional landscape. (Cloete *et al*, 2004)

The other factor which prompted for change in the education sector was failure within the FET band itself, in particular the deep-rooted problems that confront the public school system, the low morale of many staff, the poor quality of provision in certain institutions, the relative inability to place trained learners in jobs, and the lack of articulation between key FET institutions and the labour market. (Cloete, *et al*, 2004)

This chapter present an overview of the problem statement, outlining the challenges faced by organisations when mergers take place. The discussion begins by defining the changes that took place in the higher education sector and the challenges that institutions faced when they merge.

1.2 Background of the study

According to Robbins, Odendaal and Roodt (2003), organisations were previously regarded as a rational means by which to coordinate and control a group of people.

They were characterised through vertical levels, departments and authority relationships but now they are no longer what they had been previously perceived to be. Organisations have personalities like individuals and they can be rigid or flexible, unfriendly or supportive, innovative or conservative and even though two organisations can offer the same product, each has a unique feeling and character which goes beyond its structural characteristics which explains why two organisations can never be the same. (Robbins, 2003)

There are also factors that motivate and influence people's behaviour which distinguish the employees of an organisation from another organisation. These factors are not directly observable and are less definable and it is therefore important to understand the common factor that differentiates organisations. People also play a role in setting organisations apart and this is supported by Brown (1998) that it is not systems and structures that should be the key focus but people and understanding people and events is more important than attempting to formulate generic social science laws.

Organisations have social and technical aspects. The social aspects focus on human relationships and people interactions whereas the technical looks at technological and environmental change. When employees join an organization they usually choose a company that resonates their values and in time make an unwritten psychological contract with the organisation.

To have a psychological contract, a relationship between an individual and organization must exist, and the individual must have expectations about what he will get from the organization. When employers meet the perceived obligations of the psychological contract, employees are motivated, willing to apply greater effort, seek out creative solutions, support their leaders, and remain with the organization. However, when obligations are not fulfilled, employees tend to lose trust in management, reduce their levels of organizational commitment, and decrease their contributions. (Morrison and Robison, 1997)

1.3 Problem statement

According to Brown (1998), too many mergers have been attempted on the basis of what looked to be a good strategic and financial argument only to flounder on the rock of cultural resistance. Human dynamics, such as, culture, people and organisational structures are often taken for granted. When two organisations with different cultures seek to merge, there can be extreme problems of integration, coordination and control which in turn lead to a lower level of post merger performance (Brown, 1998).

Employees resist change as the change may have negative consequences for them. Resistance may indicate that workers do not understand the merger and how it affects them personally and thus this change may elicit fear. Thus, it is reasonable to expect resistance at all levels until people determine how the merger affects them. Keyton (2005) also emphasise that people join a particular company because they feel it is an environment in which they can be successful in, resonate their values and ideas and this sense of security can be threatened when companies merge.

Change can pose a threat to employees once they have adopted an organisational culture. Bennet (1997) indicates that:

- Insecurity
- Disruptions of existing relations and patterns of behaviour
- Threats to individual status and financial reward
- Influence of group norms and values that oppose change
- Doubts regarding the technical feasibility of proposed changes
- The threat of having to retrain and acquire new skills
- Feelings of personal inadequacy
- Resentment over not having been consulted about the change
- Realising that skills and experience acquired at great effort over the years are no longer of value to the organisations

The objective of this study was to investigate the extent to which mergers affect employees.

1.4 Research Objectives

The aim of the study is to determine the effects of merger on employees.

Objectives

To find out if employees understand the merger

To understand employees' perceptions on the merger.

To find out how the conditions of service were affected by the merger

1.5 Research design

Primary data will be collected using questionnaires. The study confines itself to the three campuses; Lehurutshe, Lichtenburg and Mafikeng and the population is the staff members who were employed before the merger.

1.6 Layout of study

Chapter one introduces the reader to the objectives of the study and the literature is presented in chapter two. Chapter three defines the problem and the research design and analysis are found in chapter four. The results and conclusion will be found in Chapter 5.

1.7 Conclusion

This chapter presented an overview of the problem statement, description of the significance of the study, an overview of the research design and outlined the structure of the study. The next chapter presents background information of the

institution under study. It presents how this organisation has been affected by the merger and looks at the solutions put in place to address the challenges faced.

Chapter 2

Review of literature

2.1. Introduction

The future of every country depends on its education system. Without a proper education system, a country is doomed for failure. This places responsibility on educational institutions. An educational institution is one of the important organisations in a society. Its vision and mission and the activities it performs should therefore be consistent with the direction of social expectations. Tertiary institutions should contribute to the social, economic and scientific development of people (Khosa, 1996). They are expected to find solutions for societal problems.

The vision, mission and goals of tertiary institutions cannot be achieved without their academic and support staff. The human element is much more important in educational institutions than in other organisations, as the development, transfer and reception of knowledge cannot be achieved without the inputs of the educators. Educators and supporting staff therefore need to have commitment to their task as well as their institutions if quality outputs are to be achieved. (Arnolds & Boshoff, 2004).

To search for relevant literature keywords- higher education, Further Education and Training, mergers, change and organisational culture were used to search for articles in the following search engines and databases – Ebsconet, Sabinet, and Google Scholar. The themes below are based on the fact that a merger of institutions in higher education has an impact on staff and despite the challenges that institutions face during the mergers, mergers can be successfully managed.

2.2 Higher education

Over the past ten years, virtually no domain of the higher education has escaped scrutiny and has been left untouched. There has been a wide array of transformation orientated initiatives. These have included the definition of the purpose and goals of higher education, extensive policy research, policy formulation, adoption and implementation in the areas of governance, funding, academic structures and programmes, and quality assurance, the enactment of new laws and regulations, and major restructuring and reconfiguration of the institutional landscape and of institutions (Badat, 2007).

The Higher education is facing the challenge of producing, through research and teaching and learning programmes, the knowledge and graduates that will enable South Africa to engage proactively, critically and creatively with globalisation to participate in a highly competitive global economy. Higher education has to contribute to South Africa achieving political democratisation, economic reconstruction and development, and redistributive social policies aimed at equity.

Further issues that have prompted initiatives from the Government to transform the higher education are declining enrolments, poor retention of students and low graduates rates. Several historically disadvantaged institutions have experienced financial instability due to declining student number, high staff turnover and government rises (Menon, 2003).

In addressing the challenges facing the higher education, the government came up with principles to address the challenges by giving attention to the pressing local, regional and national needs of the South African society and mobilisation of human talent and potential through lifelong learning that would contribute to the social, economic, cultural and intellectual life of the changing society.

The principles aims to address the foundations of creating a society that would accommodate and tolerate the different cultures and provide training in order to strengthen South Africa's enterprises, services and infrastructure. There is a also a need to produce, acquire and apply the new knowledge into the society. (White Paper, 1997)

In supporting the above mentioned principles, the government intends to increase and broaden participation within higher education to meet person power needs and to advance social equity and establish a national, integrated, co-ordinated and differentiated higher education system and extensive academic and other collaboration between institutions in close geographical proximity

It is also intending to improve the national steering and institutional planning and management, including the development of three-year institutional plans and promotion of quality and quality assurance through the accreditation of programmes, institutional audits and quality promotion by the higher education quality committee of the council on higher education. A new academic policy framework for the offering of qualifications and programmes, including their incorporation within a national qualifications framework designed to promote articulation, mobility and transferability needs to be implemented. (White Paper, 1997)

As other institutions were faced with financial constraints, a new framework for the funding of public higher education is needed towards the achievement of the new policy goals and objectives. There is a also a need to administer good governance and effective management in the institutions through co-operative governance of the system and institutions, partnerships and capacity building initiatives.

In 2001 a National Plan for Higher Education was developed and it contained an implementation framework, identified strategic interventions and the necessary levers for the transformation of the higher education in South Africa. The plan also

suggested that a merger of higher education institutions would be a good mechanism for forcing strategic partnership between South Africans racially developed institutions to achieve optimal use of resources and satisfaction of the human resource training and development, education and training needs for the country's social and economic development. The aims of National Plan for Higher Education were to:

- increase access
- promote equity to redress past demographic inequalities
- ensure diversity to meet national and regional skills and knowledge needs
- build research capacity
- reorganise the institutional landscape, establish new forms and identities hence the re-organisation of the higher education in South Africa.

2.3 Further Education and Training

Further education and training consists of all learning and training programmes from NQF Levels 2 to 4, or the equivalent of Grades 10 to 12 in the school system. It is the band within the NQF which follows directly on GET and precedes Higher Education. Learners enter FET after the completion of the compulsory phase of education at Grade 9 or Level 1 of the NQF. FET is not compulsory education. By definition, it has no age limit. Its goal is to promote lifelong learning and education on-the-job. FET is provided directly or through distance education by public schools, public colleges, independent schools, independent colleges and on the job trainers. (Green paper, 1997)

Technical or vocational education had formed an important aspect of the economy of the country from as early as the 1920's. The technical education sector had, like other education sectors, some weak points, shortcomings and advantages, which were improved since the existence of the sector up to date. It has now taken a new form namely, the further education and training which indicates that change is a process that is continuing (Bisschoff & Nkoe, 2005)

South Africa's public FET college sector was formed through a process of institutional rationalisation by means of which 152 technical colleges were merged into multi-campus FET colleges, a process completed in 2003. There has also been a growth of private FET institutions (DOE, 2008)

According to Bisschoff and Nkoe (2005) FET colleges are critical to the success of the current South Africa national development agenda. It is the key to reach out to the constituencies that have been excluded from education and training opportunities. This sector is at the cross – roads between the school, work and higher education

According to the Green paper (1997) the FET sector is not without its own challenges. It is fragmented and divided with uneven funding across different sites. Programmes were poorly articulated and differed widely with respect to quality, standards of provision, outcomes and curriculum. It could not produce the required skills in the labour industry as programmes offered were irrelevant and outdated. There were also separate education and training tracks. Organisational ethos in institutions indicated adverse working conditions and a breakdown in the culture of learning, learning and services and these led to reflected poor morale, poor work ethics and low professional self-esteem amongst educators

The FET system constitutes a large, diverse and critically important part of the education and training system, with nearly 8 000 providers, excluding private companies, and almost 3 million learners. FET accounts, conservatively, for a national investment of public and private funds of over R10 billion annually and it serves as the link between higher education and the world of work, provides diversified programmed offering knowledge, skills, attitudes and values South Africans require as individuals and citizens, as lifelong learners and as economically productive members of society and provides the vital intermediate to higher-level skills and competencies the country needs to chart its own course in the global competitive world of the 21st century (White paper, 1997).

The long term goal of the National Department of Education is to develop a coordinated FET system which provides high – quality, flexible and responsible programmes and opportunities for a learning society. The structuring of the technical college sector leads to a national FET college landscape that will respond to the Human Revenue needs of the country. This has resulted into the formation of multi – sites FET colleges through the merging processes (Bisschoff & Nkoe, 2005).

In order for the FET sector to adhere to the goals set by the government, it has to undergo transformation. According to the Green Paper (1997), transforming the FET sector would not an easy task. The FET sector has been regarded as inferior in the higher education sector therefore transformation will entail changing public perceptions and attitudes regarding the FET band

Due to the limited resources that are in place, there is a need to redirect resources and funds. There would also be a need to re-arrange institutions through multi-campus, mergers or even close some of the institutions. The old cultures that are in place do not also accommodate the transformation process which means they would also need to be changed. (Green Paper, 1997)

The challenge with respect to staff development is to create a new institutional and work ethos, characterised by co-operation, multi-skilling, teamwork, flexibility, quality and service orientation. Staff has to be developed in order to carry out the new mandate expected from them. (Green Paper, 1997) According to Fielden (1998), higher education institutions are labour intensive organisations that depend on their staff for the delivery of their educational service.

In order to make the public FET colleges more effective as developers of high-level skills suitable for modern industry, it was necessary to improve the facilities of newly merged colleges. As a result a conditional grant from treasury was made available to recapitalise the colleges. These funds are being used to upgrade infrastructure,

teaching equipment and materials, administrative systems, and information and communications technology (DOE, 2008)

2.4 Mergers

Organisations like biological organisations, respond to change because of threats in the external environment. This means that they conform to what is required, whether survival is under threat because of the fear, real or perceived that the resources that sustain them might be curtailed (Jansen, 2002). As a result of political changes in South Africa in 1994, the government proposed that the higher education should be reorganised to address past inequalities. This resulted in mergers across the higher education sector.

According to Botha (2001) mergers take place for different reasons. Some mergers take place because of financial reasons. In that type of merger, companies are hoping to achieve economies of scale, to increase shareholder value, raise funds or for tax reasons. Mergers can also be strategic, whereby institutions intend to gain competitive advantage and increase management skills.

Institutions can use mergers to penetrate or dominate new markets, develop new products and services or even acquire new capabilities and resources. When a merger takes place between institutions in higher education there is anticipation in one of the institutions that the smaller partner has a good fit, there is an academic compatibility and complementarity. There is also anticipation that it would provide them with an enhanced academic profile/portfolio (Botha, 2001)

The merging partners believe that it helps their long term strategic plan for changes in the higher education sector and give them a way to enter new markets or even hope that the merger would assist them to be the main higher education provider in the region (Fielden and Markham, 1997)

Types of merger

Friendly and hostile merger

Friendly merger results from the agreement between the management of two firms to be combined into one. Consensus exists between the two firms. (Botha, 2001)

For example, Natal Tech and ML Sultan Tech. In a hostile merger, management may not agree to the combination and control of each. The acquiring company will then try to gain control of the target company by making an offer to buy example. Vista University

Strategic vs. financial mergers

Financial mergers are undertaken with goal of restructuring the acquired company in order to improve its cash flow and unlock its hidden value or strategic, which is undertaken to achieve economies of scale. (Botha, 2001)

Vertical, horizontal, concentric, conglomerate and Congeneric mergers

Vertical merger is when a buyer – seller relationship exists between company, and the target company shifts to linking the acquired or parent firm. Horizontal merger describes a merger between companies with identical products operating in the same or different market whereas a concentric merger is a merger between companies with very similar production or distribution technology. (Botha, 2001)

Conglomerate merger is a merger between firms with no buyer – seller relationship, technical and distributional relationship or identical products and a Congeneric merger is when one company acquires another in the same general industry, but neither in the same line of business nor a supplier or customer. (Botha, 2001)

The National Department of Education saw it imperative to merge FET colleges for the efficient and effective use of these resources, the avoidance of duplication of these resources and the introduction of effective management by detecting and utilising powerful resources out of existing resources Since there is a need to address

the standard of education to meet the challenges of the labour market, the standard of education has to be improved and uplifted

Though mergers take place with good intention, mergers and merger-related activities are not as successful as they are intended to be. This is due to the fact that lead to reassessment of merged operations and activities and often result in re-organisation, rationalization and redundancies, which in turn leads to a reconfiguration of functional teams that contribute to confusion around reporting lines. Previous research has indicated that success rates for mergers are low and the incidence of failure reportedly varies between 40% and 80% (Goldman and Van Tonder, 2006)

Reddy (2007) also points out that though the goal of mergers seems to be financial benefit for the merging entities, a primary factor contributing to the success of a merger is support and recognition of human dynamics. Reports shows that 70% of mergers fail to meet financial growth post-merger due to lack of capable leadership and actively addressed people issues. This is supported by Muller (2006) that mergers are not an occasion but a process and it is important to understand how such a process unfolds. People issues can make or break a merger. When a merger takes place, these issues are often overlooked.

According to Hay and Fourie (2002) there are potential barriers to the success of mergers. People feel insecure generally and in particular around issues of added responsibilities and finances. Their positions are often threatened for example, current post level and staffing position, as well as issues of seniority status and power; this was evident in the case of Vista university where staff had to re-apply for posts

When people have been in an institution for long, they identify themselves with that institution. This can result in loss of identity in the case of the merging of smaller institutions with larger ones. There is bound to be fears regarding a drop in standards

and perceived quality, the academic stature and success of an institution hinges on its academic staff and loss departmental subsidy

Education institutions in South Africa have historically been fairly protected, institutions in which very few, if any structural changes took place. Apart from the normal turnover of staff, few educational institutions have ever been called upon to merge with other educational institutions. To make this matter worse, different types of education institutions have never anticipated the merger of a Technikon with a university, as these institutions serves different markets. (Arnolds & Boshoff, 2004)

Employees can also experience passive resistance which is the most damaging form of resistance, which occurs when employees refuse to participate in the formation of change proposals and this ultimately manifests itself in a lack of commitment to these proposals (Arnolds & Boshoff, 2004)

It is expected the uncertainty anxiety caused by restructuring will result in lower levels of job performance and higher employee turnover and absenteeism in the changing tertiary education institutions. These institutions are expected to experience overt and covert resistance to change. Overt resistance may take the form of strikes, reduced productivity, inferior work and even possibly sabotage, while covert resistance is often expressed by increased tardiness and absenteeism, requests for transfers, resignations, loss of motivation, lower morale and higher levels of accidents and work errors.

Reddy (2007) also argues that the consideration of people during organisational restructuring is an ethical issue which promotes a dedicated workforce, common culture and participative structures, all of which ensure productivity and profitability. It is important that employees are valued and they support the organisation's goals and contributes to its success, however, though organisations regularly espouse the idea of people as their most important asset, there is evidence that employee issues play a very small part in merger decisions (Reddy, 2007)

Muller (2006) states that the mergers in higher education were imposed unlike business oriented merges where the merging partners generally harbour at least an expectation of an improved functioning or returns hence normally enter the merger with a degree of willingness, the merging parties in most of these higher education mergers were substantially unwilling merger partners. What complicates the merger more is that, if they go awry, they cannot be resolved through the subsequent selling off or outsourcing of business operations, effecting leveraged buyouts, and further takeovers, injections of additional capital or simply closure of operations

Failing to adequately attend to human resource issues during the mergers in most cases leads to "merger syndrome" – a series of consequences typically associated with mergers which include stress, fear, and anxiety, depleted productivity levels, and increased absenteeism, declining job self-esteem and resistance.

According to Reddy (2007) literature has indicated that several factors like employee commitment, good leadership, participation and transparency, employee guarantees, strategic planning and intensive efforts foster loyalty and a common culture at the new institution. He further believes that the human factors should guide any transformation process since employee dissatisfaction is reportedly responsible for between 33-50 percent of all merger failures.

Leaders also play a major role during transformation because they need to create a new vision for the new organisation in order to promote change, and that the success of the merger depends on the competence of the leaders who should be appropriately be trained in the transformation processes. Understanding staff perception is invaluable for managers and impacts on their management of the merger and subsequent success. (Reddy, 2007)

In the study conducted by Bisschoff and Nkoe (2005), it was found that the effectiveness of the declaration and merging processes of the FET colleges were

affected by communication breakdown, lack of mutual acceptance as equals' power problems, a shift of people from comfort zones and the pathology of the leadership. Not enough information was disseminated to the educators with regard to the merger which led to people pretending to be accepting the transformation simply because of political pressure. With such confusion and lack of clarity, people might end up not knowing exactly where they stand and this might increase the uncertainty and fear amongst employees.

2.5 Change

At some point in an organisation's life, it has to undergo some change. Change management in merger situations is a quantum leap away from managing a new production project or changing systems within organisational change occurs in different phases and individuals experience change differently (Muller, 2007). Change can either be planned or unplanned. According to van der Westhuizen (2002) planned change is better as there is normally a plan in place. There are proper structures in place in terms of planned change. There are forces that play a role in bringing change into an institution such as government intervention, society's values, changing technology and knowledge explosion and administration process and fulfilment of employees' needs

In this study, the change was initiated by the government policy and failure within the FET band. According to Jansen (2002), in developing countries, radical changes in education are often invoked by dramatic changes in political regime, such as what happened at the end of colonial rule in Africa. In established democracies, wide – scale reforms in education are often the result of changes in government from the electoral contest to the next; such changes in government are fuelled by new ideological positions based on perceived changes in economy, institutions and society.

In South Africa, the transition from an apartheid state to a post – apartheid society created the conditions for the fundamental changes to all levels of education. All the proposed mergers in South Africa higher education proceeded despite intense political resistance from various constituencies (Jansen, 2002) People need to be involved when change takes place.

This is supported by Goldman and Van Tonder (2006) that mergers of higher education follow in the wake of a major socio-political transformation of civil society and its institutions, and were informed by political and ideological motives and not economic growth, institutional survival or sustainability and they were enforced unlike business- oriented mergers where the merging partners generally harbour at least an expectation of improved functioning or returns and hence normality enter the merger with a degree of willingness in the merging parties.

According to Wedekind (2008) these colleges are expected to make a transformation and to make contributions to major policy challenges, yet they are new and fragile and are based on weak predecessors. They also have weak resources to use. He further states that the reform process cares little about understanding the people in the system or about addressing their needs. The government is only concerned about increasing black students and enrolments while at the same time staff in this sector are portrayed as conservative, ill-educated and out of touch with workplaces. The irony is at the same time, the very same staff is expected to transform through few workshops on outcomes based education.

The new FET curriculum is complex and is not welcomed by all other stakeholders. According to a study conducted by Bisschoff and Nkoe (2005), Department of Education did not conduct enough workshops for the orientation of the stakeholders towards the dynamics of the FET curriculum.

Those who were orientated in the form of workshops are the people in the management positions who fear the challenges of the new FET sectors, who also feel

threatened by the restructuring of management of positions hence, did not disseminate the information to the disadvantaged lecturers at grass roots. This lead to less participation by other stakeholders due to uncertainties caused by lack of knowledge. People need to know why things are changing before they can really involve themselves in the change itself (Bisschoff and Nkoe, 2005)

Change management has a significant impact on staff morale – positive or negative- and affect the pace and success of the merger. Groenewald and Kilfoil (2005) point out that for a change initiative to be successful, the emotional and behaviour aspects must be addressed as thoroughly as the operational issues and change unfolds in a reasonably predictable and manageable series of dynamic phases.

Mergers are characterised by heightened emotions, fears of losing one's job, having to move sites, changes to conditions of service that might be unfavourable and so on. Attention to human issues, good communication and speedy resolution of issues can reduce stress. For most people change hurts as it involves loss of past, of routine, comfort, relationships, security and identity. When people experience a high level of uncertainty, their response is to move to protect themselves and those protection devices will be self-oriented which might be dysfunctional for the organisation. Management cannot also predict how employees will react to the changes (Muller, 2006)

Coffey, Garrow and Holbeche (2002) list the following as the negative effects which could be found on employees during a merger; deterioration in communication, poor productivity, and deterioration in team play, increase in power struggles, decreased level of commitment and a tendency of employees leaving. This is supported by Muller (2006) that in the first year of the merger at Durban Institute of Technology, absenteeism increased by 26.6%

When employees do not understand how the change is going to affect them, they are bound to be resistant. Resistance to change could hamper the process of merging.

According to Bennet (1997), employees become resistant because of insecurity, disruptions of existing relations and patterns of behaviour, threats to individual status and financial reward. Influence of group norms and values that oppose change can also disrupt the process. Employees can also have doubts regarding the technical feasibility of proposed changes or even have feelings of personal inadequacy. Realising that skills and experience acquired at great effort over the years are no longer of value to the organisations could built up more resentment of the change and be threatened to retain and acquire new skills.

Clarke (1994) indicates that resistors stem from psychological emotions such as fear of the unknown, lack of information, threats to status, threats to established skills, fear of failure, reluctance to let go, lack of perceived benefits, threats to powerbase, low-trust organisational climate, fear of looking stupid, feeling vulnerable and exposed, threat to self esteem, loss of control of one's own destiny, loss of team relationships, high anxiety and stress.

According to Muller (2006) people tend to resist change especially if they do not understand why the change is being introduced. Resistance to change can hinder adaptation and progress. Change of the magnitude of a merger usually has a negative impact on employees as in the beginning they have no say in the matter and this change is not of their own making and thus feared. Employee loyalty can be affected. Wilkinson (1999) states that loyalty is an employee commitment issue an evidently occurs through employee empowerment and subsequent job satisfaction as a result of participative decision making.

Uncertainty

When there is lack of communication, degree and speed of real integration and process of deployment of staff, this can lead to uncertainty. Staff might be challenged in having a common ground, understand new issues and dynamics and develop working relationships with new colleagues who were likely to be potential future rivals

for jobs. Job security is also threatened with regard to career progression, as there would be more contenders for the same job (Muller, 2006)

The lack of a clearly defined transformation process is named by Price (1999) as one of the most common problems in mergers. Many people resist change, particularly if they do not understand why the change is being introduced. This can be attributed to the fact that in changes of the magnitude of a merger, usually employees have no say in the matter and so this change is not of their own making and is thus feared.

Communication

Communication is important in any change process as it assists in reducing anxiety, managing expectations, demonstrating concern, promoting integration, building new networks, building trust and commitment, encouraging involvement through feedback and two way communications. Employees in mergers often pass through four stages namely disbelief and denial, anger, emotional bargaining ending in depression and finally acceptance

According to DiFonzo and Bordia (1998), if communication from management does not occur in an accurate and timely manner, it is subjected to rumours and distortions which could increase employee anxiety and uncertainty. According to Reddy (2007), the issue of communication and participation in the higher education sector was well captured by Harman (2002) that communication and participative management increases employee trust and foster loyalty to the institutions.

Steps of change

Managers need to understand the various phases of change to be able to prepare for what is typically expected in each phase and the characteristic responses from

Figure 2.1

Run – up → Transitional change → Integration → Closure
--

In the run –up phase, there is intense pressure, uncertainty, strong anxiety/paranoia, loss of direction and focus. This is followed by the immediate transitional change where employees start feeling work pressure, have fear and anxiety regarding the job, heightened responses and preoccupation with new appointments.

In the integrative stage, there is sense of pressure, preoccupation with and working through differences and cultural sensitivity once the integrative stage is complete, there is closure. This is where employees find relief and achievement, start letting go of the past. If there is no closure, the possibility exists for lingering resentment, unwillingness to let go, introspection and uncertainty (Devine and Hirsh, 2001).

Five stages of merger implementation

Figure 2.2

Envision → Assess → Deeply → Manage → Close

The business of each of these stages is identified as follows:

- a. Envision: laying the groundwork for successful integration
- b. Assess: evaluating current operations and recommending changes based on integration requirements
- c. Deploy: deployment of resources and improvising where needed
- d. Manage: accounting for progress, resource utilization and so on
- e. Close: handover to appropriate operating groups and qualitative assessment

Duck (2001) also identifies five stages, namely:

Figure 2.3

Stagnation → Preparation → Implementation → Determination → Fruition
--

The stagnation period is characterized by poor strategy, lack of leadership, too few resources, and or outdated technology. It is followed by the preparation stage starts

when the decision to change is made. During this stage there is a considerable amount of operational work to be done. The key characteristic displayed by employees is one of heightened emotions: they are anxious, jittery, hopeful, threatened, betrayed, excited, jockeying for position and or defending their turf. If this preparation phase goes on for too long, it starts unravelling and could become a new form of stagnation. (Duck, 2001)

The implementation stage is characterized by people hedging bets and by a sense of unreality. Implementation is about defining and managing the implementation of new organizational structures, job definitions, and processes and interfaces. The determination phase is a time for reinforcement and is the phase where the fate of change process is determined. The results of all the cumulative efforts should be evident in this phase, but Duck (2001) states that fatigue sets. It is tiring, for managers and employees, to be continually rethinking one's daily work as well as changing ways of operating.

The determination phase is where working out how the vision reality happens.

Fruition is the time to acknowledge that hard work is paying off, to recognize achievements and to share rewards. The major opportunities to be grasped during this phase, according to Duck, are to cement trust and unity and to embed the capabilities and attitudes that have produced successes (Duck, 2001)

Preparing for merging

To successfully manage change, leaders must manage people's expectations, energy and experience. Sometimes problems are symptomatic of deeper underlying emotional problems. Examples of such problems could be an inability to agree with new goals and not supporting them or behaviour is not consistent with the new business model, people refuse to work together, the original vision is questioned, the leader's creditability is shaky or early successes seem to evaporate (Muller, 2006)

Strydom (1999) proposes that the merging should not be viewed as a marriage between equal partners and that geographical location should be considered. Management should be aware of the tension between change and the status quo and the organisational goals should be viewed to be important than individual needs and more bottom-up decision-making processes should be established.

It is essential that leaders collect accurate information and share it with all stakeholders as the basis for facing facts and getting people to change. For example in the merger between Unisa, Vudec and TSA, data was not properly shared and it led to rumours and accusations. Communication has been identified as the a critical factor in the success of a merger. Staff needs to be adequately prepared for change. Leaders must prepare for the change process and understand the effects that each phase will have on employees. According to Marshall (1999), if people are aligned in a common strategic direction and trust each others' motives, then all will move faster. Trust takes time to build and a great deal of communication and interaction towards a common goal.

In order to respond to the changes brought by the merger, employees need to be trained. There is general realization on the part of managers that an employee who is not empowered through training and development will not be fully committed to his/her employing organisation. (Sunday times, Business Times, 26 March 2000:2)

Whatever we choose to call it, merger is one of the most significant events as institution may engage in, in fact, for some institutions, merger may mean that they cease to exist, at least in the their pre-merger form. Few if any mergers are painless and it can even take up to ten years for the wound of a merger to heal and for the new institution forged from previously autonomous identities to operate as a cohesive and well integrated whole(Harman and Meek, 2002)

2.6 Organisational culture

Apart from staff's psychological experiences of merging, merging may initially create a clash of institutional cultures as different educational philosophies and priorities of the institutions involved usually differ (Fielden and Markham, 1997). According to Keyton (2005) organisational culture is a set of artefacts, values and assumptions that emerge from the interactions of organisation's members. He further emphasise that though organisations are the building blocks of society and they contribute to the economic, civil, community and social lives, they comprise of people and they can never exist without people.

Organisational culture is a pattern of interpretation composed of the meanings associated with various cultural manifestations, such as stories, rituals, formal and informal practices, jargon and physical arrangements (Martin, 2002). In an organisation there is usually a dominant culture which reflects core values that are shared by a majority of organisation's members, however one should acknowledge that subcultures exist within the organisation. These subcultures develop as a result of common problems, situations and experiences members encounter and they are mostly defined by departmental designations and geographical separations, product, market, technological differences, hierarchical levels and when companies merge. (Martin, 2002).

Employees with similar interests can also form a subculture based on age, gender, race, ethnics and physical ability. If an organisation has no dominant culture and consists of sub-cultures, the value of its organisational culture would lessen because there would be no common interpretation. The more the members accept the core values and the greater their commitment to those values, the stronger the culture will be. Members will normally agree about what the organisation stands for (Martin, 2002).

The role of organisational culture in an organisation

As organisations have widened spans of control, flattened structures, introduced teams, reduced formalisation and empowered employees, it is imperative that everyone is pointed in the same direction in order to be able to achieve the organisation's goals. According to Robbins et.al (2003), Organisational culture plays an important role in addressing this matter by distinguishing between organisations by defining boundaries and providing organisational identity whereby the sharing of norms, values and perceptions provide people with a sense of togetherness that promotes a feeling of common purpose.

Culture generates commitment to something larger than self-interest when members identifies with the organisation. Organisational culture can be an effective tool in the enhancing of performance. Strong cultures can point everyone in the same direction. When employees identify themselves with the organisation, they are likely to commit more to the organisational goals especially when they are aware of the procedures they are supposed to follow and when their roles are clearly defined. There will be more business focus. The integration and cooperation between employees can enforce team work and effective team management (Robbins et.al, 2003).

It also assists in guiding employees in terms of acceptable behaviours and attitudes especially when they have to make decisions and solve problems. Organisational culture provides the basic theoretical processes that upon which we rely to organize our experience of working life. It gives us guidelines to understand why individuals and groups behave the way they do and our beliefs and values allow us to give explanations for actions and events which would confuse us. People in the same organisation can possess the same view concerning performance, who is in control and how employees behave. Culture can help deal with external adaptation problems and internal integration. (Robbins et.al, 2003).

Culture enhances stability of social system as it encourages lasting integration and cooperation among members. It serves as a sense making and control mechanism that guides and shapes attitudes and behaviour. It helps to explain why things occur in the way they do (Robbins et.al, 2003).

Characteristics of organisational culture

Strategy formulation, preferred leadership style and accepted ways of accomplishing tasks among other central facets of organisational life are actually reflections of a particular organisational culture. These characteristics of culture give the picture of the organisation's culture in terms of how things are supposed to be done and how members are supposed to behave. Keyton (2005) also states that people prefer to work in environment that resonate their values and ideas. Even as a client one would normally choose a store because of the service they provide and their friendliness.

Culture encourages employees to take risks and be innovative. This is seen as the degree to which employees are encouraged to be innovative and risk taking and it gives attention to detail- how employees are expected to exhibit provision, analysis and attention to detail (Keyton, 2005)

It is outcome orientated- this is how management focuses on results or outcomes rather than on techniques and processes and people orientated which takes into account the effect an outcome has on people within the organisation. It assists in organising activities around teams rather than individuals. Culture provides stability- organisational activities emphasise maintaining the status quo in contrast to growth and indicates whether employees are aggressive and competitive than easy going. (Keyton, 2005)

Understanding organisational culture is important because it influences how we interpret organisational life and the meaning we place on organisational activities (Brown, 1998). Building a new culture in the merged institutions would not be easy.

Once a culture has been established it can be difficult for people to detach from it. People also join institutions that resonate their values and outlines what is important to them and this can be threatened when a new culture is introduced. The new culture and environment might not be what staff had hoped for and the style of management might also differ. In this study what complicates things more is the fact that the merged institutions comes from different backgrounds in terms of race, finances and the type of institutions.

Though culture can enhance performance in an organisation, it can be a liability as well. Culture is not concrete and cannot be studied in a mechanistic manner therefore it can be difficult to change. The following are some of the factors that make culture to be difficult to change cultures are spontaneous, elusive and hidden. Experience and deep personal insight are required to truly understand an organisational culture. (Brown, 1998).

Culture can be a barrier to change, this is when the environment changes rapidly; it can be difficult to respond to those changes. Existence of sub-cultures can also hinder the change process. It can also be a barrier to diversity for example when an appointment of employees is based on race, gender, disability or different from the majority of organisation members could diminish as new members are expected to conform to the organisation's core values.

Developing a shared understanding of mission and vision, basic mission and strategy, goals to be accomplished, means to accomplish goals and standards by which to measure progress towards goals. If culture is properly managed, Schermerhorn et.al believes that it can develop a shared understanding of basic mission and strategy, goals to be accomplished, means to accomplish those goals, standards by which to measure progress towards goals and corrective actions needed to improve goal accomplishment. Organisational culture has an impact on job satisfaction, job efficiency, employee commitment and cooperation and decision-making.

Managing a Merger

People issues needs to be handled well so that the new organisation can emerge with a strong set of capabilities and a more robust attitude towards change. It is also important to take positive steps to ensure that the soft issues of culture, values, behaviours and working styles to help rather than hinder the change (Duck (2001) also stresses that no organizations can change until the individuals within it changes. For change to be real and long lasting, it has to take place deeply and completely – emotionally, intellectually and operationally (Muller, 2006)

Communication is critical in the success of a merger. Changes need to be communicated properly; particularly skills and training may be needed, even for line managers who have a good rapport with their staff and in particular, in communicating information to them. In the absence of any communication from leaders, employees, rely on other sources such as media and the grapevine to arrive at their own conclusion (Muller, 2006). Groenewald and Kilfoil (2005) also emphasise that when a merger takes place there is a strong need for employees to be on the receiving end of information and it should not be contradictory or seem to hide anything even if it is bad news.

According to Strydom (1999), successful merging is dependent on having a shared vision endorsed by effective governance and management. There should also be effective communication strategies in place that will keep staff and student informed at every step of the way before, during and after the merger has taken effect, All participants in the merger should have a strong commitment towards the merger.

A shared view of threat facing the current institutions and/or shared vision of the future potential benefits of merging should be discussed amongst the participants. Guarantees should be given as soon as possible to staff about security of employment, and ensure that students will continue with their courses. (Strydom, 1999),

Strong efforts to build a sense of loyalty and a common culture for the new institution should be fostered in order to create a new corporate identity and staff must be given time to adapt to the institutional change. There should also be provision of resources to those whose roles and relationships will change and provision of professional staff development and training. (Strydom, 1999),

2.7 Research questions

Form the literature; it has been established that people issues play a n important role in the success or failure of a merger. However the question remains about the extent to which mergers impact on staff at Taletso FET College thus the following research questions remain.

1. Do employees understand the merger?
2. What are the employees' perceptions on the merger?
3. How are the conditions of service affected by the merger?

2.8 Conclusion

Systems and processes are often easier to deal with as they are tangible. It is however the soft intangible issues relating to employees that demand the attention and planning of managers if change is to be truly successful. Managers also play an important role in supporting, encouraging and supporting staff during the change process (Muller, 2006)

Leaders also play a major role during transformation because they need to create a new vision for the new organisation in order to promote change, and that the success of the merger depends on the competence of the leaders who should be appropriately being trained in the transformation processes. Understanding staff perception is valuable for managers and impacts on their management of the merger and subsequent success. Mergers are characterized by heightened emotions, fears of

losing one's job, having to move sites, changes to conditions of service that might be unfavourable and so on. Attention to human issues, good communication and speedy resolution of issues can reduce stress. Kilfoil and Groenewald (2005)

The next chapter will look at the research methodologies that would be used to establish the extent to which mergers impact on staff.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapter, the research problem was stated in terms of three questions that remain unanswered from the reviewed literature. This chapter defines the research methodology used in this study to give answers to the raised questions.

The research questions that have to be answered are: 1) Do employees understand the merger? 2) What are employees' perceptions on the merger? 3) How is the condition of service affected by the merger? The aim of the study is to determine the effects of a merger on employees. To validate this, information has to be collected from the targeted population using the correct methodology and analyse the responses.

This chapter defines the research methodology used in the study, the data collection method, questions that would be asked and the development of the questionnaire, the survey population and sample size determination. Data handling and concludes with the discussion of a researcher's compliance with research ethics.

3.2 Research types

3.2.1 Qualitative and Quantitative Research

Quantitative research involves the collection of primary data from large number of individuals units, frequently with the intention of projecting the results to a wider population. (Martins et al, 1996) According to Coldwell and Herbst (2004), the

quantitative approach describes,, infers and resolves problems using numbers. Emphasis is placed on the collection of numerical data, the summary of those data and the drawing of inferences from the data.

Pellissier (2007) also states that quantitative research is carried out to investigate, for example," how many" people have "similar characteristics and views". It is appropriate for the examination of specific data from large numbers for testing hypotheses as it leads to statistically rigorous analyses with precise estimations. The results of this approach are considered to be valid and reliable.

Quantitative research tends to focus on "what is now", that is, on what respondents intuitively know and of which they have facts, including "what respondents have done" The strength of this approach lies in the application of mathematical analysis to explain social phenomena by showing the key constructs, their inter-relationships and their relative strengths within these inter-relationships. (Pellissier, 2007)

Qualitative research uses in depth one-to-one interviewing and focus groups are popular. It uses qualitative data such as interviews, documents. According to Dawson (2006) qualitative research explores attitudes, behaviour and experiences through methods such as interviews or focus groups.

Pellissier (2007) states that the problem with qualitative research is that the validity of the findings can be questioned by a variety of experts who might take a different approach on the research. Validity is proven when the concept or characteristics in question can be measured in a systematic way by means of the method used. As the qualitative research is dependent on the skills of the interviewer or the moderator in charge of a focus group, its validity can be questioned if bias, misuse of stimuli and mistake of interpretation are present.

Comparison between quantitative and qualitative research methodologies

Quantitative research	Qualitative research
Data is presented in numbers	Data presented in words
Large samples	Small samples
Reliability is high	Reliability is low
Validity is low	Validity is high
Statistical analysis	Thematic analysis
Meaning is determined	Meaning is derived
Need enough information to state hypotheses	Grounded theory, built from the group up

Table 3.1 (source: Pellissier, 2007) comparisons between quantitative and qualitative research methodologies

3.2.3 What Research method is used in this study?

This study is approached with a quantitative research methodology as it aims to examine the correlation between the merger and staff and the extent to which merger impacts on staff.

3.2.4. What data is required?

Primary and Secondary data

Information gathering is done through secondary and primary data. Secondary data is data on the research project/ study already collected by others and primary data is gathered through a research study. The primary sources depend upon the purpose of the study and the socioeconomic demographic characteristics of the population. For this study both primary and secondary data will be used. Questionnaires will be used to acquire primary data and secondary data has been drawn from literature in the academic field.

3.3 Data collection method

3.3.1 Methods for collecting primary data

There are different types of instruments that are used to collect data. These are observation, interviews, questionnaires and case studies. The observation method is the purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place. It is suitable for group situation. There are two types of observations whereby the research can participate in the activities or where he is the observer. (Pellissier, 2007)

The disadvantage with this method is that the participants might change behaviour when observed, the observer might be biased, interpretation might vary from observer to observer and there might be incomplete observation or recording. The interview method is commonly used. This is any person-to-person interaction between 2 or more individuals with a specific purpose in mind. It can be flexible or inflexible. (Pellissier, 2007)

Questionnaire is a written list of questions, the answers to which are recorded by respondents. Questions must be clear and easy to understand, layout to be easy to read and pleasant to the eye, sequence be easy to follow. It should also be interactive. Questionnaires can be administered by mail, collective administration and administration in a public place. In this study, the primary data will be collected by means of a questionnaire which will be given to the principals to distribute to staff who were employed before the merger. The reason for choosing this method is because it is time and cost effective

3.3.2 Questionnaires

As the questionnaire would be used as the data gathering tool in this study, the researcher will distribute the questionnaires at the three campuses. The participants would be given three days to fill in the questionnaire which will be collected by the researcher on the fourth day. Extra copies of the questionnaire would be left with the principal as to prevent the loss of the questionnaire or errors from being cited as a reason for the lack of a response. The targeted response rate is

In order to help maximize the number of responses to the questionnaire, with a number of questions will be limited to no more than 15 questions. The questionnaire will consist of 2 sections; the first section will be on biographical data on the respondents including age, race, gender, length of service and category of work and the second part will focus on the extent the merger has on staff. Respondents will be required to indicate whether they strongly disagree, disagree, neither, agree or strongly disagree with the asked question.

The table below outlines the format of the questionnaire.

A letter describing the purpose of the study	
Questionnaire	
Section 1	Gathering biographical data on the respondents including gender,race,staff category and length of service
Section 2 Questions 1-14	Looks at the effect at which mergers have on employees

3.3 Sampling method

Sampling is the act, process or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population. (Coldwell and Herbst, 2004) Sampling design is one of the most crucial stages of the research process and there are a number of sampling techniques which can be used A population is a group of people, items or units under investigation. The population in this study is employees of Taletso FET College. The participant must have been working at one of the three institutions before the merger in order to qualify to take participate in the study.

The restriction of the employee having worked at the institution before the merger is stated because new employees might not have sufficient experience and information regarding the merger. To get a fair representation in the sample, employees who were employed before the merger will be identified and convenient sampling will be used in the survey.

3.4 Ethical considerations pertaining to the study

Permission has been sought from the CEO of Taletso FET College (letter attached). Participation in the study is voluntarily and respondents will be explained about the study before they could participate. The respondents' answers will be kept confidential and would not be used against them.

3.5 Conclusion

This chapter presented an overview of the research methodology that will employed in the study including the research type, population, sampling method and data gathering methods. The next chapter presents the study findings.

Chapter 4

Data Discussion

4.1 Introduction

The previous chapter discussed in detail how the research was conducted. This chapter presents the background information and the result of the responses received from the sample that participated in the study.

The study was conducted on the employees of Taletso FET College who were employed before the merger with an aim to establish how mergers affect employees. The questions in the study conducted aimed to establish the perception employees have about the merger and whether they understand it. According to Groenewald and Kilfoil (2005), mergers are characterized by heightened emotions, fears of losing one's job, having to move sites, changes to condition of service that might be unfavourable and so on.

The section starts off by presenting the analysis of the demographics of the respondents and then moves to the analysis on the answers provided by the respondents regarding the effects of a merger.

4.2 Response rate

Out of 30 questionnaires distributed, only 13 questionnaires were received back. The study focuses only on employees who were part of the institution before the merger and most of the staff left during and after the merger, therefore there are a few participants who matched the criteria of the study. The data was summarised on a spreadsheet and that stats were calculated using SPSS. The statistical sample will show that the sample met the strict rules and that it was randomly selected. All names

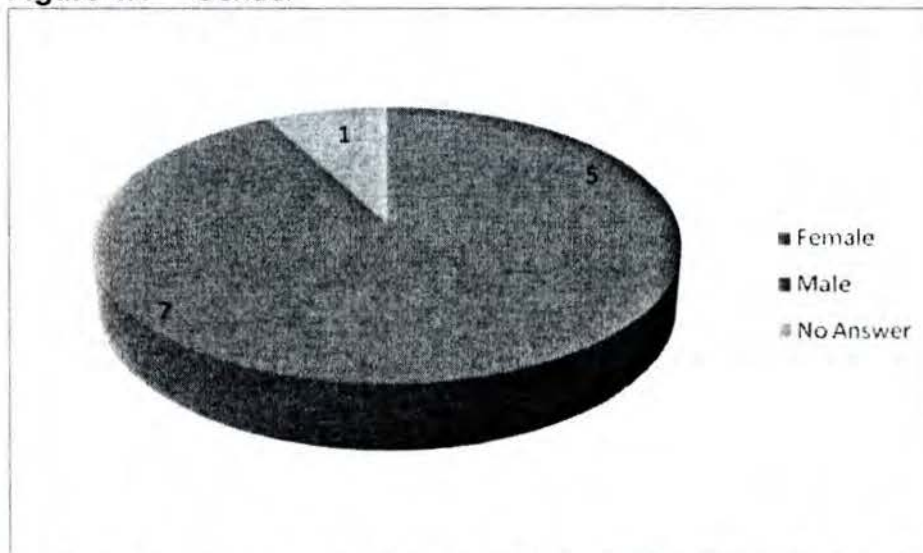
were allocated a number and numbers were drawn. If somebody did not complete a questionnaire, the next number was drawn and the person used.

In this way the sample could be regarded as being representative of the population. It is also acknowledged that, should someone else want to use the results, they first test the results before it is used to confirm the results. The population was bigger but someone removed the completed questionnaires without permission therefore the response rate could have been better.

4.3 Demographics

This section presents the biographical profile of the respondents in terms of their gender, age, race, qualification, rank and years of experience in relation to the study.

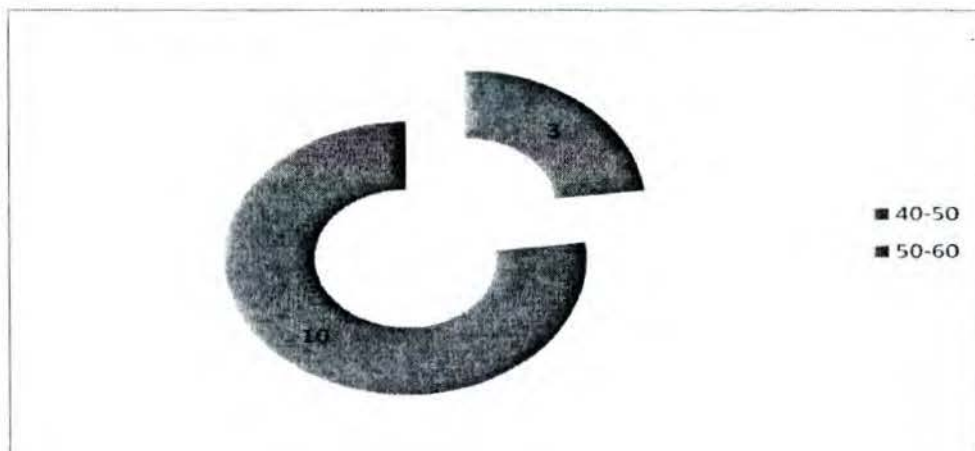
Figure 4.1 Gender



Out of 13 respondents, 7 were males, 5 females and 1 did not respond. The respondents were given an option to indicate their gender, the one who did not indicate their gender probably did not feel comfortable with any of the choices given. The respondents are dominated by males. This could be due to the fact that previously males were the superior working class. According to Bisschoff and Nkoe, gender equality is not yet acceptable and realised as an aspect of transformation especially with regard to males. They further state that males would still like to

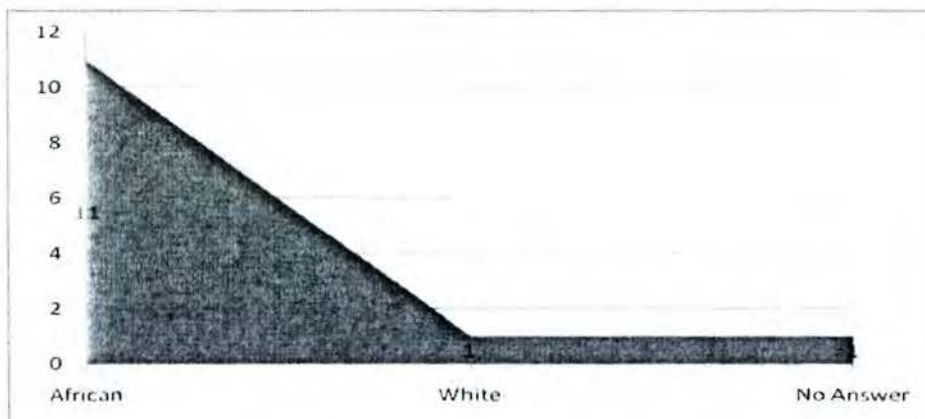
dominate over females at workplaces and human nature does not really warrant that men should succumb to women's instructions.

Figure 4.2 Age



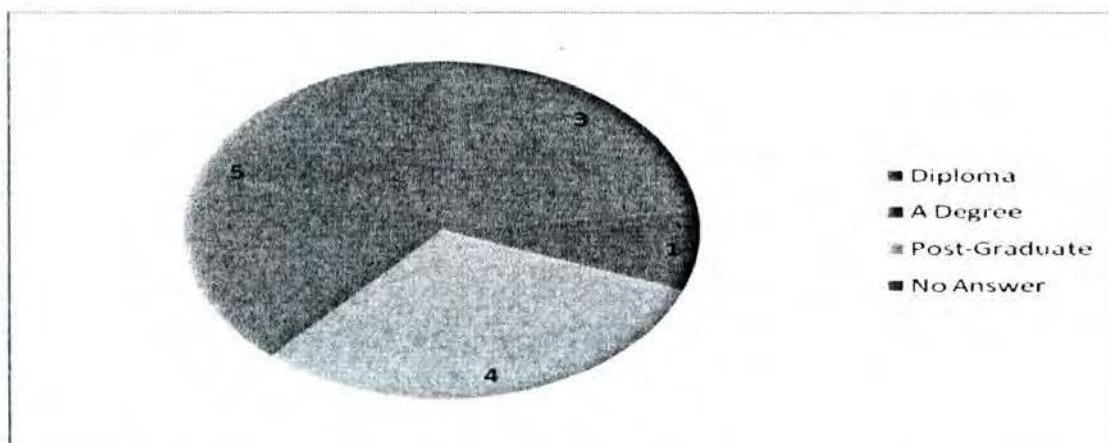
Out of the 13 responses received, 10 are aged between 50-60 years and 3 are aged between 40-50. This could be attributed to the fact that the study was considering only employees who were part of the institution before the merger. The majority of the group is older, which could mean they understand the merger better as they had been with the institutions for long again this could also make them more resistant to change.

Figure 4.3 Race of the respondents



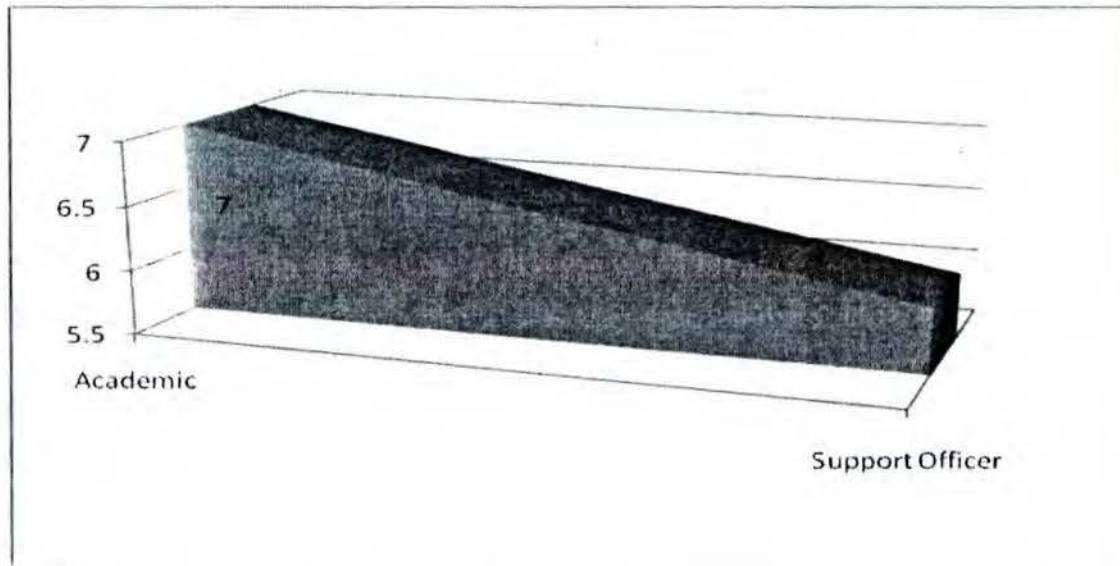
Of the 13 respondents, 11 are Africans, 1 is white and 1 did not respond. The majority of the respondents come from the African group. The three campuses are located in areas which are dominated by Africans. The other reason could be because some of the staff left when the merger took place which could mean that the staff from other races left as well. According to Jansen, the black institutions were mainly located in under-developed, impoverished rural areas with little economic infrastructure for supporting local development and university expansion. Bisschoff and Nkoe (2005) also supports that there are still some of the people from both white and black communities who still feel that they cannot stay together, learn together or do any other thing together. In their study, they also mentioned the division of whites and blacks in staff rooms of FET colleges, not being able to share offices, unwillingness to hold meetings together and so on.

Figure 4.4 Qualifications



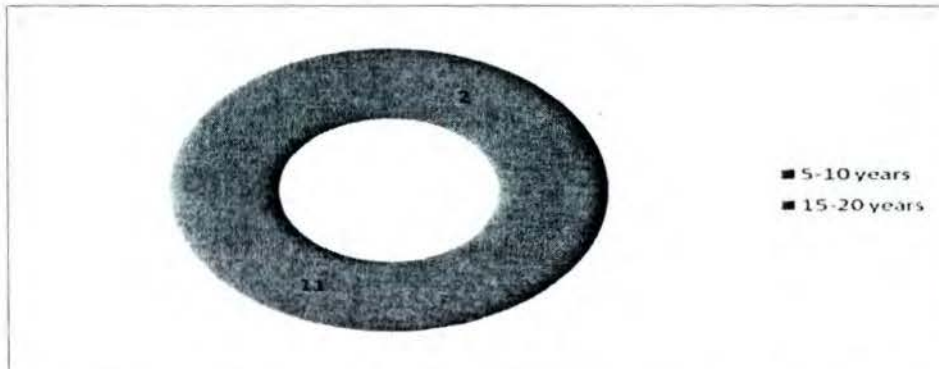
Out of 13 respondents, 3 had diplomas, 1 has a degree, 4 have post graduate qualifications and 5 did not respond. The term academic could impact the research because academics are normally considered to be knowledgeable and understand certain things better. When a merger takes place people without the right qualifications might feel threatened by those who have more qualifications than them. One of the respondents who did not fill in or answer could mean that they do not possess any qualification or meet the criteria.

Figure 4.5 Rank of the respondent



According to Arnolds and Boshoff (2004) the mission and vision of tertiary institutions cannot be achieved without their academic and support staff. Out of 13 respondents, 7 are academic staff and 6 are support officers. The respondents were picked randomly based on whether they were at the institution before the merger. The fact that most of the respondents are academic staff could mean that the academics were retained after the merger and they enjoyed more job security more than the other staff categories. Arnolds and Boshoff (1995a:89) also found that professional and organisational commitment of teachers and administrative personnel significantly and positively influenced their job performance and intent to resign. Tertiary institutions depends more on their academic staff for their survival, therefore this can make academics to enjoy more job security.

Figure 4.6 Years working

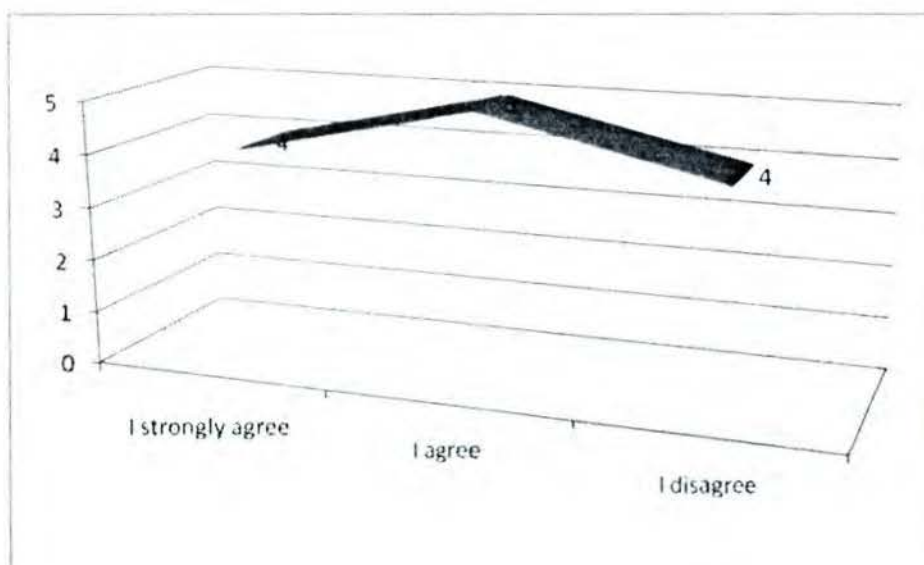


Out of 13 respondents, 11 have been with the institution for 15-20 years and 2 for 5-10 years. The reason why the majority of the people have 15-20 years of experience is because the study was looking for only employees who were with the institution before the merger which took place in 2003. They are able to respond to the questions on the merger.

4.4 Results of Investigation

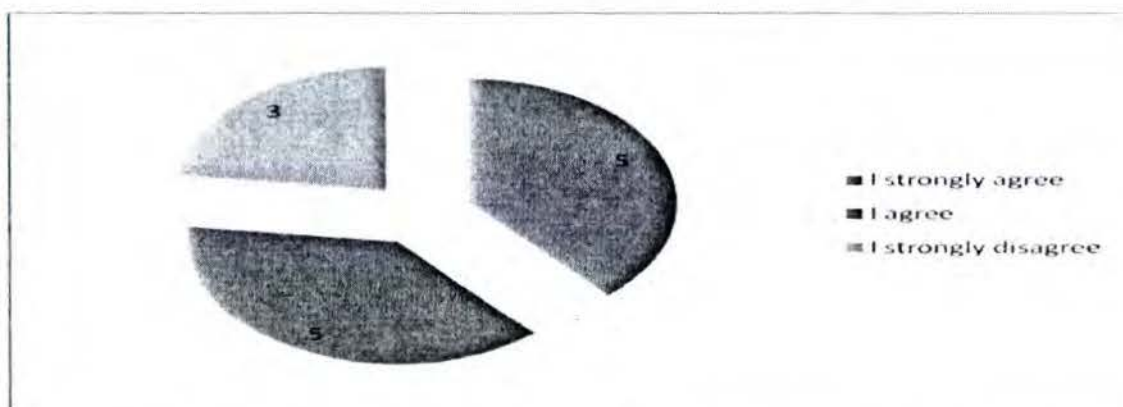
The overall results of the survey in response to the questionnaire are presented in the graphs below. This is based on the total aggregate observation of results from all the respondents. These results are presented in the same sequence as the objectives and provide a response to the research questions.

Figure 4.7 Reasons behind the merger



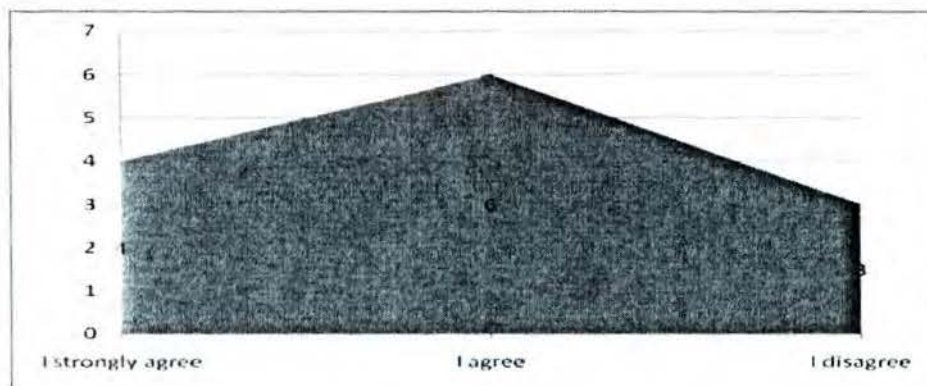
Out of the 13 respondents, only 4 disagrees that they understand the reasons behind the merger and the majority understand the reasons for the merger. This could be because most of the respondents are academics who would understand the value of the merger. People need to know why things are changing before they can really involve themselves in the change itself. According to the demographics, most of the respondents have been with the institution for long and therefore could have been involved in the planning process of the merger.

Figure 4.8 Fully informed about the merger before it took place



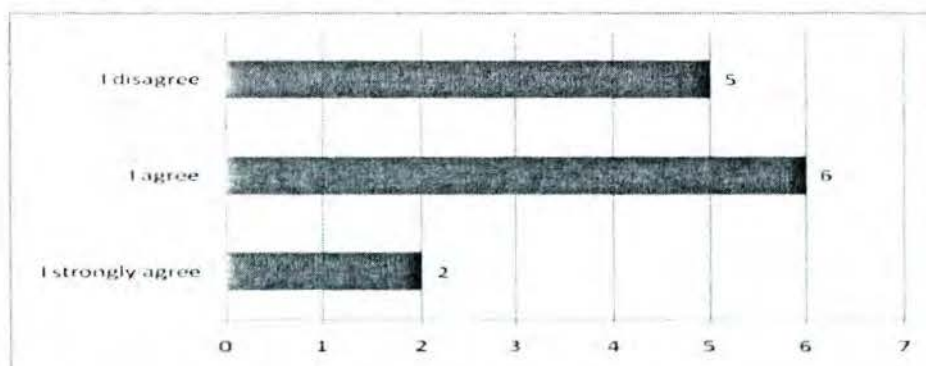
According to Reddy (2007), though the goal of mergers seems to be financial benefit for the merging entities, a primary factor contributing to the success of a merger is support and recognition of human dynamics. Communication is critical in the success of a merger. Changes need to be communicated properly. In the absence of any communication from leaders, employees, rely on other sources such as media and the grapevine to arrive at their own conclusion (Muller, 2006). In the study, most of the respondents agree that they were fully involved about the merger before it took place. Only 3 strongly disagree that they were fully informed about the merger before it took place. Groenewald and Kilfoil (2005) also emphasise that when a merger takes place there is a strong need for employees to be on the receiving end of information and it should not be contradictory or seem to hide anything even if it is bad news.

Figure 4.9 Participated in the merger



Out of the 13 respondents, 4 strongly agree that they participated in the merger, 6 agree and 3 disagree. For most people change hurts. Kilfoil and Groenewald (2005) points out that for a change initiative to be successful, the emotional and behaviour aspects must be addressed as thoroughly as the operational issues and change unfolds in a reasonably predictable and manageable series of dynamic phases. According to the analysis in the demographics section, most of the respondents have been with the institution for long which could mean some of them occupy senior posts and they understand the background of the institutions well and also understand the value of the merger and the impact it would have on the institution. The other 3 who did not participate could have done so due lack of understanding, fear of change or they were not properly informed.

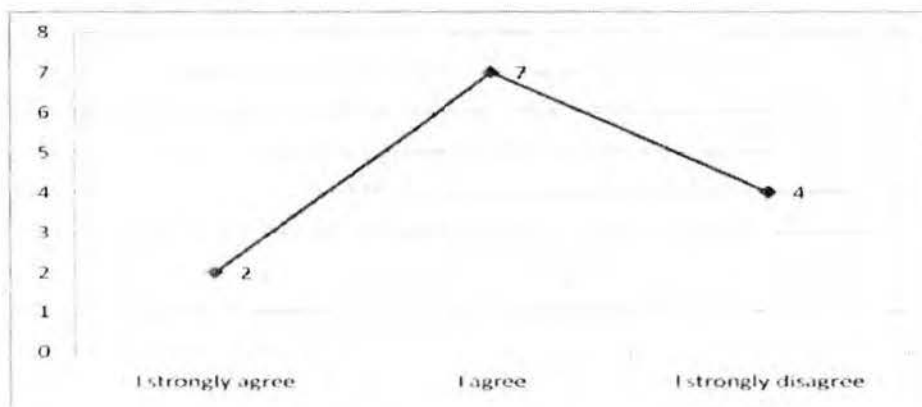
Figure 4.10 Happy with the way the merger process was handled



8 of the respondents are happy with the way the merger process was handled. This could be because they were involved in the merger process and participated in the process. Mergers are characterized by heightened emotions, fears of losing one's job,

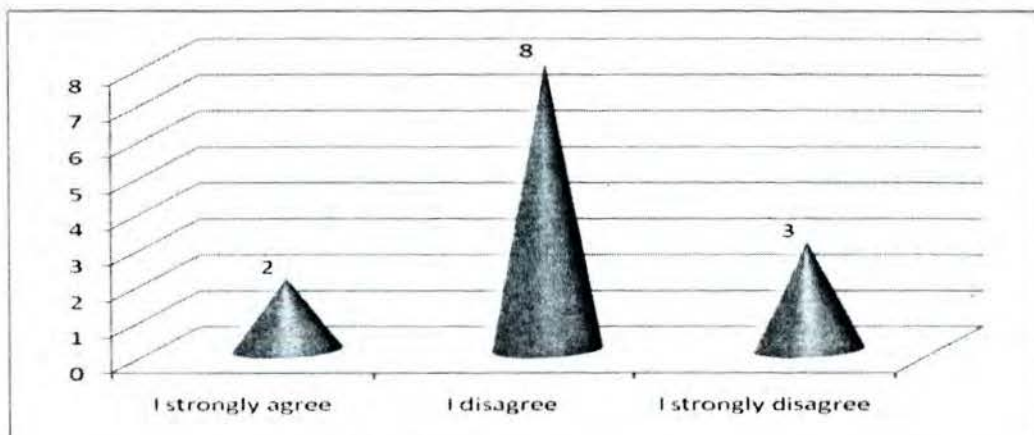
having to move sites, changes to conditions of service that might be unfavourable and so on. Attention to human issues, good communication and speedy resolution of issues can reduce stress. Kilfoil and Groenewald (2005) According to Hay and Fourie (2002) there are potential barriers to the success of mergers. Insecurities ,generally and in particular around issues of added responsibilities and finances, positions – e.g. current post level and staffing position, as well as issues of seniority status and power could make employees unhappy. This could be the reason for the other 5 respondents to be unhappy about the merger.

Figure 4.11 Agree with the objectives of the merger



Out of the 13 respondents, 4 disagree with the objectives of the merger. In the study conducted by Bisschoff and Nkoe (2005), it was found that the effectiveness of the declaration and merging processes of the FET colleges were affected by communication breakdown, lack of mutual acceptance as equals power problems, a shift of people from comfort zones and the pathology of the leadership. Not enough information was disseminated to the educators with regard to the merger which led to people pretending to be accepting the transformation simply because of political pressure. The remaining respondents agree with the objectives of the merger which means they fully understood the merger process.

Figure 4.12 Job affected by the merger



According to Arnolds and Boshoff (2004), it is expected that the uncertainty and anxiety caused by restructuring will result in lower levels of job performance and higher employee turnover and absenteeism in the changing tertiary-education institutions. Dissatisfaction with career factors such as the bases of promotion in the organisation, perceived job security and promotion opportunities has been reported to shape the employee's organisational commitment. Out of the 13 respondents, 11 feel that their jobs were not affected by the merger. From the previous questions, the respondents were involved in the merger-process and understand the reasons of the merger therefore they knew what to expect. They were probably assured of their positions and clarity on their jobs was offered. Most of the respondents are academics and according to Muller (2006), academics often enjoy a greater job autonomy therefore this position gives them a sense of security.

Figure 4.13 Merger has brought uncertainty to the job



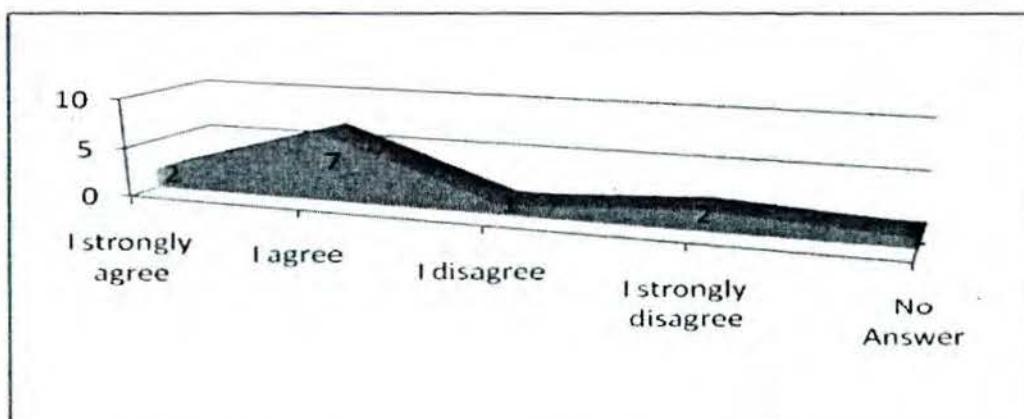
Reddy (2007) argues that the consideration of people during organisational restructuring is an ethical issue which promotes a dedicated workforce, common culture and participative structures, all of which ensure productivity and profitability. It is important that employees are valued and they support the organisation's goals and contributes to its success, however, though organisations regularly espouse the idea of people as their most important asset, there is evidence that employee issues play a very small part in merger decisions. (Reddy, 2007) Most of the respondents feel that their jobs were not impacted upon. In the previous questions, the respondents mentioned that they were fully informed about the merger and some were even part of the planning which means they knew what to expect from the merger and their status was not threatened.

Table 4.1 Uncertainties were taken into consideration or addressed

I strongly agree	4
I agree	5
I disagree	2
No Answer	2

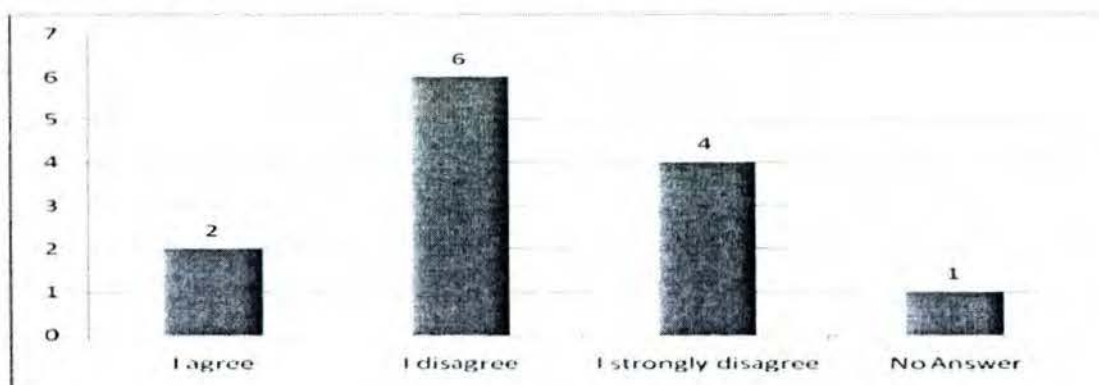
According to Muller (2006), change of the magnitude of a merger usually has a negative impact on employees as in the beginning they have no say in the matter and this change is not of their own making and thus feared. It is therefore imperative that employees' uncertainties are addressed. In this study, 4 respondents strongly agree that their uncertainties were addressed, 5 agrees, 2 disagrees and 2 did not respond. Muller (2006) further states that uncertainty is heightened when there is lack of communication, speed of real integration is not well handled and they way the deployment of staff is handled. In this study, the respondents agreed that they were fully informed and some were even participated in the merger process hence the majority agrees that their uncertainties were taken into consideration.

Figure 4.14 Merger has brought a unified organisation



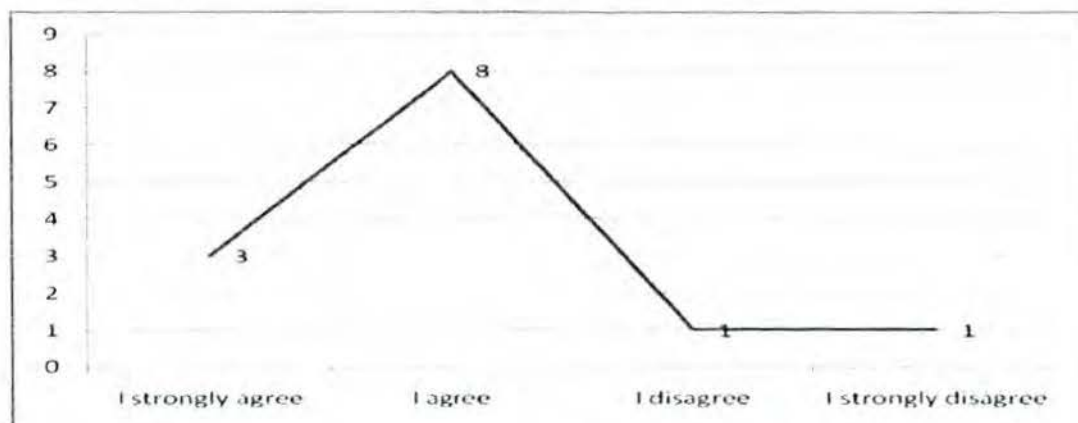
Apart from staff's psychological experiences of merging, merging may initially create a clash of institutional cultures as different educational philosophies and priorities of the institutions involved usually differ.(Fielden and Markham, 1997)In this study, out of 13 respondents, 2 strongly agree that the merger has brought a unified organisation,7 agrees,1 disagrees and 2 strongly disagree. As organisations have widened spans of control, flattened structures, introduced teams, reduced formalisation and empowered employees, it is imperative that everyone is pointed in the same direction in order to be able to achieve the organisation's goals. Botha (2001) further states that the merging of a historically white institution with a historically black institution has the potential for clashes of culture. This might hamper the success of having a unified organisation after the merger which is not a case in this study as most respondents agree that the merger has brought a unified organisation.

Figure 4.15 Loyalty to the institution changed after the merger



Loyalty is an employee commitment issue an evidently occurs through employee empowerment and subsequent job satisfaction as a result of participative decision making. (Wilkinson, 1999). Out of 13 respondents, 2 respondents agree that their loyalty to the institution has changed after the merger and 1 did not respond. The other respondents disagreed. For most people change hurts as it involves loss of past, of routine, comfort, relationships, security and identity. When people experience a high level of uncertainty, their response is to move to protect themselves and those protection devices will be self-oriented which might be dysfunctional for the organisation.(Muller 2006).In the previous questions, most of the respondents indicated that they were involved in the merger process, agrees with the objectives of the merger and were happy with the way the merger was handled, hence their loyalty to the institution would not change as their concerns were addressed. Harman (2000) also reported that communication and participative management as a result of good leadership increases employee trust and fosters loyalty.

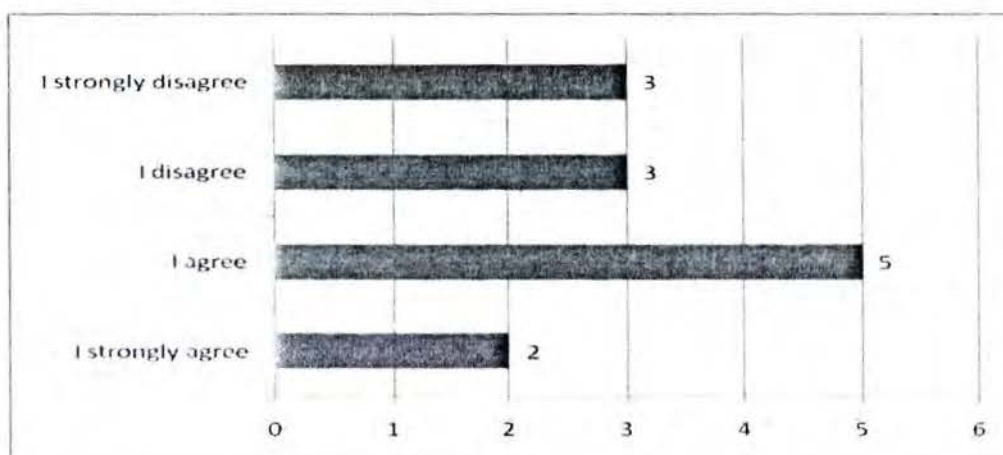
Figure 4.16 Still satisfied with the job after the merger



The majority of the respondents are still satisfied with their jobs after the merger. Communication is important in any change process as it assists in reducing anxiety, managing expectations, demonstrating concern, promoting integration, building new networks, building trust and commitment, encouraging involvement through feedback and two way communications. In the previous questions, the majority of respondents had indicated that they were consulted before

the merger and some even participated in the merger process and were happy on how it was handled. The respondents were involved in the merger process and agree with the objectives of the merger therefore this could mean that there was clarity on their jobs and their concerns were also taken into consideration.

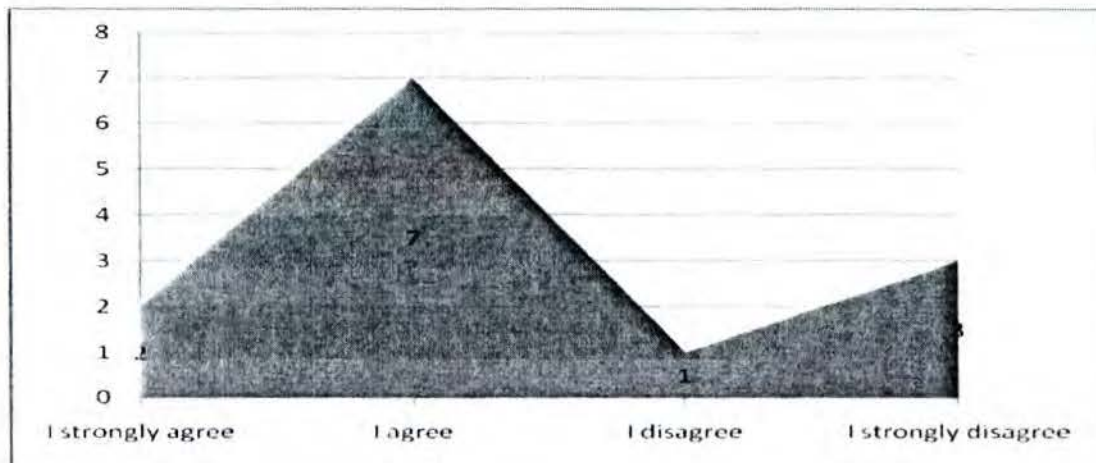
Figure 4.17 Merger improved the standard of education in the institution



The long term goal of the National Department of Education is to develop a coordinated FET system which provides high – quality, flexible and responsible programmes and opportunities for a learning society. The structuring of the technical college sector leads to a new national FET college landscape that will respond to the Human Revenue needs of the country. This has resulted into the formation of multi – sites FET colleges through the merging processes(Bisschoff & Nkoe, 2005). Out of the 13 respondents, 5 agrees and 2 strongly agrees that it has improved the standard of education in the institutions. When a merger takes place between institution in higher education there is anticipation in one of the institutions that the smaller partner has a good fit, there is an academic compatibility and complementarily, that it would provide them with an enhanced academic profile/portfolio, that it help their long term strategic plan for changes in the higher education sector, that the merger gave would give them a way to enter new markets (Fielden and Markham,1997) The other respondents could disagree because most of the respondents have been with the

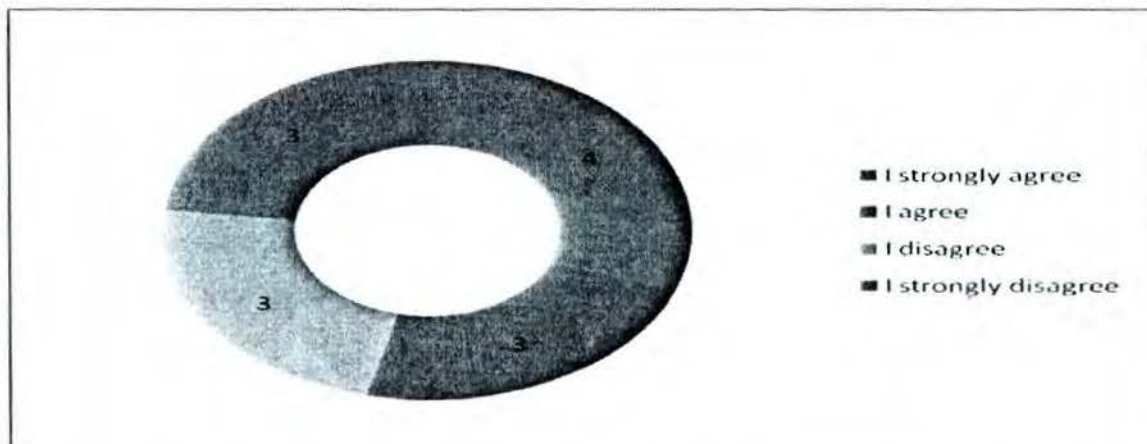
institution for long and could have been accustomed with the teaching and methods that were used in their previous institution and be resistant to change.

Figure 4.18 Given additional training after the merger



The new FET curriculum is complex and is not welcomed by all other stakeholders. According to a study conducted by Bisschoff and Nkoe(2005), Department of education did not conduct enough workshops for the orientation of the stakeholders towards the dynamics of the FET curriculum. Out of 13 respondents, 2 strongly agree that they were given additional training, 7 agrees, 1 disagree and 3 strongly agree. This is nearly a 50/50 situation. This could be attributed to the fact that some of the respondents did not meet the criteria set for training of employees or they were resistant to change. It is therefore imperative that employees receive training after restricting which most of the respondents agree with that they received additional training after the merger.

Figure 4.19 Conditions of service of the old organisation were more suitable than the "new" conditions of service



According to Reddy (2007) literature has indicated that several factors like employee commitment, good leadership, participation and transparency, employee guarantees, strategic planning and intensive efforts foster loyalty and a common culture at the new institution. He further believes that the human factors should guide any transformation process since employee dissatisfaction is reportedly responsible for between 33-50 percent of all merger failures. Apart from staff's psychological experiences of merging, merging may initially create a clash of institutional cultures as different educational philosophies and priorities of the institutions involved usually differ (Fielden and Markham, 1997)

This is nearly a 50/50 situation. According to the demographics, most of the respondents have been with the institution for long, which could mean they are accustomed to the conditions of the institution which they were serving before the merger. People normally join an institution which resonate their values and this can make it difficult for people to change and adapt to new conditions.

4.5 Measures of association

Correlation is a measure of the relation between two or more variables. The measurement scales used should be at least interval scales, but other correlation coefficients are available to handle other types of data. Correlation coefficients can range from -1.00 to +1.00. The value of -1.00 represents a perfect negative

correlation while a value of +1.00 represents a perfect positive correlation. A value of 0.00 represents a lack of correlation. The 13 response is not enough and that the research envisage to increase the number for a possible academic paper.

Table 4.2 Correlation

		Gender	Age	Ethnic	Qualification	Status	Years	Qu1	Qu2	Qu3	Qu4	Qu5	Qu6	Qu7	Qu8	Qu9	Qu10
Gender	Pearson Correlation	1	.626	-.467	.638	.470	.487	.553	.591	.643	.643	.502	-.301	.512	.160	.571	.395
	Sig. (2-tailed)		.022	.107	.019	.105	.091	.050	.033	.018	.018	.080	.317	.074	.601	.041	.182
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Age	Pearson Correlation	.626	1	-.746	.775	.507	.778	.596	.517	.693	.693	.679	-.927	.751	.588	.616	.494
	Sig. (2-tailed)	.022		.003	.002	.077	.002	.032	.070	.009	.009	.011	.000	.003	.035	.025	.086
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Ethnic	Pearson Correlation	-.467	-.746	1	-.578	-.378	-.959	-.445	-.386	-.517	-.517	-.713	.692	-.858	-.552	-.460	-.470
	Sig. (2-tailed)	.107	.003		.038	.202	.000	.128	.193	.070	.070	.006	.009	.000	.051	.114	.105
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qualification	Pearson Correlation	.638	.775	-.578	1	.843	.603	.897	.803	.885	.885	.851	-.692	.758	.420	.881	.744
	Sig. (2-tailed)	.019	.002	.038		.000	.029	.000	.000	.000	.000	.000	.002	.000	.153	.000	.004
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Status	Pearson Correlation	.470	.507	-.378	.843	1	.395	.790	.749	.732	.732	.717	-.470	.583	.130	.763	.666
	Sig. (2-tailed)	.105	.072	.202	.000		.182	.001	.003	.004	.004	.006	.105	.037	.673	.002	.013
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Years	Pearson Correlation	.487	.778	-.959	.603	.395	1	.464	.402	.539	.539	.744	-.722	.895	.522	.479	.491
	Sig. (2-tailed)	.091	.000	.000	.029	.182		.110	.173	.057	.057	.004	.005	.000	.067	.097	.089
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu1	Pearson Correlation	.553	.591	-.445	.897	.790	.464	1	.880	.904	.904	.908	-.518	.720	.327	.960	.855
	Sig. (2-tailed)	.050	.032	.128	.000	.001	.110		.000	.000	.000	.000	.070	.006	.275	.000	.000
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu2	Pearson Correlation	.591	.517	-.386	.803	.749	.402	.880	1	.931	.931	.799	-.405	.741	.132	.910	.881
	Sig. (2-tailed)	.033	.070	.193	.001	.003	.173	.000		.000	.000	.001	.169	.004	.667	.000	.000
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu3	Pearson Correlation	.643	.693	-.517	.885	.732	.539	.904	.931	1	1.000	.821	-.585	.796	.465	.940	.831
	Sig. (2-tailed)																
	N																

	Sig. (2-tailed) N	.018 13	.009 13	.070 13	.000 13	.004 13	.057 13	.000 13	.000 13		.000 13	.001 13	.036 13	.001 13	.109 13	.000 13	.000 13
Qu4	Pearson Correlation	.643	.693	-.517	.885	.732	.539	.904	.931	1.000	1	.821	-.585	.796	.465	.940	.831
	Sig. (2-tailed) N	.018 13	.009 13	.070 13	.000 13	.004 13	.057 13	.000 13	.000 13	.000 13		.001 13	.036 13	.001 13	.109 13	.000 13	.000 13
Qu5	Pearson Correlation	.502	.679	-.713	.851	.717	.744	.908	.799	.821	.821	1	-.630	.907	.350	.871	.863
	Sig. (2-tailed) N	.080 13	.011 13	.006 13	.000 13	.006 13	.004 13	.000 13	.001 13	.001 13	.001 13		.021 13	.000 13	.241 13	.000 13	.000 13
Qu6	Pearson Correlation	-.301	-.927	.692	-.692	-.470	-.722	-.518	-.405	-.585	-.585	-.630	1	-.696	-.622	-.530	-.458
	Sig. (2-tailed) N	.317 13	.000 13	.009 13	.009 13	.105 13	.005 13	.070 13	.169 13	.036 13	.036 13	.021 13		.008 13	.023 13	.063 13	.116 13
Qu7	Pearson Correlation	.512	.751	-.858	.758	.583	.895	.720	.741	.796	.796	.907	-.696	1	.447	.749	.787
	Sig. (2-tailed) N	.074 13	.003 13	.000 13	.003 13	.037 13	.000 13	.006 13	.004 13	.001 13	.001 13	.000 13	.008 13		.126 13	.003 13	.001 13
Qu8	Pearson Correlation	.160	.588	-.552	.420	.130	.522	.327	.132	.465	.465	.350	-.622	.447	1	.362	.214
	Sig. (2-tailed) N	.601 13	.035 13	.051 13	.153 13	.673 13	.067 13	.275 13	.667 13	.109 13	.109 13	.241 13	.023 13	.126 13		.224 13	.484 13
Qu9	Pearson Correlation	.571	.616	-.460	.881	.763	.479	.960	.910	.940	.940	.871	-.530	.749	.362	1	.781
	Sig. (2-tailed) N	.041 13	.025 13	.114 13	.000 13	.002 13	.097 13	.000 13	.000 13	.000 13	.000 13	.000 13	.063 13	.003 13	.224 13		.002 13
Qu10	Pearson Correlation	.395	.494	-.470	.744	.666	.491	.855	.881	.831	.831	.863	-.458	.787	.214	.781	1
	Sig. (2-tailed) N	.182 13	.086 13	.105 13	.004 13	.013 13	.089 13	.000 13	.000 13	.000 13	.000 13	.000 13	.116 13	.001 13	.484 13	.002 13	
Qu11	Pearson Correlation	.068	.028	.473	.236	.260	-.262	.349	.310	.251	.251	.143	-.026	-.051	-.226	.316	.247
	Sig. (2-tailed) N	.825 13	.928 13	.102 13	.438 13	.390 13	.388 13	.243 13	.302 13	.409 13	.409 13	.642 13	.933 13	.867 13	.459 13	.293 13	.416 13
Qu12	Pearson Correlation	.000	.698	-.521	.311	.000	.544	.163	.000	.269	.269	.296	-.809	.428	.803	.191	.147
	Sig. (2-tailed) N	1.000 13	.008 13	.068 13	.301 13	1.000 13	.055 13	.594 13	1.000 13	.375 13	.375 13	.325 13	.001 13	.145 13	.001 13	.532 13	.632 13

Qu13	Pearson Correlation	.523	.654	-.623	.889	.882	.650	.879	.900	.892	.892	.913	-.607	.877	.283	.886	.869
	Sig. (2-tailed)	.067	.015	.023	.000	.000	.016	.000	.000	.000	.000	.000	.028	.000	.349	.000	.000
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu14	Pearson Correlation	.431	.514	-.517	.860	.792	.476	.885	.904	.855	.855	.866	-.476	.771	.232	.881	.881
	Sig. (2-tailed)	.142	.073	.071	.000	.001	.100	.000	.000	.000	.000	.000	.100	.002	.446	.000	.000
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu15	Pearson Correlation	.448	.574	-.564	.820	.722	.589	.923	.915	.881	.881	.954	-.532	.869	.263	.914	.936
	Sig. (2-tailed)	.125	.040	.045	.001	.005	.034	.000	.000	.000	.000	.000	.061	.000	.385	.000	.000
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
Qu16	Pearson Correlation	.614	.662	-.494	.930	.901	.515	.919	.919	.955	.955	.835	-.577	.760	.352	.931	.819
	Sig. (2-tailed)	.026	.014	.086	.000	.000	.072	.000	.000	.000	.000	.000	.039	.003	.238	.000	.001
	N	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
	N	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*. Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

		Qu11	Qu12	Qu13	Qu14	Qu15	Qu16
Gender	Pearson	.068	.000	.523	.431	.448	.614
	Correlation						
	Sig. (2-tailed)	.825	1.000	.067	.142	.125	.026
	N	13	13	13	13	13	13
Age	Pearson	.028	.698	.654	.514	.574	.662
	Correlation						
	Sig. (2-tailed)	.928	.008	.015	.073	.040	.014
	N	13	13	13	13	13	13
Ethnic	Pearson	.473	-.521	-.623	-.517	-.564	-.494
	Correlation						
	Sig. (2-tailed)	.102	.068	.023	.071	.045	.086
	N	13	13	13	13	13	13
Qualifica tion	Pearson	.236	.311	.889	.860	.820	.930
	Correlation						
	Sig. (2-tailed)	.438	.301	.000	.000	.001	.000
	N	13	13	13	13	13	13
Status	Pearson	.260	.000	.882	.792	.722	.901
	Correlation						
	Sig. (2-tailed)	.390	1.000	.000	.001	.005	.000
	N	13	13	13	13	13	13
Years	Pearson	-.262	.544	.650	.476	.589	.515
	Correlation						
	Sig. (2-tailed)	.388	.055	.016	.100	.034	.072
	N	13	13	13	13	13	13
Qu 1	Pearson	.349	.163	.879	.885	.923	.919
	Correlation						
	Sig. (2-tailed)	.243	.594	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu2	Pearson	.310	.000	.900	.904	.915	.919
	Correlation						
	Sig. (2-tailed)	.302	1.000	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu3	Pearson	.251	.269	.892	.855	.881	.955
	Correlation						
	Sig. (2-tailed)	.409	.375	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu4	Pearson	.251	.269	.892	.855	.881	.955
	Correlation						
	Sig. (2-tailed)	.409	.375	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu5	Pearson	.143	.296	.913	.866	.954	.835
	Correlation						
	Sig. (2-tailed)	.642	.325	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu6	Pearson	-.026	-.809	-.607	-.476	-.532	-.577
	Correlation						
	Sig. (2-tailed)	.933	.001	.028	.100	.061	.039
	N	13	13	13	13	13	13
Qu7	Pearson	-.051	.428	.877	.771	.869	.760
	Correlation						
	Sig. (2-tailed)	.867	.145	.000	.002	.000	.003
	N	13	13	13	13	13	13
Qu8	Pearson	-.226	.803	.283	.232	.263	.352
	Correlation						
	Sig. (2-tailed)	.459	.001	.349	.446	.385	.238
	N	13	13	13	13	13	13
Qu9	Pearson	.316	.191	.886	.881	.914	.931
	Correlation						
	Sig. (2-tailed)	.293	.532	.000	.000	.000	.000
	N	13	13	13	13	13	13
Qu10	Pearson	.247	.147	.869	.881	.936	.819
	Correlation						
	Sig. (2-tailed)	.416	.632	.000	.000	.000	.001
	N	13	13	13	13	13	13

The correlation between the gender and age is 62%. This is a good correlation and the chances are that the respondent will be a female and is older. There is also a strong correlation between the gender and qualification which is 63%. This indicates that gender has an impact on qualifications. There is a possibility that the respondent is a female and has the required qualifications.

The correlation between gender and reasons behind the merger is 55%. This implies that the gender had an impact as to why some of the respondents agreed that they understand the reasons behind the merger. The correlation between gender and fully informed about the merger is 59%. This positive correlation indicates that the gender had an impact on the respondents who were fully informed about the merger.

The correlation between gender and participated in the merger is 64%. There is a positive correlation between the two variables. There are chances that the respondent is a male and participated in the merger. The correlation between the gender and the respondents who are happy with the merger is 64%. This indicates that the gender of the respondents had an impact on how they felt about the merger.

The correlation between the gender and agree with the objectives is 50%. This indicates that the gender has an impact when the respondents decided whether they agree with the merger or not. The correlation between the gender and the merger has brought uncertainties to my job is 51%. This is a positive correlation and indicates that the gender has an impact on whether the merger brought uncertainty on the respondents' job.

According to the correlation between the gender and merger has brought a unified organisation which is 57%, there is a positive correlation between the two variables.

The correlation between the gender and still satisfied with the job after the merger is 68%. This is a strong correlation.

The correlation between the age and qualification is 77%. This is a strong correlation. The chances are that the older respondents have qualifications. The age of the respondents has an impact on their status. This is indicated by the correlation between the variables which is 50%. There is a possibility that the older respondents are the ones with the longest years of experience. This is indicated by the correlation between the variables which is 77%.

The correlation between age and reasons behind the merger is 59%. There are chances that the respondent is older and understands the reasons why the merger had to take place. The correlation between age and fully informed about the merger is 51%. There is a strong correlation between age and respondents who participated in the merger process, the correlation is 69%. This is a positive correlation and chances are the older respondents participated in the merger process.

The chances are that the older respondents are the ones who are happy with the way the merger was handled. The correlation between age and happy with the way the merger process was handled is 69%. This is a positive correlation. Age had an impact on the way the respondents felt. The correlation between age and agree with the objectives of the merger is 67%. This is a positive correlation. The chances are the older the respondent, the chances are they agree with the objectives of the merger.

The correlation between age and merger has brought uncertainty to the job is 75%. The correlation is positive. The chances are that the older respondents felt that the merger did not bring any uncertainty to their jobs. The correlation between age is uncertainties were taken into consideration is 58%. According to the correlation of 61% between age and merger has brought a unified organisation, there is a

possibility that a respondent is older and believes that the merger has brought a unified organisation.

There are chances that older respondents agree that the merger has improved the standard of education in the institution. This is indicated by the correlation between the variables which is 69%. This is a positive correlation. The older respondents could also feel that they were given additional training after the merger. The correlation between age and given additional training after the merger is 51%. The correlation between the age and conditions of service is 57%. There is chances that the older respondents felt that the conditions of service of the old organisation were more suitable than the "new" conditions of service

The correlation between ethnic and job affected by the merger is 69%. This is a positive correlation and indicates that the ethnicity of the respondents impacted on how their jobs were affected by the merger. The correlation between the qualification and status is 84%. There is a strong correlation between the two variables; therefore the chances are that the respondents who have the right qualifications are the academic staff. The correlation between the qualification and years of experience is 60%. The chances are that the respondents with the qualification are the ones with the longest years of experience.

The correlation between the qualification and reasons behind the merger is very strong at 89%. There is a strong possibility that the respondents with the qualification are the ones who understands the reasons behind the merger. The respondents with the qualification could also be the ones who were fully informed about the merger. This is supported by the correlation between the qualifications and fully informed about the merger which is 80%.

The correlation between qualification and participated in the merger process is 88%. There is a chance that the respondents that have qualifications also participated in the merger process. This is a positive correlation. The respondents' qualification seems to have an impact on how they felt about the merger as the correlation between the qualification and happy with the way the merger process was handled is 88%

The correlation between the qualification and agree with the objectives is 85%. There is a possibility that those who agree with the objectives of the merger are the ones with the qualifications. The correlation between qualification and merger has brought uncertainty to the job is 75%. There are chances that the respondents with the qualification did not experience any uncertainty in their jobs. The correlation between the qualification and merger has brought a unified organisation is 88%.

The correlation between the qualification and loyalty to the institution which is 74% indicates the possibility that the respondents who have qualifications felt their loyalty to the institution has not changed after the merger. The correlation between qualification and given additional training after the merger is 86%. This is a very strong correlation and it indicates the impact the qualification has on whether respondents were given additional training after the merger. There is a chance that the respondents with the qualification feel that the conditions of service were better then, this is supported by the correlation between qualification and conditions of service which is 82%

The status of the respondents has an impact on how the respondents viewed the reasons behind the merger. The correlation between status and reasons behind the merger is 79%, this is a strong correlation. The correlation between status and fully informed about the merger is 74%. The chances are the respondent is an academic officer and understands the reason behind the merger. The correlation between the

status and participated in the merger process is 73%. There is a possibility that the academic officers are the ones who participated in the merger.

The correlation between the status and happy with the way the merger process was handled is 73%. The status of respondents has an impact on the respondents' view of how the merger process was handled. The correlation between status and agree with the objectives of 71%, indicates a strong correlation between the two variables. There is a chance that the respondents of a certain category agree with the objectives of the merger.

The correlation between status and merger has brought uncertainty to the job is 58%. The chances are the respondent is a support officer and feels that the merger has brought uncertainty to their job. The correlation between status and merger has brought a unified organisation is 76%. The respondent could be an academic officer and feel that the merger has brought unity to the organisation.

The correlation between status and loyalty to the institution is 66%. This is a positive correlation. The respondent could be a support officer and feel that their loyalty to the institution has not changed. There are chances that the respondent could be an academic officer and agree that the employees were given additional training after the merger. This is indicated by the correlation between status and given additional training which is 79%. The correlation between the status and conditions of service is 72%. According to this correlation, the respondent could be an academic officer and agrees that the condition of service have not changed.

The correlation between years of experience and happy with the way the merger process was handled is 53%. The chances are that the respondent has the longest years of experience and is happy with the way the merger process was handled. The correlation between years of experience and happy with the way the merger process

was handled is 53%. This indicates that the years of experience contributed when the respondents decided whether they were happy about the way the merger process was handled or not.

There is a possibility that the respondents with the long working years agree with the objectives of the merger. The correlation between years of experience and agree with the objectives is 74%. The chances are that the respondents with the long years of experience feel that the merger did not bring any uncertainty to their job. This is indicated by the correlation between years of experience and merger has brought uncertainty to the job of 89%. The correlation between the years of experience and uncertainties were taken into consideration or addressed is 52%.

The correlation between years of experience and merger has improved the standard of education in the institution is 54%. There is a possibility that the respondent has less years of experience and disagrees that the merger has improved the standard of education in the institution. The correlation between years of experience and staff morale improved is 65%. The chances that the respondents with the longest years of experience agree that the conditions of service were more suitable than the new conditions of service. The correlation between the two variables is 58%.

The correlation between reasons behind the merger and fully informed about the merger is 88%. The chances are the respondents who understood the reasons behind the merger were fully informed about the merger. This is a strong correlation. The chances are that the respondents who understood the reasons behind the merger also participated in the merger process. This is justified by the correlation between reasons behind the merger and participated in the merger process of 90%.

There is a strong correlation between the reasons behind the merger and happy that the way the merger process was handled. The correlation between the variables is

90%. This means that if the respondents was understood the reasons behind the merger, the chances are they are happy with the way the merger process was handled. The reasons behind the merger has an impact has an impact on whether the respondents agree with the objectives of the merger. It is emphasised by the correlation between the variables which is 90%.

The correlation between the reasons behind the merger and the merger has brought uncertainty to the job is 72%. This could mean that respondents who understood the reasons behind the merger did not feel any uncertainty on their jobs. The correlation between the reasons behind the merger and merger has brought a unified organisation is 96%. The chances are the respondents who understood the reasons behind the merger are the ones who feel that the merger has brought a unified organisation.

The correlation between reasons behind the merger and loyalty to the institution changed is 85%.there is a possibility that the respondents who understand the reason behind the merger are still loyal to the institution. The correlation between reasons behind the merger and given training after the merger is 88%. The chances are that the respondent understands the reason behind the merger and was given training after the merger. There is also a chance that the respondent who feels that the conditions of service were better then did not understand the reasons behind the merger. The correlation between reasons behind the merger and the conditions of service is 92%.

The correlation between fully informed about the merger and participated in the merger process is 93%. The chances are that the respondent was fully informed about the merger and also participated in the merger process. The correlation between fully informed about the merger and happy with the way the merger process was handled is 93%. The chances are the respondent was fully informed about the merger and therefore is happy with the way the merger process was handled.

The correlation between fully informed about the merger and agree with the objectives is 79%. This is a positive correlation. There is a possibility that the respondent who is fully informed about the merger agrees with the objectives of the merger. The correlations between fully informed about the merger and the merger has brought uncertainty to the job is 74%

The correlation between fully informed about the merger and merger has brought a unified organisation is 91%. The chances are the respondents who are fully informed about the merger agree that merger has brought a unified organisation. The correlation between fully informed about the merger and loyalty to the institution changed is 88%. This could imply that the respondent was fully informed about the merger therefore their loyalty to the institution did not change.

The correlation between fully informed about the merger and given additional training after the merger 90%. This is a strong correlation. The chances are the respondent was fully informed about the merger and was given additional training after the merger. The correlation between fully informed about the merger and conditions of service is 91%. There is positive correlation between the variables. There is a possibility that the respondent was fully informed about the merger and therefore felt that the conditions of service are better than they used to.

The correlation between participated in the merger process and happy with the way the way the merger process was handled is 100%. There is a possibility that the respondents who participated in the merger process are happy with the way the merger process was handled. The correlation between the participated in the merger process and agree with the objectives is 82%. The chances are respondents who participated in the merger process agree with the objectives. The correlation between participated in the merger process and merger has brought uncertainty to the job is 79%. There is a possibility that the respondents who participated in the merger process disagree that the merger has brought uncertainty to the job.

The correlation between participated in the merger process and merger has brought a unified organisation is 94%. Chances are that the respondents who participated in the merger process agree that the merger has brought a unified organisation. The correlation between participated in the merger process and loyalty to the institution changed is 83%. There is a possibility that the respondents who participated in the merger process do not agree that their loyalty to the institution changed.

The correlation between participated in the merger process and given additional training after the merger is 85%. There are chances that respondents who participated in the merger process agree that they were given additional training after the merger. The correlation between participated in the merger process and conditions of service is 88%. There is a possibility that the respondents who participated in the merger process agree that conditions of service of the old organisation were more suitable than the "new" conditions of service.

The correlation between happy with the merger and agree with the objectives is 82%. It's possible that the respondents who are happy with the way the merger process was handled agree with the objectives of the merger. The correlation between happy with the merger and merger has brought uncertainty is 79%. There are chances that the respondents who are happy with the way merger process was handled do not agree that the merger has brought uncertainty to the job.

The correlation between happy with the merger and merger has brought a unified organisation is 94%. There are chances that the respondents who are happy with way the merger process was handled agree that the merger has brought a unified organisation. The correlation between happy with the merger and loyalty to the institution changed is 83%. There is a possibility that the respondents who are happy with the way merger process was handled do not agree that their loyalty to the institution has changed.

The correlation between happy with the merger and given additional training is 85%. There are chances that the respondents who are happy with the way the merger process was handled agree that they were given additional training after the merger. The correlation between happy with the merger and conditions of service is 88%. The respondents who are happy with the way the merger process was handled agree that the conditions of service of the old organisation were more suitable than the "new" conditions of service.

The correlation between agree with the objectives and merger has brought uncertainty to the job is 90%. There is a possibility that the respondents who agree with the objective do not agree that the merger has brought uncertainty to the job.

The correlation between agree with the objectives and merger has brought a unified organisation is 87%. There are chances that the respondents who agree with the objectives of the merger agree that the merger has brought a unified organisation.

The correlation between agree with the objectives and loyalty to the institutions is 86%. There are chances that the respondents who agree with the objectives do not agree that their loyalty to the institution has changed. The correlation between agree with the objectives and given additional training after the merger is 86%. There is a possibility that the respondents who agree with the objectives of the merger agree that they were given additional training after the merger. The correlation between agree with the objectives and conditions of service is 95%. The chances are that the respondent who agrees with the objective of the merger agrees that the conditions of services were better than the new ones.

The correlation between merger has brought uncertainty to the job and merger has brought a unified organisation is 74%. There is a chance that the respondent believes that the merger has brought uncertainty to the job and therefore disagrees that the merger has brought a unified organisation.

The correlation between merger has brought uncertainty to the job and loyalty to the institution changed is 78%. There is a possibility that the respondent feels that the merger has brought uncertainty to the job and therefore their loyalty to the institution has changed. The correlation between merger has brought uncertainty to the job and given additional training is 77%. There are chances that the respondent agrees that the merger has brought uncertainty to their job and were not given additional training after the merger. The correlation between merger has brought uncertainty to the job and conditions of service are 86%.

The correlation between uncertainties were taken into consideration or addressed and merger improved the standard of education in the institution is 80%. There is a possibility that the respondent agrees that their uncertainty was taken into consideration and that the standard of education has improved in the institution. The correlation between merger has brought a unified organisation and loyalty to the institution changed is 78%. There is a possibility that the respondent agrees that the merger has brought a unified organisation and that their loyalty to the institution has not changed.

The correlation between merger has brought unified organisation and given training is 88%. There are chances that the respondent who agrees that the merger has brought a unified organisation also agrees that they were given additional training after the merger. The correlation between merger has brought a unified organisation and conditions of service are 91%. There is a chance that the respondent agrees that the merger has brought a unified organisation and that the conditions of service are better than the old ones.

The correlation between loyalty to the institution changed and given additional service is 88%. There is a chance that the respondent feels that their loyalty to the institution has not changed and they were given additional training after the merger. The correlation between loyalty to the institution changed and conditions of service is

93%. There is a possibility that the respondent's loyalty to the institution has not changed and that the respondent agrees that the condition of service were better then.

4.6 Conclusion

In this chapter, the detailed results of the research questions using statistical methods were provided. Graphs were used to present the results of the study. The data analysis was also presented as to outline the relationship between the concepts and variables.

The analysis of the results revealed that gender, age, qualification, status and years of experience of employees are the determinants of whether the respondents agree or disagree with the effects of the merger. This implies that the relationship between these variables is significant.

The next chapter presents the recommendation. The aim of the next chapter is to add value to existing literature and also identifies gaps where new or future research can be conducted.

Chapter 5

Conclusion and recommendation

5.1. Introduction

The previous chapter presented the results of the study. The current chapter will discuss the results and make a reflection thereof by cross referencing to the underlying theory and literature

Mergers have become an established part of life, particularly in the corporate environment. However mergers are not unknown in higher education. For example, in Australia, many of their current public institutions are the result of a long history of mergers (Groenewald and Kilfoil, 2005). In South Africa, mergers in higher education took place to address inequalities of the past. The purpose of this research is to determine the effects a merger has on employees at Taletso FET College

This chapter consolidates the findings of the research, derived through analysis and interpretation of statistical data, discussed in the previous section. The research questions pertaining to the effects of a merger are answered. It comprises of a summary of the study, addresses the finding of the research questions, provides guidelines and highlights future research opportunity in this field of study. Conclusion of the study will be drawn and recommendations will also be outlined.

5.2. Summary of the study

Mergers are characterized by heightened emotions, fears of losing one's job, having to move sites, changes to conditions of service that might be unfavourable and so on. (Groenewald and Kilfoil, 2005) The research was aimed at determining how employees are affected by the merger.

This study analyses the extend through the use of research questions that focused on whether the employees understood why the merger had to take place, whether they were part of the merger and how they felt after the merger. The study has revealed that if people and human issues are addressed before and during the merger process, their loyalty to the institution would not change.

5.3 Response to research questions

The main findings of this research in relation to each research questions will now be discussed. Each question is followed by a discussion of the findings relating to that question.

Do employees understand the merger?

The lack of a clearly defined transformation process is named by Price (1999) as one of the most common problems in mergers. Many people resist change, particularly if they do not understand why the change is being introduced. This can be attributed to the fact that in changes of the magnitude of a merger, usually employees have no say in the matter and so this change is not of their own making and is thus feared. Participation by employees in the change process needs to commence as early as possible to ensure that solutions are fully owned by the people who will be affected and to provide a solid platform for integration. (Muller, 2006) The majority of the respondents participated in the merger process, which can give one the conclusion that the respondents understood the merger process and were fully informed about it before it took place.

Communication is a vital factor in any change process. According to Muller (2006) communication is not just about passing on information but it has a vital role in reducing anxiety, managing expectations, demonstrating concern, promoting integration, building new networks, building trust and commitment, and encouraging involvement. In the study the respondents were fully informed about the merger before it took place, which indicates that there was communication with the respondents regarding the merger.

According to Muller (2006), staff need to know that their own redundancies, relocations or job changes are going to be handled clearly, sympathetic and efficiently. Staff who is distracted by unnecessary confusion about plans for their own jobs cannot contribute to the existing business or to the merger processes. One can conclude that the respondents are happy with the way the merger process was handled and that their concerns were addressed during the process and therefore the employees understood the merger.

What are the employees' perceptions about the merger?

Mergers inevitably lead to a reassessment of merged operations and activities and often result in re-organisation, rationalization and redundancies which in turn prompt a reconfiguration of functional teams that contribute to confusion around reporting lines to the extent that people lose their mental maps of how the workplace functions (Goldman and Van Tonder, 2006). During restructuring employees suffer from uncertainty and the anxiety associated with new tasks and having to discard long-standing work practices and formal social networks and this can affect employees in the new institution if it not properly handled.

Muller (2006) states that for most people change hurts and Clarke (1994) also lists the following as the elements which could be individual's resistance to change; that people may fear loss of control, question the necessity of change, uncertainty and ambiguity, surprises, loss of face to the individual, questioning of own competence and coping ability and fear of more work. According to Reddy (2007) though

organisations regularly espouse the idea of people as their most important asset, there is evidence that employee issues play a very small part in merger decisions, this could be the reason why some respondents feel that the merger has brought uncertainty to their jobs.

Often, the uncertainty is associated with the fear of job loss resulting in job insecurity which is the primary concern of employees following merging since the reality of mergers is associated with job losses. (Reddy, 2007). In this case most of the respondents felt that their uncertainties were addressed hence, they are happy with their jobs and do not feel any negative impact brought by the merger on their jobs.

According to Reddy (2007), the issue of communication and participation in the higher education sector was well captured by Harman (2002) that communication and participative management increases employee trust and foster loyalty to the institutions. This was evident in the study as out of 13 respondents, 10 disagrees that their loyalty to the institution changed after the merger. From the study, employee loyalty did not change after the merger and their uncertainties were addressed. Their jobs were not affected by the merger which means overall the employees did not have negative perceptions about the merger.

How is the condition of service affected by the merger?

Fielden and Markham (1997) state that when institutions merger, it is usually because the smaller partner is a good fit, there is academic compatibility and complementarily and that it would provide them with an enhanced academic profile/portfolio. The institutions in the FET sector, merged to address inequalities of the past and to equip learners with knowledge and skills that would be influential in the economic and social structure of the country as South Africa is breaking into the global sphere.

When choosing a merger partner, one of the key criteria would be the compatibility of the culture partners. Culture clashes could nullify all the potential benefits of a merger and such clashes could derail the drafting of a merger plan and could prevent a joint

culture and identity to develop in the post merger stage. (Botha, 2001) In the study, 9 of the respondents agree that the merger has brought a unified organisation while 3 disagree and 1 did not respond.

The fact that the institution was born out of institutions which have entrenched inequities was going to be a challenge for the new institution. Apart from staff's psychological experiences of merging, merging may initially create a clash of institutional cultures as different educational philosophies and priorities of the institutions involved usually differ. (Fielden and Markham, 1997). In the study, not all employees are not happy about the conditions of service in the new organisation. According to Reddy (2007), management need to acknowledge staff perceptions at the newly merger institution since the essence of good teaching and learning is a supportive workforce.

In order to respond to the changes brought by the merger, employees need to be trained. There is general realization on the part of managers that an employee who is not empowered through training and development will not be fully committed to his/her employing organisation. (Sunday times, Business Times, 26 March 2000:2). In the study, most of the respondents have indicated that they were provided additional training after the merger. One can conclude that the merger has brought a unified organisation which has improved staff morale and the conditions of service in the new institution are better.

5. 4 Limitations

This study has been limited to employees of the three institutions that merged to form Taletso FET College.

5.5 Managerial guidelines

According to Fielden (1998), higher education institutions are labour intensive organisations that depend on their staff for the delivery of their educational service. Reddy (2007) also emphasise that academic excellence is dependent on high quality and well-motivated teaching staff thereby suggesting that academic staff are pivotal to academic function. Muller (2006) also emphasise that in any change process, people issues are of paramount importance. It is therefore imperative that people issues are addressed when mergers take place.

Duck (2001) points out that communication is always critical but never more so than when you are trying to get others to see and do things differently. So often formal communication focuses on telling people what to do-handing out assignments and required actions, rather than on answering why or explaining how decisions came to be made. According to DiFonzo and Bordia (1998), if communication from management does not occur in an accurate and timely manner, it is subjected to rumours and distortions which could increase employee anxiety and uncertainty. From this study, it seems that communication regarding the merger process was adequate though not all the respondents are happy about the merger process.

Since the merger of institutions of higher education in South Africa is an externally motivated organisational change, the role of management in creating a participative and open culture is essential in addressing and overcoming negative staff perceptions in order to harness their collective potential in ensuring merger success, especially since the literature is consistent that poor communication from management during transformation impacts negatively on employee motivation thus affecting job satisfaction and employee loyalty to the institution (Reddy, 2007).

5.6 Future research

This study contributes various opportunities for further research notably:

- How the standard of education has been affected by the merger
- How the conditions of service has affected by the merger
- The effects of a merger on learners

5.7 Conclusion

According to Reddy (2007), after reviewing several higher education mergers, a number of authors support that appropriate planning and management can reduce the negative feelings that mergers have on staff, especially since, mergers can have a devastating impact on staff, both emotionally and professionally. It is therefore imperative that those employees are valued and that they support the organisation's goals and contributes to its success (Mullins 1999).

Whatever we choose to call it, merger is one of the most significant events as institution may engage in, in fact, for some institutions, merger may mean that they cease to exist, at least in the their pre-merger form. Few if any mergers are painless and it can even take up to ten years for the wound of a merger to heal and for the new institution forged from previously autonomous identities to operate as a cohesive and well integrated whole(Harman and Meek, 2002)

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Appendix A:

	them e	Definitio ns	FET Colleg e	Higher educati on	Merg er	Chang e	Organisatio nal culture	resistan ce to change	Psychologi cal contract
articl e									
1					√	√	√		
2				√			√		
3					√			√	
4				√	√				
5				√	√				
6		√					√		
7				√	√		√		
8						√		√	
9		√			√	√	√	√	
10									
11		√							
12		√							√
13				√	√			√	√
14									
15									
16				√	√				
17					√	√	√	√	√
18				√	√				
19				√	√				
20									
21		√		√	√				
22				√	√				
23			√		√			√	√
24				√	√				
25				√	√	√		√	
26		√		√	√	√	√	√	
27				√	√				
28				√	√				
29	wp	√	√	√	√	√	√		
30	gp	√	√	√	√	√	√		
31				√					
32				√	√		√		
33		√				√			
34				√	√				
35				√	√				

36			√	√	√				
37				√	√				
38				√	√				
39				√	√				
40					√				
41				√	√		√		
42				√					
43		√	√					√	
44									√
45					√				
46								√	
47								√	
48								√	
49							√		
50							√		
51							√		
52							√		√
53							√		
54							√		
55							√		
56							√		
57							√		
58								√	
59							√		
60							√		

Appendix B

Research Questions	Survey Questions	Variable(s) and or Relationships measured	Statistical Test
1. Do employees understand the merger?	1.1 Do you understand the reasons behind the merger? 1.2 Were you fully informed about the merger before it took place? 1.3 Did you participate in the merger process? 1.4 Are you happy with the way the merger process was handled? 1.5 Do you agree with the objectives of the merger?	Independent and dependant variables e.g respondents level of understanding by staff categories, age and gender	Chi square test to accept or reject the null hypothesis Cross tabulation to check association between independent and dependant variables
2. What are employees' perceptions on the merger?	2.1 Was your job affected by the merger? 2.2 Did the merger bring any uncertainty to your job? 2.3 Were your uncertainties taken into consideration or addressed? 2.4 Has your loyalty to the institution changed after the merger? 2.5 Are you satisfied with your job after the merger?	Respondents perceptions with regard to merger processes by demographic characteristics, age and gender or population groups	Chi square test to check the distribution of the curve Logistic regression analysis to test the strength between two variables.
3. How are the conditions of service affected by the merger?	3.1 Has the merger brought a unified organisation? 3.2 Has the merger improved the quality of education in your institution? 3.3 Has the merger improved the morale of staff in the new institution? 3.4 Were you given adequate training after the merger?	Respondents' perceptions by demographic characteristics, staff categories, age, gender and population groups.	Multi variate analysis, the strength between to variables Chi square test to test association between two variables.

FOR OFFICE USE ONLY: Respondent Code: _____

VOLUNTARY QUESTIONNAIRE FOR TALETSO FET COLLEGE EMPLOYEES
"THE EFFECTS OF A MERGER ON EMPLOYEES AT TALETSO FET COLLEGE"

North West University

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Note to the respondent

- We need your help to understand how mergers affect employees in your institution
- Although we would like you to help us, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire at the end of the survey session.
- What you say in this questionnaire will remain private and confidential. No one will be able to trace your opinions back to you as a person.

The questionnaire has three parts:

Part 1 asks permission to use your responses for academic research.

Part 2 asks general personal particulars like your age, gender and home language.

Part 3 asks about the effects of a merger on employees.

How to complete the questionnaire

1. Please answer the questions as truthfully as you can. Also, please be sure to read and follow the directions for each part. If you do not follow the directions, it will make it harder for us to do our project.
2. We are only asking you about things that you and your fellow researchers should feel comfortable telling us about. If you don't feel comfortable answering a question, you can indicate that you do not want to answer it. For those questions that you do answer, your responses will be kept confidential.
3. You can mark each response by making a tick or a cross, or encircling each appropriate response with a PEN (not a pencil), or by filling in the required words or numbers.

Thank you very much for filling in this questionnaire.

Part 1: Permission to use my responses for academic research

I hereby give permission that my responses may be used for research purposes provided that my identity is not revealed in the published records of the research.

Initials and surname _____ Postal address: _____

_____ Postal code: _____

Contact numbers: Home: _____ Cell: _____

No.	PART 2: GENERAL PERSONAL PARTICULARS <i>Please tell us a little about yourself</i> Please mark only ONE option per question below.	11.	I agree with the objectives of the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
1.	I am a: female male.	12.	My job was job affected by the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
2.	I am _____ years old.	13.	The merger has brought uncertainty to my job. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
	I am: African Coloured Indian Oriental White a member of another ethnic group: _____ I do not want to answer this question	14.	My uncertainties were taken into consideration or addressed. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
3.	I have: a diploma a degree a post-graduate degree I do not want to answer this question	15.	The merger has brought a unified organisation. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
4.	I am an: Academic Support officer General officer I do not want to answer this question	16.	My loyalty to the institution changed after the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
5.	I have been working here for:	17.	I am still satisfied with my job after the merger.

	5 - 10 years 10 - 15 years 15 - 20 years I do not want to answer this question		I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
6.	PART 3: THE EFFECTS OF A MERGER I understand the reasons behind the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question	18.	The merger improved the standard of education in my institution I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
7.	I was fully informed about the merger before it took place. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question	19.	The merger has improved the morale of staff in the new institution. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
8.	I participated in the merger process. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question	20.	I was given additional training after the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
9	I am happy with the way the merger process was handled. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question	21.	The conditions of service of the old organisation were more suitable than the 'new' conditions of service. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question
10	I agree with the objectives of the merger. I strongly agree I agree I disagree I strongly disagree I do not want to answer this question		