

**AN EMPIRICAL ANALYSIS OF STAFF TURNOVER
AT TSHWANE UNIVERSITY OF TECHNOLOGY**

SAMUEL DAVID LEBANG PAPI



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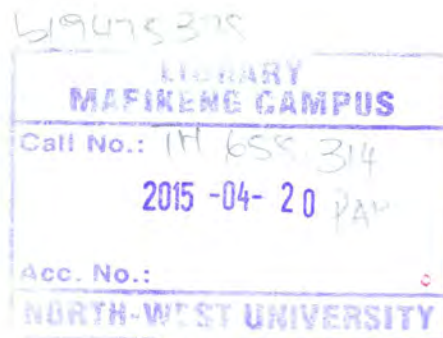
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AT
TSHWANE UNIVERSITY OF TECHNOLOGY**

Submitted by

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Assignment presented in partial fulfilment of the requirements for the degree of
Masters in Business Administration at the University of North West



Supervisor: Prof. Sam Lubbe

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- To all the staff of TUT for helping me with the questionnaires; thanks a lot.

DECLARATION

I hereby declare that the dissertation that I submitted for the degree in Masters in Business Administration (MBA) at the University of North West is my own original work and has never been submitted before at another institution of higher learning. I further declare that all the sources *cited* or being quoted are indicated and acknowledged by means of comprehensive list of references.

SDL Papi

Abstract

The purpose of this study was to analyse staff turnover at Tshwane University of Technology (TUT), formed during merger of institutions of higher learning of South Africa in 2004. A Total of 324 employees of the institution participated in this study by completing questionnaires. Results of the study showed that employees of the institution who have experienced the aftermath of the merger are dissatisfied with the current working conditions of the institution and majority of the respondents more than 70% agreed that the merger had an effect on numerous resignations. The study further found out that other factors other than the merger had an effect on resignations in the institution. Employees sometimes think of leaving the institution and are scanning newspapers looking for jobs. The study provides new avenues for conducting further future research in other merged institutions including the one being investigated by including other satellite campuses and other contributory factors that were not investigated in this study and therefore increase the sample size.

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CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 INTRODUCTION

The Tshwane University of Technology (TUT) as an institution of higher learning came into being on the 1st of January 2004 as stated in the Higher education Act, 1997, (Act No 101 of 1997). TUT got this name after 3 Technikon's merged; these being Technikon's Pretoria, Technikon North-West and Technikon Northern Gauteng all in Pretoria. This institution has other satellite campuses in Polokwane, Nelspruit and Witbank, but the study will focus mainly on the three campuses which are in Pretoria and exclude satellite campuses.

This study focuses mainly on the three campuses for the analysis and prediction of factors behind staff voluntary resignation from 2004 to date. Collins Dictionary (2006) defines a merger as a union between two companies to become a single entity. The main fact of the merger was to possibly increase efficiency and productivity in institutions of higher learning. An organisation is said to be actually experiencing a high turnover rate if that particular organisation has lost more than 20% of its workforce during the past five years (Capko, 2001).

This chapter will cover the background to the problem statement and the actual problem this institution is facing and the aims and objectives of the study. The research design will state the type of study and that the questionnaires will be administered to employees who are still with the institution. The following part will cover the value that the study has and what limitations the study will be facing.

1.2 Background to the problem statement

The aim of this study is to determine the effects of staff resignations focusing mainly on the current staff members who are still with the institution. The total number of voluntary resignations, excluding non-voluntary resignations, deaths, dismissals and retirement is around 30%, this being determined by taking the total number of employees who have voluntarily resigned and dividing that with the total employees of the institution i.e. $(562/1874) * 100 = 30\%$ (Booth and Hamer, 2007). The three institutions used to operate independently before the restructuring of the

higher institutions in 2004, having their own cultures and located in different areas. Campuses in Soshanguve and Ga-Rankuwa are situated in the townships and the other last campus is in Pretoria town. Employees as an asset to the organization require that care from the company they work for, so seeing people leaving and not knowing what is actually the cause becomes a challenge to the staff remaining therefore might reduce their morale and commitment to the organization (Carmeli and Gefen, 2005) .

If an organisation loses staff that is experienced, it could take long or even be impossible to replace such intellectual capital especially for an institution of higher learning which by all times requires skilled and talented workforce. Most of the time, these people might be taken by close competitors and their knowledge and skills possibly be used as a competitive advantage for those organisations which value, protects and grows it (Falkenburg and Schyns, 2007).

1.3 Problem statement

During the merger, the now TUT management further restructured the internal operations of the institution and came up with a strategy called match and place. During this staff placement process after being approved by TUT council, employees were placed into positions after their job profiles were done and recommendations given by the placement committee.

Majority of the staff members remained for a long time during this internal restructuring not knowing where they will be placed, according to the staff placement process found in the staff portal website of TUT, employees not placed had to apply to be included in the redeployment pool.

Some of the employees of former Technikon's had minimum qualifications required by Technikon's then, that is before the merger and now the name has being changed to University of Technology, which requires them to improve their qualifications to suit that of a university.

Current staff in higher positions and the academic staff were given conditional appointments, which in these letters are given up until 2012 to have their qualifications improved. This study will determine how does TUT's current employees perceive the current level of voluntary turnover and what are they thinking of when they see their colleagues resign in such numbers. Has the

voluntary resignations caused a shock, which will lead to further resignations? In this case through knowledge sharing, to determine whether there is job satisfaction, commitment and intention to quit among staff members.

1.4 Aims and Objectives

To identify precursor's of staff turnover at TUT. To determine what is going on into the minds of the employees before they decide to leave the institution, and whether there is a possibility of future job change.

To determine what the current staff members perceive the current number of resignations are, and will they stay or leave the institution should any opportunity arise somewhere. To come up with possible mitigating strategies that can help to minimise this problem, through knowledge-sharing with the current staff members of TUT. The other objective is to test the existence of culture shock and it is one of the contributory factors to this current level of staff turnover.

1.5 Research design

This study is quantitative in nature therefore a knowledge-sharing questionnaire will be constructed to acquire the information needed for the study. A total of 318 questionnaires would be equally distributed between the 3 campuses being studied. The total number of full-time employees is around 1874 giving this sample size already being stated above.

The sample will include academic staff, technical staff and administrative staff randomly selected from the sample of 318 full-time employees of TUT at the time of the study. The subjects will be given the option to either accept or decline to participate in filling up the knowledge-sharing questionnaire that will be given to them, but the sample still remains 318 so more questionnaires will be send up until the number required is achieved.

Participants will be requested to put their names down and other contact details and their details will remain confidential. A Likert-type of scale will be used with a scale ranging from 1(strongly disagree) to 5 (strongly agree) and to measure intention to quit sample question like using the modified Balfour and Wechsler's (1996) scale for measuring commitment.

Sample questions are:

1. I feel a strong sense of belonging to this institution
2. The people I work for don't care about what happens to me
3. I feel like 'part of the family' at this institution

For measuring turnover intentions by using the modified scale from the Michigan organisational assessment and the sample questions were:

1. I expect to leave the institution in the near future
2. I plan to look for another job should opportunity arise
3. I think a lot about leaving the institution

Measures

For the intention to leave the current employer, a modified measure of Arnold and Feldman (1982) scale will be used to determine whether employees want to change organisations or search for alternative employment in the future.

The data collection method is subject to limitations, where by the respondents would simply not answer the questionnaire and that the time will be consumed when collecting the questionnaires as the campuses are in different areas.

1.6 Value added with the research

The study offers a new theoretical explanation of the fact that if organisations that used to operate independently are joined together to be a single organisation, different cultures are combined together. If compatibility lacks which is normally the case this causes a lot of fear of job security and anxiety to employees of the organisation and possibility of high staff turnover. The restructuring of any organisation is a process that takes time and commitment, but if not properly communicated leaves employees with so many questions to ask themselves.

When employees resign in numbers, it may create fear to current employees left behind. Now the research would like to determine how the employees perceive this and how can this be communicated to remedy the situation by encouraging knowledge-sharing and creating a platform for communicating problems.

Lastly, it is important that current managers of the institution view employees as a valuable asset that needs to be taken care of. It is again important that supervisors and managers realise that there can be indirect costs related to staff turnover and that losing a number of valuable staff can have an effect on the organisation.

1.7 Limitations

This study has got limitations, starting first with the sample size which is 318 employees of TUT excluding supervisors and managers. The focus and results can only be applied to a single institution and not to the education industry as a whole. TUT is not the only institution that has merged, so the study could have actually looked at how the other institutions are handling their staff and what restructuring are they going through and are they experiencing high staff turnover like TUT.

The study excludes the satellite campuses which are in Polokwane, Nelspruit and Witbank, of which they too are part of TUT and should have been included in the study. Due to their geographic location it becomes very difficult to include them in the study due to costs.

This study will not be able to get view of the former employees of TUT who have already left the institution, which makes it difficult to locate them and let them fill up the questionnaires to tell what was their reason for leaving. Some of the human resources information will be difficult to get as other information is considered as confidential and will not be revealed to staff members.

Information like whether the institution is conducting exit interviews to staff members who are resigning and to check with them what is the common problem that they are experiencing and will get the same from the questionnaires.

The other limitation is the finances to do a broader study, of which if the focus becomes too broad then it becomes very expensive to do travelling to the other campuses and making copies of journal articles.

1.8 Layout of the study

Chapter 2 Literature review

Literature from different journal articles is used to find out what has already been studied about turnover in organisations, and which proven models have been used to determine the antecedents of staff turnover.

Chapter 3 Research Methodology

The study is qualitative in nature and a knowledge questionnaire is distributed to the sample size equally between the 3 campuses of TUT, excluding the satellite

ones. In the questionnaire variables such as culture shock, intention to leave and commitment are being tested using a Likert-type of scale.

Chapter 4 Data discussion

After the collection of the questionnaires from different campuses, statistical analysis were used and different data representation methods using graphs such as the bar charts were used to represent the data.

Chapter 5 Conclusion and recommendations

Conclusion on what the staff members of TUT has perceived what the cause to this staff turnover is, and what remedial actions can be recommended to mitigate this problem.

1.9 Conclusion

Mergers and acquisitions are by their nature the cause of a lot of trouble and confusion, which results in stress, anxiety and cultural shocks normally triggered by a series of dysfunctions and have a cost implication to organisational members (Buono, 2003).

Employees that voluntarily resign from an organisation migrate to competing firms, therefore creating a situation where their knowledge can be used against their former organisation. In this case staff migration to possible close competitors of TUT like University of Pretoria, UNISA or University of Johannesburg operating in the same environment.

Companies that come together in a merger most of the time bring together different cultures together. Employees experience what is called culture shock due to these mergers because they bring so much confusion, stress, fright and anxiety to employees of the newly formed organisation. If an organisation is experiencing a low turnover managers believe that the remaining employees would retard innovation, therefore make the organisation less competitive.

The following chapter is the literature review that mentions what other scholars and academics had found out about the topic on turnover. Identify different types of models being used to try and solve the current problem. Different variables that have been included in the models such as the LMX model which will be discussed later in the literature review, derived from articles.

CHAPTER 2

REVIEW OF LITERATURE

2.1 INTRODUCTION

The topic of turnover and its determinants has been studied for a number of years by other scholars (Carmeli and Gefen, 2005; Hayes *et al.*, 2006) and most of the literature that exists today focuses mainly on employees leaving the organisation rather than those entering one (Price, 2000). Antecedents of turnover, like job satisfaction, commitment, turnover intentions to mention just a few have been researched in numerous studies (Luna-Arocas and Camps, 2008; Mor Barak *et al.*, 2006) to determine the cause of turnover in organisations.

TUT as an institution of higher learning experienced numerous resignations since the merger which occurred in January 2004. This study would like to determine from the employees who are still with the institution how they perceive this voluntary resignations and whether they intend to leave or stay with the institution should an opportunity arise somewhere else.

The literature in this chapter was obtained from the World Wide Web. Using the Google Scholar search engine, Emeraldinsight Website for Journal articles to search for the following ten key words which are: Voluntary turnover, Culture shock, Knowledge sharing, Commitment, Intention to quit, Perceptions, Job satisfaction, Mitigate, Merger and Match and Place. The TUT Electronic Research Portal was also used to obtain past literature articles.

The study will start first with a discussion on voluntary turnover. Then it will review literature on the antecedents of turnover which leads to the actual turnover. These antecedents found in most literature on turnover are: turnover intentions, job satisfaction, commitment, perception will be reviewed. At the end of the chapter possible mitigating strategies and how organisations can deal with this phenomenon will be discussed

2.2 VOLUNTARY TURNOVER

Staff turnover is divided into 2 categories, voluntary and non-voluntary. Stovel and Bontis (2002) define non-voluntary as the dismissal of an employee, whereas voluntary turnover occurs when an employee resigns from an institution.

Most of the turnover in organisation is voluntary, and this type of turnover is avoidable and can be controlled, but on the other hand very disruptive to organisations (Chen and Silverthorne, 2005).

Morrell *et al.* (2004) state that there is no standard account as to why employees leave an organisation, there are too many factors that really contribute to this phenomenon. Turnover is defined as the actual separation from an employment relationship. Most studies on employee mobility focus on turnover, but little has been investigated on retention of employees in organisations (Huang *et al.*, 2006).

According to Morrell *et al.* (2004) voluntary turnover incurs both direct and indirect cost when employees leave the organisation. Mohammad and Nathan (2008) supported the statement that costs are involved when employees resign, but these costs not only affect the organisation but also the individual who incur relocation costs, job search costs and loss of status.

Bertinelli *et al.* (2009) during the investigation on determinants of excess turnover which they referred to as churning, supported the fact that turnover is costly to both the employer and the employee and added that the economy is also affected due to fact that unemployment compensations needs to be paid out.

Churning is positively related to variables such as age of the organisation involved, educational level of employees, and composition of employees in the organisation (Bertinelli *et al.*, 2009)

Turnover has been discovered to be a big issue in organisations that are knowledge intensive and deal with a lot of innovation, research and development. Even though turnover can be regarded as disruptive, sometimes it does bring new knowledge to the organisation as new employees enter and bring innovation with them (Guidice *et al.*, 2009).

Another type of turnover called dysfunctional turnover, which is a type of turnover occurring when an organisation fails to retain knowledgeable and experienced employees is required by an organisation to attain its goals and objectives (Guidice *et al.*, 2009). Turnover in projects occur mainly during the execution phase of the project life cycle, where much commitment to the success of the project is required (Parker and Skitmore, 2005)

Ryan and Sagas (2009) state that within sports organisations, when someone leaves an organisation costs are incurred and include the following:

- Loss of expertise
- Experience
- Knowledge
- Relationships both within and outside the organisation
- Time and energy spent on exit interviews
- Creation and posting of new job listings
- Recruitment and interviewing
- Training and mentoring

The costs associated with turnover and replacement of an employee are said to be 50-60 percent of a person's salary (Ryan and Sagas, 2009). Managers of call centres are faced with the challenges of implementing training programs due to the fact that these centres have a high incidence of turnover (Townsend, 2007).

Even though call centre representatives need not show their facial and bodily expressions, they are faced with a situation referred to as smile down the phone line and still have to deal with difficult customers (Townsend, 2007).

Poon (2003) states that an organisation that is rife in politics is stressful to work in, does not promote positive job attitudes and therefore there is a strong likelihood of a higher staff turnover. According to Silverthorne (2004) a critical analysis of the organisation and the full understanding of staff turnover are required, in order to be able to measure the fit between new employees and the organisation.

There must be compatibility between personal attributes fit with the job in order for staff turnover to be reduced, personal traits such as age, education, marital status and tenure are associated with the likelihood of encouraging employees to stay with the current employer (Taylor *et al.*, 2006) Hurley and Estelami (2007) state that staff turnover indicates that the working environment is poor, since a great loss of experienced employees is incurred and that good relationship with customers being serviced is lost.

Evidence from other studies state that managers do not perceive turnover as negative, but regard low turnover as problematic as it is taken to hinder innovation and flexibility (Schyns *et al.*, (2007). The likelihood of turnover is reduced when

there is an attachment between the manager and the subordinates, which neutralises problematic aspects of the workplace (Taplin and Winterton, 2007).

Pazy *et al.* (2006) proved that Realistic Job Preview (RJP) results in increased commitment and lower turnover; this is administered to new entrants who are highly responsive to organisational influence during their entrance to a new organisation. Employees become embedded to operations of the organisation, as time goes on the value towards the organisation diminishes and leads to turnover (Booth and Hamer, 2007). In conclusion to their study they found that making a job more routine and non-challenging is positively related to voluntary turnover.

More literature on turnover in many years have focused mainly on job satisfaction and commitment, but Deery (2008) states that newer focus lately is more on job burnout, emotional exhaustion and stress which have been identified as new antecedents to turnover.

Bergiel *et al.* (2009) focused on the construct of job embeddedness, which is defined as a net or web in which an individual becomes stuck and found it this to provide more variance in turnover than job satisfaction and commitment. Managers in low turnover organisations are said by Taplin and Winterton (2007) as being more pro-active and forward-looking, this mainly caused by having more knowledge on the operations of the organisation.

When employees view an organisation as being stable and its environment being predictable, this creates the likelihood of a lower turnover (Gustafson, 2002). Younger accountants, who experience what is termed incompatibility in generations due to age gap, have higher job dissatisfaction and turnover due to the fact that their desires and expectations are not met (Westerman and Yamamura, 2006).

McQuade *et al.* (2007) state that organisation whether successful or not, are faced with the challenge of retaining talent, which becomes very expensive sometimes even impossible to replace. According to Hayes *et al.* (2006) turnover has an effect on the morale and productivity of the nurses who remain with the organisation that has experienced numerous resignations.

Careers have no boundaries anymore due to the fact that organisations do not offer long-term job security and employment anymore, therefore forcing

employees to always look ahead for other job opportunities elsewhere (Van Dam, 2008). When a proper fit exists between an employee and an organisation a higher level of commitment and job satisfaction results, therefore leading to a lower turnover rate (Silverthorne, 2004).

Lambert *et al.* (2010) state that excess turnover can result in turnover intentions and decreased morale among employees that remain with the organisation. A positive relationship exists between voluntary turnover and performance, but if individual's expectations of rewards such as salary increases are not met then Voluntary turnover will result (Mohammad and Nathan, 2008).

2.3 CULTURE SHOCK

2.3.1 Organisational Culture

Culture is defined by Robbins *et al.* (2007) as a system of shared values, beliefs and expectations by members of an organisation which differentiates itself from another organisation. Therefore the restructuring of an organisation through downsizing, has been seen as having an influence on the culture of that particular organisation (Robbins *et al.*, 2007).

According to Lund (2003), this shared values and beliefs interact with the structure and employees to produce a particular type of behaviour which becomes a norm. Different types of cultures are identified through stories, artefacts and special languages that come from individuals. Robbins *et al.* (2007) state that organisations have one dominant culture mostly referred as the corporate culture, and within this there are smaller cultures which are called sub-cultures forming part of a particular department or business unit.

Management must have knowledge of the type of culture the organisation is practicing, and the positive and negative impact it has on the employees (Lund, 2003). Pukthuanthong and Walker (2007) state that whoever does business in a foreign country must always be aware and quick to react to that particular culture.

The incompatibilities found in cultures put a restriction on the application of management theories and practices in foreign countries. For instance management practices and theories in the West cannot be applied in the East (Kaye and Taylor, 1997). Westerman and Yamamura (2007) realised that baby

boomers, had their own values and special beliefs. These individuals valued optimism, team work and personal gratification.

The culture of the organisation must be able to accommodate the beliefs and values of both young and old generations. According to Westerman and Yamamura (2007) the culture of both young and old generations used to be treated individually only to find that they actually share common characteristics.

2.3.1 Culture shock explained

Morrell *et al.* (2004) state that findings, cultural shocks are said to not only prompt intentions to quit but also have a great influence in the actual turnover decision of employees. The study further states that changes in work patterns due to restructuring result in a greater incidence of shocks. Every individual who has been assigned to do a job overseas is susceptible to culture shock and this has been generally accepted to normally happen. Individuals in this case have to deal with rejection, sense of loss and anxiety (Kaye and Taylor, 1997).

Feichtinger and Fink (1998) supported the statement that culture shock is a phenomenon that arises from people who spend a long time in a foreign country, and having to interact and communicate effectively in their assigned work. Culture shock on the other part can still happen within the existing cultural setup, for instance when there is a change in the political or the economic system (Feichtinger and Fink, 1998).

In the study of coaches by Ryan and Sagas (2009) concerning turnover, it has been found that shocks may prompt employees to look for work outside their current employer should a discrepancy exist between what an employee received in a service against what was expected. According to Stauss and Mang (1999) individuals with different cultural backgrounds and the way they perceive things is different. This can be seen when there is some change in their environment and this results in a culture shock.

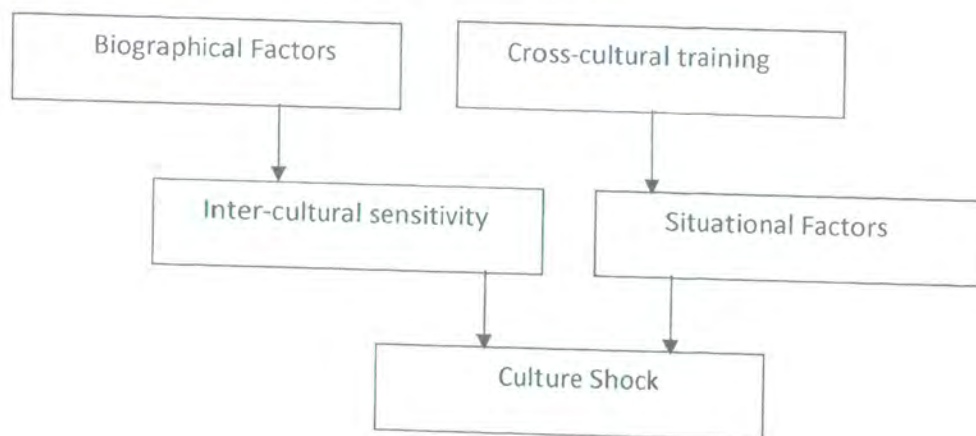
Decision to move abroad starts with so much excitement followed by disenchantment and then a culture shock, because what the worker expected to be interesting changes somehow (Kaye and Taylor, 1997). Wheeler *et al.* (2007) state that individuals possess mental images representing specific domains of

their lives, these images determine the decision-making process that individuals make, and the environment is matched with these images.

Should there be a match between the environment and the image, the decision is accepted. Shocks now can cause this image violation, therefore causing individuals to abandon their existing images for newly created ones. According to Silverthorne (2004) culture in organisations plays a vital role in attracting and keeping current employees within the organisation this shows that any disturbance towards it causes some change.

People affected by culture shock are not even aware of its presence and that it is affecting them. Possible symptoms of a culture shock are: depression, complaining of minor issues and resisting learning the foreign language (Kaye and Taylor, 1997). Education and age play a major role in culture shocks, since younger and well educated individuals adapt easily to foreign cultures than less educated and older ones (Kaye and Taylor, 1997). According to Lee-Kelly *et al.* (2007) individuals possess what is termed mental models, which enables them to generate and share meaning. This causes employees to review the mental model if they experience shocks.

Figure 2.1 Conceptual framework of culture shock



Source: Kaye and Taylor (1997)

Factors related to culture shock in the conceptual framework are placed into two categories being: inter-cultural sensitivity and situational factors. The first category being intercultural-sensitivity covers variables such as education, age and region of origin. The second category which is situational factors covers variable such as direct contact, language and managerial aspects of motivation and discipline.

2.4 KNOWLEDGE SHARING

Lin (2007) defines knowledge sharing as a culture of interaction among employees that involves an exchange of experiences and skills. This enables the organisation to meet its needs and gives it a competitive edge. Lee and Lai (2007) support the fact that knowledge is a source of competitive advantage to an organisation.

Organisational knowledge-sharing is classified by Jacobs and Roodt (2007) to comprise of explicit and implicit knowledge. Explicit knowledge can be documented and shared whereas implicit knowledge is what is in the minds, cultures and experiences of individuals.

Most of organisational knowledge-sharing is said to be implicit in a sense that employers are encouraged to make sure that employees are willing to share it and communicate it, in order for their training and development programme to be a success (Jacobs and Roodt, 2007).

Jacobs and Roodt (2007) further state that an organisational culture that is supportive is regarded by most scholars as a pre-requisite for knowledge-sharing. A positive correlation in the study of Jacobs and Roodt (2007) was found between knowledge-sharing, commitment and job satisfaction.

Knowledge-sharing can be achieved whereby the organisation the employees work for try by all means to get cooperation and input from the staff, on the other hand provide workers with feedback (Capko, 2001).

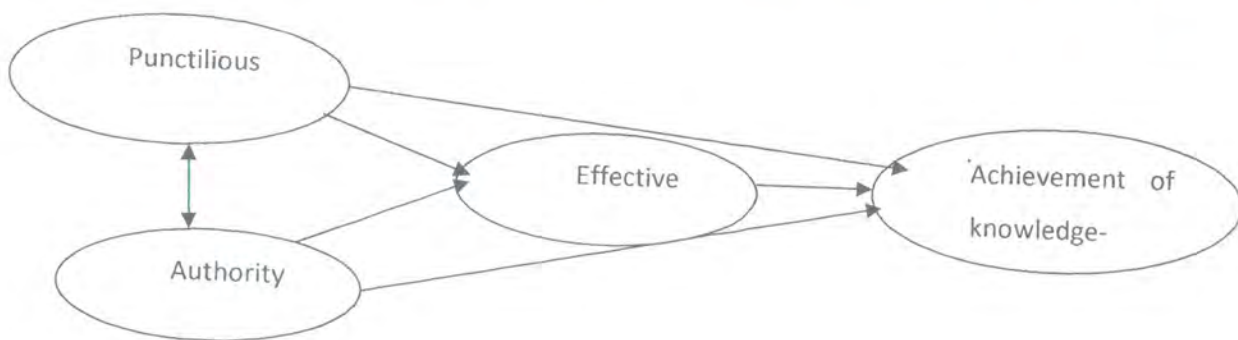
It involves talking to workers in order get things done correctly and efficiently, it further resides within an organisation to improve innovation based on experience (Lin, 2007). Knowledge-sharing according to McDermott and O'Dell (2001) helps organisation to be able to solve problems and attain its goals. Most organisations that have successfully implemented knowledge-sharing in their strategies removed too much formality in applying it and avoided using complicated knowledge management terminology (McDermott and O'Dell, 2001).

Lin (2007) further state that to promote knowledge-sharing within an organisation, it must be embedded within its corporate culture and long-term strategy. This will change employee attitudes and behaviour. McDermott and O'Dell (2001) identify culture as having a great effect on knowledge-sharing in organisations.

Lai and Lee (2007) say that aligning the existing culture of the organisation and the strategy with knowledge-sharing can be encouraged by letting supervisor put pressure to share knowledge.

According to Lai and Lee (2007) three different types of cultures were identified and have been said to have an effect on knowledge-sharing, being: punctilious culture, Authority culture and effective culture.

Figure 2.2 Model of the effects of the implementation of knowledge-sharing



Source: Lai and Lee (2007)

Effective culture according to the model deals with the timely and effective completion of required work. The punctilious culture deals with people who are unable or not willing to share ideas, but due to laws and policies they have to do it to promote innovation. But practicing this type of culture is linked more to resistance to change (Lai and Lee, 2007).

Lastly the authority culture uses those with power to influence others to perform their duties. This type of culture according to the model cannot retain talent and creativity therefore retards the goal of achieving good knowledge-sharing.

Managers of organisations need to identify the type of culture that is being currently practiced and decide which new changes have to be made to practice effective knowledge-sharing, by for instance implementing proper systems of empowering employees (Lai and Lee, 2007).

In organisations knowledge-sharing is encouraged by factors as a climate that is conducive and individual expectations of benefits such as rewards that are linked to it. Factors such as altruism do promote knowledge-sharing in organisations (Lin, 2007).

McDermott and O'Dell (2001) support the fact that some form of reward and recognition must be put in place so that employees see the importance of knowledge-sharing in their organisation. The knowledge-sharing process is two dimensional and consists of knowledge collecting and knowledge donating. Knowledge collection results from knowledge from consultants outside the organisation whereas knowledge donating comes from within the organisations employees (Lin, 2007).

Patrick and Dotsika (2007) identify the World Wide Web and together with high speed broadband as facilitators and tools of knowledge-sharing through their encouragement of social interactions on the Internet. According to McDermott and O'Dell (2001) even though organisations come up with ways of designing web-based knowledge-sharing tools, employees regard them as useful but hardly use them to share knowledge.

2.5 EMPLOYEE COMMITMENT

Commitment has been defined by Luna-Arocas and Camps (2008) as an emotional attachment towards one's organisation and all the other aspects involving the job concerned. Silverthorne (2004) define organisational commitment as a work attitude that has a direct relationship between participation and the intention of the employee to remain with his/her current employer.

If the culture of the organisation is bureaucratic, this actually lowers the level of commitment by employees towards the organisation, where as a higher level of supportive culture results in high organisational commitment (Silverthorne, 2004).

Cross and Travaglione (2004) define the term commitment as a driving force behind an organisations performance. They further *cite* the model of Allen and Meyer (1990) who describes commitment as 3-dimensional and having the following dimensions:

1. Affective
2. Continuance
3. Normative

The first dimension deals with employees who would remain with the organisation because they want to. This dimension has been established as an important antecedent in models of turnover (Luna-Arocas and Camps, 2008). According to

Lee *et al.* (2010) affective commitment arises when an employee perceives support and rewards from the organisation. The second dimension deals with employees who remain with the organisation because they need to. Lastly, this third dimension deals with employees who ought to remain with the organisation.

Cross and Travaglione (2004) cite the study of Suliman and Iles (2000) who state that employees who have affective commitment and continuance commitment are an asset to the organisation, since this two forms of commitment results in an employee remaining with his/her employer. The study of Carmeli and Gefen (2005) found continuance commitment to be more critical during recessions due to the fact that employee's have locked themselves in a particular organisation.

Carmeli and Gefen (2005) in their study on commitment added two more constructs which are the protestant work ethic (PWE) and the career commitment. The PWE is defined as the believe that a worker has to work hard and that "leisure time and excess money" are destructive, where as career commitment they defined as the attitude that one has towards his/her work.

Freund and Carmeli (2003) discuss other two types of commitment being the job involvement and the career commitment. Job involvement occurs when an employee develops a strong relationship with his/her work, whereas career commitment is an extent to which employees would like to advance his/her career.

Human resource practices which focus more on commitment rather than control have a higher productivity and lower turnover in general (Taplin and Winterton, 2007). Commitment is found by Falkenburg and Schyns (2007) to be less influenced by the day to day occurrences and therefore takes time to develop than job satisfaction. A strong positive relationship exists between commitment and intention to stay (Lee and Liu, 2007).

According to Firth *et al.* (2004) commitment arises from employees, if there exists a "high degree of reciprocity" between the individual and the organisation he/she is working for. Employees reduce their commitment and effort towards the organisation if they realise that there is inequity in pay (Shore, 2004).

Lambert *et al.* (2010) found organisational justice as being two dimensional and is divided into distributive and procedural justice. Organisational justice in the study is found to be an important antecedent to commitment in the organisation.

Organisational justice deals mainly with fairness and justice in the way employees are treated by their superiors as compared to other employees when it comes to pay and punishment.

Employees who are dissatisfied with their current employer are less committed to the organisation, which again increases the likelihood to look for better opportunities elsewhere. Organisational commitment can be impacted upon by several demographic variables such as tenure, age and the educational level of employees (Lok and Crawford, 2004).

According to Lok and Crawford (2004) younger employees are less committed to their organisations than older ones, they therefore as a result have higher expectations towards success, promotion and accomplishment than the older employees.

2.6 INTENTION TO QUIT

Cross and Travaglione (2004) defined turnover intention as a conscious and deliberate wilfulness to leave the organisation, also found in the study of (Tett and Meyer 1993). The concept of intention to quit puts more interest in employees who are still with the organisation rather than those who have left, keeping in mind that intention to quit leads to actual turnover (Falkenburg and Schyns, 2007)

According to Cross and Travaglione (2004) a higher level of commitment, job satisfaction and perceived equity results in a low level of intention to quit. Intention to quit has been identified as a key predictor to the actual turnover and most of the time accurate when time horizon is very short (Chen and Silverthorne, 2005).

Firth *et al.* (2004) identified stressors and lack of job satisfaction as contributory factors of intention to quit one's employment, and further added that intentions according to most scholars are the most determinants of the actual turnover in organisations. Supporting this statement is Staley and Magner (2008) who argue that turnover intentions has positive relationship and is a direct precursor of the actual turnover.

The following variables as in the model by Firth *et al.* (2004) are found to relate to intention to quit: Job stress, lack of commitment and job dissatisfaction. According to Firth *et al.* (2004) supervisor support in whatever the workers are doing reduces burnout in nurses, and therefore reduced their intention to quit their work. They

focused on two variables of burnout being “depersonalisation and emotional exhaustion” which dealt with the inner feelings of nurses.

Firth *et al.* (2004) assert that the feeling of stress which they have defined as a feeling of being emotionally strained and low levels of communication that exists between workers and their superiors are the highest contributory factors of intention to quit. In the conclusion on intention to quit, they have identified other possible factors such as “perceived better options and being headhunted”.

According to Mor Barak *et al.* (2006), employees who are better educated and have more employment opportunities are more likely to develop intentions to quit their current employment than those with fewer qualifications. A positive correlation is found between job stress and employee intention to quit in the study of (Chen and Silverthorne, 2005). Mano-Negrin and Tzafrir (2004) state that even if an employee is engaged in intensive job search, requires concrete intentions in order to leave his/her job.

The feeling of being treated unfairly among women and the minority groups, results in lower levels of job satisfaction and commitment which eventually result in intention to quit (Mor Barak *et al.*, 2006). When socialisation seems to be well-known within an organisation, lower levels of intention to quit have been reported to be lower (Bigliardi *et al.*, 2005).

The study of Wheeler *et al.* (2007) regard employees who are highly marketable as those with skills that are scarce and being the ones who are most likely to quit the organisation they work for and are more susceptible to job mobility.

Training and development is a double-edged sword which is directly related to intention to quit, as it is said to can help employees remain with their current employer or can create opportunities for employees to quit their current job (Bergiel *et al.*, 2009).

According to Mor Barak *et al.* (2006) intention to quit has a negative effect on the quality of service that the employee has to provide, since by that time the employee is already not willing to go an extra mile for the organisation that he/she intends to leave.

Intentions to quit can be reduced by implementing employee assistance programmes (EAPs) which are said to assist employees with personal problems which might be actually affecting their duties (Wheeler *et al.*, 2007).

Deery (2008) states that in the study of (Lee and Shin 2005) these researchers have found a positive correlation between emotional exhaustion, workload and turnover intentions of which Deery agreed with the findings of their study.

Four areas of intention to quit have been identified and are said to have been used extensively in studies on turnover, they are compensation, perceived supervisory support, internal growth opportunities and training have demonstrated to have influence on it (Bergiel *et al.*, 2009)

The majority of the studies on turnover intention focus more on the withdrawal from the organisation rather than on withdrawal from the occupation an employee are on Carmeli and Gefen (2005).

According to Gaiduk *et al.* (2009) jobs with high routine and less autonomy leads to higher intentions to quit, especially when the job offers more flexibility and skill variety. Employees who feel socially excluded from access to information and decision making in the organisation will have reduced commitment and job satisfaction which eventually results in intention to quit the organisation (Mor Barak *et al.*, 2006).

Finally Mor Barak *et al.* (2006) highlighted the importance of studying intention to quit not only as an indicator to actual turnover but also as a sign to show a workforce that may not be functioning to its full potential. The likelihood of a governmental department head to quit is increased if he/she perceives the budget of that particular department to be unfair compared to that of other departments (Staley and Magner, 2008).

2.7 PERCEPTIONS

Cross and Travaglione (2004) identified two support theories, the first one is by Wiesenfield *et al.* (2001) and the other one by Eisenberger *et al.* (2001) which both deal with employees perception towards their organisation. In these theories one is called the perception of organisational social support (POS).

Organisational support theory, employees form perceptions regarding awareness and appreciation of individual contributions. In this case the law of reciprocity

applies whereby the employee will only contribute what he/she perceive as equivalent to what the organisation gives or support in return (Cross and Travaglione, 2004) .

According to Poon (2003) employees who perceive a high perception of organisational politics, reported high levels of stress, low levels of job satisfaction and high level of intention to quit. This can be remedied by trust if it exists in the organisation. Should employees perceive that the supervisor is responsible for impairing opportunities for advancement and rewards this will result in job dissatisfaction (Chiu *et al.*, 1997)?

Poon (2004) states that people's attitudes and behaviours are determined by their "perceptions of reality". Job satisfaction has in this study to have been predicted by perceptions of organisational politics when used in employee performance ratings.

If an employee does not perceive better job options, he/she will remain with the current employer despite poor person-organisation fit (P-O) fit or job satisfaction (Wheeler *et al.*, 2007). When a difference exists from supervisors and their subordinates in perceiving what is actually required from the job, this result in the likelihood of quitting the job (Chiu *et al.*, 1997).

Poon (2003) further said that there is researched evidence of the positive relationship that exist between organisational politics and turnover intention. Gaiduk *et al.* (2009) state that employees who develop a positive perception towards their organisation, intend to remain with the organisation for a longer period. If employees perceive possibility of opportunities in their surrounding environment this might lead to turnover decisions (Mano-Negrin and Tzafrir, 2004). Van Vianen *et al.* (2007) state that due to the social information processing (SIP) theory, individual perceptions are influenced by perceptions they receive from the group members they associate within the organisation. So likelihood of a common behaviour becomes possible in an organisation in that what they value and prefer is common.

Employees perceive supervisor's as being supportive when they continuously value their contributions towards the organisation and care generally about their well-being (Bergiel *et al.*, 2009). When the work environment is perceived to be favourable and constitutes a fit whereby employees will most likely enjoy their

work. The opposite occurs with employees who perceive their work negatively (Westerman and Yamamura, 2007).

According to Staley and Magner (2008) employees who perceive the overall decision making process of the organisation as fair have been found to show positive signs of job satisfaction and compliance with decision making process. Correctional service members' state who perceive organisational processes as being unfair this finally results in increased intention to quit the organisation (Lambert *et al.*, 2010).

According to Mor Barak *et al.* (2006) there are two different perceptions of organisational fairness, being procedural fairness and distributive fairness. The former deals with promotions and rewards, while the latter has effect on the levels of organisation commitment.

Lee *et al.* (2010) state that an employee perception of support and rewards, results in a positive mood and attachment towards the organisation. Silverthorne (2004) identified a concept called psychological contract, which according to its nature is based on perceptions rather than reality.

Employees in the same department share the same perception, and this type of perception is referred to as the organisational climate of that particular department. So the way they perceive things relating to the department will be the same, especially when the organisation is large and has different geographic locations. (Glisson *et al.*, 2006).

2.8 JOB SATISFACTION

Booth and Hamer (2007) define job satisfaction as a positive attitude towards one's job, and that this arises when employee's needs and interests are in line with their work. Satisfaction with one's job results in less absenteeism more commitment and personal wellbeing overall (Lund, 2003). Job satisfaction is brought by expectations that employees have towards the organisation and if these expectations are true, then satisfaction arises (Price, 2000).

Organisations that produce good quality service is because of employees who are satisfied with their work, as a result create satisfied customers and profits are maximised (Lee *et al.*, 2010).

According to Cross and Travaglione (2004) depression and inefficiencies are linked to job satisfaction. In addition state that restructuring of the workforce by removing unsatisfied employees brings satisfaction and commitment to the remaining ones and again reduce absenteeism in return. Van Dam (2008) state that extensive evidence has shown that job satisfaction is negatively related to turnover but positively related to retention.

Taylor *et al.* (2006) take job satisfaction as a highly researched area whereby it is identified as a main predictor towards the actual turnover of employees in organisations. When employees are not satisfied with their work probability of withdrawal can be a possibility.

The study further found a negative relationship between pay and job satisfaction, where they again state that most managers took pay as a good way to retain talent. But Mano-Negrin and Shay (2004) state that job satisfaction arise due to good organisational policies and pay.

According to Chen and Silverthorne (2005) employee satisfaction and performance is brought about by a good relationship between leadership style and employee readiness. Their study found a positive correlation that exists between job satisfaction and job performance as was also found in the study of (Lucas *et al.*, 1999). The study of Griffith (2004) found that the principals support by showing consideration to staff, led to job satisfaction and less stress among teachers.

Other studies including that of (Kinicki *et al.*, 2002) have found a positive correlation between job satisfaction and organisational commitment, where as a negative correlation exists between job satisfaction and intention to quit (Ryan and Sagas ,2009).

Luna-Arocas and Camps (2008) found in their study that should the level of job satisfaction be low, an employee will develop a behavioural intention to quit. Poon (2004) indicated that studies on organisational politics supported the fact that job satisfaction can play a mediating role between perception of organisational politics and turnover intention.

The study of Wheeler *et al.* (2007) state that in order to increase job satisfaction in an organisation, an increase in person-organisation(P-O) must be done first to have gained a lot of support from different researchers who came up with the

same conclusion. In the study of Lambert *et al.* (2010), a positive correlation has been identified between job satisfaction and the following factors among correctional service members:

- Job autonomy
- Integration
- Job variety
- Quality of supervision
- Input in decision making

Lambert *et al.* (2010) found in their study a positive relationship between both procedural and distributive justice with job satisfaction. The study further states a positive relationship between job satisfaction, work-family conflict and stress among correctional service members.

Dissatisfaction in employees is brought about by the following factors as: lack of resources, less rewarding working environment, less support from supervisors (Mor Barak *et al.*, 2006).

According to Lee-Kelly *et al.* (2007) if the vision on an individual is aligned to that of the organisation, this creates the likelihood that the employee's job satisfaction will be increased. This can be witnessed by employees being given more authority, autonomy and being trusted by their supervisors.

2.9 MITIGATE

Price (2000) state that supervisory support is believed to mitigate staff turnover through its positive influence towards job satisfaction and commitment. He further identified routinisation as another mitigating strategy that could be used to decrease turnover in organisations.

According to Firth *et al.* (2004) they have identified two mitigating strategies to turnover and they say that stress might be reduced therefore leading to job satisfaction and commitment. These strategies are by looking at the employee's workloads and the relationship that exists between the supervisor and his/her subordinates.

Stovel and Bontis (2002) identified training and development as a mitigation strategy that could increase employee loyalty and human capital is the only asset

of an organisation that can be developed. Organisations should learn to measure and manage turnover by coming with the following strategies identified by Morrell *et al.* (2004)

- Conducting surveys
- Consultation processes
- Intra and extra organisational career guidance
- Exit interviews
- Lastly leaver profiling

Booth and Hamer (2007) identified technique that management can implement to reduce turnover, by adding a bonus on top of normal pay rather than regular pay rises. A proper balance must be maintained from both cultures that have come together this is a kind of mitigating strategy that management can implement to retain intellectual capital of the organisation (Nguyen and Kleiner, 2003).

According to Marks (2007) during the transition period and afterwards, mitigating strategies such as enabling communication and participation give survivors of the transition some sense of control and engagement. Turnover has become a challenge to managers, especially human resource managers in that they have to come up with mitigating strategies to tackle this phenomenon in order to maintain stability and security in organisations (Freund and Carmeli, 2003).

In order for employers to come up with effective mitigating strategies to retain workers, they have to identify factors that motivate employees to stay and those that force them to leave the organisation (Mor Barak *et al.*, 2006).

Organisations need to come up with mitigating strategies such proper recruitment systems which are for instance based in the intrinsic qualities a potential employee have and this compared to whether it is compatible with teamwork skill or the organisational culture (Townsend, 2007).

2.10 MERGER

Organisations enter into mergers and acquisitions in the belief that the union will enable the organisation to easily obtain its strategic goals more easily and with fewer costs than when attempted solely. Furthermore Mergers and acquisitions are associated with stress, anxiety and culture clashes when combining two organisations that used to operate independently (Buono, 2002). Nguyen and

Kleiner (2003) state that mergers increase uncertainty, increase stress and lower satisfaction in organisations.

The primary reasons why most of the organisations merge, is that of shareholder wealth maximisation and cost reduction while again improving of services required by customers (Nguyen and Kleiner, 2003). They state that organisations enter into mergers with expectations of gaining a bigger market share and performance, which does not happen most of the times due to low levels of quality planning.

Majority of the restructuring process with the aim of attaining the goals and objectives of the organisation, results in employee's inability to adapt and resistance to change (Parish *et al.*, 2008). Top management like other employees in a merged organisation get equally affected by the post-merger results in that they too face some form of crisis which leads to lack of commitment and trust. Lower level employees are therefore isolated at the time they really needed top and middle management support (Nguyen and Kleiner, 2003).

According to Nguyen and Kleiner (2003) during a merger incompatibility of cultures emerge resulting in what is called a culture clash, and a period of five to seven years is required for employees to start working as a team. At this stage a considerable amount of clients are lost due to fact that employees focus more on their job security rather than on customer satisfaction.

During the restructuring programme most of the time the main aim is to keep talent and remove those with less skills, but the talented have more alternatives and can easily quit the job beforehand (Morrell *et al.*, 2004).

Since considerable amount of literature exists on mergers and acquisitions, most of the focus is on operations and financial issues. A merger that brings positive results mostly comes from organisations which are in the same business often referred to as a horizontal merger (Cigola and Modesti, 2008).

Proper communication of the vision plays an important part in a merger success, which eventually results in greater productivity, increased performance, trust and a long-term sustainable competitive advantage for the organisation (Nguyen and Kleiner, 2003).

Nguyen and Kleiner (2003) further state that management of a merged organisation needs to be pro-active and be able to timely indentify skills gaps,

decide on the new organisational structure this will help in the retention of skilled workforce. According to Marks (2007) mergers occur in order for organisations to achieve their goals and objectives, on the other hand fail to consider how employees should adapt to the change.

In October the 8th 2009 a Higher Education conference was held on the impact of mergers in the institutions of higher learning in South Africa, Pretoria. According to Meyer *et al.* (2009) mergers of institutions of higher learning are still faced with challenges such as: financial implications, staff resistance to participation and involvement and diverse cultures.

Little pre-planning was done, and time was against the process. Bigger institutions were merged with smaller one's resulting in a takeover. Other challenges such as poor communication to staff members, fear of job security, sorting out of salaries and months of uncertainty faced institutions that have merged in 2004 (Meyer *et al.*, 2009).

Top-down communication and engaging employees during organisational change should be done frequently, on time and openly since during transition periods employees seem to require information due to too much uncertainty prevailing in the environment (Marks, 2007).

The impact of mergers on staff members has resulted in a loss of researchers and academics that either resigned or took early retirements, low morale, lack of consolidation of teaching approaches and staff members salaries being capped or their positions being downgraded (Meyer *et al.*, 2009).

During the transformation of institutions of higher learning focus should be on the staff intellectual abilities, their cultural backgrounds and their ability to add value to both the surrounding communities and the country as a whole (Ramdass and Kruger, 2009)

Mergers of institutions of higher learning have caused a number of problems to the educational system of South Africa. This institutions lacked strategies of the retention and rewarding of academics, whose salaries and working conditions really needed to be revisited (Ramdass and Kruger, 2009). According to Ramdass and Kruger (2009), some departments lost 60% of their staff due to the

restructuring without considering the wellbeing of workers, and top management did not attempt to find reasons as to why the staff members have left.

2.11 MATCH AND PLACE

Cross and Travaglione (2003) in their study identified a term called "survivor syndrome", defined as "emotional and attitudinal characteristic" which occurs due to restructuring process of the organisation which leaves employees in a demoralised and insecure state. The repercussion of this phenomenon match and place leaves lack of trust, depression and job insecurity (Marks, 2007).

The match and place process according to Mawila (2009) the process in the post-merger process of higher institutions of learning in South Africa used for getting rid of duplication of positions in the structures of Universities.

This process was facilitated by external people who steered the process many agreed was a good approach. Others believed that the match and place created an antagonistic relationship between different races in the newly formed institutions (Mawila, 2009). In the case study of Mawila (2009), employees believed that the policy making process did not involve them and was not transparent and consultative.

Even if the match and place process was considered an important process to the institutions in the first place to get rid of duplication of positions, the outcome was still not accepted by majority of the employees since it resulted in a number of resignations from the institutions (Mawila, 2009).

2.13 RESEARCH QUESTIONS

Most of the literature on employee turnover in organisations main focus was on turnover in other organisations except turnover in institutions of higher learning that have just merged. Questions that remain unanswered are thus:

1. Has the merger of institutions of higher learning had an effect of numerous resignations that has occurred since 2004?
2. Are there still employees within the institution of higher learning who are still intending to leave after experiencing numerous resignations, should an opportunity arise somewhere else they will leave at any time?

3. Are the remaining employees still satisfied with their current employer and are they still committed to the institution to help it attain its goals and objectives?
4. After merging institutions into one, has this resulted into a culture shock due to the fact that institution which used to function on their own with their own cultures has been combined into a single one?

2.14 CONCLUSION

Human resource practices have now lately being faced with the challenge of coming up with strategies of how to retain employees and dealing with staff turnover in organisations which is regarded as costly.

There has now emerged a subfield of human resource practices termed strategic human resource management (SHRM) which its role is support the overall business strategy of the organisation (Luna-Arocas and Camps, 2008). Organisations need to come up with succession plans that are compatible with the new generations entering the organisation, by implementing sound human resource policies and procedures to retain staff and reduce turnover (Westerman and Yamamura, 2007).

The following Chapter is on research methodology. Through the use of questionnaires data will be collected and be analysed using statistical methods to measure the antecedents of staff turnover and answer the research questions.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The current chapter will cover the method that will be used in the collection of data, measuring and analysis for the study, in order to be able to answer the three research questions that were stated in the previous chapter. One single approach to the research will be chosen either qualitative, quantitative or mixed for this study. Since this chapter is on research methodology this concept is defined as a plan and structure that enables the researcher to obtain answers to the research question (Cooper and Schindler, 2003).

Research questions arrived at was as follows: 1.) Has the merger of institutions of higher learning had an effect on numerous resignations that has occurred since 2004? 2.) Are there still employees within the institution of higher learning who are still intending to leave after experiencing numerous resignations, should an opportunity arise somewhere else they will leave at any time? 3.) Are the remaining employees still satisfied with their current employer and are they still committed to the institution to help it attain its goals and objectives? 4.) After merging institutions into one, has this resulted into a culture shock due to the fact that institutions which used to function on their own, with their own cultures have being combined into a single one?

The aim and purpose of this study is to determine if the merger had an effect on staff turnover, determine the current level of commitment, job satisfaction and whether all this has resulted in a culture shock.

3.2 DIFFERENT TYPES OF APPROACH TO RESEARCH DESIGN

There are three different approaches to research design and they are quantitative, qualitative or mixed approach. Each approach has its own characteristics and will be discussed below, but according to Creswell *et al.* (2007) both qualitative and quantitative approaches are mostly used in the social and behavioural sciences whereas the mixed approach is growing in importance recently in many studies.

Comparing the characteristics of quantitative and qualitative approaches in the table below:

Table 3.1 Qualitative and Quantitative methods

	Quantitative	Qualitative
Purpose or the aim of research being undertaken	Explains and predict the results Confirms and validate the data used Used to test the theory	Describes and explains the Results found Explores and interprets the data used Builds the theory being tested
The nature of the research being undertaken	Focuses on a particular phenomenon. The variables being testes are known. The methods used are set before. The view is not personal but depends on data. The guidelines are pre-determined.	The approach is general in nature. The variables being tested are unknown. The methods used are evolving of new. Based on personal view and experience. The guidelines are very adaptable.
Analysis of data	Statistical methods of analysis are being used. Independence is stressed. The type of reasoning is deductive in nature.	Analysis searches for categories and themes. Analysis of this approach is prone to bias. The type of reasoning is inductive in nature.
The nature of data and how it is collected	The data uses numbers The sample size is large and represents the larger population. The types of instruments are standardised.	Text and images and audiovisuals are used. The sample size is small and individuals experienced Non-standardised instruments are used.
Communication of the findings	Through the use of numbers Statistics is used	Words are used in this case What individuals have said; storylines or events as they have occurred.

Source: Leedy and Ormrod (2005).

3.2.1 The Quantitative approach to research design

In this type of approach the researcher uses numbers in data to test the relationship that exists between the variables being tested, and it is most likely an experiment or a survey and the procedure to analyse the data can either be through data screening, descriptive or inferential statistics (Creswell *et al.*, 2007).

According to Creswell *et al.* (2007) researchers who engage in the quantitative research approach seek the causes and effect of a particular phenomenon and therefore using this approach collect the data in order to be able to answer the research questions. Furthermore this approach includes experimental, quasi-experimental survey and correlational designs.

The other characteristics of this approach is that the sample size is randomly selected from the population in order to generalise the results of this population being studied, or a convenience sample is chosen from those who would like to participate in the study.

Other characteristics include the data collection method of either existing or newly created data collection instrument relevant to the study (Creswell *et al.*, 2007). Creswell *et al.* (2007) states that the instruments used to gather data in a quantitative study usually contain closed-ended question in a multiple choice format, or the yes and no answers. A numeric value is assigned to the responses in the questionnaire which will be fed to a computer for further analysis.

When the quantitative approach is chosen, the researcher has got to familiarise himself/herself with the core concepts of this approach. These concepts are sampling unit, population, sample frame, sample, variable, dependent or independent variable, reliability and validity (Creswell *et al.*, 2007).

Table 3.2 Core concepts of Quantitative Approach

Concept	Definition	Examples
Sampling Unit	For every quantitative approach data is collected from these units.	Households, People or Businesses.
Population	Research question linked to a specific group which consists of these sampling units.	All people older than 30 living in Pretoria. All companies in Gauteng with less than 300 workers.
Sample Frame	Units in population that can be numbered uniquely.	All people in Gauteng younger than 30 and are left-handed.
Sample	This are randomly selected units of population.	From the target population of 700, only 200 are selected randomly.
Variable	Measurement or Observations made to sample units or values assigned to symbols.	Gender or Age of people.
Dependent Variable or Independent Variable	Dependent variable of which the outcome hypothesised as depending on the independent variable.	Matric results (dependent variable) depend on students IQ (independent variable).
Reliability	Results from the instrument remain the same even after repeating. Accuracy and precision is obtained from results even when repeated.	Questionnaire
Validity	When a particular instrument measures what it is intended to measure.	Questionnaire structured to answer all the research questions.

Source: Leedy and Ormrod (2005).

3.2.2 The Qualitative approach to research design

In this approach a researcher goes to the individuals to gather information on experiences with the phenomenon being studied to answer the research question. The study is normally broad in nature and the sample size being small and the type of questions asked are open-ended in nature (Creswell *et al.*, 2007).

According to Cooper and Schindler (2003) the qualitative study has the following characteristics: 1) Thorough interviews are conducted; 2) The participants with experience on the phenomenon are observed and 3) Finally videos and photographs are being taken. These are just a few of the characteristics of a qualitative study that delves into the issue being studied rather than choosing a sample from the population and generalising the outcome.

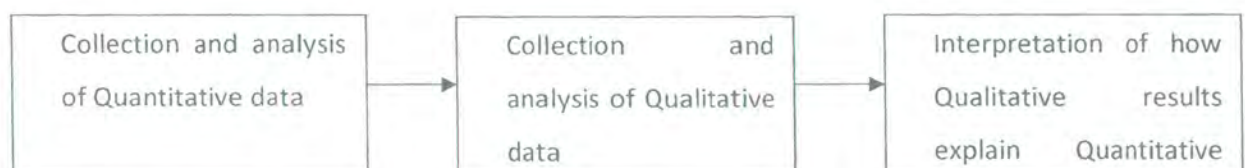
3.2.3 The mixed approach to research design

The quantitative and the qualitative approaches as discussed above can both be applied to answer the research question and bearing in mind that the approach seeks to determine the relationship among variables being studied whereas the latter deals with the experiences of individuals being studied on the phenomenon.

By combining the two approaches due to the complexity of the study results in a mixed approach which is new in research and this approach places more emphasis on finding results to the research questions rather than on the type of approach being used (Creswell *et al.*, 2007).

According to Creswell *et al.* (2007) application of the mixed approach to the study enables the researcher the ability to answer both the “why” and the “what” questions in a particular study in order to gain a better understanding of the research problem completely.

Figure 3.1 Explanatory mixed methods design



Source: Creswell *et al.* (2007)

3.3 THE APPROACH APPLIED TO THIS STUDY

The study being undertaken is quantitative in nature and will therefore follow the characteristics of this approach by choosing a sample randomly from a larger population and give out close-ended questionnaires in order to gather the data to be analysed statistically.

3.4 THE CHOICE OF DATA FOR THIS STUDY

Due to the fact that data needs to be collected using a questionnaire relevant to this study, there are different types of data that the researcher can select to use for the study being undertaken. Sharp *et al.* (2004) identified two categories of data as primary and secondary in nature. The primary form of data is collected through observation, experiment and questionnaires whereas the secondary data has already being collected by other researchers and being stored in books, journals, official publications and the internet to mention just a few.

Table 3.3 The Data types

Type of Data	Characteristics	Examples
Nominal	More widely collected than other data types. Variable by design and can be grouped into two or more categories	Gender of individuals as example male or female. Colour of motorcycles as being blue, green or red.
Ordinal Data	It is nominal scale plus indicator of order that is "greater than" or "less than" measurements.	Examples would be size (small, medium, large) Or Qualification (Matric, degree, post graduate).
Interval Data	Have the power of nominal and ordinal plus an additional strength. Numeric and has quantity. Measures difference in quantity.	Individuals IQ difference or the measuring of temperature.
Ratio Data	Incorporate all data types plus the absolute zero or origin.	For example time, weight and height.

Source: Creswell *et al.*, (2007).

Data collection requires time and effort, and quality of the data must be ensured at all times. Most of the time new researchers get support from educational institutions to help them gain access to the data required which is sometimes classified to as being confidential (Sharp *et al.*, 2004). According to Creswell *et al.* (2007) the types of data in the table below can be classified as either qualitative or

quantitative. The nominal and the ordinal are qualitative in nature, whereas the interval and the ratio are quantitative.

3.4.1 DATA COLLECTION METHODS

The data collection methods can either be classified as qualitative or quantitative in nature. Starting with the qualitative approach in data collection, this type of technique treats the collection and the analysis of data as a single process.

3.4.1.2 Qualitative method of collecting data

This qualitative data collection method can use different ways to collect data like using document, observations, interviews and probing (Creswell *et al.*, 2007). Documents include the use of reports, letters, e-mail and faxes to gather data for the phenomenon being studied. According to Creswell *et al.* (2007) a particular criteria must be followed in choosing and checking the documents to be used and it is:

1. The date the document was published.
2. What was the purpose of it
3. Which are the main points in the document
4. Which type of methodology was used to create the document.

Observation as another qualitative method of data collection in this case the researcher looks at the patterns of behaviour from the individuals. It uses the senses of touch, smell, sight and taste together with intuition to gather the data required. Adding to all about this method is that it is regarded as selective and subjective in nature (Creswell *et al.*, 2007).

Interviews are a two-way communication method whereby the interviewer asks the respondent questions in order to collect the data about his/her own view and experiences on the subject being studied. The interviewee will only give required information if he/she thinks that the topic being investigated is of greater importance (Creswell *et al.*, 2007).

In Probing 3 strategies can be used to gather data and they are the detail-orientated, elaboration and clarification. This method's aim is to clarify what the researcher has heard from the respondent when the questions are asked (Creswell *et al.*, 2007).

3.4.1.3 Quantitative method of collecting data

The quantitative data collection method uses surveys which are defined by Creswell *et al.* (2007) as a way of assessing the current situation, beliefs, attitudes and opinions by using interviews and questionnaires. In addition the sample size is generally big and many hypothesis and the variables are being tested and measured. The different quantitative methods of data collection being questionnaires, postal surveys, telephone surveys have advantages and disadvantages the questionnaires used are shown below (Creswell *et al.*, 2007).

Questionnaires

In this case the researcher during the administration of it waits until the respondent completes the questionnaire.

Advantages

- Can be completed quickly.
- Accuracy can be immediately checked by the test administrator.
- It is cheaper to use.
- It has a higher response rate.
- Clarification of the questions can come immediately

Disadvantages

- Standardised tests costs are higher
- Conditions during the administration of the questionnaire cannot be controlled
- Control is limited

3.4.2 The sample choice

According to Sharp *et al.* (2004) the sample chosen will determine the validity of conclusions drawn. Therefore it is important to first choose a target population from which the sample will be drawn; by so doing the statistical method used which requires a certain sample size will satisfy the levels of confidence (Sharp *et al.* 2004).

In choosing the sample from the target population, factors such as population literacy, language issues, and type of respondent and cooperation of the population must be taken into consideration (Trochim, 2001).

3.5 THE ETHICAL ISSUES OF THE STUDY

Cooper and Schindler (2003) defined ethics as the moral of behaviour that guides our behaviour and relationships with others. The reason for ethics in research is to ensure that no individual is harmed or suffers as a result.

In order for the respondents to be safeguarded, Cooper and Schindler (2003) gave these guidelines and they are:

1. The benefits of the study should be explained in detail.
2. The rights and protections of the respondent should be explained.
3. Informed consent should be obtained.

When explaining the benefits of the study to the respondent, the researcher should neither overstate nor understate them; this therefore puts the respondent at ease and motivates him/her to honestly answer the questions being asked.

3.6 LIMITATIONS OF DATA COLLECTION METHOD

The respondents have the tendency of not answering the questionnaire due to certain factors such as the length of the questionnaire or the timing of sending it not good. So in order to increase the response rate, the researcher must motivate in the covering letter what is the aim and objectives of the study and ensure confidentiality (Leedy and Ormrod, 2005). Some other limitations are the way respondents interpret the questions being asked especially when the questionnaire is a mail survey and the researcher cannot explain what the question actually requires, in this case the responses can reflect the reading and writing skills of the respondents (Leedy and Ormrod, 2005).

3.7 CONCLUSION

This chapter discussed the research method that the study will take and what are the characteristics of the qualitative and quantitative approaches, their data collection methods that can be used and the randomly selected sample will be taken from the greater population. The questionnaire will be distributed and the covering letter will ease the respondents by stating the aim and objectives of the study also stating that their response cannot be traced back to them as individuals. The following chapter will present the findings from the questionnaire that would be collected from the randomly selected sample and be analysed using statistical methods to answer the research questions.

CHAPTER 4

DISCUSSION OF THE RESULTS

4.1 INTRODUCTION

The transformation of institutions of higher learning landscape in 2004 brought about change to the higher education landscape by merging technikon's with universities. TUT was formed through the merger of former Pretoria Technikon, Technikon of Northern Gauteng and Technikon North-West. After the merger the new institution started losing experienced staff members who have been with the institutions for a number of years leaving those that remain with the institution with questions as to why their colleagues are resigning at such an alarming rate. Further internal restructuring after the merger and coming with strategies such as match and place made the matter to result into what one may call an exodus.

This chapter discusses the analysis of results that were obtained after the distribution of questionnaires to the staff members of TUT. The link between this chapter and Chapter 2 which discussed the literature and the findings of other researchers is that these findings will be compared to the findings of this study in order to determine the patterns and relationships that exist with what has already been found and proved before. After going through the literature pertaining to the study being undertaken and the findings of other researchers on staff turnover in Chapter 2, a significant amount of literature has been covered on the subject.

The discussion of results in this chapter starts by giving an overview of the problem statement and which is therefore followed by the link that exists between this chapter and that of Chapter 2 which discussed the literature on this phenomenon of turnover being studied. The other section of the chapter covers the demographics and frequencies of the variables being studied, the correlations that exist among the variables and the significance they possess. Finally the t-tests are done on the variables to complete the analysis.

4.2 RESPONSE RATE

The distribution of the questionnaires started first with a pilot study by actually distributing a small amount of 30 questionnaires to each campus with the help of those staff members who volunteered to take more than one questionnaire to give

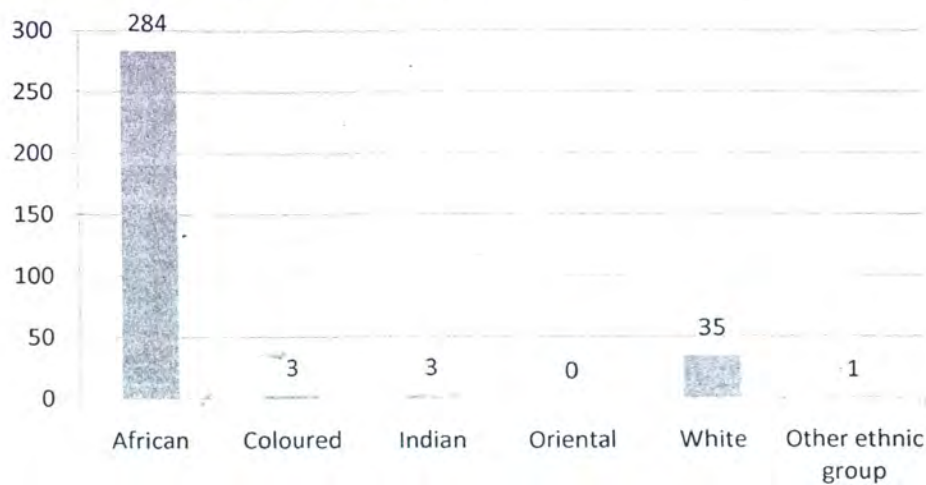
to other colleagues they know in their departments. The other point that made the distribution much easier and much support is that most of the employees are busy with similar studies that require questionnaire distribution and filling. The only difficult part was that of getting the respondents to fill in their personal details while being promised that their responses will remain confidential and cannot be traced back to an individual as a person. Without proper guarantee on results being anonymous, respondents seem to less likely respond and should they do the information given could be false. The questionnaire distribution in the first instance before the second distribution to make up the required sample size, according to the comments by some of the respondents. It looked very long and time consuming even though in the covering letter it has been stated to only take less than 10 minutes. Data from the questionnaires being collected was summarised on a spreadsheet application, and this data has being used to create the statistics used in this chapter.

4.3 DEMOGRAPHICS

The population of TUT focussing on the 3 campuses in Pretoria is a total of 1874 employees as according to the institutions Management Information System (MIS). The sample size that significantly represents the population were 317 but the response rate from the questionnaires distributed was 326 total number received. From the 326 respondents, 284 (87%) were African, 3 (0.009%) were coloured, 3 (0.009%) were Indian and the remaining 35 (11%) were white.

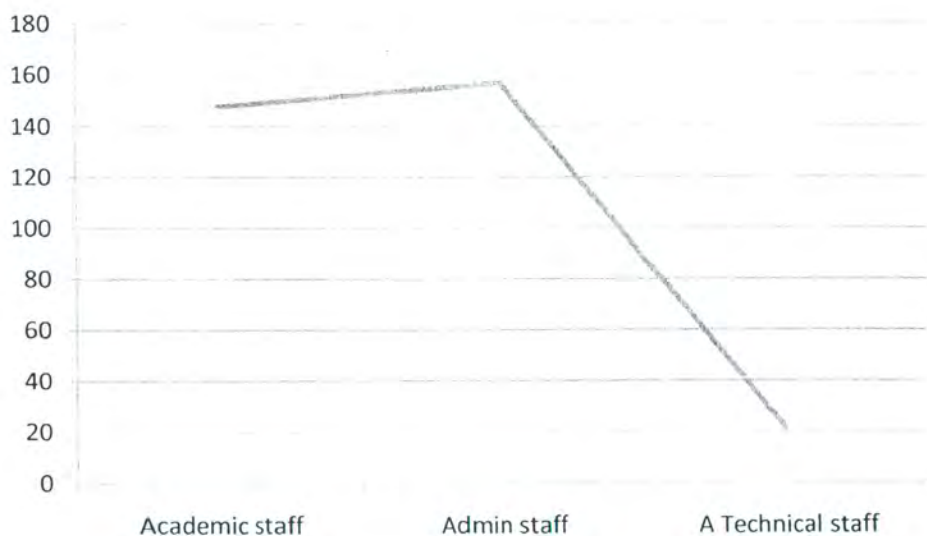
The African column will have an impact on the results due lack of equal representation among the ethnical groups that are part of the institution. This could be because of the geographical location of the institution where majority of the employees are residing not far from the institution as a source of employment or that the majority of the population of the South African environment is largely African.

Figure 4.1 Ethnicity of the respondents



According to Statistics South Africa website, this country has a population of 47 million of which the African population is over 38 million, followed by white at 4.3 million, coloured at 4.2 million and the Indian at 1.2 million.

Figure 4.2 Post level of the respondents



From 326 respondents, 146 (45%) were academic staff, 160 (49%) were admin staff and 20 (0.06%) were technical staff. TUT is an institution of higher learning offering numerous degrees and diploma qualifications to the community of South Africa. Majority of the employees of this institution are academics and admin staff as according to the sample of the population. This representation of the population is considered a fair representation of the population of the institution.

Since the African respondents represent 87% of the sample size, the total number of black academics is around 127 from the total number of 146 which is still a greater number representing a single ethnical group. The results could be distorted due to the fact that a bigger number of a single ethnical group is used.

Table 4.1 Qualificac on of respondents

A degree	121
A postgraduate degree	100
Matric	55
No answer	50

The qualifications of the respondents show that out of the sample of 326 respondents, 121 (37%) were having degrees, 100 (31%) were having postgraduate degrees, 55 (17%) were having Matric certificates, which is obtained after completing high school and lastly 50 (15%) were unwilling to disclose their qualifications.

The majority of the respondents shows that they have degrees and postgraduate qualifications which might be considered as a fair representation since TUT is an institution of higher learning and possibility of improving their qualifications as a requirement exists in this regard. A positive correlation between educational level and job satisfaction has been found in the study of (Coomber and Barriball, 2007).

Since majority of the respondents are having degrees and postgraduate degree the findings on the study of Mor Barak *et al.*(2006) state that better qualified workers since they have job alternatives are more likely to leave an organisation.

Table 4.2 Age of the Respondents.

20-30	69
31-40	90
41-50	112
50+	12
No answer	43

Out of the 326 respondents 69 (21%) were in the age group of between 20-30, 90 (28%) were in the ages of between 31-40, 112 (34%) were in the ages of 41-50, 12(0.04%) were above the age of 50 and lastly 43 (13%) did not disclose their

age. The majority of the respondents were in the ages of 41-50 showing that a greater percentage of the respondents are older and nearing retirement in a few years. According to the findings of Taplin and Winterton (2007) the age of employees who normally stay with organisations are generally above 40 , have worked for the organisation for a period of more than 5 years and there is lack of alternative employment for them.

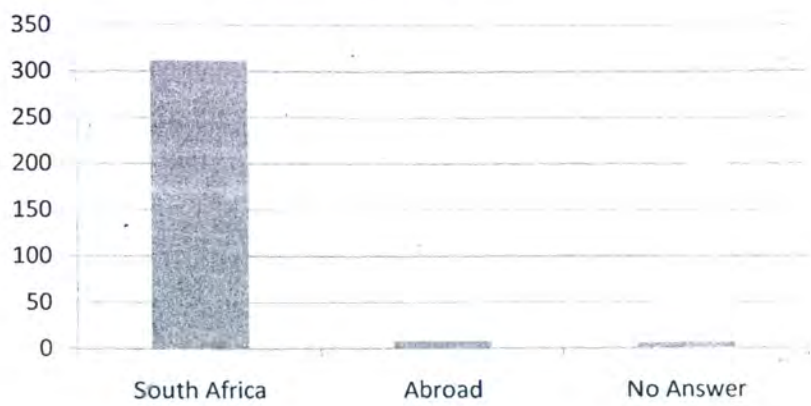
The issue of age and the likelihood to leave has been supported by the study of Coomber and Barriball (2007) that nurses in the age group of 50 and above are less likely to leave even for reasons as job dissatisfaction. Being old, married and having more tenure increase the likelihood for an employee to stay rather than leave the organisation (Taylor *et al.*, 2006).

Figure 4.3 Gender of the respondents



From the 326 respondents 187 (57%) were male and 139 (43%) were female. The majority of the respondents were male showing that the institution as according to the distribution of male and female is predominantly male. Since the black population has a greater representation of the ethical groups and being unfairly distributed this could have an impact on the results of the study which required an equal representation of different ethnical groups.

Figure 4.4 Citizenship of the respondents

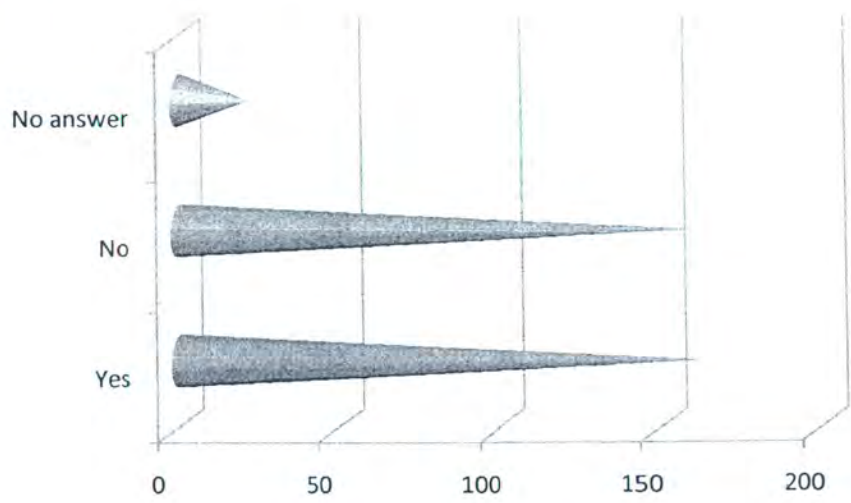


From the 326 respondents 310 (95%) were South Africans, 10 (0.03%) were from abroad and 6 (0.02%) did not answer the question. Since the institution is geographically located in Pretoria South Africa, this might be the reason why such a greater number of respondents are from South Africa and this will not impact on the results of the study.

4.4 RESULTS OF THE SURVEY

In the survey specific questions pertaining to the study undertaken are asked to determine whether the respondents have experienced the turnover at TUT and whether to say that the merger have contributed to this phenomenon.

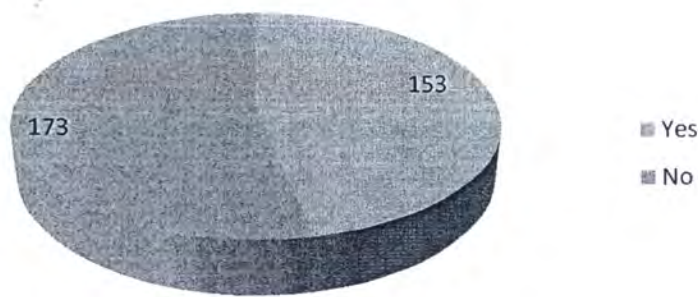
Figure 4.5 Was the merger effective



From the 326 respondents of the question about the effectiveness of the merger 155 (48%) responded with a no, 165 (51%) responded with a yes and the

remainder of 6 (1%) did not answer the question. Almost an equal number of respondents agreed and disagreed with the question, and this might be due to the fact that age of respondents had an effect and most were not ready to change jobs. Generally the aftermath of transformation has had an effect on the attitudes and behaviour of those that have survived the change (Cross and Travaglione, 2004).

Figure 4.6 How effective the previous institution was



From the 326 respondents on the effectiveness of the previous institutions before the merger of the 3 institutions that used to operate on their own, respondents responded with either a yes or a no. Of the 326 respondents 153 (47%) agreed and 173 (53%) disagreed with the statement.

This might be due to the fact that most of the employees of the institutions preferred it and did not want the institution to be merged with another one due to perhaps resistance and fear of the implications of change, but the majority of respondents being black have distorted this due to culture and believe in change.

Table 4.3 Effect of merger on resignations

I strongly agree	30
I agree	200
I disagree	30
I strongly disagree	29
No Answer	37

From the 326 of respondents on how the merger influenced resignations, 230 (70%) of the respondents both agreed and strongly agreed that the merger had an effect on numerous resignations that have occurred, 30 (9%) disagreed with this, 29 (8%) disagreed and the remaining 37 (11%) did not answer the question.

The reason why other respondents did not answer or disagreed with the fact that the merger had an effect on resignation could be that when the merger occurred they were not working for TUT and have not experienced the full transition process.

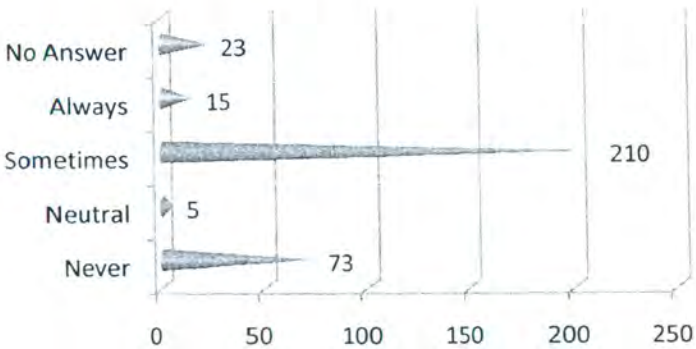
Table 4.4 Effect of other factors on resignations

I strongly agree	29
I agree	255
I disagree	18
I strongly disagree	16
No Answer	8

On the effect of other factors other than the merger, from the 326 respondents 284 (87%) agreed and strongly agreed that other factors other than the merger had an effect on resignations, 18 (6%) disagreed with this, 16 (5%) strongly disagreed with this and lastly 8 (2%) did not answer this question. Looking at the greater percentage of respondents who agreed and strongly agreed this shows that other factors other than the merger such as the new policies or new management could have contributed to a number of resignations.

Current work situations are not the only determinants of employee’s decision to leave but can originate from factors such as proper long-term career planning (Van Dam, 2008).

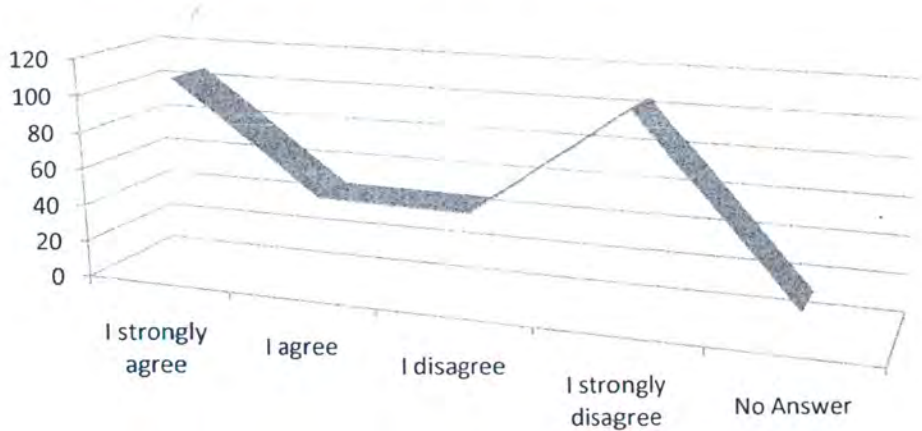
Figure 4.7 Possibility of leaving your job



On the question of possibility of leaving the job, from the 326 respondents 210 (64%) sometimes thought of leaving the institution, 15 (5%) always thought of leaving, 5 (2%) were neutral, 73 (22%) never thought of leaving (due to perhaps their age), 23 (7%) did not provide an answer to this question.

Nearly 70% of the respondents i.e. those who always and sometimes thought of leaving due to possible dissatisfying issues that had an influence other than the merger itself. So this shows that there could be a number of other issues that have influence. Factors such as emotional comfort and friendship can motivate employees to stay and be attached to the organisation, even if thoughts of leaving can come to them (Taplin and Winterton, 2007)

Figure 4.8 Expecting to leave your job in the near future



On the question of expecting to leave the job in the near future there was an equal response of those that strongly agreed and those that strongly disagreed and this could be due to the fact that of age which has an influence on the decision to change your job and again with the lack marketability due to the fact that some of the respondents did not have postgraduate degrees.

Even though expectations to leave their current job might be higher than the final decision of leaving might be dropped because of comparisons that employees do like looking at pension benefits and other financial benefits (Mor Barak *et al.*, 2006). Expecting to leave the organisation as according to Taylor *et al.* (2006) have been found to be influenced by personal and economic attributes.

Table 4.5 Scanning for other jobs

Never	12
Neutral	47
Sometimes	200
Always	44
No Answer	23

From the 326 respondents when answering the question on scanning for other jobs, 244 (75%) of the respondents answered both sometimes and always that shows that a bigger number of employees are possibly looking for other jobs. Only 12 (4%) response were never, 47 (14%) were neutral and 23 (7%) did not answer the question.

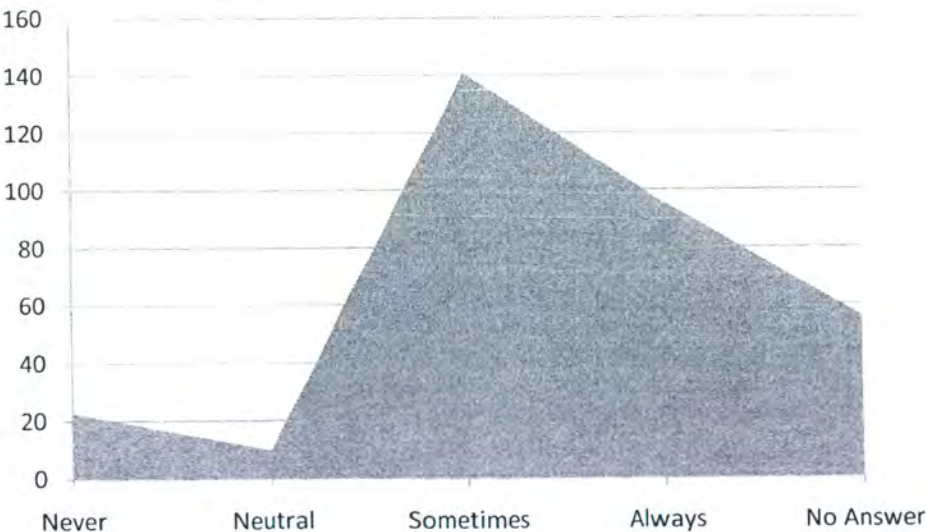
Table 4.6 Marketability of respondents

Never	42
Neutral	69
Sometimes	121
Always	62
No Answer	32

The testing of marketability is low at (56%) where a total of 183 respondents answered sometimes and always, 69 (21%) were neutral, 42 (13%) never tested their marketability and 32 (10%) did not answer this question. The sometimes and always still shows that respondents do test their marketability and possibility could be that should an opportunity arise they will leave.

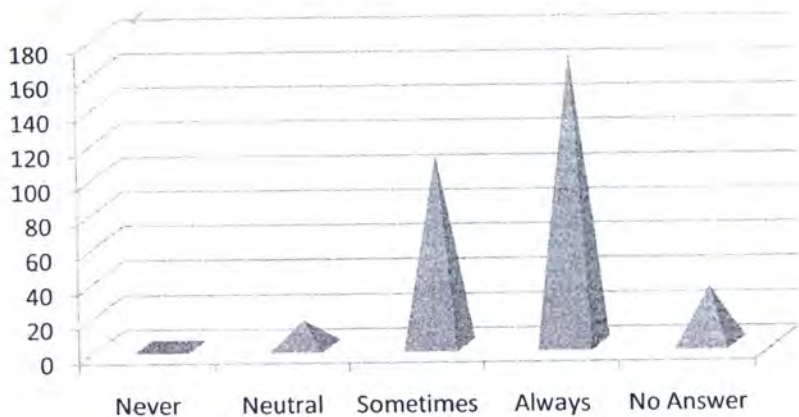
Marketability most of the time depends on the age, qualification level of employees as well as skills that are easily transferrable beyond the current employer (Mor Barak *et al.*, 2006)

Figure 4.9 Look forward to working



According to the figure most of the people look forward to work but many of them test their possibility of getting another work or apply for a work. This is a contrasting figure due to the fact that employees sometimes do not want to be seen as not enjoying their work and being not productive or hardworking. As it is with most studies that have reported what is called self-report, respondents giving socially desirable responses (Cross and Travaglione, 2004).

Figure 4.10 How busy are you at your job



Most of the people are busy at their job as according to the figure above. They are working too hard according to the way the employees weigh the effort they put compared to the pay received at the end of the month. This again might be considered as a socially desirable answer and a sensitive subject whereby employees do not want to be regarded or classified as being lazy and unproductive at work (Falkenburg and Schyns, 2007). Sometimes performance appraisal structures are not in place to properly evaluate how busy and productive the workers are, so self-evaluation occurs at this stage.

Figure 4.11 Take responsibility



Most of the people are responsible. This is a contrast since the employees take responsibility, but are again looking for other jobs. This could be due to the fact that by looking for the job employees simply test their marketability since most are older, but should opportunity arise somewhere the possibility of leaving becomes greater. Such questions again can be very sensitive to ask when employees trust and communication during transformation is at their lowest levels.

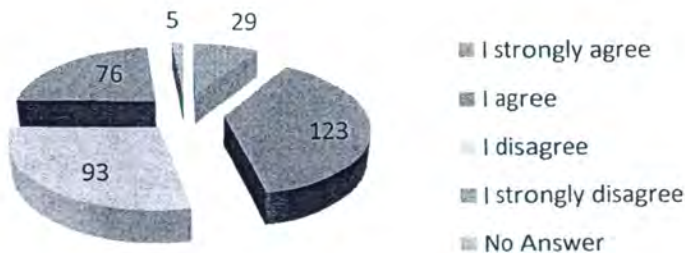
Table 4.7 Current work conditions satisfaction

Not satisfied	117
A little satisfied	104
Neutral	9
Satisfied	56
Extremely satisfied	40

According to the Table above 221(68%) they are a little satisfied or not satisfied at all, 9 (3%) or neutral, 56 (17%) or satisfied and only 40 (12%) are extremely satisfied with the current work conditions. Looking at the greater percentage of those who are dissatisfied with the work conditions this does contrast with the statement whereby the respondents were looking forward for working at.

TUT this might be caused by factors of restructuring such as having to relocate to another campus which is far from where the employee stays or a new supervisor. Organisations should be aware that patterns of change to current work conditions may result increased dissatisfaction therefore leading to turnover (Morrell *et al.*, 2004). According to Griffith (2004) when superiors display consideration and structure to employees this brings satisfying work conditions and job satisfaction.

Figure 4.12 Sense of belonging to the institution



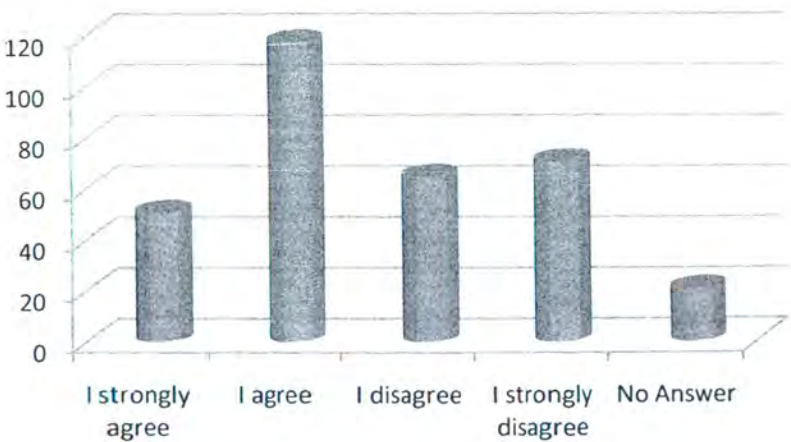
The respondents on the sense of belonging to the institution 152 (47%) agreed and strongly agree to have the sense of belonging to the institution, 169 (52%) disagreed with the statement, and 5 (2%) did not provide an answer to this statement. Looking at the percentages difference between those that agreed and disagreed is almost even; this might be due to the fact that the restructuring process caused a lot of confusion to employees of the institution.

Table 4.7 Nobody cares what happens to the respondent

I strongly agree	76
I agree	96
I disagree	41
I strongly disagree	58
No Answer	35

The respondents on the question of nobody cares what happens to them, out of 326 responses 172 (53%) agreed and strongly agreed to this statement, 99 (31%) disagreed and strongly disagreed to the statement, 35 (11%) did not answer the question. This could be because of the respondent's experience of the merger and a lot of changes that were occurring from the institution, high turnover has been found to actually reduce morale of remaining employees (Hayes *et al.* 2006). This kind of feeling from employees can be caused by low morale. Bergiel *et al.* (2009) state that employees are embedded to the organisation if the organisation proves and show the care and investment they make to them.

Figure 4.13 Do you spend time of your own at work



In this case respondents seen to equally agree and disagree with this statement, this type of question is sometimes regarded to produce answers that are

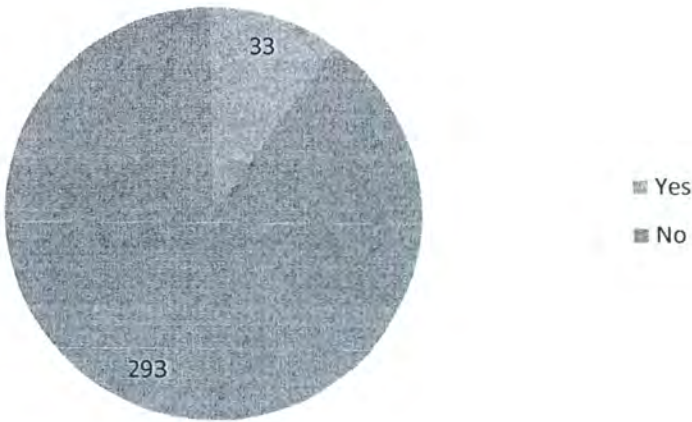
favourable to the society, but possibility could be that role ambiguity and autonomy are the cause in this case which has been found to hinder performance and reduce job satisfaction (Muliawan *et al.*, 2009). The effect of the merger as has been agreed upon by many respondents to be the cause of majority of resignations, the effect could be seen here as mergers are said to bring anxiety and confusion to employees.

Table 4.8 Like job criteria

I strongly agree	83
I agree	106
I disagree	46
I strongly disagree	67
No Answer	24

Out of the 326 respondents on the question of liking the job criteria, 189 (59%) agreed and strongly agreed to the question, 112 (34%) disagreed and strongly disagreed to the statement and 24 (7%) did not answer the question. Close to 60% of the respondents agreed they like the job and this could be that their age, qualifications and current economic conditions such as the recession do not give alternatives to look for work elsewhere other than stay with the current employer.

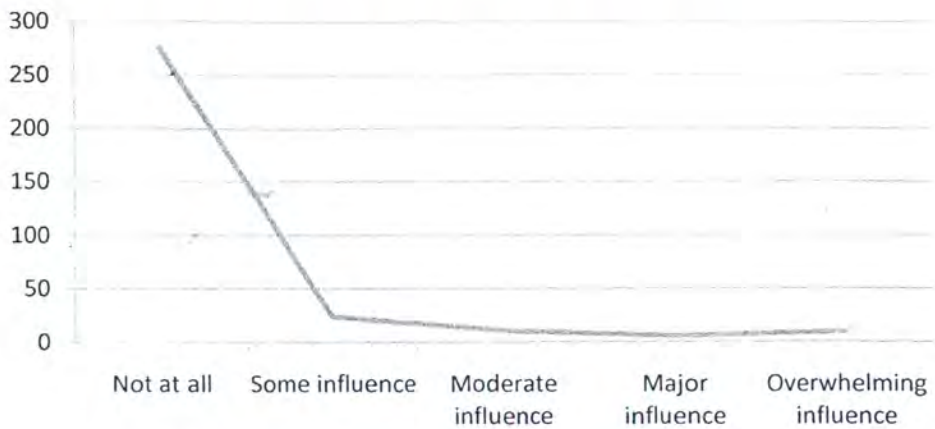
Figure 4.14 Other criteria to make you leave



According to the Figure the people are sure there is nothing else that will make them leave. According to the figure 293 (90%) answered with a no and 33 (10%) answered with a yes. This could be again due to the fact that when looking again at the ages and the qualifications of the respondents it shows that they are not at this moment in the mood to leave the institution. Consistent with the results of the

study of Bertinelli *et al.* (2009) that the probability of changing one's job becomes lower when experienced employees get older as it is in the case of this study.

Figure 4.15 How will another merger cause you to leave?



According to the figure the people are sure there is nothing else that will make them leave. Majority of the respondents answered this question that nothing will cause them to leave even after another merger. This could show that the respondents show the signs of surviving the aftermath of the merger and continuous internal restructuring of the institution and due to their age and lack of marketability would simply stay with the current employer.

4.5 CORRELATION ANALYSIS

The correlation method is used by researchers to gather data of two or more variables' characteristics; this could be numbers, ratings or frequencies of a particular behaviour. This data can be plotted on a scatterplot to allow the researcher to visually inspect the relationship of these variables by looking at the dots and the way they are placed together on the scatterplot (Leedy and Ormrod, 2005).

Correlation is a measure of the relationship that exists 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 between the variables. A value of 0.00 represents a lack of correlation between the variables, 0.1 to 0.3 represent a smaller

correlation, 0.3 to 0.5 a medium correlation and finally 0.5 to 1 represent a larger correlation of these variables.

According to Leedy and Ormrod (2005) correlations between two variables does not indicate causation, and therefore acts as a signpost pointing to the fact that the two variables are related and how is the nature of this relationship.

Table 4.9 Correlation between ethnicity, age of the respondents and effect of the merger

Summary statistics:

Variable	Obs.	Obs. with missing data	Obs. without missing data	Min	Max	Mean	Std. deviation
Ethnicity	5	0	5	1.00	284.00	65.20	123.13
age	5	0	5	12.00	112.00	65.20	39.19
effect of merger	5	0	5	29.00	200.00	65.20	75.42

Correlation matrix (Kendall):

Variables	Ethnicity	age	effect of merge
Ethnicity	1	-0.11	-0.44
age	-0.11	1	0.32
effect of merge	-0.44	0.32	1

Values in bold are different from 0 with a significance level alpha=0.05

p-values:

Variables	Ethnicity	age	effect of merge
Ethnicity	0	1.00	0.43
age	1.00	0	0.60
effect of merge	0.43	0.60	0

Variables	Ethnicity	age	effect of merge
Ethnicity	1	0.01	0.20
age	0.01	1	0.10
effect of merge	0.20	0.10	1

4.5.1 CORRELATIONS BETWEEN ETHNICITY, AGE AND THE EFFECT OF THE MERGER

Ethnicity has a minimum frequency = 1 and the maximum frequency = 284, this is due to the greater number of respondents being mostly African. Since most of the respondents were African a suggestion would be that another study be undertaken with the equal number of respondents from other race groups working for the institution. The standard deviation is larger since this is due to the number of African respondents in the study.

The age of the respondents in the study shows that the minimum frequency = 12 and the maximum frequency = 112. The standard deviation in this case is lower at 39.19, this is maybe due to the larger number of respondents in the study were in the age range of between 41-50. The effect of the merger has a minimum frequency = 29 and a maximum frequency = 200, the standard deviation in this case is larger at 75.42 this might be due to the number of respondents who agreed with the statement that the merger had an effect on the number of resignation in the institution.

4.5.2 Ethnicity vs. age of the respondents

The correlation between the age and ethnicity has a negative value of -0.11, this is lower and not significant enough at all. This negative value shows that older people might not be part of the targeted group as according to South African laws. This again shows that if you are white, the older you might be according to the results.

According to the criteria set, those correlations above 0.5 are considered as having a strong relationship, is not met. The level of significance between this variables (p-value) is 1.00 which is more than 0.05, this therefore shows that no significant linear relationship between the variables.

The coefficient of determination (R^2) between ethnicity and age is lower at 0.01, showing that the variance accounted for by the correlation is 1% variability of ethnicity is reflected in its relationship or association with age. The ethnicity is therefore not the determinant of whether the respondents are positive or negative about turnover at the institution.

4.5.3 Effect of the merger vs. ethnicity of the respondents

The effect of the merger and ethnicity shows a negative correlation of -0.44 and not that weak, this means that the effect of the merger in this case is felt more by some of the minor race groups more than the African contingents. The level of significance between these variables (p-value) is 0.43 which is more than 0.05, this shows that no significant linear relationship exists between these variables.

The coefficient of determination (R^2) between effect of the merger and ethnicity is 0.20, which tells us that the variance accounted for by the correlation is 20% variability of ethnicity is reflected in its relationship with the merger. The effect of the merger is therefore not the determinant of whether the respondents are positive or negative about turnover at the institution.

4.5.4 Effect of the merger vs. age of the respondents

The effect of the merger and age shows a positive correlation of 0.32 which is not strong, this means that the older you get the better that the merger will have impact on a person. The level of significance between these variables (p-value) is 0.60 which is more than 0.05, this shows that no significant linear relationship between effect of the merger and age.

The coefficient of determination (R^2) between effect of the merger and age is 0.10, which tells us that the variance accounted for by the correlation is 10% variability of effect of the merger is reflected in its relationship with the age of the respondents. The effect of the merger is therefore not the determinant of whether the responses are positive or negative about turnover at the institution.

Table 4.10 Correlation between satisfied with your present work conditions and event might cause you to leave

Summary statistics:

Variable	Obs	Obs. with missing data	Obs. without missing data	M in	Max	Mean	Std. deviation
satisfied	5	0	5	9.0	117.00	65.20	44.91
event to leave	5	0	5	6.0	275.00	65.20	117.48

Correlation matrix (Spearman):

Variables	satisfied	event to leave
satisfied	1	0.60
event to leave	0.60	1

Values in bold are different from 0 with a significance level alpha=0.05

p-values:

Variables	satisfied	event to leave
satisfied	0	0.35
event to leave	0.35	0

Values in bold are different from 0 with a significance level alpha=0.05

Coefficients of determination (Spearman):

Variables	satisfied	event to leave
satisfied	1	0.36
event to leave	0.36	1

4.5.5 Correlations between satisfied with work conditions and event to leave

Satisfaction with the present work has a minimum frequency = 9 and a maximum frequency = 117, the standard deviation is lower at 44.91. This is due to maybe factors such as respondents majority being in the age groups of 41-50 and not willing to change work at this age. The event to leave has a minimum frequency =



6 and the maximum frequency = 275, the standard deviation is 117.48. This is maybe because of the high extreme values of responses like not at all at 275.

4.5.6 Satisfied with work conditions vs. event to leave

The correlation between the two variables is strong and positive at 0.60 showing that no event will make the respondents leave the institution. The significance value of 0.35 that is the (p-value) is more than 0.05 and not significant showing that statistically there is no linear correlation between variables.

The coefficient of determination (R^2) is 0.36 between satisfied with the present working conditions and event to leave, which tells us that 36% of variability between satisfied with present working conditions is reflected in its relationship with the event to leave. Satisfied with work conditions is therefore not the determinant of whether the responses are positive or negative about turnover at the institution.

Table 4.11 Correlation between feel like belonging to the organisation and the qualification the respondent has

Variable	Obs	Obs. with missing data	Obs. without missing data	Min	Max	Mean	Std. deviation
belong	4	0	4	29.00	123.00	80.25	39.31
Qualification	4	0	4	50.00	121.00	81.50	34.63

Correlation matrix (Pearson):

Variables	belong	Qualification
belong	1	-0.35
Qualification	0.35	1

Values in bold are different from 0 with a significance level $\alpha=0.05$

p-values:

Variables	belong	Qualification
-----------	--------	---------------

belong	0	0.65
Qualific	0.6	
ation	5	0

Values in bold are different from 0 with a significance level $\alpha=0.05$

Coefficients of determination (R^2):

Variabl es	bel ong	Qualification
belong	1	0.12
Qualific ation	0.1 2	1

4.5.7 Correlations between sense of belonging and qualifications

The feel like belonging to the organisation has a minimum frequency = 29 and a maximum frequency = 123, the standard deviation is equal to 39.31 which is ok. The qualification of the respondents has minimum frequency = 50 and maximum frequency = 121, the standard deviation is 34.63. The standard deviation of both variables is almost equal this is due to maybe the even number of responses for agreeing and disagreeing being almost equal.

4.5.8 Sense of belonging vs. qualifications

The correlation between these two variables is -0.35 which shows a negative correlation between the two. The significance value of 0.65 that is the (p-value) shows that they are statistically not significant, therefore no linear relationship exists between these variables. The coefficient of determination of 0.12 tells us that there is 12% variability that is reflected in the relationship between sense of belonging and qualification.

The people with matric at 55 can only work for the university as perhaps those at the technical services which shows a lower value when looking at the post levels of the respondents. The sense of belonging is therefore not the determinant as to whether the responses are positive or negative about turnover at the institution.

Table 4.12 Correlation between look forward to going to work, keep yourself busy at the work and take responsibility

Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	M	Std. deviation
look forward	4	0	4	10.00	141.00	67.50	61.92
busy responsibility	4	0	4	0.00	168.00	73.25	79.76
	4	0	4	32.00	133.00	80.75	54.73

Correlation matrix (Pearson):

Variables	look forward	busy	responsibility
look forward	1	0.81	0.92
busy	0.81	1	0.97
responsibility	0.92	0.97	1

Values in bold are different from 0 with a significance level $\alpha=0.05$

p-values:

Variables	look forward	busy	responsibility
look forward	0	0.19	0.08
busy	0.19	0	0.03
responsibility	0.08	0.03	0

Values in bold are different from 0 with a significance level $\alpha=0.05$

Coefficients of determination (R^2):

Variables	look forward	busy	responsibility
look	1	0.66	0.85

forward			
busy	0.66	1	0.95
responsibility	0.85	0.95	1

4.5.9 Correlations between looking forward of going to work, busy at work and take responsibility

The minimum frequency on looking forward to going to work = 10 and the maximum frequency is = 141. Keeping busy at work has a minimum frequency = 0 and a maximum frequency =168, whereas taking responsibility has a minimum frequency = 32 and maximum frequency = 133. The standard deviations of the three variables being looking forward to work, keeping busy at work and taking responsibility are 61.92, 79.76 and 54.73 respectively.

These three variables show a very strong positive correlation, but the standard deviations are not good and could be lower. This could be perhaps due to the extreme values of always looking forward (141), busy (168) and taking responsibility (133) making the results skewed a bit.

4.5.10 Looking forward vs. keeping busy at work

The correlation between looking forward and keeping busy is higher and positive at 0.81, but the level of significance (p-value) is statistically significant at 0.03 which is < 0.05, showing a significant linear correlation.

Looking at the coefficient of determination (R^2) of 0.66 between looking forward at work and being busy at work, this is showing 66% variability in looking forward and keeping busy which is reflected in their relationship. This is due to the fact that respondents normally give socially desirable and acceptable answers when coming to such questions to remove the element of being regarded as being lazy and not willing to work.

4.5.11 Showing responsibility vs. looking forward

The correlation between showing responsibility and looking forward at work is 0.92 which shows a strong and positive correlation between this two variables, but the level of significance (p-value) is not significant at 0.08 which is greater than the standard of 0.05, therefore no significant linear relationship exist in this regard.

The coefficient of determination (R^2) of 0.85 between showing responsibility and looking forward is high which tells us that 85% variability is reflected in the relationship between showing responsibility and looking forward.

4.5.12 Showing responsibility vs. keeping busy

The correlation between showing responsibility and keeping busy is higher and positive at 0.97. It is one of the strong and positive correlations showing that respondents are responsible and are always busy at work.

The level of significance (p-value) is significant at 0.03 showing a linear relationship in this regard. The coefficient of determination (R^2) is also higher at 0.95 which tells us that 95% variability is reflected in the relationship between showing responsibility and keeping busy.

Table 4.13 Correlation between considered leaving your job, expecting to leave your job and looking for a job

Summary statistics:

Variable	Obs	Obs. with missing data	Obs. without missing data	Min	Max	Mean	Std. deviation
leave job	4	0	4	5.0	210	75.	
expect				0	.00	75	94.39
leave job	4	0	4	48.	108	78.	
looking for				00	.00	00	34.07
job	4	0	4	12.	200	75.	
				00	.00	75	84.33

Correlation matrix (Pearson):

Variables	leave job	expect leave job	looking for job
leave job	1	-0.40	0.87
expect			
leave job	0.40	1	-0.66
looking for			
job	0.87	-0.66	1

Values in bold are different from 0 with a significance level $\alpha=0.05$

p-values:

Variables	leave e job	expect leave job	looking for job
leave job	0	0.60	0.13
expect leave job	0.60	0	0.34
looking for job	0.13	0.34	0

Values in bold are different from 0 with a significance level $\alpha=0.05$

Coefficients of determination (R^2):

Variables	leave e job	expect leave job	looking for job
leave job	1	0.16	0.76
expect leave job	0.16	1	0.44
looking for job	0.76	0.44	1

4.5.13 Correlations between considering leaving your job,
expecting to leave your job and looking for a job

The minimum frequency of expecting to leave the job = 5.0 and the maximum frequency = 210, which is a greater value and this shows that majority of the respondents agreed with the statement that they will leave. Expecting to leave the job has a minimum frequency = 48 and a maximum frequency = 108. Looking for a job has a minimum frequency = 12 and a maximum frequency = 200 which is again a greater number, showing that respondents are looking for jobs. The standard deviations for the 3 variables are not good at 94.39 for leaving the job, 34.07 for expecting to leave and 84.33 for looking for a job. This could have been lower.

4.5.14 Leaving the job vs. looking for job

The correlation between leaving the job and looking for job is positive and strong at 0.87, but the level of significance (p-value) is statistically not significant at 0.13 which is greater than 0.05 showing no linear correlation between the two variables.

The coefficient of determination (R^2) of 0.76 is higher between leaving the job and looking the job, this shows that 76% variability in leaving the job is reflected in its relationship between looking-for a job.

4.5.15 Expected to leave the job vs. leaving the job

The correlation between expected to leave the job and leaving the job is -0.40, which is negative and a little lower. The level of significance (p-value) is not significant at 0.60 which is greater than 0.05, showing no linear correlation between the two variables. The coefficient of determination (R^2) of 0.16 between expected to leave and leaving the job, shows that 16% variability is reflected in the relationship between the variables.

4.5.16 Looking for a job vs. expecting to leave the job

The correlation between looking for a job and expecting to leave the job is -0.66 which is strong and negative this is due to the greater numbers of 200 respondents agreeing to this statement.

The level of significance (p-value) is not significant at 0.34 which is above the 0.05 standard, therefore no linear correlation exists between the two variables. The coefficient of determination (R^2) between looking for a job and expecting to leave the job is 0.44 which shows that 44% variability is reflected in the relationship between the variables.

Table 4.14 Correlation between the merger and the impact on resignations, other reasons for resigning and age of the respondents

Summary statistics:

Variable	Observations	Obs. with missing data	Obs. without missing data	Minimum	Maximum	Mean	Std. deviation
merger	4	0	4	29.00	200.00	72.25	85.17

						79	
Oth				16.0	255.	.5	
er	4	0	4	0	00	0	117.14
						70	
				12.0	112.	.7	
age	4	0	4	0	00	5	42.92

Variable s	merge r	Other	age
mer ger	1	0.95	0.63
Oth er	0.95	1	0.40
age	0.63	0.40	1

Values in bold are different from 0 with a significance level $\alpha=0.05$

p-
valu
es:

Variable s	merge r	Other	age
mer ger	0	0.08	0.42
Oth er	0.08	0	0.75
age	0.42	0.75	0

Values in bold are different from 0 with a significance level $\alpha=0.05$

Coefficients of determination (Spearman):

Variable s	merge r	Other	age
mer ger	1	0.90	0.40
Oth er	0.90	1	0.16
age	0.40	0.16	1

4.5.17 Correlations between the merger and the impact on resignation, other reasons and the age of respondents

The minimum frequency of the merger's impact on resignations = 29 and the maximum frequency is = 200, showing that the merger had an effect of resignations of staff members at the institution. Other reasons for resignations has a minimum frequency = 16 and the maximum frequency = 255, showing again a greater value that there are other reasons other than the merger that have an impact on resignations. The age of the respondents has a minimum frequency = 12 and the maximum frequency = 112. The standard deviations for the 3 variables are not good and could be lower. The merger impact on resignations has a standard deviation of 85.17, other reasons have 117.14 and the age has 42.92.

4.5.18 Impact of the merger on resignations vs. other reasons for resigning

The correlation between the impact of the merger on resignations and other reasons for resigning has a positive and higher correlation of 0.95, this being due to higher responses which have agreed to this statement and can be seen by bigger value of 200 and 255 in them.

The level of significance (p-value) is 0.08 which is above the 0.05 standard, therefore no linear correlation exists between the variables. The coefficient of determination (R^2) between the impact of the merger on resignations and the other reasons for resigning is 0.90, which shows that 90% variability is reflected in the relationship between these variables.

4.5.19 Impact of the merger on resignations vs. age of respondents

The correlation between the impact of the merger on resignations and the age of the respondents is 0.63 which is average, the reason being maybe of the age of the respondents not having effect on the resignations due to the merger. The level of significance (p-value) is 0.42 which is above the 0.05 standard; therefore there is linear correlation between these variables.

The coefficient of determination (R^2) between the impact of the merger and the age of the respondents is 0.40, which shows that 40% variability is reflected in the relationship between these variables.

4.5.20 Age of the respondents vs. other reason for resigning

The correlation between the age of the respondents and the other reasons for resigning is lower at 0.40, this is due to the age of the respondents not having effect on the other reasons other than the merger. The significance level (p-value) is 0.75 which is above the 0.05 standard, therefore no linear correlation exists between these variables.

The coefficient of determination (R^2) between the age of the respondents and the other reasons for resigning is 0.16, which shows that 16% variability is reflected in the relationship between these variables.

4.6 T-TEST

The t-test as a statistical analysis technique produces 3 values usually being used to analyse data, and the values are the t-value, degrees of freedom and the p-value. The differences in means between two independent groups are commonly compared in a single sample (Creswell *et al.*, 2007). For example, the t-test can be used to test for a difference in test average scores between male and female IQ.

Theoretically, the t-test can be used even if the sample sizes are very small (e.g., as small as 10; some researchers claim that even smaller no's are possible), as long as the variables are normally distributed within each group and the variation of scores in the two groups is not reliably different. In the t-test the alpha is divided into 2 and the value is then placed in each half of the tail.

According to Creswell *et al.* (2007) the null hypothesis will always be that sample means are equal that is H_0 : the difference between the means is equal to zero, and the H_a : the difference between the means is different from zero.

Table 4.15 T-Test between the gender, capability of the previous institution and other cause that makes you leave

Summary statistics:

Variable	Obs	Obs. with missing data	Obs. without missing data	Min	Max	Mean	Std. deviation
Gender	2	0	2	139.00	187.00	163.00	19.4

				15				
Capable	2	0	2	3.00	173	163	14.14	
other				33			.14	
cause	2	0	2	.00	293	163		
				0	.00	.00	183.85	

One-sample t-test / Two-tailed test (Gender):

95% confidence interval on the mean:

467
.95
] -141.95 , [

	163
Difference	.00
t	
(Observe	6.7
d value)	9
t (Critical	12.
value)	71
DF	1
p-value	
(Two-	0.0
tailed)	9
	0.0
alpha	5

One-sample t-test / Two-tailed test (Capable):

95% confidence interval on the mean:

290
.06
] 35.94, [

	163
Difference	.00
t	
(Observe	16.
d value)	30
t (Critical	12.
value)	71
DF	1
p-value	
(Two-	0.0
tailed)	4
	0.0
alpha	5

One-sample t-test / Two-tailed test (other cause):

95% confidence interval on the mean:

181
] -1488.81 4.8
, 1 [

	163
Difference	.00
t	
(Observe	1.2
d value)	5
t (Critical	12.
value)	71
DF	1
p-value	
(Two-	0.4
tailed)	3
	0.0
alpha	5

4.6.1 T-Test (two-tailed test) Gender of respondents

The two tailed test means that the p-value of the variable is distributed equally in two sides of the distribution, so the p-value of gender is 0.09. Since this is greater than the 0.05 significance level, the null hypothesis should be accepted. The standard deviation of gender is 33.94, showing a normal distribution of gender of the respondents.

4.6.2 T-Test (two-tailed test) Capable

The two tailed test means that the p-value of the variable is distributed equally in two sides of the distribution, so the p-value of 0.04 is below the 0.05 significance level, so in this case the alternative hypothesis is selected.

The standard deviation is 14.14, showing a normal distribution of the capability of the institution on its own, this is due to the number of respondents equally divided when answering this question.

4.6.3 T-Test (two-tailed test) of other cause than the merger

The two tailed test means that the p-value of the variable is distributed equally in the two sides of the distribution, so the p-value of 0.43 is above the 0.05 significance level, so the null hypothesis should be accepted in this case.

The standard deviation is greater at 183.85 which is higher, this is due to the number of respondents who agreed with the statement that there are other cause other than the merger than have caused numerous resignations as can be seen with maximum frequency of 293. This shows that other factors do exist that have caused resignations of respondents from the institution.

The p-level reported with a t-test represents the probability of error involved in accepting our research hypothesis about the existence of a difference. There are two types of errors being the type I error and the type II error.

The type I error occurs when the null hypothesis has been rejected when in fact it was true and should not have been rejected. The type II error occurs when in fact the decision to accept the null hypothesis was in fact false (Creswell *et al.*, 2007)

4.4 CONCLUSION

In this chapter statistical analysis of the data being collected has been done, using different approaches such as correlation coefficients to determine the relationship that exist between two or more variables. In this case different patterns have been identified and conclusions could be made. The data has been represented by using graphs and tables.

During the analysis of data, the results have showed that majority of the respondents were African and their ages were between 41-50. Most of the respondents due to their age were nearing retirement maybe that is why they cannot leave. Marketability of the respondents showed to be lower. When looking at the qualifications of the respondents this showed that there are those who had degrees and post graduate qualifications, others had matric which is lower when looking at the environment they are working at. Equal number of respondents showed that the merger was effective, majority of the respondents showed that the merger had an effect on the number of resignations in the institution. Contradictory statements did come up when respondents were looking for jobs, scanning newspapers but on the other hand are committed to the success of the institution by taking responsibility and looking forward to another day at work.

The following chapter will come up with recommendations to the study being undertaken, and these recommendations will seek to answer the research questions being pointed out in order to add value to the literature that already

exists on the study on turnover. Finally future research on the area of this research will be given and the limitations to the study be identified to encourage further research.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The aim of this study is to identify the antecedents of staff turnover at TUT and how the current employees of the institution view this phenomenon, and whether they are currently intending to leave the institution should an opportunity arise elsewhere in the future. All this is currently unknown and remain unanswered.

This chapter will combine the findings from this research which were obtained through the statistical analysis of the data discussed in the previous chapter. The research questions pertaining to this study being the effect of the merger on resignations, intentions to leave in the future, satisfaction with the current working conditions and whether this has resulted in a culture shock will be answered.

The current chapter further covers the summary of the study being undertaken and the findings which will answer the research questions and identify future research opportunities on the phenomenon being investigated. The conclusion and recommendations drawn from the study will be given at the end.

5.2 SUMMARY OF THE STUDY

The findings showed that there are factors which contributed to numerous resignations from the institution, this identified from the responses received from the respondents. The study revealed that 70% of the respondents agreed that the merger had an effect on numerous resignations from the institution. A greater number of respondents that is 87% agreed and strongly agreed that there are other factors that have contributed to the resignations of employees other than the merger, and 75% of the respondents are currently scanning newspaper advertisements for other jobs, showing that should an opportunity arise they will leave.

5.3 ANSWERS TO RESEARCH QUESTIONS

The findings relating to the study and the answer to each research question will be discussed below and each research question will be followed by discussion on what has been discovered during the analysis of data.

Has the merger of institutions of higher learning had an effect on numerous resignations?

Mergers of institutions of higher learning caused problems to the South African educational system, whereby institutions lacked strategies of improving working conditions, retaining experienced staff and rewarding its academics (Ramdass and Kruger, 2009).

These institutions are now faced with big challenges of encouraging participation of staff, financial implications and diverse cultures to deal with (Meyer *et al.*, 2009). According to the findings of this study 70% of the respondents agreed that merging of institutions that formed TUT has resulted in numerous resignations of employees from the institution.

On the issue of the effectiveness of the merger, equal number of respondents agreed and disagreed with this. According to Cross and Travaglione (2004) individuals behaviours and attitudes is affected after surviving the aftermath of a transformation in an organisation.

Are there still employees who intend to leave should an opportunity arise elsewhere?

The concept of intention to quit has been identified as a key predictor of the actual turnover and it puts more interest in employees being with the organisation rather than those who have left (Falkenburg and Schyns, 2007).

Other factors other than the merger do exist increasing the possibility of intention to quit, 87% of respondents agreed that there are other factors that contributed to numerous resignations other than the merger.

The possibility of leaving had 64% of respondents agreeing that there is possibility that they will in the future leave the institution should an opportunity arise elsewhere.

On the issue of scanning for other jobs 75% of the respondents agreed that they sometimes scan for jobs in newspapers showing that the respondents are looking for employment elsewhere.

Respondents sometimes test their marketability but other factors such as age and qualifications of the respondents makes this to be minimal. According to Wheeler *et al.* (2006) employees who are highly marketable are the ones with more likelihood to quit the organisation and are more prone to mobility.

Are the remaining employees still satisfied with their current working conditions and committed to the institution?

Employees have expectations towards the organisation and if these are met, satisfaction arises (Price, 2000). Respondents do look forward to work sometimes, resulting in a contrasting figure as workers are currently looking for work by scanning newspapers and this showed that workers did not want to be seen as being unproductive and not hardworking.

According to Cross and Travaglione (2004) respondents report what is called self-reporting which occurs when they give socially desirable responses when responding to such questions.

Employee performance is brought about by a good relationship between the leadership style and employees readiness (Chen and Silverthorne, 2005). The current working conditions gave contrasting results with the statement that the workers do look forward to work every day, but responding that they are a little satisfied or not satisfied at all with the current working conditions.

Closer to 60% of the respondents like the job criteria, again this being caused by factors such as the age, qualifications of respondents and less marketability of the employees. Commitment occurs when an emotional attachment towards one's organisation and all other aspects involving the job concerned (Luna-Arocas and Camps, 2008). In this case the respondents showed this by taking responsibility in their work but still look for jobs gave contrasting results in this regard.

This could be caused by the fact that workers of the institution are older mostly in the ages of between 41-50, and continue to test their marketability by looking for work and should opportunity arise the workers can easily leave the institution.

The respondents on sense of belonging to the institution equally agreed and disagreed to this giving and even response, showing that there are other factors other than the restructuring process that has caused this feeling.

Respondents equally agreed and disagreed that they do spend time on their own at work showing less autonomy in this case and are a little satisfied or not satisfied at all with their current working conditions, giving a contrasting statement.

Has there been a culture shock after merging the institutions?

Cultural shocks do prompt intention to quit, but have great influence in the actual turnover decision of employees in the organisation (Morrell *et al.*, 2004). A change that could happen within the existing cultural setup being caused by either political or economic change give rise to this phenomenon (Feichtinger and Fink, 1998).

Education and age play a major role in culture shocks, since well educated and young individuals adapt easily to foreign cultures than less educated and older ones (Kaye and Taylor, 1997). Looking at the demographical information of this study, majority of the respondents being in the age range of 41-50 and the qualification level not that good when taking TUT as an institution of higher learning still having respondents with Matric can easily be affected by the culture shock since all the variables that result in this shock have been identified in the study. A greater number of respondents 90% agreed that nothing else will make them leave this being caused by factors such as the age and qualifications of the respondents. According to Bertinelli *et al.* (2009) the probability of one changing the job becomes lower as experienced employees get older.

5.4 LIMITATIONS OF THE STUDY

This study is not without limits so it has been confined to a single institution, whereas TUT is not the only institution of higher learning that have merged in the South African educational system. This institution has a number of satellite campuses which could also have been included in the study as they too form part of this institution. But due to their geographical locations this has made it difficult to reach and the costs of the study could have escalated tremendously.

Majority of the respondents were African and this could have distorted the results due a greater representation of one culture, whereas there are other different cultures within the institution.

5.5 MANAGEMENT GUIDELINES

From the findings of this study guidelines that management at TUT need to apply in order to mitigate this problem on staff turnover at the institution. Strategies and procedures are there that can assist the institution to identify and remedy these problems that arise due to transformation of institutions.

- Current working conditions needs to be improved to suit and accommodate all the diverse cultures that exist in the institution. Employees of the institution are not satisfied with the working conditions as according to the findings of the study.
- Implement different post-merger strategies that will accommodate institutions that used to operate on their own and had different cultures. Marks (2007) state that applying mitigating strategies before and after the transition, by encouraging communication and giving survivors of the aftermath a sense of control and engaging them in day to day activities helps a lot.
- Identification and through knowledge-sharing, good communication channels search for other factors that employees know of that have resulted in numerous resignations in the institution. Knowledge-sharing enables organisation to achieve their needs, goals and a competitive edge (Lee and Lai, 2007).

The culture of the organisation is a pre-requisite for knowledge-sharing Jacobs and Roodt (2007), which is what mostly required by this institution.

- Come up with strategies for staff development and training as a form of investment in human capital, since most of the staff lacked proper qualifications suitable for an institution of higher learning. According to Buono (2003) core competencies and investing in human capital through training must be transferred to employees to build an organisation that has just undergone transformation. Always bearing in mind that evidence has shown that employees with lower qualifications like high school tend to remain longer with organisations than those with higher qualifications (Huang *et al.*, 2006).

- Policies and procedures seem not to accommodate the diverse cultures that exist in the institution, so re-evaluation of these policies needs to be done in this regard. Policy making should always involve the workers so that it becomes consultative and transparent (Mawila, 2009). Recognition and rewarding problem-solving through the implementation of a well monitored and tailor made performance management system is suitable for the whole organisation (Lee-Kelley *et al.*, 2007).
- Proper retention strategies especially for the staff such as academics as being the core of the institution need to be implemented and other talent search for professionals as most of the staff at the institution are ageing and nearing retirement.
- Succession planning with regard to this will assist the institution so that knowledge, experience, skill is shared among employees. This type of loyalty can be achieved through by investing in human capital and rewarding success (Buono, 2003). According to McQuade *et al.*, (2007) employees retiring from an organisation should work with the successor months before retiring in order to introduce to this employee all the contacts to use on a day to day basis.
- Conduct exit interviews to try and identify the patterns and common problems that employees are experiencing which eventually lead them to leave the institution.

Even though there is no standard account as to why employees leave an organisation, too many factors do contribute to this phenomenon (Morrell *et al.*, 2004).

5.6 FUTURE RESEARCH

This research has opened new avenues for further research on the topic on staff turnover at institutions of higher learning in South Africa, and the effect of mergers on numerous resignations. The focus can be broadened to include not one but all the institutions in this country and their experiences and problems they have come across during the transformation and one common standard or model that is compatible to this institutions be developed to assist in mitigating this. Continuous online survey using the institutions mail system that would easily cover all the

campuses including satellite ones trying to get employees views on how to improve the current working conditions and to try and identify other causes that have contributed to numerous resignations. The use of technology can be faster and cheaper, but it is very important that the employees are encouraged through proper motivation to participate in these surveys.

5.7 CONCLUSION

Individual in an organisation that have just merged normally focus more on the positions that are available than on the dysfunctions that emerge after the merger. This dysfunctions come in the form of non-investment in human resources and unacceptable working conditions (Buono, 2003). TUT as an institution of higher learning has undergone so much change that, like other organisations, it is not immune to change that normally bring along complications to the structures and processes of an organisation.

Staff turnover is not only a loss to the organisation alone but to the economy of a country as well since employees benefits are to be paid up to the employees who are leaving the workforce (Bertinelli *et al.*, 2009).

Knowledge intensive institutions have been found to experience a greater number of employee resignations, but this must not be always viewed as negative since turnover can sometimes bring new innovations to the organisation as new staff members with new ideas and experience join in (Guidice *et al.*, 2009).

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APPENDIX A: MATRIX

Article	Theme/Thesis	Voluntary Turnover	Culture Shock	Knowledge sharing	Commitment	intention to quit	Perception	Job Satisfaction	Mitigate	Merger	Match and Place
N		a	b	c	d	e	f	g	h	j	k
1	Equity sensitivity theory: do we all want more than we deserve?					1	1	1			
2	Predicting openness and commitment to change	1			1	1				1	
3	The times they are a-changing: who will stay and who will go in a downsizing organization?				1	1	1	1			
4	Differences in job perception: What happens when supervisor and subordinate perceptions disagree?					1	1	1			
5	SEAM-less post-merger integration strategies: a cause for concern	1	1		1					1	
6	Situational antecedents and outcomes of organizational politics perceptions	1				1	1	1			
7	An analysis of current human resource management publications	1						1			

8	Goldratt's thinking process applied to employee retention	1			1	1	1	1			
9	Leadership effectiveness, leadership style and employee readiness	1				1		1			
10	The development of knowledge sharing construct to predict turnover intentions	1		1	1	1		1			
11	The role of leader-member exchange in high turnover work environments	1			1	1	1				
12	The turnover of jobs and workers in a deep recession: evidence from the finish business sector	1						1			
13	An exploratory study of employee turnover indicators as predictors of customer satisfaction	1					1	1			
14	Decision-making training for occupational choice and early turnover: a field experiment	1			1		1				

15	Labour turnover in the retail industry .Predicting the role of individual, organisational and environmental factors.	1			1	1	1	1			
16	Relationship between pay satisfaction, work-family conflict, and coaching turnover intentions	1	1			1		1			
17	When person-organisation (mis)fit and (dis)satisfaction lead to turn over The moderating role of perceived job mobility	1	1		1	1	1	1			
18	A model of high performance work practices and turnover intentions	1			1	1	1	1			
19	Effects of performance appraisal politics on job satisfaction and turnover intention	1				1	1	1			
20	The indirect relationship between organizational-level knowledge worker turnover and innovation	1			1			1			
21	Turnover intention and preparedness for change	1			1	1		1			

22	Talent management , work-life balance and retention strategies	1			1	1		1	1		
23	Attracting and retaining knowledge workers in knowledge cities	1									
24	Will you miss me when I'm gone?	1					1			1	
25	Can a four-dimensional model of occupational commitment help to explain intent to leave one's occupation?	1			1	1	1	1			
26	Principles and techniques for rightful termination				1			1			
27	Work satisfaction, organizational commitment and withdrawal behaviours	1			1	1	1	1			
28	An empirical assessment: reconstructed model for five universal forms of work commitment	1			1	1	1	1			
29	Generational preferences for work environment fit: effects on employee outcomes	1			1	1	1	1			
30	limiting the brain drain	1			1	1	1	1	1		
31	Winning the battle to keep your brightest and best				1						

32	An examination of factors affecting repatriates turnover intentions	1	1		1	1	1	1			
33	Understanding employee turnover: The need for a contingency approach	1			1	1	1	1			
34	Can the hobo phenomenon help explain voluntary turnover?	1				1	1	1			
35	Work value fit and turnover intention: same-source or different-source fit	1			1	1	1	1			
36	General manager turnover and root causes	1						1	1		
37	Job search modes and turnover	1				1	1	1			
38	Reflections on the determinants of voluntary turnover	1			1			1			
39	Antecedents and consequences of financial analyst turnover	1			1	1		1			
40	Organisational change and employee turnover	1	1			1		1		1	
41	Constructing factors related to worker retention	1					1				1
42	How can managers reduce employee intention to quit?	1			1	1	1	1	1		

43	An exploration of the relationship between learning organisations and the retention of knowledge workers											
44	Retaining employees- The fast track to commitment											
45	The importance of management style in labour retention											
46	Voluntary turnover: Knowledge management friend or foe?											
47	LTFS puts sparkle back into training: Program cuts employee turnover and improves morale											
48	Relation of principal transformational leadership to school staff job satisfaction, staff turnover, and school performance											
49	Factors discriminating functional and dysfunctional sales force turnover											
50	Occupational determinants of work attitudes and organisational attachment											

51	The relationship between work commitment models and employee withdrawal intentions	1			1	1	1				
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52	Measuring workers burnout and intention to leave	1			1	1					
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53	The psychological contract, organisational commitment and job satisfaction of temporary staff				1	1	1	1			
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54	Management enforced job change and employee perceptions of the psychological contract				1	1	1	1			
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55	Human resource practises, job embeddedness and intention to quit	1			1	1	1				
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56	Employee turnover: A study of private clubs in the USA	1					1	1			
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57	Reflections on the determinants of voluntary turnover	1			1	1	1	1			
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58	Identifying the causes of staff turnover	1						1			1
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59	Times frames for leaving : An explorative study of employees intentions to leave the organization in the future	1			1	1	1	1			
60	A catastrophe model of employee withdrawal leading to low job performance, high absenteeism, and job turnover during first year of employment	1									
61	Causal ordering of stress, satisfaction and commitment, and intention to quit: a structural equations analysis.	1			1	1		1			
62	An exploratory study of US lodging properties organisational practices on employee turnover and retention	1			1		1	1			
63	The effect of organisational culture and leadership style on job satisfaction and organisational commitment				1	1		1			
64	Budgetary fairness and governmental program heads turnover intention	1			1						

APPENDIX B: QUESTIONNAIRE CONSTRUCTION

Research Questions	Survey Questions	Variable(s) and /or Relationship Measured	Statistical Tests
Has the merger of institutions of higher learning had an effect on numerous resignations that has occurred since 2004?	1.MERGER EFFECT	Ordinal/ Nominal Variables:	Descriptive Stats – Frequency tables, bar charts
	1.1 Was the merger effective?	1.1 Yes/No	Numerical Description- Location,
	1.2 Was your previous institution capable on its own?	1.2 Yes/No	Spread, distribution, cross tabulation
	1.3 The merger on its own had an effect on numerous resignations.	1.3 Strongly disagree, disagree, neutral, agree, strongly agree.	Measures of Association – Phi, Cramm's V
	1.4 Were there other Factors that impacted on resignations other than mergers	1.4 Strongly disagree, disagree, neutral,	Convert nominal to ratio
	1.4.1 Salary	agree, strongly	0,1,2,3,4 and do
	1.4.2 Move to new location		
	1.4.3 Qualifications		

		agree.	correlation co-efficient testing with info – Pearson and Spearman Rho Normal and Z- distribution
Are there still employees within the institution of higher learning who are still intending to leave after experiencing numerous resignations, should an opportunity arise somewhere else they will leave at any time?	2.INTENTION TO LEAVE 2.1 How often have you considered leaving your job? 2.2 How frequently have you been scanning the newspapers for job opportunities? 2.3 Are you expecting to	2.1 Never, Neutral, Sometimes, Always. I don't want to answer this question 2.2 Never, Neutral, Sometimes, Always. 2.3 Strongly disagree, disagree,	Descriptive Stats – Frequency tables, bar charts Numerical Description- Location, Spread, distribution, cross tabulation Measures of Association – Phi, Cramers V

	leave your job in the future? 2.4 How regular do you test your marketability? 2.5 How often do you look forward to another day at work?	neutral, agree, strongly agree. 2.4 Strongly disagree, disagree, neutral, agree, strongly agree. 2.5 Never, Seldom, Neutral, Sometimes, Always.	Convert nominal to ratio 0,1,2,3,4 and do correlation co-efficient testing with info – Pearson and Spearman Rho Normal and Z-distribution
Are the remaining employees still satisfied with their current employer and are they still committed to the institution to help it attain its goals and objectives?	3.JOB SATISFACTION 3.1 How busy are you in your present job? 3.2 To what extent do you	3.1 Not bust at all, A little busy, Neutral, Busy, Extremely Busy 3.2Not at all, A Little, Neutral,	Descriptive Stats – Frequency tables, bar charts Numerical Description- Location, Spread, distribution, cross tabulation

	have the chance to take responsibility?	Moderate, A Lot.	Measures of Association - Phi, Cramm's V
	3.4 How satisfied are you with the current working conditions?	3.4 Not Satisfied, A little Satisfied, Neutral, Satisfied, Extremely Satisfied.	Convert nominal to ratio 0,1,2,3,4 and do correlation co-efficient testing with info - Pearson and Spearman Rho Normal and Z-distribution
	4.JOB COMMITMENT		
	4.1 Do you feel a strong sense of belonging to this organisation?	4.1 Strongly disagree, disagree, neutral, agree, strongly agree.	Numerical Description- Location,

	4.2 The people I work for Do not care about What happens to me? 4.3 Do you spent time willingly in your work? 4.4 Do you like your job very much?	4.2 Strongly disagree, disagree, neutral, agree, strongly agree. 4.3 No time, Neutral, Sometimes, All my time. 4.4 Strongly disagree, Disagree, Neutral, Agree, Strongly agree.	Spread, distribution, cross tabulation Measures of Association - Phi, Cramm's V Convert nominal to ratio 0,1,2,3,4 and do correlation co-efficient testing with info - Pearson and Spearman Rho Normal and Z- distribution
After merging institutions into one, has this resulted into a culture shock due to the fact that institution which used to function on their own with their own cultures have being combined into a single one?	5. CULTURE SHOCK 5.1 Was there another	5.1 Yes/No	Descriptive Stats - Frequency tables, bar charts Numerical Description-

	cause that made you to think about leaving? 5.2 How much will such an event influence your decision to leave?	5.2 Not at all, It had some influence, Moderate influence, Main Influence, Overwhelming influence.	Location, Spread, distribution, cross tabulation Measures of Association - Phi, Cramers V Convert nominal to ratio 0,1,2,3,4 and do correlation co-efficient testing with info - Pearson and Spearman Rho Normal and Z-distribution
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APPENDIX C: LETTER

P. O. Box 93110

Boordfontein

0201

Dear Respondent

I am an employee of Tshwane University of Technology and currently completing the research component of a Masters in Business Administration (MBA) with the North West University (Uniwest).

Towards this end, I would really appreciate your input in Economic Empowerment of Rural Women in Dr Ruth S Mompoti District Municipality. I have attached a questionnaire which will assist me in collating the required data.

May I request for your assistance in the following:

- 1) Please complete the questionnaire to the best of your ability and;
- 2) Kindly forward it to other decision makers within your area. For follow-up purpose, kindly copy me when you forward the questionnaire to colleagues.

The questionnaire will not take more than 15 minutes to fill in. After filling in, please send your response to: 60 Market Street, Vryburg, 8600. The closing date is the 12th of April 2010.

Thanking you in advance for your contribution in this regard.

Kind Regards,

Samuel Papi

(012) 382 9589(W) or (012) 549 3935

0722934768

Prof Sam Lubbe

lubbesi@unisa.ac.za

APPENDIX D: QUESTIONNAIRE

VOLUNTARY QUESTIONNAIRE FOR TSHWANE UNIVERSITY OF TECHNOLOGY EMPLOYEES

“Analysis of Staff Turnover at Tshwane University of Technology”

Researcher: Mr Samuel Papi

Supervisor: Prof Sam Lubbe

Note to the respondent

- We need your help to understand how employees view staff turnover at TUT
- Although your help is needed, you do not have to take part in this survey.
- If you do not want to take part, just hand in the blank questionnaire.
- 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 six 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 effect of the Merger.

Part 4 asks about Intention to leave

Part 5 asks about Job Satisfaction and Job Commitment

Part 6 asks about Culture Shock

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 to complete the 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.		PART 3: MERGER EFFECT
1.	I am: ☐ African ☐ Coloured ☐ Indian ☐ Oriental ☐ White ☐ a member of another ethnic group: _____ ☐ I do not want to answer this question	7.	Was the merger effective? ☐ Yes ☐ No
2.	I am: ☐ Academic staff ☐ Admin staff ☐ A Technical staff	8.	Was your previous institution capable on its own? ☐ Yes ☐ No
3.	I have: ☐ a degree ☐ a post-graduate degree ☐ a Matric ☐ I do not want to answer this question	9.	The merger on its own had an effect on numerous resignations? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
4.	I am _____ years old. ☐ I do not want to answer this question	10.	Were there other factors that impacted on resignations other than mergers? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
5.	I am a: ☐ Female ☐ Male.		PART 4: INTENTION TO LEAVE

	☐ I do not want to answer this question	
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6.	I grew up in: ☐ South Africa ☐ Abroad ☐ I do not want to answer this question	11. How often have you considered leaving your job? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question
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12.	Are you expecting to leave your job in the near future? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question	13. How frequently have you been scanning newspapers for job opportunities? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question
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	PART 5: JOB SATISFACTION	14. How regular do you test your marketability? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question
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15.	How often do you look forward to another day at work? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question	16. How busy are you in your present job? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question
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17.	To what extent do you have the chance to take responsibility? ☐ Never ☐ Neutral ☐ Sometimes ☐ Always ☐ I do not want to answer this question	18. How satisfied are you with the current working conditions? ☐ Not satisfied ☐ A little satisfied ☐ Neutral ☐ Satisfied ☐ Extremely satisfied
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	PART 6: JOB COMMITMENT	19. Do you feel a strong sense of belonging to this institution? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
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20.	The people I work for do not care about what happens to me. ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question	21.	Do you spend time willingly in your work? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question
22.	Do you like your job very much? ☐ I strongly agree ☐ I agree ☐ I disagree ☐ I strongly disagree ☐ I do not want to answer this question		PART 7: CULTURE SHOCK
23.	Was there another cause that made you think about leaving? ☐ Yes ☐ No	24.	How much will such an event influence your decision to leave? ☐ Not at all ☐ Some influence ☐ Moderate influence ☐ Major influence ☐ Overwhelming influence