

# Investigating the challenges faced by Short Learning Programme support staff at a selected tertiary institution

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## **ABSTRACT**

Title: Investigating the challenges faced by SLP support staff at a selected tertiary institution.

Universities are under rising pressure from the South African government to limit increasing tuition fees. Driven by external prospects for economic development as well as increased internal demands to generate more income, universities have been rapidly growing their association to become entrepreneurial. Higher education institutions are facing rapid change with successions of multifaceted changes. These changes are essential as a result of vast political, economic, technological and social changes in these applicable environments.

These changes bring along new challenges for support staff, especially those who are working in the third-money income stream activities. This specific income stream does not have the same support structures as those from other money streams, but have to deliver according to the new drive to secure additional income. As a result, the support staff from third-money income stream experience and sense feelings of multiple levels of stress, insecurities, and uncertainty regarding their future in the institution. They struggle to understand the multiple changes and how they contribute to the values of the institution. Along with the multiple changes and new need to generate additional income, increased bureaucracy beyond their control leads to additional strain. The lack of a proper migration plan contributes to the anxiety of support staff that has elevated stress levels as result.

With the demand to increase revenue, it is important that technological systems contribute positively to reach goals by means of effectiveness and efficiency. The current systems applied for third-money income stream are not adequate to address increased volumes and specific needs as per contractual agreements with external clients. Processes are to be streamlined to ensure faster turnaround time as this is the heart of delivering to clients. The workload for these support staff members has increased and has changed drastically. It is essential to provide autonomy to these sections as relying on departmental resources within the institutions proved to be a burden rather than a support.

The objective of this study is to investigate the frustrations experienced by third-income stream support staff and to determine whether these elements contribute to stress and strain. The results of the study exposed that the support staff do experience stress-related strain, which could primarily be recognised in their work relationships, demands, role association, support and job characteristics, correspondingly. The levels of job insecurity were very high and the support from higher-ranking individuals very low.

Analyses of different age groups and years in employment had no variable effect on the study.

**Key terms:** Occupational stress, strain, organisational commitment, support staff, higher education institution, tertiary education, moderating effect, work-life balance, third-money income stream, commitment, burnout, organisational intention, burnout, role-association, workload, effective tools of the trade

## LIST OF ABBREVIATIONS

AMOS	Analysis of Moment Structures
ANOVA	Analysis of variance
APE	Application Performance Engineering
ASSET	Organisational Stress Screening Tool
CPI	Critical Performance Indicator
IT	Information Technology
KFS	Kuali Financial System
OCB	Organisational Citizenship Behaviours
SAQA	The South African Qualifications Authority
SEM	Structural Equation Modelling
SCA	Short Course Administration
SLP	Short Learning Programmes
TQM	Total Quality Management
UCE	Unit for Continuing Education

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# **CHAPTER 1: NATURE AND SCOPE OF THE STUDY**

## **INTRODUCTION**

This mini-dissertation is concerned with the stress factors experienced by third-money income stream support staff, their perceived role in a higher education institution in the North West Province and the functional attributes of current technology systems.

In Chapter 1, the problem statement is deliberated on, the research objectives are specified, which also include the primary and secondary objectives. The method of research is described with the subset of chapters being provided.

### **1.1 PROBLEM STATEMENT**

Universities are under increasing pressure from the South African government to limit increasing tuition fees. Driven by external prospects for economic development as well as increased internal demands to generate more income, universities have been rapidly growing their association to become entrepreneurial. The driver that compels universities to become entrepreneurial is due to the change in the nature of funding structures (Seerden, 2015). Higher education now receives less than half of its funding directly from the state. Universities also see raising alternative income as a way of reinforcing their autonomy in the face of growing state intervention (MacGrecor, 2008). The shift in alternative financial focus has now become immensely crucial in future endeavours to secure revenue for universities.

South African tertiary institutions are experiencing transformation that is necessary due to political, economic, technological and social environment changes (Grier, 1998). Major restructuring, as a direct result of the "Fees must fall" campaign, within universities causes an occupational strain on support staff, as it creates uncertainty with regard to job security. This also relates to changes in working conditions and the occupational environment, especially where staff are declared as supernumerary due to recent restructuring processes. The extension of contractual and term-based employment is subject to the availability of future outside funds.

The third-money income stream is directly influenced by the university's desperate need to increase revenue. Therefore, these units are ideally suited to explore the stress factors

experienced as well as the staff members' applicable identification in the organisational relationship within the university. The possible uncertainties that employees are facing are lack of job security, declined career status and professional regard, difficulty in accepting the changing values of the institution, intensified centralisation of authority, elevated bureaucracy, and scarcity of resources (Mahomed, 2004).

The third-money income stream supporting staff do not have the same support structures as those of the first-money stream staff. These supporting structures are, but not limited to, administration of applications, registration, financing, debtors, assignment control, venue control, examination control, eFundi, new ventures, service-level agreements, study guides, examination paper control and even records management control. Therefore, managerial practices have to change measurably by means of organisational measures, as well as on a multi-dimensional level as all structures and processes are affected. These changes also include attitudes, morals and values.

Research conducted all over the world proved a startling increase in occupational stress by university staff. With regard to aspects related to the work environment, i.e. support from co-workers and management, recognition and high morale, and working conditions, personal coping mechanisms such as stress techniques, work-life balance, tight role boundaries and the lowering of standards were reported as an aspect that helped staff to cope with stress (Gillespie, Walsh, Winefields & Stough, 2001).

The restructuring of the university is due to environmental factors beyond the control of support staff. Restructuring will have a great impact on the job scope of support staff as well as the density thereof. Many employees in the tertiary environment perceive this restructuring as an obligation by external factors (Arnoldus, 2005). This creates a sense of hopelessness, anxiety, insecurity, ambiguity and loss of confidence in the institution. All these factors contribute to occupational stress and strain (McHugh & Brennan, 1994). Many reasons were provided as to why it is necessary for higher education to restructure. These include governments that are no longer able to subsidise education as a result of global capitalism restructuring as well as the emergence of neo-liberal macro-economics. Technological advances have elevated the demand for online and distance education (Arnoldus, 2005). Transformational change includes revolutionary change, where previous management techniques and practices are no longer the norm for management practices. These changes are directly related to the changes in the nature of higher

educational institutions as well as the fast pace of life and rapid changes of modern life. These factors contribute to elevated occupational stress (Gillespie *et al.*, 2001).

According to Mahomed (2004), the most consistently identified moderators of occupational stress include the coping styles of individuals, which include emotionality, level of control and a social foundation. Mahomed also indicates that few studies have specifically investigated these factors, especially within the tertiary sector. Research conducted on stress has exposed a number of reasonable elements that can lower or eradicate the harmful effects of occupational stress. Very little studies have in fact investigated these potential elements of stress within the tertiary sector (Gillespie *et al.*, 2001). According to Mahomed, it is therefore important that the function of moderators in the stress relationship is explored. Generally, “a moderator is a qualitative (e.g. sex, race, class) or quantitative (e.g. level of reward) variable that affects the direction and/or strength of the relation between an independent or predictor variable and a dependent or criterion variable” (Baron & Kenny, 1986). The impact of moderators on the demands placed on an individual can best be rationalised by means of the transactional model of stress and coping.

This model focuses on the assessment of measuring harm, threats and challenges, which affect the process of dealing with stressful events. The degree of stress felt in the form of feelings, thoughts, emotions and behaviour due to external stressors is reliant on assessments of the circumstances, which involve a judgement as to whether the internal and external demands exceed resources, and whether the ability to cope exists when these demands exceed resources (Lazarus & Folkman, 1987). Understanding the particular nature of stress will possibly have vital consequence for the effective management thereof (Lazarus & Folkman, 1987).

Organisational commitment has been acknowledged as a critical agent of the effects of stress and of motivation at work, especially during organisational change (Tytherleigh, Webb, Cooper & Ricketts, 2005). Organisational commitment refers to the psychological attachment or affective commitment formed by employees regarding their identification and involvement with the respective organisation. Organisational commitment is described as “present context in terms of the strength of an individual's identification with and involvement in a particular organisation” (Porter, Steers, Mowday & Boulian, 1974). These commitments are generally classified by at least three factors. According to Porter *et al.*, these are: (a) a strong belief and acceptance of the organisation's values and goals;

(b) a willingness to exercise a great attempt of work on behalf of the organisation; and (c) a definite desire to maintain an organisational fit and sense of belonging.

Normative commitment signifies commitment based on sense of obligation as staff members feel it is the right thing to do. In contrast, continuance commitment suggests commitment based on employees' recognition of the costs associated with them resigning and parting with the organisation; as they are compelled to do so, either due to low perceived substitutes or due to employees' loss related to resigning from an organisation (Mahomed, 2004). According to Porter *et al.* (1974), it is therefore expected that employees who are devoted to an organisation's goals and values and who are willing to exert a great deal of energy towards those ends are more likely leaning to remain with the organisation, supporting it with its approvingly valued objectives. Porter *et al.* (1974), also explain that measures of commitment may be a more successful predictor of turnover than job satisfaction.

The question arises as to what tertiary institutions can do to support third-money income stream support staff to overcome the stress factors associated with the rising pressure of creating more income with minimal resources at their disposal as well as to strengthen their identification in the organisational relationship within the university?

## **1.2 RESEARCH OBJECTIVES**

Given the contents of the problem statement provided, the ensuing primary and secondary objectives are established for this particular research.

### **1.2.1 Primary objectives**

The general objective of this research is to determine the observed stress of third-money income stream support staff at a higher education institution in the North West Province and to establish whether their identification in the organisational relationship within the university controls the effects of occupational stress. Furthermore, the functional contribution of current technology systems is investigated as enhancing tools of the trade.

### **1.2.2 Secondary objectives**

- To determine the level of observed stress of third-money income stream support staff in a higher education institution in the North West;



- To determine the level of organisational relationship of third-money income stream support staff in a higher education institution in the North West;
- To make recommendations to the management of a university in the North West Province as to how to control, prevent and support third-money income stream staff in curbing occupational stress and enhancing their organisational relationship with the University;
- To make recommendations to the management of a higher education institution in the North West Province regarding effective technology tools and the impact it has on individuals' performance.

### **1.3 SCOPE OF THE STUDY**

The discipline is directed at management sciences, organisational studies, psychology, economics and operations management. The geographical demarcation is done on a population of third-money income stream support staff of a higher education institution in the North West Province.

Under rising pressure from the South African government to limit the increase in tuition fees, universities are looking for new ways of generating more third-stream revenue whether via looking for donation pledges, new ventures or via entrepreneurial events. As mentioned earlier, Karen Macgregor reported that higher education now receives less than half of its funding directly from the state; universities also see raising alternative income as a way of reinforcing their autonomy in the face of growing state intervention (MacGrecor, 2008).

The unit selected is directly influenced by the University's desperate need to increase revenue by means of third-money income stream. Therefore, these units are perfectly suited to explore the stress factors experienced as well as their applicable identification in the organisational relationship within the University. The shift in alternative financial focus has now immensely become crucial in future endeavours to secure revenue for universities. Third-money income stream support staff do not enjoy the same support structures as those of first-money stream, and therefore this study is crucial to identify and recommend remedial actions.

## **1.4 RESEARCH METHODOLOGY**

### **1.4.1 Literature/theoretical study**

The data was collected in the form of a questionnaire that was distributed via an online platform, Google Forms. Google Forms has a simple pre-guided tool for questions to be asked that are related to the topic of interest.

The study was cross-sectional in nature. This study design depended greatly on the nature of the research question and the methodology used. This means that information was recorded about the subjects without manipulating the study environment. The observed stress levels of third-money income stream support staff were simply measured as well as their identification in the organisational relationship within the institution along with any other characteristics that might have been of interest (Whitley, 2012: 32-34).

The crucial element of a cross-sectional study is that it evaluates different population groups at a separate point in time. Findings are made from whatever fits into that specific timeframe.

Interrelationships among variables within the population can also be addressed with this design (Shaughnessy & Zechmeister, 1997). Descriptive functions associated with correlational research are ideally addressed by this design.

### **1.4.2 Empirical study**

Empirical research is centred on observed and measured phenomena and stems from actual encounters rather than from theory or belief (Cahoy, 2017). The empirical research was done by means of a questionnaire aimed at identified third-money income stream personnel in a higher education institution in the North West Province. The questionnaire covered the applicable questions to validate the research. The questionnaire was distributed by means of the electronic platform, Google forms.

## **1.5 LIMITATIONS OF THE STUDY**

The third-money income stream personnel constitute a small cluster and the whole population was addressed as the sample. The study was limited by the number of workers completing the questionnaire, as 98% completed the questionnaire. It was also decided not to include a decentralised unit, as this unit functions differently from the standard

university model, which could lead to skewed data, not appropriate for the purpose of this study. Since a cross-sectional design approach was used, it therefore was impossible to establish the causality of relationships. To explain these relationships, a longitudinal design approach may possibly assist to explain the relationships between the variables. This approach will be valuable with regard to the findings on organisational commitment. Another limitation is the sample size used. It would have been preferable if the sample size was larger and more descriptive of the support staff of diverse tertiary institutions in South Africa. Another constraint of this study is its dependence mainly on reporting measures done by the researcher itself.

## **1.6 LAYOUT OF THE STUDY**

The study consists of the nature and scope of the study, of which the introduction and background of the study are clarified (Chapter 1), a literature study (Chapter 2), a discussion of the research design and methods used to carry out the study (Chapter 3), a representation of the findings (Chapter 4) and a final discussion of the results and recommendations (Chapter 5).

The literature study entails a discussion of the stress phenomenon and role association to the institution as a result of a comprehensive literature study on these elements. The measuring instruments used are discussed as well as the method that was applied.

After a thorough discussion on stress and the prepared questionnaire, as well as for role association to the institution and the questions selected for the questionnaire, as well as the investigation into the resources and support, Chapter 3 provides the research design used in detail. This chapter consists of discussions on the general research design, which includes the population and the sample selected for the research. This chapter also addresses the data collection methods, and the method of statistical analysis used.

Chapter 4 provides results derived from the statistical analysis in the form of graph images and information in table format as well as elaborated explanations thereof.

In Chapter, 5 the interpretation of results is discussed as well as the limitations experienced during the research and the recommendations.

## **CHAPTER 2: LITERATURE STUDY**

### **2.1 INTRODUCTION**

In this chapter, occupational stress and strain, and organisational commitment (including role association) as well as support means are contextualised. The relevant literature theory is covered. This chapter investigates concepts and techniques available within the organisational behaviour context, in particular organisational stress observed among third-money income stream support staff, relationships, roles, managers' support, peer support, demand, control and organisational association. The background of occupational stress is described, and the concept thereof explained. In order to investigate occupational stress, various theoretical models are to be used. The possible causes of occupational stress and the consequences thereof are analysed. Organisational commitment and role association are examined. Lastly, support structures and means are examined and evaluated.

The areas covered are:

1. Occupational stress
2. Organisational commitment and role association
3. Resources and support structures

Other important areas that are of significance to this chapter are identified, investigated and deliberated upon.

### **2.2 OCCUPATIONAL STRESS**

Personal and work-related factors cause stress that is experienced by many people. These factors could be lifestyle problems, unexpressed feelings, role-based strain and a lack of emotional support (Bagraim, Cunningham, Potgieter & Viedge, 2007:315-321). According to Bagraim *et al.* (2007), it is important for managers to understand stress. Firstly, managers also work under stress and pressure and have to face challenges themselves. Secondly, managers' daily interactions with employees have an important influence on their lives. Stress in the Southern African workplace is a certainty. Dr Susan Steinman (chairperson/CEO of the Work Trauma Foundation) and Prof A Senekal,

Department of Sociology, RAU, reported, among others, the following (Senekal & Steinman, 2000):

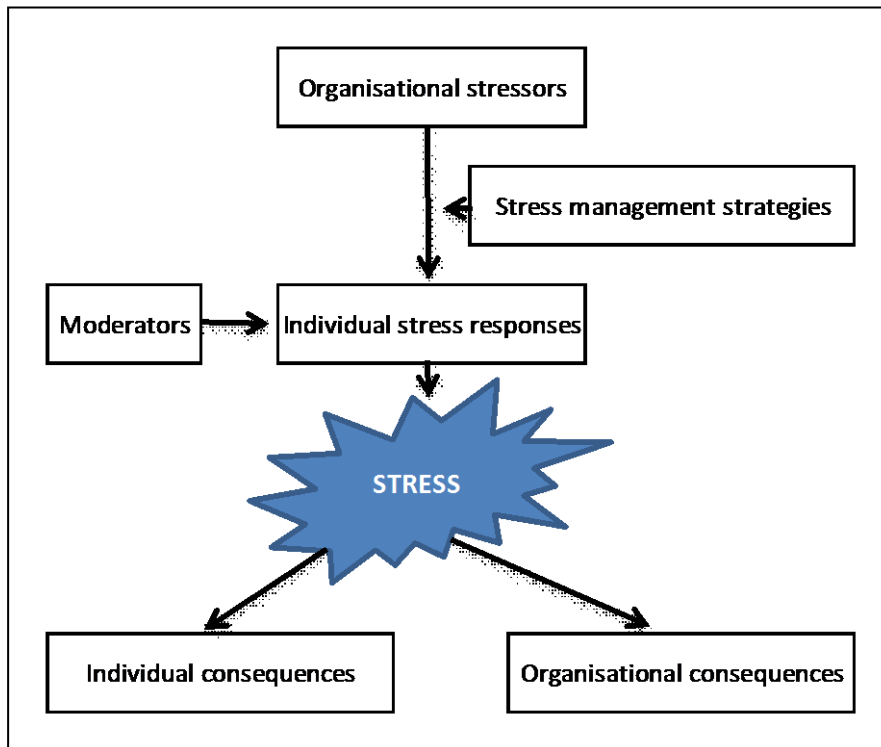
- Between 75 and 90% of all visits to doctors in South Africa are stress-related.
- In one year, 61.6% of those surveyed had experienced at least one incident of physical or psychological violence at work in South Africa.
- The HIV/AIDS pandemic has an enormous impact on other psychological problems.

According to Bagraim *et al.* (2007), stress is a situation that takes place in a person when the perceived demands confronting an individual exceed that person's capability to deal with those demands. Job-related stress can be explained as an "uncomfortable feeling experienced by an individual who is required to change their desired behaviour because of opportunities, constraints or demands related to important work objectives" (Beehr, Jex, Stacey & Murray, 2000:391). Stress is moderated by various variables such as a personality type, how competent one feels to be able to deal with the request, feeling in control of the outcome of the situation, whether it was expected for the occurrence to happen, and how you value the event or problem. Very few people in our modern society experience inner peace and accomplishment. Stress is the result of a combination of factors. These factors include work pressure, troublesome problems at home and poor time management. Societal factors also have an influence on us as human beings and therefore we are susceptible to influences such as pressure within our societies due to change, technological advancement and political conflict (Bagraim *et al.*, 2007:315-316).

### **2.2.1 Model of organisational stress**

A model of organisational stress is depicted in Figure 1 below. There are various numbers of organisation and non-work-related stressors. These stressors lead to an individual's unique reaction to stress. An individual's response is mostly moderated by the personality of the individual. Unmanaged stress has a negative outcome for both the individual and the company. Stress management strategies can be used for both individuals and companies as intervention methods to improve coping skills and to eradicate or decrease stress levels (Bagraim *et al.*, 2007:317).

Figure 1: Model of organisational stress



Source: (Nowack, 2012)

## 2.2.2 Workplace stressors

### 2.2.2.1 Organisational factors

Changes due to restructuring, downsizing, acquisitions, retrenchments and job insecurity are traumatic for employees. These changes affect the organisational climate that may bring on a stressful atmosphere among employees. Stress experienced by employees has negative consequences, such as absenteeism, burnout, performance issues, distrust and deterioration of communication and mutual interaction (Lawrence & Joseph, 1972:564). This is due to employees facing job loss, insecurities, anxiety and new work demands. According to Bagraim *et al.* (2007:311), many of South Africa's organisations still have a mechanistic or bureaucratic structure that prevents employee flexibility, career development and allows for employees to take risks.

### 2.2.2.2 Job design factors

People's behaviour is basically explained by the theory of motivation that attempts to explain how behaviour is started, how it is energised, how it is sustained and directed, and how it is stopped (Jones, 1959:21). Job design factors can uncover how motivating

a job will be for an employee. Therefore, it is important to ensure that the correct job analysis is applied as it provides job-related data in addition to what skills and knowledge are required by the employee to be able to complete the required tasks at hand. The step-by-step processes of a required job are important as the decision of the sequence has a direct impact on better job performance. The last mentioned refers to job design. Job design is the logical sequence of tasks required to analyse a job. Job design entails identifying the contents of a job, the work processes used in its performance and the relation of the job to other jobs within an organisation. Job analysis has been defined by Mathis and Jackson as “a process that integrates work content (tasks, functions, relationships), the rewards (extrinsic and intrinsic), and the qualifications required (skills, knowledge, abilities) for each job in a way that meets the needs of employees and organisations.” (Khanka, 2007:46). Factors that affect job design are broadly:

- i. Organisational factors
- ii. Environmental factors
- iii. Behavioural factors

These factors are summarised hereafter.

#### 2.2.2.2.1 Organisational factors

Factors resorting under organisational factors are, among others, task features, work flow, ergonomics, work policies and practices, etc. (Khanka, 2007:46).

Task features: According to Khanka, job design involves several tasks performed by workers. Each task consists of three internal features, which are (a) planning, (b) executing and (c) controlling. The integration of all three features is essential for an ideal job-design with performance as outcome.

Work flow: Khanka also explains that the very nature of a product has an impact on the sequence of jobs. To reach effectiveness and efficiency of a job performed, the tasks of the job need to be balanced and sequenced.

Ergonomics: Khanka dissects ergonomics as the designing and shaping of a job in such a manner as to be an ideal fit between the job and the applicable job holder. Therefore,

jobs are designed to match the employee's physical requirements to perform the job effectively.

Work practices: Khanka explains work practices to be a set way of how to do things to get the job done. This is traditionally based on tradition and cooperative wishes of workers. When designing a job, work practices are to be kept in mind. Ignoring work practices can result in unwanted outcomes.

#### 2.2.2.2.2 Environmental factors

Environmental factors incorporate social and cultural expectations. It also involves employee ability and availability, which are explained hereafter.

Social and cultural expectations: According to Khanka, workers' literacy, education, responsiveness, understanding, etc. have increased over the last few decades and therefore do not accept any working conditions. Workers' expectations of their jobs have therefore increased, and therefore jobs are to be designed around these expectations. As a result, job design is characterised by qualities such as work hours, tea breaks, vacations, religious viewpoints, etc. Taking no notice of these qualities can result in frustration, low staff morale, low motivation, increased turnover and low value of work life.

Employee ability and availability: Elements of tasks should be matched with employees' abilities and capabilities. Not doing so will lead to a mismatch between the job and the employee. While determining job design, employees' abilities should be duly considered. It is therefore important to keep job design simple, with little training as a result (Khanka, 2007:47).

#### 2.2.2.2.3 Behavioural factors

Behavioural factors are based on the notion that people are motivated to work to satisfy their needs. The higher the need, the more demanding people would find the job to be. Employees' behaviour at work is directed by specific factors, as discussed below:

Autonomy: Autonomy refers to the freedom that an employee has to control his responses to the environment. When allowing autonomy for workers to perform their jobs, their sense of responsibility is increased as well as their self-esteem. Absence or lack of autonomy can cause workers' apathy towards their jobs, which will result in lower and poorer performance.



Use of abilities: When workers can make use of their abilities, they perform their jobs effectively. Employees therefore find these jobs interesting and stimulating.

Feedback: Job design should be established in a way that workers receive significant feedback on the work they have completed. This facilitates employees to better their performance.

Variety: Repetitiveness and lack of variety result in boredom that has as a consequence, i.e. fatigue. Fatigue leads to inaccuracy and accidents. By instilling fundamentals of variety in the job, boredom, fatigue and inaccuracies can be circumvented. This results in jobs being done in an effective and efficient manner (Khanka, 2007:46-47).

#### 2.2.2.3 Job interactional factors

Job interactional research involves elements of both the environment and the person. Behaviour is a function of the person and the environment (Cantor & Kihlstorm, 2017:63). Similarities and discrepancies between people and organisations' environments need to be considered when placing workers in certain jobs. Organisational membership and belonging can have enduring and dramatic effects on people and people can have enduring and dramatic effects on organisations (Chatman, 1989:345-346). A 2005 British study, which can be found in Personality and Social Psychology Bulletin, illustrated that onlookers are more likely to assist unfamiliar persons in anguish when they identify with such strangers as belonging to a familiar group. What matters as group membership, however, is not pre-set. Encouraging people to see greater likeness with unfamiliar persons has as a result the extending of assistance to those whom they otherwise would not have considered as part of an original designated group (Rigolioso, 2013). It is therefore necessary to create an environment where sub-sections within organisations are cultivated to work cross-sectional with the intension to foster organisational belonging and identity.

#### 2.2.2.4 Career and promotional factors

Because of the 21<sup>st</sup> century global business environment, the organisational environment for many businesses has changed. Placing competent, capable, talented, and adaptive people in just positions within an organisation is vital for organisations to survive today. This is essential to ensure continuous improvement and successful implementation of change within organisations. Leadership is facing more challenges due to the demands

of globalisation. Employees who previously were successful in more settled environments are unable to perform in this current environment.

Mistakes made in promotional decision-making can cause an incongruity between employees' and managers' present qualifications and knowledge and the desires and demands of the new position to which they are being promoted (Chung & Leung, 2001). This 'incompatibly' has as an outcome ineffective performance by these members, which has a negative impact on an organisation's performance. The incompatibility is drastically increased where the 'old rules' are applied when deciding on promotions for people who now have to operate in a different competitive environment. When these promotions are not received, these individuals are dissatisfied, and lack morale and motivation (Longenecker & Fink, 2008:241-251). It is obvious that this has poorer performance, higher turnover and loss of company talent and institutional memory as a result. It therefore becomes more difficult to compete in the unforgiving global market.

Organisational promotions are seemingly significant as an organisational reward. Employees carefully pay attention to what it truly entails to be promoted and, when the promotion system conveys the improper message to employees, it potentially instigates them to concentrate their labours on performing their job responsibilities and in self-development activities in poorly aligned directions. The imperative aim is to accomplish crucial organisational goals and objectives (Longenecker & Fink, 2008:241-251).

#### 2.2.2.5 Role-related factors

A study performed by Hansung and Stoner (2008:11) highlighted that burnout mediates the relationship between workers' perceived role stress and the intention to quit their current jobs. Explicitly, a worker who has higher role stress incidents has relatively higher burnout and higher burnout amplifies the possibility of turnover intention. Job autonomy and social support did not affect burnout directly, but indirectly caused negative effects on turnover intention. This implies that the absence or lack of job autonomy and social support amplifies turnover intention among workers, irrespective of their perceived levels of burnout.

This study also furthermore examined interacting effects between role stress, job autonomy, and social support by envisaging burnout and turnover intention. The outcomes indicated that job autonomy lessens the connection between role stress and

burnout. Therefore, workers with greater role stress combined with lower job autonomy over stressful conditions have greater levels of burnout. Simultaneously, social support interrelates with role stress in clarifying turnover intention among workers. It was found that although workers recognise high levels of role stress, an encouraging working environment assists them to uphold their connection with the organisation. Granted the important interacting effects, burnout and turnover intention should be seen as an outcome of experiencing diverse job conditions (Hansung & Stoner, 2008).

#### 2.2.2.6 Work underload and overload problems

The focus area of most research on work stress is the notion of role overload, or an overload of job demands, rather than role underload, or too few job demands (Shultz, Wang & Olson, 2010:110). From Schultz *et al.*'s study, it became evident that both role overload and role underload can cause elevated reported frequencies of several negative health-related effects, even though it shows that role overload is more harmful than role underload is. Additionally, skills match enforces an essential boundary situation for applying the demand-control model. The demand-control model claims that work placing high demands on workers at the same time as allowing them minor personal control will result in adverse health consequences (Karasek, 1989:129-159). The buffering effect of job control on perceived work stress as a result of job demands is more prominent for the matched and overloaded groups than for the underload group (Shultz *et al.*, 2010:99-110).

### 2.3 ORGANISATIONAL COMMITMENT AND ROLE ASSOCIATION

The connection between job insecurity and job satisfaction is confirmed in research done by Ashford, Lee and Bobko (1989). They have found that employees have low levels of job satisfaction when they feel insecure. The result hereof is decreased levels of extrinsic and intrinsic job satisfaction. Sverke, Hellgren & Näswall (2006) indicated that job insecurity is linked to decreased levels of extrinsic and intrinsic job satisfaction (Sverke *et al.*, 2006:5-6). In a South African study by Selepe (2004), it was also found that affective job insecurity is associated with declining levels of intrinsic job satisfaction (Selepe, 2004). According to Yousef (1998), job insecurity has been linked to several significant results such as employee health, psychological well-being, turnover, job satisfaction and organisational commitment.

A study by Bosman (2005) has found that job dissatisfaction is related to patterns of behaviour such as lateness, absenteeism and elevated labour turnover. Job satisfaction is linked to behaviour that specifies an optimistic organisational trend (Bosman, 2005:43). Many researchers have confirmed a dependable positive correlation between job satisfaction and organisational commitment (Thinane, 2006).

According to Mowday, Porter and Steers (1985), organisational commitment can be defined as “the strength of an individual's classification with and participation in an organisation, referring to a strong belief in and acceptance of the values and goals of the organisation, a willingness to exert considerable effort on the part of the organisation and a strong desire to maintain membership of the organisation” (Mowday *et al.*, 1985:34).

According to Meyer, Allen & Smith (1993), there are three parts of organisational commitment. These are affective, continuous and normative commitment. The affective component refers to the employee's emotional connection to classification with and participation in the organisation. The continuance part refers to the commitment derived from the costs that the employee associates with leaving the organisation. The normative component relates to the employee's sentiment or commitment to continue with the organisation (Meyer *et al.*, 1993).

According to Laba (2004), research found that job insecurity illustrates a relationship with declining organisational commitment, predominantly pertaining to declining affective normative commitment, and furthermore to declined continuance commitment (Laba, 2004:66). Long-lasting constant exposure to job insecurity can cause an exhaustion of resources and a draining feeling (Westman, Etzion & Danon, 2001:472).

Research indicates that the occurrence of burnout symptoms is established by a detailed conglomerate of working conditions. Where job demands are very high, it is predicted that employees will experience higher levels of exhaustion, but will still be engaged with their job. Where there are insufficient resources, it is predicted that disengagement will increase, but exhaustion will not be affected. Where jobs have both high demands and simultaneously have limited resources, it is predicted that employees will develop both exhaustion and disengagement.

Burnout syndrome is represented where both exhaustion and disengagement are concurrently existing (Demerouti, Bakker, Nachreiner & Schaufeli, 2001). Burnout

represents a polarity and not a permanent attribute (Thinane, 2006:5). It has been found that exhaustion and disengagement are correlated and not essentially related to each other, but rather to a specific work setting.

According to Thinane's findings, disengagement is not a product of exhaustion, but of a lack of job resources. It is possible though that exhaustion amplifies more rapidly than disengagement due to individuals seemingly being more responsive to job demands (Hobfoll, 2001:340).

## **2.4 RESOURCES AND SUPPORT STRUCTURES**

In recent years, the main motivation for accepting computer technology for improved productivity by means of automation of labour intensive tasks is eroding as the discipline of data processing developed into labour intensive tasks. Systems have to be developed to be more productive to deal with the scale and complexity of the tasks executed and the shortage of skilled software personnel. Hampering advancement are systems maintenance problems and operational and cumulative bottlenecks (Grammas & Klein, 1985:116).

In various organisations, information technology (IT) is vital in internal control systems in terms of upholding records as well as other significant internal services. Internal control systems are described as well-organised control procedures implemented by an organisation to protect resources as well as to guarantee the dependability and correctness of both financial and non-financial records as per related governance and methods to attain the recognised goal and objectives (Fasilat & Hassan, 2015:1).

Application performance engineering (APE) is an explicit tactic within performance engineering designed to congregate the challenges related to application performance in progressively more dispersed mobile, cloud and global IT environments. It consists of the skills, activities, roles, tools, practices and deliverables put into operation at each phase of the application lifecycle. These ensure that applications will be designed, implemented and effectively maintained to meet non-functional performance requirements (Metzler & Metzler, 2011:10, 81, 82).

Processes are supported by application development with the intent to support and contribute positively to employees' working environment with the purpose to increase performance and volumes, and consequently deliver an exceptional customer

experience. Universities are process institutions that seek to institutionalise success by designing high-performance ways of working. They do not denigrate the talents of remarkable individuals, but they recognise that all human talent can and should be leveraged by an overall process. They believe that a company achieves its highest potential by designing processes that mobilise everyone's abilities rather than depending too much on any single individual, however gifted he or she may be. Process thinking is needed for all work and all people. It is not a concept relevant only to the upper reaches of the institution or to those performing ethereal 'knowledge work'. It is equally needed on the factory floor and in the sales office (Hammer, 2001:63).

Universities are service industries, as they render services to individuals by providing services of knowledge. Generally, these service industries are reliant on human resources that are the key element to accomplishment. Consequently, attention must be fixed on training, improving proficiency levels, motivation and reward. Furthermore, internal control systems operate as a process that facilitates an entity to accomplish its objectives (Fasilat & Hassan, 2015:2). Capital investment has to be embarked on to expand worker productivity. The speed of technological transformation in the software environment raises the necessity to manage workers successfully while simultaneously making achievement more difficult to accomplish. To improve productivity, a greatly skilled and motivated workforce has to be employed in the software industry (Grammas & Klein, 1985:126).

## **2.5 CHAPTER SUMMARY**

The purpose of this chapter was to examine the problem statement and research objectives. The research study mentioned bears upon the gap in the knowledge pertaining to third-money income stream support staff challenges. The measuring instrument applied and the method of research used in this research were rationalised. This was supported by a concise discussion on the applicable chapter outline.

## **CHAPTER 3: EMPIRICAL STUDY**

### **3.1 INTRODUCTION**

The primary objective of this study was to investigate the challenges faced by SLP support staff at a selected tertiary institution. With the purpose of addressing the primary objective of study, it is crucial to scrutinise the existing factors that influence the personnel of the institution and to perform a literature study on the subject of discipline of occupational stress, organisational commitment and role association, as well as resources and support structures. The literature study and the empirical study will provide evidence to satisfy the secondary objectives of the study.

The fundamental task of research is to represent and clarify phenomena using specific methods and processes that researchers agree to by focusing on archiving study objectives in a systematic and rigorous fashion (Thomas, 2004:14). According to Vosloo (2014b:299), research design is utilised so that adequate research methods are used to guarantee the success of the goals and objectives set out for the study. The research design and methodology present the map for the research and allow the researcher to predict the proper research design that warrants validity of the concluding results (Vosloo, 2014b:299).

The unit selected is directly influenced by the University's desperate need to increase revenue by means of third-money income stream. These units are ideally suited to explore the stress factors experienced as well as their applicable identification in the organisational relationship within the university and to investigate whether resources and support structures were adequate. The shift in alternative financial focus has now immensely become crucial in future endeavours to secure revenue for universities.

The population focused on was from third-stream income support staff from a higher education institution in the North West Province. The third-money income stream support staff deal with third-money income stream revenue activities (homogeneous). These are people dealing with the administration of short learning programmes, short courses and workshops that are not part of the formal qualifications learner base of the South African Qualifications Authority (SAQA), but are rather registered via the informal qualifications of the Institutional Committee of Academic Standards (ICAS) of the University. These staff members deal with all aspects of participants enrolling for informal qualifications.

From dealing with applications, registrations, assignment issues, administration of examinations, dealing with venues, collection of outstanding monies, certificate ceremonies, and even marketing, whereas formal qualifications have separate delegated departments dealing with these functions on separate levels.

The number of units account roughly for 32 staff members. To achieve accuracy, and as much feedback as possible, while achieving the maximum benefit of highest possible responses, all individuals within the population identified were targeted. The study took on a quantitative method. The quantitative research design was considered as advantageous as results from such studies can be generalised to the total population, and statements founded on findings from quantitative studies, such as questionnaires, are frequently supported by empirical data. Apart from that, the outcome of quantitative studies can be statistically summarised and tested for its significance (Cohen, Manion & Morrison, 2007:47). A population is considered small after employees of an organisation are targeted (Morris, 2016:84). Therefore, the researcher's sample will refer to the whole population. The reason for this is due to the third-money revenue currently not being very large and sampling might lead to a small response. The researcher rather targeted the whole population to achieve maximum results.

Since the study leads the researcher to target a particular group, a selective method was used. The most appropriate method used was purposive sampling as the sampling was based on intent. All individuals who are employed within the third-money income stream activities were targeted as a homogenous group as a whole (Anon, 2012). This homogeneous sampling technique aims to achieve a sample whose units (e.g. people, cases, etc.) share equal characteristics or traits (e.g. a group of people who are similar, for instance, based on their age, gender, personal history, profession, etc.) (Anon, 2012).

The unit of analysis was found within the faculties dealing with third-money revenue of a higher education institution in the North West Province across all its campuses. These campuses are within the North West Province and Gauteng (Potchefstroom, Vanderbijlpark and Mafikeng).

An alternative unit of analysis would not be appropriate as other support staff within other money streams within the institution have various additional supporting structures that are non-existent for support staff of third-stream revenue. These supporting structures were previously mentioned as administration of applications, registration, financing,



debtors, assignment control, venues control, examination control, eFundi, new ventures, service-level agreements, study guide, examination paper control and even records management control. They also are not under the same pressure to generate income as third-money revenue staff members.

The study was quantitative in nature as data was collected via a questionnaire. The questionnaire consisted of categorical questions and ordinal questions. The ordinal questions consisted of nominal and ordinal values.

The study was cross-sectional in nature. This study design depends greatly on the nature of the research question and the methodology used. This means that the researcher will record information about the subjects without manipulating the study environment. In the study, the researcher will simply measure the observed stress levels of third revenue staff and their identification in the organisational relationship within the university along with any other characteristics that might be of interest to the researcher (Whitley, Kite, Adams & Whitley, 2012: 32-34).

The crucial element of a cross-sectional study is that it evaluates different population groups at a separate point in time. Findings are deduced from whatever fits into that specific timeframe.

The advantage of a cross-sectional study is that it will assist the researcher to evaluate numerous variables simultaneously. The researcher could, for instance, evaluate age, gender as well as income in relation to stress and organisational belonging with little to no cost applied within the research.

A questionnaire was drafted to obtain the required data. The first section of the questionnaire gathers biographical information such as gender, age, cultural and language diversity, race, educational levels, marital status, years of employment, positioning within the university and type of appointment.

The applicable ASSET model was divided into three combined sections of which the first part focused on occupational stress and the individual's perception of his or her job. The subscales of this questionnaire related to eight sources of possible stress. These sources are work-life balance; work overload; work relationship; job security; control; resources and communication; pay and benefits; and job overall.

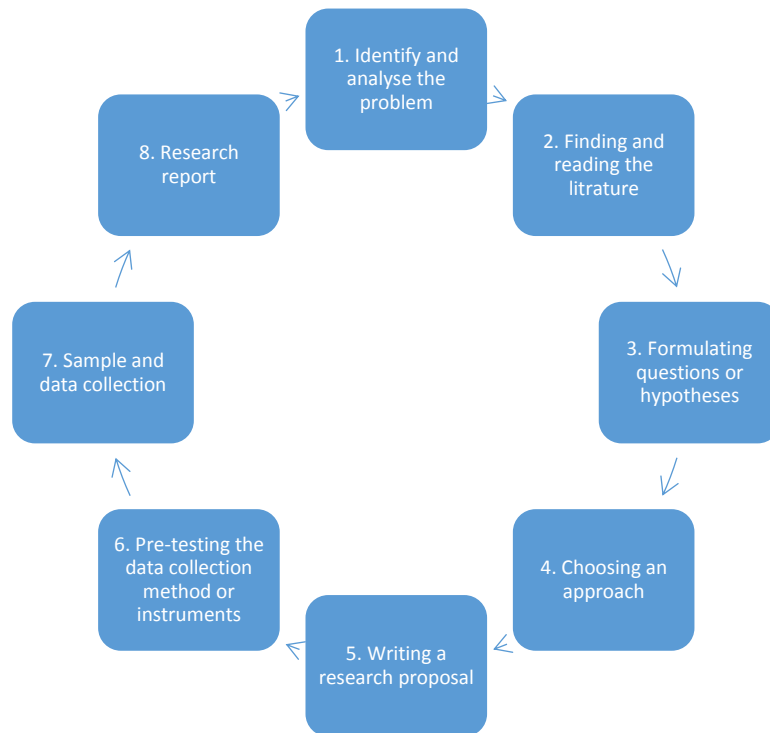
The second part aimed to measure the employees' attitude towards the institution. The subscales of this questionnaire measured a consequence of stress, which included questions that refer to the employees' perceived level of commitment to the institution as well as the commitment expected from the institution. With commitment expected, employees anticipate to be trusted and respected, and are required to deliver more than is expected from them (Mahomed & Naude, 2006). The subscale here measured the institution's commitment as expected by the employee. The reverse side of this is what the institution expects from the employee. This included loyalty, performance and dedication. The subscale measured employees' extent of commitment. This section also included focusing on the individual employee's health, both physical and psychological. The questionnaire focused on the outcomes of stress.

The last part of the questionnaire focused on resources being available as well as whether support structures are efficient. Support structures tested were mainly departmental in nature. The current technological systems used to administrate enrolments of participants were evaluated for effectiveness, quality and ease of use.

### **3.2 RESEARCH PROCESS**

Du Plooy-Cilliers Bezuidenhout & Davis (2014) explain that research is a 'recursive process' as it commences with a question, it undergoes the process of finding answers, and it then returns to answer the primary question, which then leads to additional questions. The authors define the beginning of the research process as being the identification and the analysis of the problem and then concluding with a research report (Du Plooy-Cilliers *et al.*, 2014:10). The figure below demonstrates a formal research process with phases that the researcher will follow when undertaking research.

**Figure 2: Research process**



Source: Du Plooy-Cilliers (2014:14)

### **3.3 GATHERING OF DATA**

According to De Vos, Strydom, Fouche & Delport, 2011, gathering data refers to the technique of accumulating the data and it comprises the identification of the fitting measuring instruments that will be applied in a study. To acquire valid and reliable data, the researcher should be certain that the measurement procedures and the measurement instrument have satisfactory levels of reliability and validity (De Vos *et al.*, 2011:172).

The data for this study was collected with tools in the form of questionnaires that were collected via an online platform, i.e. Google Forms. Google Forms has a simple pre-guided tool for questions to be asked related to the topic of interest. These tools were specifically created and applied to evaluate occupational stress, organisational commitment and role association, as well as resources and support structures.

#### **3.3.1 Quantitative data gathering**

Quantitative methods are mostly applied to find correlations that could be applied generally to a broader population (Du Plooy-Cilliers *et al.*, 2014:148). Quantitative research's objective is to evaluate data that consists of numbers, while attempting to

exclude bias from the researcher position. This is done by making use of questionnaires as an instrument, which entails the numerical analysis of data (Vosloo, 2014a:334).

**3.3.2 Questionnaire**

A questionnaire, divided into three sections according to the areas covered by this research, was developed and consists of closed-ended questions. A Likert scale was applied. Likert scale questions are generally used to measure attitudes and opinions with a greater degree of gradation than an uncomplicated “yes/no” question (Anon), 2008a. Annexure A refers to the questionnaire where the Likert scale is used, for reference.

Table 1: Likert scale

Completely disagree
Disagree
Neither agree nor disagree
Agree
Completely agree

Source: <https://www.surveymonkey.com/mp/likert-scale/>

The questionnaire produces quantitative data as element of the data collection study. The benefit of using questionnaires is that it offers simplified and quantified responses that can be assessed by way of statistical methods.

The questionnaire was constructed based on criteria that were derived from Maree (2010:156), of which the following summarise the criteria to be met:

- Sampling concerns, which include the size of the sample, strategy to be used as well as the minimum acceptable response rate;
- Questionnaire design concerns, such as the appearance of the questionnaire, the succession of questions, the phrasing of questions as well as the response grouping; and
- Data collection methods, such as emailing, internal mail and electronic platforms

The questionnaires were distributed to the populations’ e-mail addresses via the electronic platform, Google Forms. The platform constitutes the primary data that was

collected. Secondary data was obtained via a literature review of similar studies previously performed. The questionnaires were an arrangement of questions that have been set up to ask a number of questions and gather answers from respondents who identify with the research topic.

The questionnaires had a series of questions with underlying stressor categories (variables), such as relationships, role, managers' support, peer support, demand, control, and organisational association, and support and resources factors. People were asked to acquire measurable and valuable data around a given topic. The questionnaire was properly structured as it was a vital instrument to obtain information about the population.

Improper questions, faulty ordered questions, incorrect scaling or poor formatting of the questionnaire can lead to the questionnaire being useless, as it may not accurately reflect the participants' views and opinions. A handy method to ensure the validity of a questionnaire is to pre-test the questionnaire with a smaller focus group of intended respondents. For the purpose of this study, a set of questions has been created to gather information relating to the research topic. A structured questionnaire will be used with diverse types of questions, such as closed-ended and open-ended questions. Particular attention has been given to select the proper scales for the questions. This will ensure the accurate collection of responses.

### **3.4 TARGET AND STUDY POPULATION**

Since this study leads to target a particular group, a selective method will be used. The most appropriate method will be purposive sampling, as the sampling will be based on intent. A population is defined by Du Plooy-Cilliers *et al.* (2014:132) as "the total group of people or entities from whom information is required". The research question and the research problem therefore help in resolving who or what would most appropriately assist the researcher to obtain answers required with the intention of defining the population of the research.

In this study, the target population is all individuals who are employed within the third-money income stream activities, which will be targeted as a homogenous group as a whole (Anon., 2012). This homogeneous sampling technique aims to achieve a sample whose units (e.g. people, cases, etc.) share equal characteristics or traits (e.g. a group of

people who are similar, for instance in their age, gender, personal history, profession, etc.) (Anon., 2012).

The number of units counts to roughly 32 staff members. To achieve accuracy, as much feedback as possible, while achieving the maximum benefit of highest possible responses, all individuals within the population identified will be targeted. A population is deemed small when employees of a firm are targeted (Morris, n.d.). Therefore, my sample will refer to the whole population. The reason for this is that third-money revenue is currently not very large and sampling might lead to a small response. It is better to rather target the whole population in order to achieve maximum results.

The unit of analysis is found within the faculties dealing with third-money revenue of a higher education institution in the North West Province across all three campuses. These campuses are in Potchefstroom, the Vaal Triangle and Mafikeng. The population will be preferably the institution's third-money income stream support staff dealing with all third-money income stream revenue activities (homogeneous).

These are people dealing with the administration of short learning programmes, short courses and workshops that are not part of the formal qualification learner base of SAQA, but are rather registered via the informal qualifications of the Institutional Committee of Academic Standards (ICAS) of the University. These staff members deal with all aspects of participants enrolling for informal qualifications. From dealing with applications, registrations, assignment issues, administration of examinations, dealing with venues, collection of outstanding monies, certificate ceremonies, and even marketing, whereas formal qualifications have separate delegated departments dealing with these functions on separate levels.

### **3.4.1 Measuring instruments**

The levels of occupational stress of third-money income stream support staff will be measured with the ASSET Organisational Stress Screening Tool (Cartwright & Cooper, 2002). This tool was initially developed as a screening tool to help organisations to assess the risk of stress within organisations. This measuring tool has a great academic and empirical research study base. This tool measures impending exposure to stress within the workplace as well as providing important information on health, whether physical or physiological; it also measures organisational commitment (Mahomed & Naude, 2006).

ASSET conceptualises occupational stress that is influenced by various factors such as work relationships, work-life balance, work overload, job security, employees' perception of potential sources of stress, and control. These indicators are identified within the ASSET framework.

The outcomes of occupational stress are as follows: If the score is high in the subscale, "perceptions of your job", then an increase in associated perceptions in the stressors with high stress levels is noted. Equally then, an increase in occupational commitment is experienced as well as physical health and psychological well-being.

The original ASSET model was translated into Greek and the translated again to English by two occupational psychologists. The difference between the translations were discussed and mutually agreed upon as to the current version to be the most appropriate translation. This procedure tries to equalise the competing needs of making the translation significant and readable to the native participant, while maintaining the integrity of the original measure and its construct (Brislin, 2008: 389-444).

### **3.4.2 Statistical analysis**

Yin (2003:109) indicated that the process of data analysis consists of "examining, categorising, tabulating, testing, or recombining both qualitative and quantitative evidence in order to address the initial proposition of a study". Descriptive statistical techniques were used to classify, evaluate and clarify the quantitative data.

Data was analysed with various software. The 'Statistica v13' program was used to calculate the reliability, correlation coefficients, validity, construct equivalence and predictive bias of the measuring instrument. Inferential statistics were used to analyse data.

Descriptive statistics were analysed by 'Statistica' as well as by means of MS Excel's 'Data Analyses Toolpack' (e.g. means, standard deviations, skewness, kurtosis and ANOVA). Data was captured in an Excel spreadsheet according to the questions asked. Graphical analysis was used to gain an instant picture of the data as well as identifying relationships in the data that require investigation. PHStat, an Excel add-in application, was used to assist in some analyses. Patterns were more easily identified by means of column and pie graphs. Once the class frequencies have been produced, the distribution was represented graphically by column graphs.

The internal consistency and reliability of the questionnaire were tested by means of calculating Cronbach's alpha coefficients via the Excel built-in Data Analyses tool pack. Frequency distributions, mean values and standard deviations were also calculated for every construct and their individual elements. Independent ANOVAs were performed to determine the differences between the means of different groups within the selected demographic variables and the constructs.

Excel PivotTable was used to analyse data as well as simple grouping and filtering formulas to determine the mean, variance, standard variance and mode. When investigating the independent variables, it cannot be measured as units, as it does not have constant values. In this case, the observed stress and organisational value pertain to Relationships, Role, Managers' support, Peer support, Demand, Control, and Organisational association (Mahomed & Naudé, 2006).

#### 3.4.2.1 Consistency of questionnaire

The consistency of the questionnaire used was determined by means of the Cronbach alpha value. This is a measure of internal consistency; therefore, how closely related a set of objects are as a group. A reliability of 0.70 or higher is considered acceptable among most social science research circumstances.

#### **3.4.3 Ethical considerations**

Performing research on the staff in the academic institution where one is employed poses sensitive and specific issues. The main point is that the researcher is an 'insider' within the higher educational institution and is directly involved with third-money income stream staff, therefore the gap in research identified. This is often referred to as 'endogenous research' (Caruana, 2015). Another problem arises where what is unusual, may actually be 'normal' for the insider researcher, and therefore not given the due importance (Towler, 2011). Additionally, conflicts may arise between the researcher role and that of professionals within the institution, especially where sensitive issues may be addressed. Being part of third-money income stream, the researcher has first-hand experience of the factors associated with the research. This, of course, could lead to a form of interview bias, as knowing some of the respondents may cause the respondents to reply or behave in relation to my alignments and preferences, therefore the researcher decided to only apply questionnaires to avoid bias via interviews. It would therefore be important to clear



official channels by formally requesting permission to carry out this research and adhere to and maintain strict ethical standards at all times (Bell, 2010).

### **3.5 VALIDITY AND RELIABILITY**

Reliability is related to the research findings that can be interpreted as the degree in which the findings can be generalised in the sense that comparable outcomes might be achieved if the study can be repeated (Du Plooy-Cilliers *et al.*, 2014:254). Maree (2010:215) indicates that the different types of reliability include test, re-test reliability, equivalent form reliability, split-half reliability and internal reliability.

Maree (2010:212) describes the validity of an instrument as “the degree to which it measures what it is supposed to measure”. There are different types of validity. These are face validity, content validity, construct validity and criterion validity. Data collected for quantitative research therefore involves testing for credibility. Data collected for this study was credible as reliable sources were used, as obtained from contact details of the third-money income streams staff via the director of operations resorting under the Unit for Continuous Education (UCE). A questionnaire that was developed from the literature study was utilised as a measuring instrument to analyse the data.

### **3.6 RESEARCH ETHICS**

Ethics are moral doctrines that undertake to direct a person’s behaviour in a society. Ethics are decisive in research since it potentially influences all the stakeholders implicated in research. These stakeholders will characteristically comprise participants, the broader community, the employer, academic institutions, professional bodies and policy-makers (Thomas, 2004:90).

The subsequent submission was conformed to in this research study:

- A comprehensive and approved application was presented to the Research Ethics Committee of the North West University for sanction to conduct the research.

The researcher guarantees that none of the participants in the study were subjected to any risk of abnormal stress, humiliation or loss of self-worth and that they remained anonymous during the reporting of the findings of this study.

## **3.7 RESULTS AND DISCUSSION**

### **3.7.1 Occupational stress**

Regarding exploring occupational stress factors, descriptive statistics were used to analyse the data. The outcome of the survey results indicated that the third-money income stream support staff have high levels of occupational stress. Relationships with peers were strained. In conclusion, it is recommended that these factors should be addressed to ensure support staff morale.

### **3.7.2 Organisational commitment and role association**

It was found that even though support staff felt committed, they feel that the institution does not care and invest in them. This could be concluded with the high levels of job insecurity as a result of the constant renewal of fixed-term contracts. This could give rise to the sentiment that support staff indicated that the human resource section does not support them, and the internal service delivery is of poor value.

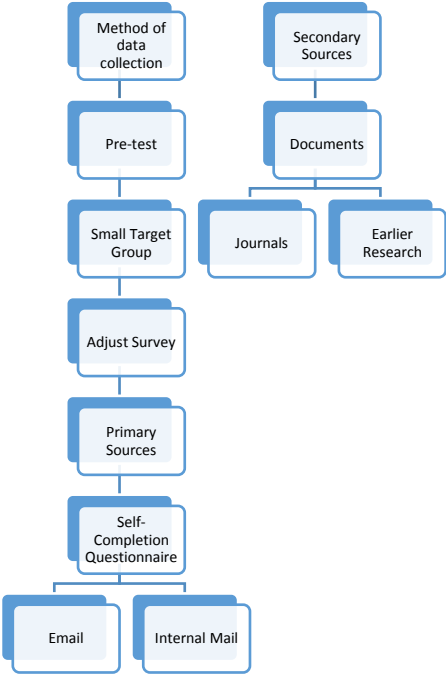
### **3.7.3 Resources and support structures**

With reference to exploring the current student administration systems, descriptive statistics are used to analyse the data. The outcome of the survey results indicated that the current student administration system has a positive relationship with regard to internal control activities in the university structure. In conclusion, the embracing of IT will greatly increase the University's internal control system operations in terms of excellent, quality service delivery. The findings indicated that interdepartmental support is not satisfactory with the absence of a channel of command.

## **3.8 SUMMARY**

The purpose of this chapter was to explain the research methodology used for this study. A single case study strategy was used to address the research problem and research question. The research design method in the form of a questionnaire was implemented as data gathering method. The questionnaires used were created from academic literature researched. The data collected in this study is presented in table form and deliberated on in the next chapter.

**Figure 3: Method of data gathering.**



## **CHAPTER 4: ANALYSIS AND DISCUSSION**

### **4.1 INTRODUCTION**

The purpose of this chapter is to explain the outcomes of the empirical study performed. This study was conducted to verify and support the outcomes of the literature review. The empirical study encompassed the implementation of a survey through a self-completion questionnaire. The questionnaire was distributed to respondents via e-mail that derived from the electronic platform, Google Forms. The questionnaire was revised from a survey initially developed by Cartwright and Cooper (2002) as well self-developed questions to test the internal resources and applicable systems associated with the population. The questionnaire consisted of three sections. In addition to demographic information, respondents had to provide brief words or phrases that they felt were important.

Refer to Annexure A for a specimen of the questionnaire.

The Statistical Consultation Services of the North West University (Potchefstroom Campus) assisted with the analyses of the data collected. For the purpose of this study, frequency distributions will be represented graphically by way of histograms, bar charts and pie charts. The mean was utilised as measure of central tendency and the standard deviation was utilised to indicate the dispersion of data. The Cronbach's alpha coefficient was used to calculate internal consistency. The differences of practical significance were used, as per discussion from Ellis and Steyn (2003:51), to suggest variations of practical significance in investigating stress factors among third-money income support staff at a higher education institution in the North West Province.

### **4.2 SAMPLING FRAME**

In this study, the survey population is made up of 22 fixed-term, part-time and permanent support staff from three campuses of a higher education institution in the North West Province of South Africa. The structure of the study involved a KFS name list of all the support staff involved with the third-money stream, whether temporarily or permanently appointed in a position. This list was acquired from the centralised Human Resource office at the higher education institution. This list additionally comprised the position levels of appointees.

These levels at these specific units comprise:

- Senior support staff at peromnes band 8 and 9;
- Senior administrative support staff at peromnes band 10 and 11; and
- Administrative support staff at peromnes band 12 and peromnes band 13.

Respondents' serviceable divisions were composed of general management, general administration, project management, student administration, student services, quality management and sponsorships.

It was determined to distribute the questionnaire to the whole population, i.e. 32 support staff appointees based at three campuses in the North West Province.

### 4.3 SURVEY RESPONSES

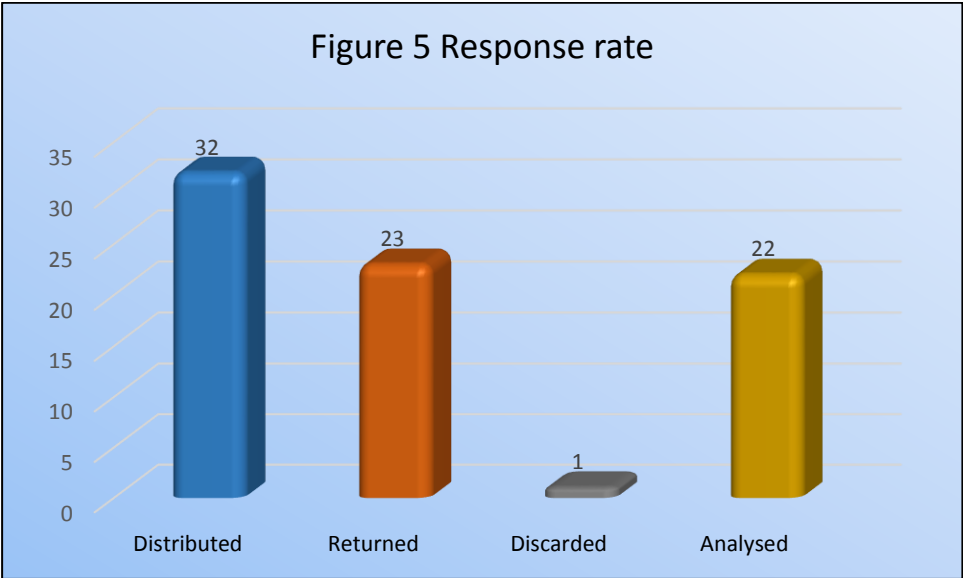
In Table 2 and Figure 4, a graphical presentation is provided of the survey responses.

**Table 2: Survey responses**

<b>Response type</b>	<b>Frequency</b>	<b>Percentage</b>
Distributed	32	100%
Returned	23	72%
Discarded	1	3%
Analysed	22	69%

A total of 32 questionnaires were distributed to respondents with a deadline for completion, and 23 were returned. Managerial support staff supported the survey and have encouraged support staff to involve themselves in this study. One questionnaire was void due to the questionnaire not being completed in full. Ultimately, 22 questionnaires were viable for analyses. The response rate of participants is indicated in Figure 4.

**Figure 4 Graphical representation of the response rate**



The response rate per employment type was as follows:

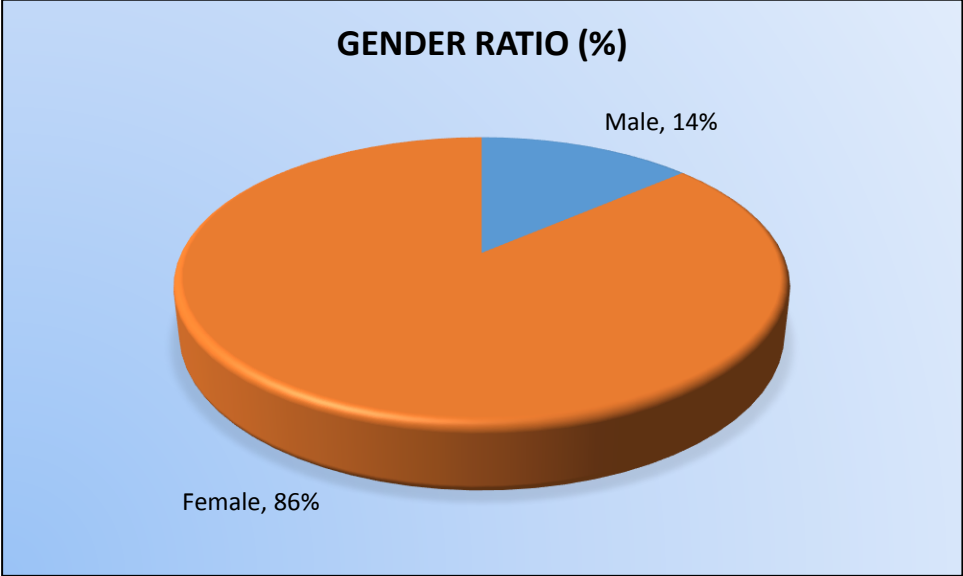
- Permanent : 10
- Fixed Term : 11
- Part Time : 1
- The average response rate was 72%.

**4.4 RESPONDENTS’ DEMOGRAPHIC INFORMATION**

Respondents’ demographic information was obtained regarding gender, age group, employment type and years in employment at the institution. The biographical results obtained from the questionnaire are concluded as follows:

The majority of the respondents were female (86%), and only three respondents were male (14%).

**Figure 5: Graphical representation of gender ratio (%)**

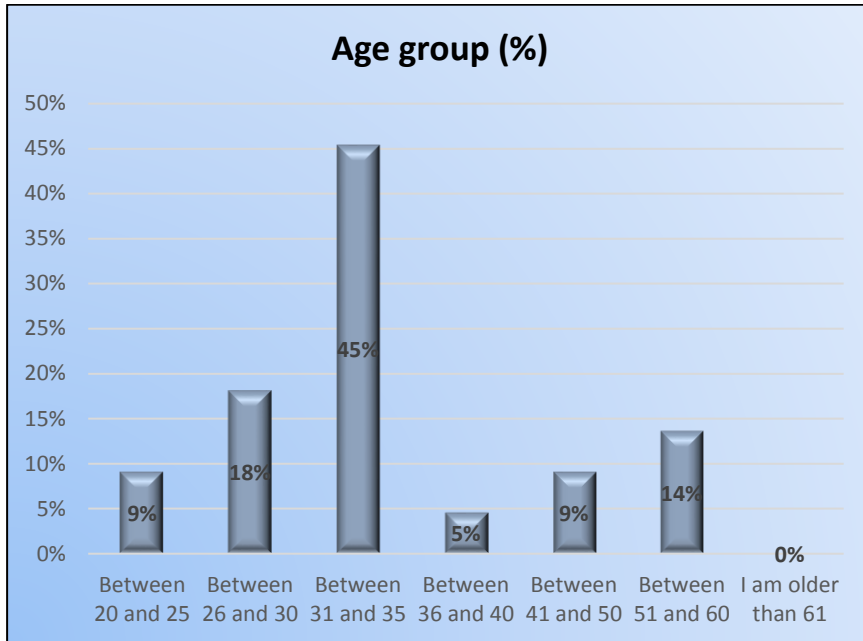


The majority of the respondents fall in the age group between 31 and 35 years (45%). The second largest group falls in the age group between 26 and 30 years (18%). The third largest group falls in the age group between 51 and 60 years (14%). See Figure 6 for the graphical presentation thereof. The remainder of the three age groups below the 10% classification represent 25% of all respondents as depicted in Figure 6.

**Table 3: Age groups < 10%**

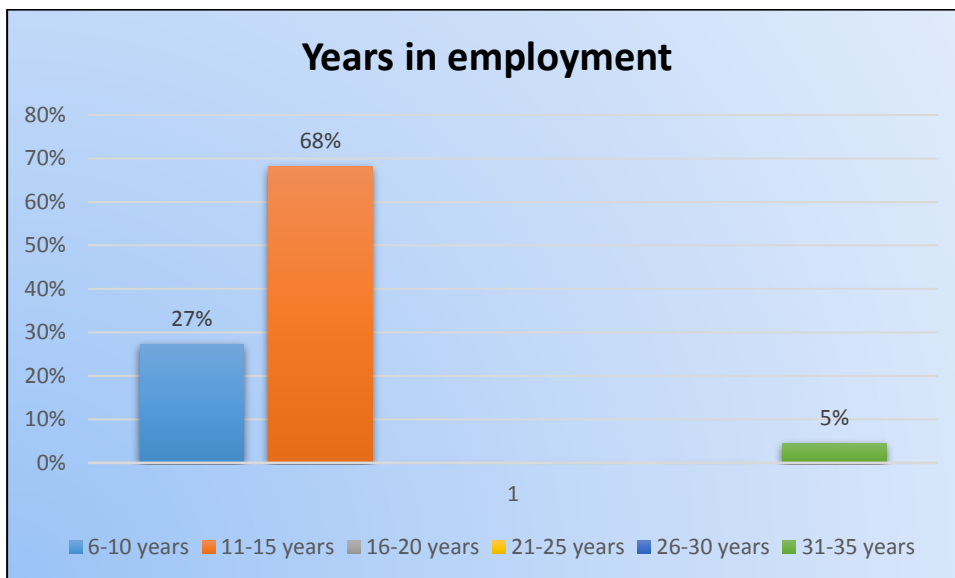
Age Groups < 10%	%
Between 20 and 25	9%
Between 36 and 40	5%
Between 41 and 50	9%

**Figure 6: Graphical representation of age group ratio (%)**



Most of the respondents (68%) have been employed for more than ten years (questionnaire bracket 11-15 years). The second largest group falls between six and 10 years and constitute 27%. The remaining respondents have been employed for more than 31 years, and constitute 5% of the combined respondent group.

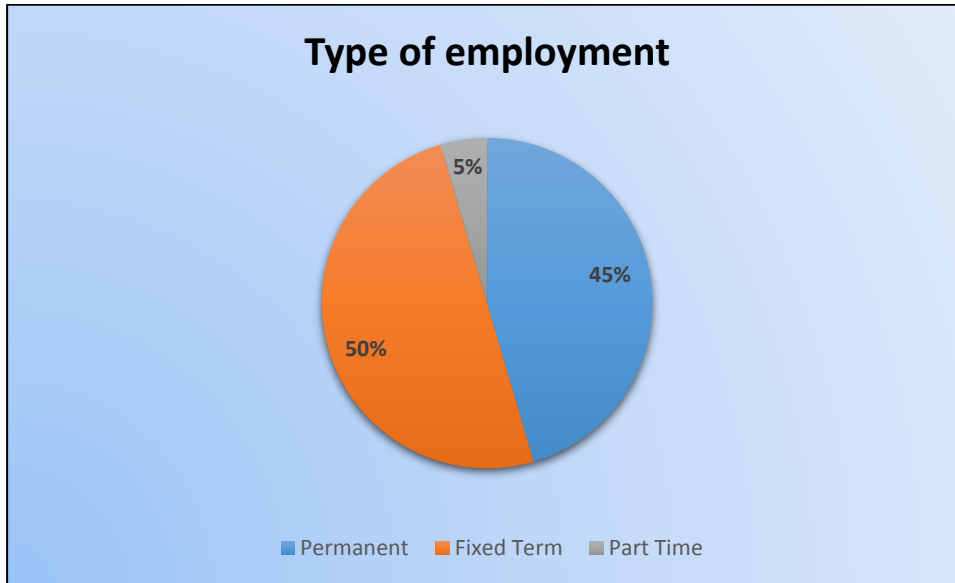
**Figure 7: Graphical presentation of years in employment**



The majority of the respondents (68%) have been employed for more than 11 years by the institution. 27% of the respondents have been employed for 10 years or less (27%). The remainder has been employed for more than 31 years (5%).



**Figure 8: Graphical presentation of years in employment**



The majority of the respondents (50%) are fixed-term employments. 45% of the respondents are permanent employments, and only 5% of the remaining respondents are part-time employments.

#### **4.5 RESULTS OF THE SURVEY**

In section B of the questionnaire, data relating to occupational stress was collected with the intention to determine the current stress factors experience by third-money income stream support staff. The underlying factors investigated were control, demands, job security and relationships. Respondents had to indicate a degree of disagreement/agreement with declarations made.

##### **4.5.1 Construct: Control**

**Table 4: Responses to the construct: Control**

<b>Q</b>	<b>Element Control</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
2.14	I have a choice in deciding how I work.	22.0	3.45	0.91	4
2.19	I have a choice deciding in what I do at work.	22.0	2.95	0.95	2
2.2	I can decide when to have a break.	22.0	3.59	0.96	4
2.24	I have some say in the work I do.	22.0	3.73	0.88	4
2.25	My work time can be flexible.	22.0	2.77	1.02	2
2.36	I have a say in my own work speed	22.0	3.68	0.84	4
4.17	My abilities match the job requirements completely.	22.0	4.00	0.69	4
<b>TOTALS</b>		<b>22.0</b>	<b>3.45</b>	<b>0.46</b>	<b>4</b>

At the element, **control**, as presented in Table 4, most of the respondents selected the Likert scale options *agree* (4). The statement, “I have some say in the work I do”, had the

highest mean of  $\bar{x} = 3.73$  with a standard deviation of  $s = 0.88$ . The lowest scoring sub-elements were having a choice what to do at work ( $\bar{x} = 2.98$ ) and work time being flexible ( $\bar{x} = 2.77$ ). These items are highlighted in Table 4. The smallest standard deviation was for the sub-element pertaining to abilities that match job requirements completely, of  $s = 0.69$ .

#### 4.5.2 Construct: Demands

**Table 5: Responses to the construct: Demands**

Q	Element Demands	N	Mean	SD	Mode
2.11	I have to neglect some tasks because I have too much to do.	22.0	3.00	1.27	4
2.15	I am unable to take sufficient breaks at work.	22.0	2.36	1.26	2
2.17	I am pressured to work long hours.	22.0	2.41	1.26	1
2.18	I have to work very fast.	22.0	3.09	0.97	4
2.21	I have unrealistic time pressures.	22.0	2.41	1.05	2
2.3	Different groups in work demand things from me that are hard to combine.	22.0	3.05	1.05	4
2.6	I have achievable deadlines.	22.0	4.32	0.72	5
2.9	I have to work very intensively.	22.0	3.91	0.75	4
<b>TOTALS</b>		<b>22.0</b>	<b>3.07</b>	<b>0.66</b>	<b>4</b>

At the element, **demands**, as presented in Table 5, most of the respondents selected the Likert scale options *agree* (4). The statement, “I have achievable deadlines”, had the highest mean of  $\bar{x} = 4.32$  with the lowest standard deviation of 0.72. The lowest scoring sub-elements were not being able to take sufficient breaks at work ( $\bar{x} = 2.36$ ), being pressured to work for long hours ( $\bar{x} = 2.41$ ), and having unrealistic time pressures ( $\bar{x} = 2.41$ ). These items are highlighted in Table 5.

### 4.5.3 Construct: Job security

**Table 6: Responses to the construct: Job security**

Q	Element Job Security	N	Mean	SD	Mode
2.28	I am secure in my job.	22.0	2.77	1.48	2
2.29	The institution invests in me.	22.0	3.05	1.21	3
2.31	I worry whether I will be employed until the end of the year.	22.0	3.55	1.57	1
2.32	The institution cares about me.	22.0	2.73	1.39	2
<b>TOTALS</b>		<b>22.0</b>	<b>3.02</b>	<b>0.72</b>	<b>2</b>

### 4.5.4 Construct: Job security

Table 6, most of the respondents selected the Likert scale options *disagree* (2). The statement, “I worry whether I will be employed until the end of the year”, had the highest mean of  $\bar{x} = 3.55$ . The lowest scoring sub-elements were whether the institution cares about support staff ( $\bar{x} = 2.73$ ), and being secure in their jobs ( $\bar{x} = 2.77$ ). These items are highlighted in the Construct: Job security

Table 6. The lowest standard deviation was for the element “The institution invests in me” with a standard deviation of  $s = 1.21$ .

### 4.5.5 Construct: Job relationships

**Table 7: Responses to the construct: Job relationships**

Q	Element relationships	N	Mean	SD	Mode
2.13	There is friction and anger between colleagues.	22.0	3.77	1.11	4
2.20	I am subjected to bullying at work.	22.0	2.27	1.12	2
2.5	I am subjected to personal harassment in the form of unkind words and behaviour.	22.0	2.55	1.30	2
3.3	Relationships at work are strained.	22.0	3.09	0.97	4
4.19	I interact with other 3 <sup>rd</sup> money stream staff across the institution.	22.0	2.55	1.22	2
<b>TOTALS</b>		<b>22.0</b>	<b>2.85</b>	<b>0.56</b>	<b>4</b>

At the element, **relationships**, as presented in Table 7, most of the respondents selected the Likert scale option *agree* (4). The statement, “There is friction and anger between colleagues”, had the highest mean of  $\bar{x} = 3.77$ . The lowest scoring sub-elements were whether support staff are subjected to bullying ( $\bar{x} = 2.27$ ), being subjected to harassment in the form of unkind words and behaviour of  $\bar{x} = 2.55$  and whether support staff interact with other third-money income stream staff ( $\bar{x} = 2.55$ ). These items are highlighted in

Table 7. The lowest standard deviation was for the sub-element “Relationships at work are strained” with a standard deviation of  $s = 0.97$ .

#### 4.5.6 Construct: Resources

**Table 8: Responses to the construct: Resources**

Q	Element Resources	N	Mean	SD	Mode
4.14	I have clear guidelines w.r.t. the workflow processes of my job.	22.0	3.32	0.99	4
4.15	I know all applicable policies and practices that relate to my job.	22.0	3.05	1.00	4
4.16	I know where to obtain policies and practices from.	22.0	3.09	1.06	3
4.20	I do receive sufficient support from the Finance section.	22.0	2.95	1.21	4
4.21	I do receive sufficient support from the IT section.	22.0	3.55	0.86	4
4.22	I do receive sufficient support from the HR section.	22.0	2.50	1.44	1
<b>TOTALS</b>		<b>22.0</b>	<b>3.08</b>	<b>0.83</b>	<b>4</b>

At the element, **resources**, as presented in Table 8, most of the respondents selected the Likert scale option *agree* (4). The statement, “I do receive sufficient support from the IT section”, had the highest mean of  $\bar{x} = 3.55$ . The lowest scoring sub-elements were whether support staff receive sufficient support from the finance and human resource section with  $\bar{x} = 2.95$  and  $\bar{x} = 2.50$ , respectively. These items are highlighted in Table 8. The lowest standard deviation was for the sub-element “I do receive sufficient support from the IT section” with a standard deviation of  $s = 0.86$ .

#### 4.5.7 Construct: Role association

**Table 9: Responses to the construct: Role association**

Q	Element Role Association	N	Mean	SD	Mode
2.1	I am clear about what is expected of me at work.	22.0	4.36	0.66	4
2.10	I am clear about what my responsibilities and duties are.	22.0	4.27	0.77	4
2.12	I am clear about the goals and objectives of my department /school.	22.0	4.14	0.89	5
2.16	I understand how my work fits into the overall aim of the institution.	22.0	4.18	0.73	4
2.4	I know how to go about getting a job done.	22.0	4.55	0.51	5
3.1	I have an important role.	22.0	4.41	0.67	5
3.10	I am valued for my outputs.	22.0	3.64	0.85	4
<b>TOTALS</b>		<b>22.0</b>	<b>4.06</b>	<b>0.50</b>	<b>4</b>

At the element, **role association**, as presented in Table 9, most of the respondents selected the Likert scale option *agree* (4). The statement, “I know how to go about getting

a job done”, had the highest mean of  $\bar{x} = 4.55$ , with the lowest standard deviation of  $s = 0.51$ . The lowest scoring sub-element with regard to inputs being scored is  $\bar{x} = 3.64$ . This item is highlighted in Table 9.

#### 4.5.8 Construct: Role association (higher ranking individuals)

**Table 10: Responses to the construct: Role association (higher ranking individuals)**

Q	Element role association (higher ranking individuals)	N	Mean	SD	Mode
3.2	I receive the respect I deserve from higher ranking individuals.	22.0	2.91	0.97	2
3.4	I can talk to higher ranked individuals about something that has upset or annoyed me at work.	22.0	2.77	1.11	2
3.5	Higher ranked individuals adhere to requests that derive from my desk.	22.0	2.86	0.89	3
3.6	Higher ranking individuals greet me.	22.0	3.64	1.22	4
3.7	Higher ranking individuals' feedback time has an influence on my deadlines.	22.0	4.05	1.05	5
3.9	Support staff operating in 3rd money income stream are treated the same as those of other income streams.	22.0	2.36	1.22	2
3.11	My achievements are acknowledged by academic staff.	22.0	2.86	1.13	3
3.12	Academic staff are aware of the work I have done before a lecture starts.	22.0	2.77	1.07	2
<b>TOTALS</b>		<b>22.0</b>	<b>3.03</b>	<b>0.73</b>	<b>2</b>

At the element, **role association (higher ranking individuals)**, as presented in Table 10, most of the respondents selected the Likert scale option *disagree* (2). The statements, “Higher ranking individuals' feedback time has an influence on my deadlines”, had the highest mean of  $\bar{x} = 4.05$ . The sub-element, “Higher ranked individuals adhere to requests that derive from my desk”, had the lowest standard deviation of  $s = 0.89$ . With the exception of two sub-elements, the remainder of the six sub-elements' mean scores scored below 3. These items are highlighted in Table 10.

#### 4.5.9 Construct: Support (manager)

**Table 11: Responses to the construct: Support (manager)**

Q	Element support (manager)	N	Mean	SD	Mode
2.22	I can rely on my line manager to help me with a work problem.	22.0	4.45	0.86	5
2.27	My line manager encourages me to work.	22.0	4.32	0.89	5
2.30	Support is given when volumes are high.	22.0	3.59	1.33	5
2.33	I can talk to my line manager about something that has upset or annoyed me.	22.0	4.45	0.86	5
2.34	I am supported through emotionally demanding work.	22.0	4.41	0.85	5
2.8	I am given supportive feedback on the work I do.	22.0	3.91	0.68	4
4.18	I received feedback on the jobs I have done.	22.0	3.09	1.11	4
<b>TOTALS</b>		<b>22.0</b>	<b>4.03</b>	<b>0.67</b>	<b>5</b>

At the element, **support (manager)**, as presented in Table 11, most of the respondents selected the Likert scale option *completely agree* (5). The statements, “I can rely on my line manager to help me with a work problem” and “I can talk to my line manager about something that has upset or annoyed me”, both had the highest means of  $\bar{x} = 4.45$ . The lowest scoring sub-element with regard to receiving feedback on jobs done scored  $\bar{x} = 3.09$ . This item is highlighted in Table 11. The lowest standard deviation for sub-element “I am given supportive feedback on the work I do” was  $s = 0.68$ .

#### 4.5.10 Construct: Support (peer)

**Table 12: Responses to the element: Support (peer)**

Q	Element support (peer)	N	Mean	SD	Mode
2.23	I get help and support from my colleagues.	22.0	3.73	1.16	4
2.26	My colleagues are willing to listen to my work-related problems.	22.0	3.68	1.09	4
2.35	I receive the respect at work I deserve from my colleagues	22.0	4.45	0.86	5
2.7	If work gets difficult, my colleagues will help me.	22.0	3.86	1.21	4
<b>TOTALS</b>		<b>22.0</b>	<b>3.93</b>	<b>0.82</b>	<b>4</b>

At the element, **support (peer)**, as presented in Table 12, most of the respondents selected the Likert scale option *agree* (4). The statement, “I receive the respect at work I deserve from my colleagues” had the highest mean of ( $\bar{x} = 4.45$ ), with the lowest standard deviation of  $s = 0.86$ . The lowest scoring sub-element with regard to colleagues willing to listen to work-related problems scored  $\bar{x} = 3.68$ . This item is highlighted in Table 12. The

lowest standard deviation for sub-element “I am given supportive feedback on the work I do” was  $s = 0.68$ .

#### 4.5.11 Construct: Systems

**Table 13: Responses to the construct: Systems**

Q	Element Systems	N	Mean	SD	Mode
4.1	The SCA system is easy to use.	22.0	2.64	1.14	3
4.10	It is easy for me to remember how to perform tasks using the SCA.	22.0	3.27	0.83	3
4.11	Overall, I find the SCA system easy to use.	22.0	3.14	1.04	2
4.12	I only rely on SCA to do my job.	22.0	2.09	1.02	1
4.2	The SCA system adequately manages outstanding student fees.	22.0	1.86	0.89	1
4.23	All systems are interlinked making my job easier.	22.0	2.36	1.14	1
4.3	The SCA system easily produces reports that I need.	22.0	2.32	1.25	1
4.4	Suggestions to improve SCA are easily implemented.	22.0	1.95	0.84	2
4.5	Suggestions are easily incorporated on the SCA.	22.0	2.23	0.81	2
4.6	I have to maintain separate spreadsheets to simplify my tasks.	22.0	3.73	1.28	5
4.7	The SCA is useful.	22.0	2.86	1.04	2
4.8	The SCA improves my job performance.	22.0	2.45	0.96	3
4.9	Overall, I find the SCA system useful in my job.	22.0	2.64	1.00	2
<b>TOTALS</b>		<b>22.0</b>	<b>2.58</b>	<b>0.64</b>	<b>2</b>

At the element, **systems**, as presented in Table 13, most of the respondents selected the Likert scale option *disagree* (2). The statement, “I have to maintain separate spreadsheets to simplify my tasks”, had the highest mean of  $\bar{x} = 3.73$ . The sub-element, “Suggestions are easily incorporated on the SCA”, had the lowest standard deviation of  $s = 0.81$ . Apart from three sub-elements, the remainder of ten sub-elements’ mean scores were below 3. These items are highlighted in Table 13.

#### 4.5.12 Construct: Support (resources)

**Table 14: Responses to the element: Support (resources)**

Q	Element Support (Resources)	N	Mean	SD	Mode
3.8	I have the same supporting structures as those of other income streams.	22.0	2.50	1.19	2
4.13	A work study has been performed on my job.	22.0	2.27	1.16	1
<b>TOTALS</b>		<b>22.0</b>	<b>2.39</b>	<b>0.95</b>	

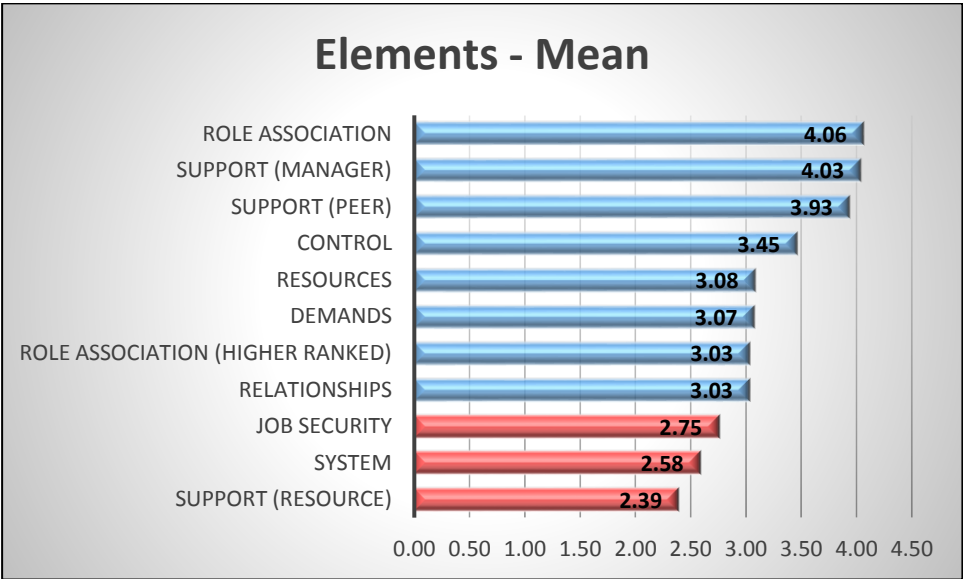
The purpose of this element was to determine whether support structures for third-money income stream are any different from first-money income streams. The purpose is also to determine whether techniques, specifically method study and work measurement, are applied in the assessment of human work within all its contexts. This leads analytically to the investigation of factors altogether, which influences the efficiency and economy of the condition being studied, in order to impact progress or improvement.

At the element, **support (resources)**, as presented in Table 14, respondents respectively selected the Likert scale *disagree* (2) and *completely disagree* (1). The means respectively were  $\bar{x} = 2.50$  and  $\bar{x} = 2.27$ . These items are highlighted in Table 14.

**Table 15: Distribution per element**

Element	Mean
Role association	4.06
Support (manager)	4.03
Support (peer)	3.93
Control	3.45
Resources	3.08
Demands	3.07
Role association (higher ranked)	3.03
Relationships	3.03
Job security	2.75
System	2.58
Support (resource)	2.39

**Figure 9: Graphical presentation of elements**





#### 4.6 RELIABILITY OF THE QUESTIONNAIRE USED

Cronbach's alpha coefficients were calculated as a method to evaluate the internal consistency and reliability between the statements of each construct in the questionnaire. The average correlation of variables is used to construct the Cronbach alpha coefficient within a test (Struwig & Stead, 2004:132). "The greater the value of the Cronbach Alpha coefficient, the higher the internal consistency and the more reliable the construct used in the study" (Struwig & Stead, 2004:133).

**Figure 10: Cronbach's alpha consistency scale**

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: (Tavakol & Dennick, 2011:53-55)

Taking the results of the survey into consideration, all constructs' Cronbach alpha coefficients were very close to 0.8 overall. Only two Cronbach alpha coefficient constructs were less than 0.5. These were "Role association (higher ranked individuals)" and "Relationships". Table 16 contains the results that imply that the research instrument used in this study to investigate the challenges faced by short learning programme support staff at a selected tertiary institution under investigation, has a high acceptable reliability and internal consistency.

**Table 16: Mean values, Cronbach's alpha construct values and standard deviation**

Construct	Mean	Cronbach alpha	S
Job security	2.75	0.89	1.23
System	2.58	0.86	0.64
Support (resource)	2.39	0.84	0.95
Resources	3.08	0.84	0.83
Support (manager)	4.03	0.82	0.67
Role association	4.06	0.81	0.50
Demands	3.07	0.77	0.66

Support (peer)	3.93	0.75	0.82
Role association (higher ranked)	2.98	0.70	0.73
Relationships	3.03	0.65	0.75
Control	3.45	0.54	0.46

#### **4.7 CONCLUSIONS**

Stress among third-money support staff is evident. This study is mainly focused on the factors associated with these stress levels. Based on the study's results, the third-money support staff have definite issues with job security, improper systems, lack of sufficient support from internal support departments and a lack of regard from higher-ranking individuals. This study has highlighted factors that need to be addressed to ensure that the vital third-money income stream is functioning to the fullest, as a means of generating income loss due to less subsidy and the "fees must fall" campaign.

## **CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS**

### **5.1. INTRODUCTION**

In Chapter 4, the explanation of the empirical findings gathered through a quantitative study was presented. The rationale of this chapter is to rationalise the outcomes of the applicable empirical study performed. The aim of this chapter is to establish whether the goals and objectives, as set out in Chapter 1, were met. This analysis will then be followed by the conclusions to the chapter with the purpose of stressing prominent aspects of the findings. Recommendations will be provided in accordance with the findings presented, with the aim to allow the institution to address the challenges faced by support staff of the third-money income stream. The chapter finishes with important viewpoints for future research.

### **5.2. CONCLUSIONS**

#### **5.2.1 General demographic information**

Respondents' demographic information was obtained pertaining to gender, age, employment type and years in employment. The relationships between the demographic variables and constructs are discussed in Chapter 4. Since the Cronbach alphas for the constructs "relationships" and "role" were low, special caution should be taken when interpreting the findings of these variables.

The general conclusions on demographic variables are as follows:

- The largest portion of the respondents was at the ages of 31 years and 35 years that accounted for 45.5% of the population. This is interpreted as a strength, as the support staff are mostly matured and experienced support staff.
- There is an almost equal split between the employment types. Most of the respondents were fixed-term employments (50%) and the second highest was permanent employments (45.5%). The remainder (4.5%) was part-time employments.

This is seen as a threat to the institution, since it suggests that most support staff's contractual obligations would expire and reemploying fixed-term support staff on a continuous basis conflicts with the current labour laws of South Africa. Therefore, the risk

of losing skilled, competent support staff poses a threat to the continuous operations of the third-money income stream of the institution.

- In addition, the institution could face labour disputes as most of these support staff are employed between one and five years, which indicates that their fixed-term employments have already been extended.
- As per previous conclusion, most of the support staff have been employed for one to five years, which constitutes 68.2%. The second largest group has been employed for six to 10 years, which constitutes 27.3%. The remainder constitutes 16 years and longer (4.5%).

### **5.2.2 Conclusions with regard to the constructs**

The general conclusion with regard to the construct **Control**:

- The  $\bar{X}$  for the construct control was 3.45, of which the mode was 4, indicating that most participants agreed. This indicates that most of the support staff do not lack control in performing their functions. However, allowing flexible work time could enhance the notion even more as this was the lowest scoring element of this specific construct. In addition, another contributing element that scored low ( $\bar{X} = 2.95$ ) was having a choice in deciding what to do at work. By improving these working conditions, the overall construct will be improved.

The general conclusion on the construct **Demands**:

- The  $\bar{X}$  for the construct control was 3.07 of which the mode was 4, indicating that most participants agreed. This indicates that most of the support staff struggle with the demands of their work. From the results, it was clear that support staff are pressured to work long hours and have unrealistic time pressures.
- They also indicated that they were to neglect some tasks as they had too much of a workload. Another significant result was that different groups within the institution demanded work to be done that was hard to combine. This is indicative that demands from other groups are not conducted via the channel of command and lead to support staff receiving instruction from other departmental staff.

- This unstructured channel of command contributes to the negative score of this construct.

The general conclusion on the construct **Job security**:

- The  $\bar{x}$  for the construct job security was 2.75 of which the mode was 2, indicating that most participants disagreed. This construct was also the lowest scoring construct with regard to working conditions. This indicated that job security is a serious issue for most of the support staff. This could be linked to the previous conclusion that the majority of the staff was fixed-term employments of 50%.
- The lowest scoring elements of this construct are indicative of support staff's reservations whether they will be employed until the end of the year; this affected them with a feeling that the institution does not care about them.

The general conclusion on the construct **Relationships**:

- The  $\bar{x}$  for the construct relationships was 3.03 of which the mode was 4, indicating that most participants agreed. This is indicative of relationships not being favourable. Even though the majority of support staff indicated that they are not subjected to bullying and personal harassment at work, the lowest scoring element was relationships being strained at work.
- This element presents the risk of low morale and inadequate support from peers and is an element worth further investigation, as this could lead to burnout. This could be as result of support staff pressures as exhumed from the construct demands.

The general conclusion on the construct **Resources**:

- The  $\bar{x}$  for the construct resources was 3.08 of which the mode was 4, indicating that most participants agreed. This is indicative of resources not being substandard nor is it of great value to support staff.

- The two lowest scoring elements expose the financial support sections and the human resource support sections to be inadequate in supporting third-money income stream support staff. Given the biographical element of most support staff being fix-term employments, it certainly is a contributing factor. This can be supported by the construct of job-security being very low.

The general conclusion on the construct **Role association**:

- The  $\bar{x}$  for the construct resources was 4.06 of which the mode was 4, indicating that most participants agreed. This is indicative that the majority of the support staff has a positive role association. The competent support staff are clear about what is expected of them as well as what their responsibilities and duties are.
- Furthermore, support staff are clear about their goals and understand how their work fits in with the aim of the institution. They are capable of getting their work done and feel that their roles are important.
- The lowest scoring element was whether support staff are being valued for their outputs with an  $\bar{x}$  of 3.64.

The general conclusion on the construct **Role association (higher ranked individuals)**:

- The  $\bar{x}$  for the construct role association (higher ranked individuals) was 3.03 of which the mode was 2, indicating that most participants disagreed. This construct scored low in comparison with the other constructs of which the Cronbach alphas were acceptable. It is eminent that this construct is unfavourable as eight of the elements scored below the Likert scale of 3.
- Support staff indicated that their achievements are not valued by higher individuals and that academic staff are not aware of the work done before a lecture is presented. It was also alluded to that that support staff are unable to talk to higher ranked individuals, as a result of incidents where it is necessary to address situations that were upsetting for support staff.
- Another unfavourable aspect was where support staff's deadlines are impacted by higher ranked individuals not obeying set time frames. The feedback time has a

major impact on the support staff's deadlines. Support staff also indicated that they do not receive the necessary respect from higher ranking individuals, even though it is indicated that higher ranked individuals do greet them ( $\bar{x} = 4.05$ ).

- Higher ranking individuals should focus on the highlighted elements as constructive critique to improvement.

The general conclusion on the construct **Support (manager)**:

- The  $\bar{x}$  for the construct support (manager) was 4.03 of which the mode was 4, indicating that most participants agreed. This indicates that most of the support staff do receive support from their managers and that their managers fare well in their task of managing and leading.
- The lowest scoring element was not receiving feedback on jobs done with an  $\bar{x}$  of 3.09. Another lower scored element was regarding support given when volumes are higher, with an  $\bar{x}$  of 3.59.
- The results are vital for managers to improve on their feedback and support, as it is clear that this construct had the second most positive impact on support staff. Managers should focus on the highlighted elements as positive critique to improvement.

The general conclusion on the construct **Support (peer)**:

- The  $\bar{x}$  for the construct control was 3.93 of which the mode was 4, indicating that most participants agreed. This indicates that most of the support staff do receive support from their peers, but it is almost indecisive. From the results, the lowest scoring elements were support and unwillingness to listen to work-related problems. Support staff have indicated that they do receive the respect from peers as the  $\bar{x}$  to this element was 4.45.
- This finding on the construct **relationships** supports this finding as it was found that relationships are not satisfactory.

The general conclusion on the construct **Systems**:

- The  $\bar{x}$  for the construct control was 2.58 of which the mode was 2, indicating that most participants disagreed. Apart from the construct support being the lowest, this item is the second lowest of the constructs. This indicates that most of the support staff have difficulty with the current support systems to conduct daily operations.
- The lowest scoring element was the inadequacy of the SCA to handle outstanding student fees, with an  $\bar{x}$  of 1.86. Support staff indicated that they cannot rely on the SCA system to assist with their work.
- Another negative factor is that systems are not interlinked, resulting a duplication of work. The SCA system is unable to produce information in report format and lacks the ability to provide management information. This is necessary to perform quality checks on enrolments versus applications received.
- Suggestions to have the SCA system support additional functionality or problem resolving are not dealt with in a swift manner, but are rather a delayed process. Support staff have to maintain additional spreadsheets, databases and MS-Word documents in order to reach their outputs.
- The support staff also indicated that the SCA system does not improve their job performance and that the system is not useful.
- In summary of this constraint, effective regulation over the institution's activities, avoidance of fraud, prevention of mistakes, efficient data administration, processing of internal and external student documents, enhancement of the institution's technological advancements, as well as the achievement of the institution's objectives are just some of the benefits of holding effectual internal control systems.

### **Additional important information**

Participants were requested to provide a brief description of what they thought were worthy to note. The main elements were grouped and counted in order to construct a word cloud.



**Figure 11: Word cloud of important feedback**



The word cloud provided a clear resonance of what support staff felt were imperative to consider. The main exceptional factors were job insecurity, poor systems and inefficient support from the financial and human resource departments. By highlighting these aspects, future investigations could be considered to train all departments accordingly in internal service delivery as a contributing element to the institution as a whole.

### **5.3 RECOMMENDATIONS**

From the conclusions drawn on the 11 constructs measuring the working environment, it became clear that the majority of the respondents indicate definite responses to stress factors within in the working environment with moderately relevant to highly relevant. It is therefore vital to include these findings in this report in order to enable the institution to assess and sustain future value.

Once the constructs were weighed, the major highlighted constructs were identified. These are support from resources (other departments), effectiveness of systems and job insecurity. These items are relevant as their means were less than  $\bar{x} < 3.45$ .

Recommendations concerning these constructs will be provided where the constructs' mean values are closest to  $\bar{x} = 3.5$ . The recommendations are constructed based on the conclusions of this study and therefore must not be oversimplified.

The subsequent recommendations are made regarding the seven identified constructs with mean values  $\bar{x} < 3.5$ :

### **5.3.1 Recommendations: Support (resources)**

Restructuring within the institution took place without having been evaluated, while major judgements on resource divisions were being formulated. The support structures servicing the support staff of third-money income stream are expected to focus mainly on internal service delivery. This role of internal service delivery is greatly diminished, and role priority settings are to be implemented within the supporting structures. The eventual target of delivering service to an external third-money income client is to be prioritised and internal processes are to be aligned accordingly to deliver paramount efficiency of the sort.

### **5.3.2 Recommendations: Systems**

The institution is expected to focus mainly on quality, efficiency and growth potential. A major factor highlighted is that users are not consulted when systems are developed. This has as a result that systems do not deliver according to the users' needs, but rather address institutional consolidation. The systems lack adequate governance as change requests are not implemented as the need arises. It is therefore recommended that the institution should invest in a proper project of which the elements are to obtain users' needs analysis, participants' needs analysis (ex. Online registration), users' functional attributes to recommending improvements to reach higher productivity and quality output, and the integration of financial and student platform systems.

### **5.3.3 Recommendations: Job security**

Support staff on fixed-term and contract employment types need the institution's reassurance that they are required for their services, specifically in times of institutional financial hardship, as the focus has changed to third-money income. By converting these positions to full-time permanent positions, the institution shows their support staff of the third-money income stream that it values their employment with the institution. This would

assist both to recognise their mutual desire to work collectively to continue to make the institution thrive in the future. By setting a tone of value, the institution will empower support staff with a sense of well-being, so they will not need to question their job security.

#### **5.3.4 Recommendations: Relationships**

For the institution to achieve its goals better, it is imperative that the support staff are comfortable and secure with each other. It is important that support staff share an effective connection and work in familiar coordination towards a common objective. Support staff feel liable and driven to do good and enjoyable work rather than dealing with their work as a burden.

It is therefore eminent that the institution's board encourages healthy employee relations at the specific third-money income stream places of work to extract the best productivity from of each support staff member. Competition is important, but care should be taken that it does not promote negativity or some form of antagonism among the support staff. Team members should be involved in encouraging support staff to share their workload with each other. Targets have to be assigned to all team members in order to contribute equally with the intent to reach the given target date or deadline. Daily review meetings are to be held to determine outstanding targets in order to reschedule team involvement to reach time frames.

#### **5.3.5 Recommendations: Role association (higher ranking individuals)**

This study began by questioning the role association of support staff towards higher ranking individuals for inspection as a contributing factor to challenges faced by third-money income stream support staff. From the study, it is clear that support staff do not feel appreciated nor satisfactorily respected by higher ranking individuals. This is due to requests deriving from support staff's desks not being adhered to within given time frames. It is recommended that the principles of total quality management (TQM) are adhered to. TQM can be vital factor for third-money income stream in the educational sector. "So many universities are using TQM and it shows that TQM is one the concepts which is related to managing innovation" (Sabet, Saleki, Roumi & Dezfoulian, 2012:208). All academic staff and support staff should be willing to embrace this method. A culture of commitment of personnel needs to be reviewed when implementing TQM. All staff members, both academic and support staff, should know their responsibilities towards

quality service rendering to third-money income clients. Sabet *et al.* (2012) explain that personnel are to share their concepts that will lead to good decision-making processes. A review of management's role allows all levels of managers to participate in decision-making and they can identify their ability and potentials.

Allowing employees the power to change allows them to analyse their problems. According to Sabet *et al.* (2012), the most principal problem of management is providing an opportunity to employees to gather and assess data. It is here where managers should ensure that employees provide their opinions for further recommendation (Sabet *et al.*, 2012:214). TQM should be incorporated in employees' critical performance indicators (CPI). Where academic staff are unable to contribute to TQM, outsourcing lecturing for third-money income stream activities could be lucrative to ensure quality offerings.

### **5.3.6 Recommendations: Demands**

Managers are often responsible for overloading their subordinates. Managers also tend to contact their subordinates after business hours, and at times also make last-minute appeals for added work. In order to adhere to these demands, employees would arrive earlier for work, stay late at their work, work over weekends, and even remain tied to their electronic devices 24/7. Many employees manage the demands to be entirely devoted to their work by simply giving in and conforming (Reid & Ramarajan, 2016). It is recommended that guidelines are to be provided whereby employees' rights to after-work privacy are controlled and valued.

Given the outcome of the survey results, it is eminent that support staff are overwhelmed at times to adhere to the demands expected of them. As per recommendation for construct relationships, managers are to divide workloads equally among staff and be on par with time frames by means of daily review meetings. Another large problem is the lack of channel of command from other supporting departments. It is therefore recommended that the institution instils clear guidelines and procedures for support staff from all departments to ensure proper channels of command are executed. This will allow line managers to be aware of the demand requested and subsequently managers will be able to better align resources to ensure the required outputs are reached.

### **5.3.7 Recommendations: Resources**

The results of the survey have indicated that the support staff of the third-money income stream do not received the proper support from the financial support sections and the human resource support sections. It is recommended, as per role association, that the institution's board encourages healthy employee relations at all departments that deal with third-money income activities. The overall goals of the institution are to be reiterated among departments; the importance of third-money income stream as contributing factor in reaching final goals is to be reiterated. The control of miniscule financial functions, such as the creation of debtors account, is to be reinstated at the third-money income stream level. This will ensure that quality service delivery to clients falls in the control of the support staff dealing directly with the clients.

### **5.4 ACHIEVEMENT OF THE OBJECTIVE OF THE STUDY**

The aim of this study was to investigate the challenges faced by support staff dealing with third-money income stream activities. The occupational stress and strain, organisational commitment and role association and lastly resources and support structures of support staff at a higher education institution in the North West Province were investigated as elements of the aim.

The results further uncover that the support staff of the investigated population have moderately poor psychological health, which is indicative that support staff do experience stress-related tension. Support staff were unable to cope with demands, unable to relate to peers and avoided contact with academic staff due to a feeling of little respect and a lack of value from these members.

Kinman (1998:3) argued that employees involved in high levels of personal interaction were more likely to experience occupational stress and burnout than those employees who are involved in product-oriented organisations. Kinman also indicated that the higher education sector is rather a new focus of concern. Kinman also stipulated that there is strong evidence to believe that this particular workforce possibly will signify a particularly vulnerable occupational group. Studies done in the United Kingdom provide support to this claim. It was found that employees working in education institutions have presented abnormal levels of stress and increased levels of stress-related illness (Travers & Cooper, 1991:137-148).

After comparing normative data, support staff of third-money income streams reported high levels of stress as a result of inadequate relationships at work. Cooper and Cartwright (1994) implied that relationships with other staff members at work would be a potential contributing factor to stress as a result of insufficient or poor communication among employees. Another contributing factor to the afore-mentioned is mistrust of colleagues. This might contribute to poor psychological wellbeing (Cartwright & Cooper, 2002:94).

Previous research done has found that relationships among superiors and colleagues might have a negative impact on psychological health due to the perceptions of employees regarding job characteristics, which yield job-related emotional security as well as their perceptions of competence at work (Warr, 1987:132). Therefore, autonomy, variety in tasks, variety in skill, superiors and colleague support and feedback will contribute to the increase of personal accomplishments, which will consequently have a direct impact on relationships (Ernst Kossek & Ozeki, 1998:139-149).

Reviewing the ASSET model indicated that physical and psychological health is negatively related to organisational commitment. According to Cooper and Marshall (2013), these are not linked directly to the individual's physiognomies or the work environment, but are rather associated with external relationships and events such as family problems, financial difficulties, life crises, etc., which have an impact on the workplace (Cooper & Marshall, 2013:3). The negative effects of stress are curbed commitment, as it allows them to align objectiveness and purpose to their work that could consequently interrelate with stressors that define improved job satisfaction and physical wellbeing (Kobasa, Maddi & Kahn, 1982:168-177).

Wellbeing is promoted by work-family balance. Imbalance, specifically work imbalance, causes high levels of stress, causes individuals to detract from life, and eventually reduces individuals' effectiveness at work. An institutional-change approach is needed to encourage work-family balance (Greenhaus, Collins & Shaw, 2003:512).

Feather and Rauter (2004:93) argued that contract employees saw themselves as being more insecure in their jobs and who felt that they had little to no impact or control over their role-related responsibilities, and who sensed that their skills were not fully utilised, perceived organisational citizenship behaviours (OCBs) as a manner of reaching valued goals associated to security, influence and the use of skills. It was also perceived as a

method of producing a self-perception that would intensify their likelihood of achieving a permanent job (Feather & Rauter, 2004:93). This signifies that for employees to feel secure about their careers, they require perceived control over their jobs (Mahomed, 2004:65).

Work relationship is linked to job characteristics, overload and control. Therefore, third-money income stream support staff's relationships with peers appear to rely considerably on the construct of control that they have over their jobs as well as the volume of work that they have. A study by Mahomed (2004:65) found that work-life balance and overload are related to each other, which is indicative that employees who are overloaded will find it hard to cope with the interface between work and home. Research suggests this to be a frequent source of stress, particularly for dual-career couples (Lewis & Cooper, 1994:299).

The results indicated that employees felt trusted but are not respected by the institution. According to Mowday *et al.* (1985), commitment provides employees with stability and a feeling of belonging. These negative relations could be linked to job-insecurity and improper support from the human resource management department.

## **5.5 RECOMMENDATIONS FOR FUTURE RESEARCH**

The third-money income stream support staff demonstrated elevated psychological anxiety, as was evident from the fact that their peer relationships were strained, they felt they were unable to cope with high demands, they felt that superior members did not listen to them, and that peers would not listen to them. The institution underwent restructuring as per CCMA 189a document. This poses further impending stressors for support staff (e.g. new managers to report to, new colleagues to work with, different types of working methods, unaligned processes, insufficient migration plans, etc.). Kompier and Kristensen (2001:19-33) therefore recommended crucial involvements to concentrate on the work situations of these employees or the coping capacity of the support staff. If these stressors are left unchecked, the institution could find elevated illnesses that are stress related.

According to Cooper and Cartwright (1994), the primary-level interventions and the diagnostic stress audit are in theory a more cost-effective and more concentrated method of reducing stress. Therefore, probable interventions could consist of the establishment

of a supportive climate, the provision of more flexible working environments, refining personal relationships, as well as career and personal growth programmes (Cooper & Cartwright, 1994:468).



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**QUESTIONNAIRE**

**INVESTIGATING THE  
CHALLENGES FACED BY  
SUPPORT STAFF DEALING  
WITH 3RD MONEY STREAM**

**CONFIDENTIAL**

Note: All responses are confidential and neither the individual nor the department would be identified in any report or release.



# Questionnaire - Investigating the challenges faced by support staff dealing with 3rd money stream activities.

This questionnaire is about the stress factors experienced by third-money stream Support staff and their identification in the organisational relationship within the university.

It will take approximately 15 minutes to complete

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Dear Respondent

You have been selected to take part in study with regards to the challenges faced by support staff dealing with 3<sup>rd</sup> money stream activities. This study forms part of a mini-dissertation for a Master's in Business Administration (MBA).

Ethical clearance project number **EMSPBS17/03/06-01/39**.

Please note that no personal information is recorded and anonymity is guaranteed.

Universities are under rising pressure from the South African government to limit increasing tuition fees. Driven by external prospects for economic development as well increased internal demands to generate more income, universities have been rapidly growing their association to become entrepreneurial. Higher education institutions are facing rapid change with successions of multifaceted changes. These changes are essential as result of vast political, economic, technological and social changes in these applicable environments.

These changes bring along new challenges for support staff, especially those that are working in the third-money income stream activities. This specific income stream do not have the same support structures as those from other money streams, but yet have to deliver according to the new drive to secure additional income. As a result, the support staff from third-money income stream experience a sense feelings of multiple levels pertaining to stress, insecurities, and uncertainty regarding their future in the institution.

Please answer every question / statement to ensure the validity and reliability of the study.

Thank you for taking the time to complete the questionnaire. You are valued for your input.

**GENERAL INSTRUCTIONS**

Indicate your answer by ticking (X).

Use the following scale to indicate your preference:

<b>SCALE</b>	<b>ASSOCIATED TERM USED</b>
<b>5</b>	Completely disagree
<b>4</b>	Disagree
<b>3</b>	Neither agree nor disagree
<b>2</b>	Agree
<b>1</b>	Completely agree

Please select the number which best describes your opinion about a specific question or statement.

<b>Biographical information</b>						
<b>1.1</b>	Gender	Male <input type="checkbox"/> Female <input type="checkbox"/>				
<b>1.2</b>	Please indicate your age: <input type="checkbox"/> Between 20 and 25 <input type="checkbox"/> Between 26 and 30 <input type="checkbox"/> Between 31 and 35 <input type="checkbox"/> Between 36 and 40 <input type="checkbox"/> Between 41 and 50 <input type="checkbox"/> Between 51 and 60 <input type="checkbox"/> I am older than 60					
<b>1.3</b>	Employment Type: <input type="checkbox"/> Permanent <input type="checkbox"/> Fixed Term <input type="checkbox"/> Part Time <input type="checkbox"/> Other (specify)					
<b>1.4</b>	Years in employment: <input type="checkbox"/> 1-5 years <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years <input type="checkbox"/> 16-20 years <input type="checkbox"/> 21-25 years <input type="checkbox"/> 26-30 years <input type="checkbox"/> 31-35 years <input type="checkbox"/> over 35 years					
<b>Item</b>	<b>Description</b>	<b>Agree</b>	<b>Completely agree</b>	<b>Completely disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>
<b>2.1</b>	I am clear what is expected of me at work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.2</b>	I can decide when to have a break.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.3</b>	Different groups in work demand things from me that are hard to combine.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.4</b>	I know how to go about getting a job done.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2.5</b>	I am subject to personal harassment in the form of unkind words and behaviour.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Item	Description	Agree	Completely agree	Completely disagree	Disagree	Neither agree nor disagree
2.6	I have achievable deadlines.	1	2	3	4	5
2.7	If work gets difficult, my colleagues will help me.	1	2	3	4	5
2.8	I am given supportive feedback on the work I do.	1	2	3	4	5
2.9	I have to work very intensively.	1	2	3	4	5
2.10	I am clear what my responsibilities and duties are.	1	2	3	4	5
2.11	I have to neglect some tasks because I have too much to do.	1	2	3	4	5
2.12	I am clear about my goals and objectives of my department /school.	1	2	3	4	5
2.13	There is friction and anger between colleagues.	1	2	3	4	5
2.14	I have a choice in deciding how I do my work.	1	2	3	4	5
2.15	I am unable to take sufficient breaks at work.	1	2	3	4	5
2.16	I understand how my work fits into the overall aim of the institution.	1	2	3	4	5
2.17	I am pressured to work long hours.	1	2	3	4	5
2.18	I have to work very fast.	1	2	3	4	5
2.19	I have a choice deciding in what I do at work.	1	2	3	4	5
2.20	I am subject to bullying at work.	1	2	3	4	5
2.21	I have unrealistic time pressures.	1	2	3	4	5
2.22	I can rely on my line manager to help me with a work problem.	1	2	3	4	5
2.23	I get help and support from my colleagues.	1	2	3	4	5
2.24	I have some say in the work I do.	1	2	3	4	5
2.25	My working time can be flexible.	1	2	3	4	5
2.26	My colleagues are willing to listen to my work related problems.	1	2	3	4	5

Item	Description	Agree	Completely agree	Completely disagree	Disagree	Neither agree nor disagree
2.27	My line manager encourages me to work.	1	2	3	4	5
2.28	I am secure in my job.	1	2	3	4	5
2.29	The institution invests in me.	1	2	3	4	5
2.30	Support is given when volumes are high.	1	2	3	4	5
2.31	I worry whether I will be employed until the end of the year.	1	2	3	4	5
2.32	The institution cares about me.	1	2	3	4	5
2.33	I can talk to my line manager about something that has upset or annoyed me.	1	2	3	4	5
2.34	I am supported through emotionally demanding work.	1	2	3	4	5
2.35	I receive the respect at work I deserve from my colleagues	1	2	3	4	5
2.36	I have a say in my own work speed	1	2	3	4	5
3.1	I have an important role.	1	2	3	4	5
3.2	I receive the respect I deserve from higher ranking individuals.	1	2	3	4	5
3.3	Relationships at work are strained.	1	2	3	4	5
3.4	I can talk to higher ranked individuals about something that has upset or annoyed me at work.	1	2	3	4	5
3.5	Higher ranked individuals adhere to requests that derives from my desk.	1	2	3	4	5
3.6	Higher ranking individuals greet me.	1	2	3	4	5
3.7	Higher ranking individuals' feedback time has an influence on my deadlines.	1	2	3	4	5
3.8	I have the same supporting structures as those of other income streams.	1	2	3	4	5
3.9	Support staff operating in 3rd money income stream are treated the same as those of other income streams.	1	2	3	4	5
3.10	I am valued for my outputs.	1	2	3	4	5
3.11	My achievements are acknowledged by academic staff.	1	2	3	4	5

Item	Description	Agree	Completely agree	Completely disagree	Disagree	Neither agree nor disagree
3.12	Academic staff are aware of the work I have done before a lecturer starts.	1	2	3	4	5
4.1	The SCA system is easy to use.	1	2	3	4	5
4.2	The SCA system adequately manages outstanding student fees.	1	2	3	4	5
4.3	The SCA system easily produces reports that I need.	1	2	3	4	5
4.4	Suggestions to improve SCA is easily implemented.	1	2	3	4	5
4.5	Suggestions are easily incorporated on the SCA.	1	2	3	4	5
4.6	I have to maintain separate spreadsheets to simplify my tasks.	1	2	3	4	5
4.7	The SCA is useful.	1	2	3	4	5
4.8	The SCA improves my job performance.	1	2	3	4	5
4.9	Overall, I find the SCA system useful in my job.	1	2	3	4	5
4.10	It is easy for me to remember how to perform tasks using the SCA.	1	2	3	4	5
4.11	Overall, I find the SCA system easy to use.	1	2	3	4	5
4.12	I only rely on SCA to do my job.	1	2	3	4	5
4.13	A work study has been performed on my job.	1	2	3	4	5
4.14	I have clear guidelines w.r.t. the workflow processes of my job.	1	2	3	4	5
4.15	I know all applicable policies and practices that relate to my job.	1	2	3	4	5
4.16	I know where to obtain policies and practices from.	1	2	3	4	5
4.17	My abilities match the job requirements completely.	1	2	3	4	5
4.18	I received feedback on the jobs I have done.	1	2	3	4	5
4.19	I interact with other 3rd money stream staff across the institution.	1	2	3	4	5
4.20	I do receive sufficient support from the Finance section.	1	2	3	4	5

Item	Description	Agree	Completely agree	Completely disagree	Disagree	Neither agree nor disagree
4.21	I do receive sufficient support from the IT section.	1	2	3	4	5
4.22	I do receive sufficient support from the HR section.	1	2	3	4	5
4.23	All systems are interlinked making my job easier.	1	2	3	4	5

# ANNEXURE B

## DESCRIPTIVE STATISTICS

Construct	Ques.	Question / Statement	N	Mean	SD	Mode
Bio	1.1	Please indicate your gender	22.0	1.86	0.35	2.00
Bio	1.2	Please indicate your age	22.0	3.27	1.49	3.00
Bio	1.3	Employment Type	22.0	1.59	0.59	2.00
Bio	1.4	Years in employment	22.0	1.91	1.02	2.00
<b>Bio</b>			<b>22.0</b>	<b>2.16</b>	<b>0.49</b>	<b>2.00</b>
	<b>Q</b>	<b>Element Control</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Control	2.14	I have a choice in deciding how I work.	22.0	3.45	0.91	4.00
Control	2.19	I have a choice deciding in what I do at work.	22.0	2.95	0.95	2.00
Control	2.2	I can decide when to have a break.	22.0	3.59	0.96	4.00
Control	2.24	I have some say in the work I do.	22.0	3.73	0.88	4.00
Control	2.25	My work time can be flexible.	22.0	2.77	1.02	2.00
Control	2.36	I have a say in my own work speed	22.0	3.68	0.84	4.00
Control	4.17	My abilities match the job requirements completely.	22.0	4.00	0.69	4.00
<b>Control</b>			<b>22.0</b>	<b>3.45</b>	<b>0.46</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Demands</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Demands	2.11	I have to neglect some tasks because I have too much to do.	22.0	3.00	1.27	4.00
Demands	2.15	I am unable to take sufficient breaks at work.	22.0	2.36	1.26	2.00
Demands	2.17	I am pressured to work long hours.	22.0	2.41	1.26	1.00
Demands	2.18	I have to work very fast.	22.0	3.09	0.97	4.00
Demands	2.21	I have unrealistic time pressures.	22.0	2.41	1.05	2.00
Demands	2.3	Different groups in work demand things from me that are hard to combine.	22.0	3.05	1.05	4.00
Demands	2.6	I have achievable deadlines.	22.0	4.32	0.72	5.00
Demands	2.9	I have to work very intensively.	22.0	3.91	0.75	4.00
<b>Demands</b>			<b>22.0</b>	<b>3.07</b>	<b>0.66</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Job Security</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Job Security	2.28	I am secure in my job.	22.0	2.77	1.48	2.00
Job Security	2.29	The institution invests in me.	22.0	3.05	1.21	3.00
Job Security	2.31	I worry whether I will be employed until the end of the year.	22.0	2.45	1.57	1.00
Job Security	2.32	The institution cares about me.	22.0	2.73	1.39	2.00
<b>Job Security</b>			<b>22.0</b>	<b>2.75</b>	<b>1.23</b>	<b>2.00</b>
	<b>Q</b>	<b>Element Relationships</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Relationships	2.13	There is friction and anger between colleagues.	22.0	3.77	1.11	4.00
Relationships	2.20	I am subject to bullying at work.	22.0	2.27	1.12	2.00
Relationships	2.5	I am subject to personal harassment in the form of unkind words and behaviour.	22.0	2.55	1.30	2.00
Relationships	3.3	Relationships at work are strained.	22.0	3.09	0.97	4.00
Relationships	4.19	I interact with other 3rd money stream staff across the institution.	22.0	3.45	1.22	4.00
<b>Relationships</b>			<b>22.0</b>	<b>3.03</b>	<b>0.75</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Resources</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>

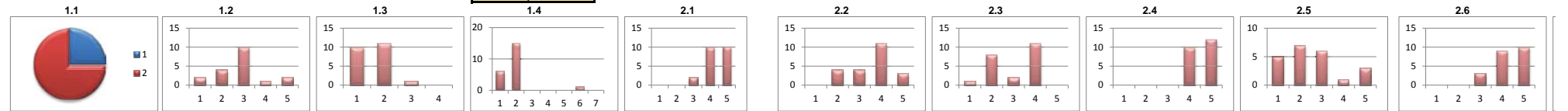


Resources	4.14	I have clear guidelines w.r.t. the workflow processes of my job.	22.0	3.32	0.99	4.00
Resources	4.15	I know all applicable policies and practices that relate to my job.	22.0	3.05	1.00	4.00
Resources	4.16	I know where to obtain policies and practices from.	22.0	3.09	1.06	3.00
Resources	4.20	I do receive sufficient support from the Finance section.	22.0	2.95	1.21	4.00
Resources	4.21	I do receive sufficient support from the IT section.	22.0	3.55	0.86	4.00
Resources	4.22	I do receive sufficient support from the HR section.	22.0	2.50	1.44	1.00
<b>Resources</b>			<b>22.0</b>	<b>3.08</b>	<b>0.83</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Role Association</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Role Association	2.1	I am clear what is expected of me at work.	22.0	4.36	0.66	4.00
Role Association	2.10	I am clear what my responsibilities and duties are.	22.0	4.27	0.77	4.00
Role Association	2.12	I am clear about my goals and objectives of my department /school.	22.0	4.14	0.89	5.00
Role Association	2.16	I understand how my work fits into the overall aim of the institution.	22.0	4.18	0.73	4.00
Role Association	2.4	I know how to go about getting a job done.	22.0	4.55	0.51	5.00
Role Association	3.1	I have an important role.	22.0	4.41	0.67	5.00
Role Association	3.10	I am valued for my outputs.	22.0	3.64	0.85	4.00
<b>Role Association</b>			<b>22.0</b>	<b>4.06</b>	<b>0.50</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Role Association (Higher ranking Individuals)</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Role Association (Higher ranked)	3.11	My achievements are acknowledged by academic staff.	22.0	2.86	1.13	3.00
Role Association (Higher ranked)	3.12	Academic staff are aware of the work I have done before a lecturer starts.	22.0	2.77	1.07	2.00
Role Association (Higher ranked)	3.4	I can talk to higher ranked individuals about something that has upset or annoyed me at work.	22.0	2.77	1.11	2.00
Role Association (Higher ranked)	3.5	Higher ranked individuals adhere to requests that derives from my desk.	22.0	2.86	0.89	3.00
Role Association (Higher ranked)	3.6	Higher ranking individuals greet me.	22.0	3.64	1.22	4.00
Role Association (Higher ranked)	3.7	Higher ranking individuals' feedback time has an influence on my deadlines.	22.0	4.05	1.05	5.00
Role Association (Higher ranked)	3.9	Support staff operating in 3rd money income stream are treated the same as those of other income streams.	22.0	2.36	1.22	2.00
Role Association (Higher ranked)	3.2	I receive the respect I deserve from higher ranking individuals.	22.0	2.91	0.97	2.00
<b>Role Association (Higher ranked)</b>			<b>22.0</b>	<b>3.03</b>	<b>0.73</b>	<b>2.00</b>
	<b>Q</b>	<b>Element Support (Manager)</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Support (Manager)	2.22	I can rely on my line manager to help me with a work problem.	22.0	4.45	0.86	5.00
Support (Manager)	2.27	My line manager encourages me to work.	22.0	4.32	0.89	5.00
Support (Manager)	2.30	Support is given when volumes are high.	22.0	3.59	1.33	5.00
Support (Manager)	2.33	I can talk to my line manager about something that has upset or annoyed me.	22.0	4.45	0.86	5.00
Support (Manager)	2.34	I am supported through emotionally demanding work.	22.0	4.41	0.85	5.00
Support (Manager)	2.8	I am given supportive feedback on the work I do.	22.0	3.91	0.68	4.00
Support (Manager)	4.18	I received feedback on the jobs I have done.	22.0	3.09	1.11	4.00
<b>Support (Manager)</b>			<b>22.0</b>	<b>4.03</b>	<b>0.67</b>	<b>5.00</b>
	<b>Q</b>	<b>Element Support (Peer)</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Support (Peer)	2.23	I get help and support from my colleagues.	22.0	3.73	1.16	4.00

Support (Peer)	2.26	My colleagues are willing to listen to my work related problems.	22.0	3.68	1.09	4.00
Support (Peer)	2.35	I receive the respect at work I deserve from my colleagues	22.0	4.45	0.86	5.00
Support (Peer)	2.7	If work gets difficult, my colleagues will help me.	22.0	3.86	1.21	4.00
<b>Support (Peer)</b>			<b>22.0</b>	<b>3.93</b>	<b>0.82</b>	<b>4.00</b>
	<b>Q</b>	<b>Element Support (Resources)</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
Support (Resource)	3.8	I have the same supporting structures as those of other income streams.	22.0	2.50	1.19	2.00
Support (Resource)	4.13	A work study has been performed on my job.	22.0	2.27	1.16	1.00
<b>Support (Resource)</b>			<b>22.0</b>	<b>2.39</b>	<b>0.95</b>	
	<b>Q</b>	<b>Element System</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mode</b>
System	4.1	The SCA system is easy to use.	22.0	2.64	1.14	3.00
System	4.10	It is easy for me to remember how to perform tasks using the SCA.	22.0	3.27	0.83	3.00
System	4.11	Overall, I find the SCA system easy to use.	22.0	3.14	1.04	2.00
System	4.12	I only rely on SCA to do my job.	22.0	2.09	1.02	1.00
System	4.2	The SCA system adequately manages outstanding student fees.	22.0	1.86	0.89	1.00
System	4.23	All systems are interlinked making my job easier.	22.0	2.36	1.14	1.00
System	4.3	The SCA system easily produces reports that I need.	22.0	2.32	1.25	1.00
System	4.4	Suggestions to improve SCA is easily implemented.	22.0	1.95	0.84	2.00
System	4.5	Suggestions are easily incorporated on the SCA.	22.0	2.23	0.81	2.00
System	4.6	I have to maintain separate spreadsheets to simplify my tasks.	22.0	3.73	1.28	5.00
System	4.7	The SCA is useful.	22.0	2.86	1.04	2.00
System	4.8	The SCA improves my job performance.	22.0	2.45	0.96	3.00
System	4.9	Overall, I find the SCA system useful in my job.	22.0	2.64	1.00	2.00
<b>System</b>			<b>22.0</b>	<b>2.58</b>	<b>0.64</b>	<b>2.00</b>

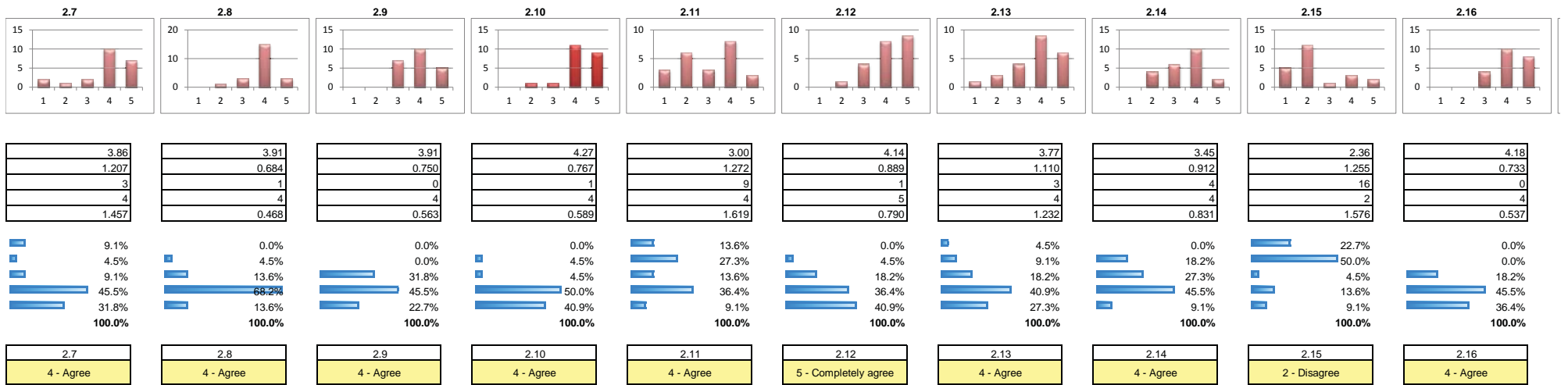
# ANNEXURE C: Survey Results

Bio 1.1		Bio 1.2		Bio 1.3		Bio 1.4		Role Association 2.1		Control 2.2		Demands 2.3		Role Association 2.4		Relationships 2.5		Demands 2.6		
Please indicate your gender		Scale	Please indicate your age	Likert	Employment Type	Scale	Years in employment	Likert	I am clear what is expected of me at work.	Likert	I can decide when to have a break.	Likert	Different groups in work demand things from me that are hard to combine.	Likert	I know how to go about getting a job done.	Likert	I am subject to personal harassment in the form of unkind words and behaviour.	Likert	I have achievable deadlines.	Likert
Female	2	Between 31 and 35	3	Fixed Term	2	1-5 years	2	Agree	4	Agree	4	Agree	4	Completely agree	5	Neither agree nor disagree	3	Agree	4	
Female	2	Between 20 and 25	1	Fixed Term	2	1-5 years	2	Agree	4	Completely agree	5	Disagree	2	Completely agree	5	Neither agree nor disagree	3	Completely agree	5	
Female	2	Between 51 and 60	6	Fixed Term	2	6-10 years	1	Agree	4	Neither agree nor disagree	3	Disagree	2	Completely agree	5	Agree	4	Agree	4	
Female	2	Between 26 and 30	2	Fixed Term	2	6-10 years	1	Completely agree	5	Completely agree	5	Disagree	2	Completely agree	5	Neither agree nor disagree	3	Agree	4	
Female	2	Between 31 and 35	3	Permanent	1	1-5 years	2	Completely agree	5	Agree	4	Disagree	2	Agree	4	Disagree	2	Completely agree	5	
Female	2	Between 26 and 30	2	Permanent	1	1-5 years	2	Neither agree nor disagree	3	Agree	4	Disagree	2	Completely agree	5	Neither agree nor disagree	3	Agree	4	
Female	2	Between 26 and 30	2	Permanent	1	6-10 years	1	Agree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	
Male	1	Between 36 and 40	4	Permanent	1	1-5 years	2	Completely agree	5	Neither agree nor disagree	3	Agree	4	Completely agree	5	Completely agree	5	Agree	4	
Female	2	Between 31 and 35	3	Fixed Term	2	1-5 years	2	Agree	4	Disagree	2	Agree	4	Agree	4	Completely disagree	1	Neither agree nor disagree	3	
Female	2	Between 31 and 35	3	Permanent	1	1-5 years	2	Completely agree	5	Agree	4	Disagree	2	Agree	4	Disagree	2	Completely agree	5	
Male	1	Between 41 and 50	5	Permanent	1	6-10 years	1	Agree	4	Neither agree nor disagree	3	Agree	4	Completely agree	5	Completely disagree	1	Completely agree	5	
Female	2	Between 20 and 25	1	Fixed Term	2	1-5 years	2	Completely agree	5	Agree	4	Completely disagree	1	Completely agree	5	Completely disagree	1	Completely agree	5	
Female	2	Between 31 and 35	3	Permanent	1	11-15 years	3	Agree	4	Neither agree nor disagree	3	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	
Female	2	Between 31 and 35	3	Fixed Term	2	6-10 years	1	Agree	4	Agree	4	Agree	4	Agree	4	Disagree	2	Neither agree nor disagree	3	
Female	2	Between 26 and 30	2	Permanent	1	1-5 years	2	Completely agree	5	Disagree	2	Disagree	2	Completely agree	5	Disagree	2	Completely agree	5	
Male	1	Between 41 and 50	5	Part Time	3	1-5 years	2	Completely agree	5	Completely agree	5	Neither agree nor disagree	3	Agree	4	Completely agree	5	Agree	4	
Female	2	Between 31 and 35	3	Fixed Term	2	1-5 years	2	Agree	4	Disagree	2	Agree	4	Agree	4	Completely disagree	1	Neither agree nor disagree	3	
Female	2	Between 51 and 60	6	Permanent	1	31-35 years	6	Completely agree	5	Disagree	2	Neither agree nor disagree	3	Completely agree	5	Disagree	2	Completely agree	5	
Female	2	Between 31 and 35	3	Fixed Term	2	1-5 years	2	Neither agree nor disagree	3	Agree	4	Agree	4	Completely agree	5	Completely agree	5	Completely agree	5	
Female	2	Between 51 and 60	6	Permanent	1	11-15 years	2	Completely agree	5	Agree	4	Disagree	2	Agree	4	Disagree	2	Agree	4	
Female	2	Between 31 and 35	3	Fixed Term	2	1-5 years	2	Agree	4	Agree	4	Agree	4	Agree	4	Completely disagree	1	Completely agree	5	
Female	2	Between 31 and 35	3	Fixed Term	2	6-10 years	1	Completely agree	5	Agree	4	Agree	4	Completely agree	5	Disagree	2	Completely agree	5	
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2	19	2	4	2	11	2	15	2	0	2	4	2	8	2	0	2	7	2	0	
1 - Male	22	3	10	3	1	3	0	3	2	3	4	3	2	3	0	3	6	3	3	
2 - Female		4	1	4	0	4	0	4	10	4	11	4	11	4	10	4	1	4	9	
		5	2	1 - Permanent	22	5	0	5	10	5	3	5	0	5	12	5	3	5	10	
		6	3	2 - Fixed Term		6	1	1 - Completely disagree	22		22		22		22		22		22	
		1 - Between 20 and 25	22	3 - Part Time		7	0	2 - Disagree												
		2 - Between 26 and 30		4 - Other (specify)				3 - Neither agree nor disagree												
		3 - Between 31 and 35				1 - 6-10 years	22	4 - Agree												
		4 - Between 36 and 40				2 - 11-15 years		5 - Completely agree												
		5 - Between 41 and 50				3 - 16-20 years														
		6 - Between 51 and 60				4 - 21-25 years														
						5 - 26-30 years														
						6 - 31-35 years														
						7 - over 35 years														

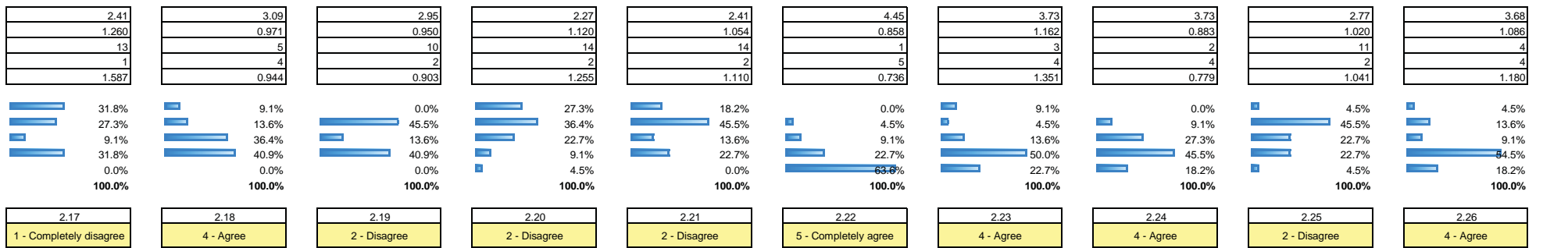
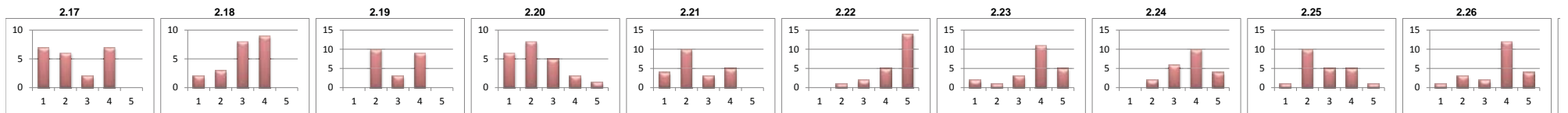


Statistic	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	2.5	2.6
Mean	1.86	3.27	1.59	1.91	4.36	3.59	3.05	4.55	2.55	4.32
S	0.351	1.486	0.590	1.019	0.658	0.959	1.046	0.510	1.299	0.716
f	22	6	21	21	0	4	9	0	12	0
Mode	2	3	2	2	4	4	4	5	2	5
Var	0.123	2.208	0.348	1.039	0.433	0.920	1.093	0.260	1.688	0.513
Valid Percents										
Percentile	13.6%	9.1%	45.5%	27.3%	0.0%	0.0%	4.5%	0.0%	22.7%	0.0%
	86.4%	18.2%	50.0%	68.2%	0.0%	18.2%	36.4%	0.0%	31.8%	0.0%
		45.5%	4.5%	0.0%	9.1%	50.0%	9.1%	0.0%	27.3%	13.6%
		4.5%	0.0%	0.0%	45.5%	13.6%	50.0%	45.5%	4.5%	40.9%
		9.1%	0.0%	0.0%	45.5%	0.0%	0.0%	54.5%	13.6%	45.5%
		13.6%	100.0%	4.5%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TOTAL	100.0%	100.0%		100.0%						
Mode Outcome	2 - Female	3 - Between 31 and 35	2 - Fixed Term	2 - 11-15 years	4 - Agree	4 - Agree	4 - Agree	5 - Completely agree	2 - Disagree	5 - Completely agree

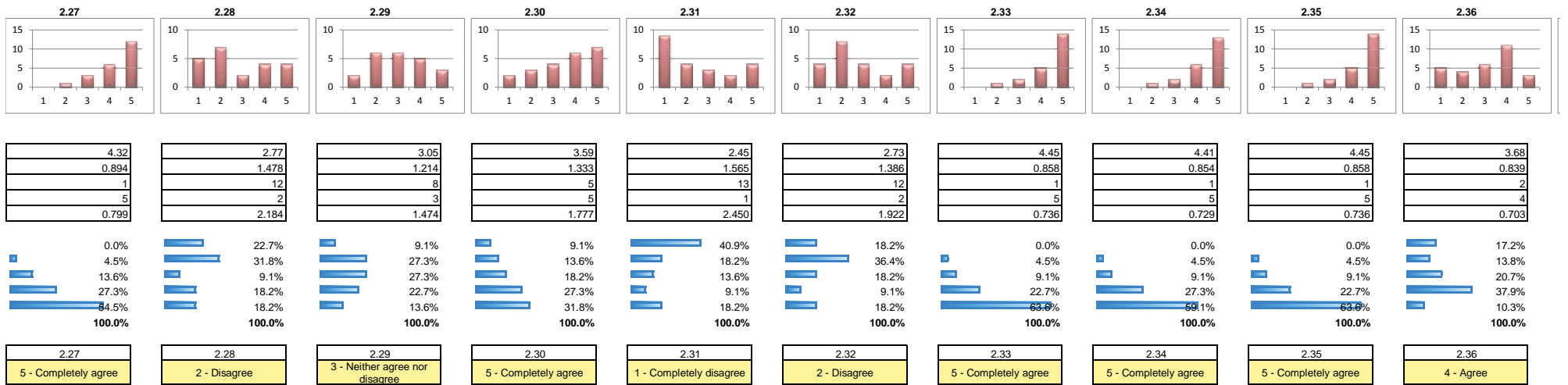
Support (Peer) 2.7		Support (Manager) 2.8		Demands 2.9		Role Association 2.10		Demands 2.11		Role Association 2.12		Relationships 2.13		Control 2.14		Demands 2.15		Role Association 2.16		
If work gets difficult, my colleagues will help me.	Likert	I am given supportive feedback on the work I do.	Likert	I have to work very intensively.	Likert	I am clear what my responsibilities and duties are.	Likert	I have to neglect some tasks because I have too much to do.	Likert	I am clear about my goals and objectives of my department /school.	Likert	There is friction and anger between colleagues.	Likert	I have a choice in deciding how I work.	Likert	I am unable to take sufficient breaks at work.	Likert	I understand how my work fits into the overall aim of the institution.	Likert	
Completely disagree	1	Agree	4	Agree	4	Disagree	2	Completely agree	5	Disagree	2	Completely agree	5	Agree	4	Disagree	2	Agree	4	
Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	Disagree	2	Agree	4	Completely agree	5	Agree	4	Completely disagree	1	Agree	4	
Disagree	2	Completely agree	5	Agree	4	Agree	4	Disagree	2	Completely agree	5	Disagree	4	Disagree	2	Neither agree nor disagree	3	Agree	4	
Agree	4	Completely agree	5	Agree	4	Completely agree	5	Completely disagree	1	Completely agree	5	Agree	4	Agree	4	Completely disagree	1	Agree	4	
Completely agree	5	Agree	4	Neither agree nor disagree	3	Completely agree	5	Completely disagree	1	Completely agree	5	Agree	4	Agree	4	Disagree	2	Completely agree	5	
Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Completely agree	5	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	
Agree	4	Neither agree nor disagree	3	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Disagree	2	Agree	4	
Completely agree	5	Neither agree nor disagree	3	Completely agree	5	Agree	4	Neither agree nor disagree	3	Agree	4	Completely agree	5	Neither agree nor disagree	3	Completely agree	5	Neither agree nor disagree	3	
Neither agree nor disagree	3	Agree	4	Completely agree	5	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	
Completely agree	5	Agree	4	Neither agree nor disagree	3	Completely agree	5	Completely disagree	1	Completely agree	5	Agree	4	Agree	4	Disagree	2	Completely agree	5	
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Completely agree	5	Agree	4	Agree	4	Completely agree	5	Disagree	2	Completely agree	5	Agree	4	Completely agree	5	Disagree	2	Completely agree	5	
Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	Disagree	2	Agree	4	Agree	4	
Agree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Completely agree	5	Completely agree	5	Completely agree	5	Disagree	2	Completely agree	5	
Completely agree	5	Completely agree	5	Agree	4	Completely agree	5	Agree	4	Completely agree	5	Completely disagree	1	Disagree	2	Disagree	2	Completely agree	5	
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Agree	4	Agree	4	Completely agree	5	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	
Completely agree	5	Agree	4	Completely agree	5	Completely agree	5	Agree	4	Completely agree	5	Disagree	2	Disagree	2	Completely agree	5	Completely agree	5	
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Agree	4	Agree	4	Neither agree nor disagree	3	Completely agree	5	Agree	4	Agree	4	Completely agree	5	Agree	4	Completely disagree	1	Agree	4	
Agree	4	Agree	4	Neither agree nor disagree	3	Completely agree	5	Disagree	2	Agree	4	Completely agree	5	Agree	4	Completely disagree	1	Completely agree	5	
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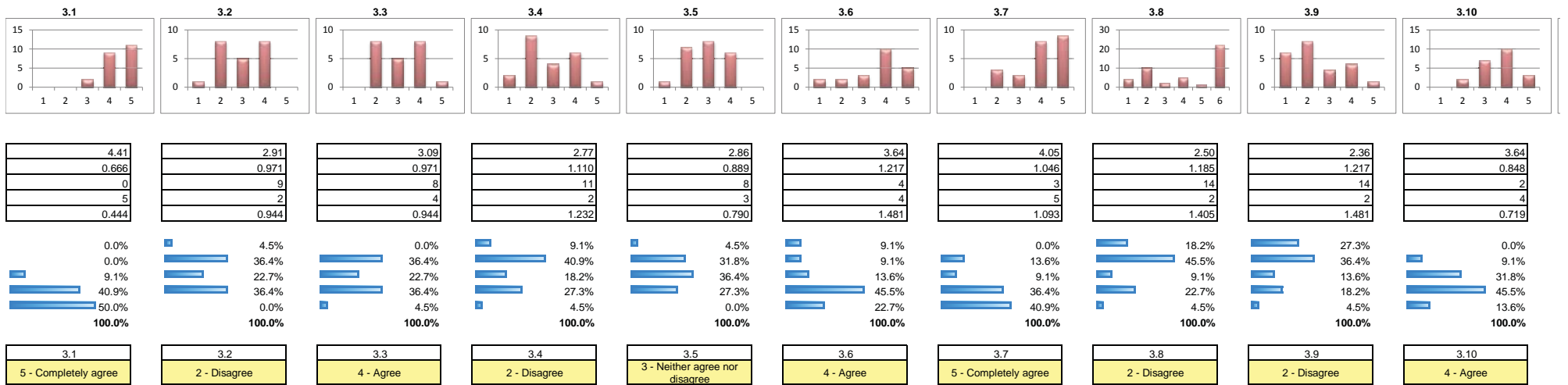
Demands 2.17		Demands 2.18		Control 2.19		Relationships 2.20		Demands 2.21		Support (Manager) 2.22		Support (Peer) 2.23		Control 2.24		Control 2.25		Support (Peer) 2.26	
I am pressured to work long hours.	Likert	I have to work very fast.	Likert	I have a choice deciding in what I do at work.	Likert	I am subject to bullying at work.	Likert	I have unrealistic time pressures.	Likert	I can rely on my line manager to help me with a work problem.	Likert	I get help and support from my colleagues.	Likert	I have some say in the work I do.	Likert	My work time can be flexible.	Likert	My colleagues are willing to listen to my work related problems.	Likert
Completely disagree	1	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Disagree	2	Completely agree	5	Completely disagree	1	Agree	4	Disagree	2	Disagree	2
Completely disagree	1	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Completely disagree	1	Completely agree	5	Agree	4	Agree	4	Disagree	2	Agree	4
Agree	4	Agree	4	Disagree	2	Agree	4	Disagree	2	Completely agree	5	Completely disagree	1	Disagree	2	Disagree	2	Disagree	2
Completely disagree	1	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Disagree	2	Completely agree	5	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4
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Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3
Agree	4	Neither agree nor disagree	3	Disagree	2	Completely agree	5	Agree	4	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4
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Completely disagree	1	Agree	4	Disagree	2	Completely disagree	1	Completely disagree	1	Completely agree	5	Completely agree	5	Completely agree	5	Disagree	2	Completely agree	5
Agree	4	Agree	4	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Disagree	2	Disagree	2
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Completely agree	5	Completely agree	5	Completely agree	5	Disagree	2	Agree	4
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Completely agree	5	Completely agree	5	Completely agree	5	Disagree	2	Completely agree	5
Neither agree nor disagree	3	Agree	4	Agree	4	Completely disagree	1	Disagree	2	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5
Agree	4	Agree	4	Disagree	2	Disagree	2	Agree	4	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4
Agree	4	Agree	4	Disagree	2	Disagree	2	Agree	4	Agree	4	Completely agree	5	Agree	4	Agree	4	Completely agree	5
Disagree	2	Neither agree nor disagree	3	Disagree	2	Agree	4	Neither agree nor disagree	3	Completely agree	5	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1
Disagree	2	Agree	4	Agree	4	Disagree	2	Disagree	2	Completely agree	5	Completely agree	5	Agree	4	Agree	4	Completely agree	5
Disagree	2	Agree	4	Agree	4	Completely disagree	1	Completely disagree	1	Completely agree	5	Agree	4	Completely agree	5	Neither agree nor disagree	3	Agree	4
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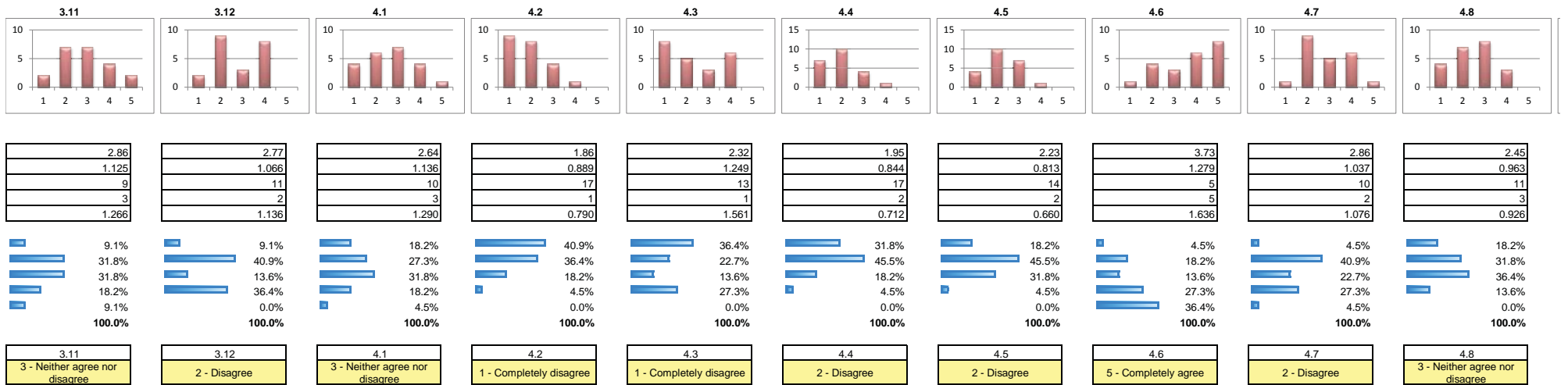
Support (Manager)		Job Security		Job Security		Support (Manager)		Job Security		Job Security		Support (Manager)		Support (Manager)		Support (Peer)		Control	
2.27		2.28		2.29		2.30		2.31		2.32		2.33		2.34		2.35		2.36	
My line manager encourages me to work.	Likert	I am secure in my job.	Likert	The institution invests in me.	Likert	Support is given when volumes are high.	Likert	I worry whether I will be employed until the end of the year.	Likert	The institution cares about me.	Likert	I can talk to my line manager about something that has upset or annoyed me.	Likert	I am supported through emotionally demanding work.	Likert	I receive the respect at work I deserve from my colleagues	Likert	I have a say in my own work speed	Likert
Completely agree	5	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely agree	1	Completely disagree	1	Completely agree	5	Agree	4	Agree	4	Agree	4
Completely agree	5	Completely disagree	1	Neither agree nor disagree	3	Completely agree	5	Completely agree	1	Neither agree nor disagree	3	Completely agree	5	Completely agree	5	Agree	4	Agree	4
Completely agree	5	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Completely agree	2	Disagree	2	Completely agree	5	Agree	4	Completely agree	5	Agree	4
Neither agree nor disagree	3	Disagree	2	Disagree	2	Agree	4	Completely agree	1	Neither agree nor disagree	3	Completely agree	5	Completely agree	5	Completely agree	5	Agree	4
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Neither agree nor disagree	3	Disagree	2	Disagree	2	Completely disagree	1	Neither agree nor disagree	3	Disagree	2	Agree	4	Completely agree	5	Neither agree nor disagree	3	Agree	4
Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4
Completely agree	5	Neither agree nor disagree	3	Disagree	2	Disagree	2	Neither agree nor disagree	3	Disagree	2	Disagree	2	Disagree	2	Agree	4	Neither agree nor disagree	3
Agree	4	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Disagree	2	Disagree	2	Agree	4	Completely agree	5	Neither agree nor disagree	3
Agree	4	Completely agree	5	Completely agree	5	Completely agree	5	Completely disagree	5	Completely agree	5	Completely agree	5	Completely agree	5	Agree	4	Agree	4
Completely agree	5	Completely agree	5	Disagree	2	Disagree	2	Agree	4	Completely disagree	5	Disagree	2	Agree	4	Completely agree	5	Neither agree nor disagree	3
Completely agree	5	Agree	4	Agree	4	Completely agree	5	Completely agree	1	Agree	4	Completely agree	5	Completely agree	5	Neither agree nor disagree	3	Agree	4
Disagree	2	Disagree	2	Neither agree nor disagree	3	Disagree	2	Agree	4	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely agree	5	Agree	4
Completely agree	5	Agree	4	Completely agree	5	Completely agree	5	Disagree	4	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5
Completely agree	5	Agree	4	Agree	4	Agree	4	Agree	4	Disagree	2	Completely agree	5	Completely agree	5	Completely agree	5	Neither agree nor disagree	3
Agree	4	Disagree	2	Agree	4	Agree	4	Completely agree	1	Agree	4	Completely agree	5	Completely agree	5	Completely agree	5	Disagree	2
Agree	4	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	2	Disagree	2	Agree	4	Agree	4	Completely agree	5	Completely agree	5
Agree	4	Agree	4	Agree	4	Completely agree	5	Completely disagree	5	Neither agree nor disagree	3	Agree	4	Agree	4	Completely agree	5	Completely agree	5
Completely agree	5	Completely disagree	1	Completely disagree	1	Neither agree nor disagree	3	Completely agree	1	Completely disagree	1	Completely agree	5	Completely agree	5	Completely agree	5	Neither agree nor disagree	3
Completely agree	5	Completely agree	5	Agree	4	Completely agree	5	Disagree	4	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5	Agree	4
Completely agree	5	Completely disagree	1	Disagree	2	Agree	4	Completely agree	1	Completely disagree	1	Completely agree	5	Completely agree	5	Completely agree	5	Neither agree nor disagree	3
Completely agree	5	Completely disagree	1	Disagree	2	Agree	4	Completely agree	1	Completely disagree	1	Completely agree	5	Completely agree	5	Completely agree	5	Completely agree	5
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2	1	2	7	2	6	2	3	2	4	2	8	2	1	2	1	2	1	Agree	4
3	3	3	2	3	6	3	4	3	3	3	4	3	2	3	2	3	2	3	6
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Role Association 3.1		Role Association 3.2		Relationships 3.3		Role Association (Higher ranked) 3.4		Role Association (Higher ranked) 3.5		Role Association (Higher ranked) 3.6		Role Association (Higher ranked) 3.7		Support (Resource) 3.8		Role Association (Higher ranked) 3.9		Role Association 3.10	
I have an important role.	Likert	I receive the respect I deserve from higher ranking individuals.	Likert	Relationships at work are strained.	Likert	I can talk to higher ranked individuals about something that has upset or annoyed me at work.	Likert	Higher ranked individuals adhere to requests that derives from my desk.	Likert	Higher ranking individuals greet me.	Likert	Higher ranking individuals' feedback time has an influence on my deadlines.	Likert	I have the same supporting structures as those of other income streams.	Likert	Support staff operating in 3rd money income stream are treated the same as those of other income streams.	Likert	I am valued for my outputs.	Likert
Agree	4	Disagree	2	Agree	4	Disagree	2	Agree	4	Completely agree	5	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3
Agree	4	Neither agree nor disagree	3	Agree	4	Disagree	2	Agree	4	Completely agree	5	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3
Completely agree	5	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Agree	4	Completely agree	5	Completely agree	5	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3
Completely agree	5	Neither agree nor disagree	3	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Completely agree	5	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4
Agree	4	Agree	4	Disagree	2	Agree	4	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4
Neither agree nor disagree	3	Neither agree nor disagree	3	Completely agree	5	Completely disagree	1	Neither agree nor disagree	3	Completely disagree	1	Completely agree	5	Completely disagree	1	Completely disagree	1	Neither agree nor disagree	3
Completely agree	5	Disagree	2	Neither agree nor disagree	3	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	Completely disagree	1	Agree	4
Completely agree	5	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Agree	4	Completely agree	5	Disagree	2	Completely disagree	1	Completely agree	5
Agree	4	Disagree	2	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Completely agree	5	Disagree	2	Disagree	2	Disagree	2
Agree	4	Agree	4	Disagree	2	Agree	4	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4
Completely agree	5	Agree	4	Agree	4	Completely agree	5	Disagree	2	Completely disagree	1	Completely agree	5	Completely disagree	1	Completely disagree	1	Agree	4
Completely agree	5	Agree	4	Disagree	2	Agree	4	Agree	4	Completely agree	5	Disagree	2	Completely agree	5	Completely agree	5	Completely agree	5
Neither agree nor disagree	3	Disagree	2	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3
Agree	4	Disagree	2	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Disagree	2	Disagree	2	Agree	4
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Completely agree	5	Agree	4	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4
Agree	4	Disagree	2	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Completely agree	5	Disagree	2	Disagree	2	Disagree	2
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Agree	4	Disagree	2	Neither agree nor disagree	3	Disagree	2	Disagree	2	Agree	4	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3
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Completely agree	5	Disagree	2	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1	Disagree	2	Completely agree	5	Completely disagree	1	Completely disagree	1	Neither agree nor disagree	3
Completely agree	5	Completely disagree	1	Agree	4	Neither agree nor disagree	3	Disagree	2	Disagree	2	Completely agree	5	Completely disagree	1	Completely disagree	1	Agree	4
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	22		22		22		22		22		22		22		22		22		22



Role Association (Higher ranked) 3.11		Role Association (Higher ranked) 3.12		System 4.1		System 4.2		System 4.3		System 4.4		System 4.5		System 4.6		System 4.7		System 4.8		
My achievements are acknowledged by academic staff.	Likert	Academic staff are aware of the work I have done before a lecturer starts.	Likert	The SCA system is easy to use.	Likert	The SCA system adequately manages outstanding student fees.	Likert	The SCA system easily produces reports that I need.	Likert	Suggestions to improve SCA is easily implemented.	Likert	Suggestions are easily incorporated on the SCA.	Likert	I have to maintain separate spreadsheets to simplify my tasks.	Likert	The SCA is usefull.	Likert	The SCA improves my job performance.	Likert	
Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1	Completely disagree	1	Disagree	2	Completely agree	5	Completely disagree	1	Disagree	2	
Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Completely disagree	1	Agree	4	Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	Completely disagree	1	
Disagree	2	Disagree	2	Disagree	2	Completely disagree	1	Completely disagree	1	Completely disagree	1	Disagree	2	Completely agree	5	Disagree	2	Disagree	2	
Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	
Agree	4	Agree	4	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Agree	4	Disagree	2	Neither agree nor disagree	3	
Completely disagree	1	Disagree	2	Disagree	2	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely agree	5	Disagree	2	Disagree	2	
Disagree	2	Disagree	2	Neither agree nor disagree	3	Disagree	2	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4	Neither agree nor disagree	3	
Agree	4	Agree	4	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	Disagree	2	
Disagree	2	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely agree	5	Neither agree nor disagree	3	Completely disagree	1	
Completely disagree	1	Agree	4	Completely agree	5	Neither agree nor disagree	3	Disagree	2	Disagree	2	Disagree	2	Completely agree	5	Agree	4	Neither agree nor disagree	3	
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Neither agree nor disagree	3	Disagree	2	Completely disagree	1	Disagree	2	Completely disagree	1	Disagree	2	Disagree	2	Agree	4	Disagree	2	Disagree	2	
Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4	Disagree	2	Disagree	2	Neither agree nor disagree	3	Completely agree	5	Agree	4	
Completely agree	5	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	
Disagree	2	Disagree	2	Neither agree nor disagree	3	Disagree	2	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4	Neither agree nor disagree	3	
Completely agree	5	Agree	4	Agree	4	Completely disagree	1	Neither agree nor disagree	3	Completely disagree	1	Neither agree nor disagree	3	Completely disagree	1	Neither agree nor disagree	3	Agree	4	
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1	Disagree	2	Neither agree nor disagree	3	Completely agree	5	Neither agree nor disagree	3	Neither agree nor disagree	3	
Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	
Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely agree	5	Disagree	2	Completely disagree	1	
Neither agree nor disagree	3	Disagree	2	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely disagree	1	Completely agree	5	Neither agree nor disagree	3	Completely disagree	1	
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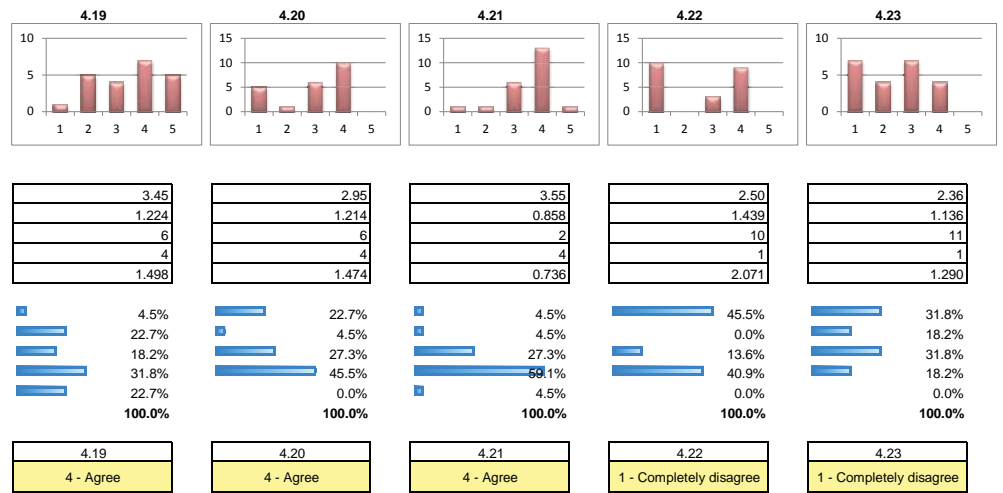




System 4.9		System 4.10		System 4.11		System 4.12		Support (Resource) 4.13		Resources 4.14		Resources 4.15		Resources 4.16		Control 4.17		Support (Manager) 4.18		
Overall, I find the SCA system useful in my job.	Likert	It is easy for me to remember how to perform tasks using the SCA.	Likert	Overall, I find the SCA system easy to use.	Likert	I only rely on SCA to do my job.	Likert	A work study has been performed on my job.	Likert	I have clear guidelines w.r.t. the workflow processes of my job.	Likert	I know all applicable policies and practices that relate to my job.	Likert	I know where to obtain policies and practices from.	Likert	My abilities match the job requirements completely.	Likert	I received feedback on the jobs I have done.	Likert	
Disagree	2	Agree	4	Agree	4	Completely disagree	1	Completely disagree	1	Disagree	2	Neither agree nor disagree	3	Disagree	2	Agree	4	Disagree	2	
Completely disagree	1	Agree	4	Agree	4	Completely disagree	1	Completely disagree	1	Completely agree	5	Disagree	2	Disagree	2	Agree	4	Disagree	2	
Completely disagree	1	Disagree	2	Disagree	2	Disagree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Completely agree	5	Disagree	2	
Agree	4	Agree	4	Completely agree	5	Disagree	2	Disagree	2	Agree	4	Agree	4	Agree	4	Completely agree	5	Disagree	2	
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	
Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Completely disagree	1	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1	Agree	4	Completely disagree	1	
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Completely agree	5	Completely agree	5	Agree	4	Neither agree nor disagree	3	
Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	
Disagree	2	Disagree	2	Disagree	2	Disagree	2	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	Agree	4	
Disagree	2	Neither agree nor disagree	3	Disagree	2	Completely disagree	1	Completely disagree	1	Completely disagree	1	Disagree	2	Disagree	2	Agree	4	Agree	4	
Agree	4	Completely agree	5	Completely agree	5	Completely disagree	1	Completely disagree	1	Agree	4	Agree	4	Completely agree	5	Completely agree	5	Completely agree	5	
Disagree	2	Agree	4	Agree	4	Disagree	2	Neither agree nor disagree	3	Agree	4	Agree	4	Agree	4	Disagree	2	Disagree	2	
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Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Agree	4	
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Disagree	2	Agree	4	Disagree	2	Disagree	2	Agree	4	Agree	4	
Agree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Disagree	2	Disagree	2	Neither agree nor disagree	3	Agree	4	Disagree	2	
Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Disagree	2	Neither agree nor disagree	3	Agree	4	Neither agree nor disagree	3	Completely agree	5	Agree	4	
Disagree	2	Agree	4	Neither agree nor disagree	3	Completely disagree	1	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Agree	4	
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Disagree	2	Neither agree nor disagree	3	Disagree	2	Completely disagree	1	Completely disagree	1	Disagree	2	Disagree	2	Disagree	2	Agree	4	Agree	4	
Disagree	2	Neither agree nor disagree	3	Disagree	2	Completely disagree	1	Completely disagree	1	Neither agree nor disagree	3	Disagree	2	Disagree	2	Agree	4	Agree	4	
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22		22		22		22		22		22		22		22		22		22		22



Relationships 4.19		Resources 4.20		Resources 4.21		Resources 4.22		System 4.23	
I interact with other 3rd money stream staff across the institution.	Likert	I do receive sufficient support from the Finance section.	Likert	I do receive sufficient support from the IT section.	Likert	I do receive sufficient support from the HR section.	Likert	All systems are interlinked making my job easier.	Likert
Disagree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1
Completely disagree	5	Completely disagree	1	Completely agree	5	Completely disagree	1	Completely disagree	1
Disagree	4	Agree	4	Agree	4	Completely disagree	1	Completely disagree	1
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Completely disagree	1	Neither agree nor disagree	3
Agree	2	Agree	4	Agree	4	Agree	4	Disagree	2
Completely disagree	5	Completely disagree	1	Completely disagree	1	Completely disagree	1	Neither agree nor disagree	3
Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3
Agree	2	Agree	4	Agree	4	Agree	4	Agree	4
Disagree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3
Agree	2	Agree	4	Agree	4	Agree	4	Disagree	2
Disagree	4	Completely disagree	1	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1
Completely agree	1	Neither agree nor disagree	3	Agree	4	Agree	4	Completely disagree	1
Disagree	4	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3	Neither agree nor disagree	3
Disagree	4	Neither agree nor disagree	3	Agree	4	Completely disagree	1	Disagree	2
Neither agree nor disagree	3	Agree	4	Agree	4	Agree	4	Agree	4
Agree	2	Agree	4	Agree	4	Neither agree nor disagree	3	Agree	4
Disagree	4	Agree	4	Agree	4	Agree	4	Neither agree nor disagree	3
Neither agree nor disagree	3	Agree	4	Agree	4	Agree	4	Disagree	2
Completely disagree	5	Disagree	2	Disagree	2	Completely disagree	1	Neither agree nor disagree	3
Agree	2	Agree	4	Agree	4	Agree	4	Agree	4
Completely disagree	5	Completely disagree	1	Neither agree nor disagree	3	Completely disagree	1	Completely disagree	1
Completely disagree	5	Completely disagree	1	Agree	4	Completely disagree	1	Completely disagree	1
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5	5	5	0	5	1	5	0	5	0
	22		22		22		22		22



## ANNEXURE D

To whom it may concern

Cecile van Zyl  
Language editing and translation  
Cell: 072 389 3450  
Email: Cecile.vanZyl@nwu.ac.za

15 November 2017

Dear Mr / Ms

Re: Language editing of mini-dissertation: (Investigating the challenges faced by short learning programme support staff at a selected tertiary institution)

I hereby declare that I language edited the above-mentioned mini-dissertation by Mr Morné van den Bergh (student number: 22097244).

Please feel free to contact me should you have any enquiries.

Kind regards

A handwritten signature in black ink, appearing to read 'Cecile van Zyl', with a large loop at the end.

Cecile van Zyl

Language practitioner

BA (PU for CHE); BA honours (NWU); MA (NWU)  
SATI number: 1002391