

**STAFF'S PERCEPTIONS ON JOB SATISFACTION, IN RELATION  
TO LABOUR TURNOVER AND ABSENTEEISM:  
A STUDY OF THE UNIVERSITY OF FORT HARE, ALICE CAMPUS.  
FOR THE PERIOD 2000 TO 2006.**

**BY**

**AR MOGIBA**

**Submitted in partial fulfillment of the requirements for the degree of**



**MASTER OF PUBLIC ADMINISTRATION**

**In the subject of**  
**University of Fort Hare**  
*Together in Excellence*  
**PUBLIC ADMINISTRATION**

**In the**

**FACULTY OF MANAGEMENT AND COMMERCE**

**Of the**

**UNIVERSITY OF FORT HARE**

**SUPERVISOR: DR TR MLE**

**DATE: November 2007**

## DECLARATION

I declare that the dissertation hereby submitted by me for the Master of Public Administration Degree is my own work and has to my knowledge, not been previously submitted by me or anyone else for a degree at any other University.

*AR Mogiba*  

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**AR MOGIBA**

**November 2007**



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## **DEDICATION**

I dedicate this work to the memory of my late mother, Mary N Mogiba, and my late sister Girly Mogiba. I wish you were both here so we can joyfully celebrate this achievement.



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## ACKNOWLEDGEMENTS

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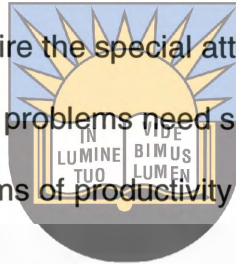
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## CHAPTER 1

### BACKGROUND OF THE STUDY

#### 1.1 INTRODUCTION

People with all their problems and promises will always be the most important resources for any organization. In many organizations, particularly large manufacturing firms and service organizations, a small number of hard-core human resource problems require the special attention of line management and human resource staff. All these problems need special attention as they may be costly to the organization in terms of productivity and training of new staff.



#### 1.2 STATEMENT OF THE PROBLEM

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According to Hinrichs (1974:99) the extent to which employees withdraw from their jobs, quit or just do not come to work, is related to the degree of satisfaction they derive from their work. When an employee is satisfied with his / her job, rarely will he / she engage in activities that are detrimental to his / her company.

Abraham Maslow in his hierarchy of needs, asks the question as to what motivates employees to perform? food? security? love? recognition? self-fulfillment? Probably all of these, although some needs must be satisfied before others.

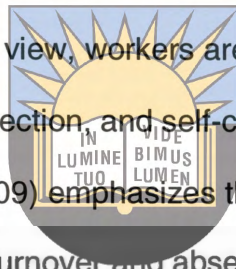
Maslow proposed his famous hierarchy of human needs: physiological, safety, social, esteem, and self-actualization.

Douglas McGregor came to realize that it was not enough for managers to try to be liked; they also needed to be aware of their attitudes towards employees.

Basically, McGregor suggested these attitudes could either be 'X' or 'Y'.

*Theory X* represents a pessimistic, negative view of workers. In this view, workers are considered to be irresponsible, to be resistant to change, to lack ambition, to hate work, and to want to be led than to lead.

*Theory Y* represents the outlook of human relations proponents, an optimistic, positive view of workers. In this view, workers are considered to be capable of accepting responsibility, self-direction, and self-control and of being imaginative and creative. Sherman (1988:309) emphasizes that job satisfaction has been shown to be closely related to turnover and absenteeism. The higher an employee's satisfaction, the less likely resignation will occur.



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Turnover has been demonstrated to bear a close relationship to the level of satisfaction at work and to the degree to which work interferes with other satisfactions (Miner, 1985:218). The arguments from the above authors indicate that job satisfaction is important in order to retain staff and avoid a high turnover.

There are a variety of excuses for absenteeism, sick leave, military leave and the like, that normally do not reflect a desire to withdraw from a disturbing situation. When employees become dissatisfied, costly problems can result. Excessive absenteeism, turnover and grievances often result when workers experience high levels of job dissatisfaction (Carell, 1998:575).

Sometimes employees cannot see promotional opportunities, or at least not satisfactorily enough for themselves, and then leave the organization to seek better prospects elsewhere. For the past seven years there had been a high number of resignations at the University of Fort Hare. The resignation statistics for the past seven years at the University of Fort Hare are as follows:

**Table 1:** Resignation statistics at the University of Fort Hare for the period 2000 – 2006.



According to the University of Fort Hare human resource department resignation statistics at the University are as follows:

YEAR	Number of Staff Members	Expatriates	Academic	Non Academic	Males	Females	Number of Resignations
2000	542	7	190	338	331	211	143
2001	566	16	196	348	345	221	60
2002	637	19	219	398	378	259	64
2003	725	28	235	460	404	321	67
2004	743	24	247	471	409	334	99
2005	746	30	253	460	403	343	122
2006	758	35	240	481	392	366	125

**Source:** human resources staff figures.

Looking at the above statistics, it is obvious that the University of Fort Hare has a potential of attracting staff members. This is informed by the fact that the number of staff employed by the university has been on the increase from 2000 to 2006. However, the university is lacking in staff retention, this is confirmed by the number of resignations.

Resignations were high in 2000, and have been on the increase since 2001 to 2006. This poses a challenge for the institution and a need exists that this be addressed.

### 1.3 PURPOSE AND OBJECTIVES OF THE STUDY

The rate of labour turnover and absenteeism at the University of Fort Hare has reached alarming proportions. The number of staff members resigning from the institution increases each year. This high resignation rate has then prompted the researcher to investigate what are the causes of this high rate of labour turnover.

➤ Primary objective

The primary objective of the study is to identify whether,

- there is a relationship between job satisfaction and turnover and absenteeism.

➤ Secondary objectives

The secondary objectives are:

- to determine the critical job attributes that result in employee satisfaction, and
- to make recommendations that will increase job satisfaction thereby reducing the level of absenteeism and labour turnover.



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### 1.4 CONTRIBUTION OF THE STUDY

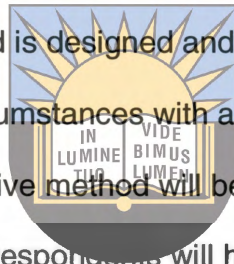
This study has never been carried out at the University of Fort Hare. It intends to provide Management with factors on why employees quit, especially employees which the university cannot afford to lose. Carrell (1998:574) states that attitude surveys and interviews can be most useful for this purpose. Exit interviews are particularly valuable in discovering the causes of turnover. In fact, one of the prime reasons for conducting the exit interview is to determine why the employees quit. The study will make a useful contribution towards the formulation of policies on staff retention at the University.

## 1.5 RESEARCH METHOD

Quantitative and qualitative research methods will be used in this research.

Quantitative research method is the collection and analysis of data in numeric form. The quantitative method will be used because questionnaires that will be used for the study will be presented in likert scale. The likert scale consists of a collection of statements about the attitudinal object, that is, a particular issue.

The qualitative research method is designed and undertaken to investigate a particular situation or set of circumstances with a view to interpreting them in terms of the whole. The qualitative method will be used because questions will consist of statements whereby respondents will have to express opinion or experiences in respect of the work situation.



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The purpose of using both research methods is that information obtained through the qualitative method will supplement the quantitative data. Also, in a qualitative method, interviewees can provide detailed information as compared to the quantitative method.

### 1.5.1 Questionnaires and interviews

Carrell (1998:82) states that perhaps the most efficient method of gathering job information is to use a questionnaire. Use of the questionnaire is controllable and easier than an interview, and it almost always results in standardized, specific information about the jobs in an organization.

With regard to questionnaires the researcher will use the likert scale, closed questions. Interviews will be conducted with the Heads of Departments and faculty Deans. The form of the interviews will be open ended questions. Exit interviews, in the form of open ended questions, will be conducted with former staff members, because the researcher wants to know why they have left.

#### 1.5.1.1 Population

The population of the University of Fort Hare academic and non-academic, contract and permanent, in 2006, is at 758. (**University of Fort Hare human resources manager**).



#### 1.5.1.2 Sample

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A total sample of 100 academic staff and non-academic staff members will be used in the research.

The sample will take into consideration the gender profile to ensure gender representation among respondents.

#### 1.5.1.3 Sampling technique

Stratified sampling will be used because the reasons for the different levels of staff to leave may be different with different categories. Academic staff will consist of professors, senior lecturers, lecturers and junior lecturers. Non-

academic staff will also be according to the different levels, top management, middle management and lower management and operational staff.

#### 1.5.2 Literature source

Books, journals, and the internet on the subject will be utilized to get broader information on the subject.

### 1.6 SCOPE OF THE STUDY

The study will focus on the administrative and academic staff of the University of Fort Hare, Alice Campus for the period 2000 – 2006.



### 1.7 LIMITATIONS OF THE STUDY

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The research will be highly involved and will demand a lot of time. Most of the staff members to be interviewed are always busy. The researcher will also travel a lot as some of the targeted participants have already resigned.

### 1.8 HYPOTHESIS

The University of Fort Hare management has no staff retention strategies that can have a positive impact on labour turnover. The success of an institution in terms of achieving its goals does to some extent depend not on only appointing competent candidates to perform duties but also to retain such candidates. Employees in an institution build experience over years and it is important that

such experience is not lost to other institutions. Staff retention thus becomes paramount and should be ensured.

## 1.9 NECESSITY FOR THE STUDY

The study is necessitated by the high rate of labour turnover at the University of Fort Hare. The researcher intends finding out the factors that lead to labour turnover.

## 1.10 DEFINITION OF TERMS

### 1.10.1 Job satisfaction and job dissatisfaction

Rollinson (1998:144) states that job satisfaction is a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. In support of this, Armstrong (2003:239) refers to job satisfaction as the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavourable attitudes towards the job indicate job dissatisfaction.

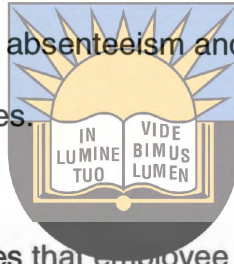
Employee dissatisfaction may relate to employer treatment, demands, expectations or any other enactment of the contractual relationship which is perceived to be unreasonable, inequitable or illegitimate (Corbridge 1998:342). Organizations should try to eliminate job dissatisfaction in order to have a happy and content workforce which will work as a team to achieve the goals of the organization.

### 1.10.2 Absenteeism

Van der Merwe (1992:3) defines absenteeism as a failure of workers to report for work, when they are scheduled to work. The failure to show up for work creates problems of widely varying degrees for managers and administrators.

Excessive employee absenteeism can significantly drain productivity and profits, create innumerable problems for supervisors and the employees who work regularly. Many organizations have an Employee Assistance Programme (EAP)

which determines the causes of absenteeism and assists the affected employees to overcome the identified causes.



Erasmus, *et al*, (2005:414) states that employee assistance programmes, as a health management intervention, have specific historical links with alcoholism

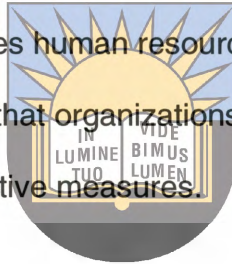
rehabilitation. The scope of such programmes is, however, much broader nowadays. It covers the treatment for all sorts of substance dependence, abuse, or addiction, as well as therapy and counseling for personal problems such as marital problems, stress and depression, and financial problems.

Due to substance abuse, some employees experience emotional problems like depression, lack of motivation and aggression, a deterioration in personal affairs, poor work performance, and absence from work. The introduction of EAP's in the workplace can significantly assist employees in overcoming substance abuse which eventually affects their work performance. Managers can be able to assist

and monitor the progress of their employees under the EAP's. This would also be considered as creating a caring working environment for employees.

### 1.10.3 Labour turnover

According to Sherman (1988:618) labour turnover is the movement of employees in and out of an organization. It consists of highly dissatisfied employees, free of external pressures but will quit at first chance. Excessive turnover creates an unstable workforce and increases human resources costs and organizational ineffectiveness. It is imperative that organizations identify the causes of labour turnover and put in place corrective measures.



## 1.11 STUDY PLAN **University of Fort Hare** *Together in Excellence*

### Chapter one

Chapter one will look at the background of the research, the statement of the problem, the purpose and objectives of the study, contribution of the study, identify the research methodology that will be used in the study, population to be studied, the sample, sampling technique to be used in the study, literature sources, scope of the study, identifying the limitations, outlining the hypothesis, describing the necessity of the study and the definition of terms.

## Chapter two

Chapter two will present the literature survey.

## Chapter three

Chapter three will describe the research methodology, design and data collection.

## Chapter four

Chapter four will present the data, interpretation and analysis of the data



## Chapter five

Chapter five will present the discussions, conclusion and recommendations.

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## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 INTRODUCTION

Job satisfaction can influence a number of important job behaviours, including tardiness, absenteeism, and turnover. These behaviours can have serious consequences for the organization and its ability to survive.

Job dissatisfaction or negative job attitudes in general, would represent the primary cause of absenteeism. Dissatisfied workers would be absent more if their work dissatisfaction was symptomatic of being in a punishing situation. However, when work is satisfying, people will tend to enjoy it.



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Each year, turnover and absenteeism cost industry billions of rands in lost productivity, while employees lose considerable income. Absenteeism and turnover negatively affect the organization in many ways, including increased selection and recruitment costs, increased training and development costs, increased organizational disruption, and possible demoralization of those who remain.

According to Mullins (1993:481) to make the best use of people as a valuable resource of the organization, attention must be given to the relationship between staff and the nature and content of their job. The nature of the work organization

and the design of jobs can have a significant effect on the job satisfaction of staff. In general, people develop attitudes about five basic dimensions of a job, namely pay, opportunities for promotion, the nature of the work itself, policies and procedures of the organization and working conditions. This chapter describes the different types of turnover and also ways of controlling it. Absenteeism and job satisfaction are also elaborated on. The chapter further outlines the various theories which explain why people behave in certain ways which may influence their attitude towards their employment.



## 2.2 Turnover

Like absenteeism, turnover is related to job satisfaction and organizational commitment. The following are the various forms of turnover:

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- involuntary turnover; which is often triggered by organizational policies, work rules, and performance standards that are not met by employees;
- voluntary turnover; which can be caused by career opportunities, pay, supervision, geography and personal / family reasons;
- functional turnover; it should be noted that not all turnover is negative for organizations because some workforce losses are desirable, especially if those workers who leave are under-performing, less reliable, or are disruptive to co-workers;

- dysfunctional turnover; which occurs when key individuals leave, often at crucial work times;
- uncontrollable turnover; which results from factors that cannot be controlled by the organization, such as when an employee moves out of the geographic area or decides to stay at home for family reasons; and
- controllable turnover; which must be addressed. Organizations are better able to retain employees if they deal with the concerns of employees that are leading to turnover. Even though some turnover is inevitable, many employers today recognize that reducing turnover is crucial.



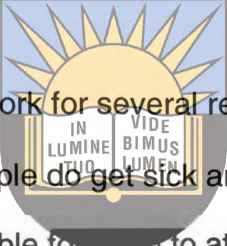
### 2.3 Control of turnover

Turnover can be controlled in a number of ways. During the recruitment process, the job should be outlined and a realistic preview of the job presented, so that the reality of the job matches the expectations of the new employee. A good way to eliminate voluntary turnover is to improve selection and to better match applicants to jobs. By fine-tuning the selection process and hiring people who will not have disciplinary problems and low performance, employees can reduce involuntary turnover.

Good employee orientation will also help reduce turnover, because new employees are more likely to leave than employees who have been on the job longer. Compensation is also important. Career planning and internal promotion

can help an organization keep employees, because if individuals believe they have no opportunities for career advancement, they may leave the organization. Mathis *et al.* (1999:27) state that even though turnover is inevitable, organizations must take steps to control turnover particularly that which is caused by organizational factors such as poor supervising, inadequate training, and inconsistent policies.

## 2.4 Absenteeism



Employees can be absent from work for several reasons. Clearly, some absenteeism is unavoidable. People do get sick and have family issues such as sick children that make it impossible for them to attend work. This is usually referred to as involuntary absenteeism. However, much absenteeism is avoidable and is called voluntary absenteeism.

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### 2.4.1 Measurements of absenteeism

Controlling or reducing absenteeism must begin with continuous monitoring of the absenteeism statistics in work units. Such monitoring helps managers pinpoint employees who are frequently absent and departments that have excessive absenteeism.

### 2.4.2 Control of absenteeism

Mathis *et al* (2004:93) states that controlling voluntary absenteeism is easier if managers understand its causes more clearly. There is a variety of thoughts

about reducing voluntary absenteeism. Organization policies on absenteeism should be clearly stated in an employee handbook and stressed by supervisors and managers. The policies and rules an organization uses to govern absenteeism may provide a clue to the effectiveness of its control.

Absenteeism control options fall into three categories, namely,

- discipline;
- positive reinforcement;
- a combination of both; and
- disciplinary approach.

People who are absent the first time receive an oral warning, but subsequent absences bring written warnings, suspension, and finally dismissal.

- Positive reinforcement

Positive reinforcement includes such methods as giving employees cash, recognition, time off, or other rewards for meeting attendance standards. Offering rewards for good attendance, giving bonuses for missing fewer than a certain number of days, and buying back unused sick leave are all positive methods of reducing absenteeism; and the

- Combination approach

Combination approaches ideally reward desired behaviours and punish undesired behaviours. One of the most effective absenteeism control methods is to provide paid sick-leave banks for employees to use up to some level. Once that level is exhausted, then the employees may face the loss of some pay if they

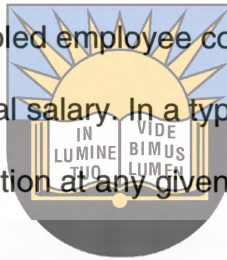


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miss additional work unless they have major illnesses for which long-term disability insurance coverage would begin.

## 2.5 Employee Assistance Programmes

Carrell, MR. *et al* (1997:428) writes that the primary reason for company-sponsored EAP's have increased is that they may enhance a company's profitability by reducing absenteeism, turnover, tardiness, accidents and medical claims. It is estimated that a troubled employee costs the employer at least five per cent of that employee's annual salary. In a typical company about ten per cent of the total employee population at any given time is troubled. Symptoms of a troubled employee are:



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- excessive absenteeism rates;
- unexcused absences;
- frequent absences;
- tardiness and early departures;
- altercations with co-workers;
- causing other employees injuries through negligence;
- poor judgment and bad decisions
- unusual on-the-job accidents;
- increased spoilage and breaking of equipment through negligence;
- involvement with the law, and deteriorating personal appearance.

The typical EAP programme is that it addresses psychological and physical problems, including job stress, chemical dependency (alcohol and drugs),

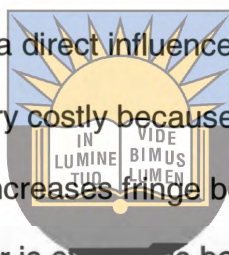
depression, marital and family problems, financial problems, health, anxiety and even job boredom.

## 2.6 Job satisfaction

Job satisfaction can be influenced negatively or positively by various factors.

### 2.6.1 Organizational effectiveness

Turnover and absenteeism have a direct influence on organizational effectiveness. Absenteeism is very costly because it interrupts scheduling, creates a need for overstaffing, increases fringe benefits and other costs. Steers (1983:344) explains that, turnover is expensive because of the many costs incurred in recruiting and training replacement employees.



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A lack of a proper staff retention system, the training and retraining of staff becomes an endless cycle. This is an expensive exercise to the company as it has to replace staff members who have left.

Because satisfaction is manageable and influences absenteeism and turnover, organizations can control absenteeism and turnover. Generally, by keeping satisfaction high and, specifically, by seeing that the best employees are the most satisfied, organizations can retain those employees they need the most. In effect, organizations can manage turnover so that, if it occurs, it will occur among employees the organization can afford to lose.

## 2.6.2 Employee participation

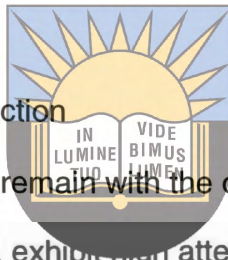
It is common knowledge or belief that employee participation increases productivity, reduces costs, reduces grievances and resistance to change, and increases morale. Baritz (1974:186) points out that participation of employees in decision making affects their behaviour and helps to solve their personnel problems. It can be stated that the employees tend to own the decisions they have participated in and ensure that they are a success.

## 2.6.3 Satisfaction and dissatisfaction

Satisfied employees are likely to remain with the organization, exhibit low turnover, come to work regularly, exhibit high attendance, and contribute to a strong culture. On the other hand, dissatisfied employees are more likely to look for alternative job opportunities, exhibit high turnover, miss work regularly, exhibit low attendance, and inhibit the building of a strong work culture. Griffin (1990:581) explains that satisfaction and dissatisfaction can influence a variety of other behaviours in organizational settings.

## 2.6.4 Job challenge

A number of factors that are positively related to job satisfaction can be placed under the heading of job challenge. Included here are such things as variety on the job, creativity and the use of one's own skills. People are more satisfied with their job when it demands something from them. Such a challenge may have other benefits as well. People are more committed to the job and are more



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involved with their work when they are challenged by what they do. The opposite of challenge is boredom. Numerous studies have shown that boredom can lead to high levels of dissatisfaction, and may eventually result in absenteeism and turnover. Baron (1983:211) emphasizes, that job satisfaction is enhanced by,

- work that is mentally challenging and interesting but not too tiring;
- company policies that permit individuals to reach important work goals;
- the presence of rewards for good performance, including salary increases and promotions;
- rewards that are fair and informative; and
- work conditions that are comfortable and that facilitate attainment of general work goals.



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### 2.6.5 Job clarity

Another set of factors that is important for job satisfaction involves the degree to which the job is clear rather than ambiguous. Up to a point, people like to have a clear, unambiguous work environment. Two related factors are role clarity and feedback. When one's job responsibilities are fairly clear, job satisfaction is higher than when these responsibilities are ambiguous. People also like to know how they are doing, that is, feedback. According to Mitchell (1987:140) giving accurate and frequent feedback can increase job satisfaction.

## 2.7 Designing jobs that motivate

A further response to labour market problems and social change has been the restructuring of work to create greater variety and participation. Kinicki *et al* (2003:396) state that,

- job enlargement consists of increasing the number of tasks in a job to increase variety and motivation.
  - job rotation refers to giving employees lateral transfers to allow them to work at different jobs; this will begin to mitigate the inevitable boredom of short cycle repetitive tasks,
  - job enrichment consists of building into a job such motivating factors such as responsibility, achievements, recognition, stimulating work, and advancement.
- With job enrichment workers are given more responsibility,
- group autonomy refers to giving training to a group of workers in a set of interdependent tasks comprising a number of jobs, and then take on collective responsibility for their completion.



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## 2.8 Motivational theories.

Motivation is the set of forces that cause people to behave in certain ways. On any given day, an employee may choose to work as hard as possible at a job, to work just hard enough to avoid being reprimanded, or do as little as possible.

The goal for the manager is to maximize the occurrence of the first incident and minimize the occurrence of the last one. This goal becomes all the more important if one understands how important motivation plays in the workplace.

People spend about one-third of their waking hours at work. It is therefore not surprising that they should expect work to satisfy many sorts of needs, namely physical, social and egoistic. These needs may be satisfied in a variety of ways, namely off the job, around the job, and through the job. Though there is some evidence that these needs can be ranked in a hierarchy, it is clear that various forms of need satisfaction can be substituted for each other.

The major content theories that have been developed by Maslow (1954) and Herzberg (1966) indicate that the fulfillment of needs and the attainment of values have a major impact on job satisfaction.



## 2.9 Maslow's hierarchy of needs

Maslow's (1954) needs hierarchy theory, focuses on five categories of individual needs arranged in ascending order of importance: physiological, safety, belonging and love, esteem, and self-actualization. When a lower level is satisfied, another higher-level need emerges and motivates the person to do something to satisfy it. A satisfied need is no longer a motivator. Accordingly, job satisfaction is said to exist when the job and its environment meet an individual's needs. The individual seeks job satisfaction when the lower level of needs are met. In this hierarchy of needs, Maslow indicates that job satisfaction exists when the job and the environment surrounding the job meet an individual's hierarchical needs. Maslow presented the five levels of needs in a hierarchy, ranging from basic to highest level, as shown below.

**Diagram 2:1 Maslow's Hierarchy of Needs**



### 2.9.1 Physiological needs

Food, shelter, and relief from avoidance of pain, are the primary or basic level of needs of people. In the workplace, such needs concern basic salary and working conditions. When these have been minimally satisfied, the next higher level of needs, safety and security, assume importance as motivators. These are needs

such as freedom from threat, protection against danger and accidents, and security of the job. Szilagyi (1998:442) writes that in organizations, individuals view these needs in terms of safe working conditions, salary increase to meet inflation, job security, and an acceptable level of fringe benefits to provide for health, protection and retirement.

Mondy (1990:576) writes that if the organization does not provide its employees with a sense of job security, they may turn to a Trade Union. Employees who are frequently confronted by lay-offs may lose confidence in their employer and consequently work less diligently.



## 2.9.2 Security needs

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Security needs are concerned with physical safety and emotional security, so that a person is concerned with avoiding violence and threats. In organizational life, these take the form of being free from the threat of physical danger, of losing one's job and losing health benefits.

## 2.9.3 Social needs

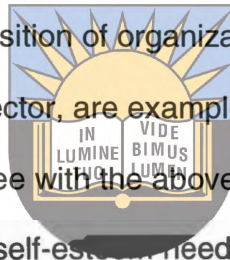
Social needs become dominant when safety and security needs have been minimally satisfied. These needs concern aspects such as friendship, affiliation, and satisfying interactions with other people. In the workplace, these needs relate to the desire to interact frequently with other workers, good supervision, and peer acceptance. Haimann & Scott (1985:388) advocate that these are

needs for acceptance and friendship, for emotional support from families and friends.

#### 2.9.4 Ego and esteem needs

Ego, status, and esteem needs, focus on the need for self-respect from others for one's accomplishments, and a need to develop a feeling of self-confidence and prestige. Successful completion of a particular project, recognition by others of the person's skills, and the acquisition of organizational titles, for example, manager, senior analyst and director, are examples of these needs.

Megginson *et al*, (1989:320) agree with the above notion, that these are of two kinds, those that relate to one's self-esteem needs for self-confidence, independence, achievement, competence, and knowledge and those that relate to one's reputation, need for status, recognition, appreciation, and the deserved respect of one's colleagues.



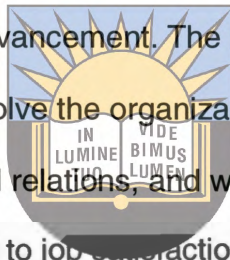
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#### 2.9.5 Self-actualization needs

This is the highest level in Maslow's framework, it concerns the need to maximize the use of one's skills, abilities and potential. According to Szilagyi (1988: 442), people with dominant self-actualization needs could be characterized as individuals who seek work assignments that challenge their skills, permit them to learn and to use creative or innovative talents, and provide for advancement and personal growth.

## 2.10 Herzberg's two-factor motivation theory

The Herzberg (1966) motivator theory examines the work itself as a principal source of job satisfaction when contrasted with Maslow's hierarchy of needs. The motivator-hygiene theory describes the concept of job satisfaction with two dimensions (intrinsic factors and extrinsic factors). Intrinsic factors are also known as motivators. Extrinsic factors are known as hygienes. The motivators pertain to job content or the work itself and include achievement, recognition, work itself, responsibility, and advancement. The hygienes relate to job context or the work environment and involve the organization's policy and administration, supervision, salary, interpersonal relations, and working conditions. According to Herzberg, motivators are related to job satisfaction when present but not to dissatisfaction when absent. Hygienes are associated with job dissatisfaction when absent but not with satisfaction when present.

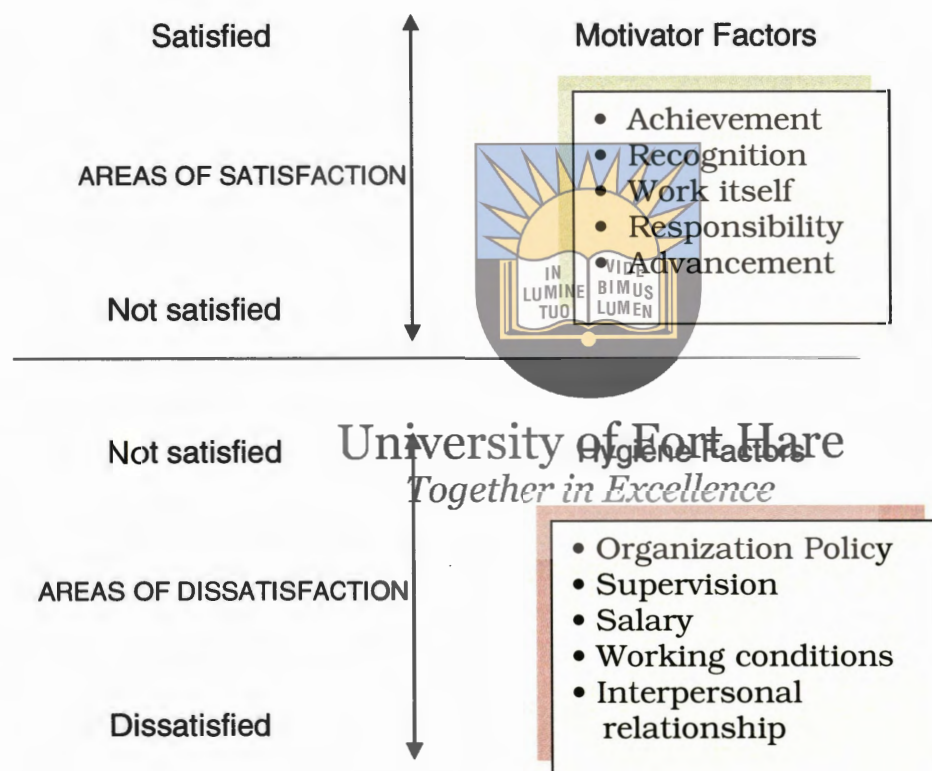


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In analyzing Herzberg theory, it can be deduced that what people want from their jobs revolves around feelings of success in their work and the possibility of professional growth. The factors which make people unhappy at work are the things which are not associated with the job itself but with the conditions which are associated with the work and which constitute an unhealthy psychological work environment. They are called 'hygiene factors', by analogy to principles of medical hygiene and on the basis that good hygiene results in removing health hazards but does not cure disease, it prevents but it does not cure. In a work

environment, getting these things right will not supply strong motivation for people to work, but getting them wrong will demotivate them.

**Diagram 2:2 Herzberg's two-factor theory model**



### 2.10.1 Satisfaction and Dissatisfaction

The motivator-hygiene theory asserts that job satisfaction, motivator, and dissatisfaction are not opposites. The opposite of job satisfaction and motivation is not dissatisfaction, it is simply no satisfaction. The opposite of dissatisfaction, in turn, is not job satisfaction, but simply the absence of dissatisfaction. The significance of this distinction is that job satisfaction and dissatisfaction seem to

be caused by two entirely different sets of factors. The factors which influence job satisfaction and motivation centre in the job and have relatively little effect upon dissatisfaction. The factors which influence dissatisfaction are peripheral to the job and seem to have relatively little effect upon satisfaction and motivation. The important point is that job satisfaction and dissatisfaction are affected by different sets of factors and have different effects upon employee motivation and performance. One set of factors, hygiene factors, tends to affect dissatisfaction and performance below acceptable levels, while a second set of factors, motivators, tend to affect job satisfaction, motivation and performance above acceptable levels.



#### 2.10.1.1 Motivators (intrinsic factors)

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The factors which have the greatest effect upon job satisfaction and motivation are achievements, recognition, the work itself, responsibility, and growth and advancement.

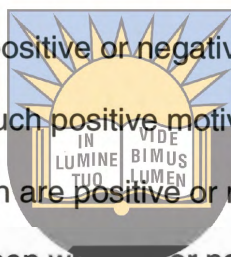
#### 2.10.1.2 Achievement

Achievement represents things such as successfully completing a job, solving problems, seeing results of one's work and, generally, the outcomes of situations which can be classified as good or bad, successful or unsuccessful, or pass or fail. Achievement, as a motivational factor, can affect employee performance positively or negatively. Feelings which stem from the outcomes of the above types of situations can lead to job satisfaction and motivation to produce above

mere acceptable levels, or to the absence of job satisfaction, with performance at or below acceptable levels. Whether the situations result in job satisfaction or the absence of it depends upon whether the outcomes produce a feeling of achievement or lack of achievement.

#### 2.10.1.3 Recognition

Recognition, which refers to some act of notice, praise or blame, for outcomes of achievement situations, can be positive or negative, but it must be deserved recognition before it can have much positive motivational effect. Whether the motivational effects of recognition are positive or negative depends upon whether or not recognition occurs, and upon whether or not it is deserved. Deserved recognition for a job well done, or a job not well done has a positive motivating effect, while undeserved positive or negative recognition has a negative or little effect.



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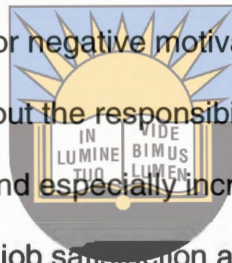
#### 2.10.1.4 Work itself

Work itself, as a motivational factor, refers to the nature of the job or task that employees do, the actual work that employees do can be routine or varied, interesting or uninteresting, challenging or dull, easy or difficult, or creative or stultifying. The effects of the nature of the work itself on motivation can be either positive or negative. Work which employees perceive as any combination of interesting, challenging, varied or creative results in job satisfaction and

motivation to produce above acceptable levels, while work perceived otherwise does not produce satisfaction and motivation.

#### 2.10.1.5 Responsibility

Responsibility refers to employees' accountability for their own work, the work of others or increases in such accountability. Employees may feel that they have too little responsibility and that they deserve increased responsibility. Whether or not responsibility has a positive or negative motivational effect depends upon the way in which employees feel about the responsibility they have. Being responsible for jobs or people, and especially increases in such responsibility, tend to have a positive effect on job satisfaction and performance. A feeling of too little responsibility or lack of any responsibility, leads to no job satisfaction and no motivation above the neutral point.



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#### 2.10.1.6 Growth and advancement

Growth and advancement refer to changes in individuals' position in organizations and to opportunities for growth in terms of ability. Advancing up the organizational ladder and the provision of opportunities to grow and develop lead to job satisfaction and motivation above the neutral point, but lack of advancement and opportunity for growth results in little or no job satisfaction or motivation.

## 2.11 Hygiene factors (extrinsic factors)

The factors which have the greatest influence on dissatisfaction and motivation to perform below acceptable levels are organizational policy and administration, supervision, salary, working conditions and interpersonal relations with supervisors.

### 2.11.1 Organizational policy and administration

When company policy and administration are inadequate, they produce dissatisfaction and may cause employees to restrict performance.



### 2.11.2 Supervision

Supervisors are either competent or incompetent to some degree in their jobs and this factor relates to how well supervisors do their jobs. The hygiene effects of supervision can have a positive or negative effect upon dissatisfaction. When supervision is good, there is little dissatisfaction, but, when supervision is poor, there is much dissatisfaction. When dissatisfaction is present, people tend to perform at or below acceptable levels, however its removal does not create high levels of motivation.

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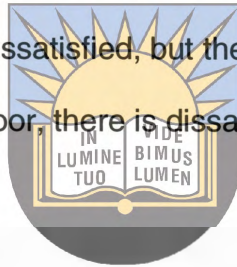
### 2.11.3 Salary

Salary may be adequate or inadequate, and expected increases may or may not become a reality. When employees feel that their salary is inadequate or that they should have received an increase, they are dissatisfied. Feelings of

adequate salary and the acquisition of expected increases remove dissatisfaction, but they do not motivate.

#### 2.11.4 Working conditions

This factor refers to the actual physical conditions under which employees perform their jobs. It includes elements such as temperature, light, ventilation, space and other related things. When employees have pleasant working conditions they are not highly dissatisfied, but they also are not highly motivated. When working conditions are poor, there is dissatisfaction and productivity may be restricted.



In analyzing Herzberg theory, the factors that lead to job satisfaction are separate and distinct from those that lead to job dissatisfaction. By acting to eliminate factors that can create job dissatisfaction, one can bring about peace, but not necessarily motivation.

#### 2.12 Theory X and theory Y

Fox *et al* (1991:109) concluded that a manager's view of human nature is based on one of two sets of assumptions about people, and that managers tend to mould their behaviour towards subordinates according to the set of assumptions they hold. The first set of assumptions, basically negative was called theory X, and the second, basically positive was called theory Y.

## Theory X

- employees inherently dislike work and, whenever possible, will attempt to avoid it;
- since employees dislike work, they must be coerced, controlled, or threatened with punishment to achieve desired objectives;
- employees will shirk responsibilities and seek formal direction whenever possible;
- most workers place security above all other factors associated with work, and will display little ambition.



## Theory Y

- employees can view work as being as natural as rest or play;
- employees will exercise self-discretion and self-control if they are committed to the objectives;
- the average person can learn to accept, even seek, responsibility;
- creativity (the ability to make good decisions) is widely dispersed throughout the population, and is not necessarily the sole province of those in managerial functions.

In analyzing the above theories, one can conclude that human beings are neither completely good nor completely bad. There are obvious ranges for behaviour in terms of cooperation-competition, love-hate, friendship-enmity, or harmony-discord. Given a particular issue, an individual's behaviour will reflect a position

on one or more of these continua. The basic assumptions a manager makes will have a significant effect on individuals and organizations.

### 2.13 The equity theory

Adams's equity theory proposes that workers compare their own outcomes, received from their jobs and the organizations, measured against the inputs they contribute (outcome-input ratio). Outcomes include pay, fringe benefits, status, opportunities for advancement, job security, and anything else that workers desire and can receive from the organization. Adams describes inputs as employee special training skills, training, education, work experience, effort on the job, time, and anything else that workers perceive that they contribute to an organization. The employee compares his or her outcome-input ratio to the outcome-input ratio of another employee they perceive to be similar to them.



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When the individual employee determines an unequal outcome-input ratio, this can create job dissatisfaction and may motivate the worker to restore equity.

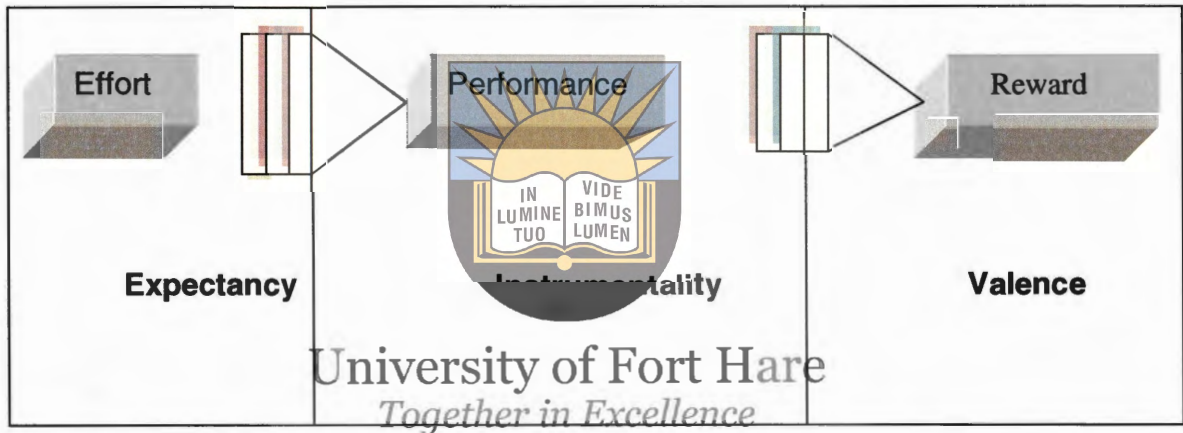
When the outcome-input ratios are equal, workers experience job satisfaction and are motivated to maintain their current ratio of outcomes and inputs. Workers can also raise their inputs if they want their outcomes to increase.

Smith (2003:354) writes that the relationship that the individual perceives is based on a comparison of the input-output ratio between himself or herself and someone else whom he or she regards as an equal.

## 2.14 Vroom's Expectancy theory

According to Smit *et al* (2002:356) the expectancy theory argues that people will act according to their perceptions that their work efforts will lead to certain performances and outcomes, and by how much they value the outcomes.

**Diagram 2:3** The Expectancy Theory model:



- Expectancy (effort-performance relationship) is the belief of an individual that a particular level of effort will be followed by a particular level of performance. High expectations generally create higher motivation than low expectations;
- Instrumentality (performance-reward relationship) refers to the degree to which an individual believes that a certain level of performance will lead to the attainment of a desired outcome;
- valence (rewards-personal goals relationship) is the value or importance that an individual attaches to various work outcomes. Each outcome has an associated valence or value. For motivation to be high, employees must value the outcomes they will receive for their performance.

This model of motivation suggests that individuals' levels of effort (motivation) are simply not functions of rewards. Employees must expect that they have the ability to perform the task well; they must feel that high performance will result in receiving rewards; and they must value those rewards. If all three conditions are met, employees will be motivated to exert greater effort.

Hess *et al*, (1996:235) write that the expectancy model makes clear how important it is for managers to create and support the highest possible expectations in their people. Management must give workers confidence that high levels of effort will lead to high levels of success, and that successful performance will result in rewards that their people genuinely value.



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It can be deduced that, if rewards are dependent on achieving targets and those rewards are what people value, they will be motivated to perform. This condition will be affected by the link between performance and rewards and the value of rewards. Managers should ensure, therefore, that there is a clear relationship between achieving the target and receiving the reward and the reward itself is worthwhile. The reward must be fair in relation to the effort expended.

Commitment and involvement are two related employee attitudes that are also important. The individual's feelings of identification with and attachment to the organization and the willingness to go beyond the standard demands of his or her job as an organizational citizen are key to attaining job satisfaction. Thus,

managers can help develop commitment and involvement by allowing participation whenever possible and providing reasonable levels of job security for employees.

Commitment and involvement can also lead to other several positive outcomes. The more committed and involved employees are, the better is their attendance, the stronger their intention to stay with the organization, and the greater their job-related effort. These are clearly attitudes that managers should nurture and sustain.



#### 2.15 Retention of human resources

Retention of employees has become a primary concern in many organizations for several reasons. As a practical matter, with lower turnover, every individual who is retained means one less person to have to recruit, select and train. Also, organizational and individual performance is enhanced by the continuity of employees who know their jobs, co-workers, organizational services and products, and the firm's customers. Mathis *et al*, (2004:95) point out that one survey of supervisors and workers found that losing high performers made it more difficult for organizations to reach their business goals. Additionally, continuity of employees provides better employee image for attracting and retaining other individuals.

### 2.15.1 Retention determinants

According to Mathis *et al* (2004:96) it has been recognized by both employers and employees that some common areas affect employee retention. If certain organizational components are being provided, then other factors may affect retention. Career opportunities and rewards are the most important determinants of retention. Job design, work factors and fair and supportive employee relationships with others inside the organization contribute to retention.

### 2.16 Organizational components

According to Mathis *et al* (2004:96) a number of organizational components influence individuals in their decisions to stay or leave their employers.

Organizations that have positive, distinctive cultures and values have lesser turnover.



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#### 2.16.1 Organizational culture and values

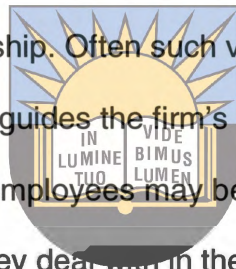
Organizational culture as a pattern of shared values and beliefs provides organizational members meaning and rules for behaviour. Examples can be given of key technical, professional, and administrative employees leaving organizations because of corporate cultures that seem to devalue people and create barriers to the use of individual capabilities. In contrast, creating a culture that values people highly enables some corporations to successfully attract and retain employees. One key organizational value that affects employee retention is trust. Employees who believe that they can trust managers, co-workers, and

the organizational justice systems are much less willing to leave their current employers.

#### 2.16.2 Organizational strategies, opportunities, and management

Other organizational components that affect employee retention are related to the strategies, opportunities, and management of the organization.

One factor affecting how employees view their organizations is the visionary quality of organizational leadership. Often such vision is demonstrated by having an identified strategic plan that guides the firm's response to changes. If a firm is not effectively managed, then employees may be turned off by the ineffective responses and inefficiencies they deal with in their jobs (Mathis *et al*, 2004:98)



Organizations with clearly established goals that hold managers and employees accountable for accomplishing results are viewed as better places to work, especially by individuals wishing to progress both financially and careerwise.

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#### 2.16.3 Job continuity and security

According to Mathis *et al*, (2004:98) downsizing, layoffs, mergers and acquisitions, and organizational restructuring have affected employee loyalty and retention. As co-workers experience layoffs and job reduction, anxiety levels of the remaining employees rise.

Consequently, employees start thinking about leaving before they too get cut. On the other hand, organizations where job continuity and security is high tend to have higher retention rates.

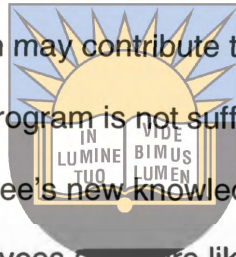
## 2.17 Organizational career opportunities

Organizational career development efforts can significantly affect employee retention.

### 2.17.1 Career development

According to Mathis *et al* (2004:98) tuition aid programs typically offered as benefits by many employers allow employees to pursue additional educational and training opportunities which may contribute to higher retention rates.

However, just offering such a program is not sufficient. Organizations must also identify ways to use the employee's new knowledge and capabilities inside the organization. Otherwise, employees are more likely to take their new capabilities to another employer because they feel their increased value is not being recognized.



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### 2.17.2 Career planning

Organizations can increase employee retention by having formal career planning efforts. Employees and their managers mutually discuss career opportunities within organizations and what career development activities will enhance employees' future growth.

### 2.17.3 Rewards and retention

The tangible rewards that people receive for working come in the form of pay, incentives, and benefits. Many managers believe that money is the prime

retention factor and many employees cite better pay or higher compensation as a reason for leaving one employer for another. However, the reality is a bit more complex.

Pay and benefits must be competitive, which means they must be close to what other employers are providing and what individuals believe to be consistent with their capabilities, experience, and performance. If compensation is not close, then turnover is likely to be higher.

#### 2.17.4 Competitive benefits

Mathis *et al* (2004:99) state that another compensation issue affecting employee retention is having competitive benefits programs. Employers learn that having some benefits flexibility aids retention. By giving employees greater choices, employees feel more recognized and in control, thus reducing their desire to move to another employer.



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#### 2.17.5 Performance and compensation

According to Mathis *et al* (2004:99) many individuals expect their rewards to be differentiated from others based on performance. For instance, if an employee receives the same pay increase and overall pay as others who have lower productivity, are always absent, and work fewer hours, the result may be a feeling of unfairness. This may prompt the individual to look for another job where compensation recognizes performance differences.

### 2.17.6 Recognition

Employee recognition as a form of reward can be both tangible and intangible. Tangible recognition comes in many forms, such as employee of the month or other special awards. Recognition can also be intangible and psychological in nature. Feedback from managers and supervisors that acknowledges extra effort and performance of individuals provides recognition, even though monetary rewards are not given.

### 2.18 Job design and work

According to Mathis *et al* (2004:100) a fundamental factor affecting employee retention is the nature of the job and work done. Firstly, retention is affected by the selection process. High employee turnover rates in employees' first few months of employment are often linked to inadequate selection, screening efforts. Once individuals have been placed in jobs, several job / work factors affect retention. Because individuals spend significant time at work, they expect to work with modern equipment and technology and have good working conditions. Such factors as space, lighting, temperature, noise, layout, and other physical and environmental factors affect retention of employees. In addition, workers want a safe work environment where risks of accidents and injuries have been addressed.



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### 2.18.1 Work flexibility

Mathis *et al*, (2004:101) explain that flexibility in work schedules and how work is done has grown in importance. Flexible human resources policies such as casual dress also have been useful as retention aids. It is crucial that employers wishing to retain employees monitor the workloads placed on employees. If these demands become too great, then employees are more likely to change jobs to reduce their workloads. One way employers can provide work flexibility is through work scheduling alternatives. These alternatives include telecommuting, whereby employees can work from home or other locations, alternative arrangements such as flexitime and compressed workweeks.



### 2.19 Employee relationships

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The final set of factors found to affect retention is based on the relationship that employees have in organizations. Such areas as the reasonableness of human resources policies, the fairness of disciplinary actions, and the means used to decide work assignments and opportunities all affect employee retention.

Mathis *et al*, (2004:101) stress that if individuals feel that policies are unreasonably restrictive or applied inconsistently, then they may be more likely to look at jobs offered by other employers.

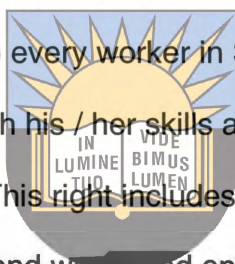
Other concerns that affect employee retention are supervisory, management support and co-worker relations. Many individuals build close relationships with co-workers. Coupled with co-workers, relationships have supportive supervisory

and management relationships. A supervisor builds positive relationships and aids retention by being fair and nondiscriminatory, allowing work flexibility, family balancing, giving employee feedback that recognizes employee efforts and performance, and supporting career planning and development for employees.

## 2.20 Official labour relations policy

### 2.20.1 The right to fair remuneration and conditions of service

According to Bendix (1989:351) every worker in South Africa has a right to fair remuneration in accordance with his / her skills and the effort and loyalty he / she devotes to his / her employer. This right includes a limitation on the hours he / she may work in a normal day and week, and entitles him / her to overtime pay and vacation and sick leave.



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One area of concern at the University of Fort Hare is with regard to remuneration. Most staff members have a belief that the remuneration they earn at the institution is not market-related. This leaves them with no alternative but to seek better remuneration packages elsewhere.

### 2.20.2 The right to job security and protection against unfair labour practises.

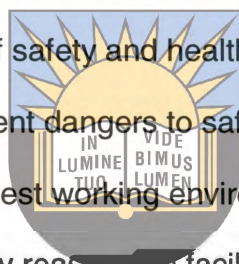
Bendix (1989:352) is of the view that a worker's job security lies largely in his / her own hands, through the dedicated performance of his / her duties. But he / she has a right to job security, which is entrenched in the Labour Relations Act, 1995 (Act 66 of 1995). Employers may not arbitrarily change labour practices and

workers have a right to protection under the Labour Relations Act, 1995 (Section 84) if their security is thus jeopardized.

Again most employees at the institution have in one way or the other witnessed changes in their labour practices without consultations by the employer. One example is changes on study subsidy policy which was revised without consulting staff members.

### 2.20.3 The right to protection of safety and health

Certain occupations hold inherent dangers to safety and health and it is the worker's right to work in the safest working environment that the employer can reasonably provide and to enjoy reasonable facilities for personal hygiene. The Occupational Health and Safety Act, 1993 (Act 85 of 1993) highlights key areas that the employer has to consider in the working environment to ensure the safety and health of employees.



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The duties of employers are as follows:

- to ensure that systems of work, plant, and machinery are reasonably safe and without health risks;
- to initiate steps to eliminate possible health and safety hazards of risks before resorting to the use of protective clothing;
- to ensure, as far as reasonably practical, that the production, use, handling, storage or transport of articles or substances does not endanger health and safety;
- to establish which hazard or risks are involved in any type of work in the handling of any substance, and what precautionary measures should be taken;
- to provide the necessary information, instruction, training and supervision;
- to ensure that precautionary measures and the requirements of the Act are implemented; in the area of 'listed' work, to ensure not only that all safety measures are taken, but also that occupational hygiene and biological monitoring programmes are undertaken;

- to inform safety representatives of the steps taken to identify the hazards and evaluate the risks entailed in 'listed' work, and of the monitoring and occupational hygiene programmes and their results;
- to inform all employees of the danger involved in their work;
- to provide facilities, assistance and training to health and safety representatives;
- to inform health and safety representatives beforehand of inspections, investigations, formal inquiries, and applications for exemption;
- to inform representatives of any incident which occurs at the workplace ('incident' is defined as an occurrence as a result of which a person dies, becomes unconscious, loses a limb or part of a limb, becomes so ill that he is likely to die or be disabled, or will not be able to work for a period of more than fourteen days); and
- to see that the safety committee performs its functions.



#### 2.20.4 The right to security in the event of injury on duty.

Bendix (1989:351) declares that workers are entitled to compensation against loss of earnings due to accidents or industrial diseases contracted in the course of the employment, free medical treatment and lump sums or pensions for permanent disablement. The University of Fort Hare compensation policy on injury on duty cannot be regarded as full compensation to the pain suffered.

Injuries are compensated only through the compensation fund which is deducted from the employees' salary. The university use money from this fund to pay the practitioner for the services rendered to the employee, meaning that there is no direct financial compensation to the employee for the pain suffered.

## 2.21 CONCLUSION

- The study seeks to investigate the relationship between job satisfaction in relation to labour turnover and absenteeism. The review of literature has revealed that both intrinsic and extrinsic factors influence job satisfaction.
- Job satisfaction is also enhanced by the following factors:
  - Pay system believed to be fair;
  - adequate supervision,
  - treating staff with respect and dignity,
  - appropriate working conditions,
  - appropriate company policies.



It has also been determined that most people do not like everything about their jobs. Their overall satisfaction depends on how they feel about several components, such as promotions and co-workers.

It has also come to light that job performance seems to be positively correlated with job satisfaction.

In conclusion one can deduce that job satisfaction is dependent on the interplay between several facets, variables on the employee. These can either be intrinsic factors (such as responsibility and achievements) or extrinsic factors (such as salary and working conditions) as outlined in Herzberg two-factor motivation theory. Maslow writes that people try to satisfy their lower-order needs before attempting to satisfy their higher-order needs.

McGregor's theory X and Y, take an opposite view on people's commitment to work. The theory provided a distinction between negative, resistant and irresponsible employees (theory X) against positive and optimistic employees (theory Y).

The equity theory explains how employees compare their outcome which includes pay, benefits and status. The Vrooms expectancy theory explains how employees view their efforts, performance and rewards. Retention of human resources plays a key role in enabling the organization to reach its goals.



The next chapter will deal with the research methodology.

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## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.1 INTRODUCTION

This chapter focuses on the methodology used to conduct the research. The chapter gives a structured and an in-depth method that will be adopted in collecting data for the study. It identifies the instrument used to gather information, discusses the research design, population, the sample and sample procedures, how the questionnaire will be administered as well as data analysis.



#### 3.2 RESEARCH DESIGN

Bless *et al* (2000:156) defines research design as a set of procedures that guide the researcher in the process of verifying a particular hypothesis and excluding all other possible hypothesis or explanations. The study will utilize both the quantitative and qualitative research methods. However, the quantitative method will be dominant. The qualitative data will supplement the quantitative data.

According to Bless *et al* (2000:156) qualitative research is conducted using a range of methods which use qualifying words and descriptions to record and investigate aspects of social reality. Qualitative research relies heavily on interviews that are unstructured. It is essentially a conversation in which the interviewer establishes a general direction for the conversation and pursues specific topics raised by the respondent. The researcher will conduct interviews

with selected staff members to gather information which cannot be obtained through the use of the questionnaire.

Bless *et al* (2000:156) further describes quantitative research as research conducted using a range of methods which use measurement to record and investigate aspects of social reality. It involves the collection and analysis of data in numeric form. It uses closed-ended questions that are administered in questionnaire format.



### 3.3 POPULATION AND SAMPLING

According to Babbie (2007:111) the population for a study is that group, usually of people, about whom conclusions are drawn. Bless *et al* (2000:156) define sample as a group of elements drawn from the population, which is considered to be representative of the population, and which is studied in order to acquire some knowledge about the entire population. In every case, a sample from among the data that might be collected and studied is selected. The targeted population for this research is members of staff, academic and non-academic, at the University of Fort Hare, Alice Campus.

### 3.3.1 Sample and Sampling Methods

The simple random sampling method was utilized for this research as it allowed each unit in the population the same chance or probability of being included. The sample was selected with the intention of getting appropriate representation as possible but taking into consideration limitations of the study, which included time and travelling expenses. The sample size will comprise a total of 100 academic and administrative staff members.

### 3.4 DATA COLLECTION METHODS

The research is based on information gathered from the University human resources data and information collected through questionnaires and interviews.

**Questionnaires:** The questionnaires sought to capture vital information from the respondents. The questionnaire was divided into the following areas.

- General information.
- Working environment information.

Questionnaires were administered in the University premises.

#### **Interviews:**

Structured interviews were conducted with selected participants in the University premises and with selected former staff members of the University.

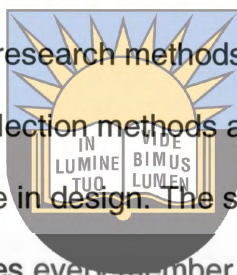
### **3.5 DATA ANALYSIS TECHNIQUE**

According to Babbie (2007 :111) descriptive statistics is a medium for describing data in manageable forms. Descriptive statistical analysis was used in analyzing data. Data will also be presented in the form of graphs.

### **3.6 CONCLUSION**

This chapter has elaborated on various methods used to collect data. The chapter focused mainly on the research methods used, population, sampling methods, sample size, data collection methods and data analysis. The study was both quantitative and qualitative in design. The study will use the simple random sampling method which provides every member of the population equal opportunity of being selected. The chapter has presented the population size to be studied with the intention of acquiring knowledge about the entire population.

Chapter four will present the data, interpretation and analysis of the data.



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## CHAPTER 4 DATA PRESENTATION, INTERPRETATION AND ANALYSIS

### 4.1 INTRODUCTION

This chapter presents the data, interpretation of the data and data analysis. The results are presented by means of tables and diagrams. The chapter is divided into two sections, namely, respondents biographical information and their opinions with regard to job satisfaction in relation to labour turnover and absenteeism.

#### SECTION A: Biographical Information

**Table 4.1: Faculty / Administration respondents**

Faculty	Number of respondents	percentage
Education	1	2%
Law	5	12%
Science & Agriculture	7	17%
Management & Commerce	3	7%
Social Science & Humanities	9	21%
Administration	10	24%
Centre	2	5%
Other	5	12%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Diagram 4.1**

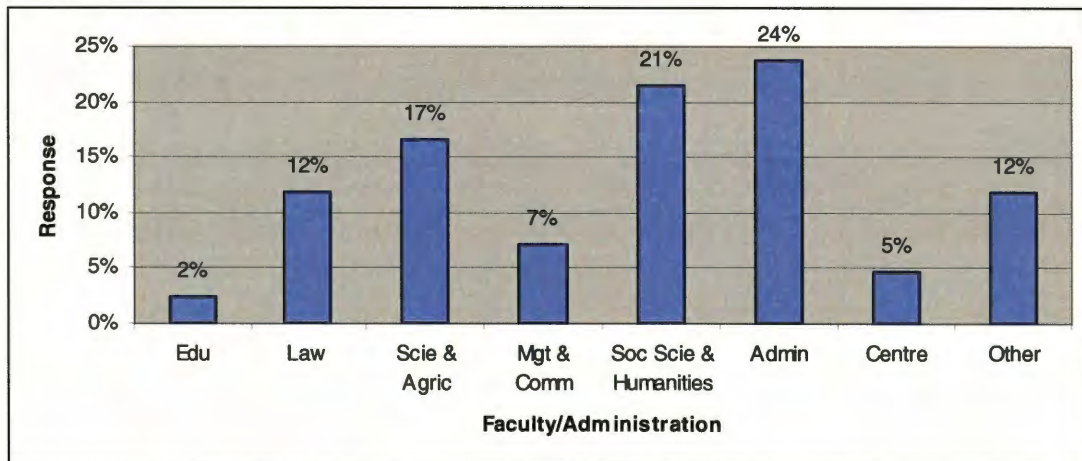


Table 4.1 and Diagram 4.1 illustrate the number of respondents as drawn from each faculty, administration, centres and other units. The table and the diagram shows that most respondents were from the Administration followed by the

faculty of Social Sciences and Humanities, then the faculty of Science and Technology, the faculty of Law and Other units have the same percentage of respondents, followed by Centre and lastly the faculty of Education.

**Table 4.2: Gender representivity**

Gender	Number of respondents	percentage
Female	21	50%
Male	21	50%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Diagram 4.2**

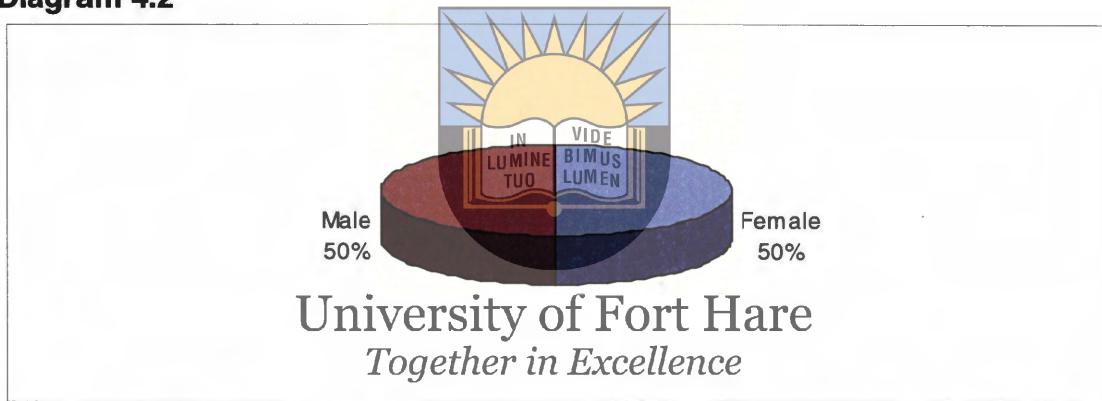


Table 4.2 and Diagram 4.2 show that 50% of respondents are males and 50% are females. It can thus be deduced that gender representivity has been considered in this study.

**Table 4.3: Age of respondents**

Age	Number of respondents	percentage
20-29	5	12%
30-39	17	40%
40-49	9	22%
50-59	6	14%
Over 60	5	12%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Diagram 4.3**

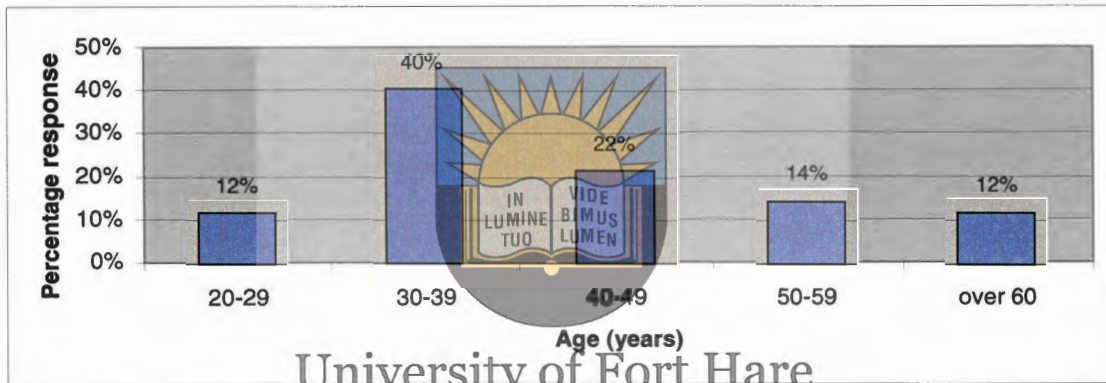


Table 4.3 and Diagram 4.3 illustrate that the respondents comprise 12% of the age group 20-29 years, 40% of the age group 30-39, 22% of the age group 40-49, 14% of the age group 50-59 and 12% of the age group over 60. The majority are in the age group 30 to 39 years. It can be deduced that the respondents can be seen to be mature enough to have the mental capacity to make a meaningful contribution to the study.

**Table 4.4: Period employed at UFH, in yrs.**

Period employed at UFH	Number of respondents	percentage
below 1	3	7%
1-5	13	31%
6-10	10	24%
11-15	8	19%
16-20	5	12%
over 20	3	7%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Diagram 4.4**

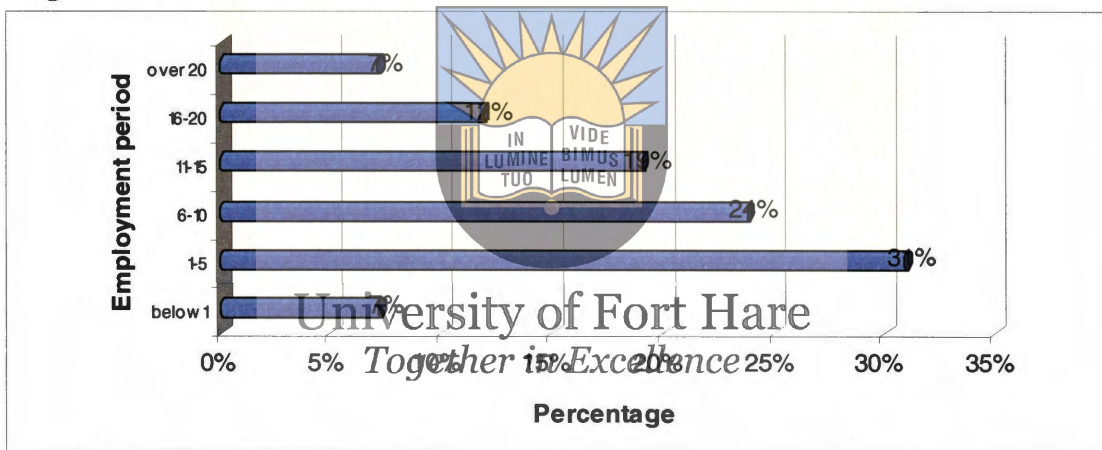


Table 4.4 and Diagram 4.4 indicate the period of employment of the respondents. The majority of respondents have service of between 1 to 5 years, followed by 6-10 years, 11-15 years, 16-20 years and lastly below 1 year and over 20 respectively. It can thus be deduced that the respondents have the necessary work experience to make a meaningful contribution to the study.

**Table 4.5: Respondent's academic qualifications**

Qualification	Number of respondents	percentage
PhD	5	12%
Masters	17	40%
Honours	5	12%
Junior degree	9	21%
Diploma	4	10%
Certificate	2	5%
<b>Total</b>	<b>42</b>	<b>100%</b>

**Diagram 4.5**

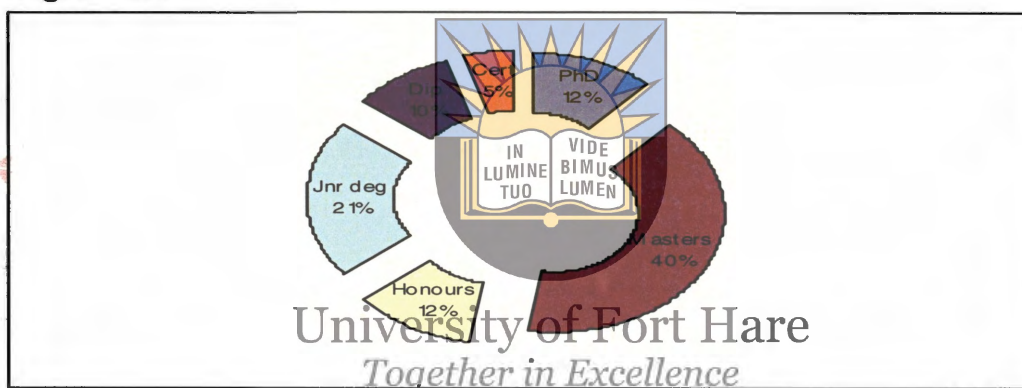


Table 4.5 and Diagram 4.5 illustrate the academic qualifications of the respondents. 12% possess PhD degrees, 40% possess a Masters degree, 12% possess an Honours degree, 21% possess junior degrees, 10% own Diplomas and 5% own Certificates.

The academic qualifications of the respondents are high and this is a factor which adds value and credibility to the scientific nature of this research work.

**SECTION B**

**Table 4.6: Non-utilization of skills**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>skills and experience not properly utilized by the institution.</b>	40.5%	40.5%	14.2%	4.8%	0.0%

**Diagram 4.6**

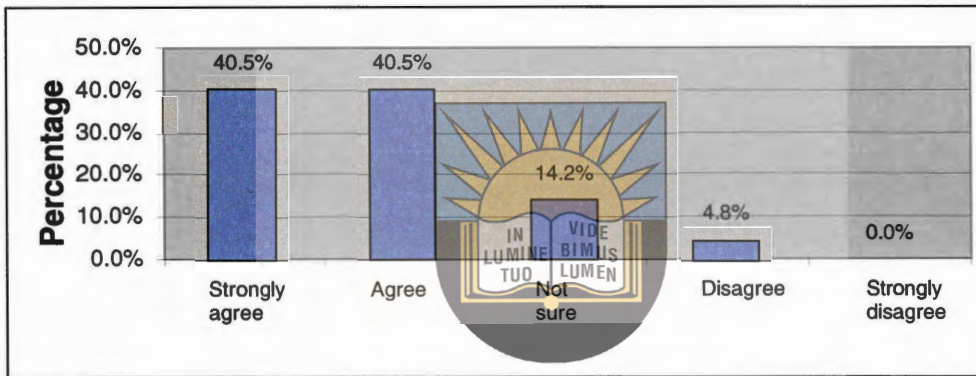


Table 4.6 and Diagram 4.6 show that over 80% of the respondents are of the opinion that skills and experience are not properly utilized by the institution which can lead to labour turnover and absenteeism, 14.2% are not sure whilst 4.8% disagree.

**Table 4.7: Rewards or recognition for a job well done.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not receiving rewards or recognition for a job well done</b>	61.9%	26.2%	4.8%	2.3%	4.8%

**Diagram 4.7**

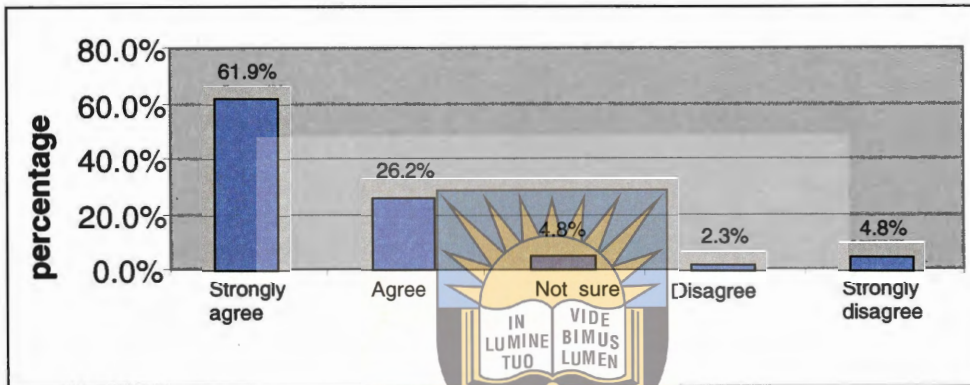


Table 4.7 and Diagram 4.7 illustrate that 61.9% of the respondents strongly agree that not receiving rewards or recognition for a job well done can lead to labour turnover and absenteeism, 26.2% agree, 4.8% are not sure, 2.3% disagree whilst 4.8% strongly disagree.

**Table 4.8: Conducive work environment.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Office environment not conducive to perform tasks</b>	23.8%	33.3%	19.1%	23.8%	0.0%

**Diagram 4.8**

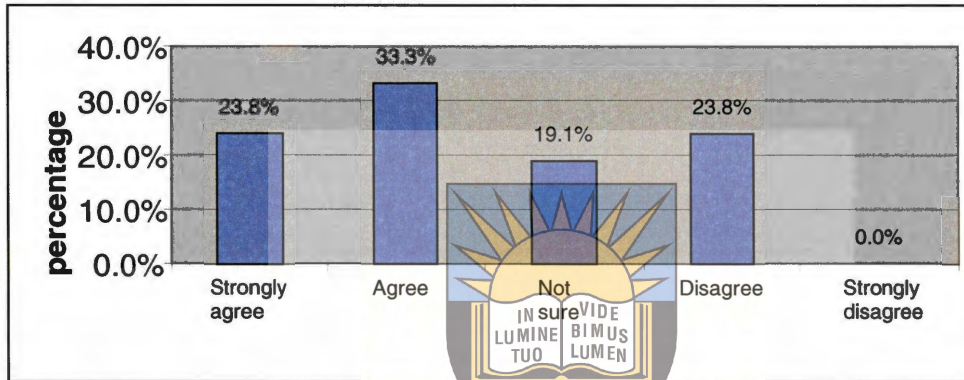


Table 4.8 and Diagram 4.8 illustrate that 56% of the respondents hold the view that office environment which is not conducive to performance of tasks can lead to labour turnover and absenteeism, 19.1% are not sure whilst 23.8% disagree.

**Table 4.9: Participation in decision making**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Non-participation in decision making processes, top down approach.</b>	35.7%	26.2%	26.2%	11.9%	0.0%

**Diagram 4.9**

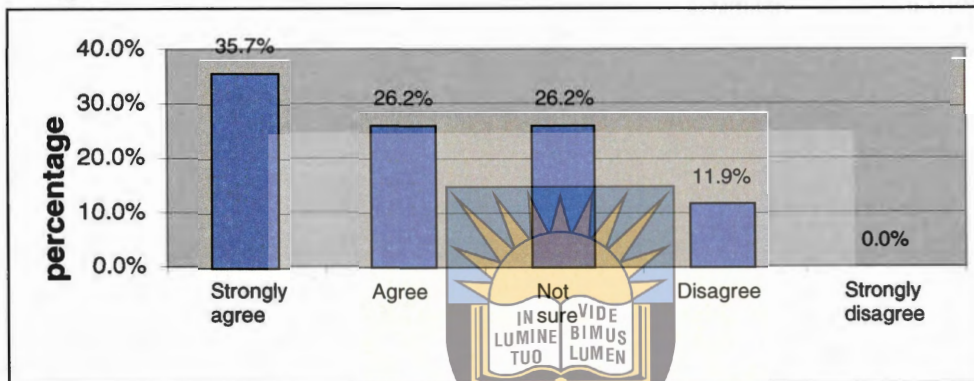


Table 4.9 and Diagram 4.9 illustrate that 35.7% of the respondents are of the opinion that non-participation in decision making processes by employees can lead to labour turnover and absenteeism, 26.2% are not sure whilst 11.9% disagree.

**Table 4.10: Consultation on issues affecting departments.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Non-consultation on issues affecting departments</b>	35.7%	26.3%	19.0%	19.0%	0.0%

**Diagram 4.10**

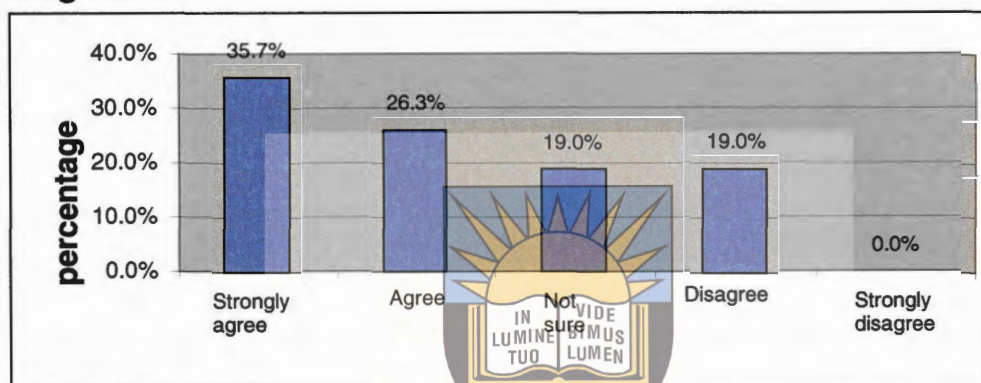


Table 4.10 and Diagram 4.10 illustrate that 35.7% of the respondents strongly agree that not being consulted on issues affecting their departments can lead to labour turnover and absenteeism, 26.3% agree, 19.0% are not sure whilst 19.0% disagree.

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**Table 4.11: Clear job description.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Not having a clear job description	19.0%	28.6%	14.3%	35.7%	2.4%

**Diagram 4.11**

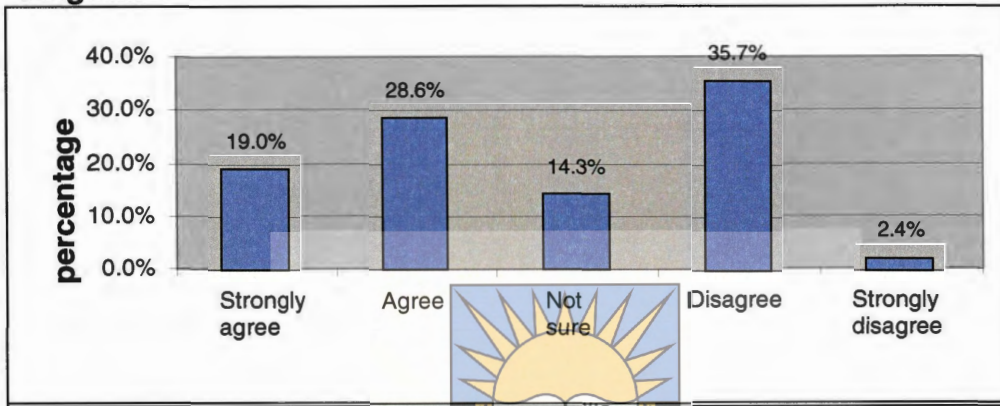



Table 4.11 and Diagram 4.11 illustrate that 19.0% of the respondents strongly agree that not having a clear job description can lead to labour turnover and absenteeism, 28.6% agree, 14.3% are not sure, 35.7% disagree whilst 2.4% strongly disagree.

  
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**Table 4.12: Treatment in the workplace.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unequal treatment in the workplace	42.9%	31.0%	11.8%	14.3%	0.0%

**Diagram 4.12**

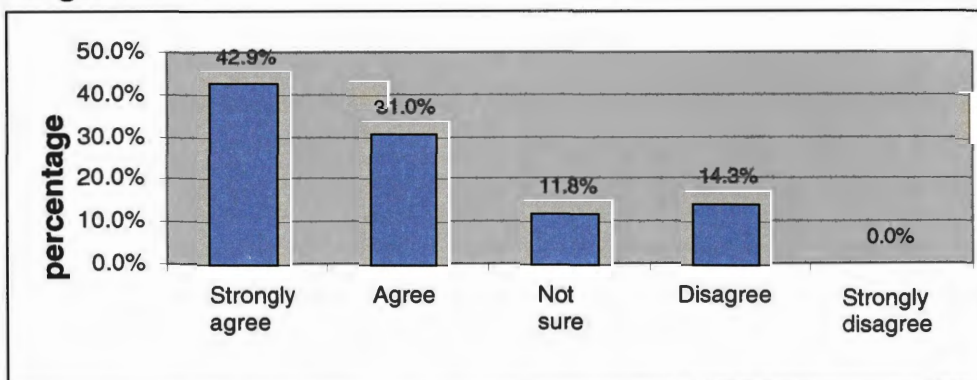


Table 4.12 and Diagram 4.12 illustrate that over 73% of the respondents concur that unequal treatment in the workplace can lead to labour turnover and absenteeism, 11.8% are not sure, and 14.3% disagree.

**Table 4.13: The role of Trade Unions in the workplace.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unions not playing an effective role in the welfare of their members	33.3%	26.2%	28.6%	11.9%	0.0%

**Diagram 4.13**

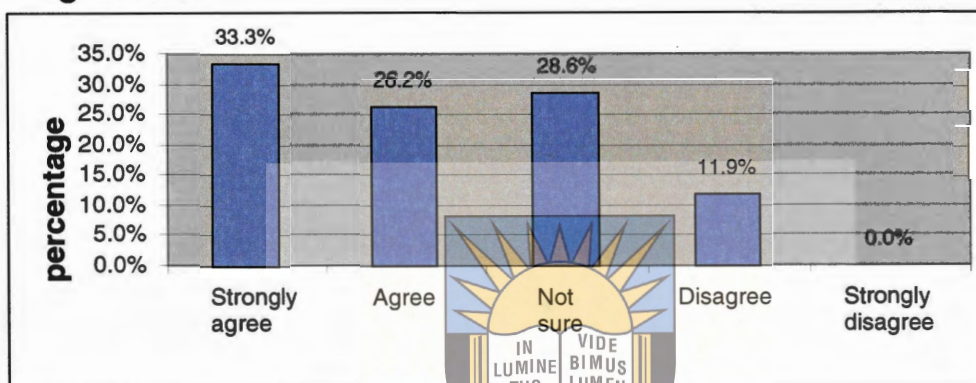


Table 4.13 and Diagram 4.13 illustrate that 33.3% of the respondents strongly agree that Unions' not playing an effective role in the welfare of members can lead to labour turnover and absenteeism, 26.2% agree, 28.6% are not sure whilst 11.9% disagree.

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**Table 4.14: Labour Relations Rights.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not being informed of my labour relations rights</b>	26.2%	28.6%	28.6%	14.3%	2.3%

**Diagram 4.14**

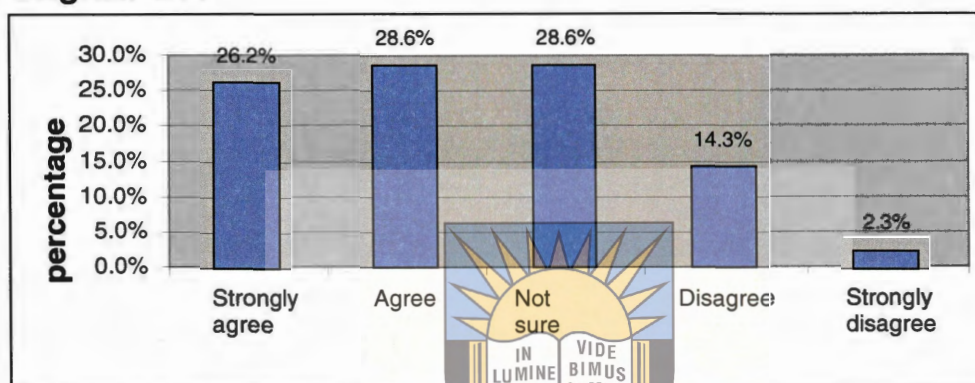


Table 4.14 and Diagram 4.14 illustrate that 26.2% of the respondents strongly agree that not being informed of labour relations rights can lead to labour turnover and absenteeism, 28.6% agree, another 28.6% are not sure, 14.3% disagree whilst 2.3% strongly disagree.

**Table 4.15: Non-availability of office equipment.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not having access to facilities such as computers, printers etc and still being expected to perform.</b>	9.5%	19.0%	9.6%	47.6%	14.3%

**Diagram 4.15**

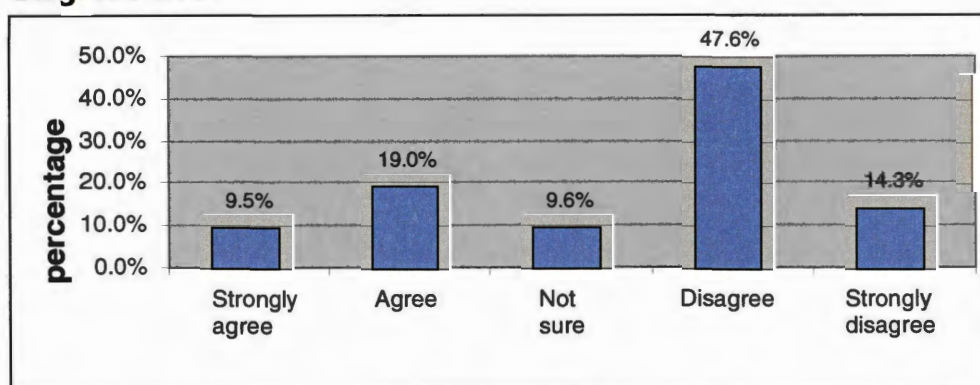


Table 4.15 and Diagram 4.15 illustrate that 9.5% of the respondents strongly agree that not having access to facilities such as computers, printers and other facilities and still being expected to perform can lead to labour turnover and absenteeism, 19.0% agree, 9.6% are not sure, 47.6% disagree whilst 14.3% strongly disagree.

**Table 4.16: Remuneration.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Not earning a market related salary	78.6%	14.3%	7.1%	0.0%	0.0%

**Diagram 4.16**

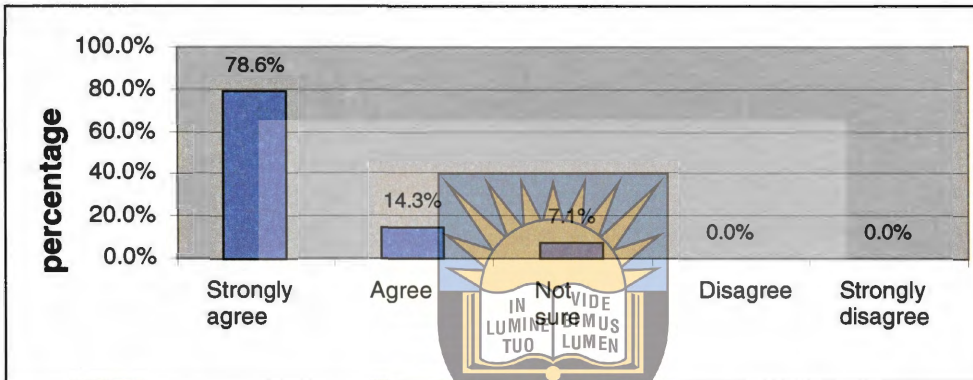


Table 4.16 and Diagram 4.16 illustrate that 78.6% of the respondents strongly agree that not earning a market related salary can lead to labour turnover and absenteeism, 14.3% agree, 7.1% are not sure, 0.0% disagree, whilst 0.0% strongly disagree.

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**Table 4.17: Career path opportunities.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unclear or unsatisfactory career path opportunities	19.0%	45.2%	31.0%	2.4%	2.4%

**Diagram 4.17**

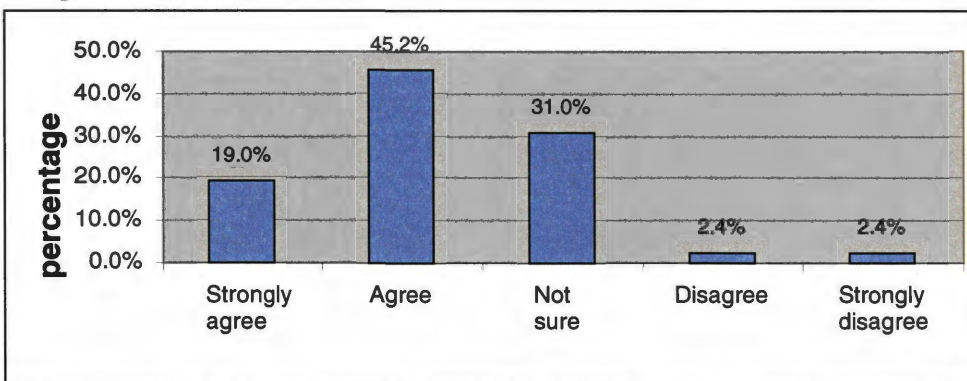


Table 4.17 and Diagram 4.17 illustrate that 19.0% of the respondents strongly agree that unclear or unsatisfactory career path opportunities can lead to labour turnover and absenteeism, 45.2% agree, 31.0% are not sure, 2.4% disagree, whilst 2.4% strongly disagree.

**Table 4.18: Training and Development.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not receiving work related training</b>	21.4%	23.8%	28.6%	26.2%	0.0%

**Diagram 4.18**

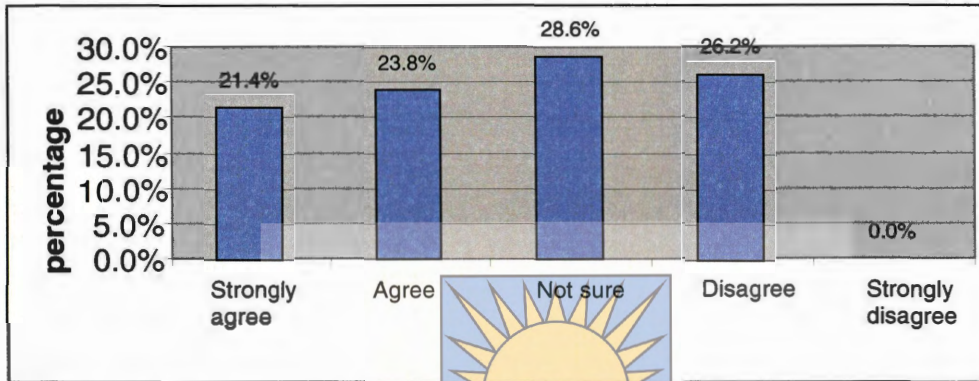


Table 4.18 and Diagram 4.18 illustrate that 21.4% of the respondents strongly agree that not receiving work related training can lead to labour turnover and absenteeism, 23.8% agree, 28.6% are not sure whilst 26.2% disagree.

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**Table 4.19: Job continuity and security.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not having clear job continuity and security</b>	45.2%	23.8%	23.8%	7.2%	0.0%

**Diagram 4.19**

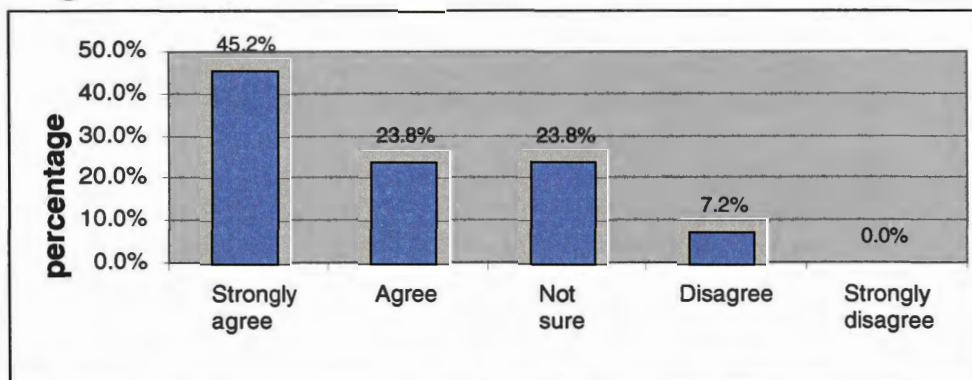


Table 4.19 and Diagram 4.19 illustrate that over 65% of the respondents concur that not having clear job continuity and security can lead to labour turnover and absenteeism, 23.8% are not sure whilst 7.2% disagree.

**Table 4.20: Responsibility or accountability.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not having full responsibility or accountability on own work</b>	14.3%	7.1%	16.7%	52.4%	9.5%

**Diagram 4.20**

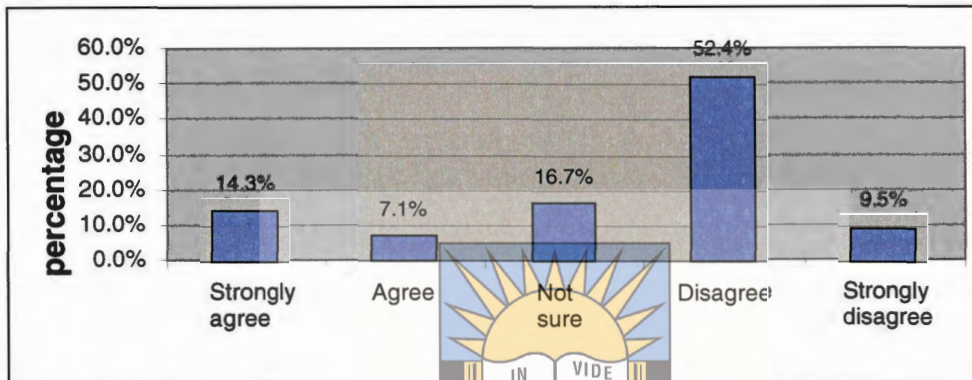


Table 4.20 and Diagram 4.20 illustrate that 14.3% of the respondents strongly agree that not having full responsibility or accountability on own work can lead to labour turnover and absenteeism, 7.1% agree, 16.7% are not sure, 52.4% disagree whilst 9.5% strongly disagree.

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**Table 4.21: Effect of work on family life.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Work having a negative effect on my family life</b>	19.0%	21.4%	14.4%	35.7%	9.5%

**Diagram 4.21**

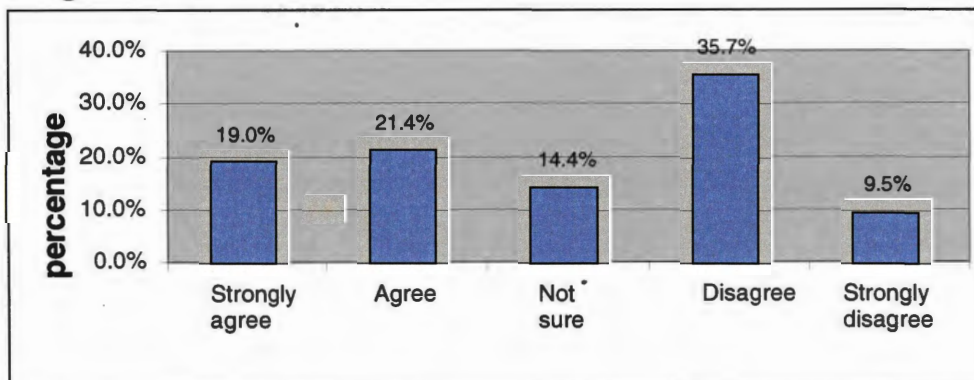


Table 4.21 and Diagram 4.21 illustrate that 19.0% of the respondents strongly agree that work has a negative effect on family life and can lead to labour turnover and absenteeism, 21.4% agree, 14.4% are not sure, 35.7% disagree whilst 9.5% strongly disagree.

**Table 4.22: Conditions of service.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not enjoying time-offs, such as lunch time, week-ends, vacations.</b>	19.0%	9.5%	16.7%	38.1%	16.7%

**Diagram 4.22**

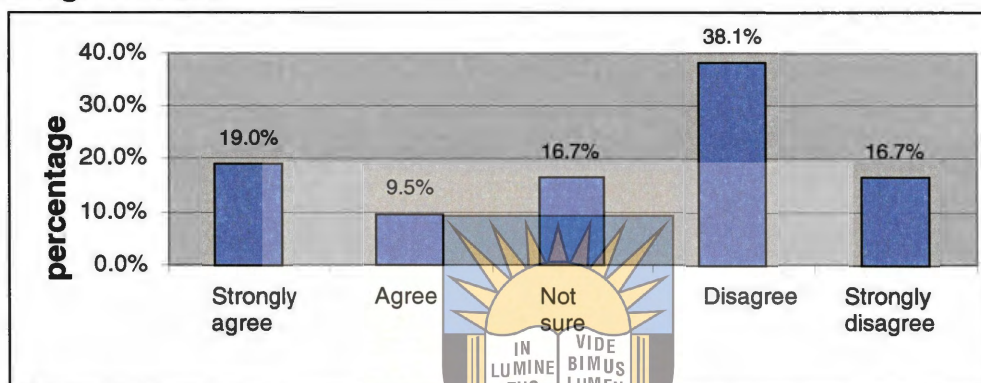


Table 4.22 and Diagram 4.22 illustrate that 19.0% of the respondents strongly agree that not enjoying time-offs, such as lunch time, week-ends, vacations can lead to labour turnover and absenteeism, 9.5% agree, 16.7% are not sure, 38.1% disagree whilst 16.7% strongly disagree.

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**Table 4.23: Inter-departmental co-operation.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Not receiving cooperation from other departments I rely on to do my job.</b>	19.0%	26.2%	26.2%	23.8%	4.8%

**Diagram 4.23**

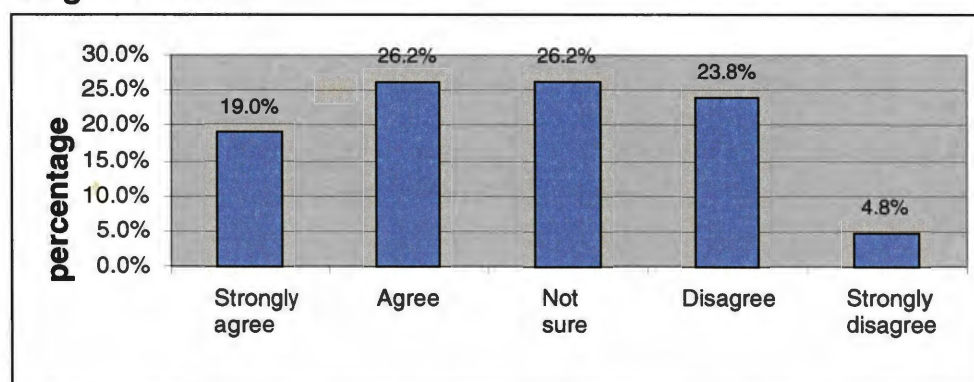


Table 4.23 and Diagram 4.23 illustrate that 19.0% of the respondents strongly agree that not receiving cooperation from other departments to do ones job can lead to labour turnover and absenteeism, 26.2% agree, another 26.2% are not sure, 23.8% disagree whilst 4.8% strongly disagree.

**Table 4.24: Conflict resolution methods.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Unsatisfactory conflict resolution methods.</b>	21.4%	50.0%	11.9%	16.7%	0.0%

**Diagram 4.24**

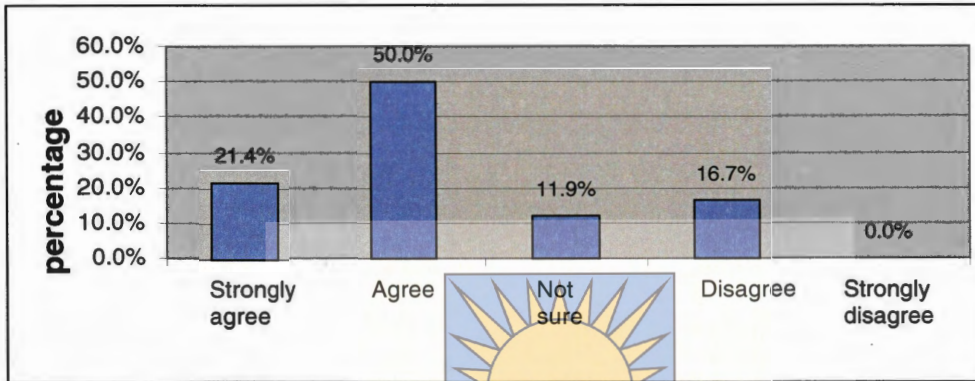


Table 4.24 and Diagram 4.24 illustrate that 21.4% of the respondents strongly agree that unsatisfactory conflict resolution methods can lead to labour turnover and absenteeism, 50.0% agree, 11.9% are not sure whilst 16.7% disagree.

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**Table 4.25: Policies and administrative styles**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<b>Vague policies and administrative styles.</b>	42.9%	21.4%	21.4%	14.3%	0.0%

**Diagram 4.25**

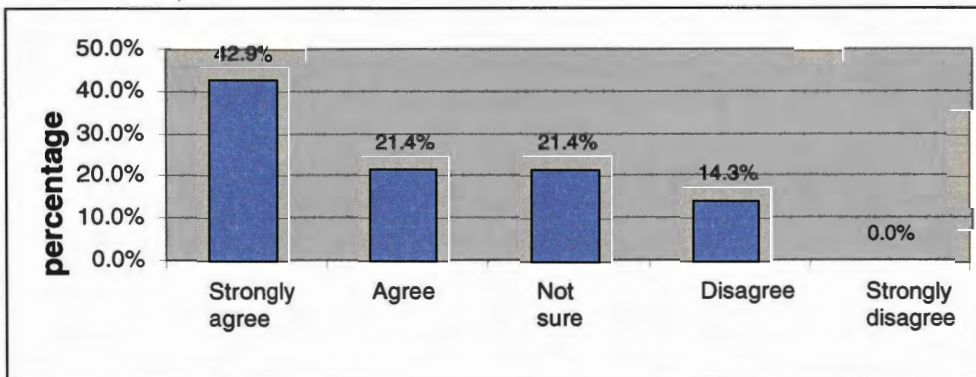


Table 4.25 and Diagram 4.25 illustrate that 42.9% of the respondents strongly agree that vague policies and administrative styles can lead to labour turnover and absenteeism, 21.4% agree, another 21.4% are not sure, whilst 14.3% disagree.

**Table 4.26: Supervision.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unsatisfactory supervision	16.7%	26.2%	14.3%	38.1%	4.7%

**Diagram 4.26**

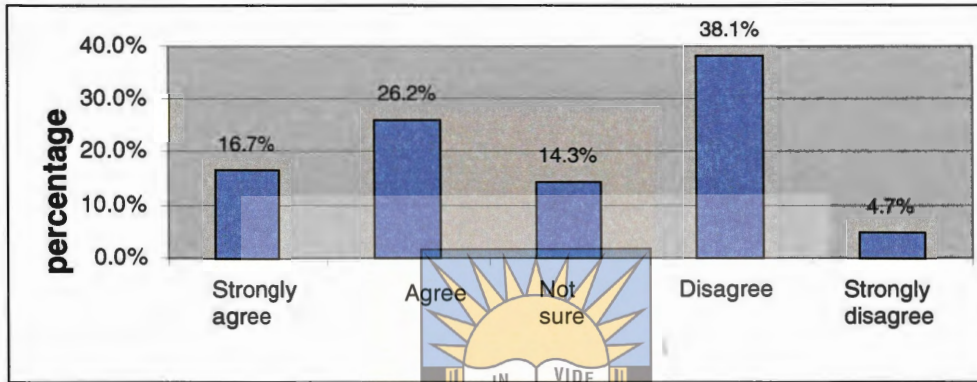


Table 4.26 and Diagram 4.26 illustrate that 16.7% of the respondents strongly agree that unsatisfactory supervision can lead to labour turnover and absenteeism, 26.2% agree, 14.3% are not sure, 38.1% disagree whilst 4.7% strongly disagree.

  
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**Table 4.27: Workplace motivation.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unsatisfactory motivation or no motivation at all	52.4%	26.2%	9.5%	9.5%	2.4%

**Diagram 4.27**

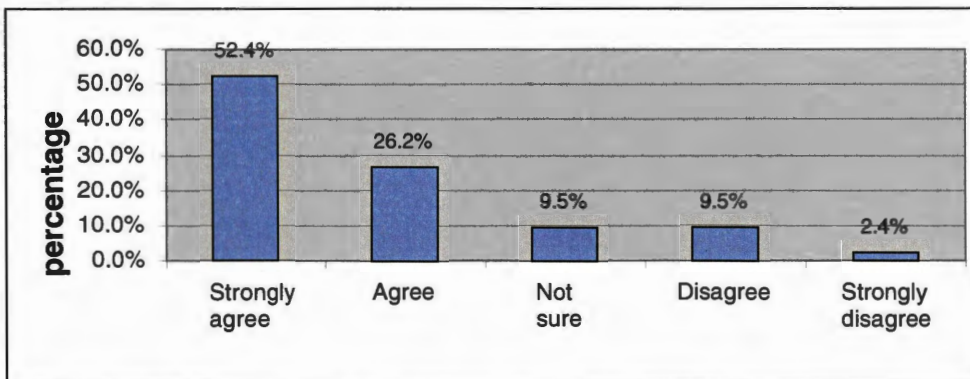


Table 4.27 and Diagram 4.27 illustrate that 52.4% of the respondents strongly agree that unsatisfactory motivation or no motivation at all can lead to labour turnover and absenteeism, 26.2% agree, 9.5% are not sure, another 9.5% disagree whilst 2.4% strongly disagree.

**Table 4.28: Methods applied to implement changes.**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Unsatisfactory methods applied by the institution when implementing changes	54.8%	28.6%	7.1%	7.1%	2.4%

**Diagram 4.28**

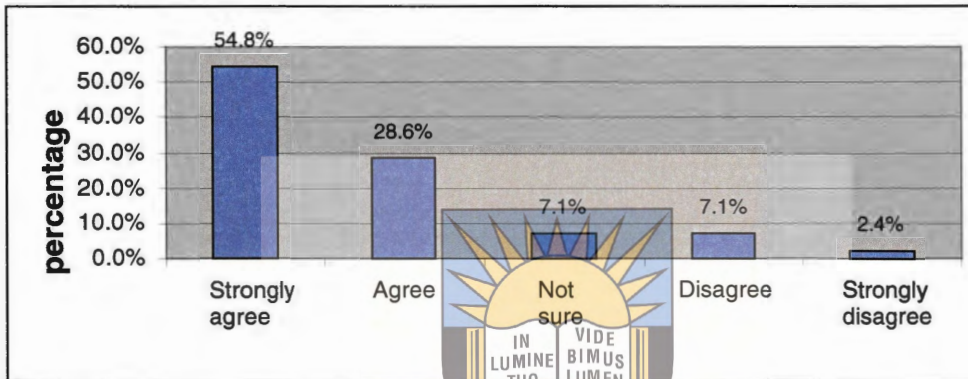


Table 4.28 and Diagram 4.28 illustrate that over 80% of the respondents are of the opinion that unsatisfactory methods used by the institution when implementing changes can lead to labour turnover and absenteeism, 7.1% are not sure, another 7.1% disagree whilst 2.4% strongly disagree.

## 4.2 CONCLUSION

This chapter has presented the data and data analysis. The research has indicated that there are various factors that influence labour turnover and absenteeism. The factors are:

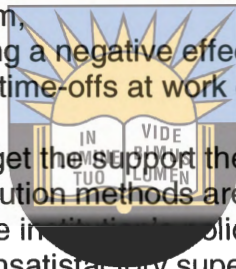
- non-utilization of skills by the institution,
- absence of rewards or recognition for a job well done,
- lack of conducive working environment,
- non-participation in decision making,
- lack of consultation on issues affecting departments,
- unclear job description,
- unequal treatment in the workplace,
- unions not playing an effective role in the welfare of their members,
- not being informed of labour rights,
- non-availability of office equipment,
- not earning a market related salary,
- unclear career paths,
- not receiving work related training,
- not having clear job continuity and security,
- not having full responsibility or accountability on own work,
- work having a negative effect on family life,
- not enjoying time-offs such as lunch time, vacations and weekends,
- not receiving cooperation from other departments,
- unsatisfactory conflict resolution methods,
- vague policies and administrative styles,
- unsatisfactory supervision,
- unsatisfactory motivation, and
- unsatisfactory methods applied by the institution when implementing changes.

The results also indicate that most of the factors mentioned in the questionnaire were confirmed as contributing factors to labour turnover and absenteeism by the majority of the respondents.

The majority of the respondents:

- Agree that their skills and experience are not properly utilized by the institution,
- are aware that they do not receive recognition or rewards for the job well-done,
- agree that office environment is not conducive for them to perform their tasks,
- agree that they do not take part in decision making processes,
- indicated that they are not consulted on issues affecting their departments,

- believe that not having a clear job description can influence labour turnover and absenteeism,
- believe that there is unequal treatment in the workplace,
- believe that the unions are not playing an effective role in the welfare of their members,
- confirmed that they are fully aware of their labour relations rights,
- agreed that not having access to facilities such as computers leads to labour turnover and absenteeism,
- strongly agree that not earning a market related salary can lead to labour turnover and absenteeism,
- agreed that there are no clear career path opportunities,
- confirmed not having job continuity and security,
- disagree that not having full accountability on own work can lead to labour turnover and absenteeism,
- agreed that work is having a negative effect on their family life,
- disagree that not having time-offs at work can lead to labour turnover and absenteeism,
- believe that they do not get the support they need from other departments,
- believe that conflict resolution methods are unsatisfactory,
- are of the opinion that the institutional policies are vague,
- confirmed that there is unsatisfactory supervision,
- agreed that there is lack of motivation in the workplace, and
- agreed that the institution has no proper way of implementing changes.



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The following chapter will present the discussion of the results, present recommendations and the conclusion.

## CHAPTER 5

### DISCUSSION, RECOMMENDATIONS AND CONCLUSION.

#### 5.1 INTRODUCTION

The previous chapters dealt with the research problem, literature review, the methodology, data presentation, interpretation and data analysis. This chapter will highlight the overall findings of the research, limitations of the study, recommendations and the conclusion.

#### 5.2 RECOMMENDATIONS

Management should be aware that there are various issues that contribute to employee job satisfaction. In order to improve staff retention and reduce work absenteeism, management should,

- recognize the skills and experience staff members have and use those skills for the benefit of the institution,
- develop and implement a reward system to reward staff members who have performed beyond expectations,
- provide market related salaries, thus attracting and retaining staff members,
- involve all stakeholders in the decision making processes of the institution,
- involve staff members on issues affecting their departments. There must be proper channels of communication before implementing any changes to existing processes. Policies must be clearly spelt out for easy interpretation by all staff members,
- educate staff members, through workshops on employee rights and labour related issues. Unions must be fully supportive of their members, and show interest in protecting workers' rights,
- outline career path opportunities, job security and job continuity,
- introduce a system which will encourage cooperation and support within different departments that work together,
- introduce new motivation strategies, such as inviting motivational speakers to the institution, and improve supervision strategies,
- introduce appropriate conflict resolution methods as current methods are not satisfactory, and
- provide proper working environment to all staff members.

### 5.3 Limitations of the Study.

The main limitations of the study were:

- the researcher had limited time during this research due to work commitments, and
- only 42 respondents out of a targeted 100 co-operated and this can be attributed to not having access to former staff members, and the non-availability of selected current staff members targeted to be interviewed.

### 5.4 CONCLUSION

The study has highlighted the fact that job satisfaction plays a key role in influencing labour turnover and absenteeism. Labour turnover and absenteeism cannot be eliminated without improving job satisfaction. It has also been proved that people are the most important resources for the institution. People therefore need to be nurtured and their work related problems need to be addressed by line managers and human resource staff, as the study has shown that unresolved work-related problems can influence labour turnover and absenteeism.

Individual needs play a key role in job satisfaction. If the institution is unable to meet individual needs such as physiological needs, security needs, social needs, ego and esteem needs and self-actualization needs, job dissatisfaction will rise and the result will be high levels of absenteeism and labour turnover.

The institution has to address other factors such as job security, job continuity, safety, promotions, market related salaries, proper supervision, conducive working conditions, recognition, consultations, growth, empowerment and advancement, and equal treatment in the workplace to minimize the level of job dissatisfaction which normally results in high labour turnover and absenteeism.

In addressing labour turnover and absenteeism, the study has shown that the institution has to fine tune its recruitment, selection and orientation processes. Jobs must be appropriately outlined to meet the expectations of the new recruit.

Monitoring and recording of absenteeism is important as frequent absenteeism will inform the institution of the possibility of labour turnover. It is noted from the study that the retention of human resources means less people to recruit and train.

The data has proven that most staff is of the opinion that they do not derive job satisfaction. However, the positive finding of the study is that the institution has a capacity of recruiting staff but lacks retention strategies. If this is not addressed, the institution will continuously recruit new staff and retrain them.

The study will assist management to be aware of the status of job satisfaction and allow them to pro-actively put mechanisms in place to enhance job satisfaction of employees and ultimately reduce labour turnover and absenteeism.



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#### Acts / Statutes

Labour Relations Act, 1995 (Act 66 of 1995)

Occupational Health and Safety Act, 1993 (Act 85 of 1993)

## APPENDIX

### UNIVERSITY OF FORT HARE QUESTIONNAIRES FOR STAFF MEMBERS

I, Albert R Mogiba, am currently registered for the Master of Public Administration degree. I am undertaking a study on job satisfaction. The aim of this study is to understand your position with regard to job satisfaction specifically in your working environment.

I will appreciate if you can spend some time by completing this questionnaire. The information will be used for study purposes only and the information will be kept confidential.

#### SECTION A: BIOGRAPHICAL



Instructions: Please complete the following by crossing (X) the relevant box (where applicable).

1. Faculty / Administration:

Education	
Law	
Science and Agriculture	
Management and Commerce	
Social Science and Humanities	
Administration	
Centre	
Other	

2. Gender:

Female	
Male	

3. Age:

20 – 29	
30 – 39	
40 – 49	
50 – 59	
Over 60	

4. Period employed at UFH: in years:

Below 1	
1-5	
6 – 10	
11 – 15	
16 – 20	
Over 20	

5. Qualification:

PhD	
Masters	
Honours	
Junior Degree	
Diploma	
Certificate	

**SECTION B: QUESTIONNAIRE SCALE:**

5= Strongly Agree, 4= Agree, 3= Not Sure, 2= Disagree, 1=Strongly Disagree

<b>Labour turnover (resignations) and work absenteeism is a result of:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Skills and experience not properly utilized by organizations.					
Not receiving rewards or recognition for a job well done.					
Office environment not conducive to perform tasks.					
Not participating in decision making, top down approach.					
Not being consulted on issues affecting my department					
Not having a clear job description.					
Unequal treatment in the workplace.					
Unions not playing an effective role in the welfare of its members					
Not being informed of my labour relations rights					
Not having access to facilities such as computers, printers etc and still being expected to perform.					
Not earning a market related salary.					
Unclear or unsatisfactory career path opportunities.					
Not receiving work related training.					
Not having clear job continuity and security.					
Not having full responsibility or accountability on own work.					
Work having a negative effect on my family life.					
Not enjoying time-offs, such as lunch time, week-ends, vacations.					
Not receiving cooperation from other departments I rely on to do my job.					
Unsatisfactory conflict resolution methods.					
Vague policies and administration styles.					
Unsatisfactory supervision.					
Unsatisfactory motivation or no motivation at all.					
Unsatisfactory methods used by my organization when implementing changes.					