

Analysing the organisational climate and employee satisfaction in the support services departments at a tertiary institution

JJ COMBRINK

20253265

Mini-dissertation submitted in partial fulfilment of the
requirements for the degree Master's in Business
Administration at the Potchefstroom Campus of the North-
West University

Supervisor: Mrs Karolien Nell

Co-supervisor: Dr MM Heyns

November 2016

ABSTRACT

Organisational climate is the individual collective perception of the work environment. Organisational climate consists of a set of characteristics that distinguish organisations from each other, is relatively enduring over time and influences the employees' behaviour in the organisation. It also has a significant effect on job satisfaction and -performance (Tiwara, 2014:1).

All organisations consist of a hierarchal formal structure of command. The role of leaders is of great importance in any organisation.

The way in which organisations operate has changed over recent years: managers strive to lead and employees contribute their services. Power is diffused and shared. The new workplace seeks to balance the company strategy and the life strategy of individuals (Gray, R. 2007:ix).

The objective of this study is to focus on the correlation between some factors that could influence the organisational climate and employee satisfaction at the support services departments at the Potchefstroom Campus of the North-West University.

This quantitative study made use of questionnaires that were distributed to 639 possible participants, i.e. all employees at the support services departments at the University. 190 responses were received, representing 30% of the total population

Keywords: Organisational climate, Employee commitment, Communication, Culture, Employee satisfaction, Development opportunity, Career growth, Remuneration and benefits, Management/leadership, Employee performance and productivity, Teamwork, Work flexibility

PREFACE

The editorial style as well as the references referred to in this dissertation is in accordance with the format prescribed by the NWU Referencing Guide (2012). This practice is in line with the policy of the Potchefstroom School of Business and Governance to use the Harvard style in all scientific documents.

ACKNOWLEDGEMENTS

In acknowledgments, God must be first in line and I wish to thank Him for all my blessings and honour His amazing grace.

I also wish to thank the following persons:

My family for bearing with me and providing their support and motivation;

My two daughters, Amélia and Yolandie, and my granddaughter Zanique for their encouragement, love and support;

My study leader, Karolien Nell, for all her enthusiasm, guidance and inspiration;

Christine Bronkhorst, information specialist from the Ferdinand Postma Library at the NWU's Potchefstroom Campus for her information finding and research support;

Marelize Pretorius for all her assistance with the data and statistical analysis;

Cecile van Zyl for the language- and technical editing;

MBA Ubuntu study group members Sonya Bekker, Bianca Fazakas and Marius Coetzee for their support, encouragement and warm friendship.

TABLE OF CONTENTS	Page
1. CHAPTER 1	
NATURE AND SCOPE OF THE STUDY	
1.1 INTRODUCTION	1
1.2 PROBLEM STATEMENT	3
1.3 OBJECTIVES OF THE STUDY	6
1.3.1 Primary research question	6
1.3.2 Secondary objectives	6
1.3.2.1 <i>General objectives</i>	6
1.3.2.2 <i>Specific objectives</i>	7
1.3.3 Hypotheses	7
1.4 SCOPE OF THE STUDY	9
1.4.1 Field of study	9
1.4.2 Population	9
1.4.3 Geographical demarcation of study	9
1.5 RESEARCH METHODOLOGY	9
1.5.1 Literature review	9
1.5.2 Empirical research	10
1.5.2.1 <i>Gathering of data</i>	12
1.5.2.2 <i>Data analysis</i>	13
1.6 LIMITATIONS OF THE STUDY	13
1.7 LAYOUT OF STUDY	13

2. CHAPTER 2

LITERATURE REVIEW

2.1	INTRODUCTION	15
2.2	ORGANISATIONAL CLIMATE	15
2.3	COMMITMENT TO THE ORGANISATION	17
2.4	COMMUNICATION	18
2.5	ORGANISATIONAL CULTURE	19
2.6	JOB SATISFACTION	21
2.7	OPPORTUNITIES FOR DEVELOPMENT AND GROWTH	22
2.8	REMUNERATION AND BENEFITS	23
2.9	MANAGEMENT/LEADERSHIP	24
2.10	EMPLOYEE PERFORMANCE	29
2.11	TEAMWORK	30
2.12	WORK FLEXIBILITY	32
2.13	CHAPTER SUMMARY	33

3. CHAPTER 3

RESULTS AND DISCUSSION OF EMPIRICAL STUDY

3.1	INTRODUCTION	36
3.2	GATHERING OF DATA	36
3.2.1	Experimental research	36
3.2.2	Data collection	37
3.2.3	Sampling	37
3.2.4	Data analysis	38
3.3	CHAPTER SUMMARY	62

4. CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1	INTRODUCTION	64
4.2	CONCLUSIONS MADE FROM FINDINGS	64
4.3	HYPOTHESES' ACCEPTANCE OR REJECTION	65
4.4	LIMITATIONS OF THE STUDY	66
4.5	RECOMMENDATIONS	66
4.5.1	Climate research tips	66
4.5.2	Organisation specific	67
4.5.3	Future research	68
4.6	CHAPTER SUMMARY	68

5. BIBLIOGRAPHY

LIST OF FIGURES

Figure: 1	Conceptual model	8
Figure 2	Likert scale	11
Figure 3	Layout of study	13
Figure 4	How culture emerges	20
Figure 5	Methods of sustaining organisational culture	20
Figure 6	Blake and Mouton's leadership grid	28

LIST OF TABLES

Table 1	Leadership and management: A comparison	26
Table 2	Leadership and management behaviour	26
Table 3	Factors influencing individual performance	29
Table 4.1	Commitment to the organisation	40
Table 4.2	Communication in the organisation	41

Table 4.3	Organisational culture	42
Table 4.4	Employee satisfaction	43
Table 4.5	Opportunities for development and career growth	44
Table 4.6	Employee remuneration and benefits	45
Table 4.7	Management/leadership	46
Table 4.8	Performance in the organisation	47
Table 4.9	Teamwork in the organisation	48
Table 4.10	Work flexibility	49
Table 5	Descriptive statistics for factors	50
Table 6	Correlations	51
Table 7.1.1	Departments (commitment, communication, culture and employee satisfaction)	52
Table 7.1.2	Departments (opportunities, employee pay and benefits, management/leadership and performance)	53
Table 7.1.3	Departments (teamwork and work flexibility)	54
Table 8	Gender	55
Table 9.1.1	Qualifications (commitment, communication, culture and employee satisfaction)	56
Table 9.1.2	Qualifications (opportunities, employee pay and benefits, management/leadership and performance)	57
Table 9.1.3	Qualifications (teamwork and work flexibility)	58
Table 10.1.1	Position in the organisation (commitment, communication, culture and employee satisfaction)	59
Table 10.1.2	Position in the organisation (opportunities, employee pay and benefits, management/leadership and performance)	60
Table 10.1.3	Position in the organisation (teamwork and work flexibility)	61

LIST OF APPENDICES

APPENDIX A: Questionnaire

APPENDIX B: Example email

APPENDIX C: Ethics certificate

APPENDIX D: Registration of title

LIST OF ABBREVIATIONS

OC Organisational climate

OCB Organisational citizen behaviour

UODL Unit for Open Distance Learning

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

According to Campbell (cited by Punia *et al.*, 2014), every organisation has a distinctive climate, which to a large extent reflects the personality of the institutional head. For the individual members within the organisation, a set of attitudes and expectancies could create the specific climate in that organisation.

An organisation survives and thrives due to its prevailing climate. Employees of the organisation, who are aware of rites, rituals and policies of the organisation and follow these, feel part of the organisation and become better performers. The climate of the organisation is generally reflected in the attitude of seniors towards their subordinates and the consequent perception of righteousness among the subordinates. Consequently, the climate of the organisation is also affected by almost everything that occurs in the organisation, making it a dynamic system concept. In an organisation, people come from different backgrounds with varying personal cultures, traditions, thinking and methods of working (Punia *et al.*, 2004:143).

Priority for sustained personal development goes hand-in-hand with the employer's business performance and growth; a supportive and enabling corporate climate is the new source of authority (Gray, 2007:ix). According to Gray (2007:ix), the climate provides the whole contextual environment defining the relationship between an organisation, its employees, customers and shareholders and the environment in which it operates.

Gray (2007:17) comes to the conclusion that climate in an organisation is not the same as culture. Culture is the personality of the organisation and very hard to change. Climate, on the other hand, is strongly affected by managers' behaviour, which could be changed if they want to. Gray (2007:17) also states the following differences between culture and climate:

- Climate is perceived by individuals as an organisation's climate as the collective product of those individual perceptions,
- Nobody can make other people perceive things the way we want them to; we could only acknowledge their perceptions and use the information when deciding how we should behave,

- Managerial behaviour has a huge impact on the organisational climate perception of employees. This is an opportunity, but also dangerous.

It is often felt that one individual influences the climate in a small way, but a group of individuals has a multiplier effect, and absorption of these diverse individual sub-cultures may affect the prevailing climate. New employees may also have to change their traditions, thinking and work methods in order to fit in better with the organisation. Therefore, the climate of an organisation is developed and communicated through the organisational behaviour system (Punia *et al.*, 2004:143).

During the past few years, a large staff turnover has been experienced at the Student Funds and Debtors Department at the Potchefstroom Campus of the North-West University. In general, it seems like some of the employees are not satisfied with their working conditions. Daily gossip and frustration hamper productivity and some employees are frequently on the lookout for other employment.

If the factors that influence the organisational climate negatively could be identified, the climate could be changed positively, which will create a better working environment and a more positive and productive workforce.

It will assist management in identifying those factors that influence the climate negatively, and to use that information to create a more positive environment, which could lead to more productive employees and greater staff retention.

Factors influencing organisational behaviour in other departments could also be identified and this will create further research opportunities.

This study aims to assess the factors that could have an influence on the organisational climate at a university. It also aims to develop a model that would specify which dimensions would best promote a positive organisational climate.

Chapter 1 delivers the contextual background to the study leading to the problem statement. It furthermore clarifies the research objectives and research methodology in trying to reach the intended goal. This chapter concludes by providing a division of the ensuing chapters.

Before continuing with the study overview, a few definitions are provided to clarify the research constructs. Thereafter, a few paragraphs discuss the problem

statement, the primary and secondary objectives as well as the scope of the study. The scope of the study comprises the field of study as well as the geographical demarcation of the research.

This chapter furthermore describes the research methodology, which includes the research framework and the literature review objectives. An overview of the empirical research is presented and includes the proposed research instrument, research participant description, operational definitions as well as data gathering and analysis. This chapter concludes with limitations of the study and the layout of the ensuing paper.

1.2 PROBLEM STATEMENT

The purpose of this study is to analyse the factors that influence organisational climate: By analysing the factors that have an influence on organisational climate, I intend to develop a model that would quantify the influence of specific factors on organisational climate.

Research on organisational climate can be traced back to the 1930s (Zhang, 2010:34).

Each organisation or department climate has its own characteristics that differentiate it from other departments or organisations. Employee behaviour is influenced by the enduring quality of the internal environment as experienced by the employees. Just as every individual has a personality that makes him/her unique, the organisational climate differentiates its personality from another organisation/department.

Essays, UK (2013:28) states that the unique characteristics of each organisation differentiate it from other departments or organisations. The behaviour of employees is influenced by the quality of the internal environment as it is experienced by them. Just as every individual has a personality that makes him/her unique, each organisation/department has an organisational climate that clearly differentiates its personality from another organisation/department. Organisational climate is the summarised perception that people have about the organisation. The global expression one gets from an organisation is formed by its organisational climate. It is the manifestation of the attitudes of organisational members towards the organisation itself.

An organisation tends to attract and keep people who fit its climate so that its patterns are perpetuated at least to some extent (Essays UK, 2013).

According to Forehand and Gilmer (cited by Venkatesh Organisation, 2015:19), “an organisation climate is described by of a set of characteristics, which distinguishes it from other organisations, that are relatively enduring over time and that influence the behaviour of people in it”.

The following elements could describe organisational climate:

Individual autonomy, position structure, reward oriented, task oriented, relations oriented, job satisfaction, morale and control.

Hodgetts (cited by Venkatesh Organization, 2015:18) compared organisational climate with an iceberg whose one part being on the surface is visible whereas the other being under the water is not visible. He mentioned that the visible part that can be measured is the structure of hierarchy, goals and objectives of the organisation, performance standards and evaluation processes and the technological state of operations. On the other hand, the invisible and unquantifiable comprises subjective areas such as supportiveness, employees’ feelings and attitudes, values, morale, personal and social interaction with colleagues, subordinates and seniors, and a sense of job satisfaction. Therefore, organisational climate as such is not a unified concept, rather a mix of many more related activities (Punia *et al.*, 2004:144).

According to Punia *et al.* (2004:144), the important components that represent the climate of an organisation comprise the following attributes primarily:

Interpersonal relationships, individual autonomy and freedom, members’ orientation, degree of control, management style, reward system, communication, conflict management,

While some of these components are measurable, others might be covert factors that might not be quantifiable.

Although individuals could influence the climate to a lesser extent, groups could have a multiplier effect, and absorption of these individual subcultures may affect the prevailing climate.

New employees may also have to change their working methods, thinking and traditions in order to fit better in the organisation. The climate of an organisation is therefore developed and communicated through the organisational behaviour system (Punia *et al.*, 2004:143).

During the past few years, a large staff turnover has been experienced at the Student Funds and Debtors Department at the Potchefstroom Campus of the North-West University. In general, it seems like most of the employees are not satisfied with their working conditions. Daily gossip and frustration hamper productivity and employees are frequently on the lookout for other employment.

This research will focus on the factors that could influence the organisational climate at this department as well as the other support services departments at the Potchefstroom Campus of the North-West University to establish whether similar problems occur in other departments. Employees from other departments work in similar conditions and in the same environment, but under different management.

The following factors could influence the organisational climate in the support services departments at the University and this research will analyse the influence of these factors, if any, on the organisational climate:

- Emotional intelligence
According to Cooper (1997:24), emotional intelligence underpins many of the best decisions, most dynamic organisations and most successful and satisfying lives. Attention to emotions can save time, expand opportunities and focus energy for better results.
- Employee commitment
Pareek (cited by Naicker, 2008:165) defines commitment as an employee's willingness to stay within the organisation, the acceptance of the values and goals, and willingness to assist the organisation in achieving set goals and values.
- Job satisfaction
According to Castro and Martins (2009:15), numerous previous studies on the relationship between organisational climate and job satisfaction have been conducted, with many researchers finding evidence to support the relationship between these two constructs. This research study will investigate the

relationship in the support services departments of the Potchefstroom Campus of the North-West University.

- Staff retention

According to Govaerts *et al.* (2011:29), numerous previous research studies have been conducted and a positive correlation between staff retention and organisational climate was found. This hypothesis will be tested in this research study.

- Respect

This study will examine the importance of management recognising and implementing respect, how other behaviours and characteristics of employees are affected by respect, and ways in which employees tend to feel the most respected.

- Attitude

The influence of organisational climate on employees' attitude towards their jobs will be tested in this study.

- Leadership styles

The aim of this study is to investigate the current leadership styles and the organisational climate at the support services departments at the Potchefstroom Campus of the North-West University.

1.3 OBJECTIVES OF THE STUDY

1.3.1 Primary research question

What factors could influence the organisational climate in the support services departments at a tertiary institution?

1.3.2 The research objectives are divided into general and specific objectives.

1.3.2.1 General objective

To determine which factors have an influence on the organisational climate and employee satisfaction at the support services departments at the Potchefstroom Campus of the North-West University.

1.3.2.2 *Specific objectives*

- To compare the different climates, if any, between the different departments at the Potchefstroom Campus of the North-West University,
- To determine the influence that commitment has on organisational climate,
- To determine the influence that employee satisfaction has on organisational climate,
- To determine the influence that development and growth opportunities have on organisational climate,
- To determine the influence that remuneration has on organisational climate,
- To determine the influence that management/leadership has on organisational climate,
- To determine the influence that performance has on organisational climate,
- To determine the influence that teamwork has on the organisational climate,
- To determine the influence that work flexibility has on organisational climate.

1.3.3 Hypotheses

As indicated by previous research, constructs such as emotional intelligence, employee behaviour, group cohesion, respect, attitude and leadership styles can be used to determine organisational climate

H₀: There is no positive correlation between the factors that was explored in the questionnaires and organisational climate.

H₁: There is a positive correlation between commitment and organisational climate.

H₂: There is a positive correlation between communication and organisational climate.

H₃: There is a positive correlation between culture and organisational climate.

- H₄:** There is a positive correlation between employee satisfaction and organisational climate.
- H₅:** There is a positive correlation between development and growth opportunities and organisational culture.
- H₆:** There is a positive correlation between remuneration and organisational climate.
- H₇:** There is a positive correlation between management/leadership styles and organisational climate.
- H₈:** There is a positive correlation between performance and organisational climate.
- H₉:** There is a positive correlation between teamwork and organisational climate.
- H₁₀:** There is a positive correlation between work flexibility and organisational climate



Figure 1: Conceptual model

1.4 SCOPE OF THE STUDY

The scope of the study will address the field of the study, the population as well as the geographical demarcation of the study.

1.4.1 Field of the study

This study will focus on the organisational climate at the different departments and the factors that could influence the climate at these departments.

1.4.2 Population

This study will focus on the employees working at the different support departments at the Potchefstroom Campus of the North-West University. This will determine which factors influence the organisational climate at the different departments on the Campus.

1.4.3 Geographical demarcation of the study

The empirical research was conducted in Potchefstroom with all the participants situated at the Potchefstroom Campus of the North-West University.

1.5 RESEARCH METHODOLOGY

This research takes a quantitative approach to identify the factors that could influence the organisational climate at the University Campus.

1.5.1 Literature review

The purpose of the literature review is to show the reader what existing literature posits about organisational climate. By compiling a review of research findings on the topic, researchers may become aware of inconsistencies and gaps that may justify further research (Welman *et al.*, 2011:38).

During the literature review, the internet, journals, NWU databases, Google Scholar, LexisNexis and previous dissertations will be consulted to discover previous research conducted on this topic.

Keywords that will be used to conduct the search include, but are not limited to: organisational climate, employee commitment, communication, culture, employee satisfaction, development opportunities, career growth, remuneration and benefits,

management/ leadership, employee performance and productivity, teamwork, work flexibility.

Textbooks such as *Organisational Behaviour* by McShane and Von Glinow and relevant literature will also be informative sources.

Articles on the internet, such as *Bringing emotional intelligence to the workplace* (Cherniss *et al.*, 1998) will be used to search for information on previous research conducted on this topic.

1.5.2 Empirical research

The population that will form the study object will consist of individuals working at the support services departments at the Potchefstroom Campus of the North-West University.

The units of analysis are therefore the individuals working at the support services departments at the Potchefstroom Campus of the North-West University.

Sampling techniques to be used

When sampling, you need to decide what units to include. Sampling techniques act as a guide to help you to select these units. For this study, the simple random probability sampling technique will be used.

Sample size selected

Probability sampling is a compromise between the accuracy of our findings and the amount of time and money we invest in collecting, checking and analysing the data. Our choice of sample size within this compromise depends on:

- The confidence we need to have in our data,
- The margin of error that we can tolerate,
- The types of analyses we are going to undertake, and
- The size of the total population from which our sample will be being drawn.

The population from which the sample was taken is 639 individuals and the aim is to get at least 200 individuals to participate in the research. The research approach

which will be followed will be the cross-sectional design because the criterion group consists of different age groups (Welman, Kruger & Mitchell, 2005:95). A cross-sectional study is one that takes place at a single point in time (Trochim & Donnelly, 2007:6).

The measuring instrument that will be used will be survey questionnaires, standardised measuring instruments and attitude scales. The conclusions drawn from any piece of research are only as good as the data they are based on. It is essential to take great care not only in selecting whom you ask for information, but also what information you ask them (Weare *et al.*, 2004).

The questionnaire will be based on a five-point Likert scale:

The Likert scale is most commonly seen as five-point scale ranging from Strongly disagree on one end to Strongly agree on the other, with Neither agree nor disagree in the middle.

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

Figure 2: Likert scale

Once we have collected data, we have to analyse and make sense of it. In order to do this, we must organise and code it. Coding means that we have to identify the variable that we want to analyse statistically and decide the different code values such a variable level presents.

Coding in quantitative research consists of applying a pre-established set of categories to the data according to explicit, unambiguous rules, with the primary goal being to generate frequency counts of the items in each category (Bickman & Rog, 2008:236).

The Cronbach alpha method will be used to evaluate the reliability coefficients. They normally range between 0 and 1. However, there is actually no lower limit to the coefficient. The closer the Cranach's alpha coefficient is to 1.0, the greater the internal consistency of the items in the scale. Based on the formula $\alpha = \frac{rk}{[1 + (k - 1)r]}$ where k is the number of items considered and r is the mean of the inter-item

correlations, the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations.

A commonly accepted rule of thumb for describing internal consistency is as follows:

Cronbach's alpha internal consistency

$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

While increasing the value of alpha is partially dependent on the number of items in the scale, it should be noted that this has diminishing returns. It should also be noted that an alpha of 0.8 is probably a reasonable goal. It should also be noted that while a high value for Cronbach's alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is one-dimensional.

The identified population consisted of men and women, working at the different support services departments at the Potchefstroom Campus of the North-West University

A stratified probability sampling method was used. This method requires a smaller sample than simple random sampling (Welman *et al.*, 2012:62).

1.5.2.1 Gathering of data

Working with human participants in your research always raises ethical issues about how you treat them. People should be treated with respect, which has many implications for how exactly you deal with them before, during and after the research. There are two aspects of ethical issues in research:

- The individual values of the researcher relating to honesty, frankness and personal integrity,

- The researcher's treatment of other people involved in the research, relating to informed consent, confidentiality, anonymity and courtesy (Walliman, 2011:42).

The researcher used a questionnaire to conduct the research. The questionnaire was set up electronically by the Statistical Consultation Services on Campus. Participants were invited to participate in completing the electronic survey questionnaire and to submit it electronically to the Statistical Consultation Services office, which gathers and interprets the feedback received from the participants.

Ethical considerations come into play at three stages of a research project, namely:

- When participants are recruited,
- During the intervention and/or the measurement procedure to which they are subjected, and
- In the release of the results obtained (Welman et al., 2005:181).

1.5.2.2 Data analysis

Data analysis was conducted by the Statistical Consultation Services on Campus, who then provided feedback to the researcher.

1.6 LIMITATIONS OF THE STUDY

Due to current changes and restructuring at the University, this research could be outdated within a few years.

1.7 LAYOUT OF THE STUDY

The research paper consists of four chapters. Figure 3 displays the study layout, after which a brief discussion of each chapter will follow

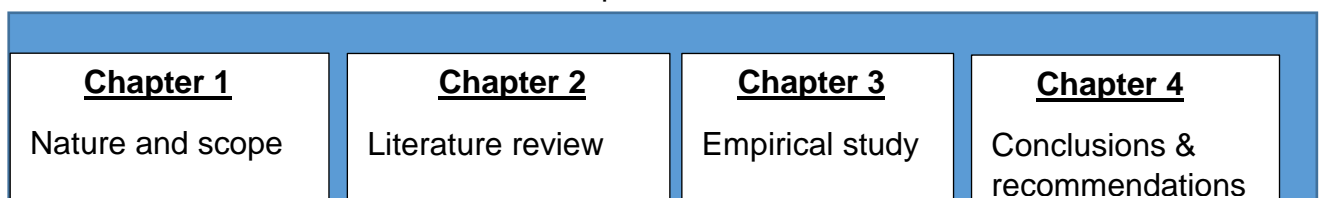


Figure 3: Layout of the study

Source: Author's own

CHAPTER 1

NATURE AND SCOPE OF THE STUDY

Chapter 1 discusses the nature and the scope of the study. It consists of an introduction, problem statement, objectives and scope of the study, research methodology and limitations of the study.

CHAPTER 2

LITERATURE REVIEW

The literature review introduces the reader to the topic of organisational climate. It examines key concepts and provides background to the nature of the study field and the need for further examination. This section reviews existing literature on organisational climate and the factors that could influence this climate. Chapter 2 also supports the design of the study.

CHAPTER 3

RESULTS AND DISCUSSION OF THE EMPIRICAL STUDY

Chapter 3 discusses the methodology used and describes the research model and data capturing. This section also explains the nature of the research participants. It further interprets the data and describes the analysis and results of the study. Chapter 3 further discusses the sampling techniques.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

Chapter 4 provides a summary of the research findings and makes conclusions about the research problem. Based on the results from the empirical section and the literature study, recommendations are made as to how to improve the organisational climate at the different departments. This section discusses the limitations, such as representation and population size, as well as the effectiveness of the research instrument and makes recommendations for future research.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

“Central to most, if not all, models of organizational behaviour are perceptions of the work environment, referred to generally as ‘organizational climate’”
(Gray, 2007:13)

According to Reichers and Schneider (cited by Gray, 2007:13), climate can accurately be understood as a manifestation of culture. Although the two concepts, culture and climate, are distinct, they are clearly related in various ways:

- Both climate and culture are reflected by the *feel* of the organisation;
- The climate of an organisation is inferred by its members;
- These inferences members make about climate are based on the policies, practices, procedures and routines that they are subject to, as well as;
- On the kind of behaviours that are expected and that are rewarded and supported (Gray, 2007:13).

Organisational culture is formed by the traditions and history of the organisation, emphasising the values and norms underpinning employee behaviour. Organisational climate underpins the current atmosphere within an organisation (McKenna, 2012:528).

Climate looks at the current connections between individuals, groups and performance, and lends itself more easily to change by management in their attempt to influence the behaviour of their subordinates (McKenna, 2012:529).

2.2 ORGANISATIONAL CLIMATE

The concept of organisational climate (OC) was formally introduced by the human relationists in the late 1940s. It has become a very useful metaphor to think about and describe a social system (Venkatesh Organization, 2015). Organisational climate is also referred to as situational or environmental determinants that affect human behaviour. The relationship between OC and organisational citizen behaviour (OCB) among Israeli teachers were tested by Cohen and Keren (2010:247).

The term (OCB) denotes organisational behaviours and gestures that can neither be enforced on the basis of formal role obligations nor elicited by a contractual guarantee of compensation (Cohen & Keren, 2010:247).

Organ (cited by Cohen & Keren, 2010:247) defined OCB as a representation of human behaviour that is discretionary, not explicitly or directly recognised by formal reward systems, which promotes the efficient and effective organisational functions.

According to Omolayo and Ajila (2012:28), organisational climate enhances employees' performance. This concept refers to members' perceptions about how a certain organisation deals with its employees and external environment, because the concept of OC is based on individual perceptions. Srivasta (cited by Omolayo & Ajila, 2012:28) came to the conclusion that overall organisational climate is positively related to job satisfaction and job commitment. Research conducted by Eichar, Brody and Fortinsky (cited by Omolayo & Ajila, 2012:29) reveals that employees, who scored high on organisational climate, differed significantly on the job satisfaction scale.

Gray (2007:65) came to conclusion that organisational climate consists of the following eight dimensions:

- Free expression of ideas
- Free expression of concerns
- Freedom to question
- Participation in defining goals and objectives
- Intrinsic satisfaction derived from the work itself
- Innovation
- Purposive threat
- Environment threat

The first six dimensions are positive factors and Gray (2007:65) refers to them as voluntarism. In general, the more voluntarism there is the better the climate will feel to most of the employees in an organisation. The last two are negative and are likely to depress the perception of the climate as benign.

2.3 COMMITMENT TO THE ORGANISATION

Organisational commitment has been defined by Adela *et al.* (cited by Gray, 2007:23) as “an individual’s dedication and loyalty to an organisation”, or as a psychological state that makes turnover less likely. McShane and Von Glinow (2010:112) define organisational commitment as “the emotional attachment to, identification with, and involvement in a particular organisation by an employee”. According to Allen and Meyer (cited by Gray, 2007:23), commitment has three components that can be individually measured.

The *affective* component refers to the employee’s emotional attachment to, involvement in and identification with the organisation. This component is a powerful force in the perception of climate, since a hostile, threatening or inimical to employees’ well-being climate is almost incompatible with emotional attachment to, involvement in and identification with an organisation (Gray, 2007:24). The *continuance* component describes the commitment based on costs associated with leaving the organisation. This component has the potential to exercise a negative influence of perceptions of climate an employee might have. This could happen because we allow other people to influence our behaviour at several levels. The third component is called the *normative* component and it refers to the employees’ feeling of obligation towards the organisation. This component could also be problematic. A feeling of obligation is unlikely to be rooted in economic advantage or disadvantage, but more likely to arise from favours in the past, generous treatment in difficult times or the sense of un-discharged debt owed to the organisation. An employee can begin to feel trapped in this situation and feel like being condemned in a psychic prison and the employee starts seeing the organisation as oppressive. (Gray, 2007:25)

On the other hand, if an employee has come to identify with the organisation, his or her behaviour is voluntary and likely to become more attuned to the organisation’s norms and attitudes over time until they eventually become internalised, which is also not always a good thing, as organisations need their members to have independent perspectives, ideas and approaches, otherwise they will become blind to the changing environment and unreceptive to new ideas and better ways to do things (Gray, 2007:25) .

Job embeddedness was introduced by Mitchell (cited in Fatima, 2015:422) as a new construct that influences the decisions of employees regarding the intention to stay or leave an institution. Other research studies depicted that job embeddedness is a valuable predictor of an employee's intention to leave the organisation or to stay with an organisation.

Employees who are experiencing personal growth and who are highly motivated feel much more embedded in their job and committed to their organisation (Fatima *et al.*, 2015:422).

2.4 COMMUNICATION IN AN ORGANISATION

Communication in organisations can take place in the following forms:

- Oral and written communication, where we use the spoken word, either face-to-face, in groups, over the phone, or by Skype. It is usually fast and personal and provides additional information by way of clarification. Written communication is somewhat more time consuming than the spoken word, and provides little opportunity for the sender to observe feedback and to provide clarification.
- Nonverbal communication covers all other aspects of communication, such as body movements and facial expressions.
- Information and communication technology, such as fax, e-mails, video conferencing, mobile phones offering text messages and PC integration.
- Communication networks creating systems of information exchange (McKenna, 2012:179).

Effective communication can overcome many communication problems. Managers need good interpersonal skills if they want to communicate effectively (Werner *et al.*, 2016:247). According to Sanchez (cited by Werner *et al.*, 2016:251), communication is the only organisational process that has the power to inform, educate and bring about the cooperation needed for cultural change. Differences in conversational and linguistic styles between men and women often create communication barriers. Although men and women understand each other, we have to take note that social norms have created differences in the way that genders approach communication

and say the same things. Knowing these differences should assist us in improving communication and avoid gender-associated styles being criticised (Werner *et al.*, 2016:249). According to (Nel *et al.*, 2014:259), communication is only effective if it carries the honest intentions and views of the sender.

The basic elements of the communication process consist of senders, receivers, transmitters, receptors, messages, channels, meanings, encoding, decoding and feedback. These elements are interrelated. The highest form of information richness is face-to-face interpersonal communication, which is important to perform complex task and resolving social and emotional issues that involve a high degree of uncertainty, ambiguity and people-related problems (Slocum & Hellriegel, 2011:284).

An individual's communication network extends laterally, vertically and externally. The individual needs political skills to network effectively. The informal group network involves the pattern of multiple individual networks, of which the *grapevine* is the most common. This network could take the pattern of a single-strand chain, gossip chain, probability chain or cluster chain. On the other hand, the formal employee network focuses on the intended pattern of employee-related communication, vertically and laterally. Leaders need to be proactive in creating an open and ethically-based pattern to ensure that individual and group networks are rather supportive of the formal employee network, and not in conflict with it (Slocum & Hellriegel, 2011:285).

2.5 ORGANISATIONAL CULTURE

Nel (cited in Nel & Werner, 2014:419) defines culture as a set of beliefs, values, rules and institutions held by a specific group of people. Organisational cultural values represent collective beliefs, assumptions and feelings about which things are good, normal, rational and valuable. These values could differ from organisation to organisation. In some cultures, employees may care about money, but in other cultures the focus is more on technological innovation or employee well-being.

These values tend to persist over time, even when the members in the organisation change (Slocum & Hellriegel, 2011:482).

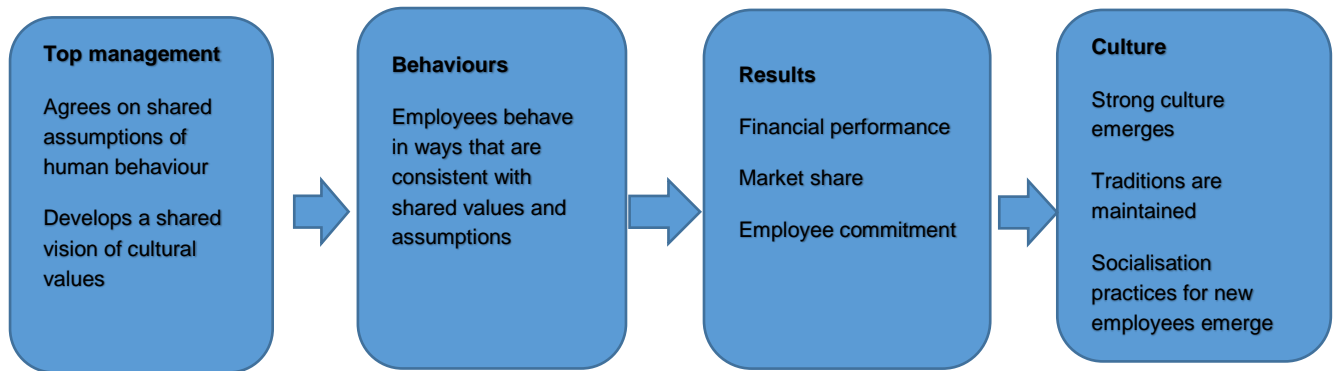


Figure 4: How culture emerges

Source: Adapted from Slocum & Hellriegel (2011:484)

The way in which an organisation functions may have both intended and unintended consequences to maintain and change organisational culture. Figure 5 illustrates a basic approach to sustaining an organisations culture.



Figure 5: Methods of sustaining organisational culture

Source: Adapted from Slocum & Hellriegel (2011:486)

Specific methods of sustaining organisational culture are a great deal more complicated than merely hiring the right people and firing those who do not fit the culture.

The most powerful indicators of culture are:

- What leaders and teams pay attention to, measure and control,
- The way top management reacts to critical incidents and crises,
- Managerial and team role modelling, teaching and coaching,
- Criteria for allocating rewards and status,
- Criteria for recruitment, selection, promotion and removal, and

- Organisational rites, ceremonies and stories. (Slocum & Hellriegel, 2011:486)

Organisational culture can be seen as the pattern of beliefs and expectations shared by members of an organisation. (Slocum & Hellriegel, 2011:505)

Organisational culture is based on the history and traditions of the organisation with the focus on norms and values underpinning employee behaviour. On the other side, organisational climate is concerned with the current atmosphere within an organisation. Climate, on the one side, looks at the connections between individuals, groups and performance, and lends itself more easily to change by management in their attempt to influence the behaviour of their subordinates. Culture, on the other side, refers to historical context within which events occur, and recognises the impact of the historical context, but it is more difficult to change in the short term because of its longevity. (McKenna, 2012:528)

2.6 JOB SATISFACTION AND UNIVERSITY SUPPORT STAFF

It would be difficult to make a meaningful assessment of an organisational climate without assessing the employees' job satisfaction. Climate research done in the late 1960s discovered different kinds of climate that could directly influence levels of job satisfaction; there seemed to be a straightforward cause-effect relationship. According to Guion (cited in Gray, 2007:27), some writers suggested that the two concepts were essentially the same thing, which was reinforced by the fact that climate measurement often used the same instruments as research into job satisfaction.

It was maintained by Al-Shammari (cited in Gray, 2007:27) that there is evidence to suggest that while the concepts of climate and job satisfaction tend to be related, they are essentially different constructs. This view has been supported by a large number of researchers.

For a nation to survive in the global competitive environment, they need good quality education. Quality education is almost impossible without the commitment of the teachers. However, administrative staff working in the offices of the registrar, planning, recruitment, finance, accounts, library and other support offices also contribute indirectly to achieve quality in university education and research

(Salahuddin *et al.*, 2015:28). They play a constructive role in financial support, facilitating academic activities, by processing and publishing the semester results on time, the implementation of various administrative and academic decisions taken, and providing continuous development programmes for academic and support staff (Salahuddin *et al.*, 2015:28).

Administrative staff perform an important function in the University and because of the importance of their job satisfaction for the achievement of the University's goals, their levels of job satisfaction and its influential factors should be precisely measured so that the influential factors could be eradicated to pave the way for employees' satisfaction (Salahuddin *et al.*, 2015:28).

Job satisfaction is found to be either positively or negatively associated with characteristics such as autonomy, workload, professional status, task requirements, job demands, decision-making and control (Salahuddin *et al.*, 2015:29).

Work environmental factors such as organisational systems, communication with peers, promotion possibilities, managerial support, relationships with co-workers and personal variables such as age, race, educational levels and period in the job were found to have significant effects on job satisfaction (Salahuddin *et al.*, 2015:29).

2.7 OPPORTUNITIES FOR DEVELOPMENT AND CAREER GROWTH

Career development involves making decisions about an occupation and engaging in activities to attain career goals. The direction of an employee's career over time could be influenced by many factors such as the economy, availability of jobs, political changes, skills acquisition, personalities, family status and job history.

Cultural factors also play a huge role in careers. To be successful, the individual needs to commit to a lifetime of learning, including the development of a career plan (Slocum & Hellriegel, 2011:14). At the North-West University, this one of the main perks when joining the institution. All permanent employees, their spouses and children, up to a certain age, can study free of charge, providing that this benefit only applies once for every module and repeat modules and re-examinations have to be paid for. Although this is a huge benefit, the researcher's personal experience is that

not many employees who make use of this opportunity get promoted after obtaining their qualifications.

Career development is a formal approach by the organisation to ensure that employees with proper qualifications and experience are available when needed. The organisation must support career development and be committed to it to realise this goal. Unfortunately, employees are only allowed to study a qualification that has a direct link to their current position, and they also are not allowed to attend classes. Therefore, many employees do not make use of this opportunity, and those who do, study short courses that are attended after hours and over weekends. These short courses, however, are not classified as qualifications *per se*, but could be seen as gained experience. Therefore, the promotion opportunity at this institution is not very good. Mostly people from outside the organisation are appointed in positions, rather than promoting current employees, which has a negative influence on the organisational climate.

2.8 REMUNERATION AND BENEFITS

According to Henderson (cited by Nel & Werner, 2014:134), the objective of a compensation package is to influence employee motivation in a positive manner, which will lead to improved organisational performance and strategy. Employee benefits are defined by Nel and Werner (2014:138) as rewards that are allocated to employees for being members of the organisation. These benefits could include benefits for death, accident, sickness, retirement and study benefits. At the North-West University, this is one of the benefits that attract many people, especially people with teenagers, who might want to study once they have finished school. The purpose of total compensation is to attract potential job applicants, to motivate employees, to retain good employees and to administer pay within legal constraints.

The compensation system must create a culture in which employees are encouraged to vigorously engage in moral reasoning and ethical decision-making. The researcher has attended a seminar in management that was presented by Dr Arnold Mol in 2002. In his book, "Help! Ek is 'n bestuurder" [Help! I am a manager] (Mol, 2001:41) he discussed the question whether money could motivate an employee. He came to the conclusion that money is more a mover than a motivator because

money does not make the job more enjoyable, which is a prerequisite for real motivation.

Locke (cited by Igalens & Roussel, 1999:1007) also states that job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Research done by Igalens and Roussel (1999:1020) suggested that benefits neither motivate nor increase job satisfaction. Employees who expressed a feeling of satisfaction towards benefits are no more likely to be satisfied in their jobs. Attractive benefits can favour satisfaction, but this is done to the detriment of motivation. Employees who are motivated or attracted by this form of compensation seek the satisfaction of a need for comfort or security. If the benefits correspond with their expectations, they will be more satisfied with their jobs, but their motivation to perform will not increase (Igalens & Roussel, 1999:1020).

Gray (2007:35) is of the opinion that rewards, in whatever form, should always aim to reflect an individual's overall contribution to the success of the organisation, rather than be linked to any short-term specific target. People tend to feel good if something they have done turns out well, especially if other people also notice it. Provided that everybody is treated in similar ways, goal-related rewards are unlikely to improve overall contribution.

People's motivation to work can have many causes, which interact in complex ways. The influence of rewards in the form of money or other benefits is far less straightforward than most of us assume. The most effective motivators are intrinsic and arise from the work itself rather than from any reward received after the work has been completed (Gray, 2007:37).

2.9 MANAGEMENT/LEADERSHIP

An organisation might have excellent plans, organising and controlling procedures, but may not survive due to poor leadership. Ineffective leadership accounts for most of organisational failures, and this is a serious obstacle to organisational development and growth (Omolayo & Ajila, 2012:28).

A manager can make a good team work well. A good manager can make an average team work well, but a true leader can change the philosophy, spirit and attitude of any group of people (Flanagan & Finger, 2000:131).

To achieve efficient and effective quality improvement, universities in Europe have adopted management instruments, structures, strategies and values that are commonly found in the private sector. Some studies have shown that such managerialism is beneficial to the quality of the job performed by university employees. On the contrary, others have argued that managerialism resulted in lower performance because it is largely counterproductive (Smeenk *et al.*, 2009:589).

According to Kotter (cited by McKenna, 2012:388), leadership and management are two distinctive systems, each with its own functions and activities, but both are necessary to manage an organisation effectively. Management is about planning, controlling and putting appropriate systems and structures in place. Leadership has more to do with anticipating change, coping with change and adopting a visionary stance. According to Slocum and Hellriegel (2011:5), regardless of title, effective managers and leaders usually accept and perform three key functions in their roles:

- Authority: The right to make decisions,
- Responsibility: Assignment to achieve a goal, and
- Accountability: The acceptance of success or failure.

Table 1 provides an overview of the differences between the essentials of contemporary leadership and management.

Table 1: Leadership and management: A comparison

CATEGORY	LEADERSHIP	MANAGEMENT
Models the way	<ul style="list-style-type: none"> • Leads by example • Aligns values with actions • Understand your personal values 	<ul style="list-style-type: none"> • Leads by remote control • Tells people what to do
Inspires a shared vision	<ul style="list-style-type: none"> • Imagines exciting possibilities • Appeals to shared aspirations • Paints big picture of what we aspire to be 	<ul style="list-style-type: none"> • Focuses on day-to-day activities • Does things right
Challenges the process	<ul style="list-style-type: none"> • Takes risks and learn from mistakes • Searches for opportunities to change, grow, and improve • Asks “What can we learn” 	<ul style="list-style-type: none"> • Goes by the book • Tight controls
Enables others to act	<ul style="list-style-type: none"> • Fosters collaboration by building trust • Shares power and decision making • Actively listens to diverse points of view 	<ul style="list-style-type: none"> • Makes all decisions • Directs and controls
Encourages from the heart	<ul style="list-style-type: none"> • Recognises contributions from others • Celebrates victories • Is passionate about helping others grow 	<ul style="list-style-type: none"> • Little recognition of other’s accomplishments • Rewards not aligned with results

Source: Adapted from Slocum and Hellriegel (2011:6)

These differences are supported by Werner (2016:397) as described in Table 2 below.

Table 2: Leadership and management behaviours

LEADERSHIP BEHAVIOURS	MANAGEMENT BEHAVIOURS
Initiate change	Implement change
Develop	Maintain
Inspire people	Monitor people
Do the right things	Do things right
Assume a long-term perspective	Act reactively
Connect with followers	Preserve authority

Source: Adapted from Werner (2016:397)

According to Werner (2016:397), an effective leader is looking for situations that requires change, does the right things and uses personal influence to lead his/her followers. The effective leader is strong on vision and inspiration. In contrast, the effective manager implements change, creates momentum and relies on positional influence.

According to Nahavandi (cited by Werner, 2016:400), studies done at Ohio State University and the University of Michigan identified two distinct dimensions of leadership behaviour: relationship dimension and task dimension. Consideration, or the relationship dimension, is associated with creating mutual respect, trust and showing concern for the needs of employees, while initiating structure, the task dimension, is leadership behaviour associated with work structure and goal attainment.

Blake and Mouton's leadership grid is one of the most widely-known and used leadership style models (see Figure 6). This model also identifies two dimensions of leadership, namely concern for production and concern for people. Five leadership styles were identified:

- *The impoverished leader* does the minimum required to maintain his membership in the organisation. This leader does not engage much in communication, will avoid conflict and will pass decisions and problems to other employees.
- *The task manager* uses his authority to influence employees and shows little concern for individual aspirations or needs. The task manager will mostly make use of downward communication and uses authoritative command to deal with conflict.
- *The country-club leader* maintains a conflict-free environment and strives to remain popular. This leader uses non-task-related communication to maintain close relationships with followers, makes decisions that will be readily accepted, and tries to accommodate others during conflict.
- *The middle-of-the-road leader* maintains a balance between people and production by keeping goal attainment and relationships at a satisfactory level. He uses adequate communication and acknowledges employees' ideas during decision-making. He resolves conflict by compromising, but will not seek to optimise in terms of production or relationships.

- *The team leader* attempts to maximise performance and employee satisfaction, uses multidirectional communication, empowers employees to make decisions and resolves conflict through collaboration and open discussions. This style is considered the best approach, as it optimises task completion through collaboration (Werner, 2016:400).

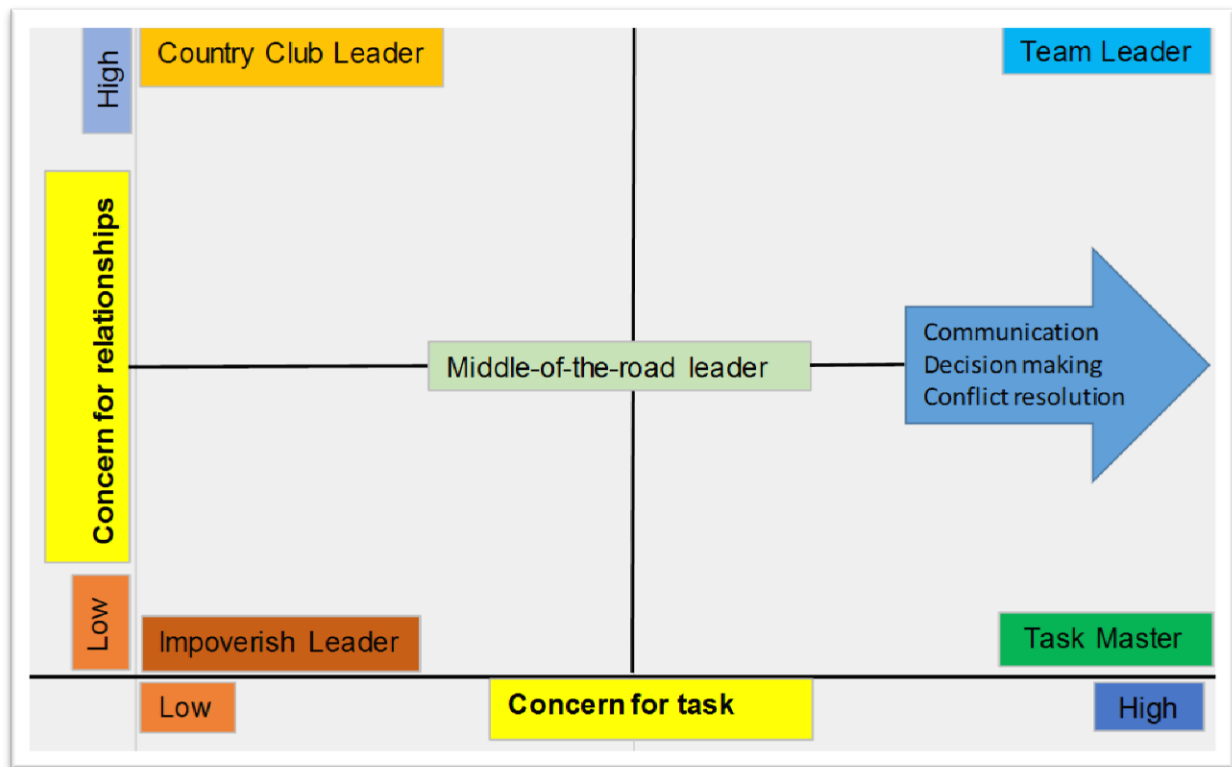


Figure 6: Blake and Mouton's leadership grid

Source: Adapted from Werner (2016:400)

The leadership grid is a useful model for leaders to identify their predominant leadership style and to consider which behaviours to change to become more effective leaders (Werner, 2016:401).

From all of the above literature it is obvious that managers and leaders can influence the climate of their organisations, or their part of the wider organisation and this study is aimed at analysing the impact of leadership on the organisational climate at the North-West University support services departments.

2.10 PERFORMANCE

Performance is what people say and do. Companies employ people and then pay them for either their physical work done or for what they say.

Performance management directs the behaviours of employees towards achieving strategic goals (Werner, 2016:136).

According to Gray (2007:41), organisational climate influences performance, and the kind of climate in which most people are likely to feel a sense of well-being, which is closely related to happiness, is also the kind of climate in which work is performed most successfully. According to Gavin and Mason (cited by Gray, 2007:41), work by itself cannot make a person happy, but a person cannot be genuinely happy if he or she is unhappy at work. Previous research done by Gray (2007:42) suggests that there is a clear link between organisational climate and success, assessed in different ways, of the work being done.

Interactions with their immediate managers has the strongest, but not the only, influence on employees' perception of organisational climate (Gray, 2007:51).

In any organisation, there are factors that can affect employee performance. Table 3 lists some of the factors that can affect performance. Some of these factors relate to the individual, whereas others relate to the organisation.

Table 3: Factors influencing individual performance

Relating to the individual	Relating to the organisation
Commitment to the organisation	Leadership
Employee engagement	Organisational climate
Selection	Systems and procedures
Personality	Enabling support
Attitude	Empowerment
Skills	Opportunity to perform
Ability	Job design
Knowledge	Rewards (pay, benefits)
Being there (not being absent)	Alignment between strategy and individual performance
Motivation	
Energy level	

Source: Adapted from Werner (2016:137)

If we wish to improve performance, we have to be aware that any one of the factors listed could be an obstacle to effective performance (Werner, 2016:137).

Researchers have challenged the popular belief that 'a happy worker is a productive worker' for almost a century. For most of that time, they have concluded that job satisfaction had a minimal effect on job performance. New evidence suggests that in fact there is a moderate relationship between job performance and job satisfaction. It means, to some extent, that happy workers really are more productive workers. This relationship is not very strong though. One argument is that specific behaviours are not predicted very well by general attitudes, such as job satisfaction. The connection between job satisfaction and performance is not strong, because many organisations do not reward good performance (Mc Shane & Von Glinow, 2010:111).

2.11 TEAMWORK

Teams are groups of two or more people who work together and influence each other, who are mutually accountable for achieving common goals set by the organisation, and who experience social entity with an organisation (Mc Shane & Von Glinow, 2010:260).

A team can be described as a small number of employees with complementary competencies who are committed to common goals of the organisation and working relationships for which they hold themselves mutually accountable. The heart of any team is the shared commitment by its members for their joint performance (Slocum & Hellriegel, 2011:351).

When the mental preferences of individual members are taken into consideration when teams are put together, such teams can perform at levels far higher than the norm. Werner (2016:84) explains that there are four different mental styles, e.g.

- The A-quadrant, which is logical, analytical and fact based;
- The B-quadrant, which is very detailed, organised, practical and realistic;
- The C-quadrant, which is people and team oriented; and
- The D-quadrant, which is creative, adventurous, entrepreneurial and risk oriented.

Teams will reach levels of excellence if all four quadrants are dominantly represented in the team. Such a team might experience more conflict and take longer to make decisions due to their diverse thinking patterns, but they will be able to achieve more synergy. Because all four quadrants are present, such a group will be able to analyse problems logically (quadrant A), discover creative solutions (quadrant D), convince others to support their ideas (quadrant C), and execute effective implementation (quadrant B). For this to happen, of course, group members have to understand, appreciate and use the group's mental diversity constructively.

In research done about job satisfaction among support service employees during 1998, Volkwein, Malik and Napierski-Pranci (cited by Smerek & Peterson, 2007:232) found that perceptions of teamwork and work stress are the best predictors of satisfaction. They sought to assess the effect of climate on job satisfaction. Contrary to the Herzberg theory, they found no direct relationship. Teamwork was positively associated with satisfaction, while stress had a negative link (Smerek & Peterson, 2007:232). When comparing administrative satisfaction in public and private universities in 2000, Volkwein and Parmley (cited by Smerek & Peterson, 2007:232) found similar results, again partly disconfirming Herzberg's duality theory.

Job satisfaction could be increased if the individual differences in people are appreciated and used to the advantage of the group and the organisation. People who are placed in positions that match their personal characteristics and competencies will generally perform better and exceed expectations (Werner, 2016:90).

According to Mc Shane and Von Glinow, (2010:236), teams make better decisions, develop better products, render better services, and create a more engaged workforce under the right conditions than employees working on their own do. Team members can quickly share information and coordinate tasks, whereas these processes are slower with more errors in departments led by supervisors. People are generally more motivated when working in teams than working alone, mainly because of accountability towards fellow team members and the commitment to fulfil the goals of the team. Employees in teams will also work harder as they know that their performance will be compared with fellow team members' performance. Teams can be very powerful forces for competitive advantage, but they also can be more

trouble, which could lead to a decline in job performance and morale if the wrong people are put together in teams (Mc Shane & Von Glinow, 2010:238).

The following are characteristics of effective teams:

- Shared goals and the members know why they exist,
- Decision-making support,
- Open communication and trust among team members,
- Give and receive help from each other,
- Open and constructive conflict resolutions,
- Improve their own functioning and diagnose its own processes, and
- A sense of freedom and belonging (Slocum & Hellriegel, 2011:352).

2.12 WORK FLEXIBILITY

According to Werner (2016:288), flexible work schedules are aimed at reducing conflicts. Because it could reduce conflicts between home and work roles, it increases job satisfaction and general quality of life and reduces absenteeism.

According to Hloma and Oerlepp (cited by Werner, 2016:288), employees who have a strong need for affiliation and who will feel isolated, or individuals who have a problem to draw firm boundaries between work and home responsibilities would, however, experience more stress, which could influence their job performance.

Balancing work and private life roles requires a purposeful investigation into a person's concept of success, personal and career goals and strategies to reach those goals. A useful technique is planned rest periods after a period of high stress, like the period in the beginning of the year when thousands of students need to register for the academic year in a very short time. This could be in the form of leave, time out or paid sabbaticals (Werner, 2016:287).

Organisations that have implemented flexitime have reported improved morale, productivity, as well as a decrease in absenteeism and staff turnover. To manage this, however, could produce a heavy administrative workload (Nel & Werner, 2014:73).

Work schedules aim to improve the employee's work experience in the hope that the employee will be more motivated and committed. An example could be a compressed working week. This entails, for example, longer working hours on some days and flexitime on other. This could contribute to the individual's autonomy as it gives the employee control over his/her working hours and enables him/her to fit it in with personal demands. This will also contribute to more productive employees, according to Mc Kenna (2012:130). The consequence of flexitime can have a real motivational advantage. However, unfortunately, this will not work at all jobs, and it is not evident whether it will work at all the departments at the University.

Employees' work-life imbalance experience has a negative impact on employers and society as a whole. Therefore, it is seen as a social and business imperative to assist employees to balance their work and private lives. Consequently, organisations are left to implement and manage their own flexitime policies and procedures, with very little information or guidance available to ensure that is to the benefit of both the employee and the organisation.

Previous research suggests that international employers implement and use flexitime as a work-life balance policy (Downes, 2011:ix).

According to Downes (2011:ix), research into the use and implementation of flexitime within South Africa is limited, especially with regard to the aspects that influence the use of flexitime as well as the associated benefits, challenges and consequences for both South African employees and organisations.

2.13 CHAPTER SUMMARY

Chapter 2 begins with an introduction to the literature study. Based on existing literature, it discusses 12 factors that could influence the organisational climate in an organisation. The chapter starts with the dimensions of an organisational climate.

According to Punia *et al.* (2004:1244), organisational climate is not a unified concept, but rather a mix of many activities. Some of the important components of organisational climate are employees' orientation, interpersonal relationships, individual freedom and autonomy, degree of control, type of structure, management

styles, reward systems, communication, conflict management, degree of trust and influence, and the risk-taking environment of the organisation.

Leadership, employee involvement, job satisfaction and organisational climate are very important factors for any organisation. The performance of an organisation depends on the attitude and behaviour of its employees towards their duties and the leader's ability to manage and retain its productive workers.

According to De Vries (cited by Klem & Schlechter, 2008:9), organisational climate has a significant effect on organisational performance, compared to Goleman (cited by Klem & Schlechter, 2008:9), who proposes that organisational climate accounts for 20 to 30% of an organisation's success.

The different factors are discussed and the aim of the study is to link previous literature to the factors in the questionnaire to test the correlation between these factors and the organisational climate.

The first dimension that is discussed is commitment to the organisation, followed by communication in an organisation. Literature explained the importance of communication in any organisation and the advantages of effective communication.

The literature review discusses organisational culture and how it emerges, methods to sustain organisational culture, and the link between organisational climate and organisational culture.

Job satisfaction and all its dimensions are discussed next. Previous research has suggested that job satisfaction and organisational climate are very closely linked, which was reinforced by the fact that climate measurement often used the same instruments as research into job satisfaction.

Opportunities for development and growth and the organisation's responsibility towards its employees are discussed next. From the literature, it was evident that different internal and external factors play a role in employee growth and development.

The literature review reveals the purpose of remuneration and benefits, and the different types of remuneration and benefits are discussed.

From this literature review it has become evident that management and leadership are one of the most important dimensions in employee satisfaction. Different leadership styles are explained as well as a comparison and differences between a manager and leader. Employee performance and teamwork also form part of the literature review. From the literature, it is evident that organisational climate influences performance, and the kind of climate in which most people are likely to feel a sense of well-being, which is closely related to happiness, is also the kind of climate in which work is performed most successfully.

The discussion on teams and teamwork showed that teams are crucial in almost all organisations, and the dynamics and importance of teams and the link with employee satisfaction formed part of this discussion.

Chapter 2 concludes with a section on work flexibility and flexi-hours as a possible dimension that could motivate people and improve employee satisfaction.

The correlation between all these factors and dimensions discussed will be tested with the use of questionnaires and the results of the empirical study will be discussed in Chapter 3.

CHAPTER 3: RESULTS AND DISCUSSION OF THE EMPIRICAL STUDY

3.1 INTRODUCTION

This quantitative study, also known as the positivist approach (Welman *et al.*, 2005:6), made use of questionnaires that were sent to 639 possible participants, all employees at the support services departments at the University.

The study consists of three stages.

In Chapter 1, the primary objective of the study is provided: What factors could influence the organisational climate in the support services departments at a tertiary institution?

Chapter 2 provides a literature study of previous research on this topic to base this research on. This framework was presented in Figure 3 on page 14 in Chapter 1.

This chapter therefore contains the results of the empirical research that investigated the framework mentioned above. This relates to the primary and secondary objectives mentioned in paragraph 1.4 in Chapter 1. A detailed explanation of the data gathering and analysis will follow. The chapter concludes with a discussion of the findings.

3.2 GATHERING OF DATA

A detailed explanation of the data gathering and analysis as well as the methodologies used is discussed in this section.

3.2.1 Experimental research

Intervention takes place in all types of experimental research. Intervention means that the participants are exposed to something to that they normally are not exposed to (Welman *et al.*, 2005:78).

In our hypotheses, we express the influence that the independent variable is expected to have on the dependant variable (organisational climate), and our aim is to measure this influence. We therefore measure the extent to which the interventions have affected or changed the dependent variable.

3.2.2 Data collection

Data were collected with the use of electronic questionnaires that were sent to 639 employees at the Potchefstroom Campus of the North-West University. This was done to ensure anonymity and to protect privacy. The questionnaire is attached as Appendix A.

These questionnaires were sent out electronically to employees at the support services departments and faculties. All the employees are appointed on permanent levels 8 to 14. The sample consists of employees both in managerial and non-managerial positions. The list of participants was approved by the Ethics Office of the North-West University and the questionnaires were sent to their personnel number e-mail addresses so that no one could be identified by the researcher. Samples of the invitation e-mail as well as the questionnaire are attached as Annexures A and B, respectively.

3.2.3 Sampling

For this study, simple random probability sampling technique was used. According to Welman *et al.* (2005:59), each member of the population has the same chance of being included in the sample and each sample of a particular size has the same probability of being chosen when random sampling has been used.

The researcher sent out a total number of 639 e-mails to all the employee numbers as provided by the Ethics Office. This e-mail was sent on two occasions to give all the employees the opportunity to participate in the research.

A total of 190 participants from approximately 40 departments responded to the request and completed the questionnaire electronically. This questionnaire was sent directly to the Statistical Consultation Services office of the North-West University, which analysed the data.

During the transmission period, a great deal of electronic feedback was received from employees not available, either on leave or away from the office for one or other reason, which could explain the total response of 190 from a possible 639 employees.

3.2.4 Data analysis

The collected data was analysed by the Statistical Consultation Services at the Potchefstroom Campus of the North-West University using the following program to analyse the data:

[SPSS Inc. \(2015\). IBM SPSS Statistics Version 23, Release 23.0.0, Copyright © IBM Corporation and its licensors. http://www-01.ibm.com/software/analytics/spss/](http://www-01.ibm.com/software/analytics/spss/)

Firstly, biographical questions were asked in order to obtain a meaningful analysis. These questions aimed to gather information regarding the following aspects:

- age
- gender
- education
- race
- home language
- period working at the Institution
- position in the Institution
- department of employment
- employee status, and
- marital status

As seen in part 2 of Annexure A, the majority of the participants (35.2%) are in the age group 50 to 59 years of age and the second most are in the age group 30 to 39 years of age (29.5%). Only 12.1% of the participants are younger than 30 years of age.

The majority of the participants are female, with 65.3%, compared to the 34.7% males.

On the educational question, 33.1% indicated that they do have a post-graduate qualification, with 17.8% in possession of a degree. Participants with only grade 12 or a diploma are equal at 21.1%.

The majority of participants are white (82.6%); black and coloured participants are equal at 7.9%, with 1.1% Indian participants.

85.2% of the participants use Afrikaans as their home language, 7.4% use English and 4.8% use Setswana as their home language.

The majority of the participants (33.7%) have been working at the institution for between five and nine years, 31% between one and four years and only 15% have been at the institution for longer than 15 years.

Even though the majority have a post-graduate qualification, only 32.1% of the participants are in managerial positions, with 57.9% in non-managerial positions.

The employees who did participate are employed at approximately 40 different departments across the Potchefstroom Campus. In order to make the research meaningful, the departments with the highest numbers participants were captured and those with only one participant were grouped together and labelled 'other'. 15.8% of the participants are employed at the Unit for Open Distance Learning (UODL), 12.8% at the Library, 9.5% at Residence and Catering Services, 8.9% at Academic Support Services, 7.4% at Financial Services, and 6.8% at Protection Services. All the other departments grouped together accounted for 38.9% of the total population.

Permanent employees account for 97.9% and part-time employees for 2.1% of the total sample size.

Lastly, the research showed that 65.3% of the participants are married, 18.9% single, 9.0% are divorced and 4.2% widowed.

Secondly, an organisational climate questionnaire, as per part 3 of Annexure A, consisting of the following components and 56 questions were asked:

- commitment to the organisation (questions 1 to 5),
- communication in the organisation (questions 6 to 10),
- culture of the organisation (questions 11 to 14),
- employee satisfaction (questions 15 to 22),
- opportunities for development and career growth (questions 23 to 27),
- employee pay and benefits (questions 28 to 32),
- management/leadership (questions 33 to 40),
- performance (questions 421 to 45),

- teamwork (questions 46 to 51), and
- work flexibility (questions 52 to 56).

The following feedback was received from the data.

Factor analysis and reliability

Table 4.1: Commitment to the organisation

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.775	0.0000	63.511	0.852

Component matrix^a

	Component Commitment
Commitment to the organisation [3. I would recommend working at this Institution to others.]	,844
Commitment to the organisation [5. I intend to stay with this organisation for more than 2 years.]	,831
Commitment to the organisation [4. I intend to stay with this organisation for next 2 years.]	,795
Commitment to the organisation [2. The positive things about working at the NWU significantly outnumber the negative.]	,792
Commitment to the organisation [1. I feel a strong sense of attachment to my workplace.]	,717

Coefficient alpha represents internal consistency by computing the average of all split-half reliabilities for a multi-item scale (Zikmund & Babin, 2007:322). Questions 1 to 5 were analysed using principal component exploratory factor analyses with oblimin rotation to explore the underlying factors. One factor was obtained from these questions and was named *commitment to the organisation*. The KMO and Bartlett's test for this factor analysis was 0.775 (should be above 0.5) and 0.000 (should be smaller than 0.05), respectively, indicating that a factor analysis can be done. The percentage variance explained was 63.511%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore

one factor was formed. The reliability for these questions was 0.852, which indicates a high level of reliability.

Table 4.2: Communication in the organisation

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.830	0.000	68.613	0.883

Component matrix^a

	Component Communication
Communication [8. The management team communicates effectively with employees.]	,905
Communication [7. I feel satisfied with the opportunities I have to voice my opinion to members of the management team.]	,864
Communication [9. I can speak freely without fear of reprisal.]	,817
Communication [6. I generally feel informed about issues that affect me.]	,791
Communication [10. The direction and goals of the organisation are communicated to all employees regardless of position.]	,756

Questions 6 to 10 discussed the communication in the organisation. The KMO and Bartlett's test for this factor analysis were 0.830 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 68.613%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. To assess the internal consistency between the items of the questionnaire, Cronbach's alpha coefficients were calculated (Bryman & Bell, 2007:164). The reliability for these questions was 0.883 – also on a high level of reliability.

Table 4.3: Organisational culture

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.748	0.000	58.607	0.750

Component matrix^a

	Component
	Culture
Culture [12. This institution provides a supportive work environment for its employees.]	,846
Culture [14. Employees are treated with respect regardless of their position.]	,802
Culture [11. I feel that there is a spirit of "we're all in this together" in the organisation.]	,796
Culture [13. I enjoy participating in sponsored events and social activities.]	,573

Questions 11 to 14 tested the culture in the organisation as it was perceived by the participants. The KMO and Bartlett's test for this factor analysis was 0.748 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 58.607%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. To assess the internal consistency between the items of the questionnaire, Cronbach's alpha coefficients were calculated (Bryman & Bell, 2007:164). The coefficient varies between 0, which indicates no reliability, to 1, for maximum reliability (Kent, 2007:142) and values below 0.7 can realistically be expected with psychological constructs (Field, 2005:647). The reliability for these questions was 0.750 and therefore on a high level of reliability.

Table 4.4: Employee satisfaction

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.841	0.000	50.070	0.854

Component matrix^a

	Component Employee satisfaction
Employee satisfaction [17. I am satisfied with the management team.]	,819
Employee satisfaction [15. Considering everything, I am satisfied with my employment]	,780
Employee satisfaction [22. My job satisfaction has increased in the time that I have been working at this institution.]	,763
Employee satisfaction [16. Overall, I am satisfied with the core function of my role.]	,717
Employee satisfaction [18. I am satisfied with the policies and procedures.]	,693
Employee satisfaction [19. I am satisfied with the organisational structure.]	,692
Employee satisfaction [20. I am satisfied with the physical working conditions.]	,588
Employee Satisfaction [21. I am satisfied with my co-workers.]	,570

Questions 15 to 22 related to employee satisfaction in the organisation. The KMO and Bartlett's test for this factor analysis were 0.841 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 50.070%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. The reliability for these questions was 0.854. According to Bagozzi (as cited by Field, 2005:647), a value of 0.6 is acceptable, although 0.7 is preferred to indicate a higher level of reliability.

Table 4.5: Opportunities for development and career growth

KMO	Bartlett's Test (p-value)	% Variance explained	Cronbach's alpha
0.815	0.000	54.488	0.789

Component matrix^a

	Component Opportunity for development and career growth
Opportunities for development and career growth [27. Management provides adequate opportunity for training and professional development.]	,810
Opportunities for development and career growth [23. I receive coaching and feedback that supports my career development.]	,780
Opportunities for development and career growth [24. Hiring and/or job promotions within the organisation are fair and reasonable.]	,721
Opportunities for development and career growth [25. I am involved in assignments that stretch my capabilities.]	,711
Opportunities for development and career growth [26. I feel that I have the training necessary to do my job.]	,659

Questions 23 to 27 tested the opportunities for development and career growth in the organisation. The KMO and Bartlett's test for this factor analysis were 0.815 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 54.488%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. The reliability for these questions was 0.789.

Table 4.6: Employee pay and benefits

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.780	0.000	58.116	0.818

Component matrix^a

	Component
	Employee pay & benefits
Employee pay and benefits [31. I am satisfied with my compensation.]	,882
Employee pay and benefits [29. I feel that I receive fair pay for the job that I do.]	,869
Employee pay and benefits [30. The pay is competitive to that of similar organisations.]	,817
Employee pay and benefits [32. I am satisfied with my benefits.]	,649
Employee pay and benefits [28. I am informed about the compensation and benefit programmes.]	,532

Questions 28 to 32 tested how employee pay and benefits in the organisation were perceived by employees and how it influences the organisational climate. The KMO and Bartlett's test for this factor analysis were 0.780 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 58.116%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. The reliability for these questions was 0.818. Again, this indicates a high level of reliability.

Table 4.7: Management/leadership

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.928	0.000	74.331	0.949

Component matrix^a

	Component Management/ leadership
Management/leadership [35. The management team works together to create a sense of teamwork and company spirit.]	,911
Management/leadership [37. I feel that the management team is building a positive work environment.]	,903
Management/leadership [39. I trust the management team.]	,890
Management/leadership [33. I am satisfied with the way the management team works together.]	,875
Management/leadership [34. The management team provides effective leadership for the organisation.]	,871
Management/leadership [38. Direction from management is clear and unambiguous.]	,842
Management/leadership [40. I support decisions made by management.]	,840
Management/leadership [36. Managers at the NWU involve employees in decision-making.]	,755

Questions 33 to 40 were analysed using principal component exploratory factor analyses with oblimin rotation to explore the underlying factors. One factor was obtained from these questions and was named *management/leadership in the organisation*. The KMO and Bartlett's test for this factor analysis were 0.928 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 74.331%. All of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. The reliability for these questions was 0.949, which indicates almost maximum reliability (Kent, 2007:142).

Table 4.8: Performance in the organisation

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.830	0.000	62.633	0.847

Component matrix^a

	Component Performance
Performance [43. I receive constructive feedback about my performance.]	,847
Performance [44. I can see a link between my work and objectives.]	,834
Performance [45. My contributions to the organisation are acknowledged.]	,822
Performance [42. I understand how my performance is appraised.]	,820
Performance [41. I know what is expected of me in my job.]	,608

The analyses of questions 41 to 45 indicated that one factor was obtained from these questions and it was named *performance in the organisation*. The KMO test for this factor was 0.830 and the Bartlett's test 0.000, indicating that a factor analysis can be done. The percentage variance explained was 62.633. The reliability for these questions was 0.847, again indicating a high level of reliability.

Table 4.9: Teamwork in the organisation

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.790	0.000	58.167	0.852

Component matrix^a

	Component
	Teamwork
Teamwork [47. I feel I am part of a team.]	,857
Teamwork [51. The management and employees treat one another with respect.]	,804
Teamwork [49. I understand the nature of the role I play within my team.]	,767
Teamwork [48. My co-workers help each other.]	,765
Teamwork [46. Management encourages collaboration and teamwork.]	,713
Teamwork [50. I prefer to work as part of a team.]	,653

Teamwork in the organisation was tested with questions 46 to 51, using principal component exploratory factor analyses with oblimin rotation to explore the underlying factors. The KMO test was 0.790 and the Bartlett's test for this factor analysis was 0.000, indicating that a factor analysis can be done. The percentage variance explained was 58.167%. One factor could be formed, as it is evident that all these questions loaded above 0. The reliability for these questions has a high level of reliability with 0.852.

Table 4.10: Work flexibility

KMO	Bartlett's test (p-value)	% Variance explained	Cronbach's alpha
0.726	0.000	60.473	0.835

Component matrix^a

	Component Work flexibility
Work flexibility [52. I believe that this Institution is supportive of my life outside of work.]	,848
Work flexibility [53. My work arrangements allow me to balance my personal life with my work.]	,841
Work flexibility [54. Management encourages employees to use their vacation time.]	,791
Work flexibility [56. The numbers of hours I work are satisfactory to me.]	,722
Work flexibility [55. I understand the policies related to overtime and alternate work arrangements.]	,670

Questions 52 to 56 were analysed to test work flexibility in the organisation. The KMO and Bartlett's test for this factor analysis were 0.726 and 0.000, respectively, indicating that a factor analysis can be done. The percentage variance explained was 60.473%. From the component matrix it is seen that all of the questions loaded above 0.3 onto one factor, and therefore one factor was formed. The reliability for these questions was 0.835, which indicates a high level of reliability.

Descriptive statistics for factors

Table 5: Descriptive statistics for factors

Descriptive statistics

	N	Minimum	Maximum	Mean	Std. deviation
Commitment	190	1.20	5.00	4.1158	.70648
Communication	190	1.40	5.00	3.5232	.85089
Culture	190	1.00	5.00	3.5553	.74196
Employee Satisfaction	190	1.50	5.00	3.7914	.64602
Opportunities	190	1.00	5.00	3.5253	.75459
Employee pay & benefits	190	1.00	5.00	3.2242	.80819
Management/ leadership	190	1.50	5.00	3.3421	.86205
Performance	190	1.60	5.00	3.8253	.72753
Teamwork	190	1.00	5.00	3.8193	.69776
Work flexibility	190	1.60	5.00	3.6558	.78427
Valid N (list wise)	190				

Commitment to the organisation had the highest mean of 4.1158, where employee pay and benefits had the lowest mean of 3.2242. This means respondents tended to agree the most were the questions pertaining to commitment and they tend to disagree with the questions pertaining to employee pay and benefits. Performance had the second highest mean of 3.8253 and management/leadership the second lowest mean, with 3.3421. Performance and teamwork also had high means with 3.8253 and 3.8193, respectively. Management/leadership had the second lowest mean with 3.3421, which indicates that employees tend to disagree with the questions on management/leadership. Question 36 asked employees whether they are involved in decision-making. This question had the lowest mean of 3.0947, which indicates that they neither agree nor disagree with this statement. 53.2%, however, felt that management provided effective leadership for the organisation with a mean of 3.5263.

Table 6: Correlations

	Commitment	Communication	Culture	Opportunities	Employee pay & benefits	Performance	Teamwork	Work flexibility	Employee satisfaction	Management/ leadership
Commitment	1.000	.556**	.559**	.506**	.388**	.454**	.523**	.504**	.615**	.517**
Communication	.556**	1.000	.674**	.665**	.445**	.613**	.668**	.610**	.748**	.757**
Culture	.559**	.674**	1.000	.571**	.416**	.432**	.620**	.540**	.710**	.720**
Opportunities	.506**	.665**	.571**	1.000	.458**	.747**	.689**	.626**	.662**	.661**
Employee pay & benefits	.388**	.445**	.416**	.458**	1.000	.409**	.396**	.436**	.461**	.405**
Performance	.454**	.613**	.432**	.747**	.409**	1.000	.602**	.591**	.610**	.534**
Teamwork	.523**	.668**	.620**	.689**	.396**	.602**	1.000	.619**	.738**	.729**
Work flexibility	.504**	.610**	.540**	.626**	.436**	.591**	.619**	1.000	.670**	.592**
Employee satisfaction	.615**	.748**	.710**	.662**	.461**	.610**	.738**	.670**	1.000	.754**
Management/ leadership	.517**	.757**	.720**	.661**	.405**	.534**	.729**	.592**	.754**	1.000

In order to determine whether the effect of the relationship between two constructs is important or meaningful, the size of the effect should be measured. According to Field (2005:32), effect sizes are useful as they provide an objective measurement of the importance of an effect. A correlation of 0 indicates no visible relationship and a value of 1 means a perfect relationship.

According to Field (2005:32), effect sizes can be interpreted according to the following guidelines by Cohen:

- $r = 0.20$ – the effect is small
- $r = 0.50$ – the effect is medium
- $r = 0.80$ – the effect is high

Most of the factors have a medium to high and statistically significant relationship with each other, meaning that the more they agree with one factor, the more they agree with the other factors. This suggests that the more employees are committed, the more employee satisfaction there will be. Employee pay and benefits have on average a low effect and employee satisfaction and management/leadership on average a high effect on the other factors.

ANOVA

Table 7.1.1: Departments

		N	Mean	Std. Deviation	Effect Size					
					Academic Support with	Protection Services with	Library Services with	Finance with	Residence & Catering with	UODL with
Commitment	Academic Support	17	4.2706	.55200						
	Protection Services	13	4.1846	.71862	0.12					
	Library Services	24	4.2417	.70521	0.04	0.08				
	Finance	14	4.2571	.35456	0.02	0.10	0.02			
	Residence & Catering	18	4.0444	.91922	0.25	0.15	0.21	0.23		
	UODL	30	3.8467	.84964	0.50	0.40	0.46	0.48	0.22	
	Other	74	4.1270	.65675	0.22	0.08	0.16	0.20	0.09	0.33
	Total	190	4.1158	.70648						
Communication	Academic Support	17	3.5294	.69979						
	Protection Services	13	3.6000	.90921	0.08					
	Library Services	24	3.5750	.78533	0.06	0.03				
	Finance	14	3.3429	1.00592	0.19	0.26	0.23			
	Residence & Catering	18	3.5444	.83682	0.02	0.06	0.04	0.20		
	UODL	30	3.4067	.96916	0.13	0.20	0.17	0.06	0.14	
	Other	74	3.5676	.83946	0.05	0.04	0.01	0.22	0.03	0.17
	Total	190	3.5232	.85089						
		N	Mean	Std. Deviation	Effect Size					
					Academic Support with	Protection Services with	Library Services with	Finance with	Residence & Catering with	UODL with
Culture	Academic Support	17	3.3971	.61909						
	Protection Services	13	3.8846	.64239	0.76					
	Library Services	24	3.5833	.63274	0.29	0.47				
	Finance	14	3.7321	.81136	0.41	0.19	0.18			
	Residence & Catering	18	3.6111	.82347	0.26	0.33	0.03	0.15		
	UODL	30	3.5417	.73427	0.20	0.47	0.06	0.23	0.08	
	Other	74	3.4831	.78767	0.11	0.51	0.13	0.31	0.16	0.07
	Total	190	3.5553	.74196						
Employee Satisfaction	Academic Support	17	3.7721	.50435						
	Protection Services	13	3.6731	.74046	0.13					
	Library Services	24	3.9792	.64021	0.32	0.41				
	Finance	14	3.7589	.61719	0.02	0.12	0.34			
	Residence & Catering	18	3.8264	.83373	0.07	0.18	0.18	0.08		
	UODL	30	3.6625	.67526	0.16	0.01	0.47	0.14	0.20	
	Other	74	3.8057	.61067	0.06	0.18	0.27	0.08	0.02	0.21
	Total	190	3.7914	.64602						

Table 7.1.1 indicates the effect sizes between the different departments on commitment, communication, culture and employee satisfaction. On average, there is a medium size effect between most of the departments and the UODL department on commitment. Low effects were calculated for all the other departments with each other. This means that there is no practically significant difference in the way they answer the questions.

Table 7.1.2: Departments

		N	Mean	Std. Deviation	Effect Size					
					Academic Support with	Protection Services with	Library Services with	Finance with	Residence & Catering with	UODL with
Opportunities	Academic Support	17	3.4471	.73665						
	Protection Services	13	3.6308	.79097	0.23					
	Library Services	24	3.7000	.54693	0.34	0.09				
	Finance	14	3.3000	.82555	0.18	0.40	0.48			
	Residence & Catering	18	3.7222	.65129	0.37	0.12	0.03	0.51		
	UODL	30	3.2400	.95035	0.22	0.41	0.48	0.06	0.51	
	Other	74	3.5784	.71429	0.18	0.07	0.17	0.34	0.20	0.36
	Total	190	3.5253	.75459						
Employee Pay & Benefits	Academic Support	17	3.0941	.80659						
	Protection Services	13	3.1385	.73659	0.05					
	Library Services	24	3.2500	.86326	0.18	0.13				
	Finance	14	3.2143	.81322	0.15	0.09	0.04			
	Residence & Catering	18	3.6000	.98219	0.52	0.47	0.36	0.39		
	UODL	30	3.2000	.64112	0.13	0.08	0.06	0.02	0.41	
	Other	74	3.1811	.82240	0.11	0.05	0.08	0.04	0.43	0.02
	Total	190	3.2242	.80819						
		N	Mean	Std. Deviation	Effect Size					
					Academic Support with	Protection Services with	Library Services with	Finance with	Residence & Catering with	UODL with
Management/ Leadership	Academic Support	17	3.3603	.76019						
	Protection Services	13	3.6058	.60348	0.32					
	Library Services	24	3.3542	.98609	0.01	0.26				
	Finance	14	3.0536	.79165	0.39	0.70	0.30			
	Residence & Catering	18	3.5833	.81009	0.28	0.03	0.23	0.65		
	UODL	30	3.1792	.93581	0.19	0.46	0.18	0.13	0.43	
	Other	74	3.3497	.87463	0.01	0.29	0.00	0.34	0.27	0.18
	Total	190	3.3421	.86205						
Performance	Academic Support	17	3.7294	.59557						
	Protection Services	13	3.8769	.61394	0.24					
	Library Services	24	3.9917	.65270	0.40	0.18				
	Finance	14	3.5429	.79780	0.23	0.42	0.56			
	Residence & Catering	18	4.1222	.53639	0.66	0.40	0.20	0.73		
	UODL	30	3.7200	.85274	0.01	0.18	0.32	0.21	0.47	
	Other	74	3.8081	.75738	0.10	0.09	0.24	0.33	0.41	0.10
	Total	190	3.8253	.72753						

Table 7.1.2 indicates the effect sizes between the different departments on opportunities, employee pay and benefits, management/leadership and performance. There was a medium effect size between Academic Support, Protection Services, Library Services and Finance Department. with Residence and Catering on opportunities and employee pay and benefits, between Protection services and Finance on management/leadership, and between Finances and Residence and catering on performance.

Table 7.1.3: Departments

		N	Mean	Std. Deviation	Effect Size					
					Academic Support with	Protection Services with	Library Services with	Finance with	Residence & Catering with	UODL with
Teamwork	Academic Support	17	3.9510	.54251						
	Protection Services	13	3.9615	.54072	0.02					
	Library Services	24	3.8681	.67024	0.12	0.14				
	Finance	14	3.4881	.51666	0.85	0.88	0.57			
	Residence & Catering	18	3.9352	.70046	0.02	0.04	0.10	0.64		
	UODL	30	3.7722	.59449	0.30	0.32	0.14	0.48	0.23	
	Other	74	3.8018	.81867	0.18	0.20	0.08	0.38	0.16	0.04
	Total	190	3.8193	.69776						
Work Flexibility	Academic Support	17	3.6235	.68514						
	Protection Services	13	3.7077	.64609	0.12					
	Library Services	24	3.7417	.58823	0.17	0.05				
	Finance	14	3.6714	.66844	0.07	0.05	0.11			
	Residence & Catering	18	3.8556	.78757	0.29	0.19	0.14	0.23		
	UODL	30	3.1400	.91899	0.53	0.62	0.65	0.58	0.78	
	Other	74	3.7838	.78322	0.20	0.10	0.05	0.14	0.09	0.70
	Total	190	3.6558	.78427						

Table 7.1.3 discusses the effect size between the different departments on teamwork and work flexibility.

There was a large effect size between Academic Support and Protection Services, with Finances. There was a medium effect size between Academic Support, Protection Services, Library Services and Finance with UODL, and a high effect size between Residence and Catering and UODL on work flexibility. This suggests that these departments had a practically significant difference in the way they answered the questions.

Table 8: Gender

Gender		N	Mean	Std. deviation	Std. error mean	Effect size
Commitment	Female	124	4.0903	.73974	.06643	0.10
	Male	66	4.1636	.64202	.07903	
Communication	Female	124	3.4290	.86774	.07793	0.31
	Male	66	3.7000	.79479	.09783	
Culture	Female	124	3.5423	.77808	.06987	0.05
	Male	66	3.5795	.67391	.08295	
Employee satisfaction	Female	124	3.7440	.67019	.06018	0.20
	Male	66	3.8807	.59260	.07294	
Opportunities	Female	124	3.4339	.77971	.07002	0.34
	Male	66	3.6970	.67777	.08343	
Employee pay benefits	Female	124	3.2323	.85972	.07720	0.03
	Male	66	3.2091	.70726	.08706	
Management leadership	Female	124	3.2530	.88854	.07979	0.29
	Male	66	3.5095	.78945	.09717	
Performance	Female	124	3.7532	.73390	.06591	0.28
	Male	66	3.9606	.70096	.08628	
Teamwork	Female	124	3.7218	.74284	.06671	0.38
	Male	66	4.0025	.56500	.06955	
Work flexibility	Female	124	3.6048	.83791	.07525	0.18
	Male	66	3.7515	.66754	.08217	

The effect size between females and males was on average small, and in some cases, such as culture, commitment and employee pay and benefits almost 0.

This indicates that there was no practically significant difference between females and males in the way they answered the questions.

Table 9.1.1: Qualification

Qualifications		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum			
						Lower Bound	Upper Bound			Grade 12 with	Diploma with	Degree with
Commitment	Grade 12	40	4.2100	.60417	.09553	4.0168	4.4032	2.40	5.00			
	Diploma	40	4.1800	.78420	.12399	3.9292	4.4308	1.20	5.00	0.04		
	Degree	34	4.1235	.80305	.13772	3.8433	4.4037	1.40	5.00	0.11	0.07	
	Post Degree	63	4.0857	.68788	.08666	3.9125	4.2590	2.40	5.00	0.18	0.12	0.05
	Total	177	4.1424	.71228	.05354	4.0367	4.2480	1.20	5.00			
Communication	Grade 12	40	3.6400	.86196	.13629	3.3643	3.9157	2.00	5.00			
	Diploma	40	3.6250	.91952	.14539	3.3309	3.9191	1.40	5.00	0.02		
	Degree	34	3.5059	.96388	.16530	3.1696	3.8422	1.80	5.00	0.14	0.12	
	Post Degree	63	3.4762	.76067	.09584	3.2846	3.6678	1.40	4.80	0.19	0.16	0.03
	Total	177	3.5525	.85759	.06446	3.4253	3.6798	1.40	5.00			

Qualifications		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum			
						Lower Bound	Upper Bound			Grade 12 with	Diploma with	Degree with
Culture	Grade 12	40	3.6938	.66141	.10458	3.4822	3.9053	2.00	5.00			
	Diploma	40	3.8313	.79741	.12608	3.5762	4.0863	1.00	5.00	0.17		
	Degree	34	3.5147	.79996	.13719	3.2356	3.7938	1.75	5.00	0.22	0.40	
	Post Degree	63	3.3611	.71530	.09012	3.1810	3.5413	1.50	5.00	0.47	0.59	0.19
	Total	177	3.5720	.75714	.05691	3.4597	3.6843	1.00	5.00			
Employee Satisfaction	Grade 12	40	3.9031	.61465	.09718	3.7066	4.0997	2.50	5.00			
	Diploma	40	3.9531	.63213	.09995	3.7510	4.1553	2.50	5.00	0.08		
	Degree	34	3.6985	.77735	.13331	3.4273	3.9698	1.50	5.00	0.26	0.33	
	Post Degree	63	3.7103	.61394	.07735	3.5557	3.8649	2.00	5.00	0.31	0.38	0.02
	Total	177	3.8065	.65644	.04934	3.7091	3.9039	1.50	5.00			

Table 9.1.2: Qualification

Qualification		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum			
						Lower Bound	Upper Bound			Grade 12 with	Diploma with	Degree with
Opportunities	Grade 12	40	3.5650	.81510	.12888	3.3043	3.8257	1.00	4.80			
	Diploma	40	3.6000	.67785	.10718	3.3832	3.8168	2.00	5.00	0.04		
	Degree	34	3.4824	.87264	.14966	3.1779	3.7868	1.80	5.00	0.09	0.13	
	Post Degree	63	3.5460	.71501	.09008	3.3660	3.7261	1.80	5.00	0.02	0.08	0.07
	Total	177	3.5503	.75725	.05692	3.4380	3.6626	1.00	5.00			
Employee Pay & Benefits	Grade 12	40	3.1550	.77854	.12310	2.9060	3.4040	1.60	4.60			
	Diploma	40	3.4200	.86860	.13734	3.1422	3.6978	1.40	5.00	0.31		
	Degree	34	3.2529	.77116	.13225	2.9839	3.5220	1.40	5.00	0.13	0.19	
	Post Degree	63	3.1333	.84319	.10623	2.9210	3.3457	1.00	4.60	0.03	0.33	0.14
	Total	177	3.2260	.82241	.06182	3.1040	3.3480	1.00	5.00			

Qualification		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum			
						Lower Bound	Upper Bound			Grade 12 with	Diploma with	Degree with
Management/ Leadership	Grade 12	40	3.4813	.69772	.11032	3.2581	3.7044	1.50	4.38			
	Diploma	40	3.5625	.78905	.12476	3.3102	3.8148	1.50	5.00	0.10		
	Degree	34	3.2132	.99360	.17040	2.8666	3.5599	1.63	5.00	0.27	0.35	
	Post Degree	63	3.2282	.94227	.11871	2.9909	3.4655	1.63	5.00	0.27	0.35	0.02
	Total	177	3.3581	.87565	.06582	3.2282	3.4879	1.50	5.00			
Performance	Grade 12	40	3.8350	.64671	.10225	3.6282	4.0418	2.40	5.00			
	Diploma	40	3.8300	.77599	.12269	3.5818	4.0782	1.60	5.00	0.01		
	Degree	34	3.8176	.77439	.13281	3.5474	4.0878	2.20	5.00	0.02	0.02	
	Post Degree	63	3.8698	.75874	.09559	3.6788	4.0609	1.60	5.00	0.05	0.05	0.07
	Total	177	3.8429	.73606	.05533	3.7338	3.9521	1.60	5.00			

Table 9.1.3: Qualification

Qualifications		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum			
						Lower Bound	Upper Bound			Grade 12 with	Diploma with	Degree with
Teamwork	Grade 12	40	3.8292	.71461	.11299	3.6006	4.0577	1.00	5.00			
	Diploma	40	3.7458	.80948	.12799	3.4870	4.0047	1.00	5.00	0.10		
	Degree	34	3.8529	.72098	.12365	3.6014	4.1045	2.00	5.00	0.03	0.13	
	Post Degree	63	3.8704	.65886	.08301	3.7044	4.0363	2.00	5.00	0.06	0.15	0.02
	Total	177	3.8296	.71487	.05373	3.7235	3.9356	1.00	5.00			
Work Flexibility	Grade 12	40	3.7950	.80190	.12679	3.5385	4.0515	1.80	5.00			
	Diploma	40	3.7850	.77577	.12266	3.5369	4.0331	2.20	5.00	0.01		
	Degree	34	3.6235	.82354	.14124	3.3362	3.9109	1.80	5.00	0.21	0.20	
	Post Degree	63	3.5397	.81172	.10227	3.3353	3.7441	1.60	5.00	0.31	0.30	0.10
	Total	177	3.6689	.80509	.06051	3.5495	3.7884	1.60	5.00			

Tables 9.1.1, 9.1.2 and 9.1.3 show the relationship between the different qualification levels. There was a medium effect size of 0.47 between the employees with only grade 12 and employees with post-graduate qualifications regarding the questions on culture. This means the employees with grade 12 and those with post-graduate qualifications, in practice, had a practically significant difference in the way they answered the questions. Employees with grade 12, in practice, agreed more with the questions on culture than the ones with post-graduate qualifications, with means of 3.6938 and 3.3611, respectively. There was also a medium effect size of 0.59 between employees with a diploma and those with a post-graduate qualification, which also means that they had a practically significant difference in the way they answered the questions. Employees with diplomas also, in practice, agreed more with the question on culture than those with post-graduate qualifications, with means of 3.8313 and 3.3611, respectively.

Table 10.1.1: Position in the organisation

Position		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum		
						Lower Bound	Upper Bound			Managerial with	Non-Managerial with
Commitment	Managerial	61	4.1377	.71511	.09156	3.9546	4.3209	2.40	5.00		
	Non-Managerial	110	4.1018	.71920	.06857	3.9659	4.2377	1.20	5.00	0.05	
	Other	19	4.1263	.63319	.14526	3.8211	4.4315	2.40	5.00	0.02	0.03
	Total	190	4.1158	.70648	.05125	4.0147	4.2169	1.20	5.00		
Communication	Managerial	61	3.5836	.73421	.09401	3.3956	3.7716	2.20	5.00		
	Non-Managerial	110	3.5164	.92404	.08810	3.3417	3.6910	1.40	5.00	0.07	
	Other	19	3.3684	.77248	.17722	2.9961	3.7407	1.40	4.60	0.28	0.16
	Total	190	3.5232	.85089	.06173	3.4014	3.6449	1.40	5.00		

Position		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum		
						Lower Bound	Upper Bound			Managerial with	Non-Managerial with
Culture	Managerial	61	3.3811	.72687	.09307	3.1950	3.5673	1.50	5.00		
	Non-Managerial	110	3.6318	.75549	.07203	3.4891	3.7746	1.00	5.00	0.33	
	Other	19	3.6711	.64038	.14691	3.3624	3.9797	2.25	5.00	0.40	0.05
	Total	190	3.5553	.74196	.05383	3.4491	3.6614	1.00	5.00		
Employee Satisfaction	Managerial	61	3.7807	.62026	.07942	3.6219	3.9396	2.00	5.00		
	Non-Managerial	110	3.7920	.67459	.06432	3.6646	3.9195	1.50	5.00	0.02	
	Other	19	3.8224	.58529	.13427	3.5403	4.1045	2.63	5.00	0.07	0.04
	Total	190	3.7914	.64602	.04687	3.6990	3.8839	1.50	5.00		

Table 10.1.1 explains the effect size between employees on different levels in the organisation on commitment, communication, culture and employee satisfaction. There was a medium effect size of 0.40 between employees in managerial positions and others in practice regarding the question on culture. This means that the employees in managerial positions and the employees in other positions in practice had a practically significant difference in the way they answered the questions. Employees in other positions in practice agreed more with the questions on culture than the employees in managerial positions, with means of 3.6711 and 3.3811, respectively. In employee satisfaction, the effect sizes are almost 0, indicating that there is no practically significant difference in the way they answered the questions.

Table 10.1.2: Position in the organisation

Position		N	Mean	Std. deviation	Std. Error	95% confidence interval for mean		Minimum	Maximum		
						Lower Bound	Upper Bound			Managerial with	Non-managerial with
Opportunities	Managerial	61	3.5639	.61483	.07872	3.4065	3.7214	2.20	4.80		
	Non-managerial	110	3.5055	.84797	.08085	3.3452	3.6657	1.00	5.00	0.07	
	Other	19	3.5158	.59746	.13707	3.2278	3.8038	2.20	4.20	0.08	0.01
	Total	190	3.5253	.75459	.05474	3.4173	3.6333	1.00	5.00		
Employee pay & benefits	Managerial	61	3.2393	.91128	.11668	3.0060	3.4727	1.00	5.00		
	Non-managerial	110	3.2236	.78084	.07445	3.0761	3.3712	1.40	5.00	0.02	
	Other	19	3.1789	.62856	.14420	2.8760	3.4819	2.20	4.00	0.07	0.06
	Total	190	3.2242	.80819	.05863	3.1086	3.3399	1.00	5.00		

Position		N	Mean	Std. deviation	Std. error	95% confidence interval for mean		Minimum	Maximum		
						Lower bound	Upper bound			Managerial with	Non-Managerial with
Management leadership	Managerial	61	3.3791	.81744	.10466	3.1697	3.5885	1.63	5.00		
	Non-managerial	110	3.3261	.91200	.08696	3.1538	3.4985	1.50	5.00	0.06	
	Other	19	3.3158	.72931	.16731	2.9643	3.6673	2.00	4.38	0.08	0.01
	Total	190	3.3421	.86205	.06254	3.2187	3.4655	1.50	5.00		
Performance	Managerial	61	4.0230	.65939	.08443	3.8541	4.1918	2.40	5.00		
	Non-managerial	110	3.6945	.76947	.07337	3.5491	3.8400	1.60	5.00	0.43	
	Other	19	3.9474	.52001	.11930	3.6967	4.1980	2.20	4.80	0.11	0.33
	Total	190	3.8253	.72753	.05278	3.7211	3.9294	1.60	5.00		

Table 10.1.2 explains the effect size between employees on different levels in the organisation on opportunities for development and career growth, employee pay and benefits, management/leadership and performance. There was a medium effect size of 0.43 between employees in managerial positions and employees in non-managerial positions regarding the questions on performance. This means that the employees in managerial positions and those in non-managerial positions, in practice, had a practically significant difference in the way they answered the questions. Employees in managerial positions agreed more with the questions on performance than those in non-managerial positions, with means of 4.0230 and 3.6945, respectively. Regarding the *other* factor, again the size effect is almost 0, indicating that there is no practically significant difference in the way they answered the questions.

Table 10.1.3: Position in the organisation

Position		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum		
						Lower Bound	Upper Bound			Managerial with	Non-Managerial with
Teamwork	Managerial	61	3.8852	.59670	.07640	3.7324	4.0381	2.00	5.00		
	Non-Managerial	110	3.7803	.78562	.07491	3.6318	3.9288	1.00	5.00	0.13	
	Other	19	3.8333	.40445	.09279	3.6384	4.0283	3.33	4.83	0.09	0.07
	Total	190	3.8193	.69776	.05062	3.7194	3.9192	1.00	5.00		
Work Flexibility	Managerial	61	3.6000	.71181	.09114	3.4177	3.7823	2.00	5.00		
	Non-Managerial	110	3.6600	.86546	.08252	3.4965	3.8235	1.60	5.00	0.07	
	Other	19	3.8105	.44459	.10200	3.5962	4.0248	3.00	5.00	0.30	0.17
	Total	190	3.6558	.78427	.05690	3.5436	3.7680	1.60	5.00		

Table 10.1.3 explains the effect size between employees on different levels in the organisation on teamwork and work flexibility. There was a medium effect size of 0.30 between employees in managerial positions and others, in practice, regarding the questions on work flexibility. This means that the employees in managerial positions and the employees in other positions, in practice, had a practically significant difference in the way they answered the questions. Employees in other positions, in practice, agreed more with the questions on work flexibility than employees in managerial positions, with means of 3.8105 and 3.600, respectively. In work flexibility, the effect sizes are almost 0, indicating that there is no practically significant difference in the way they answered the questions.

3.3 CHAPTER SUMMARY

According to Levine *et al.* (2014:363), both good and bad results should be documented.

This research received 190 feedbacks from questionnaires electronically sent to 639 employees working at the different support services departments at the Potchefstroom Campus of the North-West University.

Questions were divided into ten different themes and a total of 56 questions had to be answered by voluntary participants. The completed questionnaires were then electronically submitted to the Statistical Consultations Services department of the Potchefstroom Campus where the analyses were conducted with the use of an IBM SPSS statistics program.

Questions concerning commitment, communication, culture, employee satisfaction, opportunities for development and career growth, employee pay and benefits, management/leadership, performance, teamwork and work flexibility were asked to test the hypotheses as set out in Chapter 1.

The biographical section of the questionnaire revealed that the majority of the participants are in the age group 50 to 59 years of age, the majority are females and the majority has a post-graduate qualification.

The majority of the participants are white with Afrikaans as their home language.

The study also revealed that the majority of the participants have been working for the institution for between five and nine years and the majority is in non-managerial positions.

The participants are deployed between approximately 40 different departments and 98% of the participants are permanently employed by the Institution.

Lastly, the research showed that 65.3% of the participants are married, 18.9% single, 9.0% are divorced and 4.2% widowed.

From the organisational climate questionnaire, only the questions with effect sizes larger than 0.40 were discussed. Effect sizes lower than 0.40, in practice, had no practically significant difference in the way they answered the questions.

Commitment to the organisation had the highest mean of 4.1158, which indicates that the respondents agreed the most with the questions regarding commitment. On the questions regarding employee pay and benefits, the respondents tend to disagree and the lowest mean of 3.2242 was recorded for this factor. The second lowest factor respondents tended to disagree on was management/leadership, with a mean of 3.3421, which could be an indication of different management/leadership styles perceived by the employees in different departments.

All the factors on the correlations table have a medium and statistically significant relationship with each other. Management/leadership and employee satisfaction, however, have a high statistically significant relationship with each other, suggesting that the better the management/leadership, the more employee satisfaction there will be. This again highlights the importance of effective management and leadership in the organisation.

The effect sizes were also tested between the different departments, gender, qualification of participants and position in the organisation.

Within the factor *culture*, there was a large effect size of 0.76 between the Academic Support Department and Protection Services, suggesting different cultures in these departments. There was also a high effect size of 0.70 between Protection Services and the Finance Department on the factor of management/leadership, with Protection Services with a means of 3.6058, agreeing more with this factor than the Finance Department.

The effect size between the different genders was very almost 0, indicating that there is no practically significant difference in the way men and women answered the questions.

The only factor where qualifications had a medium-sized effect, was in the culture factor; all the other effect sizes were insignificant.

Position also only played a role in culture and performance, with a medium effect size between managerial and other employees.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

In Chapter 3, deductions were made regarding the theoretical objectives and the empirical research undertaken and a discussion followed regarding the relationship between commitment to the organisation, communication in the organisation, employee satisfaction, opportunities for development and career growth, employee pay and benefits, management/leadership, performance, teamwork and work flexibility, and the influence that these factors could have on the organisational climate at a tertiary institution. In this last chapter, conclusions on the hypotheses will be made, limitations of the study will be noted and recommendations will be made regarding proposed future and further research to be undertaken.

4.2 CONCLUSIONS MADE FROM FINDINGS

The primary research objective was to predict what factors could influence the organisational climate and employee satisfaction in the support services departments at a tertiary institution.

This primary objective was reached by means of the successful completion of the secondary objectives. This came from establishing a theoretical base of all the constructs named above and organisational climate, sourcing documented and authenticated measuring instruments to measure both the constructs and organisational climate, and compiling a single survey, consisting of biographical details as well as 56 questions on all the above constructs.

Furthermore, the relationships between the nine constructs and organisational climate were empirically tested by attaining primary data from an appropriate unbiased sample and statistically analysing it, allowing us to statistically ascertain which constructs have the strongest relationship with organisational climate and to make recommendations to management on how to improve the organisational climate based on the findings.

4.3 HYPOTHESES' ACCEPTANCE OR REJECTION

With regard to the research hypotheses as listed in 1.5.3, the following can be noted:

H1: The commitment questionnaire is a reliable measurement instrument for organisational climate. This hypothesis can be accepted, as the Cronbach's alpha value was 0.852, as shown in Table 4.1, which indicates that the measuring instrument is reliable.

H2: The communication questionnaire is a reliable measurement instrument for organisational climate. This hypothesis can be accepted, as the Cronbach's alpha value was noted as 0.883, as indicated in Table 4.2, which indicates that the measuring instrument is reliable.

H3: Table 4.3 indicated that there is a significant positive relationship between culture and organisational climate. This hypothesis can be accepted, as the Cronbach's alpha value was 0.750, indicating a reliable measurement.

H4: There is a significant positive relationship between employee satisfaction and organisational climate with a Cronbach's alpha value of 0.854, as indicated by Table 4.4, indicating a reliable measurement.

H5: There is a significant positive relationship between development and growth opportunities and organisational climate, and this hypothesis can be accepted.

H6: There is a significant positive relationship between employee remuneration and organisational climate, and this hypothesis can be accepted, with a Cronbach's alpha value of 0.818, as indicated by Table 4.6.

H7: There is a significant positive relationship between management/leadership and organisational climate, and this hypothesis can also be accepted. The Cronbach's alpha value was 0.949, which indicates a high reliability.

H8: There is a significant positive relationship between performance and organisational climate and this hypothesis can be accepted. The Cronbach's alpha value was 0.847, as indicated by Table 4.8.

H9: A significant positive relationship between teamwork and organisational climate exists, and this hypothesis can be accepted.

H10: Lastly, a significant positive relationship exists between work flexibility and organisational climate, with a Cronbach's alpha value of 0.835. This hypothesis can also be accepted.

4.4 LIMITATIONS OF THE STUDY

The following limitations to this study were identified:

- The majority of the sample was white Afrikaans-speaking employees, and the majority were females. This only allowed for the difference between genders to be comparable and therefore limiting further statistical analyses and the possibility for further correlations.
- The fact that the results obtained were all from a single organisation in South Africa also limited generalisations about the general South African population.

4.5 RECOMMENDATIONS

4.5.1 Climate survey tips

The first step in improving organisational climate is to administer a climate inventory or survey. A survey can point out areas of concern and establish criteria against which improvement can be measured. Results obtained from this survey can also be a means to increased communication in the organisation. (Paris & Schutt, 2004:11)

The decision as to whether or not to conduct a climate survey should be made very carefully, as surveys are not helpful in all situations.

If there is a possibility that little or no potential to take corrective action exists, a survey should not be conducted. In such a situation, a survey could highlight the problems, creating more cynicism and do more harm than good (Paris & Schutt, 2004:11).

A survey could, however, be helpful as a launching step if there are people in the organisation who are committed to improve the climate.

According to Haffner (cited by Paris & Schutt, 2004:11), surveys can be effectively used as a means of improving the climate and communicating with members of the organisation.

Recommendations are done in two parts. The first part consists of recommendations specific to the organisation where the empirical survey was done, based on the results from the survey.

The second section consists of recommendations regarding possible future research to be undertaken to fill the gaps.

4.5.2 Organisation specific

This research has shown a positive organisation climate to be a predictor of employee satisfaction, and therefore management could optimise employee satisfaction by creating a positive organisational climate.

This dissertation aims to offer management insight into the factors that have an influence on the organisational climate, what factors determine productivity, positive and happy employees, and which factors have an influence on staff retention. Management will be in a position to take reactive steps and to create a positive organisational climate by reducing the factors that have a negative influence on the organisational climate.

Organisational climate enhances employees' performance and refers to members' perceptions about how a certain organisation deals with its employees and external environment. Organisational climate is positively related to job satisfaction and job commitment. This climate can be created if the managers/leaders are properly equipped and empowered, which can be reached by investing in the development of the leaders and managers. Managers must not be appointed on the basis of qualifications only, but they should also have leadership and managerial skills and abilities.

Although Herzberg's theory has elicited much criticism, his view that job satisfaction lies in the task itself is valuable. According to Nel and Werner (2014:271), management often makes the mistake to think that fair treatment, pleasant working conditions, above-average remuneration, and outstanding fringe benefits will be a motivator. Although these factors are important, they

seldom give rise to productivity, as they do not contribute towards an employee's enjoyment of the job.

It is therefore recommended that management administers a climate inventory or survey to identify areas of concern and establish criteria against which improvement can be measured. This will also assist to increase communication in the organisation (Paris & Schutt, 2004:11).

4.5.3 Future research

This study concentrated on the support services departments at one tertiary institution in one province. This research could also be done at the other two campuses of the same institution and even at other tertiary institutions country-wide to make a suitable comparison between the organisational climates at the different institutions. The University is currently going through a restructuring process and this study might need to be repeated once the process has been finalised.

4.6 CHAPTER SUMMARY

In this final chapter, conclusions on the hypotheses were made, limitations of the study were noted and recommendations were made as to future research to be conducting on this interesting topic.

The study revealed that all hypotheses could be accepted and that the measuring instruments used were reliable.

Recommendations were made to assist management in creating a positive organisational climate to ensure employee satisfaction and a more productive workforce.

Future research on all three campuses, once the restructuring process has been completed, is recommended to test the organisational climate of the University as a whole.

5. BIBLIOGRAPHY

Bickman, L. & Rog, D.J. 2008. The handbook of applied social research methods. 2nd ed. Thousand Oaks CA: Sage Publication: 235-236

Bryman, A. & Bell, E. 2007. Business research methods. 2nd ed. New York, NY: Oxford University Press

Castro, M.L. & Martins, N. 2009. The relationship between organisational climate and employee satisfaction in a South African information and technology organisation. University of South Africa. Pretoria. Date of access: 2016/03/10.

Cherniss, C., Goleman, D., Emmerling, R. & Adler, M. 1998. Bringing emotional intelligence to the workplace: A technical report issued by the Consortium for Research on Emotional Intelligence in Organizations.

http://www.eiconsortium.org/reports/technical_report.html Date of Access: 2015/11/18.

Coetsee, L.D. 2011. Peak performance and productivity: A practical guide for the creation of a motivating climate. Andcork Publishers.

Cohen, A. & Keren, D. 2010. Does climate matter? An examination of the relationship between organisational climate and OCB among Israeli teachers. *The Service Industries Journal*. School of political science, University of Haifa, Israel. 30(2):247-263, Feb.

Cooper, R.K. 2015. Applying emotional Intelligence in the workplace. Training and development. <http://www.eric.ed.gov/?id=EJ55024> Date of access 2015/11/18.

Downes, C. F. 2011. Work-life balance policies: The use of flexitime within a South African organisation. http://dspace.nwu.ac.za/bitstream/handle/10394/5550/Downes_CF.pdf?seq. Date of access: 2016/08/14.

Essays UK. 2013. Factors affecting organizational climate and retention business essay. <http://www.ukessays.com/essays/business/factors-affecting-organizational-climate-and-retention-business-essay.php?cref=1>. Date of access: 2016/03/10.

Fatima, M., Shafique, M., Qadeer, F. & Ahmad, R. 2015. HR practices and employee performance relationship in higher education: Mediating role of job

embeddedness, perceived organisational support and trust. *Pakistan Journals of Statistics & Operational Research*: 421-439

Field, A. 2009. *Discovering statistics using SPSS*. 3rd ed. London: Sage Publications.

Flanagan, N. & Finger, J. 2000. Just about *everything* a manager needs to know in South Africa. Zebra Press, Cape Town.

Govaerts, N., Kyndt, E., Dochy, F. & Baert, H. 2011. Influence of learning and working climate on the retention of talented employees, *Journal of Workplace Learning*, 23(1):35-55.

<http://www.emeraldinsight.com/doi/full/10.1108/13665621111097245>. Date of access: 2015/11/20.

Gray, R. 2007. A climate of success. *Creating the right organizational climate for high performance*. 1st ed. Butterworth-Heinemann. Oxford.

Igalens, J. & Roussel, P. 1999. A study of the relationship between compensation package, work motivation and job satisfaction, *Journal of Organizational Behaviour*. 20(7)1003-1025.

Kent, R. 2007. *Marketing research: Approaches, methods, and applications in Europe*. London. Thompson Learning.

Klem, C. & Schlechter, A.F. 2008. The relationship between leader emotional intelligence and psychological climate: An exploratory study. Department of Industrial Psychology, University of Stellenbosch, Republic of South Africa: 9-24

Levine, D.M., Stephan, D.F. & Szabat, K.A. 2014. *Statistics for managers. Using Microsoft Excel*. 7th ed. Pearson.

McKenna, E. 2012. *Business psychology and organisational behaviour*. 5th ed. Psychology Press.

McShane, S.L. & Von Glinow, M. 2010. *Organizational behaviour: Emerging knowledge and practice for the real world*. 5th ed. New York: McGraw-Hill.

Mol, A. 2001. *Help! Ek is 'n bestuurder*. 6th ed. Tafelberg Publishers, Cape Town.

Nel, P.S. & Werner, S. 2014. *Human resource management*. 9th ed. Oxford University Press.

Naicker, N. 2008. Organizational culture and employee commitment: A case study. Durban. University of Technology.

Omolayo, B.O. & Ajila, C.K. 2012. Leadership styles and organizational climate as determinants of job involvement and job satisfaction of workers in tertiary institutions. Department of Psychology, Ekiti State University, Ado-Ekiti. Nigeria. 1(3):29-36.

Paris, K. & Schutt, D. 2004. Improving climate from where you are right now Version 1.2, S. [http://www.Campus Climate.htm](http://www.CampusClimate.htm). Date of access: 2016/07/15.

Punia, V., Punia, B.K. & Dhull, I.A. 2014. An exploration of managerial skills and organisational climate in the educational services. *Journal of Services Research*, 4(1):142-144 (Apr to Sept).

Questionnaires. <http://www.researchproposalsforhealthprofessionals.com/questionnaires.htm>. Date of access: 2015/11/19.

Salahuddin, A.F., Khan, M.M.A., Ullah, M.O. & Jahan, N. 2015. Job satisfaction and University Administrative staffs: An exploratory study. *Journal of Applied Quantitative Methods*, 10:27-39, Winter.

Slocum, J.W. & Hellriegel, D. 2011. Principles of organizational behaviour. 13th ed. South-Western, Cengage Learning.

Smeenk, S., Teelken, C., Eisinga, R. & Doorewaard, H. 2009. Managerialism, organisational commitment, and quality of job performance among European University Employees. *Research in Higher Education*, Sept 2009, 50(6):589-607.

Smerek, R. E. & Peterson, M. 2007. Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education*, 48(2):229-250.

Tiwara, U. 2014. Organisational climate in higher education institutions of Madhya Pradesh. *Management and Technology*, 3(0):1-6, Oct.

Trochim, W. & Donnelly, J.P. 2007. The research methods knowledge base. 3rd ed. Cincinnati, OH. Atomic Dog Publishing.

Venkatesh Organization. n.d. Organizational climate: Meaning, characteristics and factors. <http://www.yourarticlelibrary.com/organisational-climate-meaning-characteristics-and-factors/53226/>. Date of access: 2016/03/10.

Walliman, N.S.R. 2011. Research methods: The basics. New York, NY: Talor & Francis.

Weare, K., Bryant, I., Paul, M., Woollard, J., Ratcliffe, M., Swann, J., Prosser, J. & Lees, S. 2004. Research methods support for masters level students in the School of Education. Part 1. University of South Hampton

Welman, C., Kruger, F. & Mitchell, B. 2011. Research methodology. 3rd ed. Oxford University Press. South Africa.

Werner, A., Bagraim, J., Cunningham, P., Potgieter, T. & Viedge, C. 2016 Organisational behaviour. 2016. *A contemporary South African Perspective*. 4th ed. Van Schaik.

Zhang, J. 2010. Organizational climate and its effect on organizational variables: An empirical study. (2)2. School of Management and Economics. Beijing Institute of Technology, Beijing. China.

APPENDIX A: Questionnaire

Part 1: Biographical Questionnaire

The following information is requested in order for meaningful analysis

Please tick the appropriate box:

1. AGE

- ☐ 1. Under 20 ☐ 2. 20 – 29 years ☐ 3. 30 – 39 years ☐ 4. 40 – 49 years ☐ 5. 50 – 59 years
☐ 6. 60 and older

2. GENDER:

- ☐ 1. Female ☐ 2. Male

3. EDUCATIONAL QUALIFICATION (Please mark highest level of education)

- ☐ 1. Grade 11 or lower. ☐ 2. Grade 12 (Matric) ☐ 3. Post Matric Qualification (Diploma)
☐ 4. University Degree ☐ 5. Post Graduate degree

4. RACE

- ☐ 1. Black ☐ 2. Coloured ☐ 3. Indian ☐ 4. Asian ☐ 5. White
☐ 6. Other (please specify) _____

5. HOME LANGUAGE

- ☐ 1. Afrikaans ☐ 2. English ☐ 3. Setswana ☐ 4. Sesotho ☐ 5. isiXhosa
☐ 6. isiZulu ☐ 7. Other (please specify) _____

6. HOW MANY YEARS HAVE YOU BEEN WORKING AT THIS INSTITUTION?

- ☐ 1. 1 – 4 years ☐ 2. 5 – 9 years ☐ 3. 10 – 14 years ☐ 4. 15 years and longer

7. WHAT IS YOUR POSITION IN THE ORGANISATION?

- ☐ 1. Managerial ☐ 2. Non- managerial ☐ 3. Other (please specify) _____

8. DEPARTMENT OF EMPLOYMENT (please specify) _____

9. EMPLOYEE STATUS

- ☐ 1. Permanent ☐ 2. Part Time ☐ 3. Other (please specify) _____

10. MARITAL STATUS

- ☐ 1. Married ☐ 2. Divorced ☐ 3. Single ☐ 4. Widowed ☐ 5. Co-habitation with partner
☐ 6. Other (please specify) _____

Part 2:

Biographical Questionnaire Analysis

Age		Gender		Education		Race		Home Language	
0-20		Female	65,3%	>Grade 11	1.6%	Black	7,9%	Afrikaans	85,2%
20-29	12,1%	Male	34,7%	Grade 12	21.1%	Coloured	7,9%	Engels	7,4%
30-39	29,5%			Diploma	21.1%	Indian	1,1%	Setswana	4,8%
40-49	23,2%			Degree	17.8%	Asian	0,0%	Sesotho	1,0%
50-59	35,2%			Post-graduate	33.1%	White	82,6%	isiXhosa	1,6%
60+				Other	5.3%	Other	0,5%	isiZulu	
								Other	

Years at Inst		Position		Department		Employee Status		Marital Status	
1-4	31,6%	Managerial	32,1%	Academic Support	8,9%	Permanent	97,9%	Married	65,3%
5-9	33,7%	Non-Managerial	57,9%	Protection Services	6,8%	Part-time	2,1%	Divorced	9,0%
10-14	16,3%	Other	10,0%	Library Services	12,6%	Other		Single	18,9%
15+	18,4%			Finances	7,4%			Widowed	4,2%
				Residence & Catering	9,5%			Co - habitation	2,1%
				Unit for Open Distance Learning	15,8%			Other	0,5%
				Other	38,9%				

Part 3: Research questions

Organisational climate survey

Below are statements that describe the organisational climate as you perceive it right now. Use the following scale to indicate your level of agreement or disagreement with each statement: 1 = Strongly Disagree; 2 = Disagree; 3 = Neither; 4 = Agree; 5 = Strongly Agree

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Commitment to the organisation					
1. I feel a strong sense of attachment to my workplace.	1	2	3	4	5
2. The positive things about working at the NWU significantly outnumber the negative.	1	2	3	4	5
3. I would recommend working at this institution to others.	1	2	3	4	5
4. I intend to stay with this organisation for next 2 years.	1	2	3	4	5
5. I intend to stay with this organisation for more than 2 years.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Communication					
6. I generally feel informed about issues that affect me.	1	2	3	4	5
7. I feel satisfied with the opportunities I have to voice my opinion to members of the management team.	1	2	3	4	5
8. The management team communicates effectively with employees.	1	2	3	4	5
9. I can speak freely without fear of reprisal.	1	2	3	4	5
10. The direction and goals of the organisation are communicated to all employees regardless of position.	1	2	3	4	5
Culture					
11. I feel that there is a spirit of "we're all in this together" in the organisation.	1	2	3	4	5
12. This institution provides a supportive work environment for its employees.	1	2	3	4	5
13. I enjoy participating in sponsored events and social activities.	1	2	3	4	5
14. Employees are treated with respect regardless of their position.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Employee Satisfaction					
15. Considering everything, I am satisfied with my employment	1	2	3	4	5
16. Overall, I am satisfied with the core function of my role.	1	2	3	4	5
17. I am satisfied with the management team.	1	2	3	4	5
18. I am satisfied with the policies and procedures.	1	2	3	4	5
19. I am satisfied with the organisational structure.	1	2	3	4	5
20. I am satisfied with the physical working conditions.	1	2	3	4	5
21. I am satisfied with my co-workers.	1	2	3	4	5
22. My job satisfaction has increased in the time that I have been working at this Institution.	1	2	3	4	5
Opportunities for development and career growth					
23. I receive coaching and feedback that supports my career development.	1	2	3	4	5
24. Hiring and/or job promotions within the organisation are fair and reasonable.	1	2	3	4	5
25. I am involved in assignments that stretch my capabilities.	1	2	3	4	5
26. I feel that I have the training necessary to do my job.	1	2	3	4	5
27. Management provides adequate opportunity for training and professional development.	1	2	3	4	5
Employee Pay and Benefits					
28. I am informed about the compensation and benefit programmes.	1	2	3	4	5
29. I feel that I receive fair pay for the job that I do.	1	2	3	4	5
30. The pay is competitive to that of similar organisations.	1	2	3	4	5
31. I am satisfied with my compensation.	1	2	3	4	5
32. I am satisfied with my benefits.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Management/Leadership					
33. I am satisfied with the way the management team works together.	1	2	3	4	5
34. The management team provides effective leadership for the organisation.	1	2	3	4	5
35. The management team works together to create a sense of teamwork and company spirit.	1	2	3	4	5
36. Managers at the NWU involve employees in decision-making.	1	2	3	4	5
37. I feel that the management team is building a positive work environment.	1	2	3	4	5
38. Direction from management is clear and unambiguous.	1	2	3	4	5
39. I trust the management team.	1	2	3	4	5
40. I support decisions made by management.	1	2	3	4	5
Performance					
41. I know what is expected of me in my job.	1	2	3	4	5
42. I understand how my performance is appraised.	1	2	3	4	5
43. I receive constructive feedback about my performance.	1	2	3	4	5
44. I can see a link between my work and objectives.	1	2	3	4	5
45. My contributions to the organisation are acknowledged.	1	2	3	4	5

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Teamwork					
46. Management encourages collaboration and teamwork.	1	2	3	4	5
47. I feel I am part of a team.	1	2	3	4	5
48. My co-workers help each other.	1	2	3	4	5
49. I understand the nature of the role I play within my team.	1	2	3	4	5
50. I prefer to work as part of a team.	1	2	3	4	5
51. The management and employees treat one another with respect.	1	2	3	4	5
Work flexibility					
52. I believe that this Institution is supportive of my life outside of work.	1	2	3	4	5
53. My work arrangements allow me to balance my personal life with my work.	1	2	3	4	5
54. Management encourages employees to use their vacation time.	1	2	3	4	5
55. I understand the policies related to overtime and alternate work arrangements.	1	2	3	4	5
56. The number of hours I work are satisfactory to me.	1	2	3	4	5

Part 4: Organisational climate questionnaire analysis

SPSS reference:

[SPSS Inc. \(2015\). IBM SPSS Statistics Version 23, Release 23.0.0, Copyright©](#)

IBM Corporation and its licensors. <http://www-01.ibm.com/software/analytics/spss/>

SECTION A: Organisational Climate Survey.

Below are statements that describe the Organisational Climate as you perceive it right now. Use the following scale to indicate your level of agreement or disagreement with each statement: 1 = Strongly Agree; 2 = Agree; 3 = Neither; 4 = Disagree; 5 = Strongly Disagree

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std
Commitment to the Organization							
1. I feel a strong sense of attachment to my workplace.	0,5%	5,8%	9,5%	50,2%	34,0%	4,116	,8403
2. The positive things about working at significantly outnumber the negative.	0,5%	4,7%	9,5%	62,1%	23,2%	4,0263	0,7520
3. I would recommend working at this Institution to others.	1,6%	3,7%	11,0%	55,3%	28,4%	4,0526	0,8277
4. I intend to stay with this organization for next 2 years.	2,6%	5,3%	5,3%	40,5%	46,3%	4,2263	0,9575
5. I intend to stay with this organization for more than 2 years.	4,2%	5,3%	6,8%	37,9%	45,8%	4,1579	1,0472

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std
Communication							
6. I generally feel informed about issues that affect me.	1,6%	11,0%	15,3%	52,1%	20,0%	3,7789	0,9448
7. I feel satisfied with the opportunities I have to voice my opinion to members of the management team.	2,1%	21,1%	16,8%	47,9%	12,1%	3,4684	1,0217
8. The management team communicates effectively with employees.	1,1%	21,1%	18,4%	48,0%	12,5%	3,4842	0,9906
9. I can speak freely without fear of reprisal.	6,8%	26,3%	15,8%	40,5%	10,6%	3,2158	1,1505
10. The direction and goals of the organization are communicated to all employees regardless of position.	1,1%	18,4%	14,2%	45,3%	21,0%	3,6684	1,0392
Culture							
11. I feel that there is a spirit of "we're all in this together" in the organization.	5,3%	17,9%	23,0%	40,6%	13,2%	3,3842	1,0861
12. This Institution provides a supportive work environment for its' employees.	2,1%	9,5%	12,6%	60,5%	15,3%	3,7737	0,8946
13. I enjoy participating in ' sponsored events and social activities.	1,6%	15,3%	25,7%	47,4%	10,0%	3,4895	0,9243
14. Employees are treated with respect regardless of their position.	4,7%	11,6%	17,9%	53,2%	12,6%	3,5737	1,0091
Job Satisfaction							
15. Considering everything, I am satisfied with my employment	1,1%	5,8%	5,8%	64,2%	23,1%	4,0263	0,7864
16. Overall, I am satisfied with the core function of my role.	1,1%	8,4%	6,8%	60,0%	23,7%	3,9684	0,8601
17. I am generally satisfied with the management team.	3,2%	16,7%	19,5%	45,3%	15,3%	3,5263	1,0424
18. I am satisfied with the policies and procedures.	0,0%	14,2%	17,4%	55,2%	13,2%	3,6737	0,8782
19. I am satisfied with the organizational structure.	1,6%	18,4%	15,8%	53,2%	11,0%	3,5368	0,9684
20. I am satisfied with the physical working conditions.	1,6%	6,8%	7,9%	60,0%	23,7%	3,9737	0,8572
21. I am generally satisfied with my coworkers.	2,1%	5,8%	10,0%	61,0%	21,1%	3,9316	0,8548
22. My job satisfaction has increased in the time that I have been working at this Institution.	5,3%	8,4%	18,9%	46,3%	21,1%	3,6947	1,0598

	Strongly DisAgree	Dsagree	Neither	Agree	Strongly Agree	Mean	Std
Opportunities for development and career growth							
23. I receive coaching and feedback that supports my career development.	5,8%	19,5%	20,5%	43,7%	10,5%	3,3368	1,0849
24. Hiring and/or job promotions within the organization are fair and reasonable.	11,1%	26,3%	24,2%	32,1%	6,3%	2,9632	1,1333
25. I am involved in assignments that stretch my capabilities.	2,6%	15,7%	17,4%	49,0%	15,3%	3,5842	1,0135
26. I feel that I have the training necessary to do my job.	1,1%	5,3%	10,5%	55,7%	27,4%	4,0316	0,8288
27. Management provides adequate opportunity for training and professional development.	4,7%	9,5%	15,3%	51,0%	19,5%	3,7105	1,0366
Employee Pay and Benefits							
28. I am informed about the compensation and benefit programs.	1,6%	8,9%	11,6%	63,1%	14,8%	3,8053	0,8539
29. I feel that I receive fair pay for the job that I do.	11,1%	25,3%	17,9%	38,9%	6,8%	3,0526	1,1672
30. The pay at is competitive to that of similar organizations.	13,2%	34,7%	20,0%	29,5%	2,6%	2,7368	1,1004
31. I am satisfied with my compensation.	12,6%	23,7%	20,0%	38,9%	4,8%	2,9947	1,1524
32. I am satisfied with my benefits.	6,3%	11,1%	13,7%	61,0%	7,9%	3,5316	1,0061

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std
Management/Leadership							
33. I am satisfied with the way the management team works together.	3,2%	14,2%	24,7%	49,5%	8,4%	3,4579	0,9461
34. The management team provides effective leadership for the organization.	3,6%	12,1%	21,6%	53,2%	9,5%	3,5263	0,9522
35. The management team works together to create a sense of teamwork and company spirit.	3,7%	18,9%	23,7%	43,2%	10,5%	3,3789	1,0254
36. Managers at involve employees in decision-making.	8,9%	21,1%	27,4%	36,8%	5,8%	3,0947	1,0796
37. I feel that the management team at is building a positive work environment.	4,7%	16,3%	27,4%	44,8%	6,8%	3,3263	0,9861
38. Direction from management is clear and unambiguous.	4,2%	21,6%	28,4%	40,0%	5,8%	3,2158	0,9871
39. Overall, I trust the management team.	9,5%	13,2%	26,8%	42,1%	8,4%	3,2684	1,0967
40. I generally support decisions made management.	3,2%	12,6%	27,9%	46,8%	9,5%	3,4684	0,9409
Performance							
41. I know what is expected of me in my job.	0,0%	2,6%	3,2%	53,2%	41,0%	4,3263	0,6657
42. I understand how my performance is appraised.	1,1%	14,2%	8,9%	56,8%	19,0%	3,7842	0,9488
43. I receive constructive feedback about my performance.	5,3%	14,2%	15,3%	50,0%	15,2%	3,5579	1,0761
44. I can see a link between my work and ' objectives.	1,1%	6,3%	11,0%	63,2%	18,4%	3,9158	0,7990
45. My contributions to the organization are acknowledged.	4,7%	14,2%	18,4%	47,4%	15,3%	3,5421	1,0620

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Mean	Std
Teamwork							
46. Management encourages collaboration and teamwork.	3,1%	7,4%	19,5%	54,7%	15,3%	3,7158	0,9220
47. I feel I am part of a team.	3,2%	7,8%	15,3%	54,2%	19,5%	3,7895	0,9528
48. My coworkers help each other.	3,2%	8,4%	14,2%	51,1%	23,1%	3,8263	0,9847
49. I understand the nature of the role I play within my team.	1,1%	3,2%	7,4%	65,7%	22,6%	4,0579	0,7214
50. I prefer to work as part of a team.	2,6%	4,7%	12,7%	57,4%	22,6%	3,9263	0,8818
51. The management and employees treat one another with respect.	3,7%	14,7%	14,2%	52,7%	14,7%	3,6000	1,0277
Work flexibility							
52. I believe that this Institution is supportive of my life outside of work.	7,9%	13,7%	15,3%	51,0%	12,1%	3,4579	1,1155
53. My work arrangements allow me to balance my personal life with my work.	5,8%	10,0%	9,5%	59,4%	15,3%	3,6842	1,0365
54. Management encourages employees to use their vacation time.	4,2%	10,0%	22,1%	50,5%	13,2%	3,5842	0,9817
55. I understand the policies related to overtime and alternate work arrangements.	4,2%	11,6%	11,1%	58,4%	14,7%	3,6789	1,0011
56. The number hours I work are satisfactory to me.	3,2%	6,8%	8,5%	62,6%	18,9%	3,8737	0,9055

APPENDIX B: EXAMPLE EMAIL

Dear participant

You are hereby invited to participate in a research study which is partially fulfilment of the requirements for my Master's Degree in Business Administration (MBA) at the NWU School for Business and Governance (Potchefstroom Campus). The research aims to analyse the factors that influence the Organisational Climate in your workplace. Your participation in this study is voluntary and participants will remain anonymous.

Permission has been granted for this research to be carried out and the information which will be obtained from this data will be treated with strict confidentiality.

Please take note that confidentiality and anonymity will be ensured, and that the research will be conducted purely for academic purposes.

I humbly request you to complete the electronic questionnaire. Your assistance will be highly appreciated and be valuable to this research.

Please click on the link below to proceed with the questionnaire, which will take approximately 15 minutes of your time. Please answer the questions honestly as there is no right or wrong answers.

If you have any questions or queries regarding this study please contact me at johan.combrink@nwu.ac.za

I thank you for taking the time to assist me in this research.

Yours sincerely

Johan Combrink

(Supervisor: Mrs Karolien Nell, Potchefstroom School of Business and Corporate Governance)

This survey is set out in two parts. Part 1 consists of basic biographical information with 10 questions and part 2 is an Organisational questionnaire with 56 questions.

Instructions: Please answer all questions. Indicate your answer by clicking on the relevant square. Move forward through the survey by clicking the "Next page" option. On completion, click on "Send" to submit the survey electronically. In case of any questions, please contact me at johan.combrink@nwu.ac.za. Thank you for your envisaged participation.

Friendly regards

Johan Combrink

Geagte Deelnemer

U word hiermee vriendelik uitgenooi om deel te neem aan 'n navorsingstudie wat deel vorm van die vereistes vir my Meesters Graad in Bedryfsadministrasie (MBA) by die NWU Skool vir Besigheid en Korporatiewe Bestuur (Potchefstroom Kampus)

Goedkeuring vir die navorsing is verleen deur die Etiekkantoor en die inligting wat uit die data ingewin sal word, sal as uiters vertroulik hanteer word.

Neem asb kennis dat die konfidensialiteit en anonimiteit gewaarborg word, en dat hierdie navorsing slegs vir akademiese doeleindes gedoen sal word.

Klik asb op die onderstaande skakel wat u na die vraelys sal neem. Die voltooiing sal ongeveer 15 minute van u tyd in beslag neem. Beantwoord asseblief alle vrae eerlik aangesien daar geen reg of verkeerde antwoorde is nie.

Indien u enige navrae in verband met hierdie studie het, is u welkom om my te kontak op joan.combrink@nwu.ac.za

Baie dankie by voorbaat dat u die tyd geneem het om my in hierdie verband te ondersteun.

Vriendelike groete

Johan Combrink

(Studieleidster: Mev Karolien Nell, Potchefstroom Skool vir Besigheid en Korporatiewe Bestuur)

Die vraelys is in twee gedeeltes opgedeel. Deel 1 is basiese biografiese informasie met 10 vrae en deel 2 is 'n organisasie klimaat-vraelys met 56 vrae.

Instruksies: Beantwoord asseblief alle vrae. Dui u antwoord aan deur te klik op die betrokke blokkie. Beweeg vorentoe deur die vraelys deur te klik op die "Volgende Bladsy"-opsie. Indien voltooi, klik op 'Stuur' vir elektroniese versending van die vraelys. Vir enige verdere navrae, kontak my gerus op joan.combrink@nwu.ac.za. By voorbaat dankie vir u voorgenome deelname.

Vriendelike Groete

Johan Combrink

APPENDIX C: ETHICS CERTIFICATE



NORTH-WEST UNIVERSITY
YUNIBESITHI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-4900
Faks: (018) 299-4910
Web: <http://www.nwu.ac.za>

Institutional Research Ethics Regulatory Committee

Tel +27 18 299 4849
Email Ethics@nwu.ac.za

ETHICS APPROVAL CERTIFICATE OF PROJECT

Based on approval by the Ethics Committee of the Faculty of Economic and Management Sciences, the North-West University Institutional Research Ethics Regulatory Committee (NWU-IRERC) hereby approves your project as indicated below. This implies that the NWU-IRERC grants its permission that, provided the special conditions specified below are met and pending any other authorisation that may be necessary, the project may be initiated, using the ethics number below.

Project title: Analyse factors that could influence the organisational climate in support services departments at a Tertiary Institution.

Project Leader: Mrs Karolien Nell

Student: Johan Combrinck

Ethics number:

N	W	U	-	HS	-	2	0	1	6	-	0	0	1	8
Institution				Type		Year				Project Number				

Approval date: 2016-03-14

Expiry date: 2017-03-14

Category

Special conditions of the approval (if any): None

General conditions:

While this ethics approval is subject to all declarations, undertakings and agreements incorporated and signed in the application form, please note the following:

- The project leader (principle investigator) must report in the prescribed format to the NWU-IRERC:
 - annually (or as otherwise requested) on the progress of the project,
 - without any delay in case of any adverse event (or any matter that interrupts sound ethical principles) during the course of the project.
- The approval applies strictly to the protocol as stipulated in the application form. Would any changes to the protocol be deemed necessary during the course of the project, the project leader must apply for approval of these changes at the NWU-IRERC. Would there be deviation from the project protocol without the necessary approval of such changes, the ethics approval is immediately and automatically forfeited.
- The date of approval indicates the first date that the project may be started. Would the project have to continue after the expiry date, a new application must be made to the NWU-IRERC and new approval received before or on the expiry date.
- In the interest of ethical responsibility the NWU-IRERC retains the right to:
 - request access to any information or data at any time during the course or after completion of the project;
 - withdraw or postpone approval if:
 - any unethical principles or practices of the project are revealed or suspected,
 - it becomes apparent that any relevant information was withheld from the NWU-IRERC or that information has been false or misrepresented,
 - the required annual report and reporting of adverse events was not done timely and accurately,
 - new institutional rules, national legislation or international conventions deem it necessary.

The IRERC would like to remain at your service as scientist and researcher, and wishes you well with your project. Please do not hesitate to contact the IRERC for any further enquiries or requests for assistance.

Yours sincerely

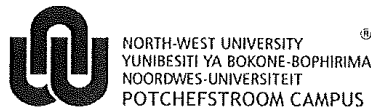
Linda du
Plessis

Digitally signed by Linda du Plessis
DN: cn=Linda du Plessis, o=NWU,
ou=Vaal Triangle Campus,
email=linda.duplessis@nwu.ac.za,
c=ZA
Date: 2016.03.17 13:17:13 +0200

Prof Linda du Plessis

Chair NWU Institutional Research Ethics Regulatory Committee (IRERC)

APPENDIX D: REGISTRATION OF TITLE



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: 018 299-1111/2222
Web: <http://www.nwu.ac.za>

Higher Degree Administration
Tel: 018-299 2626
Email: 21711542@nwu.ac.za

23 August 2016

Dear Mr Combrink

REGISTRATION OF TITLE

At the recent Faculty Board meeting, the faculty of Economic and Management Sciences approved your title as follows:

Analysing the organisational climate and employee satisfaction in the support services departments at a tertiary institution

The abovementioned title may under no circumstances be changed without consulting your supervisor/promoter and obtaining the approval from the Faculty Board.

Should you wish to submit for examination, please inform your supervisor. Upon approval of your supervisor

Dates of submission of copies for examination:

- 1 April to 30 April 2016 to qualify for the September/October 2016 graduation ceremony
- 17 October to 18 November for the May 2017 graduation ceremony

Should you neglect to submit by 18 November 2016, the possibility exists that you will not qualify to graduate in May 2017. You will then be required to register again for 2017 to qualify for the next graduation ceremony in September/October 2017.

Your attention is drawn to the following publications / web addresses:

1. A Rules: http://www.nwu.ac.za/webfm_send/60147
2. Manual for Postgraduate Studies:
<http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/library/documents/manualpostgrad.pdf>

We wish you a pleasant and successful period of study.

Yours sincerely

 Pretorius

Ms N Pretorius
FOR CAMPUS REGISTRAR

Original details: (1051217) C:\Users\10512187\Desktop\Title registration.docm
9 March 2015

File reference: 7.1.11.1