

THE ASSESSMENT OF STAFF MORALE AT THE UNIVERSITY OF ZULULAND IN KWAZULU-NATAL, SOUTH AFRICA

by

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Dissertation

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DECLARATION

I declare that this dissertation of **“The Assessment of Staff Morale at the University of Zululand in KwaZulu- Natal, South Africa”** is my own, unaided work (except for the referenced portions). All the sources that were used have been included in the reference list and this study has never been submitted previously by me for a degree at another University. It is being submitted for the Master’s Degree in Commerce at the University of Zululand, KwaZulu-Natal.

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DEDICATION

This thesis is dedicated to my one and only beloved late grandmother Thoko Theresa MaGumede kaKhumalo who was called to her heavenly home on 05 October 2008. A daughter yasemaQwabeni, oGumede, oYeyeye, a sister to Sizane and late: Nana, Bafanyane and Dudu Gumede. A wife yaMantungwa oMzilikazi kaMashobane. A mother of five (late Thembi), Ntombifuthi, Lindiwe, Vusi and Bhekane. A grandmother to Thuli, (late Nompoti and Zoh), Lwazi, Thalent, Nkanyiso, Njabulo, Mbuso, Phumlani, and Mbiji. A great grandmother of Mandisa, Anele, Mpilo, Sphelele and Sphelele.

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ABSTRACT

The University of Zululand (UNIZULU) is the institution of higher learning located in kwaDlangezwa in Empangeni, KwaZulu-Natal (KZN). This University is facing challenges which may affect staff morale. The aim of the study was to assess staff morale and obtain reliable information from the academic and support staff, in order to consider appropriate strategies for concerns for the well-being of all staff under study. The literature review was conducted to determine if other entities had assessed the employee morale. Research questions that were answered were: 1. What is the morale level of academic and support staff at the (UNIZULU)? 2. Which factors affect morale of academic and support staff at the (UNIZULU)? 3. What strategic ways or programmes can be generated to uplift morale of academic and support staff at the (UNIZULU)?

A self-administrated web-based survey approach was used in a census to collect data among all 723 (UNIZULU) employees. The data was collected after distributing a questionnaire to 108 participants from the sample of 144. The study revealed that the level of staff morale at the (UNIZULU) is very low and identified factors that affect morale of staff such as the University management, job expectations, involvement on decision making, planning, support, human resources, communication, feedback to staff, etc. It further revealed the strategic programmes to be used by (UNIZULU) in uplifting morale of staff. It is recommended that the employee assistance programmes, wellness programmes, regular team buildings, and management skills programmes be offered.

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ABBREVIATIONS

CU	Comprehensive University
DVC	Deputy Vice-Chancellor
DVC-R&I	Deputy Vice-Chancellor Research and Innovation
EAP	Employee Assistant Programme
EC	Ethical Consideration
HC	Human Capital
HDC	Higher Degree Committee
HE	Higher Education
HR	Human Resources
HRD	Human Resource Development

HRM	Human Resources Management
KZN	KwaZulu-Natal
MDP	Management Development Programme
MSP	Management Skills Programme
SA	South Africa
SPSS	Statistical Package for the Social Sciences
SRP	Staff Recognition Programme
UNIZULU	University of Zululand
UNIZULU-EAPs	University of Zululand – Employee Assistant Programmes

CHAPTER ONE

GENERAL ORIENTATION OF THE STUDY

1. BACKGROUND TO THE STUDY

Higher Education (HE) sector in South Africa (SA) is going through a process of transformation. Hence today, more than ever, leaders of (HE) Institutions spend their time, resources, and energy seeking the best and the brightest employee, the job market has to offer. However, once these individuals are hired, management often does not always know how to bring out the best in them in terms of skills development. Instead, these are under-utilised and sometimes discouraged to reach their full potential in the workplace. Unchallenging environments with little or no opportunity for professional growth and advancement often lead to low employee morale. Therefore, challenges in (HE) today also contribute to some level of low staff morale (Ngambi, 2011).

This study focused on assessing and understanding the experience of staff morale in the University of Zululand (hereafter referred to as UNIZULU) in KwaZulu-Natal (hereafter referred as KZN). Like all other universities, after the merger of institutions in (SA), (UNIZULU) has been designated to serve as the only Comprehensive University (CU) in the north of UThukela River in (KZN). (UNIZULU) in particular, is unique in the sense that while mergers were virtually embraced by all institutions of higher learning, (UNIZULU) remained untouched.

1.1. INTRODUCTION

There are local studies published in the last decade, which discussed the nature of staff morale (Zweni, 2004; Ngambi, 2011). These studies confirmed that negative experiences of staff, created by dissatisfaction caused by a number of factors in the workplace, often lead to low staff morale. Low staff morale in turn negatively affects productivity, rendering employees susceptible to health related conditions such as stress, burnout etc. (Ngambi, 2011). In view of the findings of the literature consulted, there is a need for research such as the present one to assist institutions of higher learning to ensure that employees' needs are adequately taken care of. Today, employees are faced with increased responsibilities, particularly in delivering desired results to meet organisational goals. Hence, staff morale has a measurable effect on performance in multiple ways e.g. a positive work climate within the university environment, increases academic performance and enhances social and emotional competencies (Zweni, 2004).

Ngambi, (2011) argued that sixty five percent (65%) of institutions of higher learning located in (SA), at least for the past twenty years, have been faced with a problem of low staff morale. Interestingly, findings have further shown that institutions with a positive work climate have increased staff morale. For example, when employees feel valued in their workplace, they are more likely to be satisfied with their organisation, thus be productive. The argument further assumes that employers that employ means to boost the morale of their staff reap benefits that are greater than simply satisfying

employees. Undoubtedly, understanding what influences staff satisfaction can help employers to identify which parts of the organisation need attention and improvement.

1.2 MOTIVATION FOR THE STUDY

To date, little research has been conducted on the assessment of staff morale locally such as (Ngambi, 2011; Zweni, 2004; Myeni, 2010) than international (Saxena & Bharagava, 2012). The researcher was therefore motivated to conduct this study at (UNIZULU), because potential findings from the study may have significant implications not just for the (UNIZULU) but also for other universities that are facing problems with staff morale when it connects to productivity. The behaviour of individuals employed by any organisation is driven by the employee morale which affects performance in the workplace. High staff morale is associated with high productivity (Zweni, 2004). If the issue of staff morale is not adequately attended to, it can negatively affect productivity and the organisation as a whole. This study provides an opportunity to investigate changes in the workplace dynamics that could cause reduction in staff morale and low productivity.

High staff morale drives the organisation and improves productivity, performance and creativity. Therefore, high morale reduces the number of leave days, increases quality of work, leads to greater attention to detail and a safer workplace (Millett, 2010). Low staff morale can be explained by the levels of stress in the form of absenteeism, turnover and job satisfaction (Mandy & Davey, 2009). By identifying the factors that affect staff morale of academic and support staff of (UNIZULU), the researcher's

findings are probably more likely to suggest effective strategies to ensure that employees in the midst of the changes will perform their duties in an effective, enthusiastic and motivated manner.

1.3 STATEMENT OF THE PROBLEM

Universities are faced with the important task of retaining their skilled employees as well as making sure they remain loyal and committed to them (Fathaniy, 2011). Leaders of (HE) institutions are seeking ways to ensure that they retain their staff, but they sometimes fail to do that in a convincing way to their employees. This can be seen as an interesting challenge and poses an important question for both employers as well as well as a researcher especially in an institution like (UNIZULU). Therefore, leaders must be aware of what motivates individual employees, understand individual goals and priorities of employees, and recognise and celebrate employee successes. Today (HE) sector faces growing pressures that further strain their capabilities and inhibit their ability to meet growing stakeholder demands as well as staying relevant to the changing dynamics of the global community.

Within the globally demands, (HE) institutions go through significant environment changes characterised by changes such as mergers, downsizing, and changes in the funding formula, budget cuts, and staffing shortages (Ngambi, 2011). Major risks include retirement and resignation of skilled employees with vast experience (Zweni, 2004). The late Minister of Education, Professor Kader Asmal, stated that educator morale in all communities in (SA) is low (Department of Education, 1999). This study

identifies and addresses the key areas of concern regarding staff morale, perceptions and experience so that interventions might rapidly be designed to enhance staff morale.

1.4 STUDY QUESTIONS

The study addresses the following questions:

- What is the morale level of academic and support staff at the (UNIZULU)?
- Which factors affect the morale of the academic and support staff at the (UNIZULU)?
- What strategic ways or programmes can be generated to uplift morale of academic and support staff at the (UNIZULU)?

1.5 AIM OF THE STUDY

The aim of this study was to assess staff morale of the academic and support staff at the (UNIZULU).

1.6 SCOPE OF THE STUDY

An interested group of academics and support staff that are working in (UNIZULU) were involved.

1.7 HYPOTHESES

1.7.1 (H1) = (UNIZULU) academic and support staff have low morale.

1.7.2 (H0) = (UNIZULU) academic and support staff do not have netrual morale.

1.7.3 (H2) = (UNIZULU) academic and support staff have high morale.

1.8 OPERATIONAL DEFINITION OF TERMS

- 1.8.1 **Morale-** is the level of confidence and constructive feelings that people have, especially people who work together, who belong to the same team (Myeni, 2010).
- 1.8.2 **Staff Morale-** staff morale is the attitude of employees in the organisations, or general towards job specific factors such as salaries, job security and supervision (Ngambi, 2011).
- 1.8.3 **Organisational Stress-** is conceptualised as an interaction between the employee and the work environment to which he or she is exposed (Woodman & Hardy, 2001).

1.9 THEORETICAL FRAMEWORK

The phenomenon of staff morale focuses on certain models that have been developed to offer a useful framework for the consideration of staff motivation and morale (Ngambi, 2011). Hence, in this study the model provide valuable insights and knowledge of factors influencing employees' attitudes and enable managers to stimulate the professional growth and performance of staff members. The models of motivation were consulted in an attempt to explain the behaviour and attitudes of employees. The concept of staff morale is an extension of the concept of motivation, which also includes attitudes and feelings towards the organisation in general (Ngambi, 2011). Employees are influenced by both intrinsic and extrinsic factors of motivation.

Intrinsic motivation is based on job content factors when the work itself becomes the driving force behind a person's action, while with extrinsic motivation, the job content factor occurs when the driving force for a person's action lies in factors outside the work itself (Steyn, 2008). Intrinsic factors exercise a greater substantial influence on educator motivation because it arises from the job itself (Steyn, 2008). Attitude and behaviour of staff members often reflect staff's motivation and morale (Ngambi, 2011). Staff members who are demoralised or de-motivated often display apathy and indifference to their work, a poor record of time keeping, high absenteeism, and lack of co-operation in handling problems (Steyn, 2008).

These theories can be divided into two categories: content and cognitive theories. Content theories attempt to identify factors within individuals and their environments that energise and sustain behaviour, for example, Herzberg's two factor theories and Maslow hierarchy theories. The cognitive theories attempt to explain how environmental factors are moderated by personality factors and psychological states to energise and sustain behaviour, e.g. Operant learning theory, Equity theory and Expectancy theory (McKeen, 2004). The theories of motivation attempt to explain employees' behaviour and provide understanding to both management and employees on how to motivate others (Adams & Bond, 2007). Therefore, in this study, the researcher's assumption is that the (UNIZULU's) management structure is not user-friendly towards its employees, with regard to salaries and treatment which probably hinders both intrinsic and extrinsic motivation for them to participate effectively and efficiently.

1.10. SUMMARY

The first chapter has given a summary of the study and some insight into what to expect in the following chapters. The next chapter focuses on the review of the literature, placing the research in the context of the bodies of literature on staff morale.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Besides burnout, the researcher considers staff morale to be another sensitive issue which affects job performance in (HE) sectors. Transformation as requested by the Ministry of Higher Education and Training in (SA) created a situation which has led to a further decrease in the morale of staff. Different authors have defined morale in many ways. However, for this study, it is important to start with the definition of the combined words “*staff-morale*”, followed by discussing the benefits of staff morale in the workplace, and evaluating the causes of low staff morale. Furthermore, this chapter discusses ways and programmes of improving staff morale in the workplace.

2.2. DEFINITION OF STAFF MORALE

According to Bowles and Copper (2009) morale is a “state of individual psychological well-being based upon a sense of confidence and purpose.” Ngambi (2011) refers to staff morale as the confidence of an individual (employee) as well as at a group (employees) level. Ngambi (2011) further explained staff morale as the universal level of self-assurance experienced by an individual employee or employees discipline and willingness. Staff morale is more prejudiced from the top to the bottom level than from the bottom to upper level. Staff morale in the workplace is a combination of related factors like changes in the internal and external environment as well as the leadership approach taken in responding to those changes. Schaefer (2012) on the other hand,

defined staff morale as a manner that drives beyond just 'feeling good' like one agreed to take a day off and visit to a seaside. In other words, staff morale is a psychological state which requires an individual to donate a portion of success. Staff morale assists employees to feel pleased and increase their contribution of work in the business. Employees with high staff morale often contribute positively to productivity (Schaefer, 2012). Hatton, Emerson, Rivers, Mason, Swarbrick, Kiernan, Reeves, and Alborz (1999) argue that poor staff morale is linked with poor performance which is often characterised by factors such as high level of absenteeism and turnover. Staff morale is an attitudinal and relational response of people to job status which affects their behaviour inside the organisation (Fard, Ghatari & Hasiri, 2010).

A worker or employee (staff) is a person who works in the service of another person under an express or implied contract of hire, under which the employer has the right to control the details of work performance (Ngambi, 2011). An employee is hired for a specific job or to provide labour and who works in the service of someone else (the employer) (Schaefer, 2012). Haddock (2010) said staff morale is the spirit of a group that influences individuals to succeed special feelings that members of a group share with others, such as trust, self-worth, purpose, pride in one's achievement, and faith in the leadership of the organisational success. Bowles and Copper (2009) said short-tempered employees in the workplace destroy the organisation's productivity and lead to staffing and training expenses. Once an employee feels that he or she had been treated badly by the employer, low staff morale is implied. An employee often becomes confused when they hear words such as; employee morale, employee satisfaction,

employee engagement, employee commitment, employee involvement, employee passion, employee empowerment and employee enthusiasm (Bowles & Copper, 2009).

The following terms mean the same thing as morale, while engagement differs slightly.

a) Job satisfaction

Job satisfaction is a respectable example of staff morale and refers to those parts of work lifetime where workers can be satisfied or dissatisfied such as the compensation, and quantity of information obtained in the organisation.

b) Well being

Refers to dialogue about the expressive state of employees at work and it is different to the physical fitness and is mostly used in Europe as a proxy for morale.

c) Engagement

Employees freely volunteer for labour even outside their capacity as long it benefits the organisation. Engaged workers do not hurry out of work at 4 p.m. sharp to leave and say “no” to all requests by the employer. Engaged employee is more probable to be a supporter of the organisation such as endorsing the networks as a place to work or potential customers as a reliable dealer of goods or services.

d) Employee enthusiasm, passion and commitment

Employees that are enthusiastic and committed are continually productive and tend to stay longer in the workplace than those that have low staff morale.

e) Employee involvement

Employee involvement maintains that management produces a work condition which is less “top down” and more collaborative, e.g. soliciting input such as ideas how to make things improve at work rather than giving a greater degree of creativity and a “voice” to workers.

f) Employee empowerment

Empowerment is more than a decision-making authority often through the use of a compliment organisation structure, e.g. working as teams. Staff morale exists when employees’ attitude are positive to the entire condition of a group and to the accomplishment of its ideas. It is characterised by the use of team spirit, eagerness, zests, loyalty and resistance to frustration. Lemerle (2005) said low staff morale is described with words like bickering, distrustful, battle to the company, lack of interest and most of the times the working signs of low staff morale are high rate of absenteeism, tardiness, high labour turn over, strike and sabotage, lack of pride in work, and wastage and spoilage.

2.2.1. Organisational culture

According to Bowles and Copper (2009) staff morale is driven by the culture of the organisation to its employees. Culture involves the rules, beliefs, and behaviour that exist within those who have functioned and remain in work at the organisation and how things are done in the organisation. It also includes civilisations, values and accomplishment. Culture is communal assumptions, values and beliefs that measure

correct ways of thinking and acting on difficulties in the organisation. Boomer (2008) said culture is the denial of low trust resulted in deprived show of the organisation. Organisational culture is the pattern of assumptions that given to a group to cope challenges of external adaptation and inside integration. O'Maolalaidh (2000) said a culture infrastructure is known as who is who in the workplace and how they want to is been seen by employees. All departments make it clear who they are and what they do in the organisation. Bowles and Cooper (2009) developed a morale model based on culture as follows:

Step 1

Leadership determines overall “culture and values for the organisation based on life experience, beliefs, values, and needs of the organisation.”

Step 2

Culture initiates “how things are done”, including Human Resource policies and practices, selections for positions; management styles and how employees are treated.

Step 3

Employees are affected by Human Resource policies, procedures, management styles and many other aspects of the overall culture, as part of daily work life. They experience psychological reactions to the above, based on their own personality etc. The combined net result of their reactions is their individual morale, which is also

influenced by and merges with the morale of the group to form the group morale.

Step 4

In some organisations morale is measured and analysed. Results are communicated to everyone from senior management to non- management employees. Adjustment to HR practices and procedures are made along with changes in personnel who are identified as being a source of lower morale.

2.3. BENEFITS OF HIGH STAFF MORALE

Bowles and Copper (2009) said to merge staff morale with organisational performance is one of the dominant attentions of morale as performance and effectiveness are advantages of the high staff morale in the organisation. Staff morale provides a competitive edge in decent periods and periods of decline. Bowles and Copper (2009) said a high staff morale supports organisations, it charms and recalls brilliant people. It makes the workplace calmer to achieve its objectives and reduces workplace incidences, non-attendance and organisational stress. High staff morale advances employee health and diminishes sick days taken. More workers experience personal determination and sense of tasks to be performed. High morale of workers results in positive attitudes to workers that increase job commitment and increased performance in the organisation (Kinjerski & Skrypnek, 2006).

According to Linz, Good and Huddleston (2006) two primary approaches develop morale of workers in the organisation: job satisfaction and organisational commitment.

Bourini (2010) said it is the responsibility of a human resources division to implement and maintain safety and health of employee morale. Bowles and Copper (2009) said a revenue of the company is determined by the level of staff morale. Those organisations that have high staff morale have a better financial performance and higher client gratification than organisations with low staff morale. Staff morale is a leading pointer and permits organisations to prevent potential negative situations. Staff morale development is one of the greatest democratic actions in which an organisation can contribute at the individual level and link to job performance (Bowles & Copper, 2009). Staff morale can be increased through coaching employees and balances the company objectives with personal development.

Morale is based on practical issues of setting and achieving goals within a specific period of time rather than resolving poor motivation, low system and performance (Lin, 2007). Staff morale either positive or negative has impact in the organisation. Those who have high staff morale present themselves to work and support improvement while those with low staff morale tend to have a high number of sick days (Daughtery, 2011). This dissatisfaction contends that staff morale is a major component in the workplace and it is in line with job satisfaction and commitment (Linz *et al.*, 2006). Low staff morale corresponds to high absenteeism, labour turnover, and unresolved grievances that distract companies from achieving their objectives (Linz *et al.*, 2006). High employee morale and loyalty are often regarded as major assets of the organisation. Employees in

the organisation display loyalty and demand the company to prove to be trustworthy (Ngambi, 2011). Staff morale maintains productivity, job satisfaction and profit. Therefore, if employees are not satisfied in the workplace it affects productivity that leads to decrease in profit (Makawatsakul & Kleiner, 2003).

2.4. CAUSES OF LOW STAFF MORALE

According to Stevens (2009) in Ngambi (2011) culture and management are causes of low staff morale in the organisation. In most organisations employees do not leave the organisation but leave the culture and mismanagement. Vereydon, Mughari, and Ghasem (2010) said that the main vehicle for involving employees is the use of a suggestion system that looks more of a staff morale booster. Kinjerski and Skrypnek (2006) said current trends near organisational economisation have a destructive effect on staff morale and faithfulness. Poor staff morale spills over to activities in the organisation and productivity suffers (Makawatsakul & Kleiner, 2003). Kinjerski and Skrypnek (2006) said low staff morale is displayed by unconfident and uncommitted staff members in the organisation.

According to Drew (2011) organisational culture disturbs employee morale and productivity based on:

- Leadership that does not serve as exemplars- Leaders do not lead by example to the organisation's employees. Vereydon *et al.* (2010) said management do not lead the way by learning but use innovation process to create new managerial

activities and new organisational structures to engage the rest of the members of the organisation in applying the process.

- Little or no accountability- Employees do not understand that faults or mistakes are part of learning process. Organisations do experience fiscal problems made by certain individuals but these should be counted as lessons.
- Career planning and succession planning is null- There is a high level of risk associated with organisations where there is no serious preparation as most companies' senior management join organisations coming from competitive industries.
- Considerable departmental infighting- One objective for companies is to create clients and terminate the backbiting. Attention must be paid to the most valuable asset.

Everything that occurs to employees in the workplace, either positively or negatively has a little impact on productivity (Bowles & Copper, 2009). Organisations must be scrutinised as much as possible to spread the drivers of staff morale in the workplace. The human resources area influences employees to job satisfaction and commitment that creates a higher level of productivity and efficiency through new competencies (Fathaniy, 2011).

2.4.1. Poor leadership

An organisation that is led by inexperienced or poor management creates low staff morale. Leaders are supposed to lead by examples in the workplace regardless of their

status or position. If employees have no positive trends and decelerate the company policies, staff members will become unfortunate, particularly if they are not disciplined for their activities. This can be overcome if top management keeps an eye to staff members to ensure that they set positive example (Haddock, 2010).

2.4.2. Accountability

When an organisation's status is compromised by a previous management team and nobody is intervening to correct the mistakes that have been made. This can lead to employees experiencing low morale. Organisations need to take corrective actions on those who make mistakes (Haddock, 2010).

2.4.3. Staff conflict

Conflict in the workplace is one of the causes of low staff morale among employees, teams, departments and business communities at large (Haddock, 2010).

2.4.4. Lack of appreciation

Employees perform at optimum level and deliver desired result if recognised. Once employees feel unappreciated in the workplace, level of working hard reduces (Haddock, 2010).

2.4.5. Lack of progression

All employees who are on the ground of the career ladder are looking to further their careers and they suffer to work for the company with limited career prospects. Many

employers always recruit outside the company and those internally end up losing opportunities for progression (Haddock, 2010).

2.4.6. Communication

According to Haddock (2010) employees lose morale if top management does not communicate with them regarding important business information. Such situations become worse if the media is reporting stories about the company and employees are not told the facts in an honest and open manner. Bowles and Copper (2009) said most employees drop morale because most information about the organisations reaches employees after they hear it on media. Poor employee communication leads to lack of understanding of business activities, poor relations with superiors, insufficient appreciation of excellence, and lowering of morale (O'Maolalaidh, 2000).

Communication is the channels used for the feedback to staff members about the organisation. Problems of communication are solved to prevent barriers to communication such as problems of trust, problems of creating interdependence among common objectives, agreement, and distribution of reward and the problem of understanding (Haddock, 2010). Makawatsakul and Kleiner (2003) said communicating with employees during downsizing is vital to understand the impact and the reason of such action. Breaks in communications are seen as sinister and lead to rumours. Employees lose loyalty and these results in an ineffective workforce.

Norman (2012) said employers should increase happiness in the workplace in order to increase morale by ensuring transparency on what is expected from employees. Employers need to give employees feedback on their performance. Employees at work seek more from the employer not just higher salary but greater personal and job satisfaction. Companies that are horizontal in communicating information to the organisation community usually display high staff morale than those who use hierarchy communication (Norman, 2012). Managers need to communicate with employees in order to develop plans of their achievements and organise resources in most the effective and efficient way. Organisations can be effective if communication flows from lower to upper levels in the form of letters, company newspapers and policy statements (O'Maolalaidh, 2000).

2.4.7. Lack of clear vision

Haddock (2010) argues that employees become confused if not given clarity or understand the mission of the company. It creates a high risk for employees who are assets of the company, if they do not know what to achieve. Employees do not know their role in the organisation and tasks to perform. Organisations that do not have policies have no detailed roles (O'Maolalaidh, 2000).

2.4.8. Job security

When employees feel that their positions are at risk of redundancy; their morale and if rumours become rife in the workplace, productivity decreases (Haddock, 2010). Management should talk to all employees and make them understand the reasons of

deployment. Employees often feel unprotected in the organisation as well as in terms of the company growth if they are not informed of the decisions concerning the future of their jobs (Bowles & Coppers, 2009). Problems such as non-payment of wages, loss of benefits increase on low staff morale often drives employees to leaving the organisation (Linz *et al.*, 2006). Bowles and Coppers (2009) highlighted factors that affect employee morale in the workplace and these include:

a) Individual job and organisation image

Employees deliberate the work and perception of the customers towards the organisation. It basically looks at what internal staff said about the organisation to their friends and family.

b) Compensation and benefit

If employees are not fairly compensated, the employees look for other jobs externally (Fathaniy, 2011).

c) Career and development

Employees have chance for progression and advancement. Hiring employees externally rather than developing those in the system internal causes low morale to those who are ignored. Fathaniy (2011) said employees need to be given opportunities to advance careers in order to grow and develop skills.

d) Production

Employees do not comply because of unclear directions made by poor management behaviour. Productivity suffers at the end of the day.

e) Working conditions

Physical working conditions such as tools, equipment and working space are not provided to some employees.

According to Makawatsakul and Kleiner (2003) downsizing is a way to increase profit in the organisation and affect employees through dismissal based on operational requirements. Downsizing brings problems in the workplace rather than to solve and satisfy financial objectives. Employees' uncertainty and fear paralyse operations and lead to decline in trust and motivation. Organisations downsize to eliminate expenditures by encouraging staff efficiency to maintain profit level. Work reduction changes the attitude, value and culture of the organisation. Downsizing employs tactics like early retirement, transfer and out-placement, buy-out packages, job banks and lay-offs or firing. Attrition is normal reduction of leaving the organisation for reasons such as death, early retirement or resignation.

Makawutsakul and Kleiner (2003) said survivor sicknesses are words that also refer to staff morale challenges among employees remaining in the workplace after retrenchment. Employees fear insecurity and uncertainty. Frustration occurs in the workplace and academic and support staff display anger, sadness and depression

because of betrayal. Drew (2011) said employees who are in the system for a longer period do not leave their organisations, but they leave their poor management while new comers become bored and want to leave if the organisation is still sticking on doing things in an old way. One career that demonstrates poor morale of staff in (SA) is a teacher occupation which complains about remuneration (Fard *et al.*, 2010).

2.4.9. Job satisfaction and high stress

Workplace stress leads to low staff morale which is identified in an employee by the emergence of psychopathological symptoms such as headaches, sleep disturbance, skin conditions and heart diseases (Lemerle, 2005). O'Maolalaidh (2000) said job satisfaction is created by the organisational climate and structures that produced an equal reward system based on low management interference. Loyalty is associated with high job satisfaction. Adams and Bond (2000) said a high turnover rate is associated with job dissatisfaction and workplace stress. Job satisfaction also determines employee and work, particular the way work is organised in the organisation.

Redfern, Hannan, Norman, and Martin (2002) stated two key factors of stress; quantitative over-load and quantitative under-load. Once employees become confused because of overloaded tasks to perform they do not deliver result of a high standard (Haddock, 2010). Job autonomy is a cause of job satisfaction found to be moderated across number of occupational groups (Adams & Bond, 2000). Redfern *et al.* (2002) said increases of demands for better standards of service provision makes it vital to understand the pressure on care staff and affecting stress on quality of care. Hatton *et*

a/. (1999) said it is clear that high employee stress and low staff morale is widespread in services such as intellectual disability. Organisations should understand which factors influence stress and low morale of employees. Management view the problem of employee morale as a feeling of togetherness on a sense of identification with an interest in the elements of employee's job, conditions of work, managers and the organisation at larger. In order to raise employee morale, management need to focus on productivity and job satisfaction by training and developing job designs that will permit employees feel in control over their tasks and improve the level of responsibility.

2.4.10. Commitment

Employee commitment contributes to staff morale and motivation effective communication, equal reward system, and promotion within the company. Employee commitment disappears when management fails to treat employees with dignity. High morale of staff can be achieved if the organisation considers what commitment is aimed at (O'Maolalaidh, 2000).

2.4.11. Organisational climate

According to O'Maolalaidh (2000) climate refers to the working condition or atmosphere in a level of morale and to strength a good-will among employees and employers in the workplace. Organisational climate is characterised by an employees' and employers relationship that determines the objectives, leadership style and behaviour of workers. Climate can influence morale and attitude in the workplace by means of affecting performance and relationship of an employer and employees.

2.4.12. Reward and benefits

Employees need to be rewarded for a job well done and be paid in a fairly way. Benefits provided by companies must be of a choice from a wide range, so employees will make an option regarding which benefits suit their needs. Employees need to be rewarded not punished. There is no doubt that money has an effect on the behaviour of employees (Bourini, 2010). Promotion policies system must be fair in all organisations. Once the payment problem is resolved, good relations will exist and managers and employees will have mutual support from above and below (O'Maolalaidh, 2000).

According to Fathaniy (2011) rewards are effectively when employees are paid based on knowledge, competencies and at a market value. Pay-for-knowledge and competencies motivate employees to develop their career by study (O'Moalalaidh, 2000). Compensation is divided in two categories: direct financial payments and indirect payments. Direct financial payment is salaries commission and bonuses while indirect are benefits that employee received such as: insurance, pension, and education plans (Bourini, 2010). Fathaniy (2011) said remuneration is provided by the employer organisation to workers in return of financial or non-financial fixed period. Effective rewards and recognition schemes need to be implemented to create a pleasant working environment and that boost morale and retention rates.

Rewards and benefits reduces employee turnover and improve organisational performance. Benefits cannot improve performance of employees, but strengthen the satisfaction that leads to commitment (O'Moalalaidh, 2000). Benefits given to

employees should keep correspond in terms of the regulation of the Labour Relation Act e.g. leave, maternity and paternity, retirement and other benefits that improve standard of living (Fathaniy, 2011). Low staff morale designated by signs of employees unhappiness such as unrest which indicated by the increase of grapevine gossip, high rate of absenteeism in departments, tardiness of employees which drop in sale, productivity, higher employee turnover and grievances (O'Maolalaidh, 2000). Africa, Mosia, and Zakuza (2011) study revealed that, (UNIZULU) staff remuneration was lower at 35% compared to about 50% in the tertiary education sector. The findings of an independent assessors report also revealed that there was unfair labour practice and discriminatory of remuneration levels. Junior employees earn more than senior staff and support staff earns more than academics or professors.

2.4.13. Role of management

Makawatsakul and Kleiner (2003) postulated that management should implement corrective interventions as soon as possible by noticing of employees on time about lay-offs so they can be able to start and look for other jobs elsewhere. Companies should offer programmes that train people in skills in order to acquire a broad range of knowledge and being able to be better qualified candidates for other positions within the organisation. Management as a key in the workplace should provide guidance and support to workers by ensuring that they remain loyal, productive and happy.

2.5. BOOSTING STAFF MORALE

According to Vereydon *et al.* (2010) best ideas come from any employee at any time to make their job fast, easier and productive in the workplace. Strong visible support by management allows everyone to know that individual ideas are valued and allows them to be more committed to the organisation (Vereydon *et al.*, 2010). Management should support incentive programmes to ensure that output of employees is of a required standard. Monta and Retired (2009) said it is vital to amend the policies immediately because employees do not drop respect to superiors who acknowledge errors. Employees cannot respect managers who produce many errors and have contempt for one who declined to acknowledge his fault.

Kinjerski and Skrypnek (2006) said direction and understanding the employee in the organisation is the ability to release one's full potential which is associated with good or ethical consideration, working with good colleagues, serving mankind, interesting task and more income. The development of spirituality in the organisation is believed to be connected to enhanced staff morale, developed honesty, trust and personal fulfilment of employees (Clark, 2008). Sensible effort should be made to teach and persuade employees. The important factors which bear on staff morale are:

- The attitude of the executives and managers towards their subordinates;
- Conditions, including pay, hours of work as well as safety rules; lastly
- Effective leadership and intelligent distribution of authority and responsibility in the organisation.

Makawatsakul and Kleiner (2003) said organisations realise when staff morale is down and interventions should take place to lift up staff morale such as introducing wide-ranging employee counselling and relocation assistance to ease the hardship associated with lay-offs. Management should encourage and motivate workers to continue to work hard, diligently and being in a position of being aware of symptoms that causes anger and upset of employees. Norman (2012) said all employees should be treated in the professional way and duties should rotate to prevent employees from being bored with day-to-day activities. Management should present themselves as human beings and be 100% authentic (Clark, 2008).

Nelson (2003) said employers need to appreciate their employees and allow them to have time to spend with families. Norman (2012) mentioned six ways to increase happiness of employees in the workplace such as:

a) Know how they work

Managers should be able to see how best employees perform their job and encourage improvement. Morale of staff can be raised if management should listen and allow employees to do job in their own.

b) Real-time feedback

Management should give a feedback on time through company notices in order for employees to feel that they are parts of the business.

c) Encourage strengths

Employees who love their job generate a positive output. Those types of employees should be encouraged and be recognised by being given incentives or rewards.

d) Let them take the reins

Allow employees to do their work in their own ways rather than the managers' way. Allow them to implement their ideas and support them.

e) Incentives

Incentive is used as another way of motivating employees. Money is not the only way to motivate workers but employees can also be motivated by given half day at work.

f) Room to grow

No employee wants to be in a ground level of position for years, everybody need advancement and growth.

O'Maolalaidh (2000) said organisations should focus on three areas to increase staff morale; organisations need to understand the importance of an employee's job and sense of accomplishment based on competent performance. Secondly, teamwork is needed to encourage group pride and self-esteem among employees in the organisation. Lastly management should care about their employee welfares, e.g.

employees should be given rewards for their contribution in the organisation and fair treatment. Hames (2011) said even though there is low staff morale in the workplace, intervention should be implemented to boost staff morale:

- *Recognise special events in the lives of your employees*

Birthdays, weddings of employees need to be rejoiced. Managers can show care to their employees in many ways such as ordering a coffee or giving a pleasant acknowledgement card. Managers can rejoice little things in the workplace such as gathering all employees and celebrate all the birthdays of those who are born in one month and the rest of the department members sing for them.

- *Keep the conversation going*

Encourage a sharing of ideas in the workplace where everybody would be listened. Management must disclose to employees the company's financial data and explain the terms and figures in a way that everyone understands.

- *Recognise and reward employees*

Employees need to be recognised by management in a way of being told if they perform well. Staff who performed well should be rewarded in a

form of a day off to work or voucher to have dinner with family at the highest restaurant.

- *Make the workplace comfortable*

Employees should be provided with comfortable chairs and ergonomic desks. Office temperature should be at a comfortable level and all technology should be provided. Avoid using a technology that is centralised, mean sharing one printer and photocopy in a department.

- *Smile more*

Social atmosphere at work is a big donor to burnout. Talking funny things with staff like hobbies or cracking jokes is recommendable on increasing staff morale.

- *Build a culture of trust*

Trust is everything even in a relationship or as well as in the business. Managers boost staff morale by building trust in the business relationship for success. Three types of trust mentioned by Hames (2011) Capability trust-which involves employees to make decisions and engaging them in discussions, Contractual trust- which means to allow them to manage employee expectations, and Communication trust- which could make them share information and provide constructive feedback.

Hopkins (1995) mentioned ways to develop and keep management on the right track, in order to increase morale among employees in the organisation such as; social gathering- picnics, family days and holiday parties can result in an atmosphere of caring and support that can show employees care and belonging in the organisation. Secondly, employee recognition which is well known as a “thank you” category, managers seem very because to recognise a job well done made by employees and they focus mainly on correcting mistakes. It is imperative to recognise employee contribution and motivate your employees in a form of a reward. Gift of time is the important factor to boost morale like giving employees an unexpected half-day or long weekends off. Employees must be allowed and encouraged to come to work early or later and leave early or later as needed (Clark, 2008).

According to Adams and Bond (2007) sources of motivation are intrinsic and extrinsic. Intrinsically motivation is a behaviour performed by person sake while extrinsic is behaviour to acquire rewards or to avoid punishment. Training, attending workshop and course are both company and individual investment because employees get opportunity to improve their knowledge that would be used and implemented in the organisation. Employee meetings allow manager to listen to employees input and decision they think it best for the company. Employees feel support of management and being part of a key tool in the organisation. Empowerment is an attitude that increases employee motivation in the organisation by giving employees opportunity to make decisions. Many ways can be used to encourage morale of employee, not such internal but also external the work such as with family and friends. Effective communications, skilled workforce, clarity of

roles to be performed and performance orientation culture where successes would be measured against progress.

Employees feel relaxed if they know what is expected on them and at what standard. Increasing staff morale is initially about not putting obstacles in the way of staff effort to help people. It is about good people-management skills and thirdly it is about developing the organisation culture (Nelson, 2003). Organisations do not design policies and procedures fairly consistent and transparent lead on making harder for employees to help customers. Communication is one of the easiest ways to communicate with employees in the workplace and that can be done in many ways such as writing a note in the employee payslip envelop and take one employee to breakfast or lunch once a week. Ask for ideas that can improve the company and thank employees for being part of the team. Sending a communiqué to all the organisation staff through emails recognising employees who are making a difference and thanking everyone else in the company who their hard work as well. Good managers' talk with employees about what issues impact morale and how they think morale can be improved (Clark, 2008).

Globalisation of business is increasing and information technology is advancing which leads to changes in the workplace between employers and employees behaviour. A change of globalisation and innovative technologies changes the shape of the organisation that operates and lead to employee. Effective human resource management reduced staff morale. Management should consider at what employees are looking for in at work. In other words management should know what motivate

employees in the workplace. Adams and Bond (2007) said motivating employees is a responsibility of a manager and further mentioned that there is no difference between highly motivated, motivated and unmotivated employees. Variables consist such as: personal problems, promotions and growth, job security, good wage and interest of work. Companies need to attract its employees and retain talented employees. Coaching of employees in the organisation improves performance of individual and increases morale by having motivated workers who support reducing labour turnover and improve productivity. It helps to acquire skills, abilities and provide an opportunity to review individual performance to identify the development to be made (Adams & Bond, 2007). Training should be given to employees from top to downwards in order to be innovated and acquire skills. A flatter organisations structure improves employee quality of life and it enables the employee to be listened and involved in decisions. Employees' confidence and commitment enhanced in flat organisations and employees perform one project to another. High flyers feel frustrated because opportunities for promotions scarce. Human resources should help to remove some problems that were merged in a reorganised early (Vereydun *et al.*, 2010).

2.5.1. Staff recognition programme (SRP)

According to Whitney and Bombard (2010) employee recognition programme can be a key to motivate employee to a healthy dose of creativity. Most companies are considering about recognition more strategically and aligning their programmes with their company objectives. Bourini (2010) said (HRD) develops programmes to meet economic, psychological, and social needs of employees and retain productive workers

to ensure company complies with employment equity and occupational health and safety. (SRP) guidelines are provided to identify, develop and implement a recognition program for the business. Firstly, (ERP) committee should be selected to serve on the committee which would consist of employees and management. Secondly, identify recognition program objective that would meet the needs of the employees. Thirdly, identify award themes and award selection criteria. Fourthly, identify award eligibility criteria, award frequency and award selection. Fifthly, award the nomination and selection process. Sixthly, market award program and lastly, finalise and monitor award programme

<http://employees.tamu.edu/doc/employment/classComp/616RecognitionGuidelines.pdf>.

2.5.2. Other staff programmes

O'Maolalaidh (2000) argued that, (HRD) could play a significant role as they recruit in the organisation. Executive management should be present and support the development of morale programmes in the workplace and value the contribution of employees such as:

- Applications of merit system or work performance system are the basic of employee rewards,
- Employees insurance programme,
- Improvement in health and security for employees and their families so that they can work with confidently and productively,
- Increase basic salaries and adjust the needs.

Lin, (2007) mentioned management programmes that can be used in the workplace to stimulate staff morale such as:

a) **Drinking water**

Drinking water facilities are provided to the employees in and around the workplace. There should be about 20 drinking points at suitable places of wholesome cool drink water.

b) **Canteen**

Facilities need to be provided and in each shift at a time 60 to 70 people can be accommodated. Mobile and non-mobile canteen services should be provided around the clock.

c) **Recreational facilities**

Places like a club should be provided for both managerial and non-managerial staff for entertainment programmes.

d) **Transport**

To provide subsidised transport to employees who stay far and near the workplace.

e) **First aid**

Employees should be provided with first aid and medical facilities.

f) **Safety**

It is obliged for every employee to know the safety rules, follow safety procedure, warnings of unsafe conditions, react positively to emergency property.

According to Makawatsakul and Kleiner (2003) companies are for ever expected to form a staff morale committee who would meet and discuss programmes to be implemented to adjust staff morale such as education and fun activities. Activities which can be set outside the workplace so employees can be together to have fun and play games designed to solving a problem. Organisation development may be used to boost effectiveness in such a way that employees would be assisted to understand the running of the business. Myeni (2010) contends that dealing with employee morale is not an easy task. He mentioned suggestions that management should consider to reduce low employee morale in the workplace:

- Begin with talent acquisition- management should recruit employees that suit the culture of the organisation and who have required competencies needed by the employer;
- Looking at best practices from the best people;
- Employers should ensure that they hire people who will love the work;
- Employers and employees should focus on customer and ensure that the company is running smoothly and ensuring that customers are always happy.

According to Drew (2011) employee health management programme is a long term organisational activities designed to promote the adoption of organisation and individual behaviour to maintain or improving employee mental and social being. Management

should analyse what is important to employees before implementing programmes. Management tends to hire health-oriented staff, but employees also are more apt to assimilate with health oriented culture. Health programme is a great incentive to use in the organisation. One of the best way to reduce the levels of stress is through physical exercise programme because it proven to be a great weapon also in reducing turnover (Thompson, 1997).

Jerome and Kleiner (1995) said successful management in the organisation pay attention to the factor that drive and enhance profitability in the workplace such as investing on employees, technology that supports front line workers restoring on training and recruitment. Jerome and Kleiner (1995) said recruiting and selection of employees requires dedicated and motivated person, who will truly enjoy a company of entertainment and bringing joy to others. Bowles and Cooper (2009) described orientation programme as tools that enhance productivity in the workplace thus boost the staff morale. Orientation programme further help employees to broaden their understanding of the company culture, policies and procedures. *The current study draws closely from the steps suggested by Bowles and Cooper (2009) described below:*

Step 1. At this level, the managers deal with issues around retaining the committed and quality skilled employees in the workplace.

Step 2. This step deals with putting employee first as a driving force in the productive arena.

Step 3. This step emphasises responsibility of every player in the workplace.

Step 4. Here the emphasis is on the organisational assessment with regard to the level of functioning.

Step 5. This step deals with decisions and timing in making changes that work for the organisation.

Step 6. This deals with upgrading management as a vehicle for change.

Step 7. This steps deals with cost reduction and profit making.

Step 8. This step looks at equality among employees and compensation structure which benefits employees according to grades provided by the organisation.

Step 9. This step monitors fairness followed in the process of compensation.

Step 10. Finally, this deals with human recognition where workshops for example can be arranged for the benefit of the employees.

2.6. THEORIES OF THE ASSESSMENT OF STAFF MORALE

2.6.1. Motivation

According to Vereyduun *et al.* (2010) management should encourage workers to be innovative, keeping themselves updated and to be motivated in the workplace in order to increase commitment and innovation. Robbins (2003) mentioned that, a key of motivating is to provide staff with an opportunity to expand their professional knowledge in order to contribute to the business in a meaningful way. A well-managed organisation can motivate and retain its employees hence has the following competitive advantages; reduces turnover, increase in productivity, reduced absenteeism, increase revenue and improved performance (Vereyduun *et al.*, 2010).

These assumptions can lead management into making mistakes while trying to motivate employees. Motivation in the workplace is a process of taking one person into action and inspires (Robbins, 2003). Motivation exists to make individual acquire what regard as positive behaviour i.e. desirable behaviour. Motivation connects positive values to employees (Lunenburg, 2011). Motivated employees stay in one company and work hard to that organisation. Employees' interpret work based on their lives, their cultural values, their levels of success and level of satisfaction achieved. Employees work to meet the needs and achieve goals (Vereydon *et al*, 2010).

2.6.2. Motivation theories

There is a need for the organisation to understand the relation of the job satisfaction and productivity. Satisfied employees are virtually productive (Adams & Bond, 2007).

a) Maslow's needs hierarchy

According to Adams and Bond (2007) motivation was driven by the unsatisfied needs. Therefore, management knows which needs are important for employees. Maslow proposed the five levels of needs to be ranked in order which one will seek to achieve.

- **Physiological needs**

Are needs that require sustaining in life general such as shelter, water and food. It's those types of needs that one cannot live without. Abraham also mentioned that safety and social needs cannot be fulfilled once the basic need is not satisfied. Management should provide their employees with

spare time, e.g. lunch breaks and wages that are sufficient to buy essentials of life.

- **Safety needs**

After the physiological needs are met, employers should consider the safety and security of the physical and harm of their employees. Management should provide a safety working environment for their staff and provide retirement allowance.

- **Social needs**

Once employers have met the lower level of needs than the higher level of needs become important in that regard. Abraham (2008) stated that social needs are related to entertainment with friends and to give and receive love example social event.

- **Esteem needs**

Employees need to feel that there are important in the workplace. Adams and Bond (2007) tabulated esteem as internal and external esteem means internal are such as respect and achievement while external are those such as social status recognition. Management should recognise employees for their job well done.

- **Self-actualisation**

Self-actualised employees have needs such as trust and wisdom.

b) Work of Herzberg

O'Maolalaidh (2000) said certain variable of work which leads to job dissatisfaction such as salary, status, security, recognition, achievement and growth. Riley (2005) said satisfaction and dissatisfaction operate in different dimensions. People respond differently to work tasks and environment. A factor could cause satisfaction on one job and dissatisfaction on another person like "responsibility".

c) Values, personality: personality theory

Linz *et al.* (2006) said personality is defined as an individual's behavioural and emotional characteristics that found to be stable over time and in various situations. The five relatively independent factors: conscientiousness, extraversion, agreeableness, emotional stability and openness to experience.

d) Operant learning theory

This theory proposes that a person engages in specific behaviour that had been enforced by a specific outcome. Positive reinforcement such as reviving a financial bonus for performance is one to increase the desired behaviour of people (McKeen, 2004).

e) Equity theory

According to Gordon (2006) equity theory focuses on the concept of fairness. The equity theory has evolved from the social comparison theory. This theory examines the tendency for staff to compare the fairness of what the work requires them to do (input)

with what they receive in exchanging with their effort (outputs). Employees compare their job situation with that of another person.

f) Expectancy theory

According to Lunenburg (2011) expectancy is a person's estimate of the probability that job related effort will result in a given level of performance. Expectancy ranges from 0-1 and based on probability. Expectancy theory has some important implication for motivation staff in the workplace.

2.7. SUMMARY

This chapter dealt with literature of staff morale and the organisational contexts in which staff morale is displayed. Different authors had different dimensions in dealing with factors that influences productivity, non-productivity and theories that explain how human behaviour is understood in the workplace. The next chapter deals with research design and methodology.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This study explored the level of morale experience of academic and support staff working in the (UNIZULU) in (KZN) by carrying out a survey. The study was descriptive and observed a subgroup of employees from both the academic and the support sections of the University. In this chapter the methodology, summary of the aims of the study, research design, sampling method, population and sample size, study area, instrumentation, data analysis, ethical consideration are given and summary is outlined.

3.2. SUMMARY OF THE STUDY

The aim of this study was to assess staff morale using the academic and support staff in order to consider appropriate strategies.

3.3 RESEARCH DESIGN

This study was exploratory in nature and made use of combination of qualitative and quantitative methods of data collection. The descriptive design was used to collect data. This design was used because it describes the situation and collects primary data from the participants, in order to make rational decisions and recommendations (Creswell, 2006).

3.4 SAMPLING METHOD

Sampling is a process of ordering and unravelling cases of smaller groups (populations) that are observed or studied in a research process (Tustin, 2010). There are two types of sampling designs, probability and non-probability. Non-probability sampling does not use or involve random sampling, while probability sampling does. In this study, the researcher used probability sampling. Probability sampling determines the probability of any part of the population to be included in the sample (Sekaran & Bougie, 2010).

Probability sampling is divided into six (6) types such as simple random, systematic random, stratified random, random cluster, complex multi-stage random and stratified cluster (<http://www.statpac.com/surveys/sampling.htm> 26 August 2012). In this study, stratified random sampling method was used as the specific sampling technique to select participants. This method was used because it divides population into groups that differ in many ways. A stratum is a subset of the population that share at least one common characteristic. Examples of strata might be males and females. In this study the strata were academics and support staff at the (UNIZULU).

3.5. POPULATION AND SAMPLES SIZE

In this study, the target was strictly limited to staff from the academic and support personnel excluding top managers as well as Heads of faculties and units at the (UNIZULU). The respondents were used to determine the validity and reliability of the instrument items. The reason for sampling both academic and support staff to observe a representative sample of the university's employee population except heads of

departments, and faculties. The study focused on employees' experiences as well as on their opinions regarding morale at the University. This study divided employees into academic and support staff. A stratified sampling method allows the researcher to find the total number of non-executive employees at the (UNIZULU) and to then calculate the percentage in each group. The stratified random sampling (Probability sampling) method was used to determine the final sample. Stratified random sampling as the name implies, involves a process of stratification followed by random selection of subjects from each stratum (Sekaran & Bougie, 2010).

The population was first divided into mutually exclusive groups that are relevant, appropriate, and meaningful in the context of the study. The (UNIZULU) employs; 243 full time support males, 6 part-time support males, 218 full-time support females, 1 part time support female, 125 full-time academics male, 31 part-time male academics, 83 full-time academics female, and 16 part-time males. The researcher used a sample of 20% of members from each stratum. Members represented in the sample from each stratum were proportionate to the total number of elements in the respective strata. The strata was also collectively exhaustive, no population element was excluded. This is called proportional allocation. For example, at (UNIZULU) the following numbers of staff were surveyed:

Table 3.5.1 staff population of the (UNIZULU) in 2012

<i>Gender,</i>	<i>Number of Elements</i>	<i>Proportionate Sampling (20%) of the elements)</i>
<i>Full time Males</i>	<i>368</i>	<i>74</i>
<i>Full time Females</i>	<i>301</i>	<i>60</i>
<i>Part time Males</i>	<i>37</i>	<i>7</i>
<i>Part time Females</i>	<i>17</i>	<i>3</i>
<i>Total</i>	<i>723</i>	<i>144</i>

A sample size of 245 staff was stratified according to the above categories. The first step was to find the total number of staff (723) employed by the (UNIZULU) in KwaDlangezwa Campus in 2012, both academics and support staff then calculate the percentage in each group.

- % male, full time = $368 / 723 = 51\%$
- % male, part time = $37 / 723 = 5\%$
- % female, full time = $301 / 723 = 42\%$
- % female, part time = $17 / 723 = 2\%$
- The total staff complement, both full time and part time, is equivalent to $723=100\%$

In the sample of 144, the following percentage represents employees who were given questionnaires. Statistics Trek (2010) used a formula to calculate the sample sizes from each stratum as indicated below:

NH = sample size from each stratum

Nh = population size from each stratum

N = total population

n = required sample size

Full time male

part time

$$nh = 368/723 \times 144$$

$$nh = 37/723 \times 144$$

$$= 74$$

$$= 7$$

Full time female

part time female

$$nh = 301/723 \times 144$$

$$nh = 17/723 \times 144$$

$$= 60$$

$$= 3$$

- 51% of male, full time.
- 5% of male, part time.
- 42% of female, full time.
- 2% of female, part time.

3.6 THE STUDY AREA

This study was conducted at the (UNIZULU) KwaDlangezwa Campus, in the (KZN) province. (KZN) is one of the nine provinces in (SA). (UNIZULU), KwaDlangezwa Campus is situated about 142 km north of Durban and 19 km South of Empangeni of the N2 National Road on the (KZN) North Coast. The nearest town is Empangeni. The total number of the (UNIZULU) staff members in year 2012, was eight hundred and sixty seven (723 plus 144). Survey questionnaires were handed to both academic and

support staff as a sample for the study. The sample was considered homogeneous in terms of two key variables, occupation either academic or support and the number of years working for the University.

3.6.1. The Pre-Test

A pre-test was conducted to develop and to form the feasibility of techniques used and to determine the reliability of measures applies in the final sample. Tustin (2010) stipulated that a structure questionnaire is designed to test the closed-end items for their validity and reliability of the instrument used. Participants for sample one was from the academic support. A formula was used to find the sample size for the pre-test as:

$np = \text{sample size for the pre-test}$

$n = \text{sample size for the main study (144)}$

10% adequate for the pre test

$np = 144 * 10\%$

$np = 14$

3.7. INSTRUMENTATION

In this study a questionnaire constructed by the researcher was used to assess the experience of employees on work morale. The questionnaire was written in English as well as in isiZulu. English is the language commonly used by all employees in formal meetings. It was used as the official medium of communication for the study at (UNIZULU), while isiZulu is mostly the mother language of the majority of (UNIZULU) employees. A questionnaire that was constructed in isiZulu was helpful to those

employees who do not understand English at lower levels. All participants were asked the same questions and all responded based on those questions. Responses were designed in a 5 rating scale; 1= very dissatisfied, 2= dissatisfied, 3= neutral, 4= satisfied, 5= very satisfied. Only collective data was collected and analysed.

3.7.1. Questionnaire design

Introduction of the topic:

Section A: Biographic information such as race, gender, age group, years of service, nature of work, and qualification.

Section B: Gather information on factors that affect staff morale.

Section C: Assess the level of staff morale at the (UNIZULU).

Section D: Find strategic ways that can be used to stimulate staff morale at the (UNIZULU).

A questionnaire was divided into six (6) sections, attached as Annexure B.

3.7.2. Distribution of questionnaires

The questionnaires were distributed and collected in workstations of the targeted study respondents by the researcher excluding top managers, head of faculties and departments from 9h00 to 16h00 for three weeks at the (UNIZULU).

3.8. DATA ANALYSIS

In this study the data was analysed using a descriptive statistic, median test/ Wilcoxon's signed rank test, chi-square test, friedman test and binomial test for the findings of the

study. The quantitative data was analysed using the software package called statistical package for the social sciences (SPSS). The software package allows researchers to generate the result in a form of graphs and report. This data collected is presented in graphs (Ader, 2008). Statistics Trek, (2010) says descriptive statistics are a method used for eliminating data by set of measurement and quantitative data present in a form of graphs and tables. A chi- square test was used to investigate whether the number of responses falling in various categories tested the difference between observed and expected values.

3.9 ETHICAL CONSIDERATIONS

The author first obtained permission from the Deputy Vice-Chancellor for Research and Innovation (DVC-R&I) for conducting this study. The author abided by all terms and conditions that the (DVC-R&I) stipulated. The proposal and questionnaire were submitted to the Higher Degrees Committee (HDC) for approval and then to the Ethics Committee (EC) to seek ethical clearance. Any publications that emerge from the study are not going to mention the University's name but, will be described in general terms. Before any publication is released in the public domain, permission will need to be granted from the (DVC-R&I). All terms and conditions that the (DVC-R&I) imposes will be strictly adhered to.

3.9.1 No harm to participants

Participants were not subjected to any form of body or emotionally pain. Participants were aware if they experience stress because of the sensitive nature of the study, the

interview should be stopped. To ensure that stress is minimised, the interview was controlled by participants themselves, and they could stop it at any time.

3.9.2 Informed consent

According to Khumalo (2007) a researcher informs participants about the research before the commencement of the project. In this study participants were told about the nature of the study before the study was conducted. In the first meeting a letter of consent was discussed and participants were asked questions.

- Participants were told that the data collected would be used to complete a dissertation;
- Participants were made aware that they have a right to withdraw from the study at any time should they feel uncomfortable;
- Participant were told that their names would not be required;
- Participants were told that all information gathered from the study would remain confidential and anonymous;
- Participants were told that no harm can be inflicted by their participation in this study nor there is any risk involved in their participation; and
- Participants were told that the final report of the study would be presented and in such a way that their names or identity is not revealed.

3.9.3 Confidentiality and anonymity

Participants were told that the information that they would share with the researcher would be kept confidential and that participants' anonymity would be maintained throughout the study.

- Participants were told that the final report would be presented with ages and gender, no details of the participants would be presented.
- Participants were told that signatures would not be disclosed to any party
- All participants were told to return questionnaires to the box located at office 324 in the Administration building.

3.10 SUMMARY

This chapter outlined the methods that were used in the data collection and a questionnaire distribution was discussed. The latter will be further discussed in detail in the following chapter which discusses the findings of the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1. INTRODUCTION

This study results were discussed on a question-by-question basis. The analysis consists of two parts: the first part contains the descriptive statistics that summarise the biographical data of section A and the responses of sections B and C. The second part consists of the analysis by addressing the study questions and testing the hypothesis. An interpretation of the results will be provided along with the results. The conclusions that follow will be based on the results and interpretations.

4.2. REALISATION RATE

The findings of the study were based on 108 returned questionnaires that were randomly distributed between the two strata of employees, namely, academic and support staff. Executive management were excluded from the study. Although 144 questionnaires were distributed, only 110 were returned rate of 76%. Two of the returned questionnaires did not correspond to the other 108 since the numbering and numbers of options per question were different.

This questionnaire was also used in the analysis, but the unanswered questions were omitted where necessary, or scores were scaled to accommodate the missing values.

The variable “Tenure” was completely omitted from the analysis, since the response rate rendered the value of its contribution to the study worthless. The variable “Service

Period” was answered by some staff members in months and others in years. For consistency and analysis purposes, the answers were converted to years, by rounding up to the following year.

4.3. RESULTS ON A QUESTION-BY-QUESTION BASIS

Results from section (A) contain the biographic information reported by making use of graphs and tables. The realisation rate by each question will be indicated. Section B was analysed by making use of the median values in ranking the section statements for the study to reach the objectives. The focus of the study was to assess and understand the experience staff morale at the (UNIZULU).

4.4. DESCRIPTIVE RESULTS ANALYSIS

Section (A) Biographic Information

Section A provided data collected from the respondents’ biographical information to be used in classification such as race, gender, age, service period, nature of post, qualification, category of employment, level of job and membership. This was used for cross tabulation in the analyses. Tables will describe respondents’ biographical details.

Question 1: Race

The number and percentage of participants who respond to this question are tabled and discussed below in table 4.4.1 below:

<i>Race</i>	<i>Black</i>	<i>Coloured</i>	<i>Indian</i>	<i>White</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	97	3	3	3	2	108
<i>%</i>	89.8	2.8	2.8	2.8	1.9	100

The data were collected from 108 participants who are equal to 100% in terms of percentages. Blacks who participated in this study were 97 (89.9%), Coloureds were 3 (2.8%), Indians were 3 (2.8%) and Whites were 3 (2.8%). There are also 2 (1.9%) participants that did not respond to this section.

Question 2: Gender

The number and percentage of participants who respond to this section are tabled and discussed in table 4.4.2 below:

<i>Gender</i>	<i>Female</i>	<i>Male</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	51	55	2	108
<i>%</i>	47.2	50.9	1.9	100

The total sample of 108 respondents (100%) was formed by 51 females (47.2) and 55 males (50.9). participants that did not respond to this section were 2 (1.9%).

Question 3: Age Group

The number and percentage of participants who respond to this section are tabled and discussed in table 4.4.3 below:

<i>Age</i>	<i>20-24</i>	<i>25-29</i>	<i>30-34</i>	<i>35-39</i>	<i>40-45</i>	<i>Over 46</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	5	19	27	15	18	22	2	108
<i>%</i>	4.6	17.6	25	13.9	16.7	20.4	1.9	100

The participants who answered this section were grouped into ages. Respondents from 20-24 were 5 (4.6%), 25-29 were 19 (17.6), 30-34 were 27 (25%), 35-39 were 15 (13.9%), 40-45 were 18 (16.7) and participants over 46 years were 22 (20.4%). Participants that did not respond to this section were 2 (1.9%).

Question 4: Service period (Years)

The number and percentage of participants who responded to this section are tabled and discussed in table 4.4.4 below:

<i>Service (Year)</i>	<i>1-5</i>	<i>6-10</i>	<i>11-15</i>	<i>16-20</i>	<i>21-25</i>	<i>26-30</i>	<i>Over 30</i>	<i>respons</i>	<i>Total</i>
<i>Count</i>	59	20	5	12	2	5	1	4	108
<i>%</i>	54.6	18.5	4.6	11.1	1.9	4.6	0.9	3.7	100

From the sample of 108 participants (100%) the following categories who answered this section were rated according to the grouped of years. Participants who worked from 1-5 years were 59 (54.6%), 6-10 were 20 (18.5%), 11-15 were 5 (4.6%), 16-20 were 12 (11.1%), 21-25 were 2 (1.9), 26-30 were 5 (4.6%) and over 30 years of service was 1 (0.9%). Participants who did not indicate their years of services were 4 (3.7%).

Question 5: Nature of post

The number and percentage of participants who responded to this question are tabled and discussed in table 4.4.5 below:

<i>Nature of post</i>	<i>Permanent</i>	<i>Fixed-term</i>	<i>Other</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	99	2	6	1	108
<i>%</i>	91.7	1.9	5.6	0.9	100

From 108 (100%) participants from the study only 99 (91.7%) were permanent, 2 (1.9) were fixed term contract and others were 6 (5.6%). Only 1 participant did not answer this section.

Question 6: Qualification

The number and percentages of participants who responded to this section are tabled and discussed in table 4.4.6 below:

Qualification	certificate	diploma	B.Tech	M.Tech	D.Tech	B.Degree	Degree (Hons)	Degree	Doctorate	Other	response	Total
Count	22	16	2	1	0	23	17	12	2	3	10	108
%	20.4	14.8	1.9	0.9	0	21.3	15.7	11.1	1.9	2.8	9.3	100

From the sample of 108 (100%) participants on 22 (20.4%) holds a National Certificates, 16 (14.8%) holds a National Diploma, 2 (1.9%) holds a B. Tech Degree, 1

person hold a M. Tech Degree, 0 (0%) holds a D. Tech Degree, 23 (21.3%) holds a B. Degree, 17 (15.7%) holds a B. Degree Honours, 12 (11.1%) holds a Master's Degree, 2 (1.9%) holds a Doctorate Degree and 3 (2.8%) had other qualifications. Participants who did not respond to this section were 10 (9.3%).

Question 7: Category of Employment

The number and percentages of participants are tabled and discussed in table 4.4.7 below:

<i>Category of employment</i>	<i>Academic</i>	<i>Academic support</i>	<i>Administration</i>	<i>Technical services</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	15	15	61	10	7	108
<i>%</i>	13.9	13.9	56.5	9.3	6.5	100

From the sample of 108 (100%) participants only 15 (13.9%) were academics, 15 (13.9%) were academic support, 61 (56.5%) were administrative staff and 10 (9.3%) were technical services. Participants that did not indicate their category of employment were 7 (6.5%).

Question 8: Job Level

The number and percentage of participants who responded to this question are tabled and discussed in table 4.4.8 below:

<i>Job level</i>	<i>Senior management</i>	<i>Middle management</i>	<i>Junior management</i>	<i>Lecturer</i>	<i>Professional/ Specialist</i>	<i>Semi-skilled</i>	<i>No response</i>	<i>Total</i>
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<i>Count</i>	0	4	10	18	17	40	19	108
<i>%</i>	0	3.7	9.3	16.7	15.7	37	17.6	100

Question 9: Membership

The number and percentage of participants who responded to this section are tabled and discussed in table 4.4.9 below:

<i>Membership</i>	<i>Trade union</i>	<i>Employers association</i>	<i>Professional association</i>	<i>Other</i>	<i>No response</i>	<i>Total</i>
<i>Count</i>	60	2	7	11	28	108
<i>%</i>	55.6	1.9	6.5	10.2	25.9	100

From the sample of 108 (100%) participants only 60 (55.6%) were members of a trade union, 2 (1.9%) were members of employers association, 7 (6.5%) were members of professional association and 11 (10.2%) were members of other bodies. 28 (25.9%) were participants who did not respond to this section.

4.5. TESTING OF THE MAIN HYPOTHESES OF THE STUDY

The hypotheses of this study are formulated as:

Null hypothesis (H₀): There is no relation between low morale among staff (academic and support) and work performance, versus

Alternative hypothesis (H₁): There is relation between low morale among staff members and work performance.

Section B (Original) – Summary

For sections **B** and **C**, the percentages are calculated by excluding the missing values.

		Missing	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
B1	Count	3	29	19	9	36	12
	%		27.6	18.1	8.6	34.3	11.4
B2	Count	4	11	10	8	48	27
	%		10.6	9.6	7.7	46.2	26
B3	Count	4	19	17	14	28	26
	%		18.3	16.3	13.5	26.9	25
B4	Count	2	25	18	13	31	19
	%		23.6	17	12.3	29.2	17.9
B5	Count	2	47	27	13	18	1
	%		44.3	25.5	12.3	17	0.9
B6	Count	3	5	8	13	42	37
	%		4.8	7.6	12.4	40	35.2
B7	Count	4	37	28	28	6	5
	%		35.6	26.9	26.9	5.8	4.8
B8	Count	4	22	25	32	19	6
	%		21.2	24	30.8	18.3	5.8
B9	Count	6	28	35	17	18	4
	%		27.5	34.3	16.7	17.6	3.9
B10	Count	5	28	33	22	17	3
	%		27.2	32	21.4	16.5	2.9
B11	Count	6	46	27	20	4	5
	%		45.1	26.5	19.6	3.9	4.9
B12	Count	6	29	30	18	20	5
	%		28.4	29.4	17.6	19.6	4.9
B13	Count	6	23	32	22	22	3
	%		22.5	31.4	21.6	21.6	2.9
B14	Count	3	36	25	24	17	3
	%		34.3	23.8	22.9	16.2	2.9
B15	Count	3	37	34	23	10	1
	%		35.2	32.4	21.9	9.5	1
B16	Count	3	22	28	28	23	4
	%		21	26.7	26.7	21.9	3.8
B17	Count	3	7	7	12	49	30

	%		6.7	6.7	11.4	46.7	28.6
B18	Count	3	5	8	21	33	38
	%		4.8	7.6	20	31.4	36.2
B19	Count	4	18	24	11	34	17
	%		17.3	23.1	10.6	32.7	16.3
B20	Count	3	7	11	14	41	32
	%		6.7	10.5	13.3	39	30.5
B21	Count	5	12	6	19	43	23
	%		11.7	5.8	18.4	41.7	22.3
B22	Count	3	9	23	27	34	12
	%		8.6	21.9	25.7	32.4	11.4
B23	Count	3	13	23	30	28	11
	%		12.4	21.9	28.6	26.7	10.5
B24	Count	4	17	23	27	27	10
	%		16.3	22.1	26	26	9.6
B25	Count	6	20	28	26	21	7
	%		19.6	27.5	25.5	20.6	6.9
B26	Count	8	13	22	16	35	14
	%		13	22	16	35	14
B27	Count	7	24	21	31	10	15
	%		23.8	20.8	30.7	9.9	14.9
B28	Count	7	7	13	25	42	14
	%		6.9	12.9	24.8	41.6	13.9
B29	Count	7	20	19	30	22	10
	%		19.8	18.8	29.7	21.8	9.9
B30	Count	4	43	29	17	7	8
	%		41.3	27.9	16.3	6.7	7.7
B31	Count	5	21	26	19	29	8
	%		20.4	25.2	18.4	28.2	7.8
B32	Count	6	20	23	28	18	13
	%		19.6	22.5	27.5	17.6	12.7
B33	Count	4	33	34	15	18	4
	%		31.7	32.7	14.4	17.3	3.8
B34	Count	3	24	23	32	19	7
	%		22.9	21.9	30.5	18.1	6.7
B35	Count	3	10	32	21	24	18
	%		9.5	30.5	20	22.9	17.1
B36	Count	4	14	27	27	30	6
	%		13.5	26	26	28.8	5.8
B37	Count	5	10	12	21	39	21
	%		9.7	11.7	20.4	37.9	20.4
B38	Count	3	16	18	15	33	23

	%		15.2	17.1	14.3	31.4	21.9
B39	Count	4	8	28	39	23	6
	%		7.7	26.9	37.5	22.1	5.8
B40	Count	3	13	29	23	29	11
	%		12.4	27.6	21.9	27.6	10.5
B41	Count	3	27	27	32	17	2
	%		25.7	25.7	30.5	16.2	1.9
B42	Count	3	4	11	25	46	19
	%		3.8	10.5	23.8	43.8	18.1
B43	Count	3	10	5	20	45	25
	%		9.5	4.8	19	42.9	23.8
B44	Count	5	9	5	19	47	23
	%		8.7	4.9	18.4	45.6	22.3
B45	Count	4	6	15	22	37	24
	%		5.8	14.4	21.2	35.6	23.1
B46	Count	3	2	9	12	46	36
	%		1.9	8.6	11.4	43.8	34.3
B47	Count	3	1	4	18	52	30
	%		1	3.8	17.1	49.5	28.6
B48	Count	3	8	20	18	43	16
	%		7.6	19	17.1	41	15.2
B49	Count	3	8	26	22	32	17
	%		7.6	24.8	21	30.5	16.2
B50	Count	6	1	9	25	47	20
	%		1	8.8	24.5	46.1	19.6
B51	Count	5	17	22	28	17	19
	%		16.5	21.4	27.2	16.5	18.4
B52	Count	3	5	7	18	42	33
	%		4.8	6.7	17.1	40	31.4
B53	Count	4	10	15	26	26	27
	%		9.6	14.4	25	25	26
B54	Count	3	6	3	12	43	41
	%		5.7	2.9	11.4	41	39
B55	Count	4	4	4	5	38	53
	%		3.8	3.8	4.8	36.5	51

The average score was calculated for each of the following factors using the relevant questions after high percentages were calculated for each of the categories. A Binomial test was used to compare the combined percentages of strongly disagree and disagree

with agree and strongly agree. Significant p-values (<0.05) are marked by * and **. P-values marked by * indicate that the percentage of staff who disagree and strongly disagree are significantly more than those who do not. P-values marked by ** indicate that the percentage of staff that agree and strongly agree are significantly more than those who do not.

Percentage table		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	P-value
F1	Management	13	28	35	22	2	*0.00143
F2	Alignment of work and Mission and vision	11	10	8	46	26	**0.00000
F3	Job expectations	5	8	12	40	35	**0.00000
F4	Involvement	16	36	28	19	1	*0.00000
F21	Planning to do work	7	13	25	42	14	**0.00000
F22	Work and personal life	10	12	20	38	20	**0.00000
F23	Problem resolved	8	27	38	22	6	0.89384
F24	Implantation of ideas	12	28	22	28	10	0.62561
F25	Employees	26	26	30	16	2	*0.00000
F26	Cultures and religion	4	10	24	44	18	**0.00000
F27	Races differences	10	5	19	43	24	**0.00000
F28	Gender equity	9	5	18	46	22	**0.00000
F29	Opportunities	2	10	28	36	24	**0.00000
F30	Result of work	2	9	11	44	34	**0.00000
F31	Training	1	4	17	50	29	**0.00000
F32	Motivation	8	25	21	30	16	**0.01930
F33	Content	1	9	25	46	20	**0.00000
F34	Willing to leave the university	18	17	27	21	17	0.30975
F35	Wellness	5	7	17	40	31	**0.00000
F36	Team building	6	3	11	41	39	**0.00000

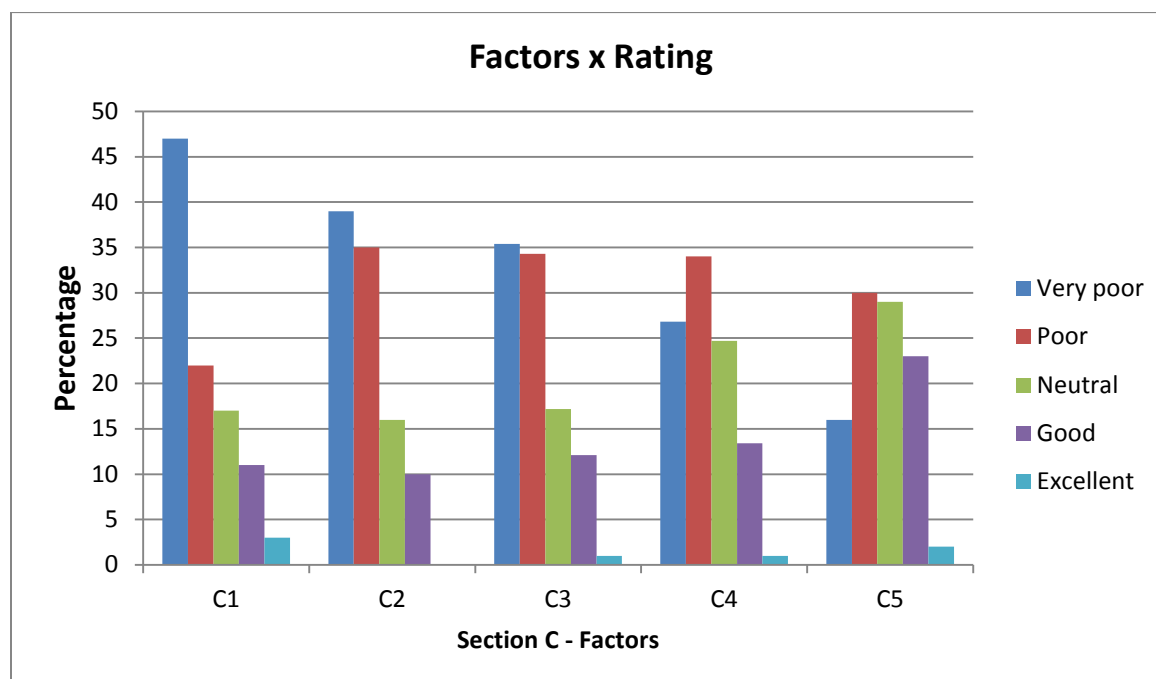
Section C – Summary

Percentages are based on answered questions only. Questionnaires with unanswered questions were excluded from the calculation. For the table below, a Binomial test is used to compare the number of staff members who rated the factors as poor or very poor to the number of staff members who rated the factors as good or excellent. All p-values are significant (<0.05), which indicates that the percentage of staff members that rated the factors as poor and very poor is significantly higher than those who rated the factors as good and excellent. The chart following the table is a graphical representation of the percentages. From the chart it should be noted that from C1 to C5 the very poor rating decreases and the good rating increases.

Percentage table

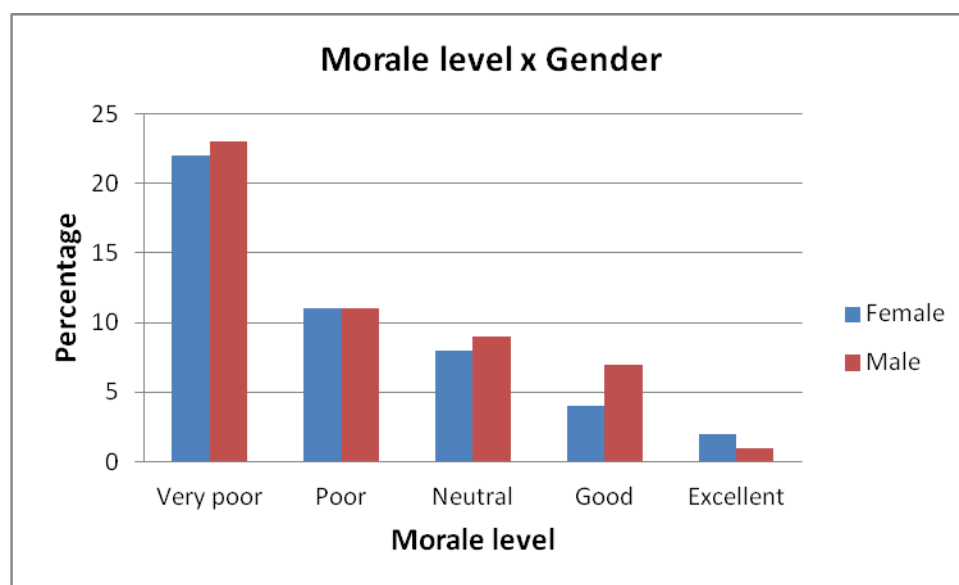
		Very poor	Poor	Neutral	Good	Excellent	P-value
C1	How would you rate the staff morale level at the University?	47	22	17	11	3	*0.00000
C2	Overall, how would you rate the university's attempts to involve all employees in decision making?	39	35	16	10	0	*0.00000
C3	How would you rate the university's management's attention to staff needs?	35.4	34.3	17.2	12.1	1	*0.00000
C4	How do you rate overall staff retention at the university?	26.8	34	24.7	13.4	1	*0.00000

C 5	How would you rate support								
	services' willingness and ability to address staff queries?	16	30	29	23	2		*0.0002	1



The table below contains the results for the association tests (Chi² test) between 'Morale level' (in section C) and the four listed demographic factors. None of the results are significant. This means that there is no association between staff 'Morale level' and any of the four demographic factors, i.e., for 'Gender' both males and females have the same opinion of morale, for 'Age' all age levels have the same opinion of morale, similarly for 'Service Period' and 'Category of Employment'. The chart below illustrates the association between 'Gender' and 'Morale level'.

Association between 'Morale level'	Pearson square	Chi-Df	P
Gender	1.07108	4	0.89883
Age	30.44731	20	0.06295
Service Period	26.44414	24	0.33105
Category of Employment	14.72407	12	0.25689



Correlations

The table below contains the results for association tests (Chi² tests) between the Section C factors and Section B factors. Significant p-values (<0.05) are highlighted in red. Significant p-values indicate that there is an association between the factors from section B and C, i.e., 'Morale' is affected by all section B factors with red p-values.

Association results	Morale (C1)		Decision (C2)		Needs (C3)		Retention (C4)		Support (C5)	
	Chi ²	p	Chi ²	P	Chi ²	P	Chi ²	p	Chi ²	P
Management	0.381	0.00	0.467	0.00	0.534	0.00	0.418	0.00	0.179	0.11
	8	0		0		0		0		2
Alignment of work and Mission and vision	0.238	0.03	0.280	0.01	0.203	0.07	0.117	0.29	-	0.62
		4	3	2	4	0	8	8	0.056	1
									1	
Job expectations	0.303	0.00	0.348	0.00	0.210	0.06	0.285	0.01	0.020	0.85
		6	2	2	5	1	2	0	1	9
Involvement	0.607	0.00	0.527	0.00	0.490	0.00	0.383	0.00	0.207	0.06
	1	0	8	0	7	0	3	0	3	5
Planning	0.234	0.03	0.235	0.03	0.250	0.02	0.374	0.00	0.198	0.07
		7	2	6	4	5	1	1	4	8
Support	0.372	0.00	0.418	0.00	0.404	0.00	0.372	0.00	0.433	0.00
	7	1	4	0	9	0	7	1	5	0
HR	0.418	0.00	0.487	0.00	0.530	0.00	0.417	0.00	0.455	0.00
	5	0	5	0	1	0	5	0	6	0
Conditions of work	0.434	0.00	0.485	0.00	0.403	0.00	0.556	0.00		0.00
	8	0	7	0	8	0	8	0	0.363	1
Communication	0.405	0.00	0.456	0.00	0.528	0.00	0.254	0.02	0.159	0.15
	7	0	2	0	3	0	7	3	7	7
Feedback to staff	0.554	0.00		0.00	0.598	0.00	0.422	0.00		0.03
	4	0	0.575	0	6	0	5	0	0.24	2
Commitment to work	0.122	0.28	0.158	0.16	0.219	0.05		0.00	0.250	0.02
	2	0	4	0	3	1	0.342	2	8	5
Fairness on work delegated	0.122	0.28	0.158	0.16	0.259	0.02	0.222	0.04	0.295	0.00
	3	0	1	1	2	0	9	7	5	8
	0.448	0.00	0.535	0.00	0.482	0.00	0.541	0.00	0.361	0.00

Type of management	2	0	8	0	2	0	1	0	6	1
Happiness	0.375	0.00	0.397	0.00	0.289	0.00	0.343	0.00	0.017	0.87
	7	1	5	0	1	9	8	2	4	8
Planning to do work	0.149	0.18	0.130	0.24	0.115	0.30	0.070	0.53	-	0.11
	1	7	4	9	9	6	7	3	0.179	1
									3	
Work and personal life	0.225	0.04	0.281	0.01	0.197	0.07	0.215	0.05	0.022	0.84
	8	4	3	1	5	9	5	5	4	3
Implementati on of ideas	0.184	0.10	0.251	0.02	0.42	0.00	0.288	0.00	0.172	0.12
	3	2	1	5		0	4	9	5	6
Motivation	0.372	0.00	0.342	0.00	0.380	0.00	0.238	0.03	0.282	0.01
		1	6	2	6	0	7	3	7	1
Willing to leave the university	0.354	0.00	0.379	0.22	0.235	0.03	0.171	0.12	-	
	8	1	1	9	7	5	6	8	0.136	
									1	
Wellness	-	0.25	-	0.86	0.129	0.25	0.154	0.17	0.149	0.18
	0.128	5	0.019	1	1	4	6	1	3	6
	7		9							
Team building	-	0.36	0.182	0.10	0.214	0.05	0.27	0.01	0.293	0.00
	0.102	6	6	5	2	6		5	5	8
	4									

4.6. SUMMARY

In this chapter results were provided and recorded from the total sample where major findings were generated. The major findings revealed the results from all sections. Findings also further revealed factors that affect the morale of employees as indicated

in section B. The study reveals strategic ways that can be used to uplift staff morale. Major findings supported the study objectives, and hypotheses were constructed and tested. For the association test between the study factors, a chi-square test was used. The findings obtained from the study confirm the hypothesis which states that, low morale of academic and support staff at the (UNIZULU) has a negative impact on work performance. The following chapter is the last chapter which provides a brief summary of discussions of the major findings, objectives and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

This section summarises the quantitative research results of the assessment of staff morale at the (UNIZULU) in (KZN), (SA). The study was conducted amongst a sample of 144 academic and support staff. The discussion also elaborates on the feelings of the participants which were revealed in the responses provided through the open-ended questions. The initial chapters 1, 2, and 3 of the research have been presented. Chapter 4 presented the results and findings. Based on the findings and discussions, this final chapter concludes the study by a brief summary of the literature reviewed the statement of the problem, the methodology, and the major study findings. Lastly, the recommendations are presented.

5.2. CONCLUSION ON THE RESEARCH FINDINGS

The subsections below are based on the relevant literature consulted in the study as well as the theoretical underpinnings of the present study.

5.2.1. Brief summary on the literature reviewed

The first part of the research was based on the literature reviewed from books, journals and the internet, on the current topic and the findings. Bowles and Cooper (2009) said the “morale” of employees in a workplace can be glean from a worker who talks of a “boss from hell”, “co-workers from hell” or the “business from hell”. If one was to inquire,

how long the worker has been in that organisation? He or she would say “ten years.” That response always backs the question, “then why so long” The response is something like “I love the people there except the management”. Ngambi (2011) said staff morale is an important aspect which needs to be adequately addressed in any organisation as it can negatively affect performance and productivity. In most organisations, employees do not leave the organisation but leave the culture and mismanagement (Ngambi, 2011). Makawatsakul and Kleiner (2003) said low staff morale spills over to activities in the organisation and productivity suffer.

Redfern *et al.* (2002) said increases of demands for better standards of service provision make it vital to understand the pressure of staff and how it results in stress that affects quality of work. In this study, findings revealed that the low morale among staff at the (UNIZULU) affect work performance. O’Maolalaidh (2000) declares that executive management should be present and should support the development of morale programmes in the workplace and value the contribution of employees. Ngambi (2011) reveals that aspects that promote high staff morale include communication, building trust, developing teams and promoting team-related activities, succession planning and direct supervision.

5.2.2. Brief summary on the theoretical framework

The second part of the research deals with the study’s theoretical framework. The theories of motivation play a critical role in the morale of staff in the workplace. In this study, findings revealed that staff motivation at (UNIZULU) is also very low, this has

contributed to low morale. The study utilised theories of motivation which were devised in an attempt to explain the behaviour and attitudes of employees (Steny, 2008). Maslow's five levels of needs (Self-actualisation, esteem needs, social needs, safety needs and physiological needs) are ranked in order for one to seek achievement (Adams & Bond, 2007). For this study, the basic lower level needs should be satisfied by all employees at the (UNIZULU) before higher level needs are pursued. In this study, findings revealed that employees at the (UNIZULU) are not motivated by extrinsic factors such as salary, working conditions and job security, but by intrinsic factors such as achievement, recognition and responsibility.

McKeen (2004) said the operant theory recommends the engagement of employees in specific behaviour that have been enforced by a specific outcome. Positive reinforcement such as reviving the financial bonus for performance is one way to increase the desired behaviour of employees. In this study, findings revealed that lack of equity theory is another factor that contributes to low morale at the (UNIZULU). In examining the tendency for staff to compare the fairness of what the work requires them to do (input) with what they receive in exchange for their effort (outputs) employees tends to compare their job situation with that of other persons.

5.3. CONCLUSION ON THE PROBLEM

In this study, the outcome was to assess morale of academic and support staff at the (UNIZULU) in (KZN), (SA) to check factors that influence work morale of academic and support staff, and to identify strategies that can be implemented to uplift morale. The

literature reviewed presented has shed some light on the current study and further tested for consistency.

5.4. CONCLUSION ON THE METHODOLOGY

A structured questionnaire was used as a tool to collect data since the study used a descriptive research design. The development of the data collection instrument and sampling are all presented in Chapter 3 and the findings of the study are presented on Chapter 4.

5.5. CONCLUSION ON THE MAJOR FINDINGS

The major findings are discussed as follows:

- a) Objective 1: The highest percentage of sample of academic and support staff strongly agree that their morale is low at the (UNIZULU);
- b) Objective 2: The study findings revealed factors that affect morale of staff at the (UNIZULU) such as; involvement, support, conditions of work, feedback, fairness of work, remuneration packages, benefits, communication, treatment and workload;
- c) Objective 3: the study findings revealed and recommend strategic ways to be implemented to uplift morale of staff at the (UNIZULU) such as team building, employee assistant programmes, wellness programmes, management training programmes and management development training.

5.6. FINDINGS

In this study, findings revealed that employees at all levels excluding senior management of the University experience the same level of low morale. The study revealed that the percentage of staff members that rated morale as poor and very poor is significantly higher than that of those who rated the factors as good and excellent. There is no association between staff morale level and 'Gender' - both males and females have the same opinion of low morale, all age levels have the same opinion of low morale, similarly for service period and category of employment. Work morale is affected by all factors indicated in section (B) marked with red p-values, such as: management, job expectations, planning, support, human resources, conditions of employment, communication, feedback to staff, type of management, happiness, and motivation. In this study, findings also revealed that employees of the (UNIZULU) are not happy with their management therefore staff morale is displayed by in confidence and lack of committiment. The study revealed that there is no clear succession planning in various departments within the University. In this study, the highest percentage of staff agreed that the environment they work under is not satisfactory and their opinions are not considered by management. In this study, findings also revealed that there is no system or process in place to encourage staff to offer feedback or ideas, that why the highest percentage of employees is looking for employment elsewhere. The findings of this study also revealed that human resource policies and other policies are not communicated clearly to employees and staff matters are not dealt with confidentiality. This study revealed that employees of the (UNIZULU) felt that they are not part of the University and they do not receive appropriate recognition for their contribution.

5.7. RECOMMENDATIONS

For this study, (UNIZULU) needs to be proactive in addressing issues leading to low morale since the survey on staff morale has been conducted in order to determine and to work on the issues that affect productivity. In order to address all the factors mentioned above, the morale of staff can be best improved by implementing employee assistance programmes (EAPs), regular team building activities, a wellness programmes and leadership training for management. Such programmes can be an important means of addressing the low morale of staff and low productivity. Strategic programmes could be structured around health education and focus on competence development and lifestyle behaviour-change. Strategic programmes preferably should be tailored to employees' interest and needs. Strategic programmes could include training in nutrition education, physical activities, stress management, and cardiovascular disease prevention.

Other components of an effective programme could include alcohol and substance abuse. These programmes could address the needs of staff in the University regardless of gender, age, ethnicity and intellectual capacity. (UNIZULU-EAPs) could be a worksite-based programme or a resource designed to benefit both employees and employer by helping the (UNIZULU) in addressing productivity issues and for employees to identify and resolve personal concerns that affect job performance. (UNIZULU-EAPs) could enhance staff and workplace effectiveness that is a vital tool for maintaining and improving staff health and productivity, retuning employees to work after illnesses or injuries and retaining valued staff. Staff morale can be boosted by

using (UNIZULU-EAPs) as it contributes to decreasing absenteeism, reducing accidents and staff compensation claims. It could also result to greater staff retention and fewer staff disputes. In one of the factors that have been indicated by the study, management is seen as one demoralising staff. Therefore, if (UNIZULU) provides management skills programmes (MSPs) and management development programme (MDP), the morale of staff can be improved. The (MSPs) and (MDPs) create effective managers that take responsibility for ensuring that employees within their departments succeed and achieve results. Both (MSPs) and (MDPs) develop managers, teach communication skills, expand leadership skills, encourage adaptability, foster interpersonal skills, and promote growth. Management at the (UNIZULU) could engage in the development and implementation of such a programme.

5.7.1. Recommendations for the Institution

It is recommended that (UNIZULU) should focus on:

- Recruiting members of management who have managerial skills and the ability to pay attention to staff needs. This also implies providing training and development of existing managers in order to equip them with managerial skills that are necessary for good human relations;
- Allowing staff to provide their input on matters that affect their work and also allowing staff to be part of decision making (through ballot boxes) and Providing a process or system of giving feedback to employees;
- Alerting employees through meetings and e-mails on whatever affects the University;

- Re-working the benefits received by employees in order to minimise staff turnover;
- Ensuring that policies of the University are well-known and are accessible to everyone within the university, preferably should be placed on the University website (intranet);
- Revising the promotion system or the procedure used when promoting academic staff;
- Ensuring that the university provides an Employee Assistance Programme (EAP) in order for staff to be trained on handling mental health and stress , safety, communicating in difficult situations such as layoffs, staff deaths on the job, and absent managers;
- Ensuring that management goes for leadership training;
- Implementing the Employee Retention Strategy; and
- Providing a Wellness Centre to overcome employees' day-to-day problems and training staff to talk when they have problems.

5.7.2. Recommendations for future research

From the evidence of the study, the following are recommendations for future research:

- Such research should be done in other institutions of higher learning as well in order to generalise or enrich the findings of the present study.
- The sample size of future studies should be bigger than the current study.
- A comparative study of Universities that merged as well as those that are independent should be considered.

5.8. LIMITATIONS

The study collected only quantitative data which was presented in tables and charts. Only the targeted respondents from the (UNIZULU) were selected. A further limitation was that staff members from the Richards Bay Campus were excluded from the sample. Therefore, the results of this study cannot be generalised as representative of the picture of institutions of higher learning in (SA).

5.9. CONCLUSION

Employees in the workplace are not only the inputs used to produce work. However, employees are tools and assets that generate profit for the business. The study provides information on the level of staff morale and identified approaches that affect staff morale within the University. The study recommends strategic programmes to be used in order to uplift the morale of staff. Once leaders understand and willing to introduce new ways of managing their employees for the business to run smoothly and efficiently, chances are high that staff morale will improve. Nowadays, satisfying and retaining staff is a major focus for organisations. This can only happen in the institutions of learning when management motivate their staff. The outcome of motivating staff will be uniform appreciation for leadership competencies. A tougher effort is needed to promote and encourage communications within the University. The consequences of this will be honesty and confidence. This study can be utilised for strategy formulation at other institutions of higher learning.

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ANNEXURE A

AGREEMENT BETWEEN STUDENT RESEACHER AND RESEARCH PARTICIPANT

I Njabulo Khumalo, a Master's degree student at the Department of Industrial Psychology, University of Zululand, invite you to participate in my research project; **Assessment of staff morale at the University of Zululand in KwaZulu-Natal, South Africa**. The purpose of the study is to assess the level of morale of academic and support staff excluding top management, Head of Faculties and Units at the University. Your responsibility is to sign and return the consent form if you would like to participate in the study. There is no direct personal benefit for your participation in this research. However, your participation will make a helpful contribution.

Note that the information obtained will be used to complete a dissertation that will add to the research base on the subject undertaken at South African Universities. All information gathered from participants will be treated as confidential at all times and all participants will remain anonymous. Report of the result will be presented in terms of the aspect such as; age and gender. Please do not write your name, it not required. You may refuse to participate or withdraw from the project at any time with no negative consequences. No payment will be made for participating in this study. No information used in the study will be related back to you, only the researcher and the study supervisor will have access to the data. Kindly return the questionnaire to the box that is located in the office 324 administration building. The questionnaire will be handled by the researcher alone, no one else will be allowed to view them, unless they agree to adhere to the confidentiality agreement. Moreover the part concerning the respondents' signature will not be divulged to anybody whatsoever.

If you have any questions or concerns about participating in this study, please contact me at 072 258 0006. Should you have any queries of concerns you may also contact my supervisor Professor J.D. Thwala at 035 902-6611 and Co-Supervisor, Mrs V. Mntambo at 035 902-6426.

Please find a copy of the consent form below

DECLARATION BY THE PARTICIPANT

I agree to participate in the study of the student

I hereby confirm that I understand the contents of this document and the nature of the research project. I consent to participating in the research project.

- I understand that I am at liberty to withdraw from the project at any time, should I so desire;
- I declare that I have read this information and consent form written in a language that I understand;
- I understand my name is not required in this questionnaire;
- I understand my signature will not be disclosed to any party that could result in my being identified;
- I understand that all information gathered from the study will remain confidential and anonymous;
- I understand no harm or risk exist for me in the participation in this study;
- I understand that the final report of the study will presented and nothing will link to me any way.

Student

.....
Signature

.....
Signed on date

Participant

.....
Signature

.....
Signed on date

IMVUME YOKUBAMBA IQHAZA OCWANINGWENI

Mina Njabulo Khumalo, umfundi weziqu zeMaster's eMnyangweni wakwa Industrial Psychology, e-Nyuvesithi yakwaZulu, ngiyakumema ekubambeni iqhaza kucwaningo **Lokuhlolwa komfutho wabasebenzi beNyuvesi yakwaZulu maphakathi neSifundazwe sakwa Zulu-Natal, eSouth Africa**. Inhloso yalolucwaningo lokuhlola umfutho wabasebenzi abafundisayo nabangabalekeleli benyuvesithi ngaphandle kwabaphathi abakhulu, naphathi bezigungo e-Nyuvesi. Okubhekeke kuwe ukusayina ubuyisele lesisivumelwane uma uthanda ukuzibandakanya kulolucwaningo. Ukuzibandakanya kwakho kuzofaka omkhulu umthelelo.

Yazi ukuthi ulwazi oluyoqoqwa luzosetshenziselwa ukuqeda isifundo socwaningo esizoba nomthelelo esigungwini sezocwaningo ezikhungweni sezemfundo ephakeme e-South Africa. Iqhaza lakho kulolucwaningo luvikelekile zikhathi zonke futhi bonke abazozibandakanya kulolucwaningo ngeke baziwe ngumuntu. Imiphumela yalolucwaningo izoqamiswa ngokweminyaka nobulili. Igama lakho alidingeki. Unegunya lokunqaba noma uyeke phakathi ekubeni yinxenye yalolucwaningo uma ungasathandi ukuqhubeka. Ayikho inzuzo eyenziwayo ngokubamba kwakho iqhaza ohlweni lwemibuzo. Yazi ukuthi abukho ubungozi ekuzibandakanyeni kulesisifundo, njengoba ulwazi oluthinta lesifundo salolucwaningo aluzukubuyiselwa kuwe, umcwaningi no mfundisi womcwaningi abanegunya lokuba nemiphumela yesifundo. Ngicela ubuyisele uhlu lwemibuzo ebhokisini elise hhofisi 324 ebhilidini lomabhalane eNyuvesithi. Uhlu lwemibuzo lizohambiswa ngumncwaningi yedwa, akekho ozovunyelwa ukuyifunda ngaphandle uma uvumile ukuzibandakanya futhi ulandela isivumelwane sokugcina imfihlo ngalolucwaningo.

Uma kukhona imibuzo onayo ngokubamba iqhaza kulesisifundo, ngicela ungithinte ku 072 258 0006. Uma uneminye imibuzo noma ufisa ukuchazeleka kabanzi ungamuthinta noMfundisi wami uSolwazi J.D. Thwala ku 035 902-6611 kanye noma uNkosikazi V. Mntambo ongumlekeleli womfundisi ku 035 902-6426.

Thola isivumelwane sokuzibandakanya kulesisifundo ngezansi

UKUZIBANDAKANYA

Ngiyavuma ukuzibandakanya ekubambeni iqhaza kulesisifundo somfundi

Mina ngiyavuma ukuthi ngiyaqonda umgomo nenjongo yalolucwaningo, ngiyavuma ukuba yinxenye yalolucwaningo.

- Ngiyaqonda ukuthi ngingayeka phakathi kokuzibandakanya noma ingasiphi isikhathi, engifisa ngaso;
- Ngiyavuma ukuthi ngiyifundile imigomo kanti nesivumelwane sibhalwe ngolimi engiluzwayo;
- Ngiyaqonda ukuthi igama lami alidingeki ohlweni lwemibuzo
- Ngiyaqonda ukuthi ukusayina kwami ngeke kuvezwe kumuntu, futhi ngeke kwazi muntu ukuthi yimi osayine lapha;
- Ngiyaqonda yonke into ezotholakala kulesisifundo izogcinwa iyimfihlo futhi bengaziwa abazibandakanyile;
- Ngiyaqonda abukho ubungozi obungangivelela ngokuzibandakanya; futhi
- Ngiyaqonda imiphumela yokugcina ezophuma ngeke iveze lutho ngami.

Sayina

uMfundi

usuku lokusayina

Sayina

uMbambi qhaza

usuku lokusayina

ANNEXURE B

University of Zululand
Industrial Psychology
UNIZULU
3 November 2012

Professor R. Midgley
The Chairperson
University of Zululand Research Ethics Committee
UNIZULU

Dear Professor Midgley

REQUEST FOR ETHICAL CLEARANCE WHICH IS OUTSTANDING

I wish to bring to your attention that my project was submitted and passed in the Higher Degrees on 30 October 2012 and does not have ethical clearance certificate yet. I have been hoping this will be made available to me but it has not happened yet. I humbly request that the Ethics Committee provides me with one, this time.

Also please note that the attached project is still the same project that was approved. Please see attached documents.

Sincerely

Njabulo Khumalo (Mr)

ANNEXURE C

Professor R. Midgley
The Deputy Vice-Chancellor Research and Innovation
UNIZULU

20 September 2012

Dear Professor R. Midgley

PERMISSION TO CONDUCT A RESEARCH STUDY

The letter serves as a request for a permission to conduct a research study at the University of Zululand which will involve data collecting from sampled number of employees. This project will enable me to complete a Master's Degree. All the information collected will be kept confidential and the names of the participant will not be revealed and required. The study is entitled on "**The assessment of staff morale at the University of Zululand in KwaZulu-Natal, South Africa**". The purpose of the study is to assess the level of morale of the academic and support staff excluding top management, Head of Faculties and Units at the University. The consent form and questionnaires that will be handed to participants would not require their names but they will sign and give a date after completion then return it in the lock box in the departmental office.

The information obtained will be used to complete a dissertation that will add to the research base on the subject undertaken at South African Universities. Please do note that there is no risk for conducting this project since, no information used in the study will be related back to participants involved, only the researcher and the study supervisor will have access to the data. Any publications that emerge from this study will not mention the university's name but will only be described in general terms. Moreover, before any publication is released in the public domain, it will first be sent to the Deputy Vice-Chancellor Research and Innovations for the purpose of seeking permission. In this regard I will adhere to all the directives emanating from the Deputy Vice-Chancellor Research and Innovation's office.

Your approval to conduct this study will be greatly appreciated. If you have any queries please contact me or my supervisors at

khumalon@unizulu.ac.za (035 902- 678/ 0722580006)

Supervisor: Professor J.D. Thwala (035 902-6611)

Co-Supervisor Mrs V. Mntambo (035 902-6426)

Sincerely,

Mr Khumalo
Researcher

Approved by:

Print your name and title here

Signature

Date

ANNEXURE D

STRICTLY CONFIDENTIAL

QUESTIONNAIRE

SECTION A: BIOGRAPHICAL INFORMATION

INSTRUCTIONS TO RESPONDENT

Unless instructed otherwise, please complete by marking an X in the appropriate shaded block.

1. RACE

1	2	3	4
BLACK	COLOURED	INDIAN	WHITE

2. GENDER

1	2
FEMALE	MALE

3. AGE GROUP

1	2	3	4	5	6
20 – 24	25 – 29	30 – 34	35 – 39	40 – 45	Over 46

4. HOW LONG HAVE YOU BEEN WORKING FOR THE UNIVERSITY?

1	2	3	4	5	7
5 years and less	6 – 10	11 - 15	16 – 20	21 – 25	Over 30 years

5. NATURE OF POST?		
1	2	3
PERMANENT	FIXED – TERM	OTHER

If **OTHER** please specify_____

6. WHAT QUALIFICATION(S) DO YOU HAVE [e.g. Diploma or B. Admin, etc.]			
National Certificate	1	B. Degree	6
National Diploma	2	B. Degree (Hons)	7
B. Tech	3	Master's Degree	8
M. Tech	4	Doctorate	9
D. Tech	5	Other (Specify)	10

7. CATEGORY OF EMPLOYMENT			
1	2	3	4
Academic	Academic Support	Administration	Technical Services

8. CURRENT JOB LEVEL					
1	2	3	4	5	6
Senior Management	Middle Management	Junior Management	Lecturer	Professional/ Specialist	Semi-Skilled

9. ARE YOU A MEMBER OF:			
1	2	3	4
Trade Union	Employers Association	Professional Association	Other

If **OTHER** please specify_____

SECTION B

1. Please read carefully through each statement before giving your opinion.
2. Please make sure that you do not omit a question or skip a page.
3. Please complete by making an 'X' in the appropriate block.
4. Please be honest when giving your opinion.
5. Please do not discuss statements with colleagues.
6. Please return Questionnaire.

Thank you for your co-operation

INSTRUCTIONS TO RESPONDENT

Before expressing your feeling regarding a specific statement,
please consider the following example;

EXAMPLE	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
Communication between management and staff has a positive impact on staff morale.		X			

1. I am satisfied with the way my line manager manages work and people related issues.					
2. I understand how my job aligns with mission and vision of the university.					
3. My line manager respects and values my contribution at work.					
4. My line manager genuinely cares about employee's needs.					

5. I am paid fairly for the work that I do.					
6. I have a clear understanding of what is expected of me.					
7. The university involves staff in decision making.					
8. There are clear succession plans in place in my Department.					
9. The university is able to retain its talented employees.					
10. I am satisfied with the employee assistance program provided by the university.					
11. Promotions processes are fair for all staff in the university.					
12. I am satisfied with the conditions of service in the university.					
13. My opinion is considered when there are changes that will affect my work.					
14. Communication in the university is open and clear and there is no need for gossip.					
15. The university has a system/process in place that encourages employees to offer feedback and ideas.					
16. University policies and procedures are readily accessible to staff members.					

17. The telephone systems, personal computer support, email, mail distribution help me to do my work.					
18. My colleagues are committed to doing quality work.					
19. Work is assigned equally and fairly to all members of my team.					
20. I am able to consult my colleagues when I am faced with an unexpected or challenging situation.					
21. I feel safe at work during the day.					
22. The university maintains a healthy and safe environment.					
23. I would recommend the university as a suitable employer.					
24. The university makes me feel that I have an important role to play in its operations.					
25. I am satisfied with the level of professionalism in service departments.					
26. My level of work stress is high.					
27. I am planning to leave the university in the next six (6) months.					
28. I have a measure of control and influence over how my work is completed.					
29. The support services departments respond promptly to my queries.					

30. The university's HR policies are communicated clearly to all employees.					
31. The HR office is accessible to all employees.					
32. My personal HR queries are dealt with confidentially.					
33. I feel that benefits provided by the university meet my needs well.					
34. The university is the best employer I have ever worked for.					
35. I work with unreasonable deadlines and heavy workloads.					
36. I receive adequate support in order to complete my work effectively.					
37. I am able to balance my work and personal life.					
38. I am able to discuss any difficulties that I have managing my work with my manager.					
39. When problems emerge in our university, there is a willingness to fix them.					
40. My manager values new ideas and implements them quickly.					
41. People at the university are transparent (no hidden agendas) and communicate openly.					
42. My Department contributes to the unity of different cultures and religions.					

43. People of all races have access to the same opportunities within my Department.					
44. Women have the same opportunities as men in my Department/ Unit.					
45. At work, I have the opportunity to do what I do best every day.					
46. I feel that my work is meaningful.					
47. I have the skills I need to perform my work effectively.					
48. I have access to opportunities to grow and develop in the university.					
49. I am highly motivated to do my job.					
50. I find the content of my work interesting and stimulating.					
51. I am consistently looking for employment outside the university.					
52. Staff morale can be best improved by a well-defined an employee wellness programme that balances work and personal life.					
53. To maintain a high level of confidentiality, the employee wellness programme must be outsourced.					
54. Staff morale can best be improved by regular team building activities.					

55. The university needs a fully functioning performance management system as part of staff motivation.					
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SECTION C: OVERALL SCALE

		1	2	3	4	5
How do you rate the following?		Very Poor	Poor	Neutral	Good	Excellent
1	How would you rate the staff morale level at the University?					
2	Overall, how would you rate the university's attempts to involve all employees in decision making?					
3	How would you rate the university's management's attention to staff needs?					
4	How do you rate overall staff retention at the university?					
5	How would you rate support services' willingness and ability to address staff queries?					

SECTION D:**OPEN-ENDED QUESTIONS**

- 1) Are there any programmes provided by the university which address morale?

Yes	
No	

If "Yes", please elaborate.

- 2) Which programmes should be implemented by the university in order to uplift staff morale?

- 3) How can the programmes suggested above improve work performance of employees at the university?

THANK YOU
Ext. 6781 Njabulo Khumalo

KUYIMFIHLO ENKULU

UHLU LWEMIBUZO

ISIGABA A:

ULWAZI NGOBUWENA

IMITHETHO YOZOPHENDULA

Ngaphandle umakushiwo kwezinye izindawo, ngicela uqgamise impendulo yakho ngophawu X ebhokisini olinikiwe

1. IBALA

1	2	3	4
UNTSUNDU	UMKHALADI	UMNDIYA	OMHLOPHE

2. UBULILI

1	2
OWESIFAZANE	INDODA

3. ISIGABA SEMINYAKA

1	2	3	4	5	6
Ngaphansi kuka19	20 - 29	30 – 39	40 – 49	50 – 59	Ngaphezuli kuka 60

4. USUNESIKHATHI ESINGAKANANI USEBENZA? (IMINYAKA)

1	2	3	4	5	7
Eyishlanu nangaphansi	6 - 10	11- 15	16 – 20	21 – 25	Ngaphezulu kuka 30

5. IZINGA LOMSEBENZI?

1	2	3
USEBENZA NGOKUGCWELE	USEBENZA NGOKWEMINYAKA ETHILE	OKUNYE

6. UNAZIPHI IZIKU [isibonelo, Diploma or B. Admin, noma okunye]			
National Certificate	1	B. Degree	6
National Diploma	2	B. Degree (Hons)	7
B. Tech	3	Master's Degree	8
M. Tech	4	Doctorate	9
D. Tech	5	Other (Specify)	10

7. UHLOBO LOMSEBENZI			
1	2	3	4
Uyafundisa	Ulekelela Abafundisayo	Ungumabhalane	Ulekelela ngokunye

8. UHLU LOMSEBENZI OKUWO					
1	2	3	4	5	6
Ukwaba phethe	Uphakathi nendawo kwabaphethe	Uphethe ezingeni elingaphansi	Uyafundisa	Awufundi si	Ungumle keleli kokunye

9. UYILUNGA :		
1	2	3
Abamele abasebenzi	Inhlangano yabaqhashi	Okunye

ISIGABA B

1. Ngicela ufundisise isistatimende ngaphambi kokuphendula umbono wakho.
2. Ngicela uqinisekise ukuthi uyiphendula yonke imibuzo.
3. Ngicela ugcwalise ngokubeka uphawu X ebhokisini olinikiwe.
4. Ngicela uthembeke ezimpendulweni zakho.
5. Ngicela ungaxoxisani nabalingani bakho ngemibuzo.
6. Ngicela ulibuyise uhlu lwemibuzo.

IMITHETHO YOZOPHENDULA

Ungaka phenduli ngicela ubheke isibonelo sokuphendula;

ISIBONELO	NGIYAPHIK ISANA KAKHULU	NGIYAPHI KA	KUPHAKATHI NENDAWO	NGIYAVUMA
Ubudlelwana phakathi komqashi nabasebenzi kunomthelelo omukhulu kumfutho wabasebenzi		X		

1. Nganelisekile ngendlela abaphathi abawuphethe ngawo umsebenzi kanye nabasebenzi.				
2. Nginyaqonda ukuthi umsebenzi wami uhlangana kanjani nomgomo, nombono wenyuvesithi.				
3. Umphathi wami uyangihlonipha aphinde amukele ukuzibandakanya kwami ngokomsebenzi.				
4. Umphathi wami uyazikhathalela izidingo zabasebenzi.				
5. Ngikhokhelwa kahle ngokomsebenzi engiwenzayo.				
6. Ngikuqonda kahle okulindeleke kimi.				
7. Inyuvesithi iyababandakanya abasebenzi ezinqunyweni ezithathwayo.				
8. Uhlelo lomsebenzi lucace kahle emnyangweni engiwusebenzelayo.				
9. Inyuvesi iyakwazi ukuheha abasebenzi abanamathalente kwezinye izindawo zokusebenzela.				
10. Nganelisekile ngohlelo lokusiza abasebenzi esilunikwa yinyuvesi.				

11. Ukunyuswa ngokomsebenzi kwenziwa ngokwemfanelo enyuvesi.				
12. Nganelisekile ngendlela ekusetshenzwa ngayo enyuvesi.				
13. Umbono wami uyacatshwanga umakuzoba noshintsho olungathinta umsebenzi wami.				
14. Ubudlelwane enyuvesi buvulelekile futhi buhle, asikho isidingo sokuhlebana.				
15. Enyuvesi kunendlela elandelwayo yokunika abasebenzi igunya lokuletha imibono nemiphumela.				
16. Imigomo nemilandelo yenyuvesi yamukelekile futhi iyalandelwa abasebenzi.				
17. Ucingo, amacompuyutha, izithumelo kuyangisiza ekwenzeni umsebenzi wami.				
18. Abalingani engisebenza nabo bayazibandakanya ekwenzeni umsebenzi osezingeni eliphakeme.				
19. Umsebenzi siwunikwa ngendlela elinganayo kubobonke abasebenzi.				
20. Ngiyakwazi ukucela usizo kubalingani umangivelwa inkinga noma ngihluleka.				
21. Ngizizwa ngiphephile emsebenzini nsukuzonke.				
22. Inyuvesithi iyaiyigcina inhlanzeko ngaphakathi nangaphandle.				
23. Ngiyayiphakamisa inyuvesithi njengendawo yokusebenzela.				
24. Inyuvesithi ingenza ngizibone nginegalelo elikhulu engilidlalayo emsebenzini.				

25. Nganelisekile ngobuqotho kwabafundisayo.				
26. Ngizimisele ngokuyishiya inyuvesithi ezinyangeni eziyisithupha ezizayo.				
27. Nginenendle engiyisebenzisayo yokuqeda umsebenzi wami.				
28. Omabhalane nabalekelelayo emsebenzini baphendula ngokushesha ezicelweni nasemibuzweni esinayo.				
29. Imigomo yakwandaba zabantu enyuvesithi iqgamile kubobonke abasebenzi.				
30. Ihhovisi lakwandabazabantu livulelekile kuwowonke umuntu.				
31. Izindaba zami kwandaba zabantu ziyimfihlo.				
32. uxhaso esilutholayo emsebenzini luyanganelisa ezidingweni zami.				
33. Inyuvesithi iyona ehamba phambili ezindaweni esengike ngasebenza kuzo.				
34 Ngisebenza esimweni esingaculiseki lapho engenza khona umsebenzi omuningi.				
35. Ngiyaluthola usizo engiludingayo ekwenzeni umsebenzi.				
36. Ngiyakwazi ukwenza umsebenzi wami nokwenza okubhekene nami nqgo.				
37. Ngiyakwazi ukuxoxisana nomphathi ngezinkinga engibhekana nazo emsebenzini.				
38. Umakukhona izinkinga enyuvesithi, siyalungiswa.				
39. Umphathi wami uhlezi eletha imibono emisha yenziwe ngokushesha.				

40. Abantu enyuvesithi abahlebi, yonke into bayibeka obala.				
41. Umnyango enguwusebenzelayo uyawamukela amasiko nezenkolo ezahlukenene.				
42. Bonke abantu bezinhlanga ezehlukene banamathuba emnyangweni engikuwo.				
43. Abesifazane banamalungelo alinganayo emnyangweni engikuwo.				
44. Emsebenzini, nginethuba lokwenza umsebenzi osezingeni.				
45. Umsebenzi wami ubalulekile.				
46. Ngiqueqesheke ngokwanele ekwenzeni umsebenzi wami.				
47. Nginamathuba okukhula nokuthuthukiswa enyuvesithi.				
48. Ngiququzelwa kahle ngokwenza umsebenzi wami.				
49. Ngizizwa sengathi umsebenzi wami uyangculisa.				
50. Ngizifunela omunye umsebenzi kwezinye izindawo.				
51. Umfutho wabasebenzi unganyuswa ngokuchazeleka kabanzi ngohlelo lokusiza abasebenzi elithinta umsebenzi kanye nempilo yomuntu yangaphandle.				
52. uhlelo lokusiza abasebenzi kumele lutholakale kubantu abaqeqeshelwe ngalo.				
53. Umfutho unganyuswa ukuhlangana njalo kwamaqembu/ abasebenzi emsebenzini.				
54. Inyuvesithi idinga kusetshenziswe indlela yemiphumela kuze kuququgzulwe abasebenzi.				

ISIGABA C:**KHETHA OKUNGENZANSI**

		1	2	3	4	5
Ungakhetha kulokhu		Kubi kakhulu	Kubi	Kuphakathi nendawo	Kuhle	Kuhle ngokweqile
1	Ungathini ngomfutho wabasebenzi enyuvesithi?					
2	Kukho konke ungathini ngokunikwa kwabasebenzi igunya lokuthatha izinqumo enyuvesithi?					
3	Ungathini ngokubuka kwabaphathi ezidingweni zabasebenzi?					
4	Ungathini ngokugcinwa kwabasebenzi enyuvesithi?					
5	Ungathini ngokuphendulwa kwezinkinga zabasebenzi?					

ISIGABA D:**IMIBUZO EVULELEKILE**

4) Zikhona yini izinhlelo ezenziwa inyuvesithi ekuthuthukiseni umfutho wabasebenzi?

yebo	
qha	

Uma kungu Yebo, chaza kabanzi.

5) Iziphi izindlela ezengenziwa inyuvesithi ekunyuseni umfutho wabasebenzi?

6) Lezizinhlelo ozisho ngaphezulu zingabanamthelelo muni ekusebenzeni kwabasebenzi?

NGIYABONGA

Ngicela ubuyisele uhlu lwemibuzo
Ku : Njabulo Khumalo:
ihhofisi: 324 ebhilidini lomabhalane
inombolo yocingo: 035 902 6781
inombolo yamakhala ekhukhwini: 0722580006
isithumelo: KhumaloN@unizulu.ac.za