

**QUALITY OF WORK LIFE, JOB SATISFACTION AND HAPPINESS
AMONG ACADEMICS AT A UNIVERSITY OF TECHNOLOGY IN
SOUTHERN GAUTENG**



by

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2020

DECLARATION

This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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This dissertation is being submitted in fulfilment of the requirements for the Master of Technologiae (M. Tech): in Business Administration, measuring supply chain management practices.

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This dissertation is the result of my own independent investigation, except where otherwise stated. Other sources are acknowledged by giving explicit references. A list of references is appended.

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ABSTRACT

Keywords: quality of work life, job satisfaction, happiness, university of technology

It is essential for universities of technology to employ academics who are willing to go beyond the requirements of the job to contribute to the university's effectiveness. The developing trend in the organisational behaviour literature indicates that quality of work life (QWL) and job satisfaction are attitudes that have a major impact on organisational outcomes such as productivity, job performance, turnover intention and happiness. Although the relationship between the aforementioned constructs is considered important, there is a scarcity of research regarding these constructs in the context of a university of technology (UoT) in South Africa. The primary objective of this study was to determine the relationship between quality of work life, job satisfaction and happiness among academics at a UoT in southern Gauteng, South Africa.

A quantitative research approach and a survey-based descriptive method was used to achieve the primary objective. A structured questionnaire was distributed among 300 academic employees at a UoT in southern Gauteng, South Africa. Means and factor analysis were performed to gather insights of employees in terms of factors of QWL, job satisfaction and happiness of employees and to establish the underlying factors of the constructs respectively. Additionally, a correlation analysis was conducted to establish the strength and direction of the association among the constructs. Finally, a regression analysis was performed to determine the predictive relationship between the constructs.

The results of this study indicated positive significant correlations between the factors of QWL, job satisfaction and happiness. Regarding model 1, QWL was entered as the independent variable, and job satisfaction as the dependent variable. With reference to model 2, the independent variable was job satisfaction and happiness the dependent variable. Regression analysis indicated positive predictive relationships between the five factors of QWL and job satisfaction and between job satisfaction and happiness.

Based on the findings, it was recommended that the workload of academics should be reassessed to reduce pressure, task overload and mental exhaustion that will negatively impact on the QWL. Furthermore, employee involvement in decision making should be introduced to improve academics' job satisfaction. Finally, self-efficacy should be considered to assist academics to have confidence in their abilities to complete their work or achieve their goals.

TABLE OF CONTENTS

| | |
|---|------|
| DECLARATION..... | ii |
| ACKNOWLEDGEMENTS | iii |
| ACKNOWLEDGEMENT: FUNDING..... | iv |
| ABSTRACT..... | v |
| TABLE OF CONTENTS | vi |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| CHAPTER 1 INTRODUCTION AND PROBLEM ORIENTATION | 1 |
| 1.1 INTRODUCTION | 1 |
| 1.2 BACKGROUND TO THE STUDY | 1 |
| 1.3 PROBLEM STATEMENT | 3 |
| 1.4 OBJECTIVES OF THE STUDY..... | 4 |
| 1.4.1 Primary objective..... | 4 |
| 1.4.2 Theoretical objectives | 4 |
| 1.4.3 Empirical objectives | 5 |
| 1.5 CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESES..... | 5 |
| 1.5.1 Conceptual framework..... | 5 |
| 1.5.2 Research hypotheses | 7 |
| 1.6 RESEARCH DESIGN | 8 |
| 1.6.1 Literature review | 8 |
| 1.6.2 The empirical design process | 9 |
| 1.6.3 Statistical analysis | 9 |
| 1.6.3.1 Reliability..... | 9 |
| 1.6.3.2 Validity | 9 |
| 1.7 ETHICAL ISSUES | 9 |
| 1.8 CHAPTER CLASSIFICATION | 10 |
| CHAPTER 2 QUALITY OF WORK LIFE, JOB SATISFACTION AND HAPPINESS .. | 11 |
| 2.1 INTRODUCTION | 11 |
| 2.2 THEORIES OF QWL | 11 |

| | | |
|----------|---|-----------|
| 2.2.1 | Maslow's hierarchy of needs..... | 12 |
| 2.2.2 | McClelland's theory of needs..... | 14 |
| 2.2.3 | Herzberg's two-factor theory..... | 15 |
| 2.2.4 | Alderfer's existence, relatedness and growth (ERG) theory | 16 |
| 2.2.5 | Vroom's expectancy theory..... | 17 |
| 2.2.6 | Adams' equity theory | 21 |
| 2.2.7 | Locke's goal setting theory..... | 22 |
| 2.2.8 | Skinner's reinforcement theory..... | 23 |
| 2.3 | QUALITY OF WORK LIFE | 24 |
| 2.3.1 | Quality of work life defined | 24 |
| 2.3.2 | Dimensions of QWL..... | 24 |
| 2.3.3 | Factors affecting QWL | 28 |
| 2.3.3.1 | Communication..... | 28 |
| 2.3.3.2 | Career development and growth | 28 |
| 2.3.3.3 | Organisational commitment..... | 28 |
| 2.3.3.4 | Emotional supervisory support | 29 |
| 2.3.3.5 | Flexible work arrangement | 29 |
| 2.3.3.6 | Family-responsive culture..... | 29 |
| 2.3.3.7 | Employee motivation | 30 |
| 2.3.3.8 | Organisational climate | 30 |
| 2.3.3.9 | Organisational support..... | 30 |
| 2.3.3.10 | Rewards and benefits | 31 |
| 2.3.3.11 | Compensation | 31 |
| 2.3.3.12 | Job satisfaction..... | 31 |
| 2.4 | JOB SATISFACTION..... | 32 |
| 2.4.1 | Factors influencing job satisfaction..... | 34 |
| 2.4.1.1 | Intrinsic job satisfaction | 34 |
| 2.5 | HAPPINESS | 38 |
| 2.5.1 | Happiness defined | 38 |
| 2.5.2 | The importance of happiness | 38 |
| 2.5.3 | Factors influencing happiness..... | 39 |
| 2.5.3.1 | Income | 40 |
| 2.5.3.2 | Working hours | 40 |
| 2.5.3.3 | Co-employees and the work environment | 41 |
| 2.5.3.4 | Management..... | 41 |
| 2.5.3.5 | The work/job itself..... | 42 |
| 2.6 | THE RELATIONSHIP BETWEEN QWL AND JOB SATISFACTION..... | 42 |

| | | |
|--------------|--|-----------|
| 2.7 | THE RELATIONSHIP BETWEEN JOB SATISFACTION AND HAPPINESS | 43 |
| 2.8 | SUMMARY | 44 |
| | CHAPTER 3 RESEARCH METHODOLOGY | 45 |
| 3.1 | INTRODUCTION | 45 |
| 3.2 | RESEARCH DESIGN | 45 |
| 3.2.1 | Quantitative research approach | 46 |
| 3.3 | SAMPLING DESIGN..... | 47 |
| 3.3.1 | Target population | 48 |
| 3.3.2 | Sampling frame | 49 |
| 3.3.3 | Sampling technique..... | 49 |
| 3.3.4 | Sample size..... | 51 |
| 3.4 | DATA COLLECTION | 52 |
| 3.4.1 | Measurement instrument | 53 |
| 3.4.2 | Pilot testing of the questionnaire | 55 |
| 3.4.3 | Data preparation..... | 56 |
| 3.4.3.1 | Editing..... | 56 |
| 3.4.3.2 | Coding..... | 56 |
| 3.4.3.3 | Data capturing..... | 57 |
| 3.4.3.4 | Data cleaning | 57 |
| 3.5 | STATISTICAL ANALYSIS | 58 |
| 3.5.1 | Descriptive statistics | 58 |
| 3.5.1.1 | Mean | 59 |
| 3.5.1.2 | Standard deviation | 59 |
| 3.5.1.3 | Frequencies | 59 |
| 3.5.2 | Factor analysis..... | 60 |
| 3.5.2.1 | Exploratory factor analysis (EFA)..... | 61 |
| 3.5.3 | Correlation analysis..... | 61 |
| 3.5.4 | Regression analysis | 62 |
| 3.6 | RELIABILITY AND VALIDITY | 62 |
| 3.6.1 | Reliability..... | 62 |
| 3.6.1.1 | Cronbach alpha | 63 |
| 3.6.2 | Validity..... | 63 |
| 3.6.2.1 | Content validity..... | 64 |
| 3.6.2.2 | Construct validity..... | 64 |
| 3.6.2.3 | Predictive validity | 65 |

| | | |
|--------------|--|-----------|
| 3.7 | SUMMARY | 65 |
| | CHAPTER 4 RESULTS AND DISCUSSION..... | 66 |
| 4.1 | INTRODUCTION | 66 |
| 4.2 | PILOT STUDY | 66 |
| 4.3 | Analysis of the main survey results | 67 |
| 4.3.1 | Demographic profile | 67 |
| 4.3.2 | Quality of work life | 69 |
| 4.3.2.1 | Factor analysis for QWL..... | 69 |
| 4.3.2.2 | Kaiser-Meyer-Olkin (KMO) and Bartlett's test..... | 69 |
| 4.3.2.3 | Extraction of factors..... | 70 |
| 4.3.3 | Reliability for QWL..... | 76 |
| 4.3.4 | Means for QWL | 77 |
| 4.3.4.1 | QWL Factor 1: Social integration and constitutionalism | 78 |
| 4.3.4.2 | QWL Factor 2: Social relevance..... | 79 |
| 4.3.4.3 | QWL Factor 3: Adequate and fair compensation | 80 |
| 4.3.4.4 | QWL Factor 4: Development of human capacities | 81 |
| 4.3.4.5 | QWL Factor 5: Growth and security | 82 |
| 4.3.4.6 | QWL Factor 6: The total life space..... | 83 |
| 4.3.4.7 | QWL Factor 7: Safe and healthy environment | 85 |
| 4.4 | JOB SATISFACTION..... | 86 |
| 4.4.1 | Factor analysis for job satisfaction..... | 86 |
| 4.4.2 | Reliability for job satisfaction..... | 86 |
| 4.4.3 | Means for job satisfaction | 86 |
| 4.5 | HAPPINESS | 87 |
| 4.5.1 | Factor analysis for happiness..... | 87 |
| 4.5.2 | Reliability for happiness..... | 88 |
| 4.5.3 | Means for happiness | 88 |
| 4.6 | REVISED CONCEPTUAL FRAMEWORK..... | 89 |
| 4.7 | CORRELATIONS | 90 |
| 4.7.1 | Correlation between QWL factors and job satisfaction..... | 90 |
| 4.7.2 | Correlation between job satisfaction and happiness | 92 |
| 4.8 | REGRESSION ANALYSIS | 92 |
| 4.9 | VALIDITY | 96 |
| 4.9.1 | Content validity..... | 96 |
| 4.9.2 | Construct validity | 96 |
| 4.9.3 | Predictive validity | 96 |

| | | |
|---|--|------------|
| 4.10 | SUMMARY | 96 |
| CHAPTER 5 CONCLUSION, RECOMMENDATIONS AND LIMITATIONS..... | | 98 |
| 5.1 | INTRODUCTION | 98 |
| 5.2 | OVERVIEW OF THE RESEARCH..... | 98 |
| 5.3 | RESEARCH OBJECTIVES | 99 |
| 5.3.1 | Theoretical objectives | 99 |
| 5.3.1.1 | Conclusion on the literature review of quality of work life..... | 99 |
| 5.3.1.2 | Conclusion on the literature review of job satisfaction | 100 |
| 5.3.1.3 | Conclusion on the literature review of happiness | 100 |
| 5.3.1.4 | Conclusion on the literature review of the relationship between quality of work life and job satisfaction | 100 |
| 5.3.1.5 | Conclusion on the literature review of the relationship between job satisfaction and happiness | 101 |
| 5.3.2 | Empirical objectives | 101 |
| 5.3.2.1 | Conclusion on the level of quality of work life among academics at the UoT in southern Gauteng | 101 |
| 5.3.2.2 | Conclusion on the level of job satisfaction among academics at the UoT in southern Gauteng | 102 |
| 5.3.2.3 | Conclusion on the level of happiness among academics at the UoT in southern Gauteng | 102 |
| 5.3.2.4 | Conclusion on the relationship between the dimensions of quality of work life and job satisfaction among academics at the UoT in southern Gauteng | 102 |
| 5.3.2.5 | Conclusion on the relationship between job satisfaction and happiness among academics at the UoT in southern Gauteng | 102 |
| 5.3.2.6 | Conclusion on whether the dimensions of quality of work life predicts higher levels of job satisfaction among academics at the UoT in southern Gauteng | 103 |
| 5.3.2.7 | Conclusion on whether job satisfaction predicts higher levels of happiness among academics at the UoT in southern Gauteng | 103 |
| 5.4 | HYPOTHESES | 103 |
| 5.4.1 | H1: Social integration and constitutionalism have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng..... | 104 |
| 5.4.2 | H2: Social relevance has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng..... | 104 |
| 5.4.3 | H3: Adequate and fair compensation has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng..... | 104 |
| 5.4.4 | H4: Development of human capacities has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng | 104 |
| 5.4.5 | H5: Growth and security have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng..... | 105 |

| | | |
|-------|---|-----|
| 5.4.6 | H6: The total life space has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng | 105 |
| 5.4.7 | H7: Safe and healthy environment have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng..... | 105 |
| 5.4.8 | H8: Job satisfaction has a predictive relationship with happiness among academics at the UoT in southern Gauteng..... | 105 |
| 5.5 | RECOMMENDATIONS..... | 105 |
| 5.6 | LIMITATIONS OF THE STUDY AND FUTURE RESEARCH IMPLICATIONS | 108 |
| 5.7 | CONCLUSION | 109 |
| | REFERENCES..... | 111 |
| | ANNEXURE A: QUESTIONNAIRE..... | 142 |
| | ANNEXURE B: LETTER FROM THE LANGUAGE EDITOR..... | 148 |
| | ANNEXURE C: RESEARCH ETHICS | 149 |

LIST OF TABLES

| | | |
|-------------|---|----|
| Table 2.1: | Summary of QWL theories | 12 |
| Table 2.2: | Definitions of job satisfaction | 32 |
| Table 3.1: | Advantages and disadvantages of survey research | 47 |
| Table 3.2: | Faculties and departments at the university of technology (UoT) | 49 |
| Table 3.3: | Differences between probability and non-probability sampling | 50 |
| Table 3.4: | Sample sizes from previous studies | 52 |
| Table 3.5: | Concepts relating to descriptive statistics | 58 |
| Table 4.1: | Internal reliability of the pilot study for sections B, C and D | 66 |
| Table 4.2: | Profile of the respondents..... | 67 |
| Table 4.3: | KMO and Bartlett's test sphericity..... | 70 |
| Table 4.4: | Eigenvalues, percentage of variance and cumulative percentage of QWL..... | 70 |
| Table 4.5: | Factor loading matrix of QWL..... | 72 |
| Table 4.6: | Reliability statistics | 77 |
| Table 4.7: | Means for QWL Factor 1: Social integration and constitutionalism | 78 |
| Table 4.8: | Means for QWL Factor 2: Social relevance..... | 79 |
| Table 4.9: | Means for factor 3 Adequate and fair compensation | 80 |
| Table 4.10: | Means for QWL Factor 4: Development of human capacities..... | 81 |
| Table 4.11: | Means for QWL Factor 5: Growth and security | 82 |
| Table 4.12: | Means for QWL Factor 6: The total life space..... | 83 |
| Table 4.13: | Means for QWL Factor 7: Safe and healthy environment | 85 |
| Table 4.14: | Reliability statistics | 86 |
| Table 4.15: | Means for job satisfaction | 86 |
| Table 4.16: | Reliability statistics | 88 |
| Table 4.17: | Means for happiness..... | 88 |
| Table 4.18: | Correlation between QWL factors and job satisfaction | 91 |
| Table 4.19: | Correlation between job satisfaction and happiness | 92 |
| Table 4.20: | Regression analysis for QWL, job satisfaction and happiness..... | 93 |

LIST OF FIGURES

| | | |
|-------------|--|----|
| Figure 1.1: | Conceptual model..... | 7 |
| Figure 2.1: | Maslow's hierarchy of human needs..... | 14 |
| Figure 2.2: | The ERG needs theory | 16 |
| Figure 2.3: | Basic concepts of the expectancy theory..... | 19 |
| Figure 3.1: | Steps in the sampling process..... | 48 |
| Figure 3.2: | The questionnaire design process..... | 54 |
| Figure 3.3: | Exploratory factor analysis..... | 61 |
| Figure 4.1: | Revised conceptual framework | 89 |

CHAPTER 1

INTRODUCTION AND PROBLEM ORIENTATION

1.1 INTRODUCTION

This study examines the quality of work life, job satisfaction and happiness among academics at a university of technology (UoT) in southern Gauteng. Chapter 1 presents the background to this study, the problem statement, the objectives of the study, the conceptual framework and research hypotheses, the research design, ethical issues and the division of chapters.

1.2 BACKGROUND TO THE STUDY

The success of organisations depends on how they attract workers, encourage and keep a high performing labour force (Muindi & K'obonyo 2015:223). "Institutions constantly seek innovative approaches through which to carry out their core commercial activities with the end goal of counteracting the multitude of hurdles that present themselves in the current vigorous business environments" (Dhurup & Mahomed 2013:194). To satisfy the needs of both employees and organisations, organisations including universities need to adopt innovative ways to improve employees' quality of work life (QWL) (Muindi & K'obonyo 2015:223). QWL is based on labour-management cooperation as it assimilates employees' active participation in working arrangements and allows them to partake in problem-solving initiatives that benefit staff and employers (Rose, Beh, Uli & Idris 2006:2152). QWL is a construct that embodies work life components theorising and aimed at cultivating the notion that human beings constitute an important resource (i.e. a readily available means as a source of supply or support) within an organisation. The reasoning behind this statement lies in the fact that the human element has proved reliable, resourceful, accountable and able or competent enough to make an invaluable contribution in an organisation. As such, they merit consideration in research studies (Kanten & Sadullah 2012:363). Mirkamali and Thani (2011:181) define QWL as "an efficiency of the workplace that transmits organisational and individualised needs in moulding worker's standards that bolster and advance superior health and well-being, job security, job satisfaction, competency development and maintenance of a reasonable balance between workers' private and work lives".

The programmes of QWL include development of an organisational culture that leads to the growth and excellence of the employees in an organisation (Fatehi, Amini, Karimi & Azizi 2015:16). Therefore, QWL considers that in the strategic management equation, organisations, including universities, should invest in their employees as an important human resource (Fatehi *et al.* 2015:16). The implementation of QWL programmes results in a lower absenteeism rate, reduced burden of disciplinary rules, increased positive attitudes of the workers and increased participation rate of employees (Fatehi *et al.* 2015:16). The literature focusing on QWL is adopted from the QWL model developed by Walton and comprises eight dimensions, namely adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space and social relevance (Timossi, Pedroso, Francisco & Pilatti 2008:13). These eight workplace QWL dimensions enable individuals to advance, refine and practise their competences and show that employees are essential assets in the workplace (Chib 2012:37-38).

The nature of employees' work is critical as it reflects on the interrelation between QWL and job satisfaction, which differs according to different policies and budgets of organisations (Chotkijnusorn & Mahamud 2016:138). Dhurup and Mahomed (2013:195) refer to job satisfaction as an essential component in a profession that contributes to job success, which enhances efficiency and personal satisfaction. Keramati, Eslamieh and Mozaiini (2015:961) define job satisfaction as "a factor improving efficiency and personal satisfaction". Mazidi (2016:5) explains job satisfaction as "a sense of satisfaction for doing a job in an organisation".

Being happy is extremely important to people and most societies and the attainment thereof has been reported in the literature to influence job satisfaction (Fisher 2010:384). Happiness, materialising as joy, manifests itself in basic human emotion and the experience of happiness is important to all employees in organisations (Fisher 2010:384). Stoia (2015:15) explains that it is important that organisations foster an environment enabling employees to experience well-being and happiness at work, because not only does it benefit employees, but it also provides advantages to organisations. Furthermore, happiness at work improves productivity in organisations (Stoia 2015:15). Happiness at work refers to how happy individuals are with their work and lives (Wesarat, Sharif & Majid 2015:80). Previous research has demonstrated that happiness at work has been related with increased productivity, creativity and increased organisational citizenship behaviour in a workplace (McGonagle 2015:3).

Stoia (2015:16) describes happiness at work as “the prevalence of positive emotion that includes affects and moods as well as the opinions of individuals”. Stoia (2015:16) defines self-actualisation as individuals attaining their goals in life. According to Nekouei, Othman, Masud and Ahmad (2013:227), an interdependence between job gratification and value of work life has been observable in the literature. Hence, it is recommended that elements of job satisfaction be developed in a desirable manner by remodelling and advancing QWL components. Hence, there is a general consensus that happiness at work leads to job satisfaction and positive motivation (Monkevičius 2014:13). QWL, job satisfaction and happiness and the relationships of these concepts is discussed in depth in Chapter 2.

1.3 PROBLEM STATEMENT

According to Du Pre (2009:7), society needs enterprising graduates who are capable of effecting an affirmative influence in their workplace or communities and consequently. UoTs in South Africa are under pressure to produce such (Du Pre 2009:7). Hence, UoTs have a duty to be conscious of the fact that academic staff contributing to the success of graduates should experience work life balance and subjective well-being. Previous studies report that generally job satisfaction amongst academics is low (Eyupoglu & Saner 2009:609). Furthermore, Hollywood, McCarthy, Spencely and Winstone (2020:1007) posit that the pressure for early career academics “in managing the different elements of their role led to a sense of helplessness in achieving any outcomes to their satisfaction, and the time pressure associated with their workload was one of the most commonly described reasons for a decrease in job satisfaction”. Irrespective of their standing, at one point or another in the course of their careers almost all employees are affected by some level of dissatisfaction with their work lives (Tabassum, Rahman & Jahan 2011:20). When QWL is lacking or entirely absent in the work environment, it gives rise to higher levels of discontentment and frustration in relation to the job employees are tasked with (Dhurup & Mahomed 2013:194). In the face of this unproductive backdrop, UoTs require academics that are dedicated to the goals and values of the university. Accordingly, their degree of job contentedness and dedication is paramount as it impacts upon how well they will execute their duties (Mguqulwa 2008:6). Bagraim (2016:124) concurs that “employees with high levels of work engagement are said to feel deeply involved, committed and enthusiastic about their work in a way that promotes productivity and benefits the organisation that employs them”.

According to Quinn (2012:70), academics toil under demanding requirements of their job to produce employable graduates. The challenges that academics face, *inter-alia* are the following: deficient or inadequate work settings; high workload; failure to produce employable graduates; balancing of work-related duties and family obligations; inadequate opportunities to engage in processes during which decisions are made; role conflict; and lack of chances to pick up and harness fresh capabilities (Rahman 2015:34). Du Pre (2009:14) explains that UoTs must align their curricula with the business sector to bring forth appropriately certified employable graduates for the labour market. Chua (2008:12) asserts that academics also face challenges such as attending numerous meetings, uncooperative support staff, excessive paperwork and working without adequate resources. According to Engle (2012:6) “academic employees relate their high levels of stress to diminishing resources, increased teaching loads and student/staff ratios, pressure to attract external funds, job insecurity, poor management and a lack of recognition and reward”. This results in an uncommitted and dissatisfied faculty of staff members, prone to eventually begin manifesting the intent to step down from their posts and regularly absenting themselves from work (Broomberg 2012:3).

The QWL programme’s objective is to foster and raise trust, inclusion and engagement between management, peers and individual employees by allowing academics to take part in problem solving, thereby developing the productivity of the organisation as a whole, particularly within the higher education system (Mohammadi, Kiumarsi, Hashemi & Niksima 2016:74). This study contributes to the existing body of knowledge by examining the QWL, job satisfaction and happiness among academics at a university of technology.

1.4 OBJECTIVES OF THE STUDY

1.4.1 Primary objective

The main purpose of the study is to determine the relationship between quality of work life, job satisfaction and the influence of job satisfaction on happiness among academics at a UoT in southern Gauteng.

1.4.2 Theoretical objectives

- To conduct a literature review on quality of work life
- To conduct a literature review on job satisfaction
- To conduct a literature review on happiness

- To conduct a literature review on the relationship between quality of work life and job satisfaction
- To conduct a literature review on the relationship between job satisfaction and happiness.

1.4.3 Empirical objectives

The following empirical objectives were formulated for the study:

- To determine the level of quality of work life among academics at the UoT in southern Gauteng.
- To determine the level of job satisfaction among academics at the UoT in southern Gauteng.
- To determine the level of happiness among academics at the UoT in southern Gauteng.
- To establish if there is a relationship between the dimensions of quality of work life and job satisfaction among academics at the UoT in southern Gauteng.
- To determine if there is a relationship between job satisfaction and happiness among academics at the UoT in southern Gauteng.
- To determine if the dimensions of quality of work life predict higher levels of job satisfaction among academics at the UoT in southern Gauteng.
- To determine if job satisfaction predicts higher levels of happiness among academics at the UoT in southern Gauteng.

1.5 CONCEPTUAL FRAMEWORK AND RESEARCH HYPOTHESES

1.5.1 Conceptual framework

The conceptual model in Figure 1.1 refers to the three constructs, QWL, job satisfaction and happiness. Figure 1.1 indicates the direct relationship of QWL with the eight dimensions thereof on job satisfaction. The eight dimensions refer to (1) adequate and fair compensation, (2) safe and healthy environment, (3) development of human capacities, (4) growth and security, (5) social integration, (6) constitutionalism, (7) total life space and (8) social relevance. The direct relationship between job satisfaction and happiness is also indicated in Figure 1.1.

The fairness theory was described by Folger and Greenberg (1985:176) more than 30 years ago. According to Colquitt and Zipay (2014:11) the authors “drew a bridge between “pure science” and “applied science” by describing the relevance of justice and fairness to performance appraisal, compensation, participative decision making, and conflict resolution”. The fairness theory has been used in management studies to clarify employees’ responses, receptivity and feedback to organisational establishments (Azar & Darvishi 2011:7364). The overarching essence of fairness theory lies in its attempt to merge and coordinate the separate elements of justice into a universal, ubiquitous theory of equity (Chinomona & Dhurup 2014:365). Fairness theory proposes that when people are confronted with adversarial, unaffirmative situations, they make cognitive comparisons, known in the field of psychology as counterfactual thoughts (Nicklin, Greenbaum, McNall, Folger & Williams 2011:128). This entails employees making spurious comparisons of what really occurred to events that might otherwise have come to pass (Brockner, Fishman, Reb, Goldman, Spiegel & Garden 2007:1659). This phenomenon causes people to blend in their own thoughts with the genuine happening, the memory of which becomes even further erroneous once they begin to identify any similar previous experiences with the actual event and is furthermore compounded by their personal modes of thought, ultimately engendering a multitude of complicated interpretations (Azar & Darvishi 2011:7365). Affected individuals are prone to frequently assess current conditions in terms of what should, could or would be and concomitantly have reactions unbefitting the real scenario. The ‘what should, could and would’ facets of cognitive comparisons can be viewed as fictitious alternative scenarios and are referred to as counterfactuals as they are often embellished by individuals’ personal frame of reference and expectations (Nicklin *et al.* 2011:128). An example of the aforementioned, when considered in terms of academics, is when an employee feels that she or he should and could have obtained superior results if only her/his employer could and should have behaved in an otherwise manner and conducted their jobs differently. Such an employee would most likely discern their quality of work life to be unjust.

It is against this background that the study examines QWL and the relationship with job satisfaction and general happiness among staff within a university context. Figure 1.1 is built on a conceptual model to show the relationships relevant to the study.

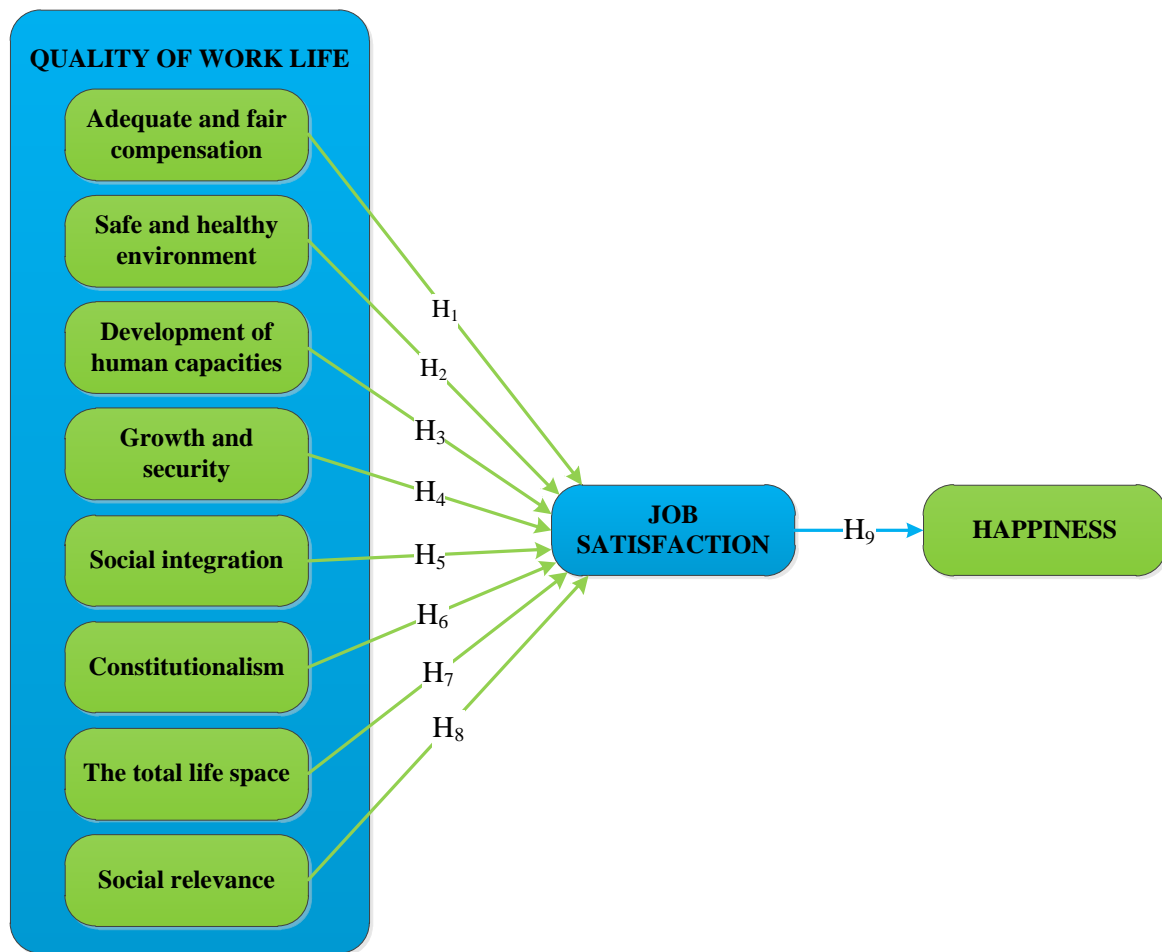


Figure 1.1: Conceptual model

Based on the conceptual model the following research hypotheses were set for the study.

1.5.2 Research hypotheses

- H1: Adequate and fair compensation has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H2: Safe and healthy environment has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H3: Development of human capacities has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H4: Growth and security has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H5: Social integration has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.

- H6: Constitutionalism has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H7: The total life space has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H8: Social relevance has a positive influence on job satisfaction among academics at the UoT in southern Gauteng.
- H9: Job satisfaction has a positive influence on happiness among academics at the UoT in southern Gauteng.

1.6 RESEARCH DESIGN

According to Iacobucci and Churchill (2010:58), “research design is the framework or an idea for a study that is used as a guide for collecting and analysing data”. Quantitative research accentuates quantification in the collection and analysis of data and requires the use of a “deductive approach” when scrutinising the relationship between theory and research (Bryman & Bell 2011:26). A quantitative research design was used for the study. The use of a quantitative research design is propelled by the understanding that the researcher can, through descriptive and inferential statistics, make a fair assessment of the relationship and predictions among the variables used in the study (Shui, Hair, Bush & Ortinau 2009:172).

1.6.1 Literature review

According to Hammond and Wellington (2013:170), a literature review is “a comprehensive synthesis of previous research on a specific discipline or theme that integrates and summarises what is already known about a subject (that which has been reported about it, by whom it was reported and the nature of what was written about it)”. In addition to laying out predominant theories and methodologies in the given field, its function extends to serving as a critical analysis of the information gathered by distinguishing gaps in current knowledge, by showing limitations of theories and perspectives and by articulating areas for further research. Thus, a theoretical examination of quality of work life, job satisfaction and happiness was conducted to determine the relationships between the constructs through existing literature. This section also explores the available literature based on existing associations between quality of work life, job satisfaction and happiness. Throughout the literature review procedure, diverse sources were used including books, peer reviewed journal articles and any relevant scholarly articles available on the Internet.

1.6.2 The empirical design process

This study follows a quantitative design. The population, sampling frame, sampling technique, sample size, data collection and measuring instrument are discussed in Chapter 3.

1.6.3 Statistical analysis

This section provides an overview of the analysis undertaken in the study. The Statistical Package for Social Sciences (SPSS), version 24.0 for Windows was used to analyse the data. Descriptive statistics, correlations, factor and regression analysis was carried out to analyse the data and to examine the relationships among the study constructs.

1.6.3.1 Reliability

Reliability is the degree to which a measuring instrument is repeatable and dependable (Maree 2016:215). Reliability is discussed as how much or to what extent a measurement is accurate, precise and yields consistent outcomes over time (Clow & James 2014:267). The Cronbach's alpha coefficients were computed to ascertain the reliability of the questionnaire. An alpha value above 0.7 is satisfactory for the reliability (Andrew, McEvoy & Penderson 2011:202).

1.6.3.2 Validity

Validity is defined as the degree to which inferences can be correctly made based on the test scores or other measurements (Clark & Ivankova 2016:166). Validity is the ability of a measurement scale to measure what it suggests measuring (Clow & James 2014:269). The following types of validity were examined: content, construct, convergent and predictive validity. A detailed discussion regarding validity is reported in Chapter 3.

1.7 ETHICAL ISSUES

Churchill, Brown and Sutter (2010:584) argue ethics as a moral principle and values that rule the way an individual or group conduct its activities. In the context of this study, ethical issues refer to the "moral standards and lawful ordinances that elucidate the proper set of circumstances under which the research may be permitted to commence/be carried out" (Oates, Kwiatkowski & Coulthard 2010:7). Therefore, permission and ethical clearance to conduct the research among the academics was obtained from the university. The willingness of individuals to take part in the study was volitional and privacy was respected. Individuals' personal information was handled with the utmost confidentiality and no details/findings was attributed

to any one particular participant. The researcher ensured anonymity of respondents and confidentiality of data collected was maintained.

1.8 CHAPTER CLASSIFICATION

Chapter 1: Introduction and the background of the study

This chapter encompassed a brief background and theoretical underpinning of the study, the problem statement and the research objectives. Furthermore, the chapter outlined the research designed used in the study and finally described how the ethical issues were applied.

Chapter 2: Literature review

This chapter explores the literature on quality of work life, job satisfaction and happiness and the relationship between the concepts is discussed.

Chapter 3: Research methodology

The design and method of research used in the study is covered in this chapter.

Chapter 4: Data analysis and interpretation

This chapter addresses the analysis, interpretation and evaluation of the research results.

Chapter 5: Conclusion, recommendation and limitations

This chapter provides an overview of the study. Limitations and the implications for further research are highlighted. Concluding remarks are presented.

CHAPTER 2

QUALITY OF WORK LIFE, JOB SATISFACTION AND HAPPINESS

2.1 INTRODUCTION

The previous chapter provided a background to the study. It highlighted the problem statement, research hypotheses and research objectives. The methodology was briefly outlined. It further emphasised the importance of reliability and validity in research. Lastly, it outlined the ethical considerations concerned with the study.

This chapter focuses on the review of the various literature related to the study. Divided into various sections, this chapter explores the theories underlying the study, followed by the key concepts of the study, which are QWL, job satisfaction and happiness. This chapter presents the relationships between QWL, job satisfaction and happiness. Previous research was reviewed with the purpose of developing meaningful insights into the research area that is studied.

The literature review lays the foundation for the present research and enables the researcher to put forward a valid argument, providing evidence of what has been done in the subject area.

2.2 THEORIES OF QWL

Motivational theories are used in this study owing to the context in which this study is located. Employees need to be motivated to experience QWL, to be satisfied by their jobs and to acquire happiness in the process (Elamparuthi & Jambulingam 2013:5). With this view, motivational theories express how employees could be motivated and which factors are critical in the process of motivation (Tripathy & Sahoo 2018:132). “Theories of motivation fall into two basic groups: content theories and process theories” (Bagraim 2016:100). Content theories assume that generally, individuals have certain aspirations and desires to satisfy (Nagar & Sharma 2016:8). The fulfilment of these aspirations and desires may have the propensity to impact upon how they act and conduct themselves whilst they are at work (Nagar & Sharma 2016:8). Process theories have to do with investigating, breaking down and displaying relations amongst the characteristics that are marked by continuous, productive activity and/or change “that regulate how employees establish, account for and steer the manner in which they conduct themselves to ensure that their needs are assuaged, to the extent of avoiding the sensation of feeling dissatisfied” (Nagar & Sharma 2016:8). A summary of these theories is indicated in Table 2.1.

Table 2.1: Summary of QWL theories

| Category | Theory | Author |
|------------------|-----------------------------------|-------------------------|
| Content theories | Need hierarchy | Maslow (1954) |
| | Achievement theory | McClelland (1961) |
| | Two-factor theory of motivation | Herzberg (1966) |
| | Existence, relatedness and growth | Alderfer (1972) |
| Process theories | Reinforcement theory | Skinner (1938) |
| | Expectancy theory | Vroom (1964) |
| | Equity theory | Adams (1963) |
| | Goal setting theory | Locke and Latham (1976) |

(Source: Slocum, Staude, Louw & Zindiye 2017:378)

Several theories have been used in different studies depending on the setting and outcomes of the study (Motaung 2016:14). The content theories and process theories will be discussed in the next subsection.

2.2.1 Maslow's hierarchy of needs

Maslow's hierarchy of needs, formulated in 1954, is based on two important assumptions (De Brouwer 2009:360). First, on the assumption that the more people have, the more they will yearn for a surplus to what they have already attained and that what they desire will always be contingent upon that which has already been achieved (Nagar & Sharma 2016:8). A need that has already been satisfied is not considered as a motivator – thus, it is predominantly unfulfilled requisites that have the power to command or determine the way in which we behave (Turabik & Baskan 2015:1056). Secondly, the hierarchy of needs posits that people's needs are ranked and systematically organised in terms of how significant the person deems them to be. When one or more lower ranking exigencies have been relatively gratified, there will always be another higher need that comes to the fore with the intent of being achieved (Lazenby 2016:239).

Maslow's needs hierarchy theory basically emphasises the fact that inside every member of the human race there exists a pecking order of five needs (Turabik & Baskan 2015:1056). These five needs will be discussed in further detail.

Physiological need. Physiological needs are defined as the requirement to alleviate rudimentary, primal biological urges, which include edible provisions, oxygen, water and a roof over one's head. Maslow underscores the weightiness of employees being provided a reasonable income by the organisations for which they work that will enable them to satisfy these basic drives and to afford adequate living conditions (Nagar & Sharma 2016:9).

Safety need. Once the needs pertaining to a humans' physiological well-being are achieved, safety needs will be triggered. These needs entail the desire of employees to operate within protected working environments in which they may feel safe from the threat of both physical and psychological harm. The reasoning here is that these employees will be able to conduct their work more effectively, efficiently and with the knowledge that their environment and by extension they are protected and have nothing to fear (Nagar & Sharma 2016:9).

Social need. After the need for security is fulfilled, social needs are set off. Social wants are designated as the need to feel allied with, associate with others and have meaningful relationships with them, characterised by a sense of connection, intimacy, trust and friendship. In essence, it is the sense of wanting to belong, be loved as well as accepted by others. To affect these needs, workplaces encourage employees to participate in social events arranged by the organisation such as going on company picnics or taking part in company bowling tournaments (Nagar & Sharma 2016:9).

Esteem need. These encompass the need for respect, self-esteem and self-confidence. Esteem needs are the basis for the human desire; we all must be accepted, approved of and valued by others. To satisfy these needs, organisations have introduced events such as awards banquets to recognise distinguished achievements by its individual employees (Nagar & Sharma 2016:9).

Self-actualisation. Self-actualisation needs refer to the need to transform oneself into everything one is capable of becoming and living up to, that is, to cultivate oneself to one's maximum capabilities. The rationalisation here centres on the conception that self-actualised jobholders are identified as precious assets by the organisation's human resource department (Nagar & Sharma 2016:9).

Figure 2.1 demonstrates the steps that individuals will progress through when a specific need is satisfied. The five needs are met in order of sequence, starting with the most fundamental at the bottom of the pyramid, gradually progressing to the most advanced at the peak.

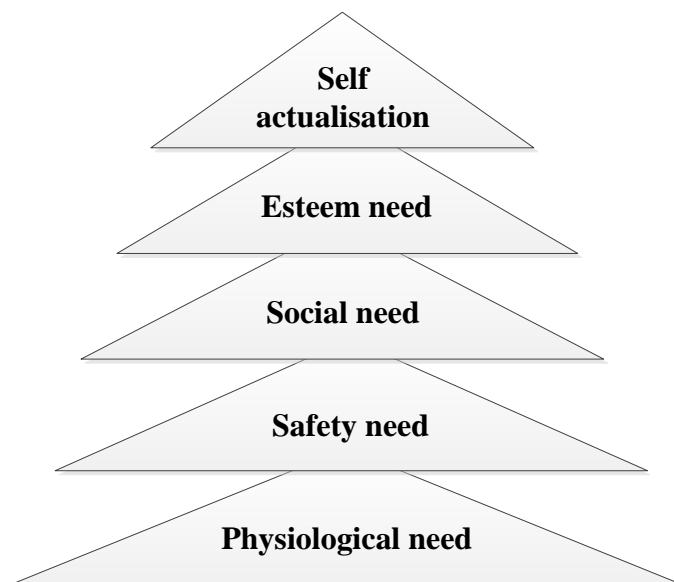


Figure 2.1: Maslow's hierarchy of human needs

(Source: Huanyu 2015:23)

Maslow's hierarchy of needs is classified in descending order of higher to lower order needs (Lazenby 2016:239). The physiological and security needs are lower order needs satisfied by extrinsic rewards (Bergh 2011:203). Social, esteem and self-actualisation are higher order needs, which are sated by intrinsic rewards (Bergh 2011:203). The next content theory that will be discussed is McClelland's theory of needs.

2.2.2 McClelland's theory of needs

McClelland's theory of needs suggests that "people are influenced by a need for achievement, power, or affiliation and that the strength of that need will differ according to the situation" (Fodor & Wick 2009:722). "Studies have found that employees with a high need for achievement will set higher goals than those with lower achievement needs" (Ocran 2010:13). McClelland believes that certain types of needs are the result of integration with the environment and different needs prevail in different people (Robbins & Decenzo 2008:270). Some people are described as high achievers, motivated by power and affiliation (Osemeke & Adegboyega 2017:170). A major aspect of the theory for managers is that a need for achievement can be acquired through training employees to motivate themselves to think in terms of accomplishments, winning, success and to desire conditions that require them to undertake tasks demanding from them a great sense of personalised accountability and dependability, in which they would be expected to take risks and receive regular feedback in the form of guidance and mentoring (Grobler & Warnich 2011:218). The theory

proposes that when a need is strong, it will motivate the person to engage in behaviours to satisfy the need (Grobler & Warnich 2011:218).

The theory includes the following:

Achievement. The need for achievement is characterised by a desire to take it upon oneself to show that one is dependable and capable in terms of seeking possible answers to challenges or predicaments, to become expert at demanding, crucial situations set objectives and get performance ratings based on how well a task is accomplished (Grobler & Warnich 2011:218).

Affiliation. A need for affiliation is the urge for open and sociable interpersonal relationships, to get along with colleagues based on co-operation and mutual understanding and to find genuine camaraderie, marked by fellowship and goodwill towards one another (Darf 2008:233).

Power. The need for power is characterised by a strong zeal to be influential and controlling in places of work. Such individuals want their views and ideas to dominate; thus, it can be said that they want to lead. They want to be capable of affecting, influencing and directing the way in which those around them behave, are competitive, driven to win disputes/disagreements and pride themselves on being able to persuade others (Grobler & Warnich 2011:219). The immediacy of these stimuli can be seen as the need to have a positive effect in terms of supporting the organisation and its employees. Therefore, this need should not be considered in a negative light. (Darf 2008:233). Tertiary education line managers should be able to distinguish those needs that are preeminent amongst their academic staff, as they will have a direct bearing upon job satisfaction levels (Ntisa 2015:28). Herzberg's two-factor theory is discussed in the next section.

2.2.3 Herzberg's two-factor theory

In 1996 Frederick Herzberg developed the two-factor theory of motivation, also called the motivation-hygiene theory (Ocran 2010:14). In terms of Herzberg's (1966) motivation-hygiene theory, "factors that make employees feel good about their work are distinct from factors that make them feel bad about their job" (Lazenby 2016:242). According to Bergh (2011:201), Herzberg's theory states that employees who are content at work accredit their satisfaction to factors internal to their jobs (or motivators), such as growth, responsibility and challenge. Hygiene factors are factors extrinsic to an employee's job, such as supervision, relationships with colleagues, payment and policies and procedures (Hwara 2009:134). According to Herzberg's (1966) theory, both motivators and hygiene factors must be present for an employee to experience job satisfaction.

One may argue that if hygiene (external) factors are removed, or are non-existent, it is unlikely that employees will be satisfied with their jobs (Lazenby 2016:242). However, hygiene factors will not necessarily lead to job dissatisfaction, but merely cause the person not to experience job satisfaction (Robbins, Judge, Odendaal & Roodt 2009:146). Previously, many research studies have tested Herzberg's propositions and the theory lacks support (Uduji 2014:113). Although the two-factor theory has been criticised extensively, it still advanced understanding of motivation, by appropriately distinguishing between intrinsic and extrinsic motivation (Bergh 2011:201).

2.2.4 Alderfer's existence, relatedness and growth (ERG) theory

The ERG theory was developed by Alderfer in 1972 (Ocran 2010:12). Alderfer (1969) revised and simplified the theory and defined three strata in terms of measurable terms (Klonoski 2014:174). Alderfer's (1969) theory is referred to as the ERG theory and is based on the following three needs: existence needs, relatedness needs and growth needs (Bergh 2011:204). The following illustration depicts Alderfer's ERG theory.

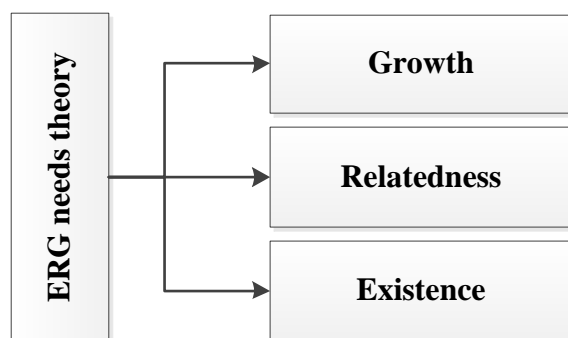


Figure 2.2: The ERG needs theory

(Source: Redmond 2010:6)

The ERG needs theory will be discussed below.

Existence needs. "Existence needs include various forms of safety, physiological and material needs" (Govindaraju 2018:98). Examples of these needs are as follows:

- Safety needs: To prevent fear, anxiety, danger, tension to name a few (Govindaraju 2018:98).
- Physiological needs refer to "an individual's pursuit of satisfaction at the vitality level, such as leisure, exercise, sleep" (Govindaraju 2018:98).
- Material needs refer to, for example, food and clothing (Govindaraju 2018:98).

Relatedness needs. Relatedness needs include a sense of security, belonging and respect. Sense of security involves the mutual trust of humanity (Slocum *et al.* 2017:378). “A sense of belonging refers to prevention of all forms of suffering, such as isolation, loneliness and distance. People normally wish to be accepted and become members of a group” (Slocum *et al.* 2017:378). The needs for belongingness include love given to others or caring accepted from others (Slocum *et al.* 2017:378). A sense of respect simply means receiving respect from others, such as popularity, social status, superiority, importance and compliments (Govindaraju 2018:98). Relatedness needs contribute to the significance of an individual’s way of life (Slocum *et al.* 2017:378).

Growth needs. Growth needs involve needs for self-esteem and self-actualisation. The need for self-esteem refers to self-productive effects such as the ability to pursue, to seek knowledge, to achieve, to control, to build confidence, to be independent and to feel competent (Redmond 2010:6). “Self-actualisation refers to self-accomplishments including achieving an individual’s goals and developing his or her personality” (Redmond 2010:7). The abilities to realise one’s potential and to support the growth of others are also included (Redmond 2010:7).

According to Osabiya (2015:70), “the lower level needs become the focus of the individual’s effort when continuous frustration is experienced in the quest for higher level needs”. The lower level needs are not to be completely satisfied before the emergence of a higher-level need (Osabiya 2015:70). According to Redmond (2010:7), with the ERG theory, an individual is motivated by one or more sets of needs. Therefore, “if a person’s quest for a need is blocked, then attention should be focused on the satisfaction of needs at other levels” (Redmond 2010:7).

From the above mentioned, it becomes clear that when studying the content theories of motivation, the focal accentuation hinges on an individual’s needs and how these are conceptually linked to employee motivation and job satisfaction (Borkowski 2009:106). Since QWL has been found to have a relationship with motivation and job satisfaction (Sar, Bendesa & Antara, 2019:81) the content theories will also apply to QWL. The next section will elaborate on Vroom’s expectancy theory (1964), Adams’ equity theory (1963) (1968), Locke and Latham’s goal setting theory (1976) and Skinner’s reinforcement theory (1938).

2.2.5 Vroom’s expectancy theory

“The expectancy theory has evolved over the years as a basic paradigm for the studies of human attitudes and behaviour in work and organisational settings” (Parijat & Bagga 2014:3). A few expectancy models have been stated and they have been frequently used as theoretical and operational definitions of motivation. “Although the exact form of the expectancy models

described by different authors has varied considerably, most of these variations have been due to more differences in terminology than to conceptual disagreements” (Stephan & Timothy 2013:226). Vroom’s (1964:331) theory represents the first attempt to use cognitively-oriented assumptions as the basis for a general theory of work motivation. Vroom (1964:331) defines motivation as the force driving a person to perform a task, as determined by the interaction of (1) the person’s expectancy that his act will be followed by an outcome and (2) the valence of that (first-level) outcome (French, Rayner, Rees & Rumbles 2008:172). “The expectancy theory holds that people are motivated to behave in ways that produce desired combinations of expected outcomes” (Lunenburg 2011:4). Essentially, the expectancy theory argues that the strength of a tendency to act in a certain way depends on the strength of an expectation that the act will be followed by a given outcome and on the desirability of that outcome to the individual (Abbah 2014:5). Therefore, behaviour could be oriented towards anticipated and individualised goals (Abbah 2014:5).

The expectancy theory postulates that people are motivated to work to accomplish a goal if they believe that goal is worthy and that there is a possibility that what they do will ensure that they achieve their goals (Abbah 2014:5). “This theory presents a conventional framework evaluating and interpreting how employees behave in learning, decision-making, attitude formation and motivation” (Chianga & Jang 2008:313). Johnson (2010:534) states that the more an employee believes that his/her work for a specific task will be rewarded and that reward will have value to the employee, the greater the chances that the employee will put more effort into his/her performance.

According to Lunenburg (2011:2), “the expectancy theory assumes that an employee is motivated if they believe that first, an amount of effort one desires to expend will lead to acceptable performance (expectancy), secondly, the acceptance performance will lead to an outcome (instrumentality) and thirdly, the value of the outcome (rewards) will be highly valued (valence)”. These variables of the expectancy theory are indicated in Figure 2.3.

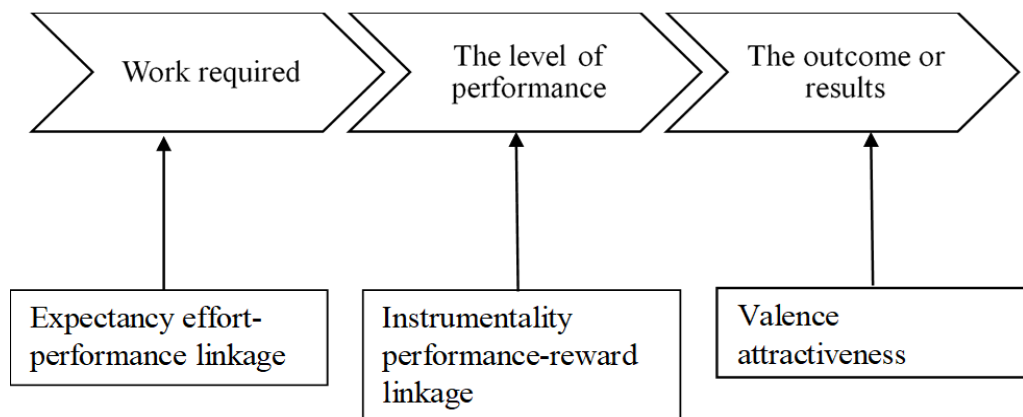


Figure 2.3: Basic concepts of the expectancy theory

(Source: Lazenby 2016:249)

The expectancy theory and expectancy assumptions will be discussed below.

- The first assumption is that individuals enter organisations with expectancies in terms of what they desire, “motivations and past experiences”. This influences how people respond to organisational demands (Lunenburg 2011:2).
- The second assumption is that a person’s actions are a product of cognisant selection or preference (Lunenburg 2011:2).
- The third assumption is that individuals differ in what they want or need from the organisation (e.g., good salary, job security, advancement and challenge) (Lunenburg 2011:2).
- A fourth assumption is that in order to optimise their personal outcomes, people have to make choices among available options (Lunenburg 2011:2).

The nature of the expectancy theory lies in determining what motivates certain behaviours and why (Strydom, Nortjé, Beukes, Esterhuyse & Westhuizen 2012:260). The basic concepts of the expectancy theory are discussed in the next section.

Expectancy: A certain level of performance will be achieved according to the effort invested in the work or job task (Simone 2015:20). Generally, employees’ expectancy determinations range between the extremes of zero to one and are based on probabilities (Sun, Wang, Yin & Che 2012:2). Should the invested effort not give rise to the desired performance level wished for, expectancy is zero (Parijat & Bagga 2014:2). On the other hand, “if the employee is certain that the task will be completed, the expectancy will be close to one” (Simone 2015:20). Performance expectancy is the first factor entrenched in the expectancy theory of motivation and rests on an

individual's opinion that "effort is positively related to performance" (Sloof & Van Praag 2008:798). Holland (2011:337) argues that an individual will put more effort into their job as "effort-performance expectancy increases".

Instrumentality: Instrumentality refers to an individual's belief that "a given level of achieved task performance" will result in the accomplishment of various job tasks (Bergh 2011:209). The scope of instrumentality also falls between zero and one (Johnson 2010:535). When employees perceive that an exceptional performance appraisal will engender a promotional increase, the instrumentality has a value of one (Sun *et al.* 2012:2). The instrumentality will be zero when "there is no perceived relationship among good performance rating and promotion" (Marian 2010:9).

Valence: This is the strength of an employee's partiality for a distinct type of award given for some service or goal accomplishment (Hellriegel, Slocum, Jackson, Louw, Staude, Amos, Klopper, Louw, Oosthuizen, Perks & Zindiye 2013:423). Theoretically, a reward has a valence because it is associated to an employee's needs (Simone 2015:20). Valence provides a relation to the need theories of motivation (Alderfer, Maslow and McClelland). The rewards, such as promotion, peer acceptance, recognition by managers, might have value to individual employees (Saif, Nawaz, Jan & Khan 2012:1390). Valence falls in the spectrum of either positive or negative (Saif *et al.* 2012:1390). Valence will be ascertained when an individual has a strong inclination for achieving a specific reward (Hellriegel *et al.* 2013:426). At the other extreme, "valence is negative (Simone 2015:20) and if an employee is indifferent to a reward, valence is zero". The spectrum ranges from -1 to +1 (Lunenburg 2011:4). Motivation, expectancy, instrumentality and valence are connected by the 'equation': $M = E * I * V$ (Motivation = Expectancy * Instrumentality * Valence) (Simone 2015:20).

The multiplier result in the equation is important (Holland 2011:337). "It explains that upper levels of motivation will result when expectancy, instrumentality and valence are all high" (Bergh 2011:207). Motivation will be zero should the outcome of one of the three factors be zero (Lunenburg 2011:4). "As a result, even if an employee believes that his/her effort will result in performance, which will result in compensation, motivation will be zero if the valence of the reward he/she expects to receive is zero, for example, if the employee believes that the reward he/she will get for their effort has no value" (Simone 2015:20). Hence, this theory is used as a cornerstone to understand employee motivation to QWL within the working environment.

2.2.6 Adams' equity theory

The equity theory was established by Adam in 1963 (Ocran 2010:16). Adams' equity theory refers to a process of social or personal comparisons in which one's own ratio of inputs and outcomes are compared to that of others (Hu, Schaufeli & Taris 2013:359). The theory assumes that "employees form ratios to compare their individual inputs and outcomes against others to determine fairness of the correlation" (Till & Karren 2011:43). According to Disley, Hatton and Dagnan (2009:57), if there is no balance between work and private life, then inequity is experienced. Generally, inequity results in several negative results such as grievances, employee turnover and low productivity (Schniederjans, Schniederjans & Levy 2012:225). "A feeling of unfairness causes unpleasant tension, which motivates the person to get rid of or reduce the level of tension and perceived inequity" (Osabiya 2015:72).

Adams (1963) identified six feedbacks to inequity, namely "changes to input; changes to outcome; cognitive distortion of input and outcomes; leaving the field; acting on others; and changing the object of comparison". Osabiya (2015:72) summarises these feedbacks to inequity as follows:

- Changes to input: A person may increase or decrease the level of inputs through quantity, quality, absenteeism, or working extra hours without remuneration.
- Changes to outcome: An attempt by a person to change an outcome such as remuneration, working conditions, status and recognition without change in input.
- Cognitive distortion of input and outcomes: People may distort cognitively, their inputs or outcomes to achieve the same outcomes. Osabiya (2015:72) notes that Adams further suggested that although it is challenging for individuals to distort facts about themselves, it is possible within limits to distort the utility of those facts.
- Leaving the field: This refers to the condition where a person finds a more favourable balance by absenteeism, requests a transfer, or resigns altogether from the organisation.
- Acting on others: An individual may try to bring changes in others by lowering inputs or accepting greater results.
- Changing the object of comparison: This is the change from a reference group with whom comparison is made.

The equity theory promotes the management of fairness and justice in the working environment, which may ultimately lead to job satisfaction (Osabiya 2015:72). "The theory has been criticised

as not providing enough justification of the process involved in the selection of both comparison with others and the method of equity resolution” (Disley *et al.* 2009:57).

2.2.7 Locke’s goal setting theory

The goal setting theory was developed in the 1970s by Edwin Locke based on the evidence that “identifiable goals influence action” (Locke & Latham 2002:705). According to Weinberg (2013:172), specific goals contribute to efficiency. Saif *et al.* (2012:1390) concur that, “setting specific and challenging goals lead to higher levels of employee performance and these goals motivate employees to desire to achieve valued results”. For employees to measure and improve performance it is of the utmost importance that the employer provides the employee with feedback (Lunenburg 2011:4). However, several moderators, such as “the degree of employees’ commitment to goals, self-efficacy, managers’ feedback on performance and the complexity of the tasks to be performed” are key to a successful goal setting process (Bronkhorst, Steijn & Vermeeren 2013:4). The goal setting theory suggests that, “dependent and reliable employees who can control their own behaviour to attain set goals” (Hellriegel *et al.* 2013:423). The goal setting theory is the most applied theory of employee motivation and has been used to study the performance of more than 400 000 results on well over 100 different tasks in eight countries, in both research laboratory and field settings (Saif *et al.* 2012:1390).

Furthermore, the goal setting can be more successful if it is applied in conjunction with the principles of management by objectives (MBO), the theory developed by Drucker (1954). “MBO is a review system in which subordinates and their managers jointly determine specific performance objectives; progress towards objectives is reviewed periodically and rewards are allowed based on this progress” (Lindberg & Wilson 2011:66). “The MBO process interprets organisational objectives into specific unit objectives making it easy for employees to participate in decision-making goal setting and applying those decisions” (Lindberg & Wilson 2011:66). Mostly, employees’ participation in the goal setting process increases the probability that they will accept goals and pursue them for the organisation’s well-being (Porter & Latham 2013:64).

From the above discussion, one may conclude that both process theories and content theories provide valuable perceptions, which can be applied to the workplace, to attain a more in-depth understanding of an employee’s behaviour. Although the theories deliberated above have all been criticised, “they all seem to hold some value, as each one of these theories can provide organisational leaders with insight when dealing with employees to ensure that they are satisfied and happy in the working environment” (Porter & Latham 2013:64).

2.2.8 Skinner's reinforcement theory

The reinforcement theory attempts to explain human behaviour without referring to unobservable internal forces such as needs or thoughts, meaning that behaviour is a function of its consequences (Gordan 2014:682). This theory operates on the assumption that behaviour is influenced by external forces as opposed to individual expectations, attitudes and emotions (Gordan 2014:682). The reinforcement theory supports the belief that “behaviour, which is followed by pleasant consequences, is likely to be repeated whilst behaviour, which is followed by unpleasant consequences, is likely to not be repeated” (Banaji 2011:20). Positive reinforcement for actions with good results, using a reward system, creates pleasant consequences, thus increasing the likelihood that a specific behaviour will be repeated (Burger 2009:33). Any reward that encourages an individual to repeat that behaviour can be classified as positive reinforcement. Common positive reinforcement methods used within organisations include praise, recognition of accomplishments and promotions (Burger 2009:33). Economic incentives, for example, tax incentives, financial incentives, subsidies and tax rebates (De Melo Bezerra, Hirata & Randall 2015:1120) are becoming rights rather than rewards and insufficient monetary rewards cannot be compensated for by good human relations (Redmond 2010:44). Therefore, both economic and financial incentives may be categorised under positive reinforcement (Redmond 2010:44).

Punishment is an attempt to discourage negative behaviours by the application of unpleasant outcomes or consequences whenever it does occur (Bharjoo 2008:51). Punishment has appeared to produce negative rather than positive results as it increases hostility between management and employees (Thau, Aquino & Bommer 2008:300).

The term extinction refers to the absence of any reinforcement, either positive or negative, following the occurrence of behaviour (Skinner 2013:36). Extinction usually occurs when the positive reinforcement that would normally have resulted from the behaviour gets removed (Skinner 2013:36). When good behaviour no longer produces positive reinforcement, the employee tends to stop engaging in it as there is no longer any incentive or motivation for him or her to continue doing so (Bharjoo 2008:51). Because QWL has been found to have “a positive and significant influence on job satisfaction and job motivation” (Sari, Bendesa & Antara 2019:81), this study will be based on the content and process theories discussed.

2.3 QUALITY OF WORK LIFE

2.3.1 Quality of work life defined

The term quality of work life (QWL) came to light in the late 1960s as a way of defining the elements of employees' overall health, general happiness and a way to improve the quality of a person's on-the-job experience (Gayathiri & Ramakrishnan 2013:5). QWL is an idea, a set of principles, which holds that people are the most significant resource in the organisation as they are reliable, accountable and capable of making a valuable contribution to an organisation and they should be treated with respect and dignity (Kanten & Sadullah 2012:360; Dhurup & Mahomed 2013:194). Muindi and K'obonyo (2015:225) further define QWL as "the favourable conditions and environments of a workplace that support and promote employees' happiness by providing them with job security and compensation". According to Normala (2010:79), "a high QWL is essential for organisations to continue attracting and retaining workforces". QWL is found to affect employees' work responses in terms of "organisational identification, job satisfaction, job involvement, job effort, job performance, intention to quit, organisational turnover and personal disaffection" (Sinha 2012:33).

Nair (2013:34) states that the necessities applicable to an individual's QWL include job satisfaction, the hierarchy within the organisation, the managerial system and the correlation between life off the job and life on the job. Nair (2013:34) further argues that QWL is concerned with the work environment, the influence of work on employees' productivity, the contribution in decision making and problem solving in the organisation. However, Gayathiri and Ramakrishnan (2013:6) view QWL as a procedure by which an organisation responds to employees' needs by developing tools to allow employees to contribute to the decision-making process at work.

QWL is a dynamic multi-dimensional construct that incorporates elements such as job security, compensation systems, training and career development opportunities and contribution in decision making (Beloor, Nanjundeswaraswamy & Swamy 2017:176).

2.3.2 Dimensions of QWL

QWL is the quality of the relationship among employees and the workplace, which will include various dimensions (Nanjundeswaraswamy & Swamy 2015:70). QWL is needed for competitive environments for sustaining qualified and skilled employees (Nanjundeswaraswamy & Swamy 2015:70). High QWL contributes to fulfilling employees' desires, thus accomplishing the organisational goals successfully and efficiently (Verma & Monga 2015:50). Timossi *et al.*

(2008:13) state that the literature focusing on QWL is adopted from the Walton's QWL model, which consists of eight dimensions and these dimensions are discussed below:

The first dimension of QWL is on adequate and fair compensation. What constitutes adequate compensation is hard to define and evaluate (Pandey & Jha 2014:35). Resources should “match with stated objectives otherwise employees will not be able to achieve the end result” (Nanjundeswaraswamy & Swamy 2013:6). This will result in employee dissatisfaction and lower QWL (Nanjundeswaraswamy & Swamy 2013:6). Adequacy of resources has to do with availability of enough time and equipment, adequate information and help to complete assignments (Nanjundeswaraswamy & Swamy 2013:7). Fairness can be determined through work evaluation measures such as work ranking, work classification and by factor comparison (Kumar 2014:153). Also, several techniques are available to define the supply and demand for certain skills and capabilities and for establishing average levels of rewards for these various groups, as a result allowing the application of fair compensation levels (Chotkijusorn & Mahamud 2016:138). Adequate and fair compensation refers to the income for the work done: considered fair compared to the activities done, the degree of effort required, applicable qualifications, skills and responsibility (Pizzoli 2013:39; Kumar 2014:153). The study of Mabaso and Dlamini (2018:85-86) confirmed that “compensation has a positive and significant effect on job satisfaction”.

The second dimension focuses on a safe and healthy environment. This dimension refers to safety standards and respect for the physical and mental integrity of the employees (Pizzoli 2013:39). A safe and healthy environment means employees' jobs are in a suitable working environment and the workplace is not harmful or unsafe to the employees' health and life (Chotkijusorn & Mahamud 2016:138). A safe and healthy environment forms part of Maslow's hierarchy of needs. Therefore, “employees who do not meet their needs at work will not function as effectively as they can” (Bagraim 2016:100). Safe and healthy working conditions ensure good health, continuity of services, reduced bad labour administration relations and productive employees (Nanjundeswaraswamy & Swamy 2013:6). Employees are cheerful, confident and may prove to be an important asset to the organisation if the work condition is good (Pizzoli 2013:40). Work condition refers to safety at work, training of employees, control and development of equipment and tools, and to provide adequate protective equipment (Bakotić & Babić 2013:207). A healthy work environment includes safe physical and mental working conditions and defining reasonable working hours, motivating environment, working condition, time for personal care, support for self-development, information's associated to work, own style and pace of work (Nanjundeswaraswamy & Sandhya 2016:16).

The third dimension focuses on development of human capacities. According to Sajjad and Abbasi (2014:93), “using autonomy and self-control, benefitting from diverse skills, access to information about the future and planning and executing activities for the employees are among the mentionable items in QWL”. In autonomous job categories, employees are given the freedom of decision making, employees themselves plan, co-ordinate and control job related activities (Nanjundeswaraswamy & Sandhya 2016:16). It includes diverse opportunities for employees such as independency at work and having the power to access the information for their task, ability to work, flexible time, working at home and job stress (Sajjad & Abbasi 2014:93). Employees are satisfied when they are given opportunities to use and improve their skills (Chandran 2008:185). According to Maslow’s hierarchy of needs, people want to satisfy their higher order needs after they satisfy their basic needs first (Fatehi *et al.* 2015:16).

The fourth dimension focusses on growth and security. This dimension includes career possibilities, which explain that promotion is for employees that are appropriately trained and qualified (Pizzoli 2013:40). Employees tend to drift from occupations that do not promise career development (Chandran 2008:187). Some organisations help the employees not only to draw their career path but also to position them through training. Prolonged occupation in the same position may lead to stress for the employee (Jain & Thomas 2016:929). Opportunities for continued growth and security can reduce stress and improve morale (Jain & Thomas 2016:929). Opportunity for continued growth and security creates groundwork to develop the employee’s abilities, providing opportunities to make use of what one has learned and make progress in their career and provide assurance of employment and fair income (Jofreh, Yasini, Dehsorkhi & Hayat 2013:341). Opportunities for promotions could be limited, either due to educational barriers or due to limited vacancies at the higher level (Jofreh *et al.* 2013:341). QWL will improve when employees are offered opportunities to grow in an organisation (Jain & Thomas 2016:929). QWL provides future opportunity for continuous growth and security by expanding one’s capabilities, knowledge and qualifications (Jofreh *et al.* 2013:342).

Fifth, the emphasis is on the social integration. This means how employees are accepted by co-employees, if the workplace has a friendly and polite atmosphere without differentiation of each group and how employees relate to each other (Chotkijnusorn & Mahamud 2016:139). Therefore, there is an association between social integration and the social needs of Maslow’s hierarchy of needs theory. Social needs “include the need to feel affection, friendship, acceptance and a sense of belonging” (Bagraim 2016:101). According to Sajjad and Abbasi (2014:94), no favouritism towards race and gender, considering various aspects of employees’ life, flexibility in the organisational hierarchy, organisational socialisation and the freedom to express ideas and

feelings, are effective in creating QWL. The organisations must ensure that every employee is free from prejudices and that there is no stratification in the company as to status symbols or hierarchical structures (Jain & Thomas 2016:929). Social integration includes the procedure of changing or developing a job so that an employee is likely to be more motivated and provides the employee with the opportunity for greater recognition, achievement, growth and responsibility (Ouppara & Victoria 2012:120). An essential component of social integration is the quality of social interaction (Ouppara & Victoria 2012:120). This factor is more subjective, yet it is very influential; people have remained at jobs they might otherwise have left because they felt the quality of the social interactions was so high that this outweighed other negative features of the work (Nanjundeswaraswamy & Sandhya 2016:17).

The emphasis on the sixth dimension is constitutionalism. Constitutionalism is also known as “the rule of law” in work organisations: framing rules and regulations to protect the rights of employees keeping in mind benefits of both the parties, employer and employees (Verma & Monga 2015:50). Constitutionalism is related to “organisational norms that affect the freedom of an individual employee” (Sajjad & Abbasi 2014:94). Efforts must be made to see right norms are formed in the organisation (Hamidi & Mohamadi 2012:2). It means norms that accommodate the privacy of an individual employee, freedom of speech, equity and freedom to dissent on some aspects (Gupta & Sharma 2011:80).

The seventh dimension focuses on the total life space. This includes a balanced working role, which means balancing work and other personal activities, including freedom and privacy (Pizzoli 2013:41). Total life space refers to the balance between working hours and the employee’s free time (Chotkijusorn & Mahamud 2016:139). This involves creating a balance between work life and other aspects of an employee’s life, such as education, free time and family life (Verma & Monga 2015:51). Employees’ perceptions about their social responsibility in the organisation constitute the total life space (Jofreh *et al.* 2013:342).

The eighth dimension is social relevance. This dimension refers to the social responsibility of an organisation, which indicates the organisation’s commitment to ethical behaviour as a social institution in its broad sense (Fatehi *et al.* 2015:16). Social relevance consists of an organisation’s image, which refers to the organisation’s employees, the current and potential customers, social media, the suppliers and the community (Pizzoli 2013:41).

2.3.3 Factors affecting QWL

Organisations are continuously looking for new ways of doing business in order to meet the challenges of today's dynamic business environment (Alnaser 2013:398). Given the amount of time and energy people spend at the workplace, it is important for employees to be satisfied with their life at work (Benjamin 2015:80). Time pressure is a serious problem in today's workforce, with ever-increasing numbers of employees bearing major responsibilities at home and meeting higher job expectations and increasing demands at work (Sinha 2012:31). The 12 factors affecting QWL will be discussed below.

2.3.3.1 Communication

Proper communication plays an essential role to achieve results in an organisation (Sinha 2012:32). Pendse and Ruikar (2013:190) propose that organisations could improve the QWL through improving the nature and quality of communication through the mission and vision of the organisation.

2.3.3.2 Career development and growth

Alnaser (2013:400) states that the purpose of career planning as part of an employee development programme is not only to help employees feel like their employers are investing in them, but also help people manage the many aspects of their lives. Employers can no longer promise job security, but they can help employees to achieve the skills they need to remain viable in the job market (Benjamin 2015:80). According to Sinha (2012:32), a high QWL helps employees develop career opportunities and to achieve their career goals without job stress.

2.3.3.3 Organisational commitment

The relationship of organisational commitment with QWL is another aspect of working life that is often explored by researchers (Sinha 2012:32). Previous studies have concluded that committed employees remain with the organisation for longer periods of time (Sinha 2012:32). The employees who are committed have a stronger desire to attend work and they have a positive attitude towards their employment (Sinha 2012:32). Azeem (2010:297) concludes that commitment was significantly and inversely related to employee turnover. According Ng and Feldman (2011:534), when organisations seek to foster a philosophy of commitment, the likelihood of an employee searching for employment elsewhere is lowered. Organisational commitment is the employees' state of being committed to help the achievement of an organisation's goals and involves the employees' levels of involvement and loyalty (Salami

2008:32). The underlying belief is that a more committed employee will perform better at their job (Sinha 2012:33).

2.3.3.4 Emotional supervisory support

According to Partridge (2012:122), emotional support at work helps balance work and family roles because it contributes to the employee's energy levels. A supportive supervisor may help boost an employee's energy level by discussing family-related problems, reinforce the employee's positive self-image by giving feedback and reduce stress by showing understanding for the employee's family life (Sinha 2012:33). Individuals who are emotionally mature, can build a supportive social network, which increases their sense of belonging to the organisation (Sinclair 2009:25). In this regard, the supervisor and other co-workers should empathise with each other and develop a friendly and supportive environment (Sinclair 2009:25).

2.3.3.5 Flexible work arrangement

Flexible work arrangements are believed to contribute to job motivation and dedication (Sinha 2012:34). Both enable the employee to use time more efficiently by scheduling activities in a way that suits his or her situation best (Nayeri, Salehi & Noghabi 2011:23). Telecommuting saves the employee time, as it saves time commuting that cannot be used for work or family activities (Banth & Talwar 2012:936). Following the conflict approach, flexible work arrangements pay off most among parents as they have heavier demands for which they need time and energy to balance multiple roles (Banth & Talwar 2012:936).

2.3.3.6 Family-responsive culture

In addition to providing flexible work arrangement and emotional supervisor support, the organisation's culture toward combining work and family roles is important for employees seeking work-family balance (Fredrickson 2013:20). A supportive work environment provides the employee with emotional resources, such as understanding, advice and recognition (Baumgardner & Crothers 2009:58). When organisations have an understanding attitude toward employees who combine work and family roles (family-responsive culture), employees are not likely to worry about career opportunities if they reduce their working hours due to family responsibilities (Sinha 2012:35). In line with the conflict approach, it is expected that a family-responsive culture is only relevant for employees who have substantial family responsibilities, such as parents and couples (Sinha 2012:35).

2.3.3.7 Employee motivation

The general perception is that employees will leave their organisations for higher pay (Alnaser 2013:400). It is important to recognise that individuals have unique motives for working and quite often it is too complex to know exactly what motivates employees (Mishra & Gupta 2009:509). Though there is no universally accepted definition of the term QWL, there is consensus in the research literature that QWL involves a focus on all aspects of working life that might conceivably be relevant to employee satisfaction and motivation and that QWL is related to the well-being of employees (Nayeri *et al.* 2011:23). QWL is important to organisational performance and it is an important factor that affects employee motivation at work (Gupta & Sharma 2011:80).

2.3.3.8 Organisational climate

Mishra and Gupta (2009:509) state that organisational climate primarily consist of the quality of relationships in the organisation. This is a critical component of the social relations aspect of organisational climate and has been used in past organisational climate studies (Alnaser 2013:400). The “cognitive climate component consists of a sense of deriving intrinsic rewards from one’s work, comprising meaningfulness, competence, self-determination, impact and work-family interference” (Kaur 2013:1063). Meaningfulness has been described as the “engine” of empowerment, which gives the feeling that individuals are doing something that is worth their time and effort and it is worthwhile in the large scheme of things; competence is the confidence they feel in their ability to do their work well, self-determination is the freedom to choose how to do their work and impact involves the sense that the task is proceeding and that they are actually accomplishing something and making a difference in the organisation (Sinha 2012:36). Together these individual dimensions of cognitive climate suggest that if employees do not experience these cognitive elements of their work, they may become dissatisfied along with the level of work-family interference, which describes the extent to which an employee's work demands interfere with family responsibilities (Tripathy & Sahoo 2018:130).

2.3.3.9 Organisational support

Besides, organisational climate, the level of support offered by the organisation is also an indication of the quality of work life in organisations. Organisational support is defined as “the extent to which employees perceive that the organisation values their contributions and cares about their well-being” (Tripathy & Sahoo 2018:130). This is a key factor in influencing employee commitment, job satisfaction and general quality of work life. Many researchers have studied the relationship between perceived organisational support and QWL of employees and have found it

has a positive impact on organisational commitment, employee performance as well as job satisfaction (Nayeri *et al.* 2011:24).

2.3.3.10 Rewards and benefits

Tripathy and Sahoo (2018:130) highlight the constructs of QWL in relation to the interaction between work environment and personal needs. They emphasise that the personal needs of employees are satisfied when rewards from the organisation such as compensation, promotion, recognition and development meet their expectations, which will lead to a higher QWL (Tripathy & Sahoo 2018:131). Financial benefits that employees receive are very important to drive their QWL level (Hosseini, Jorjafki & Ashrafi 2010:560). Walton (1973:14) found a direct and significant relationship between pay and benefits and QWL level. Employees feel they are not compensated fairly for their work (Hosseini *et al.* 2010:560). Alnaser (2013:400) points out that among the factors that affect the QWL is fair pay. Hosseini *et al.* (2010:560) places fair and adequate pay and benefit rights as one of the QWL parameters.

2.3.3.11 Compensation

Besides rewards and benefits, the level of support created by the compensation structure is also an indication of the QWL in organisations (Sinha 2012:36). Some organisations try to emphasise a team environment but continue to reward people for individual achievement (Tripathy & Sahoo 2018:132). These inconsistencies can cause frustration and cynicism by employees (Tripathy & Sahoo 2018:132). It is especially difficult when employees are not seeing significant pay raises, yet company leaders are richly rewarded (Kaur 2013:1064).

2.3.3.12 Job satisfaction

Job satisfaction is one of the central variables in work and is seen as an important indicator of quality of work life (Judge, Piccolo, Podsakoff, Shaw & Rich 2010:160) determining the extent to which the employee is satisfied or is enthusiastic about the job (De Kok 2013:27). This part of feeling enthusiastic or having a sense of enjoyment in one's work is reflective of Herzberg's hygiene factors in the theory of motivation (Herzberg, Mausner & Snyderman 1967; Herzberg 1968). It is, therefore, crucial to have employees with acceptable levels of satisfaction for the organisation to function effectively (De Kok 2013:27). The next section discusses the concept of job satisfaction.

2.4 JOB SATISFACTION

The concept of job satisfaction was first established from the Hawthorne studies of the late 1920s and early 1930s by Elton Mayo at the Hawthorne plant of the Western Electric Company in Chicago (Rast & Tourani 2012:92). The result was that the emotions of employees can influence their working behaviours (Rast & Tourani 2012:92). Social relationships and psychological factors are the main causes of job satisfaction and productivity in employees (Rast & Tourani 2012:93). Research on job satisfaction have been conducted across numerous disciplines (Ferdousi 2012:63; Harold 2010:239; Kumar & Singh 2011:175 and Mushipe 2011:24).

Ramasodi (2010:7) and Saif *et al.* (2012:1383) have combined theories from various fields of study such as psychology, business administration, human resources management and the wide umbrella discipline of organisational sciences to define job satisfaction. Job satisfaction, as a key concept and application to all organisations, has different and complementary definitions (Anari 2012:258). In essence, job satisfaction includes the feelings of employees that are directed to a specific job and its environment (Masemola 2011:30). The concept has been defined in numerous forms by a number of academics over the decades in an effort to capture the accurate meaning and underlying factors associated with it. The different definitions are summarised in Table 2.2.

Table 2.2: Definitions of job satisfaction

| Authors(s) | Job satisfaction is |
|---|---|
| Graham (1982:68) | “the measurement of one’s total feelings and attitudes towards one’s job” |
| Isen and Baron (1991:35) | “an attitude; job satisfaction involves several basic components: specific beliefs about one’s job, behaviour tendencies (intentions) with respect to it and feelings about it” |
| Camp (1994:280) | “the need and values of individuals and the extent to which these needs and values are satisfied in the workplace” |
| Spector (1996:214) | “an attitudinal variable that reflects how people feel about their job overall as well as various aspects of them” |
| Visser, Breed and Van Breda (1997:19) | “the attitude of employees towards the company, their jobs, their fellow employees and other psychological objects in the work environment” |
| Balzer, Kihm, Smith, Irwin, Bachiochi, Robie, Sinar and Parra (1997:10) | “the feeling an employee has about his or her job or job experience in relation to previous experiences, current expectations, or available alternatives” |

Table 2.2: Definitions of job satisfaction (continued ...)

| Authors(s) | Job satisfaction is |
|----------------------------------|--|
| Chelladurai (1999:230) | “as a person’s evaluation of behavioural, cognitive and emotional elements in his/her job” |
| Newstrom and Davis (2002:208) | “a set of favourable and unfavourable feelings and emotions elements with which employees view their work” |
| Statt (2004:78) | “the extent to which an employee is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation” |
| Armstrong (2006:264) | “the attitudes and feelings people have about their work” |
| George and Jones (2008:78) | “the collection of feelings and beliefs that people about their current job” |
| Robbins <i>et al.</i> (2009:77) | “a positive feeling about a job resulting from an evaluation of its characteristics” |
| Coetzee and Schreuder (2010:248) | “a positive or emotion state resulting from the appraisal of one’s job or job experience” |
| Mudor and Tooksoon (2011:41) | “one’s feelings or state of mind regarding the nature of the work” |
| Prasanga and Gamage (2012:50) | “the extent to which a job provides positive value to the job holder” |
| De Kok (2013:3) | “As an attitude that is made up of an evaluative component and a cognitive component and can be thought of as one’s affective response to one’s job” |
| Tripathy and Sahoo (2018:131) | “Is the way as to how people feel about their job, its various aspects and self and is the extent to which people like or dislike their job” |

(Source: Thasi 2015:20)

Job satisfaction represents a “combination of positive or negative feelings that employees have towards their work and is closely linked to that individual's behaviour in the workplace” (Tripathy & Sahoo 2018:131). Since QWL has an influence on employees’ job satisfaction (Sari, Bendesa & Antara 2019:81) it is essential to provide employees with a respectable QWL for reasons including the ability to increase task performance, lower absenteeism and turnover rate, lower the occurrence of tardiness and increase organisational effectiveness and organisational commitment (Golkar 2013:221). An employee’s QWL can be affected by elements including the “tasks, physical work environment, social environment in the organisation, administrative system and

work life balance” (Golkar 2013:221). There are numerous factors that affect or have an impact on job satisfaction that have been identified by several researchers (Frempong, Agbenyo & Darko 2018:97).

2.4.1 Factors influencing job satisfaction

Several empirical studies have contributed massively to the knowledge of job satisfaction (Alqashan & Alzubi 2009:30). According to Aziri (2011:80), the historical literature on job satisfaction shows that employees’ attitude concerning several aspects of their job characteristics such as pay, supervision, work content, promotion, opportunities, environment and relationship with co-employees is critical. Several academics have started to view job satisfaction as a two-dimensional concept and categorised these dimensions in their works as extrinsic and intrinsic job satisfaction (Sattar, Nawaz & Khan 2012:137). Intrinsic job satisfaction aspects are defined as “motivating factors that include recognition obtained for a job well done, the opportunity for promotion, personal suggestions and possibility to apply one’s skills and knowledge” (Polo 2016:10). Extrinsic job satisfaction factors are the hygiene factors and include remuneration, co-employees, working conditions, supervision and promotional opportunities, to name a few (Baylor 2010:30). These factors will not lead to job satisfaction; however, their absence could cause dissatisfaction (Baylor 2010:30). Intrinsic and extrinsic job satisfaction will be discussed in detail in the section below.

2.4.1.1 Intrinsic job satisfaction

Intrinsic motivation has become a significant phenomenon, mainly when considering that anyone that is accountable for the supervision of employees involved in the work responsibilities, needs to be mindful that some people contribute more out of interest in the task than others do (Masvaure, Ruggunan & Maharaj 2014:489). Intrinsic satisfaction derives from performing the job task and consequently experiencing feelings of achievement and self-actualisation (Martin & Roodt 2008:24). According to Baylor (2010:33), motivation could be enhanced by restructuring work with increased opportunities for growth and development, achievement, recognition, work itself, responsibility and promotion. The factors influencing an employee’s intrinsic job satisfaction will be discussed below.

Freedom to choose your own method of work

This refers to the degree of freedom that an employee has within the organisation (Masvaure *et al.* 2014:489). An employee’s degree of freedom corresponds directly to the amount of or level of autonomy which a job allows an employee, the amount of independence afforded to the employee

and significant preference shown by management towards the employee due to his or her optimal job performance and proper use of the resources (Polo 2016:13).

Recognition obtained for well done work

Employees are likely to be motivated to improve their performance with non-monetary rewards such as employee recognition (Caligiuri, Lepak & Bonache 2010:35). Recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or behaviours of an individual or team (Caligiuri *et al.* 2010:35). Recognition also refers to praise or a personal note acknowledging achievements including small gestures that are important to employees (Mussie, Tessema, Kathryn, Ready & Embaye 2013:3). Managers need to create goals and action plans that recognise the behaviours and accomplishments that warrant rewards within the organisation (Mussie *et al.* 2013:3) This variable is key to preserve the identity of the employees, because it gives meaning to what they do and promotes the well-being and the job satisfaction of the employees (Baylor 2010:30). The greater the recognition from management, the higher the levels of job performance will be (Aziri 2011:80).

Possibility to use one's skills

This refers to the extent to which an employee is afforded the opportunity to exercise his or her different capabilities and skills in order to perform the required tasks of a determined job position (Polo 2016:13). When an individual has the opportunity to apply his/her skills to their work, they will feel more satisfied and their productivity will increase (Tripathy & Sahoo 2018:132).

Possibility for promotion

This variable offers the opportunity for personal development of employees through promotion (Foong-ming 2008:3). The possibility of promotion helps the employee to feel that he or she is developing their career within the organisation, has a future within it and that their work is appreciated (Martin & Roodt 2008:24).

Attention paid to suggestions made by employees

Paying attention to the ideas put forth by employees is always recommended as it leads to employee satisfaction (Polo 2016:13). Suggestions made by employees can contribute when developing new processes and procedures for a specific job (Polo 2016:13). The greater the attention paid to the recommendations of employees, the greater the active participation of all

employees will be, which suggests that they feel more motivated and happier when their inputs are implemented within the organisation (Polo 2016:13).

Variety of tasks performed

Studies indicate that one of the keys to job satisfaction is the type of work content that an employee's job is made up of (Aziri 2011:80). It is believed that the greater the variety of responsibilities assigned to employees, the greater the level of an employee's satisfaction will be (Baylor 2010:30). This variable helps to lessen monotony and concurrently gives the job a positive unity, thereby allowing the employee to improve the flow of his/her work activities (Polo 2016:13).

Extrinsic job satisfaction

Previous researchers viewed job satisfaction either as a global construct or as consisting of sub-dimensions (Tett & Meyer 1993:263). Man, Modrak, Dima and Pachuna (2011:11) identified the following work dimensions which contribute to, or may influence, job satisfaction: remuneration, co-employees, working conditions, supervision and promotional opportunities. These extrinsic work dimensions will be discussed below.

Remuneration

A person's salary is recognised as an important, but complex, multi-dimensional predictor of job satisfaction (Govender 2010:14). Surprisingly, the relationship between a person's salary and their level of job satisfaction tends to be small (Sharma, Bajpai & Holani 2011:68). It is only when an individual realises that they are being very unfairly remunerated, that there will be a significant negative influence on the person's job satisfaction (Sharma *et al.* 2011:68).

Co-employees' interpersonal relations

Regarding co-employees, an investigation has shown that the quality of interpersonal relations among co-employees at all levels of the organisation has an influence on the good feelings and positive support that is associated with job satisfaction (Baylor 2010:30). Co-employee's interpersonal correlations involves coaching, helping with tasks and the giving out of instructions; a positive association between co-workers has been found to contribute to employee motivation and mediate against feelings of anxiety (Govender 2010:14). Furthermore, good interpersonal relations have been shown to reduce the intent of employees to resign (Raziqa & Maulabakhsha 2015:718). On the other hand, a lack of social support increases the chance of poor employee

turnover and contributes to job related unhappiness and burnout (Raziqa & Maulabakhsha 2015:718).

Working conditions

According to Raziqa and Maulabakhsha (2015:719), working conditions refer to the safety of employees, job security, good relationships with co-employees, recognition for good performance, motivation to perform well and contributing to the organisation's decision-making. Once employees realise that the organisation considers them to be an essential part of the organisation's success, they will experience a higher level of commitment and a sense of ownership towards the organisation (Sharma *et al.* 2011:451). Organisations should appreciate their employees and provide good working conditions which in turn may engender creativity and innovation among employees (Mokaya, Musau, Wagoki & Karanja 2013:80).

Supervision

Raziqa and Maulabakhsha (2015:719) state that, for the most part, employees have problems with their managers because they do not provide them with the respect that they deserve. Managers who display harsh behaviour toward employees' cause employees to feel uncomfortable to the point that they are unwilling to share good and innovative thoughts with their supervisors (Baylor 2010:30). In addition, top management hierarchies limit responsibilities of employees, rather than nurturing within them a sense of responsibility to work in teams together with their superiors in order to achieve a higher level of performance (Heartfied 2012:3).

Promotional opportunities

According to Baaren and Galloway (2014:121), promotion can be considered a reward system, a key determinant of the employee's attitude towards the organisation and towards their work. The promotional systems of organisations should be seen to integrate both procedural justice (appraisal systems should be transparent and fair) and distributive justice (appropriate, adequate and fair differentials in terms of rewards) (Heartfied 2012:3). For this reason, employees should have fair promotional opportunities within the organisations for which they work (Baaren & Galloway 2014:121).

2.5 HAPPINESS

2.5.1 Happiness defined

Happiness is a psychological concept with several classifications (Mehrdadi, Sadeghian, Direkvand-Moghadam & Hashemian 2016:3). Happiness is most often referred to as subjective well-being (Mehrdadi *et al.* 2016:3). Happiness has been defined as “feeling good, enjoying life, wanting to reach one’s full potential and the desire for these positive feelings to be sustained” (Simmons 2014:8). Nave (2013:550) defines happiness as a simple “emotion characterised by a positive emotional state. Evident by the sensation of well-being and pleasure, together with a feeling of achievement related with a clear understanding of the world” (Nave 2013:550).

Furthermore, Field and Buitendach (2011:2) define happiness as “experiencing more positive feelings than negative feelings”. Thus, a positive emotional and psychological state defines happiness (Field & Buitendach 2011:2). Happiness is one of the most significant concepts in the field of mental health and defined as a pleasant feeling (Field & Buitendach 2011:2). Happiness in terms of mental health encompasses a range of psychological positive emotions such as joy, peace, a sense of involvement and enthusiasm for life (Mehrdadi *et al.* 2016:3).

Being happy is of great importance to most people and happiness has been found to be a highly sought-after goal amidst most societies (Tasnim 2016:67). “Happiness protects employee’s health, it is a renowned phenomenon that anger can cause several health hazards like a heart attack, headache, stroke, high blood pressure and so on” (Tasnim 2016:67). As opposed to the feeling of anger, being happy reduces stress, thereby preserving an individual’s health, in that feeling positive emotions can lower an individual’s blood pressure and the risk of heart damage (Tasnim 2016:67). Fisher (2010:386) states that the definition of “workplace happiness is a concept that reflects pleasant judgments (positive attitudes), pleasant experiences (positive feelings, moods, emotional states of flow) or positive affective experiences within the working environment”. Pryce-Jones (2011:33) maintains that happiness at work constitutes maximising on positive emotional capital in order to achieve success. Happiness in the workplace is thus defined as a mindset, which allows an individual to maximise their performance and attain their full potential (Pryce-Jones 2011:33).

2.5.2 The importance of happiness

The science of happiness has received a significant amount of attention previously and is one of the developing research topics in the field of positive psychology (Dost 2010:77). Ancient philosophers, however, consider happiness to be an important motivator for all positive human

actions (Dost 2010:77). An individual's happiness is determined by the accomplishment of important goals, needs and wishes. It is not just the absence of depression, but also the presence of a number of positive emotional and cognitive states (Dhurup & Mohamed 2014:31). Furthermore, happiness is directly linked to the overall well-being of employees (Dhurup & Mohamed 2014:31).

In the relevant literature, the term well-being is normally used to refer to happiness (Mehrdadi *et al.* 2016:3). Prior studies have revealed numerous effects of happiness on human life, which include improved physical and mental health, improved sleep quality, improved levels of stress hormones, better cardiovascular functioning, improved compliance with life events, strengthening of the immune system, enhanced quality of life and increased life satisfaction (Mehrdadi *et al.* 2016:3). Academics spend a large part of their day at work and more than 80% of this working time is spent on communication with other people (Dhurup & Mahomed 2014:31). Lecturers, unfortunately, experience high levels of job stress on a frequent basis, which negatively influences their feeling of meaningfulness and work commitment (Dandona 2014:2).

Stress in the work environment arises whenever an element in the workplace prevents an employee from attaining his/her goals (Mensah & Amponsah-Tawiah 2014:355). Therefore, stressful working conditions do not contribute to an employees' happiness, instead it threatens his/her sense of capability and confidence (Fisher 2010:385). According to Cui, Davis and Huang (2016:3), increased experiences of happiness, are influenced by exterior events, personal situations and demographic factors. Favourable experiences in personal life, such as getting married, can stimulate a good working mood and enhance the employee's tolerance towards problems at work (Cui *et al.* 2016:3). On the other hand, unfavourable experiences in an employee's personal life, such as getting divorced, can disrupt an employee's workflow and concentration making him/her feel upset and fragile, which, ultimately, decreases their working capability (Cui *et al.* 2016:3).

2.5.3 Factors influencing happiness

There are many motivational factors linked to happiness, such as gender, income, marital status, educational level, job satisfaction and health (Ilona 2012:44). Factors linked to happiness promote the desire for personal further education and development and increased knowledge (Muindi 2016:3). The abovementioned can be considered to be effective factors to influence happiness (Muindi 2016:3). Happiness at work refers to "how happy employees are with regards to the balance between their jobs and private lives and the influence that their jobs have on their lives" (Sirgy & Wu 2009:185). In order to understand what influences an employee's happiness at work, the following factors should be taken into consideration: income, working hours, co-employees,

the work environment, management and the nature of the work itself (Ilona 2012:44). These factors are discussed below.

2.5.3.1 Income

Remuneration plays an important role in determining an employee's happiness (Clark, Kristensen & Westergaard-Nielsen 2009:433). Some employees are more concerned with income than others (Clark *et al.* 2009:433). The level of income may, in some cases, be one of the main aspects an employee considers when choosing a career (Ilona 2012:45). It should, however, be remembered that according to certain studies materialism seems to be allied with feelings of unhappiness (Veenhoven 2010:628). Wang, Liu, Jiang and Song (2017:312) affirm that "materialism impairs individuals' psychological needs satisfaction, and in turn decreases subjective well-being and increases depression". According to Ilona (2012:45), people value each other according to the respective salaries that they receive. In other words, income does not only serve to buy things and pay for the mortgage but also functions as a level of comparison by which people compare themselves with one another (Ilona 2012:45). In this sense, it determines how well people are respected as it is an indicator of social status (Ozdemir 2009:13). To maintain peace within a company, levels of income are usually kept a secret (Ozdemir 2009:13). Employees do not necessarily need to know the exact salaries that others receive in order to approximate their salary level, since they can estimate the salary level of others by means of their living standards (Fisher 2010:384). Thus, the happiness generated by levels of income does not necessarily arise from how much people make, but from how much people earn in comparison to other employees (Fisher 2010:384).

2.5.3.2 Working hours

One aspect that affects an employee's happiness is how much time the individual spends at work (OECD 2011:129). Long working hours may impinge upon personal health, increase stress and endanger an employee's safety (OECD 2011:129). Working hours are regulated by law in many countries. Employees having to work overtime within organisations is a common phenomenon and extra hours worked may at times cause the number of regulatory working hours, as stipulated within employee's contracts, to be breached (Fisher 2010:384). As a result of extended working hours and work overload, some employees may feel the need to take work home and continue their work tasks into the late hours of the night, which may influence their personal lives and relationships (Sirgy & Wu 2009:185). When work responsibilities require employees to sacrifice too much of their personal time, unhappiness occurs (Sirgy & Wu 2009:185). Employees are not only driven to work in order to make ends meet but also out of the desire to enhance their material

living standards, which in most cases means having to work longer hours or overtime (Piha & Poussa 2012:25). The norms and cultures governing some societies and organisations even encourage longer working hours (Ojanen 2009:162).

2.5.3.3 Co-employees and the work environment

Co-employees have an influence on the happiness of employees within the workplace (Ojanen 2009:172). When the atmosphere in the office is continuously tense and stressed, it is likely to cause unhappiness, whereas a positive atmosphere in the work environment contributes to happiness (Manka 2011:26). Coffee breaks, lunches, meetings and other forms of contact with co-employees are important and it is not only the quantity thereof but also the quality that will make a difference to the level of happiness of individual employees (Tripathy & Sahoo 2018:132). Tripathy and Sahoo (2018:132) deduce that social interaction is a well-proven source of happiness in the working environment. The “quality of social interaction within an organisation reflects on the quality of the organisation’s outcomes and productivity” (Ilona 2012:48). Manka (2011:138) posits that in order to create a happy working environment, positivity and openness in the communication process between co-employees is vital (Ilona 2012:48). Sharing good news with co-employees and assisting them with their tasks contributes to happiness (Ilona 2012:48). According to research done by Heikkilä-Tammi, Nuutinen, Manka and Mäenpää (2011:61), “openness and open conversation are the best ways to foster positive interaction between managers and employees”. Hence, the way in which management interacts with employees is crucial (Heikkilä-Tammi *et al.* 2011:61). The following section emphasises the role of management in creating happiness within the work environment.

2.5.3.4 Management

There is mutual agreement within many organisations that management is responsible for work-related unhappiness (Ilona 2012:50). Management regards work and not happiness, as the main task and objective within the workplace (Ilona 2012:50). In certain instances, this could be regarded as a good approach and some employees may even share the same values, but there are also those employees who do not support the above approach and values (Ilona 2012:50). A challenge for management is to know what different expectations exist amongst employees in terms of their work-related happiness (Heikkilä-Tammi *et al.* 2011:62). Due to the fact that there are varieties of generations present in the work field, they need to be led in different ways (Manka 2011:11). Members of younger generations may not respond to the same type of leadership techniques that members of older generations may respond to (Manka 2011:11).

Encouragement and participation in employee activities by members of management are needed in order to create a positive work atmosphere (Ilona 2012:50). Gilbert (2012:87) comments that a “reward works better than a penalty in terms of the attainment of happiness and that employee happiness can be remarkably improved when personal work performance is found to be adequate by managers”. It is, however, difficult to be effective at work if personal health and family duties are neglected, therefore, management needs to concentrate on and implement strategies that will allow employees to sustain a balance between their work and family lives, as this balance will ultimately result in employee happiness (Sirgy & Wu 2009:191). Employees will be much more productive and effective at their jobs if their personal health and family situations are taken into consideration by management (Sirgy & Wu 2009:191). Supervisors should, therefore, assist employees in staying focused on their work, not only for the benefit of the organisation, but also for the sake of the employee’s happiness (Killingsworth 2012:89).

2.5.3.5 The work/job itself

Most employees feel that it is a must, or their personal responsibility, to live up to the expectations of the profession and to give their very best in terms of their work (Ilona 2012:54). This feeling of personal responsibility towards one’s work is related to the concept of professional ethics, which should serve as a motivator within the workplace in the sense that it should encourage employees to feel dedication and responsibility towards their work (Ilona 2012:54). When employees are motivated and happy with the nature of their work to the extent that they consider their jobs to be a ‘calling’, they will be passionately dedicated to the work for their own sake and not for sake of others’ benefits (Ilona 2012:54). Employees should learn to invest in the process of the nature of the work itself rather than just in the result of the process (Rao 2010:87). Low-status jobs tend to make people feel unhappy as they feel that their jobs afford them a lower level of respect (Veenhoven 2010:629). The need or desire of an employee to feel respected is one of the main reasons that employees want to do their jobs well (Veenhoven 2008:450). In this respect, it should be taken into consideration though that employees do not always have knowledge of how challenging other employee’s jobs are and that this fact may therefore be responsible for employees not respecting the work of others or the person that does the work (Veenhoven 2010:450).

2.6 THE RELATIONSHIP BETWEEN QWL AND JOB SATISFACTION

Quality of work life is an important component for the efficient management of any organisation (Bhatnagar & Soni 2015:11). In terms of this, managers must not only consider the importance of QWL in terms of employee’s level of satisfaction but also consider how organisations are

equipped to deal with QWL, or which processes are in place, in order to ensure that employees remain satisfied with their jobs (Gogoleva, Sorokin & Efendiev 2017:599). QWL is vital for attracting employees (Bhatnagar & Soni 2015:11). Rahman, Ali and Islam (2014:3) state that QWL is “important for organisations to continue to attract and to retain employees and can be defined as a broad program designated to improve employee satisfaction”. Golkar (2013:221) claims that QWL can “increase job satisfaction and task performance, reduce absenteeism and turnover rates, lower the frequency of tardiness and improve organisational efficiency and organisational commitment”.

According to Nekouei *et al.* (2013:218), QWL is intended to improve employee’s job satisfaction, their quality of life, personal happiness within the workplace and at home as well as their subjective well-being. Nekouei *et al.* (2013:219) also maintain that there is a significant relationship between QWL and job satisfaction. Therefore, it is suggested that levels of job satisfaction can be improved by enhancing and promoting QWL (Nekouei *et al.* 2013:219). QWL is an attitudinal response to the prevailing work environment (Muindi 2016:4). The work environment such as job roles, supervisors and organisational characteristics directly and indirectly shape employees’ experiences, attitudes and behaviour (Muindi 2016:4). When employees enjoy the environment in which they work, they tend to be more satisfied (Muindi 2016:4).

Job satisfaction is strongly associated with work attributes including different aspects of work contents, job security, pay and other benefits, recognition, work conditions, promotion opportunities, effective communication structures in the firms, relations with co-workers and supervisors and participation in managerial decision making (Gogoleva *et al.* 2017:599). Golkar (2013:221) also reported a positive relationship between QWL and job satisfaction. According to the literature, QWL contributes to job satisfaction.

2.7 THE RELATIONSHIP BETWEEN JOB SATISFACTION AND HAPPINESS

There is a growing body of literature researching the determining factor of happiness in terms of how it relates to job satisfaction (Gao & Smyth 2011:170); that is, what factors constitute and relate to happiness and satisfaction within the workplace (Nielsen, Smyth & Zhai 2010:322). Happier employees have been found to contribute more towards organisational performance (Oswald, Proto & Sgroi 2015:790). Boehm and Lyubomirsky (2008:107) found that workplace happiness assists employees in achieving career success, enhances their job satisfaction and encourages them to work harder. At the same time, the turnover rate of happy employees will be

lower (Boehm & Lyubomirsky 2008:107). Meena and Agarwal (2014:151) state that there is a positive correlation between job satisfaction and happiness. Happiness within the workplace can even positively influence other aspects of organisational operations and not only its productivity (Amabile & Kramer 2011:5). Happiness in life affects job satisfaction and *vice versa* (Calaguas 2017:105). Therefore, giving due attention to a university lecturer's job satisfaction may eventually influence their happiness in life as a whole (Calaguas 2017:105). Satisfied and happy lecturers are productive and proactive and are needed to ensure quality education (Calaguas 2017:105).

2.8 SUMMARY

This chapter has reviewed and discussed the literature on QWL, job satisfaction and happiness with the aim to provide a greater understanding of the concepts. In this review, key theories were explored. The literature continued to explain the nature of the above-mentioned concepts. Apparent in the literature was that each one of the concepts had its own antecedents and in some way affects the behaviour of employees as individuals or team members and the organisation. The literature review further highlighted the relationships between QWL, job satisfaction and happiness. The next chapter focuses on the research design and methodology used in the study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter provided a literature review on QWL, job satisfaction and happiness. This chapter will provide the research design and methodology employed to address the objectives and hypotheses of the study. The methodology includes the identification of the target population, sampling, measuring instruments, methods of data collection and data analysis. The procedure used in administering the data instrument, and the methods used to capture, process and analyse the data are also discussed. The process and actions taken in ensuring and maintaining validity and reliability are explained.

3.2 RESEARCH DESIGN

A research design focuses on “the planning of a scientific review; it has to do with designing a strategy to discover more about a specific phenomenon” (Babbie & Mouton 2012:72). Gupta (2011:39) defines a research design as a “framework that highlights the methods and procedures used to collect and analyse data”. The main objective of the research design is to outline the framework of each of the research processes with the aim of effectively facilitating the assessment of the research study in relation with reliability and validity (Wiid & Diggins 2011:33). Research methods such as non-experimental designs, for example, are mainly used in descriptive studies in which the units or participants that have been selected to take part in the research, are measured on all the relevant variables at a specific point in time (Maree 2016:166-177). The most widely used non-experimental research design used is the survey (Maree 2016:171). Surveys are done in order to obtain quantitative information that can be used to describe or explore certain research topics (Leedy & Ormrod 2015:159).

For the purpose of this study, a cross-sectional research design was used. Cross-sectional studies measure units from a sample of the population at one point in time (Parveen & Showkat 2017:7). The advantage of such a study is that data will be collected only once, whilst multiple outcomes can be studied from that one set of data, making it a relatively cheap research design (Davies & Hughes 2014:10). Research designs are often classified as either quantitative or qualitative (Slocum *et al.* 2017:74). This study is based on a quantitative research design. Quantitative

research designs primarily involve the analysis of numbers in order to answer the research question or hypothesis (Slocum *et al.* 2017:74).

3.2.1 Quantitative research approach

The quantitative research approach is a research paradigm that emphasises quantification in the collection and examination of data and viewing the correlation amongst theory and research as deductive (Bryman & Bell 2011:26). In quantitative research, a number of inferential statistical methods are used to test the relationships between two or more variables (McGregor 2018:184). Quantitative researchers strive to measure relationships among variables in definitive ways in order to determine if the relationships between them occur with greater regularity during the controlled study than what they would have if by chance (Creswell & Clark 2018:18).

Quantitative research emphasises facts and causes of behaviour (De Vos, Strydom, Fouche & Delport 2011:66). The information or data gleaned from such a study are then presented in the form of numbers that can be quantified and summarised and the result or conclusion is expressed in statistical terminology (Babbie & Mouton 2012:49). The characteristics of the quantitative research approach include: 1) management of objective facts; 2) focus on variables; 3) reliability as the key criterion of scientific excellence; 4) a value-free stance; 5) research conducted independently of context; 6) many cases or subjects are involved; 7) statistical analysis is the method of choice and 8) the researcher maintains detached (Jansen van Vuuren 2016:38).

Survey research is a process of collecting data from a representative sample of a total population, by making use of statistical analysis to make inferences about the total population (Curtis & Curtis 2011:122). A survey was utilised in this study in order to obtain an understanding of the sampled respondents at a UoT with respect to their levels of QWL, job satisfaction and happiness.

The advantage of using a survey as a method of collecting data is that it provides the researcher with the opportunity to sample a large group of respondents from the population at a relatively low cost in a short span of time (Vanderstoep & Johnston 2009:37). It also provides a quantitative or a numeric description of trends, attitudes or opinions that exist within a given population by means of studying a sample of that population (Creswell 2014:13). Quantitative research that makes use of surveys is also known as descriptive survey research (Creswell 2014:14). The advantages and disadvantages of survey research are summarised in Table 3.1.

Table 3.1: Advantages and disadvantages of survey research

| | |
|-----------------------|---|
| Advantages: | <ul style="list-style-type: none">• Questions are designed so that responses from individuals can be added together to produce results that apply to the whole sample.• The research is based on interviews with a representative sample of respondents.• Surveys lend themselves to future replication.• Large surveys can often be broken down.• The cost of doing surveys is reasonable, considering the amount of potential data that can be collected. |
| Disadvantages: | <ul style="list-style-type: none">• Independent variables cannot be manipulated as they can in experimental research.• Wording of questions and the placement of items within questionnaires can have biasing effects on survey results, which leads to inaccurate data results.• If the sampling is largely unrepresentative of the population, the results will have little relevance to other situations, even though the sample size may be quite large. |

(Source: Bertram & Christiansen 2017:70)

This study focussed on a quantitative research approach, which aimed to establish the relationships between three variables, which are QWL, job satisfaction and happiness. The approach was also applied in order to determine the predictive relationship between QWL, job satisfaction and happiness.

3.3 SAMPLING DESIGN

Sampling is the process of observing selected sub-groups of a sample population (De Vos *et al.* 2011:222). Sampling is the “selection and observation of a sample population that is considered representative of groups of people to whom results will be generalised or transferred” (Bertram & Christiansen 2017:59). In studies that use inferential statistics to analyse results or which are designed to be generalisable, sample size is critical, generally the larger the sample, the higher the likelihood of a representative distribution of the population (Bertram & Christiansen 2017:59).

The primary purpose behind sampling is that the researcher will be able to draw certain conclusions and make general inferences about the entire population, based on the outcomes attained from the observation of a sample (Berndt & Petzer 2011:165). The following steps, according to Aaker, Kumar, Leone and Day (2013:304), were applied in the sampling process of this study.

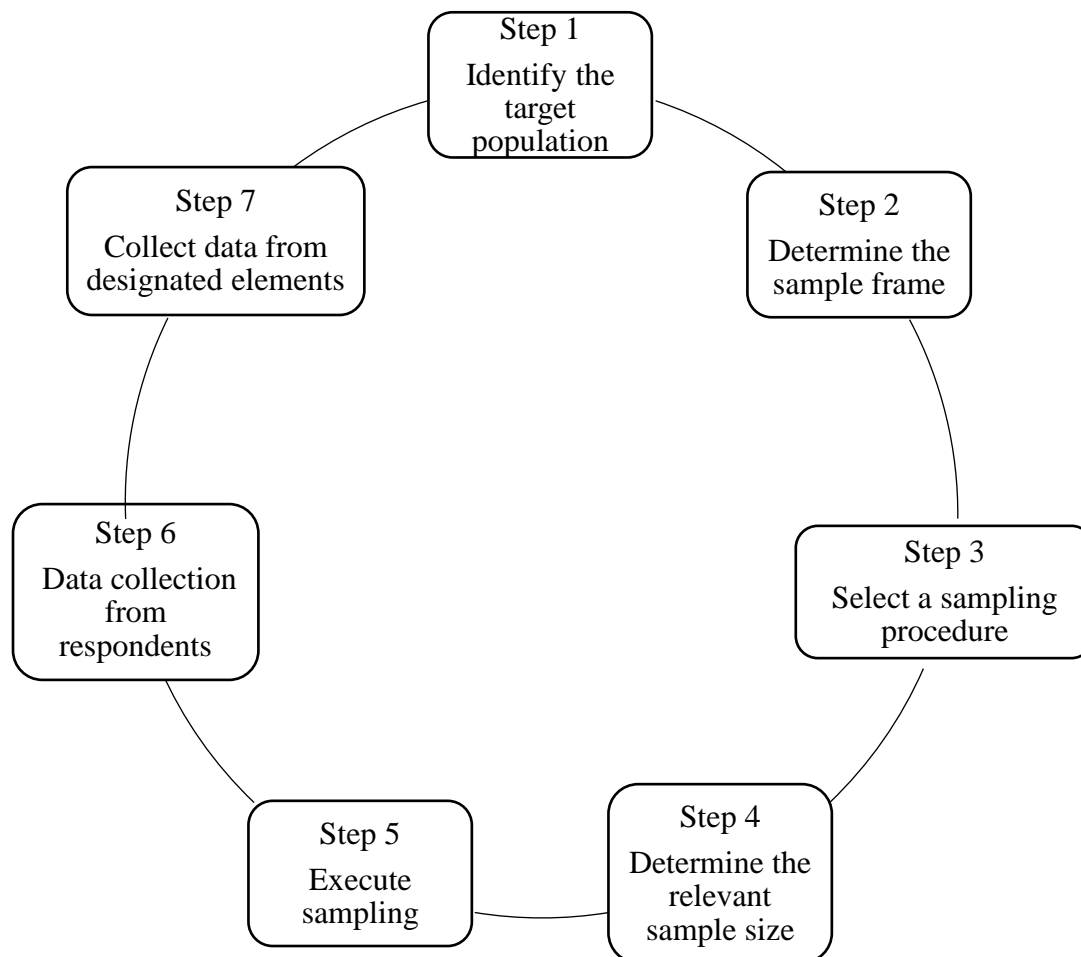


Figure 3.1: Steps in the sampling process

(Source: Aaker *et al.* 2013:304)

3.3.1 Target population

Polit and Beck (2014:289) define a target population as “the entire aggregation of cases that meet a designated set of criteria”. According to Awang, Muhammmad and Sinnaduai (2012:31), “a target population is the totality of individuals, events, organisation units, case records or other sampling units with which the research problem is concerned”. The target population is a set of all the people or subjects that the researcher is interested in learning more about and from which the sample is selected (Cooper & Schindler 2011:364).

For the purpose of this study, the target population comprised 753 academic employees from across all four faculties at a UoT. These four faculties and departments are indicated in Table 3.2.

Table 3.2: Faculties and departments at the university of technology (UoT)

| Faculties | Departments |
|--|--|
| Faculty of Applied and Computer Science: | Biotechnology, chemistry, health sciences, information and communication technology, non-destructive testing, mathematics, physics and software studies. |
| Faculty of Human Sciences: | Communication and education, hospitality, tourism and public relations management, legal sciences and visual arts and design. |
| Faculty of Management Sciences: | Accountancy, human resources management, logistics and marketing and sport management. |
| Faculty of Engineering and Technology: | Chemical engineering, civil engineering, industrial engineering and operations management, metallurgical engineering, mechanical engineering and electrical engineering. |

3.3.2 Sampling frame

Samples are referred to as a sub-set of the population (Goddard & Melville 2011:34). A “sampling frame is a complete list of all the units within the target population” (Kumar 2011:231). Lewis-Beck, Bryman and Liao (2014:992) define a sampling frame as “a list or other device used to define a researcher’s population of interest”. According to Smithson (2013:95), a sampling frame defines the population from which the sample is taken. For the purposes of this study, the sampling frame appears in the form of a list of academic employees drawn from the human resource department’s database of employees at the UoT. The list of academic employees included part-time, contract basis and permanent academic employees.

3.3.3 Sampling technique

The sampling technique is the final purpose of sampling through which a researcher selects a set of elements from a population in such a way that descriptions of those elements (statistics) precisely portray the parameter of the total population from which the elements are selected (Babbie 2012:175). According to Vanderstoep and Johnston (2009:27), the “significance of quantitative research is to know how the sample units will be selected and which technique will be used to select the sample in the study”. There are two basic types of sampling techniques,

namely probability and non-probability sampling (Churchill *et al.* 2010:39). Table 3.3 portrays the main differences between probability and non-probability sampling.

Table 3.3: Differences between probability and non-probability sampling

| Probability sampling | |
|---------------------------------|---|
| Simple random sample | Every member of the population has an equal chance of selection. |
| Stratified random sample | The population is divided into mutually exclusive groups if the distribution of population elements is believed to be skew in one or more areas, such as in terms of age or racial groupings. |
| Systematic sample | Using a sample frame that lists all members of the population, giving each member an equal chance of being selected. This method is more effective than simple random sampling. |
| Cluster (area) sample | The population is divided into mutually exclusive groups and the researcher draws a sample of each of the groups in order to interview separately. |
| Non-probability sampling | |
| Convenience sample | The researcher selects the most accessible population members. |
| Referral (snowball) sample | Respondents are asked for the names or identities of others like themselves who might qualify to participate in the study. |
| Judgement sample | The researcher selects population members who are considered to be good prospects for providing accurate information. |
| Quota sample | The researcher finds and interviews a prescribed number of people in each of several categories. |

(Source: Leedy & Ormrod 2015:177-182)

A probability sample is one in which each person in the population has the same known probability of being representatively selected (Kumar 2011:241). This enables the researcher to calculate an approximate estimate of the accuracy of the sample even before the study is undertaken (De Vos *et al.* 2011:228). According to Babbie and Mouton (2012:66), probability sampling techniques imitate the law of probability in that each sampling unit has a fair and known chance of being selected. Each “population member has a known, non-zero chance of participating in the study” (Bryman 2012:187). Randomisation or chance is the core of probability sampling techniques (Davies & Hughes 2014:65).

Non-probability sampling is defined as any “sampling method where some elements of the population have no chance of selection, are out of the area of coverage, or where the probability of the selections cannot be precisely determined” (Awang *et al.* 2012:35). According to Adams, Khan and Raeside (2014:75), non-probability sampling comprises convenience sampling, quota sampling and purposive sampling.

Non-probability (convenience) sampling was utilised in this study. The researcher has easy access to the participants and opted for the convenience sampling method. Convenience sampling is affordable, easy and the subjects are readily available (Etikan, Musa & Alkassim 2016:2).

3.3.4 Sample size

Sample size refers to “the number of elements to be included in the study” (Benekas 2013:38). Determining an adequate sample size is complex (Schmitt 2011:305). The sample size is influenced by practical considerations, such as time and the collection of information for a study (Ntisa 2015:95). Zikmund and Babin (2010:417) state that research findings in a larger sample tend to be more exact than the findings in a small sample. Therefore, larger samples reduce the probability of sampling errors (Bryman 2012:198). According to Kumar (2014:246), in order to avoid sampling errors, the researcher should ask the following questions:

- What confidence interval estimates are acceptable to generalise the outcomes, findings and reject the hypotheses?
- How precise should the estimation of the population parameter be?
- What is the estimated level of dispersion of a set data?

The sample size for the present study was determined using the historical evidence method (Siddiqui 2013:286). This means that the method makes use of comparisons from past research studies. In relation to sample size it should be noted that if multivariate statistics, involving a number of distinct, though not usually independent, random variables are used, the sample size should be larger than 100 (Siddiqui 2013:286). Sample sizes from previous studies are depicted in Table 3.4.

Table 3.4: Sample sizes from previous studies

| Researcher | Year | Target population | Sample size |
|------------------------|------|-------------------|-------------|
| Krejcie & Morgan; | 1970 | 750 | 254 |
| Gill, Johnson & Clark; | 2010 | 700 | 248 |
| Sarmah & Hazarika; | 2012 | 799 | 364 |
| Taherdoost; | 2016 | 700 | 340 |
| Mwania & Njagi | 2017 | 755 | 169 |

(Source: Krejcie & Morgan 1970:609; Gill, Johnson & Clark 2010:55; Sarmah & Hazarika 2012:13; Taherdoost 2016:25; Mwanja & Njagi 2017:19)

A sample size of 250-400 is recommended for multivariate analysis and in cases that have a free parameter ratio of 5:1 to 10:1 (Pallant 2016:184). Based on the sample sizes used in past studies and the ratio of free parameter of the sample sizes of these studies, the sample size for this study was set in a range between 250 and 500.

3.4 DATA COLLECTION

Data collection refers to “the precise and systematic gathering of opinions and views that have the potential of addressing the research problem” (Murthy & Bhojanna 2010:241). There are a number of data collection approaches that one can consider, either separately or in combination (Aaker *et al.* 2013:69). One of these data collection approaches is the use of a questionnaire. The basic objective of a questionnaire is to get facts and opinions about a phenomenon from individuals who are knowledgeable on the specific issues/phenomena that the researcher is interested in knowing more about (De Vos *et al.* 2011:186). A questionnaire is a printed list of questions that respondents are asked to provide answers to (Goddard & Melville 2011:34). According to Brace (2008:4), the “purpose of a questionnaire is to make sure that all participants are asked similar questions in precisely the same way”. A questionnaire should serve the following purposes (Wiid & Diggins 2009:172):

- It should collect data associated with solving the identified problem.
- It should collect data that can be well matched.
- It should avoid prejudices.
- It should inspire respondents to be involved in the survey.

- It should inspire respondents to answer questions as authentically and truthfully as possible.
- It should make the assignment of the interviewer and the data processing activities easy.

The data collection method for this study was a structured questionnaire which was pre-tested by academics in the applicable department. The benefit of using structured methods and questionnaires is the ability to generate data that are reliable, generalisable and often comparable with other related studies that used the same measurement instrument (Phellas, Bloch & Seale 2012:198). The questionnaire was hand-delivered to all participants and collected from the participants upon completion by the researcher. The advantage of self-administered questionnaires and collected is that they are cheap, allow greater geographical coverage and reduce bias (Phellas *et al.* 2012:198). The questionnaire consisted of four sections, which were arranged in such a way that it was made easy for respondents to understand the purpose of the items in each subsection.

3.4.1 Measurement instrument

The following guidelines, as illustrated in Figure 3.2, were followed whilst designing the questionnaire for the current study:

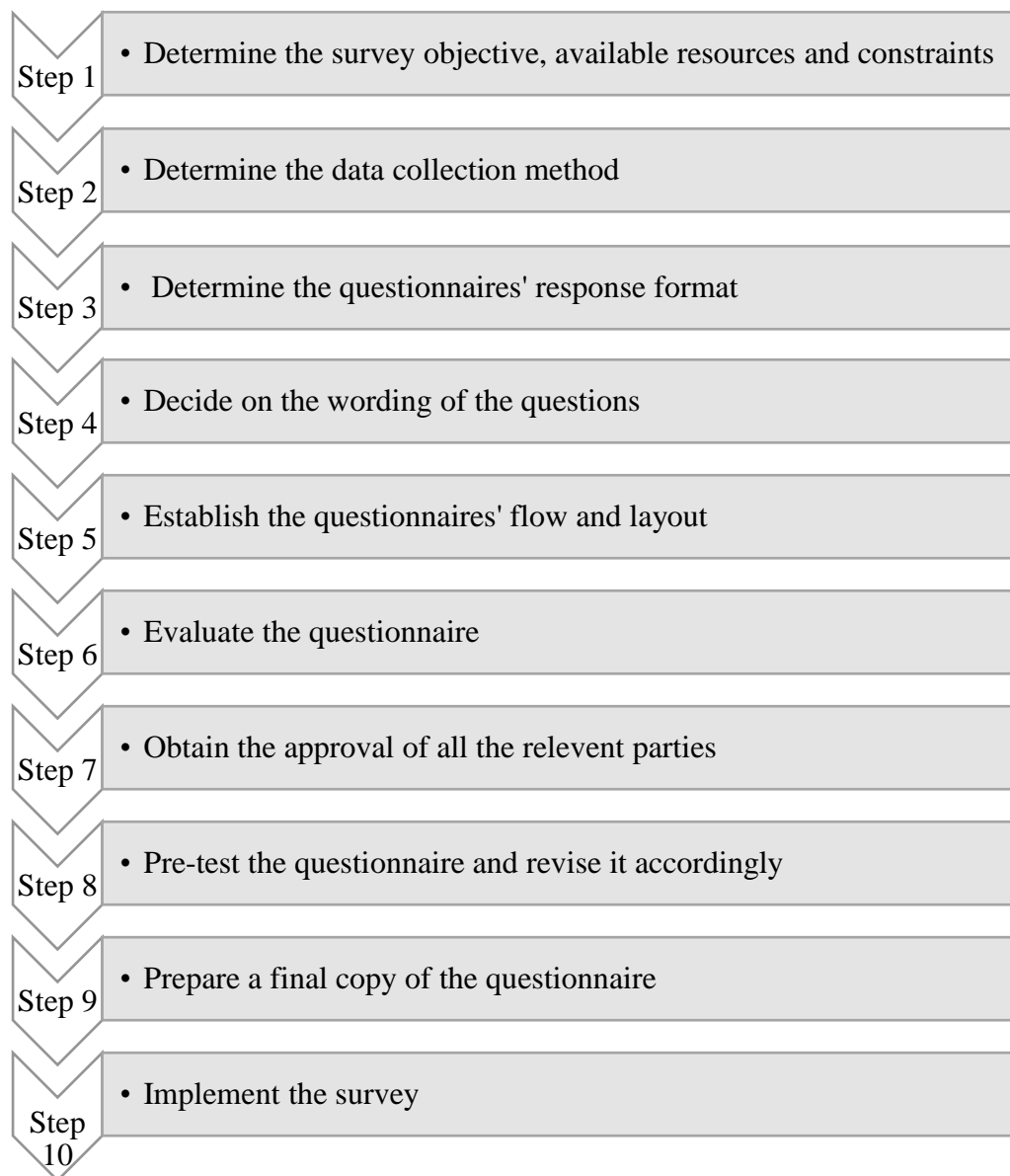


Figure 3.2: The questionnaire design process

(Source: McDaniel & Gates 2008:292)

The questionnaire was divided into four sections:

Section A consisted of questions regarding the respondents' gender; age; marital status; educational level; which faculty the participant belongs to; and tenure.

Section B elicited responses on the QWL. The QWL scale (QWLS) (Timossi *et al.* 2008) was used in this study. This questionnaire consists of eight factors: (1) adequate and fair compensation, (2) safe and healthy environment, (3) development of human capacities, (4) growth and security, (5) social integration, (6) constitutionalism, (7) total life space and (8) social relevance and 35

items. For this study, item 8.4 was divided into two questions, resulting in 36 items. This item was divided for the reason that both service and quality were addressed in one question in the original questionnaire, therefore, by separating these two concepts in this study allowed the respondents to answer both fairly as well as eliminating confusion. Five-point Likert scales ranging from very dissatisfied (1) to very satisfied (5) were used. An example of a question on the QWLS is: “How satisfied are you with your salary (remuneration)”? In the study of Alan and Yıldırım (2015:6) a Cronbach’s alpha of 0.97 was reported for the QWL scale.

Section C gathered information regarding job satisfaction. The brief job satisfaction measure II (Judge, Locke, Durham & Kluger 1998) was used in this study. This section consists of five items of which item three and item five are negatively worded and, therefore, reverse scored. For this study a five-point Likert scale was used ranging from strongly agree (1) to strongly disagree (5). An example of a question is: “I feel fairly well satisfied with my present job”. In the study of Batura, Skordis-Worrall, Thapa, Basnyat and Morrison (2016:8) a Cronbach’s alpha of 0.78 was reported for the scale, indicating an acceptable reliability.

Section D gathered information with reference to happiness. The subjective happiness scale (SHS) (Lyubomirsky & Lepper 1999) was used in this study. This section consists of four items. For this study a five-point Likert scale was used, ranging from not a very happy person (1) to a very happy person (5) for item 1, less happy (1) to more happy (5) for item 2 and not at all (1) to a great deal (5) for item 3. An example of a question in this section is: “Some people are generally very happy”. In the study of Extremera and Fernández-Berrocal (2014:65) a Cronbach’s alpha of 0.82 was reported for this scale, indicating an acceptable reliability.

The measuring instruments used in this study were free to use without permission or any cost. However, credit was given to the authors of the instruments at each section of the questionnaire.

3.4.2 Pilot testing of the questionnaire

De Vos *et al.* (2011:237) define a “pilot study as a process for testing and validating an instrument by managing it to a small group of participants from the proposed test population”. Piloting the questionnaire means undertaking the research procedure with a small group of respondents from the target population, who will not be involved in the main study in order to test the reliability of the questionnaire (Vijayalakshmi & Sivapragasam 2008:99). According to Blair, Czaja and Blair (2014:31), piloting the questionnaire is undertaken in order to establish and ensure that the researcher, by means of this questionnaire, will be able to obtain data that will aid him or her in achieving the objectives of the study. Piloting aims to “maximise dependability and consistency”

(Fink 2010:184). A pilot study can disclose deficiencies in the measurement instruments, which can then be addressed before the actual distribution of the questionnaire for the main study takes place (Picardi & Masick, 2014:45).

For the purpose of this study, the pilot questionnaire was distributed amongst 50 academics at a UoT (these 50 academics did not form part of the main study). An analysis of the data obtained from the pilot study was done in order to ascertain the reliability of the questionnaire. The results of the aforementioned pilot study will be reported in detail in Chapter 4.

3.4.3 Data preparation

According to Zikmund and Babin (2010:491), once the fieldwork is complete, the researcher must prepare for data editing, coding and final analysis. After the collection of data, they may not be in a ready state for analysis (Babbie & Mouton 2012:460). There may be errors that need to be rectified first (Zikmund & Babin 2010:491). Stangor (2014:346) states that a collection of numerous research studies has emphasised the significance of the preliminary preparation of data, which encompasses editing the data, coding, classification and tabulating the responses into frequencies or tables, prior to the data being analysed using statistical techniques. The following phases of data preparation were employed in this study: data editing and coding.

3.4.3.1 Editing

The editing of data is the first step in the data processing process (Khan 2011:188). Editing is defined as the process of examining the data collected in the questionnaire in order to detect errors and omissions, to see that they are corrected and to ensure that the schedules are prepared for tabulation (Sam & Sam 2011:178). Zikmund and Babin (2010:493) define the editing of data as “the process of checking the completeness, consistency and legibility of data and making the data ready for coding and transfer to storage”. For the purposes of this study the data collected were scrutinised to ensure that all questions had been answered (Khan 2011:189).

3.4.3.2 Coding

Once the editing process has been completed the researcher can move to the next step, which is to code the data (Wiid & Diggines 2011:231). Coding is the process where raw data are changed into a standardised form suitable for computer processing and analysis (Babbie 2014:300). The coding stage has three main steps which are firstly, to specify categories; secondly, to assign codes to data categories and, lastly, the compilation of a codebook (Wiid & Diggines 2011:231). “Coding is the

process of conceptualising research data and organising the data into meaningful and relevant categories for the purpose of data analysis and interpretation” (Babbie 2012:640).

The questionnaires were numbered from one to 50 for the pilot study and from one to 300 for the main study. This was done by means of allocating a number to each questionnaire for the purpose of identification. Section A of the questionnaire (biographic information), was also coded from item A1 to A8 by means of allocating numbers to each item, for example gender was coded 1=male and 2=female. The pre-coding was done throughout the questionnaire for sections A, B, C and D by means of providing a set of pre-arranged response alternatives for each respective question and allocating a number to each question and its respective response alternative. For QWL, the five-point Likert scale ranged from (1) very dissatisfied to (5) very satisfied. For job satisfaction, the five-point Likert scale ranged from (1) strongly agree to (5) strongly disagree. For item 1 of happiness, the five-point Likert scale ranged from (1) not a very happy person to (5) a very happy person. For item 2 of happiness, the scale ranged from (1) less happy to (5) happier for item three of happiness, the scale ranged from (1) not at all to (5) a great deal.

3.4.3.3 Data capturing

After the data were coded they had to be captured. Malhotra (2010:459) defines coded data capturing as a method of transferring coded information from the questionnaires or coding sheet directly on to the computer by means of keypunching. In this study, the statistician, using the Microsoft Excel programme, performed the data capturing.

3.4.3.4 Data cleaning

McDaniel and Gates (2008:400) state that data cleaning is the most imperative part of the data preparation process. The process of transformation from data to intelligence will be made more uncertain and more difficult if there are still remaining errors in the data (Chauke 2010:69) According to Chauke (2010:69), any remaining errors in the collected data will complicate the process of transforming the data into intelligence – the process will be made more difficult and carries risks. The next step to be taken after the data have been entered and stored for processing is error checking. According to Malhotra (2010:461), data cleaning involves error checking and the handling of missing responses. In addition, data cleaning involves the substitution of neutral values, the substitution of imputed responses and case-wise and pair-wise deletion.

3.5 STATISTICAL ANALYSIS

According to Motaung (2016:56), the purpose of “statistical analysis is not restricted to organising data into tabular forms and drawing graphs, but also to explain and refine concepts, terms and statements in the research study, determine what is essential to know and deciding on a form of communicating the results”. SPSS was used to analyse the data. Bryman (2012:356) explains that data are captured on an Excel spreadsheet and then copied to the SPSS software for analysis. Descriptive statistics, correlations, factor analysis and regression analysis will be discussed.

3.5.1 Descriptive statistics

Descriptive statistics methods are “used to describe the distribution of a sample or population across a wide range of variables using all four levels of measurement, namely nominal, ordinal, interval and ratio measurements” (De Vos *et al.* 2011:251). These four levels of statistical measurement are used to explore the collected data and to provide a summary of the observations made during the editing and interpretation of the data (Awang *et al.* 2013:42). McBurney and White (2009:392) refer to descriptive statistics as the summary of a set data, including measures of central tendency. The concepts relating to descriptive statistics are summarised in Table 3.5.

Table 3.5: Concepts relating to descriptive statistics

| Concept | Description | Types |
|-------------------------|--|---|
| Frequency | Used to identify the number of common responses from participants. | Cross tabulation: One variable is compared to another to determine the relationship between the two. |
| Central tendency | Refers to the measurement of averages. | Mode: Refers to the responses common to all participants. Median: A response that measures the half-way point. Mean: The average of the responses. |
| Dispersion | Indicates how different the responses are from the mean. | Range: Displays how far apart answers are dispersed. Variance: How dispersed each response is from the mean. Standard deviation: It is the square root of the variance. |

Source: Kolb (2008:252)

3.5.1.1 Mean

Picardi and Masick (2014:180) define the mean as “a measure of central tendency that average in a value in a given distribution”. It is the most commonly used measure of central tendency, as it sums up the values of the characteristics and dividing them by this total number of the same characteristics (Gravetter & Wallnau 2014:66). Means for this study will be reported in Chapter 4.

3.5.1.2 Standard deviation

Standard deviation is a more complex measure of spread of data dispersion around the mean (Gravetter & Wallanau 2014:180). According to Bernstein, Pooley, Provost, Cranney and Penner (2013:52), standard deviation is the tool that measures the average difference amongst each score and the spread of the dataset around the mean. A low standard deviation indicates that the data points tend to be very close to the mean while a high standard deviation indicates that the data points are spread out over a large range of values (Bless & Kathuria 2008:63). The standard deviations noted in this study will be reported in Chapter 4.

For the purpose of this study, both the mean and standard deviation were computed in Section A, which entailed the demographic profiles of the participants in the study.

3.5.1.3 Frequencies

The first step that should be considered when summarising data relating to nominal variables is the construction of a frequency table in order to indicate frequency distribution (Bryman & Cramer 2009:86). Frequency is a type of descriptive statistic that is used to summarise how many times particular characteristics appear in each category of the scale of measurement (Rubin 2013:34). Frequency as a descriptive statistic is very useful because it indicates how often each score occurs within each category (Field, Miles & Field 2013:19). Frequency also allows researchers to compare information between groups of individuals in order to establish the highest and lowest values amongst them and indicates those values under which most scores cluster (Field *et al.* 2013:19). The advantage for making use of distribution frequencies is to summarise and interpret data (O'Donoghue 2012:35). This is useful in the following two ways:

- It makes it easier and faster to perceive the pattern distribution of scores.
- Frequency distribution allows the researcher to make use of more sophisticated statistical techniques, which may lead to the discovery of ambiguous characteristics within the data.

Frequencies were used to analyse Section A of the questionnaire.

3.5.2 Factor analysis

Factor analysis is a process that is used to analyse the data in order to determine, which statements belong together in sets that are uncorrelated with other sets of statements (Bradley 2013:321). Most significantly, factor analysis classifies core variables that describe patterns between the variables, such as the relationships between the variables (Meyer, Gamst, & Guarino 2009:77). Factor analysis discloses the underlying relations amongst constructs (Bradley 2013:321). Furthermore, it is used to analyse data in quantitative questionnaires and psychometric tests (Tolmie, Muijs & McTeer 2011:291). Matsuaga (2010:98) states that “factor analysis is an indicative tool that evaluates whether the collected data are in the line with the theoretically expected pattern or structure of the target constructs; thereby, defining whether the measures used have indeed measured what they were supposed to measure”. Williams, Brown and Onsman (2012:2) outlined the following uses of factor analysis:

- It reduces a large number of variables into a smaller set of factors.
- It establishes underlying dimensions between measured variables and latent constructs, thereby allowing for the formation of the refinement of theory.
- It provides construct validity evidence of self-reporting scales.

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is a statistical indicator that test the adequacy of the sample size (Ren & Du 2014:379). The value of KMO measures of sampling adequacy is 0.5 or higher, it indicates that data are suitable for factor analysis (Hinton, McMurray & Brownlow 2014:341). The values of the inter-item correlations should be closer to one in order to consider those relations as strong (Hadia, Abdullaha & Sentosaa 2015:216).

According to Ren and Du (2014:379), the Bartlett’s test should also be conducted as it tests whether the relevant matrix is an identity matrix or not. Bartlett’s test, also known as Bartlett’s test sphericity, is used to test “whether the distribution of a variable has the same variance in all groups” (Hadia *et al.* 2015:216). This test should be done to verify whether homogeneity of variance and to examine if factor analysis is appropriate (Hinton *et al.* 2014:342). “Bartlett’s test of sphericity should be significant for the factor analysis to be considered appropriate” (Pallant 2016:184).

In this study, exploratory factor analysis was performed for the QWLS, brief job satisfaction measure II and the SHS.

3.5.2.1 Exploratory factor analysis (EFA)

EFA is a process that is completed to examine the factor structure of the scales. EFAs main objective is to find patterns of correlations in the data (Pita 2015:78). This type of analysis groups related variables together (Tolmie *et al.* 2011:290). EFA is completed by means of following a sequence of five steps, as illustrated in Figure 3.3.

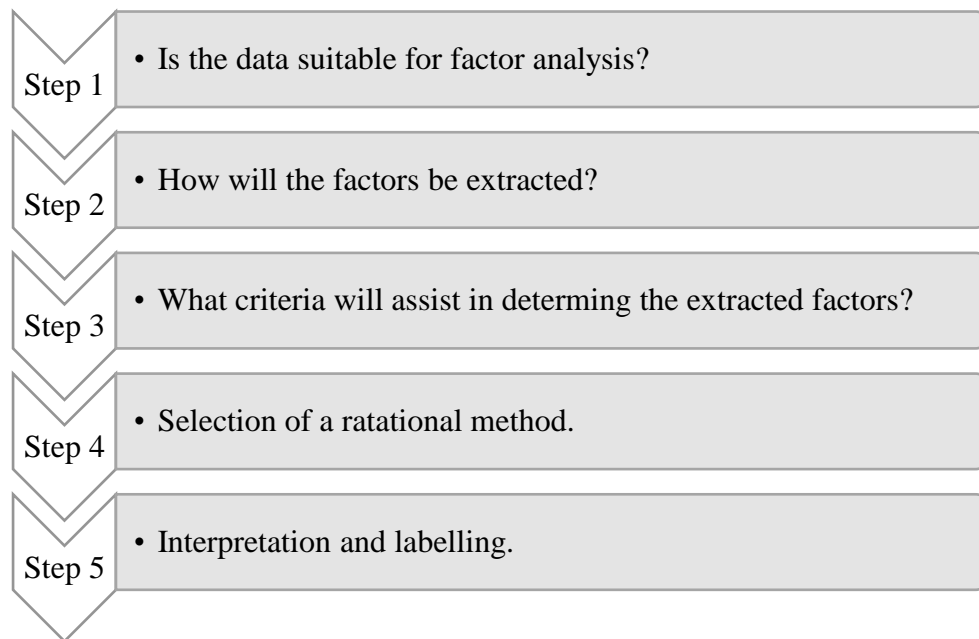


Figure 3.3: Exploratory factor analysis

(Source: Williams *et al.* 2010:4)

The results of the EFA employed in this study will be reported in detail in Chapter 4.

3.5.3 Correlation analysis

According to McBurney and White (2009:399), “correlation analysis examines the degree to which variances in one variable can be associated with variances in one or more other variables”. Correlation can only be realised in instances where an increase or decrease in one variable causes an increase or decrease in one or two other variables (Gate 2010:448). Furthermore, the increases and decreases between these variables must follow a predictable pattern (McBurney & White 2009:399). The general assumption is that the changes in one variable influences the changes in another (Gate 2010:448). It is important to examine the statistical significance of computed correlation coefficients in order to determine to what degree these coefficients will be found in the population (Bryman 2012:349).

In this study, Spearman correlation analysis was used in order to determine the relationship between QWL, job satisfaction and happiness. “A Spearman correlation is used to measure and describe monotonic relationships when both variables are ranks from an ordinal score or have been transformed to ranks” (Gravetter & Forzano 2018:300). The main feature of the Spearman correlation coefficient of -1.0 indicates a perfect, negative relationship and a coefficient of +1.0 shows a perfect, positive relationship (Bernhardt 2013:13). The test was subjected to a 2-tailed test of significance on two levels, highly significant ($p < 0.01$) and significant ($p < 0.50$). The results of the correlation analysis employed in this study will be reported in Chapter 4.

3.5.4 Regression analysis

Regression analysis is a “method of data analysis that is used to predict the value of one or more variables in relation to another variable based on their correlation” (Leedy & Ormrod 2014:301). According to Babbie and Mouton (2012:464), this means that the value of one variable can be clarified in terms of the variations in the value of another variable.

A linear regression is often used to explain a “simple equation in which the changes in one independent variable predicts the changes in other dependent variables” (Aaker *et al.* 2013:631). A “multiple regression analysis produces an equation in which two or more independent variables are used in order to predict a single variable” (Leedy & Ormrod 2014:301). In this study, regression analysis was conducted for sections B, C and D of the questionnaire. It was used to determine the relationship between QWL and job satisfaction and between job satisfaction and happiness. The results of the regression analysis conducted in this study will be reported in Chapter 4.

3.6 RELIABILITY AND VALIDITY

3.6.1 Reliability

Reliability is the degree to which a measuring instrument is repeatable and dependable (Maree 2016:239). Reliability is the “extent to which a measuring instrument which is used at different times yields the same results consistently thereby articulating the integrity of a research project” (Collis & Hussey 2014:217). Reliability is considered as the degree to which a measurement is free from error and offers consistent outcomes over time (Clow & James 2014:267). For the purposes of this study, Cronbach’s alpha coefficient will be used to determine the reliability of the various sections of the questionnaire. The most suitable Cronbach coefficient should have an alpha value above 0.7 (Andrew *et al.* 2011:202). Clow and James (2014:267) mention three approaches that can be employed in order to assess reliability. They are the following:

- Test-retest reliability: A method where the measurement process is repeated with the related instrument with the same set of participants.
- Equivalent from reliability: This is the method for measuring reliability where two equivalent forms of the scale are required to be developed and then measures the same respondent at two different times using the alternate forms.
- Internal consistency: This method involves using one measurement instrument and assessing its reliability through different samples. It consists of two types of measurement: split-half reliability and Cronbach's alpha.

The most commonly used reliability measurement is Cronbach's alpha coefficient (De Vos *et al.* 211:177).

3.6.1.1 Cronbach alpha

Cronbach's alpha refers to the "measurement of internal consistency of a multi-item scale where the average of all possible split-half coefficients results in different ways of splitting scales" (Pita 2015:81). This coefficient ranges between zero and one and figures closer to one (0.8-0.9) usually indicate a higher level of reliability and values of 0.70 and above are considered generally acceptable (De Vos *et al.* 2011:178). De Vos *et al.* (2011:178) further maintain that when the items of the scale strongly relate with each other, they are said to have a high internal consistency, with an alpha coefficient of close to one. Cronbach's alpha coefficient was used in this study in order to assess the reliability of the measuring instrument used for sections B to D of the questionnaire and will be discussed in Chapter 4.

3.6.2 Validity

Validity refers to the "integrity of the application of the measurement methods to the data and to the precision with which the findings accurately reflect the data collected" (Noble & Smith 2018:43). Clark and Ivankova (2016:166) explain that validity "establishes whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure". Similarly, Leedy and Ormrod (2014:91) describe validity as the extent to which a measurement instrument measures what it is intended to measure. Muijs (2011:57) states that validity is the most important element in survey research. Validity can be examined from several different perspectives such as content/face validity, construct validity, predictive validity and concurrent validity (Blerkom 2013:57). The following types of validity will be examined next: content, construct and predictive validity.

3.6.2.1 Content validity

Content validity refers to the extent to which a measurement instrument is a representative sample of the content area (domain) being measured (Leedy & Ormrod 2015:157). Content validity is often a consideration when a researcher wants to assess people's achievement in some area for instance, the knowledge students have acquired during classroom instruction or the new skills acquired in a training program (Leedy & Ormrod 2015:157). Content validity is the idea that a test should sample the range of behaviour represented by testing theoretical concepts (McBurney & White 2009:131). Clow and James (2014:270) state that the following means can be used in order to ensure content validity:

- Literature review
- Panel of experts
- Scale reduction through data analysis (factor analysis).

The determination of validity is contingent upon undertaking a comprehensive literature review, investigating preceding survey instruments, seeking experts' guidance and piloting the instrument with a small portion of a population from which a sample is drawn (Andres 2012:117). In addition, a draft questionnaire was perused by established researchers to scrutinise the instrument for suitability and exploratory factor analysis was also employed as an indirect measure of content validity (Bertram & Christiansen 2017:70). The content validity for this particular study is reported in further detail in Chapter 4.

3.6.2.2 Construct validity

Construct validity is the degree to which the conclusions of the research support the theory that the research project is based on (McBurney & White 2009:130). Construct validity is a method of validity used in tests that are utilised to study the formation of various habits and skills (Maree 2016:240). The instrument in construct validity measures unseen (not tangible) characteristics, which are nevertheless presumed to exist on the basis of people's behavioural patterns (Ary, Jacobs, Sorensen & Walker 2014:31). McBurney and White (2009:130) posit that "in order to determine whether the instrument produces data that have construct validity, the instrument should measure the construct it is designed to measure and it should also predict the results that are related to the theoretical construct it is designed to measure". Construct validity was ascertained in this study through exploratory factory analysis. The results of the construct validity of this study is reported in further detail in Chapter 4.

3.6.2.3 Predictive validity

As with other components of validity, predictive validity discovers its true manifestation in theory; when a measure is developed, it is significant to refer to previous instruments and expert guidance (Muijs 2011:57). According to Vijayalakshmi and Sivapragasam (2008:82), predictive validity determines the validity of the testing instrument in future testing. According to Gates (2010:255), “predictive validity is also recognised for validating the extent to which a future level of a criterion variable can be predicted by a current measurement on a scale”. The study used regression analysis to determine its predictive validity. The results of the predictive validity of this study is reported in Chapter 4 of the study.

3.7 SUMMARY

This chapter provided an overview of the descriptive survey design and quantitative research approach that were employed in this study. An exposition of the sampling design procedure of the study was presented in this chapter. Furthermore, the concepts of target population, sampling methods, sampling frame, sample size and data collection were clearly described.

A questionnaire was utilised for the collection of the data. Pilot testing was undertaken to ensure the reliability and validity of the questionnaire. Statistical analysis and its various components were also discussed.

The next chapter comprises the analysis, interpretation and evaluation of the research findings of the present study.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this chapter, the data analysis breakdown and results of the study are presented. This includes a report on and interpretation of the following: the results of the pilot study; the descriptive statistics of the sample; the factor analysis; the correlation analysis and the regression analysis of all the collected data.

4.2 PILOT STUDY

As explained in the previous chapter, the pilot study refers to a process by means of which the actual data collection procedure meant for testing and validation of the research questionnaire is enacted on a smaller scale (Creswell 2013:165). This was achieved through administration of the questionnaire to a small group of respondents who did not form part of the main study. The purpose of the pilot study was, therefore, to test the internal reliability of the measuring instrument before attempting to administer it to a larger group of respondents. A structured questionnaire was administered to a group of 50 respondents selected from the target population, after which the internal consistency of the results for sections B, C and D was assessed via the computation of Cronbach's alpha coefficient. Consequently, item D4 on the Section D scale was removed due to its low reliability, as indicated by the pilot study results. This, in turn, established a three-item scale for the main study. The results obtained for the pilot study pertaining to the internal reliability of sections B, C and D are depicted in Table 4.1.

Table 4.1: Internal reliability of the pilot study for sections B, C and D

| Questionnaires | Number of items | Number of items deleted | Cronbach's alpha |
|------------------------------|-----------------|-------------------------|------------------|
| QWL (Section B) | 36 | 0 | 0.892 |
| Job satisfaction (Section C) | 5 | 0 | 0.723 |
| Happiness (Section D) | 3 | 1 | 0.812 |

Cronbach's alpha value for QWL, job satisfaction and happiness were 0.892, 0.723 and 0.812, respectively. The three aforementioned constructs were satisfactory, as they exceeded the threshold value of 0.70 (Malhotra 2013:269).

4.3 ANALYSIS OF THE MAIN SURVEY RESULTS

A total of 500 questionnaires were distributed for the main study. Out of the 500 questionnaires distributed, 300 were completed and returned. This is in keeping with the minimum sample size required as reported in Chapter 3. Therefore, a response rate of 60% is reported for the main study.

4.3.1 Demographic profile

Presented in this section is a descriptive analysis of Section A, the demographic profile of the target population. This profile consisted of the following variables: gender, age, marital status, educational level, faculty and years of service. Table 4.2 illustrates a graphical representation of the data collected relating to the questions that were asked in Section A of the questionnaire.

Table 4.2: Profile of the respondents

| Variable | Level of the variable | N | % | Valid% |
|-----------------------|-----------------------|-----|------|--------|
| Gender | Male | 183 | 61.0 | 61.0 |
| | Female | 117 | 39.0 | 39.0 |
| Age | 20-30 years | 40 | 13.3 | 13.3 |
| | 31-40 years | 113 | 37.7 | 37.7 |
| | 41-50 years | 103 | 34.3 | 34.3 |
| | Over 50 years | 44 | 14.7 | 14.7 |
| Marital status | Single | 74 | 24.7 | 24.7 |
| | Married | 161 | 53.7 | 53.7 |
| | Divorced | 30 | 10.0 | 10.0 |
| | Separated | 19 | 6.3 | 6.3 |
| | Widowed | 16 | 5.3 | 5.3 |

Table 4.2: Profile of the respondents (continued ...)

| Variable | Level of the variable | N | % | Valid% |
|--------------------------|---|-----|------|--------|
| Educational level | Diploma | 16 | 5.3 | 5.3 |
| | Bachelor's degree | 47 | 15.7 | 15.7 |
| | Honours | 76 | 25.3 | 25.3 |
| | Masters | 103 | 34.3 | 34.3 |
| | PhD | 56 | 18.7 | 18.7 |
| | Other | 2 | 0.7 | 0.7 |
| Faculty | Faculty of Management Sciences | 75 | 25.0 | 25.0 |
| | Faculty of Human Sciences | 76 | 25.3 | 25.3 |
| | Faculty of Engineering | 78 | 26.0 | 26.0 |
| | Faculty of Applied Science and Computer | 71 | 23.7 | 23.7 |
| Years of service | Less than 3 years | 61 | 20.3 | 20.3 |
| | 3-10 years | 152 | 50.7 | 50.7 |
| | 11-20 years | 56 | 18.7 | 18.7 |
| | 21-30 years | 25 | 8.3 | 8.3 |
| | More than 30 years | 6 | 2.0 | 2.0 |

Table 4.2 indicates that the majority of the respondents were males (n=183;61.0%), while female respondents (n=117;39%) constituted the remainder of the sample. The majority of the sample was constituted by the age group ranging between 31 to 40 years of age (n=113;37.7%), followed by those in the age category 41 to 50 years (n=103;34.3%) and those from 50 years and above (n=44;14.7%). A small percentage of respondents was represented by employees between the ages of 20 to 30 years (n=40; 13.3%).

Table 4.2, furthermore, revealed that 53.7% (n=161) of the respondents were married, starkly contrasting with the 24.7% (n=74) who were single, whilst divorced respondents (n=30) represented a mere 10.0% of the sample. Separated respondents represented 6.3% (n=19) of the sample and widowed respondents made up 5.3% (n=16) of the sample. Respondents holding a

master's degree constituted 34.3% (n=103) of the sample, 25.3% (n=76) of respondents held an honours degree and 18.7% (n=56) of the respondents had acquired a PhD qualification. A small percentage of respondents constituting 15.7% (n=47) of the sample indicated that they had obtained their bachelor's degrees. The lowest percentage of 7% (n=2) of respondents held other qualifications.

In terms of faculties, 26.0% (n=78) of respondents sampled were from the Faculty of Engineering, followed by those who were from the Faculty of Human Sciences, 25.3% (n=76). The Faculty of Management Sciences comprised 25.0% (n=75) of the sample and the remaining 23.7% (n=71) of respondents are representative of the Faculty of Applied and Computer Sciences.

An analysis of Table 4.2 indicates that 50.7% (n=152) of the respondents had been working for the university for between 3 to 10 years, while 20.3% (n=61) of respondents had been in service for less than 3 years. Those sample respondents falling in the category of 11 to 20 years of service comprise 18.7% (n=56) of the sample, while those respondents in the age category of 21 to 30 years of service make up 8.3% (n=25) of the sample and those who had been in the employ of the same university for 30 years or more comprise 2.0% (n=6) of the sample.

4.3.2 Quality of work life

The following section details a report on the various factors extracted through a factor analysis procedure and subsequently applied to section B of the questionnaire (QWL).

4.3.2.1 Factor analysis for QWL

For the purposes of this study, factor analysis was used to ascertain underlying variables in order to interpret and determine the pattern of correlations between them. In addition, factor analysis was used to reduce the large number of factors into a smaller pool, which would assist in the explanation of the commonalities and differences found in the underlying set of variables. In order to determine whether a data set is suitable for factor analysis, both the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy as well as the Bartlett's test was computed (Hinton, McMurray & Brownlow 2014:341).

4.3.2.2 Kaiser-Meyer-Olkin (KMO) and Bartlett's test

The KMO and Bartlett's tests were conducted prior to the factor analysis. These tests were performed on Section B of the questionnaire (QWL). The test results are presented in Table 4.3.

Table 4.3: KMO and Bartlett's test sphericity

| | | |
|---|--------------------|----------|
| Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy | | 0.944 |
| Bartlett's test sphericity | Approx. chi-square | 7570.227 |
| | Df | 630 |
| | Sig. | 0.000 |

Table 4.3 reveals that the KMO value of Section B is 0.944, which is well above the 0.50 threshold level (Williams *et al.* 2010:5). The Bartlett's test for Section B has a p-value=0.000 significance level, significantly lower than the 0.05 threshold. Thus, it was reaffirmed by the Bartlett's test that a factor analysis procedure was merited for the dataset.

4.3.2.3 Extraction of factors

For factor extraction a number of criteria can be made use of, such as Kaiser's criterion, the scree test and cumulative percent of variance extracted. It is crucial that the correct criteria be determined in order to establish the appropriate number of factors to be extracted, since the number of factors would have an effect on how the results are interpreted. Plonsky (2015:194) holds that both Kaiser's criterion and percent of variance can be utilised to optimally identify critical factors. For the purposes of this study, only factors with an eigenvalue greater than one were regarded as significant and factor loading that accounted for more than 0.50 percent of variance were retained as factors. As is illustrated in Table 4.4, through the use of Kaiser's criterion, seven factors with an eigenvalue greater than one were identified. The table is also indicative of the percentage of variance for each factor. A cumulative percentage of variance for all seven factors was recorded at 68.713%.

Table 4.4: Eigenvalues, percentage of variance and cumulative percentage of QWL

| Factors | Initial Eigenvalues | | |
|---|---------------------|---------------|---------------|
| | Total | % of Variance | Cumulative % |
| Factor 1: Social integration and constitutionalism | 15.286 | 42.462 | 42.462 |
| Factor 2: Social relevance | 2.067 | 5.743 | 48.205 |
| Factor 3: Adequate and fair compensation | 1.842 | 5.116 | 53.321 |
| Factor 4: Development of human capacities | 1.803 | 5.008 | 58.329 |

Table 4.4: Eigenvalues, percentage of variance and cumulative percentage of QWL (continued ...)

| Factors | Initial Eigenvalues | | |
|---|----------------------------|----------------------|---------------------|
| | Total | % of Variance | Cumulative % |
| Factor 5: Growth and security | 1.389 | 3.860 | 62.188 |
| Factor 6: The total life space | 1.335 | 3.708 | 65.896 |
| Factor 7: Safe and healthy environment | 1.014 | 2.817 | 68.713 |

Table 4.5 illustrates the factor loading matrix of QWL.

Table 4.5: Factor loading matrix of QWL

| Item No. | Item description | Factor | | | | | | |
|----------|---|--------|-------|--------------|--------------|-------|-------|--------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1 | B1.1 How satisfied are you with your salary (remuneration)? | 0.129 | 0.215 | 0.824 | 0.218 | 0.179 | 0.111 | 0.099 |
| 2 | B1.2 How satisfied are you with your salary, if you compare it to your colleagues' salary? | 0.215 | 0.171 | 0.809 | 0.187 | 0.187 | 0.078 | 0.137 |
| 3 | B1.3 How satisfied are you with the remuneration that you receive from the organisation? | 0.233 | 0.266 | 0.772 | 0.136 | 0.112 | 0.083 | 0.173 |
| 4 | B1.4 How satisfied are you with the extra benefits (alimentation, transport, etc.) that your organisation offers to you? | 0.205 | 0.086 | 0.720 | 0.084 | 0.201 | 0.165 | 0.142 |
| 5 | B2.1 How satisfied are you with your weekly work journey (quantity of worked hours)? | 0.130 | 0.046 | 0.235 | 0.591 | 0.118 | 0.284 | 0.256 |
| 6 | B2.2 According to your workload (quantity of work), how do you feel? | 0.299 | 0.042 | 0.204 | 0.540 | 0.118 | 0.278 | 0.390 |
| 7 | B2.3 According to the use of technology in your tasks, how do you feel? | 0.171 | 0.046 | 0.113 | 0.170 | 0.069 | 0.211 | 0.744 |
| 8 | B2.4 How satisfied are you with the level of work conditions in your workplace? | 0.049 | 0.162 | 0.166 | 0.105 | 0.133 | 0.063 | 0.803 |
| 9 | B2.5 How satisfied are you with the security equipment, individual and collective protection provided by your organisation? | 0.103 | 0.260 | 0.078 | 0.069 | 0.187 | 0.072 | 0.803 |
| 10 | B2.6 Regarding tiredness that your work cause to you, how do you feel? | 0.203 | 0.195 | 0.323 | 0.336 | 0.150 | 0.100 | 0.435 |
| 11 | B3.1 Are you satisfied with the autonomy (opportunity to make decisions) that you have at your work? | 0.267 | 0.104 | 0.241 | 0.560 | 0.486 | 0.103 | 0.001 |
| 12 | B3.2 Are you satisfied with the importance of the task/work/activity that you do? | 0.209 | 0.207 | 0.080 | 0.725 | 0.325 | 0.103 | 0.099 |

Table 4.5: Factor loading matrix of QWL (continued ...)

| Item No. | Item description | Factor | | | | | | |
|----------|--|--------------|-------|-------|--------------|--------------|-------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | B3.3 Regarding the possibility to perform several tasks at work, how do you feel? | 0.299 | 0.182 | 0.139 | 0.610 | 0.363 | 0.124 | 0.043 |
| 14 | B3.4 How satisfied are you with your performance evaluation at work? | 0.218 | 0.224 | 0.173 | 0.517 | 0.267 | 0.138 | 0.220 |
| 15 | B3.5 Regarding possibilities assigned to you, how do you feel? | 0.265 | 0.262 | 0.155 | 0.490 | 0.484 | 0.148 | 0.086 |
| 16 | B4.1 How satisfied are you with your opportunity of professional growth? | 0.346 | 0.195 | 0.191 | 0.158 | 0.627 | 0.162 | 0.169 |
| 17 | B4.2 How satisfied are you with the trainings you participate in? | 0.387 | 0.142 | 0.134 | 0.202 | 0.590 | 0.166 | 0.210 |
| 18 | B4.3 Regarding the situations that arise from resigning at your work, how do you feel? | 0.252 | 0.200 | 0.241 | 0.112 | 0.646 | 0.134 | 0.077 |
| 19 | B4.4 Regarding the incentive that your organisation gives you to study, how do you feel? | 0.234 | 0.221 | 0.194 | 0.135 | 0.639 | 0.125 | 0.186 |
| 20 | B5.1 Regarding the discrimination (social, racial, religious, sexual, etc.) in your work, how do you feel? | 0.570 | 0.228 | 0.290 | 0.124 | 0.207 | 0.018 | 0.049 |
| 21 | B5.2 Regarding your relationship with your colleagues and bosses at work, how do you feel? | 0.712 | 0.054 | 0.141 | 0.132 | 0.165 | 0.138 | 0.048 |
| 22 | B5.3 Regarding your team's and colleagues' commitment to work, how do you feel? | 0.669 | 0.119 | 0.165 | 0.129 | 0.215 | 0.108 | 0.037 |
| 23 | B5.4 How satisfied are you with the value of your ideas and initiatives at work? | 0.731 | 0.137 | 0.110 | 0.168 | 0.238 | 0.121 | 0.144 |
| 24 | B6.1 How satisfied are you with the organisation for respecting the workers' rights? | 0.668 | 0.311 | 0.158 | 0.143 | 0.165 | 0.125 | 0.129 |

Table 4.5: Factor loading matrix of QWL (continued ...)

| Item No. | Item description | Factor | | | | | | |
|----------|---|--------------|--------------|-------|-------|-------|--------------|-------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25 | B6.2 How satisfied are you with your freedom of expression (opportunity to give opinions) at work? | 0.728 | 0.273 | 0.146 | 0.163 | 0.148 | 0.200 | 0.102 |
| 26 | B6.3 How satisfied are you with the norms and rules at your work? | 0.696 | 0.330 | 0.108 | 0.264 | 0.079 | 0.221 | 0.138 |
| 27 | B6.4 Regarding the respect to your individuality (individual characteristics and particularities) at work, how do you feel? | 0.695 | 0.295 | 0.090 | 0.194 | 0.184 | 0.201 | 0.171 |
| 28 | B7.1 How satisfied are you with the work influence on your family life/routine? | 0.234 | 0.174 | 0.115 | 0.166 | 0.129 | 0.848 | 0.126 |
| 29 | B7.2 How satisfied are you with the work influence on your possibilities of leisure? | 0.216 | 0.186 | 0.179 | 0.157 | 0.143 | 0.801 | 0.168 |
| 30 | B7.3 How satisfied are you with your schedule of work and rest? | 0.206 | 0.192 | 0.106 | 0.191 | 0.201 | 0.804 | 0.124 |
| 31 | B8.1 Regarding the pride of performing your work, how do you feel? | 0.200 | 0.415 | 0.033 | 0.234 | 0.191 | 0.358 | 0.089 |
| 32 | B8.2 Are you satisfied with the image this organisation makes to society? | 0.169 | 0.770 | 0.167 | 0.114 | 0.150 | 0.114 | 0.147 |
| 33 | B8.3 How satisfied are you with the contribution organisation makes to the society that the organisation have? | 0.246 | 0.773 | 0.190 | 0.086 | 0.041 | 0.190 | 0.169 |
| 34 | B8.4 How satisfied are you with the services of the organisation? | 0.188 | 0.813 | 0.144 | 0.112 | 0.201 | 0.098 | 0.159 |
| 35 | B8.5 How satisfied are you with the quality of products that the organisation offers? | 0.292 | 0.718 | 0.127 | 0.160 | 0.196 | 0.142 | 0.118 |
| 36 | B8.6 How satisfied are you with the way that the organisation treats the workers? | 0.349 | 0.601 | 0.275 | 0.128 | 0.173 | 0.104 | 0.068 |

Factor 1, labelled **social integration and constitutionalism**, comprised eight items. This factor accounted for 42.462% of the variance, with an eigenvalue of 15.286. Its factor loading was greater than 0.5 which, according to McNabb (2013:271), is a value that is considered worthwhile to include in the factor analysis and the interpretation of results. Social integration can be explained as the process of promoting the values, relations and institutions that enable all employees to participate in the social, economic and political life of an organisation and is based on equality of rights and opportunity, equity and dignity (Kelvin & Odunayo 2019:3). Constitutionalism in an organisation refers to equitable treatment of employees by management, privacy, proper disciplinary processes and the ability to talk to management without fear (Khan, Ara & Bhat 2016:8).

Factor 2, labelled **social relevance**, constituted six items with an explained variance of 5.743% and an eigenvalue of 2.067. Social relevance refers to the notion that work should not only be a source of material and psychological satisfaction but should also serve as a means of social welfare (Scaratti, Galuppo, Gorli, Gozzoli & Ripamonti 2017:60). Bora and Meletti (2016:53) maintain that organisations that show greater concern for social causes like pollution, consumer protection, national integration and employment equity can help to improve the level of QWL amongst their employees.

Factor 3, labelled **adequate and fair compensation**, comprised four items, which accounted for 5.116% of the variance explained and an eigenvalue of 1.842. This factor principally resulted in the finding that employee's opinions concerning adequacy or fairness of compensation in the organisation cannot be generalised easily because employee's opinions in terms of the matter are not simply specified from only one angle, but from multiple perspectives (Mabaso & Dlamini 2017:83). According to Fernandes, Braga, Martins, Costa Filho, Caixe and Antonialli (2017:4), adequate and fair compensation is associated to payment and aspects such as work situations, responsibility and training.

Factor 4, labelled **development of human capacities**, constituted seven items, which accounted for 5.008% of the value of the variance explained by factor, had an eigenvalue of 1.803. Mohammadi *et al.* (2016:74) posit that the employees of an organisation are more satisfied when they are given leeway and opportunities within the workplace to use and develop their capabilities and expand their individual capacities to the fullest.

Factor 5, labelled **growth and security**, consisted of four items, with an explained variance of 3.860% and an eigenvalue of 1.389. Growth and security refer to the manner by which

organisations can assist in the further development of their employees, that is, aiding them in drawing their career paths and supporting them in the achievement of higher positions through training (Mbui 2014:11). This item indicates that opportunities for continued growth and security in the work environment can reduce stress and improve the morale amongst employees (Shekari, Monshizadeh & Ansari 2014:260).

Factor 6, labelled **the total life space**, consisted of three items and the variance accounted for by the factor was 3.708%, with an eigenvalue of 1.335. This factor refers to the need for a proper balance to exist between the work lives and the personal lives of employees (Fattahi, Kazemian, Damirchi, Kani & Hafezian 2014:16). This is because the various demands of work such as late hours, frequent travel and quick transfers have been shown to be both psychologically and socially extremely costly and detrimental to QWL (Fattahi *et al.* 2014:16).

Factor 7, labelled **safe and healthy environment**, comprised four items, which accounted for 2.817% of the variance explained by factor, with an eigenvalue of 1.014. These factor items indicate that employees are more satisfied with their jobs when they are assured of such elements as good working conditions, access to basic facilities at the workplace, a medical aid, access to child care facilities and compensation for accidents that occur at the workplace (Mohammadi *et al.* 2016:74).

Thus, an analysis of the results confirms that QWL is a multifactor construct. The originally suggested Walton's model consisted of eight factors, namely adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space and social relevance. However, the results of the current study revealed that a model comprised seven factors would be more suitable and that the order of factors should be changed to the following: social integration and constitutionalism (two separate factors derived from the original model thus becoming a single factor), social relevance, adequate and fair compensation, development of human capacities, growth and security, the total life space and lastly, a safe and healthy environment.

4.3.3 Reliability for QWL

Cronbach's alpha coefficient, the most commonly used measure of internal consistency, was employed in order to test the reliability of the measuring instrument for Section B (QWL). The Cronbach's alpha coefficient data are provided in Table 4.6.

Table 4.6: Reliability statistics

| Factors of QWL | Cronbach's alpha | Number of items deleted | N of items |
|---|-------------------------|--------------------------------|-------------------|
| Factor 1: Social integration and constitutionalism (Item B5.1-B5.4, B6.1-B6.4) | 0.915 | 0 | 8 |
| Factor 2: Social relevance (Item B8.1-B8.6) | 0.892 | 0 | 6 |
| Factor 3: Adequate and fair compensation (Item B1.1-B1.4) | 0.906 | 0 | 4 |
| Factor 4: Development of human capacities (Item B2.1-B2.2, B3.1-B3.5) | 0.870 | 0 | 7 |
| Factor 5: Growth and security (Item B4.1-B4.4) | 0.844 | 0 | 4 |
| Factor 6: The total life space (Item B7.1-B7.3) | 0.919 | 0 | 3 |
| Factor 7: Safe and healthy environment (Item B2.1-B2.6) | 0.816 | 0 | 4 |

The resultant alpha coefficients indicate that the scale performed adequately in capturing the element of the employees' perceptions of QWL. Cronbach's alpha values for the individual scales ranged from 0.816 to 0.919. According to Bryman (2012:170), the rule of thumb in terms of alpha values is that 0.80 and above indicates a high level of internal consistency. Therefore, the QWL instrument is reliable.

4.3.4 Means for QWL

The mean scores of the items in Section B of the questionnaire are discussed in the sections that follow. The purpose of calculating the mean scores of the various items was to determine the level of QWL at the UoT in southern Gauteng. Table 4.7 depicts both the minimum and maximum item values (which are based on a five-point Likert scale) as well as the standard deviation and mean scores of QWL amongst UoT employees.

4.3.4.1 QWL Factor 1: Social integration and constitutionalism

Table 4.7: Means for QWL Factor 1: Social integration and constitutionalism

| Factor 1: Social integration and constitutionalism | | | N | Min | Max | Mean |
|--|------------------------------------|--|-----|-----|-----|------|
| 20 | B5.1 Discrimination | Regarding the discrimination (social, racial, religious, sexual, etc.) in your work, how do you feel? | 300 | 1 | 5 | 3.44 |
| 21 | B5.2 Interpersonal Relationship | Regarding your relationship with your colleagues and bosses at work, how do you feel? | 300 | 1 | 5 | 3.71 |
| 22 | B5.3 Team compromise | Regarding your team's and colleagues' commitment to work, how do you feel? | 300 | 1 | 5 | 3.63 |
| 23 | B5.4 Ideas' value | How satisfied are you with the value of your ideas and initiatives at work? | 300 | 1 | 5 | 3.69 |
| 24 | B6.1 Worker's right | How satisfied are you with the organisation for respecting the workers' rights? | 300 | 1 | 5 | 3.47 |
| 25 | B6.2 Freedom of expression | How satisfied are you with your freedom of expression (opportunity to give opinions) at work? | 300 | 1 | 5 | 3.42 |
| 26 | B6.3 Discussion and norms | How satisfied are you with the norms and rules at your work? | 300 | 1 | 5 | 3.47 |
| 27 | B6.4 Respect individualities | Regarding the respect to your individuality (individual characteristics and particularities) at work, how do you feel? | 300 | 1 | 5 | 3.53 |

Table 4.7 provides an overview of the mean scores of factor 1 on the five-point Likert scale. The mean scores for social integration and constitutionalism ranged from 3.42 to 3.71. The lowest mean score reported was 3.42 for item 25 (B6.2), “How satisfied are you with your freedom of expression (opportunity to give opinions) at work?”. This score indicates that the respondents were neither completely satisfied nor dissatisfied with their ability to freely express themselves at work. In light of this, Jahanbani, Mohammadi, Noruzi and Bahrami (2018:5) point out that organisations

should provide their employees with the freedom to express their constructive suggestions without fear of negative reactions from management, as it improves the level of QWL amongst employees.

The highest mean score reported for factor 1 was 3.71 for item 21 (B5.2), “Regarding your relationship with your colleagues and bosses at work, how do you feel?”. This is indicative of the fact that the majority of the employees are neither completely satisfied nor dissatisfied with their interpersonal relationships at work, though it is of the utmost importance that they should be, as interpersonal relationships at work constitute a large majority of the day to day interactions between co-workers or managers and employees (Pomunakwe, Nwinyokpugi & Adiele 2018:155).

These interpersonal relationships form a natural part of the work environment and are usually pleasant and creative, although they can be a great source of tension and frustration in the event that employees are highly dissatisfied with their interpersonal relationships in the organisation (Pomunakwe *et al.* 2018:155). As indicated above the majority of the employees in this study were neither satisfied nor dissatisfied with their interpersonal relationships at work.

4.3.4.2 QWL Factor 2: Social relevance

Table 4.8: Means for QWL Factor 2: Social relevance

| Factor 2: Social relevance | | | N | Min | Max | Mean |
|----------------------------|------------------------------------|---|-----|-----|-----|------|
| 31 | B8.1 Proud of the work | Regarding the pride of performing your work, how do you feel? | 300 | 1 | 5 | 3.88 |
| 32 | B8.2 Institutional image | Are you satisfied with the image this organisation makes to society? | 300 | 1 | 5 | 3.57 |
| 33 | B8.3 Community integration | How satisfied are you with the contribution organisation makes to the society that the organisation have? | 300 | 1 | 5 | 3.48 |
| 34 | B8.4 Quality of the services | How satisfied are you with the services of the organisation? | 300 | 1 | 5 | 3.41 |
| 35 | B8.5 Quality of the products | How satisfied are you with the quality of products that the organisation offers? | 300 | 1 | 5 | 3.42 |
| 36 | B8.6 Politic of human resources | How satisfied are you with the way that the organisation treats the workers? | 300 | 1 | 5 | 3.41 |

Table 4.8 provides an overview of the mean scores on the five-point Likert scale of factor 2, titled Social relevance. The mean scores ranged from 3.41 to 3.88. The lowest mean score reported was 3.41 for items 34 (B8.4), “How satisfied are you with the services of the organisation?” and 36 (B8.6), “How satisfied are you with the way that the organisation treats the workers?”. This indicates that the respondents were neither fully satisfied nor dissatisfied with the quality of the services provided by their organisations and the way the organisation treats the employees. According to Poor, Poor and Darkhaneh (2013:34), supplying high-quality services to customers on a continuous basis benefits the employees in the sense that it leads to improved competitive advantages such as higher competitive barriers and benefits the organisation in that it promotes increased customer loyalty, allows for reduced marketing costs and determines higher prices for the organisation.

The highest mean score reported for factor 2 was 3.88 for item 31 (B.8.1), “Regarding the pride of performing your work, how do you feel?”. This is indicative of the fact the majority of the respondents feel proud in the performance of their work. Such dedicated employees strongly identify with their work because for them their work provides valuable, inspiring and challenging experiences (Sulistiowati, Komari & Dhamayanti 2018:77). In addition, they often feel enthusiastic about and proud of their work (Sulistiowati *et al.* 2018:77).

4.3.4.3 QWL Factor 3: Adequate and fair compensation

Table 4.9: Means for factor 3 Adequate and fair compensation

| Factor 3: Adequate and fair compensation | | | N | Min | Max | Mean |
|--|----------------------------------|---|-----|-----|-----|------|
| 1 | B1.1 Fair remuneration | How satisfied are you with your salary (remuneration)? | 300 | 1 | 5 | 3.31 |
| 2 | B1.2 Wage balance | How satisfied are you with your salary, if you compare it to your colleagues' salary? | 300 | 1 | 5 | 3.25 |
| 3 | B1.3 Participation in results | How satisfied are you with the remuneration that you receive from the organisation? | 300 | 1 | 5 | 3.36 |
| 4 | B1.4 Extra benefits | How satisfied are you with the extra benefits (alimentation, transport, etc.) that your organisation offers to you? | 300 | 1 | 5 | 3.34 |

Table 4.9 provides an overview of the mean scores on the five-point Likert scale of factor 3, titled Adequate and fair compensation. The recorded mean score of 3.25 for item 2 (B1.2), “How satisfied are you with your salary, if you compare it to your colleagues’ salary?”, showed once again that respondents were neutral with their remuneration compared to that of their colleagues. Hartmann and Slapnicar (2012:2) argue that one way in which managers can judge the fairness of the monetary reward of employees is in terms of how employees view their relative positions in the distributive concept of justice. The distributive concept of justice refers to a phenomenon whereby employees compare their pay-to-effort ratios. Employees will judge their pay level as unfair if their ratio compares unfavourably with those of their peers (Hartmann & Slapnicar 2012:2). In such situations, employees will feel less motivated and are likely to adapt their efforts downwards to restore the ratio to an equitable level (Hartmann & Slapnicar 2012:2).

The mean score of 3.36 for item 3 (B1.3), “How satisfied are you with the remuneration that you receive from the organisation?”, also suggests that respondents were neither fully satisfied nor dissatisfied with the remuneration that they receive from their organisation. The mean for this item can be considered problematic as Mabaso and Dlamini (2017:83) report that remuneration has a great influence on employee job satisfaction, of particular significance the high influence that remuneration has on the levels of job satisfaction among academic employees.

4.3.4.4 QWL Factor 4: Development of human capacities

Table 4.10: Means for QWL Factor 4: Development of human capacities

| Factor 4: Development of human capacities | | | N | Min | Max | Mean |
|--|--------------------------------|---|----------|------------|------------|-------------|
| 5 | B2.1 Weekly Journey | How satisfied are you with your weekly work journey (quantity of worked hours)? | 300 | 1 | 5 | 3.69 |
| 6 | B2.2 Workload | According to your workload (quantity of work), how do you feel? | 300 | 1 | 5 | 3.62 |
| 11 | B3.1 Autonomy | Are you satisfied with the autonomy (opportunity to make decisions) that you have at your work? | 300 | 1 | 5 | 3.51 |
| 12 | B3.2 Importance of the task | Are you satisfied with the importance of the task/work/activity that you do? | 300 | 1 | 5 | 3.74 |
| 13 | B3.3 Polyvalence | Regarding the possibility to perform several tasks at work, how do you feel? | 300 | 1 | 5 | 3.64 |

Table 4.10: Means for QWL Factor 4: Development of human capacities (continued ...)

| Factor 4: Development of human capacities | | | Min | Max | Mean | N |
|---|-------------------------------------|---|-----|-----|------|------|
| 14 | B3.4 Performance Evaluation | How satisfied are you with your performance evaluation at work? | 300 | 1 | 5 | 3.57 |
| 15 | B3.5 Conferred responsibility | Regarding possibilities assigned to you, how do you feel? | 300 | 1 | 5 | 3.68 |

Table 4.10 provides an overview of the mean scores on the five-point Likert scale of factor 4, titled development of human capacities. The mean score of 3.74 for item 12 (B3.2), “Are you satisfied with the importance of the task/work/activity that you do?”, indicated that the respondents were neutral with the importance of their tasks or type of work that they do within the organisations. If employees understand the significance of their tasks (that is, the importance of the work that they do), they will try to increase their capabilities and learning for the reason that such individuals constantly seek to improve their work knowledge in order to maintain the value of their jobs (Khayat & Gheitani 2015:89).

The mean score of 3.51 for item 11 (B3.1), “Are you satisfied with the autonomy (opportunity to make decisions that you have at work?” showed that respondents were neither satisfied nor dissatisfied with the level of autonomy afforded them in the organisation. Phaik Lin and Lee Ping (2016:4), however, view job autonomy as a favourable workplace condition that allows employees to exercise their decision-making skills in fulfilling job-related tasks.

4.3.4.5 QWL Factor 5: Growth and security

Table 4.11: Means for QWL Factor 5: Growth and security

| Factor 5: Growth and security | | | N | Min | Max | Mean |
|-------------------------------|--------------------------------|---|-----|-----|-----|------|
| 16 | B4.1 Professional growth | How satisfied are you with your opportunity of professional growth? | 300 | 1 | 5 | 3.69 |
| 17 | B4.2 Training | How satisfied are you with the trainings you participate in? | 300 | 1 | 5 | 3.63 |
| 18 | B4.3 Resignations | Regarding the situations that arise from resigning at your work, how do you feel? | 300 | 1 | 5 | 3.47 |

Table 4.11: Means for QWL Factor 5: Growth and security (continued ...)

| Factor 5: Growth and security | | | Min | Max | Mean | N |
|-------------------------------|--------------------------------------|---|-----|-----|------|------|
| 19 | B4.4 Encouragement for studies | Regarding the incentive that your organisation gives you to study, how do you feel? | 300 | 1 | 5 | 3.52 |

Table 4.11 provides an overview of the mean scores on the five-point Likert scale of factor 5, namely Growth and security. The mean scores for this section ranged from 3.47 to 3.69. The lowest reported mean score of 3.47 was for item 18 (B4.3), “Regarding the situations and the frequency that occur the resigning at your work, how do you feel?” The mean score indicates that the respondents were neither satisfied nor dissatisfied with the level of frequency of resignations at work and this is probably because employees’ reasons for resigning have little to do with the reasons most frequently touted by education reformers, such as pay or student behaviour (Dunn, Deroo & Vanderheide 2017:34). Rather, academics most often report that working conditions and job security contribute most to their resignation and this includes a lack of resources, curricular autonomy, respect for their time, respect for the profession, administrative support and time free from administrative paperwork (Dunn *et al.* 2017:34).

The highest mean reported was 3.69 for item 16 (B4.1), “How satisfied are you with your opportunity of professional growth?” This illustrates that respondents were neither completely satisfied nor dissatisfied with their opportunities to grow professionally within the organisation. It would, however, be ideal if a greater number of employees were satisfied with their opportunities for professional growth in the workplace because as is stated by Dunn *et al.* (2017:371), “Today, in a time of rapid and continuous change, one of the key conditions required for achieving a quality teaching process is a professionally trained teachers”. Thus, the focus of the teaching profession is no longer to simply mediate in the process of knowledge acquisition, but rather for the teacher to support students in the learning process and based on their age, to help them take responsibility for their own behaviour and to guide them toward independence (Dunn *et al.* 2017:371).

4.3.4.6 QWL Factor 6: The total life space

Table 4.12: Means for QWL Factor 6: The total life space

| Factor 6: The total life space | | | N | Min | Max | Mean |
|--------------------------------|--|--|-----|-----|-----|------|
| 28 | B7.1 Influence on the family routine | How satisfied are you with the work influence on your family life/routine? | 300 | 1 | 5 | 3.48 |

Table 4.12: Means for QWL Factor 6: The total life space (continued ...)

| Factor 6: The total life space | | | Min | Max | Mean | N |
|--------------------------------|----------------------------------|---|-----|-----|------|------|
| 29 | B7.2 Leisure possibility | How satisfied are you with the work influence on your possibilities of leisure? | 300 | 1 | 5 | 3.43 |
| 30 | B7.3 Time of work and rest | How satisfied are you with your schedule of work and rest? | 300 | 1 | 5 | 3.50 |

Table 4.12 provides an overview of the mean scores on the five-point Likert scale for factor 6, titled total life space. The means for this section ranged from 3.43 to 3.50. The lowest reported mean score of 3.43 was for item 29 (B7.2), “How satisfied are you with the influence of your work on your possibility for leisure?”. This mean score indicates that the respondents were neither fully satisfied nor dissatisfied with the opportunity for leisure afforded to them by their work schedules. According to Mansour and Tremblay (2016:4), stress at work is due to high job demands such as excessive workloads, long and irregular working hours and difficulty in reconciling work and family life.

The highest mean reported was 3.50 for item 30 (B7.3), “How satisfied are you with your schedule of work and rest?”. The score clearly translates to the fact that the respondents were neither completely satisfied nor dissatisfied with the balance of working and resting time afforded them in their work environments. A possible solution/alleviating factor in this case is by way of offering employees the option of flexible work schedules. This refers to practices that allow individuals to decide upon and manage their work schedules at their own discretion (Omondi & K’Obonyo 2018:2671). Research has proved that these practices have a positive impact on both the employers and employees. The benefits offered by flexible work schedules include: Job satisfaction and organisational commitment; lowered turnover intentions; reduced work-family conflict; increased organisational performance; employee growth and development; improved employee health and safety and employee job autonomy (Omondi & K’Obonyo 2018:2671).

4.3.4.7 QWL Factor 7: Safe and healthy environment

Table 4.13: Means for QWL Factor 7: Safe and healthy environment

| Factor 7: Safe and healthy environment | | | N | Min | Max | Mean |
|--|--------------------------------|--|-----|-----|-----|------|
| 7 | B2.3 Process technology | According to the use of technology in your tasks, how do you feel? | 300 | 1 | 5 | 3.36 |
| 8 | B2.4 Salubrity | How satisfied are you with the level work conditions in your workplace? | 300 | 1 | 5 | 3.24 |
| 9 | B2.5 EPL and EPC equipments | How satisfied are you with the security equipment, individual and collective protection provided by your organisation? | 300 | 1 | 5 | 3.22 |
| 10 | B2.6 Fatigue | Regarding tiredness that your work cause to you, how do you feel? | 300 | 1 | 5 | 3.38 |

Table 4.13 provides an overview of the mean scores recorded on the five-point Likert scale for factor 7, titled safe and healthy environment. The mean score of 3.22 for item 9 (B2.5), “How satisfied are you with the security equipment, individual and collective protection provided to you by your organisation?”. This mean score denotes that respondents were neither completely satisfied nor dissatisfied with the equipment protection level (EPL) and collective protection provided by the institution. Individual protection equipment (EPI) provided by the workplace refers to any type of equipment that is to be carried on the worker’s person in order to protect her or him against one or several risks that may threaten his/her safety or health (Lakshmi, Jennifer, Stanly & Paul 2018:2). EPI includes any implement or accessory with the same goal (Heymann 2015:1885).

The mean score of 3.38 for item 10 (B2.6), “Regarding tiredness that your work cause to you, how do you feel?” indicates that respondents were neither totally satisfied nor dissatisfied with the level of fatigue that they experienced as a result of their work. According to Frone and Tidwell (2015:274), work fatigue constitutes extreme tiredness and reduced functional capacity that is experienced during and at the end of the workday.

The participants’ responses on the QWL scale were mostly neutral. This could be attributed to the claim that “there are many cases where people do in fact have no opinion and are neither in favour of nor against the view contained in the item” (Moerdyk 2012:31). Furthermore, Gravetter and Forzano (2018:327) concur that when the neutral response is used frequently by the participants it

could indicate “they do not feel strongly about any of the items, so they really are neutral”. However, according to the study of Baka, Figgou and Triga (2012:244), “the middle points were used to convey lack of knowledge, but also dilemmas and rejection of the items’ assumptions”.

4.4 JOB SATISFACTION

The sections to follow present the results of the factor analysis for job satisfaction.

4.4.1 Factor analysis for job satisfaction

A unidimensional scale for job satisfaction was used in the study. By using the rotated component matrix, only one job satisfaction component was extracted.

4.4.2 Reliability for job satisfaction

Reliability is considered vital to research because it is used to validate the quality of the research study. The Cronbach’s alpha coefficient was used to test the internal reliability of the instrument for Section C: Job satisfaction. Items C3 and C5 were found to have low reliability. As a result, these items were removed from the measuring instrument. The reliability statistics for Section Care provided in Table 4.14.

Table 4.14: Reliability statistics

| Section C | Cronbach’s alpha | Number of items deleted | N of items |
|------------------|------------------|-------------------------|------------|
| Job satisfaction | 0.827 | 2 | 3 |

4.4.3 Means for job satisfaction

This section reports the mean scores of the items in Section C. Table 4.15 provides a summary of the minimum and maximum values of the mean scores reported for each item and the results are measured based on a five-point Likert scale. The mean score for each item was used to measure job satisfaction amongst employees.

Table 4.15: Means for job satisfaction

| Item | N | Min | Max | Mean |
|--|-----|-----|-----|------|
| C1 I feel fairly well satisfied with my present job. | 300 | 1 | 5 | 3.71 |
| C2 Most days I am enthusiastic about my work. | 300 | 1 | 5 | 3.73 |

Table 4.15: Means for job satisfaction (continued ...)

| Item | | Min | Max | Mean | N |
|------|-----------------------------------|-----|-----|------|------|
| C4 | I find real enjoyment in my work. | 300 | 1 | 5 | 3.66 |

Table 4.15 provides an overview of the mean scores of Section C, titled job satisfaction. The mean scores for job satisfaction ranged from 3.66 to 3.73. Based on the mean score of 3.71 for item C1, “I feel fairly well satisfied with my present job”, one can deduce that respondents were neither fully satisfied nor dissatisfied with their present jobs. This is cause for concern because as stated by Peng, Dongdong Li, Zhang, Tian, Miao, Xiao and Zhang (2016:55), a high level of job satisfaction enhances organisational performance and effectiveness. The manner in which organisations relate to their employees can influence the level of employees’ job satisfaction, which ultimately determines the level of their job satisfaction, performance, commitment and possible intentions to leave (Peng *et al.* 2016:55).

Based on the mean score of 3.73 for item C2, “Most days I am enthusiastic about my work”, one can deduce that the respondents were neither completely satisfied nor dissatisfied with regard to their level of enthusiasm in terms of their work. Freudenberg and Samarkovski (2014:25) state that when academics feel enthusiastic about teaching then it is more likely that their students will feel enthusiastic about learning. Concomitantly, when academics see that their students want to learn and are enjoying what they are learning, it in turn drives academics to want to do better at work (Freudenberg & Samarkovski 2014:25).

With reference to the mean score of 3.66 for item C4, “I find real enjoyment in my work”, respondents were once more neither fully satisfied nor dissatisfied with the level of enjoyment they derived from their work. In the analysis of job satisfaction, the logic is that a satisfied employee will find enjoyment in his/her work (Inuwa 2015:289).

4.5 HAPPINESS

Factor analysis for happiness will be discussed in the section below.

4.5.1 Factor analysis for happiness

By means of the rotated component matrix only one component, namely happiness, was extracted. Therefore, happiness is a unidimensional structure.

4.5.2 Reliability for happiness

The reliability statistics for Section D are provided in Table 4.16.

Table 4.16: Reliability statistics

| Section D | Cronbach's alpha | Number of items deleted | N of items |
|-----------|------------------|-------------------------|------------|
| Happiness | 0.816 | 0 | 3 |

4.5.3 Means for happiness

Table 4.17 provides a summary of the minimum and maximum values of the mean scores reported for each item and the results are measured on the basis of a five-point Likert scale. The mean score for each item was used to measure the levels of happiness amongst employees.

Table 4.17: Means for happiness

| Item | | N | Min | Max | Mean |
|------|--|-----|-----|-----|------|
| D1 | In general, I consider myself, not a happy person (minimum 1); a very happy person (maximum 5) | 300 | 1 | 5 | 4.07 |
| D2 | Compared with most of my peers, I consider myself less happy (minimum 1); more happy (maximum 5) | 300 | 1 | 5 | 3.83 |
| D3 | Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterisation describe you? Not at all (maximum 1); a great deal (maximum 5) | 300 | 1 | 5 | 3.91 |

Table 4.17 provides an overview of the mean scores for Section D, titled happiness. The means for this section ranged from 3.83 to 4.07. The highest mean reported was 4.07 for item D1, “In general, I consider myself not a happy person; I consider myself a very happy person”. This score indicates that in general the respondents felt happy about themselves and their lives. Happy people tend to be extraverted, optimistic, have an internal locus of control and a higher self-esteem (Ford, Lappi, & Holden 2016:331).

The lowest mean score reported was 3.83 for item D2, “Compared to most of my peers, I consider myself less happy; I consider myself more happy”. This score denotes that the respondents were neither satisfied nor dissatisfied with their level of happiness compared to that of their peers. According to Baumeister (2012:11), when employees compare themselves to their peers and

consider themselves as living happier lives, it contributes towards them having more meaningful lives (Baumeister 2012:11).

4.6 REVISED CONCEPTUAL FRAMEWORK

The original conceptual framework (Figure 1.1) consisted of eight factors, namely adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, the total life space and social relevance. During the exploratory factor analysis, however, the order in which the factors appear was changed and two of the original factors were combined thus becoming a single factor. Thus, the conceptual framework now consists of seven factors, in the following order: social integration and constitutionalism, social relevance, adequate and fair compensation, development of human capacities, growth and security, the total life space and safe and healthy work environment. This necessitated the restructuring of the conceptual framework as presented in Figure 4.1.

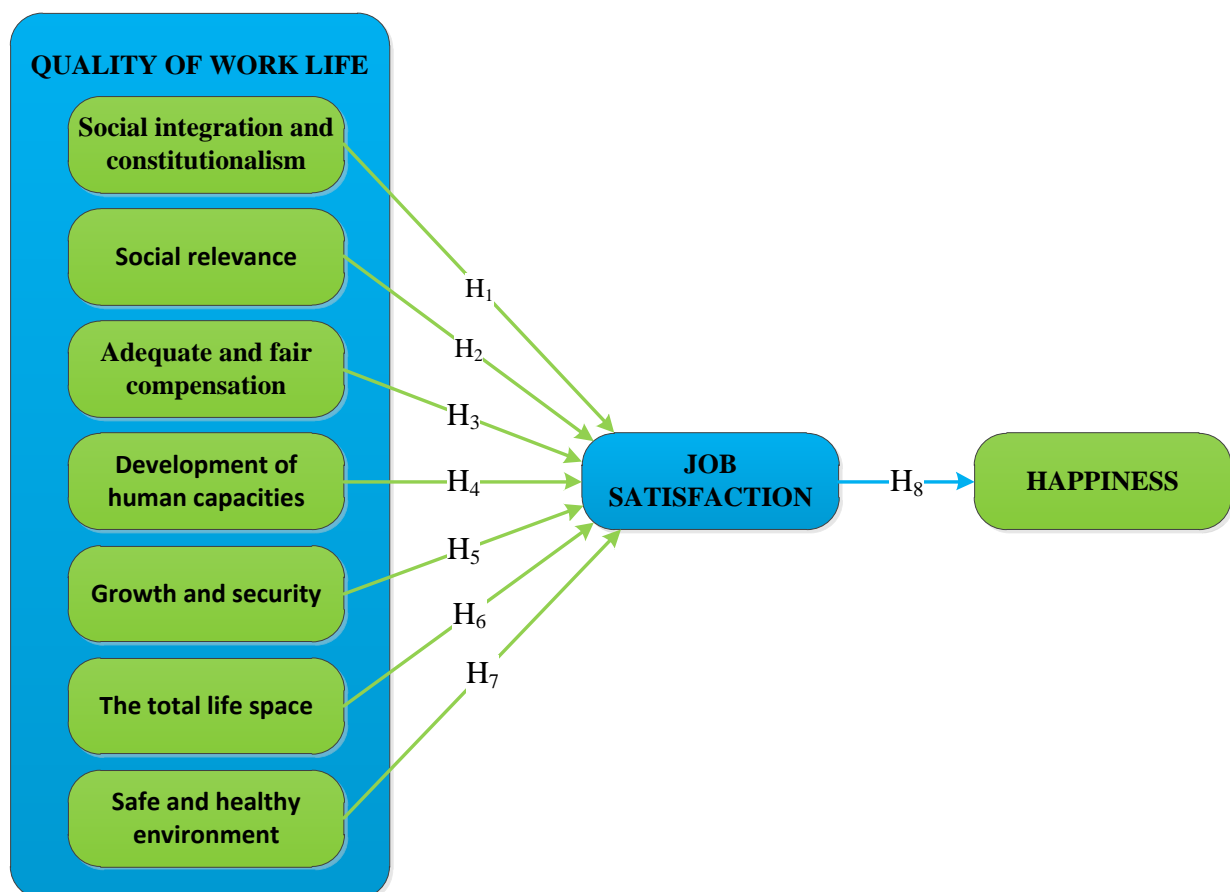


Figure 4.1: Revised conceptual framework

The new hypotheses then tested in the study are restated as follows:

- H1: Social integration and constitutionalism have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H2: Social relevance has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H3: Adequate and fair compensation have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H4: Development of human capacities has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H5: Growth and security have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H6: The total life space has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H7: Safe and healthy environment have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H8: Job satisfaction has a predictive relationship with happiness among academics at the UoT in southern Gauteng.

The two sections discussed below are an explanation of how correlation analysis and regression analysis were subsequently used to test the hypotheses as restated in the above revised conceptual framework.

4.7 CORRELATIONS

Correlation tests were performed to determine the strength and direction of the association between QWL and job satisfaction at the UoT. In this study, the Spearman's correlation test was applied for the aforementioned purpose. The test was subjected to a 2-tailed test of significance on two levels: highly significant ($p < 0.01$) and significant ($p < 0.50$). The results of the correlation analysis are illustrated in Table 4.18, after which follows an analysis of the results.

4.7.1 Correlation between QWL factors and job satisfaction

The correlation between QWL factors and job satisfaction are indicated in Table 4.18.

Table 4.18: Correlation between QWL factors and job satisfaction

| Constructs | Factor 1: Social integration and constitutionalism | Factor 2: Social relevance | Factor 3: Adequate and fair compensation | Factor 4: Development of human capacities | Factor 5: Growth and security | Factor 6: The total life space | Factor 7: Safe and healthy environment | Job Satisfaction |
|--|---|-----------------------------------|---|--|--------------------------------------|---------------------------------------|---|-------------------------|
| Factor 1: Social integration and constitutionalism | 1.000 | | | | | | | |
| Factor 2: Social relevance | 0.689** | 1.000 | | | | | | |
| Factor 3: Adequate and fair compensation | 0.527** | 0.531** | 1.000 | | | | | |
| Factor 4: Development of human capacities | 0.607** | 0.569** | 0.556** | 1.000 | | | | |
| Factor 5: Growth and security | 0.657** | 0.604** | 0.524** | 0.636** | 1.000 | | | |
| Factor 6: The total life space | 0.528** | 0.542** | 0.409** | 0.552** | 0.457** | 1.000 | | |
| Factor 7: Safe and healthy environment | 0.420** | 0.498** | 0.484** | 0.519** | 0.454** | 0.394** | 1.000 | |
| Job Satisfaction | 0.511** | 0.531** | 0.526** | 0.523** | 0.469** | 0.474** | 0.316** | 1.000 |
| ** Correlation is significant at the 0.01 level (2-tailed). JS= Job satisfaction | | | | | | | | |

The correlation between the seven QWL factors and job satisfaction were significant, ranging between $r=0.316$ to $r=0.689$ at a $p<0.01$ level of significance. This indicates that a positive, linear inter-factor association exists between the seven QWL factors and job satisfaction. This implies that when employees' QWL increases, their job satisfaction will also increase. Therefore, in order to improve the performance and levels of job satisfaction of employees, managers should focus keenly on the aspects of QWL (Khan *et al.* 2016:8). The correlation data that indicated a positive relationship between the QWL factors and job satisfaction were supported by the results of (Khan *et al.* 2016:8).

4.7.2 Correlation between job satisfaction and happiness

The performance of correlation tests thus ensued in order to determine the strength and direction of the association between job satisfaction and happiness of employees at the UoT. The results of the correlation tests were analysed and are illustrated in Table 4.19.

Table 4.19: Correlation between job satisfaction and happiness

| Construct | Job Satisfaction | Happiness |
|------------------|------------------|-----------|
| Job Satisfaction | 1.000 | |
| Happiness | 0.316** | 1.000 |

Job satisfaction showed a significant positive association with happiness ($r=0.316$; $p<0.01$). Therefore, as the job satisfaction of the employees increase, their happiness will also increase. According to Nordenmark (2018:4), people who have satisfying jobs have a higher level of happiness than employees who experience low job satisfaction. Begüm Ötken and Okan (2016:80) posit that intrinsic factors such as feelings of accomplishment, the praise employees get from their managers for doing a good job and the chance to do things for other people contributes towards the happiness of employees. Begüm Ötken and Okan (2016:80) also found that there is a positive correlation between job satisfaction and happiness, which supports the above finding.

4.8 REGRESSION ANALYSIS

According to Bless, Higson-Smith and Sithole (2014:319), a regression analysis assumes that the relationship between two variables is systematic and, therefore, may be depicted mathematically. The aim of regression analysis is to “predict the variations of one variable based upon the pre-existing knowledge of the other variable” (Bless *et al.* 2014:319). Regression analysis is also used to understand “which of the independent variables are related to the dependent variable and to

explore the strength of these relationships” (Gray 2009:485). Regression analysis was performed for this study in order to test whether the independent variable, QWL, could be used to predict the dependent variable, job satisfaction (model 1) and if the independent variable job satisfaction could predict the dependent variable happiness (model 2). The results for both models 1 and 2 are presented in Table 4.20.

Table 4.20: Regression analysis for QWL, job satisfaction and happiness

| Model 1: Dependent variable (Job Satisfaction) | Unstandardised coefficients | | Standardised coefficients | | | Collinearity Statistics | |
|---|-----------------------------|-----------|---------------------------|----------|--------|-------------------------|-------|
| | <i>B</i> | Std error | <i>B</i> | <i>T</i> | Sig | Tol | VIF |
| Independent variable Factor 1: Social integration and constitutionalism | 0.126 | 0.073 | 0.119 | 1.730 | 0.085 | 0.388 | 2.579 |
| Independent variable Factor 2: Social relevance | 0.214 | 0.069 | 0.196 | 3.114 | 0.002* | 0.463 | 2.158 |
| Independent variable Factor 3: Adequate and fair compensation | 0.208 | 0.053 | 0.225 | 3.954 | 0.000* | 0.566 | 1.766 |
| Independent variable Factor 4: Development of human capacities | 0.278 | 0.090 | 0.219 | 3.102 | 0.002* | 0.367 | 2.721 |
| Independent variable Factor 5: Growth and security | 0.059 | 0.071 | 0.054 | 0.823 | 0.411 | 0.422 | 2.372 |
| Independent variable Factor 6: The total life space | 0.120 | 0.053 | 0.126 | 2.278 | 0.023* | 0.594 | 1.683 |
| Independent variable Factor 7: Safe and healthy environment | -0.141 | 0.056 | -0.136 | -2.496 | 0.013* | 0.615 | 1.627 |
| $R^2 = 0.466$; Adjusted $R^2 = 0.453$ *Significant at $p < 0.05$ JS=Job Satisfaction | | | | | | | |
| Independent variable Job satisfaction | 0.378 | 0.054 | 0.376 | 6.998 | 0.000* | 1000 | 1000 |
| $R^2 = 0.141$; Adjusted $R^2 = 0.138$ **Significant at $p < 0.05$ JS=Job Satisfaction; HAP=Happiness | | | | | | | |

With reference to model 1, job satisfaction was entered into the regression equation as the dependent variable, whereas the seven QWL factors: social integration and constitutionalism, social relevance, adequate and fair compensation, development of human capacities, growth and security, the total life space and safe and healthy work environment were entered as independent variables. The results revealed an adjusted R^2 of 0.45 that indicated that approximately 45% of the employees' job satisfaction can be explained through their QWL. Tabassum (2012:80) posits that an improved QWL can lead to a higher level of job satisfaction, which in turn reduces the turnover rate of employees.

Regression analysis did not indicate any statistical significance between the first independent variable, QWL Factor 1 (social integration and constitutionalism) and job satisfaction ($\beta = 0.12$, $t = 1.73$, $p = 0.085$). **Therefore, H1 was not supported.** In contradiction, Soltanzadeh, Ghalvandy and Fatahy (2012:130) assert that factors such as social integration and constitutionalism were the greatest predictors of job satisfaction amongst the faculty members of Shiraz university.

The second independent variable, QWL Factor 2 (social relevance) positively and significantly predicted job satisfaction ($\beta = 0.20$, $t = 3.11$, $p = 0.002$). **Therefore, H2 was supported.** The 'direct relationship' element embedded in the social relevance component refers to the differences between individual employees' perceptions of social responsibility and the value thereof and how well their values align with those of their organisation, for example, a system of managers who value community rules (Kermansaravi, Navidian, Rigi, Yaghoubini 2014:232). When all members of the organisation share similar values in terms of their perception of responsibility, because everyone is asked to participate in the decision-making process and teamwork activities, a sense of duty toward the organisation will be fostered (Kermansaravi *et al.* 2014:232).

The third independent variable, QWL Factor 3 (adequate and fair compensation) also positively and significantly predicted job satisfaction ($\beta = 0.23$, $t = 3.95$, $p = 0.000$). **Therefore, H3 was supported.** Adequate and fair compensation can improve employee's attachment to the organisation and their obligation to continue working with the organisation, which can result in the job satisfaction of employees (Reyasi 2018:84).

The fourth independent variable, QWL Factor 4 (development of human capacities) positively and significantly predicted job satisfaction ($\beta = 0.22$, $t = 3.10$, $p = 0.002$). **Therefore, H4 was supported.** Development of human capacities is a key element in improving an organisation's assets and employees in order to increase job satisfaction and productivity of the workforce as well as sustain competitive advantage (Akintayo 2011:175).

Regression analysis did not indicate any statistical significance between the fifth independent variable, QWL Factor 5 (growth and security) and job satisfaction ($\beta = 0.05$, $t = 0.82$, $p = 0.41$). **Therefore, H5 was not supported.** According to Jahanbani *et al.* (2017:5), to reinforce growth and security, one of the major predictors of job satisfaction, organisations should focus on the autonomy of their employees because it increases the capabilities of individual employees.

The sixth independent variable, QWL Factor 6 (the total life space) also positively and significantly predicted job satisfaction ($\beta = 0.13$, $t = 2.28$, $p = 0.023$). **Therefore, H6 was supported.** The concept of work life space can be strengthened through the establishment of a balance between work life and other aspects of living such as leisure time, education and family life, as well as by means of reducing both sensible and insensible job stress (Saedi, Khalatbari & Murray Najafabadi 2010:60).

The seventh independent variable, QWL Factor 7 (safe and healthy environment) also positively and significantly predicted job satisfaction ($\beta = -0.13$, $t = -2.50$, $p = 0.013$). **Therefore, H7 was supported.** Provision of safe and healthy working conditions aims to ensure the good health of employees (Nanjundeswaraswamy & Swamy 2013:10). When organisations take such measures to improve QWL within the workplace, it is expected to increase employee's motivation, which ultimately leads to the enhancement of employee performance, productivity and job satisfaction (Nanjundeswaraswamy & Swamy 2013:10).

Regarding model 2, happiness was entered into the regression equation as the dependent variable and job satisfaction as the independent variable. The results revealed an adjusted $R^2 = 0.14$ that indicated that approximately 14% of the employees' happiness can be explained through their job satisfaction. Regression analysis indicated that the independent variable, job satisfaction positively and significantly predicted happiness ($\beta = 0.38$, $t = 7.00$, $p = 0.000$). **Therefore, H8 was supported.** Achor (2019:39) maintains that employees who put their heads down and wait for work to bring them happiness are at a huge disadvantage. According to Proctor (2014:24), organisations that truly want to improve production and bottom-line success will invest in employee job satisfaction and happiness, encouraging managers to work toward effective communication, as they develop cohesive teams based on individual attributes and responsibilities. Bowling, Eschleman and Wang (2010:920) maintain that job satisfaction generally yields a positive relationship with reference to happiness.

4.9 VALIDITY

Content, construct and predictive validity were used to ascertain the validity of the instrument. The results of the validity are discussed below.

4.9.1 Content validity

Content validity was ascertained through a systematic consideration of prior instruments and seeking advice from academic experts in the applicable field to confirm if the items pertaining to the constructs in the questionnaire were covered sufficiently. The pilot study was conducted and the results are reported in Section 4.2.

4.9.2 Construct validity

Construct validity was determined through a factor analysis where low factor loadings (<0.50) and cross-loading were deleted (refer to Table 4.5). Cronbach's alpha coefficient was also used to test construct validity of the scales and the test results indicated reasonable construct validity (refer to tables 4.6, 4.14 and 4.16).

4.9.3 Predictive validity

Predictive validity was measured through regression analysis. The results of the regression analysis indicated predictive relationships between QWL and job satisfaction and job satisfaction and happiness (refer to Table 4.20).

4.10 SUMMARY

This chapter is a report on the empirical results of the study. It comprises a comprehensive discussion of the pilot study and the results established for the course of its duration. The pilot study results were discussed, as indicated by the Cronbach's alpha coefficients achieved for sections B, C and D thereof. Content, construct and predictive validities were established.

For Section A, a descriptive analysis was supplied, detailing the biographical information of the respondents who were grouped into categories as follows: gender, age, marital status, level of education, faculty and years of service. In addition, Bartlett's test and the KMO measure of sampling adequacy were applied in order to determine the appropriateness of the data for factor analysis. Thereafter, a factor analysis was conducted, drawing upon eigenvalues and variance percentages as criteria to extract the significant factors. The significant identified factors were then

harnessed to rephrase the hypotheses. Finally, the rephrased hypotheses were tested by means of correlation coefficients and regression analysis.

In the next and final chapter, a general overview of the study is provided, including a discussion detailing the achievement of the theoretical and empirical objectives set out from the very beginning of the study. Furthermore, recommendations, limitations and implications for future research are discussed. Finally, the closing remarks are presented.

CHAPTER 5

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

5.1 INTRODUCTION

In the previous chapter, the study's results were analysed by utilising means, factor analysis, correlation analysis and regression analysis. In addition, the statistical results of the empirical study were interpreted and discussed. In this chapter, a summary of the study is presented, with particular emphasis placed on how the primary, theoretical and empirical objectives of the study were achieved. Furthermore, recommendations, limitations and conclusions drawn from the research results, for the benefit of any future research that may be undertaken as a result of the study, were alluded to. Finally, viable future research opportunities in this field are provided, as well as all concluding remarks.

5.2 OVERVIEW OF THE RESEARCH

In Chapter 1, the background to the study as well as the theoretical framework upon which the study was constructed, were presented. The study's primary objective, which was to determine the relationship between QWL, job satisfaction and happiness among academics at the UoT in southern Gauteng, was outlined. In addition, the hypotheses and theoretical and empirical objectives of the study were formulated and all of the pertinent ethical considerations to be taken into account were addressed.

The focus of Chapter 2 was a discussion of the various theories underpinning the 3 variables for consideration throughout the course of the study. In addition, the chapter's focus lay in providing an overview of the existing literature on QWL, job satisfaction and happiness. The overall emphasis of this chapter was on presenting the levels of QWL, job satisfaction and happiness among academics and the relationship between their levels of QWL and job satisfaction and the extent to which this impacted upon their happiness and subsequent increased productivity.

In Chapter 3, the research methodology that was utilised to address the research objectives of the study was outlined. The research design and research approach deemed appropriate were discussed. A large portion of the chapter was dedicated to the identification of the study's target population, determination of the sample frame, the sampling technique and the sample size. Furthermore, the data collection method and measuring instrument were explained.

In Chapter 4, an analysis of and interpretation of the data collected from the employees at the UoT in southern Gauteng were presented. The descriptive statistics of the samples were provided. Included in this chapter were the results of the factor analysis, correlation analysis and regression analysis. Finally, the reliability and the validity of the measuring instrument were ascertained.

The following section indicates how the formulated objectives of the study were achieved.

5.3 RESEARCH OBJECTIVES

The main purpose of the study was to determine the relationship between quality of work life on job satisfaction and the influence of job satisfaction on happiness among academics at the UoT in southern Gauteng. To achieve this primary objective, theoretical and empirical objective were formulated and the following sections indicate the extent to which the formulated objectives of the study were achieved.

5.3.1 Theoretical objectives

The theoretical objectives formulated in Chapter 1 of the study were as follows:

- To conduct a literature review on quality of work life
- To conduct a literature review on job satisfaction
- To conduct a literature review on happiness
- To conduct a literature review on the relationship between quality of work life and job satisfaction
- To conduct a literature review on the relationship between job satisfaction and happiness.

Conclusions resulting from these objectives are discussed below.

5.3.1.1 Conclusion on the literature review of quality of work life

This objective was achieved in Section 2.2 of Chapter 2. The various definitions of QWL were provided in Chapters 1 and 2. Timossi *et al.* (2008:13) work was used to provide a theoretical framework for the study, which indicated that the construct was a multi-dimensional construct, namely adequate and fair compensation, safe and healthy environment, development of human capacities, growth and security, social integration, constitutionalism, total life space and social relevance. In the literature review, several aspects were identified as factors that influence QWL, namely “communication, career development and growth, organisational commitment, emotional supervisory support, flexible work arrangement, family-responsive culture, employee motivation,

organisational climate, organisational support, reward and benefits, compensation and job satisfaction” (Sinha 2012:31).

5.3.1.2 Conclusion on the literature review of job satisfaction

The purpose of this objective was to provide a clear understanding of job satisfaction. This objective was achieved in Section 2.4 of Chapter 2. The literature review on job satisfaction indicated that the construct “is applicable to many fields such as psychology, business management and human resource management” (Ramasodi 2010:7; Saif *et al.* 2012:1383). The literature emphasised that “employees will experience satisfaction with their jobs to the degree that they find equity between their job performance, characteristics of the job and the organisational reward system” (Lunenburg 2011:3). Therefore, it can be presumed that organisations need to make sure of progressive ways to improve employee’s job satisfaction level, thereby ensuring organisational effectiveness.

5.3.1.3 Conclusion on the literature review of happiness

The literature review on happiness aimed at understanding the nature of happiness. This objective was realised in Section 2.5 of Chapter 2. It was established through the review of literature that happiness is considered a psychological concept with several classifications (Mehrdadi *et al.* 2016:2). Happiness has been defined as feeling good, enjoying life, wanting to reach one’s full potential and the desire for these positive feelings to be sustained (Simmons 2014:8). According to Fisher (2010:386), “workplace happiness is a concept that reflects pleasant judgments (positive attitudes), pleasant experiences (positive feelings, moods, emotional states of flow) or positive affective experiences within the working environment”.

5.3.1.4 Conclusion on the literature review of the relationship between quality of work life and job satisfaction

This objective was achieved in Section 2.6 of Chapter 2, which reviewed the literature on QWL and job satisfaction and revealed that “there is a significant relationship between QWL and job satisfaction” (Nekouei *et al.* 2014:277). The literature provided evidence that “QWL is important for organisations to continue to attract and to retain employees and can be defined as a broad program designated to improve employee satisfaction” (Rahman *et al.* 2014:3). Golkar (2013:221) claims that “QWL can increase job satisfaction and task performance, reduce absenteeism and turnover rates, lower the frequency of tardiness and improve organisational efficiency and organisational commitment”.

5.3.1.5 Conclusion on the literature review of the relationship between job satisfaction and happiness

This objective was addressed in Section 2.7 of Chapter 2 by reviewing the literature, which indicated that job satisfaction is a strong predictor of happiness. It was revealed that “workplace happiness assists employees in achieving career success, enhances their job satisfaction and encourages them to work harder” (Boehm & Lyubomirsky 2008:107). “Happiness within the workplace can even positively influence other aspects of organisational operations and not only its productivity” (Amabile & Kramer 2011:5). Happiness in life influences job satisfaction and *vice versa* (Calaguas 2017:105).

5.3.2 Empirical objectives

The empirical objectives formulated in Chapter 1 of the study, were as follows:

- To determine the level of quality of work life among academics at the UoT in southern Gauteng.
- To determine the level of job satisfaction among academics at the UoT in southern Gauteng.
- To determine the level of happiness among academics at the UoT in southern Gauteng.
- To establish if there is a relationship between the dimensions of quality of work life and job satisfaction among academics at the UoT in southern Gauteng.
- To determine if there is a relationship between job satisfaction and happiness among academics at the UoT in southern Gauteng.
- To determine if the dimensions of quality of work life predicts higher levels of job satisfaction among academics at the UoT in southern Gauteng.
- To determine if the job satisfaction predicts higher levels of happiness among academics at the UoT in southern Gauteng.

Conclusions resulting from these objectives are discussed below.

5.3.2.1 Conclusion on the level of quality of work life among academics at the UoT in southern Gauteng

KMO and the Bartlett tests were conducted on QWL and both tests yielded significant results to warrant the performance factor analysis for QWL. The results of the tests were reported in Section 4.4.1. Factor analysis was then conducted and PCA was used to extract a number of factors, while

Kaiser's criterion and the percentage of variance were used to categorise significant factors. The seven factors were extracted, namely "social integration and constitutionalism, social relevance, adequate and fair compensation, development of human capacities, growth and security, growth and security and safe and healthy environment" as reported in Section 4.4.1.2 respectively.

The empirical objective was achieved through establishing the mean values for QWL. The results of the mean values for the QWL factors indicated that the responses were mostly neutral. Therefore, the participants were, generally, "neither satisfied nor dissatisfied" with their QWL.

5.3.2.2 Conclusion on the level of job satisfaction among academics at the UoT in southern Gauteng

The objective was achieved as per Section 4.5.3 of Chapter 4. The results of the mean values job satisfaction were shown in Table 4.15 of Chapter 4. The results demonstrated that respondents were neither satisfied nor dissatisfied with feeling content with their current job, their enthusiasm at work or gaining enjoyment from their jobs.

5.3.2.3 Conclusion on the level of happiness among academics at the UoT in southern Gauteng

The objective was achieved as per Section 4.6.3 of Chapter 4. The results of the mean values for happiness were presented in Table 4.17 of Chapter 4. The mean score for happiness for item D1 implied that the respondents deemed themselves happy.

5.3.2.4 Conclusion on the relationship between the dimensions of quality of work life and job satisfaction among academics at the UoT in southern Gauteng

The objective was achieved through the correlation analysis in Section 4.8.1 of Chapter 4. The correlation indicated the existence of a positive linear inter-factor association. The study by Tabassum (2012:85) also revealed a statistically significant positive correlation between the dimensions of QWL and faculty members' job satisfaction.

5.3.2.5 Conclusion on the relationship between job satisfaction and happiness among academics at the UoT in southern Gauteng

The objective was achieved through the correlation analysis explained in Section 4.8.2 of Chapter 4. Job satisfaction and happiness showed a positive significant association with happiness. Job satisfaction influences employees overall psychological well-being including sense of identity, health and happiness (Mishra 2013:46). Employees with higher job satisfaction are usually less

absent, less likely to leave, more productive, more likely to display organisational commitment and more likely to be satisfied with their lives (Singh & Jain 2013:110).

5.3.2.6 Conclusion on whether the dimensions of quality of work life predicts higher levels of job satisfaction among academics at the UoT in southern Gauteng

The objective was achieved as per Section 4.8.3 of Chapter 4. This study indicates that QWL Factor 1 (social integration and constitutionalism) do not predict job satisfaction, QWL Factor 2 (social relevance) predicts job satisfaction, QWL Factor 3 (adequate and fair compensation) predicts job satisfaction, QWL Factor 4 (development of human capacities) predicts job satisfaction, QWL Factor 5 (growth and security) does not predict job satisfaction, QWL Factor 6 (the total life space) predicts job satisfaction and QWL Factor 7 (safe and healthy environment) also predicts job satisfaction. A low level of QWL dimensions causes job dissatisfaction, compounds the prevalence of absenteeism, lowers team spirit and the desire to excel in their jobs which may negatively impact on organisational performance (Stephen & Dhanapal 2012:268).

5.3.2.7 Conclusion on whether job satisfaction predicts higher levels of happiness among academics at the UoT in southern Gauteng

The objective was achieved as per Section 4.8.3 of Chapter 4. It was indicated that job satisfaction predicts happiness. According to Anju and Sona (2015:30), job satisfaction has an impact on the general life of employees, therefore, a satisfied employee is content and a happy individual.

5.4 HYPOTHESES

The revised hypotheses formulated in Chapter 4 of the study are as follows:

- H1: Social integration and constitutionalism have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H2: Social relevance has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H3: Adequate and fair compensation have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.
- H4: Development of human capacities has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.

H5: Growth and security have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.

H6: The total life space has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.

H7: Safe and healthy environment have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng.

H8: Job satisfaction has a predictive relationship with happiness among academics at the UoT in southern Gauteng.

Conclusions resulting from these hypotheses are discussed below.

5.4.1 H1: Social integration and constitutionalism have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

This study indicates that social integration and constitutionalism has no statistically significant influence on job satisfaction ($\beta = 0.12$, $t = 1.73$, $p = 0.085$). Therefore, H1 is not supported.

5.4.2 H2: Social relevance has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

Based on the result, social relevance has a statistically significant influence on job satisfaction ($\beta = 0.20$, $t = 3.11$, $p = 0.002$). Therefore, H2 is supported.

5.4.3 H3: Adequate and fair compensation has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

Based on the result, adequate and fair compensation has a statistically significant influence on job satisfaction ($\beta = 0.23$, $t = 3.95$, $p = 0.000$). Therefore, H3 is supported.

5.4.4 H4: Development of human capacities has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

The study indicates that development of human capacities has a statistically significant influence on job satisfaction ($\beta = 0.22$, $t = 3.10$, $p = 0.002$). Therefore, H4 is supported.

5.4.5 H5: Growth and security have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

Based on the results, growth and security have no statistically significant influence on job satisfaction ($\beta = 0.05$, $t = 0.82$, $p = 0.41$). Therefore, H5 is not supported.

5.4.6 H6: The total life space has a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

The results indicated that the total life space has a statistically significant influence on job satisfaction ($\beta = 0.13$, $t = 2.28$, $p = 0.023$). Therefore, H6 is supported.

5.4.7 H7: Safe and healthy environment have a predictive relationship with job satisfaction among academics at the UoT in southern Gauteng

Based on the results, safe and healthy environment has a statistically significant influence on with job satisfaction ($\beta = -0.13$, $t = -2.50$, $p = 0.013$). Therefore, H7 is supported.

5.4.8 H8: Job satisfaction has a predictive relationship with happiness among academics at the UoT in southern Gauteng

Based on the results, job satisfaction has a statistically significant influence on happiness ($\beta = 0.38$, $t = 7.00$, $p = 0.000$). Therefore, H8 is supported.

5.5 RECOMMENDATIONS

This study has provided an overview of the relationship that exists among QWL, job satisfaction and happiness. Based on the findings of the empirical study, the researcher has made a number of recommendations to guide management of the UoT to enhance the QWL of academic employees and improve their job satisfaction and happiness.

The results of this study showed that there was no indication of statistical significance between the first independent variable, QWL Factor 1 (social integration and constitutionalism) and job satisfaction. It is recommended that management should focus on academics' social integration and constitutionalism issues such as interpersonal relationships with colleagues and line managers, employees' rights, freedom of expression in the workplace and an academic's individualism. This can be done during academic orientation when the new employees join the UoT. Orientation officially acknowledges the start of the relationship between employee and employer. A smooth transition into a new role benefits both new employees and their new managers and colleagues.

By clearly communicating expectations and responsibilities to a new employee, they can start being productive quickly and implement their uniqueness within the applicable courses and their research. This will also reduce new employee turnover due to misunderstandings and unmet expectations. Additionally, a clear policy for employee orientation will ensure that all new team members receive the same training and information.

The results further revealed that the second independent variable, QWL Factor 2 (social relevance) positively and significantly predicted job satisfaction. This serves as an implication that the UoT should begin to work towards developing a deeper understanding of QWL by developing strategies that will contribute to the improvement of conditions of employment, which will later positively influence the job satisfaction of academic employees. It is becoming increasingly necessary to establish the relevance of institutions within society in order to ensure the continuity of institutions. The actual functioning of such institutions may in fact be of less significance than the way in which society perceives them. It is recommended that, in order to improve institutional image and quality of products and services, the UoTs management should consider environmental planning. This can be achieved through renewal of the physical environment of the organisation, increasing the number of recreational areas thus, meeting the needs of academic staff.

The results of the study revealed that QWL Factor 3 (adequate and fair compensation) also positively and significantly predicted job satisfaction. It is recommended that in order to improve adequate and fair compensation, management should consider offering the employees a fair and transparent remuneration policy in terms of both financial and non-financial rewards. Regarding this remuneration scheme, it is important that management closely highlights the link between the remuneration scheme and the job performance evaluation of employees. Fair remuneration will have a positive impact on both job satisfaction and employee motivation, which will in turn relate to happiness.

The results of the study showed that QWL Factor 4 (development of human capacities) positively and significantly predicted job satisfaction. It is recommended that in order to improve employees' development of human capacities, management should introduce the concept of self-sufficiency. The concept will allow for employees to have the freedom to choose, evaluate and make decisions regarding their weekly work schedule. In addition, employees will have the ability to make informed choices about what should be done and how to go about doing it. Furthermore, the concept of self-sufficiency allows for and fosters the need for inner endorsement of one's actions so that they emanate from oneself and are one's own, which will lead to employees' job satisfaction and happiness.

The results of this study showed that there was no indication of statistical significance between the fifth independent variable, QWL Factor 5 (growth and security) and job satisfaction. It is recommended that management should pay more attention to growth and security with reference to issues such as academic training, professional growth and the opportunity to further their studies. It is recommended that in order to enhance continuous growth and security, management should also consider introducing an exit interview process for the reason that it will help the employees and the UoT to understand why people leave and provide evidence as to where some improvements need to be made. An interview process prior to an employee's departure also offers closure and is both healthy and productive. The primary purpose of the exit interview has always been the resolution of unresolved and/or outstanding concerns of both the employer and employee. To prevent employees from leaving the organisation it could also offer its employees career advancement opportunities, which must be defined according to faculty needs. These opportunities include skills development initiatives and life-long learning programmes. This could be expanded through short learning programmes in all the faculties' departments related to employees' respective work by means of training and development, conferences and seminars and continuous professional development (CPD), which is essential when an academic is registered, for example, with the Health Professions Council of South Africa (HPCSA) or any other professional body requiring CPD. This can lead to high levels of QWL and job satisfaction.

The results of the study showed that the sixth independent variable, QWL Factor 6 (the total life space), positively and significantly predicted job satisfaction. Heavy workloads and requirements to extend working hours were shown to severely hinder employees' ability to achieve optimum work life balance. When employees are required to deal with multiple tasks and heavy workloads, they feel stressed and under pressure. Academic staff and line managers should discuss issues impacting on workloads and strategies to manage heavy workloads to assist the employee to cope with the different demands and to ultimately experience work life balance.

In addition, it is recommended that the UoT must implement a workload policy. The UoT must recognise that work life balance is important to ensure the happiness of its academic employees. This policy aims to ensure that academic workloads are equitable and that requests for flexibility are dealt with fairly and according to the requirements of the UoT guidelines. Workload allocation will not remain constant from year to year, as changes to the level, scope and nature of individual responsibilities change. Therefore, workload allocation should be reviewed on an annual basis.

The results of the study revealed that the seventh independent variable, QWL Factor 7 (safe and healthy environment), positively and significantly predicted job satisfaction. It was recommended

that in order to enhance employees' working conditions, management should provide a better working environment. The implementation of regular checkups for safe work practices, as a part of performance evaluation, are recommended. This includes disciplining employees who behave in ways that could harm themselves and the organisation, as well as the establishment of a clear system for reporting hazards, injuries and illnesses. It is crucial that organisations recognise and reward employees who contribute to keeping the organisation safe and healthy because it can lead to an increase of employees' job satisfaction and happiness.

To improve employees' job satisfaction, management should implement employee involvement. Involving employees in decision-making processes cultivates a higher level of continuance and commitment, whilst at the same time encouraging employees to perform extra-role activities that support the attainment of organisational goals. Managers who encourage employees to participate in decision-making processes foster job satisfaction amongst employees and encourage them to go beyond the formal requirements of their job descriptions, to achieve organisational goals.

This study found the relationship between job satisfaction and happiness predicted positively and significantly. Therefore, it is recommended that in order to improve employees' happiness, management should consider self-efficacy. Cultivating a self-efficacious workforce will assist employees to have confidence in their abilities to complete their work or achieve their goals.

5.6 LIMITATIONS OF THE STUDY AND FUTURE RESEARCH IMPLICATIONS

The study is limited in the sense that it was carried out only among employees at one UoT in southern Gauteng. Thus, the study cannot be generalised to other UoTs in different provinces. The scope of this study, however, could be extended to other provinces as well, in order to examine the existing similarities and differences between the various UoTs, traditional and comprehensive universities in South Africa. In this way useful comparisons could be made on academics' level of QWL, job satisfaction and happiness.

The present study made use of a cross-sectional research design. It would, therefore, be interesting to conduct a longitudinal study, to determine the fundamental relationship of variables used in this study.

This study is limited in scope in that other/alternative factors may exist that could also influence the effect of QWL on job satisfaction and job satisfaction on happiness. In this study, only the quantitative research approach was considered, which limits the information collected. A broader

scope of information, however, could have been acquired if the quantitative research approach could have been combined with a qualitative approach.

The given data were collected solely by means of a self-administered method of survey. As such, the researcher did not have any control over how respondents completed the questionnaires. Consequently, the research had to rely on data received from the respondents, which carries the risk that they could have been biased. The questionnaire needs to be used in studies with larger sample groups and in different areas/provinces, in order to test its validity and reliability.

One might expect that certain biographical traits of this study, such as gender, age, marital status, education level, faculty and years of service at the UoT would have an influence on how employees perceive QWL, job satisfaction and happiness. Conducting a comparative study in order to test for differences between groups who either do or do not share most or all the biographical traits mentioned above, could give a clearer indication whether the values of a particular variable differ amongst said groups. A comparative study such as the one suggested could be accomplished by means of an analysis of variance. Researchers thus need to investigate the possible effects of biographical attributes on employees' perceptions of QWL, job satisfaction and happiness in future studies.

The results of the study can be further advanced by investigating the relationship between work life balance and other elements of job satisfaction not covered in this study. The relationship between work life balance and job satisfaction can also be further explored based on the dimensions of varying biographical traits, such as gender, employment period, level of education and age group.

5.7 CONCLUSION

In this chapter, a summary of the complete study was provided. The extent to which theoretical and empirical objectives were achieved was also elucidated. Recommendations were discussed and the limitations of the study were outlined and future research opportunities were highlighted.

Although the results of this single study cannot be considered as a solid basis for making decisions regarding the organisational planning of all institutions, the results, however, serve to add value to the organisational planning of management in that they assist top management including the Human Resource division of the UoT in understanding the factors that influence QWL, job satisfaction and happiness, as well as the levels of QWL, job satisfaction and happiness experienced among the academics employed at the UoT. The results of this study furthermore serve to contribute to the planning and development of interventions to be carried out at the UoT.

This study will also serve to add value to the UoT in the sense that it represents a benchmark for future research into the field, as it is representative of the first study of this particular nature to be conducted at the organisation.

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ANNEXURE A: QUESTIONNAIRE

Dear Participant,

I am a postgraduate student at the Vaal University of Technology. This survey forms part of my MTech in the discipline Human Resource Management in the Faculty of Management Sciences. The purpose of this research is to determine the quality of work life, job satisfaction and happiness among academics.

Quality of work life is defined as the degree to which workers at a University are able to satisfy important personal needs through their experiences at their work (Chinomona & Dhurup, 2014:365) and will be measured using the Quality of Work Life Evaluation Scale (Timossi, Pedroso, Francisco & Pilatti, 2008:17).

Job satisfaction is understood as an essential variable in the workplace that contribute to job success which improves effectiveness and personal happiness (Dhurup & Mahomed, 2013:195) and will be measured using the Brief Job Satisfaction Measure II (Judge, Locke, Durham & Kluger, 1998:23).

Happiness is defined as an emotional good joy of life and the need to keep this feeling (Monkevičius, 2014:10) and will be measured using the Subjective Happiness Scale (Lyubomirsky & Lepper, 1999:151).

The questionnaire should take approximately twenty minutes to complete. Your participation is voluntary and anonymous. Please submit the completed questionnaire to your administrator of your relevant department on/before _____.

If you have any further queries, please do not hesitate to contact me at the contact details provided below.

Your participation is much appreciated.

Thank you.

Kind regards

Lieketseng Loko Maburu

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QUALITY OF WORK LIFE, JOB SATISFACTION AND HAPPINESS

SECTION A BIOGRAPHICAL INFORMATION

Please note that there is no right or wrong answer

Please indicate your answer by crossing (X) the appropriate block.

| | | | |
|----|--------|------|--------|
| A1 | Gender | Male | Female |
|----|--------|------|--------|

| | | | | | |
|----|-----|-------------|-------------|-------------|---------------|
| A2 | Age | 20-30 years | 31-40 years | 41-50 years | Over 50 years |
|----|-----|-------------|-------------|-------------|---------------|

| | | | | | | |
|----|----------------|--------|---------|----------|-----------|---------|
| A3 | Marital status | Single | Married | Divorced | Separated | Widowed |
|----|----------------|--------|---------|----------|-----------|---------|

| | | | | | | | |
|----|-----------------|---------|-------------------|---------|---------|-----|--------------------|
| A4 | Education level | Diploma | Bachelor's degree | Honours | Masters | PhD | Other (specify) |
|----|-----------------|---------|-------------------|---------|---------|-----|--------------------|

| | | | | | |
|----|---------------------------------|--------------------------------|---------------------------|------------------------|---|
| A5 | Which Faculty do you belong to? | Faculty of Management Sciences | Faculty of Human Sciences | Faculty of Engineering | Faculty of Applied Science and Computer |
|----|---------------------------------|--------------------------------|---------------------------|------------------------|---|

| | | | | | | |
|----|---------------------------------------|-------------------|------------|-------------|-------------|--------------------|
| A6 | Years employed with current employer? | Less than 3 years | 3-10 years | 11-20 years | 21-30 years | More than 30 years |
|----|---------------------------------------|-------------------|------------|-------------|-------------|--------------------|

TURN THE PAGE OVER

SECTION B

QUALITY OF WORK LIFE SCALE

Da Silva Timossi, L., Pedrosa, B., de Francisco, A.C. & Pilatti, L.A. 2008. Evaluation of quality of work life: An adaptation from the Walton's QWL Model. XIV International Conference on Industrial Engineering and Operations Management. The integration of productive chain with an approach to sustainable manufacturing. Rio de Janeiro, Brazil, 13-16 October 2008.

INSTRUCTIONS: This questionnaire is to understand how you feel towards your Quality of Work Life. Please, answer all the questions. If you are not sure about the answer, please, choose between the options that seem more appropriated. Please mark with an X in the appreciated box to indicate your response. If asked to specify write the answer on the line provided.

| Regarding a fair and appropriate salary (compensation): | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|--|---|--------------------------|---------------------|---|------------------|-----------------------|
| B1.1 | How satisfied are you with your salary (remuneration)? | 1 | 2 | 3 | 4 | 5 |
| B1.2 | How satisfied are you with your salary, if you compare it to your colleagues' salary? | 1 | 2 | 3 | 4 | 5 |
| B1.3 | How satisfied are you with the remuneration that you receive from the organisation? | 1 | 2 | 3 | 4 | 5 |
| B1.4 | How satisfied are you with the extra benefits (alimentation, transport, etc.) that your organisation offers to you? | 1 | 2 | 3 | 4 | 5 |

| Regarding your working conditions: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|---|--|--------------------------|---------------------|---|------------------|-----------------------|
| B2.1 | How satisfied are you with your weekly work journey (quantity of worked hours)? | 1 | 2 | 3 | 4 | 5 |
| B2.2 | According to your workload (quantity of work), how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B2.3 | According to the use of technology in your tasks, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B2.4 | How satisfied are you with the level of work conditions in your workplace? | 1 | 2 | 3 | 4 | 5 |
| B2.5 | How satisfied are you with the security equipment, individual and collective protection provided by your organisation? | 1 | 2 | 3 | 4 | 5 |
| B2.6 | Regarding tiredness that your work cause to you, how do you feel? | 1 | 2 | 3 | 4 | 5 |

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| Regarding the use of your capacities at the work: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|---|---|-------------------|--------------|------------------------------------|-----------|----------------|
| B3.1 | Are you satisfied with the autonomy (opportunity to make decisions) that you have at your work? | 1 | 2 | 3 | 4 | 5 |
| B3.2 | Are you satisfied with the importance of the task/work/activity that you do? | 1 | 2 | 3 | 4 | 5 |
| B3.3 | Regarding the possibility to perform several tasks at work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B3.4 | How satisfied are you with your performance evaluation at work? | 1 | 2 | 3 | 4 | 5 |
| B3.5 | Regarding possibilities assigned to you, how do you feel? | 1 | 2 | 3 | 4 | 5 |

| Regarding opportunities that have at your work: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|---|---|-------------------|--------------|------------------------------------|-----------|----------------|
| B4.1 | How satisfied are you with your opportunity of professional growth? | 1 | 2 | 3 | 4 | 5 |
| B4.2 | How satisfied are you with the trainings you participate in? | 1 | 2 | 3 | 4 | 5 |
| B4.3 | Regarding the situations that arise from resigning at your work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B4.4 | Regarding the incentive that your organisation gives you to study, how do you feel? | 1 | 2 | 3 | 4 | 5 |

| Regarding social integration at your work: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|--|---|-------------------|--------------|------------------------------------|-----------|----------------|
| B5.1 | Regarding the discrimination (social, racial, religious, sexual, etc.) in your work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B5.2 | Regarding your relationship with your colleagues and bosses at work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B5.3 | Regarding your team's and colleagues' commitment to work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B5.4 | How satisfied are you with the value of your ideas and initiatives at work? | 1 | 2 | 3 | 4 | 5 |

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| Regarding the constitutionalism (respect to the laws) at your work? | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|---|--|-------------------|--------------|------------------------------------|-----------|----------------|
| B6.1 | How satisfied are you with the organisation for respecting the workers' rights? | 1 | 2 | 3 | 4 | 5 |
| B6.2 | How satisfied are you with your freedom of expression (opportunity to give opinions) at work? | 1 | 2 | 3 | 4 | 5 |
| B6.3 | How satisfied are you with the norms and rules at your work? | 1 | 2 | 3 | 4 | 5 |
| B6.4 | Regarding the respect to your individuality (individual characteristics and particularities) at work, how do you feel? | 1 | 2 | 3 | 4 | 5 |

| Regarding the space that the work occupy in your life: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|--|---|-------------------|--------------|------------------------------------|-----------|----------------|
| B7.1 | How satisfied are you with the work influence on your family life/routine? | 1 | 2 | 3 | 4 | 5 |
| B7.2 | How satisfied are you with the work influence on your possibilities of leisure? | 1 | 2 | 3 | 4 | 5 |
| B7.3 | How satisfied are you with your schedule of work and rest? | 1 | 2 | 3 | 4 | 5 |

| Regarding the social relevance and importance of your work: | | Very dissatisfied | Dissatisfied | Neither satisfied nor dissatisfied | Satisfied | Very satisfied |
|---|---|-------------------|--------------|------------------------------------|-----------|----------------|
| B8.1 | Regarding the pride of performing your work, how do you feel? | 1 | 2 | 3 | 4 | 5 |
| B8.2 | Are you satisfied with the image this organisation makes to society? | 1 | 2 | 3 | 4 | 5 |
| B8.3 | How satisfied are you with the contribution organisation makes to the society that the organisation have? | 1 | 2 | 3 | 4 | 5 |
| B8.4 | How satisfied are you with the services of the organisation? | 1 | 2 | 3 | 4 | 5 |
| B8.5 | How satisfied are you with the quality of products that the organisation offers? | 1 | 2 | 3 | 4 | 5 |
| B8.6 | How satisfied are you with the way that the organisation treats the workers? | 1 | 2 | 3 | 4 | 5 |

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SECTION C

BRIEF JOB SATISFACTION MEASURE II

Judge, T. A., Locke, E. A., Durham, C. C. & Kluger, A. N. (Journal of Applied Psychology, 1998), adapted from Brayfield and Rothe (Journal of Applied Psychology, 1951).

INSTRUCTIONS: Some jobs are more interesting and satisfying than others. We want to know how you feel about your job. Please mark with an X in the appropriate box to indicate your response.

| | | Strongly disagree | Disagree | Neither satisfied nor dissatisfied | Agree | Strongly agree |
|-----------|---|-------------------|----------|------------------------------------|-------|----------------|
| C1 | I feel fairly well satisfied with my present job. | 1 | 2 | 3 | 4 | 5 |
| C2 | Most days I am enthusiastic about my work. | 1 | 2 | 3 | 4 | 5 |
| C3 | Each day of work seems like it will never end. | 1 | 2 | 3 | 4 | 5 |
| C4 | I find real enjoyment in my work. | 1 | 2 | 3 | 4 | 5 |
| C5 | I consider my job rather unpleasant. | 1 | 2 | 3 | 4 | 5 |

SECTION D

SUBJECTIVE HAPPINESS SCALE

Lyubomirsky, S. & Lepper, H. (1999). A measure of subjective happiness: preliminary reliability and construct validation. *Social Indicators Research*, 46, 137-155.

INSTRUCTIONS: For each of the following question, please mark with an X in the appropriate box to indicate your response.

| | | | | | | | | |
|-----------|---|--------------------------------|---|---|---|---|---|----------------------------|
| D1 | In general, I consider myself | Not a very happy person | 1 | 2 | 3 | 4 | 5 | A very happy person |
| D2 | Compared with most of my peers, I consider myself | Less happy | 1 | 2 | 3 | 4 | 5 | More Happy |
| D3 | Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you? | Not at all | 1 | 2 | 3 | 4 | 5 | A great deal |

THANK YOU FOR YOUR PARTICIPATION

ANNEXURE B: LETTER FROM THE LANGUAGE EDITOR

Linda Scott
Editing Services

Masters (Linguistics: Intercultural Communication); BA (Hons) Lang Prac; ACE; NPDE

English language editing
SATI membership number: 1002595
Tel: 083 654 4156
E-mail: lindascott1984@gmail.com

To whom it may concern

26 August 2020

This is to confirm that I, the undersigned, have language edited the **dissertation/theses** of

Lieketseng Maburu Loko

for the degree

Magister Technologiae: Human Resource Management

entitled:

***Quality of work life, job satisfaction and happiness among academics at a
university of technology in southern Gauteng***

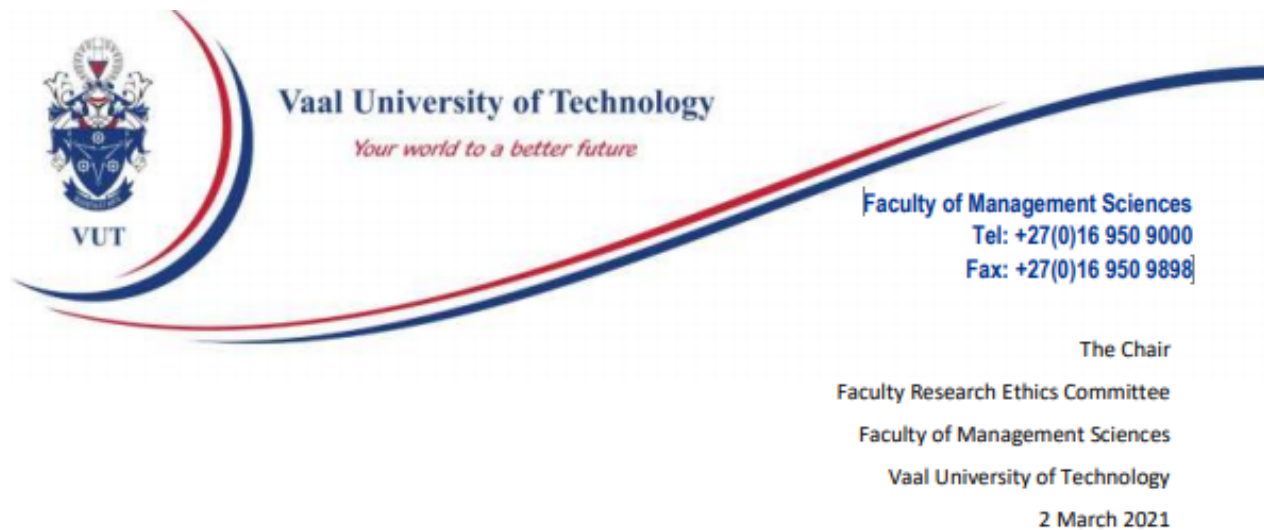
The responsibility of implementing the recommended language changes rests with the author of the document.

Yours truly,



Linda Scott

ANNEXURE C: RESEARCH ETHICS



RESEARCHER/S: LIEKETSENG MABURU LOKO

PROJECT TITLE: QUALITY OF WORK LIFE, JOB SATISFACTION AND HAPPINESS AMONG ACADEMICS
AT A UNIVERSITY OF TECHNOLOGY IN SOUTHERN GAUTENG

DEPARTMENT: Human Resource Management

Ethics Reference Number:
FRECMS-10032021-062
Student Number: 211017973

Dear LM LOKO

Your application for **ratification** of the research ethics of your study as mentioned above was well received. I hereby confirm that all the documentation has been submitted according to requirements. It is my pleasure to let you know that the research procedures that you outlined in your application is **ratified**.

In all correspondence concerning this research project please use the Ethics Reference Number provided above.

The FREC wishes you all the best with future publications on this research.

Sincerely,

Dr F.E. Mahomed
fathima@vut.ac.za
CHAIR: Faculty Research Ethics Committee
Faculty of Management Sciences
Vaal University of Technology

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