

**University of kwazulu - Natal**

**RELATIONSHIP BETWEEN PHYSICAL WORK  
ENVIRONMENT AND MOTIVATION OF UKZN ACADEMIC  
STAFF AT WESTVILLE CAMPUS**

**Delisa Mhlaba Dlamini**

**212556681**

**Dissertation Submitted in partial fulfilment of the requirements for  
the degree of**

**Master of Commerce in Human Resource Management**

**College of Law & Management studies, School of Management,  
Information Technology & Governance,**

**Supervisor: Alec Bozas**

**2018**

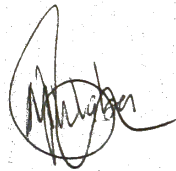
## **ABSTRACT**

The role of the physical work environment in motivating Academic staff towards job satisfaction is often neglected across studies. Therefore, this study was conducted at the University of KwaZulu Natal Westville campus through qualitative interviews to explore the influence of the physical work environment on Academic staff. The study reflects on the relationship that exists between the physical work environment and motivation of academic staff in reaching job satisfaction. The findings of this study outline and reveal that there is a strong existence of a relationship between the physical work environment and motivation of academic staff. The study results confirm reflections from the literature identified in the study.

## **DECLARATION**

The research work described in this project was carried out in the College of Management studies, at the University of KwaZulu-Natal (Westville Campus), Durban, South Africa from February 2017 to February 2018, under the supervision of Mr Alec Bozas.

The study represents original work of the author and has not been submitted in any form for any degree or diploma to any tertiary institution. Where work of other authors has been used it is duly acknowledged in the text.



Signature of

Student.....

## **ACKNOWLEDGEMENTS**

Thank you to my family for the immense support and encouragement: my parent's, two brothers, sisters, sister in law, nephew and nieces.

Thank you to my supervisor Mr Alec Bozas.

## Table of Contents

|  |     |
|--|-----|
| <b>ABSTRACT</b> .....  | ii  |
| <b>DECLARATION</b> .....                                       | iii |
| <b>ACKNOWLEDGEMENTS</b> .....                                  | iv  |
| <b>Table of Contents</b> .....                                 | v   |
| <b>List of Figures</b> .....                                   | ix  |
| <b>LISTS OF ACRONYMS</b> .....                                 | x   |
| <b>CHAPTER ONE:</b> .....                                      | 1   |
| <b>RESEARCH OVERVIEW</b> .....                                 | 1   |
| <b>1.1 Introduction</b> .....                                  | 1   |
| <b>1.2 Rationale of the Study</b> .....                        | 1   |
| <b>1.3 Background of Study</b> .....                           | 3   |
| <b>1.4 Problem Statement</b> .....                             | 3   |
| <b>1.5 Justification of the Study</b> .....                    | 4   |
| <b>1.6 Significance of the Study</b> .....                     | 4   |
| <b>1.7 Key Research Objectives of the Study</b> .....          | 5   |
| <b>1.8 Key Research Questions of the Study</b> .....           | 5   |
| <b>1.9 Structure of the Study</b> .....                        | 6   |
| <b>1.10 Scope of Research</b> .....                            | 6   |
| <b>1.11 Concluding Remarks</b> .....                           | 6   |
| <b>CHAPTER TWO:</b> .....                                      | 7   |
| <b>LITERATURE REVIEW and THEORETICAL FRAMEWORK</b> .....       | 7   |
| <b>2.1 Introduction</b> .....                                  | 7   |
| <b>2.2 Defining and Understanding Terms and Concepts</b> ..... | 7   |

|   |    |
|---|----|
| 2.2.1 Motivation .....  | 8  |
| 2.2.2 The Work Environment.....   | 8  |
| 2.2.3 Physical Work Environment .....   | 9  |
| 2.2.4 Occupational Stress .....   | 11 |
| 2.2.5 Organizational Commitment.....  | 12 |
| 2.3 Understanding Higher Educational Work Environment .....                                       | 13 |
| 2.3.1 Stress in Tertiary Education Environment.....   | 15 |
| 2.3.2 The Impact of Physical Work Environment in Managing Work Stress .....                       | 17 |
| 2.3.3 The Role of Physical Work Environment in Motivating Work .....                              | 19 |
| 2.3.4 Motivation and Job Satisfaction in Institutions of Higher Learning.....                     | 24 |
| 2.3.5 Impact of the Physical Work Environment on Job satisfaction.....                            | 27 |
| 2.3.6 The Case Study of UKZN on Motivation .....  | 27 |
| 2.4 The Influence of Physical Work Environment Towards Work among Academic Staff .....            | 29 |
| 2.5 Influences on Positive and Productive Behaviour Towards Work.....                             | 30 |
| 2.6 The Role of Physical Work Environment on Psychological Wellbeing Amongst Academic Staff ..... | 31 |
| 2.7 Theoretical Framework Underpinning the Study.....   | 32 |
| 2.7.1 Job Characteristics Model .....   | 33 |
| 2.7.2 Behavior Modification Theory .....  | 34 |
| 2.8 Concluding Remarks .....  | 36 |
| CHAPTER THREE: .....  | 37 |
| RESEARCH METHODOLOGY.....   | 37 |
| 3.1 Introduction.....   | 37 |
| 3.2 Methodology .....   | 37 |
| 3.2.1 Research Approach .....   | 37 |
| 3.2.2 Qualitative Study .....   | 38 |
| 3.2.3 Advantages of a Qualitative Study.....  | 39 |
| 3.3 Research Design.....  | 40 |

|  |           |
|--|-----------|
| 3.3.1 Descriptive Research .....   | 40        |
| 3.4 Target Population and Location of Study .....  | 41        |
| 3.5 Sampling Framework .....   | 41        |
| 3.6 Data Collection Methods .....  | 42        |
| 3.6.1 Research Instruments.....  | 43        |
| 3.6.2 Data Analysis.....   | 45        |
| 3.7 Trustworthiness, Credibility and Reliability .....   | 46        |
| 3.8 Ethical Considerations.....  | 46        |
| 3.9 Limitations.....   | 47        |
| 3.8 Conclusion .....   | 48        |
| <b>CHAPTER 4: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS .....</b>  | <b>49</b> |
| 4.1 Introduction.....  | 49        |
| 4.2 Reflecting on the Key Research Questions and Objectives .....  | 49        |
| 4.2.1 Discussion and Analysis of Research Objectives and Interview Guide Questions.....                                | 50        |
| 4.2.1.1 Objective 1: Influence of Physical Work Environment on Motivation and Job Satisfaction of Academic Staff ..... | 50        |
| Table 4.1: Experience of UKZN academic staff in years (n=11) .....   | 52        |
| 4.2.1.2 Cleanliness of Physical Work Environment.....  | 53        |
| 4.2.1.3 Workplace Communication.....   | 54        |
| 4.2.2 Objective 2: Influence of the Physical Work Environment on Positive and Productive Behaviour towards Work .....  | 55        |
| 4.2.2.1 Supporting Technologies and Conducive Work Environment .....   | 56        |
| 4.2.3 Objective 3: The Psychological Well-being of Academic Staff concerning their Physical Work Environments .....    | 59        |
| 4.2.3.1 Security on Campus.....  | 60        |
| 4.3 Discussion and Analysis of Some Interview Guide Questions .....  | 62        |
| 4.3.1 Experience and Number of Years Teaching at UKZN.....   | 63        |
| 4.3.2 Factors which Motivated Academic Staff to Work for the University .....  | 63        |

|   |    |
|---|----|
| <b>Table 4.2: Motive to join the institution (n=11)</b> .....     | 65 |
| <b>4.3.3 Opportunities for Professional Development</b> .....     | 66 |
| <b>4.3.4 Class Size</b> .....                                     | 67 |
| <b>4.3.5 Orientation for New Academic Staff</b> .....             | 68 |
| <b>4.3.6 Recommendations to New Aspiring Academic Staff</b> ..... | 69 |
| <b>4.4 Conclusion</b> .....                                       | 69 |
| <b>CHAPTER 5: SUMMARY, CONCLUSION and RECOMMENDATIONS</b> .....   | 70 |
| <b>5.1 Introduction</b> .....                                     | 70 |
| <b>5.2 Assessing the Objectives</b> .....                         | 70 |
| <b>5.3 Concluding Assessment</b> .....                            | 72 |
| <b>5.4 Recommendations</b> .....                                  | 73 |
| <b>5.5 Suggestions for Future Research</b> .....                  | 73 |
| <b>LIST OF REFERENCES</b> .....                                   | 74 |
| <b>ANNEXURE A: GATE KEEPERS LETTER</b> .....                      | 85 |
| <b>ANNEXURE B: ETHICAL CLEARANCE</b> .....                        | 86 |
| <b>ANNEXURE C: INFORMED CONSENT LETTER</b> .....                  | 87 |
| <b>ANNEXURE D: RESEARCH INTERVIEW GUIDE</b> .....                 | 89 |



## **List of Figures**

|  |    |
|--|----|
| Figure 4.1: Responses to Question 9: Workplace features such as restroom cleanliness and general campus cleanliness impact on welfare, performance and productivity. What is your take of this statement in respect of UKZN?.....  | 54 |
| Figure 4.2: Responses to Question 6: Considering the increase in innovative technologies in education, how would you rate the technology offered in seminar rooms and lecture theatres? Do you think their functionality is encouraging and makes your work easier?..... | 57 |
| Figure 4.3: Responses to Question 7: Do you consider your work environment conducive and supportive enough for the kind of work you do?.....   | 58 |
| Figure 4.4: Responses to Question 8: Please comment on campus security and related issues in the light of various protests and unrest which have occurred on campus and to what extent does this impact on the ability of UKZN to attract and retain academics? .....    | 61 |
| Figure 4.5: Responses to Question 2 (How do you feel being one of the academic staff at one of Africa's' leading universities in relation to physical resources that help towards making work easier?) .....   | 64 |
| Figure 4.6: General class sizes of UKZN Westville Campus .....   | 67 |

## **LISTS OF ACRONYMS**

|          |   |                              |
|----------|---|------------------------------|
| BMT      | – | Behavior Modification Theory |
| HRMP     | – | Human Resource Management    |
| Practice |   |                              |
| JCM      | – | Job Characteristic Model     |
| UKZN     | – | University of KwaZulu-Natal  |

## **CHAPTER ONE:**

### **RESEARCH OVERVIEW**

#### **1.1 Introduction**

The physical work environment plays an essential role in motivating employees in any work environment. This introductory chapter outlines the argument and factors that guided the study. The research explored the importance, and the role played by the physical work environment towards motivation of academic staff in their work environment. This study was conducted at the University of KwaZulu-Natal (UKZN) on the Westville campus to assess the importance and impact of the physical work environment towards work outcomes amongst academic staff. This chapter presents the rationale of the study, the study area background, the problem statement, the key research questions and the key objectives of the study. The chapter provides a clear outline of the entire research.

#### **1.2 Rationale of the Study**

The subject of stress and well-being of academic staff in higher education is vital. Various findings across literature indicate that stress levels amongst staff in the higher education sector remain incredibly high. Work stress has been a growing feature since the mid-1990s (Kinman and Wray, 2013; Bhatti, Bhatti, Akram, Hashim, and Akram, 2016). There has been an escalation of pressure on academics in institutions of higher education due to the increasing number of students at South African institutions in the democratic era. Barkhuizen and Rothman (2008: 2) posits that “it appears that the job demands of academics have escalated, while the levels of support and other resources have declined”. One can argue that the decline of support levels and resources is far more evident than before. Various adverse effects have been identified in the literature that are influenced by high job demands and poorly resourced academic work places, which impact negatively on the wellbeing of staff resulting in stress, ill-health and burnout (Barkhuizen and Rothman, 2008). Every organisation must provide favourable workplace conditions. This means every workplace environment should seek to affect employees positively, attract them to continue doing their job happily and motivate them to maximise their output productively. It is important to note

that, if there is a deficit in the wellbeing of an academic staff member, it may compromise the quality of the educational service provided by the staff member if not looked into. Authors agree that academic work is demanding and stressful. Therefore, if there are no proper measures taken towards the upkeep of the work environment in order to physically and emotionally support the wellbeing of staff, this may undermine the quality of work produced, affect morale, and result in burnouts (Barkhuizen and Rothman, 2008; Martin and Roodt, 2008; Uchendu, Nnaji and Nwafor, 2016). Thus, Chandrasekar (2011) concludes that the work environment has the potential to influence either positive or negative outcomes towards work.

The physical work environment is a motivating factor towards positive work outcomes or job satisfaction (Uchendu *et al.*, 2016). In this study, motivation provides a motive or a cause that seeks to influence one's behaviour towards positive or rewarding outcomes (Shanks and Dore, 2017). It is essential to achieve quality teaching, keep academic staff encouraged and satisfied in doing their job. However, there is a need for proper motivation through supporting facilities and favourable physical work environments. There are various motivating factors in workplaces that range from money to travel benefits and bonuses (Ganta, 2014). Thus, the role of the physical work environment as a motivating factor is crucial in granting higher education academic staff comfort, and a supportive environment in coping with the ever-increasing demands at institutions of higher learning. With this understanding, the study explored if the physical work environment established by the University of KwaZulu-Natal (UKZN) effectively helps in handling stress, promotes psychological well-being and motivates for job satisfaction of academic staff. This exploration assisted in outlining the relationship between the work environment and performance of academic staff in producing positive and productive behaviour towards work.

Literature focuses on identifying occupational stressors, ill health and commitment amongst staff (Barkhuizen and Rothmann, 2008; Cooper and Cartwright, 1994; Kinman, 2001; Taris, Schreurs, and Van Iersel-Van Silfhout, 2001). However, there is limited focus in literature on how the physical work environment provided by higher education institutions help in managing stress challenges and promoting wellbeing of academic staff. Therefore, this research focused on how the physical work environment provided by UKZN as a higher education institution has been effective in helping managing stress and motivating individual

staff towards job satisfaction. There is also limited literature on South African institutions of this nature unlike in other countries across Africa such as Nigeria and some Asian countries such as India. The study serves to bridge this gap by adding on to the limited body of knowledge that exists in the literature on the relationship between the physical work environment, motivation and stress management in the higher education sector of South Africa. With this understanding, this study seeks to explore how the work environment established by UKZN effectively motivates academic staff for effective job satisfaction, psychological wellbeing, positive and productive behaviour towards work.

### **1.3 Background of Study**

This research was conducted in Durban, at the UKZN Westville Campus. Studies offered at this campus range from health sciences, physical sciences, financial sciences and management studies. Therefore, there is a variety of academic staff that require specific physical work environments to do their work effectively and efficiently. This research was conducted by interviewing academic staff from the college of Management studies.

### **1.4 Problem Statement**

Higher education institutions are faced with a range of challenges and pressures due to constant demands of change from the government to cut costs and improve efficiency (Gillespie, 2001; Badat, 2010; Council on Higher Education (CHE), 2016). Institutions of higher learning are continually facing challenges of providing a supportive physical work environment to meet the constant changes and demands in the work environment. In a research conducted by Khan (2010), there is an indication that UKZN has been experiencing challenges to retain its academic staff members due to low staff morale and poor salaries. It is important to note that retaining academic staff helps the institution maintain its quality output standards despite the constant changes in institutions of higher learning (Khan, 2010). The problem researched was to identify the perceptions of the physical work environment held by academic staff at UKZN and establish an effective assessment of the physical work environment provided by the institution, to understand if it negatively affects motivation and job satisfaction of academic staff. The physical work environment plays a critical role in determining the well-being of workers. The physical work environment may influence staff

health, morale or attitude towards job satisfaction and motivation towards work (Kamarulzaman, Saleh, Hashim, Hashim and Abdul-Ghani, 2011).

### **1.5 Justification of the Study**

This study helps in understanding support levels within institutions of higher learning and their academic staff. Thus, the study explores how the physical work environment inspires academic staff to conduct positive and productive behaviour towards the fulfilment of job satisfaction.

### **1.6 Significance of the Study**

Literature exposes how the higher education sector has long working hours, high-stress levels, and poor work-life balance when compared to other sectors (Kinman and Wray, 2013; Mkumbo, 2013; CHE, 2016; Adewale, Ghavifekr and Abdulsalam, 2017). There is limited research, which focuses on the relationship between the physical work environment and performance of staff. The findings of this study are expected to provide ways that management of the institution can utilize in the development of physical working environment conditions that are conducive and supportive to the work of academic staff. This suggests that the surrounding conditions of academic staff can be improved. The study may provide recommendations to the conditions that are expected to be addressed by the academic staff. This helps in outlining, the relationship between the work environment and performance of staff, promoting positive and productive behaviour towards work and bridging the gap that exists in the literature concerning these relationships.

This study will add on to existing literature and serve as a reference for future studies in this particular area and related studies. The results of the study will also serve to give a clear picture of the importance of the physical work environment in influencing the attitudes and behaviour of academic staff towards work. Therefore, the study is expected to provide understanding, knowledge and measures to improve the physical working environment of academic staff. This will further enhance positive support towards motivating academic staff to perform better in doing their work at UKZN Westville Campus. Thus, the research will determine whether the work environment at UKZN is motivating to academic staff for

effective job satisfaction, psychological well-being, positive and productive behaviour towards work.

### **1.7 Key Research Objectives of the Study**

The objectives of this study are:

- To assess how the physical work environment influences the levels of motivation and job satisfaction of academic staff.
- To establish the influence of the physical work environment on positive and productive behaviour towards work.
- To assess the psychological well-being of academic staff concerning the physical work environments.

### **1.8 Key Research Questions of the Study**

The research questions underpinning this study are:

- How do physical working environments affect job satisfaction of academic staff?
- How do the physical work environments affect behaviour and productivity of academic staff?
- What role does physical work environments have on the Psychological wellbeing and motivation of academic staff?

## **1.9 Structure of the Study**

The study is organised into five chapters. Chapter two presents the literature review and the concepts pertaining to the study. It explores various literature sources that relate to and capture the key issues pertaining to the study. Chapter three explains the methodology utilized in conducting this research. It presents the study area, sampling method, research design, data collection and data analysis methods. Chapter four presents the findings of the study, discussion and analysis of these findings. Chapter five then concludes and provides recommendations for the study.

## **1.10 Scope of Research**

The research had several limitations such as time constraints, particularly the time which academic staff took in responding to questionnaires which were emailed to them. There were no direct interviews which made it impossible to probe further questions. A target sample of 11 academic staff was interviewed during this research study. The academic staff, however, were reluctant to be interviewed, 19 of the 30 staff members who were initially approached to participate declined to partake in the study. The research was also limited to one campus, and only academic staff from the college of management studies responded to the interview questions sent to them. In spite of being encouraged to undertake the research, most of the respondents shied away from being interviewed and also from answering the questions adequately as expected. The study was conducted via qualitative research methods for a detailed inquiry, in order to gather relevant facts in the understanding of key factors pertaining to the study. This guarantees the reliability of the study. Therefore, the next chapter reviews the literature and theoretical framework of the study.

## **1.11 Concluding Remarks**

This chapter introduces the research study. It provides the background of the research, presents the problem statement, outlines the research questions and objectives of the study. It clearly gives an understanding of what this study pertains to. Chapter two presents the literature review.



## **CHAPTER TWO:**

### **LITERATURE REVIEW and THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

This Chapter explores literature relating to aspects of the physical work environment and motivation in a work environment. It is important to acknowledge that the physical work environment and motivation are not new concepts in industrial psychology and management studies. They play a critical role in defining factors that are important in establishing a positive work attitude and ensure job satisfaction. This study seeks to understand the relationship that exists between the physical work environment and motivation of academic staff at UKZN Westville campus. Thus, it explores literature to understand how the physical work environment plays a critical role in motivating academic staff in tertiary institutions. The chapter provides an understanding of various definitions and concepts pertaining to higher education institutions and the impact of the physical work environment on motivation as highlighted by different scholars. The chapter also seeks to highlight the gaps this study is ought to cover and outline the theoretical framework that is significant to this study.

#### **2.2 Defining and Understanding Terms and Concepts**

Various terms and concepts are important in understanding the work environment. These terms are commonly used in studies of the discipline of management, predominantly explaining positive and negative effects towards work. These effects may include physical factors (office space, chairs, and technological facilities), attitudes, remuneration, communication and interaction. The key concepts particular to this study and yet common in several literature sources are motivation, work environment, physical work environment, occupational stress, job satisfaction and organisational commitment.

### **2.2.1 Motivation**

Different scholars have provided different definitions of motivation. Elnaga (2013) defines motivation as an incentive or encouragement towards achieving organisational and personal goals. Scholars like Huselid (2004) explain motivation as a reason to why an individual would want to replicate a particular behaviour or not want to repeat it. Various authors define motivation as the mental trait that encourages an individual to act towards certain goals and needs by maintaining certain behaviours (Ganta, 2014; Machado *et al.*, 2011; Wigfield, 2004). Motivation is a significant factor in the progress of any organisation. Therefore, it is used to explain certain behaviours in different people. Motivation may lead to loyalty to the organisation, reduced turnover, increase in employee productivity, and an increase in quality management within the workplace (Elnaga, 2013). According to Inayatullah and Jehangir (2012), motivation has a direct influence on performance.

This study explores how the physical work environment impacts on the motivation of academic staff at UKZN Westville Campus. There are various physical work environment factors that either influence positively or negatively towards work outcomes of academic staff. Ozongwu (2013) points out that, physical facilities of any workplace can reinforce positive or negative behaviours in employees, towards their work performance. Akinditure (2011) also outlines that, the quantity or quality of any academic, physical work environment, can either have negative health impacts or motivate academic staff to work productively. Thus, motivation promoted by the physical work environment is as important as remuneration, in attaining job satisfaction for academic staff.

### **2.2.2 The Work Environment**

Kasule (2015) succinctly defines the work environment as, “those processes, systems, structures, tools or conditions in the workplace that influence favourably or unfavourably individual employee performance.” Many scholars have attempted to define the work environment and among these scholars is Briner (2000) who defines it as a category that includes a number of characteristics of the job, which include the physical setting and features of the organisation. However, it can be defined in simpler terms as, situations, circumstances, conditions and settings (rules, policies, culture, resources, the location of

work, external and internal environmental factors) under which people work. The work environment may also be defined as the relationship that exists between employers, employees and the environment in which the employees work (Briner, 2000).

Scholars agree that the work environment plays a crucial role in influencing employee performance in job functions (Ollukkaran and Gunaseelan, 2012; Kasule, 2015). Briner (2000) and Ollukkaran and Gunaseelan (2012) are in agreement that, the relationship that exists among employers, employees and the immediate environment influence job performance outcomes, determine the level of mistakes employees make, encourage innovation and collaboration amongst employees, absenteeism, motivation and the commitment to stay in the organisation in which employees work. As such, Kasule (2015) concludes that the quality of a workplace environment has the most impact on levels of employee motivation and overall performance at work.

Kiruja and Karanja (2013) note that an effective work environment should promote the well-being of employees and motivate them. This study explores how the physical work environment impacts on the motivation of academic staff at UKZN Westville campus. Before the study draws attention to the physical aspects of the work environment, it will illuminate on what the work environment is. A supportive and motivating work environment at universities includes sufficient educational facilities (lecture rooms, libraries, laboratories, offices etc.), educational equipment (furniture, books, lights, safety equipment, teaching and learning facilitating tools, electronic resources etc.), and a good organisational climate (Kasule, 2015). Thus, the study engages in understanding if the work environment at UKZN Westville campus is perceived to be supportive and motivating by academic staff.

### **2.2.3 Physical Work Environment**

The physical work environment has been defined as the environment in which individuals are fit when doing their jobs; this includes temperature, lightings and ventilation. Cooper and Dewe (2004) state that there is a need for institutions to do more research on how to make the physical work environment more conducive for every employee. Subsequently, if no attention is given to the physical work environment, employees may be stressed while trying to get their jobs done (Shea, Pettit and De Cieri, 2011; Uchendu *et al.*, 2016). Furthermore, Cooper and Dewe (2004) also assert that the physical element also plays a vital role in

developing a network of relationships at the workplace. In support of this, Raffaello and Maass (2002) also state that the performance of employees can only increase if there are additional improvements in the design of the physical workplace. Additionally, the physical work environment builds are physical conditions that have an effect on the health of employees.

There are a number of fundamentals or elements of certain stimuli and objects that can make up a physical work environment (Elsbach and Pratt, 2007). The elements are critical in affecting psychological health (Shea, Pettit and De Cieri, 2011), motivation and productivity of employees (Uchendu *et al.*, 2016). According to Shea *et al.* (2011:4), stimuli refer to “the conditions under which employees work such as lighting and temperature”. Some important factors that determine the impact of the physical work environment on employees can be clearly highlighted in different categories such as spatial arrangements, architectural design and immediate surrounding properties.

Raffaello and Maass (2002) point out that, the immediate surrounding properties include factors such as vibrations, office noise (telephone conversations by employees, surrounding construction sites or factories), air quality, and temperature. Shea *et al.*, (2011), explains that spatial arrangements refer to the layout of the office, the quality of enclosure and proximity of offices. Moreover, architectural designs cover elemental issues such as window fixtures and presence of light (McCoy and Evans, 2002; Shea *et al.*, 2011). Issues of concern may also occur concerning temperature; it has been argued that temperature can have an effect on the performance of academic staff. Ismail *et al.*, 2010) state that, favourable physical work environments boost job satisfaction, equity and positive attitudes that help towards motivation academic staff.

Haynes (2008) defines the physical work environment as, all elements within the working environment that are connected to the capability of an office occupier to actually bond with the office environment. The physical work environment includes the external and internal layout, comfort zones, temperature, all physical settings and management within the workplace. Considerably, the productivity and health of academic staff can be seriously affected by the quantity or quality of the university’s physical work environment (Akinditure, 2011; Uchendu *et al.*, 2016). For instance, issues of concern may also occur with regards to temperature, noise or air quality which can have an effect on the performance of academic

staff (Raffaello and Maass, 2002; Shea *et al.*, 2011). Overcrowding and poor ventilation of classrooms make it difficult for the teacher to have the attention of students in classes, which also affects the academic staff productivity in terms of classroom management (Igbo, 2002). Every condition that exists in the physical environment can manipulate the functions of employees whilst establishing the progress of the organisation. According to Amir (2010), there are two major essentials of the physical work environment, which are the comfort of the office and the office layout plan. The physical work environment is also considered an area that is set orderly in any organisation with the aim of achieving goals the organisation has. Any work environment has the power to hinder or improve the productivity of (employees) academic staff (Uchendu *et al.*, 2016). According to Kampert (2008), if senior management of any organisation would pay more to attention to how the physical work environment affects their employees, they would be able to retain the best employees, increase productivity and thus reduce recruitment expenses. For instance, a clean working environment (Kampert, 2008), good [adequate] infrastructural facilities (Solomon, 2014) can also be considered as a positive influence and motivating package for job satisfaction among (employees) academic staff. The physical work environment considerably influences job satisfaction and is an essential factor of efficiency at work (Vikas and Ravis, 2007; Kamarulzaman *et al.*, 2011; Raziq and Maulabakhsh, 2015).

#### **2.2.4 Occupational Stress**

Occupational stress can be defined as ongoing stress, which is connected to the workplace, many studies demonstrate that the teaching profession has become one of the most stressful jobs in the workforce (Kaur, 2011). In support of this statement, Clarke and Cooper (2005) state that, a lot of evidence is showing that teaching is associated with a lot of stress, and most academic staff quit their jobs at a very early stage. There are a number of work stressors that academic staff experience which includes high workloads, scarce resources, unmotivated students and working conditions that are not conducive to teaching. In terms of the academic context, occupational stress is associated with frustration, smoking, drug and alcohol abuse, which therefore affects an individual's health (Winefield *et al.*, 2002).

It has been argued that stress ensues when the scale of the stressor surpasses a person's ability to confront it. Inadequate resources to do a certain task, unfair treatment by supervisors and

lack of reward systems can source stress on academic staff. Many studies have also presented that these job stressors are likely to affect the well-being and health of the employees (Spector, 2002). Michailidis (2008) also asserts that the administrative and academic staff at universities continue to experience high levels of stress and it is terrifyingly increasing across the world.

### **2.2.5 Organizational Commitment**

Many scholars have provided different definitions on what organisational commitment is. Viljoen and Rothmann (2009) define organisational commitment as, the enthusiasm that employees have in efforts that aim to achieve organisational goals, the great aspiration to stay with the organisation whilst acknowledging all the major goals and values of the organisation. Moreover, it can also be defined as the feeling of devotion employees have to stay with the organisation. Organisational commitment can be associated with a number of outcomes such as job satisfaction, organisational citizenship, job involvement and performance. Scholars agree that organisational commitment interrelates with health at the workplaces to determine positive work outcomes (Siu, 2002; Cicei, 2012; Harun, Salleh, Memon, Baharom and Abdullah, 2014; Bhatti, Bhatti, Akram, Hashim and Akram, 2016). Organisationally committed individuals contribute more to their organisations and are healthily present for work in relation to those that have little or no organisational commitment and job satisfaction.

### **2.2.6 Job Satisfaction**

According to Elnaga (2013), job satisfaction is defined as thoughts that employees have towards their work based on different factors, which are intrinsic and extrinsic. Chimanikire *et al.*, (2007:167) define job satisfaction as “the quality of work life as experienced by employees and the condition that could be promoted by social responsibility programs executed by their employer.” Lin (2012) argues that job satisfaction can be viewed as the positive psychological attitude that an individual has towards a certain job, such attitudes develop because of comparing the present and actual results to those that are imagined by an individual. Therefore, it can be viewed as how content a person can be concerning his job. Job satisfaction is considered a critical factor when it comes to the productivity of employees. Satisfied employees maintain positive mind-sets about their jobs and are willing to achieve

organisational goals, contrary to unsatisfied employees. Thus making job satisfaction an issue of importance, imperative (Lin, 2012). Older individuals with more work experience tend to demonstrate greater satisfaction with their work than those who are much younger (Platsidou and Diamantopoulou, 2009).

Job satisfaction can be an outcome of the physical work environment, thus making the physical work environment an important factor towards satisfying employees in their workplace. Daneshfard and Ekvaniyan (2012) have also argued that organisations should place job satisfaction into serious consideration because job satisfaction has a strong positive correlation with organisational commitment. Consequently, providing satisfaction to employees, will not just advance the organisations image, but will also enhance employee productivity thus motivating them to do better at work (Chen, 2008). In support of this, Elnaga (2013) argues that job satisfaction strongly affects performance, absenteeism and turnover. In Taiwan, job satisfaction in public institutions was higher than for private sector (Tai, 2014).

### **2.3 Understanding Higher Educational Work Environment**

In recent times, it has been witnessed how higher education institutions have ceased being pleasant and stress-free working environments, they were known for. Kinman and Wray (2013) assert that academic careers were once associated with low stress, safe and secure working environments, and an opportunity of working independently. Despite lower remuneration of academic staff when compared to other professions, academic work has always been admired for its manageable workloads, stress-free work environment and the prestigious permanent status attached to it. However, all this has recently changed thus higher education institutions are regarded as stress factories (Kinman and Wray 2013).

Higher education institutions are constantly faced with different challenges and pressure from the government, to cut costs and improve efficiency (Gillespie *et al.*, 2001). Most changes experienced by institutions include the use of short-term contracts and restructuring. Subsequently, these changes have certain negative implications for institutions regarding morale, production, performance and quality control of staff. Furthermore, Martin and Roodt (2008) argue that the wellbeing of staff plays a significant role towards the service quality

that is provided by them. Hence, there is a need to place more attention on their wellbeing. CHE (2016) also emphasises that the efficiency and health of academic staff at South African higher education institutions are imperative towards delivering of quality service. Therefore, it is crucial to identify stressors that academic staff face and thus find ways of rectifying them. According to CHE (2016), tertiary education institutions play a very important role in the process of transforming South Africa. Subsequently, it becomes essential for these institutions to understand and attend to the needs of academic staff (CHE, 2016; Badat, 2010; Khan, 2010).

Furthermore, higher education institutions are constantly faced with challenges of providing supportive physical work environments, which allow for certain changes and demands in the work environment. The transformations that have occurred in South African universities in the past two decades continue to bring major changes on how work is handled at institutions, while also increasing pressure on academic staff (Winefield, 2000). The example in case, the increase in student enrolment at the University of KwaZulu-Natal has placed more demand on academic staff. However, to counter this UKZN has relied more on short-term contract academic staff. Contracted staff comprises about two-thirds of the academic staff population, indicating the need for an expansion of the population of permanent academic staff (Tettey, 2010). Therefore, this poses the question, has the university been challenged enough? To provide a competitive physical work environment, which motivates academic staff and ensures that the needed job satisfaction is attained?

Workplace environments have a large influence on the satisfaction of employees; they also affect the rates of employee turnover (Shea, Pettit and De Cieri, 2011). The knowledge, of using positive workplace environments, to increase job satisfaction of employees, thus reducing turnover, Therefore, becomes a solution towards developing high performances within an organisation (Martin and Roodt, 2008).



### **2.3.1 Stress in Tertiary Education Environment**

Stress has become an issue of concern within higher education institutions. Thus numerous scholars have provided different explanations for this. Major consequence variables with substantial links to features of the physical work environment are anxiety and stress. Martin and Roodt (2008), define stress as pressure, whereby an individual feels the demands and challenges of the pressures of life from home or at work. Other definitions emphasize stress as relatively, individual experience resulting from different pressures and demands that impact on a person's capability to handle or cope up with the pressure. On the other hand, Feldman and Arnold (2001) define stress as a cross point of a person's environment. According to Noble and Davies (2009), there is a strong need to focus attention on the work environment because once employees develop negative perceptions of their work environment, they will be subjected to chronic work stress.

Greenberg and Baron (2000) argue that stress is a diverse outline of communicative states of physiological reactions and psychological feelings in response to an external burden. Several factors cause stress; these are referred to as stressors. According to Krietner and Kinicki (2008), stressors are defined as environmental factors that cause stress. Stressors cause an imbalance between the psychological and physical well-being of individuals. Stressors can also be grouped into personal and organisational stressors. Kapoor and Khanka (2013), define organisational stressors as role uncertainty, role overload, role conflict, advancements in technology, restructuring and downsizing. Also, they conclude that stress-causing factors always exist within any organisation.

Most professionals are faced with numerous problems throughout their careers, occupational stress being one of them. However, stress should not only be regarded as an individual problem but an organisational problem, as well. Thus, organisations need to consider stress as an obstacle towards progress. Many studies have presented that, occupational stress has a considerable impact on productivity and absenteeism within an organisation. According to Siu, Phillips and Leung (2004), psychological distress can be used to explain the occurrence of certain accidents within an organisation. Therefore, certain measures need to be taken to reduce such accidents and make the working environment-friendly. Kamaruddin, Abdullah and Samsuddin (2012) further emphasise that extreme levels of stress may lead to physical

and mental ill health, high rates of absenteeism and turnover. Consequently, employees will only commit to an organisation if they are getting the satisfaction they need. According to Cooper, Dewe and O'Driscoll (2001) there is a link between occupational stress and ill health, which will thus affect the organisational commitment of an employee. It has also been noted that these issues are also present in institutions of higher education thus hampering the progress of academic staff.

Scholars, Greenberg and Baron (2000) point out, that there is increasing proof that most universities are no longer providing low stress-working environments as they used to. This has resulted in higher levels of occupational stress among academic staff of most universities. As mentioned before, the constant changes that the tertiary environment is experiencing have caused occupational stress, high rates of absenteeism, ill health and low commitment among the academic staff. Subsequently, workplace stress is a critical issue that needs immediate attention because it may affect employee mental health and safety, which may cause negative effects if it not considered (Cohen, 2002).

Institutions of higher education are subjected to excessive demands while they have limited resource capabilities, especially financial resources (Viljoen and Rothmann, 2002). Therefore, these demands are causing a lot of stress on the academic staff of tertiary institutions. Winfield and Jarret (2001), acknowledge some key factors, which are considered as familiar contributors to stress among academic staff. These factors include time constraints, heavy workload, and absence of advancement opportunities, unfair paying schemes, and constant changes in job roles, inadequate funding, scarce resources and excessive interaction with the students. Kinman and Wray (2013) state that, the higher education sector has long working hours, high-stress levels, poor psychological well-being, and poor-work life balance when compared to other sectors.

Unquestionably, workplace stress is a crucial issue that affects an individual's safety and health, with overwhelming effects if ignored. Furthermore, unhappiness and anxiety may be caused by work-related stress; these mental states are called psychosocial illnesses (Clarke, 2005). It becomes very important for institutions of higher education to highlight the costs and repercussions of stress and how they deal with them. When employees of any organisation are depressingly affected by stress, their behaviour changes, therefore, perform badly which in turn affects the organisation. There are certain behavioural measurements

such as absenteeism, work performance and labour turnover that can be used to determine stress levels.

Stress has a serious consequence on any organisations efficiency, due to increased employee absenteeism. Additionally, stress is also connected to multiple health problems in employees, which lead to low job satisfaction, thus negatively impacting on productivity (Cotton and Hart, 2003). Employers need to make sure that they protect their employees from any causes of stress that can arise in the workplace. Studies uphold that, negative consequences experienced by employees, may compromise the success of any organisation and its sustained competitive edge (Tariq, Sohail and Aslam, 2011; Leka, Griffiths and Cox, 2003).

More attention should be focused on reducing work stress for academic staff because stress is associated with many health issues. The psychological health of employees is very vital, the reason being employees are more productive and content with their jobs when they have a better sense of psychological well-being. Employees that are victims of depression, distress and anxiety might not be productive at all (Choi, Beltran and Kim, 2012).

### **2.3.2 The Impact of Physical Work Environment in Managing Work Stress**

It has become vital for organisations to move away from static cultures and ways in which they carry out their tasks, to find new ways in which they can make the working environment friendlier and interesting for their working staff (Ismail *et al.*, 2010). Many studies have shown that the physical work environment has an impact on members of an organisation. Chandrasekar (2001) argues that the working environment can influence greatly on employee performance, which can lead to either positive or negative outcomes. Therefore, it may be argued that the more conducive the work environment is, the easier it becomes for staff to manage any work-related stress and thus produce positive outcomes (Shea *et al.*, 2011). However, if employees have negative perceptions towards their physical work environment, they may become distressed, which can thus affect their performances negatively (Noble, 2009). Subsequently, every factor of a work environment is linked to the health of employees and on the work that they are carrying out (Ettner and Grzywacs, 2001). In support of this, a study conducted by Ettner and Grzywacs (2001) show that a majority of participants agreed that the physical factors of their work environment had a significant influence on their job

attitudes. As a result, the performance and health of employees are dependent on their workplace environments.

The physical work environment has a huge impact on job performance. This is argued, to be attributed by the physical work environment influencing job satisfaction, the attitude employees have towards organisational commitment, and the mutual effort displayed by the employee's performance (Vischer, 2007). Thus, every physical work environment has to be favourable so that it boosts job satisfaction, equity and attitudes that can help towards motivating academic staff (Ismail *et al.*, 2010).

In an effort of trying to ensure, that the physical work environment of academic staff is conducive enough to make staff feel appreciated. Management has to ensure that this is done without staff feeling threatened, to keep levels of stress low. Management firstly has to ensure that the temperature is suitable. Temperature is defined as, a physical property that brings about the wider perspective about heat and cold (Seppanen, Fisk and Lei, 2006; Maula, Hongisto, Östman, Haapakangas, Koskela and Hyönä, 2015). Kaplan and Aronoff (2006) argue that temperature in an office is the hotness or coldness of the place that the employee has to do their work. Room temperature in any physical workspace can affect employee productivity, meaning that, the temperature can affect comfort levels considerably. Temperature can manipulate the health of employees thus directly affecting their productivity (Perkins, 2013).

Institutions of higher education need to consider these factors of the physical work environment to reduce stress levels among academic staff. Furthermore, many scholars, argue that the execution of manual tasks usually require low temperatures. The physical work environment stimulates creativeness in employees thus affecting their productivity. Continuous improvement initiatives should be conducted on the physical work environment to uphold preserve and encourage the creativity of every employee within an organisation (Vischer, 2007; Perkins, 2013).

According to Oswald (2012), the physical element consists of comfort levels, which are the building space of the office, the structures, the layout of the office, which include the privacy of the employee and the existence of supplies and tools to use. The physical work environment also affects the behaviour of the employees and Oswald, Proto and Sgroi (2015)

asserts that the behavioural component consists of the levels at which employees get distracted or interact with each other. Ashkanasy, Ayoko and Jehn (2014), outlines that there are limited studies on the effects of the physical work environment on employee behaviour who work in office spaces.

### **2.3.3 The Role of Physical Work Environment in Motivating Work**

The physical work environment is considered a significant part of any workplace, particularly in positively motivating employees to do their work efficiently and with pride. Motivation is one of the most important key factors concerning the success of any organisation (Winefield and Jarret, 2001) Therefore, it is important for the management team to create a positive working environment, which will make employees highly productive. Consequently, improved results and greater productivity is believed to be an outcome of a good working environment. The physical work environment plays an important role in the productivity of employees; therefore, a good physical work environment is able to motivate academic staff to produce better results. Hasun and Makhbul (2005) argue that, even though employees need to be emotionally and physically able, to produce good results, the physical work environment remains a crucial factor towards productivity in any organisation. Ashkanasy *et al.* (2014) emphasise that the physical work environment plays an important role in motivating employees to develop positive attitudes towards their work.

Overcrowding and a poor office layout are physical factors that can cause certain types of accidents within the workplace, therefore affecting academic staff in carrying out their duties. Additionally, Vischer (2007), also states that the performance of employees can also be affected by other factors which include noise. Noise can cause so much disturbance thus make one loose concentration, this causes uneasiness on the academic staff, which then affects their productivity. Therefore, it can be argued that a good physical working environment can help academic staff improve on their productivity by allowing them to putt all their attention on their core duties (Vischer, 2007).

One of the objectives of this study is to assess how the physical work environment influences the levels of motivation and job satisfaction among academic staff. Indeed, the physical work environment plays a significant role towards motivating for improved productivity by organisational staff. The physical work environment also contributes towards the

organisations quality work output, thus making it a work tool which is linked to performance, motivation, engagement and satisfaction of the employees (Cooper and Dewe, 2004). More value should be placed on the physical workplace environment since it is an integral part of the organisational value creation model which has to be regarded as an important asset. McCoy and Evans (2005), state that the physical aspect of the working environment is very crucial because it develops strong relationships within the workplace. The physical design of the work environment affects the performance of employees in diverse ways hence making it an important factor to consider.

Physical factors such as office layouts, lighting and noise may affect employee performance. Production may decrease if any of these factors cause certain discomfort on the employee, thus affecting their performance. The environment of the place that a certain individual is working, will always affect how they carry out their daily duties (Vischer, 2007; Bushiri, 2014; Ashkanasy *et al.*, 2014)). In good environments, employees can produce a lot of energy and maximum attention when performing their work. Therefore, it can be argued that the physical work environment has a great effect on the employees' productivity. Subsequently, the wellbeing of an organisation also depends on the conditions of the physical work environment. The external and internal office layout, the office work setting and comfort zones are all part of the physical work environment (Vischer, 2007). Consequently, it has been discovered that the connection between the physical work environment and the psychological health of employees is very critical and contributes towards the productiveness of the employees within an organisation. Therefore, if the physical work environment is poor, the levels of stress will also be higher thus affecting their psychological health.

Another important issue with regards to the motivation of employees in doing their jobs is their health (Elnaga, 2013). This brings out the other objective of this study that is to assess the psychological well-being of academic staff concerning the physical work environment. According to Elsbach and Pratt (2007), the work environment pertains to all objects, stimuli and materials that academic staff gets exposed to in the place work, while psychological health is commonly associated with insufficiency of mental health such as depression, stress and anxiety. It has become an issue of interest for many researchers to establish the influence of the physical work environment on the psychological health of employees. There are certain

facets of the physical work environment such as temperature, noise, space, vibration, lighting and confined spaces that have an impact on psychological health on academic staff.

Subsequently, the physical work environment is crucial towards motivating academic staff but may also have negative consequences on the health of academic staff if little attention is focused on the environment. Different authors that include Shea *et al.*, (2011) have focused more on the impact of the physical work environment on the psychological health of employees. As defined by Elsbach and Pratt (2007) the physical work environment comprises of everything uncovered to the employees within their workplaces that includes objects and materials. Psychological health has been defined as a certain discrepancy in a person's mental health, such as having stress, depression and anxiety.

The physical work environment can also affect the health of employees in different ways such as extreme temperatures and the levels of comfort. It is argued that an individual can never be motivated in an environment with extreme temperatures and with high levels of discomfort. Thus, the management team also has to ensure the comfort of their staff members is kept at good levels; this includes however not limited to providing air conditioning in extreme temperatures. More attention has to be placed on the physical work environment because it inspires creativity within the employees (Elnaga, 2013). Haung, Robertson and Chang (2004) argue that for an organisation to be able to attain good levels of employee productivity it has to make sure that the physical environment is conducive to the needs of the organisation and that they facilitate privacy, informality, formality, interaction and cross-discipline. Subsequently, as a tool, the physical environment can be controlled to develop better business results and the well-being of employees (Haung *et al.*, 2004; Ashkanasy *et al.*, 2014). Providing enough facilities within a workplace, can be an easy way of motivating employees thus help generate high levels of productivity and commitment from the employees. On the other hand, this same commitment and productivity can be affected negatively if there are insufficient equipment and undesirable working conditions.

There are some factors that need to be considered by management towards ensuring a desirable physical environment that motivates academic staff. Noise is one of the factors that need to be controlled (Haung *et al.*, 2004). Noise is considered as an unnecessary sound that is not pleasant at all to the listener and is considered as harmful.

Many employees dislike working in a noisy environment. Therefore, the key is to control exposure to noise. Noise levels can be a big distraction to employees while causing high-stress levels. Another factor is the thermal comfort; this refers to the correct combination of humidity, airflow and temperature. Research also shows that having access to nature, daylight and views can also be a motivating factor for academic staff (Perkins, 2013; Maula *et al.*, 2015).

According to Spector (2002), human beings love nature and choose to have it around them since it also offers continuous sources of variation and sensory changes. It is essential to imitate the natural connection between humans and other living systems in internal environments. The employee's senses and capability to stay attentive can be affected by the lack of visual stimulus during the day. Therefore, by giving them access to daylight, outdoor views and other important features can make them more vigilant. Moreover, to have plants in your office does not just make the office more welcoming but other has beneficial advantages it can bring to the owner.

Studies conducted show that live plants can help in improving the quality of the air in that room, it also helps to reduce blood pressure and stress levels while aiding more concentration and increasing productivity and positive feelings. Management needs to understand that fresh air and natural light are important for their staff as they can aide the increase of the staff' confidence. When the working environment has enough light (brightened up), wellbeing and employee spirit is lifted , thus improving their interpersonal skills (Raziq and Maulabakhsh, 2015; Spector, 2002). Reduced sunlight infiltration in the offices is also linked to higher levels of stress. Bad lighting can also result in employees having continuous headaches, straining of the eyes and unnecessary mistakes.

Scholars argue that the physical environment plays an important role in motivating employees since it is closely connected to different important dimensions such as social relations, the simplicity and effectiveness with which people carry out work activities and their wellbeing and health (Ashkanasy *et al.*, 2014; Kamarulzaman *et al.*, 2011; Chandrasekar, 2001). Several different links make it complex to determine the influence of physical workplace environment on performance even if the satisfaction of the employees can be an indication. Consequently, other organisations are using diverse approaches such as the wellbeing of the worker, psychology of the organisation and the core of different activities



within the workplace to bring out the light between the environments they manipulate and the organisational performance.

Personal space has also been viewed as an important factor in the physical environment that can motivate work (Noble and Davies, 2009). People like having their working space as this can make them feel important and have a sense of belonging. Those working spaces, which are very open, can make it difficult for employees to concentrate on their work. It is important to note that research highlights that stress is inevitable in every work environment, however, manageable. For example, provision of comfortable chairs and bigger working offices to ensure that employees are comfortable. Focus and preservation of energy are likely achievable in a comfortable working area without any distractions like noise or unnecessary movements. Therefore, academic staff should have their working areas to motivate them to work hard.

Ashkanasy *et al.* (2014) articulate that by making the physical workplace friendlier, allows for activities that encourage communication across departments. It is also crucial to create a vibrant environment within the workplace making employees interact with each other more often and easily so that they all feel comfortable in the workplace. This is not just important for moral reasons, but it is also crucial for improvement, job satisfaction, creativity and better communication. Group workspaces within the organisation should be colourful and not dull to inspire creativeness with comfortable sitting places and tables for employees to get together and interact. Kamarulzaman *et al.* (2011) assert that by being able to improve the physical work environment might motivate employees to minimise levels of absenteeism and to have fewer complaints.

Social space and dedicated break areas can be useful in encouraging employees to take breaks during the day because these breaks can contribute towards productivity, communication skills, help employees concentrate more, and help as a stress reducing mechanism (Bhatti *et al.*, 2016; Siu, 2002). Failure to take a break can make one tiresome thus affecting listening skills and patience. Additionally, the working environment can also have teaching spaces with rooms for meetings, presentations and performance reviews. Subsequently, if all these physical features are incorporated to the working environment, it will not just be an advantage to the health and well-being of employees, but it will also improve the level of job

satisfaction, productivity and communication skills (Kamarulzaman *et al.*, 2011; Siu, 2002). Therefore, one might argue that a better physical working environment motivates employees and improves productivity. As argued by Chandrasekar (2011), these are the two major areas that management can focus on, how to improve personal motivation and the physical work environment.

#### **2.3.4 Motivation and Job Satisfaction in Institutions of Higher Learning**

Job satisfaction has become a significant notion in every work environment; many scholars are thus placing more attention to it. The term job satisfaction has often been used loosely, without knowledge of what it truly means. Job satisfaction has been defined as thoughts that employees have towards their work, these thoughts are based on different factors which are extrinsic and intrinsic (Elnaga, 2013). Lin (2012) argues that job satisfaction can be viewed as the positive emotional attitude that an individual has towards a certain job, such attitudes may arise because of comparing present and actual results to those that are imagined by an individual. For instance, the lack of training and promotions at various institutions influences the employee's job satisfaction.

The concept of job satisfaction is important and can be used by organisations to uphold and keep the right employees for a long period thus cutting down on recruitment costs. According to Vikas and Ravis (2007), the physical work environment considerably establishes job satisfaction and is an essential factor of efficiency at work. It can be argued that the work environment is also directly linked to working conditions whereas these conditions can strongly affect the productivity of staff. Furthermore, job satisfaction focuses mainly on individual feelings related to the job, which stresses the degree to which the staff hates or loves their job.

In South Korea, employee satisfaction was found to be directly linked to a positive people-oriented culture, through which the individual respects and values other employees by adhering to organizational values (Choi, Martin and Park, 2008). Consequently, job satisfaction functions on a scale that shows if academic staff have negative or positive feelings towards their jobs. Therefore, management has to ensure that the organisation's culture and procedures keep academic staff motivated. According to Chipunza and Malo

(2017), orientation is the highest characteristic of organisational culture within a vocationally oriented institution of higher education found in a developing economy. Delobbe, Haccoun and Vandenberghe (2001), define being people-oriented as emphasising the respect of other employees through institution support and co-operation.

Factors of job satisfaction can be grouped into personal and environmental factors (Harun *et al.*, 2014). The environmental factors include the economic environment, organisational environment, and the professional nature of the work environment that is crucial for job satisfaction. Cognitive, perceptual, abilities and personality traits are part of the personal factors. These factors are considered important because they all affect job satisfaction thus affecting the performance of workers in a good and bad way. Moreover, job satisfaction of academic staff has been closely linked to the structure of the school, work environment, morale and positive attitudes towards work (Chen, 2008).

Job satisfaction is considered a measurement to verify the accomplishments of any organisation. Consequently, by providing and creating satisfactory environments to employees, will not only help develop the organisation's image but will also enhance the employee's productivity and motivate them to do better at work (Bhatti *et al.*, 2016; Chen, 2008).

Career path and development are means to support research output and publications among academic staff thus increase their satisfaction (Schultz and Schultz, 2010). Therefore, it can be noted that the main factors that influence job satisfaction of academic staff are the features of the work environment, interactions and individual qualities. This also implies that the performance of the employees can be assessed by how content and pleased they are on the job. In South Africa, an overall level of satisfaction in several universities was also found in academics in a study that was done by Viljoen and Rothmann (2009).

Subsequently, in an effort of trying to understand job satisfaction in institutions of higher learning, there is a need to understand the work behind motivation (Elnaga, 2013). Different definitions have been proposed on what motivation is, therefore, it has been defined as an incentive or encouragement towards achieving organisational and personal goals (Elnaga, 2013). Scholars like Huselid (2004) define motivation as a reason as to why an individual would want to replicate a particular behaviour or not want to repeat it. Therefore, motivation is used to explain certain behaviours of different people. Wigfield (2004) also defines motivation as the mental trait that encourages an individual to act towards certain goals, needs and maintain certain behaviours.

Motivation is a significant factor in the progress of any organisation. When an organisation gives its employees what they want from work, they will be motivating them indirectly. Research has been conducted in an attempt to try to understand the facets that lead towards the satisfaction of employees in their jobs. However, it is not an easy task to understand the facets, which then becomes a problem to management. These factors can be an advantage to the organisation since they can be used in creating more satisfied employees, thus increasing the productivity of the company (Elnaga, 2013). According to Spector (2003), several factors motivate academic staff to work such as money and good working conditions, if there is no motivation there will be no or minimal productivity.

In understanding the issue of motivation, many scholars have used the Maslow hierarchy of needs theory which points out that the desire that one has to satisfy certain needs becomes their motivation (Cotton and Hart, 2003). It has been argued that, if these needs are not met people become demotivated, thus higher education institutions can use this theory to help academic staff meet their needs. Moreover, this theory also states that people need water, air, food and protection to survive which also brings out the importance of the physical work environment towards motivating employees. Physical work environments at higher education institutions should be able to provide restaurants where staff can buy food, security to protect staff, and even provide campus clinics in case anyone falls ill. Inayatullah and Jehangir (2012) also argue that motivation has direct pressure on performance. If employees are motivated positively, they can perform better in their jobs. Furthermore, a strong relationship exists between employees' attitude and the satisfaction they have with the incentive they anticipate as a return of the work done. A majority of studies that have been conducted specify that the physical design of the workplace, together with well-organised processes,

play a significant role towards improving the productivity of employees and improving the performance of the organisation (Cohen, 2002).

### **2.3.5 Impact of the Physical Work Environment on Job satisfaction**

An ideal physical work environment contributes positively to attitudes that promote positive work outcomes and behaviours thus achieving job commitment and satisfaction (Inuwa, 2015). When the physical work environment is conducive, employees are psychologically fulfilled. Be that as it may, when (employees) academic staff is dissatisfied with their physical workplace, their mental well-being is impacted thus triggering stress, therefore affecting motivation and hindering job commitment and job satisfaction (Shea, Pettit and De Cieri, 2011). The commitment of organisations to enhancing the physical workplace environment to attain job satisfaction is critical to worker achievement and retention (Chen, 2008).

### **2.3.6 The Case Study of UKZN on Motivation**

Mahmood and Mahmood (2010) argue that motivation has different dimensions and the other important dimension of motivation is to make the physical work environment favourable for academic staff. For example, in the process of trying to make academic staff feel motivated and satisfied with their jobs. The University of KwaZulu-Natal claims to provide a working environment in which all staff members get the chance to execute at their best while reaching their full potential (Strategic Plan, 2017). The university believes that by providing such working environment, it will be in a better position of nurturing a culture of commitment and high performance. According to the UKZN Strategic Plan (2017), the university claims to put effort into motivating employees because motivation denotes and explains the desires, needs and actions of employees. However, a majority of academic staff at UKZN complain about their working environment when asked about the most dissatisfying feature of their job. The University of KwaZulu-Natal has different policies that are designed to motivate their employees and maintain job satisfaction. The university positions itself as an ideal employer by offering the best working conditions (Strategic Plan, 2013). The university understands the impact that the physical working environment has on the productivity of staff, therefore; it

provides an environment that is secure with physical places that promote social relations (Strategic Plan, 2017).

Consequently, by offering opportunities for achieving both organisational and individual goals, competitive working conditions, the university can preserve committed staff. Furthermore, the UKZN Strategic Plan (2013) outlines that the university is also committed to spending large amounts of money on creating an outstanding physical infrastructure to encourage educational efforts while attracting exceptional researchers and scholars. More so, UKZN Strategic Plan (2017:14), the university further emphasised and renewed its commitment to “provide education and training opportunities for its entire staff as well as the intellectual, physical and social spaces that will enable its people to work and learn effectively”. The institution acknowledges the importance of the physical space and its contribution to the motivation of people towards positive working and learning outcomes. Therefore, with this in mind, one can assume that the academic staff at the University of KwaZulu-Natal is always motivated and satisfied in the workplace. Thus the need for the study to reflect and confirm these claims from an independent perspective.

Identifying, recognising and rewarding excellence is also another way of motivating academic staff. Developing different and innovative ways for identifying strengths and recognising the importance of outstanding performance in all areas is also crucial for the university. Jex and Britt (2008) argue that the secret to motivation rests with the job itself, because of the connection that exists between the employee’s performance and the physical work environment. For instance, UKZN gives awards to the most distinguished lecturers yearly, and this could be viewed as a motivating factor. In the effort of trying to maintain high levels of job satisfaction, a lot of emphases is placed on communication (Strategic Plan, 2013). The University is committed to providing staff with valuable communication channels that they can use to point out their concerns and interests. Therefore, this shows that there are factors within the workplace that can give rise to employee satisfaction or dissatisfaction.

Subsequently, the satisfaction of academic staff is acknowledged through student performance at universities. If an organisation nurtures employee satisfaction, this will not only be a benefit for the employees, but it will also be an advantage to the whole organisation.

Organisational success and a highly productive workforce are a result of job satisfaction. Rashid and Rashid (2011), argue that the issue of job satisfaction is being given more attention because of its significance to the mental and physical well-being of the academic staff. Moreover, Elnaga (2013) asserts that motivation and job satisfaction among academic staff play a crucial role in contributing towards the quality of students produced and their institutions. Therefore, it can be argued that academic staff is key to the success of universities.

#### **2.4 The Influence of Physical Work Environment Towards Work among Academic Staff**

As highlighted above, several factors influence academic staff to be productive at work; the physical work environment is no exception. Consequently, the physical work environment has been defined as the environment in which individuals are fit when doing their jobs and this includes the temperature, lightings and ventilation. Sathapparaj and Alam (2005), argue that a good working environment can lower turnover rates, reduce sick leaves and can increase productivity. Therefore, literature arguably presents that the physical aspects of any workplace environment have a huge influence on the work of (employees) academic staff and thus can affect their health, morale, comfort, safety and even their productivity (Taiwo, 2010). It becomes important for organisations to pay more attention to the factors that affect the productivity of academic staff because the success of academic staff supports the vision of the university. Subsequently, a favourable working environment has been considered one of the most significant factors that can facilitate any organisations success. There is a strong connection between the performance of academic staff and the physical work environment.

Sathapparaj and Alarm (2005) further argue that providing for the needs of academic staff and giving them a favourable physical work environment to work in can result in job satisfaction. Therefore, employees will thus have positive feelings towards the organisation translating to employees willing to work hard to achieve the goals of their organisation. Hasun and Makhbul (2005) argue that even though employees need to be emotionally and physically capable to produce good results, the physical work environment remains a crucial factor towards productivity of any organisation.

## **2.5 Influences on Positive and Productive Behaviour Towards Work**

Several factors can influence people to behave in certain ways within their workplaces. Every organisation desires to have a team that has positive and productive attitudes towards work. In the case of academic staff in institutions of higher education, which have careers that are now considered to be very stressful due to high workloads and demands, is there a need to look for activities that can motivate them to develop positive attitudes towards work? It is argued that it is not only just environmental factors that influence positive and productive behaviour towards work (Connolly and Viswesvaran, 2000). Moreover, issues such as job characteristics, work relationships, work-life balances and organisational justice could affect the attitudes of academic staff.

The existence of specific characteristics on the job may bring satisfaction to employees by developing positive attitudes towards their work. Job characteristics that may result in commitment include having autonomy within the workplace, being able to use different skills, getting feedback on job tasks and being trusted to carry out important duties at the workplace (Connolly and Viswesvaran, 2000). Therefore, it is very important for the management team to ensure that such job characteristics are present, as this will help in influencing positive and productive behaviour towards work.

Another influencing factor for positive and productive behaviour are relationships at work. The way employees interact with each other and with their managers is very important for their happiness. Working in an environment with tense relationships can affect an individual thus causing one to have a negative attitude towards their work. Building relationships based on trust with the manager can help employees have a piece of mind and not stress about their job (Connolly and Viswesvaran, 2000).

When managers listen to their employees, this shows concern and interest thus cultivating job satisfaction. The academic staff also needs social support from their managers and their colleagues, which is important for their psychological health. Work-life balance is similarly important for employees to reduce work-related stress (Cohen- Charash and Spector, 2001). People value times that they spend with their families, pursuing their hobbies with their friends and getting time to rest rather than just being expected to be at work at all times. Subsequently, by getting a work-life balance, employees can have positive attitudes towards



their jobs because they will be achieving both their goals and the goals of the organisation. Furthermore, organisational justice can also affect the behaviour of academic staff in different institutions. The way his/ her manager treats an individual employee is very important, the way that they are addressed and the fairness of certain procedures within the workplace affects employees either in a good or bad way (Cohen- Charash and Spector, 2001).

## **2.6 The Role of Physical Work Environment on Psychological Wellbeing Amongst Academic Staff**

The physical work environment does not only affect the motivation of academic staff but also significantly impacts on their psychological well-being (Shea, Pettit and De Cieri, 2011). Organisations should be able to make the work environment conducive to work to keep their employees healthy and productive. Consequently, when employees are working in an environment that suits their mental and physical abilities, then there will be a good balance between the individual and the work that has to be done. A good physical work environment will allow academic staff to work, learn and achieve their goals without going through health issues such as stress.

It is very important to ensure that academic staff has high comfort levels within the workplace as this will help them stay healthy at all times. Factors such as lighting, temperature and ventilation have to be constantly monitored since they have a strong impact on the health of employees. Amir and Shamim (2010) argue that employees should not be exposed to high temperatures as this will affect their performance, for instance, heat will cause heat exhaustion and heat stress. Concentration, attentiveness and task performance can be affected by light intensity. Therefore, by providing academic staff with good quality lights and air conditioning can advance the performance of the employees (Amir and Shamim, 2010).

Al-Anzi and Nowier (2009) argue that work systems do not just affect the satisfaction and commitment of employees to their organisation but rather these systems can also affect their physical and mental health, which is crucial to productivity in the organisation. He further argues that there is a strong need to keep employees healthy at all times to maintain their performance levels and their concentration on the job. Therefore, all systems within the

working environment need to be constantly revised so that they work to the advantage of the employees rather than causing health problems for the employees. The extent to which they can connect with the physical work environment strongly influences the innovation levels, relationships with fellow employees, the rate at which they make errors and the rate at which they are absent from work (Al-Anzi and Nowier, 2009).

Furthermore, scholars like Huang, Robertson and Chang (2004) argue that the physical work environment can be used as a tool to improve the performance of academic staff and their health. Moreover, the physical environment needs to be monitored properly to avoid any health problems among academic staff. Factors such as noise, lighting, privacy and temperature need to be given more attention so that the environment is conducive for academic staff when carrying out their duties. Reducing workloads for employees, increasing their benefits, allowing them to go on vacations and improving supervision can result in reduced stress among the academic staff and thus improving their performance that will benefit the institution (Huang, Robertson and Chang, 2004). Therefore, one can strongly argue that the physical working environment plays a big role in the performance and psychological health of employees.

## **2.7 Theoretical Framework Underpinning the Study**

A theoretical framework can be understood as the major guideline of a research study. Grant and Osanloo (2014: 13) define it as a “blueprint” and “guide on which to build and support your study, which also provides the structure for defining how you will philosophically, epistemologically, methodologically, and analytically approach the dissertation as a whole.” A theoretical framework provides a formal theory in which a research study is constructed on and establishes the patterns in which explanations, discussions and phenomena of the study will be engaged. This research study utilises two theories to explore the relationship between physical work environment and motivation amongst academic staff at UKZN Westville campus.

These theories include job characteristics model and behaviour modification theory. Job characteristics model helps to explore the relationship between the physical work environment and academic staff. It helps to identify the various characteristics that motivate individuals in a particular work environment. Behaviour modification theory is engaged as a

framework to assess how the physical work environment promotes an interactive organisational culture that motivates employees and offers job satisfaction for organisational development. These theories are widely used in studies of workplace psychology and management to understand motivating factors for employees in workplace environments.

### **2.7.1 Job Characteristics Model**

This research used the job characteristics model (JCM) to explore the relationship between job characteristics surrounding higher education institutions and how academic staff responded to their work. Hackman and Oldham (1980) as key driving proponents of JCM posits that it is an essential theory for understanding how an individual responds to their work environment about the job characteristics. JCM acknowledges that in every work environment it is important to understand if the job characteristics can ensure job satisfaction, promote psychological well-being and stress-free conditions (Steyn and Vadwa, 2014).

The human resource management practice (HRMP, 2008), posits that JCM is divided into three parts which are “core job characteristics”, “critical psychological states” and “personal and work outcomes” (HRMP, 2008; Steyn and Vawda, 2014; Faturochman, 1997; Hackman and Oldham, 1974;1975; 1976). Firstly, the core job characteristics have fivefold aspects which include “skills variety, task identity, task significance, autonomy and feedback”, and are key in understanding the motivation and job satisfaction of workers in any job (Hackman and Oldham, 1974, 1975, 1976). Secondly, critical psychological states have three states which are “experienced meaningfulness” [how the employees perceive the meaningfulness and value of their work], “responsibility” [how the employees are accountable and feel responsible for work outcomes] and “knowledge of result” [the extent in which employees know how they are performing on their job] (HRMP, 2008; Faturochman, 1997). Lastly, personal and work outcomes are viewed from the understanding of job characteristics and psychological states in a work environment to achieve, “high internal motivation”, “high satisfaction”, “high work quality” and “low absenteeism/turnover” (HRMP, (2008); Faturochman, 1997). From this background, Steyn and Vawda (2014:281) explain that “Job characteristics influence critical psychological states of staff, which in turn influences personal and work outcomes, given the strength of the employee’s growth needs”.

Work motivation and performance amongst employees is improved by enriching the job to ensure satisfaction, opportunity provision and a challenging environment for individual development (Faturochman, 1997; Ali *et al.*, 2013; Mukul *et al.*, 2013; Batchelor *et al.*, 2014). The research sought to understand if the physical work environment within institutions of higher learning provides academic staff with a skills variety, task identity, task significance, job autonomy and job feedback that motivates and ensures job satisfaction. Faturochman (1997) argues that the JCM provides three psychological states that have to be experienced by employees who clarify that there are motivation and satisfaction on the job. These three psychological states include internal motivation, growth satisfaction and work effectiveness.

A combination of circumstances ranging from environmental, psychological, and physiological play a contributing role in motivating an individual to justify that they are satisfied with their job (Hoppock, 1935; Aziri, 2011). Bawa and Kaur (2011) explain that certain job characteristics in relations to specific professions are faced with high-stress levels, and mental health challenges. For instance, Joshi and Jogsan (2011) outline how teaching is often a cause of great distress and negatively affects mental health. With this understanding, it is important to note that, the participation and performance of employees in the roles they are occupying in a workplace determine how satisfied they are with their job. Saari and Judge (2004) posit how employee attitudes can have positive or negative impacts on job satisfaction. They further suggest that it is important for human resource practitioners to measure the various influencing factors of employee attitudes to determine what cases positive or negative job satisfaction (Saari and Judge, 2004).

### **2.7.2 Behavior Modification Theory**

Behaviour modification theory (BMT) is a psychological theory, which is guided by the concepts of learning, and conditioning that seeks to change the behaviour of individuals in their interaction with the world (Heffner, No date). This research used behaviour modification to assess how the physical work environment promotes an interactive organisational culture that motivates employees and offers job satisfaction for organisational development. Mayhew (No date) posit that, “Behavior modification in the workplace is ideal for it produces more satisfied workers and increases employers' profitability.” Therefore, the theory enables one to understand the perceptions of academic staff on how the work

environment and standards of operation are conducive, dynamic and contemporarily supportive enough to motivate and enrich positive relationships and job satisfaction within higher education institutions.

This study utilised the behaviour modification theory in understanding the relationship between the physical work environment and motivation of academic staff at a tertiary institution. This is because scholars agree that there is a relationship between physical work environment and psychological well-being of an employee (Shea, Pettit and De Cieri, 2011; Amir and Shamim, 2010; Al-Anzi, 2009; Huang *et al.*, 2004). The researcher engaged BMT in exploring if the physical work environment provided by UKZN at Westville campus to academic staff positively or negatively motivates them in doing their job. This is important because every organisation has a responsibility of putting in place conditions that encourage employees to work desirably with positive attitudes and perceptions.

Scholars agree that physical work environment plays a crucial role in motivating employee creativity and positive attitude towards work (Elnaga, 2013; Shea, Pettit and Cieri, 2011; Haung *et al.*, 2004; Spector, 2002). With the BMT, the researcher was able to explore how academic staff perceive the physical space and conditions provided by the university and understand how the surrounding physical work environment motivates them in doing their work. Thus, the researcher was able to understand if there were any negative consequences towards job satisfaction that were connected to the physical work environment.

Kinman and Wray (2013) identify institutions of higher learning as stress factories. Thus a good physical work environment can be regarded as a motivating factor that can boost the moral and stir positive performance amongst academic staff in a tertiary institution (Raffaello and Maass, 2002; Kampert, 2008; Shea, Pettit and De Cieri, 2011; Akinditure, 2011; Oswald, 2012; Solomon, 2014; Uchendu, Nnaji and Nwafor, 2016). Engaging the behavioural modification theory allowed the researcher to explore how the physical work environment influenced academic staff at Westville Campus and how it influences their attitude and perceptions towards their job.

## **2.8 Concluding Remarks**

This chapter explored various literatures on the physical work environment, stress, job satisfaction, motivation and the work environment. The literature review identified the relationship between physical work environment and motivation of academic staff in tertiary institutions across South Africa. It unpacked various factors that identify conditions that can give positive or negative influence on the psychological well-being, health, attitudes and perceptions of employees in a job. The chapter also explored the key theories particular to this study. The chapter establishes the relationship between these theories and the study. It outlines how JCM as a theory allowed the study to explore how academic staff at Westville campus perceive their physical work environment. While the BMT was utilised to understand if the physical work environment provided at Westville campus positively or negatively motivates the academic staff in doing their job. Chapter 3 presents the methodology for the study, which includes the research approach, design of the study, sampling framework, data collection methods, data analysis, ethical considerations and limitations of the study.

## **CHAPTER THREE:**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines the methods that formulate, obtain and analyse the primary data acquired from the research area. The chapter describes the methods used to obtain accurate data. This chapter presents the research methodology and related research processes. Research methods and procedures determine the quality of data obtained from the study area. As such the chapter describes the research approach, design of the study, sampling framework; data collection methods and data analysis done for the study. Ethical considerations and limitations of the study are discussed in detail.

#### **3.2 Methodology**

Research methodology is defined by Rajasekar, Philominathan and Chinnathambi (2006), as a systematic procedure that is used by researchers in trying to solve certain problems and accepting certain ideas. Burns and Grove (2003) assert that the research methodology consists of data collection, the setting, the design, the sampling method and data analysis procedures done in a study. According to Henning (2004:488), “research methodology is a way to solve the research problem systematically.” There are some reasons why research is done, and these include the need of finding new solutions to certain problems at hand, to add more to the existing literature and verifying if there is any relationship between certain variables.

##### **3.2.1 Research Approach**

Primarily, there are three approaches that researchers use when collecting data. These are the qualitative approach, quantitative approach and mixed methodology (Sekaran and Bougie, 2014). The aim of the research, type of study and resources that are accessible to the

researcher determine the type of research approach that can be used in a project. Moreover, there are certain situations when the researcher can use both qualitative and quantitative which is referred to as the mixed methodology. In this case, the study was conducted using a qualitative approach.

Quantitative research is defined as quantifiable data obtained from respondents. The data collected is statistical, and it can be generalised to a larger population (Sekaran and Bougie, 2014). Thus, quantitative research mainly emphasises on collecting information in the form of numbers and analysing it. Quantitative research usually uses exploratory or predictive design; large sample sizes are used when collecting data. The research sought to get an in-depth understanding of the relationship between the physical work environment and the motivation to work of the academic staff at Westville campus, thus making the qualitative approach inappropriate.

### **3.2.2 Qualitative Study**

In this study, the qualitative research approach was used in collecting and analysing data. Burns and Grove (2003) define qualitative research as the skewed, inductive, text-based and inductive methods that researchers use for developing, understanding, describing and interpreting any proposed hypothesis. The qualitative approach is not numerical or statistical hence data that is collected for analysis is text-based and cannot be generalised. In qualitative research, the emotions, feelings, attitudes and motivations of individuals are analysed. The methodology is inductive, and small samples are used with the aim of getting in-depth information. According to Silverman (2000), the procedures on how individuals measure and define certain variables in their everyday lives, is explained in detail by qualitative research. The findings of this approach are more descriptive and less predictive.

The qualitative approach was chosen for this project because of the many advantages that this approach has. The major reason of choosing this approach is that the qualitative methodology implements a person-centred and holistic perception while developing a perceptive of people's opinions concerning their own lives and even those of others (Bush and Burns, 2003). Moreover, a lively picture of the reality of participants in the research can be



generated when using qualitative research. The flexibility of this approach is also an advantage for the researcher.

Subsequently, there was a need to understand the views of academic staff with regards to the relationship they have with the physical working environment and their motivation to work which makes the qualitative approach appropriate. Furthermore, the research seeks to understand the emotions of academic staff about their jobs. Human emotions cannot be quantified, that is why a qualitative methodology was chosen and because of the following advantages.

### **3.2.3 Advantages of a Qualitative Study**

- Smaller sample is used which allows the researcher to get an in-depth understanding of the research problem.
- Results of qualitative research are more descriptive, purposeful and less predictive.
- Human emotions such as anger, pain, powerlessness, rejection and effort can be understood easily when using qualitative research.
- When using the qualitative methodology, the researcher can interconnect with participants of the research on their terms and using their language.
- The research method can be cheaper since it might not require many resources such as those needed by the quantitative study.
- The research design is distinctive, flexible and provides information that can be comparative (Burns and Grove, 2003).

However, the research also has limitations as a result of using the qualitative approach as the research method. The results of qualitative research cannot be generalised to a larger group

but rather restricted to a smaller group. Another issue of concern when using qualitative research is that access to collect data can be expensive and not easy (Neuman, 2006).

### **3.3 Research Design**

According to Creswell (2003), a research design presents a summary of what the researcher is determined to do regarding the limitations of the study, framing of the hypothesis and data analysis. Moreover, a research design can be defined as a theoretical structure within the study that is conducted. It is also a plan that shows how the research was carried out. According to Bush and Burns (2003) studies can be descriptive, exploratory or causal.

In a situation whereby there is little information about the situation at hand or if no information exists at all on how related problems were solved in the past, an exploratory study is undertaken. The exploratory study seeks to ascertain new insights and ideas. Researchers that carry out a qualitative study usually use this type of research design because it also helps the researcher to get a deep understanding of thoughts of the respondents. Sekaran and Bougie (2014) further argue that this research design is usually used if there is no secondary data available for the researcher to use.

Furthermore, when there is a need of testing a causal relationship between variables, causal research design is used (Rajasekar *et al.*, 2013). When using this design, the study anticipates a certain relationship among variables hence the need of verifying if it is true. In this study, the researchers used a descriptive model since the aim of the study was to describe the relationship between the physical work environment and the motivation to work among the academic staff at Westville campus.

#### **3.3.1 Descriptive Research**

When there is a need for describing characteristics of groups or individuals, a descriptive study will be more appropriate. According to Sekaran and Bougie (2014), descriptive studies are usually intended to gather data that describes events, situations and individual's characteristics. Bush and Burns (2003) argue that studies that provide some narrations of

characteristics regarding certain groups, individuals and situations are usually done using descriptive research design. Therefore, the main emphasis was to describe certain variables rather than testing assumed relationships.

### **Reasons for Choosing Descriptive Method**

The study adopted the descriptive approach for collecting information from academic staff at Westville campus about their work. In qualitative research, using a descriptive approach when collecting data helps a researcher to gather truthful data and presents an understandable picture of the issue being studied (Bush and Burns, 2003). Therefore, the descriptive research design became appropriate for this study because the researcher needed an authentic and accurate account of the experiences of academic staff in their physical working environments. Accordingly, the study used interviews to collect data, and the descriptive research design required such data collection methods because participants were able to explain further. In support of this, Streubert, Speziale and Carpenter (2003) argue that a descriptive approach in qualitative research is essential because it is unstructured and has open interviews.

### **3.4 Target Population and Location of Study**

A population is defined as the whole group of people or events that are of significance to the study. The target population in this study were the academic staff at Westville campus (Silverman, 2000). A sample becomes a small set that is selected from the target population to represent the others. On that note, the researcher chose 30 participants that were interviewed in this study. Regarding the location of the study, the study was conducted on the University of KwaZulu-Natal, Westville campus.

### **3.5 Sampling Framework**

Cande and Wakin (2008) assert that a researcher selects units such as organisations and people from a population of interest so that the sample can be studied and later represent the larger population. Two techniques are available in the sampling process. These are non-probability and probability sampling. According to Cande and Wakin (2008), probability sampling is usually used when a researcher is in search of a powerful connection between the

population under study and the sample that is selected from it. There are different sampling types used in this technique, which include simple random sampling, systematic sampling, stratified random sampling and cluster sampling.

Furthermore, non-probability sampling is aimed at constructing samples that produce important insights that are used in achieving the most important objectives of the study. Purposive sampling, theoretical sampling and convenience sampling are common types in the non-probability technique (Cande and Wakin, 2008). In this study, a non-probability purposive sampling design was used when collecting data.

*Purposive Sampling:* is another type of non-probability sampling technique, the researcher used it in the process of data collection. Sekaran and Bougie (2013) state that this sampling method usually requires people who have the required information for the research study. Moreover, judgemental sampling and quota sampling are the two types of purposive sampling. When respondents are listed and selected considering their capabilities and knowledge of the topic investigated it is referred to as judgemental sampling. On the other hand, quota sampling divides the target population into small groups that can stick to the exact given parts.

Choosing the appropriate sampling technique was of great advantage to the researcher due to it being a qualitative study. The sampling framework not only improved the accuracy of the results but also reduced the costs, improved efficiency and gave better flexibility. Thirty (30) questionnaires were emailed to the academic staff, and only eleven (11) responded. This is because some of the participants approached were not willing to participate in the process. In addition, some promised to respond, but when a follow-up was conducted, respondents changed their minds.

### **3.6 Data Collection Methods**

Data gathering is defined, as the logical gathering of information that is related to the study using methods like case histories, participant observation, interviews, narratives, and focus group discussions (Burns and Grove, 2003). Rajasekar, Philominathan and Chinnathambi (2006) assert that data collection is the process that is carried out by researchers when they gather and measure information in a logical manner that allows them to have answers to

questions and evaluate the outcomes. According to Sekaran and Bougie (2014), it is very important for the researcher to select a suitable data collection method to develop the significance of the research. Subsequently, the part of collecting data in the study was very important and was done accurately to get the appropriate results of the study. Information that is attained by the researcher at first-hand is referred to as primary data whereas information that is attained from pre-existing sources is referred to as secondary data (Sekaran and Bougie, 2014).

### **3.6.1 Research Instruments**

Different types of data collection methods include questionnaires, focus groups, interviews, case studies and observations; these are known as research instruments. This study used interviews and an interview guide to gather data. There are various types of interviews, which include face-to-face interviews, online interviews and telephone-administered interviews.

*Pilot Study:* Considering that, the study utilised interviews. Some three academics were approached for interviews as a pilot study to test the feasibility of the process. They all agreed to do online interviews due to lack of time. Their responses to the interview guide questions proved that the process was feasible. Interviews were used to collect data, 11 lecturers were interviewed instead of the proposed 30. The interview guides were emailed to the lectures to be completed due to time constraints. These interviews emailed were an open-ended questionnaire that the lectures completed and emailed back. Emailing the interviews to the academic staff, gave the staff enough time to answer in their own time and also gave them time to think about their responses. However, the respondents delayed responding and that delayed the data collection process.

#### **3.6.1.1 Interviews**

Interviewing participants is one way of collecting data for the study. When using interviews as the data collection method, the researcher will be asking direct questions to the participants (Sekaran and Bougie, 2014). When the researcher asks questions, he/she listens to and records the answers from the respondents; groups or individuals, on an unstructured or semi-structured layout in an in-depth style. Interviews were used to collect data because of its

ability to gather in-depth information and due to time constraints; the interviews were emailed to academic staff.

### **Advantages of Online Interviews**

- A flexible technique that permitted the researcher to discover deeper meanings that would otherwise be difficult to obtain with other methods.
- Interviews usually had a higher response rate than other data collection techniques which helped in providing a full account of the research problem.
- Interviews also allowed the participants to express themselves more.

### **Disadvantages of Online Interviews**

- Respondents were alone when answering the questions and did not have anyone to explain clearly to them if they did not understand certain questions.
- Participants took long to respond when the interviews were emailed to them; it took longer than it would have been when doing the interview face to face with the researcher (De Vos, 2002).

#### **3.6.1.2 Open-Ended Questions**

The use of interviews enabled the understanding of attitudes and perceptions of academic staff towards their physical work environment. According to Bradshaw and Stratford (2010), qualitative methods involve the use of semi-structured interviews with the aid of open-ended questions to collect data. A set of questions were combined with instructions on how to answer them. The questions were combined and linked to the objectives of the research.

Questionnaires can be administered with either open-ended or close-ended questions. In this study, open-ended questions were used since the aim was to get in-depth information. Open-ended questions allow participants to express themselves in their own words because questions are unstructured (Lassig, Dillon, Diezmann, 2013). The interview questions were formulated and emailed to 30 lecturers at Westville campus, therefore; they can be referred to as online interviews (Janghorban, Roudsari, and Taghipour, 2014; Gruber, Szmigin, Reppel, and Voss, 2008). Lecturers are always busy with both their work and social lives, which made it difficult to talk to them face to face hence the decision to email the questionnaires.

### **3.6.2 Data Analysis**

According to Burns and Grove (2003), data analysis is defined as a method that is used to reduce and organise data to generate results that entail some explanation from the researcher. Moreover, data analysis is considered as a difficult and innovative process characterised by personal connections of the researcher, respondents and the data produced. There is a need for the researcher to be wrapped up in the data to get a clear picture of the study. Henning (2004) emphasises that the researcher can only achieve this by paying attention to what the participants will be saying and reading the transcriptions repeatedly.

#### **3.6.2.1 Qualitative Research Analysis**

Qualitative research analysis draws out patterns from concepts and insights. The data collected from the interviews were analysed and described to produce conclusions about the relationships that existed between academic staff and their physical working environment. Therefore, it can be argued that it was a process of moving from qualitative data collected into explanations and interpretations of the situations and people that were being studied. There are five types of qualitative analysis, and these include content analysis, narrative analysis, discourse analysis, framework analysis and grounded theory (Sekaran and Bougie, 2013).

The collected data was first organised first before being analysed. Data was transcribed, translated, cleaned and labelled accordingly. Secondly, a framework was identified; the framework that helped in structuring, labelling and defining the data. The third step was to

sort data into a framework comprising of coding the data and modifying the framework. The fourth step was that of using the framework in descriptive analysis. In this stage, the responses were arranged in categories and picking out the themes. The last stage was to pick out the patterns that existed in the data, building sequences of the events, developing and testing the hypothesis (De Vos, 2014).

### **3.6.2.2 Content Analysis**

In this study, the researcher used content analysis. Content analysis is the process of classification of spoken or behavioural data for the intention of summarising, classifying and tabulating. It can also be done on two different levels that are descriptive and interpretative (Streubert and Carpenter, 2003). In the content analysis, the researcher read the complete interview and started to identify some topics. The topics were viewed as categories and the categories needed sufficient data where the researcher divided them into subcategories. After every category has enough data and is saturated, then the researcher can draft some descriptive paragraphs about the categories and also verify if there are any relationships between the categories (De Vos, 2002).

### **3.7 Trustworthiness, Credibility and Reliability**

The credibility of the research was achieved by using a qualitative methodology. This was aided by getting in-depth information on the relationship between the physical work and environment of UKZN academic staff at Westville campus through the use of interviews. The collected information was analysed in content analysis.

### **3.8 Ethical Considerations**

In every research that is done by any researcher, all the ethical procedures should be considered. The research participants should know their rights before they participate in the research (Streubert and Carpenter, 2003). Firstly, the research informed the participants that participating in the study was voluntary and no one was forced to take part if they were not willing. Moreover, participants were notified that there were no incentives for participating



but rather were doing it out of their free will. The participants were given consent forms to read and sign if they were willing to participate. The researcher explained what the study was all about to the participants before they took part in the study. Therefore, the purpose and objectives of the study were clarified to the participants. Additionally, they were also told on how they will receive feedback on the findings of the research.

The information that was collected will only be used for this study and not for any additional research. Consequently, the privacy of the participants will be prioritised and all of their information will be kept confidential and not disclosed to anyone. Furthermore, the researcher will use the data collected in a way that no other person will be able to know the source of information except for the researcher. Moreover, participants were given an option of not disclosing their names if they were not willing. Participants were emailed on their email addresses not (outlook) the institutions given email. Participants were respected, and no individual was forced to answer any questions. No participant was disrespected or dishonoured; they were all allowed to withdraw from the study if they did not want to carry on. `

The researcher requested a gatekeeper's letter to give authorisation for collecting data on the university premises; university facilities were used in a proper manner which did not violate them. Moreover, the study was also conducted in a way that ensured that the reputation and image of the campus were not be tarnished.

### **3.9 Limitations**

Every research study that is conducted has its limitations, and it becomes a challenge to the researcher when collecting or analysing data. These limitations included time constraints, financial resources, and access to information and physical limitations. The study used interviews that required minimal time to complete, but because academic staff have busy schedules that made it a challenge to collect the required data. Furthermore, it is difficult to talk badly of your employer if you still need your job. This made the academic staff unwilling to communicate their views of what they think about their employers and the physical work environment. The research gives attention to one university campus which is the Westville

campus and the college management studies thus limiting the data that was collected. Additionally, the other major limitation is that the findings of the research strongly depended on the compliance and capability of the participants to truthfully respond to the research questions.

### **3.8 Conclusion**

This chapter recognised the different facets of the research process and explained them in detail. Every aspect and process of this chapter was of paramount significance to the research since it outlined the exact process that the researcher followed when carrying out the study. Furthermore, the chapter has shown how the data was collected and how the researcher analysed the data. Therefore, a framework was provided on the data collection aspect. As mentioned above, the study used a qualitative approach to collecting and analysing the data. The following chapter presents results and discussions obtained during data collection.

## **CHAPTER 4:**

### **PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.1 Introduction**

This chapter presents research findings. It analyses and discusses the findings of the study concerning the relationship between the physical work environment and motivation of University of KwaZulu-Natal (UKZN) academic staff at Westville campus. It outlines in detail the challenges and limitations of these results. It reflects on the literature of the study to provide a clear analysis of the findings about the existing and relevant content about the study. It also engages the key theories of the study and literature to compare the findings of the study to gain a broad understanding of the themes identified and the key questions asked in the study.

The chapter utilises the key research questions and the key objectives of the study to unpack the relevant themes that are essential in assessing the outcomes of these research findings. This is important in capturing the aims of the research. The study aimed to understand, how the physical work environment inspires academic staff to conduct positive and productive behaviours to achieve job satisfaction. The study also aimed to understand the relationship between institutions of higher education and their academic staff, the perceptions of academic staff at UKZN and establish an effective assessment of the physical work environment provided by the institution. Therefore, the study presents data which was collected from academic staff at UKZN Westville Campus to understand if these aims are justified.

#### **4.2 Reflecting on the Key Research Questions and Objectives**

The key research questions and objectives played a critical role in shaping the conduct of the research and the designing of interview questions. Therefore, it is important to revisit and reflect on the research questions, understanding and shaping the chapters focus. The key research questions and objectives guided the interview guide, which had 12 questions. The section below presents discusses and analyses data collected from the interviews and outlines

various responses from the participants. This will be achieved by, reflecting on the key objectives of the study and then by reflecting on the interview guide responses.

#### **4.2.1 Discussion and Analysis of Research Objectives and Interview Guide Questions**

The overall number of the target population was 30 and thirty (30) questionnaires were emailed to the respondents for data collecting data. However, in spite of all the efforts to secure the 30 responses from academic staff from the college of Management studies, only 11 academics responded to the interviews.

This section outlines the information contained by the 11 participants who responded to this study. The interview guide had 12 questions that sought to solicit the experience of academic staff, their feelings, satisfaction, and motivation about the physical work environment provided by the university. The responses given in the interview guide reflected various attitudes and feelings the participants had towards the work environment provided by the institution. Therefore, this section discusses and analyses the key research objectives of the study and reflects on the responses given by the participants to understand the impact of physical work environment at UKZN Westville Campus.

##### **4.2.1.1 Objective 1: Influence of Physical Work Environment on Motivation and Job Satisfaction of Academic Staff**

It was found that the physical work environment of UKZN positively impacts on the motivation and job satisfaction of academic staff at Westville campus. This is evidenced by 8 out of the 11 members interviewed whose job satisfaction was high. The results obtained from UKZN about staff job satisfaction coincide with those found at a public university in Taiwan where job satisfaction was higher than the private sector (Tai, 2014). In South Africa, an overall level of satisfaction from several universities was also demonstrated by academics in a study that was conducted by Dias, Machado-Taylor, Santiago, Carvalho and Sousa (2012).

The results also correlate with what was mentioned in the literature. Ismail *et al.*, (2010) state that, a favourable physical work environment boosts job satisfaction, equity and positive attitudes help towards motivation academic staff. The Strategic Plan (2013), states that UKZN will provide a working environment in which all staff members must get the chance to execute at their best while reaching their full potential. When workers are motivated, they tend to be satisfied with their work outcomes (Elnaga, 2013). According to Siu (20002), favourable work environments are linked to the health and well-being of employees; job satisfaction, productivity and communication.

Elnaga (2013) further asserts that motivation and job satisfaction amongst academic staff plays a crucial role of contributing towards producing quality students in their institutions. The results also relate with the job characteristic model (JCM) which acknowledges that psychological states such as internal motivation, growth satisfaction and work effectiveness influence personal and work outcomes given the strength of employee's growth needs (Steyn and Vadwa, 2014).

The case was different from public universities of Portugal as results indicated that a large number of academics were generally demotivated by their physical environments (Taylor *et al.*, 2014).

**Table 4.1: Experience of UKZN academic staff in years (n=11)**

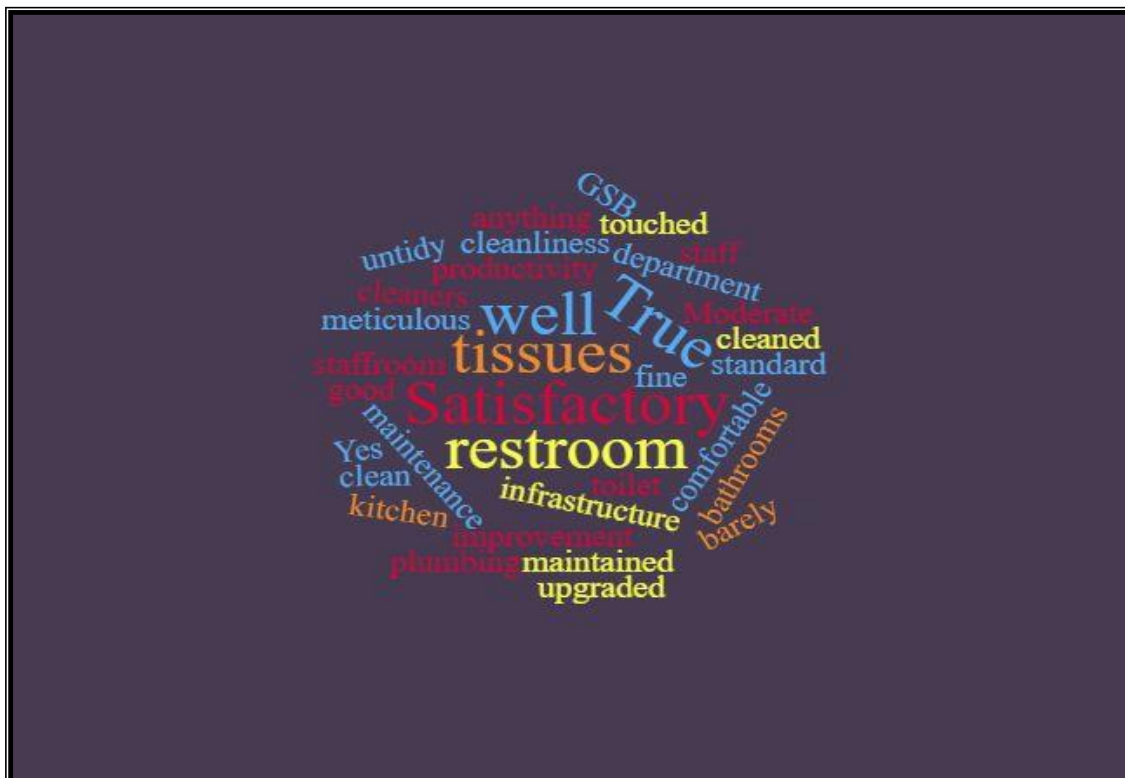
| <b>Number of respondents</b> | <b>Gender</b> | <b>Work experience in years</b> |
|------------------------------|---------------|---------------------------------|
| <b>1</b>                     | Male          | 2                               |
| <b>2</b>                     | Male          | 2                               |
| <b>3</b>                     | Male          | 32                              |
| <b>4</b>                     | Female        | 16                              |
| <b>5</b>                     | Female        | 8                               |
| <b>6</b>                     | Male          | 8                               |
| <b>7</b>                     | Male          | 5                               |
| <b>8</b>                     | Male          | 12                              |
| <b>9</b>                     | Male          | 2                               |
| <b>10</b>                    | Male          | 9                               |
| <b>11</b>                    | Male          | 12                              |

Table 4.1 indicates that 8 of the academic staff have more than 5 years of work experience while 3 of the academic staff have less than 5 years of work experience at UKZN. From the results, one can establish that academics with more than 5 years' work experience are more satisfied with their jobs and are most likely parents with family responsibilities hence their long service at the institution. At the same time, there are very high chances of academics leaving their jobs, particularly those academics with less than 5 years working experience when dissatisfied with their work environment. Studies support these results as they mention that, older individuals with more work experience tend to show greater satisfaction with their work than those who are much younger and less experienced (Platsidou and Diamantopoulou, 2009). In Portugal, satisfaction by age group demonstrated greater satisfaction particularly by those who were older (61 years and more) than those who were at the beginning of their careers.

#### 4.2.1.2 Cleanliness of Physical Work Environment

A clean physical work environment attracts a positive attitude and provides a sense of comfort towards motivation and job satisfaction of employees (Solomon, 2014). Question nine sought to inquire about the cleanliness of the physical work facilities such as restrooms. Findings of the cleanliness of the physical work environment at UKZN were rated as generally not clean. It can be argued that Campus cleanliness is not directly linked to satisfaction and productivity at UKZN. Findings from other South African Institutions of higher education found that males were more satisfied with their physical surroundings than females (Schulze, 2008). Females are more likely to value neatness of areas such as restrooms and kitchens when compared to males. However, according to Kampert (2008) and Solomon (2014), a clean working environment and good [adequate], infrastructural facilities are considered as motivating and satisfying to academic staff.

Figure 4.1 below outlines on the list of words that reflect how the participants responded to the question of cleanliness of some of the facilities that academic staff rely on every day such as restrooms.



**Figure 4.1: Responses to Question 9: Workplace features such as restroom cleanliness and general campus cleanliness impact on welfare, performance and productivity. What is your take of this statement in respect of UKZN?**

The responses given by the majority of academic staff indicated that the cleanliness of the physical work environment attracted very moderate responses. The next question then sought to understand the importance of workplace communication and the availability of necessary physical resources.

#### **4.2.1.3 Workplace Communication**

One of the key issues that motivate and encourages employees in any work environment is the availability of effective communication channels and resources (Simons and Jankowski, 2008; Nowack, 2011). Question ten in the interview asked what impact workplace communication has on the welfare of academic staff, their productivity and performance. Workplace communication can either be via meetings, telephone calls, emails and notice boards. This means it requires tangible physical spaces such as boardrooms and physical tools and accessories such as laptops, desktop computers, tablets, landline phones or cell phones. Nowack (2011) posits that the engagement of organisational members is crucial to job satisfaction and employee retention. Therefore, studies reveal that lack of communication and engagement at the workplace is associated with increased quitting intentions (Simons and Jankowski, 2008).

Results show that academic staff at UKZN agrees that workplace communication at the institution is effective in fostering their productive behaviour. This result coincides with what the Strategic Plan of 2008 in the literature which touches on how the role of communication in the workplace influences high levels of job satisfaction. At UKZN, the staff are provided with valuable communication channels such as meetings with the university top executive which they can use to point out their concerns and interests. Communication across departments is made easy if the physical workplace is friendlier (Spector, 2002). According to Siu (2002), social spaces and dedicated break areas are useful in encouraging employees to



take normal breaks during the day because these breaks can contribute towards productivity, communication skills, and give employees more concentration thus also help to reduce stress. At the School of Management studies, there are lounges in which academics meet and socialise during tea breaks. Subsequently, if all these physical features are incorporated within the working environment, it will not just be an advantage to the health and well-being of employees, but it will also improve the level of job satisfaction, productivity and communication skills.

#### **4.2.2 Objective 2: Influence of the Physical Work Environment on Positive and Productive Behaviour towards Work**

The findings proved that a large number of UKZN academic staff consider the environment as conducive. One explanation may relate to the favourable work environments due to several renovations which have taken place at the institution, reduced workload and worker's relations. UKZN Westville campus academic staff interviews clearly illustrate that conducive or favourable work environments are likely to increase job motivation and satisfaction.

One of the academics even said that:

*“UKZN premises are well maintained.”*

Also, another academic staff said:

*“The staff bathrooms are always clean and are attended to well, with any plumbing emergencies responded to within reasonable time by the maintenance department.”*

Another one concluded that:

*“The physical environment is satisfactory although more room for improvement is required regarding that aspect.”*

The results coincide with the study done at a university institution in South-West Nigeria as evidenced by the work environments such as physical facilities are fairly favourable (Amusa and Olabisi, 2013). According to Inuwa (2015), favourable physical working environments

increase job satisfaction, job attitude and equity which results in higher employee performance.

Productivity, therefore, increases when workers are satisfied with their physical work environment (Elnaga, 2013). However, when employees are dissatisfied with their physical work environment, psychological health effects such as stress and anxiety are experienced by employees (Shea, Pettit and De Cieri, 2011). This will relatively affect their performance and in turn affect productivity and further result in high absenteeism, lower effectiveness in the classroom, low morale and reduced job satisfaction (Chika, Samuel and Arinze, 2016). In Washington D.C renovations of buildings in one district, broken toilets, roof leaks and burned out lights decreased teaching morale among the academic staff (Chika, Samuel and Arinze, 2016). The work environment of public universities of Nigeria is regarded as poor because some lecturers are still held under trees due to the inadequacy of classroom blocks and lecture halls (Chika, Samuel and Arinze, 2016). Another example is Kyambogo University which has poorly performing academic staff due to insufficient working environments (Wilson, 2015). One can argue that overall job performance of academic staff is effective given a proper conducive work environment.

#### **4.2.2.1 Supporting Technologies and Conducive Work Environment**

Question 6 and seven of the interview guide sought to explore if the academic staff are offered adequate physical supporting technology and a conducive work environment that makes their work easier. The responses of the participants indicated that there is positive support from the institution regarding technological innovation. The responses also outline that the academic staff acknowledge that there are provided with a conducive work environment well-suited for effective academic progress.

Academics agreed that the technology offered in lecture rooms allows them to perform their duties properly. One can argue that the availability of effective technology in lecture and seminar rooms enhance productivity. Academic staff are likely to be motivated by the use of improved technologies such as video conferencing during lessons.

Figure 4.2 below presents a list of words, which indicate how the academic staff appreciate the technological facilities and resources that are provided by the institution.



**Figure 4.2: Responses to Question 6: Considering the increase in innovative technologies in education, how would you rate the technology offered in seminar rooms and lecture theatres? Do you think their functionality is encouraging and makes your work easier?**

The response to the technical support given to the academic staff indicates that the institution is providing them with relevant and up to date resources. One of the academic staff had this to say,

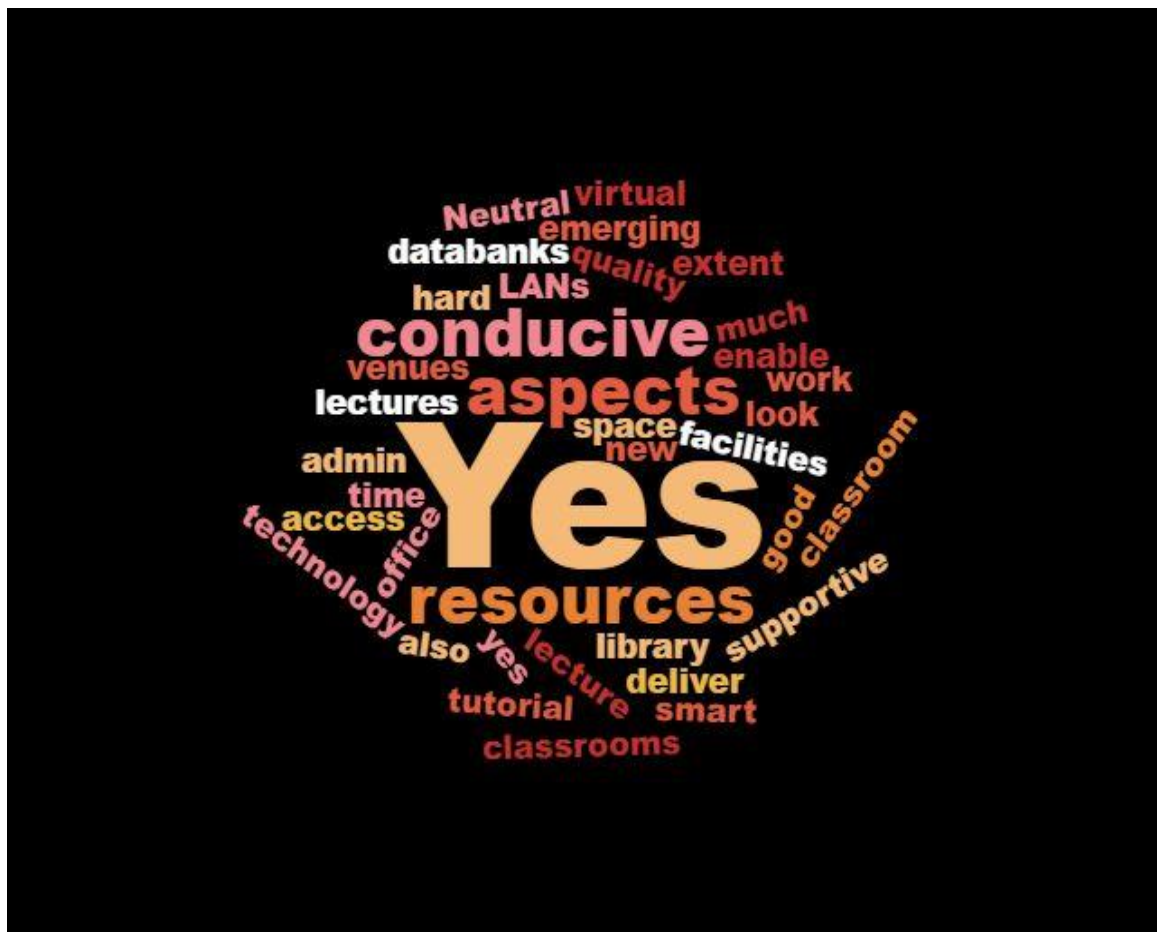
*The technology available in lecture and seminar rooms is more than adequate, and the upgrades to these facilities have made work easier in recent years.*

This demonstrates that the physical work facilities available at UKZN Westville campus can provide academic staff with competitive teaching and learning facilities that are modern and user-friendly. More so, all of the academic staff interviewed confirmed that the institution has conducive resources that are suitable for effective academic progress such as libraries, computer labs, office spaces, lecture venues and tutorial classrooms that are supportive.

However, one of the participants clarified that though the environment is conducive. There is need to improve the physical set-up of lecture rooms to be more modernised and technologically advanced in settings. The participant had this to say,

*Yes, but we should also look at new emerging smart classrooms or virtual classroom technology.*

The word cloud in Figure 4.3 below shows a list of words that confirm the conducive environment provided by the university.



**Figure 4.3: Responses to Question 7: Do you consider your work environment conducive and supportive enough for the kind of work you do?**

### **4.2.3 Objective 3: The Psychological Well-being of Academic Staff concerning their Physical Work Environments**

Every physical work environment is supposed to provide a sense of security and comfort to promote the psychological well-being of the employees. This can help in motivating the employees in reaching job satisfaction and also boosting their morale. Therefore, one can posit that providing security and a clean work environment are some of the key ways of ensuring psychological well-being of employees. It is argued that the certain use of colours such as red and yellow/gold may be used to set the mood of the person who enters the building and in other cultures this associated with prosperity, luck and religion (Singh, 2006). The connection between the physical work environment and the psychological health of the employees is very critical and contributes towards the productiveness of employees. One can explain that, if the physical work environment is poor, the levels of stress will also be higher thus affecting their psychological health. This correlates with the Behaviour Modification Theory (BMT) (see 2.7.2). Facets of the physical work environment such as temperature, noise, space, vibration, lighting and confined spaces have an impact on psychological health on academic staff. According to Choi, Beltran and Kim (2012), employees that are victims of depression stress and anxiety might not be productive at all.

Physical resources of UKZN are certainly abundant as indicated by most academic staff.

One of the academic staff explained:

*“Comparing with the previous institutions I worked for, the resources at UKZN is in abundance.”*

More so, another academic staff said:

*“The physical resources are quite good compared to my previous institution, and I am happy to work at UKZN.”*

Also, another academic staff said:

*“When I started work, my discipline did not have access to a network printer, which struck me as odd but this has been rectified.”*

Another one concluded that:

*“I have all my needs adequately provided for, from the office space to the workstation with an internet connection, telephone facilities and my work is progressing well.”*

The results indicate that academic staff at UKZN are satisfied with the abundance of the physical resources offered by the institution. Tai (2014) emphasises the role of job satisfaction of academic staff as contributing to positive outcomes to their institutions' quality and that of students. When there are adequate resources such as personal computers and printers, telephone facilities and personal office space academic staff tend to get motivated to do their work well.

The results correlate with findings obtained from Nigerian universities where availability of books, journals and the provision of internet facilities boosted the research capability, productivity and promotion of academic staff (Chobelueh, 2012). According to Elnaga (2013), working conditions influence employee motivation. For Lin (2012), job satisfaction has a positive relationship with productivity. However, when hygiene factors are not considered good, and acceptable workers tend to be dissatisfied leading to reduced productivity (Elnaga, 2013).

#### **4.2.3.1 Security on Campus**

Taiwo (2010), outlines that, the work environment provides various factors that can positively or negatively impact the productivity of employees. Therefore, it is important to note that the presence or absence of adequate security measures can positively or negatively influence the productivity and positive behaviour of academic staff. One can note that any threat that might be perceived can affect the psychological well-being of academic staff.

Security is identified as one of the psychological and security needs of Maslow's hierarchy of needs (Kwapong, Opoku and Donyina, 2015). According to Sell and Cleal (2011), conflicts, threats or violence at workplace impacts on the psycho-social elements of the work environment. The overall results explained that security at UKZN campus is regarded as not safe. To most academic staff of UKZN, security of their well-being at work was emphasised. The list of words displayed in Figure 4.4 below highlights some of the keywords identified in

the responses given about the security challenges that still plight UKZN. The participants complained about their cars being damaged during protests and cars being stolen, which makes the environment not secure.



**Figure 4.4: Responses to Question 8: Please comment on campus security and related issues in the light of various protests and unrest which have occurred on campus and to what extent does this impact on the ability of UKZN to attract and retain academics?**

Security of academic staff at UKZN is likely to affect both productivity and satisfaction. Therefore, one of the academic staff had this to say:

*“Security is not provided efficiently at the campus; my car was stolen on the second day of assuming duty.”*

Another said,

*“Campus is dangerous I cannot stay longer than I would like to complete my work especially after 5 pm.”*

Another academic staff explained that,

*“Students prefer going to other universities when they want to study at night.”*

One can note that students usually go to Durban University of Technology (DUT) library to study at night because their university campus (UKZN) is not secure regarding the security service provided.

Another academic staff emphasised that,

*“Disruptions such as protests not being managed effectively, cars have been damaged and stolen from campus and office spaces invaded.”*

All these job frustrations might lead to lower productivity and dedication of faculty members towards the institution (Ahsan *et al.*, 2009). This means that when employees are dissatisfied with their security needs in the workplace, they tend to perform inadequately or restrict their output.

#### **4.3 Discussion and Analysis of Some Interview Guide Questions**

In understanding the above findings about the objectives, it is important to explore further and clarify how some of the interview questions helped in reaching these objectives and answering the key research questions. Some of the interview guide question responses were well captured in the above section. Therefore this section only addresses the few remaining questions which helped to provide an alternative analysis of the factors that motivate academic staff in reaching job satisfaction. The questions in the interview guide were framed to properly represent and capture the key research questions and objectives of the research. These questions were structured in a way that meant to make the participant comfortable to respond. However, only a few of the respondents managed to answer all the 12 questions fully. Thus, assessing how the participants responded to each question is effective in reflecting on the importance of physical work environment towards motivation of employees.



#### **4.3.1 Experience and Number of Years Teaching at UKZN**

Question one of the interview guide meant to explore the experience of the participants in teaching and assess how long they have been at UKZN. This was meant to help assess if their experience helped to clearly define if there has been any noticeable improvement in the quality of infrastructure and support structures that make up the physical work environment. Of the 11 participants, only 3 have 2 or fewer years teaching experience at UKZN Westville Campus, and the other 8 participants had 5 or more years teaching experience. This means the majority of participants could provide a comparative explanation of the improvements or static conditions of the physical work environment. For example when asked to comment if there has been any improvement on campus security measures, all participants clarified that it is a huge challenge. However some participants who had more experience at UKZN Westville campus provided a more detailed explanation comparing the changes that have taken place over the years. One of the respondents who has 8 years' experience as an academic staff had this to say,

*I believe UKZN has tried its best to mitigate these issues. But nevertheless it still happens, and this is bad for the university reputation. I did hear from students that they prefer going to other universities. But issues and protests related to fees must fall affected most institutions in the country.*

#### **4.3.2 Factors which Motivated Academic Staff to Work for the University**

Question 2 asked the participants on how they felt being an academic staff at one of Africa's leading academic institutions. While question 3 asked about the factors that motivated the participants to be a lecturer at the institution. These questions exposed the attitude of the participants towards the institution. Their responses showed how they hold the institution in high regard. This also helped in reflecting if this reputable status is also maintained and matched by the physical work environment provided at the institution.



**Table 4.2: Motive to join the institution (n=11)**

| Number of respondents | The motive to join the institution (UKZN)                            |
|-----------------------|--|
| 1                     | Passion in lecturing   |
| 2                     | Wanted change  |
| 3                     | I like students and lecturing  |
| 4                     | Interested in lecturing because it is a stable job                   |
| 5                     | Passionate about teaching since childhood                            |
| 6                     | Registered for a postgraduate research degree then became a lecturer |
| 7                     | Passionate about human capacity building                             |
| 8                     | Wanted change of employment but I ended up liking lecturing          |
| 9                     | Passion in an academic research career                               |
| 10                    | Enjoyed the academic environment                                     |
| 11                    | Enjoyed a teaching job   |

Table 4.2 above shows that 9 of the UKZN academic staff out of the 11 who were interviewed were motivated to join the institution because of their passion of lecturing, 1 wanted a change of institution, and another one joined because the institution is the best in research. The different motivational reasons to join have either positive or negative impacts on the academic staff performance. From the above results, one can clarify that passion in the lecturing job is positively linked to productivity, motivation and satisfaction. Motivational factors include work content, recognition, involvement, responsibility, achievement and advancement. In this case, those academics that are passionate about their jobs are likely to be motivated to perform well. The presence of motivational factors largely motivates employees to excel (Kwapong, Opoku and Donyina, 2015). The results correlate with performance among faculty members of Ghana Higher Education Institutions (HEIs), where motivation accounts for 79.5% of the performance (Ibid).

### 4.3.3 Opportunities for Professional Development

Question 4 asked about the resources that are provided by the institution to develop academic staff. From their responses, academics indicated that they were satisfied with opportunities for professional development offered to them by the University of KwaZulu-Natal. It can be noted that when management through awards, teaching and learning workshops for academics, seminars and conferences they tend to be motivated and satisfied with their work environment.

One of the academic staff had this to say:

*“The university pays fees and conference fees for academic staff which is a great honour.”*

Another said:

*“Provision of research funds workshops, conference attendance related to your field of interest.”*

And another academic added that:

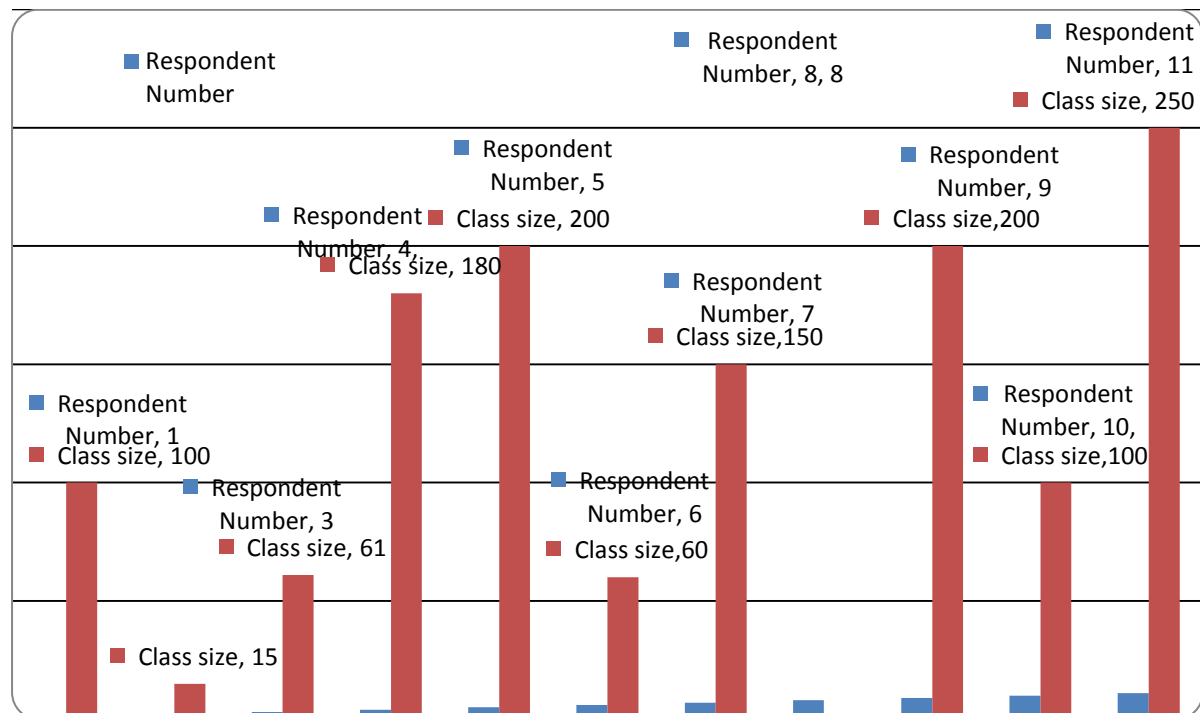
*“We attend teaching and learning workshops including conferences which are offered by the university.”*

Opportunities for professional development are there to reinforce efforts of academic staff to increase their productivity. This is because they appreciate the efforts that are given to them by the university. Funding provided to academic staff at institutions encourages them to pursue their career paths through staff development. Career path and development is a means to support research and publications among academic staff (Schultz and Schultz, 2010). Research support allows academic staff to put extra effort and increase productivity (Elnaga, 2013). In the literature review, the job satisfaction of the academic staff has been anticipated that it is closely connected to the structure of the school, work environment, morale and the motivation for work (Chen, 2008). Positive employee attitude towards their work influences both job satisfaction and employee's performance (Vischer, 2007). In previous South African studies, most dissatisfaction was derived from the lack of funding to attend various conferences (Schulze, 2006). The findings have proven that there is a greater improvement in how UKZN is developing various activities to enhance employee satisfaction.

### 4.3.4 Class Size

Question five of the interview guide sought to inquire about the average number of students each academic staff deals within their classes. This was meant to understand if there is enough physical space to accommodate the numbers they are teaching. The size of the class influences the performance and productivity of the academic staff at UKZN. From the 11 interviews that were conducted, one of the academic staff did not specify what number of students they teach and below are the results of 10 academics.

**Class Sizes for UKZN Academic Staff**



**Figure 4.6: General class sizes of UKZN Westville Campus**

Figure 4.6 shows that most academic staff at UKZN Westville campus teach about 250 students per semester. The numbers usually decrease as students move to high levels such as third and fourth levels. Class sizes of UKZN can directly affect job satisfaction and productivity, smaller class sizes are manageable.

Overcrowding and poor ventilation of classrooms make it difficult for the teacher to hold the attention of students in classes, which also affects academic staff productivity regarding classroom management (Igbo, 2002). First-year classes on campus, courses are normally full, and some have poor ventilation. The results above differ from those found in higher education systems of the United Kingdom (UK). Job dissatisfaction in the UK was linked to the expansion of class sizes with inadequate resources commensurate to the number of students (Chika, Samuel and Arinze, 2016). This will greatly impact on employee productivity. The availability of physical space to accommodate the class size was positively acknowledged by the participants who recognised that the lecture theatres could handle students in the available lecture venues provided, though undergraduate classes usually have large numbers.

#### **4.3.5 Orientation for New Academic Staff**

Question 11 sought to inquire if there is any form of orientation that is given to new academic staff to familiarise them with the physical work environment at UKZN Westville campus. People orientation, team orientation, is recognised as the characteristics of the organisational culture. Delobbe, and Vandenberghe (2002) define people-oriented cultures as emphasising the respect of employees through institution support and cooperation. According to Chipunza and Malo (2017), orientation is the highest characteristic of organisational culture within a vocationally oriented higher education institution found in a developing economy.

Orientation is the induction given to new academics at institutions. The lack of training and promotions at various institutions influences the employee job satisfaction (Dickey *et al.*, 2009). This orientation of new academic staff may help increase the level of confidence, comfort and understanding of the physical work environment, which provides one with a sense of belonging.

The findings point out that provision of orientation to academic staff at UKZN is not prioritised. Scholars cited in the literature review (Faturachman, 1997; Ali *et al.*, 2013; Mukul *et al.*, 2013; Batchelor *et al.*, 2014) agree that enriching employees is to ensure satisfaction, opportunity provision and a challenging environment for individual development. One can explain that lack of orientation for UKZN academic staff may likely

escalate staff turnover as the employees might feel that their purpose at work is not taken seriously. Therefore, individuals' who feel dissatisfied are likely to leave the institution if they are not included in the decision-making processes. In contrast, employee satisfaction in South Korea was directly linked to a positive people-oriented culture through respect for personal employee values (Choi, Martin and Park, 2008).

#### **4.3.6 Recommendations to New Aspiring Academic Staff**

Question 12 asked if the participants would recommend anyone to work at UKZN Westville campus. Responses indicate that staff is satisfied with their working conditions and they implied that they would encourage other academics to join UKZN. As mentioned in literature, the University of KwaZulu-Natal has provided a working environment in which all staff members get the chance to execute at their best while reaching their full potential (Strategic Plan, 2013). The university offers the best working conditions and physical places, which promote social relations (Ibid). The UKZN Strategic Plan (2013) also notes that large amounts of money are spent on creating an outstanding physical infrastructure. Most academic staff have their personal office space, which motivates them to work without disturbance from other employee's telephone conversations. The university awards distinguished lecturers every year to motivate employees to maintain levels of job satisfaction (Strategic Plan, 2013). Valuable communication channels such as meetings pointing out the good and bad to the top executive of the university.

#### **4.4 Conclusion**

It can be concluded that most academics are satisfied with the opportunities of professional development offered by the institution, and the technologies used in lecture rooms that allow them to perform their duties effectively. Thus, the physical work environment at UKZN Westville Campus was recommended to be supportive. The results outline that manageable class sizes produce not only quality students but great academic staff as well, as staff will have less workload and more time to do research. The variety of the academic staff interviewed was 9 males and 2 females. The females are satisfied with the clean and conducive physical environment and would recommend other aspiring academic staff to join the institution. The next chapter presents the conclusions and recommendations.

## **CHAPTER 5:**

### **SUMMARY, CONCLUSION and RECOMMENDATIONS**

#### **5.1 Introduction**

The previous chapters presented the research argument, aims, problem statement, research objectives, literature review, research findings and analysis. The study findings presented in Chapter 4 indicate that there is a positive link between physical work environment and motivation of academic staff in institutions of higher learning. This chapter concludes this research study by providing a summary and recommendations.

This chapter highlights the key findings about the objectives, conclusions and thus makes recommendations towards improving the physical work environments of academic staff members. The last part of this chapter gives the conclusion for the study. The study examined the relationship between physical work environment and motivation of UKZN academic staff at Westville campus. The study was done to determine whether the physical work environment motivates academic staff at UKZN Westville campus.

#### **5.2 Assessing the Objectives**

The study was guided by the following objectives that include,

- To assess how the physical work environment influences the levels of motivation and job satisfaction among academic staff.
- To establish the influence of the physical work environment on positive and productive behaviour towards work.
- To assess the psychological well-being of academic staff concerning the physical work environments.

This research explored these objectives to understand the importance of physical work environment, its influence on motivating academic staff at the UKZN Westville Campus to reach job satisfaction. This chapter revisits these objectives to summarise and conclude on the



findings of the study and identify the loopholes that still need to be studied for future purposes.

The **first objective** was to assess how the physical work environment influences the levels of motivation and job satisfaction among academic staff. Results show that UKZN academic staff are satisfied with their physical work environment. Among the interviewed academic staff, the most satisfied were those with more than 10 years of work experience, this was probably so because they are parents with family responsibilities consequently being content. These academics are satisfied with their physical work environment, and are thus passionate about their lecturing jobs therefore creates a positive influence on employee performance.

Class sizes of 250 are manageable to UKZN academic staff, and this increases staff motivation. On the other hand, one can point out that, large classes (undergraduates) of over 250 students at UKZN places ridiculous pressure on academic staff. Job performance of academic staff at UKZN is greatly influenced by the abundance of physical resources such as personal computers and printers; telephone facilities and personal offices which distinguish it from other institutions hence; this satisfies and motivates staff to do their work.

The findings indicated that academic staff are satisfied with their jobs and are motivated to perform better given the abundance of resources in their physical work environment. The academic staff of UKZN therefore, recommends new academic staff to join the institution because the institution is huge with excellent resources like libraries.

The **second objective** determined the relationship between the physical work environment and the productive behaviour of academic staff towards work. Findings proved there was a significant relationship between physical work environment and the productive behavior of UKZN academic staff. Conducive work environments regarding renovated offices and lecture rooms; effective technologies in seminar and lecture rooms all enhance the productivity of academic staff.

The **third objective** assessed the psychological well-being of academic staff concerning their physical work environments. The results showed that UKZN academic staff of Westville campus considered the security as not safe. This has negative effects on the satisfaction of staff and their productivity because some academics may want to extend their working hours

but are insecure to do so. Academic staff were concerned about the poor security as cars were stolen, lecture rooms and offices were broken into especially during strikes. These security breaches result and lead to job frustrations, less productivity and poor dedication of members towards the institution.

Findings show that Westville campus does not meet the standard of cleanliness expected of the work environment. The cleanliness of campus proved that it was directly linked to satisfaction and motivation of male academics. Males were noted as not highly valuing the neatness of areas such as restrooms as compared to female academic staff. Use of colours such as red and yellow/gold may be used to set the mood of the person who enters the building.

Workplace communication at UKZN Westville campus was rated as effective in their physical work environment. Notice boards, telephone calls, meetings and emails promote effective communication among management and with students.

### **5.3 Concluding Assessment**

The research draws its conclusion from the physical work environment of UKZN (Westville) academic staff with regards to their motivation. The study was written on the idea that the physical work environment of academic staff positively influences on staff motivation. The post-democratic era sought academic institutions to increase the number of students in higher learning institutions. This not only increased workload on the academic staff but stress and their well-being. Work environment to academic staff has positive and negative outcomes towards work. The motivation of staff through money, bonuses and travels perks also influence their attitudes towards work. The findings suggested that to a larger extent the physical work environment has an impact on the motivation of UKZN academic staff at Westville campus given the staff responses.

A favourable working environment boosts job satisfaction, equity and attitudes that can help towards motivating academic staff. Hence, poor psychological health effects such as stress and anxiety contribute negatively to productivity. The sense of security regarding physical places such as personal office space of academic staff, motivates them to perform their duties

and have a sense of belonging. Physical places that allow meetings and breaks promote social relations among academics, which increase their job satisfaction. Proper communication channels motivate staff as they are engaged in the decision-making processes of the institution. The research was designed based on a sound research methodology, the interview schedule was drafted after having consulted literature and that the sound findings have resulted to suitable recommendations being proposed which if implemented should enhance UKZN's ability to attract and retain academics.

#### **5.4 Recommendations**

Based on the study findings the following recommendations are proposed;

1. The university should regularly evaluate the physical work environments of academic staff based on these findings.
2. UKZN should consider increasing security at the institution to build an attractive, safe working environment to help academic staff work comfortably for them to increase productivity.
3. The university should engage staff regarding institutional decision-making processes to serve as a motivating factor to employees.

#### **5.5 Suggestions for Future Research**

Future research may have to focus more on physical environment interventions and how they affect behaviour change for the betterment of psychological well-being of academic staff.

## LIST OF REFERENCES

Adewale, A., Ghavifekr, S. and Abdulsalam, I. (2017). Impact of Stress on Academic Staff: Implication for Higher education Management and Leadership. *Malaysian Online Journal of Educational Management* [online]. 5(2),75-91. Available from:

<https://ejournal.um.edu.my/index.php/MOJEM/article/download/6000/3714/>. [Accessed:01January 2018].

Amir, F. (2010). Measuring the impact of office environment on performance level of employees: A case of private sector of Pakistan. *Proceedings of the 2nd International Conference of AGBA South Asia Chapter on Nurturing Innovation, Entrepreneurship, Investments and Public Private Partnership - in Global Environment*. Bhurban, Pakistan.

Al-Anzi, Nowier Mohammed. 2009. Workplace Environment and Its Impact on Employee Performance, *Journal of Managerial Psychology*, 11 (3), 33-47.

Amusa, O. I., Iyoro, A. O., Olabisi, A. F. (2013). Work Environment and Job Performance Of Librarians In The Public Universities In South-West Nigeria. *International Journal Of Library And Information Science*, 5, (11), December, 457-461.

Akinditure I, O, Ayodele, J, B and Osiki P (2011). Political Leadership and the Development of Education Programme in Nigeria: Lessons for African Nations. *Journal of Education and Practice* 2(8), 19-27.

Ashkanasy, N., Ayoko, O. and Jehn, K. (2014). Understanding the physical environment of work and employee behavior: An affective events perspective. *Journal of Organizational Behavior*, 35(8),1169-1184.

Badat, S. (2010). The challenges of transformation in higher education and training institutions in South Africa. [online] *Development Bank of Southern Africa* . Available from:

<http://www.dbsa.org/EN/About->

[Us/Publications/Documents/The%20challenges%20of%20transformation%20in%20higher%20education%20and%20training%20institutions%20in%20South%20Africa%20by%20Saleem%20Badat.pdf](http://www.dbsa.org/EN/About-Us/Publications/Documents/The%20challenges%20of%20transformation%20in%20higher%20education%20and%20training%20institutions%20in%20South%20Africa%20by%20Saleem%20Badat.pdf) [Accessed 24 Feb. 2018].

Barkhuizen, N. and Rothmann, S. (2008). Occupational Stress of Academic Staff in South African Higher Education Institutions. *South African Journal of Psychology*, 38(2) Available from Doi

<https://doi.org/10.1177/008124630803800205>

Bhatti, M., Bhatti, M., Akram, M., Hashim, M. and Akram, Z. (2016). Relationship between job stress and organizational commitment: An empirical study of banking sector. *E3 Journal of Business Management and Economics*, 7(1), 029-037.

Briner, R.B. (2000). Relationships between work environments, psychological environments and psychological well-being. *Occupational Medicine*, 50 (5), 299-303.

Burns, N. and Grove, S. (2003). *Understanding nursing research*. Philadelphia, Pa.: Saunders.

Bush, R and Burns, A. (2003). *Marketing Research: Online Research Applications, Fourth Addition*. [Online] Pearson Custom. Available from:

<http://www.brad.ac.uk/management/media/management/els/Introduction-to-Research-and-Research-Methods.pdf> [Accessed: 15 October 2017].

Candè, E.J. and Wakin, M.B., 2008. An introduction to compressive sampling. *Signal Processing Magazine, IEEE*, 25(2), 21-30.

Chandrasekar, K., (2011). Workplace environment and its impact on organisational performance in public sector organisations. *International Journal of Enterprise Computing and Business Systems*, 1(1), 1-19.

CHE. (2016). South African Higher Education Reviewed: Two Decades of Democracy. Pretoria: *Council on Higher Education*.

Chimanikire, P., Mutandwa, E., Gadzirayi, C., Muzondo, N., & Mutandwa, B. (2007). Factors affecting job satisfaction among academic professionals in tertiary institutions in Zimbabwe. *African Journal of Business Management*, 1(6), 166-175.

Chipunza, C and Malo, B. (2017). Organizational culture and job satisfaction among academic professionals at a South African university of technology. *Problems and Perspectives in Management*, 15(2), 148-161. Available from doi:

[10.21511/ppm.15\(2\).2017.14](https://doi.org/10.21511/ppm.15(2).2017.14)

- Chika, U, Samuel,N,E and Arinze,I.(2016) Physical work environment and academic staff productivity in Universities in Enugu state, Nigeria. *Journal of science and Humanities Research*,2(5), 14-25.
- Cicei, C. (2012). Occupational stress and organizational commitment in Romanian public organizations. *Procedia - Social and Behavioural Sciences*, 33,1077-1081.
- Choi, J., Beltran, L and Kim, H. (2012). Impacts of indoor daylight environments on patient average length of stay (ALOS) in a healthcare facility. *Building and Environment* ,50, 65-75.
- Clarke, M. (2005). Quality assessment lessons from Australia and New Zealand. *Higher Education in Europe*, 30(2),183-197.
- Coetzee, S. E and Rothmann, S. (2005). Occupational stress in a higher education institution in South Africa. *South African Journal of Industrial Psychology*, 31, 47-54.
- Cohen, S. (2002). Chronic psychological stress and the regulation of pro-inflammatory cytokines: a glucocorticoid-resistance model. *Health Psychology*, 21(6), 531.
- Connolly, J. J., & Viswesvaran, C. (2000). The role of affectivity in job satisfaction: A meta-analysis. *Personality and Individual Differences*, 29(2), 265-281. Available from Doi: [http://dx.doi.org/10.1016/S0191-8869\(99\)00192-0](http://dx.doi.org/10.1016/S0191-8869(99)00192-0)
- Cooper, C and Dewe, P. (2004). *Stress, a brief history*. Oxford: Blackwell Publishing.
- Cooper, C. L., Dewe, P. J and O'Driscoll, M.P. (2001). *Organisational stress: A review and critique of theory, research, and applications*. London: Sage Publications.
- Cooper, C. L., & Cartwright, S. (1994). Healthy mind; healthy organizations-a proactive approach to occupational stress. *Human Relations*, 47, 455–471.
- Cotton, P. and Hart, P.M. (2003). Occupational wellbeing and performance: A review of organisational health research. *Australian Psychologist*, 38(2),118-127.
- Creswell, J.(ed) (2003) *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. 2<sup>nd</sup> ed.Thousand Oaks, CA: Sage pp.
- Delobbe, N., & Vandenberghe, C. (2000). A four-dimensional model of organizational commitment among Belgian employees. *European Journal of Psychological Assessment*, 16(2), 125- 138.

- De Vos, A., (2002). Academic Standards, Internationalisation, and the Discursive Construction of The International Student. *Higher Education Research & Development*, 22(2),155-166.
- Elnaga, A.A., (2013). Exploring the link between job motivation, work environment and job satisfaction. *European Journal of Business and Management*, 5(4),34-41.
- Elsbach, K. D and Pratt, M. G. (2007). The physical environment in organizations. *The Academy of Management Annals*, 1(1), 181-224.
- Ettner, S. L and Grzywacz, J. G. (2001). Workers' perception of how job affect health: A social ecological perspective. *Journal of Occupational Health Psychology*, 6(2), 101-113.
- Faturochman (1997). The Job Characteristics Theory: A Review. *Buletin Psikologi*, 2,1-13.
- Ganta, V.C. (2014). Motivation in the workplace to improve the employee performance. *International Journal of Engineering Technology, Management and Applied Sciences*, 2(6), 221-230. [Retrieved from [www.ijetmas.com](http://www.ijetmas.com)]
- Gillespie, N. A., Walsh, M., Winefield, A. H., Dua, J and Stough, C. (2001). Occupational stress in universities: Staff perceptions of the causes, consequences and moderators of stress. *Work and Stress*, 15, 53-72.
- Golodets,C. , Kigel, J. , Sternberg, M. and Mucina,L. (2013) 'Quantitative vs qualitative vegetation sampling methods: a lesson from a grazing experiment in a Mediterranean grassland', *Applied Vegetation Science*, 16(3): 502-508.
- Grant, C., & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your "House". *Administrative Issues Journal: Education, Practice, And Research*, 4(2), 12-26.
- Greenberg, J., and Baron,R.,A. (2000), *Behaviour in organization: understanding and managing the human side of work*. Upper Saddle River, NJ, Prentice Hall.
- Hackman JR, Oldham GR(1974). *The Job Diagnostic Survey: An instrument for the diagnosis of jobs and the evaluation of job redesign projects*. New Haven, CT: Yale University.

Harun, H., Salleh, R., Memon, M., Baharom, M. and Abdullah, A. (2014). Job Satisfaction, Organizational Commitment and Stress among Offshore Oil and Gas Platform Employees. *Asian Social Science*, 10(11).

Haynes B.P. (2008). An Evaluation impact of the Office Environment on Productivity. *Facilities*[online] (5/6),178-195. Available from <https://doi.org/10.1108/02632770810864970> [Accessed 13/10/2012].

Henning, E., Van Rensburg, W. and Smit, B., (2004). *Finding your way in qualitative research* . Pretoria: Van Schaik. pp.

HRMP (2008) Job Characteristics Model. Available at: <http://hrmpractice.com/job-characteristics-model> [Accessed 13/10/2017].

Huang, Y. H., Robertson, M. M and Chang, K. I. (2004). The role of environmental control on environmental satisfaction, communication, and psychological stress: Effects of office ergonomics training. *Environment and Behaviour*, 36(5),617-637.

Hasun, F. M. & Makhbul, Z.M. (2005). An overview of workplace environment and selected demographic factors towards individual health and performance enhancement. *Synergizing OSH for Business Competitive*, 45-53

Huselid, A. (2004) Human Resource Management. *Wiley periodicals*[online],Accessed from Doi <https://doi.org/10.1002/hrm.20000>

Igbo C.A. (2002) Infusing Global Perspective into a selected Textile and Clothing Course at the University Level in Home Economics Education. *Journal of the Curriculum Organization of Nigeria*, 9 (1) 110-118.

Inayatullah, A and Jahangir P. (2012). Teachers job performance: The role of motivation. *Abasyn Journal of social science: Information Discovery and Solutions*, 5(2),78-99.

Inuwa, M., (2015), The Impact of Job Satisfaction, Job Attitude and Equity on Employee Performance, *The International Journal of Business & Management* ,3 (5), 288 – 293.

Janghorban R., Roudsari, R. L and Taghipour, A. (2014). Skype interviewing: the new generation of online synchronous interview in qualitative research. *International Journal of Qualitative Studies: Health Well Being* 9(1), 1–3.



Jex, S., and Britt, T., (2008), *Organizational Psychology: A Scientist-Practitioner Approach*. 2<sup>nd</sup> ed. New Jersey: John Wiley & Sons, Inc.

Joppe, M. (2000). The Research Process. Available from:  
<http://www.ryerson.ca/~mjoppe/rp.htm> [Retrieved February 25, 2018]

Joshi N,N, Jogsan Y,A.(2011) Mental health and occupational stress among government and private school teachers. *Indian Journal of Community Psychology*.7(2),388–394.

Kamarulzaman, N., Saleh, A., Hashim, S., Hashim, H. and Abdul-Ghani, A. (2011). An Overview of the Influence of Physical Office Environments Towards Employee. *Procedia Engineering*, 20,262-268.

Kampert, P. (2008). Good work environment improves satisfaction, and productivity. *Tribune* June 8.

Kaplan, A. and Aronoff, S. (1996). Productivity paradox: work settings for knowledge work. *Journal of Facilities*, 14 (3), 6-14.

Kaur, S. (2011). Comparative study of occupational stress among teachers of private and government schools in relation to their age, gender and teaching experience. *International Journal of Educational Planning and Administration*, 1(2), 151–160.

Kasule,g,w.(2015). *Professional Development on Innovation Competence of Teaching Staff in Ugandan Universities*. PhD. Wageningen University, Wageningen

Khan, S. (2010). *An analysis of staff responses to the merger at university of kwa Zulu-Natal (UKZN)*. Master of Arts, Social Policy. University of kwa Zulu-Natal.

Kinman, G. and Wray, S. (2013). *Higher stress: A survey of stress and well-being among staff in higher education*. University and College Union.

Kiruja E.K and Karanja, Linking work Environment with Employee performance in public middle level TIVET institutions in Kenya. *International Journal of advances in Management and Economics*, 12(5) 2278-3369.

Kwapong L,S., Opoku,E., Donyina,F.(2015)The Effect of Motivation on the Performance of Teaching Staff in Ghanaian Polytechnics: The Moderating Role of Education and Research Experience. *International Journal of Education and Research*. 3 ( 11) 35-45.

Lassig,C,J, Dillon,L,H and Diezmann,C,M (2013).Student or scholar? Transforming identities through a research writing group. *Studies in Continuing Education*, 35 (3), 299-314.

Leka, S., Griffiths, A. and Cox, T. (2003). Work organisation and stress. Nottingham: *World Health Organisation, Protecting workers Health Series no 3*, [online].Available from:

[http://www.who.int/occupational\\_health/publications/en/oehstress.pdf](http://www.who.int/occupational_health/publications/en/oehstress.pdf) [ accessed 13/10/2017]

Mahmood, M and Mahmood, M. (2010). Effect of work motivation on job satisfaction in mobile telecommunication service organizations of Pakistan, *International Journal of Business and Management*, 5 (11) 213-222.

Martin, A and Roodt, G. (2008). Perceptions of organisational commitment, job satisfaction and turnover intentions in a post-merger South African tertiary institution. *SA Journal of Industrial Psychology*, 34(1),23-31.

Maula, H., Hongisto, V., Östman, L., Haapakangas, A., Koskela, H. and Hyönä, J. (2015). The effect of slightly warm temperature on work performance and comfort in open-plan offices - a laboratory study. *Indoor Air*, 26(2), 286-297.

McCoy,J,M and Evans,G,W. (2002) The Potential Role of the Physical Environment in Fostering Creativity, *Creativity Research Journal*, 14(3-4), 409-426. Available from DOI: [10.1207/S15326934CRJ1434\\_11](https://doi.org/10.1207/S15326934CRJ1434_11)

Michailidis, M. P. (2008). Gender-related work stressors in tertiary education. *Journal of Human Behaviour in the Social Environment*, 17(1-2),195-211.

Mkumbo, k.(2013) Prevalence of and Factors Associated with Work Stress in Academia in Tanzania. *International Journal of Higher Education*. 3 (1) 1-11. Available from doi:[10.5430/ijhe.v3n1p1](https://doi.org/10.5430/ijhe.v3n1p1).

Neuman, W.L.,(eds) (2006). Social research methods: *Quantitative and qualitative approaches*. University of Wisconsin-White Water USA: Pearson international.

Nowack, K. (2011). Employee Engagement, Job Satisfaction, Retention and Stress. Envisia Learning Consulting, accessed on August 15, 2012 from <http://www.envisialearning.com>

Noble, J and Davies, P. (2009). Cultural capital as an explanation of variation in participation in higher education. *British Journal of Sociology of Education*, 30(5), 591-605.

- Ollukkaran, B. A., and Gunaseelan, R. (2012). A study on the impact of work environment on employee performance. *Namex International Journal of Management Research*, 2, 70-85.
- Oswald, A, J. , Proto, E and Sgroi, D. (2015) Happiness and productivity. *Journal of Labor Economics*, 33 (4), 789-822.
- Ozongwu, O.(2013), *school facilities and academic staff work performance in Polytechnics in Imo State*. Unpublished Ph.D. Thesis, Faculty of Education, ImoState University.
- Perkins, N. (2013). Workplace Temperature Can Affect Employee Creativity and Output, [online] *The Morton Report*. Available from:  
<http://www.themortonreport.com/home-away/health/workplace-temperature-can-affect-employee-creativity-and-output/> [Accessed 24 Feb. 2018].
- Platsidou, M., & Diamantopoulou, G. (2009), Job satisfaction of Greek university professors: Is it affected by demographic factors, academic rank and problems of higher education? In G. K. Zarifis (Ed.) *Educating the Adult Educator: Quality Provision and Assessment in Europe*, Conference Proceedings, ESREA-ReNAdET 535-545. Thessaloniki: Grafima Publications.
- Raffaello, M and Maass, A. (2002). Chronic exposure to noise in industry: the effects on satisfaction, stress symptoms and company attachment. *Environment and Behaviour*, 34 (5), 651-671.
- Rajasekar,S.,Philominathan,P. and Chinnathambi,V.(eds)(2013). *Research methodology* [online]. Cornell University Library,1-53. Available from:  
<https://arxiv.org/pdf/physics/0601009.pdf> [Accessed 23 Mar. 2017].
- Raziq, A. and Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, 23, 717-725.
- Sadri, G (2015). Improve Employee performance with behaviour modification. *TD Magizine*. January
- Santhapparaj, A. S., & Alam, S. S. (2005). Job satisfaction among academic staff in private universities in Malaysia. *Journal of Social Science*, 1(2), 72–76. Available from: <https://www.researchgate.net/publication/310717399> [accessed Aug 07 2017].
- Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43(4), 295-407.

Sell, L. and Cleal, B. (2011), Job satisfaction, work environment, and rewards: Motivational theory revisited, *Labour*, 52, 1-23.

Sekaran, U and Bougie, R. (2014) *Research Methods for Business: A Skill Building Approach*. 5<sup>th</sup> ed. New York: John Wiley and Sons.

Seppanen, O., Fisk, W.J and Lei, Q. H. (2006). Effect of temperature on task performance in office environment. *Labour Review*, 136 (3), 365- 369.

Schultz, D., & Schultz, E. S. (2010). *Psychology and work today*. 10<sup>th</sup>. Ed. New York: Pearson.

Schulze S. (2008) Academic research at a South African higher education institution: Quality issues. *S African Journal of Higher Education*, 22(3), 629–643.

Silverman, D., 2000. Analyzing talk and text. *Handbook of qualitative research*, 2(0), 821-834.

Siu, O. L. (2002). Occupational stressors and well-being among Chinese employees: The role of organizational commitment. *Applied Psychology: An International Review*, 5, 527–544.

Siu, O.L., Phillips, D.R. and Leung, T.W. (2004). Safety climate and safety performance among construction workers in Hong Kong: The role of psychological strains as mediators. *Accident Analysis and Prevention*, 36(3), 359-366.

Shea, T., Pettit T, and De cieri H, (2011). *Work environment stress; the impact of the physical work environment psychological health*, Monash University.

Sohail A., Aslam M, and TARIQ, M, R., (2011). Temporary Job and its Impact On Employee Performance. *Global Journal of Management And Business Research*. Available From Doi : <https://journalofbusiness.org/index.php/GJMBR/article/view/529>. Date accessed: 07 august. 2017.

Spector, P.E. and Fox, S. (2002). An emotion-centred model of voluntary work behaviour: Some parallels between counterproductive work behaviour and organizational citizenship behaviour. *Human Resource management review*, 12(2), 269-292.

Steyn, R. & Vawda, N. (2014). Job characteristics, job satisfaction, stress and depression. *Journal of Psychology in Africa*, 24(3): 281-285.

Streubert, H.J. and Carpenter, D.R, (2003). *Qualitative research in nursing*. 5<sup>th</sup> ed. Philadelphia: Williams & Wilkins Co.

Thorsten, G., Isabelle, S., Alexander, E. R. and Roediger, V. (2008). Designing and conducting online interviews to investigate interesting consumer phenomena. *Qualitative Market Research: An International Journal*. 11(3) 256-274. Available from  
Doi <https://doi.org/10.1108/13522750810879002>

Taiwo, A.S. (March 2010). The influence of work environment on workers productivity: A case of selected oil and gas industry in Lagos, Nigeria. *African Journal of Business Management*, 4 (3), 299-307.

Taris, T. W., Schreurs, P. J. G., & Van Iersel- Silfhout, I. J. (2001). Job stress, job strain, and psychological withdrawal among Dutch university staff: Towards a dual-process model for the effects of occupational stress. *Work and Stress*, 15, 283–296.

Toon W. Taris, Paul J.G. Schreurs & Ingrid J. Van Iersel-Van Silfhout (2001) Job stress, job strain, and psychological withdrawal among Dutch university staff: Towards a dual process model for the effects of occupational stress, *Work & Stress. An International Journal of Work, Health & Organisations*, 15(4), 283-296, Available from Doi

DOI: [10.1080/02678370110084049](https://doi.org/10.1080/02678370110084049)

Uchendu, C. C. Nnaji, E. S., &Nwafor, I. A. (2016). Physical work environment and academic staff productivity in universities in Enugu State, Nigeria. *IJRDO-Social Science and Humanity Research*, 1(5), 14-25.

Viljoen, J. P and Rothmann, S. (2009). Occupational stress, ill health and organizational commitment of employees at a university of technology. *SA Journal of Industrial Psychology*, 35(1). Available from Doi

Doi: 10.4102. Retrieved from <http://www.sajip.co.za>

Vischer, J. C. (2007). The effects of the physical environment on job performance: Towards a theoretical model of workspace stress. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 23(3), 175-184. Available from Doi

<http://dx.doi.org/10.1002/smi.1134>

Wigfield, A., Guthrie, J. T., Tonks, S and Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *Journal of Educational Research*, 97, 299-309. Available from Doi

<http://dx.doi.org/10.3200/JOER.97.6.299-310>

Winefield, A. H and Jarrett, R. J. (2001). Occupational stress in Australian university staff. *International Journal of Stress Management*, 8, 285–298.

Winefield, A. H. (2000). *Stress in academe .Stress and health: Research and clinical applications*. Sydney: Harwood academic publishers. pp 437-446

Winefield, A. H. and Jarrett, R. J. (2001). Occupational stress in university staff. *International journal of stress management*, 8(4),285-298.

Winefield, A. H., Gillespie, N., Stough, C., Dua, J and Hapuararchchi, J. (2002). *Occupational stress in Australian universities: A national survey*. Adelaide: University of South Australia.

## ANNEXURE A: GATE KEEPERS LETTER



14 June 2017

Mr Delisa Mlaba Dlamini (SN 212556681)  
School of Management, IT and Governance  
College of Law and Management Studies  
Westville Campus  
UKZN  
Email: [mlmaba.md@gmail.com](mailto:mlmaba.md@gmail.com)

Dear Mr Dlamini

### RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), provided Ethical clearance has been obtained. We note the title of your research project is:

*"Relationship between physical work environment and motivation of UKZN academic staff at Westville Campus".*

It is noted that you will be constituting your sample by conducting interviews with the academic staff on the Westville campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

  
MR SS MOKOENA  
REGISTRAR

#### Office of the Registrar

Postal Address: Private Bag X54031, Durban, South Africa  
Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/x204 Email: [registrar@ukzn.ac.za](mailto:registrar@ukzn.ac.za)  
Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)

1910 - 2010  
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville

## ANNEXURE B: ETHICAL CLEARANCE



03 July 2017

Mr Dellsa Mhlaba Dlamini (212556681)  
School of Management, IT & Governance  
Westville Campus

Dear Mr Dlamini,

Protocol reference number: HS5/0899/017M

Project title: Relationship between physical work environment and motivation of UKZN academic staff at Westville Campus

### Approval Notification – Expedited Application

In response to your application received on 27 June 2017, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

**PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shenuka Singh (Chair)

/ms

Cc Supervisor: Mr Alec Bozas  
Cc Academic Leader Research: Professor Brian McArthur  
Cc School Administrator: Mrs Angela Pearce

---

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Gordon Mbeki Building

Postal Address: Private Bag XE4001, Durban 4000

Telephone: +27 (0) 31 260 3887/8381/4567 Facsimile: +27 (0) 31 260 4502 Email: [vhbep@ukzn.ac.za](mailto:vhbep@ukzn.ac.za) / [scs@ukzn.ac.za](mailto:scs@ukzn.ac.za) / [hr@ukzn.ac.za](mailto:hr@ukzn.ac.za)

Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)



Fouring Campuses  Edgewood  Pinetown  Durban  Pietermaritzburg  Westville



## **ANNEXURE C: INFORMED CONSENT LETTER**

# **UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)**

### **APPLICATION FOR ETHICS APPROVAL**

**For research with human participants**

#### **Information Sheet and Consent to Participate in Research**

Date: 6/5/2017

Greetings,

My name is Delisa Mhlaba Dlamini a student from the University of Kwazulu Natal, from the school of management, IT& Governance. My contact details are as follows; 0793381058, Email address; [mhlaba.md@gmail.com/](mailto:mhlaba.md@gmail.com) supervisor Alec Bozas contact details are as follows ;+27823344477, email address; [mwbozas@mweb.co.za](mailto:mwbozas@mweb.co.za).

You are being invited to consider participating in a study that is qualitative research. It is conducted using in-depth interviews and comprehension of compiled documents as a research tools. The data will be collected through in-depth interviews which will be analysed using thematic analysis and the compiled document data will be analysed using content analysis. The aim and purpose of this research is to gather how the physical work environment affects motivation of academic staff. The study is expected to include 30 participants in total on the UKZN Westville campus only. The duration of your participation if you choose to participate and remain in the study is expected to be 2 days. The study is funded by University of Kwazulu Natal.

We hope that the study will create the following benefits; how the university can improve on the physical work setting and to improve the work environment conditions. However the study will provide no direct/immediate benefits to participants.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (HSS/0899/017M).

In the event of any problems or concerns/questions you may contact the researcher at (0793381058\mhlaba.md@gmail.com) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**Mrs Mariette Snyman**

Humanities and Social Science Ethics (HSSREC) Research Office,

Govan Mbeki Building, Westville Campus, Private Bag X54001, DURBAN 4000

Tel: 031 260 8350 [Snymanm@ukzn.ac.za](mailto:Snymanm@ukzn.ac.za)

**Researcher:** Name (Telephone number)

**Supervisor:** Name (Office Telephone number)

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

(Delisa Mhlaba Dlamini)

## **ANNEXURE D: RESEARCH INTERVIEW GUIDE**

### **Relationship between physical work environment and motivation of UKZN academic staff at Westville campus**

1. How long have you been at UKZN? Briefly discuss your experience at the institution?
2. How do you feel being one of the academic staff at one of Africa's' leading universities in relation to physical resources that help towards making work easier?
3. What motivated you to be a lecturer and what made you to join UKZN?
4. What resources does UKZN provide academics in terms of supporting effective development of staff?
5. Roughly how many students do you teach in your class and do you think the class size has an impact on the quality of service you would like to provide for students?
6. Considering the increase in innovative technologies in education, how would you rate the technology offered in seminar rooms and lecture theatres? Do you think their functionality is encouraging and makes your work easier?
7. Do you consider your work environment conducive and supportive enough for the kind of work you do?
8. Please comment on campus security and related issues in the light of various protests and unrest which has occurred on campus and to what extent does this impact on the ability of UKZN to attract and retain academics?
9. Workplace features such as restroom cleanliness and general campus cleanliness impact on welfare, performance and productivity. What is your take of this statement in respect of UKZN?
10. To what degree does workplace communication impact on staff welfare, performance and productivity?
11. In your opinion does the institution/department adequately orientate new academics?

12. Would you recommend UKZN to an academic seeking employment as a place which provides an interesting, motivating and stimulating work environment? Give reasons to your response.

THANK YOU.....