



**Nelson Mandela  
Metropolitan  
University**

**Business School**  
*Leaders for tomorrow*

**EMPLOYEE HAPPINESS IN GENERAL MOTORS**

**SOUTH AFRICA**

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## DECLARATION BY CANDIDATE

**I, Julian Cooper, hereby declare that:**

- This work has not been previously accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.
- This dissertation is being submitted in partial fulfilment of the requirements for the degree of Masters in Business Administration.
- This dissertation is the result of my independent work and investigation, except where otherwise stated. Other sources are acknowledged by complete referencing. A reference list is attached.

**SIGNATURE:** .....

**DATE** : .....

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- Last but by no means least, the Lord Almighty for giving me the strength, wisdom and guidance to complete this degree and for being with me through all of the ups and downs of this course. I could not have done it without You.

## **ABSTRACT**

Happiness is essentially the degree to which you find and judge your existence as favourable, in addition to an enduring, psychological feeling of contentment. In the hedonic view, happiness is pleasant feelings and favourable judgements, while the contrasting eudaimonic view describes it as doing what is morally right, what is righteous, that will enhance growth and that is meaningful to an individual. Both these views contribute to the overall happiness of an individual.

People that are pleased with their lives usually experience greater satisfaction in their jobs. This is in line with the literature as happiness is positively correlated with job satisfaction, which suggests that a happy employee will most likely result in one that is satisfied with his/her job. In addition, happiness is correlated with evidence of success in the workplace and can increase an employee's effectiveness at work. It is, therefore, essential that organisations identify the factors which influence employee happiness in order to enhance its cultural value-offering for employees and, in turn, increase their levels of job satisfaction.

Job satisfaction is essentially the degree to which a person enjoys his/her job. It is the positive emotional state resulting from the evaluation of one's work experience. This has profitable outcomes such as improved work performance. Furthermore, people who experience satisfaction in their jobs are better ambassadors for their organisation, demonstrate greater commitment, are more engaged and perform better within the organisation than their unhappy peers. Job satisfaction can be deemed an attitude. It is therefore important to understand the dimensions of the job, which are complex and interrelated in nature, in order to understand job attitudes.

Organisational culture has been shown to influence the attitude and behaviour of employees through shared values and beliefs in the organisation. It is for this reason that there is a significant need to determine the factors in organisational culture that influence employee happiness and, in turn, job satisfaction.

An organisation's employees, through their participation and commitment, can be regarded as the most important source of success for the organisation.

Organisational culture can therefore, greatly influence the efficiency and effectiveness of an organisation through its employees. Moreover, the culture of an organisation has a significant influence on the commitment and satisfaction of its employees. It inspires employees not only to feel committed to the organisation but also to perform well.

The correlation between organisational culture and job satisfaction have been examined by various authors in the literature. All of these authors found a positive relationship between the two concepts. These conclusions show that the culture of an organisation can actually influence an employee's job satisfaction and therefore his/her happiness. This research investigates the cultural value-offering of General Motors South Africa (GMSA) and its alignment to the needs of its employees.

Until the end of 2012, an employee needs-analysis regarding employee happiness and his/her job satisfaction, was non-existent in the organisation. Towards the end of 2012 the organisation introduced a "Workplace of Choice" survey to perform an employee needs-analysis in order to investigate if there was a difference between employee needs and the organisation's cultural value-offering. Another "Workplace of Choice" survey followed in 2014. This, however, was performed with the staff employees only and not with the hourly employees.

Many organisations neglect to analyse the workplace needs of their employees to ensure that the organisation fully understands and is able to satisfy or accommodate these needs. Understanding employee needs is crucial to an organisation's success. It is therefore important that the organisation investigates the employee needs to be able to align them with the cultural value-offering of the organisation.

The purpose of this study is to advance the current understanding of Employee Happiness in the workplace by conducting a systematic analysis of the factors in Organisational Culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA.

**Keywords:** Happiness, Job Satisfaction, Organisational Culture, General Motors South Africa and Workplace of Choice.

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Appendix E: Turnitin Report

## LIST OF ABBREVIATIONS

ADAP	Adaptability
CCCFOL	Creating Change, Customer Focus and Organisational Learning
CD	Capability Development
COMM	Communication
COMMIT	Commitment
CONS	Consistency
CVACI	Core Values, Agreement, and Coordination and Integration
EMP	Empowerment
ENG	Engagement
FT	Fairness and Trust
GM	General Motors
GMC	General Motors Company
GMS	Global Manufacturing System
GMSA	General Motors South Africa
HAP	Happiness
HR	Human Resources
INV	Involvement
IT	Information Technology
JS	Job Satisfaction
LCV	Light Commercial Vehicles
MIS	Mission
NMMU	Nelson Mandela Metropolitan University
OEM	Original Equipment Manufacturer
RO	Research Objective
RQ	Research Question
RR	Reward and Recognition
SDIVGO	Strategic Direction and Intent, Vision, and Goals and Objectives
SWB	Subjective Well-being
TO	Team Orientation
WLB	Work-Life Balance

# Chapter 1

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## 1. CHAPTER 1: INTRODUCTION

### 1.1. Background

Happiness is essentially the degree to which you find and judge your existence as favourable (Veenhoven, 1991; 1993), in addition to an enduring, psychological feeling of contentment (Mohanty, 2014). In the hedonic view, happiness is pleasant feelings and favourable judgements, while the contrasting eudaimonic view describes it as doing what is morally right, what is righteous, that will enhance growth and all that is meaningful to an individual (Ryan and Deci, 2001; Ryff and Singer, 2008). Both these views contribute to the overall happiness of an individual.

People that are pleased with their lives usually experience greater satisfaction in their jobs (Eddington and Shuman, 2008). In addition, happiness is correlated with evidence of success in the workplace and can increase an employee's effectiveness, performance and job satisfaction levels at work (Boehm and Lyubomirsky, 2008; Diener and Biswas-Diener, 2008). It is therefore, important for organisations to identify the factors which influence employee happiness to enhance its cultural value-offering for employees and, in turn, increase their levels of job satisfaction.

Job satisfaction is essentially the degree to which a person enjoys his/her work (Hirschfeld, 2000). It is the positive emotional state resulting from the evaluation of one's work experience (Locke, 1976, Locke and Latham, 1990). This has profitable outcomes such as improved work performance (Kornhauser and Sharp, 1932; Argyle, 1988; Babin and Boles, 1996; Fisher, et al., 2004). Furthermore, people who experience satisfaction in their jobs are better ambassadors for their organisation, demonstrate greater commitment, are more engaged and perform better within the organisation than their unhappy peers (Kornhauser and Sharp, 1932; Argyle, 1988; Agho, Price and Mueller, 1992; Babin and Boles, 1996; Fletcher and Williams, 1996; Fisher, et al., 2004; Boehm and Lyubomirsky, 2008, Bakker and Oerlemans, 2010).

Organisational culture has been shown to influence the attitude and behaviour of employees through the shared values and beliefs in the organisation (Flynn and Chatman, 2001). It is for this reason that there is a significant need to determine the factors in organisational culture that influence employee happiness and, in turn, job satisfaction.

An organisation's employees, through their participation and commitment, can be regarded as the most important source of success for the organisation (Boeyens, 1985; Kerego and Mthupha, 1997). Organisational culture can, therefore, greatly influence an organisation's efficiency and effectiveness through its employees (Peters and Waterman, 1982; Wilkins and Ouchi, 1983; Denison, 1984; 1990; Schein, 1992; Denison and Mishra, 1995; Sorensen, 2002; Jaghargh, et al., 2012). Moreover, organisational culture has been demonstrated to have a significant influence on employee satisfaction and commitment (Johnson and McIntyre, 1998, MacIntosh and Alison, 2010). It inspires employees not only to feel committed to the organisation but also to perform well.

Researchers have examined the connection between organisational culture and job satisfaction (Sempene, Rieger and Roodt, 2002; Martins and Coetzee, 2007; Mehr, et al., 2012). All these authors found a positive interrelationship between the two concepts. These conclusions show that organisational culture can actually influence an employee's job satisfaction and therefore his/her happiness (Sempene, et al., 2002).

GMSA suffered from a number of undesirable outcomes as a result of its fluctuating environment. This resulted in a decrease in the organisation's competitiveness which had a negative impact on its employees. The global recession in 2008/2009 was one cause of these adverse effects. The result was a lay-off of a number the excess of 1000 employees. To worsen matters, the company suffered restructuring of salaried employees a few years later, seeing the departure of 120 employees. This was due to poor economic conditions resulting in poor company performance and as a result, a negative profit in the excess of 100 million was realised for a few years. This obviously resulted in uncertainty about factors such as job security, trust and organisational commitment.

In 2012, the company introduced the “Workplace of Choice” survey in order to attempt to improve the situation. This was introduced in order to gain insight into how GMSA employees felt about working for the organisation and its leadership, regarding their happiness and job satisfaction. The intention was to discover recommendations for improvement. The poor results realised from the survey reflected the negativity of employees caused by the poor position that the company found itself in and the measures taken to react to these unstable conditions.

Management then introduced a number of significant cultural and structural changes such as improved communication (e.g. about the company’s position and its future strategies for business), fairness, trust, teamwork, recognition, etc. Another “Workplace of Choice” survey followed in 2014 and the results proved to be a substantial improvement from the first time. It showed an increase in the levels of happiness and job satisfaction of employees in the organisation as a result of the change in organisational culture as the result of a mere investment in its human resources. The survey was, however, only performed with staff employees though, and not hourly employees. Although GMSA has shown an increase in employee happiness and job satisfaction, there is still significant room for continuous improvement, especially by including the hourly employees. Hence the importance and need for conducting research into employee happiness research in GMSA.

The following section will identify and discuss the problem statement of this study which will be followed by the Research Objectives, Research Questions and Research Delimitation. Key concepts will then be defined. The significance and contribution of this research will be discussed. The research design and methodology will be explained and the ethics clearance will be discussed. The chapter concludes with an overview of the structure of this treatise. Figure 1.1 below shows the overview of the chapter.

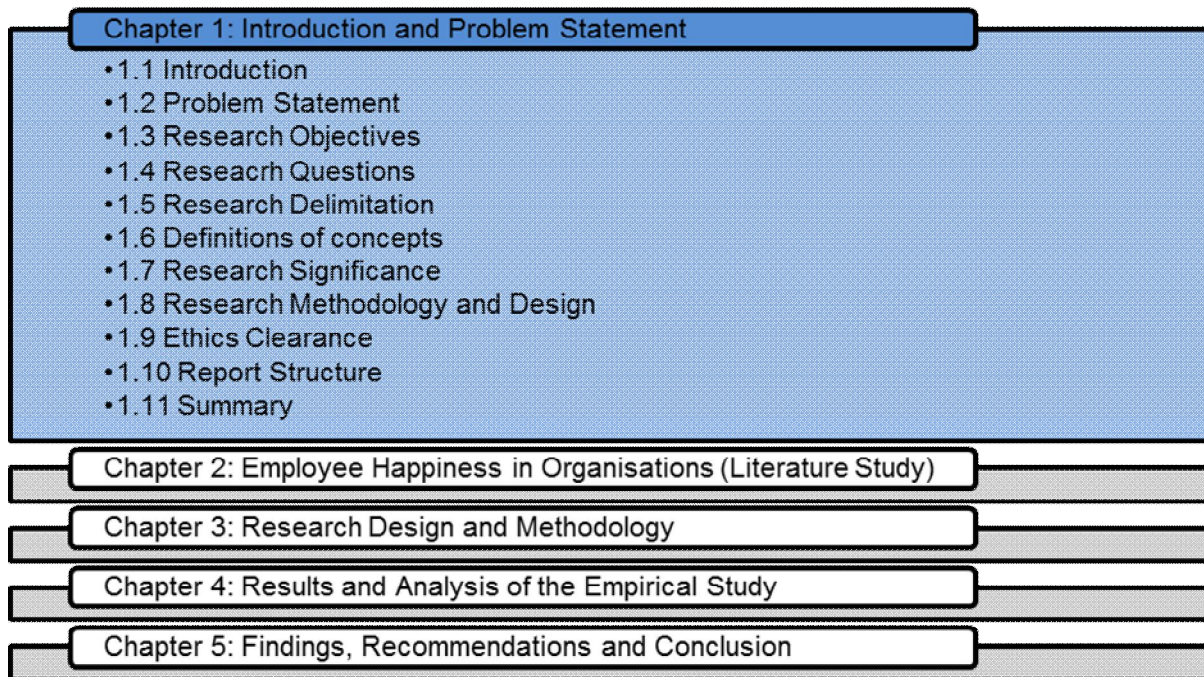


Figure 1.1 - Overview of Chapter 1.

## 1.2. Problem Statement

The “Easterlin paradox” offered a predicament that a growth in salary that can expand an employee’s happiness in the short term, does not essentially boost his/her contentment over the long term (Campbell, 1971; Easterlin, 1974). It is therefore essential to identify and understand the factors which influence employee happiness in organisations, beyond just monetary incentives, which employers tend to offer in order to increase the happiness levels of its employees. Economists and psychologists found that in addition to earnings: good health, compassionate marriage, good social relationships, liberty, equality and lack of tragedy also contribute considerably to a person’s level of happiness (Argyle, 1999; Diener and Lucas, 1999; Gerdtham and Johannesson, 2001; Frey and Stutzer, 2002).

The most common characteristics of job satisfaction include ‘income, nature of the work, supervision, promotion and relations with co-workers’ (Locke, 1976; Robbins, 1993; Hutcheson, 1996). Kerego and Mthupha (1997) identified factors that will have an adverse effect on job satisfaction which include working conditions, employment procedures, communication, employee empowerment, safety and governance. The major consequences on the lives of employees regarding job satisfaction are that it

involves the emotional or affective feelings of these individuals (Buitendach and De Witte, 2005; Sempene, Rieger, Roodt, 2002). The most familiar outcomes on employees are the effect on their physical and mental health as well as their social life (Locke, 1976). Job satisfaction or the lack thereof, can therefore have a noticeable influence on the value of life of an employee as well as their behaviour, which could result in non-attendance, complaints as well as the termination of their employment (Locke, 1976; Visser, Breed and Van Breda, 1997).

Happy employees are shown to have higher job satisfaction levels and perform better in the workplace than their unhappy peers (Boehm and Lyubomirsky, 2008). In addition, employees that are happy are more likely to participate in favourable extra-role behaviours and are less prone to engage in withdrawal actions (Boehm and Lyubomirsky, 2008). Subsequently, unhappy employees result in a lack of organisational commitment which reduces an organisation's efficiency, effectiveness and performance (Johnson and McIntyre, 1998; MacIntosh and Alison, 2010). Furthermore, employees experiencing positive emotions at work are more engaged, happy and satisfied, whereas employees who generally experience undesirable feelings at their workplace may experience fatigue.

Many organisations neglect to analyse the workplace needs of their employees to ensure that the organisation fully understands and is able to satisfy or at least accommodate these needs. Understanding employee needs is crucial to the success of an organisation. It is therefore important that an organisation investigates the employee needs to be able to align them with the cultural-value-offering of the organisation.

**Problem statement:** Employee needs regarding happiness which leads into job satisfaction from an organisation's cultural value-offering have not been adequately addressed by management.

### **1.3. Research Objectives**

The primary research objective of this study is stated as follows:

- **RO<sub>M</sub>**: Identify the factors in Organisational Culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA.

The following secondary objectives have been identified and need to be achieved in order to effectively achieve the primary research objective:

- **RO<sub>1</sub>**: Conduct a literature review in order to establish the factors that influence employee happiness;
- **RO<sub>2</sub>**: Develop a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA;
- **RO<sub>3</sub>**: Explain the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future;
- **RO<sub>4</sub>**: Conduct an empirical evaluation of the proposed Employee Happiness model using an employee survey;
- **RO<sub>5</sub>**: Establish the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction;
- **RO<sub>6</sub>**: Establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA; and
- **RO<sub>7</sub>**: Establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA.

### **1.4. Research Questions**

The primary research question was formulated from the primary research objective and is stated as follows:



- **RQ<sub>M</sub>**: *What factors in Organisational Culture influence Employee Happiness and, in turn, their Job Satisfaction in GMSA?*

In order to address the primary research question effectively, the following secondary research questions, based on the secondary research objectives, have been identified and need to be addressed:

- **RQ<sub>1</sub>**: *What factors influence employee happiness?*
- **RQ<sub>2</sub>**: *What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?*
- **RQ<sub>3</sub>**: *What research design and methodology should be utilised in the study?*
- **RQ<sub>4</sub>**: *What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?*
- **RQ<sub>5</sub>**: *What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?*
- **RQ<sub>6</sub>**: *What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?*
- **RQ<sub>7</sub>**: *What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?*

Table 1.1 illustrates a research storyline of the various chapters in which the research objectives and research questions are addressed.

<b>Research Question (RQ)</b>	<b>Research Objective (RO)</b>	<b>Chapter</b>
<b>RQ<sub>1</sub>: What factors influence employee happiness?</b>	<b>RO<sub>1</sub>:</b> Conduct a literature review in order to establish the factors that influence employee happiness.	<b>CHAPTER 2:</b> EMPLOYEE HAPPINESS IN ORGANISATIONS
<b>RQ<sub>2</sub>: What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?</b>	<b>RO<sub>2</sub>:</b> Develop a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA.	<b>CHAPTER 2:</b> EMPLOYEE HAPPINESS IN ORGANISATIONS
<b>RQ<sub>3</sub>: What research design and methodology should be utilised in the study?</b>	<b>RO<sub>3</sub>:</b> Explain the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future.	<b>CHAPTER 3:</b> RESEARCH DESIGN AND METHODOLOGY
<b>RQ<sub>4</sub>: What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?</b>	<b>RO<sub>4</sub>:</b> Conduct an empirical evaluation of the proposed Employee Happiness model using an employee survey.	<b>CHAPTER 4: RESULTS AND ANALYSIS OF THE EMPIRICAL STUDY</b>
<b>RQ<sub>5</sub>: What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?</b>	<b>RO<sub>5</sub>:</b> Establish the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction.	<b>CHAPTER 4: RESULTS AND ANALYSIS OF THE EMPIRICAL STUDY</b>
<b>RQ<sub>6</sub>: What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?</b>	<b>RO<sub>6</sub>:</b> Establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA.	<b>CHAPTER 4: RESULTS AND ANALYSIS OF THE EMPIRICAL STUDY</b>
<b>RQ<sub>7</sub>: What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?</b>	<b>RO<sub>7</sub>:</b> Establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA.	<b>CHAPTER 4: RESULTS AND ANALYSIS OF THE EMPIRICAL STUDY</b>
<b>RQ<sub>M</sub>: What factors in Organisational Culture influence Employee Happiness and, in turn, their Job Satisfaction in GMSA?</b>	<b>RO<sub>M</sub>:</b> Identify the factors in organisational culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA.	<b>CHAPTER 5:</b> FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

Table 1.1 - RQ, RO and Chapter Outline.

## **1.5. Research Delimitation**

This study will be limited to General Motors South Africa. The research scope will focus on the employees of the organisation only. The research excludes suppliers, contractors and dealers undertaking business with GMSA.

## **1.6. Definitions of Concepts**

The main research objective is to identify the factors that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA. Clear definitions of these concepts are therefore required for a better understanding of the topic under investigation.

### *1.6.1. Happiness*

Happiness can be defined as the degree to which you find and judge your existence as favourable (Veenhoven, 1991; 1993). Economists have in the past identified happiness within the scope of subjective well-being (Frank, 1997; 2005; Layard, 2005). The terms “well-being”, “subjective well-being (SWB)” and “life satisfaction”, to assist in the description of happiness, (Graham, 2012) have been used interchangeably by most economists. The terms happiness and subjective well-being will, therefore, be used synonymously for the purpose of the research in this paper. Regardless of how it is characterised, it remains a fact that general happiness is an enduring, psychological feeling of contentment (Mohanty, 2014).

Happiness has been defined in various other ways (Kesebir and Diener, 2008). Happiness as pleasant feelings and favourable judgements, known as the hedonic view, is in contrast to views where happiness is defined by doing what is morally right, doing what is righteous, that will enhance growth and is meaningful to an individual, which is known as the eudaimonic view (Ryan and Deci, 2001; Ryff and Singer, 2008). Judgements of life satisfaction and affect balance are dualistic components usually connected to SWB (Diener, et al., 1999; Schimmack, 2008).

### *1.6.2. Job Satisfaction*

The extent to which a person enjoys his/her work can be defined as job satisfaction (Hirschfeld, 2000). It can be described as a comparison between the required outcomes of the job with the actual outcomes achieved by the individual as well as the emotional and affective response to the job (Locke, 1976; Cranny, Smith and Stone, 1992; Hirschfeld, 2000). On the other hand, Schneider and Snyder (1975) defined it as the outcomes that result from having a job in addition to a personal assessment of present circumstances within the job.

Furthermore, job satisfaction is also one's sense of satisfaction with the greater context within which work exists (Jernigan, et al., 2002). A narrow definition can describe it as a positive emotional state resultant from the evaluation of one's work experiences (Locke, 1976; Locke and Latham, 1990). Similarly, job satisfaction includes the rewarding aspects of a job as well as the positive feelings associated with it, which lead to improved performance (Fisher, et al., 2004).

### *1.6.3. Organisational Culture*

A variety of definitions has been suggested by theorists for the concept of organisational culture and this has consequently been interpreted differently (Ashkanasy, Broadfoot and Falkus, 2000). These definitions range from mutual values, principles and beliefs (Schwartz and Davis, 1981) as well as philosophies of recognised behavioural rules, norms and rituals (Trice and Beyer, 1984).

Gutknecht and Miller (1990) referred to organisational culture as the organisation's depth, purpose and basis, while Desatnick (1986), Schneider (1990), Al-Shammari (1992), Balkaran (1995) and Van der Post, de Coning and Smith (1997) described it as the organisation's "personality". According to Schneider (1983) an organisation's value system and norms are viewed as the methods by which the organisation is managed. Gutknecht and Miller (1990) suggested it to be the "oil" that lubricates the processes of the organisation, while Schein (1984) refers to it as being the "glue" which supports the strength and uniqueness of the workplace.

## **1.7. Research Significance**

This research investigation aims to determine which organisational-culture factors have an influence on employee happiness and job satisfaction in GMSA. The objective is therefore to gain insight into the happiness needs of employees in the organisation.

The research will also be useful in identifying:

- Shortfalls in organisation that prevents them from meeting their employees' needs with regard to cultural value-offering;
- Strategic and organisational structure changes required to meet employee needs; and
- Misalignment between internal perceptions of employee needs and actual employee needs.

## **1.8. Research Design and Methodology**

The research design and methodology will address the research approach, sampling design, data collection and data analysis.

### *1.8.1. Research Approach*

This is a quantitative study which consists of a literature review. Quantitative research attempts to predict phenomena based on the relationships between calculated variables (Leedy, 1997). It is a structured technique using experimental observations and deductions of conduct in order to establish justifiable logic that can be used to predict behavioural patterns based on empirical research (Garbarino and Holland, 2009). This approach refers to the investigation and examination of numeric data using statistical methods (Quinlan, 2011). Numeric data are systematically and collected from the sample to generalise the findings to the larger population (Maree, et al., 2012; Fox and Bayat, 2010; Leedy and Omrod, 2010).

#### *1.8.1.1. Literature Review*

A literature review will be conducted in order to create a better understanding of the topics under investigation. The objective is to establish the key concepts related to the topics of Happiness, Job Satisfaction and Organisational Culture. This literature will be collected from secondary sources which include on-line databases comprising Journals, Publications, Student Papers, Conference Papers and Text books which are related to the research topic.

#### *1.8.1.2. Research Survey*

In this study, a survey will allow the researcher to gather information on the factors which influence the Happiness and Job Satisfaction of employees in GMSA. The empirical study will consist of a questionnaire completed by several employees of GMSA. The process of collecting this primary data will be subjected to evaluation in order to ensure that an ethical methodology is followed. This will be discussed in Section 1.9.

#### *1.8.2. Data Collection*

In this research study, primary data were collected using a hardcopy questionnaire that was distributed to the various respondents. The questionnaire comprised of questions regarding demographic information as well as questions regarding Happiness and Job Satisfaction, and its influencing factors. The latter was arranged according to a five-point Likert Scale ranging from Strongly Disagree (1) to Strongly Agree (5). The survey was developed from information obtained from the literature. Survey questions from past, related research were also reviewed, adapted and included into this questionnaire in order to assist with the reliability and validity of the questionnaire.

#### *1.8.3. Population, Sample and Response Rate*

The population for this study comprises all employees of GMSA while the sample for the study comprises 295 employees of GMSA. The list of respondents were

randomly selected in the organisation. This list consisted of a distribution of employees on various levels and departments of the organisation. This was done in order to get the unbiased views of employees on all levels of the organisation (from team members to managers) and in all departments of the organisation (from engineering/maintenance to supply chain).

Questionnaire were distributed to a total of 400 possible respondents via hardcopies. A total of 295 fully-completed questionnaire responses were received. The resulting response rate equates to 74%. The amount of responses was deemed adequate for statistical analysis by the statistician who was consulted for this research study.

#### *1.8.4. Data Analysis*

The responses from the Employee Happiness Survey were manually tabulated by the researcher in an Excel spreadsheet. The spreadsheet containing the relevant information was compiled and provided by a statistician from the NMMU Statistical Department prior to the data capturing. The captured data were then sent to the statistician for analyses as the data were of a quantitative nature.

Descriptive and Inferential Statistical methods were employed in order to analyse the collected data. Descriptive statistics were used to analyse individual variables and to summarise the data in order to simplify the patterns in the data. Inferential statistics were used to investigate the relationships between variables and to verify if conclusions made from the sample can be inferred onto a larger population (Collis and Hussey, 2014). In order to establish the reliability of the instruments, the relating Cronbach alphas were calculated.

### **1.9. Ethics Clearance**

The pro-forma for Ethics Clearance was fully completed and submitted to the NMMU Business School. It was not necessary to request full ethics clearance for this treatise as none of the criteria prompting the requirement for full ethical clearance was met. The ethical clearance form is depicted in Appendix D: Ethical Clearance Form E.

## 1.10. Research Structure

Figure 1.2 shows an outline of the treatise chapters as well as its ROs and RQs. The treatise is structured as follows:

### 1.10.1. *Chapter 1: Introduction and Problem Statement*

Chapter 1 provides an introduction to the research topic and its connection with the organisation on which this study is focussed on. The chapter presents the context and outline of this research study together with the Research Problem, Research Objectives and the Research Questions.

### 1.10.2. *Chapter 2: Employee Happiness in Organisations*

Chapter 2 will address research questions RQ<sub>1</sub>, which states “*What factors influence employee happiness?*” and RQ<sub>2</sub> which states “*What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?*” by conducting a literature review on the relevant information pertaining to these topics.

### 1.10.3. *Chapter 3: Research Design and Methodology*

Chapter 3 will outline the research design and methodology, which includes the research paradigm, sampling design, measuring instruments and data collection. The objective of this chapter is to address research question RQ<sub>3</sub> which states “*What research design and methodology should be utilised in the study?*”

### 1.10.4. *Chapter 4: Results and Analysis of the Empirical Study*

Chapter 4 will present and discuss the results of the empirical study. This chapter will address: RQ<sub>4</sub> which states “*What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?*”, RQ<sub>5</sub> which states “*What factors in the proposed Employee Happiness model for GMSA have a higher*



correlation with Happiness and Job Satisfaction than other identified factors?”, RQ<sub>6</sub> which states “What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?”, and RQ<sub>7</sub> which states “What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?” by analysing the collected data.

#### 1.10.5. Chapter 5: Findings, Recommendations and Conclusion

Chapter 5 will provide a summary of this study by discussing each research question and the subsequent findings. The contributions of this study, opportunities for future research as well as the limitations of the study will be discussed. Suitable managerial and practical recommendations will be provided for corrective actions.

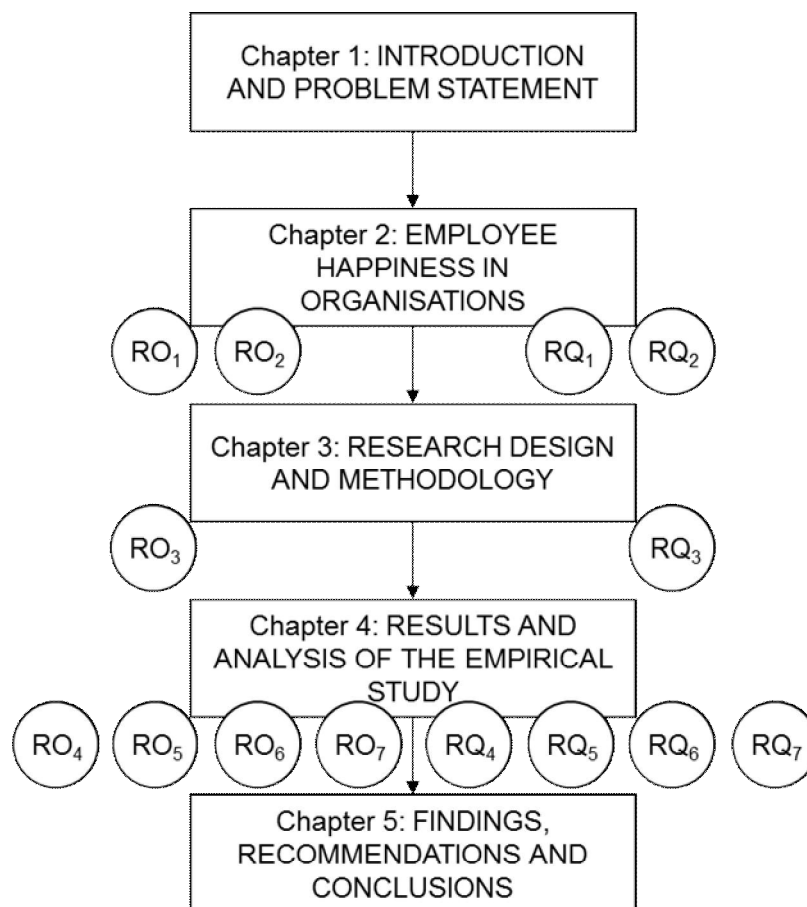


Figure 1.2 - Outline of Chapter 1 as well as ROs and RQs.

### 1.11. Summary

In this chapter, the background of the organisation and the research problem under investigation were provided. The research objectives and research questions were presented. The importance and the need for the study was highlighted. Key definitions and concepts were identified and discussed. An overview of this research and the report structure was presented. The research methodology which includes the proposed research approach, data collection, sampling design and the data analysis was discussed.

Chapter 2 will achieve the research objectives of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>) and developing a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA (RO<sub>2</sub>). The chapter will address RQ<sub>1</sub> which states *“What factors influence employee happiness?”* and RQ<sub>2</sub> which states *“What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?”* by conducting a literature review on the relevant information pertaining to these topics.

# Chapter 2

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## 2. CHAPTER 2: EMPLOYEE HAPPINESS IN ORGANISATIONS

### 2.1. Introduction

The previous chapter provided an outline of this study whereby the research problem, research objectives and research questions under investigation were introduced. It then discussed the significance and delimitations of the research. It also provided an overview of the methodology and design of the study. The chapter concluded with a discussion, an analysis of the data and an outline of the report structure of this study.

In this chapter a literature review will be executed to substantiate the proposed research in academic theory. It will explain the need for the research and provide further insight into the topic. The literature review will also determine and debate a number of variables of the hypothesised model. It will then conclude with the formulation of the proposed conceptual model of this study.

The objective of this chapter is to conduct a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>) and to develop a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA (RO<sub>2</sub>). The chapter will therefore address RQ<sub>1</sub> which states *“What factors influence employee happiness?”* and RQ<sub>2</sub> which states *“What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?”* Figure 2.1 shows an overview of the chapter as well as its ROs and RQs.

The chapter starts with a discussion on the historical background of GMSA, its significance in South Africa and the “Workplace of Choice” survey conducted in recent years. It then examines the concepts of happiness, job satisfaction and organisational culture, in order to identify the significance of conducting employee happiness research in GMSA. Finally, it concludes with the identification and

discussion of factors to be included in the conceptual employee happiness model for GMSA.

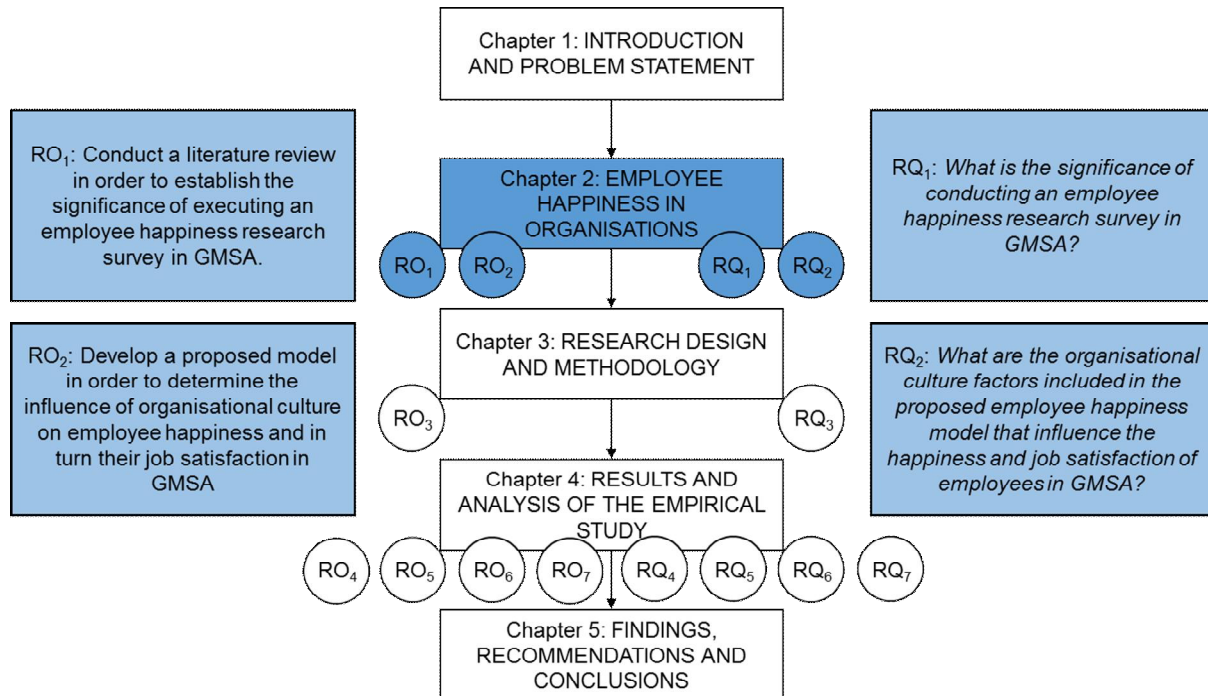
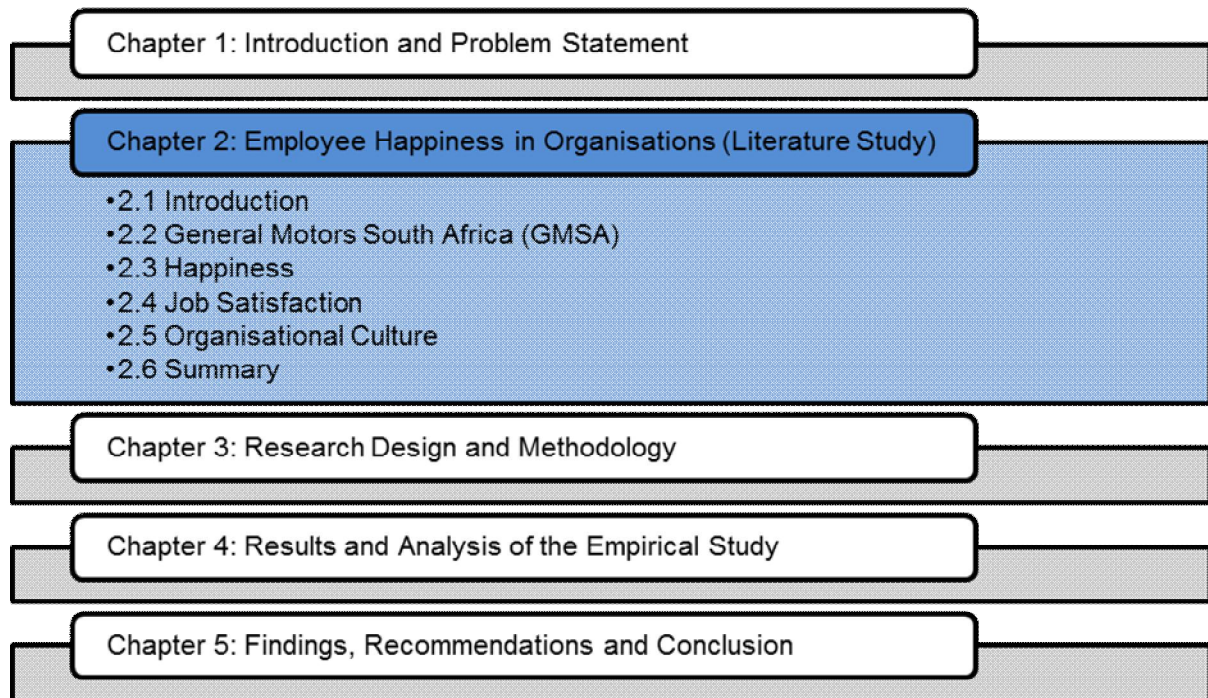


Figure 2.1 - Overview of Chapter 2 as well as its ROs and RQs.

## **2.2. General Motors South Africa**

The previous section briefly introduced the literature review chapter which will examine employee happiness in organisations. The significance of the deliverables, RO<sub>1</sub> and RO<sub>2</sub> as well as RQ<sub>1</sub> and RQ<sub>2</sub> were highlighted. The outline of the chapter was also identified.

This section will explore the historical background of General Motors South Africa. It will then discuss the significance of General Motors in South Africa. The section will conclude with a discussion of the “Workplace of Choice” survey conducted in GMSA in recent years in order to determine the happiness and satisfaction levels of its employees in an attempt to improve its competitiveness.

### *2.2.1. Background*

General Motors South Africa (GMSA) is an affiliate of the global, General Motors Company (GMC). Its head office and assembly plants are located in Port Elizabeth, namely the Kempston Road and Struandale plants, respectively. The organisation employs approximately 1800 employees at its manufacturing facilities. The sales and marketing office is located in Woodmead, Johannesburg and its regional offices are in Durban and Cape Town. The organisation’s 133 dealer networks are located throughout the country, distributing brands such as Chevrolet, Opel and Isuzu (GMSA, 2015).

GMSA comprises two manufacturing plants, a vehicle conversion and distribution centre, as well as a parts distribution centre in Port Elizabeth. The Kempston Road manufacturing plant produces operations of the Isuzu light commercial vehicles (LCV’s), chassis as well as Isuzu heavy duty trucks. The Isuzu LCV body shop, paint shop and general assembly operations; Chevrolet Utility and Chevrolet Spark passenger vehicles are manufactured in the Struandale manufacturing plant (GMSA, 2015).

Below is an historical background of GMSA since its inception:

- **1913:** GMSA founded and initiated the distribution of Chevrolet vehicles;
- **1926:** GMSA commences with the manufacturing of vehicles and producing brands such as Chevrolet, Oakland, GMC trucks, Buick, Pontiac, Oldsmobile and Vauxhall;
- **1986:** General Motors Company withdrew their investments from the country due to politics;
- **1987:** Delta Motor Corporation is established;
- **1997:** GMC bought 49% interest in Delta Motor Corporation;
- **2004:** General Motors Company returns to the country by acquiring the remaining 51% investment;
- **2008:** General Motors South Africa launches the brand new Vehicle Conversion and Distribution Centre;
- **2010:** GMSA launches the brand new Parts and Distribution Centre.

#### *2.2.2. Significance of General Motors in South Africa*

The capability to acquire the first-class, global expertise of GMC across all its disciplines in order to improve and support the methods of manufacturing and the quality of the product has been an integral part of the global strategy and integration. This has not only contributed to an investment spend into the improvement of the organisation but also an investment into the skills and knowledge of its employees through training and development (GMSA, 2015). The ideas of standardisation, built-in quality, people participation, short lead times and continuous improvement have been implemented through the Global Manufacturing System (GMS). This focusses on producing quality products for its customers first time and at the same time increasing the capacity of its human resources. It, therefore, places emphasis on the vision of "Becoming the Best in Quality". Using GMS, GMSA's assembly procedures are universally aligned with GMC's manufacturing facilities globally (GMSA, 2015).

The sales volumes and market share stands in good stead with about 60 000 vehicles sold per year (passenger vehicles: 25 931 and commercial vehicles: 32 793) with a market share of approximately 10% (passenger vehicles: 5.8% and

commercial vehicles: 19.5%). The organisation has shown annual increases in investment spend in production facilities as indicated below:

- R2.6 billion for the years between 2004 - 2007;
- R200 million for the year of 2008;
- R160 million for the year of 2009;
- R1 billion between the years of 2010 - 2013 (GMSA, 2015).

#### *2.2.2.1. GMSA Education Assistance Programmes*

GMSA invests heavily in educating, training and developing employees and their dependants. The educational initiatives include the following:

- In 2013, GMSA disbursed approximately R10 million in learning courses for personnel and their dependants;
- The organisation assisted 131 employees towards tertiary qualifications;
- GMSA sponsored 173 employees' dependants towards tertiary qualifications;
- The organisation awarded 1642 scholarships to employees' dependants;
- GMSA sponsored 154 employees' dependants to take part in the Siyawela Program (Mathematics grades 7 - 12);
- GMSA offers leadership development programmes, developing strong leaders for the future;
- The organisation offers a graduate-in-training programme, providing continuous learning for graduates;
- The organisation also offers an in service training programme, affording students the opportunity of practical training in their field of specialisation once they have completed the theoretical part of the diploma.

#### *2.2.2.2. GMSA Childlife Foundation*

GMSA together with its dealerships and the GMSA Financial Services launched the Childlife Foundation in 2008 and started funding projects in 2010. The main focus of this initiative is to make a difference in South African children's lives in the local communities where the dealer network operate. The fund supported 46 projects to the value of close to R10 million between 2010 and 2013 (GMSA, 2015).

### *2.2.2.3. Keeping Retirees in touch*

A dedicated programme has been established to keep the over 2000 retirees of GMSA socially, physically and economically active within the community. They are urged to join in social and sporting events as well as receiving frequent training in the expansion of their skills. Retirees benefit from full medical amenities of a completely operational on-site principal healthcare facility valued at R4 million per annum (GMSA, 2015).

The above mentioned initiatives show the contribution that GM brings to the GDP of South Africa. It also indicates the amount of employment it generates in the country and, most importantly, demonstrates the education and development it provides for its human resources, the people of South Africa.

### *2.2.3. Workplace of choice survey relating to Happiness in GMSA*

GMSA suffered from a number of undesirable outcomes as a result of its fluctuating environment. This resulted in a decrease in the organisation's competitiveness and had a negative impact on its employees. The global recession in 2008/2009 was one of these adverse effects. The result was a lay-off of an amount in the excess of 1000 employees. To worsen matters, the company suffered another restructuring of salaried employees a few years later, seeing the departure of 120 employees. This was due to poor economic conditions resulting in poor company performance and as a result realising a negative profit in the excess of 100 million for a few years. This obviously resulted in uncertainty about factors such as job security, trust and organisational commitment.

In 2012, the company introduced the "Workplace of Choice" survey in order to attempt to improve the situation. This was introduced in order to gain insight into how GMSA employees felt about working for the organisation and its leadership, regarding their happiness and job satisfaction. The intention was to discover recommendations for improvement. The poor results realised from the survey reflected the negativity from employees caused by the poor position that the



company found itself in and the measures taken to react to these unstable conditions.

Management then introduced a number of significant cultural and structural changes such as improved communication (e.g. about the company's position and its future strategies for business), fairness, trust, teamwork, recognition, etc. Another "Workplace of Choice" survey followed in 2014 and the results proved to be a substantial improvement from the previous surveys. It showed an increase in happiness and job satisfaction levels of the employees in the organisation as a result of a change in organisational culture by a mere investment in its human resources. The survey was only performed with staff employees though, and not hourly employees. Although GMSA has shown an increase in employee happiness and job satisfaction, there is still significant room for continuous improvement, especially by including the hourly employees. Hence the importance and need for conducting an employee happiness research in GMSA.

#### *2.2.3.1. Survey*

Engagement is one measure of becoming a "Workplace of Choice". It provides a benchmark as to how the organisation is performing compared to other organisations across the globe. Measuring it allows one to investigate into the vast amount of research on employee engagement and leverage best practices from successful companies. The analysis provided on the Workplace of Choice assessment is there to help the organisation (1) understand what it is doing well and what it could be doing better to create a Workplace of Choice within the group and (2) know where it needs to take action to improve (GM Socrates, 2015).

The survey focused on organisational culture constructs such as business fundamentals (communication, vision, etc.), commitment, engagement, recognition, teamwork, fairness, trust, growth and well-being. This relates to the employee happiness research that will be conducted in GMSA and its impact on job satisfaction.

### 2.2.3.2. Results

In 2012, GMSA scored a 35% overall engagement rate and this has improved dramatically to 55% in 2014. This improvement comes as a result of significant changes in the organisation structure and business operations in 2013.

Following 2012's results, GMSA initiated a range of actions including the following:

- Salary reviews and merit increases;
- Team GM variable pay incentive;
- Revamping canteens and coffee shops;
- Improved internal communication around the status of the business (e.g. quarterly salaried employee meetings);
- Various engagement activities (e.g. product launches, ride and drives of GM products etc.);
- Broadened career development, training and education opportunities for employees.

It was thus pleasing to see improvements in the areas of commitment (up 20%), trust (up 27%), fairness (up 20%), teamwork (up 15%), personal and professional growth (up 18%), recognition (up 19%) health and well-being (up 14%). GMSA were up 23% in the area of business fundamentals which covers information about business results, vision and values, communication, clear expectations/goals and performance management. This is a remarkable achievement and testament to the "can do" attitude of the team (GM Socrates, 2015).

The employees communicated to management that the organisation still needed to improve in the following areas: career management, allocation of resources (people, money, systems) and work-life balance. Specific concerns were raised in the verbatim comments around the product range competitiveness and employee benefits relating to vehicles. Additionally, leadership are aware that the organisation has a lot of work to do in order to strengthen its business model and thereby become a long-term employer of choice (GM Socrates, 2015).

#### *2.2.4. Summary*

The sub-sections introduced GMSA and explored its historical background. It then discussed the significance of General Motors in South Africa. It was demonstrated that GMSA plays an instrumental role in the local economy and the community of South Africa. Findings in the literature established that education is GMSA's number one contributor to its employees as well as their dependants, and to the community at large. The "Workplace of Choice" survey conducted in GMSA established that employee happiness and satisfaction levels significantly increased as a result of organisational culture and structural changes implemented in the organisation. These partly achieved the research objective of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>).

In the following section the concept of happiness will be discussed. The nature and importance of happiness will then be explored. Thereafter, the factors influencing happiness will be examined.

### **2.3. Happiness**

The previous section briefly introduced GMSA and explored its historical background. The significance of General Motors in South Africa was highlighted. The "Workplace of Choice" survey conducted in GMSA in order to determine the happiness and satisfaction levels of its employees was discussed.

This section will explore the concept of happiness as defined by the literature, the nature and importance of happiness and factors influencing happiness. In order to produce a comprehensive interpretation of the concept and constructs involved, the literature will augment the definitions of happiness according to researchers, economists and physiologists. It will then explore the nature and importance of happiness to illustrate the significance of analysing the concept for this research. The section will conclude by examining the factors influencing happiness in order to attempt to link this mediating variable with the dependent and independent variables.

### *2.3.1. Happiness defined*

Happiness can be defined as the degree to which you find and judge your existence as favourable (Veenhoven, 1991; 1993). Economists have in the past identified happiness within a broader scope of subjective well-being (Frank, 1997; 2005; Layard, 2005). The terms “well-being”, “subjective well-being (SWB)” and “life satisfaction”, to assist in the description of happiness, (Graham, 2012) have been used interchangeably by most economists. The terms happiness and subjective well-being will, therefore, be used synonymously for the purpose of the research in this paper. Regardless of how it is characterised, it remains a fact that general happiness is an enduring, psychological feeling of contentment (Mohanty, 2014).

#### *2.3.1.1. Defining happiness in general*

Happiness has been defined in various ways (Kesebir and Diener, 2008). Happiness as pleasant feelings and favourable judgements, known as the hedonic view, is in contrast to views where happiness is defined by doing what is morally right, doing what is righteous, that will enhance growth and is meaningful to an individual, which is known as the eudaimonic view (Ryan and Deci, 2001; Ryff and Singer, 2008). Judgements of life satisfaction and affect balance are dualistic components usually connected to SWB (Diener, et al., 1999; Schimmack, 2008).

Sheldon and Elliot (1999), Seligman (2002) and Warr (2007) propose that in order to characterise the eudaimonic view, a people who live a happy life encompasses living a righteous, honourable life, follows their goals and develops his/her skills irrespective of how they feel at any given point in time. From these definitions the following key points can be extracted.

To have high SWB according to the hedonic view a person is:

- Content with his/her existence; and
- Engages in recurrent feelings of happiness and joy as well as experiencing undesirable emotions such as anger and sadness occasionally (Diener, Sandvik and Pavot, 1991).

In the eudaimonic view of happiness, an individual is thought to have high SWB if he or she is:

- Living an honourable, ethical life, staying true to who he/she is and generating individual growth (Ryan and Deci, 2001; Ryff and Singer, 2008).
- Pursuing personal goals, as well as the developing talents and skills regardless of how he/she might feel at any given stage of their lives (Sheldon and Elliot, 1999; Seligman, 2002; Warr, 2007).

#### *2.3.1.2. Defining happiness at work*

Happiness in the workplace is a very under-researched phenomenon. As noted by Fisher (2010) employee experiences within organisations have not been extensively researched by academics, but then acknowledge rare exceptions. Unquestionably, the most vital and often used of these experiences is job satisfaction (Cranny, et al., 1992; Brief, 1998). For many years the broad concept of happiness has been studied against a number of paradigms that seem to have substantial intersection (Jenkins and Delbridge, 2013). Robertson and Cooper (2011) define the differences between SWB and job satisfaction whereby the latter is agreed to be the 'narrower construct' which denotes that individuals are happy with their employment.

SWB and job satisfaction are strongly related and wide-ranging elements may include the reputation and values of the organisation, the degree of communication within the organisation and the chance for work as well as non-work integration (Robertson and Cooper, 2011). Several ideas have been developed over the previous two decades that reflect workplace happiness in some form. They all refer to pleasant judgements (positive attitude) or pleasant experiences (positive moods, emotions and feelings) at work and this is what these constructs have in common (Fisher, 2010).

The central features of happiness have been identified as:

- An emotional state that varies when different life events influences it (Jenkins and Delbridge, 2013);
- The overall satisfaction regarding our lives or levels that are high with desired emotions such as enjoyment (Argyle, 2001);

- A wider experience that is not essentially limited to mere material well-being (Mohanty, 2014);
- A state of mind that includes the experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful and worthwhile (Lyubomirsky, 2001).

### *2.3.2. Nature and importance of happiness*

In most societies it has been found that happiness is highly valued and being happy is of great significance to most individuals (Diener, 2000). The 'basic' typology of human emotions appears to be happiness in the form of joy. Most people are somewhat happy most of the time and experiencing happiness is an essential part of the human experience (Diener and Diener, 1996).

The life of an individual and of societies had been indicated by researchers as a measurement of SWB. The nature of a good life has been deliberated by theorists for an extensive period of time and then concluded that a happy life is a good life. Although positive SWB is considered to be a necessity for the good life, it is not quite a satisfactory definition for it (Diener, Oishi and Lucas, 2003). No matter how pleasing it is in other respects, it is difficult to envisage a displeased and miserable society as an ideal society. People or societies that have a high SWB might consider certain factors to be missing from their lives of which they may feel are essential for a higher quality of life (Diener, Oishi and Lucas, 2003).

The study of happiness echoes greater societal tendencies regarding the worth of a person; the significance of subjective views in assessing life; and the acknowledgment that well-being essentially comprises constructive components that exceed economic prosperity. Authors studying happiness acknowledge that individuals are interested in positive incentives and not just a mere escape of despair (Diener, et al., 1999). Furthermore, research indicates that social pointers only, do not describe the worth of life (Diener and Suh, 1997). Individuals have different reactions to circumstances that may be the same and they assess situations by taking into account exclusive value, prospects and earlier experiences. Even though

influencing factors such as economic and social indicators are significant to the quality of life, subjective well-being is of great importance (Diener, et al., 1999).

The fundamental belief of the study of happiness is that in order to comprehend the well-being of individuals, it is vital to assess individuals' cognitive and affective reactions to their whole life. Most prominently, happiness is able to determine individuals' actual experience in a direct manner, whereas environmental, economic and social indicators do so only indirectly (Diener and Suh, 1997). This vision of happiness demonstrated that many factors can influence happiness; therefore, the next section will deal with the various factors influencing happiness.

### *2.3.3. Factors influencing happiness*

Two key readings, one, a study conducted by two psychologists, Brickman and Campbell (1971) and the additional study by a renowned economist Easterlin (1974), offered a predicament that a growth in salary that can expand an employee's usefulness in the short term, does not essentially boost his/her contentment over the long term. This dilemma is commonly recognised in the literature as the "Easterlin paradox". Economists and psychologists found that in addition to earnings, good health, compassionate marriage, social relationships that are good, liberty, equality and lack of tragedy also contribute considerably to a person's level of happiness (Argyle, 1999; Diener and Lucas, 1999; Gerdtham and Johannesson, 2001; Frey and Stutzer, 2002). It is therefore; important to understand what factors can influence employee happiness. These factors have been identified from the literature and are discussed below.

#### *2.3.3.1. Income*

The simple necessities for an individual's very existence depend to a degree on income that is vital for his/her well-being. Granting indulgences and comforts improves accessibility and endorses happiness, although it is not completely crucial for existence (Mohanty, 2014). Numerous cross-sectional studies have found proof of a positive connection concerning earnings and happiness (Oswald, 1997; Easterlin, 2001; Frey and Stutzer, 2002; Pouwels, et al., 2008). Evidence found by

Stevenson and Wolfers (2008) has led them to believe that income has a noteworthy result on a person's levels of happiness. It was concluded that income as a happiness determinant can certainly not be undervalued.

The belief that a growth in salary alone can lead to an increase in happiness remain debateable. Other aspects take superiority over salary in endorsing added happiness (Layard, 2005; Drakopoulos and Karayiannis, 2007). Findings from Diener, Horwitz, and Emmons (1985), Easterlin (1995; 2001), and Myers (2000) established that the levels of happiness of Americans did not rise considerably and even though their salaries increased numerous during the last half century. These studies suggest that salary, although essential, is not the only determining factor of happiness and subsequently it is advisable to discover other elements that would add to happiness.

#### 2.3.3.2. *Attitude*

A number of psychologists who conducted earlier research have associated positive thinking with happiness (McCrae and Costa, 1986; Seligman, 1991; Scheier and Carver, 1993; Taylor and Armor, 1996; Folkman, 1997; DeNeve and Cooper, 1998). Existing research suggests that an individual defines his/her happiness with this positive thinking approach more than any other influence, subjective or objective. It is however good to note that happiness is a psychological feeling influenced by the diverse events of life and contributing objective factors alone cannot be used to entirely explain it. Assisting a person to notice and respond to various life activities positively, may affect his/her happiness in a direct method due to the psychological characteristic of positive thinking (Mohanty, 2014).

An individual, who appreciates the happier side of circumstances, is considered to have a positive attitude (Mohanty, 2009a; 2012; 2013). Such an individual often develops positive connotations even from undesirable actions (Taylor, 1983; McCrae and Costa, 1986; Taylor and Armor, 1996; Folkman, 1997), and does not merely recognise and design life situations in a positive manner (McCrae and Costa, 1986; De-Neve and Cooper, 1998). A person with a positive viewpoint towards the world and themselves is expected to overcome life's difficulties in a well-adjusted way rather than somebody that observes these difficulties in a negative manner.



Therefore, the happiness of a person hinges more on personal attitude instead of other outside factors. Even in the manifestation of such favourable factors, a person may still feel unhappy if he/she identifies life with a negative point of view (Mohanty, 2014).

#### 2.3.3.3. *Environmental factors*

Laypeople frequently assume that moderately steady life situations create happiness but there are indications that married people, those rooted in social relations that are loyal, who are in employment, who partake in leisure and religious events, who earn a higher income, have a higher professional and social status, are healthy and live in a democratic country, experience a more advanced sense of well-being. In addition, individuals in prosperous, democratic and individualistic countries experience higher well-being than those living in poorer communist nations (Argyle, 1999; Suh and Koo, 2008).

Furthermore, people working in good organisations are more likely to experience the good life (Gavin and Mason, 2004). A considerable amount of organisational behaviour history, therefore, presumed that reasons for happiness, unhappiness and stress were found within the characteristics of the organisation as well as in other aspects of the environment of the workplace.

#### 2.3.3.4. *Personality*

People who seem happy consistently interpret events in a different way from those people who are unhappy. Happy people would rather dwell on triumphs and they use more successful managing tactics than their unhappy peers and they tend to abstain from making social contrasts that would be disadvantageous to them (Lyubomirsky and Ross, 1997; Lyubomirsky, 2001). People who are happy associate themselves with situations that enable consequent happiness. Individual variances arise early in life in both personality and SWB and these variances that have strong genetic components become steady over time (Diener and Lucas, 1999). Discoveries have been made that SWB is predominantly governed by people's innate dispositions (Lykken and Tellegen, 1996).

Academics have claimed that typical changes in well-being are due to variances in emotional reactivity (Diener, Oishi and Lucas, 2003). Based on Gray's (1970; 1991) Theory of Personality it is debated that introverts and anxious people are more likely to react to antagonistic emotional provocations than their extroverted, stable counterparts who are more likely to react to enjoyable stimuli. A concluding temperament variable to clarify the relationship between personality and SWB can be clarified by the way emotional information is processed by people (Diener, Oishi and Lucas, 2003). Rustin (1998) found evidence to suggest that personality traits such as extraversion and neuroticism are connected to how different individuals process emotional content.

The clarification of the personality-well-being relation by theorists has fixated on the effects that directly influence personality on emotional and perceptive well-being. It is however possible that those different events affect well-being differently subject to a person's personality (Diener, Oishi and Lucas, 2003).

The influence of personality on happiness has been intensely studied by psychologists and they found it to be the most dependable and strongest factor explaining the alterations in the happiness of individuals (Hoorn, 2007). Traits can be defined as behavioural reaction trends which demonstrate an amount of steadiness across circumstances and steadiness over time (Eddington and Shuman, 2008). Even though many personality traits have been correlated with happiness, most researchers have focused on the traits of extroversion and neuroticism (Diener, et al., 1999; Diener, et al., 2003; Schimmack, 2006; Otonari, et al., 2012).

Extroversion comprises features such as incentive seeking, high activity, sociability, supremacy, warmth and relates considerably with pleasurable emotions, such as affection and joy. Neuroticism on the other hand comprises features such as irritability, pessimism, complaints, anxiety and interpersonal sensitivity. Neuroticism correlates with a wide range of unpleasant thoughts and emotions (Eddington and Shuman, 2008). Extroversion has been shown to influence positive effect whereas neuroticism impacts on negative effect (Hafen, Singh, and Laursen, 2011).

#### 2.3.3.5. *Personal goals*

Studies propose that it may be essential to analyse and examine units beyond situations and simple traits to discover co-operating effects of personality on SWB. Personal goals are one such effect. Goals are described as what individuals are characteristically trying to achieve in life (Diener, et al., 1999). People who have higher accomplishment alignment would therefore take their educational achievement into consideration rather than low, sensation searchers while assessing their contentment regarding happiness (Diener, Oishi and Lucas, 2003).

The types of goals that one wishes to achieve, the organisation of an individual's goals, the ability that a person has to achieve one's goal as well as the degree of development towards a person's goals have an impact on one's emotion and happiness (Gomez, Allemand and Grob, 2012). Gomez, Allemand and Grob (2012) revealed that positive affect correlates with the degree to which people attain their goals, whereas negative affect is related to uncertainty about goals attainment and that happiness was higher for people who had goals that were significant to them.

According to Elliot (2013), individual's activities can be best understood by investigating the objectives that they are trying to achieve in their lives and how successful they are at accomplishing them. The structure of one's goal, the kinds of objectives a person has, the rate of progress toward one's aims and the fulfilment with which one is capable of accomplishing one's goals can all possibly affect one's emotions and life fulfilment. The universal theoretical model is that individuals respond positively when making advancement towards their goals and respond in negative ways when they fail to accomplish their goals.

#### 2.3.3.6. *Organisational factors*

One might contemplate qualities within an organisation's HR practices and culture as possible reasons of the organisation's members' happiness (Fisher, 2014). Employees who take pride in what they do, have a trustworthy relationship with the people they work for and find it enjoyable to be in the company of the people they work with, tend to be happier. Sirota, et al. (2005) came to an agreement that three

elements are significant in creating a happy and eager labour force: fairness, accomplishment and comradeship with team mates.

High performance work practices involve restructuring labour to be implemented by independent groups, being selective in employment, providing training, sharing influence and information with employees as well as flat organisation structures with rewards based on the performance of the organisation (Lawler, 1992; Huselid, 1995; Pfeffer, 1998). Implementing these methods frequently increases the quality and motivation of employees, and decreases employees' turnover which contributes to the performance of the organisations short and long period economic goals (Fisher, 2014).

High-performance work practices are, therefore, expected to improve job commitment and engagement of employees and these may impact the organisational performance facilitated by the effects that happiness has on employees. It has been suggested by the self-determination theory of competence, autonomy and relatedness that high-performance work practices may act on happiness by growing the opportunities for personnel to accomplish recurrent satisfaction of these three basic human needs (Fisher, 2014).

#### *2.3.4. Summary*

The sub-sections introduced the concept of happiness, its nature and importance as well as the factors influencing happiness. It was demonstrated that happiness plays a vital role in today's society. Additional findings established that a happy employee equates to a productive employee and a positive correlation between happiness and work performance was identified in the literature. The following deliverables were achieved: a comprehensive understanding of the concept and constructs involved with happiness in general, as well as in the workplace was established; the importance of analysing happiness for the purpose of this research was illustrated; and the factors that influence happiness in general, as well as in the workplace were determined in order to establish the relationship between the mediating variable and the dependent and independent variables. These partly achieved the research

objective of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>).

In the following section, the concept job satisfaction will be discussed. The nature and importance of job satisfaction, its relationship with happiness and the factors influencing job satisfaction will be explored. The relationship between happiness and job satisfaction will be established.

## **2.4. Job Satisfaction**

The previous section introduced the concept; happiness, which produced a comprehensive understanding of the constructs involved. The importance of analysing happiness for the function of this research was highlighted. The elements that effect happiness were determined in order to establish the relationship between the variables.

This segment will discuss the concept of job satisfaction as defined by the literature, the nature and importance of job satisfaction, the relationship between happiness and job satisfaction and factors influencing job satisfaction. In order to produce an in-depth understanding of the concept and its constructs, the literature will augment the definitions of job satisfaction according to researchers. It will then explore the nature and importance of job satisfaction to illustrate the significance of analysing the concept for this research. It will also investigate the relationship between happiness and job satisfaction in order to establish the connection between the variables. The section will conclude by examining the factors influencing job satisfaction in order to attempt to link this dependent variable with the mediating variable.

### *2.4.1. Job satisfaction defined*

The extent to which a person enjoys his/her work can be defined as job satisfaction according to Hirschfeld (2000). According to Locke (1976), Cranny, Smith and Stone (1992) and Hirschfeld (2000) it can be described as a comparison between the required outcomes with the actual outcomes of the individual and his/her emotional and affective response to the job. On the other hand, Schneider and Snyder (1975)

defined it as the outcomes that result from having a job in addition to a personal assessment of present circumstances within the job. Weiss, et al. (1967) explain this comparison further by maintaining that workforces strive to maintain and achieve agreement within their work environment. In other words, the environment satisfying the conditions of the individual and the individual satisfying the requirements of the environment can be described as correspondence with the environment (Cook, et al., 1981).

Furthermore, job satisfaction is also one's sense of satisfaction with the larger context within which work exists (Jernigan, et al., 2002). A narrow definition can be described as a positive emotional state resultant from the evaluation of one's work experiences or work (Locke, 1976; Locke and Latham, 1990). Similarly, job satisfaction includes the rewarding aspects of a job as well as the positive feelings associated with it, which lead to improved performance (Fisher, et al., 2004).

The central features identified as job satisfaction thus include the following:

- Job satisfaction can be considered as an attitude (Weiss and Cropanzano, 1996);
- Job satisfaction is founded partly on what a person thinks and partly what a person feels (Wright and Cropanzano, 2000);
- It is an internal state that is expressed by affectively and/or cognitively evaluating an experienced job with some degree of favour or disfavour (Brief, 1998);
- It is the degree to which a person is satisfied with the aspects that make up the physical work setting in addition to the terms and conditions of employment (Currie, 2001).

An individual's evaluation and perception of his/her job, therefore, has to do with job satisfaction and these perceptions are influenced by the unique circumstances of an individual's expectations, needs and values (Buitendach and De Witte, 2005). Employees will consequently, consider their employment on the foundation of elements which they favour as being essential to them (Sempene, Rieger and Roodt, 2002). Moreover, people who experience satisfaction in their jobs are better

ambassadors for the organisation and demonstrate greater commitment to the organisation (Agho, Price and Mueller, 1992).

#### *2.4.2. Nature and importance of job satisfaction*

Job satisfaction is an extensively investigated focus (Li-Ping Tang and Talpade, 1999) for reasons relating to the notable links with variables (Yousef, 2000) such as its positive relationship with happiness (Judge, Boudreau and Bretz, 1994), commitment (Fletcher and Williams, 1996) and organisational performance (Babin and Boles, 1996). One of the main components of job satisfaction is overall happiness since there is a positive relationship between the concepts (Argyle, 1989). In addition, job satisfaction is believed to have profitable consequences, such as improved work performance (Argyle, 1988).

The major consequences on the lives of employees regarding job satisfaction are that it involves the emotional or affective feelings of these individuals (Buitendach and De Witte, 2005; Sempene, Rieger, Roodt, 2002). Locke (1976) referred to the familiar outcomes of job satisfaction on employees as, the impact on the physical health and mental health, as well as the effect on the social life of employees. Coster (1992) validates that job satisfaction or the lack thereof, can have a noteworthy influence on the value of life to an employee, their behaviour resulting in i.e. non-attendance, criticisms and complaints, recurrent work discontent and termination of employment (Locke, 1976; Visser, Breed and Van Breda, 1997).

#### *2.4.3. Happiness and job satisfaction*

In organisational research, the most common way of establishing employee happiness has been through the measurement of job satisfaction (Wright and Cropanzano, 2000). The terms job satisfaction and happiness are, therefore, often used interchangeably (Hosie, et al., 2006). Job satisfaction is measured in a narrower construct of work whereas happiness can be distinguished from satisfaction as an emotion that reflects higher levels of activation, a broader construct of overall life satisfaction (Bakker and Oerlemans, 2010).

Eddington and Shuman (2008) demonstrated that people, pleased with their lives, generally find more satisfaction in their jobs. Diener and Biswas-Diener (2008) add that happiness can increase employees' effectiveness at work. There has also been speculation that dates back to the early ages in the study of organisational psychology that suggests that job satisfaction predicts performance (Kornhauser and Sharp, 1932). This highlights the importance of happiness studies and its influence on job satisfaction in the workplace.

The importance of happiness's influence on job satisfaction has been emphasised by several studies (Boehm and Lyubomirsky, 2008; Bakker, 2009; Bakker and Oerlemans, 2010). Boehm and Lyubomirsky (2008) demonstrated that happiness is correlated with evidence of success in the workplace. Happy employees are shown to have more autonomous and attractive jobs, they have job satisfaction levels that are higher and they perform better within the workplace than their unhappy peers (Boehm and Lyubomirsky, 2008). In addition, employees that are happy are more likely to participate in favourable extra-role behaviours and are less prone to engage in withdrawal actions. Happy employees also gather both interpersonal and material rewards (Boehm and Lyubomirsky, 2008).

Bakker and Oerlemans (2010) argue that employees experiencing positive emotions at work are more engaged, happy and satisfied. Conversely, employees who generally experience undesirable feelings at their workplace may experience fatigue. Employees who are engaged produce their own positive response, in respect to recognition, gratitude and achievement due to their high activity level and positive attitude (Bakker, 2009). All these contribute to a greater level of job satisfaction (Boehm and Lyubomirsky, 2008).

Based on the above discussion, it is clear that a positive relationship exist between happiness and job satisfaction. In order to provide clear concept of the influence of happiness on job satisfaction, various factors influencing job satisfaction need to be investigated. These factors are discussed below.



#### *2.4.4. Factors influencing job satisfaction*

Job satisfaction is deemed to be an attitude although it has been operationalised in various ways (Weiss and Cropanzano, 1996). Researchers, therefore, need to understand the dimensions of the job which are complex and interrelated in nature, in order for them to understand job attitudes (Locke, 1976). Locke (1976) indicates that the common characteristics of job satisfaction can be described as labour, salary, advancements, credit, benefits and the conditions of work, supervision, colleagues, the organisation and management (Locke, 1976). In addition, Robbins (1993), Hutcheson (1996), and Kerego and Mthupha (1997) suggested that income, nature of work, supervision, promotion and relations with co-workers are the five leading elements of job satisfaction. On the other hand, Kerego and Mthupha (1997) viewed features that will have an adverse effect on job satisfaction as working conditions, clear employment procedures, open communication, staff participation in decision making, safety and good governance.

It has been shown by researchers that these various factors can be divided into two dimensions, namely intrinsic and extrinsic (Weiss, et al., 1967; Spector, 1997; Hirschfeld, 2000). Satisfaction with characteristics that has little to do with the content of the work itself, such as salary, circumstances of work, and colleagues refers to extrinsic satisfaction; whereas aspects with the job task itself such as variability, skilfulness, utilisation and autonomy refer to intrinsic satisfaction (Buitendach and De Witte, 2005).

Hence, it is essential to realise that aspects of job satisfaction can be both positive and negative (Argyle, 1989). Herzberg, et al. (1959) suggested that due to good experiences and motivators such as success, appreciation, the nature of the work, accountability and growth refer to positive satisfaction. In contrast, bad experiences include factors such as managers, fellow employees, company procedures, conditions of work and personal life refers to negative aspects and leads to dissatisfaction (Herzberg, et al., 1959).

Various factors which can influence job satisfaction have been identified in the literature. These factors include: the nature of the work; job involvement;

relationships with co-workers and teamwork; fairness, trust; personal needs alignment; compensation; promotion; job security; organisational structure; leadership; open communication; physical work environment; subjective well-being; reward and recognition; organisational commitment; personal growth; empowerment; performance evaluation; job responsibility; and capability/capacity development. A number of these factors have been discussed in Section 2.3.3 as factors influencing happiness and a number of them will be discussed in Section 2.5.4 as factors influencing organisational culture. Therefore, only a few of the remaining significant factors influencing job satisfaction are discussed below.

#### *2.4.4.1. Nature of the work*

The degree to which a task provides an individual with opportunities for learning and personal growth, stimulating tasks and responsibility and accountability for outcomes defines the nature of the work in an organisation (Cranny, Smith and Stone 1992; Robbins, Odendall and Roodt 2003). Intrinsic job characteristics are the most notable influence on job satisfaction which refers to the factors relating to the nature of the job (Saari and Judge, 2004). Being satisfied with the nature of the job, including elements of challenge, independence, diversity and scope, can envisage overall job satisfaction and results in, for instance, retaining of employees (Fried and Ferris, 1987; Parisi and Weiner, 1999; Weiner, 2000).

When employees were requested to assess various facets of their job in past studies, it commonly emerged that the foremost job feature is the nature of the work which includes factors such as supervision, compensation, advancement opportunities, colleagues and so forth (Judge and Church, 2000; Jurgensen, 1978). Much can be done to motivate job satisfaction by ensuring that the job is as stimulating and exciting as possible, however this does not mean that well-designed benefit programmes or successful supervision are not important in contributing to job satisfaction. Consequently, the nature of the job is one of the first areas for experts to focus on in order to understand what affects people to be content with their employment (Saari and Judge, 2004).

#### 2.4.4.2. *Personal needs alignment*

Personal needs alignment is outlined as the degree to which an employee's needs are correctly aligned with opportunities offered in the organisation (Kristof-Brown, 1996). According to Dawis and Lofquist (1984) when the work setting converges with the employee's prerequisites, that is when satisfaction occurs.

The definition of the term "fit" has been described in various ways and has been evaluated at both the employee-job fit level as well as the employee-organisation fit level. 'Supplementary fit' is often conceptualised as an employee's fit with the culture of the organisation as it includes that the individual has similar qualities as the organisation. 'Needs-supplies fit' ensues when the individual's desires, needs and preferences are being met by the organisation and the job. It has been found that these two terms are related to organisational commitment and job satisfaction (Edwards, 1991; Bretz and Judge, 1994; Kristof-Brown, 1996; Verquer, et al., 2003; and Westerman and Cyr, 2004).

When the employment setting meets the values, goals, needs and preferences of an individual, the employee tends to be happier. Additional evidence shows that the need for growth lessens and the reactions of employees to job scope emphasises the significance of alignment between the employee and the job (Fried and Ferris, 1987).

#### 2.4.4.3. *Promotion*

Promotion refers to progress or advancement within the organisation (Cranny, et al., 1992; Robbins, et al., 2003). Corbin (1977) states that job satisfaction escalate as employees advance to higher levels in the organisation. However, higher level managers in the organisation are less satisfied with the prospects for advancement, but are more satisfied with the remuneration (Kline and Boyd, 1994). Employees may therefore enjoy the increased wages, higher authority, greater responsibility and more challenging tasks associated with the new job and thus experience higher levels of job satisfaction. In contrast, promotion may cause more stress as a result of the additional responsibility and extended working hours (Krause, 2014). A recent

study examined the impact of promotion on job satisfaction and happiness (Johnston and Lee, 2013). The resulting net effect of promotions in the workplace is: job satisfaction and well-being are significantly higher as a result of a promotion (Krause, 2014).

#### *2.4.4.4. Job security*

Job security refers to employees' subjective feelings about the future security of their work situation (Yousef, 2000). In contrast, job insecurity relates to employees, who are afraid of being unemployed or who may lose their jobs (De Witte, 1999). Hartley, et al. (1991) states that an inconsistency between the levels of security which employees may desire and what they experience can be described as job insecurity. In addition, Hui and Lee (2000) described the lack of control to uphold preferred endurance in a vulnerable employment position as job insecurity.

Literature proposes that job insecurity perceptions could possibly result in harmful consequences on employee attitudes (Ashford, Lee, and Bobko, 1989; Rosenblatt, Talmud, and Ruvio, 1999), an upsurge in dissatisfaction within the workplace (Davy, Kinicki, and Scheck, 1997), a growth in undesirable health consequences (Hellgren and Sverke, 2003; Mohren, et al., 2003) and an increase in psychological suffering (Dekker and Schaufeli, 1995; Probst, 2000). Furthermore, employees with low job security are prone to experience lower organisational commitment or have such perceptions (Preuss and Lautsch, 2003) and work withdrawal behaviour (Q'Quin, 1998). This frequently results in employee turnover (Ashford, et al., 1989) and a reduction in employee well-being (De Witte, 1999; Kinnunen, et al., 2000; Mohr, 2000).

People also acquire emotional and attitudinal connections regarding their place of work, which present themselves as elevated levels of commitment, satisfaction and trust (Mowday, Porter and Steers, 1979; Allen and Meyer, 1990). These basic attachments may be threatened by the feelings of job insecurity (Rosenblatt and Ruvio, 1996). This creates a descending spiral, where production output declines and uncertainty escalates, resulting in a competitive disadvantage for the organisation (Hartley, et al., 1991).

#### 2.4.5. Summary

These sub-sections introduced the concept of job satisfaction, its nature and importance, its relationship with happiness as well as the factors influencing job satisfaction. It was demonstrated that job satisfaction plays a significant role in the performance and success of individuals and organisations. Additional findings established that an employee who is satisfied with his/her job equates to a productive employee. A positive correlation between job satisfaction and work performance was also identified in the literature. The following deliverables were achieved: a comprehensive understanding of the concept and constructs involved with job satisfaction was established; the importance of analysing job satisfaction for this study was illustrated; the relationship between happiness and job satisfaction was identified as subsequently resulting in a positive correlation; and the factors that influence job satisfaction were determined in order to establish the relationship between the mediating and dependent variables. These partly achieved the research objective of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>).

In the following section the concept organisational culture will be discussed. The nature and importance of organisational culture, its relationship with job satisfaction and the factors influencing job satisfaction will be discussed. The relationship between job satisfaction and organisational culture will be established.

## **2.5. Organisational Culture**

The previous section introduced the concept job satisfaction which produced a comprehensive understanding of the constructs involved. The importance of analysing job satisfaction for the role of this study was highlighted. The affiliation between happiness and job satisfaction was identified. The factors that influence happiness were determined in order to establish the relationship between the variables.

This section will examine the theory of organisational culture as defined by the literature, the nature and importance of organisational culture, its relationship with job satisfaction and the factors influencing organisational culture. In order to create a broad understanding of the concept and its constructs, the literature will augment the definitions of organisational culture according to researchers. It will then explore the nature and importance of organisational culture to illustrate the significance of analysing the concept for this research. It will also explore the connection concerning job satisfaction and organisational culture in order to establish the relationship between the variables. The section will conclude by examining the factors influencing organisational culture in order to attempt to link this independent variable to the dependent variable.

### *2.5.1. Organisational culture defined*

A variety of definitions has been suggested by theorists for the concept of organisational culture, these have been interpreted differently (Ashkanasy, Broadfoot and Falkus, 2000). These definitions range from mutual values, principles and beliefs (Schwartz and Davis, 1981) as well as philosophies of recognised behavioural rules, norms and rituals (Trice and Beyer, 1984).

Gutknecht and Miller (1990) referred to organisational culture as the depth, purpose and basis of an organisation, while Desatnick (1986), Schneider (1990), Al-Shammari (1992), Balkaran (1995) and Van der Post, de Coning and Smith (1997) described it as the organisation's personality. According to Schneider (1983) an organisation's value system and norms are viewed as the methods by which the

organisation is managed. Gutknecht and Miller (1990) suggested culture to be the oil that lubricates the processes of the organisation, while Schein (1984) refers to it as being the glue which supports the strength and uniqueness of the workplace.

Organisational culture have also adopted a number of official descriptions. Greenberg and Baron (1997) defines it as a cognitive framework which consist of attitudes, behaviours, expectations, norms and values. Ahmed, Loh and Zairi (1999) defines culture as the pattern of arrangement or behaviour, embraced by a society (organisation or team) as the accepted way of problem-solving. While, Clemente and Greenspan (1999) defines it as the shared attitudes, feelings, habits, patterns and thoughts of behaviour.

Organisational culture was described by Robbins (2009) as a shared system of meaning held by the employees of the organisation that differentiates it from other organisations. This supports the notion that cultural research is an important aspect in fostering or hindering the application of technological and managerial innovations (Zammuto, Gifford and Goodman, 2000).

There are however controversies that exist amongst researchers with regard to distinguishing between the concepts of organisational culture and climate as these two terms are often used interchangeably (Sempene, Rieger and Roodt, 2002). Conventional behaviour patterns that can be expected in an organisation are often defined as organisational culture. A measure of whether the expectations of an employee are being met regarding working for an organisation can be described as organisational climate (Schein, 1984). It can therefore be said that organisational climate looks at whether the expectations of the employees are being met, while organisational culture is concerned with the expectations of the workforce about an organisation (Hutcheson, 1996).

### *2.5.2. Nature and importance of organisational culture*

Organisations are dynamic in nature and represent social structures that are most complex. Organisations are also competitive and therefore employees can be regarded as one of the most important role players through their participation and

commitment towards the success of the organisation. This relationship can be described as mutually reliant on each other and therefore, have an influence on each other's capacity to attain success (Boeyens, 1985; Kerego and Mthupha, 1997).

The culture of the organisation can greatly influence the efficiency of the business (Deal and Kennedy, 1982; Wilkins and Ouchi, 1983; Schein, 1992). A series of empirical studies has linked effectiveness (Ouchi, 1981; Denison, 1984; 1990; Gordon and DiTomaso, 1992; Kotter and Heskett, 1992; Denison and Mishra, 1995; Sorensen, 2002) with the values, assumptions and beliefs that enable collective meaning and behaviour (Smircich, 1983; Denison, 1990; Schein, 1992; Alvesson, 2011). Furthermore, organisational culture is generally deliberated to be one of the most important features in bringing about modernisation and service delivery (Kloot and Martin, 2007).

The described influence of organisational culture on employees' attitudes and behaviours, as well as on overall business performance, is what makes the concept an important field of study (Flynn and Chatman, 2001). It is accepted that organisational culture can have an impact on employees' attitudes and behaviours through the shared values and beliefs operating in an organisation (Flynn and Chatman, 2001). Moreover, organisational culture has been demonstrated to have a significant influence on employees' satisfaction and commitment (Johnson and McIntyre, 1998; MacIntosh and Alison, 2010). Organisational culture inspires employees not only to feel committed to the business but also to perform well. It has thus been shown that organisational culture has a positive impact on operation and efficiency and therefore employee happiness and, in turn, their job satisfaction (Jaghargh, et al., 2012).

The significant features of organisational culture have been identified below:

- Organisational culture demonstrates a direct influence on employees' satisfaction and commitment;
- Organisational culture motivates employees to be committed towards the organisation and to perform well within it;
- Organisational culture has a positive effect on organisational and employee performance, efficiency, and effectiveness;



- Organisational culture is significant in bringing about service delivery and excellence;
- Organisational culture has been shown to influence the behaviour of employees;
- Organisational culture has a positive influence on job satisfaction;
- If an organisation maintains a positive organisational culture, it is likely to experience numerous advantages;
- The environment in which employees work becomes more engaging and enjoyable when employees identify with the organisational culture, which in turn boosts morale ; and
- A positive organisational culture assists in attaining and retaining top employees.

### *2.5.3. Job satisfaction and culture*

Organisational culture has been shown to influence the behaviour of employees. Employees of a business can better adapt to their work environment if the features of the business match with their personal orientation. Many researchers (Sempane, Rieger and Roodt, 2002; Martins and Coetzee, 2007; Mehr, et al., 2012) have examined the connection between job satisfaction and organisational culture. All of these authors established a positive interrelationship between the two concepts. These conclusions show that an employee's job satisfaction can actually affect the culture of an organisation. Sempane, et al. (2002) support that organisational culture are used to enhance the organisational goals and the accomplishment of job satisfaction.

Organisational climate, which constitutes organisational variables such as size, structure, employment circumstances, salary and management, demonstrates that job satisfaction does not occur in seclusion but is reliant on these variables (Hellriegel and Slocum, 1974; Schneider and Snyder, 1975; Boeyens, 1985; Peterson, 1995; Kerego and Mthupha, 1997). The achievement of organisational goals and job satisfaction can be promoted to facilitate organisational culture and climate. The measurement of culture as well as climate can, therefore, aid as a

preliminary point in detecting and persuading such transformation in the organisation (Sempane, Rieger and Roodt, 2002).

Kerego and Mthupha (1997) state that organisational climate provides an explanation of the work context within the organisation while job satisfaction evaluates the organisational setting. According to these authors, job satisfaction is the positive feelings employees have about their current employment. Meanwhile, Hutcheson (1996) proposed that it is the differences between results which a person expects to receive and what a person actually receives. People will evaluate the characteristics of the job according to their satisfaction level and to what they consider meaningful and significant. The assessment made by employees of these diverse job characteristics is subjective, therefore individuals will perceive different satisfaction levels for the same characteristics (Sempane, Rieger and Roodt, 2002).

In order to have a clear understanding of the influence of organisational culture on job satisfaction, various factors influencing organisational culture need to be investigated. These factors are discussed below.

#### *2.5.4. Factors influencing organisational culture*

Integrated frameworks have been developed by a number of scholars, but there is still an absence of consensus regarding a general theory. Healthy scepticism exists for whether organisational culture can in fact be measured in a relative sense, since it is an intricate phenomenon with underlying assumptions and beliefs as well as noticeable practices and structures (Denison, Haaland and Goelzer, 2004).

This study will apply the framework of culture developed by Denison, et al. (2006) as well as other significant factors, to develop a model that determines how factors of organisational culture influence employee happiness and, in turn, their job satisfaction. An explicit model of organisational effectiveness and culture has been researched as well as a technique of measurement. By using data from 764 organisations, Denison suggested a model that conceptualises culture along four dimensions: consistency, involvement, mission and adaptability. This framework is useful when trying to create a connection between organisational culture, employee

happiness and job satisfaction, in addition to overall performance (Kotrba, et al., 2011).

The traits within the organisational culture framework developed by Denison and Mishra have been expanded to include 3 sub-dimensions within each trait (Kotrba, et al., 2011). Figure 2.2 illustrates this model. The model, for the purpose of this study, will be used to propose methods on how the culture of an organisation can influence employee happiness, job satisfaction and organisational effectiveness as a whole. It is also used as part of a diagnostic process to highlight strengths and weaknesses of a specific organisation's culture. Involvement and consistency signify an internal focus; while adaptability and mission denote an external focus; and adaptability and involvement indicate the organisations' flexibility; whereas mission and consistency represent a focus on stability (Kotrba, et al., 2011).

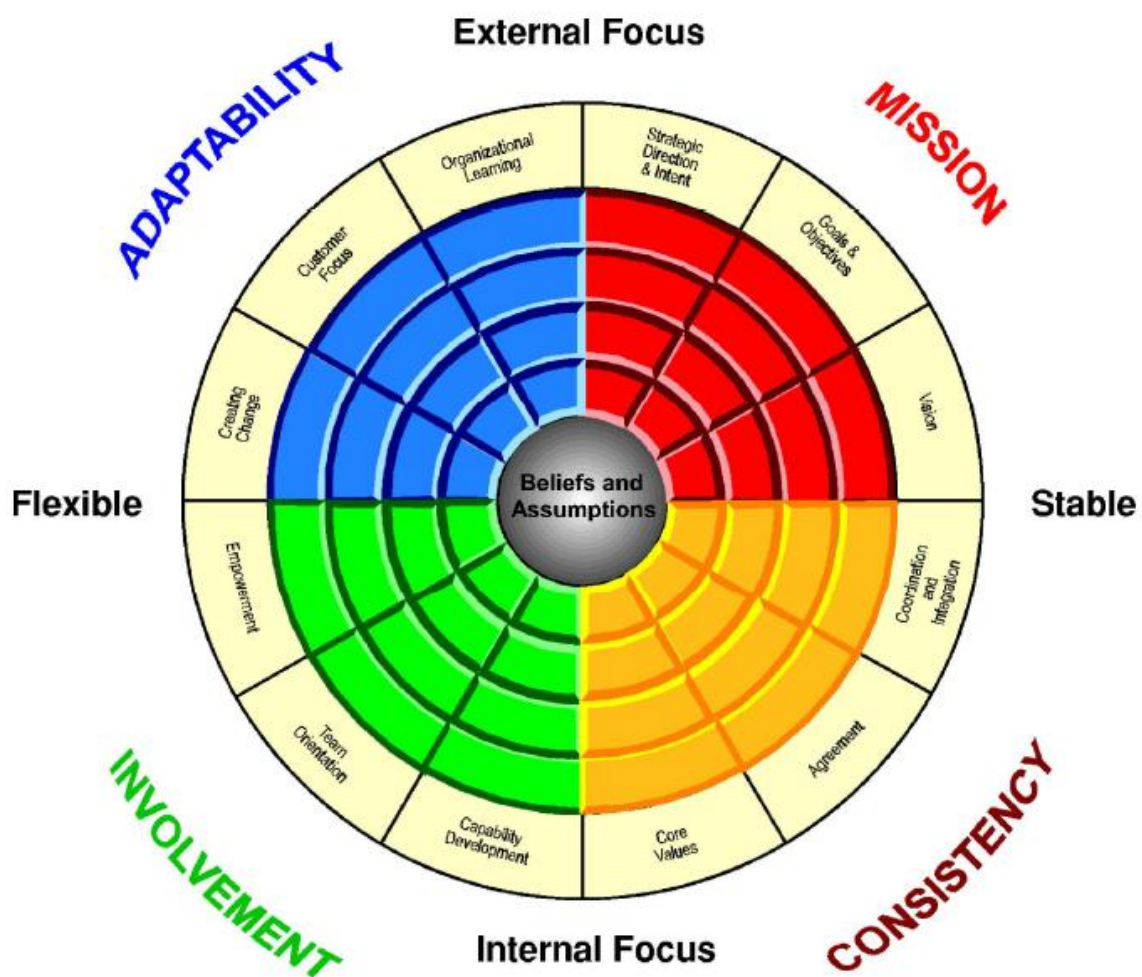


Figure 2.2 - The Denison Organisational Culture Model (Denison, et al., 2006).

Numerous methods for the assessment of an organisation's culture have previously been established suggesting a technique for studying organisational culture by assessing behavioural norms and values (Denison, et al., 2006; Cameron and Quinn, 1999; 2006). Jung, et al. (2009) identified over 250 factors influencing the culture of an organisation. However, the scope of this study will only focus on the following 12 factors in organisational culture that could influence employee happiness and job satisfaction, namely:

- Involvement which include:
  - § Empowerment;
  - § Team Orientation; and
  - § Capacity Development;
- Consistency with Core Values, Agreement and Coordination and Integration;
- Adaptability with Creating Change, Customer Focus and Organisational Learning;
- Mission with Strategic Direction and Intent, Vision, and Goals and Objectives;
- Open Communication;
- Work-Life Balance;
- Commitment;
- Engagement;
- Fairness and Trust; and
- Reward and Recognition.

The factors in organisational culture that influence employees happiness and, in turn, their job satisfaction have been identified from the literature. These factors are discussed below.

#### *2.5.4.1. Involvement*

By the extent to which a sense of ownership is felt by employees, commitment is shown to their jobs and a contribution is made regarding decisions that affect their jobs, focus on the organisational culture of involvement (Kotrba, et al., 2011). Fey and Denison (2003) noted that organisations that are effective build their organisations around teamwork, empower their employees and develop their employees' capacity continuously (Likert, 1961; Becker, 1964; Deal and Kennedy,

1982; Peters and Waterman, 1982; Lawler, 1996). This trait is measured with three indices discussed below.

#### *2.5.4.1.1. Empowerment*

Empowerment grants people the initiative, ability and authority to oversee their own work. This generates a sense of responsibility and ownership amongst employees in the organisation (Denison, et al., 2006). Metz (2013) is of the opinion that empowering employees increases their happiness. The author stated that it is vital to get employees' input and make them feel as if they are participating in the organisation's progress. Employees' autonomy and control of their own jobs will develop their competences and abilities to profit both their organisation and themselves and this will encourage empowerment. It also cultivates happiness among employees at the workplace (Awamleh, 2013).

*Empowerment* is an independent variable in this model. It is a First Level Factor of the Second Level Factor known as *Involvement*.

#### *2.5.4.1.2. Team Orientation*

Teamwork has been acknowledged as a noteworthy component of a team whose performance is effective, thus organisations have embraced an increasingly team-orientated setting (Driskell, Salas and Hughes, 2010). Importance is placed on employees to feel mutually accountable with regard to working towards the common goals of the organisation. Team effort is relied on by the organisation to get the job done (Denison, et al., 2006). It is therefore important to have a team with a collective orientation to promote teamwork, coordination and open communication, and consequently increase team performance (Salas, Cooke and Rosen, 2008). McCarthy, Almeida and Ahrens (2011) in their study about understanding employee well-being practices in Australian organisations demonstrated that team orientation is positively correlated with employee happiness. Similarly, Graham and Shier (2010) demonstrated the importance of working as a team and its impact on employee happiness.

*Team Orientation* is an independent variable in this model. It is a First Level Factor of the Second Level Factor known as *Involvement*.

#### 2.5.4.1.3. *Capability Development*

The role of knowledge management has been increasingly recognised as a key managerial determinant of competitive advantage (Argote and Ingram, 2000; Raub, 2001). In addition, it has been found that knowledge integration is a key determinant of a company's competitive position (Grant, 1996a). Therefore, capability development constitutes an organisation's continuous investment in the skills of its employees in order to constantly satisfy the needs of the business (Denison, et al., 2006). Hence, an organisation investing in the capability of its employees not only increases their levels of happiness and job satisfaction, but also increases the organisation's competitive edge.

*Capability Development* is an independent variable in this model. It is a First Level Factor of the Second Level Factor known as *Involvement*. The three independent variables that have been identified above as First Level Factors of *Involvement* are shown in Figure 2.3.

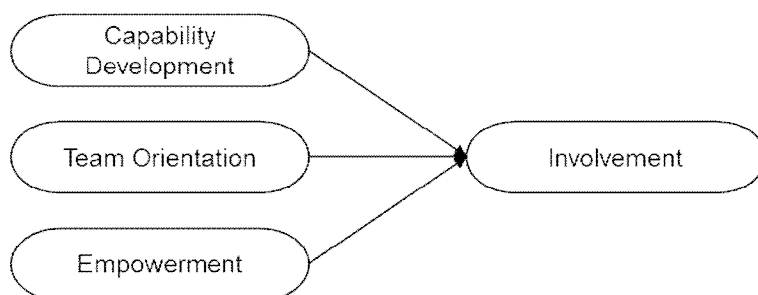


Figure 2.3 - Elements of Involvement.

#### 2.5.4.2. *Consistency*

The level of unity, agreement or integration can be referred to as consistency (Kotrba, et al., 2011). Various studies suggest that organisations that are stable and well-integrated are more effective (Saffold, 1988; Kotter and Heskett, 1992). When an organisation's activities are integrated and well-coordinated it is easier for

individuals to reach agreement amidst diversity (Gordon and DiTomaso, 1992; Martin, 1992; Schein, 1992). This type of consistency is a leading resource of assimilation as a result of a collective mind-set and a high degree of conformity (Kotrba, et al., 2011). This trait is measured with three indices namely: core values, agreement, and coordination and integration. These three indices will be combined into one construct for this study in order to emphasise the objective and scope of the research.

#### *2.5.4.2.1. Core Values, Agreement, and Coordination and Integration*

The ability of employees within an organisation to create a clear set of expectations and a sense of identity can be described as the core values of these individuals in the organisation (Denison, et al., 2006). Agreement refers to the ability of the organisation's employees to reach an agreement on crucial issues. This embraces the capability to settle differences when they happen as well as increase the level of agreement amongst employees (Denison, et al., 2006). Coordination and integration, on the other hand, refers to the ability of the organisation's various units and functions to work together for the achievement of common goals. Organisational boundaries do not hinder the process of getting the work done (Denison, et al., 2006). Understanding the organisation's core values, being able to reach a level of agreement and achieving coordination and integration avoids possible internal conflict and, therefore, leads to employee happiness.

*Core Values, Agreement and Coordination and Integration* are independent variables in this model. They will be combined for the purpose of this research and they are First Level Factors of the Second Level Factor known as *Consistency*. The three independent variables that have been acknowledged above as First Level Factors of *Consistency* are shown in Figure 2.4. These variables, although displayed as separate factors in the figure, will be combined as one factor influencing consistency.

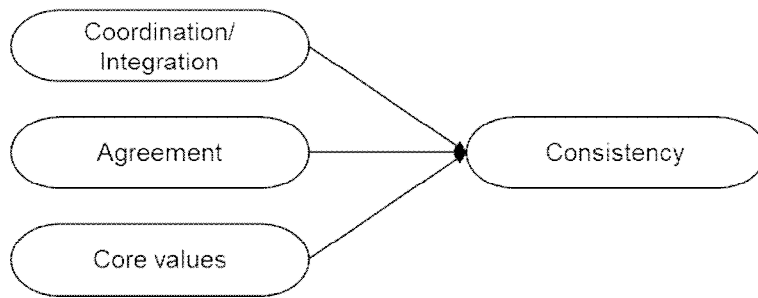


Figure 2.4 - Elements of Consistency.

#### 2.5.4.3. *Adaptability*

The organisation's capacity to respond to external conditions that create internal change can be defined as adaptability (Denison and Mishra, 1995). Organisations that are integrated and internally-focused, experience some difficulty when adapting to the demands of the external marketplace (Lawrence and Lorsch, 1967). For an organisation to learn, it is essential to create a capacity to understand the consumer and meeting his/her needs as well as for the creation of change (Argyris and Schön, 1978; Senge, 1990; Nadler, 1998; Fey and Denison, 2003).

The least adaptive and most difficult to change are those organisations that are naturally well-integrated. External adaptation and internal integration can therefore be at odds (Lawrence and Lorsch, 1967). Adaptable organisations are driven by its clients; gain knowledge from its errors because of risk taking and have the experience and capability to create change (Katz and Kahn, 1978; Senge, 1990; Kotter, 1996). The organisation's collective abilities to provide value to their customers will lead to continuous change in order to bring about improvement (Denison and Mishra, 1995). This trait measures three indices namely: creating change, customer focus and organisational learning. These three indices will be combined into one construct for the function of this study in order to focus on the objective and the scope of this study.

##### 2.5.4.3.1. *Creating Change, Customer Focus and Organisational Learning*

Creating change can be defined by the organisation's ability to construct adaptive techniques in order to encounter varying needs. It indicates the ability of the



organisation to anticipate future changes, read the business situation and to react quickly to current trends (Denison, et al., 2006). Although difficult to change, organisational culture enables job satisfaction and supports the achievement of happiness and organisational goals. A starting point in influencing and diagnosing change serves as a measurement of culture in the organisation (Sempene, Rieger and Roodt, 2002).

Considering the extremely competitive business environment of today, customer satisfaction is regarded as one of the most significant elements of success in business (Gillespie, et al., 2007). Customer focus is therefore a significant factor in enhancing an organisation's performance and success. Customer focus can be defined as the ability of organisations to understand, react to and anticipate its customer's needs at present as well as in the future. It echoes the organisation's capacity to be motivated by a concern to please its customers (Denison, et al., 2006).

How an organisation obtains and interprets indications from the environment into opportunities for encouraging the development of capabilities, innovation and gaining knowledge can be referred to as organisational learning (Denison, et al., 2006). These opportunities can create continuous knowledge creation and learning amongst employees by adopting a knowledge-sharing that encourages group learning throughout the organisation (Marsick and Watkins, 2003). Romano (2013) argues that management can stimulate employee happiness by creating a learning environment. Managers should, therefore, promote a culture in which employees can solve problems, learn, challenge one another's perspectives and develop their present knowledge, attitudes and skills. Moreover, Metz (2013) supports that employee happiness can be increased by giving them the opportunity to learn and develop their skills.

*Creating Change, Customer Focus and Organisational Learning* are independent variables in this model. They will be combined for the purpose of this research and they are First Level Factors of the Second Level Factor known as *Adaptability*. The three independent variables that have been identified above as First Level Factors of

*Adaptability* are shown in Figure 2.5. These variables, although displayed as separate factors in the figure, will be combined as one factor influencing *Adaptability*.

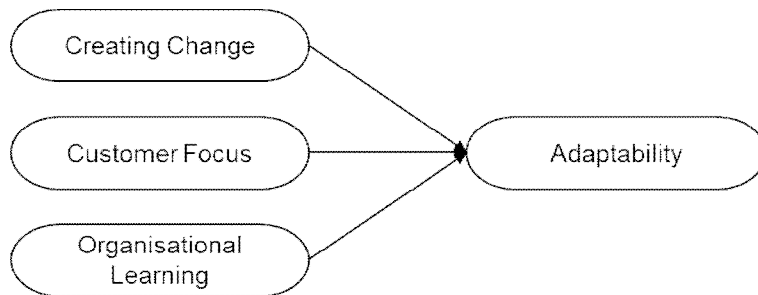


Figure 2.5 - Elements of Adaptability.

#### 2.5.4.4. *Mission*

The degree to which an organisation has direction and transparency of purpose can be defined as the mission trait (Denison and Mishra, 1995). Organisational aims and strategic objectives have a clear sense of purpose and express the vision of the future for the organisation (Mintzberg, 1987; Fey and Denison, 2003). Organisations, that are effective, follow a goal that affords meaning and direction to its employees (Denison and Mishra, 1995). This trait measures three indices namely: strategic direction and intent, vision and goals and objectives. These three indices will be combined into one construct for the function of this study in order to focus on the objective and the scope of this study.

##### 2.5.4.4.1. *Strategic Direction and Intent, Vision, and Goals and Objectives*

Strategic direction and intent are expressed by the organisation's clear strategy that provides purpose, meaning and direction to a business (Denison, et al., 2006). The organisation's purpose makes it apparent how each person can contribute and "make their mark" by having clear strategic intentions in the business (Denison, et al., 2006). The success of a business's strategy is partly due to the business's ability to act cohesively (Marsick and Watkins, 2003). This involves a shared meaning amongst employees about intentions, alignment of vision and the ability to work together across many different kinds of boundaries.

Goals and objectives can be defined as the target set by individuals and management in order to achieve desired results in the future. It should contain an element of ambition but also realistic goals that are understood and measured (Denison, et al., 2006). Mission, vision and strategy can be linked to a clear set of goals and objectives to provide everyone with a clear direction of his/her work. Organisational goals and objectives that are efficient, lead to good attitudes towards the business and to happiness at work (Denison, et al., 2006). Fisher (2010) is also of the opinion that the progression rate towards an aim influences employee happiness.

A shared view of a desired future state can be referred to as the vision of an organisation. It captures the hearts and minds of the organisation's employees and embodies core values while providing guidance and direction (Denison, et al., 2006). In order to increase employee happiness in organisations, management should consistently and effectively communicate the vision for the organisation.

*Strategic Direction and Intent, Vision, and Goals and Objectives* are independent variables in this model. They will be combined for the purpose of this research and they are First Level Factors of the Second Level Factor known as *Mission*. The three independent variables that have been identified above as First Level Factors of *Mission* are shown in Figure 2.6. These variables, although displayed as separate factors in the figure, will be combined as one factor influencing *Mission*.

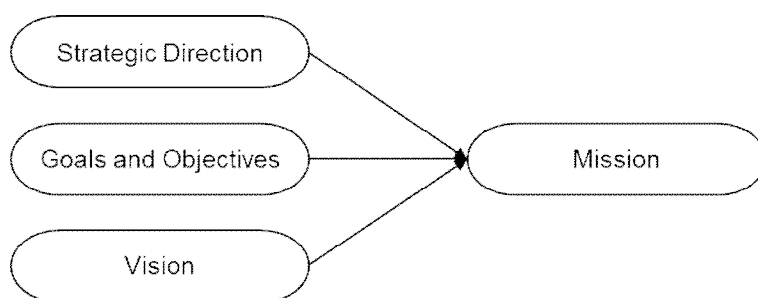


Figure 2.6 - Elements of Mission.

The other factors that make up the employee happiness model aside from the Denison model factors are discussed below.

#### 2.5.4.5. *Open communication*

Open communication involves a central decision-making process, in other words, managers will not make decisions unless everyone affected by the result is involved in the decision-making process (Tang, et al., 2000). Baptiste (2008) refers to open communication as ensuring that employees are informed about organisational information. Thus, employees should be informed about their performance, their opinions should be heard and advice given and taken. Stimulating happiness at work for employees means giving support, creating motivation, generating desire to work regularly, and encouraging two-way, transparent communication. This open communication will result in good relationships at work and will thus lead to happiness in the workplace.

#### 2.5.4.6. *Work-Life Balance*

The concept of work-life balance focuses on maintaining the balance between work and family life (Bradley, et al., 2010). Thompson, Beauvais and Lyness (1999) describe an organisation's a work-family culture as that which supports and values the integration of employees' family and work responsibilities. Furthermore, family orientation and atmosphere describe an organisational culture where the organisation is people-oriented and views each individual as a person, rather than just as an employee (Tang, et al., 2000). Organisations have started to offer practices that are family orientated, such as providing a child-minding facility for employees with younger children, since many employees struggle to get a sense of balance between work and family duties (Wong and Ko, 2009). Wong and Ko (2009) stress the fact that a work-family culture includes benefits such as compassionate leave, having a holiday house, leave for getting married, workplace festivities and personal development training courses. Due to the irregular nature of employees' family needs, many benefits have been designed to be family-friendly (Wong and Ko, 2009). This convenience and flexibility increases employee happiness and job satisfaction levels.

According to Wong and Ko (2009), a good work environment brings both mental and physical health. Benefits and comforts make employees satisfied and generate a

good attitude towards work, which in turn reduces problems. A good quality of work-family balance thus increases happiness at work.

#### *2.5.4.7. Commitment*

The second most commonly measured construct related to happiness (next to job satisfaction), is probably organisational commitment (Fisher, 2014). According to Swailes (2002) there is a number of ways that commitment can be defined. Since commitment can be based on recognising the values and goals of the organisation on a personal level, being attached to the organisation can therefore be deemed as part of happiness at work. Meyer and Allen (1991) have consequently separated the commitment construct into the affective component, continuance component and normative component. Closely aligned to happiness is affective commitment as it denotes emotional attachment to the organisation and is associated with additional positive attitudes in the place of work. A current analysis by Cooper-Hakim and Viswesvaran (2005) established that affective commitment interrelated closely with job satisfaction. These associations propose a mutual principle of happiness amongst these distinct constructs.

#### *2.5.4.8. Engagement*

Engagement at work can be described as the sense of immersion, involvement, absorption, interest, positive association and focus as well as the amount of physical, intellectual and emotional energy that people dedicate to their work (Kahn, 1990; 1992). A number of scholars have since then defined the concept in a number of methods (Britt, et al., 2007; Macey and Schneider, 2008). The term engagement have been described as everything from cognition to affect behaviour as well as a trait to a relatively stable momentary state. Macey and Schneider (2008) defined person-level engagement as a positive affect related to the job and the environment of employment implying or clearly showing feelings of perseverance, drive, liveliness, commitment, engagement, eagerness, awareness and pride.

In the view of Maslach and Leiter (1997) energy, employee involvement and professional effectiveness are characteristics of engagement. Employees with

energy levels that are high and who show enthusiasm about their work are commonly employees that show engagement towards their job (Bakker, 2009). Furthermore, these employees are frequently completely engrossed in their work so that time flies and thus causing a state of happiness and satisfaction within the workplace (May, Gilson and Harter, 2004). Engagement thus has elements of organisational commitment, job involvement and therefore job satisfaction (Bakker, 2009).

#### 2.5.4.9. *Fairness and Trust*

Personnel that 'trust their employers, take pride in their work, and enjoy working with their colleagues' are happy employees. The cornerstone of trustworthiness in the employer is based on respect, fairness and integrity. The three elements that are crucial in creating a happy and eager workforce are equality, achievement and camaraderie with team mates (Sirota, et al., 2005).

It has been claimed by Rogers (1995) that high value should be placed on trust and respect by management and should be shown in a way that expresses trustworthiness and commitment to all employees. Management relationships in the manner of assistance and improvement of trust can encourage employee wellbeing in the workplace. In addition, Baptiste (2008) discovered the significance of management relationships, support and trust to be a predictor of employee wellbeing in the workplace. Blau (2006) suggests that the social exchange theory whereby personnel will reciprocate with positive work attitudes by means of improved motivation and commitment, can precede enriched performance when they receive support from managers and trust them.

Albrecht and Travaglione (2003) recommend that the important contributing factors of trust in management are based on equity and fairness in the organisation's procedures and policies, organisational support and job satisfaction. The prerequisite for enhanced performance and employee happiness is an atmosphere that is equal and fair and is conducive to provide opportunities for employees to be included in making decisions and in team work that can have an effect on the wellbeing of employees (Guest and Conway, 2004).

#### 2.5.4.10. Reward and Recognition

Lawler and Porter (1967) state that success results in job satisfaction, particularly when organisations offer rewards and recognition to employees. Happy individuals respond with greater feeling of enjoyment and are extra responsive to possible rewarding opportunities (Carver, et al., 2000; Corr, 2008). Employees who feel that their individual abilities, experience and knowledge can be developed at work will experience job satisfaction (Dawis, 1992; Roberts and Roseanne, 1998). Reward and recognition schemes thus increases the happiness levels of employees and thus increases their levels job satisfaction (Buitendach and De Witte, 2005).

#### 2.5.4.11. Happiness

Happiness has been extensively discussed in Section 2.3. *Happiness* is the mediating variable in this model. The four Second Level Factors identified and suggested to have a relationship with the mediating variable, *Happiness*, are shown in Figure 2.7.

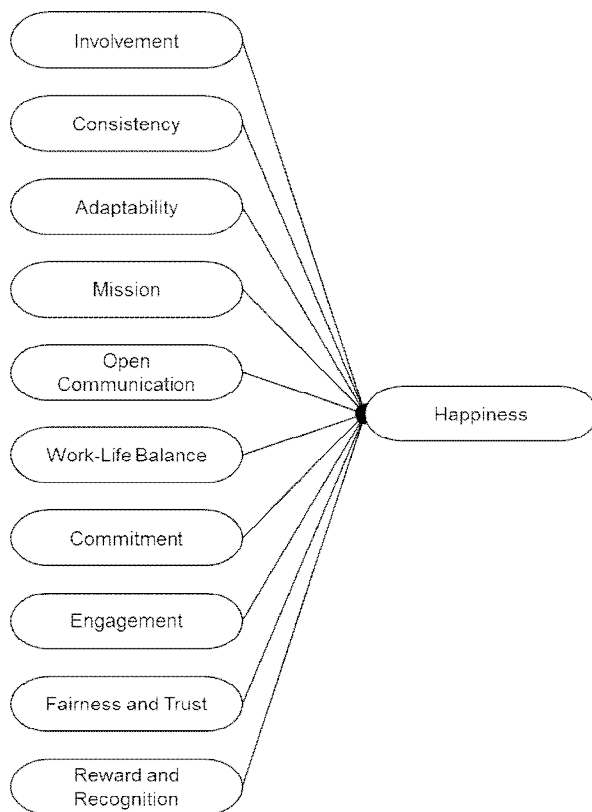


Figure 2.7 - Elements of Happiness.

#### 2.5.4.12. *Job Satisfaction*

Job Satisfaction has been extensively discussed in Section 2.4. *Job Satisfaction* is the dependent variable in this model. The four Second Level Factors identified and suggested to have a relationship with the mediating variable, *Happiness*, are shown in Figure 2.8.

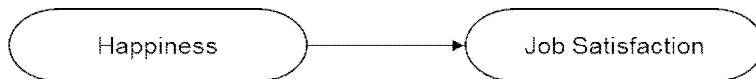


Figure 2.8 - Elements of Job Satisfaction.

#### 2.5.4.13. *Theoretical Employee Happiness Model*

The theoretical model for Employee Happiness in General Motors South Africa has been formulated based on the literature reviewed in this section. This model is shown in Figure 2.9.



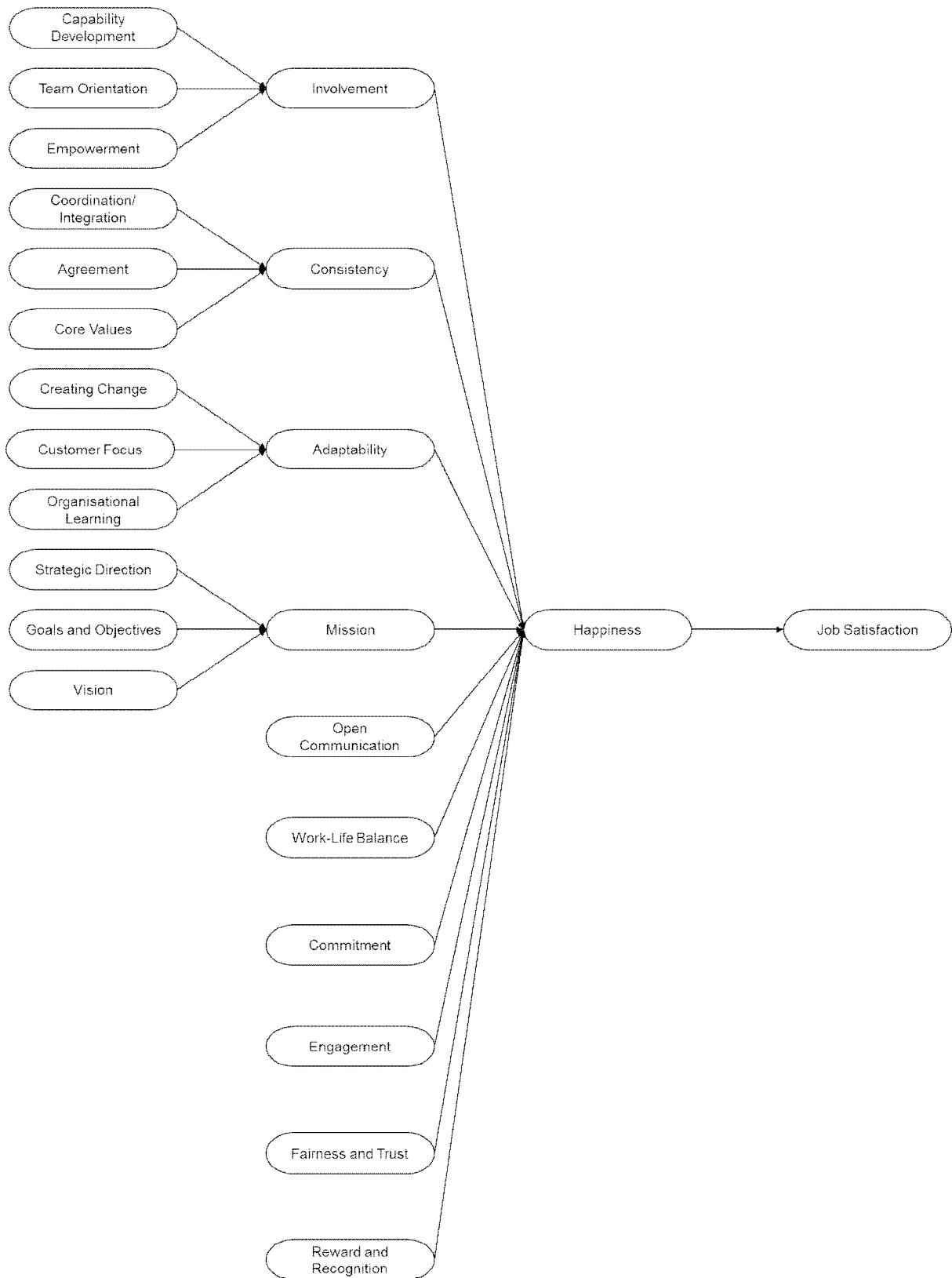


Figure 2.9 - Theoretical Employee Happiness Model.

### 2.5.5. Summary

The sub-sections introduced the concept organisational culture, its nature and importance, its relationship with job satisfaction as well as the factors influencing organisational culture. It was demonstrated that the culture of an organisation plays a significant role in the performance and competitiveness of organisations. Additional findings established that an employee that is immersed in an enabling organisational culture is not only satisfied with his/her job but also shows commitment and engagement in the job. Furthermore, a positive relationship between organisational culture and work performance was identified in the literature. The following deliverables were achieved: a comprehensive understanding of the concept and constructs involved with organisational culture was established; the importance of analysing organisational culture for this research was illustrated; the relationship between job satisfaction and organisational culture was identified subsequently resulting in a positive correlation; and the factors that influence organisational culture were determined to establish the relationship between the mediating and dependent variables. These partly achieved the research objective of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>).

Lastly, from the literature, factors in organisational culture influencing employee happiness and, in turn, their job satisfaction were identified and stated as follows: *Involvement (Empowerment, Team Orientation and Capability Development), Consistency (Core Values, Agreement, and Coordination and Integration), Adaptability (Creating Change, Customer Focus and Organisational Learning), Mission (Strategic Direction and Intent, Vision, and Goals and Objectives), Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition*. The section concluded with the resulting development of the conceptual employee happiness model that is depicted in Figure 2.9. This achieved the research objective of developing a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA (RO<sub>2</sub>).

## 2.6. Summary

This chapter achieved the research objectives of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>) and developing a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA (RO<sub>2</sub>). The chapter addressed RQ<sub>1</sub> which states *“What factors influence employee happiness?”* and RQ<sub>2</sub> which states *“What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?”*

The first section of the chapter introduced GMSA and explored its historical background. It then discussed the significance of General Motors in South Africa. The vital role that GMSA plays in the economy and the South African community was demonstrated. The following finding was identified in the literature: education is GMSA's number one contributor to its employees, their dependants and to the community at large. The “Workplace of Choice” survey conducted in GMSA established that employee happiness and satisfaction levels significantly increased as a result of organisational culture and structural changes implemented in the organisation.

The next section introduced the concept of happiness its nature and importance as well as the factors influencing happiness. The vital role that happiness plays in today's society was demonstrated. The following findings were identified and established in the literature: a happy employee equates to a productive employee and a positive relationship exist between happiness and work performance. A comprehensive understanding of the concept and constructs involved with happiness in general as well as in the workplace was established; the importance of analysing happiness for this research was illustrated; and the factors that influence happiness in general as well as in the workplace were determined to establish the relationship between the independent, mediating and the dependent variables.

The following section introduced the concept of job satisfaction, its nature and importance, its relationship with happiness as well as the factors influencing job

satisfaction. The fundamental function that job satisfaction has on the performance and success of organisations was demonstrated. The following findings were identified and established in the literature: a satisfied employee equates to a productive one and a positive relationship exist between job satisfaction and work performance. A comprehensive understanding of the concept and constructs involved with job satisfaction was established; the importance of analysing job satisfaction for this research was illustrated; the relationship between happiness and job satisfaction was identified subsequently resulting in a positive correlation; and the factors that influence job satisfaction were determined to establish the relationship between the mediating and dependent variables.

The final section introduced the concept of organisational culture, its nature and importance, its relationship with job satisfaction as well as the factors influencing organisational culture. The significant role that organisational culture plays in the performance and competitiveness of organisations was demonstrated. The following findings were identified and established in the literature: an employee that is immersed in an enabling organisational culture is not only satisfied with his/her job but also shows commitment and engagement in the job and a positive relationship exist between organisational culture and work performance. A comprehensive understanding of the concept and constructs involved with organisational culture was established; the importance of analysing organisational culture for this research was illustrated; the relationship between job satisfaction and organisational culture was identified subsequently resulting in a positive one; and the factors that influence organisational culture were determined to establish the relationship between the mediating and dependent variables.

Lastly, from the literature, factors in organisational culture influencing employee happiness and, in turn, their job satisfaction were identified and stated as follows: *Involvement (Empowerment, Team Orientation and Capability Development), Consistency (Core Values, Agreement, and Coordination and Integration), Adaptability (Creating Change, Customer Focus and Organisational Learning), Mission (Strategic Direction and Intent, Vision and Goals and Objectives), Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust and Reward and Recognition.*

The following chapter will achieve the research objective of explaining the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future (RO<sub>3</sub>). The chapter will address RQ<sub>3</sub> which states “*What research design and methodology should be utilised in the study?*”

# Chapter 3

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## 3. CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

### 3.1. Introduction

In the previous chapter, concepts significant to this study such as Happiness, Job Satisfaction and Organisational Culture were introduced. The chapter achieved the research objectives of conducting a literature review in order to establish the factors that influence employee happiness (RO<sub>1</sub>) and developing a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA (RO<sub>2</sub>). The chapter addressed RQ<sub>1</sub> which states *“What factors influence employee happiness?”* and RQ<sub>2</sub> which states *“What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?”*

The primary function of this chapter is to explain the methods employed in the research methodology process in achieving the primary objective of this study. The objective is therefore, to explain the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future (RO<sub>3</sub>). This section will focus on RQ<sub>3</sub> which expresses *“What research design and methodology should be utilised in the study?”* Figure 3.1 shows an overview of the chapter as well as its ROs and RQs.

In Sections 3.1 and 3.2 research and its different components will be discussed. The research design, research paradigm, paradigm for this study, research methodology and the methodology associated with positivism will be discussed. In Section 3.3 the literature review will be defined. The purpose of the literature review and the literature review process used for this study will be described. In Section 3.4 the various hypotheses for this research will be formulated. In Section 3.5, the sampling design will be discussed. The population, sample and sampling technique will be identified. Data collection will be explored in Section 3.6. Survey research will be defined and the questionnaire description will be discussed. The questionnaire scale, reliability and validity; questionnaire constructs; questionnaire distribution; strengths

and weaknesses of the data collection method; and response rate will be identified and discussed. The data analysis will be discussed in Section 3.7. In Section 3.8 the limitations of the research methodology will be discussed. The chapter concludes with a discussion on reliability and validity in Section 3.9.

Chapter 1: Introduction and Problem Statement
Chapter 2: Employee Happiness in Organisations (Literature Study)
<b>Chapter 3: Research Design and Methodology</b> <ul style="list-style-type: none"> <li>•3.1 Introduction</li> <li>•3.2 Research</li> <li>•3.3 Literature Review</li> <li>•3.4 Hypotheses Formulation</li> <li>•3.5 Sampling Design</li> <li>•3.6 Data Collection</li> <li>•3.7 Data Analysis</li> <li>•3.8 Limitations of the Research</li> <li>•3.9 Reliability and Validity</li> <li>•3.10 Summary</li> </ul>
Chapter 4: Results and Analysis of the Empirical Study
Chapter 5: Findings, Recommendations and Conclusion

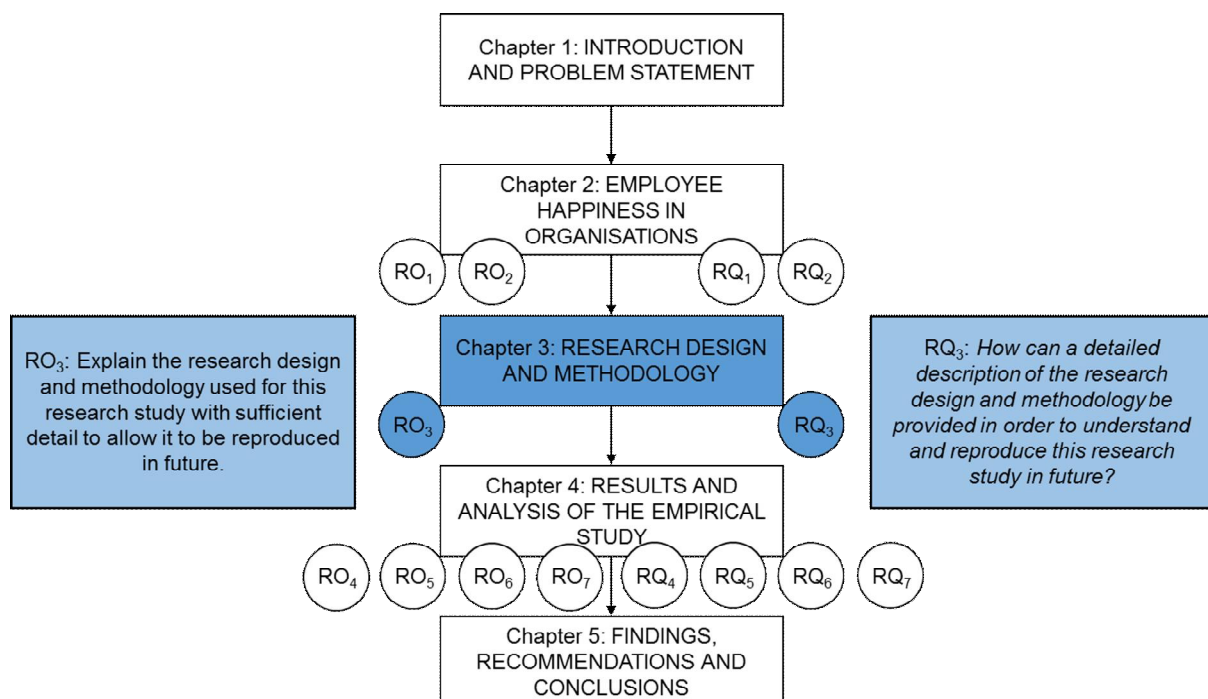


Figure 3.1 - Overview of Chapter 3 as well as its ROs and RQs.

## **3.2. Research**

### *3.2.1. Definition of Research*

The methodical and structured procedure of analysing, collecting and interpreting information in a satisfactory scientific method in order to gain new insights or enhance the body of information of the phenomenon in question can be described as research (Kothari, 2006; Leedy and Omrod, 2010; Kumar, 2012). Amid the many definitions of research, there is consensus on the common understanding that it is:

- A procedure of inquiry and examination;
- Organised and systematic, and
- Increases knowledge (Collis and Hussey, 2014).

The next section will discuss the purpose of research.

### *3.2.2. Purpose of Research*

The purpose of research is important in creating an understanding of why and how the process have to be followed.

The distinguishing objectives of research can be summarised as follows:

- To evaluate and combine current knowledge;
- To examine a current challenge;
- To present resolutions to a particular challenge;
- To study and examine common concerns;
- To hypothesise or produce a modern process or method;
- To clarify a new phenomenon; and
- To create new information (Collis and Hussey, 2014).

Regardless of the length, difficulty or precision, there are typically eight features of research identified below:

- Research commences with a definite question or problem;
- Research involves the expression of an aim;
- Research requires a clear method;



- Research questions or problems are divided into appropriate sub-problems or sub-questions;
- Research is focussed on the specific problem or question it expects to resolve;
- Research agrees that particular critical expectations are necessary;
- Research involves collecting, analysing and interpreting information; and
- Research is cyclical (Leedy and Omrod, 2010).

### 3.2.3. *Research Design*

The master plan or roadmap, which is considered to be the investigation strategy, stipulates the procedures and methods to use for gathering and evaluating the required information (Zikmund, et al., 2010). It is the design for satisfying research aims, in addition to subsequently responding to the research questions (Blumberg, 2008; Cooper and Schindler, 2008). Furthermore, the research design is the choices made regarding the methods and techniques that will be used to address the research questions (Collis and Hussey, 2014). The ultimate objective is to ensure that the validity of the research findings is optimally achieved and capitalised on.

According to Vogt and Burke Johnson (2011), the discipline and ability of arranging methods for directing studies in order to achieve the most authentic findings can be defined as research design. Determining the research design will provide a detailed strategy for conducting the research study (Collis and Hussey, 2014). McKerchar (2009) identifies the following characteristics of a good research design:

- There is a good fit between the methodology and a paradigm that is understood and accepted by others;
- There is a fundamental framework or structure that guides the conduct of the research;
- Appropriate strategies of inquiry or research methods are employed;
- The design allows knowledge claims to be made that are consistent with the strategy of inquiry; and
- It allows the researcher to concentrate on the research questions and hence meet the aims and intentions of the study.

Before designing the project, the research paradigm has to be identified. The selection of a paradigm has significant implications for the chosen methodology and the methods that will be used for the gathering and investigation of the research information (Collis and Hussey, 2014). The next section therefore discusses research paradigms as well as the research paradigm of this particular study.

#### *3.2.4. Research Paradigms*

The term “paradigm” implies a mindset, philosophy or way of thinking. Universally, scientific achievements that offer model problems and explanations to a community of practitioners have been acknowledged as a paradigm according to Kuhn’s definition (Kuhn, 1962). A philosophical framework that influences the way scientific research should be managed founded on individuals’ viewpoints and his/her expectations regarding the world and the type of awareness can be defined as a research paradigm (Collis and Hussey, 2014). It is a central model or frame of reference that a researcher uses for the organising their observations and thinking supported by the study (Babbie, 2010). The research paradigm is, therefore, concerned with why, what, where, when and how data will be collected and analysed.

According to Collis and Hussey (2014) there are two kinds of research paradigms: positivism and interpretivism, which generally describe the way data are produced in the process of research. A positivistic paradigm is based on a research philosophy constructed with natural sciences and fundamental laws. In this model positive data are said to be the foundation of knowledge. The objective of the research is to clarify cause and affect relations concerning variables. This paradigm is rooted in realism, assumes social reality is objective and not affected by investigation and it involves a deductive process by offering clarifying models to comprehend societal phenomena. Positivistic study is, therefore, associated with quantitative analysis as variables are measurable, objective, scientific and experimental in nature (Collis and Hussey, 2014).

In contrast, an interpretivistic paradigm is focused on social sciences as opposed to natural sciences in positivism. It is rooted in idealism, assumes that social reality is

greatly subjective as it is shaped by individual opinions and is thus affected by investigation. Research is part of what is observed and it involves an inductive process by providing explanatory comprehension of social phenomena within a specific environment (Collis and Hussey, 2014). The researcher cannot be objective as it is believed that the researcher affects the social phenomena he/she is studying. As a consequence, positivists try to describe, translate or come to terms with the phenomena being examined rather than utilise numerical approaches to analyse the phenomenon. Interpretivistic research is, therefore, associated with qualitative analysis and is subjective, humanistic and interpretive in nature (Collis and Hussey, 2014).

The terms *quantitative* and *qualitative* will be used to define the data rather than paradigms because the data gathered in a positivistic study can be quantitative or qualitative (Collis and Hussey, 2014). A distinct difference exists between qualitative and quantitative research (Blumberg, 2008) and these researches make use of diverse approaches (Garbarino and Holland, 2009). The selection of qualitative and quantitative methods for the study is reliant on the intention of the research (exploratory, conformational or quantification) in addition to the deliberate usage of the discoveries (policy formulation or process understanding) (Kumar, 2012).

#### 3.2.4.1. *Quantitative Research*

Quantitative research is a structured technique using experimental observations and deductions about conduct in order to establish justifiable logic and a causal rationale that can be used to predict behavioural patterns based on empirical research (Garbarino and Holland, 2009). This approach refers to the investigation and examination of numeric data using statistical methods (Quinlan, 2011). According to Leedy (1997) quantitative research is an approach whereby the researcher attempts to create solutions to resolve problems from questions asked about the relationships between calculated variables with the aim of predicting phenomena. Furthermore, Creswell (1994) defined a quantitative study as an analysis of a problem in order to test predictive generalisations, based on the examination of variables measured numerically with statistical procedures. Quantitative data collection involves gathering data using observation guides, experimental tests or structured

questionnaires (Hair et al., 2007). Various methods are used in quantitative research to collect positive information in order to examine explanatory theories and analyse the validity and reliability of the results. These include investigations such as surveys, observations, experiments and statistical tools (Zikmund et al., 2010).

Numerous aspects shared in all quantitative research have been acknowledged:

- Quantitative research tries to measure the discrepancy of the circumstance, phenomenon or dilemma;
- Quantitative information is collected and evaluated by means of mainly quantitative variables; and
- Quantitative analysis is aimed at determining the degree of the discrepancy (Kumar, 2012).

#### 3.2.4.2. *Qualitative Research*

Qualitative research is used to specify locality, social setting and to describe the range of population coverage in order to scrutinise issues in depth (Garbarino and Holland, 2009). This approach can be defined as non-numerical or categorical descriptions of data as research moves from specific to general where information is gathered by recording words, phrases and pictures instead of numerical representation (Hair et al., 2007). Participant observation, investigation, exploration and hands-on instruments that are group-based and graphic, are techniques used to collect qualitative data, where frequently applied qualitative approaches include in-depth interviews and focus groups (Hair et al., 2007). The method commonly used in qualitative research is open-ended questions that are formulated with the intention to capture views and permit compound analyses of non-quantifiable cause-and-effect procedures (Garbarino and Holland, 2009).

Several elements common in all qualitative research have been acknowledged:

- Qualitative information is utilised to recognise the features of a surveyed phenomenon;
- Qualitative research concentrates on phenomena that occur in natural surroundings;
- Qualitative research examines the complete intricacies of the phenomena;

- Qualitative data are collected and measured by means of nominal or ordinal scaled variables; and
- Qualitative research does not attempt to calculate the deviation of the situation, phenomenon or problem ( Leedy and Omrod, 2010; Kumar, 2012).

### 3.2.4.3. Differences between Quantitative and Qualitative Research

The following table summarises the main differentiating features between quantitative and qualitative data to offer a brief indication of the variances amid the two paradigms.

Quantitative Research	Qualitative Research
Uses large samples	Uses small samples
Requires an artificial setting	Requires a natural setting
Involves hypothesis examination	Involves creating concepts
Generates detailed, objective and statistical information	Generates 'rich', subjective and nominal (non-numeric) information
Generates findings with high reliability but low validity	Generates results with low reliability but high validity
Allows findings to be comprehensive from the sample to the population	Allows results to be widespread from one setting to another comparable setting
Uses standardised statistical data analysis techniques	Uses a wide variety of interpretive data analysis techniques
Employs a positivist approach	Employs as interpretivistic approach
Uses deductive process to test previous theory	Uses inductive process to formulate theory

Table 3.1 - Differences between Quantitative and Qualitative Research (Neuman, 2006; Collis and Hussey, 2014).

### 3.2.5. *Research paradigm for this study*

The positivistic paradigm will be used to conduct this research study. The purpose of the research is to describe the cause and effect relationships between the dependent variable, *Job Satisfaction*, the mediating variable, *Happiness* and the independent variables, *Empowerment; Team Orientation; Capability Development; Consistency with Core Values, Agreement, and Coordination and Integration; Adaptability with Creating Change, Customer Focus and Organisational Learning; Mission with Strategic Direction and Intent, Vision and Goals and Objectives; Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; and Reward and Recognition* using quantitative analysis and including correlation analysis.

Quantitative research will be employed in this research study because of its advantages over qualitative research as well as the nature of the investigation on the operating variables. The benefit of using this approach is the comparative ease and reduced time and money with regard to questionnaire distribution and data collection to and from the sample of respondents. There is also a vast range of statistical tools and software programmes available for researchers to analyse the data. Furthermore, with the quantitative approach, large samples can be utilised to gather information which suits the sample size perfectly. Hence, the use of this approach will be followed because of its capability to evaluate and measure a relatively large sample in order to test hypotheses and examine relationships between variables. In contrast, a qualitative approach can prove costly and time consuming, although it can extract “rich” data from underlying emotions and provide more of a real interpretation from the investigation.

### 3.2.6. *Research Methodology*

The research paradigm is narrowly linked to the research design, which denotes to the choices that will be made in terms of the methodology and methods that will be used to address the research questions. A process to the technique of the research, including a body of methods is known as a methodology. A method is a procedure

for gathering and/or analysing information (Leedy and Ormrod, 2005; Collis and Hussey, 2014).

There are a number of methodologies and a variety of means to collect as well as analyse primary or secondary data and a cohesive method needs to be embraced to guarantee that the research design connects the philosophical assumptions of the paradigm. Primary data are research information produced from an original source such as experiments, questionnaire surveys, interviews or focus groups, to acquire specific results and gain explicit insight for research and investigation purposes. Secondary data, on the other hand, are research data generated from an existing source, such as publications, databases or internal records that were purposefully directed to investigate the study under examination (Hair, et al., 2007; Collis and Hussey, 2014).

Primary and secondary data are collected, analysed and utilised in this research to address the research aims and research questions discussed in the previous chapter. A literature research is conducted to illuminate the factors that have a distinct influence on the theme, representing the secondary research. The primary research, instead, identifies and analyses the most appropriate research paradigm, sampling design, data collection and measuring tool of the study. Applied research was used in this study. According to Kothari (2006), applied research aims to discover an answer to an immediate problem challenging a business organisation. Applied research focuses on addressing specific situations encountered by businesses or solving specific problems facing an organisation (Collis and Hussey, 2014).

### *3.2.7. Methodology Associated with Positivism*

Through the use of a survey methodology in a positivistic study, primary or secondary data are gathered from a sample, to generalise the results to a population. A sample can be described as a subset of a population whereas a population is a specific distinct body of people or objects under deliberation for statistical purposes (Collis and Hussey, 2014). Surveys can be separated into two types, consistent with their purpose:

- A *descriptive survey* is used to deliver a precise depiction of phenomena at one point in time or at various times; and
- An *analytical survey* is performed to establish whether there is a connection between pairs of variables or multiple variables (Collis and Hussey, 2014).

In this research study, an analytical survey will be developed and utilised to perform the data collection. In order to execute this type of survey, a theoretical model was developed from the literature to identify the dependent and independent variables in the relationship. All participants will answer a structured questionnaire in order for them to answer the same questions in the same order. A questionnaire is a list of thoroughly organised questions, which have been selected after substantial testing to provoke dependable replies from a specific group of people. The goal is to reveal what they think, do or feel because this will aid to address research questions (Collis and Hussey, 2014).

### **3.3. Literature Review**

#### *3.3.1. Literature Review defined*

An accessible form of knowledge can be referred to as literature (Collis and Hussey, 2014). It comprises all sources of secondary data that are applicable to a particular study. Secondary data are gathered from an existing source, such as academic/professional journals, books, articles, conference papers, reports, newspapers, broadcast media, statistics, industry data and archives. These secondary sources may not have been essentially created for the subject matter being researched, but are however connected (Thody, 2009; Collis and Hussey, 2014). The review of literature is a summary of the researcher's deductions of these sources (Thody, 2009). It can, therefore, be defined as a systematic development with a view to identify an existing body of knowledge on a specific subject, of which knowledge is disseminated through various types of publications (Collis and Hussey, 2014).



### *3.3.2. Purpose of literature review*

The objective of a literature review is to collect as many relevant sources of literature as possible in order to gain insight about the research topic and the methodologies utilised by earlier research. New concepts, viewpoints and methods that have not transpired to the researcher before can be recognised by a literature review (Leedy and Omrod, 2010; Kumar, 2012). This is necessary before a critical review of the literature can be written. The acquired knowledge will afford an examination of what is already identified about the phenomena under investigation and recognise variances and shortages in knowledge which the study will address (Collis and Hussey, 2014).

### *3.3.3. Literature review process for this study*

The literature review process was started by obtaining a list of relevant literature pertaining to the research topic, mainly from Google Scholar as well as the on-line search library provided by the Nelson Mandela Metropolitan University (NMMU). An outline of the literature chapter was then created and the scope of the research was defined. Initial keywords were then defined from the research topic and were expanded throughout the literature search and review process (Collis and Hussey, 2014). Words or phrases known as keywords were used to summarise the research topic. These keywords are used in search strings to find potentially relevant sources (Leedy and Omrod, 2010). The relevant sources were referenced in the literature. The researcher started by reviewing the most recent literature and then moved to earlier publications. The references and authors in applicable publications were made use of to lead the author to prior relevant studies (Collis and Hussey, 2014).

A literature review constitutes an important step when conducting research on a particular topic. The researcher is able to differentiate between what is already known and what is not concerning a specific topic based on the literature review. A literature research was conducted with the aim to have an enhanced understanding of the topic under investigation. As a result of this secondary research, a theoretical model was then proposed. In order to accomplish this, numerous sources were consulted, such as the NMMU Library databases including EBSCOhost, Emerald,

JSTOR, Sage, ScienceDirect and Wiley Online Library. Other sources such as text books and Google Scholar were also consulted.

### **3.4. Hypothesised Employee Happiness Model**

A theoretical framework was constructed for this research based on the reviewed literature. The conceptual framework was then used to establish relationships between the dependent variable, *Job Satisfaction*, and the mediating variable, *Happiness*, as well as the mediating variable and the Second Level Factors, *Involvement (Empowerment, Team Orientation and Capability Development)*, *Consistency (Core Values, Agreement, and Coordination and Integration)*, *Adaptability (Creating Change, Customer Focus and Organisational Learning)*, *Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)*, *Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition*.

A hypothesis is a proposal that can be assessed for relationship or causation alongside empirical evidence (Collis and Hussey, 2014). The hypotheses developed in this research study were formulated, to be accepted or rejected by means of statistical analysis through empirical evaluation and to verify the proposed relationships indicated in the hypothesised model depicted in Figure 3.2. The following hypotheses have been formulated in order to assess the connection between the Mediating Variable and the Second Level Factors as well as the Dependent Variable and the Mediating Variable:

H<sub>1</sub> = “*There is a positive relationship between Happiness and Involvement (Empowerment, Team Orientation and Capability Development)*”;

H<sub>2</sub> = “*There is a positive relationship between Happiness and Consistency (Core Values, Agreement, and Coordination and Integration)*”;

H<sub>3</sub> = “*There is a positive relationship between Happiness and Adaptability (Creating Change, Customer Focus and Organisational Learning)*”;

H<sub>4</sub> = *“There is a positive relationship between Happiness and Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)”*;

H<sub>5</sub> = *“There is a positive relationship between Happiness and Open Communication”*;

H<sub>6</sub> = *“There is a positive relationship between Happiness and Work-Life Balance”*;

H<sub>7</sub> = *“There is a positive relationship between Happiness and Commitment”*;

H<sub>8</sub> = *“There is a positive relationship between Happiness and Engagement”*;

H<sub>9</sub> = *“There is a positive relationship between Happiness and Fairness and Trust”*;

H<sub>10</sub> = *“There is a positive relationship between Happiness and Reward and Recognition”*; and

H<sub>11</sub> = *“There is a positive relationship between Job Satisfaction and Happiness”*.

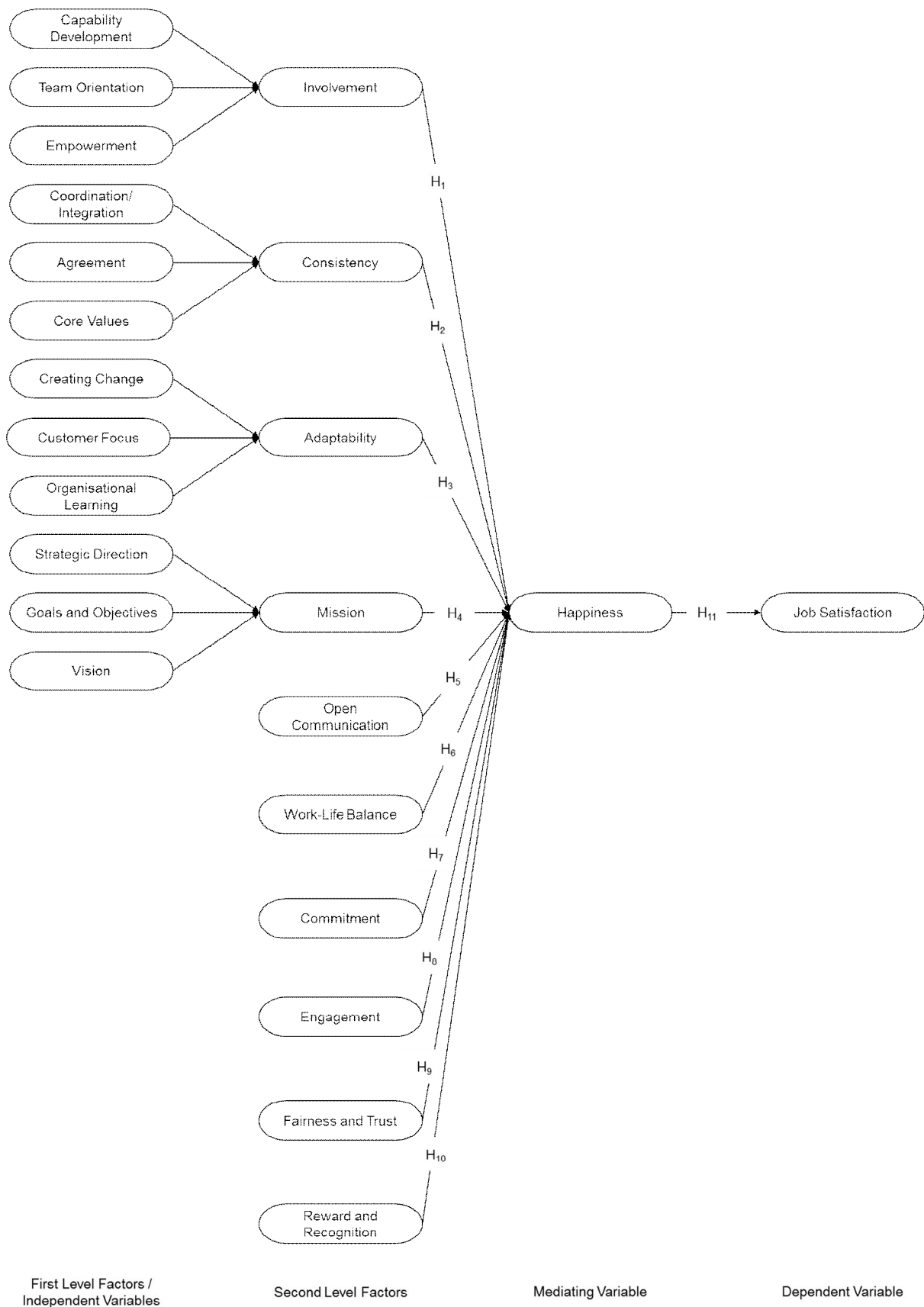


Figure 3.2 - Hypothesised Employee Happiness Model.

### **3.5. Sampling Design**

The sampling design is positioned to target all employees of GMSA. This includes employees in all occupational levels of the organisation, from team members on the production lines to top management. It also includes employees in all functional areas of the business, from production to engineering to finance, IT and HR, etc. The design excludes suppliers, contractors and dealers undertaking business with GMSA and will, therefore, be excluded for the purpose of this study.

#### *3.5.1. Population*

Quinlan (2011) and Yount (2006) defined the population of research as all the units, items, components or persons pertinent to the study. A population involves individuals, organisations, groups, documents, campaigns, incidents and so on. The population of a research is also known as its universe (Quinlan 2011). The population of this study comprises of a total of about 1800 individuals. This includes employees and managers in all functional areas in GMSA. Occasionally, a researcher will be able to collect and analyse data from the entire population, this is known as a census. However, in many cases this will be impossible and/or impractical due to restrictions of time, money and often access to the information required (Neuman, 2006). Sampling techniques therefore provide numerous methods to reduce the amount of data needed in a research (Saunders, Lewis and Thornhill 2007). Sampling and sampling techniques are, therefore, the next topic of discussion. The population for this study comprises all employees of GMSA.

#### *3.5.2. Sample*

A sample is an unbiased subset that is representative of the entire population under investigation in the study (Landreneau, 2012; Collis and Hussey, 2014). The fundamental notion of sampling is through the selection of specified components in a population, conclusions are derived regarding the entire population (Cooper and Schindler, 2008). The purpose is to ensure that the researcher is able to generalise the findings of the chosen sample to the entire population.

The sample for this study comprises 295 employees of GMSA. A list of 295 respondents was selected randomly in the organisation. This list consisted of a distribution of employees on all levels and in all departments (functions) of the organisation. This was done so as to get the unbiased views of employees on all levels of the organisation (from team members to managers) and in all departments of the organisation (from engineering/maintenance to supply chain).

### *3.5.3. Sampling technique*

The sampling technique is intended to achieve accuracy and attain precision in an unbiased manner by allowing the sample to represent the population as closely as possible. The sampling types are classified into probability (objective) and non-probability (subjective) sampling (Landreneau, 2012). According to a study conducted by Evans (2010), in probability sampling, the number of participants from whom the sample will be drawn is known in advance and each participant of the population has a non-zero likelihood of being chosen. Probability sampling techniques include: random sampling, stratified sampling and systematic sampling (Saunders, Lewis and Thornhill 2007). Conversely, in a non-probability sampling, members are selected from the population by using a non-random approach (Evans, 2010). Non-probability sampling methods contain judgement sampling, snowball sampling, quota sampling and convenience sampling (Saunders, Lewis and Thornhill 2007).

Convenience sampling was used for this study. Convenience sampling refers to selecting a sample that are most willingly accessible to contribute in the research and who can deliver the necessary data (Hair et al. 2007). This type of sampling has the advantage of reducing time and the cost of collecting information (American Statistical Association, 2003; Hair, et al., 2007). Hardcopies of a structured questionnaire were given to employees in GMSA to complete.

### **3.6. Data Collection**

#### *3.6.1. Survey Research Defined*

Survey research is the most extensively used technique of collecting data from respondents concerning their attitudes, beliefs, values, habits, ideas, opinions, feelings, perceptions, plans and demographics. It comprises of gathering data from a sample group of people by means of a structured questionnaire. The purpose is to gain insight about a population by surveying a sample of that population. This research approach is known as a descriptive survey (Wilkinson, et al., 2004; Leedy and Omrod, 2010; Maree, et al., 2012).

The process of using a survey is fairly simple. Willing participants are presented with a series of questions by using questionnaires or conducting interviews. Their replies are summarised with statistical indices such as percentages, frequency counts, or more sophisticated methods. Inferences about a certain population are formulated from the replies of the sample (Wilkinson, et al., 2004; Hair, et al., 2007; Leedy and Omrod, 2010; Quinlan, 2011; Maree, et al., 2012). A structured questionnaire is used as a data collection technique in this research.

#### *3.6.2. Questionnaire Description*

The introduction of the Employee Happiness Survey, depicted in Appendix A, equipped the respondent for replying to the questionnaire by introducing the research topic, stipulating a confidentiality statement, advantages of contributing for both the respondent and the industry and lastly information on how to answer the different questions.

The questionnaire was divided into fifteen sections. Section 1 captured demographic information such as *Gender, Age, Ethnic Group, Marital Status, Number of Children, Exercise Frequency, Education Level, Years of Service, Job Level and Department*. This segment contained a total of 10 questions. Sections 2 to 15 were designed to capture the respondent's perception of *Happiness; Job Satisfaction; Empowerment; Team Orientation; Capability Development; Consistency with Core Values,*

*Agreement, and Coordination and Integration; Adaptability with Creating Change, Customer Focus and Organisational Learning; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Open Communication; Work-Life Balance, Commitment; Engagement; Fairness and Trust; and Reward and Recognition* in relation to GMSA. It measured a total of 14 variables, each using between 5 to 9 items.

### 3.6.3. Questionnaire Scale, Validity and Reliability

The scales on which the questionnaire statements are anchored are nominal for Section 1, Demographics, and ordinal for the rest of the sections. The extensively used Likert rating scale was employed in this survey research as it provides an ordinal measure of a respondent's attitude. This method tests the degree to which respondents agree or disagree with a given statement. It is a convenient technique when attempting to measure a construct (Leedy and Omrod, 2010; Kumar, 2012; Maree, et al., 2012).

The constructs in Section 2 to 15 employ a five point Likert scale for each question. Here, respondents were instructed to indicate the most suitable answer for each question by specifying to what extent they agreed or disagreed with the particular statement. The weighting of the scales varied between one and five as follows: (1) Strongly Disagree; (2) Disagree; (3) Neutral/Do not Agree or Disagree; (4) Agree; and (5) Strongly Agree.

The survey was developed from information obtained from academic literature. Survey questions attained from related past research, specifically academic journal articles, were also reviewed, altered and integrated into this questionnaire. These survey items and their related sources can be seen in Table 3.2 below. This was done in order to contribute to the relevance, reliability and validity of the questionnaire.



<b>Independent Variable</b>	<b>Literature Source</b>
Involvement: Empowerment	(Denison and Mishra, 1995; Denison, et al., 2006; Awamleh, 2013)
Involvement: Team Orientation	(Denison and Mishra, 1995; Salas, Cooke and Rosen, 2008; Driskell, Salas and Hughes, 2010; Graham and Shier, 2010; McCarthy, Almeida and Ahrens, 2011)
Involvement: Capability Development	(Denison and Mishra, 1995; Grant, 1996a ; Argote and Ingram, 2000; Raub, 2001; Denison, et al., 2006)
Consistency with Core Values, Agreement, and Coordination and Integration	(Saffold, 1988; Gordon and DiTomaso, 1992; Kotter and Heskett, 1992; Martin, 1992; Schein, 1992; Denison and Mishra, 1995; Denison, et al., 2006; Kotrba, et al., 2011)
Adaptability with Creating Change, Customer Focus and Organisational Learning	(Lawrence and Lorsch, 1967; Argyris and Schön, 1978; Katz and Kahn, 1978; Senge, 1990; Denison and Mishra, 1995; Kotter, 1996; Nadler, 1998; Sempene, Rieger and Roodt, 2002; Fey and Denison, 2003; Marsick and Watkins, 2003; Denison, et al., 2006; Gillespie, et al., 2007)
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	(Mintzberg, 1987; Denison and Mishra, 1995; Fey and Denison, 2003; Marsick and Watkins, 2003; Denison, et al., 2006; Fisher, 2010)
Open Communication	(Tang, et al., 2000; Baptiste, 2008)
Work-Life Balance	(Thompson, Beauvais and Lyness, 1999; Tang, et al., 2000 ; Wong and Ko, 2009; Bradley, et al., 2010)
Commitment	(Meyer and Allen, 1991; Swailes , 2002; Cooper-Hakim and Viswesvaran, 2005; Fisher, 2014)
Engagement	(Kahn, 1990; 1992; Maslach and Leiter, 1997; May, Gilson and Harter, 2004; Britt, et al., 2007; Macey and Schneider, 2008; Bakker, 2009)
Fairness and Trust	(Rogers, 1995; Albrecht and Travaglione, 2003; Guest and Conway, 2004; Sirota, et al., 2005; Blau, 2006; Baptiste, 2008)
Reward and Recognition	(Lawler and Porter, 1967; Dawis, 1992; Roberts and Roseanne, 1998; Carver, et al., 2000; Corr, 2008; Buitendach and De Witte, 2005)

Table 3.2 - Survey item literature sources.

#### *3.6.4. Questionnaire Constructs*

There are 15 constructs ranging from demographic information, individual emphasis as well as company specific focus. The constructs are denoted from Section 1 to Section 15 as numbered on the questionnaire and labelled as follows, respectively: DEMO, EMP, TO, CD, CONS, ADAP, MIS, COMM, WLB, COMMIT, ENG, FT, RR HAP and JS. These represent the variables namely, Demographics; Empowerment; Capability Development; Consistency with Core Values, Agreement, and Coordination and Integration; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Adaptability with Creating Change, Customer Focus and Organisational Learning; Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; Reward and Recognition; Happiness; and Job Satisfaction, respectively. These constructs contain between 5 and 10 items.

#### *3.6.5. Questionnaire Distribution*

A physical hand-out of the printed hardcopies was used to distribute the questionnaire and collect responses from the sample group. The reason behind this approach is that not all employees, especially production team members, have access to neither a Personal Computer nor the Internet. It is also a timely and effective way to receive responses rather than through an online survey. An overall total of 400 questionnaires was distributed to GMSA employees. These prospective respondents were requested to complete the questionnaire and deposit it in a container situated in one of the business offices, in order to guard the identity of respondents. The prospective respondents were reminded to complete the questionnaire after which a total of 295 replies were obtained.

As an employee of General Motors, it is fairly easy to access respondents, explain, discuss and clarify potential issues, distribute the questionnaire and collect the data once completed. Data collection success was ensured, by verbally explaining and through stipulating on the questionnaire, the following information to respondents: under whose auspices the research is conducted; the aim of the research; who will benefit from the research; significantly ensuring anonymity and confidentiality, and expressing the highest regard and appreciation. Permission was acquired from the

Human Resource department and management before the questionnaires were distributed in order to address the ethical issues and formalities of the data collection.

### *3.6.6. Strengths and Weaknesses of the Data Collection Method*

The hardcopy questionnaire distribution method of data collection utilised for this research had the following strengths:

- It is convenient as the survey was conducted in one location;
- Questionnaires can be easily collected;
- It is inexpensive;
- It is time saving;
- Respondents can remain anonymous;
- Sensitive questions can be easily answered; and
- Coding and statistical analysis is simple.

The hardcopy questionnaire distribution method of data collection utilised for this research had the following weaknesses:

- The rate of responses is low;
- There is little control in the manner in which respondents answer questions;
- Respondents are unable to provide any additional information other than that specifically asked;
- Questions can be answered even if misunderstood, unclear or if respondents have knowledge about the topic; and
- Answers contain very little detail and are very simple.

### *3.6.7. Number of Responses and Response Rate*

Hardcopies of the survey were distributed to a total of 400 potential respondents. A total of 295 responses were received that were fully complete. The resulting response rate equates to 74%. The number of responses was deemed to be acceptable for statistical analysis by the statistician who was consulted for this study.

### 3.7. Data Analysis

The responses from the Employee Happiness Survey were organised in an Excel spreadsheet by the researcher. In order to remove any corrupt or incorrect records from the datasets, data were cleaned. A statistician from the NMMU Statistical Department analysed the data as it was of a quantitative nature. The nature of the responses was established with the use of descriptive and inferential statistical indexes. The reliability of the instruments was then established by calculating Cronbach alphas.

Correlation analysis is a statistical method generally used to confirm or refute conclusions. Correlation can be used to define the relationship between two variables. This statistical method is utilised to decide the extent to which change in one variable relates to a change in another. A correlation occurs if, when one variable increases, another variable either increases (positive correlation) or decreases (negative correlation) in a rather foreseeable manner (Fox and Bayat, 2010; Leedy and Omrod, 2010; Collis and Hussey, 2014).

The strength of such correlations is expressed statistically as the correlation coefficient (Fox and Bayat, 2010). This correlation coefficient ( $r$ ) can be any value from -1 (a perfect negative correlation) to +1 (a perfect positive correlation). The various strengths of correlation are described as follows:

- 1                      Perfect positive correlation;
- 0.90 to 0.99        Very high positive correlation;
- 0.70 to 0.89        High positive correlation;
- 0.40 to 0.69        Medium positive correlation;
- 0 to 0.39            Low positive correlation;
- 0                      No correlation;
- -0.01 to -0.39      Low negative correlation;
- -0.40 to -0.69      Medium negative correlation;
- -0.70 to -0.89      High negative correlation;
- -0.90 to -0.99      Very high negative correlation; and
- -1                     Perfect negative correlation (Collis and Hussey, 2014).

A variable is a feature of a phenomenon that can be observed or measured (Collis and Hussey, 2014). Based on the relationship with each other, variables are classified as dependent or independent. The dependent variable is affected by one or more independent variables. The independent variable is known to be the cause and the dependent variable is realised as the effect (Fox and Bayat, 2010; Collis and Hussey, 2014).

### **3.8. Limitations of Research Methodology**

A limitation is a weakness or deficiency in the research (Collis and Hussey, 2014). Limitations are those aspects that could affect the validity of the conclusions and recommendations of the study (Kumar, 2012). The following limitations have been recognised for this study:

- The Likert Scale survey is not able to extract additional information in new areas of interest, due to the lack of open ended questions, which may have been revealed by the respondents' responses;
- The research under investigation was based on non-probability, convenience sampling, therefore the results cannot be generalised to the population as a whole. The sample was limited in size. Future studies could be established on probability samples that are more representative.
- The scope of the study was limited to focus only on selected factors influencing Job Satisfaction, Happiness and Organisational Culture, and does not consider all the factors influencing these variables. Future studies could present a broader view of the subject by investigating all the other factors;
- The questionnaire elicits self-report data. Respondents might not understand the topic or questions being asked. Respondents might also be unfamiliar with the questions and may need clarity. Perceptions, feelings and opinions are then created without careful consideration.

### **3.9. Reliability and Validity**

There are two factors that affect the trustworthiness of research findings, namely, reliability and validity (Collis and Hussey, 2014). The probability of gaining knowledge from the study, attaining statistical significance and the degree to which

meaningful conclusions can be made from the data analysis are all influenced by the reliability and validity of the measuring instrument (Leedy and Omrod, 2010). These two factors are discussed below.

### 3.9.1. *Reliability*

Reliability refers to the correctness and precision of the measurement and the absence of differences if the research were repeated (Kumar, 2012; Maree, et al., 2012; Collis and Hussey, 2014). It tests whether the evidence of the findings and the conclusions of the research stand up to close scrutiny (Raimond, 1993). For a research result to be reliable, a repeat study should produce the same result (Collis and Hussey, 2014). The measurement is said to be reliable if an unchanged entity is repeatedly measured and the measurement tool returns the identical outcome every time (Leedy and Omrod, 2010). Replication is very important in positivistic studies (Collis and Hussey, 2014).

It is, however, more challenging to measure psychological/insubstantial phenomena than physical/substantial phenomena because the former are easily influenced by a number of biasing aspects such as the respondent's understandings, preconceptions and predetermined paradigms (Leedy and Omrod, 2010).

There are a number of ways of estimating the reliability of a study:

- *External reliability* involves performing the research on the same group of respondents for a second time (Collis and Hussey, 2014);
- *Test-retest reliability* requires two sets of responses for each person. The results of these tests are then compared using correlation coefficients. If the responses are reliable, there will be a high positive correlation between the two sets (preferably  $\geq 0.8$ ). An instrument with high reliability will have a coefficient close to one while an instrument with low reliability will have a coefficient close to zero. The problem with this test is that it is difficult to persuade respondents to do the test for a second time. Respondents might also think too deeply about responses on the second occasion and give different answers. They might also remember previous responses and

duplicate them during the repeat study which will effect results in exaggeratedly high reliability (Maree, et al., 2012; Collis and Hussey, 2014);

- *Equivalent form reliability* involves performing two equivalent but different measuring instruments on the same group of respondents. The correlation coefficient will not be affected by memory effects As the second test is performed with a different instrument (Maree, et al., 2012);
- *Internal reliability* is particularly important if multiple-item scales are being used for the study;
- *Split-half reliability* involves dividing the items into two equal instruments. Reliability is then indicated by calculating the correlation coefficients of the two instruments. The advantage of this test is that the questionnaire is only administered once (Maree, et al., 2012; Collis and Hussey, 2014); and
- *Cronbach's Alpha Coefficient* involves calculating the internal reliability of multiple-item scales. Each item is correlated with every other item that relates to the construct across the sample. The average inter-item correlation is then taken as the index of reliability. Cronbach's alpha coefficient is used to measure the internal consistency of measuring instrument responses. The responses to all the items used to measure a single construct should be very similar. A high coefficient value indicates a high internal consistency while a low value indicates a low internal consistency. The following guidelines have been defined:

- Cronbach Alpha  $\geq$  0.90 - high reliability
- Cronbach Alpha  $\geq$  0.80 - moderate reliability
- Cronbach Alpha  $\geq$  0.70 - low reliability
- Cronbach Alpha  $<$  0.70 - unacceptable reliability

A Cronbach Alpha value of between 0.50 and 0.69 has been indicated as acceptable for new and experimental research (Nunnally, 1978; Maree, et al., 2012; Collis and Hussey, 2014).

It is often possible to design a research study where reliability is high but validity is low (Collis and Hussey, 2014). This is because measuring something consistently does not necessarily mean measuring it accurately (Leedy and Omrod, 2010). This will be discussed in the next section.

### 3.9.2. Validity

Validity refers to the extent to which a test measures what the researcher wants it to measure. It is an indicator of how accurately the results reflect the phenomenon under investigation. Research errors, such as faulty procedures, poor samples and inaccurate or misleading measurement, can undermine validity (Leedy and Omrod, 2010; Collis and Hussey, 2014). Furthermore, inaccuracies presented in any of the research procedures such as the research design, sampling design, data collection, statistical analysis or recommendations and conclusions, can negatively affect the validity of the study (Kumar, 2012).

There are numerous ways in which the validity of research can be assessed:

- *Face validity* involves ensuring that the tests or measures used by the researcher do actually measure or represent what they are supposed to measure or represent. Although easy to implement it has the disadvantage that it is based on subjectivity (Kumar, 2012; Maree, et al., 2012; Collis and Hussey, 2014);
- *Construct validity* is important in business research and relates to the problem that there are many phenomena that are not directly observable, such as motivation, satisfaction, ambition and anxiety, known as hypothetical constructs, but only their effects are observable (Kumar, 2012; Maree, et al., 2012; Collis and Hussey, 2014);
- *Content validity* is attained when the instrument measures the complete content of the construct under investigation, by presenting the instrument to a panel of subject-matter experts and implementing comments if any exist (Maree, et al., 2012); and
- *Concurrent or predictive validity*. Concurrent validity is attained when two occurrences of an instrument yield similar results when performed simultaneously, while predictive validity is attained when an instrument can predict an outcome accurately (Kumar, 2012; Maree, et al., 2012).

The validity of the research project as a whole must be considered and not only the validity of the measurement tool. As a result, the researcher has to be able to draw



meaningful and defensible conclusions from the research study (Leedy and Omrod, 2010).

The following sub-components of validity were identified:

- *Internal Validity* refers to the accuracy of the cause-and-effect of observed relationships amongst variables. A study has internal validity when there are no external, unmeasured factors that affect the observed relationships. In order to increase the probability that observed relationships are influenced by these measured variables only, numerous strategies such as laboratory studies, experiments and triangulation can be employed (Leedy and Omrod, 2010; Maree, et al., 2012); and
- *External Validity* refers to the ability of conclusions to remain valid even when applied to conditions outside of the study. It is, therefore, an indication of how well results can be generalised to other situations and respondents (Leedy and Omrod, 2010; Maree, et al., 2012).

Validity is a significant reflection as research conclusions only contribute to knowledge if it actually reflects the measured variables and can be applied to situations outside of the research setting (Leedy and Omrod, 2010).

### **3.10. Summary**

In this chapter the research design and methodology for the study were described. The research paradigm for this study was discussed subsequently resulting in a positivistic or quantitative paradigm. The hypotheses for this research were formulated. The population, sample and sampling technique were identified. The questionnaire scale, reliability and validity; questionnaire constructs; questionnaire distribution; strengths and weaknesses of the data collection method; and the number of responses and response rate were identified. The data analysis and design of the measuring instrument were examined. The research approach and limitations of the research were explained.

The chapter achieved the research objective of explaining the research design and methodology used for this study with sufficient detail to allow it to be reproduced in

future (RO<sub>3</sub>). It addressed RQ<sub>3</sub> which states *“What research design and methodology should be utilised in the study?”*

Chapter 4 will achieve the research objectives of conducting an empirical evaluation of the proposed Employee Happiness model using an employee survey (RO<sub>4</sub>), establishing the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction (RO<sub>5</sub>), establishing the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA (RO<sub>6</sub>), and establishing the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA (RO<sub>7</sub>). The chapter will, therefore, address RQ<sub>4</sub> which states *“What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?”*, RQ<sub>5</sub> which states *“What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?”*, RQ<sub>6</sub> which states *“What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?”*, and RQ<sub>7</sub> which states *“What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?”* by analysing the collected data.

# Chapter 4

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## 4. CHAPTER 4: RESULTS AND ANALYSIS OF THE EMPIRICAL STUDY

### 4.1. Introduction

In the preceding chapter, the research design and methodology for this study, as well as the collection of primary data were examined. The chapter achieved the research objective of explaining the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future (RO<sub>3</sub>). It addressed RQ<sub>3</sub> which states *“What research design and methodology should be utilised in the study?”*

This chapter consists of the analysis and interpretation of the primary data which includes descriptive statistics as well as inferential statistics in order to answer RQ<sub>4</sub>, RQ<sub>5</sub>, RQ<sub>6</sub> and RQ<sub>7</sub>. The objective of this chapter is to conduct an empirical evaluation of the proposed Employee Happiness model using an employee survey (RO<sub>4</sub>), establish the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction (RO<sub>5</sub>), establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA (RO<sub>6</sub>) and establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA (RO<sub>7</sub>). The chapter will, therefore, address RQ<sub>4</sub> which states *“What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?”*, RQ<sub>5</sub> which states *“What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?”*, RQ<sub>6</sub> which states *“What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?”*, and RQ<sub>7</sub> which states *“What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?”* by analysing the collected data. Figure 4.1 shows an overview of the chapter as well as its ROs and RQs.

Chapter 1: Introduction and Problem Statement
Chapter 2: Employee Happiness in Organisations (Literature Study)
Chapter 3: Research Design and Methodology
Chapter 4: Results and Analysis of the Empirical Study
<ul style="list-style-type: none"> <li>•4.1 Introduction</li> <li>•4.2 Data Analysis and Interpretation Methods</li> <li>•4.3 Univariate Analysis and Descriptive Statistics</li> <li>•4.4 Multivariate Analysis and Inferential Statistics</li> <li>•4.5 Summary</li> </ul>
Chapter 5: Findings, Recommendations and Conclusion

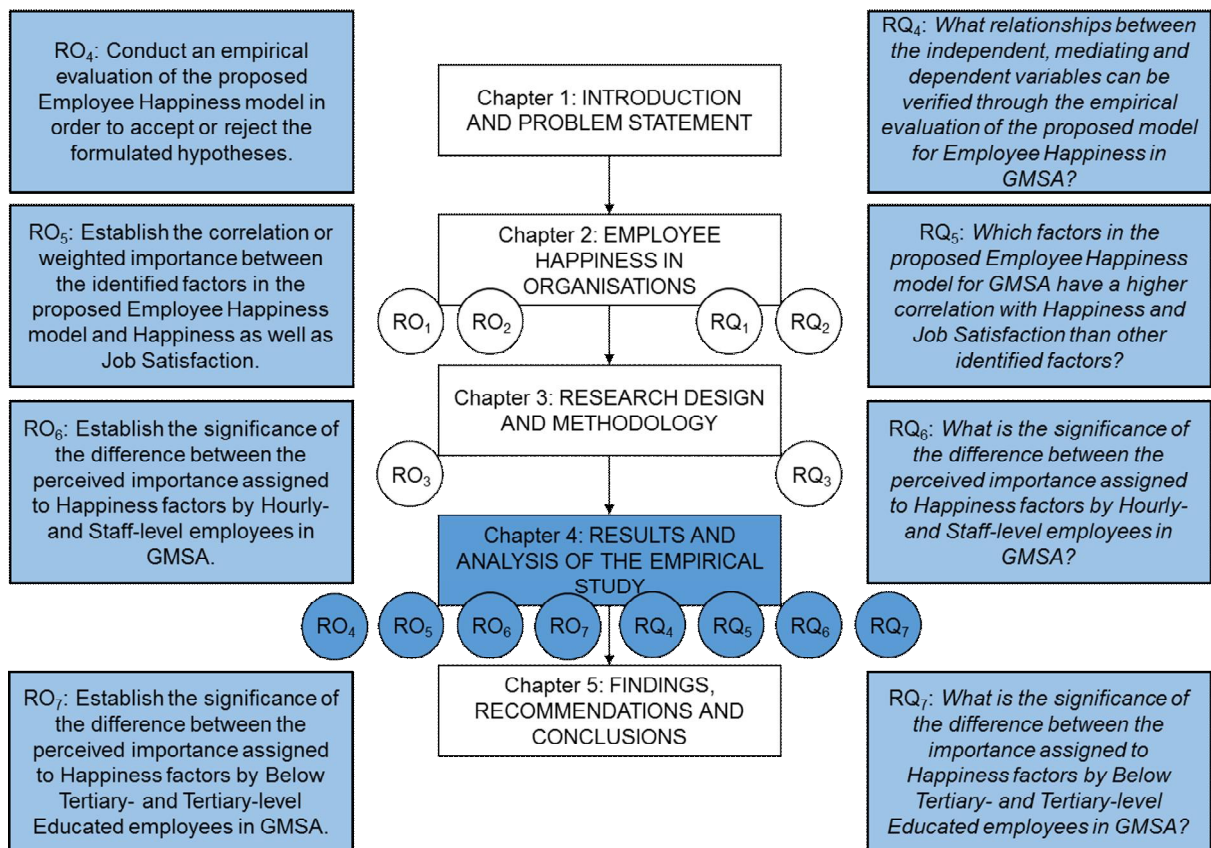


Figure 4.1 - Overview of Chapter 4 as well as its ROs and RQs.

## **4.2. Data Analysis and Interpretation Methods**

Two methods will be used for the analysis of the primary data that were gathered through the survey research and which was discussed in the previous chapter. These techniques namely, uni-variate and multi-variate analysis, will be examined in detail below.

### *4.2.1. Univariate Analysis*

Descriptive statistics will be employed in this section, for the analysis of individual variables without the investigation of their relationships with other variables. A variety of statistical methods are accessible for this form of data analysis. The option of valid measures is reliant on the form of data being analysed. Categorical data such as *Gender; Age; Ethnic Group; Marital Status; Number of Children; Exercise Frequency; Education Level; Years of Service; Job Level and Department* established in Section 1 of the survey will be analysed through the use of categorical frequency tables (count and percentage); bar and pie charts, and the modal category (Collis and Hussey, 2014; Wegner, 2012). In this study the statistical methods used includes categorical frequency tables and pie charts.

#### *4.2.1.1. Frequency Distribution*

The rate, at which a specific data value arises in a certain time frame in a variable, can be referred to as the term frequency. A summary of all the frequencies for all the data values in a specific variable is known as frequency distribution (Collis and Hussey, 2014). In this study the frequency distribution will be shown by means of pie charts in order to make things easier to analyse and interpret.

### *4.2.2. Multivariate Analysis*

In this segment, inferential statistics will be utilised for the analysis and interpretation of the correlation between two or more variables. The choices of valid measures are reliant on the data type as examined in the aforementioned section. Numerical Data as established in Question Group 2 to 15 of the survey allows more complex statistical analysis such as numeric frequency distribution, cumulative frequency

distribution, histograms and frequency polygons, central tendency measures (mean, median and mode) and measures of association (Wegner, 2012). Statistical methods used in this study include numeric frequency distribution, histograms, central tendency measures, measures of association and bar charts so as to make simpler the process of analysing and interpreting the data.

#### 4.2.2.1. *Pearson's Correlation*

Pearson's correlation measurement is a parametric test applied to measure the strength of the linear association concerning two quantitative variables on a ratio or interval scale (Collis and Hussey, 2014; Wegner, 2012). The correlation coefficient is used to point toward the strength of the correlation. Below are the guidelines to follow for the interpretation of the results:

§ +1.00	Perfect positive linear association;
§ +0.90 to +0.99	Very high positive correlation;
§ +0.70 to +0.89	High positive correlation;
§ +0.40 to +0.69	Medium positive correlation;
§ +0.01 to +0.39	Low positive correlation;
§ 0.00	No linear association;
§ -0.01 to -0.39	Low negative correlation;
§ -0.40 to -0.69	Medium negative correlation;
§ -0.70 to -0.89	High negative correlation;
§ -0.90 to -0.99	Very high negative correlation; and
§ -1.00	Perfect negative linear association (Collis and Hussey, 2014).

#### 4.2.2.2. *Cohen's d*

In this study Cohen's d is applied to test for a noteworthy change concerning two datasets. The following guidelines for the interpretation of results were recommended by the statistician who was consulted:

- Statistically significant (reject  $H_0$ ) if  $p \leq 0.05$
- Practically significant if Cohen's  $d \geq 0.20$
- Interpretation levels for Cohen's  $d$ :

§ <0.20	Not significant;
§ 0.20 - 0.49	Small significance;
§ 0.50 - 0.79	Medium significance; and
§ $\geq 0.80$	Large significance (Magnusson, 2014).

#### 4.2.2.3. *Chi-squared*

The Chi-squared test is a statistical method to test for independence of association concerning two categorical variables or to test for equality of proportions between two or more populations. The central foundation of the test is always to compare a set of observed frequencies with a set of expected frequencies (Wegner, 2012). In this study the Chi-squared test is employed to test for a significant change between the correlations of independent variables to the dependent variable between two sample data sets.

### 4.3. **Univariate Analysis and Descriptive Statistics**

The questionnaire was divided into seven sections. Section 1 captured demographic information such as *Gender; Age; Ethnic Group; Marital Status; Number of Children; Exercise Frequency; Education Level; Years of Service; Job Level and Department*. This segment contained a total of 10 questions.

Sections 2 to 7 were designed to capture the respondent's perception of Involvement (*Empowerment; Team Orientation; Capability Development*); Consistency (*Core Values, Agreement, and Coordination and Integration*); Adaptability (*Creating Change, Customer Focus and Organisational Learning*); Mission (*Strategic Direction and Intent, Vision, and Goals and Objectives*); Open Communication; *Work-Life Balance, Commitment; Engagement; Fairness and Trust; Reward and Recognition, Happiness; and Job Satisfaction*; in relation to GMSA. It measured a total of 14 variables, each using between 5 to 10 items.

### 4.3.1. Section 1: Demographics

In this section the demographic data that were obtained in the survey will be shown. A summary of the demographic statistics will be provided and the findings will be discussed.

#### 4.3.1.1. Question 1: Gender

Question 1 requested the respondent to specify his/her gender.

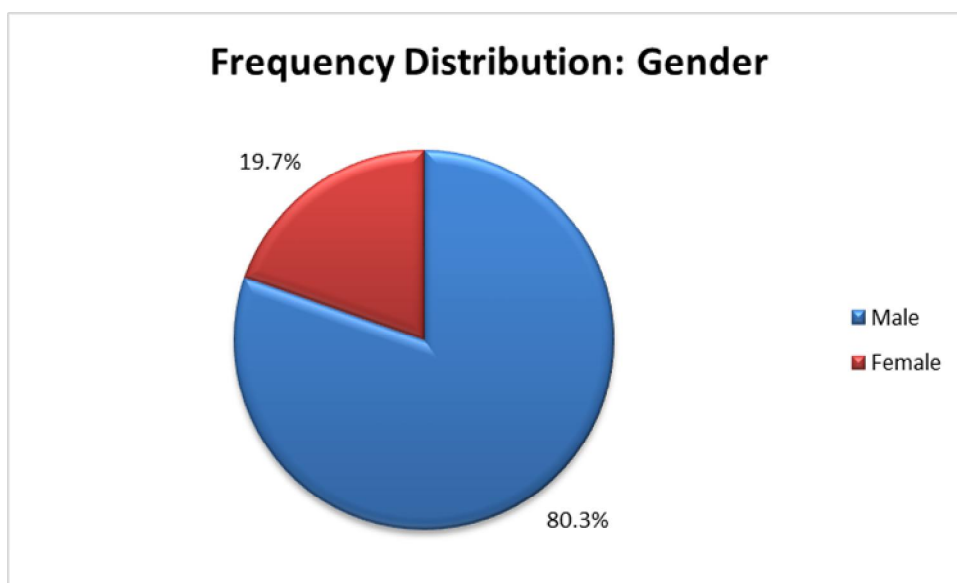


Figure 4.2 - Frequency Distribution of Gender.

Figure 4.2 indicates the replies to question 1 concerning the gender of the respondents. It is shown that the vast majority (80.3%) of respondents that participated in this survey were male with the remaining 19.7% being female. This can be expected as the research is focussed in the automotive industry, particularly in one of the large OEM factories in South Africa. Females are known to be under represented in the workplace, especially in the manufacturing sector.

#### 4.3.1.2. Question 2: Age

Question 2 requested the respondent to specify his/her age.



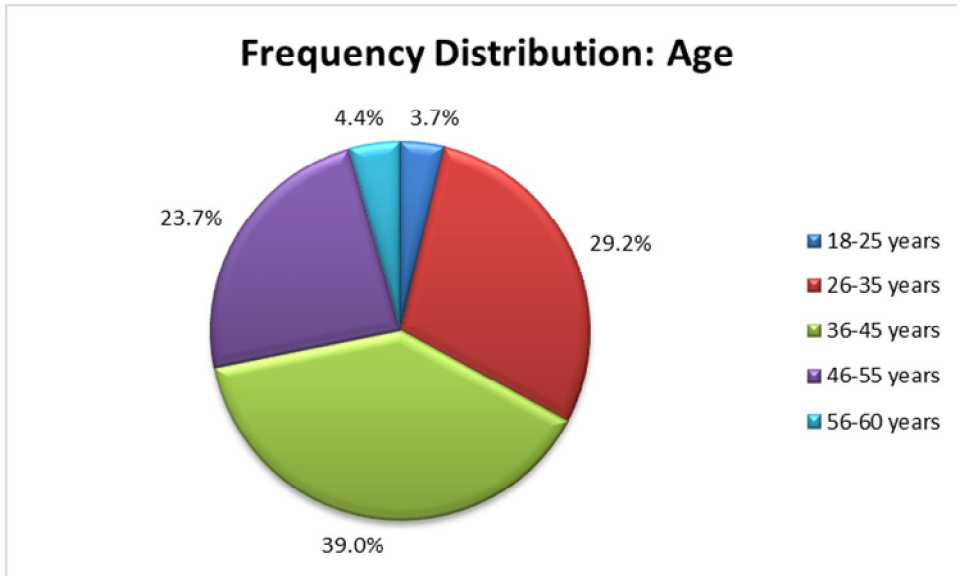


Figure 4.3 - Frequency Distribution of Age.

Figure 4.3 indicates the replies to question 2 concerning the age of the respondents. It is shown that the majority (39%) of respondents are in the 36 to 45 year age group. There is a relatively even distribution of respondents within the 26 to 35 (29.2%), 36 to 45 (39%) and 46 to 55 (23.7%) year age groups in this study. The younger respondents within the 18 to 25 (3.7%) year age group and the older respondents within the 56 to 60 (4.4%) year age group are underrepresented in this study. It can be deduced that the vast majority of respondents are middle aged with a relatively even distribution of respondents within the age of 26 to 45 years.

#### 4.3.1.3. Question 3: Ethnic Group

Question 3 requested the respondent to specify his/her ethnic group.

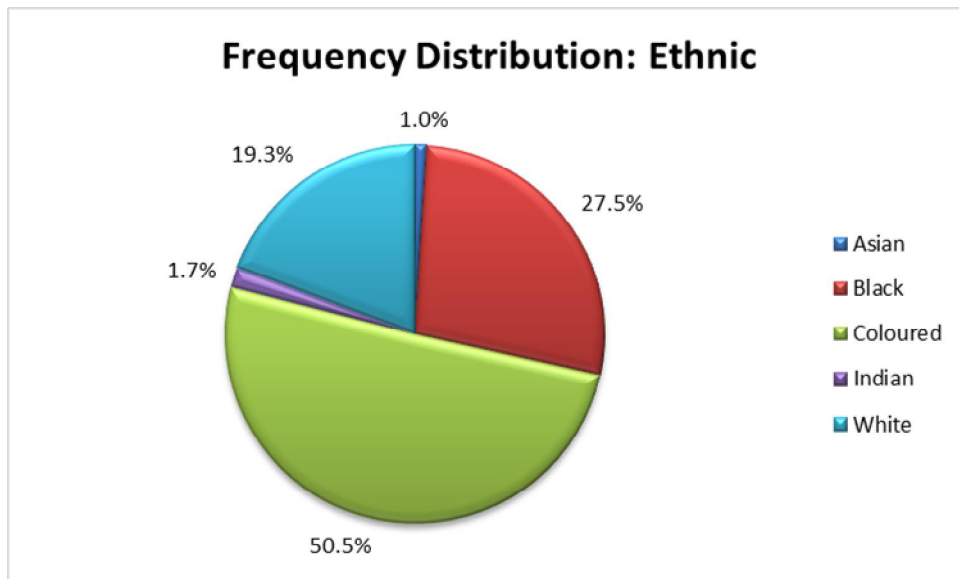


Figure 4.4 - Frequency Distribution of Ethnic Group.

Figure 4.4 indicates the replies to question 3 concerning the ethnic group of the respondents. It is shown that the vast majority (50.5%) of respondents are of coloured ethnicity. Respondents from the black ethnic group represented 27.5% of the population while respondents from the white ethnic group represented 19.3% of the population. A possible explanation for this is that coloured employees are well represented in both the hourly and staff groups within the organisation, whereas black employees are more prominently from the hourly group and white employees from the staff group. Respondents from the Indian (1.7%) and Asian (1%) ethnic groups were underrepresented in this study. The purpose of this demographic is to diversify between the cultural backgrounds of the various respondents in order to establish whether there are differences in the happiness and job satisfaction levels between these groups.

#### 4.3.1.4. Question 4: Marital Status

Question 4 requested the respondent to specify his/her marital status.

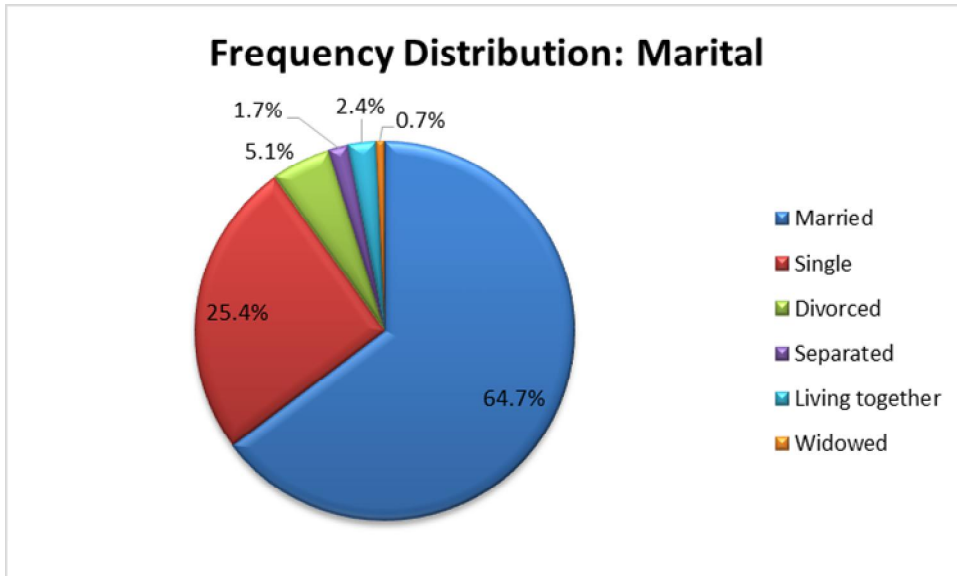


Figure 4.5 - Frequency Distribution of Marital Status.

Figure 4.5 indicates the replies to question 4 concerning the marital status of the respondents. It is shown that the vast majority (64.7%) of respondents are married while 25.4% of the respondents are single. The remaining respondents in this demographic who are divorced (5.1%), separated (1.7%), living together (2.4%) and widowed (0.7%) are underrepresented in this study. The objective for this demographic is to confirm whether this study is in line with other happiness studies that states married people experience a more advanced sense of well-being (Argyle, 1999; Suh and Koo, 2008).

#### 4.3.1.5. Question 5: Number of Children

Question 5 requested the respondent to specify the number of children that he/she has.

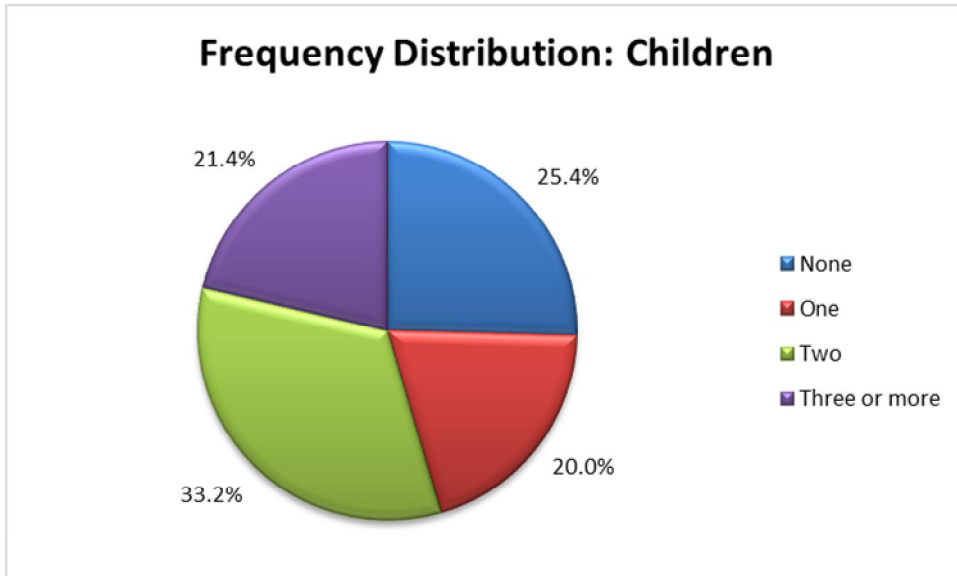


Figure 4.6 - Frequency Distribution of Number of Children.

Figure 4.6 indicates the replies to question 5 concerning the number of children of the respondents. It is shown that there is a relatively even frequency distribution in the number of children which the respondents have in this study. The majority (33.2%) of respondents have two children while 25.4% of the respondents have none, 20% of the respondents have one child and 21.4% of respondents have three or more children. The conclusion can be made that the vast majority of the respondents (74.6%) have one or more children, while the remaining 25.4% of the respondents have none.

#### 4.3.1.6. Question 6: Exercise Frequency

Question 6 requested the respondent to specify how often he/she exercises.

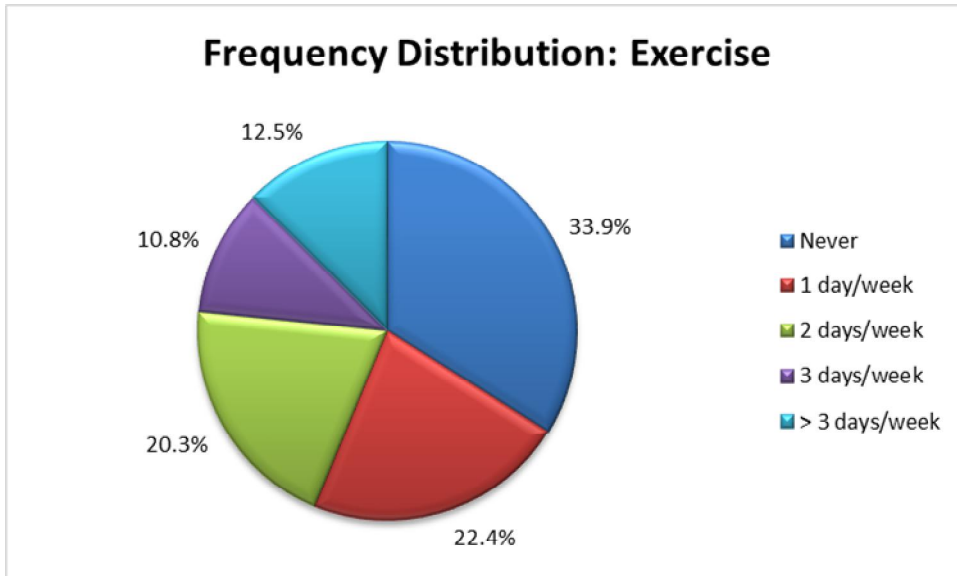


Figure 4.7 - Frequency Distribution of Exercise Frequency.

Figure 4.7 indicates the replies to question 6 concerning the exercise frequency of the respondents. It is shown that there is a relatively even frequency distribution in the exercise frequency of the respondents in this study. The majority (33.9%) of respondents never exercise while 22.4% of the respondents exercise one day per week and 20.3% of the respondents exercise two days per week. The minority of the respondents (10.8%) exercise three days per week and (12.5%) more than three days per week. It can be deduced that the majority of respondents (66.1%) exercise, whereas the remaining 33.9% do not exercise. This demographic is used to elicit if this study is aligned with other happiness studies in terms of measuring whether people that live healthier lifestyles are happier in general. The “Easterlin paradox” found that in addition to income, good health, compassionate marriage, social relationships that are good, liberty, equality and lack of tragedy also contribute considerably to a person’s level of their own happiness (Argyle, 1999; Diener and Lucas, 1999; Gerdtham and Johannesson, 2001; Frey and Stutzer, 2002).

#### 4.3.1.7. Question 7: Education Level

Question 7 requested the respondent to specify his/her education level.

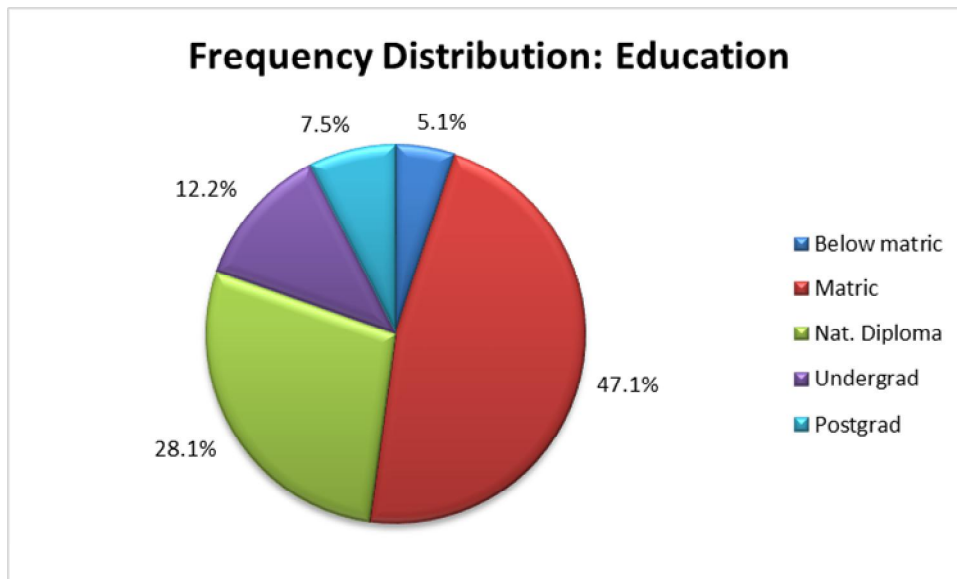


Figure 4.8 - Frequency Distribution of Education Level.

Figure 4.8 indicates the replies to question 7 concerning the education level of the respondents. This question's objective was to be able to categorise respondents in the organisation according to their education level, from below matric through a post-graduate degree. Respondents were also categorised into two sub-groups namely Below Tertiary-level (Below Matric and Matric) and Tertiary-level (National Diploma, Undergraduate Degree and Post-Graduate Degree) in the organisation's education level. The objective was to differentiate between the partially educated and higher educated employees.

It is shown that 47.8% of the respondents in this study had completed a tertiary education which included a national diploma, undergraduate degree or post-graduate degree, while 47.1% of the respondents had completed a lower level of education which includes matric. The minority of respondents (5.1%) had an education level below matric and are underrepresented in this study. This relatively even distribution of the level of education can be clarified by the fact that there is a vast variety of job levels in the manufacturing industry; arguably a requirement in tertiary education or in matric is not a prerequisite for skilled or unskilled labour. A statistician from the NMMU was consulted who verified that enough responses were received in each sub-group to execute statistically significant tests in order to compare the two sub-groups. These results will be examined in Section 4.4.5.

#### 4.3.1.8. Question 8: Years of Service

Question 8 requested the respondent to specify his/her years of service within the organisation.

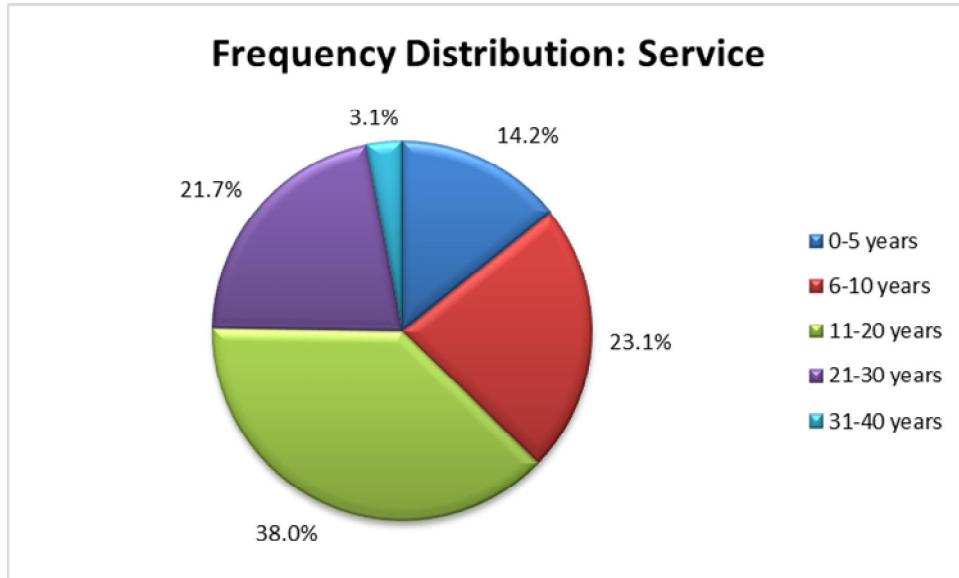


Figure 4.9 - Frequency Distribution of Years of Service.

Figure 4.9 indicates the replies to question 8 concerning the years of service in the organisation of the respondents. It is shown that the majority of the respondents (38%) had 11 to 20 years of service in the organisation, while 23.1% of the respondents had 6 to 10 years of service, 21.7% of the respondents had 21 to 30 years of service and the underrepresented 3.1% of the respondents had 31 to 40 years of service in the organisation. This is typical within a large OEM factory as employees tend to stay with the organisation for a large period of time due to comfort, benefits and a generally decent financial package. A low percentage of the respondents (14.2%) had 0 to 5 years' service which may indicate a relatively low rate of staff turnover within the organisation, whereas the remaining 85.8% of the respondents had longer than 5 years' service which may indicate loyalty to the organisation, on the other hand. The high proportion of lengthy industry experience is also a good indicator of the reliability and validity of the responses obtained.

#### 4.3.1.9. Question 9: Job Level

Question 9 requested the respondent to specify his/her job level within the organisation.

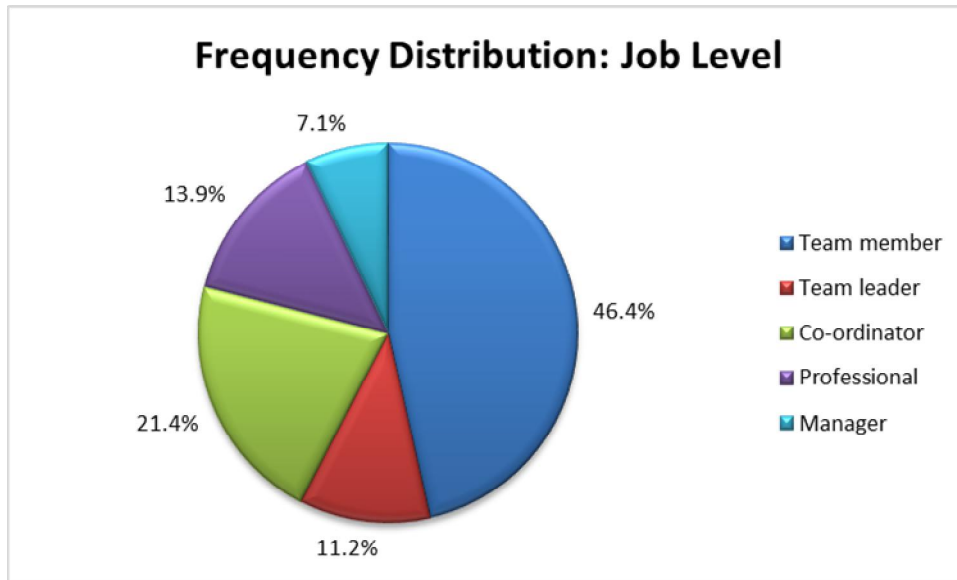


Figure 4.10 - Frequency Distribution of Job Level.

Figure 4.10 indicates the replies to question 9 concerning the job level in the organisation of the respondents. This question's objective was to be able to categorise respondents according to their job level within the organisation from a team member (operator) through to a manager. Respondents were also categorised into two sub-groups namely Hourly-level (Team Member and Team Leader) and Staff-level (Co-ordinator, Professional and Manager) in the organisation's job level hierarchy. The objective was to differentiate between the hourly and staff employees.

It is shown that the frequency distribution of the hourly and staff employees resulted in a relatively even split with 52.4% of the respondents being hourly employees and 47.6% of the respondents being staff employees. The majority of the respondents (46.4%) are team members while 21.4% of the respondents are on a co-ordinator level. This can be supported by the fact that these job levels are the entry levels to hourly and staff positions respectively. Respondents on a professional level are 13.9% of the population, while the highest hourly level respondents, team leaders are 11.2% of the population and management respondents are 7.1%. This is



understandable as these are higher levels in the respective fields. A statistician from the NMMU was consulted who verified that enough responses were received in each sub-group to execute statistically significant tests in order to compare the two sub-groups. These results will be examined in Section 4.4.4.

#### 4.3.1.10. Question 10: Department

Question 10 requested the respondent to specify the department in which he/she works.

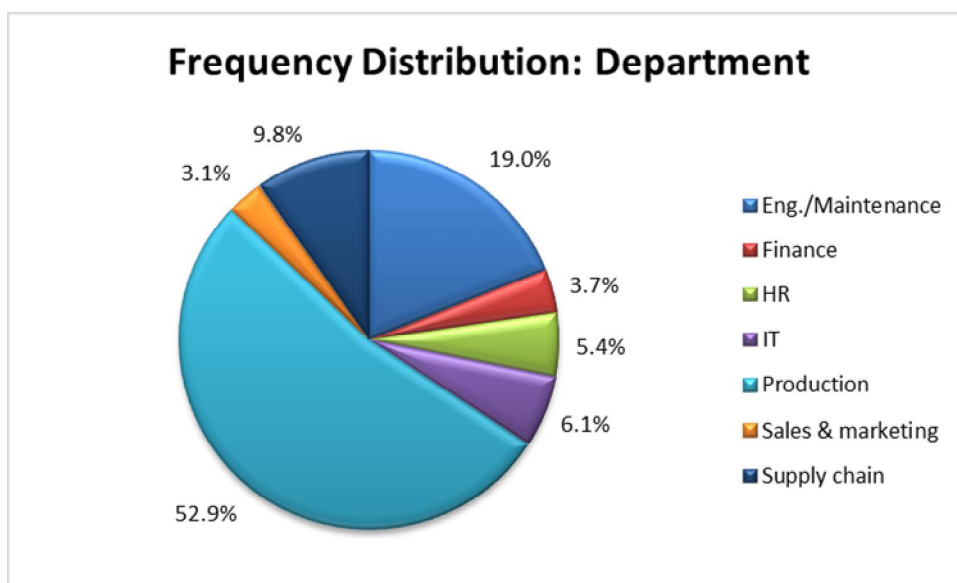


Figure 4.11 - Frequency Distribution of Department.

Figure 4.11 indicates the replies to question 10 concerning the department in which the respondent works in the organisation. It is shown that the majority of the respondents (52.9%) work in the production department. This can be supported by the fact that this is a large manufacturing organisation and requires a large amount of labour to produce its products. A number of the respondents also resided in the engineering/maintenance department (19%) and supply chain department (9.8%) as these are departments that require daily operations in the organisational activity. The minority was in the support-function departments where respondents in IT represented 6.1% of the population, respondents in HR represented 5.4% of the population, respondents in finance represented 3.7% of the population and the respondents in sales and marketing represented 3.1% of the population.

#### 4.3.2. Section 2: Involvement

In this section the data that were captured concerning the Second Level Factor *Involvement*; and the interrelated First Level Factors *Empowerment*, *Team Orientation* and *Capability Development* will be presented and discussed.

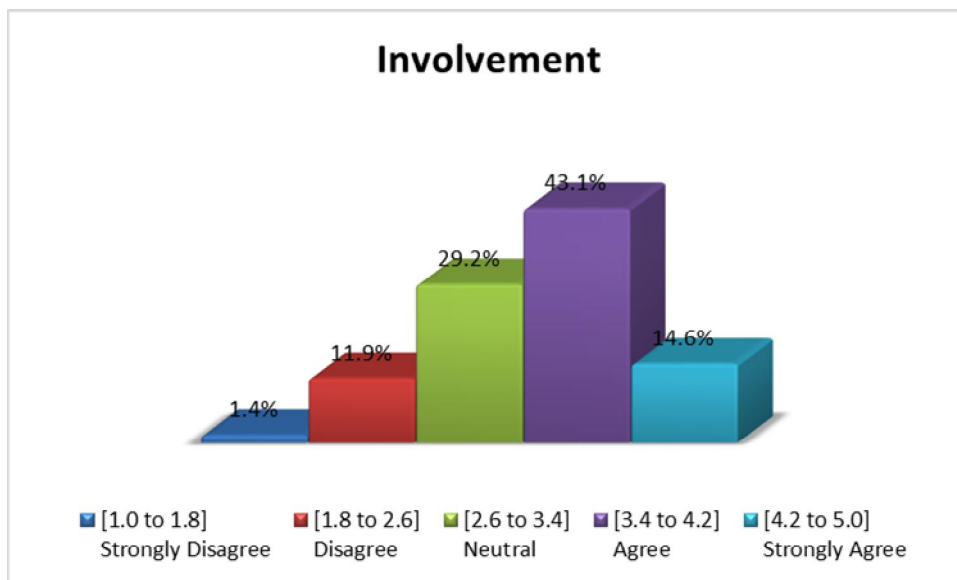


Figure 4.12 - Frequency Distribution of Involvement.

Figure 4.12 indicates the frequency distribution of replies to question group 2, 3 and 4 concerning *Involvement*. It is shown that the majority of the respondents were positive with 14.6% strongly agreeing and 43.1% agreeing with statements concerning the *Involvement* of employees in GMSA. A relatively significant percentage of the respondents (29.2%) were neutral. A small percentage of the respondents (11.9%) disagreed and a very small percentage (1.4%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 57.7% of responses were positive, 29.2% were neutral and 13.3% of the respondents were negative concerning the *Involvement* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.92 indicating moderate reliability.

#### 4.3.2.1. Question Group 2: Empowerment (Emp)

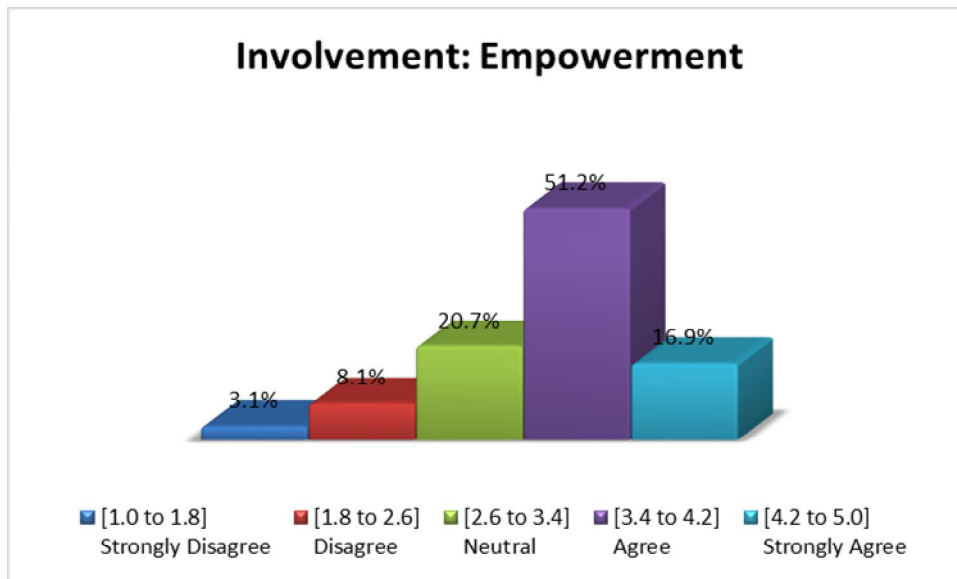


Figure 4.13 - Frequency Distribution of Empowerment.

Figure 4.13 indicates the frequency distribution of replies to question group 2 ranging from questions 1 to 6 concerning *Empowerment*. It is shown that the majority of the respondents were positive with 16.9% strongly agreeing and 51.2% agreeing with statements concerning the *Empowerment* of employees in GMSA. A relatively significant percentage of the respondents (20.7%) were neutral. A small percentage of the respondents (8.1%) disagreed with the statements and an even smaller percentage (3.1%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 68.1% of responses were positive, 20.7% were neutral and 11.2% of the respondents were negative concerning the *Empowerment* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.83 indicating moderate reliability.

#### 4.3.2.2. Question Group 3: Team Orientation (TO)

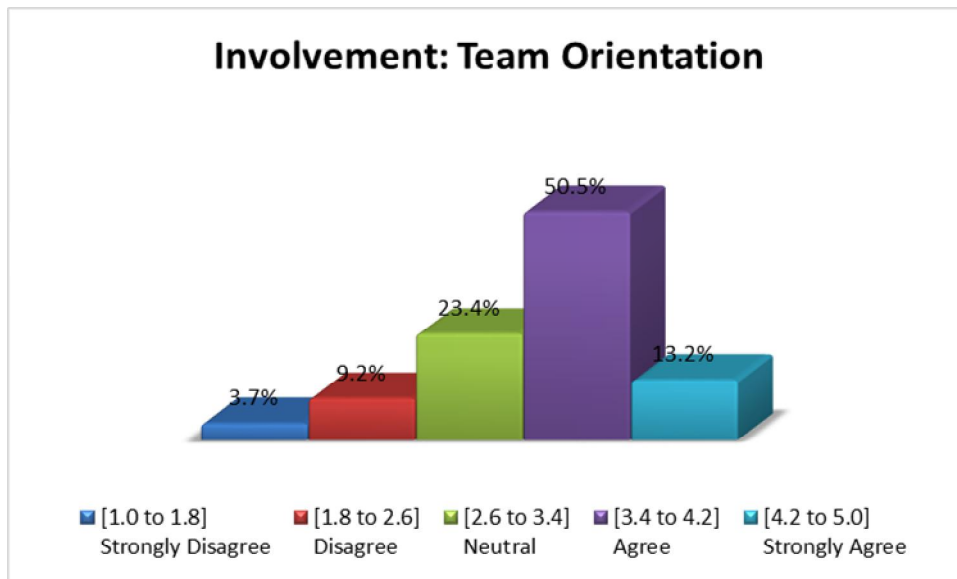


Figure 4.14 - Frequency Distribution of Team Orientation.

Figure 4.14 indicates the frequency distribution of replies to question group 3 ranging from questions 1 to 6 concerning *Team Orientation*. It is shown that the majority of the respondents were positive with 13.2% strongly agreeing and 50.5% agreeing with statements concerning the *Team Orientation* of employees in GMSA. A relatively significant percentage of the respondents (23.4%) were neutral. A small percentage of the respondents (9.2%) disagreed and an even smaller percentage (3.7%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 63.7% of responses were positive, 23.4% were neutral and 12.9% of the respondents were negative concerning the *Team Orientation* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.86 indicating moderate reliability.

#### 4.3.2.3. Question Group 4: Capability Development (CD)

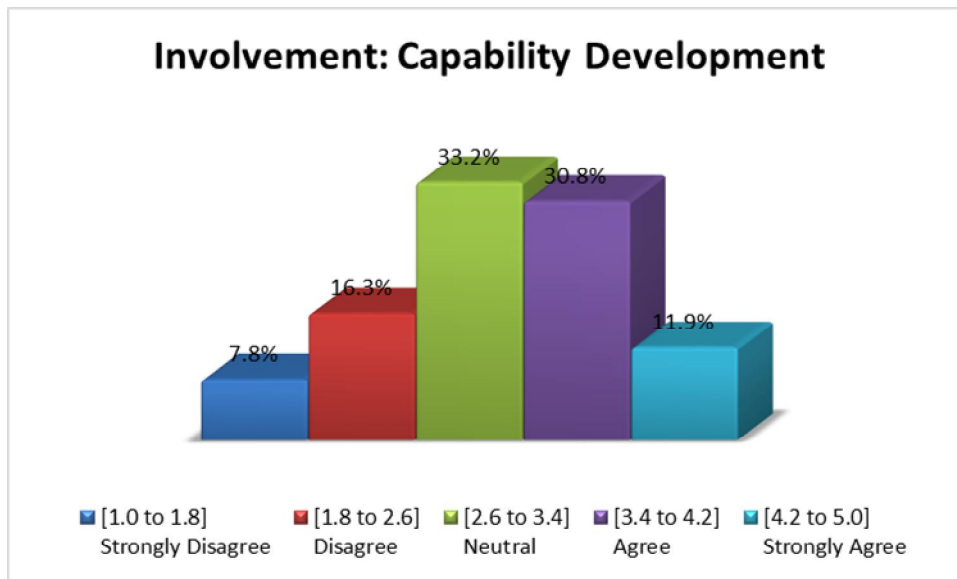


Figure 4.15 - Frequency Distribution of Capability Development.

Figure 4.15 indicates the frequency distribution of replies to question group 4 ranging from questions 1 to 5 concerning *Capability Development*. It is shown that the majority of the respondents were positive with 11.9% strongly agreeing and 30.8% agreeing with statements concerning the *Capability Development* of employees in GMSA. A significant percentage of the respondents (33.2%) were neutral. A relatively small percentage of the respondents (16.3%) disagreed and a small percentage (7.8%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 42.7% of responses were positive, 33.2% were neutral and 24.1% of the respondents were negative concerning the *Capability Development* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.91 indicating high reliability.

### 4.3.3. Section 3: Consistency

In this section the data that were captured concerning the Second Level Factor *Consistency*, and the interrelated First Level Factors *Core Values*, *Agreement*, and *Coordination and Integration* will be presented and discussed.

#### 4.3.3.1. Question Group 5: Consistency with Core Values, Agreement, and Coordination and Integration (Cons)

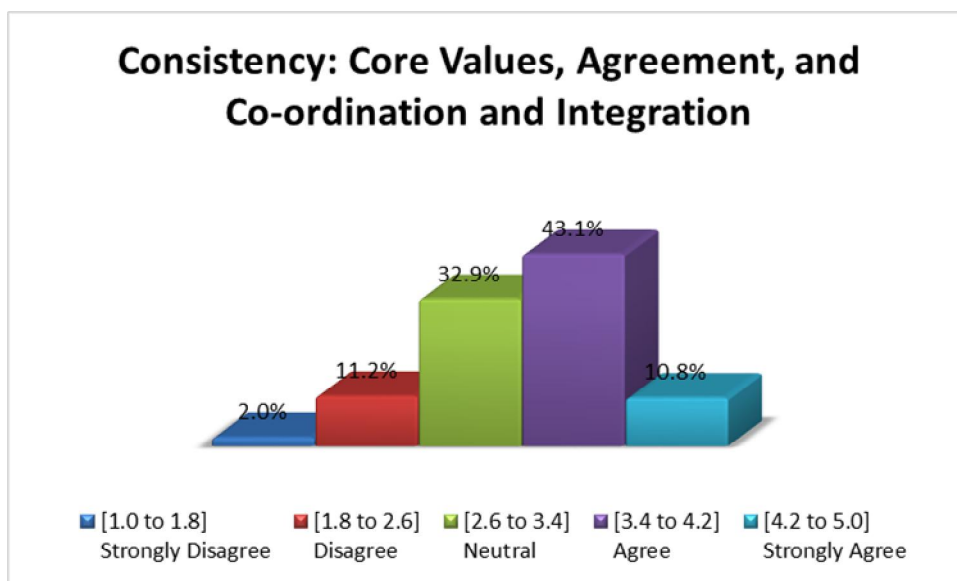


Figure 4.16 - Frequency Distribution of Consistency with Core Values, Agreement, and Coordination and Integration.

Figure 4.16 indicates the frequency distribution of replies to question group 5 ranging from questions 1 to 6 concerning *Consistency with Core Values, Agreement, and Coordination and Integration*. It is shown that the majority of the respondents were positive with 10.8% strongly agreeing and 43.1% agreeing with statements concerning the *Consistency with Core Values, Agreement, and Coordination and Integration* in GMSA. A significant percentage of the respondents (32.9%) were neutral. A relatively small percentage of the respondents (11.2%) disagreed and a very small percentage (2%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 53.9% of responses were positive, 32.9% were neutral and 13.2% of the respondents were negative concerning the

*Consistency with Core Values, Agreement, and Coordination and Integration in GMSA* as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.86 indicating moderate reliability.

#### 4.3.4. Section 4: Adaptability

In this section the data that were captured concerning the Second Level Factor *Adaptability*; and the interrelated First Level Factors *Creating Change*, *Customer Focus* and *Organisational Learning* will be presented and discussed.

##### 4.3.4.1. Question Group 6: Adaptability with Creating Change, Customer Focus, and Organisational Learning (Adap)

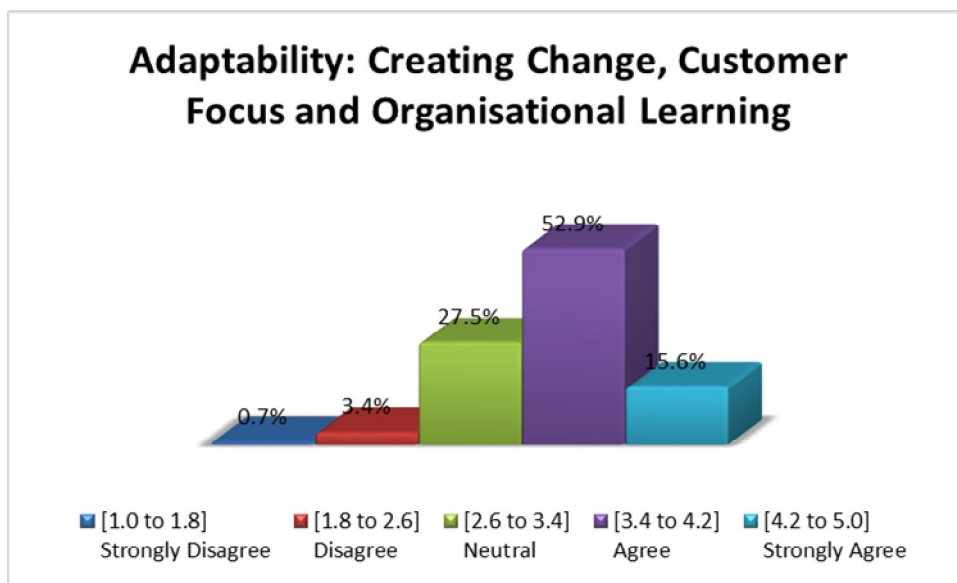


Figure 4.17 - Frequency Distribution of Adaptability with Creating Change, Customer Focus, and Organisational Learning.

Figure 4.17 indicates the frequency distribution of replies to question group 6 ranging from questions 1 to 6 concerning *Adaptability with Creating Change, Customer Focus, and Organisational Learning*. It is shown that the majority of the respondents were positive with 15.6% strongly agreeing and 52.9% agreeing with statements concerning the *Adaptability with Creating Change, Customer Focus, and Organisational Learning* of employees in GMSA. A relatively significant percentage

of the respondents (27.5%) were neutral. A very small percentage of the respondents (3.4%) disagreed and an even smaller percentage (0.7%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 68.5% of responses were positive, 27.5% were neutral and 4.1% of the respondents were negative concerning the *Adaptability with Creating Change, Customer Focus, and Organisational Learning* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.80 indicating moderate reliability.

#### 4.3.5. Section 5: Mission

In this section the data that were captured concerning the Second Level Factor *Mission*; and the interrelated First Level Factors *Strategic Direction and Intent, Vision, and Goals and Objectives* will be presented and discussed.

##### 4.3.5.1. Question Group 7: Mission with Strategic Direction and Intent, Vision, and Goals and Objectives (Mis)

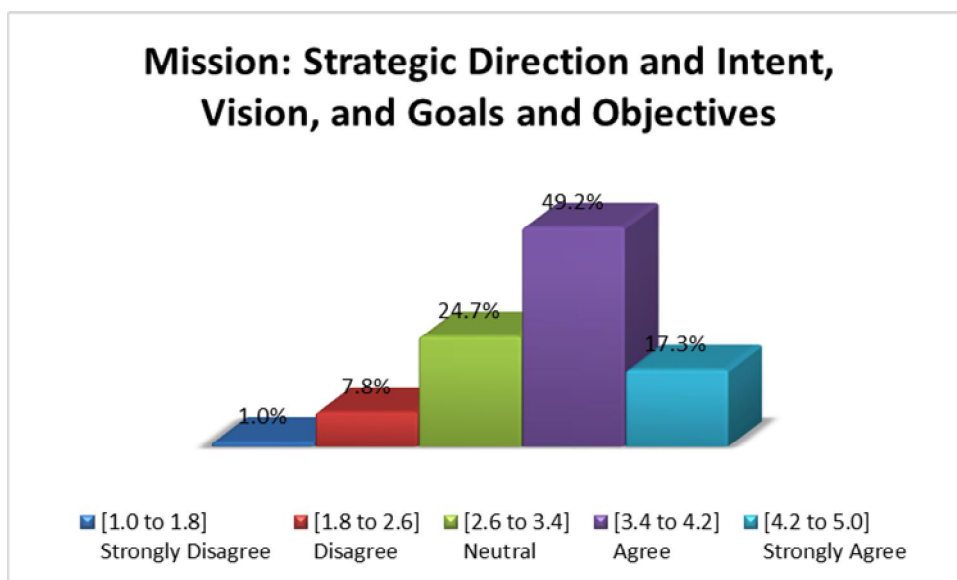


Figure 4.18 - Frequency Distribution of Mission with Strategic Direction and Intent, Vision, and Goals and Objectives.



Figure 4.18 indicates the frequency distribution of replies to question group 7 ranging from questions 1 to 6 concerning *Mission with Strategic Direction and Intent, Vision, and Goals and Objectives*. It is shown that the majority of the respondents were positive with 17.3% strongly agreeing and 49.2% agreeing with statements concerning the *Mission with Strategic Direction and Intent, Vision, and Goals and Objectives* of employees in GMSA. A relatively significant percentage of the respondents (24.7%) were neutral. A small percentage of the respondents (7.8%) disagreed and a very small percentage (1%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 66.5% of responses were positive, 24.7% were neutral and 8.8% of the respondents were negative concerning the *Mission with Strategic Direction and Intent, Vision, and Goals and Objectives* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.87 indicating moderate reliability.

#### 4.3.6. Section 6: Other Determining Factors

In this section the data that were captured concerning the Second Level Factors *Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition*; that do not contain related First Level Factors will be presented and discussed.

#### 4.3.6.1. Question Group 8: Open Communication (Comm)

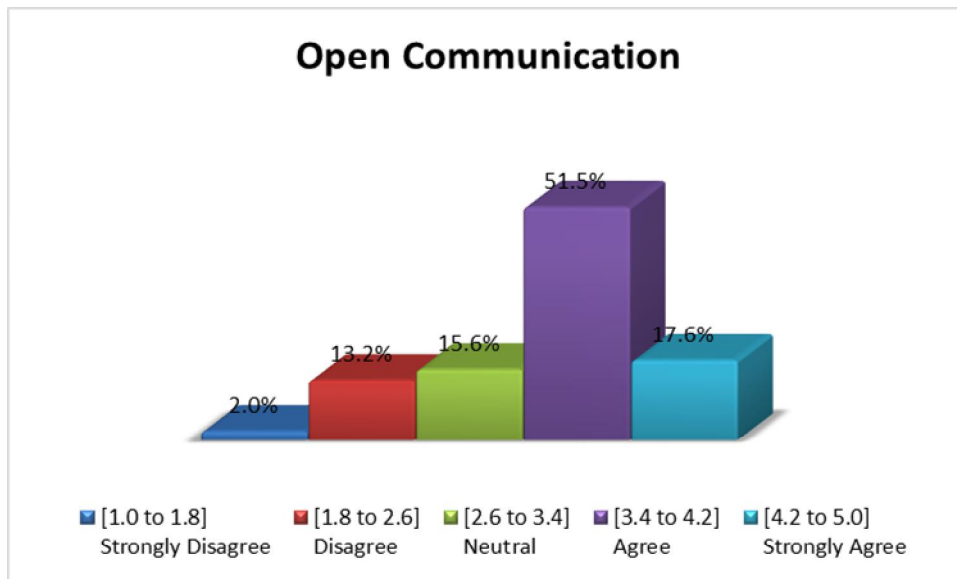


Figure 4.19 - Frequency Distribution of Open Communication.

Figure 4.19 indicates the frequency distribution of replies to question group 8 ranging from questions 1 to 7 concerning *Open Communication*. It is shown that the majority of the respondents were positive with 17.6% strongly agreeing and 51.5% agreeing with statements concerning *Open Communication* in GMSA. A relatively small percentage of the respondents (15.6%) were neutral. A relatively small percentage of the respondents (13.2%) disagreed and a very small percentage (2%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 69.1% of responses were positive, 15.6% were neutral and 15.2% of the respondents were negative concerning *Open Communication* in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.91 indicating high reliability.

#### 4.3.6.2. Question Group 9: Work-Life Balance (WLB)

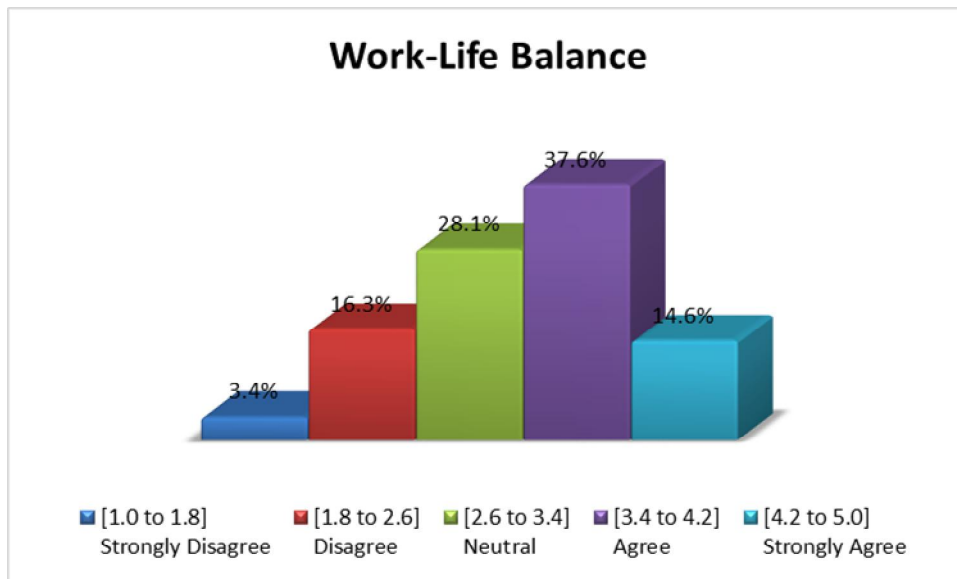


Figure 4.20 - Frequency Distribution of Work-Life Balance.

Figure 4.20 indicates the frequency distribution of replies to question group 9 ranging from questions 1 to 6 concerning *Work-Life Balance*. It is shown that the majority of the respondents were positive with 14.6% strongly agreeing and 37.6% agreeing with statements concerning the *Work-Life Balance* of employees in GMSA. A relatively significant percentage of the respondents (28.1%) were neutral. A relatively small percentage of the respondents (16.3%) disagreed and a very small percentage (3.4%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 52.2% of responses were positive, 28.1% were neutral and 19.7% of the respondents were negative concerning the *Work-Life Balance* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.89 indicating moderate reliability.

#### 4.3.6.3. Question Group 10: Commitment (Commit)

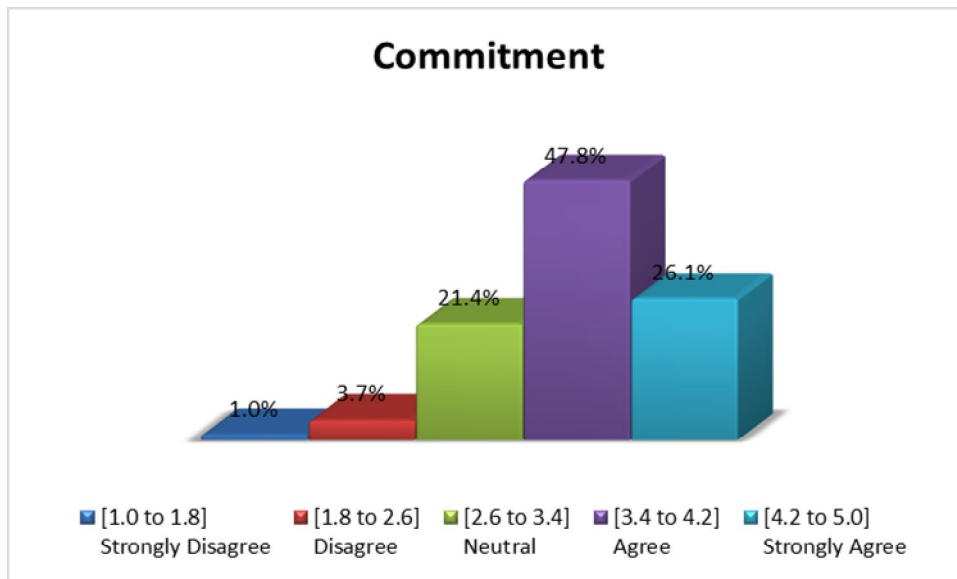


Figure 4.21 - Frequency Distribution of Commitment.

Figure 4.21 indicates the frequency distribution of replies to question group 10 ranging from questions 1 to 6 concerning *Commitment*. It is shown that the vast majority of the respondents were extremely positive with 26.1% strongly agreeing and 47.8% agreeing with statements concerning the *Commitment* of employees in GMSA. A relatively significant percentage of the respondents (21.4%) were neutral. A very small percentage of the respondents (3.7%) disagreed and an even smaller percentage (1%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 73.9% of responses were positive, 21.4% were neutral and 4.7% of the respondents were negative concerning the *Commitment* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.89 indicating moderate reliability.

#### 4.3.6.4. Question Group 11: Engagement (Eng)

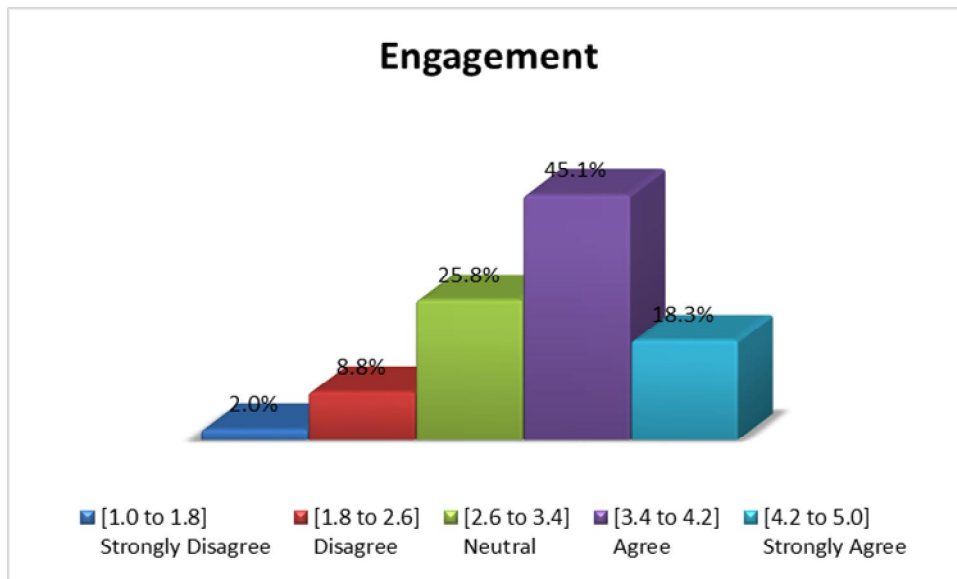


Figure 4.22 - Frequency Distribution of Engagement.

Figure 4.22 indicates the frequency distribution of replies to question group 11 ranging from questions 1 to 6 concerning *Engagement*. It is shown that the majority of the respondents were positive with 18.3% strongly agreeing and 45.1% agreeing with statements concerning the *Engagement* of employees in GMSA. A relatively significant percentage of the respondents (25.8%) were neutral. A small percentage of the respondents (8.8%) disagreed and a very small percentage (2%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 63.4% of responses were positive, 25.8% were neutral and 10.8% of the respondents were negative concerning the *Engagement* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.89 indicating moderate reliability.

#### 4.3.6.5. Question Group 12: Fairness and Trust (FT)

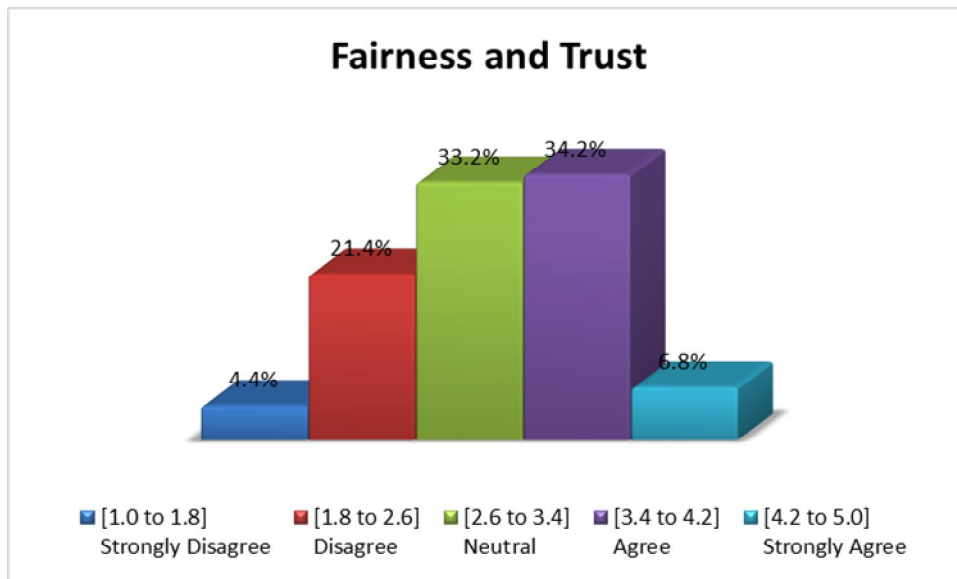


Figure 4.23 - Frequency Distribution of Fairness and Trust.

Figure 4.23 indicates the frequency distribution of replies to question group 12 ranging from questions 1 to 6 concerning *Fairness and Trust*. It is shown that a significant percentage of the respondents were positive with 6.8% strongly agreeing and 34.2% agreeing with statements concerning *Fairness and Trust* in GMSA. A significant percentage of the respondents (33.2%) were neutral. A relatively significant percentage of the respondents (21.4%) disagreed and a very small percentage (4.4%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 41% of responses were positive, 33.2% were neutral and 25.8% of the respondents were negative concerning *Fairness and Trust* in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.83 indicating moderate reliability.

#### 4.3.6.6. Question Group 13: Reward and Recognition (RR)

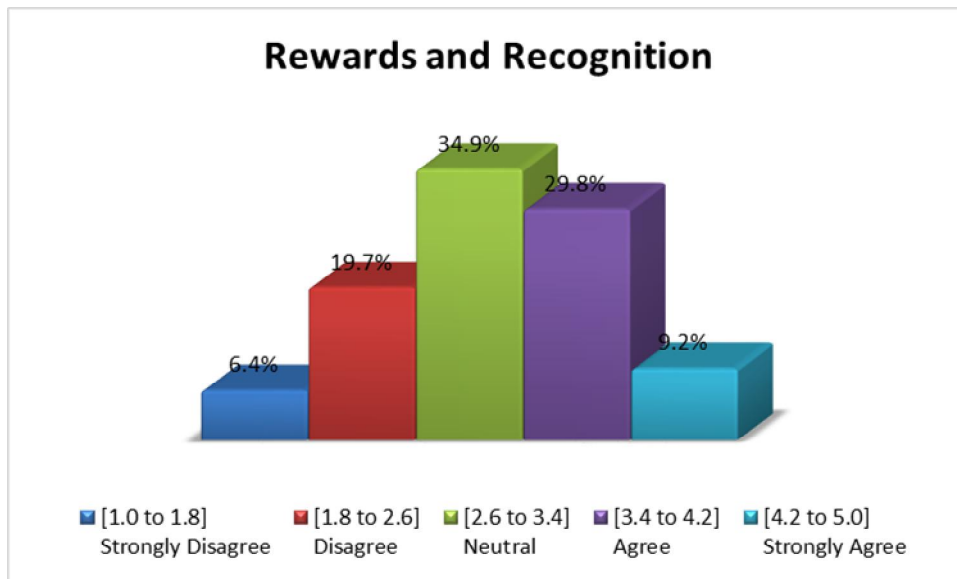


Figure 4.24 - Frequency Distribution of Reward and Recognition.

Figure 4.24 indicates the frequency distribution of replies to question group 13 ranging from questions 1 to 6 concerning *Reward and Recognition*. It is shown that a significant percentage of the respondents were positive with 9.2% strongly agreeing and 29.8% agreeing with statements concerning the *Reward and Recognition* of employees in GMSA. A significant percentage of the respondents (34.9%) were neutral. A relatively significant percentage of the respondents (19.7%) disagreed and a small percentage (6.7%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 39% of responses were positive, 34.9% were neutral and 26.4% of the respondents were negative concerning the *Reward and Recognition* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.9 indicating high reliability.

#### 4.3.7. Section 7: Happiness and Job Satisfaction

In this section the data that were captured concerning the mediating variable *Happiness* and the dependent variable *Job Satisfaction* will be presented and discussed.

##### 4.3.7.1. Question Group 14: Happiness (Hap)

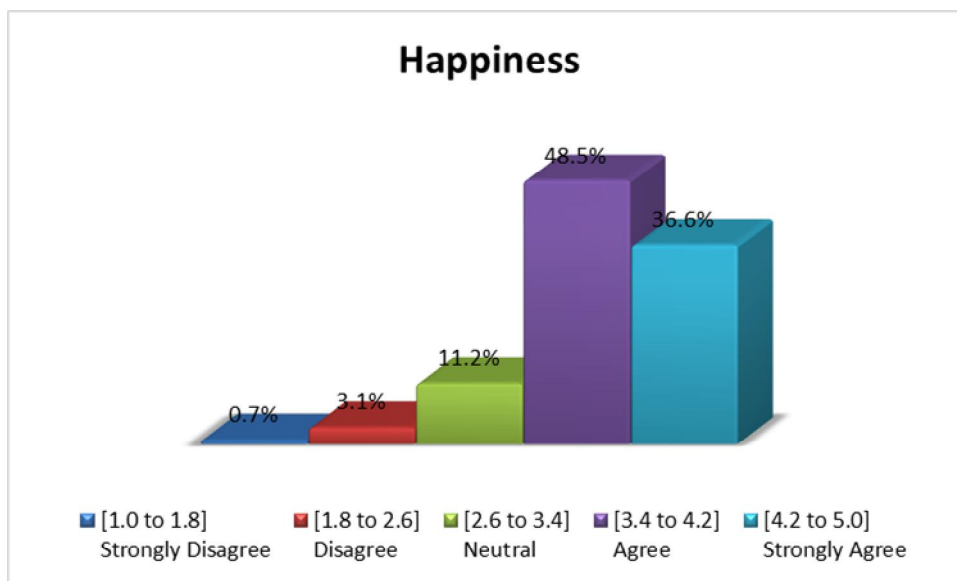


Figure 4.25 - Frequency Distribution of Happiness.

Figure 4.25 indicates the frequency distribution of replies to question group 14 ranging from questions 1 to 10 concerning *Happiness*. It is shown that the vast majority of the respondents were extremely positive with 36.6% strongly agreeing and 48.5% agreeing with statements concerning the *Happiness* of employees in GMSA. A relatively small percentage of the respondents (11.2%) were neutral. A very small percentage of the respondents (3.1%) disagreed and an even smaller percentage (0.7%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 85.1% of responses were positive, 11.2% were neutral and 3.8% of the respondents were negative concerning the *Happiness* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see



page 129). The Cronbach Alpha for this construct was established as 0.89 indicating moderate reliability.

#### 4.3.7.2. Question Group 15: Job Satisfaction (JS)



Figure 4.26 - Frequency Distribution of Job Satisfaction.

Figure 4.26 indicates the frequency distribution of replies to question group 15 ranging from questions 1 to 9 concerning *Job Satisfaction*. It is shown that the majority of the respondents were positive with 11.5% strongly agreeing and 40% agreeing with statements concerning the *Job Satisfaction* of employees in GMSA. A significant percentage of the respondents (33.6%) were neutral. A relatively small percentage of the respondents (11.9%) disagreed and a very small percentage (3.1%) strongly disagreed with the statements presented.

In Table 7.31 (see Appendix C) it is depicted that 51.5% of responses were positive, 33.6% were neutral and 15% of the respondents were negative concerning the *Job Satisfaction* of employees in GMSA as presented by the statements to the respondents. The Cronbach Alpha for this construct is presented in Table 4.1 (see page 129). The Cronbach Alpha for this construct was established as 0.91 indicating high reliability.

#### 4.4. Multivariate Analysis and Inferential Statistics

In this section the reliability of the data that were captured and the results of inferential statistics used to test secondary research objectives RO<sub>4</sub>, RO<sub>5</sub>, RO<sub>6</sub> and RO<sub>7</sub> will be presented and discussed.

##### 4.4.1. Data Reliability

As discussed in Section 3.9.1, reliability refers to the accuracy of the measurement and the absence of differences if the research were repeated. It is therefore, an indication of whether repeat studies will produce the same result. The test for reliability used in this study involved calculating the internal consistency of measuring instrument responses. The responses to all items used to measure a single construct should be very similar. Cronbach's Alpha coefficient is used to measure this internal consistency of measuring instrument responses. A high coefficient value indicates a high internal consistency while a low coefficient value indicates low internal consistency. The following guidelines have been defined:

- § Cronbach Alpha  $\geq$  0.90 - high reliability
- § Cronbach Alpha  $\geq$  0.80 - moderate reliability
- § Cronbach Alpha  $\geq$  0.70 - low reliability
- § Cronbach Alpha  $<$  0.70 - unacceptable reliability (Nunnally, 1978; Maree, et al., 2012; Collis and Hussey, 2014).

Table 4.1 depicts the calculated Cronbach Alpha for each variable or construct. It can be seen that the internal reliability of all measuring instruments is sufficient as the lowest Cronbach Alpha was calculated to be 0.80. This value is higher than the minimum required Cronbach Alpha of 0.70 in order to achieve an acceptable reliability. The table indicates a moderate to high reliability for all the factors.

Factor	Cronbach Alpha
Empowerment	0.83
Team Orientation	0.86
Capability Development	0.91
Consistency with Core Values, Agreement, and Coordination and Integration	0.86
Adaptability with Creating Change, Customer Focus and Organisational Learning	0.80
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	0.87
Open communication	0.91
Work-Life Balance	0.89
Commitment	0.89
Engagement	0.89
Fairness and Trust	0.83
Reward and Recognition	0.90
Involvement	0.92
Consistency	0.86
Adaptability	0.80
Mission	0.87
Happiness	0.89
Job Satisfaction	0.91

Table 4.1 - Cronbach's alpha coefficients for all factors (n = 295).

#### 4.4.2. Empirical evaluation of the proposed Employee Happiness model

##### 4.4.2.1. Introduction to Research Objective

This section will investigate the fourth research objective which is to conduct an empirical evaluation of the proposed Employee Happiness model using an employee survey.

- **RO<sub>4</sub>**: Conduct an empirical evaluation of the proposed Employee Happiness model using an employee survey.

##### 4.4.2.2. Hypotheses Formulation and Testing

A conceptual framework was constructed for this study grounded on the literature study. This framework was then used to determine the correlations between the

dependent variable *Job Satisfaction* and the mediating variable *Happiness*, as well as the mediating variable and the Second Level Factors *Involvement (Empowerment, Team Orientation and Capability Development)*; *Consistency (Core Values, Agreement, and Coordination and Integration)*; *Adaptability (Creating Change, Customer Focus and Organisational Learning)*; *Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)*; *Open Communication*; *Work-Life Balance*; *Commitment*; *Engagement*; *Fairness and Trust*; and *Reward and Recognition*.

The various hypotheses were then formulated to test the relationship between the dependent variable and the mediating variable, as well as the mediating variable and the independent variables. Table 4.2 depicts these hypotheses, the relevant Pearson Correlation, the correlation strength and the accepted or rejected state of the hypothesis.

There are low to medium positive correlations between the various second Level Factors *Involvement (Empowerment, Team Orientation and Capability Development)*; *Consistency (Core Values, Agreement, and Coordination and Integration)*; *Adaptability (Creating Change, Customer Focus and Organisational Learning)*; *Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)*; *Open Communication*; *Work-Life Balance*; *Commitment*; *Engagement*; *Fairness and Trust*; and *Reward and Recognition* and the mediating variable *Happiness*, as well as medium positive correlations between the mediating variable and the dependent variable *Job Satisfaction*.

These findings agree with the theory reviewed in the literature which indicates that there is a positive relationship between the identified factors in Organisational Culture and Employee Happiness. The findings in this study are therefore aligned with that in the literature.

Hypothesis	Hypothesis Description	Pearson Correlations with Happiness	Correlation Strength	Hypothesis Accepted or Rejected
H <sub>1</sub>	<i>There is a positive relationship between Happiness and Involvement (Empowerment, Team Orientation and Capability Development)</i>	0.344	Low positive	Accepted
H <sub>2</sub>	<i>There is a positive relationship between Happiness and Consistency (Core Values, Agreement, and Coordination and Integration)</i>	0.364	Low positive	Accepted
H <sub>3</sub>	<i>There is a positive relationship between Happiness and Adaptability (Creating Change, Customer Focus and Organisational Learning)</i>	0.440	Medium positive	Accepted
H <sub>4</sub>	<i>There is a positive relationship between Happiness and Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)</i>	0.386	Low positive	Accepted
H <sub>5</sub>	<i>There is a positive relationship between Happiness and Open Communication</i>	0.326	Low positive	Accepted
H <sub>6</sub>	<i>There is a positive relationship between Happiness and Work-Life Balance</i>	0.404	Medium positive	Accepted
H <sub>7</sub>	<i>There is a positive relationship between Happiness and Commitment</i>	0.392	Low positive	Accepted
H <sub>8</sub>	<i>There is a positive relationship between Happiness and Engagement</i>	0.394	Low positive	Accepted
H <sub>9</sub>	<i>There is a positive relationship between Happiness and Fairness and Trust</i>	0.368	Low positive	Accepted
H <sub>10</sub>	<i>There is a positive relationship between Happiness and Reward and Recognition</i>	0.329	Low positive	Accepted
H <sub>11</sub>	<i>There is a positive relationship between Job Satisfaction and Happiness</i>	0.476	Medium positive	Accepted

Table 4.2 - Hypotheses Testing for the Relationship between the Mediating Variable, Happiness and the Independent Variables.

Hypotheses were also formulated in order to test the relationship between the dependent variable *Job Satisfaction* and the independent variables. This was done as an experiment to examine the comparative differences between the effects that the independent variables have on Happiness versus Job Satisfaction. Table 4.3

depicts these hypotheses, the relevant Pearson Correlation, the correlation strength and the accepted or rejected state of the hypothesis.

There are medium-to-high positive correlations between the various Second Level Factors *Involvement (Empowerment, Team Orientation and Capability Development); Consistency (Core Values, Agreement, and Coordination and Integration); Adaptability (Creating Change, Customer Focus and Organisational Learning); Mission (Strategic Direction and Intent, Vision, and Goals and Objectives); Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; and Reward and Recognition* and the dependent variable *Job Satisfaction*.

These findings agree with the theory reviewed in the literature which indicates that there is a positive relationship between the identified factors in Organisational Culture and Employee Happiness and, in turn, their Job Satisfaction. The findings in this study are therefore aligned with that in the literature.

Hypothesis	Hypothesis Description	Pearson Correlations with Job Satisfaction	Correlation Strength	Hypothesis Accepted or Rejected
H <sub>1a</sub>	<i>There is a positive relationship between Job Satisfaction and Involvement (Empowerment, Team Orientation and Capability Development)</i>	0.658	Medium positive	Accepted
H <sub>2a</sub>	<i>There is a positive relationship between Job Satisfaction and Consistency (Core Values, Agreement, and Coordination and Integration)</i>	0.626	Medium positive	Accepted
H <sub>3a</sub>	<i>There is a positive relationship between Job Satisfaction and Adaptability (Creating Change, Customer Focus and Organisational Learning)</i>	0.550	Medium positive	Accepted
H <sub>4a</sub>	<i>There is a positive relationship between Job Satisfaction and Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)</i>	0.689	Medium positive	Accepted
H <sub>5a</sub>	<i>There is a positive relationship between Job Satisfaction and Open Communication</i>	0.593	Medium positive	Accepted
H <sub>6a</sub>	<i>There is a positive relationship between Job Satisfaction and Work-Life Balance</i>	0.666	Medium positive	Accepted
H <sub>7a</sub>	<i>There is a positive relationship between Job Satisfaction and Commitment</i>	0.705	High positive	Accepted
H <sub>8a</sub>	<i>There is a positive relationship between Job Satisfaction and Engagement</i>	0.764	High positive	Accepted
H <sub>9a</sub>	<i>There is a positive relationship between Job Satisfaction and Fairness and Trust</i>	0.743	High positive	Accepted
H <sub>10a</sub>	<i>There is a positive relationship between Job Satisfaction and Reward and Recognition</i>	0.704	High positive	Accepted
H <sub>11a</sub>	<i>There is a positive relationship between Job Satisfaction and Happiness</i>	0.476	Medium positive	Accepted

Table 4.3 - Hypotheses Testing for the Relationship between the Dependent Variable, Job Satisfaction and the Independent Variables.

It is evident that the hypotheses developed in this research study indicate that the independent variables have a stronger influence on the Job Satisfaction of an employee as opposed to his/her Happiness.

#### 4.4.2.3. Conclusion

In this section it was shown that the formulated hypotheses have all been accepted. It was shown that a relationship exists between the mediating variable *Happiness* and the Second Level Factors *Involvement (Empowerment, Team Orientation and Capability Development)*, *Consistency (Core Values, Agreement, and Coordination and Integration)*, *Adaptability (Creating Change, Customer Focus and Organisational Learning)*, *Mission (Strategic Direction and Intent, Vision, and Goals and Objectives)*, *Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition*. It was also shown that a relationship exists between the mediating variable *Happiness* and the dependent variable *Job Satisfaction*. This was achieved by measuring the linear association between the variables using Pearson's correlation coefficient. It is also evident that a stronger relationship exist between the independent variables and Job Satisfaction as opposed to Employee Happiness.

In the following section the fifth research objective of the study, which is to establish the correlation of the various First and Second Level Factors in the proposed Employee Happiness model and *Happiness*, as well as *Job Satisfaction*, will be addressed.

#### 4.4.3. Establishing the weighted importance of the identified factors in the Employee Happiness model.

##### 4.4.3.1. Introduction to Research Objective

The fifth research objective of this study is to establish the correlation or weighted importance of the identified factors in the proposed Employee Happiness model and *Happiness*, as well as *Job Satisfaction*. This was achieved by measuring the linear association between the variables using Pearson's correlation coefficient.

- **RO<sub>5</sub>:** Establish the correlation or weighted importance of the identified factors in the proposed Employee Happiness model and Happiness, as well as Job Satisfaction.



#### 4.4.3.2. *Data Analysis of First and Second Level Factor Correlations with Happiness and Job Satisfaction*

The correlations of the variables in this study are statistically significant at a confidence level of 0.05 for all correlations. Table 4.4 indicates that high positive correlations exist between the First and Second Level Factor relationships. The exceptions to this are the perfectly positive correlations between *Core Values, Agreement, and Coordination and Integration and Consistency; Creating Change, Customer Focus and Organisational Learning and Adaptability; Strategic Direction and Intent, Vision, and Goals and Objectives and Mission*. The perfectly linear correlation between these variables is explained by the fact that *Core Values, Agreement, and Coordination and Integration; Creating Change, Customer Focus and Organisational Learning; and Strategic Direction and Intent, Vision, and Goals and Objectives* have been combined into one construct each and is therefore the only factor influencing *Consistency, Adaptability and Mission*, respectively. This was discussed in Section 2.5.4.2.1, Section 2.5.4.3.1 and Section 2.5.4.4.1. Any change in *Core Values, Agreement, and Coordination and Integration* would result in an identical change in *Consistency*. Any change in *Creating Change, Customer Focus and Organisational Learning* would result in an identical change in *Adaptability*. And any change in *Strategic Direction and Intent, Vision, and Goals and Objectives* would result in an identical change in *Mission*. The positive correlations between these factor variables are all aligned with the reviewed literature, discussed in Section 2.5.

<b>First Level Factor</b>	<b>Second Level Factor</b>	<b>Pearson Correlations</b>
Empowerment	Involvement	0.842
Team Orientation	Involvement	0.831
Capability Development	Involvement	0.866
Core Values, Agreement, and Coordination and Integration	Consistency	1.000
Creating Change, Customer Focus and Organisational Learning	Adaptability	1.000
Strategic Direction and Intent, Vision, and Goals and Objectives	Mission	1.000

Table 4.4 - Pearson's Correlations of First Level Factors with Second Level Factors.

Table 4.5 indicates the correlations between the various Second Level Factors and the mediating variable *Happiness*. A positive correlation exist between all of the Second Level Factors (*Adaptability; Work-Life Balance; Engagement; Commitment; Mission; Fairness and Trust; Consistency; Involvement; Reward and Recognition; and Open Communication*) and *Happiness*. These findings agree with the theory reviewed in the literature which indicates that there is a positive relationship between the identified factors and Employee Happiness. The findings in this study are therefore aligned with that in the literature. Adaptability and Work-Life Balance proved to have a greater influence (medium positive correlation) on Employee Happiness than the other factors (low positive correlation).

<b>Second Level Factor</b>	<b>Pearson Correlations with Happiness</b>	<b>Correlation Strength</b>
Adaptability	0.440	Medium positive
Work-Life Balance	0.404	Medium positive
Engagement	0.394	Low positive
Commitment	0.392	Low positive
Mission	0.386	Low positive
Fairness and Trust	0.368	Low positive
Consistency	0.364	Low positive
Involvement	0.344	Low positive
Reward and Recognition	0.329	Low positive
Open Communication	0.326	Low positive

Table 4.5 - Pearson Correlations of Second Level Factors with Happiness ordered by strength of correlation.

Table 4.6 indicates the correlations between the various second Level Factors and the dependent variable *Job Satisfaction*. A positive correlation exist between all of the Second Level Factors (*Engagement; Fairness and Trust; Commitment; Reward and Recognition; Mission; Work-Life Balance; Involvement; Consistency; Open Communication; and Adaptability*) and *Job Satisfaction*. These findings agree with the theory reviewed in the literature which indicates that there is a positive relationship between the identified factors and Job Satisfaction. The findings in this study are therefore aligned with that in the literature. *Engagement, Fairness and Trust, Commitment, and Reward and Recognition* proved to have a greater influence (high positive correlation) on Job Satisfaction than the other factors (medium positive correlation). An interesting finding is that all of these factors proved to have a greater

influence on Job satisfaction than on Employee Happiness. A possible explanation is these factors in organisational culture focuses on satisfaction within the organisation (Job Satisfaction) more so than satisfaction of an individual as a whole (Happiness).

Second Level Factor	Pearson Correlations with Job Satisfaction	Correlation Strength
Engagement	0.764	High positive
Fairness and Trust	0.743	High positive
Commitment	0.705	High positive
Reward and Recognition	0.704	High positive
Mission	0.689	Medium positive
Work-Life Balance	0.666	Medium positive
Involvement	0.658	Medium positive
Consistency	0.626	Medium positive
Open Communication	0.593	Medium positive
Adaptability	0.550	Medium positive

Table 4.6 - Pearson Correlations of Second Level Factors with Job Satisfaction ordered by strength of correlation.

Figure 4.27 indicates the conceptual framework that was presented in Figure 3.2. This figure however includes the correlations between the dependent variable *Job Satisfaction* and the mediating variable *Happiness*, as well as the mediating variable and the independent variables *Empowerment; Team Orientation; Capability Development; Consistency with Core Values, Agreement, and Coordination and Integration; Adaptability with Creating Change, Customer Focus and Organisational Learning; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; and Reward and Recognition*. The perfectly linear correlation between *Core Values, Agreement, and Coordination and Integration* and *Consistency*; *Creating Change, Customer Focus and Organisational Learning* and *Adaptability*; and *Strategic Direction and Intent, Vision, and Goals and Objectives* and *Mission*, result in them being joined into one factor, respectively, in the model as any change in one would result in an identical change in the other.

An important finding is the strong impact that *Adaptability* has on the *Happiness* of employees in GMSA. This finding suggests that employees place high value on creating change, customer focus and organisational learning. These factors could be

seen as additional value-adding activities. Another significant finding is the strong impact that *Happiness* has on the *Job Satisfaction* of employees in GMSA. This finding suggests that a happy employee will most likely result in one that is satisfied with his/her job. This could lead to highly committed and performing employees and therefore a high performance organisation as a whole.

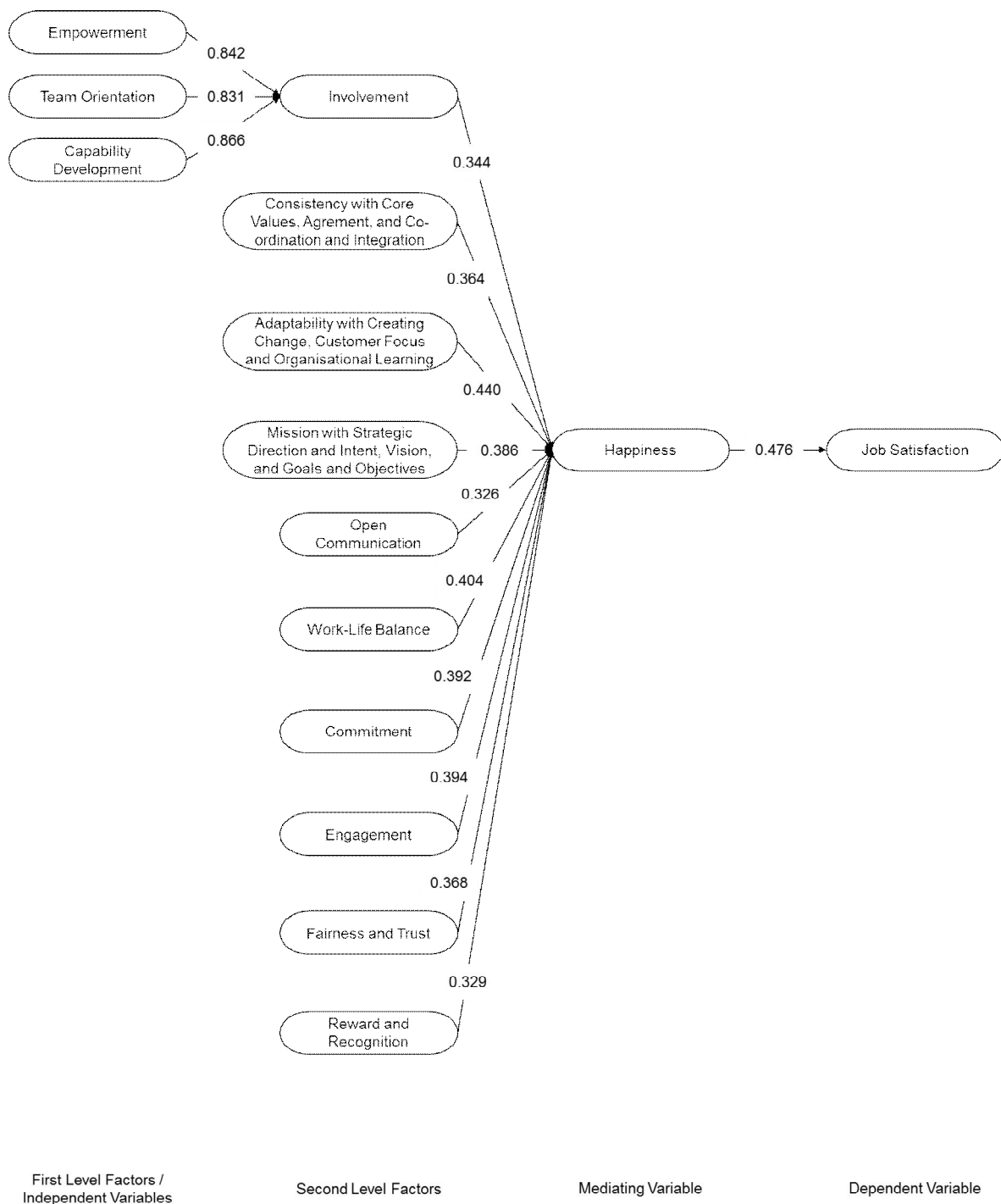


Figure 4.27 - Pearson's Correlations of First and Second Level Factors with Happiness and Job Satisfaction.

#### 4.4.3.3. Data Analysis of First Level Factor Correlations with Happiness

The direct influence that the identified independent variables have on Employee Happiness and, in turn, their job satisfaction has to be known in order for this research to be of practical use to GMSA. This can be achieved by measuring the correlations between the First Level Factors (independent variables) and the mediating variable *Happiness*, as well as the mediating variable and the dependent variable *Job Satisfaction*. Table 4.7 and Figure 4.28 illustrates these correlations. The correlations in this study are statistically significant at a confidence level of 0.05 for all correlations.

Factor	Pearson Correlations	Correlation Strength
Job Satisfaction	0.476	Medium positive
Adaptability with Creating Change, Customer Focus and Organisational Learning	0.440	Medium positive
Work-Life Balance	0.404	Medium positive
Engagement	0.394	Low positive
Commitment	0.392	Low positive
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	0.386	Low positive
Fairness and Trust	0.368	Low positive
Consistency with Core Values, Agreement, and Coordination and Integration	0.364	Low positive
Reward and Recognition	0.329	Low positive
Open Communication	0.326	Low positive
Capability Development	0.315	Low positive
Empowerment	0.288	Low positive
Team Orientation	0.266	Low positive

Table 4.7 - Pearson's Correlations of First Level Factors and Job Satisfaction with Happiness.

As depicted in Table 4.7, the dependent variable *Job Satisfaction*, has a medium positive correlation with the mediating variable *Happiness*. The independent variables *Adaptability with Creating Change, Customer Focus and Organisational Learning* and *Work-Life Balance* also has a medium positive correlation with the mediating variable *Happiness*. These correlations have been highlighted in red. The

independent variables *Engagement; Commitment; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Fairness and Trust; Consistency with Core Values, Agreement, and Coordination and Integration; Reward and Recognition; Open Communication; Capability Development; Empowerment; and Team Orientation* have a small positive correlation with the mediating variable *Happiness*.

The significance of this for GMSA is the organisation must place greater importance and assign more resources to increasing its cultural value-offering concerning *Adaptability with Creating Change, Customer Focus and Organisational Learning and Work-Life Balance* than the other independent variables as any perceived change (increase or decrease) in these variables will have a greater impact on Employee Happiness and, in turn, their Job Satisfaction. GMSA should also review what portion of its resources it allocates and importance it assigns to the independent variable such as *Team Orientation* and *Empowerment* as any perceived change in these variables will have a smaller effect on Employee Happiness in the organisation. Figure 4.29 indicates the correlation between *Happiness* and each one of the independent variables, in descending order.

Some interesting findings can be deduced when analysing the calculated correlations. These findings are discussed below:

- *Team Orientation* and *Empowerment* demonstrated to have a weaker, but still significantly, low positive correlation with *Employee Happiness*. This finding agree with the theory reviewed in the literature in Section 2.4.5.1.2 which indicated that McCarthy, Almeida and Ahrens (2011) in their study about understanding employee well-being practices in Australian organisations demonstrated that team orientation is positively correlated with employee happiness. Similarly, Graham and Shier (2010) demonstrated the importance of working as a team and its impact on employee happiness. Section 2.4.5.1.1 also indicated that empowerment generates a sense of responsibility and ownership amongst employees in the organisation and this increases employee happiness (Denison, et al., 2006; Awamleh, 2013; Metz, 2013).

- *Adaptability with Creating Change, Customer Focus and Organisational Learning; and Work-Life Balance* demonstrated to have a greater influence on *Employee Happiness*. Section 2.5.4.3 indicated that, although difficult to change, organisational culture enables job satisfaction and supports the achievement of employee happiness and organisational goals. Considering the extremely competitive business environment of today, customer satisfaction is regarded as one of the most significant elements of success in business (Gillespie, et al., 2007). Customer focus is therefore a significant factor in enhancing an organisation's performance and success (Denison, et al., 2006). Organisational learning can create continuous knowledge and development amongst employees by adopting a knowledge sharing that encourages group learning throughout the organisation (Marsick and Watkins, 2003; Denison, et al., 2006). Romano (2013) argues that this creation of a learning environment can stimulate employee happiness. Moreover, Metz (2013) supports that employee happiness can be increased by giving employees the opportunity to learn and develop their skills. It was also indicated in Section 2.5.4.6 that, according to Wong and Ko (2009), a good work environment brings both mental and physical health. Benefits and comforts make employees satisfied and generate a good attitude towards work, which in turn reduces problems. A good quality of work-family balance thus increases happiness at work.
- The weaker correlation between *Employee Happiness* and *Engagement; Commitment; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Fairness and Trust; Consistency with Core Values, Agreement, and Coordination and Integration; Reward and Recognition; Open Communication; Capability Development; Empowerment; and Team Orientation* could indicate that employees view these factors as an expectation in the cultural value-offering from the organisation. *Organisational Learning* and *Work-Life Balance* are possibly seen as factors that differentiate GMSA from other organisations in terms of caring for its human resources as they have higher correlation strength with *Employee Happiness*.

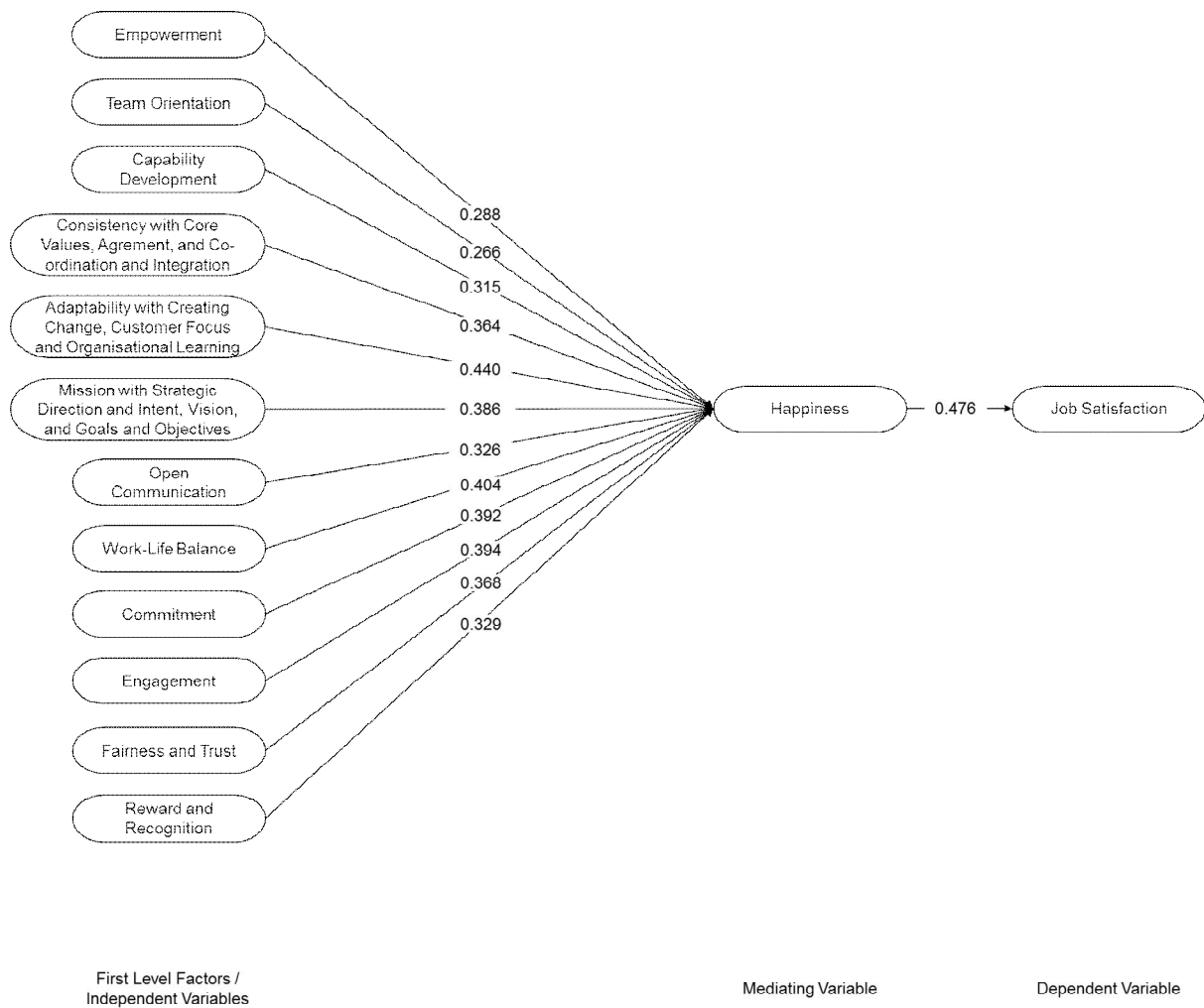


Figure 4.28 - Pearson's Correlations of First Level Factors with Employee Happiness and, in turn, their Job Satisfaction.

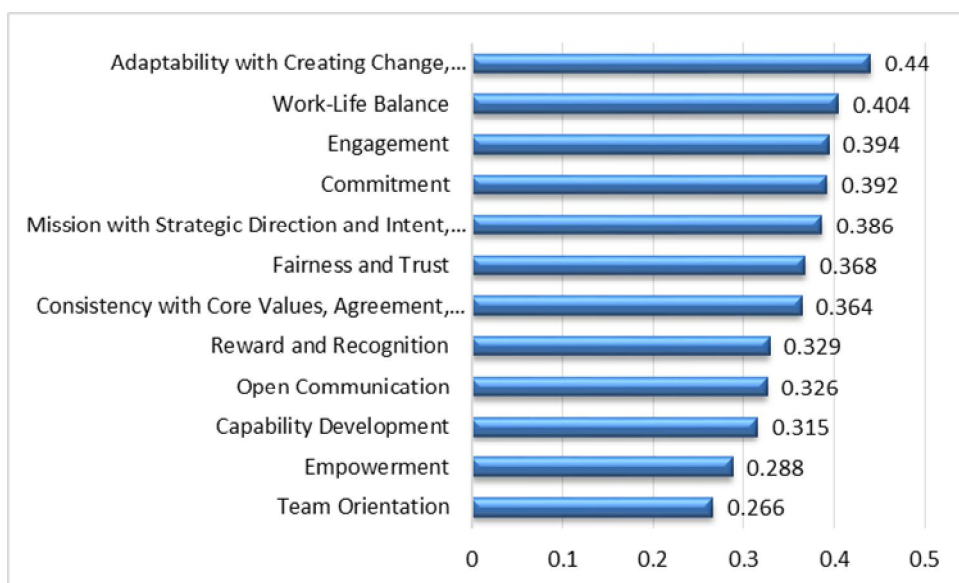


Figure 4.29 - Pearson's Correlations of First Level Factors with Happiness.



#### 4.4.3.4. Conclusion

The fifth research objective of this study was achieved in this section. First, the correlation between the various First Level Factors, Second Level Factors, *Happiness* and *Job Satisfaction* in the proposed Employee Happiness model was established. This was achieved by measuring the linear association between the variables using Pearson's correlation coefficient. Based on the statistical analysis of the survey results, recommended business practices were then identified.

The sixth research objective of this study, which is to establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA, will be addressed in the following section.

#### 4.4.4. Establishing the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees.

##### 4.4.4.1. Introduction to Research Objective

The sixth research objective of this study is to establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA.

- **RO<sub>6</sub>**: Establish the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA.

The respondents were categorised into two sub-groups within the hierarchy of the organisation: Hourly- (Team Member and Team Leader) and Staff-level (Coordinator, Professional and Manager). A relatively even split of the respondents (57.6%) represented the Hourly-level group and 42.4% represented the Staff-level group as shown by the frequency distribution of the two sub-groups. A statistician from the NMMU was consulted who verified that enough responses were received in each sub-group to execute statistically significant tests in order to compare the two sub-groups.

#### 4.4.4.2. *Data Analysis of Variable Mean Values*

The objective of this section is to establish if the Hourly- and Staff-level groups assigned significantly different values to any of the measured variables. If for example, the Hourly-level group assigned significantly different values to the Staff-level group concerning *Fairness and Trust*, it would practically mean that the one group perceived fairness and trust in GMSA to be of a higher quality than what the other group did. In order to improve the *Fairness and Trust* with the group that rated the factor lower, GMSA would have to place greater importance, assign more resources and focus more of its efforts on this group.

Cohen's *d* was calculated and used to perform the test for significant difference between the Hourly- and Staff-level groups. Section 4.2.2.2 discussed this test for significance. If there are both statistical and practical significance, there is said to be a significant difference between the two groups. Table 4.8 presents instances of this, which are highlighted in red.

Variable	Job Level	Mean	S.D	Difference	t	p (d.f. = 295)	Cohen's d
Empowerment	Hourly-level	3.43	0.72	-0.49	-5.52	0.0000	0.65 Medium
	Staff-level	3.92	0.78				
Team Orientation	Hourly-level	3.44	0.86	-0.25	-2.71	0.0072	0.32 Small
	Staff-level	3.69	0.73				
Capability Development	Hourly-level	2.99	0.98	-0.55	-4.99	0.0000	0.59 Medium
	Staff-level	3.54	0.89				
Consistency with Core Values, Agreement, and Coordination and Integration	Hourly-level	3.22	0.77	-0.47	-5.45	0.0000	0.64 Medium
	Staff-level	3.69	0.67				
Adaptability with Creating Change, Customer Focus and Organisational Learning	Hourly-level	3.57	0.65	-0.29	-4.04	0.0001	0.48 Small
	Staff-level	3.86	0.56				
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	Hourly-level	3.46	0.73	-0.47	-5.63	0.0000	0.66 Medium
	Staff-level	3.93	0.66				
Open Communication	Hourly-level	3.34	0.85	-0.58	-6.42	0.0000	0.76 Medium
	Staff-level	3.92	0.66				
Work-Life Balance	Hourly-level	3.14	0.90	-0.56	-5.75	0.0000	0.68 Medium
	Staff-level	3.70	0.71				
Commitment	Hourly-level	3.66	0.75	-0.40	-4.73	0.0000	0.56 Medium
	Staff-level	4.06	0.67				
Engagement	Hourly-level	3.43	0.78	-0.38	-4.03	0.0001	0.48 Small
	Staff-level	3.81	0.82				
Fairness and Trust	Hourly-level	2.99	0.80	-0.39	-4.22	0.0000	0.50 Medium
	Staff-level	3.38	0.77				
Reward and Recognition	Hourly-level	2.95	0.83	-0.50	-5.04	0.0000	0.59 Medium
	Staff-level	3.45	0.88				
Happiness	Hourly-level	4.00	0.68	-0.06	-0.86	0.3924	Not
	Staff-level	4.06	0.62				
Job Satisfaction	Hourly-level	3.15	0.71	-0.50	-5.95	0.0000	0.70 Medium
	Staff-level	3.65	0.73				

Table 4.8 - t-Tests: First Level Factors by Job Level - Hourly-level (n = 170) vs. Staff-level (n = 125).

As depicted in Table 4.8, apart from *Happiness*, there is a significant difference between the values assigned to the First Level Factors and *Job Satisfaction* by Hourly- and Staff-level employees. The Staff-level employees rated GMSA's cultural value-offering higher than what Hourly-level employees did in all of these instances. This practically means that GMSA is performing better with regards to its cultural value-offering given to Staff-level employees as opposed to that given to Hourly-level employees. In other words, the organisation is offering more to the higher-hierarchy

Staff-level employees than to the lower-hierarchy Hourly-level employees concerning perceived employee happiness and job satisfaction.

A possible explanation for this could be Staff-level employees enjoy a more direct and constant access to GMSA's information where they are exposed to a wide range of aspects from the cultural value-offering. Hourly-level employees are more than likely to be exposed to only some aspects of GMSA's cultural value-offering as, due to the nature of manufacturing organisations, most Hourly-level employees only get actively involved when not on the production line or fulfilling daily operational duties to support production. Another possible explanation could be that Staff-level employees are more involved in business decision making, have more opportunities in the business, are more flexible, have more job responsibilities and receive first-hand feedback from management. This theory is supported when taking into account all of the identified variables, apart from happiness.

The argument arises that, Staff-level employees interact more closely with GMSA's management than what Hourly-level employees do. They are therefore more likely to provide a higher rating than Hourly-level group who may remain objective with their rating. As a recommendation, GMSA could develop and implement methods in order to create awareness, involvement, consistency, strategic direction, learning, open communication, flexibility, commitment, engagement, fairness and trust as well as recognition amongst Hourly-level employees.

A significant and practical difference between the ratings of Hourly- and Staff-level employees for all of the measured variables is a concern for GMSA. The practical implication for GMSA is, there is a misalignment between the perceptions of Hourly- and Staff-level employees with regards to the cultural value-offering of the organisation.

#### *4.4.4.3. Data Analysis of Correlation Values*

The previous section examined if Hourly- and Staff-level employees perceived and therefore assigned significantly different values to any of the measured variables. This section will examine if there is a significant difference between the correlations

of the independent variables with the mediating variable as perceived by Hourly- and Staff-level employees.

If there is a significant difference between the correlations of Hourly- and Staff-level employee groups, it would practically mean the perceived happiness of Hourly-level employees differs to that of Staff-level employees. In other words, Hourly- and Staff-level employees have different perceptions of the importance of the various independent variables and their influence on the perceived employee happiness as a result of GMSA's cultural value-offering. Once this is identified, GMSA would know whether it needs to adjust its cultural value-offering in order to align it with the needs of its various employee groups.

The correlations that were calculated for this study are statistically significant at a confidence level of 0.05 for all correlations. Chi<sup>2</sup> tests were performed in order to establish the statistical significance of the correlation differences between Hourly-level and Staff-level employee samples. Table 4.9 indicates that none of the correlation differences between the two sample-groups are significant as all the p-values are greater than 0.05.

	Total Sample (n = 295)	Hourly Employee Level (n = 170)	Staff Employee Level (n = 125)	Chi <sup>2</sup>	p (d.f. = 1)
Empowerment	0.288	0.219	0.396	0.266	0.099
Team Orientation	0.266	0.203	0.367	0.246	0.134
Capability Development	0.315	0.290	0.353	0.095	0.555
Consistency with Core Values, Agreement, and Coordination and Integration	0.364	0.379	0.346	0.050	0.749
Adaptability with Creating Change, Customer Focus and Organisational Learning	0.440	0.422	0.474	0.078	0.582
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	0.386	0.345	0.463	0.177	0.234
Open Communication	0.326	0.290	0.411	0.182	0.246
Work-Life Balance	0.404	0.394	0.442	0.072	0.624
Commitment	0.392	0.423	0.343	0.120	0.430
Engagement	0.394	0.390	0.400	0.015	0.920
Fairness and Trust	0.368	0.357	0.384	0.041	0.795
Reward and Recognition	0.329	0.323	0.339	0.024	0.881

Table 4.9 - Pearson's Correlations with Happiness and Chi<sup>2</sup> results to determine the significance of the correlation differences between Hourly and Staff job levels.

There is no significant difference in the proposed Employee Happiness model between Hourly- and Staff-level employees. Both Hourly- and Staff-level employee groups assign the same level of importance to the independent variables and their influence on the perceived employee happiness gained from GMSA's cultural value-offering. The practical implication for GMSA is, the organisation does not need to adjust its cultural value-offering dependent on the employee group.

#### 4.4.4.4. Conclusion

The sixth research objective of this study was achieved in this section. It was demonstrated that, while there is a significant difference in the perceived happiness of GMSA's employee groups on most variables, there is no significant difference between the perceived importance assigned to Happiness factors by Hourly- and Staff-level employees. Based on the statistical analysis of the survey results, recommended business practices were identified.

The seventh research objective of this study, which is to establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA, will be addressed in the following section.

#### *4.4.5. Establishing the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level employees.*

##### *4.4.5.1. Introduction to Research Objective*

The seventh research objective of this study is to establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA.

- **RO<sub>7</sub>**: Establish the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA.

Survey respondents were classified into two sub-groups namely Below Tertiary-level (Below Matric and Matric) and Tertiary-level (National Diploma, Undergraduate Degree and Post Graduate Degree). A relatively even split of the respondents (52.2%) did not complete a tertiary education and 47.8% completed a tertiary education as shown by the frequency distribution of the two sub-groups. A statistician from NMMU was consulted who verified that enough responses were received in each sub-group to execute statistically significant tests in order to compare the two sub-groups.

##### *4.4.5.2. Data Analysis of Variable Mean Values*

The objective of this section is to establish if Below Tertiary- and Tertiary-level employees assigned significantly different values to any of the measured variables. If for example, the Below Tertiary-level group, assigned significantly higher values to *Reward and Recognition*, it would practically mean that they perceived GMSA's reward and recognition to be of a higher quality than what the Tertiary-level group did. In order to improve the *Reward and Recognition* with the Tertiary-level group,

GMSA would have to place greater importance, assign more resources and focus more of its efforts on this group.

Cohen's d was calculated and used to perform the test for significant difference between the Below Tertiary- and Tertiary-level groups. Section 4.2.2.2 discussed this test for significance. If there are both statistical and practical significance, there is said to be a significant difference between the two groups. Table 4.10 presents instances of this, which are highlighted in red.

Variable	Group	Mean	S.D	Difference	t	p (d.f. = 295)	Cohen's d
Empowerment	Below Tertiary- Tertiary-level	3.45 3.84	0.81 0.73	-0.39	-4.33	0.0000	0.50 Medium
Team Orientation	Below Tertiary- Tertiary-level	3.43 3.67	0.86 0.75	-0.24	-2.50	0.0131	0.29 Small
Capability Development	Below Tertiary- Tertiary-level	3.00 3.46	0.94 0.96	-0.46	-4.18	0.0000	0.49 Small
Consistency with Core Values, Agreement, and Coordination and Integration	Below Tertiary- Tertiary-level	3.24 3.61	0.79 0.69	-0.37	-4.33	0.0000	0.50 Medium
Adaptability with Creating Change, Customer Focus and Organisational Learning	Below Tertiary- Tertiary-level	3.56 3.83	0.64 0.59	-0.27	-3.79	0.0002	0.44 Small
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	Below Tertiary- Tertiary-level	3.51 3.83	0.72 0.72	-0.32	-3.74	0.0002	0.44 Small
Open Communication	Below Tertiary- Tertiary-level	3.39 3.79	0.81 0.79	-0.40	-4.27	0.0000	0.50 Medium
Work-Life Balance	Below Tertiary- Tertiary-level	3.19 3.58	0.89 0.79	-0.39	-4.02	0.0001	0.47 Small
Commitment	Below Tertiary- Tertiary-level	3.71 3.95	0.75 0.71	-0.24	-2.83	0.0049	0.33 Small
Engagement	Below Tertiary- Tertiary-level	3.48 3.72	0.82 0.80	-0.24	-2.52	0.0124	0.29 Small
Fairness and Trust	Below Tertiary- Tertiary-level	3.06 3.26	0.80 0.81	-0.20	-2.23	0.0267	0.26 Small
Reward and Recognition	Below Tertiary- Tertiary-level	3.01 3.33	0.84 0.90	-0.25	-3.12	0.0020	0.36 Small
Happiness	Below Tertiary- Tertiary-level	3.95 4.11	0.71 0.59	-0.32	-2.07	0.0394	0.24 Small
Job Satisfaction	Below Tertiary- Tertiary-level	3.18 3.56	0.74 0.74	-0.38	-4.33	0.0000	0.51 Medium

Table 4.10 - t-Tests: First Level Factors by Education Level - Below Tertiary- (n = 154) vs. Tertiary-level (n = 141).



As depicted in Table 4.10, Tertiary-level educated employees rated all the factors of GMSA's cultural value-offering higher than what Below Tertiary-level educated employees did. This practically means, GMSA is performing better with regards to its cultural value-offering given to Tertiary-level educated employees as opposed to that given to Below Tertiary-level educated employees. In other words the organisation is offering more to higher educated employees than to the lower educated employees as perceived by employees concerning employee happiness and job satisfaction.

Possible explanations for this could be that GMSA's cultural value-offering is not effectively being communicated/offered to its lower educated (Below Tertiary-level) employees, or the feedback received from Tertiary-level employees may be insufficient or inaccurate. As a recommendation, GMSA should focus its efforts and resources on improving this communication. Further research should be performed by the organisation in order to establish the root cause of this misalignment.

A significant and practical difference between the ratings of Below Tertiary and Tertiary-level employees for all of the measured variables is a concern for GMSA. The practical implication for GMSA is, there is a misalignment between the perceptions of Below Tertiary- and Tertiary-level employees with regards to the cultural value-offering of the organisation.

#### *4.4.5.3. Data Analysis of Correlation Values*

The previous section examined if Below Tertiary- and Tertiary-level employees perceived and therefore assigned significantly different values to any of the measured variables. This section will examine if there is a significant difference between the correlations of the independent variables with the mediating variable as perceived by Below Tertiary- and Tertiary-level employees.

If there is a significant difference between the correlations of Below Tertiary- and Tertiary-level employee groups, it would practically mean the perceived happiness of Below Tertiary-level employees differs to that of Tertiary-level employees. In other words, Below Tertiary- and Tertiary-level employees have different perceptions of the importance of the various independent variables and their influence on the

perceived employee happiness as a result of GMSA's cultural value-offering. Once this is identified, GMSA would know whether it needs to adjust its cultural value-offering in order to align it with the needs of its various employee groups.

The correlations that were calculated for this study are statistically significant at a confidence level of 0.05 for all correlations. Chi<sup>2</sup> tests were performed in order to establish the statistical significance of the correlation differences between Below Tertiary-level and Tertiary-level employee samples. Table 4.11 indicates that none of the correlation differences between the two sample-groups are significant as all the p-values are greater than 0.05.

	<b>Total Sample (n = 295)</b>	<b>Below Tertiary-level (n = 154)</b>	<b>Tertiary-level (n = 141)</b>	<b>Chi<sup>2</sup></b>	<b>p (d.f. = 1)</b>
Empowerment	0.288	0.229	0.327	0.147	0.368
Team Orientation	0.266	0.222	0.301	0.119	0.472
Capability Development	0.315	0.301	0.296	0.007	0.960
Consistency with Core Values, Agreement, and Coordination and Integration	0.364	0.338	0.364	0.039	0.803
Adaptability with Creating Change, Customer Focus and Organisational Learning	0.440	0.428	0.429	0.002	0.992
Mission with Strategic Direction and Intent, Vision, and Goals and Objectives	0.386	0.361	0.388	0.041	0.787
Open Communication	0.326	0.312	0.305	0.01	0.944
Work-Life Balance	0.404	0.366	0.425	0.089	0.555
Commitment	0.392	0.424	0.321	0.155	0.308
Engagement	0.394	0.387	0.382	0.007	0.960
Fairness and Trust	0.368	0.368	0.350	0.027	0.857
Reward and Recognition	0.329	0.319	0.316	0.005	0.976

Table 4.11 - Pearson's Correlations with Happiness and Chi<sup>2</sup> results to determine the significance of the correlation differences between Below Tertiary and Tertiary education levels.

There is no significant difference in the proposed Employee Happiness model between Below Tertiary- and Tertiary-level employees. Both Below Tertiary- and Tertiary-level employee groups assign the same level of importance to the independent variables and their influence on the perceived employee happiness

gained from GMSA's cultural value-offering. The practical implication for GMSA is, the organisation does not need to adjust its cultural value-offering dependent on the employee group.

#### 4.4.5.4. Conclusion

The seventh research objective of this study was achieved in this section. It was demonstrated that, while there is a significant difference in the perceived happiness of GMSA's employee groups on all variables, there is no significant difference between the perceived importance assigned to Happiness factors by Below Tertiary- and Tertiary-level employees. Recommended business practices based on the statistical analysis of the survey results were identified.

### 4.5. Summary

This chapter presented the analysis and interpretation of the primary data which included descriptive statistics as well as inferential statistics in order to address RQ<sub>4</sub>, RQ<sub>5</sub>, RQ<sub>6</sub> and RQ<sub>7</sub>. The chapter achieved the objectives of conducting an empirical evaluation of the proposed Employee Happiness model using an employee survey (RO<sub>4</sub>), establishing the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction (RO<sub>5</sub>), establishing the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA (RO<sub>6</sub>), and establishing the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA (RO<sub>7</sub>). The chapter addressed RQ<sub>4</sub> which states *“What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?”*, RQ<sub>5</sub> which states *“What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?”*, RQ<sub>6</sub> which states *“What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?”*, and RQ<sub>7</sub> which states *“What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?”*.

A summary of the research findings based on the empirical survey will be presented in the following chapter. Limitations of the Study, recommendations and additional research opportunities will also be presented.

# Chapter 5

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## 5. CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

### 5.1. Introduction

People who are pleased with their lives usually experience greater satisfaction in their jobs (Eddington and Shuman, 2008). Employee happiness was demonstrated to be positively correlated with job satisfaction through the survey conducted in GMSA. This is supported by the reviewed literature which suggests that a happy employee will most likely result in one that is satisfied with his/her job. In addition, happiness is correlated with evidence of success in the workplace and can increase an employee's effectiveness, performance and job satisfaction at work (Boehm and Lyubomirsky, 2008; Diener and Biswas-Diener, 2008). Furthermore, employees who are satisfied with their jobs are better ambassadors for the organisation, demonstrate greater organisational commitment, are more engaged and perform better within the organisation (Kornhauser and Sharp, 1932; Argyle, 1988; Agho, Price and Mueller, 1992; Babin and Boles, 1996; Fletcher and Williams, 1996; Fisher, et al., 2004; Boehm and Lyubomirsky, 2008; Bakker and Oerlemans, 2010).

An organisation's employees, through their participation and commitment, can be regarded as the most important source of success for the organisation (Boeyens, 1985; Kerego and Mthupha, 1997). Organisational culture can therefore, greatly influence the efficiency and effectiveness of an organisation through its employees (Deal and Kennedy, 1982; Peters and Waterman, 1982; Denison, 1984; 1990; Schein, 1992; Denison and Mishra, 1995; Sorensen, 2002; Jaghargh, et al., 2012). Moreover, organisational culture has been shown to have a significant impact on the satisfaction and commitment of its employees (Johnson and McIntyre, 1998; MacIntosh and Alison, 2010). This was demonstrated with the "Workplace of Choice" survey that took place in GMSA which significantly improved employee happiness and, in turn their job satisfaction, after numerous cultural changes were made to align the organisation's offering with its employees' needs. This positive relationship between culture and job satisfaction supports the theory reviewed in the literature (Sempane, Rieger and Roodt, 2002; Martins and Coetzee, 2007; Mehr, et al., 2012).

Understanding employee needs is crucial to the success of the organisation. This will enable organisations to analyse the workplace needs of its employees to ensure that the organisation fully understand and are able to satisfy or at least accommodate these needs. It is therefore important that the organisation investigates the employee needs to be able to align them with the cultural value-offering of the organisation.

The main research objective (RO<sub>M</sub>) of this study was to conduct an employee happiness research survey in order to identify the factors in Organisational Culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA.

Section 5.2 summarises the main findings established in this study by achieving the secondary research objectives and addressing the secondary research questions. Section 5.3 presents a summary of the contribution that the research has made to the existing body of knowledge on the subject of Employee Happiness for organisations. Section 5.4 recommends possible opportunities for future studies. Section 5.5 presents the limitations of this study. Section 5.6 presents managerial recommendations for GMSA that are drawn from the main findings of the study. The chapter concludes with a summary in Section 5.7. Figure 5.1 shows an overview of the chapter.

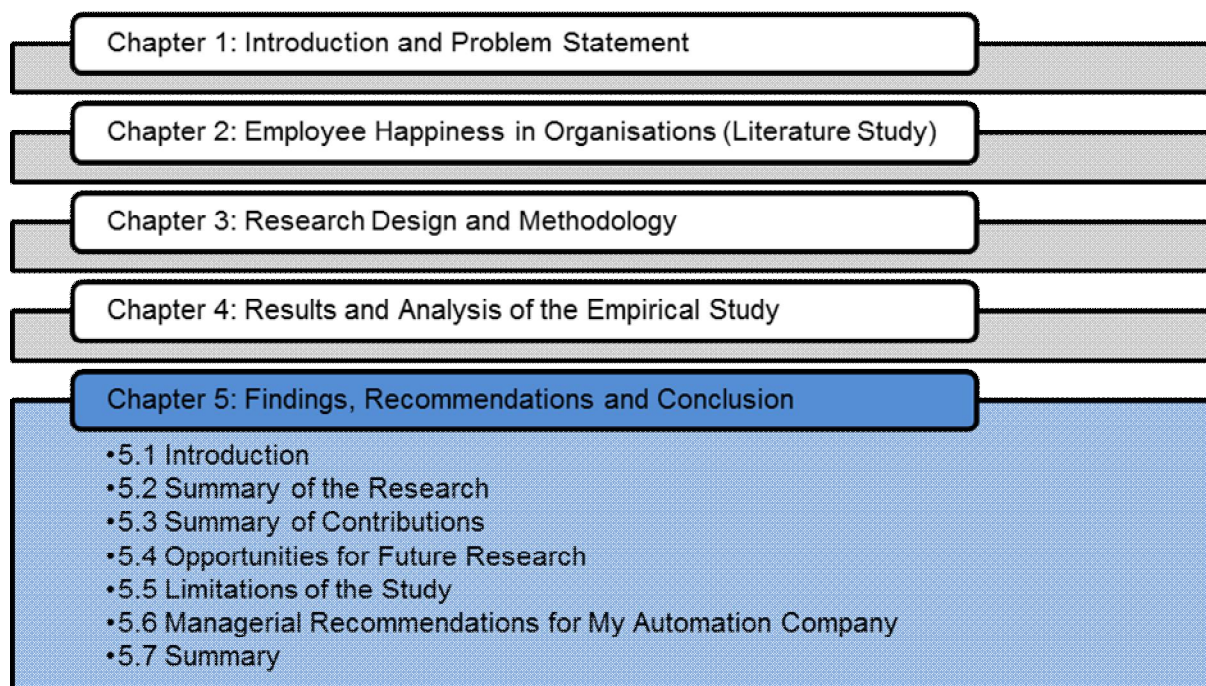


Figure 5.1 - Overview of Chapter 5.

## 5.2. Summary of the Research Questions

Seven research questions were identified and investigated in order to address the main research question of this study. This section provides a summary of these investigations.

The primary research question (RQ<sub>M</sub>) of this study was stated as, “*What factors in Organisational Culture influence Employee Happiness and, in turn, their Job Satisfaction in GMSA?*” Seven secondary research questions (RQ<sub>1</sub> to RQ<sub>7</sub>) were identified and investigated in order to find solutions to this main problem. These secondary questions were stated as follows:

- **RQ<sub>1</sub>:** *What factors influence employee happiness?*
- **RQ<sub>2</sub>:** *What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?*
- **RQ<sub>3</sub>:** *What research design and methodology should be utilised in the study?*
- **RQ<sub>4</sub>:** *What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?*
- **RQ<sub>5</sub>:** *What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?*
- **RQ<sub>6</sub>:** *What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?*
- **RQ<sub>7</sub>:** *What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?*

### 5.2.1. Research Question RQ<sub>1</sub>

The first research question was stated as, “*What factors influence employee happiness?*” In order to successfully address this research question, a literature review was conducted in Chapter 2 which introduced GMSA, explored its historical background and discussed the significance of General Motors in South Africa, in the

first section of the chapter. The vital role that GMSA plays in the economy and community of South Africa was demonstrated. GMSA's greatest contributor to its employees, their dependants and the community at large (which is the provision of education) was established in the literature. The "Workplace of Choice" survey conducted in GMSA established that employee happiness and satisfaction levels significantly improved as a result of organisational culture and structural changes implemented in the organisation.

The following section discussed the concept of happiness, its nature and importance as well as the factors influencing happiness. The vital role that happiness plays in today's society was demonstrated. Additional findings established that a happy employee equates to a productive employee, and a positive correlation between happiness and work performance was identified in the literature. A comprehensive understanding of the concept and constructs involved with happiness in general as well as in the workplace was established. The importance of analysing happiness for this study was illustrated. Factors that influence happiness in general as well as in the workplace were determined to establish the relationship between the independent, mediating and dependent variables.

The next section discussed the concept, job satisfaction, its nature and importance, its relationship with happiness as well as the factors influencing job satisfaction. The significant role that job satisfaction plays in the performance and success of individuals and organisations was demonstrated. Additional findings established that an employee who is satisfied with his/her job equates to a productive employee and a positive correlation between job satisfaction and work performance was identified in the literature. A comprehensive understanding of the concept and constructs involved with job satisfaction was established. The importance of analysing job satisfaction for this study was illustrated. The relationship between happiness and job satisfaction was identified subsequently resulting in a positive correlation. Factors that influence job satisfaction were determined to establish the relationship between the independent, mediating and dependent variables.

The significance of conducting an Employee Happiness research in GMSA was identified and discussed in Chapter 2.



### 5.2.2. Research Question RQ<sub>2</sub>

The second research question was stated as, “*What are the factors to be included in the proposed employee happiness model that influence the happiness and job satisfaction of employees in GMSA?*” The literature review continued to the last section of chapter 2. This section discussed the concept organisational culture, its nature and importance, its relationship with job satisfaction as well as the factors influencing organisational culture. The significant role that organisational culture plays in the competitiveness, performance and success of individuals as well as of organisations was demonstrated. Additional findings, in the literature, established that an employee who is immersed in an enabling organisational culture is not only satisfied with his/her job but also shows commitment and engagement in the job. A positive relationship between organisational culture and work performance was identified in the literature. A comprehensive understanding of the concept and constructs involved with organisational culture was established. The importance of analysing organisational culture for this research was illustrated. The relationship between job satisfaction and organisational culture was identified subsequently resulting in a positive correlation. Factors that influence organisational culture were determined to establish the relationship between the independent, mediating and dependent variables.

The last section of Chapter 2 addressed RQ<sub>2</sub> by identifying the factors in organisational culture influencing employee happiness and, in turn, their job satisfaction as: *Involvement (Empowerment, Team Orientation and Capability Development), Consistency (Core Values, Agreement, and Coordination and Integration), Adaptability (Creating Change, Customer Focus and Organisational Learning), Mission (Strategic Direction and Intent, Vision, and Goals and Objectives), Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition.*

### 5.2.3. Research Question RQ<sub>3</sub>

The third research question was stated as, “*What research design and methodology should be utilised in the study?*” Chapter 3 addressed RQ<sub>3</sub> by describing, in depth,

the research design and methodology followed for this study. The research paradigm for this study was discussed subsequently resulting in a positivistic and quantitative paradigm. The hypotheses for the research were formulated. The population, sample and sampling technique were identified. The questionnaire scale, reliability and validity; questionnaire constructs; questionnaire distribution; strengths and weaknesses of the data collection method; and the number of responses and response rate were identified. The data analysis and design of the measuring instrument were examined. The research approach and limitations of the research were explained.

#### 5.2.4. Research Question RQ<sub>4</sub>

The fourth research question was stated as, “*What relationships between the independent, mediating, and dependent variables can be verified through the empirical evaluation of the proposed model for Employee Happiness in GMSA?*” Chapter 4 discussed the various univariate and multivariate data analyses and interpretation methods that would be used in this study. The chapter presented and discussed the demographic data that were captured in the empirical study. The various First Level Factors, Second Level Factors, Mediating Variable and the Dependent Variable were presented and discussed by using primarily descriptive statistics such as frequency distributions. Section 4.4.2 addressed RQ<sub>4</sub> by verifying and accepting the hypothesised relationships between the variables, by using inferential statistics in the form of Pearson’s Correlation Coefficients.

#### 5.2.5. Research Question RQ<sub>5</sub>

The fifth research question was stated as, “*What factors in the proposed Employee Happiness model for GMSA have a higher correlation with Happiness and Job Satisfaction than other identified factors?*” Section 4.4.3 addressed RQ<sub>5</sub> by using Pearson’s correlation coefficient to establish the correlation between the various First and Second Level Factors in the proposed Employee Happiness model and *Happiness and Job Satisfaction*. This was done in order to measure the linear association between these variables and to establish the weighted importance of

each. Based on the statistical analysis of the survey results recommended business practices were identified.

#### 5.2.6. Research Question RQ<sub>6</sub>

The sixth research question was stated as, “*What is the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA?*” Section 4.4.4 addressed RQ<sub>6</sub> by illustrating that, while there is a significant difference in the perceived happiness of GMSA’s employee groups in most aspects, there is no significant difference between the perceived importance assigned to Happiness factors by Hourly- and Staff-level employees in the organisation. Based on the statistical analysis of the survey results recommended business practices were identified.

#### 5.2.7. Research Question RQ<sub>7</sub>

The seventh research question was stated as, “*What is the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA?*” Section 4.4.5 addressed RQ<sub>7</sub> by illustrating that, while there is a significant difference in the perceived happiness of GMSA’s employee groups in all aspects, there is no significant difference between the perceived importance assigned to Happiness factors by Below Tertiary- and Tertiary-level employees in the organisation. Based on the statistical analysis of the survey results recommended business practices were identified.

#### 5.2.8. Main Research Question RQ<sub>M</sub>

The primary research question of the study was stated as, “*What factors in Organisational Culture influence Employee Happiness and, in turn, their Job Satisfaction in GMSA?*” In order to suggest solutions to this main problem seven secondary questions (RQ<sub>1</sub> to RQ<sub>7</sub>) were identified and investigated. RQ<sub>M</sub> was addressed by developing and statistical by accepting the hypothesised Employee Happiness model shown in Figure 5.2. This model identified the following factors as having an influence on Employee Happiness in GMSA: *Involvement (Empowerment,*

*Team Orientation and Capability Development), Consistency (Core Values, Agreement, and Coordination and Integration), Adaptability (Creating Change, Customer Focus and Organisational Learning), Mission (Strategic Direction and Intent, Vision, and Goals and Objectives), Open Communication, Work-Life Balance, Commitment, Engagement, Fairness and Trust, and Reward and Recognition.*

### **5.3. Summary of Contributions**

This research study has made the following contributions to the existing body of knowledge on the subject of Employee Happiness models for organisations:

- A new proposed Employee Happiness model for GMSA has been presented. The model is based on reviewed literature on GMSA, Happiness, Job Satisfaction and Organisational Culture;
- A measuring instrument to gauge the Employee Happiness of organisations was developed;
- Misalignment between internal perceptions of employee needs and actual employee needs regarding happiness and job satisfaction were identified. Corrective actions were recommended;
- Misalignment between the perceptions of Hourly- and Staff-level employees regarding the organisation's cultural value-offering were identified. Corrective actions were recommended;
- Misalignment between the perceptions of Below Tertiary- and Tertiary-level educated employees regarding the organisation's cultural value-offering were identified. Corrective actions were recommended; and
- An Employee Happiness model have been developed which can be used by management as well as HR practitioners in organisations to identify gaps between employee needs and company expectations. Figure 5.2 illustrates this model.

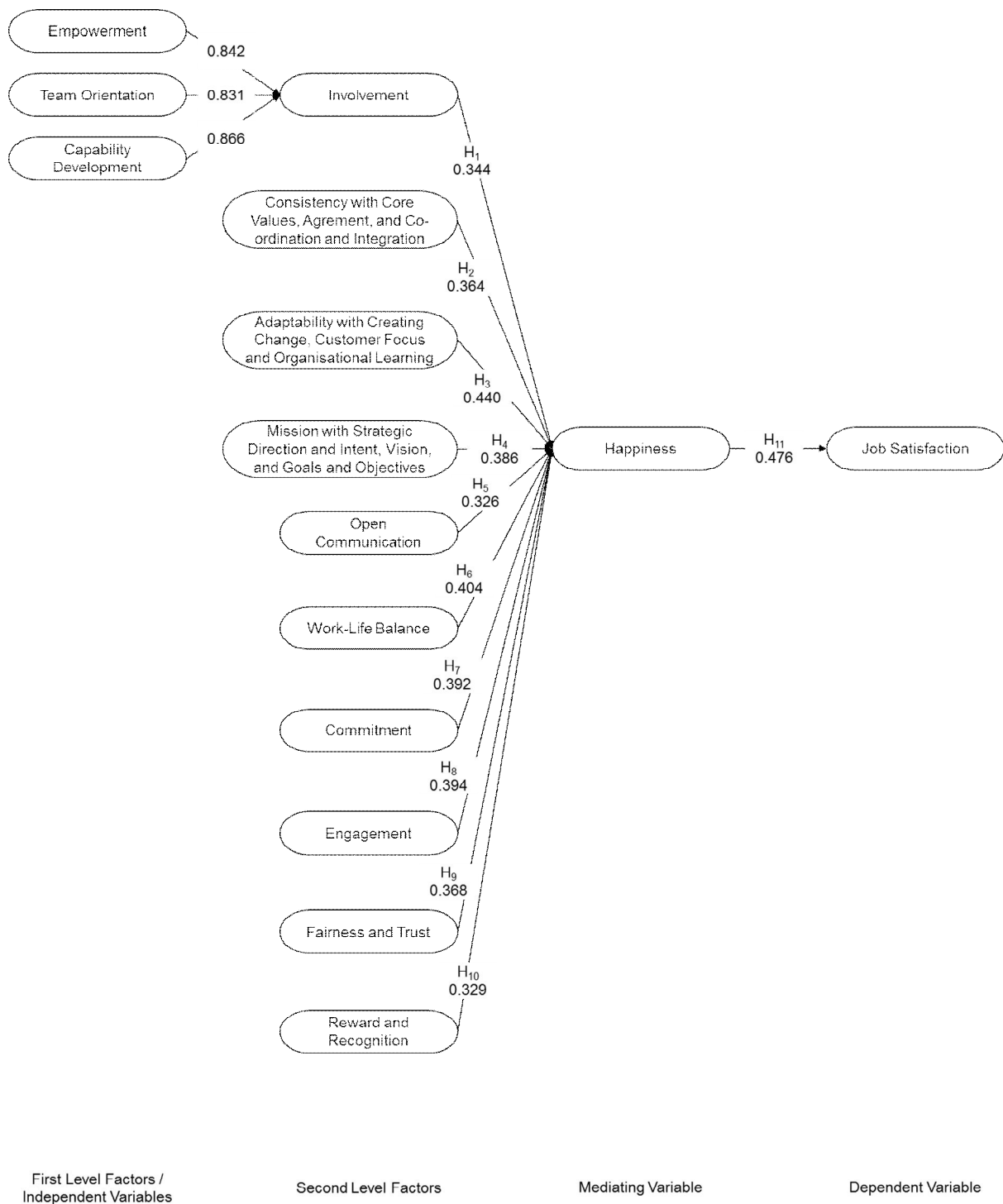


Figure 5.2 - Employee Happiness Model for GMSA.

#### **5.4. Opportunities for Future Research**

Opportunities for future research have been identified throughout the research process of this study. Some of these research opportunities are outlined below:

- Future research can be performed by applying this Employee Happiness model in other organisations in order to obtain a larger sample size so that quantitative statistical analysis of the model can be further evaluated;
- Future studies can also be based on probability samples that are more representative of the population;
- Future research can be performed using factor analysis with a larger sample size to confirm this exploratory research;
- An in-depth research study could be conducted to identify why Hourly-level and Staff-level employees perceive a difference in the organisation's cultural value-offering;
- An in-depth research study could be conducted to identify why Below Tertiary- and Tertiary-level educated employees perceive a difference in the organisation's cultural value-offering;
- An in-depth research study could be conducted to identify strategies to better align employee needs as perceived by the organisation and actual employee needs; and
- An in-depth research study could be conducted to confirm if an organisation's efficiency, effectiveness and performance increases if it better aligns its cultural value-offering to the needs of its employees as determined by this study.

#### **5.5. Limitations of the Study**

A limitation describes a weakness or deficiency in the research study (Collis and Hussey, 2014). The following have been identified as limitations of this research study:

- The research under investigation was based on non-probability (convenience) sampling, therefore the results cannot be generalised to the population as a whole. The sample was also limited in size;
- The respondents of this research study were concentrated in South Africa, General Motors in particular, due to the location of the researcher and the ability to reach the employees of the organisation. If this study were to be repeated in another geographic location the results may differ;
- This study was a positivistic and quantitative research. This research paradigm is limited by the inability to extract further detail which may be revealed by the limited available responses of respondents;
- Distribution of hardcopy questionnaires to a large number of respondents limits the amount of control which the researcher has over the response rate. The number of questions had to be kept to a minimum to maintain the respondent's willingness to answer the questions;
- The distribution and collection of hardcopy questionnaires create uncertainty in guaranteeing the anonymity of the respondent, especially when the objective is to collect personal information. This scepticism could be a contributing factor for the low response rate;
- The scope of the study was limited to focus only on selected factors influencing Job Satisfaction, Happiness and Organisational Culture, and did not consider all the factors influencing these variables. Future studies could present a broader view on the subject by investigating all of the other factors; and
- This study was limited to the employees of GMSA. It is therefore possible that the outcome of this study might be different if a similar study was performed on employees of another organisation.

## **5.6. Managerial Recommendations for GMSA**

Various practical business recommendations for GMSA were identified throughout this research study. These recommendations were based on reviewed literature as well as the Employee Happiness survey's statistical analysis results.

### 5.6.1. Importance of Adaptability

*Adaptability* was found to have the strongest influence on employee happiness in GMSA of all the Second Level Factors. This finding suggests that employees place high value on creating change, customer focus and organisational learning. These factors could be seen as additional value adding activities.

GMSA should ensure that it places high value on its cultural value-offering towards employees regarding adaptability with creating change, customer focus and organisational learning. Practical recommendations include supporting employee flexibility and encouraging innovation in order to create change, as well as offering training and development to promote continuous learning.

### 5.6.2. Relatively high importance of Adaptability with Creating Change, Customer Focus and Organisational Learning; and Work-Life Balance

Factors that have a higher correlation with employee happiness than others were identified as *Adaptability with Creating Change, Customer Focus and Organisational Learning*; and *Work-Life Balance*. These factors are possibly seen as factors that differentiate GMSA from other organisations as they have higher correlation strength with *Employee Happiness*.

This practically means GMSA must place greater importance and allocate more resources to improving its cultural value-offering with regards to these identified factors than the other independent variables, as any perceived change (increase or decrease) in these variables will have a more significant effect on Employee Happiness and, in turn, their Job Satisfaction. Practical recommendations include accommodating family responsibilities, supporting balance between work and personal commitments, and again supporting employee flexibility.



### *5.6.3. Relatively lower importance of Engagement; Commitment; Mission; Fairness and Trust; Consistency; Reward and Recognition; Open Communication; Capability Development; Empowerment; and Team Orientation*

Factors that have a weaker correlation with employee happiness than others were identified as *Engagement; Commitment; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Fairness and Trust; Consistency with Core Values, Agreement, and Coordination and Integration; Reward and Recognition; Open Communication; Capability Development; Empowerment; and Team Orientation*. A possible explanation is that employees view these factors as standard requirements that are expected from the organisation's cultural value-offering.

GMSA should carefully review how much of its resources it allocates and importance it assigns to these factors as any perceived change in these variables will have a smaller effect on Employee Happiness and, in turn, their Job Satisfaction. While it is important to meet the minimum requirements relating to these factors, any additional resources should rather be allocated to improving the cultural value-offering of factors identified in Section 5.6.2.

### *5.6.4. Team Orientation and Empowerment of employees*

*Team Orientation* was demonstrated to have the weakest, but still relatively significant, positive correlation with *Employee Happiness* of all the independent factors. Empowerment is also not far off this correlation. This indicates that the employees of GMSA are not very team oriented nor are they empowered. These factors do not have a strong influence on employee happiness and, in turn, their job satisfaction in the organisation.

A practical recommendation for GMSA is not to focus most of its attention on teamwork and empowerment as these factors are not as significant in improving employee happiness, but rather to focus on improving its cultural value-offering on the factors shown to have a higher correlation with employee happiness. The organisation should then focus on improving its management as well as its HR department's effectiveness in communicating this to the organisation's employees.

Following this proposed strategy will assist GMSA in increasing Employee Happiness and, in turn, his/her Job Satisfaction within the organisation.

#### *5.6.5. Importance of the influence of Happiness on Job Satisfaction*

*Happiness* was demonstrated to have a significant influence on *Job Satisfaction*, in fact, greater than what any independent factor had on happiness. This finding is in line with the literature which mentions that happiness is positively correlated with job satisfaction. A possible explanation for this finding is, it suggests that a happy employee will most likely result in one that is satisfied with his/her job.

GMSA should ensure that it provides its employees with the cultural value-offerings that influence employee happiness, in order to make them happy. This will result in an increased level of job satisfaction amongst employees. It could then lead to highly committed and performing employees and therefore a high performance organisation as a whole.

#### *5.6.6. Difference in organisation performance as perceived by employees of different Job Levels*

It was demonstrated that there is a significant difference between the value that is assigned to the First Level Factors namely *Empowerment; Team Orientation; Capability Development; Consistency with Core Values, Agreement, and Coordination and Integration; Adaptability with Creating Change, Customer Focus and Organisational Learning; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; and Reward and Recognition* by Hourly- and Staff-level employees. In all these instances the Staff-level employees rated GMSA's cultural value-offering higher than Hourly-level employees did. This practically means GMSA is performing better with regards to its cultural value-offering given to Staff-level employees as opposed to that given to Hourly-level employees. In other words the organisation is offering more to the higher-hierarchy Staff-level employees than to the lower-hierarchy Hourly-level employees concerning perceived employee happiness and job satisfaction.

A possible explanation for this could be Staff-level employees enjoy more direct and constant access to GMSA's information where they are exposed to a wide range of aspects from the cultural value-offering. Hourly-level employees are more than likely to be exposed to only some aspects of GMSA's cultural value-offering as, due to the nature of manufacturing organisations, most Hourly-level employees only get actively involved when not on the production line or fulfilling daily operational duties to support production. Another possible explanation could be that Staff-level employees are more involved in business decision making, have more opportunities in the business, are more flexible, have more job responsibilities and receive first-hand feedback from management. This theory is supported when taking all the identified variables into account.

The argument arises that, Staff-level employees interact more closely with GMSA's management than what Hourly-level employees do. They are therefore more likely to provide a higher rating than Hourly-level group who may remain objective with their rating. As a recommendation, GMSA could develop and implement methods in order to create awareness, involvement, consistency, strategic direction, learning, open communication, flexibility, commitment, engagement, fairness and trust as well as recognition amongst Hourly-level employees.

A significant and practical difference between the ratings of Hourly- and Staff-level employees for all of the measured variables is a concern for GMSA. The practical implication for GMSA is, there is a misalignment between the perceptions of Hourly- and Staff-level employees with regards to the cultural value-offering of the organisation.

#### *5.6.7. No difference in the Employee Happiness model between Hourly- and Staff-level employees*

It was demonstrated that there is no significant difference in the proposed Employee Happiness model between Hourly- and Staff-level employees. Both Hourly- and Staff-level employee groups assign the same level of importance to the independent variables and their influence on the perceived employee happiness gained from GMSA's cultural value-offering. The practical implication for GMSA is, the

organisation does not need to adjust its cultural value-offering dependent on the employee group.

#### *5.6.8. Difference in organisation performance as perceived by employees of different Education Levels*

It was demonstrated that there is a significant difference between the value that is assigned to the First Level Factors namely *Empowerment; Team Orientation; Capability Development; Consistency with Core Values, Agreement, and Coordination and Integration; Adaptability with Creating Change, Customer Focus and Organisational Learning; Mission with Strategic Direction and Intent, Vision, and Goals and Objectives; Open Communication; Work-Life Balance; Commitment; Engagement; Fairness and Trust; and Reward and Recognition* by Below Tertiary- and Tertiary-level Educated employees. In all these instances the Tertiary-level educated employees rated GMSA's cultural value-offering higher than Below Tertiary-level Educated employees did. This practically means GMSA is performing better with regards to its cultural value-offering given to Tertiary-level educated employees as opposed to that given to Below Tertiary-level Educated employees. In other words the organisation is offering more to higher educated employees than to partially educated employees concerning perceived employee happiness and job satisfaction.

Possible explanations for this could be that GMSA's cultural value-offering is not effectively being communicated/offered to its lower educated (Below Tertiary-level) employees, or the feedback received from Tertiary-level employees may be insufficient or inaccurate. As a recommendation, GMSA should focus its efforts and resources on improving this communication. Further research should be performed by the organisation in order to establish the root cause of this misalignment.

A significant and practical difference between the ratings of Below Tertiary and Tertiary-level employees for all of the measured variables is a concern for GMSA. The practical implication for GMSA is, there is a misalignment between the perceptions of Below Tertiary- and Tertiary-level employees with regards to the cultural value-offering of the organisation.

#### *5.6.9. No difference in the Employee Happiness model between Below Tertiary- and Tertiary-level Educated employees*

It was demonstrated that there is no significant difference in the proposed Employee Happiness model between Below Tertiary- and Tertiary-level employees. Both Below Tertiary- and Tertiary-level employee groups assign the same level of importance to the independent variables and their influence on the perceived employee happiness gained from GMSA's cultural value-offering. The practical implication for GMSA is, the organisation does not need to adjust its cultural value-offering dependent on the employee group.

### **5.7. Summary**

The main research objective of this research was to identify the factors in Organisational Culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA. The deliverables to achieve this included:

- Conducting a literature review in order to establish the factors that influence employee happiness;
- Developing a proposed model in order to determine the influence of organisational culture on employee happiness and, in turn, their job satisfaction in GMSA;
- Explaining the research design and methodology used for this study with sufficient detail to allow it to be reproduced in future;
- Conducting an empirical evaluation of the proposed Employee Happiness model using an employee survey;
- Establishing the correlation or weighted importance of the identified factors in the proposed Employee Happiness model, and Happiness, as well as Job Satisfaction;
- Establishing the perceived importance of the identified Happiness factors by Hourly- and Staff-level employees in GMSA; and
- Establishing the perceived importance of the identified Happiness factors by Below Tertiary- and Tertiary-level Educated employees in GMSA.

This research study concluded in the development of an Employee Happiness model that not only indicated the factors in Organisational Culture that influence Employee Happiness and, in turn, their Job Satisfaction in GMSA, but also the effect that each of the identified factors have on perceived employee happiness.

The main problem to be addressed by this study stated as, “Employee needs regarding happiness and job satisfaction which results from an organisation’s cultural value-offering have not been adequately researched for organisations in South Africa”, has been effectively addressed.

Recommendations were made to areas where this model could be improved, opportunities for further research were outlined, limitations of this study were identified and managerial recommendations based on this study were made.

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## 7. APPENDICES

### 7.1. Appendix A: Questionnaire

Dear Respondent

I am studying towards my MBA (Masters in Business Administration) degree at the Nelson Mandela Metropolitan University Business School. I am conducting research on the influence of organisational culture on employee happiness and, in turn, their job satisfaction in General Motors South Africa. I believe that my study will make an important contribution to the understanding and improvement of employee happiness and job satisfaction in General Motors South Africa.

You are part of our selected sample of respondents whose views we seek on the above-mentioned matter. We would therefore appreciate it if you could answer all the questions. It should not take more than fifteen minutes of your time and we want to thank you in advance for your co-operation.

There are no correct or incorrect answers. Please answer the questions as accurately as possible. For each statement, tick the numbered box which best describes your experience or perception. For example, if you strongly agree with the statement, tick the box marked number 5 on the far right. If you strongly disagree with the statement, tick the box marked number 1 on the far left. **Tick only one answer for each statement and answer all the questions please. Please note also that the word “organisation” refers to General Motors South Africa.**

Please note also that your participation in this study is entirely voluntary and that you have the right to withdraw from the study at any stage.

Thank you very much.

Julian Cooper

To verify the authenticity of the study, please contact Prof Margaret Cullen at 041 504 3772 or alternatively [margaret.cullen@nmmu.ac.za](mailto:margaret.cullen@nmmu.ac.za).

## 1. Demographics

The following 10 items solicit basic demographic information concerning you, the respondent, and your employer, General Motors South Africa. Please indicate your response by placing a tick in the appropriate numbered block ranging from 1 to 7 as requested.

1	Gender	Male	Female					
		1	2					
2	Age	18-25 Yrs	26-35 Yrs	36-45 Yrs	46-55 Yrs	55-60 Yrs		
		1	2	3	4	5		
3	Ethnic Group	Asian	Black	Coloured	Indian	White		
		1	2	3	4	5		
4	Marital Status	Married	Single	Divorced	Separated	Living together	Widowed	
		1	2	3	4	5	6	
5	Indicate no. of Children							
6	How often do you exercise?	Never	1 Day/week	2 Days/week	3 Days/week	More than 3 Days/week		
		1	2	3	4	5		
7	Education Level	Below Matric	Matric	National Diploma	Undergrad Degree	Postgrad Degree		
		1	2	3	4	5		
8	Years of Service	0-5 Yrs	6-10 Yrs	11-20 Yrs	21-30 Yrs	31-40 Yrs	41-50 Yrs	
		1	2	3	4	5	6	
9	Job level	Team Member	Team Leader	Co-ordinator (Grade 6)	Professional (Grade 7)	Manager	Director	
		1	2	3	4	5	6	
10	Department	Engineering/Maintenance	Finance	HR	IT	Production	Sales & Marketing	Supply Chain
		1	2	3	4	5	6	7

## 2. Empowerment

In the following sections, please indicate by placing a tick in the appropriate column, the extent to which you agree or disagree with each statement. The columns range from 1 to 5. 1 denotes strongly disagree with the statement, whereas 5 denotes strongly agree with the statement.

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, authority is delegated so that I can act on my own.	1	2	3	4	5
2	My direct leader involves me in decision making.	1	2	3	4	5
3	I make decisions at a level where the best information is available.	1	2	3	4	5
4	I can influence the way my work is done.	1	2	3	4	5
5	I have control over the resources needed to accomplish my work.	1	2	3	4	5
6	I believe that I can make a positive impact in my organisation.	1	2	3	4	5

### 3. Team Orientation

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, people work like they are part of a team.	1	2	3	4	5
2	Cooperation across different parts of the organisation is actively encouraged.	1	2	3	4	5
3	Teamwork is used to get work done, rather than hierarchy.	1	2	3	4	5
4	Teams treat members equally, regardless of rank, culture, or other differences.	1	2	3	4	5
5	My direct leader develops a positive team atmosphere.	1	2	3	4	5
6	The people in my workgroup work together to achieve our goals.	1	2	3	4	5

### 4. Capability Development

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, there is continuous investment in the improvement of my skills.	1	2	3	4	5
2	I receive adequate training and development to enhance my skills and knowledge.	1	2	3	4	5
3	There are sufficient opportunities within my workgroup for assignments to gain new skills.	1	2	3	4	5
4	My organisation strongly supports my learning and capability development.	1	2	3	4	5
5	My direct leader provides the necessary support that I need to succeed.	1	2	3	4	5

### 5. Consistency with Core Values, Agreement, and Coordination and Integration

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, there is a clear and consistent set of values that govern the way we do business.	1	2	3	4	5
2	The leaders 'practice what they preach'.	1	2	3	4	5
3	There is an ethical code and a clear agreement that guides our behaviour and tells us right from wrong.	1	2	3	4	5
4	When disagreements occur, we work hard to achieve "win-win" solutions.	1	2	3	4	5
5	It is easy to reach consensus, even on difficult issues.	1	2	3	4	5
6	People from different parts of the organisation share a common perspective and have aligned goals.	1	2	3	4	5

### 6. Adaptability with Creating Change, Customer Focus and Organisational Learning

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, the way I do things is flexible.	1	2	3	4	5
2	I am encouraged to try out new ideas, and new and improved ways to do work are continually adopted.	1	2	3	4	5
3	I frequently improvise to solve problems when answers are not apparent.	1	2	3	4	5
4	I constantly monitor my level of commitment to serving customer needs.	1	2	3	4	5
5	Learning is an important objective in my day-to-day work.	1	2	3	4	5
6	Leaders support requests for learning and continually seek opportunities for me to learn.	1	2	3	4	5

### 7. Mission with Strategic Direction and Intent, Goals and Objectives, and Vision

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In this organisation, I have a long-term purpose and direction.	1	2	3	4	5
2	My organisation's vision, values and goals provide meaningful direction to me.	1	2	3	4	5
3	The way we manage performance, keeps me focused on achieving my organisation's goals.	1	2	3	4	5
4	My direct leader sets clear expectations and goals with me.	1	2	3	4	5
5	My progress is measured against stated goals.	1	2	3	4	5
6	The vision of our business creates excitement and motivates me.	1	2	3	4	5

### 8. Open communication

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, leaders encourage me to speak up when I disagree with decisions.	1	2	3	4	5
2	I have the freedom to express my views.	1	2	3	4	5
3	Information is widely shared so that I can get it when needed.	1	2	3	4	5
4	My organisation uses two-way communication on a regular basis, such as suggestion systems or open meetings.	1	2	3	4	5
5	My direct leader provides me with feedback that helps me to improve my performance.	1	2	3	4	5
6	There are adequate channels of formal communication.	1	2	3	4	5

7	Overall communication is effective.	1	2	3	4	5
<b>9. Work-Life Balance</b>						
No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, I am treated as a person rather than just an employee.	1	2	3	4	5
2	The organisation has a real interest in my wellbeing and personal concerns.	1	2	3	4	5
3	Leaders are accommodating to my non-work needs and family responsibilities.	1	2	3	4	5
4	My direct leader supports my need to find appropriate balance between work and personal commitments.	1	2	3	4	5
5	The balance between my work and personal commitments is right for me.	1	2	3	4	5
6	I have appropriate control over my workload.	1	2	3	4	5
<b>10. Commitment</b>						
No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I get a sense of accomplishment from my work.	1	2	3	4	5
2	I consider my organisation as one of the best places to work.	1	2	3	4	5
3	Given the opportunity, I recommend my organisation's products and services.	1	2	3	4	5
4	I am proud to tell people I work for this organisation.	1	2	3	4	5
5	I feel loyal towards this organisation.	1	2	3	4	5
6	I feel loyal towards the employees and leaders of this organisation.	1	2	3	4	5
<b>11. Engagement</b>						
No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I would not hesitate to recommend my organisation to a friend seeking employment.	1	2	3	4	5
2	I rarely think about leaving my organisation to work somewhere else.	1	2	3	4	5
3	My organisation motivates me to contribute more than is normally required to complete my work.	1	2	3	4	5
4	Given the opportunity, I tell others great things about working for this organisation.	1	2	3	4	5
5	It would take a lot to get me to leave this organisation.	1	2	3	4	5

6	My organisation inspires me to do my best every day.	1	2	3	4	5
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### 12. Fairness and Trust

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, career opportunities are given to the most qualified employees.	1	2	3	4	5
2	My direct leader treats employees fairly.	1	2	3	4	5
3	I am paid fairly for the contributions I make to the organisation's success.	1	2	3	4	5
4	I trust management to look after my best interests.	1	2	3	4	5
5	Employees spend time building trust with one another.	1	2	3	4	5
6	I would feel comfortable expressing any concerns or issues I might have regarding work to my direct leader.	1	2	3	4	5

### 13. Reward and Recognition

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	In my organisation, my direct leader appropriately recognises my efforts and results.	1	2	3	4	5
2	I receive appropriate recognition (beyond my pay and benefits) for my contributions and accomplishments.	1	2	3	4	5
3	I get appropriately rewarded for good performance.	1	2	3	4	5
4	I am explicitly rewarded if I am a source of quality improvement.	1	2	3	4	5
5	Reward and recognition are based on individual performance.	1	2	3	4	5
6	Teams are rewarded for their achievements.	1	2	3	4	5

### 14. Happiness

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel comfortable with myself.	1	2	3	4	5
2	I look at the bright side of life.	1	2	3	4	5
3	I like myself.	1	2	3	4	5
4	I feel particularly pleased with the way I am.	1	2	3	4	5
5	Life is good.	1	2	3	4	5

6	I think that the world is a good place.	1	2	3	4	5
7	I am happy.	1	2	3	4	5
8	I am satisfied with my life.	1	2	3	4	5
9	My life is close to my ideal.	1	2	3	4	5
10	If I could live my life over, I would change almost nothing.	1	2	3	4	5

### 15. Job Satisfaction

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am satisfied with my job.	1	2	3	4	5
2	I enjoy working in this organisation.	1	2	3	4	5
3	I experience my involvement in this organisation as rewarding.	1	2	3	4	5
4	I experience my involvement in this organisation as fulfilling.	1	2	3	4	5
5	I am satisfied with the way that we work together in this organisation.	1	2	3	4	5
6	I am satisfied with the sense of achievement I get from my job.	1	2	3	4	5
7	I feel that my job is secure.	1	2	3	4	5
8	I am satisfied with the training I have received.	1	2	3	4	5
9	I am satisfied with my pay.	1	2	3	4	5

Thank you for taking the time to complete the questionnaire. Your input is highly appreciated.

Please return the questionnaire by Friday, 14 August 2015.



## 7.2. Appendix B: Factor and Item Descriptions

Factor	Item	Statement
F1.Inv.Emp	Grp2.Q1	In my organisation, authority is delegated so that I can act on my own.
F1.Inv.Emp	Grp2.Q2	My direct leader involves me in decision making.
F1.Inv.Emp	Grp2.Q3	I make decisions at a level where the best information is available.
F1.Inv.Emp	Grp2.Q4	I can influence the way my work is done.
F1.Inv.Emp	Grp2.Q5	I have control over the resources needed to accomplish my work.
F1.Inv.Emp	Grp2.Q6	I believe that I can make a positive impact in my organisation.
F1.Inv.TO	Grp3.Q1	In my organisation, people work like they are part of a team.
F1.Inv.TO	Grp3.Q2	Cooperation across different parts of the organisation is actively encouraged.
F1.Inv.TO	Grp3.Q3	Teamwork is used to get work done, rather than hierarchy.
F1.Inv.TO	Grp3.Q4	Teams treat members equally, regardless of rank, culture, or other differences.
F1.Inv.TO	Grp3.Q5	My direct leader develops a positive team atmosphere.
F1.Inv.TO	Grp3.Q6	The people in my workgroup work together to achieve our goals.
F1.Inv.CD	Grp4.Q1	In my organisation, there is continuous investment in the improvement of my skills.
F1.Inv.CD	Grp4.Q2	I receive adequate training and development to enhance my skills and knowledge.
F1.Inv.CD	Grp4.Q3	There are sufficient opportunities within my workgroup for assignments to gain new skills.
F1.Inv.CD	Grp4.Q4	My organisation strongly supports my learning and capability development.
F1.Inv.CD	Grp4.Q5	My direct leader provides the necessary support that I need to succeed.
F1.Cons.CVACI	Grp5.Q1	In my organisation, there is a clear and consistent set of values that govern the way we do business.
F1.Cons.CVACI	Grp5.Q2	The leaders 'practice what they preach'.
F1.Cons.CVACI	Grp5.Q3	There is an ethical code and a clear agreement that guides our behaviour and tells us right from wrong.

F1.Cons.CVACI	Grp5.Q4	When disagreements occur, we work hard to achieve “win-win” solutions.
F1.Cons.CVACI	Grp5.Q5	It is easy to reach consensus, even on difficult issues.
F1.Cons.CVACI	Grp5.Q6	People from different parts of the organisation share a common perspective and have aligned goals.
F1.Adap.CCCFOL	Grp6.Q1	In my organisation, the way I do things is flexible.
F1.Adap.CCCFOL	Grp6.Q2	I am encouraged to try out new ideas, and new and improved ways to do work are continually adopted.
F1.Adap.CCCFOL	Grp6.Q3	I frequently improvise to solve problems when answers are not apparent.
F1.Adap.CCCFOL	Grp6.Q4	I constantly monitor my level of commitment to serving customer needs.
F1.Adap.CCCFOL	Grp6.Q5	Learning is an important objective in my day-to-day work.
F1.Adap.CCCFOL	Grp6.Q6	Leaders support requests for learning and continually seek opportunities for me to learn.
F1.Mis.SDIVGO	Grp7.Q1	In this organisation, I have a long-term purpose and direction.
F1.Mis.SDIVGO	Grp7.Q2	My organisation’s vision, values and goals provide meaningful direction to me.
F1.Mis.SDIVGO	Grp7.Q3	The way we manage performance, keeps me focused on achieving my organisation’s goals.
F1.Mis.SDIVGO	Grp7.Q4	My direct leader sets clear expectations and goals with me.
F1.Mis.SDIVGO	Grp7.Q5	My progress is measured against stated goals.
F1.Mis.SDIVGO	Grp7.Q6	The vision of our business creates excitement and motivates me.
F1.Comm	Grp8.Q1	In my organisation, leaders encourage me to speak up when I disagree with decisions.
F1.Comm	Grp8.Q2	I have the freedom to express my views.
F1.Comm	Grp8.Q3	Information is widely shared so that I can get it when needed.
F1.Comm	Grp8.Q4	My organisation uses two-way communication on a regular basis, such as suggestion systems or open meetings.
F1.Comm	Grp8.Q5	My direct leader provides me with feedback that helps me to improve my performance.
F1.Comm	Grp8.Q6	There are adequate channels of formal communication.
F1.Comm	Grp8.Q7	Overall communication is effective.

F1.WLB	Grp9.Q1	In my organisation, I am treated as a person rather than just an employee.
F1.WLB	Grp9.Q2	The organisation has a real interest in my wellbeing and personal concerns.
F1.WLB	Grp9.Q3	Leaders are accommodating to my non-work needs and family responsibilities.
F1.WLB	Grp9.Q4	My direct leader supports my need to find appropriate balance between work and personal commitments.
F1.WLB	Grp9.Q5	The balance between my work and personal commitments is right for me.
F1.WLB	Grp9.Q6	I have appropriate control over my workload.
F1.Commit	Grp10.Q1	I get a sense of accomplishment from my work.
F1.Commit	Grp10.Q2	I consider my organisation as one of the best places to work.
F1.Commit	Grp10.Q3	Given the opportunity, I recommend my organisation's products and services.
F1.Commit	Grp10.Q4	I am proud to tell people I work for this organisation.
F1.Commit	Grp10.Q5	I feel loyal towards this organisation.
F1.Commit	Grp10.Q6	I feel loyal towards the employees and leaders of this organisation.
F1.Eng	Grp11.Q1	I would not hesitate to recommend my organisation to a friend seeking employment.
F1.Eng	Grp11.Q2	I rarely think about leaving my organisation to work somewhere else.
F1.Eng	Grp11.Q3	My organisation motivates me to contribute more than is normally required to complete my work.
F1.Eng	Grp11.Q4	Given the opportunity, I tell others great things about working for this organisation.
F1.Eng	Grp11.Q5	It would take a lot to get me to leave this organisation.
F1.Eng	Grp11.Q6	My organisation inspires me to do my best every day.
F1.FT	Grp12.Q1	In my organisation, career opportunities are given to the most qualified employees.
F1.FT	Grp12.Q2	My direct leader treats employees fairly.
F1.FT	Grp12.Q3	I am paid fairly for the contributions I make to the organisation's success.
F1.FT	Grp12.Q4	I trust management to look after my best interests.
F1.FT	Grp12.Q5	Employees spend time building trust with one another.

F1.FT	Grp12.Q6	I would feel comfortable expressing any concerns or issues I might have regarding work to my direct leader.
F1.RR	Grp13.Q1	In my organisation, my direct leader appropriately recognises my efforts and results.
F1.RR	Grp13.Q2	I receive appropriate recognition (beyond my pay and benefits) for my contributions and accomplishments.
F1.RR	Grp13.Q3	I get appropriately rewarded for good performance.
F1.RR	Grp13.Q4	I am explicitly rewarded if I am a source of quality improvement.
F1.RR	Grp13.Q5	Reward and recognition are based on individual performance.
F1.RR	Grp13.Q6	Teams are rewarded for their achievements.
F.Hap	Grp14.Q1	I feel comfortable with myself.
F.Hap	Grp14.Q2	I look at the bright side of life.
F.Hap	Grp14.Q3	I like myself.
F.Hap	Grp14.Q4	I feel particularly pleased with the way I am.
F.Hap	Grp14.Q5	Life is good.
F.Hap	Grp14.Q6	I think that the world is a good place.
F.Hap	Grp14.Q7	I am happy.
F.Hap	Grp14.Q8	I am satisfied with my life.
F.Hap	Grp14.Q9	My life is close to my ideal.
F.Hap	Grp14.Q10	If I could live my life over, I would change almost nothing.
F.JS	Grp15.Q1	I am satisfied with my job.
F.JS	Grp15.Q2	I enjoy working in this organisation.
F.JS	Grp15.Q3	I experience my involvement in this organisation as rewarding.
F.JS	Grp15.Q4	I experience my involvement in this organisation as fulfilling.
F.JS	Grp15.Q5	I am satisfied with the way that we work together in this organisation.
F.JS	Grp15.Q6	I am satisfied with the sense of achievement I get from my job.

F.JS	Grp15.Q7	I feel that my job is secure.
F.JS	Grp15.Q8	I am satisfied with the training I have received.
F.JS	Grp15.Q9	I am satisfied with my pay.

Table 7.1 - Factor and Item Descriptions.

<b>F2</b>	<b>Level 1 Factors</b>	
F2.Inv	F1.Inv.Emp	Empowerment
	F1.Inv.TO	Team Orientation
	F1.Inv.CD	Capability Development
F2.Cons	F1.Cons.CVACI	Consistency with Core Values, Agreement, and Coordination and Integration
F2.Adap	F1.Adap.CCCFOL	Adaptability with Creating Change, Customer Focus and Organisational Learning
F2.Mis	F1.Mis. SDIVGO	Mission with Strategic Direction and Intent, Goals and Objectives, and Vision
	F1.SC.BE	Open communication
	F1.SC.SK	Work-Life Balance
	F1.SC.SF	Commitment
	F1.SC.SC	Engagement
	F1.B.CB	Fairness and Trust
	F1.B.AB	Reward and Recognition

Table 7.2 - First Level Factors.

<b>Level 2 Factors</b>	
F2.Inv	Involvement
F2.Cons	Consistency
F2.Adap	Adaptability
F2.Mis	Mission

Table 7.3 - Second Level Factors.

<b>Mediating Factor</b>	
F.Hap	Happiness

Table 7.4 - Mediating Factor.

<b>Dependent Factor</b>	
F.JS	Job Satisfaction

Table 7.5 - Dependent Factor.

### 7.3. Appendix C: Statistics for Employee Sample

#### 7.3.1. Demographics

Male	237	80.3%
Female	58	19.7%
Total	295	100.0%

Table 7.6 - Frequency distribution: Gender.

18-25 years	11	3.7%
26-35 years	86	29.2%
36-45 years	115	39.0%
46-55 years	70	23.7%
56-60 years	13	4.4%
Total	295	100.0%

Table 7.7 - Frequency distribution: Age.

Asian	3	1.0%
Black	81	27.5%
Coloured	149	50.5%
Indian	5	1.7%
White	57	19.3%
Total	295	100.0%

Table 7.8 - Frequency distribution: Ethnic Group.

Married	191	64.7%
Single	75	25.4%
Divorced	15	5.1%
Separated	5	1.7%
Living together	7	2.4%
Widowed	2	0.7%
Total	295	100.0%

Table 7.9 - Frequency distribution: Marital Status.

None	75	25.4%
One	59	20.0%
Two	98	33.2%
Three or more	63	21.4%
Total	295	100.0%

Table 7.10 - Frequency distribution: Number of Children.

Never	100	33.9%
1 day/week	66	22.4%
2 days/week	60	20.3%
3 days/week	32	10.8%
> 3 days/week	37	12.5%
Total	295	100.0%

Table 7.11 - Frequency distribution: Exercise Frequency.

Below matric	15	5.1%
Matric	139	47.1%
Nat. Diploma	83	28.1%
Undergrad	36	12.2%
Postgrad	22	7.5%
Total	295	100.0%

Table 7.12 - Frequency distribution: Education Level.

0-5 years	42	14.2%
6-10 years	68	23.1%
11-20 years	112	38.0%
21-30 years	64	21.7%
31-40 years	9	3.1%
Total	295	100.0%

Table 7.13 - Frequency distribution: Years of Service.

Team member	137	46.4%
Team leader	33	11.2%
Co-ordinator	63	21.4%
Professional	41	13.9%
Manager	21	7.1%
Total	295	100.0%

Table 7.14 - Frequency distribution: Job Level.

Eng./Maintenance	56	19.0%
Finance	11	3.7%
HR	16	5.4%
IT	18	6.1%
Production	156	52.9%
Sales & marketing	9	3.1%
Supply chain	29	9.8%
Total	295	100.0%

Table 7.15 - Frequency distribution: Department.



### 7.3.2. Factor Items

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp2.Q1	3.34	1.15	24	8.1%	48	16.3%	68	23.1%	115	39.0%	40	13.6%
Grp2.Q2	3.41	1.20	31	10.5%	37	12.5%	52	17.6%	130	44.1%	45	15.3%
Grp2.Q3	3.57	1.07	19	6.4%	26	8.8%	67	22.7%	135	45.8%	48	16.3%
Grp2.Q4	3.87	0.98	10	3.4%	19	6.4%	47	15.9%	142	48.1%	77	26.1%
Grp2.Q5	3.45	1.13	18	6.1%	42	14.2%	78	26.4%	103	34.9%	54	18.3%
Grp2.Q6	4.17	0.90	7	2.4%	12	4.1%	19	6.4%	142	48.1%	115	39.0%

Table 7.16 - Frequency Distributions: F1.Inv.Emp (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp3.Q1	3.49	1.06	17	5.8%	37	12.5%	66	22.4%	134	45.4%	41	13.9%
Grp3.Q2	3.53	0.96	11	3.7%	34	11.5%	70	23.7%	147	49.8%	33	11.2%
Grp3.Q3	3.79	1.00	7	2.4%	33	11.2%	43	14.6%	145	49.2%	67	22.7%
Grp3.Q4	3.18	1.13	28	9.5%	51	17.3%	87	29.5%	99	33.6%	30	10.2%
Grp3.Q5	3.62	1.14	21	7.1%	31	10.5%	51	17.3%	129	43.7%	63	21.4%
Grp3.Q6	3.67	1.07	17	5.8%	26	8.8%	53	18.0%	141	47.8%	58	19.7%

Table 7.17 - Frequency Distributions: F1. Inv.TO (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp4.Q1	3.19	1.19	31	10.5%	57	19.3%	70	23.7%	100	33.9%	37	12.5%
Grp4.Q2	3.15	1.19	29	9.8%	63	21.4%	75	25.4%	90	30.5%	38	12.9%
Grp4.Q3	2.98	1.09	26	8.8%	77	26.1%	91	30.8%	79	26.8%	22	7.5%
Grp4.Q4	3.38	1.11	19	6.4%	47	15.9%	74	25.1%	114	38.6%	41	13.9%
Grp4.Q5	3.41	1.15	23	7.8%	43	14.6%	68	23.1%	113	38.3%	48	16.3%

Table 7.18 - Frequency Distributions: F1. Inv.CD (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp5.Q1	3.88	0.87	5	1.7%	18	6.1%	47	15.9%	163	55.3%	62	21.0%
Grp5.Q2	3.00	1.19	40	13.6%	62	21.0%	79	26.8%	87	29.5%	27	9.2%
Grp5.Q3	3.84	0.91	9	3.1%	15	5.1%	51	17.3%	159	53.9%	61	20.7%
Grp5.Q4	3.34	1.05	13	4.4%	57	19.3%	74	25.1%	119	40.3%	32	10.8%
Grp5.Q5	3.14	0.98	15	5.1%	61	20.7%	105	35.6%	97	32.9%	17	5.8%
Grp5.Q6	3.32	0.98	13	4.4%	45	15.3%	95	32.2%	118	40.0%	24	8.1%

Table 7.19 - Frequency Distributions: F1.Cons.CVACI (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp6.Q1	3.49	0.91	6	2.0%	40	13.6%	80	27.1%	142	48.1%	27	9.2%
Grp6.Q2	3.62	0.89	3	1.0%	37	12.5%	65	22.0%	153	51.9%	37	12.5%
Grp6.Q3	3.80	0.79	2	0.7%	21	7.1%	53	18.0%	178	60.3%	41	13.9%
Grp6.Q4	3.94	0.76	2	0.7%	14	4.7%	41	13.9%	180	61.0%	58	19.7%
Grp6.Q5	4.03	0.84	2	0.7%	19	6.4%	30	10.2%	161	54.6%	83	28.1%
Grp6.Q6	3.26	1.13	23	7.8%	57	19.3%	71	24.1%	109	36.9%	35	11.9%

Table 7.20 - Frequency Distributions: F1.Adap.CCCFOL (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp7.Q1	3.73	0.93	7	2.4%	25	8.5%	63	21.4%	147	49.8%	53	18.0%
Grp7.Q2	3.72	0.90	5	1.7%	21	7.1%	78	26.4%	138	46.8%	53	18.0%
Grp7.Q3	3.61	0.93	5	1.7%	37	12.5%	64	21.7%	150	50.8%	39	13.2%
Grp7.Q4	3.65	1.00	10	3.4%	33	11.2%	57	19.3%	144	48.8%	51	17.3%
Grp7.Q5	3.68	0.95	9	3.1%	27	9.2%	60	20.3%	151	51.2%	48	16.3%
Grp7.Q6	3.56	0.98	12	4.1%	30	10.2%	72	24.4%	142	48.1%	39	13.2%

Table 7.21 - Frequency Distributions: F1.Mis.SDIVGO (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp8.Q1	3.42	1.12	21	7.1%	44	14.9%	59	20.0%	131	44.4%	40	13.6%
Grp8.Q2	3.53	1.08	17	5.8%	40	13.6%	53	18.0%	140	47.5%	45	15.3%
Grp8.Q3	3.42	1.11	16	5.4%	51	17.3%	66	22.4%	117	39.7%	45	15.3%
Grp8.Q4	3.75	0.95	8	2.7%	27	9.2%	50	16.9%	157	53.2%	53	18.0%
Grp8.Q5	3.67	0.98	10	3.4%	31	10.5%	53	18.0%	154	52.2%	47	15.9%
Grp8.Q6	3.71	0.92	6	2.0%	30	10.2%	55	18.6%	157	53.2%	47	15.9%
Grp8.Q7	3.59	0.96	9	3.1%	32	10.8%	70	23.7%	144	48.8%	40	13.6%

Table 7.22 - Frequency Distributions: F1.Comm (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp9.Q1	3.17	1.15	27	9.2%	63	21.4%	70	23.7%	104	35.3%	31	10.5%
Grp9.Q2	3.29	1.04	15	5.1%	56	19.0%	81	27.5%	115	39.0%	28	9.5%
Grp9.Q3	3.36	1.06	16	5.4%	51	17.3%	71	24.1%	125	42.4%	32	10.8%
Grp9.Q4	3.44	1.07	14	4.7%	48	16.3%	71	24.1%	119	40.3%	43	14.6%
Grp9.Q5	3.51	1.03	15	5.1%	34	11.5%	70	23.7%	137	46.4%	39	13.2%
Grp9.Q6	3.50	1.07	18	6.1%	35	11.9%	67	22.7%	132	44.7%	43	14.6%

Table 7.23 - Frequency Distributions: F1.WLB (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp10.Q1	3.71	0.98	11	3.7%	24	8.1%	60	20.3%	146	49.5%	54	18.3%
Grp10.Q2	3.62	0.99	8	2.7%	31	10.5%	80	27.1%	121	41.0%	55	18.6%
Grp10.Q3	3.88	0.91	6	2.0%	15	5.1%	59	20.0%	142	48.1%	73	24.7%
Grp10.Q4	3.95	0.86	4	1.4%	13	4.4%	53	18.0%	149	50.5%	76	25.8%
Grp10.Q5	3.98	0.87	5	1.7%	9	3.1%	56	19.0%	141	47.8%	84	28.5%
Grp10.Q6	3.81	0.93	6	2.0%	18	6.1%	70	23.7%	132	44.7%	69	23.4%

Table 7.24 - Frequency Distributions: F1.Commit (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp11.Q1	3.83	0.96	9	3.1%	19	6.4%	53	18.0%	147	49.8%	67	22.7%
Grp11.Q2	3.45	1.11	14	4.7%	49	16.6%	77	26.1%	101	34.2%	54	18.3%
Grp11.Q3	3.53	0.99	11	3.7%	33	11.2%	80	27.1%	130	44.1%	41	13.9%
Grp11.Q4	3.64	0.97	9	3.1%	26	8.8%	77	26.1%	133	45.1%	50	16.9%
Grp11.Q5	3.55	1.12	16	5.4%	37	12.5%	75	25.4%	103	34.9%	64	21.7%
Grp11.Q6	3.55	0.96	12	4.1%	23	7.8%	92	31.2%	127	43.1%	41	13.9%

Table 7.25 - Frequency Distributions: F1.Eng (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp12.Q1	2.82	1.16	49	16.6%	65	22.0%	88	29.8%	75	25.4%	18	6.1%
Grp12.Q2	3.40	1.11	22	7.5%	38	12.9%	75	25.4%	119	40.3%	41	13.9%
Grp12.Q3	3.01	1.16	39	13.2%	57	19.3%	85	28.8%	91	30.8%	23	7.8%
Grp12.Q4	3.00	1.08	30	10.2%	65	22.0%	93	31.5%	89	30.2%	18	6.1%
Grp12.Q5	3.14	0.98	18	6.1%	58	19.7%	98	33.2%	108	36.6%	13	4.4%
Grp12.Q6	3.56	1.09	17	5.8%	34	11.5%	65	22.0%	125	42.4%	54	18.3%

Table 7.26 - Frequency Distributions: F1.FT (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp13.Q1	3.39	1.05	15	5.1%	45	15.3%	82	27.8%	116	39.3%	37	12.5%
Grp13.Q2	2.96	1.13	32	10.8%	72	24.4%	92	31.2%	73	24.7%	26	8.8%
Grp13.Q3	3.03	1.13	30	10.2%	67	22.7%	89	30.2%	83	28.1%	26	8.8%
Grp13.Q4	3.03	1.04	23	7.8%	64	21.7%	108	36.6%	80	27.1%	20	6.8%
Grp13.Q5	3.19	1.10	24	8.1%	54	18.3%	89	30.2%	99	33.6%	29	9.8%
Grp13.Q6	3.39	1.06	17	5.8%	42	14.2%	83	28.1%	116	39.3%	37	12.5%

Table 7.27 - Frequency Distributions: F1.RR (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp14.Q1	4.27	0.78	2	0.7%	10	3.4%	18	6.1%	140	47.5%	125	42.4%
Grp14.Q2	4.30	0.75	1	0.3%	10	3.4%	16	5.4%	141	47.8%	127	43.1%
Grp14.Q3	4.46	0.68	1	0.3%	4	1.4%	14	4.7%	115	39.0%	161	54.6%
Grp14.Q4	4.34	0.76	1	0.3%	8	2.7%	21	7.1%	124	42.0%	141	47.8%
Grp14.Q5	4.21	0.87	5	1.7%	9	3.1%	31	10.5%	124	42.0%	126	42.7%
Grp14.Q6	3.69	1.11	12	4.1%	35	11.9%	63	21.4%	106	35.9%	79	26.8%
Grp14.Q7	4.19	0.85	6	2.0%	7	2.4%	27	9.2%	140	47.5%	115	39.0%
Grp14.Q8	4.01	0.95	5	1.7%	19	6.4%	44	14.9%	126	42.7%	101	34.2%
Grp14.Q9	3.60	1.00	7	2.4%	35	11.9%	83	28.1%	113	38.3%	57	19.3%
Grp14.Q10	3.16	1.23	32	10.8%	62	21.0%	71	24.1%	86	29.2%	44	14.9%

Table 7.28 - Frequency Distributions: F.Hap (n = 295).

	Mean	S.D.	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
Grp15.Q1	3.47	1.00	12	4.1%	41	13.9%	71	24.1%	137	46.4%	34	11.5%
Grp15.Q2	3.77	0.84	4	1.4%	17	5.8%	69	23.4%	157	53.2%	48	16.3%
Grp15.Q3	3.55	0.89	4	1.4%	32	10.8%	94	31.9%	129	43.7%	36	12.2%
Grp15.Q4	3.47	0.92	7	2.4%	36	12.2%	94	31.9%	128	43.4%	30	10.2%
Grp15.Q5	3.27	0.99	13	4.4%	53	18.0%	94	31.9%	112	38.0%	23	7.8%
Grp15.Q6	3.49	0.94	10	3.4%	35	11.9%	79	26.8%	142	48.1%	29	9.8%
Grp15.Q7	3.37	1.04	17	5.8%	38	12.9%	95	32.2%	110	37.3%	35	11.9%
Grp15.Q8	3.17	1.09	21	7.1%	64	21.7%	82	27.8%	101	34.2%	27	9.2%
Grp15.Q9	2.70	1.21	65	22.0%	62	21.0%	81	27.5%	70	23.7%	17	5.8%

Table 7.29 - Frequency Distributions: F.JS (n = 295).

### 7.3.3. Factors

	Mean	S.D.	[1.0 to 1.8)		[1.8 to 2.6)		[2.6 to 3.4]		(3.4 to 4.2]		(4.2 to 5.0]	
F1.Inv.Emp	3.63	0.79	9	3.1%	24	8.1%	61	20.7%	151	51.2%	50	16.9%
F1.Inv.TO	3.55	0.81	11	3.7%	27	9.2%	69	23.4%	149	50.5%	39	13.2%
F1.Inv.CD	3.22	0.98	23	7.8%	48	16.3%	98	33.2%	91	30.8%	35	11.9%
F1.Cons.CVACI	3.42	0.77	6	2.0%	33	11.2%	97	32.9%	127	43.1%	32	10.8%
F1.Adap.CCCFOL	3.69	0.63	2	0.7%	10	3.4%	81	27.5%	156	52.9%	46	15.6%
F1.Mis.SDIVGO	3.66	0.74	3	1.0%	23	7.8%	73	24.7%	145	49.2%	51	17.3%
F1.Comm	3.58	0.83	6	2.0%	39	13.2%	46	15.6%	152	51.5%	52	17.6%
F1.WLB	3.38	0.86	10	3.4%	48	16.3%	83	28.1%	111	37.6%	43	14.6%
F1.Commit	3.83	0.74	3	1.0%	11	3.7%	63	21.4%	141	47.8%	77	26.1%
F1.B.Eng	3.59	0.82	6	2.0%	26	8.8%	76	25.8%	133	45.1%	54	18.3%
F1.B.FT	3.15	0.81	13	4.4%	63	21.4%	98	33.2%	101	34.2%	20	6.8%
F1.S.RR	3.16	0.88	19	6.4%	58	19.7%	103	34.9%	88	29.8%	27	9.2%
F2.Inv	3.47	0.73	4	1.4%	35	11.9%	86	29.2%	127	43.1%	43	14.6%
F2.Cons	3.42	0.77	6	2.0%	33	11.2%	97	32.9%	127	43.1%	32	10.8%
F2.Adap	3.69	0.63	2	0.7%	10	3.4%	81	27.5%	156	52.9%	46	15.6%
F2.Mis	3.66	0.74	3	1.0%	23	7.8%	73	24.7%	145	49.2%	51	17.3%
F.Hap	4.03	0.66	2	0.7%	9	3.1%	33	11.2%	143	48.5%	108	36.6%
F.JS	3.36	0.76	9	3.1%	35	11.9%	99	33.6%	118	40.0%	34	11.5%

Table 7.30 - Frequency Distributions: F1.Inv.Emp to F.JS (n = 295).

	Mean	S.D.	Negative		Neutral		Positive	
F1.Inv.Emp	3.63	0.79	33	11.2%	61	20.7%	201	68.1%
F1.Inv.TO	3.55	0.81	38	12.9%	69	23.4%	188	63.7%
F1.Inv.CD	3.22	0.98	71	24.1%	98	33.2%	126	42.7%
F1.Cons.CVACI	3.42	0.77	39	13.2%	97	32.9%	157	53.9%
F1.Adap.CCCFOL	3.69	0.63	12	4.1%	81	27.5%	202	68.5%
F1.Mis.SDIVGO	3.66	0.74	26	8.8%	73	24.7%	196	66.4%
F1.Comm	3.58	0.83	45	15.3%	46	15.6%	204	69.2%
F1.WLB	3.38	0.86	58	19.7%	83	28.1%	154	52.2%
F1.Commit	3.83	0.74	14	4.7%	63	21.4%	218	73.9%
F1.B.Eng	3.59	0.82	32	10.8%	76	25.8%	187	63.4%
F1.B.FT	3.15	0.81	76	25.8%	98	33.2%	121	41.0%
F1.S.RR	3.16	0.88	77	26.1%	103	34.9%	115	39.0%
F2.Inv	3.47	0.73	39	13.2%	86	29.2%	170	57.6%
F2.Cons	3.42	0.77	39	13.2%	97	32.9%	157	53.9%
F2.Adap	3.69	0.63	12	4.1%	81	27.5%	202	68.5%
F2.Mis	3.66	0.74	26	8.8%	73	24.7%	196	66.4%
F.Hap	4.03	0.66	11	3.7%	33	11.2%	251	85.1%
F.JS	3.36	0.76	44	14.9%	99	33.6%	152	51.5%

Table 7.31 - Frequency Distributions: F1.Inv.Emp to F.JS (n = 295).

	Mean	S.D.	Minimum	Median	Maximum
F1.Inv.Emp	3.63	0.79	1.00	4.00	5.00
F1.Inv.TO	3.55	0.81	1.00	3.83	5.00
F1.Inv.CD	3.22	0.98	1.00	3.40	5.00
F1.Cons.CVACI	3.42	0.77	1.00	3.50	5.00
F1.Adap.CCCFOL	3.69	0.63	1.00	3.83	5.00
F1.Mis.SDIVGO	3.66	0.74	1.00	4.00	5.00
F1.Comm	3.58	0.83	1.00	4.00	5.00
F1.WLB	3.38	0.86	1.00	3.67	5.00
F1.Commit	3.83	0.74	1.00	4.00	5.00
F1.B.Eng	3.59	0.82	1.00	4.00	5.00
F1.B.FT	3.15	0.81	1.00	3.33	5.00
F1.S.RR	3.16	0.88	1.00	3.33	5.00
F2.Inv	3.47	0.73	1.00	3.76	5.00
F2.Cons	3.42	0.77	1.00	3.50	5.00
F2.Adap	3.69	0.63	1.00	3.83	5.00
F2.Mis	3.66	0.74	1.00	4.00	5.00
F.Hap	4.03	0.66	1.00	4.00	5.00
F.JS	3.36	0.76	1.00	3.56	5.00

Table 7.32 - Central tendency & Dispersion: F1.Inv.Emp to F.JS (n = 295).

## 7.4. Appendix D: Ethical Clearance Form E



**FORM E**

### ETHICS CLEARANCE FOR TREATISES/DISSERTATIONS/THESES

*Please type or complete in black ink*

**FACULTY: BUSINESS AND ECONOMIC SCIENCES**

**SCHOOL/DEPARTMENT: BUSINESS SCHOOL**

I, PROF MARGARET CULLEN, the supervisor for JULIAN COOPER (20325671) a candidate for the degree of MASTERS IN BUSINESS ADMINISTRATION with a treatise entitled:

A MODEL TO DETERMINE THE INFLUENCE OF ORGANISATIONAL CULTURE ON  
EMPLOYEE HAPPINESS AND IN TURN THEIR JOB SATISFACTION IN GENERAL  
MOTORS SOUTH AFRICA

considered the following ethics criteria (*please tick the appropriate block*):

	YES	NO
1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large?		X
2. Is the study based on a research population defined as 'vulnerable' in terms of age, physical characteristics and/or disease status?		X
2.1 Are subjects/participants/respondents of your study:		
(a) Children under the age of 18?		X
(b) NMMU staff?		X
(c) NMMU students?		X
(d) The elderly/persons over the age of 60?		X
(e) A sample from an institution (e.g. hospital/school)?		X
(f) Handicapped (e.g. mentally or physically)?		X
3. Does the data that will be collected require consent of an institutional authority for this study? (An institutional authority refers to an organisation that is established by government to protect vulnerable people)		X

3.1 Are you intending to access participant data from an existing, stored repository (e.g. school, institutional or university records)?		X
4. Will the participant's privacy, anonymity or confidentiality be compromised?		X
4.1 Are you administering a questionnaire/survey that:		
(a) Collects sensitive/identifiable data from participants?		X
(b) Does not guarantee the anonymity of the participant?		X
(c) Does not guarantee the confidentiality of the participant and the data?		X
(d) Will offer an incentive to respondents to participate, i.e. a lucky draw or any other prize?		X
(e) Will create doubt whether sample control measures are in place?		X
(f) Will be distributed electronically via email (and requesting an email response)?		
Note:		
• If your questionnaire <b>DOES NOT</b> request respondents' identification, is distributed electronically and you request respondents to return it <i>manually</i> (print out and deliver/mail); <b>AND</b> respondent anonymity can be guaranteed, your answer will be NO.		X
• If your questionnaire <b>DOES NOT</b> request respondents' identification, is <i>distributed via an email link and works through a web response system</i> (e.g. the university survey system); <b>AND</b> respondent anonymity can be guaranteed, your answer will be NO.		

Please note that if ANY of the questions above have been answered in the affirmative (YES) the student will need to complete the full ethics clearance form (REC-F application) and submit it with the relevant documentation to the Faculty RECH (Ethics) representative.


and hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

  
 SUPERVISOR(S)

4/8/15  
 DATE

  
 HEAD OF DEPARTMENT

4/8/2015  
 DATE

J. Cooper   
 STUDENT(S)

04/08/2015  
 DATE

Please ensure that the research methodology section from the proposal is attached to this form.

Please note that by following this Proforma ethics route, the study will NOT be allocated an ethics clearance number.

## 7.5. Appendix E: Turnitin Report