THE IMPACT OF THE MERGER ON THE EMPLOYEES OF TSHWANE UNIVERSITY OF TECHNOLOGY

by

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APRIL 2009
I, Vedhna Lalla declare that:

- The work in this dissertation is my own original work;
- All sources used or referred to have been documented and recognised; and
- This dissertation has not been submitted previously in full or partial fulfillment of the requirements for an equivalent or higher qualification at any other recognised educational institution of higher learning.

_____________________
Vedhna Lalla
Gauteng
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ABSTRACT

THE IMPACT OF THE MERGER ON THE EMPLOYEES OF TSHWANE UNIVERSITY OF TECHNOLOGY

The goal of this research was to explore the impact of the merger on the employees of Tshwane University of Technology (TUT). The objective of this study aimed firstly, to conduct a literature review to measure the impact of the merger on the employees of Tshwane University of Technology; and secondly, to explore the impact of the merger on the employees of Tshwane University Technology through an empirical study.

The research question for this study is: “What was the impact of the merger on the employees of Tshwane University of Technology”.

This study utilised a quantitative descriptive research design to analyse the data using statistical procedures. All the data was statistical in nature. The sample comprised 72 respondents from the TUT Gauteng community, i.e. TUT Pretoria campus, TUT Garankuwa campus and TUT Soshanguve campus. The research tool utilised to conduct the study was a self-administered questionnaire. This was hand delivered and collected from the respondents.

The findings of this study revealed that mergers definitely impact on people from both a personal and professional perspective. The study further revealed that the merger had a negative impact on management relationships, job security, job position and promotion, communication, performance standards and some elements of collegial relationships. Further research is suggested with regards to the communication breakdown and how it affected the merger. This study indicated distinctly that there was a breakdown in communication as a result of the merger. However the researcher believes that this area should be investigated further to allow others to discover what mechanisms to put in place so that communication during a merger is transparent and consistent. The researcher is also of the belief that further research is necessary to determine whether
responses participants had given concerning to the impact of the merger were in any way affected by their own level of maturity and resilience. This could lead to a better understanding of individuals as they experience a merger.
Table of Contents

CHAPTER 1: ORIENTATION TO THE RESEARCH .......................................................... 1

1.1 INTRODUCTION .................................................................................................. 1

1.2 PROBLEM FORMULATION ................................................................................. 2

1.3 RESEARCH QUESTION ....................................................................................... 4

1.4 RESEARCH GOAL AND OBJECTIVES .............................................................. 4

1.4.1 Goal .............................................................................................................. 5

1.4.2 Objectives .................................................................................................... 5

1.5 ETHICAL ASPECTS ............................................................................................. 5

1.5.1 Avoidance of harm ...................................................................................... 6

1.5.2 Informed consent ......................................................................................... 7

1.5.3 Violation of privacy/confidentiality .............................................................. 7

1.5.4 Debriefing of respondents .......................................................................... 8

1.5.5 Competence of the researcher .................................................................. 8

1.5.6 Release or publication of the findings ...................................................... 9

1.6 DEFINITION OF KEY CONCEPTS .................................................................... 9

1.7 LIMITATIONS OF THE STUDY ....................................................................... 10

1.8 CONTENTS OF THE RESEARCH REPORT ..................................................... 12

1.9 SUMMARY ........................................................................................................ 12

CHAPTER 2: THE IMPACT OF MERGERS ................................................................. 13

2.1 INTRODUCTION .................................................................................................. 13

2.2 THE CONCEPT OF A MERGER ......................................................................... 14

2.2.2 A merger described from a Higher Education perspective .................... 14

2.3 HISTORY OF MERGERS IN SOUTH AFRICA ............................................... 15

2.3.1 History of mergers in South Africa from a business perspective .......... 15
3.4.2.2 Population ................................................................................................. 38
3.4.2.3 Boundary of the sample ........................................................................... 39
3.4.2.4 Sampling Method ....................................................................................... 40
3.4.3 Sample description ......................................................................................... 41
   3.4.3.1 Age Group .......................................................................................... 42
   3.4.3.2 Gender .................................................................................................. 43
   3.4.3.3 Years at TUT/TNG/TP/TNW ............................................................... 44
   3.4.3.4 Occupational Category ....................................................................... 45
3.5 DATA COLLECTION METHOD ........................................................................ 46
3.6 DATA ANALYSIS ............................................................................................. 47
3.7 SUMMARY ....................................................................................................... 47

CHAPTER 4: ANALYSIS AND INTERPRETATION ................................................... 48
4.1 INTRODUCTION ............................................................................................. 48
4.2 RESEARCH RESULTS .................................................................................... 48
4.3 ANALYSIS OF DATA .................................................................................... 48
   4.3.1 Item reliability ........................................................................................ 48
   4.3.2 Interpretation of results .......................................................................... 49
   4.3.3 Personal elements .................................................................................. 49
      4.3.3.1 Personal Relationships ................................................................ 49
      4.3.3.2 Marital relationships .................................................................... 53
      4.3.3.3 Depression ...................................................................................... 54
4.4 PROFESSIONAL ELEMENTS ........................................................................ 55
   4.4.1 Job security/promotion .......................................................................... 56
   4.4.2 Job loss/position ..................................................................................... 59
   4.4.3 Communication ....................................................................................... 62
   4.4.4 Relationship towards management ....................................................... 63
   4.4.5 Relationships towards colleagues ......................................................... 66
   4.4.6 Disruptive behaviour .............................................................................. 70
   4.4.7 Staff morale ............................................................................................ 71
   4.4.8 Performance standards .......................................................................... 72
   4.4.9 Absenteeism .......................................................................................... 75
# LIST OF FIGURES

Figure 1: Similarities between business and Higher Education .............................................. 15
Figure 2: Research design and process .............................................................................. 35
Figure 3: Sample of study .................................................................................................. 40
Figure 4: Age Group Distribution ...................................................................................... 42
Figure 5: Gender Distribution ............................................................................................. 43
Figure 6: Distribution of Years of service .......................................................................... 44
Figure 7: Occupational level Distribution .......................................................................... 45
Figure 8: Positive impact on personal relationships ............................................................ 49
Figure 9: Aggression ......................................................................................................... 50
Figure 10: Irritation ........................................................................................................... 51
Figure 11: Frustration ....................................................................................................... 52
Figure 12: Marital relationships ......................................................................................... 53
Figure 13: Depression ....................................................................................................... 54
Figure 14: Development with regards to promotion ............................................................. 56
Figure 15: Job security ...................................................................................................... 57
Figure 16: Promotion ......................................................................................................... 58
Figure 17: Affirmative action .............................................................................................. 59
Figure 18: Retrenchment ................................................................................................... 60
Figure 19: Redeployment .................................................................................................. 61
Figure 20: Communication ................................................................................................ 62
Figure 21: Aggression towards management ................................................................... 63
Figure 22: Irritation towards management ....................................................................... 64
Figure 23: Frustration towards management ................................................................... 65
Figure 24: Aggression towards colleagues ...................................................................... 66
Figure 25: irritation towards colleagues .......................................................................... 67
Figure 26: Frustration towards colleagues ...................................................................... 69
Figure 27: Staff relations .................................................................................................. 69
Figure 28: Arguments in the workplace .......................................................................... 70
Figure 29: Staff morale ..................................................................................................... 71
Figure 30: Academic standards .......................................................................................... 72
Figure 31: Administrative standards .................................................................................. 73
Figure 32: Moral standards ................................................................................................. 74
Figure 33: Absenteeism ............................................................... 75
Figure 34: Skills development .................................................... 76
LIST OF TABLES

Table 1: Operational model and related questions ......................................................... 37
Table 2: Age Group Distribution ........................................................................... 42
Table 3: Gender Distribution .................................................................................... 43
Table 4: Years of service Distribution ..................................................................... 44
Table 5: Occupational Level Distribution ................................................................ 45
Table 6: Data Conclusion ......................................................................................... 78
CHAPTER 1: ORIENTATION TO THE RESEARCH

1.1 INTRODUCTION

In South Africa apartheid is defined as racial segregation (The Oxford Dictionary, 2006:29). Since the collapse of apartheid in 1994 and the beginning of a new democracy, all government sectors and policy-makers have begun to evaluate and rewrite all “social, political, economic and cultural institutions of South Africa in order to bring them in line with the new democratic order” (Ministry of Education, 2001:1). It is against this backdrop that, in April 1997, the Draft White Paper on Higher Education was released (Government Gazette, 3:18207). This White Paper is very specific in stating, “…the higher education system must be transformed to redress past inequalities, to serve a new social order, to meet pressing national needs and to respond to new realities and opportunities”.

In March 2001 the Minister of Education released the national plan for Higher Education (Ministry of Education, 2001:1). The transformation and restructuring proposals were approved by cabinet and announced by the minister through the media on 09 December 2002. These proposals resulted in the consolidation of public higher education institutions (from 36 to 22) through mergers and incorporation into a reconfigured landscape (Ministry of Education, 2001:4). The former technikons were to be transformed into Universities of Technology.

Technikon Pretoria, Technikon Northern Gauteng and Technikon North West were affected by this transformation process and, as a result of the merger, the three institutions have become one which is now called Tshwane University of Technology, hereinafter written as TUT. After consulting with three experts at TUT (who wish to remain anonymous), the researcher became aware of the fact that the merger of TUT was a process that had excluded the human element, thus the needs of employees of TUT had not been met and the impact of the merger had not been assessed. This formed the basis for an analysis of the impact of the merger on employees.
Rodney-Mogorosi (2002:1) states that more than 70% of mergers and acquisitions, (M&A), either fail outright or produce a pay-off far less than that expected by the stakeholders. Rodney-Mogorosi (2002:1) adds that M&A have been considered to be the exclusive domain of economists, market strategists and financial experts. The researcher agrees with this and believes that, for this reason, most M&A have focused on the financial and strategic aspects, in the process neglecting the human aspects. The above suggests that it is the employees who make the organisation/company or institution, and any failure to take their needs into account, could bring the entire company/organisation/institution to a standstill. This may support the researcher’s argument that the human element cannot be ignored.

In conducting this empirical study, the researcher will endeavour to structure a literature outline to understand the implications of the merger on the employees of TUT.

1.2 PROBLEM FORMULATION

According to Fouché (2002a:95), before a research study is conducted, there must be a clear definition of the research problem. One must be able to formulate an answer to the question of what exactly one wants to find out or achieve by undertaking this study. Fouché (2002a:103) also claims that the identification of the problem can be viewed as the first effort by the researcher to mould the problem into a formulated form.

Bless and Higson-Smith (2000:16) mention that the problem could be mainly of scientific and intellectual interest, or revolve around a practical concern. The need might be for more information about a particular issue or it may be to explain the relationship between existing facts. Bless and Higson-Smith (2000:15) identify three sources for the identification of research problems. These are:

- observation of reality;
theory; and

previous research.

For purposes of this study the researcher focused on observation of reality as the source for the problem formulation. According to Bless and Higson-Smith (2002:15), the most evident source is people’s contact with the external world and the direct observation thereof. Fouché (2002a:96) indicates that most research problems arise from a concrete problem observed in reality.

According to Sahl (in Rajcoomar, 2004:2), one of the most frequently overlooked areas of human resources management affecting employees and the company's strategic needs, involves the “people problem and post-merger blues.” The merger referred to in this research began in 2003, and the researcher observed that the merger at TUT caused an uproar among employees with regard to issues of salaries, redeployment, retrenchment, low staff morale, budget and resource constraints, tardiness and absenteeism. A study was conducted by TUT’s Centre for Continuing Professional Development (staff development) in September 2005 to assess the climate of the institution (using the Neethling Brain Instruments, and specifically the Neethling Organisational Wellness instrument, 2005). This study indicated that the levels of trust and ownership of the institution were low. This also revealed high levels of negative energy.

Skodvin (1999:68) talks about mergers as being representative of radical change. He further mentions that in a merger not only the governing systems of the affected institutions are affected, but “the souls” of the partners involved are also affected and they have to relate to the process of change. The researcher argues that the merger of TUT was a change process; it has affected human behaviour and has impacted on employees in different ways. As part of this transition, issues such as redeployment, retrenchment, employment equity, and morale are all points of contention.

According to Robbins (2003:558), change whether planned or unplanned, creates discomfort and feelings of insecurity. If it is not managed appropriately,
change can become a liability to the organisation and adversely affect employees’ job performance. In this regard the researcher suggests the necessity to explore the impact of the merger on the employees of TUT.

1.3 RESEARCH QUESTION

According to De Vos (1998:115), research always commences with one or more questions about the nature of real situations. A good research question is one that can be answered by collecting data, and is also one whose answer cannot be foreseen prior to the collection of the data. “A research question is a statement that identifies the phenomenon to be studied” (The Relationship…Project, [sa]). According to Fouché and De Vos (2005:100, 101), the careful conceptualisation and phrasing of the research question is imperative, as the entire research process will be focused on answering the research question. In light of this the researcher is of the understanding that there must be a valid reason for wanting to conduct a scientific study. In conducting a scientific study one needs to be able to prove the scientific facts.

For this reason the researcher agrees that the development of a research question for the study enabled her to conduct an empirical study to be able to provide answers to the question based on facts. For the purposes of this study the researcher formulated the research question as: “What was the impact of the merger on the employees of TUT? “

1.4 RESEARCH GOAL AND OBJECTIVES

Welman and Kruger (2001:15) mention that the research goal provides a broad indication of what the research is to achieve. Neuman (2000:21) asserts that the goals of research are exploratory, descriptive or explanatory. According to Fouché (2002b:107), the terms goal, purpose and aim are often used interchangeably, as synonyms for one another. Their meaning implies the broader more abstract conception of “the end toward which effort or ambition is directed”, while “objective” denotes the more concrete, measurable
and more speedily attainable conception of such “end toward which effort or ambition is directed”. The one (goal, purpose or aim) is the “dream”; the other (objective) is the steps one has to take, one by one, practically at grass roots level, within a certain time span, in order to attain the dream. It is clear that the formulation of goals and objectives for any empirical study is of paramount importance. It forms the foundation for the study and provides direction.

1.4.1 Goal

The goal of this study is to explore the impact of the merger on the employees at Tshwane University of Technology.

1.4.2 Objectives

The specific objectives of the study are as follows:

- to conduct a literature review to determine the impact of the merger on the employees of TUT; and
- to explore the impact of the merger on the employees of TUT through an empirical study.
- to formulate recommendations to TUT management regarding support services to minimise the impact of the merger and to successfully manage the merger process.

1.5 ETHICAL ASPECTS

Leedy and Ormrod (2001:107) state:

Within certain disciplines – the social sciences, education, criminology, medicine, and similar areas of study - the use of human subjects in research is, of course, quite common. Moreover, whenever human beings are the focus of investigation, we must look closely at the ethical implications of what we are proposing to do.

According to Babbie (2005:62):
Part of living successfully in a particular society is knowing what that society considers ethical and unethical. The same holds true for the social research community. Anyone involved in social scientific research then, needs to be aware of the general agreements shared by researchers about what is proper and improper in the conduct of scientific inquiry.

From the above it is clear that ethics refer to morality and values, and how one practices morality and values in conducting research, or in an individual’s day-to-day life. The researcher also believes that an ethical approach to research is absolutely essential. Human beings are being subjected to a certain level of questioning, and sometimes this questioning is emotional and personal. One needs to know what is right and what is wrong.

Strydom (2002:63) provides the researcher with several ethical issues that will be taken into consideration while conducting an empirical study. These are discussed below.

1.5.1 Avoidance of harm

Strydom (2005:58) points out that subjects can be harmed either in a physical or emotional manner and that in the social sciences one should expect harm to respondents to take the form of emotional harm. It is the responsibility of the researcher to protect respondents against harm. Protection reaches further than mere efforts to repair, or attempts to minimise such harm afterwards.

The researcher believes that in this particular research the respondents have just undergone a tremendous change process. The aftermath of this change process is still creating tension and uneasiness. The researcher has to be aware that investigating the impact of the merger may be emotionally distressing for some individuals. The researcher is aware that these employees have been through quite an emotional upheaval in the recent past. She does not wish to exacerbate the situation any further. Should there be an
instance of emotional harm the researcher will refer the particular respondent to Dr. Ilze Grobler or Lynette Vermaas who are debriefers within the TUT community.

1.5.2 Informed consent

Babbie (2005:64) indicates that informed consent refers to “a norm in which subjects base their voluntary participation in research projects on a full understanding of the possible risks involved”; hence the researcher identifies with how important it is for the subjects to be well informed about the nature of the study and what their expectations are. It is also important for the subjects to volunteer to participate in the study. For these reasons, and to protect the researcher as well, the researcher believes that written informed consent should be completed before beginning the study.

To ensure that this ethical issue is covered, the researcher will meet with all the respondents to communicate the goal and objectives of the intended study. The researcher will discuss with the respondents the possible advantages and disadvantages of the study, and will also allow the respondents to voice their concerns. The researcher will provide all the respondents with a copy of the letter of informed consent, (Appendix B), signed by the researcher and her study leader. The respondents will also be offered the opportunity to ask the researcher questions.

1.5.3 Violation of privacy/confidentiality

Babbie (2005:65) states that a research project guarantees confidentiality when the researcher can identify a given person’s responses, but promises not to do so publicly. The researcher also perceives confidentiality as a salient factor in the study. Questioning employees on the change process may make them feel vulnerable. They may feel intimidated and uncertain as to where the information will be going to, and who will know who has said what. For these
reasons the researcher believes that confidentiality is an important factor and should be addressed with all the respondents.

In the meeting with all respondents, the researcher will verbally express the importance of confidentiality and will indicate to the respondents that every effort will be made at all times to ensure that all information is treated in strict confidence. The researcher will provide each respondent with the questionnaire, which has to be completed anonymously. All questionnaires will be coded to ensure that confidentiality is maintained.

1.5.4 Debriefing of respondents

Babbie (2005:68) talks of debriefing as being the process of interviewing subjects to learn about their experience of participation in the project. This is especially important if there is any possibility that they may have been damaged by that participation. The researcher believes that this is a possible ethical issue, as the change process has been emotionally exhausting and the questions may further create further emotional distress in some respondents. If necessary, the researcher will refer them to Dr. Ilze Grobler and Lynette Vermaas as possible debriefers within the TUT environment. The debriefers will focus on possible emotional disturbance or misconceptions that may arise during the data collection process.

1.5.5 Competence of the researcher

Strydom (2002:69) states:

Researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation. From the composition of the research population, the sampling procedure, the methodology utilised, processing of the data, up to writing the research report, the researcher should constantly be aware of his/her ethical responsibility.
The researcher agrees with the author, in that research, in whatever form may contain sensitive information. The researcher feels she is competent to deal with the study as she has successfully completed a module in research methodology, and has experience in working with employees.

### 1.5.6 Release or publication of the findings

According to Strydom (2002:71), “the findings of the study must be introduced to the reading public in written form, otherwise even a highly scientific investigation will mean very little and will not be viewed as research”. The researcher will ensure that “a final written report that is accurate, objective, clear, unambiguous and contains all essential information” (Strydom, 2002:72) is made available to her employer, the respondents and the public.

### 1.6 DEFINITION OF KEY CONCEPTS

For the purpose of this study the concepts discussed below will be defined.

- **Impact**

  Word\reference.com defines impact as “strong effect: the powerful or dramatic effect that something or somebody has”.

  The Free Online Dictionary defines impact as being “a forceful consequence; strong effect, influencing strongly”.

  For the purposes of this study the researcher refers to impact as being, the effect of the merger both personally and professionally on the employees of TUT.

- **Merger**

  According to Lifestyle Extra [sa], a merger is defined as “the combining of two business entities under common ownership”.

Reed and Lajoux (1999:4) believe that the word merger has a strictly legal meaning and has nothing to do with how combined companies are to be operated in future. A merger occurs when a corporation is combined with, and disappears into, another.

It can be argued then that a merger refers to the joining of two or more organisations into one. In this case, the merger refers to the joining of the former Technikons Pretoria, North West and Northern Gauteng into one: Tshwane University of Technology.

- **Employee**

EAPA SA (1999:6) defines an employee as a person legally employed by an employer, whether part-time, full-time or temporarily. The Free Online Dictionary defines an employee as a person who works for another in return for financial or other compensation. It can be assumed then that an employee in this context refers to any individual whether part-time, contract or permanently working for, and receiving a salary from, TUT.

1.7 **LIMITATIONS OF THE STUDY**

The main purpose of this study was to determine the impact of the merger on employees. The main limitations in this study are set out below.

- Despite targeting a reasonable sample size, the actual response rate resulted in a sample size too small to cater for other differences such as age, gender and race. The low response rate may be attributed to the following:
  a) The researcher resigned from TUT and was not in a position to follow up on respondents and the questionnaires as she had originally set out to do.
  b) The researcher resigned from TUT at the same time that she had received permission to use her questionnaire for data collection. TUT at that time was also experiencing some extreme difficulties in that there
was worker stay-aways and student stay-aways for weeks at a time. This delayed the process of retrieving questionnaires and staff members were reluctant to fill in the questionnaires. Most of them felt that they had more important matters to worry about such as ensuring that they still had employment and that their safety was not compromised. Since the researcher had just begun new employment it was also difficult for her to constantly take leave to conduct field work.

- The validity of the questionnaire is somewhat low (Cronbach Alpha = .611). This limits the re-usability of the questionnaire and also limits the conclusions that can be drawn from the research results.
- The way the questionnaire was constructed led to limitations in the interpretation of the data. For example the questionnaire asked whether the merger had a positive impact on academic standards. When there was no “positive improvement” the researcher could not determine whether academic standards stayed consistent or what resulted in a drop of standard.
- Participants in the TUT merger study have indicated no positive change in academic standards, however the study did not ask participants whether there was a drop in standard or a maintenance of current standards.

The above reasons all contributed to the integrity of the data collection and the accuracy of the findings of the study. In terms of future research it is also suggested that other instruments are utilised to determine whether the responses participants gave to the impact of the merger is in any way impacted by their own level of maturity and resilience. This could lead to a better understanding of individuals as they go through a merger, and what mechanisms and skills they utilise on dealing with the implications of a merger.
1.8 CONTENTS OF THE RESEARCH REPORT

The dissertation will follow as set out below.

Chapter 1: Orientation to the Research

Chapter 2: The impact of the merger on the employees of TUT

Chapter 3: Research methodology

Chapter 4: Analysis and Interpretation

Chapter 5: Summary and Conclusions

1.9 SUMMARY

This chapter focused on contextualising the study, the research strategy and the formulation of a research question.

The next chapter will explore the impact of the merger on the employees of TUT.
CHAPTER 2: THE IMPACT OF MERGERS

2.1 INTRODUCTION

In Chapter one the researcher deliberated on the context of this study, and a research question was formulated. In this chapter, the researcher intends to provide an overview of the concept of a merger from both a business perspective and a Higher Education perspective. The researcher will attempt to structure a literature outline against which the empirical data for this study will be interpreted. This will allow the researcher to gain a greater understanding of the data that will be interpreted and enable her to answer the research question appropriately.

In the first place the researcher will define the concept of a merger from a business perspective and then from a Higher Education perspective. This will allow the researcher to deduce whether or not there are similarities and whether or not the same principles can be applied. Secondly the researcher will focus on the history of mergers in South Africa, again from a business and Higher Education perspective. This will assist the researcher to place this study into perspective. Finally the researcher will discuss the impact of mergers, placing emphasis on the personal impact and professional impact. This will enable the researcher to show where and how employees are impacted by mergers.

As indicated in the previous chapter, impact refers to the powerful or dramatic effect that something or somebody has (word/reference.com). In this context the researcher refers to the impact of a merger on an employee of a company, organisation or Higher Education institution. This impact could either be negative or positive, and the researcher refers to impact on the employees as being either personal or professional.
2.2 THE CONCEPT OF A MERGER

The Merriam-Webster online dictionary defines a merger as 1(a) the act or process of merging, (b) the absorption of one or more; also: any of various methods of combining two or more organisations (as business concerns). The Encyclopaedia Britannica online defines a merger as, the corporate combination of two or more independent business corporations into a single enterprise, usually the absorption of one or more firms by a dominant one.

In this section the concept of a merger will be explored from a corporate as well as a Higher Education perspective.

2.2.1 A merger described from a corporate perspective

According to Skodvin (1999:65), the Anglo-American literature on mergers of institutions contains two synonymous concepts, mergers and amalgamations, which both reflect the merger of two or more previously separate institutions into one single institution”.

Harman and Meek (2002:4) state that, for some institutions, a merger may mean that they cease to exist, at least in their pre-merger form. In both the educational and commercial worlds, there are few ‘true’ mergers. The more common practice is that one institution takes over another institution.

2.2.2 A merger described from a Higher Education perspective

According to Leo Goedegebuure (in Hall, Symes & Luescher, 2004:2), a merger in higher education is the combination of two or more separate institutions into a single new organisational entity, in which control rests with a single governing body and a single chief executive body, and whereby all assets, liabilities, and responsibilities of the former institutions are transferred to the single new institution.
The similarity between the definitions from both a business perspective and a Higher Education perspective is clearly seen. It is evident from the above that mergers are the combining of one or more companies, organisations or Higher Education institutions into one single unit of operation. Hence, it can be argued that the principles underlying mergers in the business sectors can be applied to Higher Education.

The figure below demonstrates this from a conceptual point of view.

![Figure 1: Similarities between business and Higher Education](image)

The concept of a merger having been explained, the next section will now explore the history of mergers from a South African perspective.

### 2.3 HISTORY OF MERGERS IN SOUTH AFRICA

It seems prudent to highlight the background and history of mergers in South Africa. Again the researcher sees the importance of writing this first from a business perspective and then from a higher education perspective.

#### 2.3.1 History of mergers in South Africa from a business perspective

Davids, Yuill and Gilfillan (2007:1) describe the current merger situation in South Africa as being extremely buoyant. Some of the country’s largest deals
in corporate history have been announced in the last two years. They further mention that the booming M&A market has been facilitated by an economy that has been growing at a rate of approximately 5.6% per annum. According to these authors one of the key drivers of local M&A activity in recent years has been a type of transformation which is fairly unique to the South African environment – the so called black economic empowerment ("BEE") transaction. From an M&A perspective, one of the key elements of the government’s BEE policies has been the targets prescribed in respect of black equity ownership, and most of the major companies in South Africa have concluded transactions in terms of which they have distributed a significant equity stake (generally up to 25%) to black stakeholders.

Mergers in South Africa, as elsewhere in the world, are primarily motivated by business considerations, (The employment effects ..., 2003). The article further mentions that the end results of consolidation processes have been the emergence of a reduced number of dominant wholesale-retail firms. The overall experience of workers regarding South African M&A was mostly negative.

In summary the author is highlighting that in the recent past South Africa has seen most of its major mergers in business. The authors speak about black economic empowerment as being the driving factor behind most of these mergers negatively.

2.3.2 History of mergers in South Africa from a Higher Education perspective

To highlight the history of mergers in South African Higher Education, it is imperative that the researcher reverts to Chapter one. According to the Ministry of Education (2001:1), since the collapse of apartheid in 1994 and the beginning of a new democracy, all government sectors and policy-makers have begun to evaluate and rewrite all “social, political, economic and cultural institutions of South Africa in order to bring them in line with the new
democratic order”. The vision for the transformation of the higher education system was articulated in Education White Paper 3: A Programme for the Transformation of Higher Education (1997). Central to this vision was the establishment of a single, national coordinated system, which would meet the learning needs of South Africa’s citizens and the reconstruction and development needs of the country’s society and economy.

The national plan states, it is not aimed solely at addressing the crises in some parts of the system, although these must be overcome. It will impact on every institution, as the institutional landscape of Higher Education is a product of the geo-political imagination of apartheid planners.

According to Jansen (2003:1), it would be difficult to understand the restructuring of Higher Education without grasping the nature of this transitional context from apartheid rule.

From this one can argue that the history of the mergers in South African Higher Education has been driven by the past inequalities of the pre-1994 apartheid government.

### 2.3.3 Merger of the Cape Technikon and the Cape Peninsula Technikon

As part of the restructuring process, the Cape Technikon and the Cape Peninsula Technikon were identified as part of the merger process of Higher education in South Africa. These two institutions merged to become the Cape Peninsula University of Technology.

According to Woodward and Parsons ([sa]:11-16), the issues that affected the proposed mergers between the Cape Technikon and the Cape Peninsula Technikon were: transformation, gender equity and opportunity, institutional identity, academic standards and job security.
The findings of the study conducted by Woodward and Parsons ([sa]:19-22), indicated that, in terms of transformation, staff view the effects of the merger more positively than in other areas.

It is noteworthy to mention some results of this study, as this could be similar for TUT. These results are listed below.

- White staff, and particularly the white males held negative views that were different to those of their coloured counterparts.
- In terms of gender equity and opportunity, staffs were generally reasonably positive that the merger was more likely to bring about desirable change.
- On the issue of institutional identity, there was a considerable amount of uncertainty as to how the new institution would establish its identity. Of particular importance was the fact that to a certain degree staff members believed that the new institution will not stimulate public confidence. This lack of confidence was particularly evident on the part of white male staff.
- On the issue of academic standards, a similar perception was held to that of the institutional identity. It seemed that the majority of staff members were of the opinion that academic standards would fall as a result of the merger. When race is considered, white male staff members are of the opinion that academic standards will fall, whereas black and coloured staff members are of the opinion that there will be a rise in academic standards.
- It seems that issues of job security are the ones that cause greatest concern. There appeared to be a general consensus from all groups of staff that there will be job losses as a result of the merger.
- On issues of finance there seemed to be strong evidence of division along racial lines regarding savings that might result from the merger. Black and coloured staff members who generally viewed the merger as positive anticipated financial savings, whereas white male staff members viewed financial savings as an unlikely occurrence.
In summary, Woodward and Parsons ([sa]:27) assert that, unless a commitment to address staff concerns is evident, it is unlikely that staff perceptions will be affected, hence there will be a loss of morale, productivity and a passive if not active resistance to the merger process.

Understanding the history and the rationale of mergers, the next section will attempt to structure a literature outline against which the impact of the merger can be analysed.

**2.4 FACTORS IMPACTING ON THE OUTCOME OF A MERGER**

In this section factors affecting employees who go through a merger from both a personal and professional perspective, will be explored. This will form the basis for the literature outline against which the impact of the merger can be analysed.

**2.4.1 Cultural factors**

Harman, (in Harman & Meek, 2002:3), concentrates largely on the cultural aspects of merged organisations. Harman speaks of instances where different organisations and academic cultures collided, which has resulted in potent and disintegrative forces. In her article Harman (2002:3), indicates that, after much research into the cultural factors of merging institutions, when culturally different institutions need to come together as one, expert leadership is needed. The researcher agrees with Harman as in order for institutions, companies or organisations to merge new loyalties successfully, a totally new culture needs to be born. For this to happen one needs to utilise the skills of an expert.

The researcher has come to the conclusion that most mergers cite cultural factors as a major contributor to the success or failure of a merger. Larsson and Napier (in Rodney-Mogorosi, 2002:2), assert that mergers and acquisitions are complex phenomena known to have high failure rates, and
cultural clashes between the merging companies have been one of the most common explanations.

Bate (in Rodney-Mogorosi, 2002:2) also observes that the culture of the organisation is a powerful source for guiding behaviour, and if there is resistance and lack of ownership from the employees, then the change process is bound not to succeed.

The researcher believes that in a merger situation each institution has its own culture, goals and mission. Each merging institution has its own way of operating and the general norm of “this is the way it’s done around here” persists. The researcher believes that it is this very “culture” that creates a hardened resistance to the amalgamation. Robbins (2005:485) asserts that, organisational culture refers to a system of shared meaning held by members that distinguishes the organisation from other organisations.

Pande and Krishnan ([sa]:1) state that organisational culture plays an important role during mergers and acquisitions, as the organisational practices, managerial styles and structures are to a large extent, determined by the organisational culture. The authors further mention that each organisation has a different set of value systems and these value systems clash due to merging activities.

Pande and Krishnan ([sa]:1), talk about a “culture shock”. The exposure to a “new” culture for the merging institutions during the merger leads to a psychological state which is termed “culture shock”. The researcher identifies with this term and agrees with the authors, as during a merger the merging institutions have to let go or abandon their own values and beliefs and have to accept a new and different culture. This may create tension and stress among employees. Pande and Krishnan ([sa]:1) believe that dissimilar cultures can produce feelings of hostility and significant discomfort which can diminish the commitment and cooperation on the part of the employees.
2.4.2 Strategic leadership

Sehoole (2005:176) indicates that strategic leadership plays an integral role in determining the outcome of a merger. This places in perspective the quality and capacity of the leadership that is secured to steer the merger. Sehoole (2005:176) defines strategic leadership as “knowing when to resist and when to cooperate, matters”. The researcher agrees with the author, as a leader who is appointed, yet has his or her own personal agenda cannot be expected to serve the merging institution well. This leader is preoccupied with personal benefit and gain and hence cannot be trusted to follow through with a merger to the benefit of the institution or its employees. The researcher believes that in a merger process the leader who shows integrity and places the institution at the forefront is the leader who gains respect. It can be argued that employees who trust and respect their leader will support their leader in his/her endeavours.

“Strategic leadership entails making decisions across different cultures, agencies, agendas, personalities, and desires. It requires the devising of plans that are feasible, desirable, and acceptable to one’s organisation and partners—whether joint, interagency, or multinational” (Guillot, 2003:2). The researcher agrees that strategic leadership does indeed play an important role in the outcome of a merger. Without strategic leadership, decisions and plans that are integral to a successful merger will inevitably not be carried out or not made. Hence, the merging company/institution will collapse or fall into disrepute.

Guillot (2003:2) defines strategic leadership as “the ability of an experienced, senior leader who has the wisdom and vision to create and execute plans and make consequential decisions in the volatile, uncertain, complex, and ambiguous strategic environment”. In analysing this definition, the researcher believes that it aptly describes what is needed from leaders in a merger situation. A merger creates an uncertain and volatile situation and although it is uncertain and volatile the employees still look to their leaders to make the decisions and plans and to lead them through the merger.
2.4.3 Government support

Sehoole (2005:176) mentions that Government had a critical role to play in determining the outcome of the mergers. It is a point of fact that the mergers of Higher Education in South Africa was through direct instruction of the South African Government. In light of this the researcher is of the opinion that Sehoole makes a good argument in stating that Government has an integral role to play. In this situation the Government needed to provide strong support, intervention and direction. The researcher was an employee at the Tshwane University of Technology for a period of five years. These five years was the transition period at TUT. From experience the researcher needs to point out that in the South African Higher Education merger situation one of the most important needs from Government was sound financial backing. The institutional forum of TUT emphatically states that the lack of financial support contributed to making the process stressful for the affected parties, (A response from the Institutional Forum…, 2006:3).

The researcher is of the opinion that further to sound financial backing the Government needed to provide guidance and proper policy to direct the course of the merger. According to the document, “The way the merger of higher education institutions was handled by the Department of Education, (DoE), left much to be desired. Some universities went for a take-over, some went for a true merger, others went for a federal system and through that process preserved the previous dispensation. The fact that so many models were allowed, cast a shadow over the real intentions of the merger and a feeling that some are “more equal than others”, (A response from the Institutional Forum…, 2006:3). In this article the author/s are stating that Government did not play an effective role in assisting institutions with the mergers. It seems that there was a lack of clear direction and proper policy.
2.4.4 Equity

On the subject of equity Jansen (2003:38) mentions the fact that none of the mergers that took place in South Africa recently achieved any greater equity. The mergers were in actual fact a simple combination of what each institution brought to the merger. In response to this Jansen indicates that the theory of many including Government, that mergers create stronger equity needs to be re-examined. Perumal (in Woodward & Parsons, [sa]:12) spoke of equity in higher education as being notoriously conservative, with most of the full professorships being occupied by men, while women are entrenched in middle management positions with little or no promotional prospects.

One of the criteria of the National Plan for Higher Education was redressing the inequalities of the past (Ministry of Education, 2001:1). One of the important highlighted criteria was that of employment equity. Hence, the mergers in the Higher Education sector of South Africa should thus redress the above situation and balance it to allow women an opportunity to progress and establish themselves as leaders in the sector. In saying this, the researcher then argues that it is appropriate to examine the impact of the equity goals regarding the mergers are appropriate as it affects the women of the merging institutions. It directly affects their promotional opportunities and the patterns of male dominance in the leadership roles.

2.4.5 Efficiency

Jansen (2003:39) talks of efficiency as part of a goal in a merger or a goal as identified by the Government. It is believed that a merger brings about efficiency gains; however, Jansen points out that in the recent mergers of Higher Education in South Africa efficiency gains were not clearly evident in any of the mergers under investigation. There is no evidence that money was saved as a result of the merger process. From experience the researcher notes that immediately after the merger became finalised the financial state of the institution became problematic. Communication on a daily basis spoke of
the institution being in financial distress and that measures had to be taken to curb expenditure.

An article published in Die Beeld News Paper (2007:1), has cited quotes from the unions of TUT and staff members talking of the financial distress of the institution. The researcher is of the opinion that the financial position of a company has an impact on its employees. The financial position of a company indirectly tells the employees of their job security, salary increase or decrease or retrenchments. All of this directly impacts on the employee. It can be argued that the financial position of a company has a direct psychological effect on its employees. It may create fears of retrenchment and pay cuts.

2.4.6 Communication

According to Harrison (2009:1), overwhelming experience indicates directly or indirectly that people issues are the main reason for takeover failures, and communication is central to the people issues. Harrison (2009:1) further mentions that good communication is essential to successful mergers and acquisitions. The communication role needs to begin during the preliminary stages to set the scene. Too often communication does not start until too late. Effective employee communication is the first or second most important issue emerging in all studies of mergers. The International Association of Business Communicators has showed that most merger communication budgets around the world have been spent on external communication rather than on internal communication.

The author goes on to say that, regardless of the brilliance of the vision and fit in a merger, the subsequent success of the deal depends mostly on the employees. They are the ones whose day to day actions can make a merger work, or can sink it after the deal is done. The researcher is in agreement with Harrison and feels that clear and consistent communication to all employees is integral to a successful merger. This will alleviate rumour mongering and paranoia. The researcher believes that rumour mongering and paranoia can develop into more serious issues and can create a loss in productivity.
2.5 EMOTIONAL IMPACT OF MERGERS ON EMPLOYEES

According to the literature mergers also have an emotional impact on employees. This will be explored in this section.

2.5.1 The impact on work performance

According to Jansen (2003:44) the impact of mergers on staff in all cases, has been devastating for the emotional and professional lives of all staff, at all levels. The researcher believes that this emotional stress has a direct impact on work performance and in the personal lives of these employees. In his study Jansen (2003:44) discusses three kinds of staff politics that emerged from the merger.

- Corridor politics: this refers to strong feelings of betrayal and abuse, but not expressed in staff organisation and supported by government, in the case of two of the college-into-university mergers. The use of rumour and myth-making clearly contributed to the merger climate within the institution and to a very active micro-politics among staff and management; but it did not alter the speed or outcome of the merger.

- Street politics: this refers to the active representation of staff politics within public spheres, including the media, campus community, and through representations directly to government.

- Boardroom politics: this refers to the active negotiation and securing of position of one merger partner ahead of, during, and after the merger process as a result of deliberate actions by managers or leaders.

Jansen (2003:45) asserts that in this study corridor politics simply generated frustration in the institutional offices and cafeteria; rumour exacerbated anxiety and uncertainty. Street level politics displayed aggression and threatened withdrawal but did not influence the final outcome of the merger. From the above the researcher deduces that in a merger situation there are many
internal occurrences that create avenues for management to find solutions to the impact that a merger has on its employees.

According to an article for the International Labour Organisation, The employment ... sector (2001:1):

A merger or takeover in many ways invalidates the employment contract: the worker is now working for someone else, but without having taken steps to change employers. It brings home in the most emphatic manner the one-sidedness of the employment relationship and the fact that workers have no control over the decisions of their employer.

The researcher believes this article is actually saying that in a merger situation employees feel helpless and have no control over the decisions that their employers make and yet these decisions directly affect their lives. The employment ... sector (2001:1) further talks of M&A appearing to be deliberate strategies to violate internal norms and as a brute exercise of power. The article also mentions that M&A require harmonisation of various aspects relating to the terms and conditions of the company. This could be: pay, job titles, entitlements and other benefits, job descriptions, reporting and supervisory lines. The researcher believes that these specific aspects directly affect the lives of the employee’s affected by the merger.

According to Pande and Krishnan (sa:2), the uncertainty during the M&A activity divert the focus of employees from productive work to issues like job security, changes in designation, career path, working in new departments and a fear of working in new teams. The M&A activity also causes changes in their well defined career paths and future opportunities in the organisation. Some employees have to be relocated or assigned new jobs; hence the employees find themselves in a completely different situation with changes in job profiles and work teams. This may have an impact on the performance of the employees. The researcher is in agreement with this as affected employees may spend time worrying about their jobs and depression can set in which inevitable affects work performance and quality of work produced.

According to Mergers and acquisitions.....growth (2007:2), mergers or
acquisitions create an air of uncertainty and change, and in a lot of cases staff sees this as a threat. The article further states that the impact on morale and performance of such an activity should not be underestimated.

2.5.2 The Psychological impact on the Employee

In compiling this literature review the researcher has found few articles and studies undertaken to assess the impact of mergers and acquisitions on employees. However, a study by Broadbent, (in Hay & Fourie, 2002:121), on the merging of Catholic Universities in Australia found that academics across all levels are significantly affected by merging, either in a positive or negative way, although, a greater number of staff recorded negative effects.

Demers, Forrer, Leibowitz and Cahill (1996:22) assert that organisations tend to be very good at planning and orchestrating the technical and structural aspects of change, but poor at guiding and supporting the human side – the personal reorientation associated with change. According to Pande and Krishnan ([sa]:1):

Mergers can often prove to be traumatic for the employees of acquired firms; the impact can range from anger to depression. The usual impact is high turnover, decrease in morale, motivation, productivity leading to merger failure. The other issues in M&A activity are the changes in the HR policies, downsizing, layoffs, survivor syndromes, stress on the workers, information system issues etc.

Pande and Krishnan ([sa]:3) indicate that the impact on the employees can be divided into categories of psychological trauma, increased workload, survivor guilt and stress. The reaction of the employees may vary from anger to dejection to depression. The researcher believes that the trauma an employee may experience during a merger is largely due to the fact that the job which she/he holds becomes a part of their lives and the employee may internalise many of the problems as his/her own. This trauma may lead to a loss of trust in the employer, decrease in morale and this depression may consequently lead to impaired job performance. According to Pande and Krishnan ([sa]:3), the most likely reactions of traumatised employees are that of anger, fear, denial,
frustration and depression. These all ultimately leads to altered behaviour, reduced productivity, stress, illness, accidents, conflict and a total lack of commitment to making a merger work.

2.5.3 Survivor Syndrome

‘Survivor Syndrome’ is a phrase which has long been used to describe the set of shared reactions and behaviours of people who have survived an adverse event. It is now increasingly being used to describe the impact on the emotions and behaviours of employees who remain in organisations where large scale redundancies have recently occurred (Tait, [sa]:1). During a merger as with TUT, large scale redundancies will take place and those left behind are expected to cope and go on working productively. However, these ‘survivors’ experience many different emotions which may impact on the company or institution (researcher’s opinion).

Some of the symptoms of this syndrome are lower motivation and morale, reduced loyalty to the organisation, higher stress levels, lower trust and increased scepticism about the organisation, and feelings of guilt (Tait, [sa]:1). Depending on the extent of the redundancies in the organisation the syndrome could in fact affect a large amount of the employees. This in turn will have a negative impact on the organisation as a whole. Based on these symptoms there could be a lower level of production, absenteeism, and high labour turnover (researcher’s opinion).

2.5.4 Stress

Stress is a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he or she desires, and for which the outcome is perceived to be both uncertain and important (Robbins, 2005:569). In a merger situation the many implications such as downsizing, layoffs and increased workloads may cause employees to experience workplace stress (researcher’s opinion). When stress is experiences by an
individual, its symptoms can surface as physiological, psychological or behavioural (Robbins, 2005:571).

The author goes on to say that stress shows itself in many ways. An individual who is experiencing high levels of stress may develop hypertension, ulcers, irritability, and difficulty in making decisions, loss of appetite and accident-proneness. Stress may also cause job dissatisfaction. This may result in many different behaviour patterns of the part of stressed employees, changes in productivity, increased absenteeism, increased or decreased eating habits, increased smoking, increased alcohol consumption and sleep disorders. This stress-related behaviour may cause psychological trauma to the stressed individual and in turn affect his/her work performance and personal life.

This in effect may cost the company hundreds if not millions of Rands (researcher’s opinion). The American Institute of Stress estimates that the stress and the ills it can cause – absenteeism, burnout, and mental health problems – cost American business more than $300 billion a year (Robbins, 2005:575).

2.6 IMPACT OF MERGERS ON EMPLOYEES – BUSINESS PERSPECTIVE

Having now explored the emotional impact the rest of this section will now explore the business impact on employees.

According to Bhat (2009:1), M&A helps a company to grow in a better way, but they have a great impact on the employees working in a company and on working conditions. The author cites many different ways in which employees are affected by mergers. The author provides valuable information on some of the different ways in which employees are affected through mergers and acquisitions. The researcher thought it pertinent to include these in this chapter.
When two companies which have different style of functioning merge, there is a clash between the companies which pulls them together in different directions apart from their aims and objectives and in the process endanger the advantages envisaged both in the real life as well as in the scheme of amalgamation. Thus M&As had a great impact on the individual or group working in a company and on work culture.

The researcher is in full agreement with this. Reverting to Chapter one, Harvey and Brown (2001:69) define corporate culture as “a system of shared values and beliefs that interact with an organisation’s people, structure and systems to produce behavioural norms; in other words the way things are done around here”. A culture analysis was completed for the three institutions and the results indicated that much work needed to be done to create a new culture for TUT. (TUT Preliminary Cultural Analysis Report, December 2003 - March 2004). This meant that many employees needed to change what was, into what is going to be. This created hostility and anxiety.

- Many personnel issues such as salaries, benefits, pension of employees are also affected due to M&A. Since the organisational structures are different, differences in compensation packages and designation can take place accordingly.
- There are ego clashes between the top management and subsequently lack of co-ordination among them may lead to collapse of company after merger. This problem is more prominent in cases of mergers between equals.
- There is also a separation anxiety among the employees because they think some of their co-workers will be leaving the company. The atmosphere of apprehensions leads to company-wide rumours. The employees lose faith in their organisation and tend to become demotivated.
- Employees are the main victims when a merger takes place. They may be hurting themselves by trying to cope with new changes. When they realise that their potential for future growth within the organisation
dwindles, they often become withdrawn and frustrated which can affect productivity of the company severely.

- M&A’s affects the CEOs of the company because they are the most creative and talented people within the organisation. The resultant loss of control devastates these individuals. The stress level experienced by these executives often travels down through the chain of command, affecting subordinates as well.

- Employees of the company are mostly scared by the merger that they will receive step-motherly treatment. This question is always in the minds of employees of the transferor company. This fear of transfer and retrenchment, the loss of position in the hierarchical level are some of the thoughts which always remain in the minds of employees of both companies.

- There is also reorganisation and restructuring in the company during the days when the merger process is going on. The process of merging by which a company is bought or sold can prove difficult, slow and expensive.

- The M&A transaction typically requires six to nine months, and involve many steps. Locating parties with whom to conduct transaction forms one step in the overall process, and perhaps it is the most difficult step in the transaction. This process of M&A has a great impact on the work culture at this time as it disturbs the whole organisation of the company.

- In an acquisition the buyer assumes the dominant parent role and the acquired company assumes the subordinate role, acting in the role of stepchild. Just as step-parents may deny stepchildren certain family resources, the company which has been acquired may also experience similar after an acquisition takes place. This situation is caused due to lack of fit between the two organisations. Such lack of fit is an issue and it has a great impact on the acquired company, as it affects the latter’s work culture, organisation and particularly the employees working in the company.

- The uncertainties of M&A’s shift the focus of employees from productive work to issues related to interpersonal conflicts, layoffs, career growth
with the acquirer company and compensation. Moreover, employees are worried about how they will adjust with new colleagues. The merger involves downsizing. Thus the first thing that comes to the mind of employees is related to their job security. A merger also leads to change in the well defined career paths of employees. Due to these reasons employees find themselves in completely different situation with changes in job profiles and work teams. This may have a negative impact on the performance of the employees.

- Each company has its own set of values which may conflict with those of acquired company. The employees may not be able to accommodate themselves in new culture, and this may lead to cultural shock. The inability to adapt to the new culture increases stress level among employees and results in low job performance. The need, therefore, is to follow a structured approach in dealing with cultural differences.

- The employees face great uncertainty which, in turn, produces stress. Such stress ultimately affects their perception and judgments. Due to stress among employees caused by M&A, the most common reactions displayed by them are as follows:
  - loss of identity;
  - lack of information & anxiety;
  - talent is lost; and
  - family repercussions.

2.7 SUMMARY

This chapter has essentially dealt with the literature review on M&A’s with particular emphasis on the impact of mergers on the employees of the merging institutions from both a personal and a professional point of view. This chapter also focused on the history of mergers in South Africa from a Higher Education perspective and from a business perspective.

The next chapter will focus on the research methodology utilised in this study.
CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter explored the literature in terms of the concept of a merger from both a business and a Higher Education perspective. The value of the literature research was found in that it forms the foundation for the empirical study.

In this chapter the researcher will focus on the research design and methodology. As part of the research design the researcher will discuss the sample, the method of data collection, the development of the questionnaire and the data analysis procedure.

3.2 RESEARCH DESIGN

According to Fouché and Delport (2002:79) there are two well-known and recognised approaches to research, namely the qualitative paradigm and the quantitative paradigm. Babbie (2005:23) explains that the distinction between quantitative and qualitative data in social research is essentially the distinction between numerical and non-numerical data. Quantitative research is according to Bless and Higson-Smith (2000:156), research conducted using a range of methods which use measurement to record and investigate aspects of social reality.

For the purpose of this study, the researcher believed that a quantitative approach would be more appropriate in exploring what has been the impact of the merger.

3.2.1 Type of research

Bless and Higson-Smith (2000:37) suggest that there are several ways of classifying research studies. One method arises from the reasons for
conducting that particular research. Studies that aim primarily to increase human understanding of a particular aspect of society are often referred to as basic social research. Bless and Higson-Smith, (2000:37) further state that studies that aim primarily to solve a problem confronting a group of people, are often referred to as applied social research. According to Neuman (2000:24) applied research tries to solve specific policy problems, or assist practitioners to accomplish tasks.

The researcher has undertaken this study to understand human behaviour amidst much chaos and change. For this reason the researcher believes that in this study, applied research is most appropriate. Babbie (2005:25) states that pure and applied researchers have two distinct motivations. On the one hand they are fascinated by the nature of human life and are driven to explain it, to make sense of apparent chaos. At the same time; perhaps inspired by their subject matter, social researchers are committed to having what they learn make a difference. This study aimed at exploring the impact of the merger on the employees of TUT.

3.2.2 Research design

Mouton (2001:55) defines a research design as being a plan or a blueprint of how one intends conducting the research. He further characterises the research design as being the point of departure for the research problem or question. Neuman (2000:121-155) makes a distinction between qualitative and quantitative research designs. For the purposes of this study, the researcher focused on the quantitative research design which Neuman (2000:121-151) describes as including: experiments, surveys and content analysis. According to Fouché and De Vos (2002:138-147), there are four categories of quantitative research designs. These are the pre-experimental, the quantitative descriptive design (survey), the quasi-experimental design and the true experimental design.
Since this study adopted a quantitative approach, the researcher is of the opinion that the appropriate design is a quantitative descriptive design (survey), as she focused on information that is inherently statistical in nature (Neuman, 2003:264). In the next section the research methodology utilised will be set out. Conceptually the process depicted in figure 2 was followed.

3.3 PHASE 1: PILOT STUDY

According to Leedy and Ormrod (2001:116), a brief pilot study is an excellent way to determine the feasibility of a study. Leedy and Ormrod (2001:116) further state that, after a small investment on the part of the researcher, the pilot study may save the researcher time by letting him/her know which approaches will and will not be effective in helping solve the overall research problem. Bless and Higson-Smith (2000:155) define a pilot study as “a small study conducted prior to a larger piece of research to determine whether the methodology, sampling, instruments and analysis are adequate and appropriate”.

3.3.1 Pilot testing

According to Bless and Higson-Smith (1995:52) pilot testing allows the researcher to investigate the accuracy and appropriateness of any measuring instrument. Neuman (2003:257) elaborates on this by stating that the researcher may uncover aspects that need refinement through pilot testing.
The pilot test will enable the researcher to make amendments to the questionnaire (Appendix A), so that it targeted the specifics of the study. The pilot test assisted the researcher to identify gaps in the process and provides the researcher with some ideas of how the respondents would respond to the main investigation. The researcher will conduct the pilot test to determine the reliability and validity of the questionnaire. This will be done with two respondents from the same population who will not form part of the main study. The researcher believes that this form of reliability testing is necessary to avoid problems that may be encountered later on, and that it will save time and money. The results indicated that the respondents did not encounter difficulties with the questionnaires and this proved that the questions were clear and unambiguous.

3.3.2 Feasibility of the study

In terms of the feasibility of the study, the researcher was an employee at TUT and did not experienced difficulties in terms of accessibility. TUT is an academic environment and research is seen as an important facet of the academic environment, hence TUT granted the researcher permission to conduct the study (see Appendix C). The costs incurred in the study were minimal and for the account of the researcher.

3.4 PHASE II: QUANTITATIVE DIMENSION

The quantitative dimension aims to provide a broad overview of a representative sample of a large population. The assumptions underlying this approach are set out below (Creswell, 1994:150).

- **The ontological assumption** is that reality is objective and singular, apart from the researcher.
- **The epistemological assumption** is that the researcher is independent from that being researched.
• **The methodological assumptions** are that the research is a deductive process, based on cause and effect, on static design (categories isolated before study), that it is context-free, that generalisations lead to prediction and understanding, and that the research is accurate and reliable through validation and applicability.

The rest of this section will outline the data collection method and the instrument that will be used for analysis purposes, and to make sure the instrument is understood and clearly articulated.

### 3.4.1 Measurement instrument

A questionnaire based on the operational research model shown in Chapter two has been created. The questionnaire (included as Appendix A) consists of 27 questions. The questions relate as follows to the operational model that was developed.

**Table 1: Operational model and related questions**

<table>
<thead>
<tr>
<th>Personal elements</th>
<th>Question</th>
<th>Professional elements</th>
<th>Question</th>
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<tr>
<td>Personal relationships</td>
<td>1, 8, 11, 14</td>
<td>Job security/ promotion</td>
<td>4, 18, 20</td>
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<td>Marital relationships</td>
<td>2</td>
<td>Job/ position loss</td>
<td>19, 22, 23</td>
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<td>Depression</td>
<td>5</td>
<td>Communication</td>
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<td>Management Relationship</td>
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<td>Colleague relationships</td>
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<td>Disruptive behaviour</td>
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<td></td>
<td>Absenteeism</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skills development</td>
<td>3</td>
</tr>
</tbody>
</table>

The questionnaire requires the sample group to rate the statement in terms of the following criteria:

- strongly agree;
- agree;
- disagree;
- strongly disagree
3.4.2 Research population, sample and sampling method

In this section the research population and related sampling method will be discussed.

3.4.2.1 Universe

According to Strydom and Venter (2002:198) a universe refers to all potential subjects who possess the attributes in which the researcher is interested. The researcher thus regards all the employees of Tshwane University of Technology as the universe. This comprises 5505 individuals.

3.4.2.2 Population

According to Bless and Higson-Smith (2000:85) a population, sometimes referred to as a “target population”, is the set of elements upon which the research focuses and to which the results obtained by testing the sample, should be generalised. It is thus essential that the population should be accurately described. Leedy and Ormrod (2001:218), provide specific characteristics to describe a population. The characteristics are listed below.

- A population is generally a homogenous group of individual units.
- A population contains definite strata that are approximately equal in size;
- A population contains definite strata that appear in different proportions within the population.
- A population consists of clusters whose cluster characteristics are; similar, yet whose unit characteristics are as heterogeneous as those of the overall population.

The researcher identifies all the campuses within the Gauteng Province as her population. This will include the Pretoria campus, the Garankuwa campus and the Soshanguve campus. The total number of the population would be 2329.
The reason for identifying the Gauteng province as the sample for this study is purely for accessibility and cost effectiveness regarding the study. This will also ensure that the researcher is able to conduct a quality assured study.

3.4.2.3 Boundary of the sample

Bless and Higson-Smith (2000:156) state that a sample refers to the group of elements drawn from the population, which is considered to be representative of the population, and which is studied in order to acquire some knowledge about the entire population. Strydom and Venter (2002:199) reiterate that people are interested in describing the sample as a means of helping them to explain some facet of the population.

Seaberg, Grinnell and Williams (in Strydom & Venter, 2002:200), indicate that in most cases a 10% sample should be sufficient for controlling for sampling errors. Having taken this into account, the researcher calculated the sample as 233 respondents.

According to Kerlinger (in Strydom & Venter, 2002:201), representativeness is an important aspect of sampling. Representativeness is important when one wants to generalise from the sample to the larger population, i.e. when one studies a sample in order to draw conclusions about the population from which the sample came (Reid & Smith in Strydom & Venter, 2002:201).

Taking this into consideration, the researcher, with the assistance of the TUT statistician, will use proportions of the total of each campus to the total number of respondents for TUT. The following method will be used. The total number of respondents over the three learning sites is 2329. Ten percent of this 2329 yields a total sample of 233 respondents. Of these 2329, 1560 are from Pretoria, 540 are from Soshanguve and 229 are from Garankuwa. As explained by Seaberg, Grinnell and Williams (in Strydom & Venter, 2002:200),
in most cases a 10% sample should be sufficient for controlling for sampling errors, hence the following results:

Pretoria Campus = 156 respondents;
Soshanguve Campus = 54 respondents; and
Garankuwa Campus = 23 respondents.
The total number of respondents will therefore be 233. In this way the researcher will ensure that each learning site is equally represented.

![Pie chart showing sample distribution](image)

Figure 3: Sample of study

### 3.4.2.4 Sampling Method

According to Strydom and Venter (2002:203), there are two types of sampling procedures, probability sampling and non-probability sampling. Probability sampling is based on randomisation, while non-probability sampling is done without randomisation. Bless and Higson-Smith (2000:156) mention that probability sampling is where the probability of each element of the population being included in the sample can be determined.

Strydom and Venter (2002:203) indicate that there are five kinds of probability sampling and these are: simple random sampling; systematic sampling;
stratified random sampling; cluster sampling; and panel sampling. Strydom and Venter (2002:205) explain further that systematic sampling is when only the first case is selected randomly, and then all subsequent cases are selected according to a particular interval, e.g. each fifth or tenth case. Leedy and Ormrod (2005:203) mention that systematic sampling involves selecting individuals according to a predetermined sequence.

In this study, the researcher will focus on probability sampling, and more specifically systematic sampling, as the respondents will be selected using a list of employees from the Human Resources department of TUT. The researcher will select every tenth person from the list as a respondent in this study.

### 3.4.3 Sample description

The questionnaire was completed by 72 (n=72) respondents as set out in the previous section. As the sample consists of 233 respondents, this is a 31% response rate of the sample group. The data, which appear below, provide an overview of the profile of the respondents.
3.4.3.1 Age Group

The following table and chart illustrate that, in terms of the age distribution of the respondents who completed the questionnaire, the majority of respondents were in the age group 36-45.

Table 2: Age Group Distribution

<table>
<thead>
<tr>
<th>Age Group Category</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25</td>
<td>2</td>
<td>2.8</td>
<td>2.8</td>
</tr>
<tr>
<td>25-35</td>
<td>25</td>
<td>34.7</td>
<td>37.5</td>
</tr>
<tr>
<td>36-45</td>
<td>30</td>
<td>41.7</td>
<td>79.2</td>
</tr>
<tr>
<td>46-55</td>
<td>13</td>
<td>18.1</td>
<td>97.2</td>
</tr>
<tr>
<td>56-65</td>
<td>2</td>
<td>2.8</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4: Age Group Distribution
3.4.3.2 Gender

Table 3: Gender Distribution

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>62.5</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Figure 5: Gender Distribution

Table 3 and Figure 5 illustrate that respondents within TUT are mostly female.
3.4.3.3 Years at TUT/TNG/TP/TNW

Table 4: Distribution of Years of service

<table>
<thead>
<tr>
<th>Response (years)</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 years</td>
<td>12</td>
<td>16.6</td>
<td>16.7</td>
</tr>
<tr>
<td>4-7 years</td>
<td>20</td>
<td>27.8</td>
<td>44.4</td>
</tr>
<tr>
<td>8 and above</td>
<td>40</td>
<td>55.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Table 4 and Figure 6 illustrate the distribution of the years of service of respondents. The data would seem to indicate that the majority of respondents have eight or more years of service.
### 3.4.3.4 Occupational Category

#### Table 5: Occupational Distribution

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>7</td>
<td>9.7</td>
<td>9.7</td>
</tr>
<tr>
<td>Executive/Administrative/Managerial</td>
<td>21</td>
<td>29.2</td>
<td>38.9</td>
</tr>
<tr>
<td>Specialist/ Support</td>
<td>22</td>
<td>30.6</td>
<td>69.4</td>
</tr>
<tr>
<td>Technical</td>
<td>4</td>
<td>5.6</td>
<td>75.0</td>
</tr>
<tr>
<td>Non-professional</td>
<td>16</td>
<td>22.3</td>
<td>97.2</td>
</tr>
<tr>
<td>Crafts/ Trade</td>
<td>1</td>
<td>1.3</td>
<td>98.6</td>
</tr>
<tr>
<td>Service</td>
<td>1</td>
<td>1.3</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Figure 7: Occupational level Distribution
Table 5 and Figure 7 illustrate the current occupational category. Most of the respondents fall within the categories of Executive/Administrative/Managerial and Specialist/ Support Services.

From the responses indicated, it is evident that the majority of respondents:

- are aged between 36 and 45 years;
- are female;
- have served eight or more years at TUT/TNG; and
- falls within the Executive/Administrative/Managerial professional and Specialist/Support Professional category.

This also indicates a limitation in the study, in that the size of the various different groups is too small to report on any significant difference between the groups.

### 3.5 DATA COLLECTION METHOD

Quantitative data collection methods often employ measuring instruments (Delport, 2002:165). According to Delport (2002:165), one such measuring instrument is the questionnaire and, since this study has been identified as being quantitative, the researcher used a questionnaire as the method of data collection (Fouché & De Vos, 2002:138-147). *The New Dictionary of Social Work* (1995:51) defines a questionnaire as “a set of questions on a form which is completed by the respondent in respect of a research project”. The literature research formed the basis from which the questionnaire was developed.

The researcher utilised the Human Resources Department situated on each campus of TUT within the Gauteng province. This focussed on the Pretoria West campus, Garankuwa campus and the Soshanguve campus.

The researcher hand delivered the questionnaire to respondents on each campus. The researcher used e-mail to ensure that respondents completed and returned the questionnaires on time. The distribution of questionnaires
was discussed with the campus director of each campus in order to ensure that participation was maximised.

### 3.6 DATA ANALYSIS

Analysis is the ordering and structuring of data to produce knowledge (Sharp, Peters & Howard, 2002:113). Quantitative data in professional research can be analysed manually or by computer (Kruger, De Vos, Fouché & Venter, 2005:218).

The data obtained from the respondents will be captured into separate databases constructed for this purpose. To ensure the accuracy of the data, data validation rules will be constructed in the database. Statistical analyses will be performed using SPSS version 13.

### 3.7 SUMMARY

This chapter described the research methodology in terms of the research design and the implementation thereof. The focus was on the sampling and methodology utilised in this study. The following chapter will present the analysis of the empirical data of this study.
CHAPTER 4: ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter, the results of the analyses performed are discussed and some conclusions are drawn from them. Reference will be made to specific tables and charts contained in the previous chapter as necessary, rather than being repeated in this chapter.

4.2 RESEARCH RESULTS

In order to find the answer to the research question posed in Chapter one, the following statistical and analytical procedures were performed.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliability</td>
<td>Identify and eliminate items that do not adequately contribute to the overall statistics</td>
</tr>
<tr>
<td>Frequency</td>
<td>To determine what size of the sample agreed/disagreed with the statement</td>
</tr>
</tbody>
</table>

4.3 ANALYSIS OF DATA

In this section of the chapter the initial analysing of the questionnaire is reported.

4.3.1 Item reliability

Annexure B section 1 contains the report generated by the statistical software. The results indicated that the overall item-total reliability is somewhat low (Cronbach Alpha = 0.611). This implies that there are probably some items within the questionnaire which could be improved. No items were deleted as the Cronbach Alpha would not improve.
4.3.2 Interpretation of results

In this section the results in terms of frequency will be discussed.

4.3.3 Personal elements

In this specific section the data analysis will first explore the impact of the merger on the personal elements as defined in Chapter two. The graphs will display the frequency (actual number of respondents) and the horizontal axis the following key that will be utilised:

Key: 1= strongly agree; 2= Agree; 3= Disagree; 4= Strongly Disagree.

4.3.3.1 Personal Relationships

Figure 8: Positive impact on personal relationships

Positive impact-personal relationships

From the data analysis and Figure 8 it can be seen that 51% of the respondents disagreed and 15.3% strongly disagreed with the statement that the merger affected their personal relationships positively. It may then be assumed that the majority of the respondents experienced the merger as having negatively affected their personal relationships.
The literature in this study (Chapter 2) does not make mention of the impact on personal relationships specifically. However, according to Robbins (2005:571), stress shows itself in many different ways. An individual who experiences high levels of stress may develop hypertension, ulcers, irritability, and difficulty in making decisions, loss of appetite and accident proneness. It can therefore be argued that related behaviour may cause psychological trauma to the stressed individual and, in turn, affect his/her personal lives.

Figure 9: Aggression

Aggression

From the data analysis and Figure 9 it can be seen that the majority of the respondents disagreed (45.8%) and strongly disagreed (29.2%) that they experienced aggression towards their family as a result of the merger.
Figure 10: Irritation

Irritation

The data analysis and figure 10 indicates that of the participants 47% disagreed and 25% strongly disagreed with the statement I experience irritation towards my family as a result of the merger.
According to this study, no participants spoke of aggression, frustration or irritation towards family members. Although Pande and Krishnan ([sa]:3) mention that the reaction of the impact on the employees may vary from anger
to dejection to depression. It does not specifically state that this is directed towards family members.

4.3.3.2 Marital relationships

Figure 12: Marital relationships

Marital

From the data analysis and Figure 12 it can be seen that the majority (Strongly disagreed = 34.7% and Disagreed = 47%) of the respondents disagreed that the merger affected their marital relationships positively.

It can be concluded that the merger did not have a positive impact on the marital relationship of most participants, but it cannot be determined whether
this was then a neutral or a negative effect. Although the literature does not specifically talk about marital relationships, Robbins (2005:571) indicates that stress related behaviour may cause psychological trauma to the stressed individual and may in turn affect their work performance and personal life. Personal life could in fact refer to marital relationships as can be seen in the above data.

4.3.3.3 Depression

Figure 13: Depression

Depression

The data analysis in Figure 13 indicates that 46% of the participants (includes both options “agree” and “strongly agree”) experienced depression as a result
of the merger and 54% indicate that they disagree and strongly disagree. From this data one can conclude that this is a neutral finding.

4.4 PROFESSIONAL ELEMENTS

In this specific section the data analysis will first explore the impact of the merger on the professional elements as defined in Chapter two.
4.4.1 Job security/promotion

Figure 14: Development with regards to promotion

**Development with regards to promotion**

From the data analysis and Figure 14 it can be seen that 35% of the respondents disagreed and 33% strongly disagreed with the statement that the merger impacted positively on their development with regards to promotion.
Figure 15: Job security

**Job security**

The data analysis in Figure 15 indicates that 63.9% (includes both options “disagree” and “strongly disagree”) of the participants experienced that their job security are under threat as a result of the merger.
Figure 16: Promotion

**Promotion**

The data analysis and Figure 16 shows that only 26% of the participants (Agree = 19.4% and Strongly agree = 6.9%) indicated that they believed the merger would impact positively on opportunities for promotion.

According to Pande and Krishnan ([sa]:2) the uncertainty during M&A activity divert the focus of employees from productive work to issues like job security, changes in designation, career path, working in new departments and a fear of working in new teams. Bhat (2009:1) says that mergers involve downsizing, hence the first thing that comes to the mind of the employees is related to job security. This aspect can be confirmed in the findings in Figures 14, 15 and 16. It can be concluded that the majority of the participants agreed with statements
relating to a negative impact on their job security, promotional development opportunities for promotion.

4.4.2 Job loss/position

Figure 17: Affirmative action

**Affirmative action**

From the data analysis and Figure 17 it can be seen that 61% of the respondents (includes both options “disagree” and “strongly disagree”) disagreed that affirmative action is a form of unfair discrimination. Due to pressure from the TUT ethics committee and the diversity manager this item was added to the questionnaire. The researcher still believes that Affirmative action did not play a role in terms of this merger process. It may have possibly
been an outcome. The researcher therefore did not focus on reviewing literature in this regard for fear of deviating from the topic at hand.

Figure 18: Retrenchment

Retrenchment

Demers et al. (1996:22), mention that the usual impact of mergers is a high turnover, decrease in morale, and motivation. Other issues in M&A activity include changes in HR policies, downsizing and layoffs. The data analysis and Figure 18 show similar findings where 58% of the participants (includes both options “agree” and “strongly agree”) agreed that as a result of the merger they stood a change of being retrenched.
Redeployment

According to Pande and Krishnan ([sa:2]), during M&A activity some employees have to be relocated or assigned new jobs; hence the employees find themselves in a completely differently different situation with changes in job profiles and work teams. This is in agreement with the data analysis and Figure 19, where it can be concluded that 61% of the participants (includes both options “agree” and “strongly agree”) agreed that as a result of the merger they stood a change of being redeployed. Hence, it can be concluded that most of the participants agreed with statements relating to the possibility of retrenchment and redeployment due to the merger.
4.4.3 Communication

According to Harrison (2009:1), good communication is essential to successful mergers and acquisitions. The communication role needs to begin during the preliminary stages to set the scene. Too often communication does not start until too late. Effective employee communication is the first or second most important issue emerging in all studies.

This information can be confirmed from the above data analysis and, where 18% of the participants agreed and 42% strongly agreed that the merger created a severe breakdown in communication. Hence, it can be concluded
that the majority, (60%), of the participants reported a severe breakdown in communication due to the merger.

4.4.4 Relationship towards Management

![Figure 21: Aggression towards management](image)

**Aggression towards management**

From the data analysis and Figure 21 it can be concluded that 60% of respondents (includes both options “agree” and “strongly agree”) agreed that they experienced aggression towards management as a result of the merger.
Figure 22: Irritation towards management

Irritation towards management

Figure 22 and the data analysis indicates that 72% of respondents (includes both options “agree” and “strongly agree”) agreed that they experienced irritation towards management as a result of the merger.
Figure 23: Frustration towards management

**Frustration towards management**

Figure 23 and the data analysis shows that 19% of the participants strongly agrees and 60% agrees (includes both options “agree” and “strongly agree”) with the statement that they experienced frustration towards management as a result of the merger.

Pande and Krishan ([sa]:1) speak about dissimilar cultures producing feelings of hostility and significant discomfort among employees towards management and Harrison (2009:1) describes the lack of communication that can create paranoia among employees towards management. Although the literature within this study speaks of stress, anger or depression, there is no specific mention of these issues relating directly towards management. Again the researcher believes that more research is needed to investigate these issues.
further as according to the findings in the data analysis most participants experienced frustration and irritation towards management as a result of the merger and 60% of the respondents also experienced aggression towards management.

4.4.5 Relationships towards Colleagues

Figure 24: Aggression towards colleagues

Aggression towards colleagues

From the data analysis and Figure 24 it can be concluded that 39% disagreed and 11% of respondents strongly disagreed that they experience aggression towards colleagues as a result of the merger. Of the respondents 50%
(includes both options “agree” and “strongly agree”) agreed with the statement. Hence it is a 50 – 50 situation and no definite conclusion can be drawn.

Figure 25: Irritation towards colleagues

**Irritation towards Colleagues**

Figure 25 and the data analysis shows that 50% (includes both options “agree” and “strongly agree”) of the participants stated that they experienced irritation towards their colleagues as a result of the merger. There is the indication that 50% disagree therefore the results are neutral and one cannot provide a conclusive result.
Figure 26: Frustration towards colleagues

**Frustration towards colleagues**

From the data analysis and Figure 26 it can be concluded that 51% of participants (includes both options “agree” = 41.7% and “strongly agree” = 6.9%) experienced some form of frustrations with their colleagues as a result of the merger. The data shows that 49% of the respondents (includes both options disagree and disagree strongly), did not experience some form of frustration. This shows a neutral result and thus the researcher can state that the results are inconclusive.
Figure 27: Staff relations

**Staff relations**

Survivor Syndrome as described by Tait ([sa]:1) is the set of shared reactions and behaviours of people who have survived an adverse event. This adverse event can include a merger where large scale redundancies take place. In this respect the researcher feels that employees who survive the merger retrenchments are left behind to cope and go on productively. These survivors may look to each other for support. On the other hand when two different companies of equal standing merge there is a definite “culture Shock” (Pande & Krishnan, [sa]:1), and these employees may feel aggression, discomfort and hostility towards their new colleagues.

These two paradigms can be seen in the data analysis of collegial relationships and Figure 27 where it can be seen that 63% (includes both
options disagree and strongly disagree), of the respondents disagreed with the statement that staff relations became enhanced as a result of the merger. However, this doesn’t imply that collegial relationships deteriorated, it is possible that relationships stayed the same. The results are only indicating that the merger didn’t enhance relationships.

4.4.6 Disruptive behaviour

![Figure 28: Arguments in the workplace](image)

**Arguments in the workplace**

The data analysis and Figure 28 shows that of the participants 11% strongly agreed and 39% agreed with the statement that they argue more in the workplace as a result of the merger. No clear conclusion can be made as 50%
of the respondents reported that they didn’t argued more in the workplace as a result of the merger.

4.4.7 Staff morale

Figure 29: Staff morale

Staff morale

Figure 29 and the data analysis shows that of the total participants 17% strongly disagreed and 60% disagreed with the statement that the merger enhanced staff morale. It can be concluded that the merger did not enhance staff morale.
4.4.8 Performance standards

Figure 30: Academic standards

**Academic standards**

From the data analysis and Figure 30 it can be concluded that 75% of participants (includes both options “disagree” and “strongly disagree”) did not experience a positive change in academic standards at TUT as a result of the merger.
Figure 31: Administrative standards

Administrative standards

The data analysis and Figure 31 indicate that 67% of participants (includes both options “disagree” and “strongly disagree”) did not experience a positive change in administrative standards at TUT as a result of the merger.
From the data analysis and Figure 30 it can be concluded that 35% of participants (includes both options “agree” and “strongly agree”) experienced a positive change in moral standards at TUT as a result of the merger. It can be concluded that moral standards didn’t improve positively as a result of the merger.

The study by Woodward and Parsons ([sa]:19-22), show a similarity towards these findings. According to these authors their study proved that the majority of the staff members held the opinion that academic standards will fall as a result of the merger.
4.4.9 Absenteeism

Stress as a result of the merger can surface symptomatically as physiological, psychological or behavioural forms (Robbins, 2005:571). Stress shows itself in many different forms. An individual experiencing stress may experience hypertension, ulcers or loss of appetite. This may result in many different behaviour patterns of the stressed employees, changes in productivity and increased absenteeism. This is in contrast to the data analysis and Figure 33 which indicates that only 28% (includes both options “agree” and “strongly agree”), of participants reported that they were more absent from work more
frequently than before as a result of the merger. Therefore it can be concluded that the merger did not result in the respondents being absent more than usual from work.

4.4.10 Skills development

![Skills development graph]

Figure 34: Skills development

**Skills development**

Figure 34 shows that of the 72 respondents 14% strongly agrees and 39% agrees that the merger impacted positively on their development. No clear conclusion can be made as 47% of participants (includes both options “disagree” and “strongly disagree”) felt that the merger did not impact positively on their development with regard to skills.
4.5 SUMMARY

The table below is an attempt to summarise the results in terms of the impact of the merger. It has been clustered in terms of “agreed”, “neutral” (where no clear distinction can be made in terms of the responses by participants) and “disagreed”.

Table 6: Data conclusion

<table>
<thead>
<tr>
<th>Element</th>
<th>Agreed</th>
<th>Neutral</th>
<th>Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>The merger positively affected my personal relationships.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The merger positively affected my marital relationships.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The merger impacted positively on my development with regards to skills.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>The merger impacted positively on my development with regards to promotions.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The process of the merger led me to becoming depressed.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>I experienced aggression towards management as a result of the merger.</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I experienced aggression towards my colleagues as a result of the merger.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I experienced aggression towards my family as a result of the merger.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I experienced irritation towards management as a result of the merger.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I experienced irritation towards my colleagues as a result of the merger.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I experienced irritation towards my family as a result of the merger.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I experienced frustration towards management as a result of the merger.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I experienced frustration towards my colleagues as a result of the merger.</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>I experienced frustration towards my family as a result of the merger.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>I argue more in the workplace as a result of the merger.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Staff relations became enhanced as a result of the merger.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>The merger created a severe breakdown in communication.</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>I feel that my job is secure.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Affirmative action is a form of unfair discrimination.</td>
<td></td>
<td></td>
<td>Not related to the impact of the merger</td>
</tr>
<tr>
<td>The merger has impacted positively on my opportunities for promotion.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Element</td>
<td>Agreed</td>
<td>Neutral</td>
<td>Disagreed</td>
</tr>
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<tr>
<td>The merger has enhanced staff morale.</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>As a result of the merger I stand a chance of being retrenched.</td>
<td>X</td>
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<tr>
<td>As a result of the merger I stand a chance of being redeployed.</td>
<td>X</td>
<td></td>
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<tr>
<td>The impact of the merger has resulted in me being more absent from work than before.</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>As a result of the merger I have experienced a positive change in academic standards at TUT.</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>As a result of the merger I have experienced a positive change in administrative standards at TUT.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>As a result of the merger I experienced a positive change in moral standards at TUT.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

With regard to personal elements, it seems that the merger did not have a positive impact on the respondents in terms of:

- personal relationships; and
- marital relationships.

With regard to the professional elements, it seems that the merger did not have a positive impact on participants with regard to:

- management relationships;
- job security;
- job position and promotion;
- communication;
- performance standards; and
- some elements of relationships with colleagues.

The next chapter will conclude this study, and certain recommendations will be made to the management of TUT.
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study focused on the impact of the merger on the employees of Tshwane University of Technology. Attention was placed on mergers from a business perspective and mergers from a higher education perspective.

An empirical study was done during which a self-administered questionnaire was used to collect data from the TUT employees. The theoretical information and the empirical data were integrated and certain interpretations were made.

This last chapter will serve as the final evaluation of the research process and results. In order for the researcher to provide an effective research report, certain conclusions and recommendations will be made.

5.2 CONCLUSIONS

The researcher can conclude that employees felt negatively impacted by the merger in their personal lives, personal family and marital relationships.

With regard to the professional elements it seems that the merger did not have a positive impact on participants with regard to the points listed below.

- Management relationships: the merger had a negative impact on relationships with management. Employees experienced high levels of aggression, irritation and frustration towards the management of TUT.

- Professional elements refer to job security, promotional opportunity and promotional development. Issues of job security are the ones that cause greatest concern. Similar results were found in this study. The majority of the employees felt that the merger had had a negative impact in respect of their professional lives.
Job loss includes retrenchment and redeployment. Employees felt threatened in regards to retrenchment and felt that there was a great possibility of redeployment.

Communication: The merger created a severe breakdown in communication.

Performance standards include academic standards, administrative standards and moral standards. Employees felt that the performance standards of TUT would fall as a result of the merger.

Relationships with colleagues. Employees experienced some feelings of irritation and frustration towards their colleagues as a result of the merger. Employees also felt that staff relations declined progressively.

5.3 RECOMMENDATIONS TO TUT MANAGEMENT

To strengthen employees, TUT management should provide the necessary support for employees in the form of individual, group or family therapy.

TUT management should place emphasis on consistent and transparent communication channels to all employees.

Open communication channels will allow employees an opportunity to engage with management and this may alleviate much of the frustration, irritation and aggression felt towards management.

Information about job security, retrenchment and redeployment needs to be communicated to employees.

TUT management should begin training programmes on stress management, working in teams and motivational discussions.
• TUT management should begin development programmes to assist those staff members who are targeted to be retrenched focussing on planning the investment of their retrenchment packages, compiling CVs and interview skills.

• Management should consider investing in the employee’s well-being on both a personal and a professional level, as this will also avoid the possibility of a high turnover which will add to the financial burden of the institution.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH
Based on the limitations as mentioned in Chapter one, it is suggested that future research assessing the impact of a merger on a Higher Education institution should:

• improve the questionnaire in terms of the quality of the constructs and items within the questionnaire; and
• should have a larger sample size with better representation at the different levels at the institution.

It is also suggested that other instruments are utilised to determine whether the responses participants have given concerning the impact of the merger are in any way impacted by their own level of maturity and resilience. This could lead to a better understanding of individuals as they go through a merger, and what mechanisms and skills they utilise in dealing with the implications of a merger.

Further to the above the researcher believes that more research should be conducted to assess whether employees are able to maintain a positive work-life balance and hence are able to avoid projecting their feelings of aggression, irritation and frustration onto their family members; or perhaps it is employees levels of maturity and resilience that enables them to separate work issues from family.
5.5 SUMMARY

This study set out to answer the question, “What was the impact of the merger on the employees of Tshwane University of Technology?”

In attempting to answer this research question the researcher established a specific goal and specific objectives. The goal of the study was to explore the impact of the merger on the employees of Tshwane University of Technology. Relative to this the researcher formulated her objectives firstly to conduct a literature review to determine a framework to measure the impact of the employees of TUT and; secondly to explore the impact of the merger on the employees of TUT through an empirical study and finally to formulate recommendations to TUT management regarding support services to minimise the impact of the merger.

The empirical study has shown that the merger did indeed have a definite impact on the employees, although the impact varied from category to category. Through the findings from the empirical study the researcher can state that the merger impacted the employees of TUT negatively in respect to their relationships with management, their personal lives, job security, promotional opportunities and performance standards. It is also evident that there was a severe breakdown in communication between employees and management as a result of the merger.

To conclude, the researcher believes that both the goal and the objectives as set out in this study have been successfully accomplished.
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APPENDIX A: RESEARCH QUESTIONNAIRE

Basic Instructions:

- Please answer all questions
- Please use the black pen provided to you to answer the questions

Biographical Information

1. AGE

| Less than 25 | 1 |
| 25 – 35     | 2 |
| 36 – 45     | 3 |
| 46 – 55     | 4 |
| 56 – 65     | 5 |

2. Gender

| Male | 1 |
| Female | 2 |

3. Years at TUT/TNG.TP.TNW

| 0 – 3 | 1 |
| 4 – 7 | 2 |
| 8 and above | 3 |

4. Occupational Category
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Instruction/Research Professional</td>
<td>(A position in which (a) at least 50% of time is spent on instruction and/or research activities, (b) the position requires a higher education qualification equivalent of at least four years of higher education study)</td>
</tr>
<tr>
<td>Executive/Administrative/Managerial professional</td>
<td>(A position in which, (a) the primary function is the management of the institution or one of its major divisions or sections, and (b) the position requires an educational attainment equivalent to at least 4 years of higher education study)</td>
</tr>
<tr>
<td>Specialist/Support Professional</td>
<td>(A position in which (a) there are no managerial responsibilities and (b) the primary function is the provision of academic or institutional or student support services, and (c) the position requires an educational attainment equivalent to at least 4 years of higher educational study)</td>
</tr>
<tr>
<td>Technical</td>
<td>(A position in which (a) the primary function is undertaking technical duties (mainly in laboratories), and (b) the position requires a qualification equivalent to three years of higher education study (e.g. a 3 year diploma from a technikon or a 3 year bachelors degree)</td>
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<tr>
<td>Non-professional administrative</td>
<td>A position in which (a) the primary function is clerical, secretarial or administrative duties, and (b) an educational attainment equivalent to 4 years of higher education is NOT required)</td>
</tr>
<tr>
<td>Crafts/Trades</td>
<td>(A position in which the primary function is manually skilled activities in a craft or trade)</td>
</tr>
<tr>
<td>Service</td>
<td>(A position in which the primary function is unskilled activities)</td>
</tr>
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</table>
### A. PROBLEM PROFILE

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<tbody>
<tr>
<td>1.</td>
<td>The merger positively affected my personal relationships</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Strongly Disagree</td>
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<tr>
<td>2.</td>
<td>The merger positively affected my marital relationships</td>
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<tr>
<td>3.</td>
<td>The merger impacted positively on my development with regards to skills</td>
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<td>4.</td>
<td>The merger impacted positively on my development with regards to promotions</td>
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<td>5.</td>
<td>The process of the merger led me to becoming depressed</td>
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<td>6.</td>
<td>I experienced aggression towards management as a result of the merger</td>
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<td>7.</td>
<td>I experienced aggression towards my colleagues as a result of the merger.</td>
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<td>8.</td>
<td>I experienced aggression towards my family as a result of the merger.</td>
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<td>9.</td>
<td>I experienced irritation towards management as a result of the merger.</td>
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<td>10.</td>
<td>I experienced irritation towards my colleagues as a result of the merger.</td>
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<tr>
<td>11.</td>
<td>I experienced irritation towards my family as a result of the merger.</td>
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<td>12.</td>
<td>I experienced frustration towards management as a result of the merger.</td>
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<td>13.</td>
<td>I experienced frustration towards my colleagues as a result of the merger.</td>
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<tr>
<td>14.</td>
<td>I experienced frustration towards my family as a result of the merger.</td>
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<td>15.</td>
<td>I argue more in the workplace as a result of the merger.</td>
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<td>16.</td>
<td>Staff relations became enhanced as a result of the merger</td>
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<td>17.</td>
<td>The merger created a severe breakdown in communication</td>
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<td>18.</td>
<td>I feel that my job is secure</td>
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<td>19.</td>
<td>Affirmative action is form of unfair</td>
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<td>20.</td>
<td>The merger has impacted positively on my promotional opportunity.</td>
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<tr>
<td>21.</td>
<td>The merger has enhanced staff morale</td>
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<td>22.</td>
<td>As a result of the merger I stand a chance of being retrenched</td>
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<td>23.</td>
<td>As a result of the merger I stand a chance of being redeployed</td>
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<tr>
<td>24.</td>
<td>The impact of the merger has resulted in me being more absent from work than before</td>
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<td>25.</td>
<td>As a result of the merger I have experienced a positive change in academic standards at T.U.T</td>
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<tr>
<td>26.</td>
<td>As a result of the merger I have experienced a positive change in administrative standards at T.U.T.</td>
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<tr>
<td>27.</td>
<td>As a result of the merger I experienced a positive change in moral standards at TUT.</td>
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</table>

Thank you for the courtesy of your assistance.
Appendix B: Letter of Infomedi Consent

Department of Social Work and Criminology
Tel. +27 12 420-2325
Fax. +27 12 420-2093

Informed Consent

“The Impact of the Merger on the Employees of Tshwane University of Technology”

Researcher: Vedhna Lalla
Study Leader: Dr. Florinda Taute

I ________________________________, have volunteered to participate in a study being conducted by the above researcher. The main purpose of this study is to explore the impact of the merger on the employees of Tshwane University of Technology.

The overall design would require me to fill in a structured questionnaire based on the title of the study.

Background: In March 2001 the Minister of Education released the national plan for Higher Education (Ministry of Education, 2001:1). The transformation and restructuring proposals were approved by cabinet and announced by the minister through the media on 09 December 2002. These proposals resulted in the consolidation of public higher education institutions (from 36 to 22) through mergers and incorporation into a reconfigured landscape (Ministry of Education, 2001:4). The former technikons were to be transformed into Universities of Technology. Technikon Pretoria, Technikon Northern Gauteng and Technikon North West were affected by this transformation process and, as a result of the merger the three institutions have become one which is now called Tshwane University of Technology, hereinafter written as TUT.
**Risks:** Some of the questions posed might be sensitive to some respondents and although there are no known harms or discomforts associated with this study, should the respondent feel traumatized by the questions posed a debriefing will take place by Lynette Vermaas (012 3825004) or Elani Del A Rey 012 3825071.

**Participant’s rights:** The nature and purpose of the procedures, and known risks involved have been explained to me. I understand that participation in this study is voluntary and refusal to participate will involve no penalty or loss of benefits to which I am otherwise entitled. I may terminate my participation at any time I choose, without penalty. I understand that I may withdraw my participation at any point in the study with no penalty.

**Termination of participation:** My participation in this research may be terminated without my consent if the researcher(s) believe that any portion of the study will place me at undue risk. My participation may also be terminated if I do not adhere to the study protocol.

**Confidentiality:** I understand that the information provided by his study may be used for research purposes, including publications in research journals. All individual information will be coded and at no time will my personal identity be revealed. I am also aware that in the event that I withdraw from the study or my involvement in the study is terminated; all data concerning myself will be destroyed.

**Feedback to respondents:** The researcher will ensure that every respondent will be provided with the relevant feedback on the study undertaken.

Persons to contact: I understand that the principal investigator in this study is Vedhna Lalla and that I may contact her if I have additional questions (0829201565). I may also contact her study leader, Dr. F. Taute (0124204847) on any issues related to this study.

I am fully aware of the fact that all research data will be stored for 15 years.

I certify that I have read all of the above and received satisfactory answers to any questions that I asked. I willingly give my consent to participate in this research study. I will be provided with a copy of this signed Informed Consent.
APPENDIX C: APPROVAL FROM EMPLOYER

EXECUTIVE DIRECTOR: STUDENT AFFAIRS AND RESIDENCE OPERATIONS

22 May 2007

Dr Florinda Taute
Department of Social Work and Criminology
University of Pretoria

Dear Dr Florinda Taute

PERMISSION TO PERFORM EMPIRICAL RESEARCH
VEDHNA LALLA: STUDENT NO. 25373791

Your letter dated 10 May 2007 in relation to grant permission to Ms Veddha Lalla has reference.

Permission is hereby granted that the above-mentioned student proceed with her Master's degree through the University of Pretoria. She is further allowed to take sabbatical leave based on the need of the project.

Kindest Regards

[Signature]

MINOle-Muckeliso [Ex]
Executive Director: Student Affairs and Residence Operations

We empower people
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E-mail: info@tu.ac.za or contactus@tu.ac.za
To whom it may concern

This letter serves to confirm that in April 2009 I did the proofreading and the language editing for the Dissertation/Thesis of

VEDHNA LALLA

entitled THE IMPACT OF THE MERGER ON THE EMPLOYEES OF TSHWANE UNIVERSITY OF TECHNOLOGY

This document is being submitted in partial fulfilment of the requirements for the degree

MSW (EMPLOYEE ASSISTANCE PROGRAMME)

in the

FACULTY OF HUMANITIES
DEPARTMENT OF SOCIAL WORK AND CRIMINOLOGY

at the

UNIVERSITY OF PRETORIA

I have proofread and edited the whole work including the references and appendices. This editing principally involves proofreading, language, style and grammar editing; and also checking the text for clarity of meaning, sequence of thought and expression and tenses. I have also noted any inconsistencies in thought, style or logic, and any ambiguities or repetitions of words and phrases, and
have corrected those errors which creep into all writing. I have written the corrections on the hard copy and have returned the document to the author, who is responsible for inserting these.

April 2009

Bernice McNeil