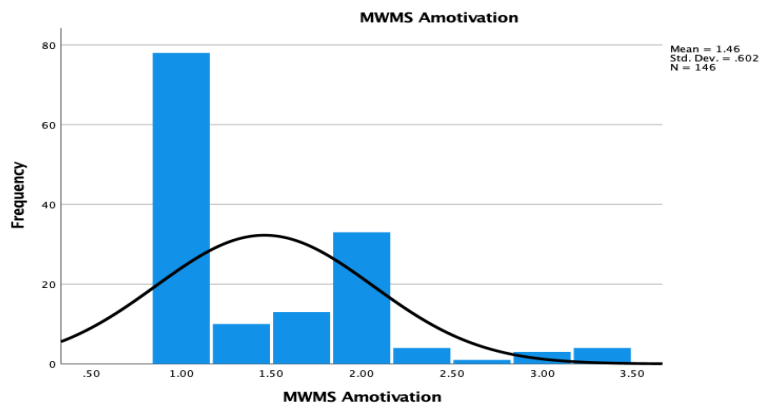


Figure 5

Distribution of MWMS amotivation



Visual inspection shows JSS pay (figure 2) and JSS communication (figure 4) to be relatively normally distributed. JSS supervision (figure 3) and MWMS amotivation (figure 5) are clearly not normally distributed and skew, but given the number of observations per category, their distribution and skewness might be sufficient for inclusion in the logistic regression.

3. Multicollinearity

Table 27

Correlation between continuous variables

		MWMS	1	2
		amotivation		
1. JSS pay	Pearson correlation	-0.223		
	Sig. (2-tailed)	0.007		
	N	146		
2. JSS supervision	Pearson correlation	-0.331	0.227	
	Sig. (2-tailed)	<.001	0.006	
	N	144	144	
3. JSS communication	Pearson correlation	-0.291	0.332	0.344
	Sig. (2-tailed)	<.001	<.001	<.001
	N	145	145	143

According to table 27, no correlation is $< -.90$ or $> .90$, which means multicollinearity is probably not present (Knapp, 2018: p. 358).

4.4.4.2 Final Model Phase 1 (2020)

Impact as dependent variable was coded as 0 = low impact and 1 = high mostly negative impact, which is important for interpreting the model.

A final model was investigated by running a hierarchical logistic regression examining the fit of four models. For phase 1 of the project, the models were examined for the variables that showed a significant contribution to predicting low or high impact. Thus, each of the scales with subscales were fitted against impact as dependent variable. For phase 1, the following variables were identified:

MWMS amotivation

JSS supervision

JSS communication

JSS pay

In addition, the categorical demographic variables were cross-tabulated with impact. Only one variable showed a significant chi-square ($\chi^2 = 9.78$ $p = .05$), namely current appointment level with four levels, namely lecturer, senior lecturer, associate professor, and full professor.

The variables were examined in a series of logistic regressions to assess pairs of variables and their interactions. The variable pair that showed significant interaction was MWMS amotivation and JSS supervision, which was thus chosen as the first model. The remainder of the variables from most to least significant were then entered hierarchically.

The models that were entered in successive blocks were:

Model 1: Appointment level

Model 2: MWMS amotivation, JSS supervision, and MWMS amotivation x JSS supervision

Model 3: JSS communication

Model 4: JSS pay

The first model differed significantly from the null model without variables and only the intercept (Table 28). The model was significant as well ($\chi^2 = 10.44$, $df = 3$, $p < 0.05$). The last model did not differ significantly from the model in block 3. Thus, model 3 was accepted as the final model. The variables included in model 3 are found in table 28.

Table 28

Omnibus tests of model coefficients—phase 1

	Chi-square	df	Sig.		Chi-square	df	Sig.	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
Block 1	10.44	3	0.02	Model 1	10.44	3	0.02	186.4	0.07	0.10
Block 2	14.33	3	0.00	Model 2	24.77	6	0.00	172.1	0.16	0.21
Block 3	7.45	1	0.01	Model 3	32.21	7	0.00	164.6	0.20	0.27
Block 4	0.76	1	0.38	Model 4	32.98	8	0.00	163.9	0.21	0.28

Except for appointment levels senior lecturer and professor, JSS supervision was not significant in the full model (Wald = 2.91, $p > 0.05$) (see table 29). However, the interaction between JSS supervision and MWMS amotivation was significant, which means that even if one or both terms do not make a significant contribution, both should be included in the model (Field, 2018).

The confidence intervals of the odds ratio should be either higher or lower than 1, i.e., $0 < 1$ or > 1 , depending on whether the odds ratio is > 1 or < 1 (1 is where the threshold for no impact/impact changes) (Field, 2018: p. 1147). The odds ratio for the following variables are reliable: appointment level (associate professor), MWMS amotivation, JSS supervision x MWMS amotivation interaction, and JSS communication. The following are not reliable because they include 1 in the confidence interval: appointment levels senior lecturer and professor and JSS supervision. These variables do not make a significant contribution to predicting the impact outcome ($p > 0.05$) and thus were not considered for interpreting the model.

The contribution of the variables to predicting impact can be interpreted in the following way. From table 29, it can be seen that amotivation plays a large role in predicting

impact. Since the odds ratio or Exp(B) is 225, the odds of having experienced a high impact are 225 for every one-unit increase in amotivation. The same applies to JSS supervision (odds ratio = 3.38) and JSS communication (2.06). All other odds ratios are smaller than 1, which means the odds of experiencing a high impact decrease by <1 for every one-unit increase in the variable.

The categorical variable of appointment level has the lecturer level as its reference category ($p < .05$). The odds of experiencing a high impact decrease if the incumbent is currently an associate professor as compared to a lecturer (reference category), i.e., associate professors are less likely to experience an impact than lecturers. By taking the inverse of the odds ratio ($1/0.19$), one can formulate the odds of lecturers experiencing a high impact as compared to associate professors, namely, 5.26.

Table 29

Variables in the equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I. for EXP(B)	
							Lower	Upper
Lecturer			9.92	3	0.02			
Senior Lecturer	-0.85	0.58	2.14	1	0.14	0.43	0.14	1.34
Associate Professor	-1.66	0.53	9.75	1	0.00	0.19	0.07	0.54
Professor	-1.01	0.58	3.01	1	0.08	0.37	0.12	1.14
MWMS Amotivation	5.42	2.03	7.14	1	0.01	225.42	4.23	12006.98
JSS Supervision	1.22	0.71	2.91	1	0.09	3.38	0.83	13.72
JSS Supervision* MWMS Amotivation	-1.21	0.50	5.91	1	0.02	0.30	0.11	0.79
JSS Communication	0.72	0.28	6.87	1	0.01	2.06	1.20	3.55
Impact	-7.21	3.01	5.73	1	0.02	0.00		

4.4.4.3 Phase 2 (2015/2016)

This phase refers to the respondents' perceptions at the time of the unrest.

a. Checking assumptions for logistic regression

1. Sample size

The number of continuous variables is 2, thus $2 \times 10 = 20$, and the number of categories for the level of appointment variables is 4, thus $(4 - 1) \times 10 = 30$. Thus, the sample size should be at least 50 or more (Knapp, 2018: pp. 353–354).

2. Normality

Figure 6

Distribution of JSS pay (2015/2016)

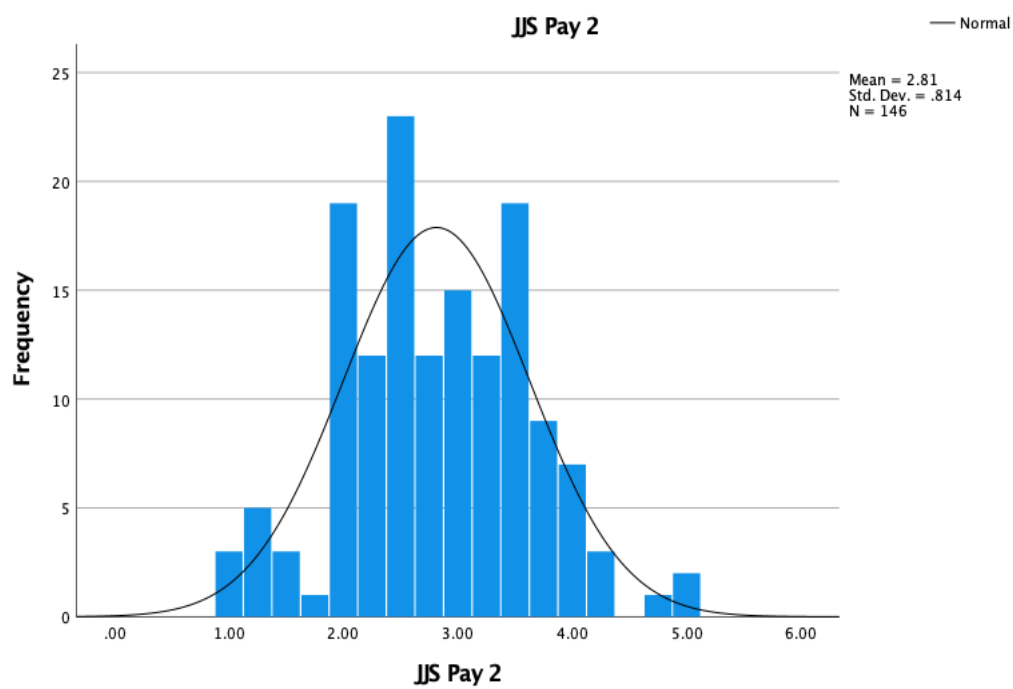
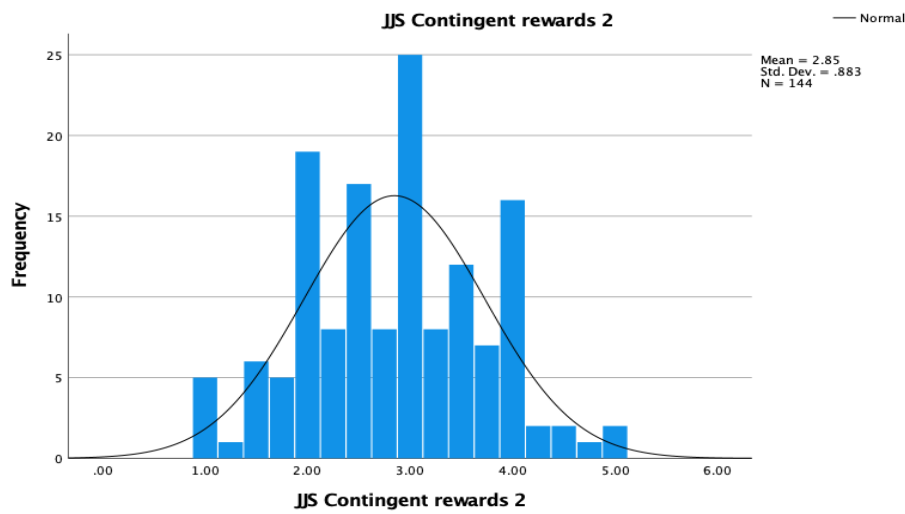


Figure 7

Distribution of JJS contingent rewards (2015/2016)



Visual inspection shows pay 2 (figure 6) and contingent rewards 2 (figure 7) to be relatively normally distributed.

3. Multicollinearity

Table 30

Correlation between continuous variables

1. JJS Pay (2015/2016)	Pearson Correlation	-	0.7
	Sig. (2-tailed)		<.001
	N	146	144
2. JJS Contingent rewards (2015/2016)	Pearson Correlation	0.7	-
	Sig. (2-tailed)	<.001	
	N	144	144

According to table 30, no correlation is <-.90 or >.90, which means multicollinearity is probably not present (Knapp, 2018: p. 358).

4.4.4.4 Final Model Phase 2 (2015/2016)

Impact as dependent variable was coded as 0 = low impact and 1 = high mostly negative impact, which is important for interpreting the model.

A final model was investigated by running a hierarchical logistic regression examining the fit of three models. For phase 2 of the project, the models were examined for the variables that

showed a significant contribution to predicting low or high impact. Thus, each of the scales with subscales were fitted against impact as dependent variable. For phase 2, the following variables were identified:

JSS pay (2015/2016)

JSS contingent rewards (2015/2016)

As in phase 1, the categorical demographic variables were cross-tabulated with impact. None of the variables showed a significant chi-square for 2015/2016.

The variables were examined in a series of logistic regressions to assess pairs of variables and their interactions. As we only have two variables, a pairing of JSS pay (2015/2016) and JSS contingent rewards (2015/2016) was done.

The models that were entered in successive blocks were:

Model 1: JSS pay (2015/2016)

Model 2: JSS contingent rewards (2015/2016)

Model 3: JSS pay (2015/2016), JSS contingent rewards (2015/2016), and JSS pay (2015/2016) x JSS contingent rewards (2015/2016)

The first model was significant ($\chi^2 = 4.69$, $df = 1$, $p < 0.05$). The last model did not differ significantly from the model in block 2. Thus, model 2 was accepted as the final model. The variables included in model 2 are found in table 31.

Table 31

Omnibus Tests of Model Coefficients phase 2

	Chi-square	df	Sig.		Chi-square	df	Sig.	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
Block 1	4.69	1	0.03	Model 1	4.69	1	0.03	194.91	0.03	0.04
Block 2	4.68	1	0.03	Model 2	9.37	2	0.01	190.23	0.06	0.08
Block 3	0.98	1	0.32	Model 3	10.36	3	0.02	189.24	0.07	0.09

JSS contingent rewards (2015/2016) was significant in the final model.

The confidence intervals of the odds ratio should not include less or more than 1, depending on whether the odds ratio is >1 or <1 (1 is where the threshold for no impact/impact

changes) (Field, 2018: p. 1147). The odds ratio for the following variable is reliable: JSS contingent rewards (2015/2016).

The contribution of the variables to predicting impact can be interpreted in the following way. From table 32, it can be seen that JSS contingent rewards (2015/2016) plays a large role in predicting impact. Since the odds ratio or Exp(B) is 4.28, the odds of having experienced a high impact are 4.28 for every one-unit increase in JSS contingent rewards (2015/2016). All other odds ratios are smaller than 1, which means the odds of experiencing a high impact decrease by <1 for every one-unit increase in the variable.

Table 32

Variables in the equation

	B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I For EXP (B)	
							Lower	Upper
JSS Contingent rewards (2015/2016)	1.46	0.68	4.53	1	0.03	4.28	1.12	16.34
JSS Pay (2015/2016)	-0.05	0.69	0.01	1	0.94	0.95	0.25	3.65
JSS Pay (2015/2016) * JSS Contingent rewards (2015/2016)	-0.20	0.21	0.95	1	0.33	0.82	0.54	1.23
Impact	-2.29	1.82	1.58	1	0.21	0.10		

4.5 Conclusion

This chapter dealt with the quantitative and qualitative results of the survey.

The quantitative discussion started with a biographical analysis of the respondents. Here, a breakdown was provided in terms of gender, age, race, home language, appointment level, appointment status, and the year of appointment.

The next sections dealt with the motivation profile, which consisted of an analysis of the results of the BPNSFS and MWMS. Organisational profile followed the motivation profile, where the results of the WCQ and JSS were analysed. The last part of the

quantitative analysis dealt with the impact scale. This scale also forms part of the qualitative analysis.

The qualitative discussion followed a thematic approach where the observations were divided into main themes and, where warranted, sub-themes.

The results will be discussed in chapter 5.

CHAPTER 5: DISCUSSION, LIMITATIONS OF STUDY, RECOMMENDATIONS FOR FUTURE RESEARCH AND CONCLUSION

5.1 Introduction

This study was undertaken to investigate the impact of the #FeesMustFall student protests on the University of Pretoria's organisational climate and the academic staff members' work satisfaction and motivation from a self-determination theory perspective. Chapter 4 dealt with the analysis of the data from both a quantitative and a qualitative perspective. The quantitative analysis included the biographical data of the participants, the motivational profile, which consisted of the Basic Psychological Needs Satisfaction and Frustration Scales (BPNSFS) and the Multi-dimensional Work Motivation Scale (MWMS), the organisational profile, consisting of the Work Climate Questionnaire (WCQ) and Spector's Job Satisfaction Survey (JSS), and lastly, the Impact Scale.

The qualitative data consists of the responses to 10 researcher-developed questions determining the impact of the unrest on the staff. Participants had the option to elaborate on their responses. The responses were then allocated themes and sub-themes. A total of nine overarching themes were identified and discussed, with quotes from the participants' responses to the questions. Participants further had the opportunity to share any other observations. These responses were also allocated themes, and here, a total of 10 overarching themes with sub-themes were identified and discussed.

This chapter will provide an analysis of the results, their implications, the limitations of the study, how the study can be applied, what contribution the study made and recommendations for future studies. The last part deals with the conclusion of the study.

5.2 Analysis

5.2.1 Biographical Data

The researcher gathered the biographical data for information purposes only. The research question does not include any references to biographical data, and as such, these

data will not be analysed in relation to the research question. The main results of the biographical data will be indicated here for information purposes only. Fifty-seven per cent of the respondents were female and 41% were male, while around 2% preferred not to disclose their gender. The majority of the participants were white and Afrikaans-speaking. Most responses were received from the 36–40-year-old age group.

5.2.2 Impact Scale

Ten researcher-developed questions were put to the participants to measure the impact the unrest had on them. Three impact scales were constructed: 1) negative impact: questions related to the student unrest having a negative impact on the participant, be it emotionally, physically and/or on their teaching, 2) positive impact: questions related to the unrest having a positive impact on a number of areas, and 3) personal impact: questions related to the impact of the unrest on the participants' finances and personal life.

Based on the findings, negative impact had the highest average of 3.87. This implies that participants experienced the unrest negatively. Within the negative impact scale, participants felt that the unrest had the highest impact on their teaching and teaching methods. This is supported by the comments they made in response to the open-ended questions. Personal impact scored the lowest overall, with an average of 2.39. Here, participants indicated that they felt the greatest personal impact was a negative impact on their family life.

5.2.3 Motivation Profile

5.2.3.1 Basic Psychological Needs Satisfaction and Frustration Scales (BPNSFS)

The research set out to determine what impact the student unrest during the #FeesMustFall protests had on the University of Pretoria's organisational climate and its academic staff members' work satisfaction and motivation from the perspective of self-determination theory. To achieve this, a number of questionnaires related to organisational climate, work satisfaction and motivation were used. One of the questionnaires used to determine the motivational profile was the BPNSFS.

If you want to ensure autonomous work motivation, positive work attitudes and employee well-being, you need to promote need satisfaction in the workplace (Deci et al., 2017; Olafsen & Deci, 2020). Vansteenkiste et al. (2020) noted that when the three basic psychological needs are undermined as a result of contextual influences, the person can experience need frustration. This can happen when you are forced to undertake a certain task in a certain way, for example, when academics were forced to lecture online or outside the classroom (this could result in autonomy frustration) when they were told they could not find their own alternatives (this could result in competence frustration) and when they were excluded from decisions being made around their way of working (this could lead to autonomy frustration).

One should also bear in mind that the absence of need satisfaction does not necessarily mean need frustration, but, on the other hand, if need frustration is present, need satisfaction is absent (Vansteenkiste & Ryan, 2013). Gagné et al. (2015) found that need frustration was a better predictor of controlled work motivation than need satisfaction of autonomy, competence, and relatedness.

Costa et al. (2018) conducted a psychometric evaluation of the BPNSFS in Italy. They conducted two studies using the scales. In their second study, they looked at gender invariance. The sample for this study was 589 Italians between the ages of 16 and 35 who lived in the south of Italy. Fifty-two per cent of the respondents were male. Costa et al. (2018) indicated that this second study showed a considerable measurement invariance for gender. They further identified certain items in the scale for which there were intercept differences between the genders. Their second study also showed that the competence satisfaction mean was higher for males than for females and the competence frustration mean was lower for males than females.

Based on the results, staff members have an overall satisfaction of all three basic psychological needs, as the overall average satisfaction results for autonomy (3.56), relatedness (3.78), and competence (4.16) were higher than the overall average need frustration results for autonomy (3.21), relatedness (2.17), and competence (2.04). The need

with the highest satisfaction was competence (with a mean of 4.16 (SD) out of a possible 5). As Deci (1975) and Ryan (1995) indicate, competence satisfaction is experienced when you feel that you are effective at what you do and that you are capable of achieving the desired set outcomes. This implies that academic staff members feel satisfied that they are able to perform their work effectively by continuing their normal activities and ensuring that students are able to attend lectures and pass their modules, even though there were difficult circumstances and adjustments had to be made to ensure that students received their lectures.

Based on the findings, autonomy achieved the lowest average of the three needs for satisfaction, while autonomy had the highest average for frustration. This indicates that the staff members felt they were controlled by external forces in performing activities (DeCharms, 1968; Deci & Ryan, 1985). As a result of the student unrest (the external force in question), they could not continue with normal classroom teaching, and alternative methods had to be found. Staff members were thus forced to adapt their teaching to an online mode, whether they were ready or willing to do so or not. Being forced to perform a certain task in a certain way (Vansteenskiste et al., 2020) is an indication of autonomy frustration.

5.2.3.2 Multi-dimensional Work Motivation Scale (MWMS)

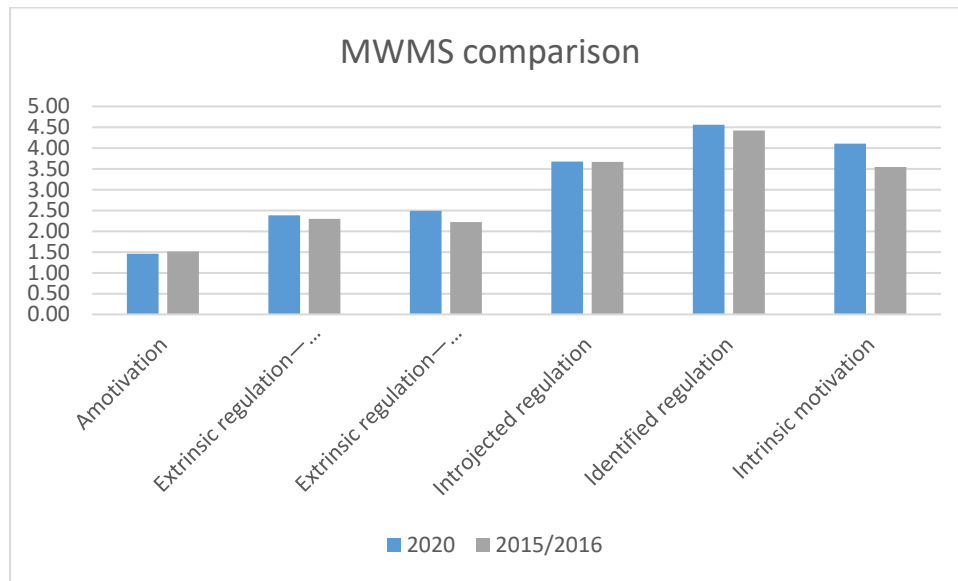
Gagné et al. (2015) developed the MWMS, addressing the following types of work motivation as identified by SDT: amotivation, extrinsic regulation (split into social and material regulation), introjected regulation, identified regulation, and intrinsic motivation. The MWMS was an improvement on the previous SDT motivation scales as it measured the actual and intended effort a person put into performing their job, with items addressing both approach and avoidance, as well as external and social rewards. The scale focused on measuring the construct they wanted to research instead of using related constructs, and it was also written in such a way that it is valid for most cultures (Dos Santos et al., 2022). Howard et al. (2020) postulate that understanding the contribution of each of the motivation types can have certain practical implications (especially in the design of interventions),

assisting in determining whether the efforts should be made, for example, to be intrinsically motivating or identified or externally regulated (Gagné et al., 2015; Ng et al., 2012).

Two measurements were taken in this study to determine motivation. Staff members were requested to respond on how they felt during 2015/2016 when the protests took place and in 2020. Figure 8 provides a comparative illustration.

Figure 8

MWMS comparison



Based on the research findings, the motivation with the highest average in 2020 was identified regulation (with a mean of 4.56 out of 5). This indicates that staff members identified with the value or meaning of an activity and accepted it as their own (Deci & Ryan, 2000). The motivation is somewhat internal and based on what is personally important to a person (Ackerman, 2018). Staff members are aware of the reason they need to perform an activity. Identified regulation also achieved the highest average in 2015/2016, with an average of 4.42. Staff members knew why they needed to find alternative methods of teaching and accepted that they needed to make use of these methods to ensure students passed. Staff members were thus motivated by what was important to them. In 2020, intrinsic motivation (4.11) was the second-highest motivation, indicating that staff had internal drivers motivating them to act in a certain way. These internal drivers could be morals and interests (Ackerman, 2018). Introjected regulation (3.67) had the second-highest

average in 2015/2016. External contingencies have been internalised, and the staff member's actions were driven by self-control in an effort to protect their ego (Ackerman, 2018). Staff members thus internalised the changes in lecturing and communicating with their students and adapted to this in order not to feel guilty about how they were lecturing.

Amotivation achieved the lowest averages in both 2020 (1.46) and 2015/2016 (1.51). Staff members were slightly more amotivated in 2015/2016 than in 2020. Staff members experienced some lack of motivation to perform the tasks expected of them, and the higher amotivation average in 2015/2016 could be the result of the student unrest. With amotivation, staff members lack any motivation or drive to perform activities, and they struggle to meet any of their needs (Ackerman, 2018). Identified regulated motivation also had a slightly higher average in 2020 than in 2015/2016. These findings might indicate that the student unrest had a small impact on the motivation of staff members.

5.2.4 Organisational Profile

5.2.4.1 Work Climate Questionnaire (WCQ)

The WCQ determines staff members' perceptions of their managers and the autonomy support they receive from them. The higher the score on the WCQ, the more an employee perceives their line manager as providing a high degree of support to the basic psychological needs of competence, relatedness, and autonomy.

In their study on mindfulness, work climate, and psychological need satisfaction, using the Basic Psychological Needs Scale—Revised, Schultz et al. (2015) found that work climates that are less autonomy-supportive hamper employees' basic psychological needs at work. Autonomy-supportive contexts are work climates that are need-supportive. Managers who are autonomy-supportive listen to and acknowledge their employees' perspectives, provide their employees with a greater choice (if possible), encourage employees to be self-starters, provide their employees with enough structure to ensure that tasks are challenging, provide a meaningful rationale for the tasks they expect their employees to perform and are concerned about and respectful to all employees (Gagné & Deci, 2005). Employees' motivation is influenced by their line managers and the climate the managers create.

The manager can create a work climate that supports the employees' self-determination, which will ensure the satisfaction of the three basic psychological needs of autonomy, relatedness, and competence, or the manager can create a work climate by control, which does not support the three basic psychological needs (Randelović & Stojiljković, 2015). When an autonomy-supportive environment is created, employees are more satisfied with their job. In an autonomy-supportive environment, a person with authority considers other people's perspectives and offers relevant information and opportunities. They further encourage people to show initiative, provide employees with positive feedback, provide challenges, and ensure that there is a secure environment for social interactions (Baard et al., 2004; Deci & Ryan, 1985; Williams & Deci, 1996).

Based on the findings of the current research, the average for the WCQ is 3.59 out of a possible five, indicating that the academic staff perceive autonomy support as high. Academic staff members thus perceived their line managers as providing a high degree of support for the three basic psychological needs of competence, relatedness, and autonomy. They felt listened to, that tasks were challenging and that they were encouraged to be self-starters. As indicated above, a high result on the WCQ indicates that staff perceive autonomy support as high, which indicates that the work context is optimal for the satisfaction of the psychological need for autonomy.

5.2.4.2 Spector's Job Satisfaction Survey (JSS)

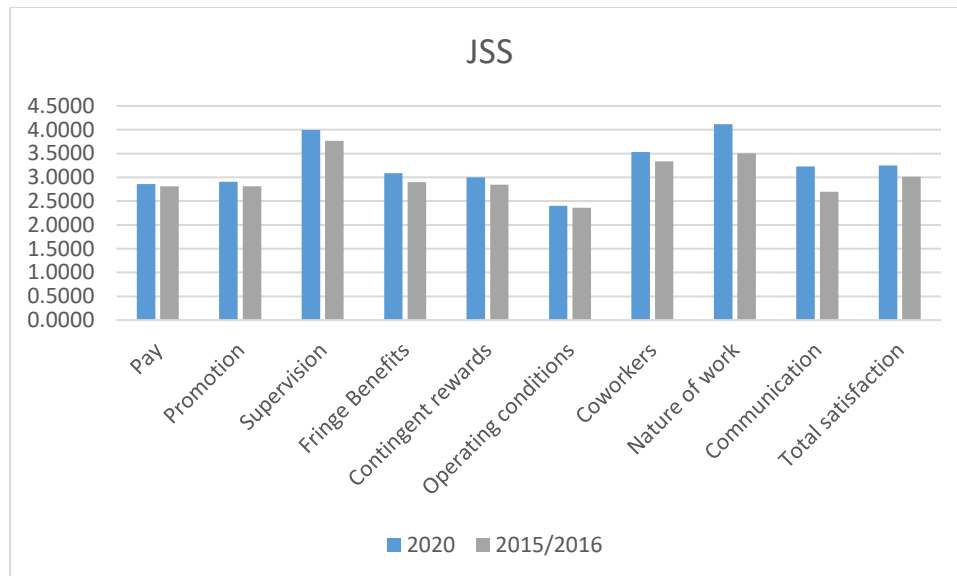
The JSS was used to determine staff members' job satisfaction. The scale measures clearly distinct sub-scales while also providing an indication of overall job satisfaction. As with the MWMS, job satisfaction was measured for the period of the unrest (2015/2016) and the present (2020).

Bateh and Heyliger (2014) indicate that the scores for the JSS can be divided between satisfied and dissatisfied. Using Spector's six-point Likert scale, average scores between one and three can be viewed as dissatisfied, average scores between three and four can be viewed as ambivalent, and average scores between four and six can be viewed as satisfied. By allowing for logistic regression, Bateh and Heyliger (2014) indicate that a

score below 3.5 indicates dissatisfaction and a score above 3.5 indicates satisfaction. The current research used a five-point Likert scale, so a result below 2.5 indicates dissatisfaction and a result above 2.5 indicates job satisfaction. Figure 9 represents a comparison between the averages for 2015/2016 and 2020.

Figure 9

JSS comparison



For 2015/2016, there was just one subscale with an average below 2.5, namely operating conditions, with an average of 2.36. Employees were thus dissatisfied with the rules, policies, and procedures that dictated how they had to do their work in 2015/2016 (Sumedho, 2015). All the rest of the subscales had averages above 2.5, with supervision having the highest satisfaction with an average score of 3.76. This indicates that, overall, staff members were satisfied with the supervision they received from their direct line management and felt supported by their line managers to achieve their goals (Sumedho, 2015). The total average for the JSS for 2015/2016 was 3.01, indicating that staff members experienced overall job satisfaction during 2015/2016. For 2020, operating conditions again averaged below 2.5, with a slightly higher average satisfaction of 2.4. Employees were still dissatisfied with the operating conditions under which they were expected to work, but not as much as in 2015/2016. It could be that employees got used to operating conditions since 2015/2016 as they were not sprung on them in 2020, as was the case in 2015/2016.

Supervision also averaged the highest in 2020, with an average of 4, again indicating that staff were happy with the supervision they received from their direct supervisors. The overall job satisfaction for 2020 was 3.25. This is also higher than the overall average job satisfaction average for 2015/2016. The improvement in the average job satisfaction score for 2020 over the average score for 2015/2016 could indicate that the unrest had an impact on the job satisfaction of staff members.

5.3 Qualitative Analysis

Thematic analysis was used for the researcher-developed questions in the questionnaire around impact, as well as for the responses received for the additional observations the participants wished to bring to the attention of the researcher. Holloway and Todres (2003) indicate that qualitative analysis can be diverse and complex and that thematic analysis can be used as a foundational method of analysis for qualitative data. Boyatzis (1998) and Ryan and Bernard (2000) view thematic coding as a tool or process performed within analytical traditions. One of the benefits of thematic analysis is that it is flexible (Braun & Clark, 2006) with the possibility of providing a detailed, though complex, account of the data. When using thematic analysis, it is important to indicate what you are doing, why you are doing it and how you performed the analysis when you report on your data (Attride-Stirling, 2001). Thematic analysis can be viewed as a method of identifying, analysing and reporting on patterns within the data collected (Braun & Clark, 2006). It is also sometimes used to interpret various aspects of the research topic (Boyatzis, 1998). When you determine your theme, it should capture something important about the data collected in relation to the research question. A theme thus needs to capture something important in relation to the overall research question (Braun & Clark, 2006). Thematic analysis starts when you notice and look for patterns in the data and ends when you report on the content and meaning of the patterns in the data.

In the current study, participants were given the opportunity to elaborate on their responses to the researcher-developed impact questions. Based on their responses,

themes, and sub-themes were identified using Braun and Clark's (2006) phases outlined in chapter 3. Nine overarching themes were identified for the impact of the unrest on the academic staff. Teaching and learning was identified as the theme with the highest occurrence rate (24.02%). The greatest impact was on teaching, especially having to adapt teaching methods from in-person to online while ensuring that the students received the quality education they expected. Security and access to campus was the theme with the second-highest occurrence rate (15.64%). Here, the staff members' concern was for their own security, as well as the security of students, and the measures put in place for people to access campus during and after the protests. Emotional impact had the third-highest occurrence rate (14.53%), with staff members experiencing the unrest as stressful and having a negative emotional impact. They indicated that they were frustrated during this period. There were, however, two positive responses noted under emotional impact, one indicating that it was energising and the other that the staff member experienced an improved relationship with his/her students as a result of the unrest. This is followed by the management theme, where participants commented on how management dealt with staff and the unrest and how this led to a no-trust situation for some of them. Some responses were received on the communication during the unrest, especially the fact that staff received notifications about the unrest not from management but from the students. A number of responses also indicated that staff received no support from management or the University during this period and had to figure out many things for themselves.

The participants were asked to indicate how they would deal with student unrest should it occur again. As with impact, the majority of the responses related to teaching (60.62%) in terms of how they would use online teaching, assessments, open platforms, and modified teaching methods to accommodate the situation. The response with the second-highest occurrence rate related to the operational level (15.54%). Operational level had four sub-themes, including action—what actions the staff would take during another period of student unrest. Responses ranged from doing nothing and being more uncompromising to becoming more vocal. The second sub-theme dealt with preparation—participants indicated

that they would be better prepared should a similar situation occur in the future. The third sub-theme dealt with involvement—indicating how involved the participants would be in future unrest. The last sub-theme was “other”, where respondents gave suggestions on how to deal with the unrest and its participants.

Lastly, participants were given the opportunity to share any other observations they had with the researcher. Ten themes, some of which had sub-themes, were identified for these responses. The majority dealt with the working environment/conditions (17.11%). Responses here dealt with the workload (4.61%), which increased in most cases, and the remuneration the staff received. It was surprising to receive a response where someone was satisfied with the remuneration but wanted academic staff to be recognised by management for the work they did. Some responses indicated that academic growth suffered as a result of the unrest and noted the impact the unrest had on research (in cases where it had to be suspended or interrupted during this period). All of this ultimately impacted the quality of education students received and further developments in research. Communication and management/leadership both received 16.45% of the total responses. Participants felt they received poor communication (11.84%) about issues during the unrest, although a few individuals felt that the communication was good (4.61%). Several responses (13.82%) indicated that participants experienced poor management, with only 2.63% indicating that the leadership during the unrest was good. The additional observations made by participants support the negative impact outcome under the impact scale, as discussed in section 5.2.2.

5.4 Inferential Statistics

Logistic regression analysis was performed to determine the relative contribution of the variables in the profile to each impact condition. In order to achieve this, gender was recoded and negative impact responses were reverse-scored to ensure alignment with positive and personal impact. Total impact was calculated and used as the dependent variable in the logistic regression process, and the subscales of the JSS, WCQ, and MWMS were used as independent variables. During logistic regression, it was found that the

following variables showed a significant relationship with impact: JSS pay (2020), JSS supervision (2020), JSS communication (2020), JSS pay (2015/2016), JSS contingent rewards (2015/2016), and MWMS amotivation (2020). These interactions were further examined, and two phases were identified: phase 1 was the 2020 logistic regression analysis, and phase 2 was the 2015 logistic regression analysis.

After checking the logistic regression assumptions for phase 1 and examining a series of logistic regressions, the pairs of variables and their interactions, it was found that the pair that showed significant interaction was MWMS amotivation and JSS supervision. Amotivation also had the lowest average in 2020 among the MWMS sub-scales, and supervision had the highest average among the 2020 JSS sub-scales. Amotivation plays a large role in predicting impact, with an odds ratio of 225, meaning that the odds of having experienced a high impact are 225 for every one-unit increase in amotivation. JSS supervision and JSS communication had odds ratios of 3.38 and 2.06, respectively, indicating that these two variables also had good odds of predicting a high impact. In phase 1, appointment level was identified as the categorical variable. Lecturers had higher odds of experiencing an impact than associate professors. This might be because associate professors have been in academia longer and have adjusted to managing external influences.

The assumptions for logistic regression were also checked for phase 2. In phase 2, no pairing of variables showed a significant interaction. Only JSS contingent rewards showed any significance in the final model. Contingent rewards are rewards and recognition received for good work (Sumedho, 2015). JSS contingent rewards had an odds ratio of 4.28, indicating that the odds of having experienced a high impact are 4.28 for every one-unit increase in JSS contingent rewards.

5.5 Limitations

The sample was selected based on the fact that the majority of the protests took place on the Hatfield Campus of the University of Pretoria. If the other campuses had been

selected as part of the sample, the results might have differed. The sample was also limited to academic staff members, as they were impacted the most. If professional services staff members had been included, it might have affected the results.

The number of participants was also below the ideal sample size, as only 157 participants responded in such a way that their responses could be included in the research. The researcher set out to have at least 200 participants out of the 935 academic staff members who were contacted and requested to participate in the study.

Another limitation is that the majority of responses were from female participants, which might have resulted in a bias in favour of female perspectives. Only 12.26% of the participants were from Employment Equity groups. The participants also had to recall how they felt during the 2015/2016 unrest around four years after the events took place, and their responses might have been different if they had been requested to complete the questionnaire closer to the period of unrest.

The request to participate in the study was also sent just before COVID-19 lockdown restrictions came into effect in South Africa. The timing might have discouraged participation, as the academic staff members again had to adapt to a change in lecturing in a short space of time.

5.6 Application

The University of Pretoria conducted a cultural survey in 2020. The results of that survey, together with the results of this research, could be used by management to determine how staff members are being motivated and how managers can adjust their management style to ensure that staff members feel valued and are optimally motivated and encouraged. The narrative section of the responses provides a clear indication of the problems and concerns experienced by staff and provides valuable suggestions for management on how to deal with situations like these.

5.7 Recommendations

The study could be replicated in the future with a higher number of participants and perhaps involving all the campuses of the University of Pretoria. Future research should also try to involve as many participants from Employment Equity groups as possible. The research could be used to draw comparisons, for example, comparing the motivation, organisational climate, and work satisfaction during the #FeesMustFall protests with the same factors during COVID-19.

5.8 Conclusion

The research set out to determine the impact of the #FeesMustFall student protests on the University of Pretoria's organisational climate and academic staff members' work satisfaction and motivation from the perspective of self-determination theory. Participants were requested to complete questionnaires on the organisational climate and their job satisfaction, and motivation, and there were also a few questions developed by the researcher that they could respond to. Both quantitative and qualitative analysis were used. Normal descriptive statistics were determined for all variables. Narrative responses were included using thematic analysis. Inferential statistics were determined, and all of the results were analysed in chapter 4.

Negative impact averaged the highest, indicating staff perceived the unrest as having had a negative impact, mostly on their teaching and teaching methods. This was supported by the narrative responses, as teaching was the theme with the highest occurrence rate. Staff members indicated overall satisfaction of the three basic psychological needs of autonomy, relatedness, and competence, with competence showing the most satisfaction. This indicates that staff members felt they were effective in what they were doing, but as autonomy satisfaction was low and autonomy frustration was high, the staff members felt that they were controlled by external forces in performing activities.

Identified regulation had the highest mean in 2015/2016 and 2020. This indicates that staff members identified with the value or meaning of an activity and accepted it as their own.

Staff members were aware of the reason they needed to perform an activity. They were slightly more amotivated in 2015/2016 than in 2020. These results might indicate that the student unrest had a slight impact on the motivation of staff members.

As both the WCQ and JSS achieved high averages, it can be assumed that staff members were satisfied with their working environment and their jobs. The JSS, however, had a slightly lower overall average in 2015/2016, possibly indicating that the unrest had an effect on job satisfaction during that time.

Using inferential statistics, it was determined that amotivation had a large odds ratio; thus, the impact increased with each unit of increase in amotivation. This supports the MWMS results. Lecturers had higher odds of experiencing a high impact than associate professors in 2020.

Based on the findings of the research, it can be determined that the student unrest had a slight impact on the motivation and job satisfaction of staff members.

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Annexure A

Questionnaire

Dear Prospective Participant

My name is Vicky Reynders and I am doing research with Prof David Maree, a Professor in the Department of Psychology towards a Master's degree at the University of Pretoria. We are inviting you to participate in the above-mentioned study.

TITLE OF STUDY: An investigation into the impact of student unrests on the University of Pretoria's organisational culture/ climate and academic staff members' work satisfaction from the perspective of the Self-Determination Theory (SDT).

WHAT IS THE PURPOSE OF THE STUDY? I am conducting this research to find out what impact the student unrests had on your motivation and job satisfaction.

WHY ARE YOU BEING INVITED TO PARTICIPATE? As little is known about the impact of student unrests on academic staff at Universities, I have decided to collect information from permanent academic staff members at the University of Pretoria, in order to determine the impact of student unrest, on you as an academic.

WHAT IS THE NATURE OF YOUR PARTICIPATION IN THIS STUDY? The study involves the completion of an electronic questionnaire. It should not take you longer than 30 minutes to complete.

CAN YOU WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE? Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason. It will, however, not be possible to withdraw once you have submitted the questionnaire.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY? The study would hopefully create an awareness of the impact of the unrest on academic staff members' motivation and job satisfaction and could assist Universities in identifying strategies to deal with these issues.

WILL THE INFORMATION THAT YOU CONVEY TO THE RESEARCHER AND YOUR IDENTITY BE KEPT CONFIDENTIAL? You have the right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team, will know about your involvement in this research. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Review Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. Your

anonymous data may be used for other purposes, such as a research report, journal articles and/or conference proceedings.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA? Electronic information will be stored for period of 15 years. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

HAS THE STUDY RECEIVED ETHICS APPROVAL? This study has received written approval from the Research Ethics Committee of Faculty of Humanities, University of Pretoria. as well as from the Registrar's Office. A copy of the approval letter can be obtained from the researcher if you so wish.

HOW WILL YOU BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH? If you would like to be informed of the final research findings, please contact Ms Vicky Reynders, on vicky.reynders@up.ac.za . The findings are accessible for 1 year. Should you require any further information or want to contact the researcher about any aspect of this study, please contact vicky.reynders@up.ac.za . Should you have concerns about the way in which the research has been conducted, you may contact Prof David Maree at david.maree@up.ac.za Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Vicky Reynders
Researcher

Prof DJF Maree
Supervisor

By choosing this option, you grant us permission to use your data in this research project. You understand that you can exit from the research process at any time without your data being used and you being penalised in any way. You understand that your data will be kept confidential and that you will remain anonymous in the report

I hereby

Agree to take part in the survey

By choosing this option, you will exit the survey...

I hereby

Do not agree to take part in the survey

The questionnaire is divided into the following sections:

- a) Biographical information: This information will assist us in understanding the sample's responses
- b) Section 1: Here we will determine how satisfied you are with your job
- c) Section 2: This questionnaire determines how you feel about your current job
- d) Section 3: Here we want to determine how you experience your direct line manager
- e) Section 4: This section will help us understand why you come to work everyday
- f) Section 5: You will be asked a few general questions about the student unrest
- g) Section 6: This section is similar to section 1, here we just want to determine how satisfied you were with your job during the student unrest
- h) Section 7: This section is similar to section 4, here we again want to understand why you came to work during the student unrest.

Note that a progress indicator will show you how far you are in completing the survey. Please try to complete the whole survey because it is crucial that we understand the positive and/or negative impact of the student protests on the work environment.

Biographical information

Age:

Gender:

- Male
- Female
- Prefer not to disclose

Race

- African
- Coloured
- Indian
- White
- Other
- Prefer not to disclose

What is your home language?

- English
- Sepedi
- Sesotho
- Setswana
- siSwati
- Tshivenda
- Afrikaans
- Xitsonga
- isiNdebele
- isiXhosa
- isiZulu
- Other (please specify) _____

When were you appointed at the University of Pretoria?

What was your appointment level in 2015/2016?

- Lecturer
- Senior Lecturer
- Associate Professor
- Professor
- Clinical Assistant
- Clinical Lecturer
- Researcher
- Other (please specify)

What is your current appointment level?

- Lecturer
 - Senior Lecturer
 - Associate Professor
 - Professor
 - Clinical Assistant
 - Clinical Lecturer
 - Researcher
 - Other (please specify)
-

Are you appointed:

- Permanently for 40 hours per week
- Permanently for 25 hours per week
- Permanently for 20 hours per week
- Permanently for 15 hours per week
- Temporary for 40 hours per week
- Temporary for 25 hours per week
- Temporary for 20 hours per week
- Temporary for 15 hours per week
- Unsure
- Other (please specify _____)

Section 1: Please answer the following questions in relation to your current work by marking the block that comes the closest to reflecting your opinion.

JOB SATISFACTION SURVEY (Survey names were not indicated in the questionnaire, it is done here for ease of reference and to acknowledge the use of the surveys)

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I feel I am being paid a fair amount for the work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There is really too little chance for promotion in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My line manager is competent in performing his/her job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am not satisfied with the benefits I receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Many of our rules and procedures make doing a good job difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I sometimes feel my job is meaningless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communication seems good in the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My line manager is unfair towards me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The benefits we receive are as good as that offered by most organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My efforts to do a good job are seldom blocked by red tape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I find I have to work harder at my job because of the incompetence of people I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I like doing the things I do at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The goals of the University are not clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My supervisor shows too little interest in the feelings of subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There are few rewards for those who work here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. I have too much to do at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I often feel that I do not know what is going on in the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I feel a sense of pride in doing my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. There are benefits we do not have which we should have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I like my line manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have too much paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. When I do a good job, I receive the recognition for it that I should receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I like the people I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Raises are too few and far between	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Those who do well on the job stand a fair chance of being promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I do not feel that the work I do is appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel unappreciated by the University when I think about what they pay me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. People get ahead as fast here as they do in other places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The benefit package we have is equitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I enjoy my coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I feel satisfied with my chances for salary increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I don't feel my efforts are rewarded the way they should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. I am satisfied with my chances for promotion

34. There is too much bickering and fighting at work

35. My job is enjoyable

36. Work assignments are not fully explained

Section 2: The following questions concern your feelings about your current job during the past 4 weeks. Please indicate how much you agree with each of the following statements given your experience on this job. Please use the following scale in responding to these questions.

Basic Psychological Need Satisfaction and Frustration Scale – Work Domain

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. At work, I feel a sense of choice and freedom in the things I undertake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel excluded from the group I want to belong to at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I feel confident that I can do things well on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I feel that the people I care at work about also care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Most of the things I do on my job feel like "I have to"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When I am at work, I have serious doubts about whether I can do things well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel that my decisions on my job reflect what I really want	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel that people who are important to me at work are cold and distant towards me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At work, I feel capable at what I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I feel forced to do many things on my job I wouldn't choose to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel disappointed with my performance in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel connected with people who care for me at work, and for whom I care at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I feel my choices on my job express who I really am	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. When I am at work, I feel competent to achieve my goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I feel pressured to do too many things on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. At work, I feel close and connected with other people who are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I feel insecure about my abilities on my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My daily activities at work feel like a chain of obligations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I feel I have been doing what really interests me in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have the impression that people I spend time with at work dislike me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. In my job, I feel I can successfully complete difficult tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I feel the relationships I have at work are just superficial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. When I am working I feel like a failure because of the mistakes I make	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I experience a warm feeling with the people I spend time with at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: This questionnaire contains items that are related to your experience with the manager who is your most immediate supervisor. Managers have different styles in dealing with

employees and we would like to know more about how you felt about your current encounters with your manager. Your responses are confidential.

Work Climate Questionnaire

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I feel that my manager provides me choices and options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I feel understood by my manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am able to be open with my manager at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My manager conveyed confidence in my ability to do well at my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel that my manager accepts me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My manager made sure I really understood the goals of my job and what I need to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My manager encouraged me to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel a lot of trust in my manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My manager answers my questions fully and carefully	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My manager listens to how I would like to do things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My manager handles people's emotions very well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I feel that my manager cares about me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I don't feel very good about the way my manager talks to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. My manager tries to understand how I see things before suggesting a new way to do things

15. I feel able to share my feelings with my manager

Section 4: Please answer the following by considering the question: Why do you or would you put efforts into your current job?

The Multidimensional Work Motivation Scale (MWMS)

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I don't, because I really feel that I'm wasting my time at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I do little because I don't think this work is worth putting efforts into	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I don't know why I'm doing this job, it's pointless work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To get others' approval (e.g., supervisor, colleagues, family, clients ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Because others will respect me more (e.g., supervisor, colleagues, family, clients ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Because I risk losing my job if I don't put enough effort in it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Because I have to prove to myself that I can	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Because it makes me feel proud of myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Because otherwise I will feel ashamed of myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Because otherwise I will feel bad about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Because I personally consider it important to put efforts in this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Because putting efforts in this job aligns with my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Because putting efforts in this job has personal significance to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Because I have fun doing my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Because what I do in my work is exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Because the work I do is interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Please answer the following questions. You will be given an opportunity at the end of this section to elaborate on any responses provided here, should you wish to do so.

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
I was affected by the student unrest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt threatened during the student unrests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I experienced the student unrests as stressful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student unrests had a positive impact on me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student unrest had an impact on my finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt I could manage the impact of the unrest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The unrest had an impact on my teaching and teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student unrest had a positive impact on my relationship with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student unrest had a negative impact on my family life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student unrest had a positive impact on my relationship with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q47 Please elaborate on your answers provided above, should you wish to do so.

We are almost done! In this last section when answering the rating scales, imagine yourself to be in the midst of the 2015/16 student unrest. Rate the answers from the perspective of your experience during the unrest.

Section 6: Please answer the following questions in relation to your work during the student unrest of 2015 and 2016 by marking the block that comes the closest to reflecting your opinion.

JOB SATISFACTION SURVEY

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I felt I was being paid a fair amount for the work I do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There was really too little chance for promotion in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My line manager was competent in performing his/her job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was not satisfied with the benefits I received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Many of our rules and procedures made doing a good job difficult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I sometimes felt my job is meaningless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Communication seemed good in the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My line manager was unfair towards me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The benefits we received are as good as that offered by most organisations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My efforts to do a good job were seldom blocked by red tape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I find I had to work harder at my job because of the incompetence of people I worked with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I liked doing the things I do at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The goals of the University were not clear to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My supervisor showed too little interest in the feelings of subordinates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. There were few rewards for those who work here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I had too much to do at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I often felt that I did not know what is going on in the University	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I felt a sense of pride in doing my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. There were benefits we did not have which we should have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I liked my line manager	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I had too much paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. When I did a good job, I received the recognition for it that I should receive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. I liked the people I work with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Raises were too few and far between	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Those who did well on the job stood a fair chance of being promoted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I did not feel that the work I do was appreciated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I felt unappreciated by the University when I thought about what they paid me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. People got ahead as fast here as they do in other places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The benefit package we had was equitable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. I enjoyed my coworkers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I felt satisfied with my chances for salary increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I did not feel my efforts were rewarded the way they should be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I was satisfied with my chances for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. There was too much bickering and fighting at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. My job was enjoyable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Work assignments were not fully explained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 7: Please answer the following by considering the question: Why did you put efforts into your job during the student unrest of 2015 and 2016?

The Multidimensional Work Motivation Scale (MWMS)

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1. I didn't, because I really felt that I was wasting my time at work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I did little because I didn't think this work is worth putting efforts into	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I didn't know why I'm did this job, it's pointless work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To get others' approval (e.g., supervisor, colleagues, family, clients ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Because others would respect me more (e.g., supervisor, colleagues, family, clients ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Because others would reward me financially only if I put enough effort in my job (e.g., employer, supervisor ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Because others offered me greater job security if I put enough effort in my job (e.g., employer, supervisor ...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Because I risked losing my job if I didn't put enough effort in it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Because I had to prove to myself that I could	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Because it made me feel proud of myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Because otherwise I would have felt ashamed of myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Because otherwise I would have felt bad about myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Because I personally considered it important to put efforts in this job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Because putting efforts in this job aligned with my personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Because putting efforts in this job had personal significance to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Because I had fun doing my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Because what I did in my work was exciting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Because the work I did was interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28 How would you deal with student unrests should they occur again? Answer in terms of how you would adapt your work.

Q29 Are there any other observations you wish to share with the researcher?

Q32 Thank you for participating in this very important survey. Your responses will be treated as confidential. Should you need access to the results, please contact me at vicky.reynders@up.ac.za or my supervisor at david.maree@up.ac.za

Annexure B

Responses on the Impact of the Unrest

I was attacked by students on my way to teach - they blocked my path and I had to push through them. I was not allowed to conclude my lectures even though the engineering students continued with their lecture attendance. My students had to write an online exam at 22:00 and ClickUp was temperamental - I had no tech support so I couldn't call anyone to help, and the university did not offer data to help perform my online teaching duties. It would be incredibly ludicrous if I were expected to be in the office at 22:00 for an online exam. The way the university handled #FMF placed an incredible burden on lecturers and it robbed students.

1. Contact sessions had to be enhanced to serve as completely electronic versions.
2. Alternative and extraordinary arrangements had to be made for students to submit assignments.
3. None of the students in our department openly participated in the fees-must-fall activities
4. Our students, especially the senior students in our department were very dissatisfied with the fees-must-fall and were all prepared to commit to alternative arrangements to still facilitate the teaching and learning

Alternative teaching as well as examination methods were adopted

Although this was not a positive time, there was an interesting dynamic found between colleagues and students when we needed to be creative to meet each other and we had to do effort to ensure our systems continued as well as possible - we met each other in a space of resilience and respect. In general though, it was stressful. We were constantly concerned about the safety of our students, about ensuring that we had taught what they needed to learn and the absence of support.

Camerata had to move several rehearsal and concerts during this time, and this caused massive stress and financial implications for the choir. It was terrible being evacuated from campus on several occasions, but I never felt threatened in any way. I understood the reason for the campus unrest and many Camerata students had meaningful conversations about them. These conversations took place across different cultural groups and I believe much was learnt from different perspectives.

During the unrest I have to plan for an alternative class venue for a class of 200 students (going to various churches and ask for 'free' facility and managed to find one who is willing to provide). It was a waste of my own personal time driving around Pretoria and finding venues myself because the university has no support in finding such venue.

Each set of protests had different levels of stress, threat and kinds of relationships with colleagues and students. I did not feel physically threatened and therefore often did not evacuate when the instruction came through. The 2015 protests largely seemed to have a common goal and support from all racial and cultural groups amongst students. The major stressor for me stemming from these protests were not giving students the necessary experiential skills and altering the nature of the group work required by their training - thus the quality of their education and their skills levels for entering the following year was a great concern. The highly emotional and often racialized responses to the 2016 protests caused much tension in classes and discussion groups, and it was difficult for me to navigate the heightened emotions and racial tensions these protests surfaced amongst students. For both sets of protests, instructions to continue with classes despite serious disruptions, only to suspend classes and evacuate campus a few hours later, was irksome. Groups of students held me responsible for continuing with classes in the face of the 'greater good' of the protests and other groups held me responsible for not continuing with classes when instructions to stop classes came through. This was stressful and unpleasant.

Face to face communication with the students were minimal. I had to assess the students in a different way - other than planned which took considerable effort. The students felt unsure about the content because there was less class.

I am a university Professor, as such research is very important to me and to my post graduate students. I am an experimental scientist and most of my post graduate students are full time at the bench. We work with live organisms which need attention each and every day, sometimes more than once a day. The students unrest upset access to campus made my students uneasy and generally were extremely disruptive. There were many experiments that we could not start, others which we had to abort. This was very expensive, not to my own pocket but to my research budget and to the time it took students to complete their degrees. Two of my masters students did not carry on with their PhD studies as a direct result of the disruptions. Both are doing PhD studies off the continent and unlikely to return. This bad for my research program and the country, we not only loose their expertise with regards to their abilities and training, we also loose the funding that was invested in them for them to reach the level of masters degrees. The student unrest was an unmitigated disaster for experimental research. Our campus is now a bit like Fort Knox with regards to access. This is also disruptive currently, it is not easy to get people onto campus and it is very disruptive to the kind of access that a research culture needs, which involves freedom of movement and access. Past students cannot just walk onto campus if they happen to be in Pretoria. They then cannot re-visit the happy times they had on campus, this is bad for the general perception of University. In Universities across the world that are open there is an ownership of the campus by residents and past students that is positive and also potentially conducive to more interaction and potential collaboration and even donations. We no longer have this. Ironically one of the criticisms aimed at some of our universities was that they are "ivy towers". These days it is even more so - we have seriously distanced ours

I believe that no student who has the required ability to study should be refused the opportunity to access education. For that reason I originally associated strongly with the students' Fees must fall campaign. I took part in the march to the Union buildings, I was glad the students achieved what they did. However, I sympathized with some of my final year students who were worried about getting their results on time. All staff worked really hard to make sure that they got their results in time. There was a feeling of 'pulling together', of being innovative to help reach students. As the protests dragged on into the second year I did begin to lose some patience with it, I wanted to get to my office, to do my work. I sometimes 'sneaked' onto campus and worked with my door closed. I worked as the Director of a Centre on campus, we had clients, we needed to work. I encouraged my junior colleagues to work, whether off campus or on. We were all fairly flexible, my younger black colleagues felt strongly about the goal of the protesters, but being hardworking and committed, they also wanted to balance that with getting their work done. Overall, the protests were positive in many ways. I have incorporated the story of the protests into my teaching - getting my students to talk about it. It has made the subject seem more important to students. The right to education is seen as more valuable, an important right to strive for.

I brought post-grad students to my home for classes and had to find alternative venues to have discussions with students who needed them. I found this additional work stressful. The impact of the unrest has been to tighten security on campus to the point that I need to make additional arrangements to meet students. Thus the stress is continued.

I experienced the period of unrest as extremely stressful, particularly since students interested in pursuing their learning seemed to put all the blame for failure on the lecturers and there was no support from the university side but instead only additional pressure and unnecessary additional administration.

I felt a strong need to contribute to 'transformation of the curriculum' as a result of the mood on campus when I began teaching. I think students welcomed these shifts in my classes and were appreciative of them as many came to tell me so and provided positive feedback at the end of term. I think the protests created room for trying new things and pushing for changes that may have been resisted before.

I felt extremely frustrated that a very small group of students could be allowed to intimidate their peers and university professionals. The small group had the right to disrupt and all the rest could not do anything to uphold their own rights to continue studying and working.

I felt that the student unrest threatened my job security due to the potential threat it posed to the viability of our tertiary institutions. As it created uncertainty regarding my future job security, I would have very seriously considered changing jobs had the unrest continued.

I found the communication between UP management and its staff members lacking. Staff members were often the last to be informed about any particular situation. I also felt that a small minority of militant students was holding the university hostage and that UP management was quick to give in to their demands.

I only worked as a part time lecturer during the student unrest. Although it was at times stressful and overwhelming - and at other times entirely unnecessarily violent - I still feel that important issues and problems came to the fore because of the unrest. There are things we are dealing with on campus and in the country because of this, that we would probably not have been galvanised into thinking about. I think the violence reached dangerous and unnecessary levels, but the core issues were valid. I am ENTIRELY uncomfortable with the ridiculous (current) overreaction to security issues on campus in the years since the protests. Now we are locked onto campus and isolated from the rest of the city...what kind of educational institution does that!!? Mostly it would be problematic if violence erupted again, as students are already coming onto campus with weapons...so how does locking everyone onto campus solve the problem? It does not.

I thought the student unrest - over fees - was good for all concerned. It is everyone's right to say what they think - and it is common the world over for students to protest. I therefore felt that UP was becoming more like a normal university, where people could express their thoughts and emotions! The protests were very energizing for all that were in my orbit. I think it helped all concerned to have greater respect for one another. Management and lecturing staff realized that they exist because of students - and students realized how lucky they were to be at university while it was closed! It is human nature to appreciate something fully only when one loses it!

I understood why the students were unhappy and agree with their right to protest. However, these protests lead to violence and the University never ever warned us in time if we need to leave campus. Either the unions or students themselves told us when it was dangerous on campus and urged us to leave. The impression I got was that the University does not care about lecturer's safety. I am also unsatisfied with the fact that we were never properly informed about what happened to the students who were violent. In general, when one takes into account how disrespectful some students are and that Faculties will often only rely on the student's account of events without hearing the lecturer's side of the story (ergo not caring about throwing the staff to the wolves), I am convinced that this university does not care at all about their staff members. They are treated like objects who are a merely a means to sustain the university and its goals.

I was a Head of Residence at the time, so the unrest did influence our living environment (on campus), but the UP Security were professional and we didn't feeling that we were at risk of harm. It was a disruption to teaching and research, especially wrt access to campus, but with some effort these issues could be resolved, e.g. using the time to write papers at home etc. It was a process our University needed to go through.

I was a student myself at the time and not yet employed by the University.

I was angry at that stage due to the threatening, and it felt like it was the people that did not do their work during the year that then came to make problems for everyone else.

I was continually stressed because I wanted to help my students learn and I was hindered by the protests. I was also stressed because I felt that I never knew what was going to happen next. I wanted to come to work and be able to do my job. I did not want to stay away because it was unsafe. I did not appreciate the message from top management that we were not allowed to criticize how they were handling the protests. I perceived from my colleagues attitudes that they were equally underwhelmed.

I was interrupted by a group of protesters while teaching in a computer laboratory. Much of it, in the end, was captured on (mobile phone) cameras - and subsequently submitted to Security. It was an extremely negative (emotional) experience for me. Although (on the outside, based on the videos) I was able to manage the situation calmly, it affected me much more than what I initially thought. One of my female students was beaten by one of the protesters in the process. The entire situation was handled by the institution in a way that felt protesters-have-more-rights-than-law-abiding-students-and-staff.

I was not here in 2016 when the unrest occurred

I was not part of the university during this time

I was not yet in Academic during the time of the students protests so I have left these questions unanswered.

I was on campus during a teargassing in 2015, and saw injured students, which was shocking. In order not to disadvantage students, we were teaching in our homes, restaurants, parks, as well as online - it was hectic to hold it all together and keep going. We had staff meetings off campus to strategise. I was also injured myself (in an unrelated incident, NOT due to student action, - it really was an accident, but it happened on campus during a campus lock-down, which made getting treatment very difficult, and I could not leave) and I still have skin sensitivity problems from that, which is a daily reminder. Coming to work and having a percussion grenade used about 200m away just as I was crossing to my building did not exactly help. Also, I had to teach an Enterprises course at a guest house for a whole semester because of precautions due to the protests. This was sensible and safe, but it was very inconvenient, dashing between campus and the off-campus venue. My relationships with students have fortunately always been good, and there is nothing I love more than teaching, but I still find myself holding my breath in case there are more protests. The gain from this is that it has sensitised me to student needs even more, and I hope other staff too. An issue on campus that we have been surveyed and even interviewed about is communication (we never got feedback). It remains top-down. Demotivating issues are the silos of different faculties, and admin requirements which ignore our semester schedules and obligations, as well as forms and systems that are not suited to what we actually do, causing duplication and pressure at the worst times. This makes it more difficult to assist students quickly and as fully as would be desirable. The closure of the switchboard, where the ladies really knew where to direct anyone from inside or outside, was also a huge loss, making the university so much more impersonal.

I was the deputy dean: T&L at the time so irrespective of my personal and political views on the student unrest, I had to ensure that moving to online teaching worked as well as it could for students and staff. No time to reflect then; just had to make sure the job got done. I probably have PTSD. UP did not really give opportunities to staff and students to reflect and unpack after 2016/7 - very ironic as we had a psychologist as Rector then. We shut down as an institution physically and mentally during that time, and have not recovered.

I was very worried about the impact of the unrest on my students and the long-term impact on the university sector. Trying to protect my students and ensure that their academic training did not suffer was exhausting and I did not feel that communication from above was adequate or that the response of the university to the protests was always the right one.

I worked in a very volatile environment prior to working at UP. The unrests brought a lot of those negative feelings back.

I wrote this in response at the time to an influential global news blog story regarding the #feesmustfall. This piece does elaborate some of the sense at the time: "The very real potential for collapse of research momentum and capacity exists, or worse the crumbling of the entire higher education sector in South Africa. Yes, there are dynamic processes playing out politically and the potential for positive change exists. There is the oft-missed reality in the minds of many South African academics at present that is rather different. Research is done by people, passionate, hard-working people who are driven by a creative energy to solve problems and a make a change. The problem here is that the energy and passion is slowly being sucked out of many academics as the situation inexorably rolls on. Some senior academics in South Africa have the benefit of many years of academic toil and hindsight that may entice them to pass the current #feesmustfall revolution off as just another speed bump. I agree that one should not be alarmist, but at the same time we must guard against being too passive with an "it will all work out in the end" view. Senior academics are by definition established, many have other options and several are near or at retirement age. Of course, the chaos is also not equally distributed between university campuses. Some small or remote campuses are not necessarily directly affected by protest action, property damage and threats to student and staff security. However, almost all these campuses are appendages of larger universities. Almost all the larger universities (proportionately large chunk of the South African research engine) are in serious trouble financially and otherwise. If that persists, even the secluded, currently less-affected branches of such institutions will become affected. However, these are all issues on the ground but none speak of the morale of academics, especially ones not near retirement or still trying to establish those i

Impact on teaching - we now know we have to be even better prepared in future for hybrid teaching and using the Internet fruitfully; not only if the "fees must fall" happens again, but also to the benefit of students' learning experiences. In other words not only "talk and chalk" focused (giving classes). We are fortunate that UP was apparently much better prepared for the move towards hybrid teaching than many other South African universities. So thank you for the bright sparks who got us working on ClickUP and all its permutations well in advance!

It was a time of complete distrust - between students, between students and staff and between staff.

It was a very stressful time. I did not feel that the University communicated well with us or that they cared about us much - it was all about keeping students happy. In addition, we got a lot of extra responsibilities but very little support to carry them out. I felt unsafe in my workplace for a long time, which resulted in a very unhappy time. I do not trust the University to handle such a situation very well should it happen again, even though they might, because of the bad experience before. I repeat - placating students seem to be important above all (including making sure your staff is happy and feels safe). The lack of communication was repeated last year when there were protests about Violence against Women and we were left in the dark. Even our line managers didn't know what was going on.

lack of support from admin and lack of proper communication made the situation difficult. Also, it seemed that admin and teaching staff had different aims during the strike giving the impression that parts of the University work against each other -- better communication would have helped

Many of these questions are ambiguous. The stress caused by UP's response (teach online, isolate me from the students, etc) exceeded the stress caused by the protests.

Meetings with postgraduate students during the unrest had to take place at coffee shops close to campus which resulted in additional costs and traveling.

My view of the students changed drastically for the worse as a result of the unrest.

On the whole, my experience of the student unrest was negative. Overwhelmingly, there was a sense of a kind of ping-pong match between the university's executive and students/politicians, while everyone else (especially academic staff) was forced into a kind of no man's land of having no idea which decisions were being made and why. Linked with this was the sense that the executive would rather inconvenience their lecturing staff than take an actual stand on what was going on; in fact, it demonstrated to me (although there are other indications of this) that in general, the stance of the executive towards academic staff in terms of the general pressures of the job is largely one of indifference. This same indifferent stance, and horrifically bad communication from exec, was almost exactly echoed in the more recent 2019 canceling of lectures around gender-based violence and the xenophobic attacks. In general, while my immediate colleagues have shown and continue to show amazing care and understanding, the impression I get is still that the University's executive runs this "machine" with no real thought given to what the implications of their decisions for people "in the trenches." Rather than merely presenting a series of anomalies, Fees Must Fall was, therefore, an indication of much larger and more pervasive problems. Above I mentioned that Fees Must Fall had financial implications; well, during that time, because we were often forced to leave the campus, and also because my home was very far away, I ended up having no place to do my work; petrol costs went up, as did the cost of needing to gain access to the internet off-campus.

Some of my students opened up and shared with me a bit of what they went through before, during and after the unrest. This brought us closer and was positive.

Student unrests affected teaching schedules, but they provided no threat to me as a person, and did nothing to change how I interact with students and colleagues.

Students who did not participate in the protests were passionate about continuing their education.

The impact on the students was varied and many of those who come from the most disadvantaged background lost out as this was their only chance. The demands on taking face-to-face teaching and putting classes online (properly) was very demanding and time consuming. Students had signed up for contact lectures and I felt obliged to give them the course as it was and not a modified/watered-down version. It took many extra hours to develop an option that bridged the gap. I also insisted that they write sit-down exams so that their year would not be reflected on as not having done the module "properly".

The strict access control introduced since the unrest has been very frustrating. Especially the lack of planning in its implementation and additional paperwork required to allow outsiders on campus - this made it very difficult to arrange seminars and meetings where visitors from other institutions might be present, and detracted from the academic atmosphere at the University.

The student 'unrest' helped to bring negative issues that University management refused to deal with to the surface. Although management continues to largely side-step these pressing issues (inequality, genuine transformation, a more open, accountable University culture etc etc), the student protests meant that some of these issues received attention and recognition, making it possible for us as personnel to also begin to talk about them more boldly.

The student protests provided a catalyst to have different kinds of conversation, with a range of different people, which have made me feel more connected to the university and to people across contexts.

The student protests were quite traumatic from a personal safety perspective (and the responsibility for the safety of the students in your class - which I was grateful was not disrupted while I was lecturing as I had two disabled students in my class at that time) but it also enabled us to put online learning and hybrid teaching into operation (however stressful and trial-by-error) which we have been able to build on since then.

The student unrest at the University of Pretoria had a positive impact on the institutional culture of the place and on the relationship between the majority of students and the place. A lot of work still needs to be done, but without student unrest, the pace of transformation was just too slow. Let's not wait for another student explosion for us to push the institution forward.

The student unrest caused absolute unadulterated chaos in our lives!!!! The undergrads were not allowed on campus, which meant many of us were sitting in parking lots/on floors off campus going through lectures or semester tests in an attempt to assist these students that were NOT protesting. As in the biological sciences a lecture on line doesn't always suffice. Our postgrad students were not allowed on campus which meant that MSc and PhD experiments had to be stopped or postponed, this was completely disheartening for these students and for us. We had to complete lists of students for campus access, sometimes they were allowed access to campus and sometimes not, with NO reason given!!!! We were given absolutely NO support from the University whether it was emotional or practical!!! The executives' communication was appalling to say the least, it was as if they thought that by keeping things under wraps it would make things better. Personally I was threatened by protesting students, I had bottles and water thrown at me, I was surrounded by police and private security to protect me. The university shifted lectures etc., which meant I had to postpone going into hospital to accommodate these protests once and the second time I refused; as it was my health at stake which meant the students had to self study four lectures worth of work.

The student unrest firstly made it apparent that management have a fire-fighting mentality, namely that only if something's burning do they pay attention. It has since become clear that staff concerns are ignored because we 'don't set things on fire', which was very disappointing to realize, particularly for an academic institution, where I expected our seniors to be rationalists and base decisions on evidence and reason, not the amount of shouting that took place. Secondly it made me mistrust the students, as they physically threatened us and refused to engage in debate and instead resort to violence to solve their problems. It particularly frustrated me that their violent actions worked, which will now further incentivize violence in future. Lastly I feel that the unrest left a culture behind where the students think they know what is best and are in charge and their suggestions should be followed. This is obviously despite the fact that they usually don't know what is best for the university and are blinded by their own short term self interests and personal stresses. This overall creates a work place where the people you interact the most with (students) you no longer trust, while my superiors I don't trust to support the academics when things get rough, which leaves me feeling that us academics are alone with no support.

The student unrest forced me into crisis management. It created a lot of extra work trying to keep the teaching programme on track for the sake of the 99% of students (BSc) who wanted to learn and were very worried about the quality of their degree.

The student unrest forced me to explore alternative methods of teaching I would otherwise not been open to exploring, specifically recorded lectures and detailed python notebooks

The student unrest forced me to find alternative ways to deliver lectures with the students as they did not have access on campus. This helped improve my teaching methods.

The student unrest was mostly a nuisance and poorly handled by management. Even the Vice-Chancellor did not know what to do and seemed helpless. The unrest increase our workload and inconvenienced our work effort.

The student unrest was very unsettling. In spite of the fact that I felt scared on campus (especially the one incident where the Humanities meeting in the Sanlam hall was stormed), the sound of the mass chanting and singing was menacing - especially since I could not understand what was being sung. Another frightening incident was the gathering at the Aula. It was very clear that many of the people present were not students but political supporters. Their presence was terrifying and we were expecting something bad to happen any moment. Furthermore, I had a bad personal experience of a hostile student who accused me of being racist during a lecture. This student became abusive in class and resulted in other class members withdrawing from any discussion, even related to the subject matter, for fear of provoking him. He sent me strongly worded personal sms's in which he accused me of abusing power in class by my racism and explained that I needed to be 'educated' since I was naive about political matters. The incident affected me personally since I had been a strong supporter of this student for many years. I felt betrayed, judged, bullied and hurt. It was clear that there was a strong power play unfolding - and I was silenced because of my race and gender. Once classes were suspended I made plans to teach students at a different venue (classes were small enough to accommodate this easily), but this same student caused fear amongst the students with his verbal bullying, to the extent that the lessons had to be cancelled too. The online teaching system we were forced to use was adequate but not ideal given our area of expertise. The after effect of the fees must fall movement was negative. Staff members felt insecure about safety, our jobs; and students were equally insecure, resulting in low enrolment for at least two years after the incident.

The student unrest, had minimal effect from an operational point of view because of alternative arrangements that were made, regarding teaching and assessments. However wider issues that are reflective of the society we live in, surfaced to the spotlight. However once the protests died out, the wider issues which still persist, have blended into the background within the working environment.

The student unrests provided an opportunity to bond with a range of student I would not necessarily encounter in my class. Likewise it offered an opportunity to meet and connect with colleagues who share similar values and political principles.

The unrest had a positive impact on my relationship with some students, and a negative impact on my relationship with some other students. The question is too broad

The unrest helped to foster a better relationship with the students who were prepared to work and who wanted to complete. They also appreciated all extra effort by for example using more online material that were developed to support them.

The unrest made me aware of the students point of view but at times it really made me feel unsafe and intimidated especially when classes and staff meetings were disrupted by protests

The unrest required staff to perform various additional task to successfully complete the academic year. In my opinion, the University has not yet rewarded staff for this additional effort.

We now have to make sure that all course material is available online in case of another unrest and I think that has a very negative effect on class attendance. And then we can just as well become a distance learning institution. Also, during the unrest (and subsequent uncertain situations) communication from top management was shockingly lacking. We had to read about what was going on in the newspaper - that is absolutely unacceptable. I think many people have lost faith and trust in management.

Well, I was not working at UP or in South Africa at the time of the unrest.

While I was a contract lecturer at UP in 2016 I was not affected by the unrest (they started later in the year). However, I was working as a contract lecturer at Rhodes University when the unrest were in full swing and my answers above reflect my experience there. The unrest had a positive impact on me and improved my relationship with my students because I had to adapt and use new media to ensure students did not fall behind. I also saw the perseverance of the affected students in wishing to complete their studies (I was teaching 3rd years, final years). However, I did not feel supported by my institution at all (I was on contract and we received no communication) and the onus was on us to still teach all material, without receiving any assistance.

Annexure C

How Would you Deal With Student Unrests Should They Occur Again?

"Student unrests" is too broad a concept. FeesMustFall had very specific characteristics. In general I would probably do as little as possible because nobody seems to care about education at universities. Lecturers have become resources to be used and abused (where "students" refer to activists).

1. Be better prepared to provide electronic information to students more clearly. Although all contact sessions are supported by electronic material, the material must be further explained if contact sessions cannot take place. 2. Avoid possible dangerous situations on the campus and rather disseminate information from another safe space

A hybrid/online mode of teaching will be adopted. Alternative assessment methods will provide an opportunity for reaching outcomes.

A unit (helpline) to deal with all inquiries/supports during the unrest.

Accept the situation.

All I would do, is not go to campus anymore - we are ready for unrests now. All my undergraduate courses are on clickUP. And I would just arrange to meet post-grad and honours students off campus again.

Always understand what the reasons for the unrests are. Listen to the students and give them a platform to engage. I will adapt my work through online learning; email corresponding and if needed, meet outside the campus.

Be able to do more lecturing online. Make a stronger stand for the majority of students who were not interested in the unrest.

Be better prepared for online studying for the students.

Be more agile for online work

Being mobile in terms of a laptop enables me to work off campus if needs be. I am able to communicate with my students, and can provide them with ways to access course content and resources. However, because of the kind of engagement (1 on 1) our department has with it's students, it is problematic when there is no contact time available - in the past we organised meetings off campus in neutral environments, this could be an option again - but it depends on who in the class is involved in the protests and why, and whether they respect other students' rights to continue with an education, i.e. would they disrupt off campus meetings in neutral environments also...

Change to distance education mode and work at home. It is too stressful to be on campus.

Continue online (if campus is closed again).

Create platforms for students to be heard so that unrests does not occur. Effective communication can prevent unrests.

Difficult to answer. The situation will dictate the terms and ask specific question to be addressed

Disciplinary hearings and expulsions for everyone that disrupts academic activities or damages property.

Do more things online throughout the course so that the students are familiar with it
Do not only use online activities while there are unrests.

Do the best with what we have. During those protests, we did many online classes and assignments and it worked out okay. So I would probably do that again. Since being through it, I kind of know what to expect, so this time I will be a little more prepared.

EFFECTIVE COMMUNICATION FROM TOP MANAGEMENT is a must to ensure more awareness and more effective management of the situation for individuals.

Engage with hybrid teaching and learning where possible

For undergraduate teaching modules, I would add on-line lectures, and increase the number and frequency of assignments. Our syllabus includes one final year undergraduate research module; completion of this module was highly problematic. If unrest occurs again, I'll try to rapidly move the laboratory work off-campus, and have regular telephone (or Skype) sessions with the individual students. (In this department, every lecturer supervises about four undergraduate research students, so this can be done.)

Go on leave.

home office, move experiments to another venue. Ensure access for PG for experimental work

Hybrid, more online classes, instructional videos, good communication (!!!, such as WhatsApp groups), if smaller classes move off-campus (if safe), detailed study guides that lay out the work that is required and providing resources needed for successful completion.

I am better prepared now than I was back then to deal with unrest and lack of face-to-face contact as I made an effort to educate myself regarding online teaching etc.

I am not sure I knew how it occurred or how it was dealt with, since I was not working in the country then.

I am now more prepared to do some of the work online.

I do early and continued assessments, so that we are not without marks in case we cannot see our students.

I don't think much adaptation is needed, but of course I would listen to the students' concerns.

I don't think we could really have done anything much different. We should not have "in sourced" the service staff but this is now done and dusted and we cannot go back. With regards to my work I think we would be in a better position to get access to campus to do our experiments as a consequence of the processes that have been put in place. I think we would all be a bit more vocal about how disruptive the protest action was and why the consequence of it is extremely bad for the country. Looking back it is clear that there was a lot of apathy and more people should have stood up and said "no more". The protest action was not the problem it was the violence and disruption that was the problem.

I don't believe I would have handled it differently. I think the procedure of the university was solid and although I never once felt unsafe - the caution taken by the University was necessary. Online work is now a reality - if we can't attend our lectures, students will need to follow the classes online. Also, rehearsals can easily be moved off campus to disrupt the choir as little as possible.

I guess it depends on the extent and duration of the unrest. We've learnt valuable lessons about moving courses online during the 2015/2016 unrests and I guess we will do the same again in future should the need arise. I am, however, deeply concerned about the prospect of UP becoming a "hot bed" of regular unrest like we see almost annually at UNISA and TUT. I would not want to work under such circumstances.

I guess one would deal with them to try and help those that want to be here to study, and do whatever is needed.

I have a framework for online classes in place at all times should protests occur again.

I have started doing additional types of research that are not laboratory dependent. I would utilize the time to work on this research to try and turn a bad situation into a positive one in terms of personal achievement.

I honestly do not know. I used to teach a first year module, which could be explained via video, but now I teach third years and the work is too complex to discuss in short videos.

I just keep working, listening to students and delivering what I am supposed to deliver.

I plan for student unrests now. It is basically part of my syllabus. If unrest occurs the essential core components of student work can be accommodated online in a hybrid manner. The "have to" core can be accommodated online by trimming the "want to and nice to do" without any problems anymore. Also, considering most of my predictable work is ready months ahead of when it is needed, student unrest doesn't bother me anymore.

I really do not know how to answer this question. I am looking retirement in the eyes. I do not find the prospect of doing everything through ClickUP attractive at all. My enjoyment of my work lies in my interaction with my students.

I think I would take the same approach. We would all be better prepared, for example, in teaching online.

I think unrest is a good opportunity for a realignment of values and for people to get to know one another afresh. Unrest and protests are costly and disruptive, but they are part of free and fair academic discourse, and should not be seen as entirely bad. In fact, I think quiet, subservient university students would be a really bad sign. If unrest were to occur again I would electronically give the students the chance to carry on with their work at home. They can continue reading and there can be some input from lecturers. However, I do NOT think it would be a good idea to make all lectures digital: this would subvert the power of the protesting students and give UP a false sense of 'victory' over the protesters. Like any good parents we need to encourage our kids to think for themselves, and be prepared for rough times as they learn to stand up for themselves.

I was not here during the actual period of the protests, I joined in 2017, April. I would like to add that while transformation of the curriculum was a positive aspect, there was not much guidance and support aside from rudimentary / superficial support provided by the Education Innovation unit which is ill-equipped to respond to these kinds of changes (and seem to deal only with superficial/ technical aspects of guidance and assistance when it comes to helping new lecturers). The task of transforming the curriculum, while exciting and welcome, was also massively daunting and overwhelming for me as a new lecturer who wasn't sure what I was doing. While my classes went well in the end, the whole process was exceptionally draining and particularly so because there was little in the way of a previous standard set for transforming the curriculum.

i will adapt my teaching and make more use of online options. I have learnt these from the 2015/2016 unrests.

I will continue my teaching via online courses/interaction and I will meet with my post grad student off campus to continue supervising their work, should they be able to continue their studies.

I won't wait for the university to come up with a plan to give us back the lost teaching time. I will immediately switch to video lectures. I will constantly communicate with students via ClickUP. (As for the two days lost in 2019). I use online a lot even in the absence of protests so that students are familiar with the online environment.

I would again teach off or on campus as required. We have got more resources to keep going now than we did in 2015/16.

I would be a bit more equipped, but it will take more unnecessary time and effort, which could have been spend on other important work and studies. Therefore, dissatisfied.

I would be more pro-active in setting up alternative work stations, online work etc. I would not waste time believing it will pass by quickly, but get to the students with as much information and creative means to share the teaching material. On a personal note, I would not try to understand the reasoning, but focus on doing my work. I would engage in student contact for sharing information and offering support to students where possible. I would not engage in dialogue with students regarding the unrests and the "unfairness" thereof - but focus energy on getting the work done.

I would deal with it in the same way. Hopefulle UP management would communicate better and place more Trust in Deans and Heads of Department to manage the protests.

I would engage more with students in terms of understanding their issues. I do not agree that adapting my work towards more online teaching is the solution as this does not address the core issues that fuels student dissatisfaction.

I would get more involved, play a more central role in supporting students, participating with personnel who were articulating similar issues to those of the students. I would more strongly align my teaching to the 'unrest' - really helping students to process what was happening in relation to the subject matter I was teaching.

I would increase electronic communication with students and teach off-campus when necessary.

I would look at alternative delivery methods which do not require my or the students' physical presence on campus. I would use the time to work on my own research, and less time stressing about a situation which is outside of my control.

I would make everything available online, even lectures.

I would make use of online teaching platforms more. In terms of my own safety I would stay home and continue my work there.

I would not do things much differently in terms of how we handled the course content. We moved to an online distance learning approach and that worked fine.

I would relocate lectures rather than doing everything online. I would put pressure on UP to provide students with devices and data sufficient to enable them to complete their studies without interruptions.

I would rely mostly on online sources and work from home.

I would sit it out and not get so stressed.

I would speak up more about the negative effects of closures. I would, as I did before, use alternative venues, e-resources and any means available to support my students.

I would try to create more spaces for conversations in class.

I would try to do more online than simply supply notes. Students responses on exams in 2016 lacked the subtlety of previous and subsequent years.

I would try to go on as per usual, but should it influence lecturing time, I will record lectures and upload it for the students.

I would use clickUP and other online resources and teaching-and-learning platforms provided by the university.

I would use the same move to a more online support via clickup

I'll ensure that meaningful teaching and learning is minimally affected, through the use of online platforms.

If possible, I'd stay at home / take leave until all is stable again. I don't have the energy to deal with such a situation again.

In retrospect, I would probably put in leave and say "stuff this; call me when it's done". The (high) cost of trying to keep the boat afloat seems to have been somewhat wasted.

Increased use of e-learning and e-mails.

It's difficult to say since student unrests tend to produce a fair degree of unpredictability. In general, I would probably try to wait until the storm is over — spend time catching up on research, rather than ending up being caught watching another back-and-forth between exec and students. But if this were to prove impossible, I would simply respond to any given situation as well as I can. On the whole, I still feel that I handled the situation well, although it certainly affected how I perceive the university in general. While I still care about my actual job and value teaching students above all else, I definitely gained a much more negative picture of the University's executive because of the student unrest of 2016. That negative picture hasn't, unfortunately, gone away.

just roll with the punches is my motto. If student unrests occur again, I can easily adapt to the inconvenience and still continue interacting with my students. That is the beauty of technology.

Keep Whatsapp groups going to maintain a sense of community.

Listen to students. Think with them.

More asynchronous learning with most lectures happening via youtube or python notebooks. I am already mostly doing my student consultations via email as opposed to face-to-face

More dialogue and constructive conversations between all constituents at UP.

More online / distance teaching; should the University arrange for proper wifi access to the students.

More online assignments.

More online work will be given to the students PROVIDED that there is equitable access. I would also think carefully about catering for diverse student needs in cases like this.

More online/distance learning techniques

more open dialogue

Move to more online activities, like in 2016.

Moving teaching online. Entrance restrictions

Much more uncompromising. Reward those that make positive contributions. Look after the good behaving students better. Clearly management was afraid of the radicals and compromised mostly white, Afrikaans students by sacrificing their language and culture. It became clear for students - if you want response from management, you need to use 'violence'.

my lectures are already done in such a way that it can easily be moved fully online and classes can be skipped with minor loss in teaching quality

My study guides now contain information on how the module will be adapted should unrests occur. I am better prepared to convert my lectures to videos.

Not sure

Nothing - my teaching style has adapted to anticipate student protests at anytime.

Nothing much - provide more instruments for students to study independently: lectures are a very poor learning tool anyway and student unrest by affecting lectures forced us to think outside the box to find new and innovative pedagogical methods, which is good.

On an operational level it is pointless to create a plan because of the structure and the bureaucracies that are set. Plans are designed in a top-down manner which gives no flexibility to make operational changes. On a personal level and psychological level, I believe being distant and uninvolved as the solution to limit the effect on one's personal well being. However doing so creates a dilemma about one's role as a good meaning citizen who wants to add value and set an example for future generations.

Our department is already geared for online training and we use hybrid teaching mechanisms in our day-to-day teaching, so not much would change except that the use of online learning will be full-time during the protests.

Placing the sole responsibility on staff to 'make a plan' for teaching and learning and to ensure that quality education is delivered, is problematic. It was clear that the extreme measures taken in our department to continue teaching and learning online and in alternative spaces that lecturers had to organize, was not entirely successful (teaching in personal residences, parks, restaurants etc. that some students attended and some not). There was much remedial work to be done the next year, also to do with equipment students to learn to use that are not found in private residences or parks, and can not be accessed for free in studio's. Surely the university can set up a contingency fund to ensure students have access to the appropriate equipment and studio's to complete their training off campus for modules and assessments that can not be done online? Adapting my work - moving more work online. Restructuring practical classes that is supposed to run over a year or a semester into intensive short-time blocks, which will likely see class time running after hours as well to ensure the hours allocated are met.

probably the same way as 2015/16

Provide on-line lectures and will meet with students who want to be lectured or supervised off campus

Quit my job. The stress was too much and communication from the university was limited and the message changed often.

Resign

Since 2016 most of the work is on clickUP so it will be easier. I would add more voice and videos on clickUP.

Software has been made available since to teach more online effectively.

Stay focused on why I do this work in the first place and take each challenge as it comes.

The only feasible option would be to do as much online teaching and assessment as possible. Personally, if unrest occurs on campus, due to safety reasons, I would not want to be required to be on campus.

The research that we do is independent from the students, so that part of our work is not affected. We are already established on ClickUP with all of the modules that we teach. For instance the course work MCom degree - the module that I am involved with is fully online. Students study articles, do assignments and submit their documents online for evaluation (no classes). This was not affected AT ALL by the students unrest. The Honours modules where we do have classes (but already a lot of stuff on ClickUP) will just require a bit more documents, videos and assignments on ClickUP.

the same

The same way I dealt with them in 2015-16, i.e. try my best to use it as a teachable moment.

This is not a question I feel I can answer fully. Most of the effect was felt through the under- and postgrad students, and their frustrations. I was allowed onto campus and I could work, even from home, on my research, but many of our students were 'punished' for things they never did or weren't involved in, they felt completely abandoned by this University. The University (and ultimately the government) needs to be accountable for this. And the question that needs answering is, were the reasons for these protests addressed? I am not sure!!!

Try to do as much as possible online. Try to communicate with students on their attitudes towards studies and the reasons for their taking part / not taking part in the unrest.

Undergraduate students suffered greatly during the unrest. My third-year students were not mature, resilient or prepared well enough to be able to independently manage their learning. I hoped that detailed notes and readings would be sufficient to direct their study, but the absence of lectures led to abnormally high failure rates. I have since learned to create lectures for viewing on YouTube, which I would schedule for release during normal lecture times to provide students with a routine. Of course this may not work for resource-poor students, but it would be better than nothing.

Unrests are so unpredictable because it is often driven by political agendas rather than academic needs or interest. Individuals driving it often have nothing to lose in a situation like this, as their academic performance is of less importance compared to their political agendas. Because of this reason it will be very difficult to manage this situation to the benefit of students who want to achieve academic success under these circumstances.

UP has to engage. During and immediately after the protests I worked with colleagues on an institutional culture project for the VC and we came up with "OwnUP" - play on words of a sense of belonging and "owning up" - being honest about our past, our decisions, and how we want to proceed. We obviously did not go that route under the then VC. Present-day UP - we will probably simply go online again, and I will do what is asked from me. Depending on the students' cause I may decide to give open support to the students this time around. Previous rounds of student protest - I was in management and felt I had to be seen to be "neutral" - which means I sided with the status quo.

Use online teaching and be available on the discussion board of click up

We are moving closer to e-learning, not much change required

We are much more equipped to deal with such a situation via hybrid teaching. It is still stressful, but much more manageable.

We need to make allowances / plans to complete the academic project

We so e-Classes.

When teaching languages we always give controversial topics to the students to engage them in debates. We do this with the intention of using the language to improve their listening and speaking skills. If student unrest occurred again, I would use the situation as a topic to debate in class and to strengthen our relations with them.

Who knows. I would likely dust off my CV and look at other options.

Work from home and offer a departmental specific approach to teaching.

Work from home via electronic lecturing and researching tools.

Work online as much as possible.

Would adapt as is necessary, including working at home if campus can not be accessed, have meetings off-campus etc.

Would rely more on ClickUP and internet based learning opportunities for the students. But will not only use that, since students do not always have access to the internet. So as I have done during the unrest, I will again meet students off campus on the Experimental Farm where we can also have some practical hands on discussions about crops and soils.

Annexure D

Are There any Other Observations you Wish to Share With the Researcher?

1. I am responsible for the class representative's forum in our department. Every year I supply the class reps with class lists containing the cellphone numbers of students registered for the main subjects of their study year. The reps are responsible for setting up WhatsApp groups for quick communication. During the fees-must-fall, this worked very well and I could communicate with the students at short notice e.g. when our dean wanted to meet with the class reps 2. Constant effective communication with the broader university community is essential. Ineffective communication is almost worse than no communication because it causes (and did) more anxiety and stress

Although the situation appears to have reverted to normal, my stress levels remain high. Hearing noise or singing on campus makes my heart race and I spend a lot of time preparing plans for further disruptions. The financial fall out following the protests has also had a negative impact on the level of training my department is able to provide and this makes me feel bad. I try to live and teach with integrity and it worries me that I can no longer be sure that my students have access to the attention and resources that they need and deserve.

As with many other spheres of life, uncertainty causes tension and diminishes my sense of satisfaction in doing what I know I do well.

At UP there is a strong sense of alienation whether before, during or after the protests.

Communication from executive to staff during the unrests was terrible. The impression was created that executive cared little for staff fears and safety.

Communication or rather the lack off it from UP Management created a lot of uncertainty for the students and staff. Students depended on the staff/lecturers to know what is going on and what to do, but since we also did not know, it caused frustration and I felt the students did not trust us. They were thinking we knew more than what we were willing to tell them. In other words, we kept important information from them. When we had to evacuate the UP Campus, it was also chaos. Staff were driving from one gate to the other, just to be told to go to another gate yet again. In the end I just stayed in my office until I got word from my colleagues which gate could be used. It felt if the UP Management did not take the staff's safety into consideration. It was about keeping up appearances that all is fine at UP. One of the white security managers were attack with a brick from behind by a student, but in the end the University did not even back the security manager up during the case that followed. That made all of the staff around me unsure and unsafe at work. But UP Management did not address that timeously.

Compared to other universities, UP disruptions aren't bad. Having been a student at UP from 1998 (you never stop being a student), part-time staff from 2001 to June 2005 and full-time staff since July 2005, I believe and have noticed that, on average, students and staff (at UP specifically) have excellent relationships. Obviously there are exceptions. My personal experience is that most staff desperately want the best for their students and most students know this somehow and really appreciate it. My students are some of the nicest people you will ever get to know.

During Fees Must Fall, I had a different line manager from the one I have now. This will affect my answers: I am very positive about my current line manager whereas the manager I had during FeesMustFall was, to put it mildly, alarmingly incompetent. This certainly affected my experience of the student unrest, but it was not a determining factor since much of the trouble was linked to poor leadership decisions made much higher up. In a way, I do not, as hinted earlier, see Fees Must Fall as a "once-off negative event, but rather it was a kind of crucible that exposed many of the University's ongoing troubles with management and vision. In terms of maintaining my own psychological health, however, I would say that Fees Must Fall also inadvertently helped me to set better boundaries at work in terms of managing the expectations of others; I am happier at work because I am able to clarify my own needs in terms of what I am capable of doing, especially in more trying circumstances.

During the unrest universities tended to focus on the students, forgetting about the staff. I felt sidelined and not supported throughout (bearing in mind this was not at UP - but having spoken to colleagues at UP subsequently the feeling was the same here). We were the ones told to ensure students still got a quality education, but were given very little resources and often kept in the dark as to how our institution was dealing with the unrest.

During the unrest, we successfully arranged 4 off-campus exams for over 300 postgraduate students. We had to plan "an amazing race" scenario for students to meet at various meeting points in the city. Staff members had to do duty at the meeting points, collect students' cell phones and provide each car with a road map to the "secret exam venue". This was to ensure that students do not communicate the details of the venue to possible trouble makers who want to disrupt the exams.

Getting a promotion is frustrating, you no longer qualify for a promotion to senior lecturer once you have your phd you need to apply for it. Moving on towards Prof is extremely difficult. Work load especially admin is unfairly distributed, the coordinators/head of the programs (not HOD), do not do their fair share and continue to pass on their admin to specific staff members and then do not recognize or thank them for their efforts but take full credit for the work done.

Good luck with the research Vicky! I wish you all the best in this.

However, wifi is not available off campus and online teaching in fact discriminates even more, it is not the ideal medium.

I do not believe that the reasons for student protests have been resolved, and that the University will be plagued by continued protests in future. Perhaps this will result in a fully online teaching kind of approach, which would positives and negatives (safety in your own home, but huge initial input from lecturers who are meant to also finish doctorates, write articles etc.). Protests - although they often can't be stopped and are not the University's fault - have a huge impact on employees which people seem not to notice.

I experienced the students unrest as the most significant threat to the future of our institutions of higher learning since I commenced my academic career in 2010.

I feel the unrest was manipulated, that a minority influenced the university and that the voice of the majority was silenced. Univ. management did a bad job, the Principal was invisible and pushed other officials to the front to take the brunt of crisis. The middle-ground was ignored. Too much money flowed in unproductive areas.

I find it worrying that, particularly after the fees must fall movement, I perceive a growing trend of silencing the 'other' on campus, particularly regarding issues relating to politics and race. This is completely counter to fostering bold ideas, open honest dialogue and creative solutions. I hope UP manages to curb and counter this trend which has gripped all aspects of SA society. Have we become PC to the point of being outright liars because of fear?

I find the total lack of feedback and poor communication by the executive appalling and this has unfortunately not changed. It appears that students still receive more information and are updated quicker than staff if situations of unrest arise and how the university intends to deal with this. In turn, it makes me less motivated to deal with these challenges but rather orientate towards a more rewarding job elsewhere.

I found that the 2017 first year class performed the worst academically of all the groups that I have had in the past 11 years, from there the averages increased slightly, but the effort from the lecturer's side also increased substantially.

I hope the next time there are protests I am compelled to defend education more vigorously and the rights of all parties in a debate (rather than just the rights and views of the students who protested who often assumed their way was the only correct viewpoint, which it blatantly was not). This might lead to me taking part in counter protests or similar. These counter protests are now apparent to me the only way to be heard, as management only responded and gave in to those interests of the violent disruptors and not the non-violent rationalists.

I love my job because I get to help students every year to master the material, and acquire the problem solving skills they need to be successful.

I realise that my perspectives are very much influenced by being a white Professor, with interesting work on and off campus, with only 7 years to (official) retirement. So when I say that I think I was paid a reasonable salary, or that I felt confident of my career enhancement prospects, I understand that those are my subjective views, and I realise they are not shared by everyone.

I really don't like that the university has turned into a fortress.

I think it had an effect then, but we are still feeling the repercussions. ever since the fees structure has changed, amounting to MORE work and less employees as the university. ALSO the larger work force owing to adding the contracted workers (a direct effect thereof) lead to larger costs owing to salary without an increase in income for the organisation. So this leads to an organisation that is cash strapped to say the least! On an individual level of course this has an impact on your work efforts as there are fewer funds to travel to conferences or IT needs. So the impact is much worse in the long term.

I think this is a fascinating topic, and I hope you ACE it. It will be really interesting to see the results... also of how it affected my fellow staff members. I think we each dealt with it differently; in some cases "bogging down"; and putting up "sandbags" to keep most of the storm out.

I want to reiterate my opinion that the University only cares about the students and not the staff. Some of our colleagues committed suicide and the university never even confirmed that it happened or implore staff to reach out to professionals if they are overwhelmed by the stress of work. The employee wellness programme is a joke because of a scarcity of staff, employees are offered only a couple of therapeutic sessions before being sent on their way. Compared to what other universities do for their staff (promoting them, assisting them actively with their research, etc) and the fact that UP staff is the most underpaid in the country, gives me the impression that the staff at UP is not even recognised as human beings whose welfare needs to be taken care of.

I wish UP had a UP run creche for the children of staff members - that would be supportive and could be used for student training.

I witnessed my colleague's car got torched. Which was very traumatic. As a postdoc during the unrest, I had an access card that read "student". I therefore could not get into my office to do work for a number of weeks when the campus was closed. I felt like I was always treated with suspicion by security staff at the gates even after I regained access to campus and my office. I became depressed. I started browsing for non-academic jobs.

I wonder whether the questionnaire takes into consideration that line managers may have changed between 2015/2016 and the present? Perhaps it will make no difference to the kind of staff engagement the questionnaire seeks to investigate?

In case my answers seem contradictory: I am happy with what I am paid, but don't believe the work that we do as academics is recognised by management. This is reflected not in pay scale or benefits, but in the amount of work we're given. I love every individual aspect of my job, but there is simply too much of it. A management that really understood and recognised what we did would not keep loading more and more students on us so that the quality of our education is compromised. This is the case now and was the case during the 'unrest'. In fact: this was one of the underlying themes of the 'unrest', namely, the corporatisation of the University - the need of the University to make money, run as a business, stop seeing us as people but simply as factory workers. This is the problem: not the pay but the amount of work expected of each of us. It needs to change!

It was difficult for me to think back to 2015/2016 when answering the retrospective questions. Also, the way I was treated by my line manager then compared to now, did not change much. For me, the most unsettling of the 2015/2015 unrests were the uncertainty and fear it created. The situation in 2015/2016 was very volatile and fluid with not enough direct communication from top management to staff. If we have a repeat of the 2015/2016 situation in future, the rector and top management should find ways to communicate with frontline staff directly and not indirectly through Deans and HODs.

It's frustrating during these protests that there are so few protesters actually. And they get so much attention. The political nature of the protests are also worrying.

Lecturers had no opportunity to provide input during the student unrest - all decisions were taken in the ship and we simply had to follow them.

Line managers are punitive and have too much power and managers including HR could do better in treating staff like persons rather than resources.

My emotions and feelings regarding the unrest was more directed towards the macro environment of the country and the role-players there-in, rather than toward the university and my colleagues. UP Management could have handled the situation differently, but the university environment was to a large part a taker and not a deciding enforcer.

My job consists of multiple dimensions - teaching, research and service. In many cases, I feel positive about one aspect and negative about others. I am sure that my internal prioritisation of these dimensions is not the same as my employer's. The university earns its income through teaching, but disproportionately rewards and disciplines people for their contributions to research.

My line manager during the protests is not the same line manager that I currently have - so this is an important aspect to keep in mind as the answers are significantly different. Also, my logistics coordinator changed and this person is the closest person i work with - again, there is a discrepancy between the two periods.

No comment

No communication or infrequent communication from the University was demotivating and disappointing. Student also received information before the lecturers did and that created a sense of not being important in the whole communication chain, but we as lecturers just had to do what has been decided by the people higher up.

Please note that I only joined the university after the unrest during 2016

Protests can either bring a department together or split it - in our department, we were lucky, because we all pulled together and made things work, and supported each other. My HoD was fantastic, providing strong leadership, and lending a voice of moderation and encouraging us to keep going. Her communication was great, keeping us in the loop (as far as she herself was). However, when crises like the protests happen, the university needs to act quickly and keep us informed. UP also needs to adjust its expectations of staff - when all our energies are focused on dealing with the academic and emotional fallout of such an event, it is unreasonable to expect business as usual regarding research, and responses to stressed post-graduate students who cannot get to the library, or staff to their own offices. Overall, UP has been very fortunate in the staff and students' willingness to engage constructively, and has had relatively little damage, but unless students are heard, and supported, we will have more protests in future. Staff often feel aggrieved, and rumours around salaries and benefits (since you raised this in the questionnaire) both at UP and at other universities do not help. Thus far, academics have not gone to strike, because many of us feel that the students would be the ones to suffer, but there are times when tempers have been high.

See comment above re the detrimental impact of the unrests on many of the students see earlier comment piece. There is a fundamental lack of understanding that top performing academics are generally self-motivated, and thus need more flexibility rather than more micro-management. This is especially important for research intensive academics. TRUST such performers to continue to perform rather than throw added bureaucracy in the way of progress.

Sharing the findings of the research with the participants would be much appreciated.

Some of the questions were ambiguous in the way that disagreeing with the statement could mean either better or worst, like the equal promotion chance or benefit packages. I would disagree because I think UP is above the average, others might disagree because they think UP is below average.

Student unrest can certainly disrupt general activities of the University and thus important that these unrests are managed efficiently and professionally, with regards to ensuring the safety of students and staff, and that students and staff can continue with their required tasks, as far as is possible. Student unrests should not be used as an excuse for lack of productivity - we need to improvise during those times and take ownership of that which we can influence, not waiting for UP management to resolve all the issues before we continue with our work.

Student unrest is treated too simply in this questionnaire. It is a broad term, including various aspects. Some of the reasons for the unrest are really valid and were not addressed adequately by the University. Others were less valid and seemed simply geared towards chaos. Responses to these different phases and aspects of the Fallist Movements should be more nuanced. Unfortunately the whole questionnaire seems to be geared towards the lecturers "feelings" or "experiences" of management and colleagues while very little interest is taken in the lecturers' relationship with their students? The core reason for doing this job is to gain knowledge and to share and discuss knowledge. These aspects and satisfaction regarding these things have not been addressed at all. I find the study therefor not as nuanced as it could have been.

Take into consideration that the response to the questions on academic promotion will be influenced whether the respondent has already reached the highest academic level [academic level - not position level, e.g. HOD; Dean, Deputy Dean, e.g.]. Likewise, in relation to a remark of being insufficiently paid is linked to the numerous roles that one has to play in the Department, Faculty and UP level. It increases the workload if an academic is a teacher, researcher, manager, leader, professional, among other. The UP bonus system of only benefitting a few, remains unfair towards the manager who has to allocate the bonus, as well as to toward those who do not receive a bonuts but qualify to receive one based on performance scores. Let everyone who qualifies receive a percentage of the bonus funds according to performance outcomes.

The ability of the university to financially reward employees come into question as a result of the effects on fees.

The communication from UP to the staff is terrible. Often the students would e-mail me informing me that the class was cancelled/asking if it was true based on the sms they received. I would however only receive official confirmation much later.

The draconian security measures on the UP campuses that have been the result of the student unrest are counter-productive to teaching and learning, as well as morale, for both staff and students. They also exclude the public and potential students. What is the point of the academic project if it cannot be shared?

The largest problem with UP's handling was that my students and I had long-term research projects that needed to be maintained during the unrest. From day-to-day it was uncertain whether we would be able to access campus to maintain these experiments. The campus access lists that were required were time-consuming to prepare and there was no guarantee they would be honoured. There needs to be much better consideration of the research being done on campuses, which is one of our core functions and what increases the profile of the institution within South Africa and globally.

The measurable effect of violence in the workplace needs to be examined. I am still struggling with anxiety about student protests, I get nervous whenever I hear singing.

The questionnaire often mentions recognition in "corporate" terms - remuneration, promotion, etc. However, much of the impact was on academic freedom, reallocation of resources and other aspects of the academic enterprise. Perhaps other lenses will shed more light on the enduring impact?

The stressful impact of the disruptions were long-lasting, the sound of singing students change from a perception of students having fun to one of concern considering whether the students could be a group of protestors. I think students should receive more training on how intimidation can influence other people and what can be perceived to be bullying behaviour. The EMS faculty did provide the staff with training on how to implement more online support with collaborate or video support to students which helped. However, the downside of using e-learning options as support is it takes more time to prepare such material.

The threat of disruptions is empowering radical groups to get appointments/termination of appointments of staff, claim extra benefits, evade disciplinary action etc. To stop this from escalating, universities should hold THOSE (including staff) WHO PROMOTE disruptions or/and use it as a threat to hold universities hostage, accountable. Name them and shame them.

The Universities communications during the unrest was at times conflicting and from too many sources.

The university did not improve their communication with staff members between 2015/2016 and 2019 in response to protest action. The university is still too ready to let a small minority dictate their response.

The university was not prepared for the unrests and as a lecturer I felt unsafe in my work space. There was little validation provided for the fact that we were indeed in situations of confrontation with the very students we are dedicated to serving in our teaching practices. This left us feeling isolated by management and by many of our students. However, the students who shared our need to stay focused and finish the year, showed an exceptional resilience and commitment. I often still worry that the year group felt that they didn't finish a fair and equal "race" as students from previous years.

The unrest increased racial prejudice on campus. Teaching staff went out of their way to accommodate students - meeting at coffee shops and of campus on their own costs and time, working over weekends, getting material online. Hardly any recognition from management given. UP management sacrificed the teaching staff to a large extent.

Universities and government should limit the power they give to students during times of unrest.

University communication during the unrest was insufficient and left many people feeling unsure, and stressed about the future of their jobs. We also had no voice in the operation and handling of problems. This made people actually working with students unhappy.

Unrest on campus has a longterm negative impact on staff and students and we are still graduating students with impaired knowledge caused by work not covered due to the lack of lectures during unrest.

UP handled the situation relatively well. Entrance restrictions had a definite impact.

We need to observe relations amongst staff members in the University. There may be unspoken tensions making it difficult to collaborate.

We really need to have a better culture of discussion. With the current "Fort Knox" approach we do not have any demonstrations or anything like this. The University was quite depauperate before the unrest, we are now under an essential "lock down" situation. This is not what a University should be. We should be a "hot bed" of discussions, of radical debate. A University is where ideas come from, where they get their first voice. We have shut all this down and we will be poorer for it. Our students have no forums for debate or discussions about the issues in the country - and we have many and they need to be discussed loudly and openly. We now have a very well behaved student body who come onto campus like sheep and leave as soon as classes are over. Sheep do not get to lead the country or world with regards to new ideas, developments or technology. Sheep just do what they are told to do and have no ideas or innovation of their own. This is not the ideal student body on which to build a research intensive University where innovation and ideas must be central.

We use Powerpoint Office Mix when there were protests to lecture - this program does not exist anymore. We now use Apowersoft however the University does not have this license, which makes video lecturing difficult.

Well done for UP - we have it from reputable sources that this university had the least interruption due to the FMF disruptions. Mainly due to the fact that all courses already had a ClickUP presence, the study experience of students could be managed with the minimum disruptions. The overall pass rates were in line with those of previous years, which proves the success of the changed teaching model. But then on the other hand, we don't know if some lecturers may have been a bit more lenient in their evaluations if/when they had to choose between maintaining a high pass rate vs maintaining academic standards!

Yes. I was at Rhodes in 2015-16 and arrived at UP in 2017. This will skew the comparative aspect of the questions about job satisfaction etc.



Annexure E Ethics Approval



5 July 2019

Dear Mrs V Reynders

Project Title: An investigation into the impact of student unrests on the University of Pretoria's organisational climate and academic staff members' work satisfaction and motivation from the perspective of the Self-Determination Theory (SDT).

Researcher: Mrs V Reynders

Supervisor: Prof DJF Maree

Department: Psychology

Reference number: 97145425 (HUM017/0419)

Degree: Masters

I have pleasure in informing you that the above application was **approved** by the Research Ethics Committee on 5 July 2019. Data collection may therefore commence.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

We wish you success with the project.

Sincerely



Prof Maxi Schoeman
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Fakulteit Geesteswetenskappe
Lefapha la Bomotheo

Research Ethics Committee Members: Prof MME Schoeman (Deputy Dean); Prof KL Harris; Mr A Bizos; Dr L Blokland; Dr K Booyens; Dr A-M de Beer; Ms A dos Santos; Dr R Fasselt; Ms KT Govinder Andrew; Dr E Johnson; Dr W Kelleher; Mr A Mohamed; Dr C Puttergill; Dr D Reyburn; Dr M Soer; Prof E Taliard; Prof V Thebe; Ms B Tsebe; Ms D Mokala