

**An Investigation Into the Impact of Student Unrests on the University of
Pretoria's Organisational Climate and Academic Staff Members' work
Satisfaction From the Perspective of the Self-Determination Theory (SDT)**

by

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Declaration

I, Vicky Reynders, declare that I have complied with the University's Code of ethics for scholarly activities and I have, in general, observed the principles of honesty, objectivity, the duty of care and fairness in giving credit and appropriate acknowledgement to the work of others.

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.....

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30/11/2022

Date

Ethics Statement

The author whose name appears in the title page of the dissertation, has obtained the required research ethics approval/ exemption for the research described in this work.

The author declares that she has observed the ethical standards required in terms of the University of Pretoria's Code of ethics for scholarly activities.

Abstract

When a university fee increase was announced at the end of 2015, students from across the country started protesting against the increase. At the end of 2016, they again embarked on protests after the fee increase announcement. As a result of the protests, some research was conducted on the protests and the impact of this on students and universities, but another important role player, namely staff at the academic institutions, was not considered. This research set out to determine the impact of these student protests on the University of Pretoria's work climate and the motivation and job satisfaction of academic staff members from the perspective of the Self-Determination Theory. Using convenience sampling, staff members from the Hatfield campus were afforded the opportunity to complete a questionnaire which consisted of questionnaires covering the variables above. Two temporal psycho-organisational profiles were determined for job satisfaction and motivation for 2015/2016 and 2020. The responses were analysed and indicated that the protests had a slight impact on the job satisfaction and motivation of staff members.

Keywords: SDT, #FeesMustFall, University of Pretoria

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CHAPTER 1: INTRODUCTION TO THE STUDY

“When you make education inaccessible, you make prosperity only possible for the already prosperous.”—Khaya Dlanga

1.1 Introduction

The #FeesMustFall protests received a lot of coverage over recent years. They started in October 2015 at the University of the Witwatersrand when a tuition-fee hike of around 10% was announced. These protests quickly spread to other universities, forcing them to close for a period of time due to the violent nature of the protests and the vandalism at some of the universities. The protests resulted in a freeze of tuition fees for 2016.

After a hike in tuition fees was announced in 2016 for 2017, the students again started with their #FeesMustFall protests. Students viewed free education as their right, as free education was a promise made at the end of the apartheid era (Fihlani, 2019).

The #FeesMustFall protests at tertiary institutions across the country made us rethink the way we manage universities and deal with students. Some research has been conducted on the protests and their impact on students, but little has been done on their effect on staff employed at these institutions (Becker, 2017; Gribanova, 2018; Makalela, 2018; Mutekwe, 2017). The researcher explored the UP Library collections (including journal articles and databases) and Google Scholar and could not locate any studies done on the student protests’ impact on a university’s organisational climate or the work satisfaction and motivation of staff members from a self-determination theory (SDT) perspective.

The following excerpts from the literature review provide an indication of some of the interest areas that were discussed. In his opinion piece, Ahmed Essop (2016) looks at the cost implications of the #FeesMustFall protests and their implications for higher education institutions and the quality of education that students receive. David

Everatt (2016) discusses the question “What must fall: fees or the South African state?” in his opinion piece. Everatt indicates that there are a number of issues that both the protesters and university management agreed on, among which is that universities, at the time of the protests, still grappled with the meaning of decolonisation. In addition to this, state capture was at its height, and funds that could have been funnelled into education were directed elsewhere. Lyn Snodgrass (2016) stipulates that #FeesMustFall has centred on access to education and free education. Universities are competing against each other for scarce resources. Snodgrass stipulates that the scarcity mindset this creates does not encourage the creative problem-solving and innovative planning needed to produce global critical thinkers. As these documents indicate, the #FeesMustFall protests not only impacted students but also tertiary institutions, which underscores the question the researcher wants to explore, namely how this impacted tertiary institutions’ work climate and staff members’ work satisfaction and motivation.

The researcher is interested in determining how staff members experience their work satisfaction and motivation now, compared to four to five years ago during these protests. It is important to note that the outcome of the research will be based on the staff members’ perceptions of the organisation’s work climate, their work satisfaction, and their personal motivation. A questionnaire was compiled that elicited a psycho-organisational profile to measure the concepts consisting of climate, work satisfaction, and motivation. SDT was used as the theoretical basis for the study as it deals with human motivation. More detail on these variables will be provided in the literature review in the following chapter.

1.2 Problem Statement

As the section above shows, the researcher could not find studies on the impact of the student protests on staff members’ job satisfaction and motivation at South African

universities. An investigation into the impact of the student unrest on the University of Pretoria's organisational climate and academic staff members' work satisfaction and motivation from the perspective of SDT could provide insight into the impact of the student protests, if any, and how the protests affected the staff members' job satisfaction and motivation.

The results of this research could assist the University in identifying strategic initiatives to ensure that staff members' work satisfaction and motivation levels remain unaffected amidst possible future student unrest. The results could also be used where similar situations arise, for example, COVID-19, which also impacted working conditions and lecturing methods. A better understanding of what impacted staff members and how this affected their job satisfaction and motivation, from their perspective, could also guide management in planning for interventions in other areas in the future, for example, new strategic plans to accomplish things like improving the University's global rating.

1.3 Aim and Objectives

1.3.1 Aim

The aim of the present investigation is to determine the impact of the #FeesMustFall protests on academic staff members' work satisfaction and motivation and the University's organisational climate.

1.3.2 Objectives

To accomplish the aim of the study, the following objectives were set:

- To determine the academic staff members' work satisfaction in their current positions and during the student unrest.
- To determine the academic staff members' motivation at present and during the student unrest.

- To determine how staff members perceive the University's organisational climate.
- To determine whether there is a correlation between the student protests, the staff members' work satisfaction, and motivation, and the University's organisational climate.
- To determine whether there is a difference between staff members' job satisfaction and motivation during the protests and at present.

In addition to the objectives set above, the study could provide University management with an insight into how staff members perceived and experienced the protests and the impact it had on their motivation and work satisfaction.

1.3.3 Rationale for Research

As indicated above, the researcher could not find research conducted on the impact of the student unrest on the staff members at the institutions where the protests took place. It is very easy to focus only on what has made headlines during the period, for example, the students' demands for free education and decolonising the curriculum and the financial impact of the unrest. It is just as easy to forget that although these issues made headlines, other people were affected by the unrest, namely the educators. The research was therefore conducted to determine the impact of the unrest on academic staff members' job satisfaction and motivation and organisational climate.

1.4 Chapter Outline

Chapter 1 presents the background to the research problem, identifies the research problem and sets out the aims and objectives the study.

Chapter 2 constitutes a literature review on the key concepts used in the study, namely the protests, SDT, motivation, job satisfaction and organisational climate.

Chapter 3 discusses in detail the research methodology applied. It deals with the research design, the sample, the sampling method and the variables that

constituted the final questionnaire. This chapter further contains information on the data collection procedure, data analysis, data storage, and ethical considerations for the study.

In Chapter 4, the quantitative and qualitative results of the study are presented.

Chapter 5 provides a detailed discussion of the results, the implications of the research, its limitations, and recommendations for future research.

1.5 Conclusion

Chapter 1 provided some background to the problem, the problem statement, and the aim and objectives of the research. It also outlined the content of the rest of the chapters in the study. Chapter 2 will provide a literature review of the key concepts in the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This study is interested in determining how the 2015/2016 student unrest, known as the #FeesMustFall protests, influenced the University of Pretoria's organisational climate from the perspective of the university's staff members. The study will also determine how this student unrest impacted the staff members' work satisfaction and motivation from a self-determination theory (SDT) perspective. The purpose of the brief literature review is to show how the concepts of organisational climate, work satisfaction, and motivation are linked from an SDT perspective—for example, whether one can expect any correlation between organisational climate, work satisfaction, and motivation and how these psycho-organisational constructs relate to the impact of the student unrest.

It is hypothesised that the student unrest of 2015/2016 influenced the University of Pretoria's organisational climate and that this had an impact on its staff members. The researcher intends to determine the effect of the unrest on the staff members' perception of the organisational climate, their work satisfaction, and their motivation. In this study, the description these variables provide of personnel perceptions is called the psycho-organisational profile. A search conducted in 2019 on Google Scholar, ScienceDirect, and ProQuest only resulted in articles published on the #FeesMustFall phenomenon, mainly dealing with the financial impact of the protests, the politics behind them, and decolonisation. This led to the researcher's interest in determining the effect of the student unrest on the academic staff members' motivation and work satisfaction and the University's organisational climate.

SDT was chosen as the theoretical framework for the study because it provides a sensible way of explaining the relationships between the variables (student unrest, motivation, organisational climate, and work satisfaction) and provides an

understanding of how motivation within the workplace functions. In the sections below, motivation and the components of SDT will be discussed. Work climate will also be defined and distinguished from work culture.

2.2 #FeesMustFall

Throughout history, students have often protested for one reason or another. Towards the end of 2015, students in South Africa started protesting about different issues at different universities. It started in March 2015 at UCT (University of Cape Town), where the students demanded the removal of Cecil John Rhodes' statue, which led to the demand to decolonise education (South African History Online, n.d.). Students at UWC (University of the Western Cape) joined the trade unions to protest about debt and low wages. At UP (University of Pretoria), the students protested about the university's language policy (Hall, 2016). The unrest quickly escalated when WITS (University of the Witwatersrand) announced a fee increase of 10.5% (Kekana et al., 2015). Students initially demanded that there be no fee increase, and this culminated in a demand for free education.

This was the biggest student protest in South Africa since the end of apartheid in 1994 (BBC, 2016). In the end, the student protests led to one specific issue: free higher education. Out of this, the #FeesMustFall movement was born, advocating for free education. #FeesMustFall was also named newsmaker of the year for 2015, further indicating the impact it had across the country (National Press Club, 2016; Business Day, 2016).

With the use of technology, especially Twitter and WhatsApp, the movement spread quickly across campuses in South Africa (Glenn, 2016). The *Cape Times* provided the protests with ongoing front-page coverage. As a result, students at campuses around South Africa saw the protests being recorded and reported on, especially on social media, and felt they should join in. Student leaders at the various

campuses were also in communication with each other, which further contributed to the quick spread of the movement.

According to Glenn (2016), the protests should not be seen as dealing only with the affordability of education but also as about principles surrounding education. He makes this assertion based on the fact that an analysis of the student protesters shows that many came from privileged and well-off families; thus, they could afford to pay for their education. Furthermore, the protests originated at UCT and WITS, two of the more affluent universities (Glenn, 2016). He states that the use of social media and a good command of English among the protestors further supports his assertion. The demands of students from poorer universities were more basic. The UCT postgraduate law students were major contributors to the protests. Because these students had presumably already succeeded at the undergraduate level, their concerns were not centred around access to studies or coping with the academic environment but rather around addressing the ideologies associated with historically white universities. Unlike previous student protests around the grants that poorer students received, these were about the missing middle—the students too wealthy to qualify for NSFAS support but too poor to afford a university education on their own.

The protests also incited violence, leading to the temporary closure of universities across South Africa. The Minister of Higher Education, Naledi Pandor, indicated in a detailed report to Parliament that the damages to universities resulting from the protests exceeded R786 million (Khan, 2018). The damages per financial year are broken down as follows: R492.4 million in 2015/2016, R237.7 million in 2016/2017 and R56.5 million in 2017/2018. The Mafikeng campus of North-West University was affected the most, as the campus was set alight. One of the results of the protests was that universities had to come up with alternatives to face-to-face teaching.

As a result of the protests, President Jacob Zuma promised students zero increase in fees for 2016 (Naidu, 2019). A Presidential Commission, namely the Heher

Commission, chaired by the Honourable Justice Jonathan Arthur Heher, was established to explore the possibility of fee-free education and/or alternative funding models (Department of Justice, South Africa, 2016). The Heher Commission then made proposals in the Commission of Enquiry into Higher Education and Training report.

The Heher Commission recommended that studying at a technical and vocational education and training (TVET) college should be fee-free for all, subject to a number of recommendations made in the report (The Presidency, 2017). They further suggested that, subject to legislative amendments, an amount of R50 billion should be transferred from the surplus of the Unemployment Insurance Fund and be ring-fenced for infrastructure development of these TVET colleges.

A further recommendation was that a cost-sharing model for funding university students should be adopted. This model would include the income contingent loan (ICL) scheme for students. In the report, the committee further indicated what the non-negotiable principles of the scheme should be and advised regarding to whom the scheme should be extended.

Another recommendation was that application and registration fees for all higher education and training institutions should be scrapped. The committee also recommended that long-unclaimed pension benefits be used to stabilise the ICL scheme.

2.3 SDT and Motivation

Most theories of motivation regard one's behaviour in achieving goals as an indicator of motivation. SDT relates goal-directed behaviour to the types of goals and the processes employed to achieve them, thus providing a more refined understanding of goal-directed behaviour and motivation (Deci & Ryan, 2000). The important contribution of SDT is that it relates motivation or goal-directed behaviour to satisfying

basic psychological needs. These are the needs for competence, relatedness, and autonomy (Ryan & Deci, 2020).

SDT is a growth-orientated theory focusing on human beings' natural tendency to develop and grow psychologically (Deci & Ryan, 2000). Thus, SDT views people as naturally pursuing social integration to engage in interesting activities, exercise their skills and integrate personal experience. Ryan and Deci (2006) indicate that there are scholars who believe that self-determination deals with the choice we have to make between options, and in their view, these options are very often meaningless.

According to SDT, people thus have three main psychological needs: (a) to feel competent, a sense that they can succeed and grow (competence), (b) to relate to others, which entails a sense of belonging and connection (relatedness), and (c) to be independent, with a sense of initiative and ownership of one's actions (autonomy) (Ryan & Deci, 2020). Ryan and Deci (2000b; 2017) and Sheldon et al. (1996) define a psychological need as a subjective experience. This experience is essential, and one is required to experience a psychological need in order to promote and sustain personal growth, healthy development, and psychological well-being.

Deci and Ryan (2000) elaborate that "Self-determination theory (SDT) maintains that an understanding of human motivation requires a consideration of innate psychological needs for competence, autonomy, and relatedness." (p.227). Competence can be seen as how effective one feels in interactions. Autonomy refers to being able to decide on and initiate one's own behaviour. Relatedness deals with one's sense of belonging and connectedness to others. This refers both to individuals and the communities in which they live (Deci & Ryan, 2002).

Research conducted by Grolnick et al. (1991) and Reis et al. (2000) demonstrated that satisfying these three basic needs is essential for wellness. This is supported by a sampling of 123 countries by Tay and Diener (2011), where they found that competence, relatedness, and autonomy each related uniquely to overall well-

being. However, there is no guarantee that a psychological need will be satisfied. Cheon et al. (2019) found that a psychological need can also be denied, anticipated (where the need might be forthcoming but not yet satisfied) or frustrated. A university might, for example, be very rigid in implementing online lecturing methods, leaving little room for academic staff members to use their initiative and develop their own blended or hybrid teaching methods. Academic staff members in this type of environment do not get the opportunity to use their strengths but are forced to fit in with pre-determined methods. This might lead to the denial or frustration of their competence and autonomy needs.

De Haan et al. (2016) view competence as the need to experience mastery in the important activities of one's life. For one to experience competence, the environment needs to provide opportunities where one can acquire skills and receive informational feedback that will support one's effectiveness. Ryan and Deci (2017) expanded on what competence means from the perspective of SDT, indicating that competence is a person's psychological need to be effective in their interactions with the environment, which entails enhancing one's capacities and skills. This need to enhance capacities and skills spurs one to seek out suitable challenges, taking them on while applying effort and strategic thinking until one experiences personal growth. With the #FeesMustFall movement, academic staff had to find ways to move from face-to-face lecturing to online teaching at short notice while ensuring that the quality of the lectures was not affected. They had to determine the most suitable way to transfer knowledge to students outside of a classroom environment, while simultaneously still ensuring that the students were exposed to the same academic environment as in a classroom necessary for quality education.

De Haan et al. (2016) define relatedness as the need to feel noteworthy and connected to those one considers important. People experience relatedness when they care for and are cared for by those important to them. As a result, relatedness is ruined

when one experiences isolation or disconnection. Reeve and Lee (2019) refer to Baumeister and Leary (1995) and Ryan (1993) in their definition of relatedness, stating that it is the psychological need to create close emotional bonds and attachments with other people. Relatedness reflects a person's longing to be emotionally connected and interpersonally involved in warm relationships. Reeve and Lee (2019) further view relatedness satisfaction as feeling socially connected and being able to give and receive care and show and receive kindness in relationships with the important people in one's life. Fedesco et al. (2019), Kelly et al. (2008) and Sheldon and Bettencourt (2002) indicate that relatedness is not only the need to connect on an individual level, but it goes even further to extend to the group level, where feelings of inclusion and harmony are sought within the group.

According to Di Domenico and Ryan (2017), SDT allows one to fulfil a need even if one was not specifically motivated to attain that need initially. They use the example of children exploring their environment: the need might not be to feel autonomy or competence but rather to become competent in a specific aspect or to understand a specific feature of the environment. This implies that even though we are attracted to activities where we will experience competence, relatedness or autonomy, it does not necessarily mean that the motivation for conducting this activity is to attain need satisfaction.

Ryan and Deci (2006) further describe autonomy as regulation by the self. In the same article, they mention that some psychologists define autonomy as a specific cultural value (e.g., Iyengar & DeVoe, 2003; Jordon, 1991). Deci and Ryan (2000) and Ryan et al. (2006) find that autonomy is essential not only when considering the full functioning and mental health of individuals but also the optimal functioning of organisations and cultures.

Ricouer (1966) states that autonomy does not mean there is an absence of external influence, pressures or mandates to act. If a person acts on an external

influence, the person just has to fully agree with or fully endorse their action in order for it to still be autonomous. This illustrates that autonomy should not be confused with independence (Ryan, 1993). Autonomous actions can be viewed as authentic because they are a result of our preferences and values, which we fully endorse (Ekstrom, 2005; Kernis & Goldman, 2005). Ryan and Deci (2006) found that compelling incentives can influence people to sacrifice autonomy by acting against their needs and thus neglecting what they value most. Academic staff members might value face-to-face interactions and the opportunity for students to participate actively in class discussions. Online teaching might not always lend itself to providing opportunities for active discussion participation by students, and academic staff members might need to sacrifice autonomy to ensure that their students receive the lecturing required to complete a module in time to prepare for exams, even if this is achieved by a method other than that which the lecturer would normally use or prefer to use. Academic staff might also feel that essay-type assessments are the best way of determining students' competence and understanding during tests or exams, but online teaching might not always be the best portal to utilise essay-type assessments; they would then need to settle for assessments that go against what they see as the best way to assess the students.

Ryan and Deci (2006) further find that a person will feel autonomous as long as they feel they can fully support the option they have selected. A person may have many options to choose from and not feel autonomous because the decision-making process is overwhelming and entails a lot of effort. On the other hand, a person could have only one choice but feel autonomous because they fully support the decision they made.

Haerens et al. (2015) and Markland and Tobin (2010) indicate that even in the absence of autonomy, a person may take part in an activity to please others to ensure that they get other people's approval or to avoid feeling guilty. When one experiences

one's behaviour as self-endorsed and voluntary, one feels autonomous, while autonomy is prevented when one feels that one's behaviour is being influenced by external forces (Deci & Ryan, 2000).

SDT considers the three needs of competence, relatedness, and autonomy to be crucial for understanding the content (what) and process (why) of goal-directed behaviour and thus motivation (Deci & Ryan, 2000). With SDT, we can make predictions for various types of content and process based on the content of goals/outcomes and the regulatory processes through which we pursue these goals/outcomes. The concept of innate psychological needs is used as the basis for integrating the variations in goal content, the regulatory processes through which we pursue the goals and the predictions we make based on the different variations. The degree to which we are able to satisfy our basic psychological needs plays an important role in the effects of goal pursuit and our attainment of our goals.

To further grasp SDT, one needs to look at the six mini-theories of SDT (Center for Self-Determination Theory, n.d.; Legault, 2017; Ryan & Deci, 2017). Each of the six mini-theories addresses one facet of motivation or personality functioning. As the research deals with staff members' motivation, the discussion of the six mini-theories could lead to a better understanding of SDT and motivation from an SDT perspective.

The six mini-theories are discussed below:

- 1) Cognitive evaluation theory (CET): This deals with the effects that social environments have on intrinsic motivation. According to CET, the satisfaction of the autonomy and competence needs leads to intrinsic motivation, autonomy frustration leads to external regulation and competence frustration leads to amotivation (Reeve & Lee, 2019) (these concepts will be explained in detail later). Deci and Ryan (1985) introduced CET as a sub-theory of SDT. Interpersonal experiences that result in feelings of competence can lead to an increase in intrinsic motivation for

that experience. This is because the basic psychological need for competence is satisfied (Ryan & Deci, 2000b). CET further indicates that feelings of competence will not enhance intrinsic motivation unless it is accompanied by a sense of autonomy (internal perceived locus of causality (I-PLOC)). Thus, in order to experience a high level of intrinsic motivation, a person must feel that their needs for competence and autonomy are satisfied. If intrinsically motivated behaviour becomes controlled by external rewards, this will undermine a person's autonomy. If staff members receive social inputs supporting their perceived autonomy and competence, their intrinsic motivation can be enhanced (Ryan & Deci, 2019). The successful application of online teaching may lead to staff members experiencing competence, and if they support the notion of hybrid/online teaching, they will achieve autonomy from an SDT perspective and thus a high level of intrinsic motivation.

- 2) Organismic integration theory (OIT): This deals with extrinsic motivation, especially internalisation and integration of regulations and behaviours as recommended by society (Reeve & Lee, 2019), which leads to different levels of autonomy. Staff members might at first be externally motivated to use online teaching; for example, if they use online teaching methods, they don't have to come to campus or find alternative venues to lecture, but when they start internalising and integrating online teaching, they might feel autonomous as, although they have to use online methods, they can determine how they use them and what they incorporate into their teaching.
- 3) Causality orientations theory (COT): This theory focuses on individual differences in motivational orientations, trying to understand people's personality-level functioning (Vansteenkiste et al., 2010). The way that you adapt and orient yourself towards your environment and your degree of self-

determination will determine your causality orientation. There are three causality orientations: (a) autonomous—where all three of your basic needs are satisfied, (b) controlled—where competence and relatedness are somewhat satisfied but autonomy is not, and (c) impersonal—where none of the basic needs are satisfied (Ackerman, 2018). Staff members who believe they can successfully implement online teaching, have a sense that they are connected to other lecturers in the same situation and feel that they have implemented online teaching with a sense of initiative and ownership will be autonomously causality orientated. If they perceive that they have not implemented online teaching with initiative or have difficulty in taking ownership, but they still have a sense that they can succeed and grow and that they are somehow connected to others, they will experience controlled causality orientation.

4) Basic psychological needs theory (BPNT): This theory deals with the basic psychological needs of autonomy, relatedness, and competence and their relationship to psychological health and well-being (Self-determination theory, n.d.; Vansteenkiste & Ryan, 2013; Chen et al., 2015). It is important that these needs are satisfied to ensure overall well-being. BPNT takes into account both the satisfaction and frustration of the three needs. When your autonomy is satisfied, you experience a sense of integrity, whereas if your autonomy is frustrated, you experience pressure and conflict. Relatedness is satisfied when you experience warmth and connectedness to other people, whereas if relatedness is frustrated, you experience feelings of alienation and loneliness. Competence is satisfied when you engage in opportunities where you can utilise and further develop your skills and expertise, while it is frustrated when you experience failure and helplessness (Ryan & Deci, 2017).

Vansteenkiste et al. (2020) identified the key criteria of a basic need in BPNT as indicated in table 1.

Table 1

Description of the key criteria of a basic need within basic psychological need theory

Basic criteria	
1. Psychological	A basic need concerns the psychological and not the physical functioning of human beings.
2. Essential	The satisfaction of a basic need contributes to growth, well-being and adjustment, and the frustration of the need predicts problematic behaviour, ill-being, and psychopathology.
3. Inherent	A basic need represents an evolved aspect of our psychological nature due to adaptive advantages associated with need satisfaction.
4. Distinct	A basic need concerns a distinct set of experiences, and its emergence is not contingent upon or derived from the frustration of other needs.
5. Universal	Felt need satisfaction and need frustration should predict the thriving and well-being of all individuals, regardless of differences in socio-demographics, personality, cultural background or need strength.
Associated criteria	
1. Pervasive	The effects associated with need-based experiences should be reflected in myriad cognitive, affective and behavioural outcomes, while also surfacing at different levels, from the psychological to the neurological/biological.
2. Content-specific	Satisfaction and frustration of basic needs manifest through specific behaviours and experiences and are well represented in natural language.
3. Directional	A basic need directs and shapes individuals' thinking, acting and feeling, thereby spurring the pro-active search for need-conducive circumstances, partners and activities under supportive conditions, while eliciting corrective behaviour under need-thwarting circumstances.
4. Explanatory	A basic need helps to account for or explain the relationships between variations in social context (both growth-promoting and toxic) and wellness-related outcomes.

This table represents an overview of nine criteria that characterise the current psychological needs of competence, relatedness, and autonomy. Within the nine criteria, two further categories of criteria are distinguished.

The first category describes the needs studied within BPNT from a more basic level, whereas the second category provides deeper insights into how basic needs operate. The first basic criterion is that needs in BPNT be psychological in nature. The competence, relatedness, and autonomy needs are psychological in nature as their satisfaction gives staff members a sense that they can succeed and grow, a sense of belonging and connection and a sense of initiative and ownership of their actions. The second basic criterion is that the satisfaction of the psychological needs is essential. We need to satisfy our psychological needs in order to grow psychologically, have integrity, and tend to our well-being. If our basic psychological needs of competence, relatedness, and autonomy are satisfied, our well-being will increase. Staff members who perceive themselves as being able to cope with online teaching, feel that they are part of a larger group going through the same experience and take ownership of implementing online teaching will experience a higher level of well-being than staff members for whom these needs are frustrated. If these needs are frustrated, it could lead to an increased risk for psychopathology and ill health.

The third basic criterion is that the psychological needs be inherent. Our basic psychological needs have evolved as part of our human nature and form an inherent part of our functioning. Competence, relatedness, and autonomy form part of our make-up and should be important to us. The fourth basic criterion is that a basic need in BPNT has a distinct set of experiences and its satisfaction does not depend on the frustration of other needs. Staff members could experience competence—for example, by successfully implementing online teaching—but they could also experience loneliness and feel that they have no say in how the online teaching is

implemented. They thus satisfied the need for competence, but their relatedness and autonomy needs are frustrated. The competence need has been satisfied but the needs for relatedness and autonomy have been frustrated—thus, the needs have distinct sets of experiences. The last of the basic criteria deals with the universal nature of basic needs. Seeing that basic needs are inherent, they should be universally applicable and operative (Ryan & Deci, 2017). They are relevant for individuals, regardless of their age, nationality, gender (Henning et al., 2019), personality (Mabbe et al., 2016) or cultural background (Benita et al., 2020). The study deals with academic staff members of different ages, races, genders, and faculties. The results achieved in the study should, therefore, be applicable to all the participants, regardless of their age, race, gender, and the faculty in which they are appointed.

In addition to the basic criteria discussed above, there are four associated criteria. The first associated criterion is that the benefits associated with need satisfaction and the costs of need frustration should be pervasive. This means that a number of outcomes should reliably flow from need satisfaction and frustration. If the needs of academic staff in the study are frustrated, there could be numerous outcomes: academic staff members could become depressed, isolate themselves, become ill or exhibit other psychopathologies. The second associated criterion is that the experiences and behaviours associated with the satisfaction or frustration of the psychological needs are concrete. There are concrete outcomes of the staff members' basic needs being satisfied or frustrated. Themes can be identified flowing from the satisfaction or frustration of the basic needs. Possible outcomes of need satisfaction for academic staff applying online teaching could be that student throughput increases and staff members

develop new skills, better relationships with students and colleagues, and alternative ways of explaining concepts to students. When the needs are frustrated, the academic staff members could feel isolated and withdraw from the academic project. They could also become uninterested in showing any initiative in explaining concepts to students and measuring students' understanding of the work taught.

The third criterion is that our basic needs should direct our behaviour/actions. We prefer certain types of activities and deliberately seek them out. Staff members will deliberately try to engage in activities that lead to need satisfaction. Staff members could, for example, attend numerous courses on how best to implement online teaching and incorporate ideas they feel comfortable with into their online teaching. They will experience need satisfaction if their basic needs are satisfied and will engage in more activities where these needs are satisfied. If they experience needs frustration, they could seek out alternative actions where their needs will be satisfied; for example, if they feel that online teaching doesn't provide students with an optimal learning environment, they could arrange for in-person sessions where this could be addressed. The last associated criterion is that the basic psychological needs should play a role in explaining the relationships between variations in social context and wellness-related outcomes.

- 5) Goal contents theory (GCT): This theory was established out of the differences between intrinsic and extrinsic goals and their impact on motivation and well-being. Goal pursuits leading to need satisfaction ensure more goal progress and improved well-being (Reeve & Lee, 2019). Academic staff members' ultimate goal is that their students complete their degrees. With the #FeesMustFall movement, the way they convey

knowledge changed. As online teaching was a novel concept, staff members had to learn new methods to convey the lectures. The goal was still for students to complete their degrees. If the staff members' basic needs were satisfied during the pursuit of this goal, their well-being improved.

6) Relationship motivation theory (RMT): This theory deals with the establishment and maintenance of close personal and group relationships, which is evidenced by the giving and receiving of autonomy and relatedness satisfaction (Reeve & Lee, 2019). The relationships between staff and students and among staff members changed during the protests. In most instances, face-to-face interaction was no longer possible and online relationships had to be established.

A summary of the six mini-theories is captured in table 2, providing us with the purpose of each mini-theory and the central role the psychological needs of competence, relatedness, and autonomy play within each mini-theory (Reeve & Lee, 2019).

Table 2

Purpose of each mini-theory and the central role psychological needs play within each mini-theory (Reeve & Lee, 2019)

SDT mini-theory	Purpose of the mini-theory	Role of psychological needs
Basic needs theory	Highlights the motivational properties of the three psychological needs and how their satisfaction relates to effective functioning and well-being.	Need satisfaction is associated with vitality, life satisfaction, and well-being
Cognitive evaluation theory	Explains how events in the social environment (e.g., rewards) sometimes support but other times undermine intrinsic motivation and the quality of learning and performance.	Socio-environmental conditions that support need satisfaction facilitate intrinsic motivation and performance; those that thwart need satisfaction produce amotivation and interfere with performance.

Organismic integration theory	Explains how extrinsically motivated behaviours become autonomously motivated. Specifies the antecedents, consequences, and unique characteristics of each type of extrinsic motivation.	Extent of need satisfaction fuels internalization and integration of personally valued, societally recommended behaviors and regulations.
Causality orientation theory	Highlights individual differences in causality orientations—autonomous, controlled, and impersonal—as developmental outcomes and as personality-based predictors of adaptive functioning.	People with high levels of the autonomy orientation use need satisfaction as an important guide to their behavior, whereas people with high levels of the other two orientations do not.
Goal contents theory	Highlights the goals people pursue. Explains why some goals (intrinsic) lead to positive functioning and well-being, whereas other goals (extrinsic) do not.	Intrinsic goals afford opportunities for psychological need satisfaction and hence utilize an energy source that facilitates goal progress.
Relationship motivation theory	Explains that close, high-quality, mutually satisfying relationships are characterized by the giving and receiving of both autonomy and relatedness need satisfaction.	Need satisfaction mediates between relationship characteristics (e.g., extent of autonomy support) and indicators of relationship satisfaction.

Now that we have looked at motivation from an SDT perspective, it is important to consider other contemporary theories of motivation which support the notion that people will initiate and persist with certain types of behaviour that they believe will lead to specific outcomes or goals. Elliot and Covington (2001) define motivation as “the energization (i.e., instigation) and direction of behavior” (p. 73). Their definition of motivation as something that determines the direction of behaviour means that it directs behaviour towards or away from a goal, depending on how one defines goal. Motivation will also “energise” behaviour, meaning that, depending on your motivation and the event that influences your motivation, it will cause you to react in a certain way to facilitate that event. In other words, motivation results in a chain of behaviours.

Elliot and Covington (2001) go further by distinguishing between approach and avoidance motivation. When your behaviour is directed by a positive or desirable event or possibility, you are approach-motivated, whereas with avoidance motivation, your behaviour is directed by a negative or undesirable event or possibility. Ryan and Deci (2000a) inform us that people vary not only in the type of motivation they experience but also in how much motivation they experience.

The impact of the student unrest on employees' work satisfaction could be seen as a negative event, and employees will likely be avoidance-motivated as a result. Avoidance motivation results in doing something to avoid negative consequences (Elliot & Covington, 2001). In the context of the present study, avoidance motivation can be seen in academic staff using new or blended methods to ensure that students do not miss out on any teaching during the periods of unrest and thus possibly avoiding similar situations of stress and a possible decline in work satisfaction in the future. For example, during the periods of unrest, most lecturing took place online and off campus. It is also possible that some staff members might not view the student unrest as negative; some might view it as positive, and this will therefore not lead to avoidance motivation. They might, however, ensure that alternative methods of teaching are in place to improve their teaching methods—an action that is not avoidance-motivated.

Another important viewpoint on motivation is Gagné and Deci's (2005) discussion of Porter and Lawler's (1968) proposed model of intrinsic and extrinsic work motivation. According to Porter and Lawler's (1968) model, intrinsic motivation involves people doing an activity because they enjoy it and derive satisfaction from it. In their view, intrinsically motivated behaviours are activities that people do naturally and spontaneously when they feel free to follow their interests (Gagné & Deci, 2005). Looking at intrinsic motivation from an SDT perspective, it is believed to be highly autonomous, as the motivation stems from one's interest in the behaviour (Ryan & Deci, 2006). Ryan and Deci (2000b) indicate that a second psychological need,

relatedness, is also considered to be a fundamental psychological facilitator of intrinsic motivation.

When you receive positive feedback on your behaviour, it leads to a greater interest in and enjoyment of the associated activity (Vallerand & Reid, 1984). Intrinsic motivation can be undermined when you are offered an external reward to take part in an interesting activity (Deci et al., 1999). You will then easily lose sight of important values, needs, and social concerns (Ryan & Deci, 2006). Placing a high value on extrinsic rewards can lead to a lack of autonomy, happiness, and quality of relationships (Kasser, 2002). Studies found that while controlling conditions will derail intrinsic motivation, conditions that support autonomy will facilitate intrinsic motivation (Ryan & Deci, 2006).

An interesting development resulting from research in SDT is SDT-based neuroscience. Validated experimental tasks that can bring about a change in how we experience intrinsic motivation, autonomy or competence need satisfaction are adapted into a form that is suitable for scanners—usually functional magnetic resonance imaging (fMRI) and electroencephalogram (EEG). While the participants lie in the scanner and engage in these validated experimental tasks, neuroscientists can observe the neural signals being emitted when the participants experience intrinsic motivation and psychological need satisfaction (Reeve, 2019). This is conducted in a highly restricted environment.

In many of these experiments, the participants receive performance feedback designed to effect a change in their perceived competence after they have performed a series of interesting tasks (Elliott, Frith, & Dolan, 1997; Lee & Kim, 2014; Lee & Reeve, 2017; Murayama et al., 2010). This will lead to them experiencing competence satisfaction and, as a result, intrinsic motivation. These studies have found that the brain's reward centre (striatum) is crucial for the processes of intrinsic and extrinsic motivation.

People will thus engage in these activities without needing external prompts or rewards. These activities indicate an I-PLOC. One can postulate that under normal circumstances, academic staff members enjoy lecturing (and all activities related to this) and conducting research, thus being intrinsically motivated with a high level of I-PLOC. DeCharms (1968) found that controlling rewards can shift your perceived locus of causality from internal to external, and Houliort et al. (2002) noted that this shift diminishes your sense of autonomy.

Extrinsic motivation, on the other hand, indicates a link between the activity and the consequence or reward of the activity. Here, the satisfaction of a need stems from the extrinsic consequence or reward rather than from the activity itself (Gagné & Deci, 2005). When extrinsic rewards are given for activities that are intrinsically motivated, people feel that they are controlled by the reward, which can cause a shift in perceived locus of causality from internal to external (Deci, 1975; Rummel & Feinberg, 1988). An example here could be that academic staff conduct research because of managerial pressure to do so in order to increase university rankings and subsidies and not because they enjoy it or can use it for research-based teaching. It is important to note that there is a difference between locus of control and locus of causality. Locus of control is the degree to which people believe they have control over the outcome of events, whereas locus of causality is concerned with the reason behind a person's behaviour.

OIT was developed to address extrinsic motivation in its various forms (Ryan & Deci, 2020). It looks at how we internalise external factors, turning them into motivators or de-motivators. Internalisation requires that our three basic psychological needs of competence, relatedness, and autonomy are satisfied (Milyavskaya et al., 2014).

According to OIT, there are four major types of motivational regulation: external, introjected, identified, and integrated. As people move across the continuum of these

regulations, their motivation becomes less controlled and more self-determined (Ryan & Deci, 2000b). The motivations can be seen in table 3 below.

Table 3

The self-determination continuum (Sarkis et al., 2020)

	<i>Non self-determined</i>				<i>Self-determined</i>	
	Amotivation	Extrinsic Motivation			Intrinsic Motivation	
Regulatory style:	Non-Regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Source of motivation:	Impersonal	External	Somewhat external	Somewhat internal	Internal	Internal
Motivation regulators:	No intention Incompetence Lack of control	Compliance External rewards or punishments	Ego-involvement Approval from others	Valuing an activity Endorsement of goals	Congruence Synthesis with self	Interest Enjoyment Inherent satisfaction

External regulation takes place when your behaviour is controlled by external incentives such as praise, rewards or punishment avoidance (Vansteenkiste et al., 2010). External regulation is usually associated with a lower level of well-being, engagement, and satisfaction (Ryan & Deci, 2006). An example might be where academics conduct research, not for the implementation of the outcomes or to better society, but for the subsidy they receive from publishing.

When your behaviour is motivated by guilt, worry or shame, you are experiencing introjected regulation (Ryan & Deci, 2020). A person will enact a behaviour out of a sense of obligation. Here, the person acts a certain way to receive approval from others. Ego-involvement is an example of introjected regulation. The person acts a certain way in order to enhance or maintain their self-esteem and feelings of self-worth (Ryan & Deci, 2000a). Academics might use blended learning in class, not because they like it, but out of a fear of what might happen if they do not incorporate it into lecturing students.

When activities are congruent with a person's personal values, goals, and identities, the person will display identified regulation (Ryan & Deci, 2020). The person

values the activity, the regulation is accepted as their own and they have a greater feeling of freedom. Academics value students' learning and growth and will perform tasks they do not like very much in order to ensure that the students do indeed learn and grow.

Integrated regulation is in place when a person believes and feels that the behaviour they exhibit is an integral part of who they are. It is integrated with other aspects of the person's self—for example, other identifications, interests, and values (Deci & Ryan, 2000). The academics not only identify with the importance of performing tasks they do not like in terms of their teaching but accept the tasks as an integral part of their lives and are willing to perform other teaching tasks they do not enjoy in order to ensure that the students learn and grow. It is important to distinguish integrated regulation motivation from intrinsic motivation. Intrinsic motivation is where the person is interested in the activity itself, whereas with integrated regulation motivation, the person views the activity as instrumentally important for personal goals or values.

Autonomy is essential to intrinsic motivation because threats to a person lead to the undermining of intrinsic motivation as there is a shift to a more external perceived locus of causality (Deci & Cascio, 1972). The student unrest can be perceived as a threat to academic staff members as it influenced the way they performed their normal functions by creating an abnormal situation. Instead of lecturing in the normal classroom scenario, alternatives had to be found. There was also a limited time in which this could be done in order to ensure that students received the education they deserved and paid for. However, even if avoidance motivation was present, staff members could still have been energised to solve the problem.

As SDT focuses on the type of motivation rather than the amount of motivation, a distinction is made between autonomous motivation, controlled motivation, and amotivation. A specific distinction is also made between autonomous and controlled

motivation because they are predictors of performance, relational and well-being outcomes (Deci & Ryan, 2008). Autonomous motivation can be viewed as motivation that involves acting out of choice and pleasure, which are initiated and controlled by the individual. Autonomously motivated individuals enjoy what they are doing. Lam and Gurland (2008) found that autonomously motivated individuals exhibit greater levels of job satisfaction. This can be linked to approach motivation, where one's behaviour is directed by a positive or desirable event.

Controlled motivation is displayed when a person is motivated to act by the prospect of receiving a reward, to avoid punishment or to avoid feelings of guilt. It is not initiated or controlled by the individual. Controlled motivation could take place in order to reduce the possibility of avoidance motivation behaviours. It is associated with an external perceived locus of causality (Ryan & Deci, 2019). Amotivation takes place when there is neither autonomous nor controlled motivation. There is thus no motivation evident, and individuals are not able to perceive the relationship between their actions and the consequences thereof.

One may assume that not fulfilling one or all of the three needs would impact on the motivation of an individual in the workplace. For example, one might assume that disruptions such as #FeesMustFall have a significant negative influence on people's feelings and experience of autonomy and control. Competence might also have been influenced negatively in a context of not knowing how to deal with a new situation. The assumption is that a disruption to a person's need structure negatively impacts motivation in the workplace. This will be explored further in the results section.

Zlate and Cucui (2015) conducted research on motivation and performance in higher education. For them, motivation in the workplace is displayed when an individual works to realise the organisational objectives, hoping that this will lead to the realisation of some of their own individual objectives. The authors found that motivation is a top priority for a university's climate. University staff members tend to be more motivated

when they are interested in the work they are doing, feel respected, get along with their colleagues, have achieved a certain status and are afforded the possibility of personal development (Zlate & Cucui, 2015).

2.4 Organisational Climate

In this section, organisational climate will be discussed briefly. It will be distinguished from work or organisational culture, and a final definition from the researcher's perspective will be provided. Based on the literature, various definitions of organisational climate can be identified, some of which will be discussed below.

Organisations have unique personalities and climates that distinguish them from one another (Swarnalatha, 2017). Swarnalatha stipulates that organisational climate influences employees' motivation, productivity, and job satisfaction. Sempene et al. (2002) see organisational climate as the way staff members view the organisation. An organisation's "personality", which can be viewed as the set of expected behaviour patterns in the organisation, is influenced by its climate. This supports the researcher's theory that an organisation's climate may have an impact on the motivation and work satisfaction of its staff members.

Shinde et al. (2018) view organisational climate as the process of quantifying the organisation's culture. They believe that the organisation's climate is the way its staff members experience the culture in the organisation. An organisation's climate can change and is influenced by its management. Shinde et al. (2018) view the organisation's climate as the recurring patterns of behaviour, attitude, and feelings that characterise life in the organisation as shared by its staff, and they view culture as its personality.

Partyko and Savka (2019) view organisational climate as a person's perception of the organisation they work in. They refer to a few other researchers' definitions of organisational climate in their 2019 chapter. According to them, Forehand and Von

Haller (1964) believe that climate consists of a set of characteristics that describe an organisation. These characteristics distinguish organisations from each other and can influence the behaviour of the people in the organisation. Campbell et al. (1970) believe that the way an organisation deals with its staff and environment leads to a set of attributes specific to the organisation, which in turn determines the organisation's climate.

Litwin and Stringer (1968), as cited in Swarnalatha (2017), on the other hand, define organisational climate as “a set of measurable properties of the work environment that is directly or indirectly perceived by the people who live and work in a particular environment and is assumed to influence their motivation and behavior” (p. 90). This definition underlines Swarnalatha's indication above that organisational climate influences motivation. According to Litwin and Stringer (1968), organisational climate is measurable; the climate is concrete to such an extent that it influences people's behaviour in the workplace.

Schein (1984), as cited in Sempene et al. (2002), views organisational climate as “a measure of whether the employees' expectations about working in the organisation are being met” (p. 24). Expectations can be tangible (for example, reward and compensation) or intangible (for example, feeling safe and secure in your work environment, work-life balance, job satisfaction and autonomy). This influences the way staff members perceive their working environment and their motivation and job satisfaction.

There are three common approaches to the development and measurement of organisational climate. These are the structural approach, the perceptual approach, and the interactive approach (Sempene et al., 2002). The structural approach is viewed as objective. The size and structure of an organisation can also influence staff members' view of the organisation. In a large organisation, staff members might not be able to see what value they add to the organisation, or they might feel neglected as

management might not know of their existence and the contribution they make. The structure of the organisation can also influence staff members' attitudes and perceptions. They might feel more valued in an organisation with a flatter structure where there are fewer layers between staff members and management. Organisations with multiple branches may also have staff members in branch offices feeling that they are not part of the organisation or that all decisions are made at Head Office without any opportunities for branches to provide input.

The perceptual or subjective approach is based on an individual's perceptions of the organisation. Individuals interpret and respond to the different situational variables in a way that is psychologically meaningful to them and which is not based on an objective analysis of the situation. Work satisfaction deals with individuals' perception of how they experience their work environment, and work satisfaction is influenced by what is psychologically meaningful to individuals as indicated in the perceptual approach. An example of this is where organisations attract and select people with the same values as the organisation, ensuring that staff members experience organisational climate the same way, thus effectively ensuring that their job satisfaction and motivation are also similar (Schneider & Reichers, 1983).

The last approach is the interactive approach, which proposes that employees develop similar perceptions of the organisational context based on their social interactions with fellow employees. Employees will discuss issues with each other and support perceptions or context that align with their own or adapt them depending on their social interactions with fellow employees.

Climate plays an important role in staff members' job satisfaction and motivation. This supports the expectation that there might be a link between climate, job satisfaction, and motivation. Climate determines whether a staff member's expectations have been met in the workplace and how the staff member will react to that in terms of motivation and job satisfaction.

Work culture is another important concept to distinguish from climate in understanding the impact of student unrest on personnel motivation. Sometimes, culture and climate are used interchangeably, which means that we have to establish clearly what the similarities and differences are in order to facilitate an accurate assessment of the work environment.

Culture can be viewed as the structure of the organisation, which is influenced by its values, systems, assumptions, beliefs, leadership, and policies. This will define the way in which organisations conduct their business (Pettigrew, 1990 in Schneider et al., 2013). Culture will be laid down by top management and then implemented in the rest of the organisation. Cultures will usually differ, depending on the leadership style and vision of the CEO/director/council. The way the organisation conducts its business will depend on the culture of that organisation. The leadership style of management and how it is implemented can be part of the organisation's culture, whereas the way staff members perceive the leadership style and how the leadership style influences their job satisfaction and motivation can be viewed as part of the organisational climate.

Hansen and Wernerfelt (1989), Schein (1990), and Lok and Crawford (2004) believe that an organisation's culture (i.e., its values, beliefs, leadership style, and policies) affects the way people think, which affects the decisions they make, which in turn affects the way they perceive, feel, and act in the organisation.

As most researchers use the concepts of culture and climate interchangeably, it might not be that easy to distinguish between organisational culture and climate. Organisational culture is developed over a long period of time and determines how an organisation conducts its business. There is a set of expected behaviours developed over time that staff members are expected to exhibit. Climate, on the other hand, deals with staff members' perceptions of whether their expectations have been met and the way they deal with this. This research will concentrate on organisational climate as, in numerous studies, it was determined that organisational climate influences staff

members' motivation and job satisfaction, as can be seen in the discussion above (Litwin & Stringer, 1968; Schein, 1984; Sempane et al., 2002; Swarnalatha, 2017).

Zlate and Cucui (2015) conducted research on staff members' motivation and performance in higher education. They found that a positive organisational climate leads to employees working harder and better. The more their contributions to the university's performance are recognised, the more motivated they will be. Zlate and Cucui (2015) further suggest several ways in which the promotion and maintenance of a positive work climate can be realised in universities. Some of their suggestions are briefly indicated below:

- 1) Organisations should focus on the employees. This includes face-to-face meetings, determining what the employees' needs are and what can be done to address these needs and making sure that each employee feels appreciated and important.
- 2) Communication channels should be opened and staff members should be encouraged to communicate with line managers.
- 3) Building team spirit will improve overall team performance.
- 4) Diversity and correctness should be promoted in the recruitment and selection policy and the policy for rewarding performance.

For the purpose of this study, the researcher will define organisational climate as the way in which staff members perceive their working environment, how they respond to the environment (psychologically), and how this influences their motivation based on the satisfaction or frustration of their basic needs.

2.5 Work Satisfaction and Motivation

The last variable that needs to be considered in the context of this study is work satisfaction. Work satisfaction and job satisfaction will be used interchangeably in the discussion. The study wants to determine the impact of the #FeesMustFall movement

on academic staff members' work satisfaction and motivation from an SDT perspective, and it is therefore important to gain an understanding of work satisfaction. Work satisfaction can be described as an individual's perception and evaluation of their job—in other words, how they perceive and evaluate their position. A person's perception of their job is influenced by their unique circumstances, which can include their needs, values, and expectations (Sempene et al. 2002). Locke (1976) identified the common dimensions of work satisfaction as work, pay, promotions, recognition, benefits, working conditions, supervision, co-workers, company, and management. Al-Shammari (1992) and Keuter et al. (2000) view organisational climate and job satisfaction as related but distinct constructs (Swarnalatha, 2017). While organisational climate focuses on the attributes of the organisation as perceived by its staff members, job satisfaction deals with staff members' perceptions and attitudes towards the work they do.

Friedlander and Margulies (1969) found that organisational climate determines job satisfaction. An individual's work satisfaction will vary depending on their own work values and the work climate they are working in. The authors further reported that a person's work satisfaction depends on various aspects of the work that they perform as well as a combination of work climate components. Payne (1976) described certain differences between organisational climate and work satisfaction: organisational climate deals with the organisation as a whole, whereas work satisfaction focuses on a particular job. Organisational climate depends on the way the person describes the organisation and how they experience it, with no personal feelings involved in the description. They just give an indication of what goes on in the organisation, whereas job satisfaction deals with the person's emotional response to their job.

Glisson and Durick (1988) went further, organising the variables that can contribute to job satisfaction into three groups. The first group deals with the variables that describe the characteristics of the job tasks performed by the staff members. The

second group contains the variables that describe the characteristics of the organisation in which the staff members perform their tasks, and the last group deals with the variables that describe the characteristics of the staff members performing the tasks.

Hutcheson (1996) defines work satisfaction as the difference between the outcomes a person receives from their job and those they expected to receive. People thus evaluate their job satisfaction according to what they perceive as important and meaningful to them. Work satisfaction thus deals with staff members' feelings regarding environmental factors, while organisational climate deals with a description of the work context.

Baard et al. (2004) believe that when work satisfaction is the result of basic needs being satisfied, the staff member's performance is effective. However, if the person experiences job satisfaction as a result of attaining desired outcomes and these outcomes do not satisfy their basic needs, their performance is not effective. Dawis (1992) and Roberts and Foti (1998) believe that staff members will be satisfied with their work if they feel that the capabilities, experience, and values they bring to the organisation can be beneficial to their work environment and that, in return, the work environment offers them opportunities and rewards.

Weiss et al. (1967), Spector (1997) and Hirschfeld (2000) divided work satisfaction into intrinsic and extrinsic work satisfaction. According to them, intrinsic work satisfaction is related to the job tasks themselves—for example, the variety of tasks available, the skills needed to perform these tasks, and the autonomy with which they can perform them. Extrinsic satisfaction deals with aspects that actually have little to do with job tasks or the content of the work that needs to be performed—for example, the remuneration they receive for their work, their working conditions, and their co-workers.

Spector (1997) indicates that, from a humanitarian perspective, people deserve to be treated fairly and with respect. If they receive good treatment at work, they will be satisfied with their work. From a utilitarian perspective, work satisfaction is the behaviour of employees that affects the functioning of the organisation. It is possible that if there are differences in the work satisfaction of staff members in different departments, this could lead to potential problems/conflict, as some staff members might experience work satisfaction and not be in favour of requests to change the climate or culture of the organisation. Work satisfaction provides us with an indication of how much people like or dislike their jobs (Spector, 1997).

In their study of the perceived work satisfaction of agricultural extension workers in Swaziland, Kerego and Mthupha (1997) viewed working conditions like a lack of staff members' participation in decision-making, security, and good governance as having adverse effects on job satisfaction. There are thus various factors that can influence work satisfaction, and this study intends to determine how the student unrest impacted staff members' work satisfaction. The protests can be linked to working conditions and security (i.e., how safe staff members felt during the student protests). These two aspects have been identified as having an impact on work satisfaction.

Dissatisfaction at work, on the other hand, could lead to staff members being less committed to the organisation and more eager to seek alternative employment opportunities. Should they fail to find alternative employment, staff members might withdraw from the organisation emotionally or mentally. It would be interesting to determine if the student protests led to dissatisfaction among employees and, if so, what impact the dissatisfaction had on their motivation.

Hodes (2017) indicated that, by late 2016, all students and staff members were part of the #FeesMustFall movement, whether actively or not, as everybody was affected by the student protests in some way. The current research provides valuable insight into how the movement affected staff members' work satisfaction.

In a recent survey of 50 employees of Minar Ispat Private Limited in Calicut, Swarnalatha (2017) found that there is a significant relationship between organisational climate and job satisfaction. Richer et al. (2002) found that self-determined work motivation resulted in a greater level of work satisfaction and lower levels of emotional exhaustion among staff members. This supports the need to determine the work satisfaction and motivation of staff members during the student protests. As SDT is concerned with human motivation and optimal functioning, it is a suitable theoretical framework for the present investigation.

Self-determined job satisfaction is expected to be positively influenced by intrinsic job rewards, feelings of competence in one's job, and feelings of relatedness towards one's colleagues (Richer et al., 2002). These authors further hypothesise that work motivation has a positive effect on work satisfaction. If a person is autonomously motivated, their work satisfaction increases. An article published on PositivePsychology.com indicates that if a manager is autonomous, it leads to greater need satisfaction for their subordinates, which in turn increases the subordinates' work satisfaction (Ackerman, 2018).

Machado et al. (2011) conducted a study on job satisfaction and motivation in Portuguese higher education institutions, which found that an academic staff member's performance is a result of their motivation and work satisfaction. A number of other studies found that self-determined motivation is associated with high levels of work satisfaction among staff members and that work satisfaction is positively influenced by intrinsic motivation (Harigopal & Kumar, 1982; Ilardi et al., 1993; Keaveney & Nelson, 1993). Feelings of relatedness towards colleagues are positively related to work motivation (Richer et al. 2002).

2.6 Conclusion

This chapter discussed the concepts underlying the research. The discussion above elaborated on the #FeesMustFall concept and provided information about it. It is important to understand what the movement entailed to determine what impact it had on academic staff members.

SDT was introduced and discussed as the theoretical framework underlying the study. It was selected because there is a relationship between SDT and motivation. The three basic psychological needs of competence, relatedness, and autonomy were identified and discussed, and the six mini-theories underlying SDT were introduced.

As seen from the literature review above, organisational culture and organisational climate are often used interchangeably. It was, therefore, important to determine which concept would be best suited for the study. Organisational climate was defined for the purpose of the research.

The literature review further looked at job/work satisfaction and motivation. It is also clear from the discussion that there is a relationship between work satisfaction and motivation. The next chapter will discuss the research methodology used for the study.

CHAPTER 3: METHODOLOGY

3.1 Introduction

In this chapter, we will look at the research methodology used for the study. The first section introduces the research design, indicates the sample used for the study, and looks at the sampling method.

The next section provides a detailed discussion of the data collection instruments used for the study, namely a biographical questionnaire, an impact scale, a motivation profile, and an organisational profile. The data collection procedure and the methods for analysing and storing the data are also identified, and the last part of the chapter deals with the ethical considerations.

3.2 Research Methodology and Method

3.2.1 Research Design

The research was conducted using mainly a quantitative approach with a correlational design. Quantitative research can be viewed as the traditional scientific approach to research, underpinned by positivism (Polit & Hungler, 1999). Positivist research takes place systematically and values rationality, objectivity, prediction, and control (Streubert & Carpenter, 1999).

Methodology refers to the set of rules used to guide our scientific inquiry into a phenomenon to increase our knowledge about it (Gelo, 2008). Methodology indicates the type of relationship that exists between the researcher's observation, the theory, the hypotheses made, and the research methods used, if any.

In this study, a survey method was used, combining a number of questionnaires. The results from these combined questionnaires will represent the quantitative data. The questionnaires also included open-ended questions constructed by the researcher allowing for a qualitative response from the participants. The qualitative data will be described thematically and incorporated as quantitative data.

The qualitative data in the study will be assigned meaningful numerical numbers. The data can then be manipulated numerically or quantitatively, resulting in a coherent quantitative analysis (Trochim, 2001).

3.2.2 Sample

The aim was to reach a sample of 200 staff members. All permanent, full-time academic staff members across all faculties based at the Hatfield Campus of the University of Pretoria, from Junior Lecturer to Professor, formed part of the target group. The Hatfield Campus was selected as it was the University of Pretoria campus most affected by the student protests. Participation was voluntary, and staff members were invited to participate. All responses were taken into account. A response from someone employed temporary for 15 hours per week was also received and was included in Table 9. It was expected that responses would be received from personnel exposed to the protests (at UP or at other academic institutions) and those not exposed to the protests at all. These categories of respondents will be utilised to make comparisons based on the relevant variables.

3.2.3 Sampling Method

The target group for the study was permanent, full-time academic staff members of the University of Pretoria on the Hatfield Campus. A combination of purposive and convenience sampling was used (Etikan et al., 2016). Although non-probability sampling has limitations, it is useful when the population is large and the researcher has limited time and resources, as was the case for this study.

Convenience sampling was used in selecting the participants for this study because they were easy for the researcher to access (as they worked on the same campus as the researcher) and the researcher had approval to use their contact information. With purposive sampling, the researcher has specific characteristics in mind and the participants are included because they suit the purpose of the study (Etikan et al., 2016). Selecting the staff on the Hatfield Campus constitutes

convenience sampling; including the academic staff who experienced the #FeesMustFall movement as part of the sample constitutes purposive sampling.

The questionnaire was made available on Qualtrics (Annexure A). A comprehensive list of all permanent, full-time academic staff members was obtained from PeopleSoft (the human resources system used by the University of Pretoria). A request to participate was sent to all permanent academic staff members on the campus via email. Requests to participate in the study were sent to 935 academic staff members on the Hatfield Campus in the faculties of Law, Theology and Religion, Natural and Agricultural Sciences, Humanities, Economic and Management Sciences and Engineering, Built Environment and Information Technology. A total of 188 responses were received, of which 157 could be used for the data analysis.

3.3 Data Collection Instruments

The variables in the study are as follows:

- 1) Impact condition: Although constructed by adding a number of rated items, it will be dichotomised into low and high impact (0, 1).
- 2) Psycho-organisational profile: The profile is constituted of three scales, namely job satisfaction, climate and motivation. Job satisfaction and motivation have sub-scales. The sub-scales for job satisfaction are pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work, and communication. The motivation sub-scales are amotivation, extrinsic regulation (social), extrinsic regulation (material), introjected regulation, identified regulation, and intrinsic motivation.
- 3) Temporal psycho-organisational profile: Two profiles were determined here, namely the past (2015/2016) and the present (2020). This was done for job satisfaction and motivation.

- 4) Sample characteristics as determined by biographical variables and indicated in section 3.3.1.

The measurement instrument was compiled using several standardised questionnaires relating to SDT and organisational climate. The questionnaire consisted of a biographical section, an impact scale, an SDT section, and an organisational climate section and would take around 45 minutes to complete. For the rating scale on the SDT instruments, a simple five-point Likert was used.

Participants were informed that the questionnaire consisted of the following sections:

- a) Biographical information: This information assisted us in understanding the sample's responses.
- b) Section 1: Here, it was determined how satisfied the participants were in their current jobs (2020).
- c) Section 2: This section determined how participants felt about their current jobs (2020).
- d) Section 3: Here, it was determined how participants experienced their direct line managers.
- e) Section 4: This section determined why participants came to work every day.
- f) Section 5: This section contained a few general questions about the student unrest.
- g) Section 6: This section was similar to section 1 and determined how satisfied participants were with their jobs during the student unrest (2015/2016).
- h) Section 7: This section was similar to section 4 and determined why participants came to work during the student unrest (2015/2016).

3.3.1 Biographical Questionnaire

The questionnaire solicited the following biographical information about the participants:

- 1) Age
- 2) Gender
- 3) Race
- 4) Home language
- 5) Appointment date
- 6) Appointment level during the unrest
- 7) Appointment level now
- 8) Type of appointment

The biographical data were analysed to determine the biographical profile of the participants.

3.3.2 Impact Scale

The impact scale determined the degree to which a person was affected by the student unrest. Some of the information could be determined from the other scales in the questionnaire. Additional information about their experience and management of the student unrest was obtained using questions constructed by the researcher where staff members could provide qualitative feedback and elaborate on their responses. These responses are analysed in the next chapter using thematic analysis. The sample group included staff members who started after the protest action, and it was anticipated that their responses could be used as a comparison group if the sample group contained enough of them. As there was a very limited number of respondents who were not part of the protests, this comparison was not possible. The perceptions of staff members employed in 2016 and those employed after 2016 can also be compared. A number of items forming the impact scale were included to facilitate this. The baseline assessment is described in the motivation profile by means of present and past profiles—the motivational profile at the time of the protests (2015/2016) and the motivational profile now (2020).

An example item of a question that formed part of the impact scale is:

How would you deal with student unrest should it occur again? Answer in terms of how you would adapt your work.

A five-point Likert scale was used for the responses, and in the end, the responses were grouped into three sub-categories: negative impact, positive impact, and personal impact. A higher impact score indicates that the sub-category played a more pronounced role in the impact the unrest had on staff members. As this questionnaire was developed by the researcher, Cronbach's alpha will be reported in chapter 4.

3.3.3 Motivation Profile

The motivational and organisational profiles were assessed for two conditions. The analysis was complicated by asking respondents to rate climate and motivation on two occasions, namely present (2020) and during 2015/16. For instance, a climate question would be "I feel understood by my manager", and this had to be rated on a five-point scale for the present and during the student unrest. In order to facilitate the respondent's frame of mind, that is, imagining one to be rating the items either in the present (last four weeks) and during a time in the past, each set of questions for the two scales (climate and motivation) was first presented as for the present and then as a separate set for the past events. Presenting the scales as sets for two different situations enables the respondent to rate items in a contextual and coherent frame of mind to minimise confusion and help them remember past events.

The researcher is well aware of the precarious nature of this double-rating exercise, given its reliance on memory. However, if there is a significant difference between the two profiles (present vs past), the direction of the difference will be informative regarding the impact of the past phase. The past profile would then be used to facilitate an interpretation of the profile with regard to the difference between the high and low impact of the student unrest.

The Basic Psychological Needs Satisfaction and Frustration Scales (BPNSFS) were used as part of the motivational profiles (Chen et al., 2015; Schultz et al., 2015) as these scales consist of a set of questionnaires designed to determine the degree to which people feel the satisfaction of the three needs (autonomy, competence, and relatedness) related to SDT, thus, in effect, addressing motivation. The Work Domain BPNSFS questionnaire was used with a five-point Likert scale that had the following anchors: strongly disagree, disagree, unsure, agree, and strongly agree. This scale combines the BPNSFS with questions around the frustration of the three needs to determine whether need satisfaction and need frustration are linked to well-being and ill-being in the workplace (Chen et al., 2015).

In interpreting the responses and determining whether need satisfaction or need frustration is present, it is important to understand the satisfaction and frustration of each of the three psychological needs. Relatedness satisfaction is present when you experience intimacy and a connection with other people. Relatedness frustration is experienced when you are excluded from relationships with other people, are rejected by other people or experience loneliness (Vansteenkiste et al., 2020). You experience competence satisfaction when you feel you are effective in what you do and that you are capable of achieving the desired outcomes (Deci, 1975; Ryan, 1995). Competence frustration is characterised by feelings of failure and doubt about your own worth or being told you cannot perform a certain task. Autonomy satisfaction occurs when you experience self-determination and a choice and willingness to perform an activity. You experience autonomy frustration when you feel you are controlled by external forces or even self-imposed pressures to perform an activity (DeCharms, 1968; Deci & Ryan, 1985). Autonomy frustration can exist when you are forced to perform a certain task in a certain way (Vansteenkiste et al., 2020). There is an asymmetrical relationship between need satisfaction and need frustration. Not experiencing need satisfaction does not necessarily mean that you will experience need frustration; however, when

you experience need frustration, it does imply that need satisfaction is absent (Vansteenkiste & Ryan, 2013).

Chen et al. (2015) determined the basic psychological need satisfaction of a sample of 1 051 university students from China, Belgium, the United States and Peru. All the universities were located in urban environments, and the students were from diverse economic backgrounds. The average age of the sample was 20.01, and 27% were male and 73% were female. The Cronbach's alphas for the samples ranged between .73 and .89 for the satisfaction sub-scales and between .64 and .86 for the frustration sub-scales (Cordeiro et al., 2016). Nishimura and Suzuki (2016) used the same scale with a sample of 564 Japanese undergraduate students from four Japanese universities (in their sample, the average age was 18.61, and 63% were male and 37% female). The internal consistency for need satisfaction was .77 for autonomy, .74 for relatedness, and .72 for competence. The internal consistency for need frustration was .75 for autonomy, .78 for relatedness, and .71 for competence. The internal consistency was .82 for total need satisfaction and .83 for total need frustration. Broeck et al. (2010) determined that the Work Domain BPNSFS is reliable. They found the average reliabilities for the needs to be .81 for the autonomy satisfaction scale, .85 for the competence satisfaction scale, and .82 for the relatedness satisfaction scale.

Olafsen et al. (2021) set out to adapt the BPNSFS for the work domain as the scale had not yet been vigorously adapted for the work domain after Chen et al. (2015) developed the general scale. Their aim was to validate the scale in Norwegian and English. In a 2017 longitudinal study by Olafsen, it was found that where need frustration was present, staff members experienced higher levels of work-related stress. This, in turn, led to higher somatic symptoms, emotional exhaustion, and more absences due to sickness.

Olafsen et al. (2021) collected their data through online questionnaires. Four samples were used, covering various occupations and organisations in both Norwegian and English. Two hundred and eighty-one (281) employees from the finance and sales sector formed sample one, 299 dental hygienists formed sample 2, 459 employees from a municipality formed sample 3, and 513 US employees formed sample 4. In this study, both need satisfaction and need frustration were measured using an adapted version of Chen et al.'s (2015) BPNSFS. Managerial need support was measured using the six-item version of the Work Climate Questionnaire (this questionnaire will be discussed in more detail in the organisational profile), and motivation was determined using the Multi-dimensional Work Motivation Scale (MWMS) (this will be discussed later in this section).

Olafsen et al.'s study found average correlations of .43 for autonomy and competence satisfaction, .56 for autonomy and relatedness satisfaction, .34 for competence and relatedness satisfaction, .45 for autonomy and competence frustration, .58 for autonomy and relatedness frustration, and .58 for competence and relatedness frustration. Cronbach's alpha was found to be (on average) .86 for autonomy satisfaction, competence satisfaction, autonomy frustration, and competence frustration. Relatedness satisfaction had an alpha of .87, while relatedness frustration's alpha was .89.

Olafsen et al. (2021) also determined criterion-related validity. All three need satisfactions of competence, relatedness, and autonomy were found to be positively related with, among other things, managerial need support and autonomous work motivation. There is a negative relationship between the satisfaction of the needs and emotional exhaustion and the intent to resign. Need frustration was found to be a better predictor of controlled work motivation than need satisfaction. Frustration of the three basic psychological needs of competence, relatedness, and autonomy was found to be negatively related to managerial need support and autonomous work motivation, while

it was positively related to emotional exhaustion and the intent to resign. Olafsen et al. (2021) concluded that the results of the study provide acceptable support for the properties of the adapted scale within the work domain.

The Work Domain BPNSFS questionnaire consists of 24 questions and will be scored based on the responses to the questions and the related sub-scale as indicated below:

Autonomy satisfaction: items 1, 7, 13, 19

Autonomy frustration: items 5, 10, 15, 18

Relatedness satisfaction: items 4, 12, 16, 24

Relatedness frustration: items 2, 8, 20, 22

Competence satisfaction: items 3, 9, 14, 21

Competence frustration: items 6, 11, 17, 23

The following are example items from the questionnaire:

The following questions concern your feelings about your job during the past four weeks. Please indicate how much you agree with each of the following statements, given your experience on this job.

1. At work, I feel a sense of choice and freedom in the things I undertake.
2. I feel excluded from the group I want to belong to at work.

As the MWMS (Gagné et al., 2015) assesses the SDT constructs, it was used in this study to determine motivation. The MWMS was developed and tested using data from 3 435 workers from nine countries (Canada, Belgium, France, Senegal, United Kingdom, Norway, Switzerland, China and Indonesia) using seven languages. The sample varied in terms of factors like cultural background, economic situation, industry, and occupation. This contributed to factorial validity in seven languages across nine countries. The majority of the alpha coefficients for the concepts measured were above .8.

As discussed in the literature review, this study focuses on amotivation, intrinsic motivation, and extrinsic motivation. You experience amotivation when you have no motivation to perform an activity. When you are intrinsically motivated, you partake in an activity because it is interesting and you enjoy doing it. Extrinsic motivation is experienced when you engage in an activity because you might receive a reward or punishment (Gagné et al., 2015). As there are many factors that might lead to extrinsic motivation, SDT has identified sub-types of extrinsic motivation that vary in their internalisation.

When you experience internalisation, the activity you perform, which was regulated by external factors, becomes internally regulated (Deci & Ryan, 2000). External regulation is present when you engage in an activity to receive a reward or avoid punishment; this is when you experience external motivation. When your behaviour is regulated by internal forces—for example, when you experience shame or guilt—it is referred to as introjected regulation. On the other hand, when you identify with the value or meaning of an activity and you accept it as your own, you experience identified regulation.

The MWMS differs from other scales measuring work motivation as it reflects the contingency between the effort and the reward received. The MWMS includes approach and avoidance motivation for external and introjected regulation. Furthermore, it has items related to external regulation focusing on material and social rewards (Stajkovic & Luthans, 1997). The MWMS balances out approach and avoidance motivation (Assor et al., 2009). In the MWMS, autonomous motivation was positively related to the satisfaction of the three SDT psychological needs (competence, relatedness, and autonomy), job design, autonomy support, and managerial leadership, whereas controlled motivation was unrelated to need satisfaction and autonomy support. During this process, it was found that introjected regulation was often positively related to good outcomes, whereas amotivation was

negatively related to need satisfaction, autonomy support, and transformational leadership but positively related to passive leadership (Legault et al., 2006).

Neves and Coimbra (2018) used the MWMS with a sample of 419 teachers from 30 schools in northern and central Portugal. The same factor structure was obtained as with the original study. Almost 80% of the sample was female, 13.2% were below 40 years, 45.7% were between 40 and 50 years and 41% were between 50 and 60 years.

The table below indicates the Cronbach's alpha coefficients for the scale in other languages and in this study.

Table 4

Cronbach's alpha comparison

	English	French	Norwegian	German	Chinese	Present study
Demotivation	0.79	0.81	0.95	0.78	0.87	0.93
Extrinsic regulation	0.76	0.74	0.84	0.80	0.77	0.90
Introjected regulation	0.70	0.74	0.79	0.55	0.88	0.77
Identified regulation	0.75	0.78	0.88	0.65	0.88	0.89
Intrinsic motivation	0.90	0.88	0.94	0.93	0.89	0.89

The MWMS requests participants to respond to the question "Why do you or would you put efforts into your current job?" and is broken up into the sub-scales below (Gagne et al., 2015). A five-point Likert scale was used here with the following anchors: strongly disagree, disagree, unsure, agree, and strongly agree.

Table 5

Multi-dimensional Work Motivation Scale (MWMS)

Amotivation

Am1 I don't, because I really feel that I'm wasting my time at work.

Am2 I do little because I don't think this work is worth putting effort into.

Am3 I don't know why I'm doing this job; it's pointless work.

Extrinsic regulation—social

Ext-Soc1 To get others' approval (e.g., supervisor, colleagues, family, clients ...).

Ext-Soc2 Because others will respect me more (e.g., supervisor, colleagues, family, clients ...).

Ext-Soc3 To avoid being criticised by others (e.g., supervisor, colleagues, family, clients ...).

Extrinsic regulation—material

Ext-Mat1 Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor ...).

Ext-Mat2 Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor ...).

Ext-Mat3 Because I risk losing my job if I don't put enough effort into it.

Introjected regulation

Introj1 Because I have to prove to myself that I can.

Introj2 Because it makes me feel proud of myself.

Introj3 Because otherwise, I will feel ashamed of myself.

Introj4 Because otherwise, I will feel bad about myself.

Identified regulation

Ident1 Because I personally consider it important to put effort into this job.

Ident2 Because putting effort into this job aligns with my personal values.

Ident3 Because putting effort into this job has personal significance to me.

Intrinsic motivation

Intrin1 Because I have fun doing my job.

Intrin2 Because what I do in my work is exciting.

Intrin3 Because the work I do is interesting.

3.3.4 Organisational Profile

The study further set out to determine the work climate at the University of Pretoria. The Work Climate Questionnaire (WCQ) will be used for this purpose. The

WCQ was developed to determine employees' perceptions of autonomy support from their managers (Van Waardhuizen, 2018). The higher the score on the WCQ, the more autonomy support the employee perceives. In other words, with a higher score, the employee perceives that the line manager provides a higher degree of support to the basic psychological needs of competence, relatedness, and autonomy. The work context is then optimal in terms of ensuring the satisfaction of the three basic psychological needs. Two comparable questionnaires with Cronbach's alpha scores of .92 and .96 were combined to develop the WCQ (Baard et al., 2004).

Randelović and Stojiljković (2015) used the WCQ in sub-samples of the teaching population in the City of Niš, Serbia. Their research aimed at studying the relationships between work climate, basic psychological needs, and the teachers' burnout; the WCQ was used to determine the work climate experienced by the participants, i.e., the employees' perception of the extent to which their managers supported their basic needs for autonomy, competence, and relatedness. The researchers used the full questionnaire (consisting of 15 questions) and a seven-point Likert scale. The first sub-sample consisted of 105 primary school teachers, 45.7% male and 54.3% female. The second sub-sample consisted of 95 university professors, 51.6% male and 48.4% female. They determined a high internal consistency of the scale for both these sub-samples; for the primary school teachers, the Cronbach's alpha was .96, and for the university professors, it was .97. The study found that the participants felt their work climate was satisfactory and their psychological needs were relatively well satisfied. The results showed that work climate correlates positively with autonomy and competence. There is no relationship between work climate and relatedness in the study, which could indicate that interpersonal relationships and a sense of belonging are absent.

A five-point Likert scale was used in the current study with the following anchors: strongly disagree, disagree, unsure, agree, and strongly agree.

The questionnaire consists of 15 questions and in analysing the responses, item 13 is reverse scored. Some of the questions contained in this questionnaire were as follows:

1. I feel that my manager provides me with choices and options.
2. I feel understood by my manager.
3. I am able to be open with my manager at work.

Another variable in the study is work satisfaction. Here, Spector's job satisfaction survey (JSS) was used to determine the work satisfaction of the academic staff members on the Hatfield Campus of the University of Pretoria. The scale was developed to cover major aspects of job satisfaction, including clearly distinct sub-scales (Spector, 1985). It also measures overall satisfaction. The survey measures a cluster of individual evaluative feelings about a person's job. Spector used two samples, one with 3 148 participants (19 separate samples were combined for this) and the other with 2 870 participants with a Cronbach's alpha coefficient of .91. Participants in the study were from public and non-profit sectors. Spector used different dimensions of satisfaction in his study, and in the end, he determined the nine most common and conceptually meaningful sub-scales. Spector found that the scale and sub-scales have a reasonable internal consistency. The table below indicates the sub-scales with each one's mean, standard deviation and reliability for the sample of 3 148 participants. Out of this sample, the responses of 3 067 participants could be used (Spector, 1985).

Table 6

Means, standard deviations, and reliabilities for the Job Satisfaction Survey (JSS)

(adapted from Astrauskaitė et al. (2011))

	Cronbach's alpha coefficient	Reliability	Mean	Deviation
Pay	.75	.45	11.8	2.6
Promotion	.73	.62	12.0	1.9
Supervision	.82	.55	19.2	1.5
Fringe benefits	.73	.37	14.2	2.2
Contingent rewards	.76	.59	13.7	2.0
Operating conditions	.62	.74	13.5	2.2
Co-workers	.60	.64	18.3	1.1
Nature of work	.78	.54	19.2	1.3
Communication	.71	.65	14.4	1.8

The survey consists of the following sub-scales with the corresponding questions in the survey addressing the sub-scale indicated next to it (JSS):

Sub-scale	Questions
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Co-workers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36

The responses to all the questions are considered when considering the total satisfaction. Spector's website provides norms for several groups, and using these norms, you can determine whether your sample is more satisfied, dissatisfied or about the same as the norm. Table 7 contains the norms for higher education in the United

States. Spector (1994) indicates that we can assume that when a participant agrees with a positively worded statement and disagrees with a negatively worded statement, the participant is satisfied. For a seven-point scale, a mean score of more than 4 represents satisfaction.

Table 7

Job Satisfaction Survey norms - Norms for higher education (US)

Facet	Mean	Weighted mean	Standard deviation of sample means
Salary	11.9	12.3	1.8
Promotion	11.5	11.9	1.6
Supervision	18.9	18.7	1.6
Benefits	15.3	15.1	1.4
Cont rewards	14.1	14.2	1.4
Conditions	13.6	13.7	1.1
Co-workers	18.1	18.2	1.5
Work itself	19.7	19.7	1.3
Communication	14.6	14.6	2.1
TOTAL	137.2	137.2	8.1
Number of samples = 14		Total sample size = 3 764	

Bruck et al. (2002) used the JSS in a study to determine the relationship between work-family conflict and job satisfaction. Three hundred and seventy-two (372) employees of a veteran's hospital received the survey, with only 160 fully completed questionnaires being used in the end. Of the 160, 112 participants were female and 48 were male. Bruck et al. (2002) found an internal consistency reliability for the sub-scale ranging from .45 to .86 and a total internal consistency of .91 for the scale. In another study conducted by Astrauskaitė et al. (2011), the JSS was used to determine whether it is relevant in estimating teachers' job satisfaction. Using convenient sampling, a total of 346 completed questionnaires could be used for the study. In this instance, Cronbach's alphas for the sub-scales ranged from .45 to .74.

The current study uses a five-point Likert scale with the following anchors: strongly disagree, disagree, unsure, agree, and strongly agree.

Example questions contained in the JSS are:

1. I feel I am being paid a fair amount for the work I do.
2. There is really too little chance for promotion in my job.
3. My supervisor is quite competent at his/her job.

Where the reliability and validity of a specific measuring instrument are unknown, the researcher determined them.

3.4 Data Collection Procedure

After ethical approval was received from the Faculty of Humanities' ethics committee and the Registrar's office, an email with a link to the questionnaire on Qualtrics was sent to all academic staff members on the Hatfield Campus. A complete list of academic staff was drawn from PeopleSoft, the University's human resources system.

3.5 Data Analysis

3.5.1 Descriptive Statistics

The usual descriptive statistics will be provided, where the mean, median, and mode can be determined for the various concepts. The standard deviations can also be determined for more analysis. Kurtosis, skewness, and Cronbach's alpha were calculated for the various instruments. Field (2013) indicated two main ways in which a distribution can deviate from normal. The first deals with skewness, which measures the symmetry of a frequency distribution. A skewness score of 0 indicates a symmetrical distribution. A positive skewness value indicates that there are too many low scores in the distribution, and a negative skewness value indicates that there are too many high scores in the distribution. Kurtosis measures the degree to which the scores cluster in the tails of the frequency distribution. If the distribution has many

scores in the tails, it is pointy, and the distribution has a positive kurtosis, also known as a leptokurtic distribution. When a distribution is thin in the tails and usually flatter than normal, it is a distribution with a negative kurtosis and is known as platykurtic. Kurtosis and skewness scores of between -1 and 1 will be considered to indicate a normal distribution. Because the study problem is stated as a relationship, the study's analysis has a correlational design and will be analysed using SPSS Statistics.

3.5.2 Qualitative Analysis

Questions constructed by the researcher were included in the questionnaire to determine the impact of the student unrest on staff members. Staff members were afforded the opportunity to provide narrative feedback regarding the impact questions and various themes and sub-themes identified using thematic analysis. Braun and Clarke (2006) indicate steps to be followed in conducting thematic analysis, and these were applied to this research. Table 8 provides the steps and descriptions of the process for each step.

Table 8

Thematic analysis

Phase	Description of the process
1. Familiarising yourself with your data:	Transcribing data (if necessary); reading and re-reading the data; noting down initial ideas
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set; collating data relevant to each code
3. Searching for themes:	Collating codes into potential themes; gathering all data relevant to each potential theme
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2); generating a thematic 'map' of the analysis
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme and the overall story the analysis tells; generating clear definitions and names for each theme

6. Producing the report:	The final opportunity for analysis; selection of vivid, compelling extract examples; final analysis of selected extracts; relating back of the analysis to the research question and literature; producing a scholarly report of the analysis
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Responses received from participants around the impact are included in Annexure B.

3.5.3 Inferential Statistics of Logistic Regression

As stated above, there are two psycho-organisational profiles, namely past (2015/2016) and present (2020). If there is a significant difference between the two profiles (present vs past), the direction of the difference will be informative regarding the impact of the past phase. The past profile would then be used to facilitate interpretation of the psycho-organisational profile with regard to a difference between high and low impact of student unrest (impact condition). Logistic regression analysis will be done to determine the relative contribution of variables in the profile to each impact condition (Field, 2013). The impact condition is regarded as low or high impact, constituting a dichotomous variable (0, 1). The regression variables will include the psycho-organisational profile (job satisfaction, climate, and motivation) as well as biographical/demographic variables. In essence, the logistic regression determines the probability that a person with certain characteristics would belong to either of a binary pair of groups. In this way, significant weights will determine which variables, if any, contribute to “group membership” (in this instance, low vs high impact).

Logistic regression analysis will be used to determine what contribution the variables in the profile have to each impact condition (negative impact, positive impact, and personal impact). In order to ensure alignment with positive and personal impact scores, negative impact responses will be reverse-scored by subtracting each negative impact score from five. The total impact score will be calculated by adding the reverse-scored negative impact, the positive impact, and the personal impact and dividing that

total by three. Total impact values below 2.09 were recoded to 0, and values above 2.09 were recoded to 1. The following logistic regression techniques will be used, with $p=0.05$ and a 95% confidence interval:

- i. Binary dependent variable: total impact.
- ii. Independent categorical values: biographical data. Only biographical data with a sufficient number of categories will be examined for a relationship with total impact.
- iii. Examining the continuous independent variables: The various instrument scales and sub-scales will be examined to determine if there are any significant associations with total impact. It will be done this way as the sample size does not allow for the simultaneous entry of all continuous variables for 2020 and 2016. Only the significant predictors will be retained to be tested in the final model.
- iv. Construction of final models for 2015/2016 and 2020—
hierarchical logistic regression: Knapp (2018) indicates that we need to assess three assumptions for logistic regression to ensure the robustness of the findings: 1) sample size (to determine what the minimum required sample size should be), 2) normality of the included variables (each of the continuous variables should be normally distributed), and 3) multicollinearity (continuous variables that are very highly correlated—for logistic regression, we require continuous variables that are unique. Variables with a Pearson's correlation coefficient of less than $-.9$ and more than $.9$ are too highly correlated, and one of the variables should be eliminated.

- v. Constructing the models: Models will be examined for the two time periods for the variables that showed a significant contribution to predicting low or high impact. This implies that each scale (with its sub-scales) for the two periods (2015/2016 and 2020) will be fitted against impact as a dependent variable. The variables will be examined in a series of logistic regressions to assess pairs of variables and their interactions. A p-value of less than .05 indicates that at least one of the predictor variables somewhere in the model is statistically significant with respect to predicting the outcome variable. A p-value greater than .05 indicates that the overall model is statistically insignificant. In order to determine the predictor variable (s) that statistically significantly predicts the outcome variable, the variables in the equation table (as determined in SPSS) will be used and the rows where $p \leq .05$ will be identified.

3.6 Data Storage

The data will be stored electronically in the Department of Psychology for a minimum of 15 years and will be password-protected. Only the researcher and supervisor will have access to them.

3.7 Ethical Considerations

All participants were required to give consent before completing the questionnaire. Participants had the opportunity to voluntarily terminate their participation at any stage. The information they provided was anonymous and confidential.

The ethical clearance process for the University of Pretoria's Faculty of Humanities was followed. Among other processes, this involves the Institutional Survey

Committee giving approval for the research to be conducted at the University
(Annexure E).

3.8 Conclusion

In this chapter, the methodology used to gather the necessary data for interpretation and the reasoning behind using convenience and purposive sampling to identify the sample were discussed. The various questionnaires that were used for data gathering were described. Additional detail was also provided as to how the data would be analysed and stored. The last part dealt with the ethical considerations of the study. The next chapter will deal with the data analysis.

CHAPTER 4: RESULTS

4.1 Introduction

This study was designed to investigate the impact of student unrest on the University of Pretoria's organisational climate and academic staff members' work satisfaction and motivation from the perspective of self-determination theory.

The usual descriptive statistics, as discussed in the previous chapter, will be provided in this chapter. Because the research problem is stated as a relationship, the study's analysis has a correlational design and was conducted using SPSS.

The first section of this chapter will deal with quantitative analysis, and its first subsection the demographic characteristics of the sample. The second part of the quantitative analysis deals with the impact scale. The psychometric properties and sample performance on the instruments used will be analysed. Thereafter, the motivation profile will be analysed, which includes an analysis of the Basic Psychological Needs Satisfaction and Frustration Scales and the Multi-dimensional Work Motivation Scale for two time periods: 2015/2016 (past), when the student protests took place, and 2020 (present). The last part of the quantitative analysis deals with the organisational profile, which includes an analysis of the Work Climate Questionnaire and JSS, also for the past (2015/2016) and the present (2020). The next section of the chapter looks at the qualitative analysis of the themes identified in the study. An analysis of inferential statistics will make up the last section before the summary and conclusion.

As stated in chapter 3, there are two psycho-organisational profiles, namely past (2015/2016) and present (2020). If there is a significant difference between the two profiles (present vs past), the direction of the difference will be informative about the impact of the past phase. The past profile can then be used to facilitate interpretation of the psycho-organisational profile with regard to a difference between

high and low impact of student unrest (impact condition). Logistic regression analysis was done to determine the relative contribution of variables in the profile to each impact condition (Field, 2013). The impact condition is regarded as low or high, constituting a dichotomous variable (0, 1). The regression variables will include the psycho-organisational profile (job satisfaction, climate, and motivation), as well as biographical/demographic variables. In essence, the logistic regression determines the probability that a person with certain characteristics might belong to either of a binary group. In this way, significant weights will determine which variables, if any, contribute to “group membership” (in this instance, low vs high impact).

It was also indicated in chapter 3 that Qualtrics was used as the measurement instrument to collect the data. A link with a request to complete the questionnaire was sent to all permanent academic staff members on the Hatfield Campus. Participants had the option to withdraw at any stage.

The data will be stored electronically in the Department of Psychology (Room 12-21 of the Humanities Building), only accessible by the researcher and supervisor.

4.2 Quantitative Data Analysis

This section contains the quantitative data analysis of the profiles and questionnaires.

4.2.1 Biographical Data

A total of 157 staff members completed the survey. The biographical information for the sample is depicted in table 9.

Table 9
Biographical information (n=157)

Baseline characteristic	Full sample	
	<i>n</i>	%
Gender		
Female	90	57.32
Male	64	40.76
Prefer not to disclose	3	1.91
Total	157	100
Age distribution		
26–30	9	5.92
31–35	20	13.16
36–40	31	20.39
41–45	15	9.87
46–50	30	19.74
51–55	20	13.16
56–60	19	12.5
61–65	7	4.61
>65	1	0.66
Total	152	100
Race		
African	13	8.39
Coloured	2	1.29
Indian	4	2.58
White	123	79.35
Other	2	1.29
Prefer not to disclose	11	7.1
Total	155	100
Home language		
English	51	32.69
Sepedi	2	1.28
Sesotho	0	0
Setswana	0	0
siSwati	0	0
Tshivenda	1	0.64

Afrikaans	89	57.05
Xitsonga	0	0
isiNdebele	0	0
isiXhosa	1	0.64
isiZulu	1	0.64
Other	11	7.05
Total	155	100

Appointment level 2015/2016

Lecturer	44	28.21
Senior lecturer	57	36.54
Associate professor	17	10.90
Professor	19	12.18
Clinical assistant	1	0.64
Clinical lecturer	1	0.64
Researcher	6	3.85
Other	11	7.05
Total	156	100

Appointment level 2020

Lecturer	34	21.79
Senior lecturer	57	36.54
Associate professor	31	19.87
Professor	33	21.15
Clinical assistant	0	0
Clinical lecturer	0	0
Researcher	0	0
Other	1	0.64
Total	156	100

Appointment status

Employed permanently for 40 hours per week	152	98.06
Employed temporary for 15 hours per week	1	0.65
Other	2	1.29
Total	155	100

Year of appointment

1975–1979	1	0.65
1980–1984	3	1.96
1985–1989	5	3.27

1990–1994	4	2.61
1995–1999	12	7.84
2000–2004	15	9.80
2005–2009	30	19.61
2010–2014	50	32.68
2015–2019	33	21.57
Total	153	100

The average age of the participants is 44.98 (SD=9.78, n=152) years. The most responses were received from the 36–40-year-old age group, with the least number of responses from above-60 age group. Only 152 of the participants indicated their age. A total of 90 (57.32%) participants were female, 64 (40.76%) were male and three (1.91%) preferred not to disclose their gender.

As with the age information, not all of the participants disclosed their race. Only 155 out of the 157 completed the question regarding race, and 11 (7.1%) of those indicated that they preferred not to disclose their race. One hundred and twenty-three (79.35%) of the participants are White, 13 (8.39%) are African, four (2.58%) are Indian, and two (1.29%) are Coloured. A further two (1.29%) indicated “other”. The participants were also requested to indicate their home language. The responses are reported in table 9. The majority of the participants were Afrikaans (89 or 57.05%), followed by English (51 or 32.69%), and then other languages (11 or 7.05%). The other languages indicated by staff are Igbo, Spanish, Hausa, German (6), and bilingual (Afrikaans and English, 2). Two (1.28%) Sepedi one (0.64%) Tshivenda, one (0.64%) isiXhosa, and one (0.64%) isiZulu staff member participated.

Participants were requested to indicate their service period at the University of Pretoria. The longest-serving participant joined the University in 1976 and the most recent appointment was in 2019. The period with the highest number of appointments was from 2010 to 2014 (50 people joined). Eighty-three of the respondents were appointed since 2000.

Another factor considered was the participants' level of appointment in 2015/2016 and in 2020. The majority of the participants (64.75%) were appointed at the lecturer and senior lecturer levels during 2015/2016, with 23.08% at the associate professor/professor level. The proportion of higher-level appointments among the participants had increased by 2020, with 41.02% appointed at the level of associate professor/professor, while 58.33% were appointed at the lecturer/senior lecturer level. The majority of the participants (98.06%) are appointed permanently on a 40-hours-per-week basis. Two participants classified their appointments as other—one is appointed as a deputy dean and the other lectured as part of his studies and bursary agreement before being appointed permanently.

4.2.2 Impact Scale

Ten questions were constructed to determine the impact of the unrest. Participants were also afforded the opportunity to elaborate on their responses. Their qualitative responses will be discussed in the next section under qualitative analysis. The quantitative responses were grouped as positive impact, negative impact, and personal impact.

Table 10 provides a summary of the responses.

Table 10
Impact Scale

	Question	n	Mean	SD	Minimum	Maximum	Kurtosis	Skewness	Alpha
Negative impact	I was affected by the student unrest.	145	4.07	1.12	1	5			
	I felt threatened during the student unrest.	145	3.25	1.37	1	5			
	I experienced the student unrest as stressful.	145	3.99	1.1	1	5			
	The unrest had an impact on my teaching and teaching methods.	145	4.12	0.99	1	5			
	Overall negative impact	145	3.87	0.79	1	5	0.55	-0.76	.68
Positive impact	The student unrest had a positive impact on me.	145	1.95	1.08	1	5			
	I felt I could manage the impact of the unrest.	145	3.34	1.07	1	5			
	The student unrest had a positive impact on my relationships with my students.	145	2.81	1.1	1	5			
	The student unrest had a positive impact on my relationships with colleagues.	145	2.76	1.01	1	5			
	Overall positive impact	145	2.73	0.74	1	4.75	0.58	0.46	.66
Personal impact	The student unrest had an impact on my finances.	145	2.07	1.01	1	5			
	The student unrest had a negative impact on my family life.	145	2.69	1.27	1	5			
	Overall personal impact	145	2.39	0.94	1	4.5	-0.59	0.28	.49

Negative impact scored the highest mean (3.87), followed by positive impact (2.73), and then personal impact (2.39). Negative impact has an alpha of .68, positive impact has an alpha of .66, and personal impact has an alpha of .49. All the impact scales were normally distributed.

4.2.3 Motivation Profile

4.2.3.1 Basic Psychological Needs Satisfaction and Frustration Scales (BPNSFS)

This questionnaire determines the degree to which people experience the satisfaction and frustration of the three needs (autonomy, competence, and relatedness) related to SDT.

Table 11
Basic Psychological Needs Satisfaction and Frustration Scales

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Autonomy satisfaction	At work, I feel a sense of choice and freedom in the things I undertake.		3.57	1.03					
	I feel that my decisions in my job reflect what I really want.		3.44	0.88					
	I feel my choices in my job express who I really am.		3.64	0.86					
	I feel I have been doing what really interests me in my job.		3.55	1					
	Overall autonomy satisfaction	144	3.56	0.70	1.75	5	0.28	-0.64	.72
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Autonomy frustration	Most of the things I do in my job feel like "I have to".		2.97	1.05					
	I feel forced to do many things in my job I wouldn't choose to do.		3.07	1.09					
	I feel pressured to do too many things in my job.		3.91	1.04					
	My daily activities at work feel like a chain of obligations.		2.93	1.11					
	Overall autonomy frustration	146	3.21	0.81	1	5	-0.60	0.06	.74
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Relatedness satisfaction	I feel that the people I care about at work also care about me.		3.85	0.82					
	I feel connected with people who care for me and for whom I care at work.		3.85	0.83					
	At work, I feel close and connected with other people who are important to me.		3.77	0.86					
	I experience a warm feeling with the people I spend time with at work.		3.69	0.89					
	Overall relatedness satisfaction	146	3.78	0.71	1.75	5	0.33	-0.59	.85
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Relatedness frustration	I feel excluded from the group I want to belong to at work.		2.21	0.99					
	I feel that people who are important to me at work are cold and distant towards me.		1.93	0.82					
	I have the impression that people I spend time with at work dislike me.		2.11	0.83					
	I feel the relationships I have at work are superficial.		2.45	1.04					
	Overall relatedness frustration	146	2.17	0.73	1	4.5	0.59	0.73	.8
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Competence satisfaction	I feel confident that I can do things well in my job.		4.28	0.62					
	At work, I feel capable at what I do.		4.21	0.62					
	When I am at work, I feel competent to achieve my goals.		3.94	0.75					
	In my job, I feel I can successfully complete difficult tasks.		4.15	0.57					
	Overall competence satisfaction	145	4.16	0.51	2.5	5	1.04	-0.34	.8
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Competence frustration	When I am at work, I have serious doubts about whether I can do things well.		2.08	0.9					
	I feel disappointed with my performance in my job.		2.09	0.9					
	I feel insecure about my abilities in my job.		2.07	0.92					
	When I am working, I feel like a failure because of the mistakes I make.		1.97	0.96					
	Overall competence frustration	146	2.04	0.73	1	4.5	1.55	1.12	.81

Table 11 depicts the statistical information related to the questionnaire for the sample. As can be seen from the table, staff members have an overall satisfaction of all three of the basic psychological needs, with competence satisfaction (4.16) the highest of these. It is followed by relatedness satisfaction (3.78) and then autonomy satisfaction (3.56). The alphas for the satisfaction subscales range from .72 to .85. Although autonomy satisfaction and autonomy frustration were the only scales with alphas below .8, their alphas are still adequate (.72 and .74, respectively). The remainder of scales showed good internal consistency estimates. Autonomy satisfaction, autonomy frustration, relatedness satisfaction, and relatedness frustration are all normally distributed, as the kurtosis and skewness for these are both less than one. Kurtosis and skewness for competence frustration are both above one, so competence frustration is right-skewed and leptokurtic. Kurtosis for competence satisfaction is above one, and its skewness is less than zero, indicating that competence satisfaction is slightly left-skewed and leptokurtic.

Staff members are the most frustrated in terms of their autonomy need satisfaction (3.21) and the least frustrated in terms of their competence need satisfaction (2.04). The alphas for the frustration of these needs range from .74 to .81.

4.2.3.2 Multi-dimensional Work Motivation Scale (MWMS)

The MWMS measures motivation at work by analysing a person's responses to statements measuring amotivation, extrinsic regulation (social), extrinsic regulation (material), introjected regulation, identified regulation, and intrinsic motivation. Two measurements took place, one for the past (2015/2016) and one for the present (2020).

Table 12
MWMS (2020)

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Amotivation	1. I don't, because I really feel that I'm wasting my time at work.		1.53	0.77					
	2. I do little because I don't think this work is worth putting effort into.		1.43	0.69					
	3. I don't know why I'm doing this job; it's pointless work.		1.42	0.64					
	Overall amotivation	146	1.46	0.6	1	3.33	1.14	1.26	.81
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Extrinsic regulation—social	4. To get others' approval (e.g., supervisor, colleagues, family, clients...)		2.21	1.14					
	5. Because others will respect me more (e.g., supervisor, colleagues, family, clients...)		2.59	1.2					
	6. To avoid being criticised by others (e.g., supervisor, colleagues, family, clients...)		2.36	1.15					
	Overall extrinsic regulation—social	146	2.38	1.06	1	5	-0.84	0.47	.89
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Extrinsic regulation—material	7. Because others will reward me financially only if I put enough effort into my job (e.g., employer, supervisor...)		2.11	1.04					
	8. Because others offer me greater job security if I put enough effort into my job (e.g., employer, supervisor...)		2.59	1.16					
	9. Because I risk losing my job if I don't put enough effort into it		2.77	1.27					
	Overall extrinsic regulation—material	146	2.49	0.98	1.00	5.00	-0.58	0.3	.79
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Introjected regulation	10. Because I have to prove to myself that I can		3.38	1.25					
	11. Because it makes me feel proud of myself		4.31	0.79					
	12. Because otherwise I will feel ashamed of myself		3.53	1.24					
	13. Because otherwise I will feel bad about myself		3.52	1.25					
Overall introjected regulation	146	3.68	0.89	1.00	5.00	0.04	-0.73	.76	

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Identified regulation	14. Because I personally consider it important to put effort into this job		4.57	0.62					
	15. Because putting effort into this job aligns with my personal values		4.61	0.56					
	16. Because putting effort into this job has personal significance to me		4.5	0.65					
	Overall identified regulation	145	4.56	0.52	2.67	5.00	0.24	-0.92	.79
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Intrinsic motivation	17. Because I have fun doing my job		4.01	0.84					
	18. Because what I do in my work is exciting		4.07	0.79					
	19. Because the work I do is interesting		4.23	0.68					
	Overall intrinsic motivation	146	4.11	0.69	2.00	5.00	-0.26	-0.41	.86

In 2020, the type of motivation that was the highest was identified regulation (4.56). This indicates that staff members identified with the value or meaning of an activity and accepted it as their own. An alpha of .79 supports the high identified regulation score. The subscale with the second highest score was intrinsic motivation (4.11), indicating that staff partake in activities because they are interesting and they enjoy doing them. The alpha coefficient for the scale ranged from .76 to .8. The distribution for amotivation is right-skewed and leptokurtic. Extrinsic regulation (social), extrinsic regulation (material), introjected regulation, identified regulation, and intrinsic motivation are all normally distributed as the skewness and kurtosis scores are between -1 and 1.

Table 13
MWMS (2015/2016)

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Amotivation	1. I didn't, because I really felt that I was wasting my time at work.		1.46	0.68					
	2. I did little because I didn't think this work was worth putting effort into.		1.47	0.64					
	3. I didn't know why I did this job; it was pointless work.		1.6	0.85					
	Overall amotivation	141	1.51	0.65	1	3.67	0.21	1.03	.86
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Extrinsic regulation—social	4. To get others' approval (e.g., supervisor, colleagues, family, clients...)		2.21	1.18					
	5. Because others would respect me more (e.g., supervisor, colleagues, family, clients...)		2.33	1.16					
	6. To avoid being criticised by others (e.g., supervisor, colleagues, family, clients...)		2.36	1.14					
	Overall extrinsic regulation—social	141	2.30	1.07	1.00	5.00	-0.93	0.43	.90
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Extrinsic regulation—material	7. Because others would reward me financially only if I put enough effort into my job (e.g., employer, supervisor...)		1.95	0.96					
	8. Because others offered me greater job security if I put enough effort into my job (e.g., employer, supervisor...)		2.19	1.04					
	9. Because I risked losing my job if I didn't put enough effort into it		2.55	1.25					
	Overall extrinsic regulation—material	140	2.22	0.93	1.00	4.67	-0.40	0.47	.81
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Introjected regulation	10. Because I had to prove to myself that I could		3.23	1.24					
	11. Because it made me feel proud of myself		4.07	0.85					
	12. Because otherwise I would have felt ashamed of myself		3.69	1.15					
	13. Because otherwise I would have felt bad about myself		3.67	1.16					
Overall introjected regulation	142	3.67	0.86	1.25	5.00	-0.33	-0.49	.78	
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Identified regulation	14. Because I personally considered it important to put effort into this job		4.41	0.75					
	15. Because putting effort into this job aligned with my personal values		4.48	0.7					
	16. Because putting effort into this job had personal significance to me		4.37	0.75					
	Overall identified regulation	142	4.42	0.67	2.00	5.00	1.15	-1.16	.90

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Intrinsic motivation	17. Because I had fun doing my job		3.37	1.2					
	18. Because what I did in my work was exciting		3.52	1.16					
	19. Because the work I did was interesting		3.75	1.1					
	Overall intrinsic motivation	142	3.54	1.07	1.00	5.00	-0.43	-0.55	.91

Table 13 shows that during the student protest period of 2015/2016, identified regulation had the highest mean (4.42), with an alpha of .90. Amotivation again had the lowest mean (1.51). The alpha coefficient for this period ranged from .78 to .91, with introjected regulation the lowest and intrinsic motivation the highest. Staff members were slightly more amotivated in 2015/2016 than in 2020, and identified regulated motivation was slightly higher in 2020. This might indicate that the student unrest had a small impact on the staff members' motivation.

Extrinsic regulation (social), extrinsic regulation (material), introjected regulation, and intrinsic motivation were all normally distributed with skewness and kurtosis between -1 and 1. Unlike in 2020, amotivation's kurtosis is normal, while it is right-skewed (skewness=1.03, which is slightly greater than the range between -1 and 1 that we consider normal). In 2015/2016, identified regulation's distribution was also different from that of 2020. In 2015/2016, identified regulation was left-skewed and leptokurtic.

4.2.4 Organisational Profile

4.2.4.1 Work Climate Questionnaire (WCQ)

The WCQ was developed to determine employees' perceptions of autonomy support from their managers. A total of 145 participants responded to this questionnaire. Table 14 contains the survey information.

Table 14

WCQ

Question	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
1. I feel that my manager provides me choices and options.	3.61						
2. I feel understood by my manager.	3.53						
3. I am able to be open with my manager at work.	3.59						
4. My manager conveys confidence in my ability to do well at my job.	3.91						
5. I feel that my manager accepts me.	3.91						
6. My manager makes sure I really understand the goals of my job and what I need to do.	3.56						
7. My manager encourages me to ask questions.	3.44						
8. I feel a lot of trust in my manager.	3.58						
9. My manager answers my questions fully and carefully.	3.56						
10. My manager listens to how I would like to do things.	3.49						
11. My manager handles people's emotions very well.	3.26						
12. I feel that my manager cares about me as a person.	3.55						
13. I don't feel very good about the way my manager talks to me.	4.01						
14. My manager tries to understand how I see things before suggesting a new way to do things.	3.4						
15. I feel able to share my feelings with my manager.	3.18						
Overall WCQ	3.59	0.96	1.20	5.00	-0.42	-0.62	.97

The WCQ gives an indication of how employees perceive their managers' support of their basic need for autonomy. The average score for the WCQ is 3.59, indicating that the academic staff members perceive autonomy support as high. This also indicates that the work context is optimal for the satisfaction of the psychological need for autonomy. The Cronbach's alpha for the questionnaire is .97, indicating high internal consistency. The distribution for the WCQ is normal, as the kurtosis and skewness are between -1 and 1.

4.2.4.2 Spector's Job Satisfaction Survey (JSS)

Spector's JSS was used, and participants were requested to respond to the questionnaire for two time periods: 2020 and 2015/2016 (during the student unrest). Table 15 indicates the responses for 2020 grouped according to the subscales. Reverse scoring was implemented for negatively worded questions (2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, and 36), as indicated by Spector.

Table 15
Job satisfaction (2020)

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Pay	1. I feel I am being paid a fair amount for the work I do.		3.25						
	10. Raises are too few and far between.		2.42						
	19. I feel unappreciated by the University when I think about what they pay		2.99						
	28. I feel satisfied with my chances for salary increases.		2.77						
	Overall pay	146	2.86	0.85	1.00	5.00	-0.34	-0.01	.78
Promotion	2. There is really too little chance for promotion in my job.		3.23						
	11. Those who do well on the job stand a fair chance of being promoted.		3.05						
	20. People get ahead as fast here as they do in other places.		2.48						
	33. I am satisfied with my chances for promotion.		2.85						
	Overall promotion	146	2.90	0.84	1.00	5.00	-0.53	0.09	.81
Supervision	3. My line manager is competent in performing his/her job.		4.10						
	12. My line manager is unfair towards me.		4.15						
	21. My supervisor shows too little interest in the feelings of subordinates.		3.7						
	30. I like my line manager.		4						
	Overall supervision	144	4	0.89	1.00	5.00	1.02	-1.2	.84
Fringe benefits	4. I am not satisfied with the benefits I receive.		3.52						
	13. The benefits we receive are as good as those offered by most organisations.		3.04						
	29. There are benefits we do not have which we should have.		3.13						
	22. The benefit package we have is equitable.		2.65						
	Overall fringe benefits	145	3.09	0.75	1.00	5.00	-0.45	-0.15	.74
Contingent rewards	23. There are few rewards for those who work here.		3.03						
	5. When I do a good job, I receive the recognition for it that I should		3.20						
	14. I do not feel that the work I do is appreciated.		2.86						
	32. I don't feel my efforts are rewarded the way they should be.		2.90						
	Overall contingent rewards	146	3	0.91	1.00	5.00	-0.77	-0.11	.85
Operating conditions	6. Many of our rules and procedures make doing a good job difficult.		2.60						
	15. My efforts to do a good job are seldom blocked by red tape.		2.92						
	24. I have too much to do at work.		2.12						
	31. I have too much paperwork.		1.98						
	Overall operating conditions	146	2.40	0.79	1.00	5.00	0.24	0.50	.65

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Co-workers	16. I find I have to work harder at my job because of the incompetence of people I work with.		4.05						
	7. I like the people I work with.		2.85						
	25. I enjoy my co-workers.		3.97						
	34. There is too much bickering and fighting at work.		3.26						
	Overall co-workers	145	3.53	0.72	1.50	5.00	-0.06	-0.20	.73
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Nature of work	8. I sometimes feel my job is meaningless.		3.88						
	17. I like doing the things I do at work.		4.18						
	27. I feel a sense of pride in doing my job.		4.33						
	35. My job is enjoyable.		4.08						
	Overall nature of work	146	4.12	0.55	2.25	5.00	1.21	-0.74	.57
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Communication	9. Communication seems good in the University.		2.65						
	18. The goals of the University are not clear to me.		3.61						
	26. I often feel that I do not know what is going on in the University.		3.01						
	36. Work assignments are not fully explained.		3.60						
	Overall communication	145	3.23	0.78	1.50	5.00	-0.59	-0.23	.60
	Overall JSS	141	3.25	0.52	1.94	5.00	0.3	0.04	.92

For 2020, nature of work has the highest average (4.12), followed by supervision (4). The subscale with the most dissatisfaction is operating conditions (2.4), with pay following at 2.87. The alpha values range between .57 and .85, and the overall alpha for JSS (2020) is .92.

For 2020, the following subscales are normally distributed as the skewness and kurtosis scores are between -1 and 1: pay, promotion, fringe benefits, contingent rewards, operating conditions, co-workers, and communication. Supervision's kurtosis is normally distributed, while it was left-skewed. Nature of work is left-skewed and leptokurtic

Table 16
Job satisfaction (2015/2016)

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Pay	1. I felt I was being paid a fair amount for the work I did.		2.95						
	10. Raises were too few and far between.		2.66						
	19. I felt unappreciated by the University when I thought about what they paid me.		2.83						
	28. I felt satisfied with my chances for salary increases.		2.81						
	Overall pay	146	2.81	0.81	1.00	5.00	-0.11	0.07	.77
Promotion	2. There was really too little chance for promotion in my job.		2.95						
	11. Those who did well in the job stood a fair chance of being promoted.		2.91						
	20. People got ahead as fast here as they did in other places.		2.64						
	33. I was satisfied with my chances for promotion.		2.74						
	Overall promotion	146	2.81	0.80	1.00	5.00	-0.24	0.15	.81
Supervision	3. My line manager was competent in performing his/her job.		3.71						
	12. My line manager was unfair towards me.		4.08						
	21. My supervisor showed too little interest in the feelings of subordinates.		3.46						
	30. I liked my line manager.		3.76						
	Overall supervision	145	3.76	0.75	2.00	5.00	-0.30	-0.34	.80
Fringe benefits	4. I was not satisfied with the benefits I received.		3.11						
	13. The benefits we received were as good as those offered by most organisations.		2.75						
	29. There were benefits we did not have which we should have had.		3.10						
	22. The benefit package we had was equitable.		2.64						
	Overall fringe benefits	145	2.90	0.80	1.00	5.00	-0.34	0.12	.82
Contingent rewards	5. When I did a good job, I received the recognition for it that I should have received.		2.97						
	14. I did not feel that the work I did was appreciated.		2.82						
	23. There were few rewards for those who worked here.		2.85						
	32. I did not feel my efforts were rewarded the way they should have been.		2.74						
	Overall contingent rewards	144	2.85	0.88	1.00	5.00	-0.46	0.04	.83

	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Operating conditions	6. Many of our rules and procedures made doing a good job difficult.		2.42						
	15. My efforts to do a good job were seldom blocked by red tape.		2.69						
	24. I had too much to do at work.		2.18						
	31. I had too much paperwork.		2.14						
	Overall operating conditions	145	2.36	0.79	1.00	5.00	0.53	0.34	.71
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Co-workers	16. I found I had to work harder at my job because of the incompetence of people I worked with.		3.78						
	7. I liked the people I worked with.		2.71						
	25. I enjoyed my co-workers.		3.77						
	34. There was too much bickering and fighting at work.		3.12						
	Overall co-workers	144	3.34	0.68	1.00	5.00	1.50	-0.54	.64
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Nature of work	8. I sometimes felt my job was meaningless.		3.48						
	17. I liked doing the things I did at work.		3.60						
	27. I felt a sense of pride in doing my job.		3.77						
	35. My job was enjoyable.		3.16						
	Overall nature of work	146	3.5	0.87	1.00	5.00	-0.33	-0.51	.80
	Question	n	Mean	SD	Min	Max	Kurtosis	Skewness	Alpha
Communication	9. Communication seemed good in the University.		2.39						
	18. The goals of the University were not clear to me.		2.86						
	26. I often felt that I did not know what was going on in the University.		2.27						
	36. Work assignments were not fully explained.		3.27						
	Overall communication	145	2.7	0.93	1.00	5.00	-0.66	0.14	.68
Overall JSS		138	3.01	0.55	1.72	5.00	0.92	0.40	.93

For 2015/2016 (table 16), the subscale with the highest satisfaction is supervision (3.76), followed by nature of work (3.5). The subscale with the most dissatisfaction is operating conditions (2.36), with pay and promotion equal at 2.81. The alphas range from .64 to .83, with an overall alpha of .93.

The distribution for the 2015/2016 JSS is normal for pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, nature of work, and communication. The distribution is left-skewed and leptokurtic for co-workers.

Supervision has the highest mean for both 2020 and 2015/2016, with 2020 being just slightly higher than 2015/2016. Operating conditions is the lowest-scoring subscale for both 2020 and 2015/2016, with 2020 again being slightly higher. Overall job satisfaction for both periods is also high, with staff being slightly more satisfied in 2020 than in 2015/2016.

4.3 Qualitative Analysis

Thematic analysis is used to describe the themes presented through the qualitative data. Themes and sub-themes are used to contextualise the quoted text.

4.3.1 Impact Study

The survey consisted of 10 researcher-developed questions to determine the impact of the student protests on staff. The quantitative analysis was presented in section 4.2.2. Respondents were provided with an opportunity to elaborate on their responses. Table 17 contains the themes and sub-themes identified from the impact study. A total of nine overarching themes were identified. Quotes from the survey regarding each theme are indicated after the table.

Table 17

Impact study

Main theme	Sub-theme	Frequency	%
1. Teaching and learning	1. Alternative venues	8	4.47
	2. Alternative teaching and assessment	19	10.61
	3. Research	4	2.23
	4. Teaching	12	6.70
Total teaching and learning		43	24.02
2. Communication		15	8.38
3. Support		10	5.59
4. Security and access to campus	1. Security	20	11.17
	2. Access	8	4.47
Total security and access to campus		28	15.64
5. Job security		7	3.91
6. Impact on students		19	10.61

7. Emotional impact	1. Stressful	11	6.15
	2. Negative impact	13	7.26
	3. Positive impact	2	1.12
Total emotional impact		26	14.53
<hr/>			
8. Financial		8	4.47
9. Management	1. Dealing with staff	11	6.15
	2. Dealing with the situation	9	5.03
	3. No trust	3	1.68
Total management		23	12.85

4.3.1.1 Teaching and Learning

The first theme identified from the impact study deals with teaching and learning. Comments dealing with how the protests impacted any facet of teaching and learning form part of this main theme. The theme represents 24.02% of the comments on the impact of the protests. It was broken down into four sub-themes: 1) Alternative venues, 2) Alternative teaching and assessment, 3) Research, and 4) Teaching.

4.3.1.1.1 Alternative Venues

A total of eight quotes dealt with finding alternative venues for meeting with students during the period of the protests. This represents 4.47% of the comments.

This theme expressed the actions students and lecturers had to take to enable classes to continue. Some lecturers also indicated that because they could not access the campus, personnel meetings and teaching had to be done off-campus. The types of venues they mentioned are interesting—lectures were held in parks and garages.

The following is an example of a comment on alternative venues: “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.”

4.3.1.1.2 Alternative Teaching and Assessment

Alternative teaching and assessment represent the highest frequency of comments under teaching and learning, with 10.61% (19) of the comments.

These comments deal with how the participants had to change their teaching and assessment methods as a result of the protests. Contact sessions suddenly had to change to virtual engagements, and alternative arrangements had to be made for students to submit their assignments as the normal in-class submissions were no longer an option.

An example of an alternative teaching and assessment quote is: “Alternative and extraordinary arrangements had to be made for students to submit assignments.”

4.3.1.1.3 Research

Four comments (2.23%) dealt with the impact of the protests on research. Academic staff members conduct research as part of their academic portfolio. In some departments, students also need to conduct research in partial fulfilment of their degree requirements, and with the protests, not all of them were able to conduct the research as necessary to complete their degrees in time. Some of the research needed to be conducted in laboratories on campus, to which students could not gain access during the protests.

The following quote provides a good indication of the impact the protests had on research: “I am a university professor; as such, research is very important to me and to my postgraduate students. I am an experimental scientist, and most of my postgraduate 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 student 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.”

4.3.1.1.4 Teaching

This sub-theme addresses the impact of the protests on teaching. Twelve (6.7%) comments dealt with this. Concerns were raised about the quality of teaching the students received during the protests as a result of changes to the methods of teaching and assessment.

One of the comments regarding teaching is the following: “The major stressor for me stemming from these protests was 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.”

4.3.1.2 Communication

The second theme deals with communication. This includes comments on how management communicated with staff and communication with students. Fifteen (8.38%) of the comments were around communication.

Staff members felt strongly that management did not communicate sufficiently with staff, as in most cases, staff members received information about the protests too late or from students.

The following quote summarises the overall feeling: “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...and horrifically bad communication from exec was almost exactly echoed in the more recent 2019 cancelling of lectures around gender-based violence and the xenophobic attacks.”

4.3.1.3 Support

The third main theme under impact is support. This relates to how academic staff perceived the support they received from the University during the protest. Ten (5.59%) responses referred to the support received.

A relevant quote is: “We were given absolutely NO support from the University, whether it was emotional or practical!!!”

4.3.1.4 Security and Access to Campus

Security and access to campus is the fourth theme identified and represents 15.64% (28) of the total responses. This was split into two sub-themes: 1) Security (11.17%) and 2) Access (4.47%). The theme addresses the impact of how security changed, how safe staff felt during the protests and the control over access to campus.

4.3.1.4.1 Security

Security-related comments represented 11.17% of the total responses. This theme relates to how safe staff felt on campus during the protests. Some staff members were physically attacked. Staff members also raised concerns about the safety of their students. The following two quotes indicate the security concerns: “I was attacked by students on my way to teach—they blocked my path and I had to push through them.” “We were constantly concerned about out the safety of our students.”

4.3.1.4.2 Access

Eight (4.47%) of the responses dealt with access to campus. Staff members commented on how difficult it was to access campus and how the strict access control and additional paperwork that had to be done to grant access to non-University visitors detracted from the academic atmosphere at the University.

This quote provides an indication of how staff perceived access: “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.”

4.3.1.5 Job Security

Seven (3.91%) responses mentioned job security. These responses provide an indication of how staff members perceived the protests to have impacted the likelihood of their continued employment. The following quote provides a good indication of the perceptions around job security: “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.”

4.3.1.6 Impact on Students

A large number of responses (10.61%) dealt with the impact the protests had on students. These responses were received from staff members regarding how they perceived the impact on the students, mainly through interactions with the students, as no student

completed the questionnaire. In some cases, the protests were discussed openly in class. Students indicated that they were concerned about their safety and the quality of their degrees. The following quote gives as an example of the impact on students: “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.”

4.3.1.7 Emotional Impact

The seventh theme is emotional impact, representing 14.53% of the total responses. The theme was divided into the sub-themes of 1) Stressful, 2) Negative impact, and 3) Positive impact (1.12%).

4.3.1.7.1 Stressful

A total of 11 (6.15%) responses indicated that the period was stressful for staff. One staff member indicated that the stress caused by the University’s responses to protests were, in fact, more stressful than the protests themselves.

The following quote relates to the stress experienced by staff during the protests: “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.”

4.3.1.7.2 Negative Impact

A total of 13 (7.26%) of comments indicated a negative emotional impact. Comments conveyed emotions ranging from demotivation to anger. This quote indicates one of the negative emotional experiences: “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.”

4.3.1.7.3 Positive Impact

Two (1.12%) responses indicated that the unrest had a positive emotional impact. As most of the protests’ connotations were negative, it was interesting to find two responses that noted experiencing them as positive. These responses are quoted here: “The protests

were very energising for all that were in my orbit.” “The unrest had a positive impact on me and improved my relationship with my students...”

4.3.1.8 Financial Impact

Eight (4.47%) responses indicated the financial impact of the protests on the University staff. The responses noted financial impacts that ranged from personal to the financial impact on research funds. The protests also resulted in wasted funds in cases where research projects could not be completed. The following quote relates to personal financial impact: “Above I mentioned that #FeesMustFall 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.”

4.3.1.9 Management

The last theme under the impact of the student unrest is management, which represents 12.85% of the responses. The theme was divided into 1) Dealing with staff, 2) Dealing with the situation, and 3) No trust.

4.3.1.9.1 Dealing with Staff

Eleven (6.15%) of the responses dealt with staff members’ perceptions of how management dealt with them during the protests. Staff members perceived management as deeming the students and their demands more important than how staff members felt and were affected. This example summarises the feelings of staff members: “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.”

4.3.1.9.2 Dealing With the Situation

A total of 5.03% of responses alluded to how staff members perceived the way management dealt with the situation (protests). One of the responses referred to management as having a fire-fighting mentality—only if something is burning do they pay

attention. This quote indicates how management dealt with the situation: “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.”

4.3.1.9.3 No Trust

Three (1.68%) responses indicated that staff members had no trust in management. The theme relates to how staff members perceived the level of trust they had in management. This quote provides a good example related to trust in management: “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 seems to be important above all (including making sure your staff is happy and feels safe).”

From the themes discussed above, it is clear that the greatest impact of the protest was perceived to be on teaching and learning. A large number of comments were also made about the security on campus, the safety of staff and students on campus, and access to campus. Respondents further indicated that the period of unrest had a mostly negative emotional impact on them, with only two respondents indicating a positive impact.

4.3.2 Dealing With Student Unrest

A second qualitative question in the survey was: “How would you deal with student unrest should it occur again? Answer in terms of how you would adapt your work.” Nine main themes were identified, and in some areas, the main themes include sub-themes. Table 18 depicts the results, followed by a brief discussion around each theme and sub-theme.

Annexure C contains the responses received from participants.

Table 18

Dealing with student unrest

Main theme	Sub-theme	Frequency	%
1. Online teaching		78	40.41
2. Off campus	meetings	19	9.84
3. Resign		3	1.55
4. Work from home		9	4.66
5. Communication		8	4.15

6. Teaching		1. Assessments	3	1.55
		2. Open platforms	8	4.15
		3. Teaching methods	28	14.51
Total teaching			39	20.21
7. Access			3	1.55
8. Research			4	2.07
9. Operational	level	1. Actions	16	8.29
		2. Preparation	3	1.55
		3. Involvement	7	3.63
		4. Other	4	2.07
Total operational	level		30	15.54

4.3.2.1 Online Teaching

Seventy-eight (40.41%) of the responses indicated that the staff would revert to some form of online/virtual/hybrid teaching should a situation like the protests occur in the future. Staff members want to be better prepared for online teaching in the future. This will include consultations with students; staff members mentioned that most student consultations are now being done via email rather than face-to-face. This quote provides an example of how teaching will change: “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.”

4.3.2.2 Off-campus Meetings

Off-campus meetings are another way that staff could adapt their work. Nineteen (9.84%) of the responses mentioned some form of off-campus interactions. One of the participants provided the following response: “...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...”

4.3.2.3 Resignation

Three (1.55%) of the respondents indicated that they would resign should something similar to the student protests occur again. These responses provide us with some insight into the emotional impact the protests had on staff. This is a quote from a participant: "...I would likely dust off my CV and look at other options."

4.3.2.4 Working from Home

Another main theme identified is working from home. Nine (4.66%) responses indicated a work-from-home scenario, with some staff members indicating that they feel safer working from home: "In terms of my own safety, I would stay home and continue my work there."

4.3.2.5 Communication

Eight (4.15%) responses dealt with communication. Here, staff elaborated on how they think communication from management could have assisted in the situation. One person responded as follows: "Effective communication from top management is a must to ensure more awareness and more effective management of the situation for individuals."

4.3.2.6 Teaching

Although online teaching was identified as a main theme, enough other responses around teaching were received to justify having teaching as a main theme. Teaching was divided into three sub-themes, namely: 1) Assessments, 2) Open platforms for students, and 3) Teaching methods.

4.3.2.6.1 Assessments

Three (1.55%) responses addressed assessments. A possible option provided by a participant was doing early and ongoing assessments. Another participant responded as follows: "Alternative assessment methods will provide an opportunity for reaching outcomes."

4.3.2.6.2 Open Platforms

Eight (4.15%) of the responses dealt with open platforms. Here, participants indicated that students should be given open platforms for discussion and also hinted at making more

space available for conversations during class time. This quote summarises the responses: “Listen to the students and give them a platform to engage.”

4.3.2.6.3 Teaching Methods

This sub-theme indicates how academic staff will amend their teaching methods/philosophy. A total of 28 (14.51%) responses dealt with this. Staff members came up with creative ideas on how to address this, with responses indicating plans to restructure practical classes into shorter, intensive learning opportunities, and thinking outside the box to find new and innovative pedagogical methods. Another option is provided in the following quote: “...detailed study guides that lay out the work that is required and providing resources needed for successful completion.”

4.3.2.7 Access

Three (1.55%) of the responses dealt with access. Staff members want to ensure that students, especially postgraduate students, have access to campus to conduct their experimental work. Another participant responded as follows: “...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.”

4.3.2.8 Research

The eighth main theme is research, addressed by four (2.07%) of the responses. Staff members had to change the way they conducted research, as research forms an important part of an academic’s profile—it encourages students to register at a university, aids in increasing knowledge, and ensures recognition in a field. One staff member commented: “I have started doing additional types of research that are not laboratory-dependent. I would utilise the time to work on this research to try and turn a bad situation into a positive one in terms of personal achievement.”

4.3.2.9 Operational Level

The last main theme dealing with how staff would adapt their work should this situation occur again is at the operational level. This theme is addressed by 15.54% of the

responses. The sub-themes here are 1) Actions, 2) Preparation, 3) Involvement, and 4) Other (2.07%).

4.3.2.9.1 Actions

This sub-theme deals with the actions staff would take, and 8.29% of the participants commented in this regard. It was interesting to see the wide range of actions suggested, which ranged from staff becoming more vocal about how disruptive the protests were to being more uncompromising, especially by treating the students who do not disrupt the classes better. Another response was: “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”

4.3.2.9.2 Preparation

In this sub-theme, the participants indicated that they would be much better prepared should a similar situation arise in the future. Three (1.55%) of the responses dealt with this. Here is a direct quote: “Be better prepared to provide electronic information to students more clearly.”

4.3.2.9.3 Involvement

Seven (3.63%) of the responses dealt with some type of involvement. It is interesting that one staff member indicated that they would be more involved in the protests, giving the students open support, while another responded that they would be making a stronger stand for the students not involved in the protests. An example of a quote is as follows: “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.”

4.3.2.9.4 Other

Comments that didn’t fit perfectly under any of the above sub-themes were identified as “other”. This constitutes 2.07% of the responses. A suggestion was that disciplinary hearings and expulsions be effected for anyone who disrupts academic activities of

damages property. Another suggestion was: “A unit (helpline) to deal with all inquiries/support during the unrest.”

As can be seen from the above information, the majority of responses indicate that staff members would resort to online teaching should a similar situation occur. A change in teaching by amending assessments and teaching methods also featured significantly in the responses.

4.3.3 Other Observations

Respondents were provided with an opportunity to share any other observations they might want to share with the researcher (Annexure D).

Table 19 contains information on the themes and sub-themes identified for the other observations shared by the respondents.

Table 19

Other observations

Main theme	Sub-theme	Frequency	%
1. Communication	1. Poor communication	18	11.84
	2. Good communication	7	4.61
Total communication		25	16.45
2. Teaching	1. Online teaching	7	4.61
	2. Resources	2	1.32
	3. Off-campus	2	1.32
	4. Education	7	4.61
Total teaching		18	11.84
3. Financial		8	5.26
4. Emotional	1. Stress	6	3.95
	2. Isolation	3	1.97
	3. Other	7	4.61
Total emotional		16	10.53
5. Safety		7	4.61
6. Relationship		7	4.61
7. Management/leadership	1. Poor management	21	13.82
	2. Good leadership	4	2.63
Total management		25	16.45

8. Access		8	5.26
9. Working environment/conditions	1. Workload	7	4.61
	2. Remuneration	3	1.97
	3. Growth	7	4.61
	4. Research	2	1.32
	5. Other	7	4.61
Total working environment/conditions		26	17.11
10. Protests		12	7.89

4.3.3.1 Communication

The first theme identified under observations deals with communication (16.45%). Eighteen (11.84%) of the comments deal with poor communication, while seven (4.61%) deal with good communication.

4.3.3.1.1 Poor Communication

These responses dealt with the perceived poor communication staff received during the protests. Poor communication from management created the impression that management did not care about staff members' fears and safety. It caused additional anxiety and stress for staff members, and they felt that students received more up-to-date information more quickly than staff members. Here is an example of a response: "Communication, or rather the lack of it, from UP management created a lot of uncertainty for the students and staff. Students depended on the staff/lecturers to know what was 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."

4.3.3.1.2 Good Communication

A number of responses indicated that staff perceived the communication from management to have been good. Some staff felt that there was open and honest dialogue

with creative solutions and that staff and students were willing to engage constructively. Here is an example of how good communication assisted during the protests: “I am responsible for the class representatives’ forum in our department. Every year, I supply the class reps with class lists containing the cell phone 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 #FeesMustFall, 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.”

4.3.3.2 Teaching

Another theme that the respondents identified under other observations is teaching. The total teaching theme represents 11.84% of the responses. Teaching was broken down into 1) Online teaching (4.61%), 2) Resources (1.32%), 3) Off-campus (1.32%), and 4) Education (4.61%).

4.3.3.2.1 Online Teaching

Seven (4.61%) of the responses under other observations related to online teaching. Some people might regard this as a positive development, but a few concerns were raised, as online teaching could result in discrimination as not all students have the same access to data and the internet. Online teaching also requires a huge initial input from lecturers. One participant responded that: “Perhaps this will result in a fully online teaching kind of approach...”

4.3.3.2.2 Resources

Although a small percentage of the other observations related to this, it is still important to mention it. As was the case with online teaching, with access not being equal for all students, a participant wrote: “...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.”

4.3.3.2.3 Off-campus Activities

This also represents a small percentage of the responses under other observations, but it is important to note the positive and not only the negative aspects of the protests. A

participant indicated that: "...we successfully arranged four off-campus exams for over 300 postgraduate students."

4.3.3.2.4 Education

Education received the same percentage of responses as online teaching. Here, participants showed concern around the quality of education the students received, as not all work could be covered due to the lack of lectures during the protests. One participant did, however, mention that the students who stayed focused, wanting to finish the year, showed exceptional resilience and commitment. Another observation was: "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..."

4.3.3.3 Financial Issues

Eight (5.26%) of the responses related to financial issues. Most of the responses here related to being rewarded as an employee. As a result of the protests, the University's ability to reward employees financially came into question. A concern was also raised that people were disproportionately rewarded and disciplined for their contribution to research. Furthermore, the protests had an impact on the level of training, as can be seen in the following quote: "The financial fallout 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."

4.3.3.4 Emotional

Responses also related to the emotional impact the protests had (10.53%). These emotional observations were divided into 1) Stress (3.95%), 2) Isolation (1.97%), and 3) Other (4.61%).

4.3.3.4.1 Stress

Six (3.95%) of the responses under other observations indicated that staff members felt stressed. The disruptions of the protests had stressful impacts that are long-lasting. One of the participants observed that staff members are stressed about the future of their jobs. Here is another quote from a participant: "Although the situation appears to have reverted to normal, my stress levels remain high."

4.3.3.4.2 Isolation

Staff members felt isolated during the protests. However, one participant indicated that there is a strong sense of alienation at UP even during periods outside the protests. Another participant commented that: “I felt sidelined and not supported throughout...”

4.3.3.4.3 Other

Emotional responses that could not be categorised under a sub-theme were clustered under “other”. Participants noted that colleagues committed suicide as a result of the protests. One participant indicated that they feel less motivated to deal with the challenges and that they are looking for alternative employment. There was, however, also a positive emotional observation: “...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.”

4.3.3.5 Safety

Another main theme within other observations is safety (4.61%). Participants wanted to see the protests managed efficiently and professionally, ensuring the safety of staff and students. A security manager was attacked with a brick from behind, and according to a participant, the University did not support the manager during the case that followed. One participant indicated that: “I witnessed my colleague’s car got torched.”

4.3.3.6 Relationship

There were as many relationship-related observations as there were regarding safety among the other observations (4.61%). One participant felt that, on average, students and staff at UP have excellent relationships, while another observed that the protests increased racial prejudice on campus. Another participant suggested that: “We need to observe relations amongst staff members in the University. There may be unspoken tensions making it difficult to collaborate.”

4.3.3.7 Management/Leadership

Management/leadership is one of the main themes with the second-highest number of observations (shared with Communication). The two sub-themes here are 1) Poor management (13.82%) and 2) Good leadership (2.63%).

4.3.3.7.1 Poor Management

Here, participants indicated that they felt side-lined, not being given opportunities to provide input during the protests. Management allowed a minority to influence the University, and staff also perceived management as having sacrificed teaching staff. One observation was that: “Line managers are punitive and have too much power, and managers, including HR, could do better in treating staff like persons rather than resources.”

4.3.3.7.2 Good Leadership

Although the majority of the observations around management were negative, some staff members felt that good leadership was displayed by management. One participant praised the head of their department: “My HoD was fantastic, providing strong leadership and lending a voice of moderation and encouraging us to keep going.”

4.3.3.8 Access

Eight (5.26%) of the observations addressed access issues. Staff members felt that the University turned into a fortress and that the lists required to grant campus access to visitors/students were time-consuming and not always honoured. The following is a direct quote related to access: “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.”

4.3.3.9 Working Environment/Conditions

The main theme with the most observations (17.11%) is working environment/conditions. Five sub-themes were identified: 1) Workload (4.61%), 2) Remuneration (1.97%), 3) Growth (4.61%), 4) Research (1.32%), and 5) Other (4.61%).

4.3.3.9.1 Workload

Participants felt that the protests resulted in more work assigned to fewer employees. There is also a perception that workload, especially academic administration, is not fairly distributed. One positive comment was made, indicating that staff members all

supported each other. Here is an example of an observation: “It increases the workload if an academic is a teacher, researcher, manager, leader, professional, among other roles.”

4.3.3.9.2 Remuneration

Remuneration elicited 1.97% of the responses. One observation was that UP staff are the most underpaid in the country, while another indicated that: “I am happy with what I am paid, but don’t believe the work that we do as academics is recognised by management.”

4.3.3.9.3 Growth

This sub-theme deals with academic growth and the protests’ impact on it. An observation was made that much of the impact was on academic freedom and that there now is a student body that won’t be able to have ideas or innovation of their own. One participant indicated that: “The core reason for doing this job is to gain knowledge and to share and discuss knowledge.”

4.3.3.9.4 Research

As research is one of the core functions of an academic, the feeling was that more consideration should be given to research being done on campus. A concern was raised about the impact on research, with one participant indicating that: “...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.”

4.3.3.9.5 Other

Other observations relating to the working environment/conditions that could not be classified as a specific sub-theme were included under “other”. The perception that lecturers had to do what had been decided by management emerged here. Another participant indicated that: “I started browsing for non-academic jobs.”

4.3.3.10 Protests

The last main theme within other observations is protests (7.89%). Participants observed that there is a feeling that the reasons for the protests have not been adequately resolved. One participant indicated that the political nature of the protests was worrying.

Another participant indicated that: “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.”

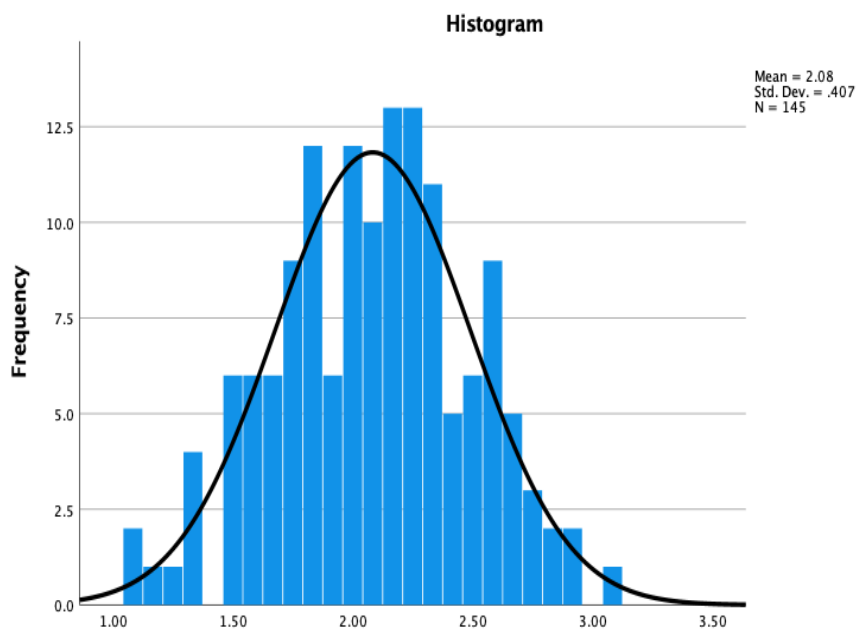
4.4 Inferential Statistics

As indicated in the chapter’s introduction, logistic regression analysis was done to determine the relative contribution of variables in the profile to each impact condition. Gender values were recoded—male to 0 and female to 1. Provision was also made for missing values (three participants indicated that they preferred not to indicate their race). Negative impact responses were reverse-scored to ensure alignment with the positive and personal impact responses. The total impact score was calculated (see 3.5.3), and this was used as the dependent variable in the binary logistic regression process. The different subscales in the JSS, WCQ, and MWMS were used as independent variables. Table 20 represents the total impact scores for the responses.

4.4.1 Binary Dependent Variable: Total Impact

Figure 1

Total impact



Total impact has a kurtosis of -0.31 and a skewness of -0.12. As both values fall between -1 and 1, we can accept that the distribution is normal. Total impact has a mean score of 2.08.

4.4.2 Independent Categorical Variables

The independent categorical variables were indicated in table 9. Those with a sufficient number of categories were examined for a relationship with total impact. However, a small number of frequencies were either discarded or lumped together with other categories. Table 20 provides the frequencies for the recoded variables.

Table 20

Recoded variables

Variable	Impact		n	%	Chi square	df	Significance (p)
	Low	High					
Gender							
Male	27	31	58	40.66			
Female	47	38	85	59.44			
Total	75	71	143	100	1.06	1	0.3
Race							
African (includes Black, Coloured, and Indian)	10	7	17	12.88			
White	58	57	115	87.12			
Total	68	64	132	100	0.42	1	0.52
Appointment level							
2015/2016							
Lecturer	24	19	43	33.08			
Senior lecturer	31	21	52	40			
Associate professor	5	12	17	13.08			
Professor	7	11	18	13.84			
Total	67	63	130	100	6.16	3	0.1
Appointment level 2020							
Lecturer	15	18	33	22.76			
Senior lecturer	34	18	52	35.86			
Associate professor	15	13	28	19.31			

Professor	10	22	32	22.07			
Total	74	71	145	100	9.78	3	0.02
Year of appointment							
< 1994	3	10	13	9.09			
1995 – 1999	7	5	12	8.39			
2000 – 2004	5	8	13	9.09			
2005 – 2009	12	15	27	18.88			
2010 – 2014	30	19	49	34.27			
2015 – 2019	16	13	29	20.28			
	73	70	143	100	7.85	5	0.17

Table 20 above also indicates the association between the recoded categorical variable and total impact. None showed a significant relationship except for appointment level in 2020. This variable will be examined in the final models for total impact.

4.4.3 Examining the Continuous Independent Variables

In this section, the suitability of the instrument's scales and subscales are examined for significant associations with total impact. As discussed in chapter 3, this strategy is followed because the sample size would not allow the simultaneous entry of all 22 continuous variables for 2020 and all 15 for 2015/2016. Thus, for each separate instrument, the variables were entered simultaneously. Only the significant predictors were retained for the final model testing.

Tables 21 to 26 indicate the logistic regression results for the subscales of the different questionnaires as independent variables and impact as dependent variable.

Table 21
Logistic regression BPNSFS

	B	S.E.	Wald	df	Sig.	Exp(B)
Autonomy satisfaction	0.56	0.34	2.69	1	.10	1.74
Autonomy frustration	0.05	0.26	0.04	1	.84	1.05
Relatedness satisfaction	-0.22	0.37	0.35	1	.56	0.80
Relatedness frustration	0.45	0.37	1.43	1	.23	1.56
Competence satisfaction	-0.83	0.51	2.65	1	.10	0.44
Competence frustration	-0.31	0.34	0.83	1	.36	0.73
Constant	1.74	3.44	0.26	1	.61	5.72

Table 22
Logistic regression MWMS (2020)

	B	S.E.	Wald	df	Sig.	Exp(B)
MWMS amotivation	0.29	0.12	5.68	1	.02	1.33
MWMS extrinsic regulation— social	-0.03	0.07	0.15	1	.70	0.97
MWMS extrinsic regulation— material	0.05	0.08	0.31	1	.58	1.05
MWMS introjected regulation	-0.004	0.06	0.004	1	.95	0.99
MWMS identified regulation	0.08	0.15	0.28	1	.60	1.08
MWMS intrinsic motivation	0.06	0.10	0.29	1	.59	1.06
Constant	-3.12	2.31	1.83	1	.18	0.04

Table 23
Logistic regression MWMS (2015/2016)

	B	S.E.	Wald	df	Sig.	Exp(B)
MWMS amotivation	0.05	0.12	0.18	1	.68	1.05
MWMS extrinsic regulation—social	0.02	0.07	0.06	1	.81	1.02
MWMS extrinsic regulation—material	0.08	0.08	0.95	1	.33	1.08
MWMS introjected regulation	-0.04	0.07	0.45	1	.50	0.96
MWMS identified regulation	-0.004	0.12	0.001	1	.97	0.99
MWMS intrinsic motivation	0.06	0.06	0.78	1	.38	1.06
Constant	-0.82	1.74	0.22	1	.64	0.44

Table 24
Logistic regression WCQ

	B	S.E.	Wald	df	Sig.	Exp(B)
Work Climate Questionnaire (WCQ)	-0.01	0.01	0.89	1	.35	0.99
Constant	0.55	0.65	0.72	1	.40	1.74

Table 25
Logistic regression JSS (2020)

	B	S.E.	Wald	df	Sig.	Exp(B)
JJS pay	-0.76	0.35	4.6	1	.03	0.47
JJS promotion	0.43	0.27	2.45	1	.12	1.54
JJS supervision	-0.72	0.27	7.37	1	.01	0.49
JJS fringe benefits	0.13	0.35	0.14	1	.71	1.14
JJS contingent rewards	0.47	0.34	1.92	1	.17	1.60
JJS operating conditions	-0.07	0.28	0.07	1	.79	0.93
JJS co-workers	-0.38	0.33	1.36	1	.24	0.68
JJS nature of work	0.26	0.42	0.38	1	.54	1.30
JJS communication	0.58	0.31	3.62	1	.06	1.79
Constant	0.55	1.55	0.13	1	.72	1.74

Table 26
Logistic regression JSS (2015/2016)

	B	S.E.	Wald	df	Sig.	Exp(B)
JJS pay	-1.01	0.42	5.85	1	.02	0.37
JJS promotion	0.07	0.29	0.05	1	.83	1.07
JJS supervision	-0.31	0.32	0.96	1	.33	0.73
JJS fringe benefits	0.17	0.37	0.20	1	.65	1.18
JJS contingent rewards	0.89	0.36	6.18	1	.01	2.44
JJS operating conditions	0.18	0.31	0.36	1	.55	1.2
JJS co-workers	-0.63	0.39	2.59	1	.11	0.53
JJS nature of work	0.39	0.28	1.95	1	.16	1.48
JJS communication	0.42	0.27	2.54	1	.11	1.53
Constant	-0.08	1.26	0.004	1	.95	0.93

From the tables above, it can be seen that only JSS pay (2020), JSS supervision (2020), JSS communication (2020), JSS pay (2015), JSS contingent rewards (2015), and

MWMS amotivation (2020) showed significant relationships with impact. These interactions were further examined and are discussed in phase 1 (2020 assessment) and phase 2 (2015/2016 assessment) below.

4.4.4 Construction of Final Models for 2015/2016 and 2020—Hierarchical Logistic Regression

This phase refers to the respondents’ current perceptions, i.e., when the instruments were completed. In this section, as discussed in chapter 3, the assumptions for logistic regression were assessed, namely the sample size, the normality of the included variables, and multicollinearity.

4.4.4.1 Phase 1 (2020) Assessment

a. Checking assumptions for logistic regression

1. Sample size

The number of continuous variables is 4, thus $4 \times 10 = 40$, 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 70 (Knapp, 2018: pp. 353–354).

2. Normality

Figure 2

Distribution of JSS pay

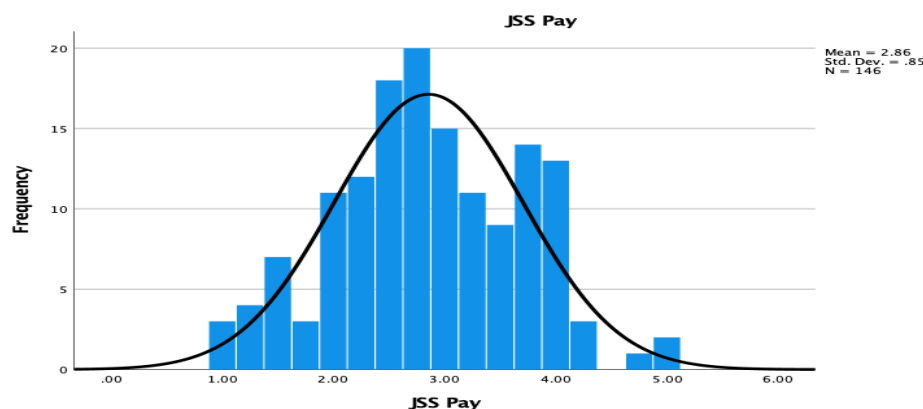


Figure 3

Distribution of JSS supervision

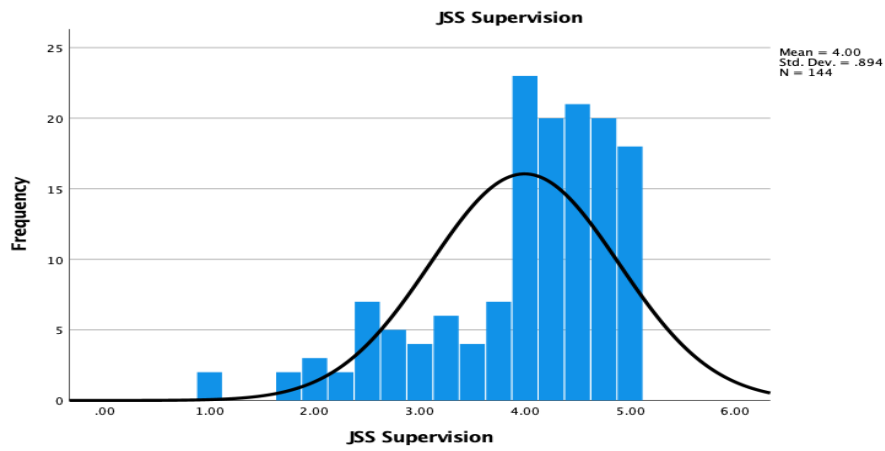


Figure 4

Distribution of JSS communication

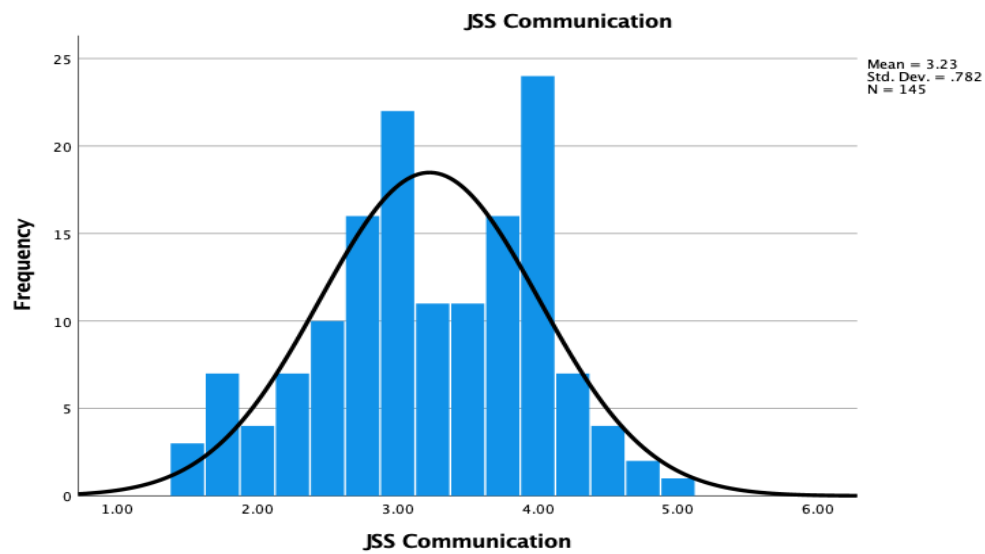
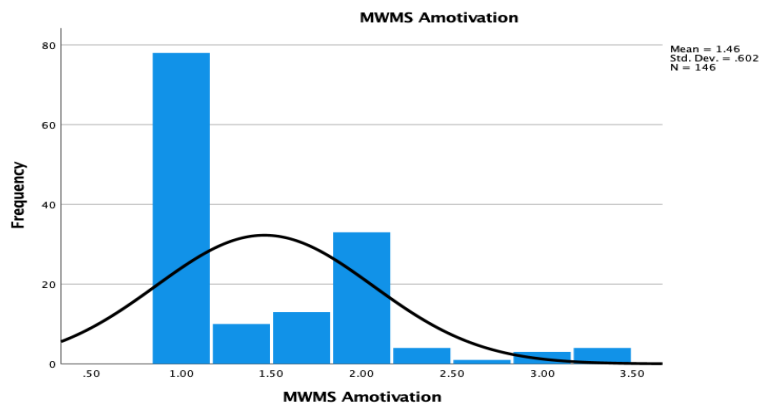


Figure 5

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 amotivation		
			1	2
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 $\text{Exp}(B)$ 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)

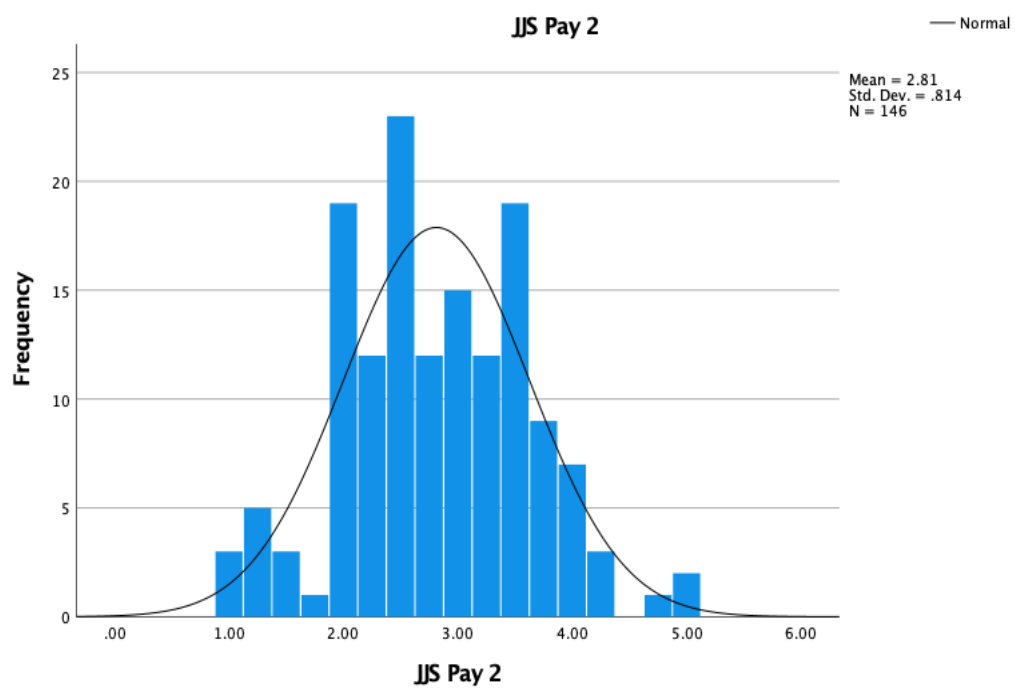
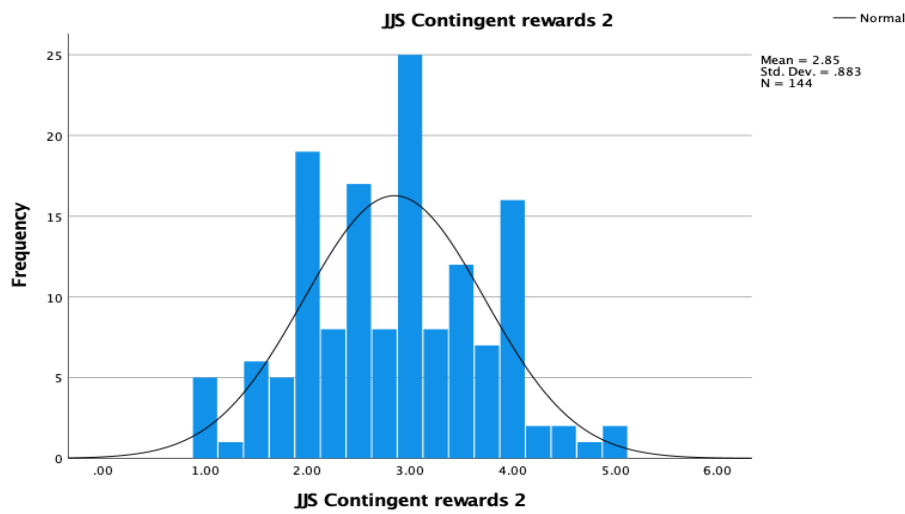


Figure 7

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)

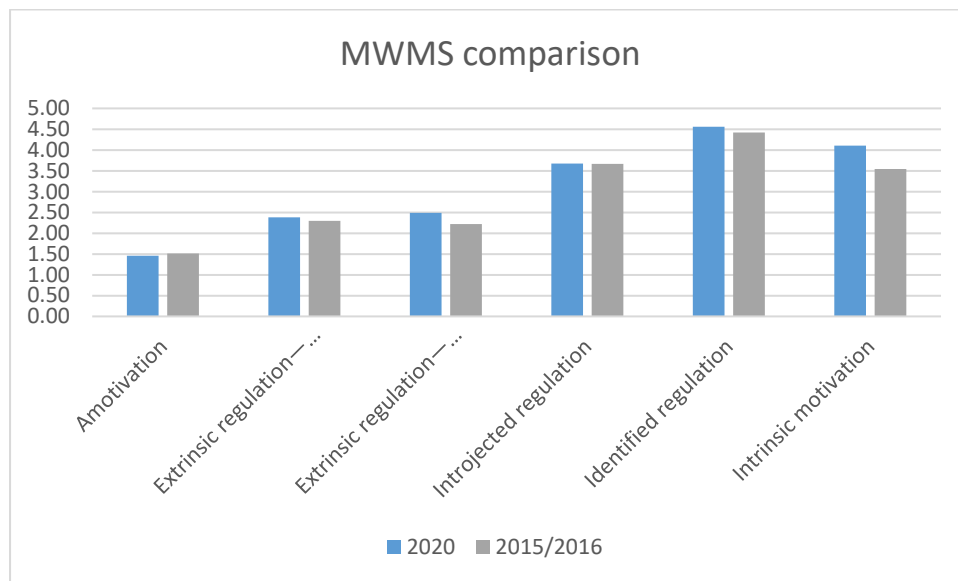
Gagné et al. (2015) developed the MWMS, addressing the following types of work motivation as identified by SDT: amotivation, extrinsic regulation (split into social and material regulation), introjected regulation, identified regulation, and intrinsic motivation. The MWMS was an improvement on the previous 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)

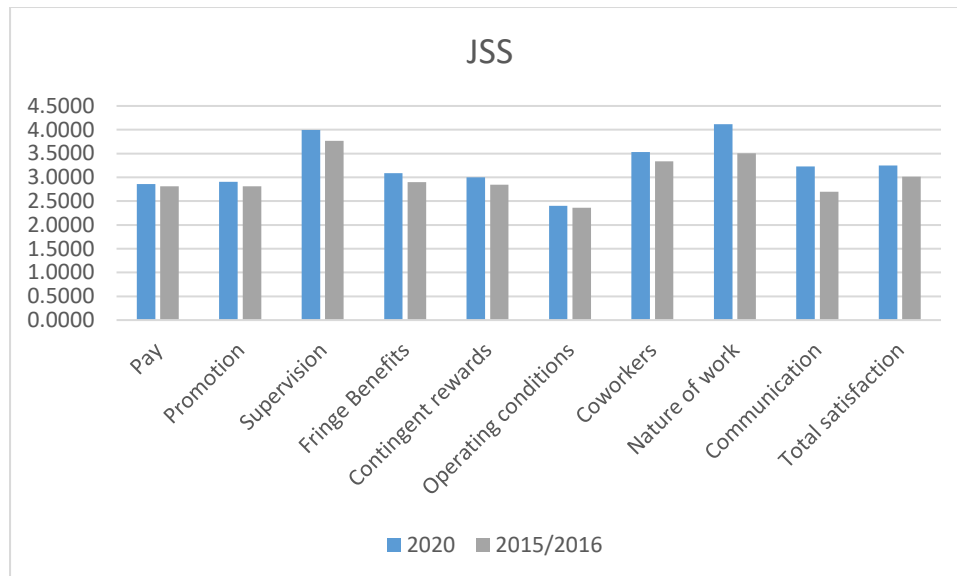
The JSS was used to determine staff members' job satisfaction. The scale measures clearly distinct sub-scales while also providing an indication of overall job satisfaction. As with the MWMS, job satisfaction was measured for the period of the unrest (2015/2016) and the present (2020).

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 a 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. To 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
Deputy Dean: Postgraduate and Research Ethics
Faculty of Humanities
UNIVERSITY OF PRETORIA
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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 Mokalaoa