

**EVALUATING MOTIVATIONAL LEVELS OF EMPLOYEES IN A
CONTEMPORARY SOUTH AFRICAN ORGANISATION**

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DECLARATION

This work has not been previously accepted in substance for a degree and is not being currently submitted in candidature for any degree.

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Dated.....

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This dissertation is being submitted in partial fulfillment of the requirements for the degree of Masters in Business Administration.

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This dissertation is the result of my own independent work/investigation, except where otherwise stated. Other sources are acknowledged by footnotes giving explicit references. A reference list is appended.

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I hereby give consent for my dissertation, if accepted, to be available for photocopying and for interlibrary loan, and for the summary to be made available to outside organisations.

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I hereby wish to acknowledge the following people for their fantastic support during the last four years.

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ABSTRACT

The main purpose of this study was to evaluate the motivational levels of employees at CompSol, a contemporary South African organisation. Research for the study included a literature study of both the content and process theories of motivation in order to identify those factors that are important to consider when evaluating the levels of employee motivation.

An empirical study was conducted after the appropriate measuring instrument was developed. The purpose of the measuring instrument was to identify the rank importance of these identified factors of motivation and to evaluate the levels of employee motivation by measuring the extent to which these factors are provided for in the organisation.

A sample was selected from the target population, via cluster sampling, from the largest functional department within the organisation, namely the Claims processing department. The group's dominant locus of control was also measured through the use of an appropriate measuring instrument.

The major findings indicated that some of the factors of motivation were provided for to a great extent, while others had serious shortcomings. The findings were grouped into the different job title categories of the respondents in order to compare the overall responses of the groups, aimed at identifying trends, commonalities and differences. Findings also indicated that the majority of the participants have an external locus of control.

The researcher suggested certain recommendations for those areas where findings indicated shortcomings, in an attempt to increase the overall levels of motivation within this specific functional department in the organisation.

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CHAPTER 1

THE SCOPE OF THE STUDY

1.1 INTRODUCTION

What is motivation? Why do people act in the way they do? Why do people act differently? Is it possible for an organisation to influence the people they employ in a predictable and systematic way to act in a way they want them to? These are all questions managers struggle with on a daily basis and it is probably for this reason that motivation and the factors or elements of motivation are one of the most widely researched topics and why a lot of research has been undertaken to understand the concept of motivation in an organisational context.

Hodgetts and Hegar (2008:46) confirm this statement by saying that one of the most important questions in human relations today is: How do you get people to do things? The answer rests on the understanding of what motivation is all about, for it is motivated workers who ultimately get things done and without such people no organisation can hope to be effective.

According to Mills, Mills, Bratton and Forshaw (2006:207), work motivation is one of the most researched yet misunderstood concepts. It is a subject many would say has been researched to death, yet still has far more questions than answers.

Effective managers realise that in order to motivate their employees they need to understand their employees and identify what motivates them. It is important to realise that people have different needs, goals and objectives and will act differently toward obtaining or achieving their goals or satisfying their need deficiencies.

According to Fox (2007:60), individual employees differ basically to such an extent that no two individuals will show the same reaction to a particular stimulus and therefore not all employees will be motivated by the same factors with a view to performance.

Effective managers will identify these differences and need deficiencies in order to determine the appropriate strategies, taking into consideration the fact that employees are motivated differently, to ensure a highly motivated workforce in return. Managers need to realise that there is no such thing as an average employee and gone are the days where a “one size fits all” approach, like a presentation by a motivational speaker, will have a motivated workforce as a result.

The people employed by organisations are ultimately responsible for wealth creation in the organisation and motivating them to achieve improved performance and productivity will ensure that the organisational goals are achieved and simultaneously satisfy the theory of the firm which, according to Salvatore (2001:11), postulates that the primary goal or objective of the firm is to maximize the wealth or value of the firm.

Striking a balance between organisational goals and employee personal goals will go a long way to ensure a workforce that is motivated to achieve the level of performance that is expected of them while simultaneously satisfying their own personal goals and needs.

1.2 PROBLEM STATEMENT

Motivation, according to Nel, van Dyk, Haasbroek & Schultz (2004:310), is a very complex issue due to the uniqueness of people and the wide range of internal and external factors that impact on it.

Nel et al (2004:326) further state that organisations exploit various resources in order to compete successfully. Few people realise that in comparison to other resources, human resources is the only resource that increases in quality and capacity the more it is utilised. Organisations cannot afford to ignore this valuable resource. Motivation is a calculated technique that managers can use to explore human potential and talents. Organisations cannot compete successfully without a motivated workforce.

According to Coetzee (2003:2), the improvement of employee performance – which includes the unlocking and utilisation of their potential and motivating them – is probably the greatest challenge facing South African managers and supervisors today and in the future.

Cronje, du Toit and Motlatla (2000:154) state that productivity and therefore profitability is a function of the behaviour of the employees of the business, and it follows that successful influencing of that behaviour is the key to higher productivity.

It is thus clear that the role of managers and supervisors in motivating their workforce is a very important one. Managers and supervisors can however only be effective at motivating their workforce if they are familiar with both the internal and external factors of motivation and the importance of these factors in motivating employees.

For the continued success of an organisation, motivated employees are very important. The issue of motivating staff is a continuous journey that companies need to undertake. Low motivation levels of employees reflect poorly on the overall impression of the organisation. Motivated employees on the other hand will ensure that the company flourishes. Increased motivation will result into a “feel good” factor spread throughout the organisation.

Fox (2007:60) states that under similar circumstances the same factor will bring a positive reaction among some employees and a negative reaction among others.

In light of these facts it makes sense that organisations go the extra mile to analyse the factors affecting employee motivation and continuously measure the motivational levels of their workforce. Steps to improve employee motivation, by means of appropriate strategy application, can only be taken once the factors are known and properly analysed.

The above leads to the main problem of the study that will be addressed by this research, namely:

Evaluating the motivational levels of employees in a contemporary South African organisation.

1.3 SUB-PROBLEMS

In order to successfully deal with the main problem, the following sub-problems were identified:

- **Sub-problem 1:** What motivational factors, as revealed by the literature, needs to be considered when evaluating the motivational levels of employees?
- **Sub-problem 2:** In what order of importance do employees rank these motivational factors?
- **Sub-problem 3:** What impact, if any, does an employee's dominant locus of control have on his or her level of motivation?
- **Sub-problem 4:** What conclusions can be drawn and what recommendations can be made to improve the overall motivational levels of employees?

1.4 RESEARCH OBJECTIVES

The objective of the research is to describe the importance of certain factors in motivating employees and to establish the levels of employee motivation by evaluating the extent at which these motivating factors are provided for in the organisation researched. More specifically, the study sought to:

- Identify from literature the factors that drive employee motivation;
- Identify the rank importance of the motivating factors identified from the research;
- Measure employee motivation levels based on the factors identified;
- Test the relationship between employees' dominant locus of control and their motivational levels;
- Compare the results of the study with findings from literature.

1.4.1 Research design objectives

The following research design objectives were pursued in an attempt to achieve the above-mentioned objectives:

- conduct a secondary literature review in order to understand the various theories of motivation and to identify those factors that drive employee motivation;
- To develop a questionnaire in order to;
 - Identify the rank importance of the factors of motivation identified during research;
 - measure the extent to which employees are motivated; and
 - measure the respondent's individual locus of control
- To compare findings from literature with the finding from the questionnaires in an attempt to identify differences or commonalties.

Conclusions drawn from the findings and recommendations that are deemed appropriate will be drafted and presented to the management of Compensations Solutions (Pty) Ltd.

1.5 FRAME OF REFERENCE

The study was conducted at Compensation Solutions (Pty) Ltd. also known as CompSol.

CompSol is a registered company that was founded eleven years ago when the founding members identified a gap in the medical industry market that was created due to the lack of service from the Department of Labour (DOL).

Medical service providers (SP's) from all the different medical disciplines, including General practitioners, Radiologists, Physiotherapists etc. are responsible for delivering medical services to employees who are injured while on duty. Injuries sustained on duty are referred to as IOD's. Employers register with the Compensation Fund (CF) and pay an annual insurance levy to the CF to insure their employees against injuries sustained whilst on duty. When employees are injured, SP's treat them and submit their claims, for their services rendered, to the CF for re-imburement.

Due to the shortage of skilled labour, inferior IT systems and bureaucracy, the CF is unable to process these claims received from the SP's within a reasonable time frame. The result is that these SP's often have to wait up to three years before they receive payment for the services they have rendered and often claims are lost due to logistical inadequacies that exists within the CF.

Apart from the frustration of having to resubmit claims that have been lost in the system, the delay of payment places tremendous strain on the SP's cash-flow.

This delay of payment created the opportunity for CompSol to create a financial product that will improve the cash-flow situation of the SP's. The process works as follows:

CompSol enters into a legal contract with SP's and purchases their IOD related medical accounts. The claims are received electronically from the SP's and imported into a debtors/claims processing data base. This software programme was developed by CompSol's in-house software developers over the past eleven years. The data received is assessed by trained individuals to ensure that claims are valid and in accordance with the government gazette and that all the relevant supporting documentation that is required are submitted by the SP. The tariffs and the rules that were applied are assessed to ensure completeness and correct application thereof. The process is governed by the Compensation for Occupational Injuries and Diseases Act No. 130 of 1993 (COIDA Act).

Once the accounts are checked to ensure authenticity and correct application of the tariffs and rules, CompSol pays the SP's a discounted amount for these claims. This process occurs within ten working days from the date CompSol accepts the claims they receive from the SP, as being valid. The SP's therefore receives payment relatively soon after the date of submission of their accounts to CompSol, which has a tremendous positive impact on the SP's cash-flow situation. Instead of waiting up to three years for their claims to be paid by the CF, claims are now paid within less than thirty days from submitting the claims to CompSol.

CompSol submit these claims to the CF who pays CompSol, who is now the legal owner of the claims.

CompSol is therefore in essence a Factoring House for Injury on Duty Claims of medical SP's, payable by the CF. CompSol provides a pre-fund service to SP's for the medical services they render, taking away the hassle of having the deal with an inferior service provider and freeing up cash that enables SP's to manage their practices more efficiently due to improved liquidity.

Ø CompSol's core competencies

CompSol's core competencies includes amongst others:

- In order to provide a spectacular service, it is important to have motivated and dedicated staff to ensure delivery to customers at a level where service is perceived as being spectacular. CompSol has sophisticated software systems that have been developed in-house and continuously enhanced over the past eleven years. This system is the result of the joint expertise of individuals understanding the processes and needs of both the SP and the CF. Costs and lead times required to develop a competitive product are a significant barrier to entry. There are no “off-the-shelf” integrated software applications available that allows for full administration of IOD claims. One of the major advantages of this system is that it can manipulate data that was processed by SP’s on their own practice management software and import that data into the CompSol data base, without having to physically recapture accounts manually, saving a tremendous amount of time.
- CompSol understands the processes at the CF and has been successful in developing Preferred Provider Networks (PPN) among its client base to fast track payments. Claims are submitted in folders that contain all the medical SP’s that provided a service to a particular patient for a particular injury. There is thus no need to submit the same supporting documents more than once. Folder submission ensure that the CF pays all the accounts for the same injury, which also simplifies the CF process, and reduces the number of resources the CF has to apply to each specific claim.

1.6 METHODOLOGY OF THE STUDY

1.6.1 Research paradigm

According to Collis and Hussey (2003:43), the term paradigm refers to the progress of scientific practice based on people’s philosophies and assumptions about the world and the nature of knowledge; in context, about how research should be conducted. There are two main research paradigms

or philosophies. The first is known as the positivistic paradigm, also commonly known as the quantitative paradigm. The second paradigm is known as the phenomenological paradigm, also commonly known as the qualitative paradigm.

A mixed method of research was used during the study. For the purpose of this study, a questionnaire was used as the primary method of collecting data.

The aim of this research was to identify and understand the factors of motivation. It will investigate how employees at Compensation Solutions (Pty) Ltd. rank the importance of these motivational factors, determine to what extent these factors are provided for in the organisation and compare the results of the findings and formulate conclusions and recommendations based on the findings.

1.6.2 Sample

Collis and Hussey (2003:155) state that selecting a sample is a fundamental element of a positivistic study. A sample is made up of some of the members of a population. A population may refer to a body of people or to any other collection of items under consideration for research.

The population for the purpose of this study, conducted at CompSol, is represented by approximately one hundred and forty staff members from the Claims processing department within the organisation.

To ensure that the sample is representative of the entire Claims processing department the sample size considered by the researcher consisted of all the team members of twelve of the seventeen teams (71%) from the Claims processing department. The twelve teams that participated in the survey were randomly selected. For each team this included the supervisor, the team assistants, accounts administrators and the logistics clerks that make up a team.

1.6.3 Measuring instrument

The empirical study followed the route of surveys in the form of a questionnaire to collect the relevant data required in order to successfully complete the research objectives of study.

Collis and Hussey (2003:173) explain that a questionnaire is a list of carefully constructed questions, chosen after considerable testing, with a view to electing reliable responses from a chosen sample. The aim is to find out what a selected group of participants do, think or feel.

Participants were assured of confidentiality of information supplied.

1.6.4 Data analysis

The researcher conducted exploratory data analysis. Data collected from the questionnaire was captured on a excel spreadsheet and analysed. This allowed the researcher to compare the results of the questionnaire to the findings from research to identify differences or commonalties that may exist.

From the analysed data the researcher wrote up the results. Results highlighted those factors that were of concern and require attention.

Based on the results the researcher formulated a conclusion and prepared recommendations to management in order to improve and maintain the motivational levels of the organisation.

1.7 TERMONOLGY

CompSol – Compensation Solutions (Pty) Ltd.

IOD – Injury on duty

COIDA – Compensation for Occupational Injuries and Diseases Act

CF – Compensation Fund

DOL - Department of Labour
SP – Service providers
PPN – Preferred Provider Network
AA – Accounts administrator
TA – Team assistant
LC – Logistics clerk
Sup – Supervisor

1.8 OUTLINE OF THE STUDY

The study was divided into five chapters:

Chapter 1 outlines the scope of the study, the problem statement, the objectives and methodology.

Chapter 2 contains the literature overview on the different motivational theories to identify the internal and external factors that impact on employee motivation.

Chapter 3 discusses the research methodology applied in the study which will include the research paradigm, sampling and measuring instruments.

Chapter 4 presents the empirical results of the study.

Chapter 5 presents the conclusion and recommendations based on the findings from the research conducted.

1.9 CONCLUSION

Chapter one outlines the scope of the study which contains the main problem of the study as well as the sub-problems.

The organisation was introduced to provide an understanding of the job responsibilities of the respondents.

Chapter two contains a secondary literature study, to gain more insight about employee motivation and more specifically the factors that impact on employee motivation.

CHAPTER 2

IDENTIFYING FACTORS OF MOTIVATION

2.1 INTRODUCTION

The general belief is that all people can be motivated. However, people are not motivated by the same things, at the same time, for the same reasons, or with the same intensity. It is for this reason that it is important that both managers and supervisors understand the factors that motivate people. Motivational theories provide managers with a framework for understanding and motivating their employees by highlighting the impact certain factors have on motivation. Each motivational theory provides the manager with insight and contains specific suggestions for better managing human capital.

According to Kreitner & Kinicki (2008:192), managers can't simply take one of the theories of motivation and apply it word for word due to the dynamics within the organisation that interfere with applying motivation theories in "pure" form.

Fox (2007:61) explains that although all theories of motivation attempts to explain why people work and what will increase their inclination to function efficiently and effectively, not all motivational theories view the motivational process in the same way.

It is for these reasons the researcher of this study deemed it important to provide an analytical overview of some of the more widely promoted theories of motivation, to obtain an understanding of their commonalities and identify the factors that each theory suggests improve employee motivation.

Prior to analysing some of the better known theories of motivation and identifying factors of motivation, it would be beneficial to look more closely at the meaning of the term “motivation”.

2.2 MOTIVATION DEFINED

The following definitions of motivation attempts to explain the essence of what motivation actually means.

According to Nel (2004:310), motivation can be described as intentional and directional. The word ‘intentional’ refers to personal choice and persistence of action. The word ‘directional’ indicates the presence of a driving force aimed at attaining a specific goal.

According to Bagraim, Cunningham, Potgieter and Viedge (2007:69), the concept motivation refers to the force within us that arouses, directs and sustains our behaviour. The first part of the definition, arousal, is about the energy that drives our behaviour. The second part of the definition is about the choices we make between different behaviours to achieve our goal, the direction of our behaviour. The third part of the definition is concerned with how long we are willing to persist at attempts to meet our goals, to sustain our behaviour.

Another view from Griffin and Moorhead (2009:83) is that motivation is the set of forces that causes people to engage in one behaviour, rather than some other alternative behaviour.

Mills et al (2006:210) define work motivation as the individual’s desire to direct and sustain energy toward optimally performing, to the best of his or her ability, the task required in order to be successful in a work position.

Figure 2.1 illustrates the interaction between the important key components of motivation

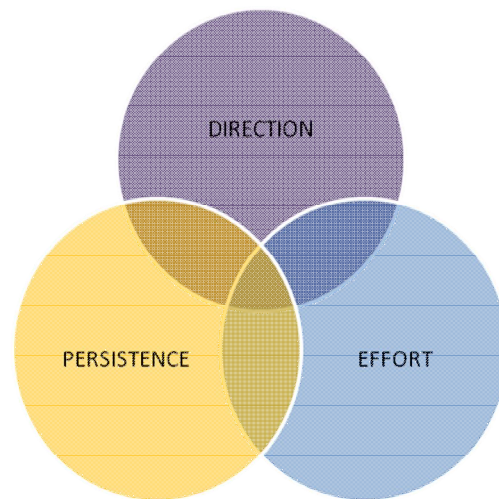


Figure 2.1 - The three components of motivation

Source: Self constructed by the researcher

Ø **Intrinsic and extrinsic motivation**

Motivation is divided into two different types. The first one is called intrinsic motivation and it refers to the motivation that comes from inside the individual. It is an internal desire that stems from feelings such as pride for contributing to something worthwhile, being excited by work related challenges and satisfaction in the personal development or growth that may come from tasks or certain work activities that we perform.

Extrinsic motivation on the other hand occurs when external factors such as praise, salary and status, influence our levels of motivation.

There are obviously a lot more definitions of motivation but it is clear that they all agree that motivation is a psychological process that influences those internal motives responsible for directing our behaviour aimed at reaching specific goals and objectives through meaningful result orientated actions.

2.3 THEORIES OF MOTIVATION

Numerous motivation theories have been developed over the years in an attempt to capture the essence of human motivation.

These theories are aimed at helping managers to understand the needs and goals of employees and to help the manager to arouse, direct and sustain a particular course of action or to stop certain behaviours that are proving problematic in the organisation (Bagraim et al, 2007:72).

Each theory identifies those factors that they argue are key in explaining how individuals are motivated.

Motivational theories can be divided into two basic groups, namely content theories and process theories.

2.4 CONTENT THEORIES OF MOTIVATION

According to Shajahan and Shajahan (2004:90), content (or static) theories of motivation focus on internal or intrapersonal factors that energise, direct, sustain and or prohibit behaviour. These theories explain forces of motivation by focusing on individuals' needs.

In the attempt to identify the specific forces which motivate people, content theories focus on both intrinsic (needs and motives) and extrinsic motivators (such as money and status) which can motivate people (Coetsee, 2003:13).

Some of the most popular and best known of these older content theories of motivation includes Abraham Maslow's hierarchy of needs theory, Alderfer's ERG theory of motivation, Herzberg's two-factor theory and McClelland's learned needs theory.

2.4.1 MASLOW'S HIERACHY OF NEEDS THEORY OF MOTIVATION

Mukherjee (2009:149) states that one of the best-known theories of motivation is the need hierarchy theory proposed by Abraham Maslow. According to

Maslow, human beings always want more and what they want always depends on what they already have. He suggests that human needs can be categorised in five broad areas (needs), arranged in a definite order according to their importance for the person, or what is called a hierarchy.

These needs are:

- § **Physiological needs** – The lowest or most basic level of Maslow's hierarchy of needs is physiological needs. In the organisation these needs include needs such as pay, company cafeteria and basic working conditions. According to Maslow's theory, behaviour will be directed towards satisfying these needs. As soon as these needs are satisfied, they will no longer influence employee behaviour.
- § **Safety needs** - Once the employees' basic physiological needs have been satisfied, the needs on the next level of the hierarchy becomes important. Safety or security needs in the organisation includes insurance needs such as medical aid, pension or provident fund, safe working conditions as well as the stability of the organisation. The presence of these types of employer benefits and reassurance will satisfy the employee's safety needs.
- § **Social needs** – Social needs includes needs such as the need for love, acceptance, friendship, understanding by other fellow employees or groups within the organisation. Through teams and work groups, managers can encourage sufficient interaction among employees to ensure that employee social needs are stimulated and met.
- § **Esteem needs** - The need for self-respect and recognition by others. Examples of esteem needs include the need for success, recognition and appreciation of achievement.
- § **Self-actualisation needs** - The highest level of Maslow's hierarchy of needs is the need for self-actualisation. Self-actualisation is the full development of an individual's potential. This is the most difficult need to satisfy in an organisation context.

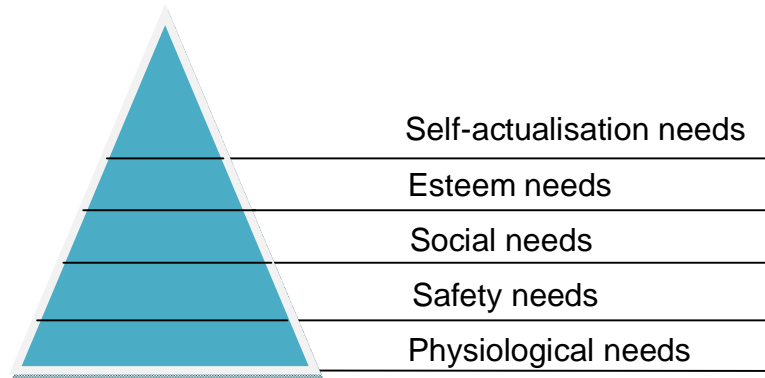


Figure 2.2 - Maslow's hierarchy of needs

Source: Robbins (2009:145)

Maslow separated his hierarchy of needs into higher and lower order needs. Physiological and safety needs were described as lower-order needs and social, esteem and self-actualisation needs, as higher-order needs.

Robbins, Judge, Odendaal and Roodt (2009:145) explain that the differentiation between the two orders was made on the premise that higher-order needs are satisfied internally (within the person), whereas lower order needs are predominantly satisfied externally (by such things as pay, union contracts, and tenure).

Erasmus, Swanepoel and Schenk (2008:325) believe that the key to an understanding of Maslow's schemata is the concept of "prepotency". This simply means that as a lower-level need(s) becomes substantially fulfilled the next higher-order need(s) increases in strength and thus becomes a powerful motivator.

Hellriegel & Slocum (2007:125) state that research has shown that top managers are better able to satisfy their esteem and self-actualisation needs than lower level managers; part of the reason is that top managers have more challenging jobs and opportunities for self-actualisation.

According to Smit, Cronje, Brevis and Vrba (2007:342), contemporary managers realise that the needs of their employees can't be confined to a simple five-step hierarchy. Some of the reason for this includes:

- § It is not easy to determine the level of needs at which an individual is motivated at a certain point in time.
- § It is impossible for the manager to determine the level of each employee's unsatisfied needs, especially in large organisations.
- § The extent at which a specific need has been satisfied differs from one individual to the next. What might be acceptable to one employee, to move on to the next level in the needs hierarchy, might not be acceptable to another employee.
- § The needs hierarchy is based on U.S. cultural values and therefore, although the needs that Maslow identified may be universal, the logic or sequence of the hierarchy differs from culture to culture. When one views the needs hierarchy from a South Africa perspective, there are many aspects of the South African society that the hierarchy does not help to understand. An individual with high political ideals (a self-actualisation need) for example, may pursue these ideas at the expense of his safety or social needs. Research has shown that the order of the hierarchy may not apply across all cultures.

Ø **Management application of Maslow's hierarchy of needs.**

Kreitner and Kinicki (2008:149) state that despite the fact that research does not clearly support Maslow theory, there is one key managerial implication of Maslow's theory that is worth noting; a satisfied need may lose its motivational potential and it is therefore important that managers devise programs aimed at satisfying new and emerging needs that are unmet in order to motivate employees.

Managers can apply Maslow's theory by providing for the physiological and security needs of their employees by means of pay, service benefits and job security.

According to Smit et al (2007: 341), managers can include employees in groups or teams to satisfy their social needs, and they can create working environments where the higher-order needs of their employees can be satisfied. The manager can assist with satisfying esteem needs by rewarding high achievements with recognition and appreciation and linking pay to performance achievements.

Smit et al (2007:342) continues by suggesting that self-actualisation needs can be satisfied by providing employees with work that is challenging, opportunity for promotion, creativity and skill development (training) and to have full control over their work (job responsibility).

Ø **Factors of motivation identified in Maslow's hierarchy of needs.**

The researcher identified the following factors of motivation:

Motivational factors that satisfy lower-order needs include pay, service benefits, job security and good working conditions.

Motivational factors that satisfy higher-order needs include, rewarding high employee achievements with recognition and appreciation, linking pay to performance achievements, challenging jobs, opportunity for promotion, creativity and skill development and work autonomy.

2.4.2 ERG THEORY OF MOTIVATION

The ERG theory is another important need theory of motivation that was developed by Clayton Alderfer, a Yale psychologist, and is regarded as an extension and refinement of Maslow's hierarchy of needs theory with several important differences between the two (Griffin and Moorhead, 2009:88).

The E, R, and G stands for three basic need categories: existence, relatedness, and growth.

These needs can be summarised as follows:

- **Existence needs** – is concerned with providing the human's basic material existence requirements; the items Maslow considered as physiological and safety needs.
- **Relatedness needs** – is concerned with the human's desire to maintain important interpersonal relationships. These social and status desires require interaction with others if they are to be satisfied; they align with Maslow's social needs and the external components of Maslow's esteem needs.
- **Growth needs** – is concerned with the human's intrinsic desire for personal development which aligns with the external components of Maslow's esteem needs and self-actualisation needs.

Apart from only being concerned with three needs instead of Maslow's five needs, the ERG theory differs from Maslow's theory in that it allows that more than one need may be operative at a time, where Maslow's theory postulates that in order to move to the next level, the lower-order needs must be substantially satisfied first.

Griffin and Moorhead (2009:89) indicates that a more important difference from Maslow's hierarchy is that ERG theory includes a satisfaction-progression component and a frustration-regression dimension.

Ahmad, Gilkar and Darzi (2008:131) indicate that Alderfer agreed with Maslow that once one level of needs are satisfied, people will progress to the next level to satisfy the higher-order needs. Alderfer however postulated that, if for some reason, people become frustrated in satisfying their needs at one level, their next lower level need will re-emerge and they will regress to the lower

level to satisfy them. Alderfer also postulated that satisfaction of higher- order needs leads to greater intensity of those needs.

According to Bagram et al (2007:78), the ERG theory has not stimulated much research and is therefore difficult to assess whether it has been supported by empirical evidence or not. The basic idea of ERG theory, that individuals shape their actions to satisfy unfulfilled needs, is consistent with other motivational theories.

Ø Management application of ERG theory

Borkowski (2009:111) states that managers must recognise that an employee might have multiple needs to satisfy simultaneously; focusing exclusively on one need at a time will not effectively motivate an employee. Managers need to realise that the frustration-regression impacts workplace motivation. If managers are able to recognise those employee needs that are frustrated, steps can be taken to satisfy the employee's frustrated needs until the employee is able to pursue growth again.

Mukherjee (2009:152) explains that if a situation that occurred was due to the very nature of a particular job and other situational constraints, the manager realises that there are few opportunities to develop different skills, he should try and compensate by providing opportunities to satisfy other needs of the employees.

It therefore implies that managers need to ensure continuous communication with employees and allow employees to express their concerns.

Ø Factors of motivation identified in ERG theory.

Being an extension of Maslow's hierarchy of needs the researcher identified the same factors as per Maslow's hierarchy of needs. This theory pays specific attention to ongoing communication with employees to establish their

needs and recognise at which level in the model employees are attempting to satisfy their needs and to recognise frustrated needs, should they emerge, in order to take the necessary steps to remedy those identified frustrated needs.

2.4.3 HERTZBERG'S TWO-FACTOR THEORY

Robbins et al (2009:146) explain that psychologist Frederick Herzberg who proposed the two-factor theory, also called the motivational-hygiene theory, used the critical incident technique to identify factors that made employees feel exceptionally good or exceptionally bad about their jobs. Herzberg investigated the question, "What do people want from their jobs?"

Herzberg conducted a study with a group of about 200 accountants and engineers.

Bagram et al (2007:81) state that the findings of Herzberg's research indicated that the factors that made employees feel good about their jobs were significantly different from the factors that made them feel bad about their jobs. His study also revealed that employees, who felt good about their jobs, ascribed this to internal factors, while employees who did not feel good about their jobs ascribed their attitude to external factors.

Figure 2.3 illustrates Herzberg's finding which implies that the opposite of "job satisfaction" is "no job satisfaction" and that the opposite of "job dissatisfaction" is "no job dissatisfaction". Someone, for example, who indicated "low pay" as a source of dissatisfaction did not necessarily indicate "high pay" as a source of satisfaction or motivation.

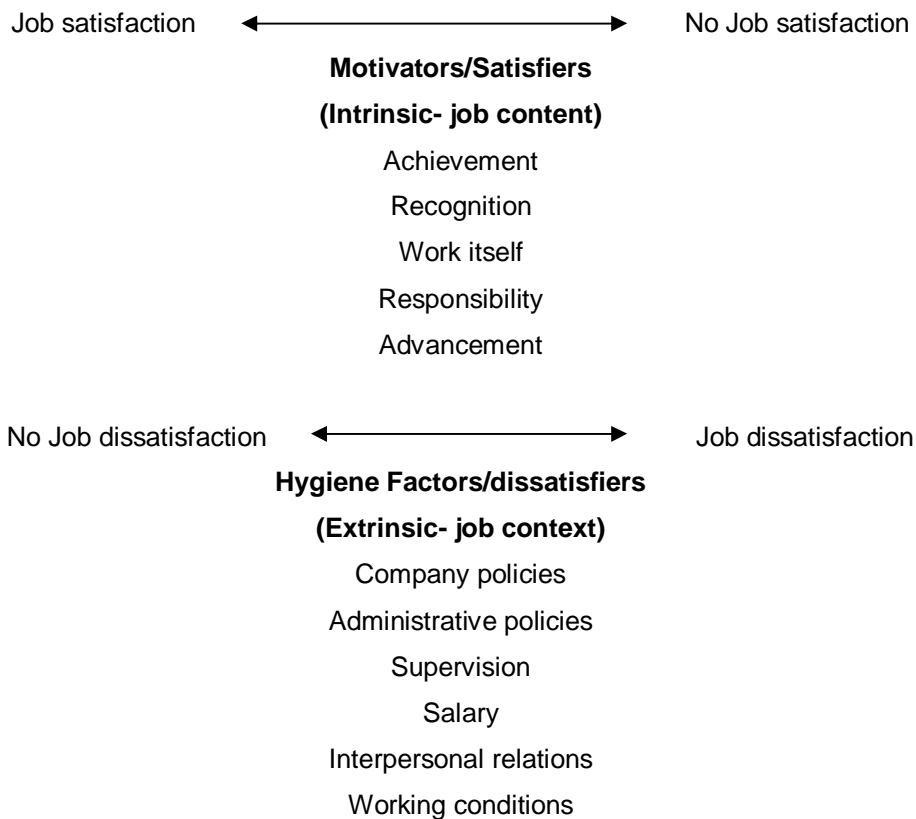


Figure 2.3 The two factor theory model

Source: Borkowski (2009:112)

Hertzberg termed the sources of work satisfaction “motivator factors”. Motivators are also known as “growth factors” and are closely related to the nature and content of work done. Examples of these include the work itself, achievements, recognition, responsibility, and opportunities (what people actually do in their work) and are associated with positive feelings about their work.

Griffin and Moorhead (2009:91) further elaborate by stating that when present in a job, these factors could apparently cause satisfaction and motivation; when they were absent, the result was feelings of no satisfaction rather than dissatisfaction.

Hertzberg termed the sources of work dissatisfaction as “hygiene factors” and are factors in the job context that includes salary, interpersonal relations (supervisor and subordinates), company policies and administration, status and job security. If these factors are adequately provided for, there will be no dissatisfaction.

Smit et al (2007:343) explain that hygiene factors are associated with individuals’ negative feelings about their work and these factors do not contribute to employee motivation.

Feelings of dissatisfaction may exist among employees if these factors are considered inadequate, when these factors were considered acceptable however, the employees were still not necessarily satisfied, rather, they were simply not dissatisfied (Griffin & Moorhead, 2009:91).

Bagram et al (2007:82) explain that motivator factors are internal to the employee (intrinsic) whereas hygiene factors are external to the employee (extrinsic).

A dissatisfied employee cannot be motivated. It is therefore important that managers first give attention to hygiene factors before introducing motivators into the employee’s job. Only motivators can motivate.

According to Herzberg, the answer to the motivation problem lies in the design of the work itself. ‘Job enrichment (the vertical loading of an employee’s job to make it more challenging, interesting and to provide opportunities for responsibility, growth and recognition) is based on Hertzberg’s ideas ‘(Nel, 2004:314).

According to Nel et al (2004:314), achievement, recognition for what has been achieved, the job itself (how interesting, meaningful and challenging it is), progress or growth (learning and development) responsibility and feedback are all motivators, while company policies, equipment, supervision,

interpersonal relationships, salary, status, working conditions and job security are all examples of hygiene factors.

The Hertzberg's theory can be linked to the needs hierarchy of Maslow. The hygiene factors are similar to the lower-order needs in the hierarchy of Maslow, while the motivators are similar to the higher-order needs.

Nel et al (2004:315) state that Hertzberg's theory differs from Maslow's hierarchy of needs in that he assumes that most employees have already satisfied their lower-order needs to such an extent that they are primarily motivated by Maslow's higher-order needs.

According to Smit et al (2007:345), Hertzberg's theory makes an important contribution towards our understanding of motivation in the workplace by;

- Extending Maslow's ideas and making them more applicable in the workplace;
- Focusing attention on the importance of job-centered factors in the motivation of employees;
- Offers an explanation as to why more money, fringe benefits and working conditions have very little influence on motivation; and
- Shows that by concentrating on hygiene factors alone, motivation will not occur.

Ø Management application of Hertzberg's two factor theory

To use Hertzberg's two factor theory in the workplace, Hertzberg recommended a two stage process. First the manager should try to eliminate factors that cause dissatisfaction, which Hertzberg assumed to be the more basic of the two dimensions. According to the theory, once a state of no dissatisfaction exists, attempting to further improve motivation through hygiene factors is a waste of time. It is at that point when the motivation factors enter the picture (Griffin & Moorhead, 2009:91).

Smit et al (2007:345) present the following valid recommendations to managers:

- First, by ensuring that the hygiene factors are met, i.e. that pay, working conditions, company policies are reasonable and appropriate, dissatisfaction can be eliminated among employees.
- Secondly, employee motivation can be enhanced by providing an environment where motivating factors such as opportunities for growth, achievement and responsibility are present.
- Thirdly, job enrichment, which is based on Herzberg's ideas, will also contribute to employee motivation.

Ø **Factors of motivation identified in Herzberg's two factor theory.**

The researcher identified the following factors of motivation that includes amongst others, opportunities for growth, achievement, increased responsibility, and feedback and job enrichment. Herzberg classified factors such as pay, company benefits, job security and working conditions as non-contributing factors of motivation. Other theories do however mention that these factors do impact on employee motivation.

2.4.4 MCCLELLAND'S LEARNED NEEDS THEORY

Daft & Marcic (2009:452) explain that the acquired needs theory, developed by David McClelland, proposes that certain types of needs are acquired during the individual's lifetime. In other words people are not born with these needs but may learn them through life experiences.

McClelland's theory considers three needs, namely a need for affiliation (nAff), a need for power (nPow) and a need for achievement (nAch).

The theory proposes that when a need is strong, it will motivate the individual to engage in behaviours to satisfy that need.

People with a strong need for affiliation will direct their behaviour at friendships and close interpersonal relationships, while people with a strong need for power try to influence the behaviours of others.

McClelland distinguishes between two different ways in which people with a high need for power, can express their need for power. They are social power and personalised power.

Social power is aimed at inspiring and influencing employees to achieve goals, while personalised power involves the use of aggressive, exploitative and dominating behaviour over other people and according to Bagraim et al (2007:79), socialised power is necessary for success as a senior manager in any organisation.

It is the opinion of Nel et al (2004:313) that it is McClelland's achievement motivation theory that is of interest and attracts the most attention and research. Top performers in organisations are often those people with a high need for achievement. They can be characterised by the following characteristics:

- They set challenging yet attainable goals.
- They require regular and immediate feedback.
- They take moderate, calculated risks.
- They prefer situations where they have personal responsibility.
- They are problem solvers.
- They perceive money as the result of their success, rather than for its material value.

According to Daft (2008:234), people with a need for achievement tend to enjoy work that is entrepreneurial and innovative. People who have a high need for affiliation are successful "integrators", whose job is to coordinate the work of people and departments. Integrators include brand managers and project managers, positions that require excellent people skills. A high need

for power is often associated with successful attainment of top levels in the organisational hierarchy.

Studies of achievement motivation have shown that employees can be successfully trained to stimulate their achievement needs.

According to Smit et al (2007:347), training concentrates at teaching employees to think in terms of accomplishment, winning and success and to prefer situations where they have personal responsibility, receive regular feedback, and have to take calculated and moderate risks. Furthermore, South Africa has a shortage of effective managers, a concern that can be alleviated by stimulating the achievement needs of employees with the potential to become managers.

However, according to Erasmus et al (2008:329), individuals with a high need for achievement generally do not make good managers, especially in large organisations. The best managers are people with a high need for power and a low need for affiliation.

Ø Management application of McClelland's learned needs theory

According to Smit et al (2007:347), McClelland's learned needs theory can be applied in organisations aimed at improving employee work performance by placing employees in those jobs that suite their predominant needs, as follows:

- Employees with a high need for achievement are motivated by non-routine tasks that are challenging and have clear and attainable goals. Feedback on their performance must be meaningful and regular. Their accomplishments must be published and they must be held up as role models to other employees of the organisation. They enjoy increased responsibility to do new things. They are good at managing self-contained units within a large organisation.

As mentioned before, employees with a high need for achievement are not necessarily effective managers due to the fact that they are interested in how well they perform personally rather than influencing others.

- Employees with a high need for affiliation will be motivated when they work in teams and are praised for their accomplishments. Their satisfaction is derived from the people they work with, rather than from the task they have to perform.
- Employees with a high need for power enjoy working in an environment where they can influence other people's actions. They prefer competitive and status-orientated situations.

Ø **Factors of motivation identified in McClelland's learned needs theory.**

In order to survive in an ever growing competitive global market, organisations rely on their employees to be creative and innovative. It is for this reason that the researcher is of the opinion that it is extremely important to stimulate the needs of employees who have a high need for achievement. The researcher identified the following factors that will contribute towards enhancing the motivational level of need achievers. It includes amongst others, setting goals that are challenging yet achievable, designing jobs that are challenging, increased job responsibility, regular and meaningful feedback and recognition by publicizing their achievements. Other factors relating to individuals with a need for affiliation includes praise for work related accomplishments.

2.5 PROCESS THEORIES OF MOTIVATION

Griffin and Moorhead (2009:94) point out that, process-based perspectives are concerned with how motivation occurs. Rather than attempting to identify motivational stimuli, process perspectives focus on why people choose certain behavioural options to satisfy their needs and how they evaluate their satisfaction after they have attained their goals.

Coetsee (2003:15) elaborates further by stating that according to process theories, each individual's behaviour is a result of his or her own assumptions, premises, expectations, values and other psychological processes. Motivated behaviour is seen as the result of conscious, rational decisions between alternative choices which each individual makes.

Some of the most popular and best known process theories of motivation include Adam's Equity theory of motivation, Skinner's Reinforcement theory, Locke and Latham's Goal-setting theory of motivation and Vroom's Expectancy theory of motivation.

2.5.1 ADAM'S EQUITY THEORY OF MOTIVATION

'Defined generally, equity theory is a model of motivation that explains how people strive for fairness and justice in social exchange or give-and-take relationships. Equity theory is based on cognitive dissonance theory, developed by social psychologist Leon Festinger in the 1950's' (Kreitner & Kinicki, 2008:175).

It was psychologist J.S. Adams who pioneered the application of the equity theory to the workplace.

The equity theory is the only theory of motivation that includes a social component. It discusses the social comparison that people make when they compare their inputs (which includes anything which the individual views as his personal 'investment' in his organisation e.g. their effort, hours worked, quality of their work, training/education etc.) with the outcomes (that includes any return resulting from their job e.g. salary, more responsibility, benefits, recognition etc.) they receive (Bagraim et al, 2007:87).

According to Mukherjee (2009:156), equity theory is essentially a social comparison theory, which emphasises that people always judge themselves on the basis of comparison with others.

People perform these evaluations by comparing the perceived fairness of their employment exchange (input-outcome ratio) to that of other employees' employment exchange (input-outcome ratio).

If people perceive their input-outcome ratio to be equal to that of relevant others with whom they compare themselves, a state of equity is said to exist. When they perceive the ratio as unequal, they experience equity tension. It is important to note the use of the word perceived rather than actual input or outcome.

Mukherjee (2009:157) states that Adams identified six broad types of possible behavioural consequences of inequity. They are:

- **Changes to inputs** – by increasing/decreasing the levels of input by improving the quality of work, working extra hours or increasing absenteeism.
- **Changes to outcomes** – by attempting to improve the outcome without changing the input by requesting for increment or extra benefits from his/her manager.
- **Modification of perception of self** – by distorting the perception of individual's inputs or outputs to adjust to realities.
- **Modifying the perception of others** – by changing the original perception of others with whom the comparison was made.
- **Changing the object of comparison** – by changing the person with whom the comparison was made with someone who is considered more appropriate.
- **Leaving the field** – by attempting to find a new situation with a more favourable balance, for example, by absenteeism, resigning from the job and joining a new organisation.

Bargain et al (2007:88) state that the equity theory is unfortunately not capable of predicting which of these alternatives an employee will select when they experience equity tension, but it can assist managers to understand the

reason why employees act in a certain way, by presenting a limited set of alternatives.

Research and experience in organisations indicate that people often over-estimate the outcomes of the 'other' with whom they compare themselves, under-estimate the inputs of others, under-estimate their own outcomes, and over-estimate their own inputs (Coetsee, 2003:165).

According to Bagraim et al (2007:88), equity theory is important because it highlights the fact that people are concerned with not only the absolute amount of the rewards that they receive, but also with the rewards that they receive relative to the rewards that other people receive.

Ø Management application of Adam's equity theory

Hellriegel and Slocum (2007:154) explain that the equity model leads to two primary conclusions. First, employees should be treated fairly. When individuals believe that they are not being treated fairly, they will try to correct the situation and reduce tension by means of one or more of the actions discussed earlier in this section. Second, people make decision about equity only after they compare their inputs and outputs with those comparable employees. These relevant others may be of the same organisation or of other organisations. The latter creates a problem for managers, who cannot control what other organisations pay their employees.

One managerial approach is to be open and honest about employee inputs and outcomes. Employees should be rewarded according to their contributions. Employee perception, whether correct or incorrect, represents the truth to them. Coetsee (2003:166) is of the opinion that if information about remuneration is shared in a transparent and honest manner, feelings of unfairness may be avoided and the manager and supervisor's image as a fair individual may be enhanced.

When feelings of inequity arise, managers and supervisors should evaluate the problem and correct the problem, if justified, or explain to their employees why their perception of inequity is unfounded. Awareness of employees' perceptions and communication are important to avoid inequity perceptions.

Ø Factors of motivation identified in equity theory.

The researcher identified the following factors of motivation that includes amongst others, rewarding employees according to their performance, a performance appraisal system that accurately measures employee performance, consistently applying the same set of standards to all employees, share information about remuneration in an open and honest manner and promote continues communication to allow employees to share their equity perceptions with managers.

2.5.2 SKINNER'S REINFORCEMENT THEORY OF MOTIVATION

Daft (2008:234) believes that the reinforcement approach to employee motivation sidesteps the deeper issue of employee needs described in the need-based theories. Reinforcement theory simply looks at the relationship between behaviour and its consequences by changing or modifying followers' on-the-job behaviour through the appropriate use of immediate rewards or punishments.

The theory suggests that behaviours followed by positive consequences will occur more frequently and that behaviours followed by negative consequences will occur less frequent.

Bagraim et al (2007:85) explain that due to the fact that the Reinforcement theory ignores the inner state of the individual and concentrates solely on what happens to a person when he or she take some actions. Reinforcement theory can strictly speaking not be classified as a theory of motivation. It does however provide managers and supervisors with some powerful means of

analysis of what controls behaviour, and it is for this reason that it is typically included in discussions of motivation.

Managers and supervisors can attempt to shape employee behaviours by applying or withdrawing the consequences of their behaviour. Consequences can either be positive or negative.

Bagraim et al (2007:86) identify the following approaches that can be used to affect employee behaviour:

- **Positive reinforcement** – is the application of a positive event as a result of desired employee behaviour. The idea is to encourage the employee to repeat a particular behaviour more frequently.
- **Negative reinforcement** – behaviour is reinforced by the avoidance of undesirable consequences.
- **Punishment** – undesirable behaviour is discouraged by the application of punishment. According to the reinforcement theory, the unpleasant consequences (punishment) of any undesirable behaviour will discourage an individual from repeating the behaviour. Punishment is not deemed as the most effective form of reinforcement. Punishment motivates people as soon as it is meted out, but once the negative reinforcement is neutralised, they fall back into their old patterns of undesirable behaviour. Bitterness and animosity towards managers or the organisation, hostile and inflexible behaviour are some of the negative side effects of punishment and therefore less effective than the application of positive and negative reinforcement and should not be a desirable form of behaviour in the workplace.
- **Extinction** – is the withdrawal of something that an employee considers positive in order to weaken behaviour, especially behaviour that was previously rewarded. This could be as a result of behaviour that was acceptable to a previous manager or, manager in a different department e.g. a previous manager might

have appreciated it if the employee told tales about his/her co-workers. The new manager can discourage this behaviour by ignoring these tales.

When employee behaviour is directed by a combination of positive and negative reinforcement, it is called shaping. Shaping is used to make gradual changes in the behaviour of an employee to increase the frequency of desired behaviour, one step at a time.

Figure 2.4 illustrates how behaviour can be rewarded using the reinforcement theory.

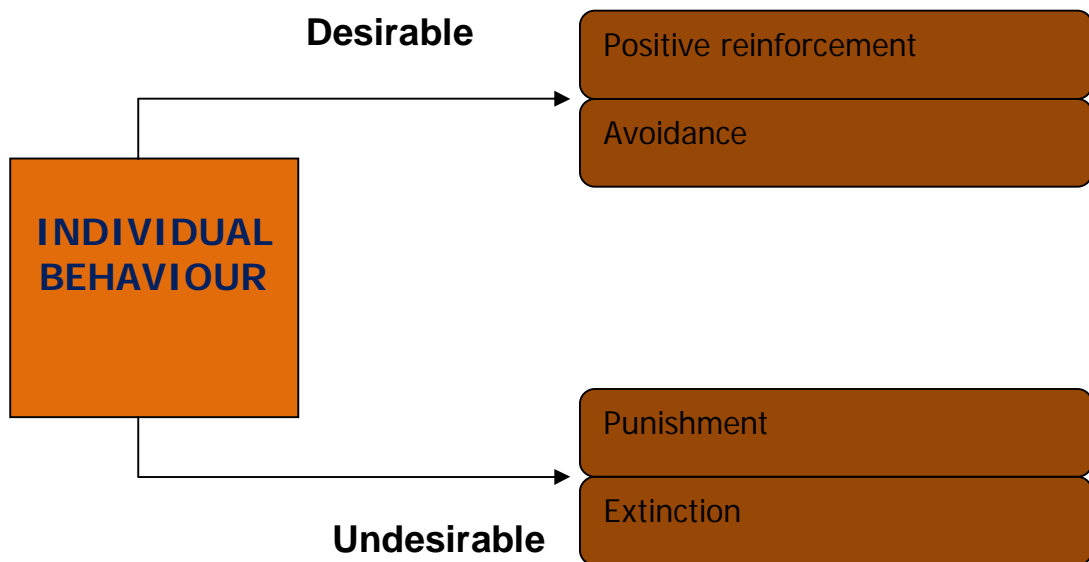


Figure 2.4 The reinforcement theory model

Source: Smit et al (2007:352)

Bagraim et al (2007:87) mention that the reinforcement theory is not without its critics. Some critics are of the opinion that the reinforcement theory borders on bribery and is therefore unethical.

Another criticism is that employees can become to dependant on external reinforces applied by managers in an attempt to shape their behaviour and some critics believe that the reinforcement theory will simply not be applicable to complex jobs or with behaviour that is not easily measured.

∅ **Management application of the reinforcement theory**

A well-known expert on management in the USA, Professor Fred Luthams, has been studying the effects of reinforcement theory for many years and has identified five steps that managers should follow to enhance motivation in the workplace by using reinforcement theory effectively (Smit et al, 2007:353).

They are:

- Identify critical, observable, performance-related behaviours that are the greatest contributors towards job performance;
- Measure the frequency of these behaviours;
- Analyse both the cause and the consequences of these behaviours in order to allow managers to create an environment where these critical behaviours can occur more frequently and to determine whether or not the behaviours produce the desired results;
- Increase the frequency of the desired behaviours through the application of positive and negative reinforcement; and
- Evaluate the success of the reinforcement process by comparing employee behaviour, prior to the application of reinforcement techniques, to behaviour thereafter.

When applying the reinforcement theory, it is extremely important that employees are aware of the behaviour that their managers and supervisors desire. Desired behaviour should be reinforced by rewards that are appropriate and valued by employees. Poor performance should never be rewarded, but it is extremely important that managers and supervisors praise employees for their desired accomplishments.

∅ **Factors of motivation identified in Skinner's reinforcement theory.**

It is the opinion of the researcher that positive reinforcement is the most effective form of reinforcement as it creates an environment where employees are not afraid to perform tasks and take calculated risks when performing tasks. The researcher identified the following factors of motivation that includes amongst others, rewarding (extrinsic or extrinsic, depending on the needs of individuals) employees for their desired performance with rewards that are equitable (valued by employees) to reinforce positive behaviour, and communicating to employees exactly what behaviour is desired.

2.5.3 LOCKE AND LATHAM'S GOAL-SETTING THEORY

Edwin Locke, a leading authority on goal setting, and his colleagues define a goal as “what an individual” is trying to accomplish; it is the object or aim of an action (Kreitner & Kinicki, 2008:186).

Locke proposed that intentions to work towards a goal are a major source of work motivation. That is, goals inform employees what needs to be done and how much effort will need to be expended. Any idea that is not translated into specific goals will stay an idea only. Objectives and goals dictate our purpose and direction.

Motivation was defined earlier on in this research study as a driving force aimed at attaining a specific goal. The importance of goal-setting and goal attainment in performance management illustrates the role of goals in shaping and reinforcing the behaviour of employees.

Management By Objectives (MBO) is a widely used management technique that fosters employee participation in goal-setting, decision making and feedback.

According to Daft and Marcic (2009:459), goal-setting increases motivation because it enables people to focus their energies in the right direction. People

know what to work toward, so they can direct their efforts toward the most important activities to accomplish their goals.

Nel et al (2004:321) support this statement by arguing that a motivated person is always aware of the fact that he/she is working toward a specific goal, and continuously directs his or her efforts at achieving that goal, even in the face of adversity.

According to Kreitner & Kinicki (2008:186), despite abundant goal-setting research and practice, goal-setting theories are surprisingly scarce. An instructive model was formulated by Locke and his associates that postulate that goal-setting influences behaviour in four different ways:

- **Goals direct attention to what is most important** - they direct attention and efforts towards goal-relevant activities and away from goal-irrelevant activities.
- **Goals regulate effort** – they prompt us into action and they also motivate us to act.
- **Goals increase persistence** – they motivate us to persist in exerting effort over a long period of time in the appropriate direction.
- **Goals direct strategies and action plans** – they encourage us to develop strategies and action plans that enable us to achieve our goals.

Ø **Management application of goal-setting theory**

Kreitner and Kinicki (2008:188) state that findings from many goal-setting research studies conducted over the past few decades have given managers the following five practical insights:

- Difficult goals lead to higher performance – the amount of effort that is required to accomplish goals reflects the goal's degree of difficulty.

- Specific, difficult goals lead to higher performance for simple than rather complex tasks.
- Feedback enhances the effect of specific, difficult goals – feedback is important to employees as it informs them of the status of their progress i.e. whether they are headed towards their goal or not. Feedback equips employees with the information that allow them to change their direction or maintain their current efforts aimed at accomplishing specific goals.
- Participative goals, assigned goals, and self-set goals are equally effective – there is no approach that is more effective than others in increasing performance.
- Goal commitment and monetary incentives affect goal-setting outcomes – difficult goals will only lead to higher performance if the employees are committed to their goals and research revealed that incentives should only be linked to goals if the performance goals are under the employee’s control, goals are quantitative and measurable and relatively large payments are frequently made for performance achievements.

Borkowski (2009:190) adds to these insights by stating that although goal-setting is a simple concept, it requires careful planning and forethought on behalf of the managers. Latham and Locke suggested the following three steps:

- **Setting the goal** – According to Kreitner & Kinicki (2008:190), this commonsense first step is not always followed by managers. In accordance with available research evidence, goals should be “SMART.” The acronym SMART stands for **S**pecific (goals should be precise rather than vague), **M**easurable (in order to assess the extent to which a goals is accomplished), **A**ttainable (they must be realistic, challenging and achievable as “impossible” goals reduce motivation), **R**esult orientated (they should focus on desired end-results that support the organisation’s vision while individuals’ goals should support

the accomplishment of organisational goals) and Time bound (specifying target dates for completion).

Borkowski (2009:138) suggests that for employees with low self-confidence or ability, goals should be set at a level that is easy and attainable whereas for employees with high self-confidence and ability, goals must be difficult but attainable.

- **Obtaining Goal commitment** – Goal-setting can only be successful if the manager can ensure that employees accept and remain committed to the goals that have been set. This can be accomplished to a large extent through appropriate rewards with the manager's supportiveness. Success in accomplishing goals tends to reinforce acceptance of future goals.
- **Providing Support elements** – This includes providing the employee with training to increase their skills and ability and the information required to achieve goals. Managers should also pay close attention to employees' perceptions of effort → performance expectancies, self-efficacy, and valence of rewards.

Ø **Factors of motivation identified by the researcher in goal-setting theory.**

Factors identified include amongst others, setting goals that are "SMART" i.e. goals that are specific measurable, attainable, result orientated and time bound; providing development through training to employees to increase their skills and ability to increase probability of goal achievement, providing appropriate rewards linked to goal attainment to increase employees' commitment towards achieving goals and providing employees with support and encouragement through management leadership. Feedback on employees' progress towards achieving their goals is important to ensure employees remain motivated.

2.5.4 VROOM'S EXPECTANCY THEORY OF MOTIVATION

According to Robbins et al (2009:157), Vroom's Expectancy theory is one of the most widely accepted explanations of motivation and although it has its critics, most of the evidence supports the theory.

Coetsee (2003:16) explains that the expectancy theory is based on the assumption that people are motivated by the attractiveness (both in a positive and a negative sense) of the consequences (outcomes) of their efforts. In other words, people are motivated by the attractiveness of the expected results of their efforts or actions.

According to Smit et al (2007:350), the expectancy model suggests that an individual's work motivation is determined by the following elements – expectancy, instrumentality, and valence.

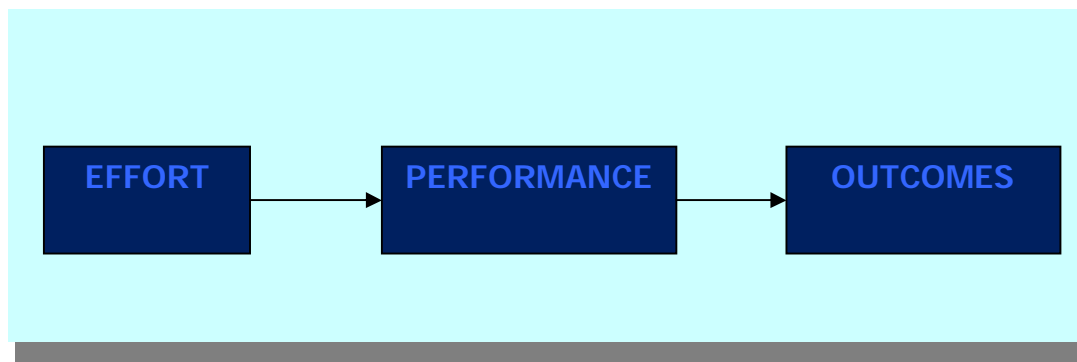


Figure 2.5 The expectancy theory model

Source: Mill, Mills, Bratton & Forshaw (2006:223)

The above model illustrates the building blocks and elements of the expectancy theory. The elements are:

- **Expectancy (Effort → performance relationship)**

Smit et al (2007:350) explain that expectancy, according to Vroom's terminology, represents an individual's belief that a particular degree of effort will be followed by a particular level of performance.

According to Hellriegel and Slocum (2007:135), it can vary from the belief that there is absolutely no relationship between effort and performance to the certainty that a given level of effort will lead to a given level of performance.

An employee's expectancy perceptions are influenced by factors such as self-esteem, self-efficacy, previous success at the task, help received from others, information necessary to complete the task and the quality of equipment and materials available to complete the task with (Kreitner & Kinicki, 2008:182).

- **Instrumentality (Performance → outcome (rewards) relationship)**

Instrumentality refers to the degree to which an individual believes that a certain level of performance will lead to the attainment of a desired outcome (Smit et al, 2007:351).

- **Valence (Rewards → personal goals relationship)**

Valence is the value or importance that an individual attaches to various work outcomes. Each outcome has an associated valence or value (Smit et al, 2007:351).

According to Vroom's expectancy model, outcomes refer to different consequences that are contingent on performance, such as pay, promotions or recognition. In order for motivation to be high, employees must value the outcomes they will receive for their performance. An outcome's valence depends on an individual's needs (Kreitner & Kinicki, 2008:183).

∅ Key variables in the expectancy theory model

- **Effort**

Coetsee (2003:117) explains that effort has to do with how much energy people are willing to expend and this determines the intensity with which people perform their work activities. The greater the energy and enthusiasm, the greater the effort will be.

Ahmad et al (2008:144) explain that it is the result of the attractiveness of the reward and the way the individual sees the linkage between (i) effort and (ii) reward. If the employee places a high value on the reward and if he/she perceives a high probability that his/her effort will lead to this reward then he/she will exert great quantity of effort.

- **Performance**

Effort alone is not enough. Performance is the extent to which an employee contributes to achieving the objectives of the organisation and motivation is not the only cause of productive behaviour. Other factors that contribute towards an employee's level of performance include inherent ability, opportunity and developed competencies (Bagraim et al, 2007:93). The level of performance is therefore dependant on the degree to which all these factors are present at the point the individual is performing the task.

According to Coetsee (2003:139), performance can be defined as the realisation of goals and meeting expectations. The equation for performance is: $\text{Performance} = \text{Skills and abilities (S)} \times \text{Motivation (M)} \times \text{Resources (R)}$.

It is important to note that when the level of performance of an individual is measured, specific attention must be paid to all the factors to ensure the level of performance is accurately measured. Performance for example could be influenced by the organisation's unwillingness to supply the required resources.

- **Outcomes/rewards**

The input employees provide through their effort, leads to output. The output is measured to determine whether the required goals and objectives were achieved. Performances are then rewarded accordingly. Employees sell their skills and ability to their employers and expect reward in return.

It is important for sustained performance to ensure that there is a balance between input and output. The employer's perception of the value of the reward might not be shared by the employee. Rewards need to be equitable for both parties to ensure continues output at the desired level of performance.

One immediately thinks of rewards as being of monetary value. It is obvious that people work and expect to be compensated accordingly. Rewards can either be intrinsic or extrinsic of nature. Common intrinsic rewards are psychic self-granted rewards and include feelings of satisfaction, pride, and a sense of accomplishment.

Extrinsic rewards which are granted by others include the financial, material and social rewards that result from completing a task or fulfilling a job requirement. According to Coetsee (2003:153), people expect their performance to be recognised and rewarded. Research has shown that an annual salary increase does very little to stimulate effort that leads to motivating employees. Individuals want their efforts to be directly linked to their performance.

The modern approach to remuneration is to link pay to performance, because this leads to improved equity, productivity and cost reduction as well as contributing to the creation of a motivating climate.

Ø **Management application of Vroom's expectancy theory**

According to Borkowski (2009:131), the Expectancy theory is very useful to managers because it helps to understand worker behaviour. If employees lack motivation, it may be caused by their indifference toward, or desire to avoid, the existing outcomes. Expectancy theory is based on the assumption that employees calculate the “cost and benefits” in choosing among alternative behavioural actions. So the important question to ask is “What rewards (outcomes) do my employees value?”

Erasmus et al (2008:334) agree with this view and make the following practical suggestions to improve employee motivation.

- Setting attainable performance standards for employees and providing the necessary support (training for example) to assist them with achieving these standards. This will increase employees’ perception or expectancy that their effort will lead to performance.
- Managers need to link rewards to set performance standards. Employees are motivated to achieve those outcomes they desire. Managers therefore need to establish what outcomes are desired by their employees and provide them.
- Managers need to establish the personal goals of employees and link these to organisational rewards.
- It is important that desired behaviours and their outcomes should be clearly communicated to employees. Therefore feedback plays an important role.

Kreitner & Kinicki (2008:184) make the following important point. Managers need valid and accurate performance ratings with which to compare employees. Inaccurate ratings create perceptions of inequity and thereby erode motivation. Performance appraisals play a vital role to ensure validity of the expectancy theory. If employees are of the opinion that their performances are not accurately measured or employer expectations are unrealistic, it will de-motivate employees.

It is also important for managers to influence employees' instrumentalities and to monitor valence for various rewards. Rewards can either be intrinsic or extrinsic of nature. Individuals differences and need theories tell us that people are motivated differently. It is therefore important that managers monitor what rewards are valued by employees.

2.5.5 THE LAWLER-PORTER MODEL OF MOTIVATION

According to Griffin and Moorhead (2009:100), the Expectancy theory has been extended and refined many times. Most modifications have concentrated on identifying and measuring outcomes and expectancies. An exception is the variation of expectancy theory developed by Porter and Lawler. They used Expectancy theory to develop a novel view of the relationship between employee satisfaction and performance. Although conventional wisdom was that satisfaction leads to performance, they argued the reverse: if rewards are adequate, high level of performance may lead to satisfaction.

Bagraim et al (2007:91) explain that the Porter and Lawler integrated the content and process theories of motivation into a single comprehensive model of motivation; the Porter-Lawler model of motivation. The model of Porter and Lawler is an extension of the expectancy theory. The model contains certain additional elements to the expectancy model previously discussed and it is useful to investigate and understand how these additional elements impact on the effort – performance – outcome relationship.

The model is described in Figure 2.6. It is clear that some of the features are different from the original Expectancy theory. The extended model includes abilities, skills, traits and role perception.

At the beginning of the motivational cycle, effort is the function of the value of the potential reward for the employee (its valence) and the perceived effort – reward probability (an expectancy).

The level of performance is affected by the employee's ability, skills and trait to do the job and understanding of how to perform the job.

Performance does not always lead to reward, and is indicated as broken lines. Rewards could either be intrinsic or extrinsic. The employee's performance is affected by his perception of the equity and the fairness of the reward. Equity perception interacts with the actual rewards received to determine the level of employee satisfaction. It is assumed that the level of satisfaction will determine the level of motivation.

The model has two feedback loops. The first loop link is between satisfaction and the latter estimates the value of the rewards. If past performance did not result in satisfactory rewards, less effort will be exerted in the future. The second loop link extends from the performance-reward link to the link known as the expectancy belief (the perceived probability that effort will result in performance). The employee will not expend effort in future if he/she perceives that the link between performance and reward is not strong i.e. the employee feels the rewards for his/her performance resulting from his/her effort is not equitable.

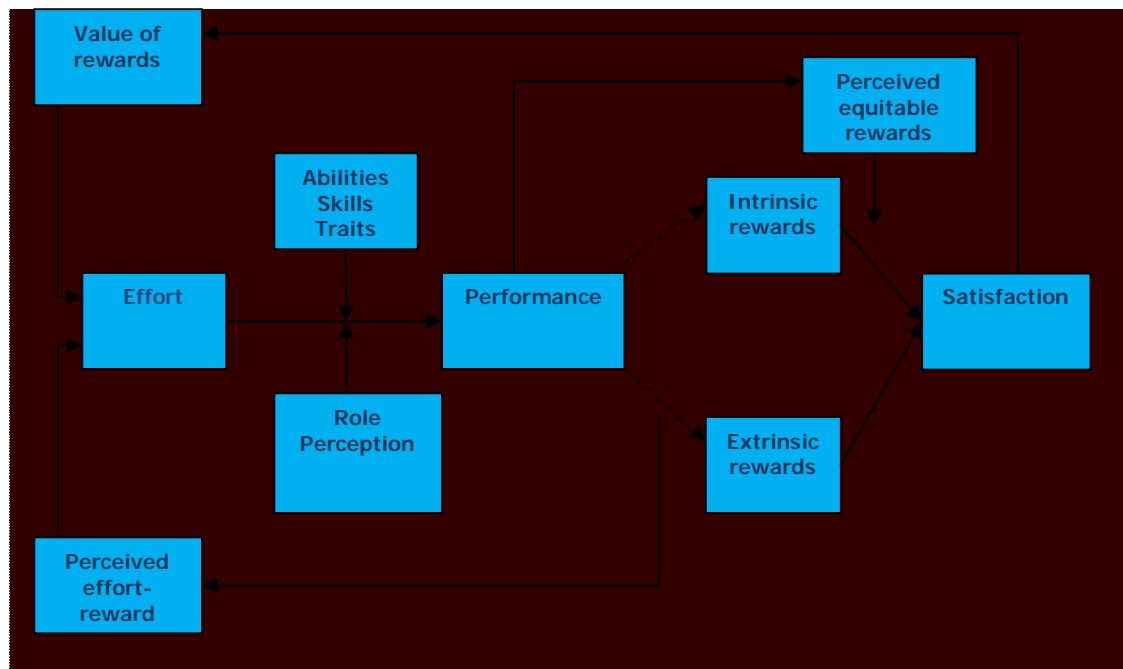


Figure 2.6 The Porter-Lawler model of motivation

Source: Bagraim et al (2007:91)

Ø Management application of the Porter-Lawler model of motivation.

According to Bagraim et al (2007:92), the Porter-Lawler model of motivation effectively summarises much of what we know about motivating employees and therefore very important for managers as it highlights the different principles that should be applied by a manager who wishes to motivate his or her employees.

Koontz and Wehrich (2007:295) support this statement by saying that although this model is more complex than other theories of motivation, it is most certainly a more adequate portrayal of the system of motivation. To the practicing manager, this model means that motivation is not a simple cause and effect matter.

Bagraim et al (2007:92) make the following practical suggestions to managers that should assist them in applying the model:

- Ensure that rewards are valued by employees.
- Create a perception within the organisation that effort will lead to rewards that employee's value.
- Design employees' work to ensure that their effort will lead to high performance that is in line with the organisation's goals.
- Employ people with ability and who are qualified to perform the tasks they are expected to perform.
- Train employees to increase their ability, confidence and self-efficacy to perform required tasks.
- Ensure that tasks that are required to be performed are measurable to enable the managers to determine levels of performance accurately.
- Offer rewards (intrinsic and extrinsic) that are directly linked to employee performance.
- Offer rewards that employees perceive as fair and equitable in relation with the level of performance the manager expects from them.

Ø **Motivational factors identified in both the expectancy theory and Porter and Lawler's extension model.**

Factors of motivation identified includes amongst others, determining outcomes employees value, linking desired performance to desired rewards, effective performance appraisal system to accurately measure employee performance, setting performance standards (goals) that are challenging yet achievable, design jobs that ensure employees will perform, provide feedback on employee performance and provide training and development to enhance employees' expectancy that their effort will lead to performance and assist employees in achieving the required performance standards.

2.6 THE IMPACT OF LOCUS OF CONTROL ON MOTIVATION

According to Coetzee (2003:102), locus of control refers to what an individual ascribe responsibility or blame for what is happening or occurs in their life; the degree to which people believe they have influence over what happens to them.

Some people believe that they are masters of their own fate while others see themselves as pawns of fate, believing that what happens to them in their lives is due to luck or chance.

The first type, those who believe that they control their destinies, have been labelled as internals i.e. individuals with an internal locus of control. The second type, who sees their lives as being controlled by outside forces, over which they have little, if any, influence have been labelled externals i.e. individuals with an external locus of control (Robbins et al, 2009:96).

Externals tend to blame other people, events or circumstances for their own shortcomings and faults they make.

According to Bagraim et al (2007:222), internals exhibit more political behaviour than externals and are more likely to influence other people. They also believe that their efforts will be successful. People with an internal locus of control are 'in-spite-of' people while people with an external locus of control are 'as-a-result-of' people.

Robbins et al (2009:96) explain that it has been concluded from research that individuals with an external locus of control are less satisfied with their jobs, have higher absenteeism rates, are more alienated from their work setting, and are less involved in their jobs than internals. In summary one can conclude that people with an internal locus of control take responsibility for their own destiny while people with an external locus of control rely on other people to determine their destinies for them and blame them if things don't work out according to plan.

Individual locus of control has a direct impact on the effort to performance relationship and it is therefore important to take individual's locus of control into consideration when evaluating their levels of motivation.

2.7 MOTIVATING FACTORS IDENTIFIED

From research it is clear that the impact of motivation on the overall performance of employees is very important for many different reasons and organisations can ill afford to ignore employee motivation, an important aspect that has a tremendous impact on the intellectual capital and the overall well-being of the organisation.

One of objectives of the research is to conduct a literature study in order to identify factors that are important to consider when evaluating the motivational levels of employees.

During the analysis of the various theories of motivation, the following thirteen factors were selected from those identified during the research as having an impact on employee motivation.

1. **Rewards** - that are linked to performance and valued by the employee
2. **Goal-setting** - goals that are challenging but achievable
3. **Feedback** - that informs employees of their level of performance and progress towards achieving their goals
4. **Job characteristics** - a job that is interesting and challenging
5. **Salary** – as motivator
6. **Advancement and growth opportunities** – within the organisation
7. **Working conditions** – quality of equipment, friendly working environment etc.
8. **Recognition and appreciation** – for employee performance and achievements
9. **Training and development** – to enhance skills and ability to improve performance
10. **Job responsibility** – responsible for own work
11. **Job security** – sense of security about future within the organisation
12. **Performance Appraisals** - that is non-subjective and accurately measures an employee's level of performance

13. **Leadership** – a trustworthy and respectful leader who leads by example

The matrix in Figure 2.7 shows which factors of motivation the researcher identified during his analysis of the different theories of motivation.

Motivating Factors	Maslow – hierarchy of needs	Hertzberg - two factor theory	ERG theory	McClelland - learned needs	Equity theory	Reinforcement theory	Goal-Setting theory	Expectancy theory
1.	x		x		X	x	X	x
2.	x		x	x			X	x
3.		X	x	x		x	X	x
4.	x	X	x	x			X	
5.	x	X	x					
6.		X						x
7.	x	X	x					
8.	x	X	x	x	x			x
9.		X				x	X	x
10.	x	X	x	x	x			
11.	x	X	x					
12.					x		X	x
13.	x	X	x	x	x	x	X	x

Figure 2.7 Factors of motivation identified during research

Source: Self constructed by the researcher

According to the research conducted and presented in this study, the researcher is of the opinion that it is fair to state that the extent to which these factors are provided for in the organisation would suffice as an accurate

measurement tool to evaluate the extent to which employees in the organisation are motivated.

2.8 CONCLUSION

Both the need and process theories of motivation contain elements of truth. The fact that the majority of these theories have been supported by research only complicates the matter. It would have been a lot simpler for managers if only one theory was found valid. The theories of motivation presented in this research are not in competition with one another and because one is found valid it does not automatically mean that the others are invalid.

The contrary is actually true in that these theories actually complement each other rather than compete. Mills et al (2006:207) support this point by stating that whereas there is an abundance of theories of motivation, there is currently no one right or best theory of motivation. The challenge is to integrate these theories together in order for managers to understand their interrelationships.

Several factors that impact on employee motivation have been identified in order to construct a meaningful measuring tool, capable of accurately evaluating employees' levels of motivation.

The importance of individual locus of control was explained to recognise the possible impact it can have on the results when measuring individuals' levels of motivation.

Chapter three will discuss the research methodology applied in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

The purpose of chapter two was to perform a literature study of the different motivational theories developed in an attempt to identify the factors of motivation.

Chapter 3 will look at the different research methodologies that can be used and it will discuss the specific methodology that was used for this study and provide an explanation of the reason why the researcher deemed this approach appropriate.

3.2 RESEARCH METHODOLOGY

3.2.1 Research Theory

Blumberg, Cooper and Schindler (2008:4) define business research as a systematic inquiry whose objective is to provide the information that will allow managerial problems to be solved.

According to Collis and Hussey (2003:1), research is central to both business and academic activities and although there is no consensus in the literature on how it should be defined there appears to be consensus on the following facts:

- Research is a process of enquiry and investigation,
- It is systematic and methodical; and
- Research increases knowledge.

According to Collis and Hussey (2003:10), the many different types of research can be classified according to:

- The purpose of the research – why is the research conducted.
- The process of the research – the method applied by which data will be collected and analysed.
- The logic of the research – whether the researcher is moving from the general to the specific or vice versa; and
- The outcome of the research – whether the researcher is attempting to solve a particular problem or make a general contribution to knowledge.

Research, classified according to its purpose, can be described as either being explanatory, descriptive, analytical or predictive (Collis & Hussey, 2003:10).

- **Exploratory research** – is conducive when there are no or very little previous studies done which can be used as a source to refer to. It looks for patterns, ideas or hypotheses rather than testing or confirming hypotheses. Exploratory research rarely provides conclusive answers to problems, instead it gives guidance on what future research, if any, should be conducted;
- **Descriptive research** – describes phenomena as they exist. According to Blumberg et al (2008:10), it tries to discover answers to the questions who, what, when, where and, sometimes, how. It is used to identify and obtain information on the characteristics of a particular problem or issue. Data collected is often quantitative as this research goes further into a problem than exploratory research;
- **Explanatory research** – goes beyond description and attempts to explain the reasons for the phenomenon that the descriptive study has only observed. In an explanatory study, the researcher uses theory, or at least hypotheses, to account for the forces that caused a certain phenomenon to occur (Blumberg et al, 2008:11).

- **Predictive research** – goes even further than explanatory research in that it does not only establish an explanation for what is happening in a particular situation, but it also predicts the likelihood of a similar situation occurring elsewhere. It aims to generalise from the analysis by making predictions based on hypotheses and general relationships. (Collis and Hussey, 2003:12).

According to Collis & Hussey (2003:13), research can also be differentiated by the approach adopted by the researcher.

Research methodology can be classified into two major approaches namely quantitative and qualitative research.

- **Quantitative research (also known as Positivistic research)** – According to Blumberg et al (2008:191), quantitative studies rely on quantitative information (i.e. numbers and figures). Collis and Hussey (2003:13) elaborate further by stating that a quantitative approach involves collecting and analysing numerical data and applying statistical tests.
- **Qualitative research (also known as Phenomenological research)** - According to Collis and Hussey (2003:13), a qualitative approach, which is more subjective in nature and involves examining and reflecting on perceptions in order to gain an understanding of social and human activities.

After formulating the main problem of this study and having gained a clear understanding of the different research approaches, the researcher deemed the quantitative approach appropriate for this study.

Sub-problem three of the study followed a quantitative approach as it aimed to identify if there is a relationship between an individual's level of motivation and his or her dominant locus of control. It would therefore be fair to state that a mixed method research approach was applied during the study.

3.3 THE QUESTIONNAIRE

According to Collis and Hussey (2003:173), a questionnaire is a list of carefully structured questions, chosen after considerable testing, with a view to eliciting reliable responses from a chosen sample. The aim is to find out what a selected group of participants do, think or feel. They state that questionnaires are a popular method for collecting data.

3.3.1 Designing the Questionnaire

In an attempt to satisfy the main problem of the study, the researcher designed a questionnaire as measuring instrument to obtain data to enable him to critically evaluate the extent to which employees in the organisation are motivated.

The questionnaire (See Appendix A) was divided into the following four sections.

- **Section A** – Aimed at obtaining the demographic information of the participants.
- **Section B** – Aimed at identifying the rank importance of factors of motivation identified during the literature research to allow the researcher to identify difference and commonalties with theories of motivation discussed in chapter two.
- **Section C** – Aimed at measuring the extent to which the factors of motivation identified by the researcher are provided for in the organisation, which will determine the level of employee motivation of the organisation.
- **Section D** – Aimed at measuring each individuals locus of control to determine if a relationship exists between their dominant locus of control and their level of motivation,

3.3.2 Designing the questions

According to Collis and Hussey (2003:175), it is necessary to give precise instructions to the respondents regarding whether boxes have to be ticked, whether more than one box can be ticked or whether numbers or words should be circled to indicate the response.

In this research study each section in the questionnaire was represented by a set of different type of questions. Section A used a set of closed questions, in section B participants were asked to rank a list of items in order of importance, section C used a Likert rating scale, which according to Collis and Hussey (2003:184), is one of the more frequently used types of scale and section D asked participants to select a specific amount of items from a list of items.

The following scale range was applied to the Likert scale used in Section C.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

Each section contained detailed instructions on how the section was to be completed by the participants. Participants were instructed to place an “x” in the box that indicated their choice of answer relating to the specific question or statement, except for section B where participants were asked to rank a list of motivational factors in order of importance.

3.3.3 Testing the questionnaire

Blumberg et al (2008:74) state that a pilot test is conducted to detect weakness in design and instrumentation, and to provide proxy data for selection of a probability sample. It should, therefore, draw subjects from the

target population and simulate the procedures and protocols that have been designed for data collection.

The researcher selected one group from the targeted population to complete the questionnaire, to identify possible problems or weaknesses such as uncertainty with interpretation of the survey questions in the different sections of the questionnaire.

Feedback from the test group indicated that the questions in the questionnaire were clear and self-explanatory.

3.3.4 Distribution

The researcher applied the group distribution method to distribute the questionnaire to participants. The researcher obtained permission from the Managing Director of the company to allow the participants to complete the questionnaire during normal working hours in one location situated on the organisation's premises.

The researcher explained the reason for the research and ensured that all the data collected will be treated with the utmost confidentiality.

3.4 SAMPLE AND VALIDITY

3.4.1 Sample

Blumberg et al (2008:69) state that a sample is part of the target population, carefully selected to represent that population.

According to Collis and Hussey (2003:56), a population is any precisely defined set of people or collection of items which is under consideration.

Collis and Hussey (2003:155) indicate that it is important to ensure that the sample selected is not biased and is representative of the population from which it is drawn.

The population for the purpose of this study, conducted at CompSol, is represented by approximately one hundred and forty staff from the Claims processing department of the organisation. This department represents the majority of the total staff employed by the organisation. At the time of the study the company employed one hundred and seventy five staff in total at its head office in Port Elizabeth. The Claims processing department therefore represents approximately 80% of the total staff employed at the head office and is therefore the biggest functional department within the organisation.

The Claims processing department – consist of seventeen geographical teams each consisting of a Supervisor, four to five Account administrators (AA's) and one or two Team assistant (TA's). The seventeen geographical teams are divided into three groups, with one Operation's Manager per group. The Logistics department, a component of the Claims processing department, consists of one supervisor, and sixteen logistic clerks (LC's).

The researcher selected a sample from the Claims processing department by means of cluster sampling.

According to Collis and Hussey (2003:158), cluster sampling involves making random selections from a sampling frame listing groups of units rather than individual units. Every individual belonging to the selected group is then interviewed or examined. The researcher randomly selected twelve teams from the Claims processing department. All the employees of these twelve teams, selected during the sampling process, participated in the research.

3.4.2 Validity and reliability

According to Collis and Hussey (2003:186), validity is concerned with the extent to which the research findings accurately represents what is happening in the situation; in other words, whether the data collected is a true picture of what is being studied.

According to Blumberg et al (2008:455), reliability on the other hand is concerned with estimates of the degree to which a measurement is free of random or unstable errors. Collis and Hussey (2003:186) explain further that the reliability of the responses received from participants is an important issue in question design in a positivistic study.

Collis and Hussey (2003:187) explain that responses to questions may be highly reliable, but the result will be worthless if the questions do not measure what the researcher intended them to measure, in other words validity is low. It is therefore important that the questions asked by the researcher correspond with the researcher's explanation to respondents regarding the purpose of the study.

3.5 ANALYSIS OF DATA

The researcher captured responses obtained from respondents on an excel spread-sheet. The responses to each question in each section of the questionnaire have been tabulated per job title group of respondents i.e. AA's, TA's LC's and Sups and are presented in percentages. The data was analysed statistically in an attempt to identify differences, commonalties and patterns that may exist in order to adequately meet the objectives of the study.

3.6 RESPONSE RATE

All the members of the twelve teams completed the questionnaires. There were one hundred and seven (107) participants. Data of eight of the completed questionnaires had to be ignored due to errors. In total ninety nine (99) of the questionnaires were completed successfully without any errors and are represented as follows:

- Sixty (60) Account Administrators (AA's)
- Thirteen (13) Team assistants (TA's)
- Fourteen (14) Logistic clerks (LC's)
- Twelve (12) Supervisors (SUP's)

3.7 CONCLUSION

In this chapter the researcher conducted an extensive review of the methodology theory in order to establish the appropriate methodology for this particular study. It was decided that a mix research method, based on the objectives of the research, would be employed, in a case study format.

The chapter also introduced the sample of respondents that would participate in the research and explained how the questionnaire was designed in its different sections to effectively obtain data aimed at successfully satisfying the objectives of the research.

The data obtained from the surveys will be analysed and interpreted in the following chapter.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

In chapter three the researcher conducted research in order to gain an understanding of what methodology will be appropriate for this study. The empirical study that was conducted was in the form of a questionnaire. The results of the empirical study will be analysed and interpreted in chapter four.

The responses received from the respondents that participated in this study were summarised in tabular form for each section of the questionnaire. The result of each section will be analysed and interpreted by the researcher.

The chapter starts by analysing Section A of the questionnaire, the demographical data collected.

In section B respondents were required to rank the thirteen factors of motivation that were identified during the literature research conducted by the researcher.

This section will be analysed by adding, for each factor, the rank that it received from each respondent and then the average rank for each individual factor is calculated by dividing the results with the total number of respondents. The average rank of each factor is calculated and presented in a table with the factor with the lowest calculated average rank, being the factor respondents feel is the most important motivational factor.

In section C the respondents had to indicate the extent to which they agreed with each of the twenty six statements in the section ranging from “Strongly

disagree”, “Disagree”, “Agree” or “Strongly Agree” (each of the thirteen factors identified were represented by two statements).

The “Strongly Disagree” and “Disagree” responses of the respondents for each statement will be added together and summarised and presented as percentages for each job title group i.e. Account administrator (AA), Team assistant (TA), Logistic clerk (LC) and Supervisor (Sup); the same method is applied with the “Agree” and Strongly Agree” responses. The total average for each statement is calculated as well as the combined factor average for each group of two statements representing each of the thirteen specific factors of motivation.

The total factor average for all the combined factors in the survey will be used as a benchmark in section C for analysis purposes. Table 4.19 contains the summary of the total factor average of all the combined factors. The “Disagree” Benchmark was calculated at 30% and conversely the “Agree” benchmark equals 70%.

In section D each respondent’s dominant locus of control were measured by using a measuring instrument accessed from Coetsee (2003:136). Respondents had to select only five factors from a list containing ten factors. The equal numbered factors represented statements that are associated with externals and the unequal numbered factors are associated with internals. The respondent’s dominant locus of control is then identified by counting the number of equal and number of unequal numbered factors chosen by the respondent. A respondent will be classified as having a predominantly external locus of control if he or she selects three or more of the equaled numbered factors and as having a predominantly internal locus of control if he or she selects three or more unequalled numbered factors.

4.2 ANALYSIS OF DEMOGRAPHICAL INFORMATION

Table 4.1 Summary of age of respondents

Age bracket	AA	%	TA	%	LC	% LC	SUP	% SUP	Total	Total % / age bracket
18 – 25 years	16	27%	7	54%	5	36%	1	8%	29	29%
26 – 35 years	26	43%	5	38%	5	36%	7	58%	43	43%
36 – 45 years	16	27%	1	8%	3	21%	2	17%	22	22%
> 45 years	2	3%	0	0%	1	7%	2	17%	5	5%
Total	60	100%	13	100%	14	100%	12	100%	99	100%

Source: Survey Questionnaire: Section A

Table 4.1 indicates that 29% of the respondents who participated in the research are under the age of 26 years. This represents almost a third of the total sample. Many of the respondents in this age bracket have been employed by the organisation for the majority of their working careers and have little or no experience working for other organisations. Therefore, they have limited or no experience of the motivation strategies implemented by other organisations. This limitation could influence their judgment in terms of their expectations or opinions of what factors motivate them or whether or not those factors are adequately provided for by the organisation. From the results it can be concluded that the majority of the staff in the Claims processing department are relatively young, with 72% of respondents being under the age of 36 years.

Table 4.2 Summary of length of service of respondents

Length of service	AA	%	TA	%	LC	%	SUP	%	Total	Total % / length of Ser.
0 – 1 years	13	22%	9	69%	4	29%	0	0%	26	26%
1 – 2 years	12	20%	2	15%	5	36%	0	0%	19	19%

Length of service	AA	%	TA	%	LC	%	SUP	%	Total	Total % / length of Ser.
2 – 3 years	12	20%	1	8%	1	7%	0	0%	14	14%
3 – 4 years	8	13%	1	8%	2	14%	1	8%	12	12%
4 – 5 years	5	8%	0	0%	2	14%	1	8%	8	8%
5 – 6 years	6	10%	0	0%	0	0%	3	25%	9	9%
> 6 years	4	7%	0	0%	0	0%	7	58%	11	11%
Total	60	100%	13	100%	14	100%	12	100%	99	100%

Source: Survey Questionnaire: Section A

Table 4.2 indicates that 74% of the respondents have been employed by the organisation for at least one full year. It is the opinion of the researcher that being employed for at least one year would be a sufficient period in which an employee can be exposed to any organisation and be familiar with “how things are done” and be capable of answering the survey questions presented in this research study. This increases the confidence of the researcher in terms of the validity of the majority of the responses in the survey.

It is also interesting to notice that ten of the twelve supervisors (83%), who participated in the study, have been employed by the organisation for at least five years, with 58% having been employed for more than six years, which is extremely long considering the fact that the organisation was established only eleven years ago. The service that CompSol renders to medical service providers is extremely specialised and it could take at least an entire year to get familiar with all the rules and regulations that governs the COIDA act and to get familiar with the internal processes of the organisation and its sophisticated software systems. As a result of this fact, length of service, within the organisation, is an important qualifying condition when applying for a position as a supervisor. The majority of the TA's (69%) have been with the organisation less than one year, which could influence the overall result of the responses, due to their limited exposure in the organisation.

Table 4.3 Summary of qualification of respondents

Qualification	AA	%	TA	%	LC	%	SUP	%	Total	Total % / qualification
Senior certificate – High school	40	67%	7	54%	10	71%	8	67%	65	66%
Certificate	13	22%	3	23%	1	7%	0	0%	17	17%
National Diploma	6	10%	3	23%	2	14%	1	8%	12	12%
Degree	1	2%	0	0%	1	7%	0	0%	2	2%
Post graduate degree	0	0%	0	0%	0	0%	2	17%	2	2%
Other	0	0%	0	0%	0	0%	1	8%	1	1%
Total	60	100%	13	100%	14	100%	12	100%	99	100%

Source: Survey Questionnaire: Section A

Table 4.3 indicates that the highest qualification of 66% of the respondents is a senior certificate, which is the minimum requirement for a position in the Claims processing department, indicating that the respondents, in general, are not highly qualified. Only a few of the respondents have received some form of tertiary education.

Table 4.4 Summary of respondent's job titles

Job title	# of respondents	% Responses
<i>Account Administrator (AA)</i>	60	61%
<i>Team assistant (TA)</i>	13	13%
<i>Supervisor (Sup)</i>	12	12%
<i>Logistics clerk (LC)</i>	14	14%
Total	99	100%

Source: Survey Questionnaire: Section A

Table 4.4 indicates the split of the job titles of the respondents that participated in the study.

4.3 THE RANK IMPORTANCE OF MOTIVATIONAL FACTORS

Table 4.5 Rank order of motivational factors

	Rewards	Goal-setting	Feedback	Job characteristics	Salary	Advancement and growth	Working conditions	Recognition and appreciation	Training and development	Job responsibility	Job security	Performance Appraisals	Leadership
No of resp.	99	99	99	99	99	99	99	99	99	99	99	99	99
Tot. combined responses	708	765	767	697	434	621	786	631	603	808	536	955	692
Avg. Rank.	7.15	7.73	7.75	7.04	4.38	6.27	7.94	6.37	6.09	8.16	5.41	9.65	6.99
Rank	8	9	10	7	1	4	11	5	3	12	2	13	6

Source: Survey Questionnaire: Section B

Table 4.5 indicates the results of the order in which the respondents ranked the thirteen motivational factors listed in section B of the questionnaire.

The rank order of the motivational factors was as follows:

1. **Salary** – wages that employees are paid.
2. **Job security** – confidence about future within the organisation.
3. **Training and development** – to enhance skills and ability to improve performance.
4. **Advancement and growth** – opportunities within the organisation.
5. **Recognition and appreciation** – of employee achievements and performance.
6. **Leadership** – a trustworthy and respectful leader who leads by example.
7. **Job characteristics** – a job that is interesting and challenging.
8. **Rewards** – that are linked to performance and valued by employees.
9. **Goal-setting** – goals that are challenging but achievable.
10. **Feedback** – that informs employees of their level of performance and progress towards achieving their goals.
11. **Working conditions** – quality of equipment, office environment etc.

12. **Job responsibility**- responsible for own work.

13. **Performance appraisal** – that is non-subjective and accurately measures an employee’s performance levels.

Figure 4.1 Classification of factors according to Maslow’s hierarchy of needs

Rank	1	2	3	4	5	6	7	8	9	10	11	12	13
Motivation factor	Salary	Job security	Training & development	Advancement & Growth	Recognition & appreciation	Leadership	Job characteristics	Performance related rewards	Goal-setting	Feedback	Working conditions	Job responsibility	Performance appraisals
Lower-order needs	X	X									X		
Higher-order needs			X	X	X	X	X	X	X	X		X	X

Source: Self constructed by researcher

If the results from the study are compared to Maslow’s hierarchy of needs, it reveals some interesting results. Figure 4.1 is a matrix that indicates, as per Maslow’s hierarchy, the classification of each factor, whether the need is a lower-order or higher-order need.

Salary and job security, factors that are both deemed as lower-order needs, were ranked as the number one and two factors, in order of their motivational importance to employees. The other factors, with the exception of working conditions, are all factors deemed as higher-order needs.

One can conclude, bar the one exception, that this study does, to a great extent, support Maslow’s hierarchy of needs theory which states that as

lower-order need(s) becomes substantially fulfilled the next higher-order need(s) increases in strength and thus becomes a powerful motivator (Erasmus et al, 2008:325).

If the results of the study are compared to Herzberg's two factor theory, the following outcome is important to note.

Both the number one and the number two ranked factors are what Herzberg classifies as hygiene factors.

Smit et al (2007:343) explain that hygiene factors are associated with individuals' negative feelings about their work and these factors do not contribute to employee motivation. According to Griffin & Moorhead (2009:91), feelings of dissatisfaction may exist among employees if these factors are considered inadequate, however, when these factors were considered acceptable, the employees were still not necessarily satisfied; rather, they were simply not dissatisfied.

A dissatisfied employee cannot be motivated. It is therefore important that managers first give attention to hygiene factors before introducing motivators into the employee's job. Only motivators can motivate.

Employee remuneration (salary) and job security, the number one and two ranked factors are obviously important to the employees of the organisation and according to Herzberg's two factor theory, it is important that the organisation ensures that these hygiene factors are adequately provided for to ensure that employees are not dissatisfied.

Factors such as salary (rank = 1), recognition and appreciation of achievements (rank = 5) and advancement and growth opportunities (rank = 4) can, according to Adam's equity theory, cause employees to be demotivated if a perception of inequity exists.

According to Mukherjee (2009:156), equity theory is essentially a social comparison theory, which emphasises that people always judge themselves on the basis of comparison with others.

Therefore feelings of inequity may arise if the comparison group earns more, receives more recognition and are shown more appreciation for their efforts or have better advancement and growth opportunities within the organisation.

Respondents that participated in this research ranked the above three factors within the top five factors, in order of their importance to employee motivation, and therefore Adam's equity theory would suggest that awareness of employees' perceptions are important to avoid inequity perceptions.

One managerial approach is to be open and honest about employee inputs and outcomes. Employees should be rewarded according to their contributions. Employee perception, whether correct or incorrect, represents the truth to the employee. Coetsee (2003:166) is of the opinion that if information about remuneration is shared in a transparent and honest manner, feelings of unfairness may be avoided and the manager and supervisor's image, as a fair individual, may be enhanced.

Training and development, the motivating factor respondents ranked as the third most important factor that influence employee motivation, is an important aspect of the first building block of the expectancy theory, which according to Smit et al (2007:350), represents an individual's belief that a particular degree of effort will be followed by a particular level of performance.

If employees are of the opinion that their efforts will not lead to performance, due to their lack of ability to perform expected tasks or due to unrealistic expectations on behalf of the employer, they will be de-motivated. Bagraim et al (2007:92) suggest that organisation should train employees to increase their ability, confidence and self-efficacy to perform required tasks. This will

greatly enhance the employee's expectancy that his/her efforts will lead to performance levels that are desired by the organisation.

Recognition and appreciation, the factor ranked fifth by respondents, is an extrinsic form of reward that employees value as an important motivator. If these type of rewards, which are valued by employees, are adequately provided for by the organisation, Vroom's expectancy theory suggest that the performance to rewards expectancy will be greatly increased.

4.4 HOW MOTIVATED ARE THE EMPLOYEES AT COMPSOL?

4.4.1 Rewards

- Overall Rank = 8th

Table 4.6 Responses to statements related to rewards

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Rewards						
1	Your organisation's current incentive scheme motivates you to perform better?	AA	60	5%	95%	100%
		TA	13	46%	54%	100%
		LC	14	71%	29%	100%
		Sup	12	50%	50%	100%
	Total Statement Avg.		99	25%	75%	100%
2	Your organisation is aware of what rewards employees value as important?	AA	60	15%	85%	100%
		TA	13	23%	77%	100%
		LC	14	36%	64%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	17%	83%	100%
	Factor Avg.			21%	79%	100.0%

Source: Survey Questionnaire: Section C

- Statement 1

Above benchmark proportion who Disagree with statement one:

The total responses of TA's (46%), LC's (71%) and Sup's (50%), who disagree with the statement, are all above the benchmark average.

Above benchmark proportion who Agree with statement one:

The total responses of AA's (95%), who agree with the statement, are way above the benchmark average.

From the above results it is clear that the AA's are extremely satisfied with the incentive scheme system of the organisation. 95% of AA's agreed with statement one.

Results indicate however that TA's and LC's are less satisfied. This can be attributed to the fact that TA's and LC's are currently not part of the incentive scheme. There also seem to be mixed feelings regarding the incentive scheme amongst the supervisors.

· **Statement 2**

Above benchmark proportion who Disagree with statement two:

The total responses of LC's (36%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement two:

The total responses of AA's (85%), TA's (77%) and Sup's (100%), who agree with the statement, are all above the benchmark average.

83% of the respondents feel that the organisation is aware of what rewards employees value as important.

Average of factor:

The overall factor average is viewed extremely positive i.e. the total average response of respondents who disagree is only 21%, which is below the benchmark <30%, which means that the total average response of respondents who are in agreement with the statements is 79%, which is above the agreed benchmark average >70%.

Overall the organisation's reward system seems to be positively contributing towards creating a motivational environment for the majority of the employees. The organisation should however consider designing an incentive scheme system that involves all sections within the Claims processing department as the majority of the AA's indicated that the incentive scheme system motivates them to improve their performance.

The organisation has successfully identified rewards that employees' value. According to the expectancy theory, employees will increase their effort if they value the rewards that will result from their performance.

Borkowski (2009:190) explains that goal commitment, an element of the goal-setting theory, can be accomplished to a large extent through appropriate rewards.

4.4.2 Goal-setting

- **Overall rank = 9th**

Table 4.7 Responses to statements related to goal-setting

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Goal-Setting					
3	You feel the goals you are supposed to achieve are realistic and attainable?	AA	60	17%	83%	100%
		TA	13	8%	92%	100%
		LC	14	7%	93%	100%
		Sup	12	8%	92%	100%
	Total Statement Avg.		99	13%	87%	100%
4	You assist your manager/supervisor in setting your goals?	AA	60	33%	67%	100%
		TA	13	15%	85%	100%
		LC	14	43%	57%	100%
		Sup	12	25%	75%	100%
	Total Statement Avg.		99	31%	69%	100%
	Factor Avg.			22%	78%	100%

Source: Survey Questionnaire: Section C

· **Statement 3**

Above benchmark proportion who Disagree with statement three:

The total responses of AA's (17%), TA's (8%), LC's (7%) and Sup's (8%), who disagree with the statement, are all below the benchmark average.

Above benchmark proportion who Agree with statement three:

The total responses of AA's (83%), TA's (92%), LC's (93%) and Sup's (92%), who agree with the statement, are all way above the benchmark average.

87% of the respondents feel that they are expected the achieve goals which are realistic and attainable.

· **Statement 4**

Above benchmark proportion who Disagree with statement four:

The total responses of AA's (33%) and LC's (43%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement four:

The total responses of TA's (85%) and Sup's (74%), who agree with the statement, are above the benchmark average.

It could be interpreted that certain supervisors are not involving their subordinates in the goal-setting process. It is however pleasing to note that even though goal-setting is not adequately applied in certain teams, overall the goals that subordinates are expected to achieve are not unreasonable or unattainable as established from the responses in statement three.

Average of factor:

The factor average is viewed as extremely positive i.e. the total average response of respondents who disagree is only 22%, which is way below the benchmark <30%, which means that the total average response of respondents, who are in agreement with the statements, is 78%, which is well above the benchmark >70%.

According to Daft and Marcic (2009:459), goal-setting increases motivation because it enables people to focus their energies in the right direction. Overall it appears as if the organisation's goal-setting process is favourable and positively contributes towards creating a motivating climate within the organisation.

4.4.3 Feedback

- **Overall rank = 10th**

Table 4.8 Responses to statements related to feedback

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Feedback					
5	You receive adequate feedback from your manager/supervisor?	AA	60	35%	65%	100%
		TA	13	23%	77%	100%
		LC	14	29%	71%	100%
		Sup	12	17%	83%	100%
	Total Statement Avg.		99	30%	70%	100%
6	Feedback from your manager/supervisor is clear and directed at improving your performance?	AA	60	25%	75%	100%
		TA	13	23%	77%	100%
		LC	14	29%	71%	100%
		Sup	12	17%	83%	100%
	Total Statement Avg.		99	24%	76%	100%
	Factor Avg.			27%	73%	100%

Source: Survey Questionnaire: Section C

· **Statement 5**

Above benchmark proportion who Disagree with statement five:

Only the total responses of AA's (35%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement five:

The total responses of TA's (77%), LC's (71%) and Sup's (83%), who agree with the statement, are above the benchmark average.

Overall 70% of the respondents agree that they receive adequate feedback from their seniors. Supervisors should however be encouraged to promote continuous feedback to all the members in their teams. The teams work under tremendous pressure to meet deadlines, which can result in supervisors neglecting to provide regular feedback to the team members in respect of their performance.

- **Statement 6**

Above benchmark proportion who Disagree with statement six:

All the responses of AA's (25%), TA's (23%), LC's (29%) and Sup's (17%), who disagree with the statement, are all below the benchmark average.

Above benchmark proportion who Agree with statement six:

Conversely, the total responses of AA's (75%) TA's (77%), LC's (71%) and Sup's (83%), who agree with the statement, are above the benchmark average.

Overall 76% of the respondents are of the opinion that the feedback that they receive is aimed at improving their performance.

Average of factor:

The factor average is viewed as extremely positive.

Overall feedback in the organisation seems to be adequate. Feedback is important as it plays an important role in several of the motivation theories discussed. For example, in goal-setting, to inform employees of their progress towards goal achievement, in expectancy theory, to inform employees of the levels of performance that is expected, in equity theory, to provide transparent feedback to explain the actions of the organisation during recruitment and salary increases, to avoid situations where feelings of inequity may arise, which could impact on the overall performance of the employees.

4.4.4 Job characteristics

- **Overall rank = 7th**

Table 4.9 Responses to statements related to job characteristics

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Job characteristics					
7	Your job is both interesting and challenging?	AA	60	13%	87%	100%
		TA	13	38%	62%	100%
		LC	14	14%	86%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	15%	85%	100%
8	Employees are rotated in the organisation in order to learn new tasks?	AA	60	25%	75%	100%
		TA	13	23%	77%	100%
		LC	14	29%	71%	100%
		Sup	12	25%	75%	100%
	Total Statement Avg.		99	25%	75%	100%
	Factor Avg.			20%	80%	100%

Source: Survey Questionnaire: Section C

· **Statement 7**

Above benchmark proportion who Disagree with statement seven:

Only the total responses of TA's (38%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement seven:

The total responses of AA's (87%), LC's (86%) and Sup's (100%), who agree with the statement, are well above the benchmark average.

Overall 85% of the respondents find their jobs both interesting and challenging. The majority of TA work consist of preparation of paper documents and contacting Service providers and employers for outstanding documentation, which require very little skill and ability to perform. These tasks can easily become mundane to perform and could explain the responses of the TA's.

- **Statement 8**

Above benchmark proportion who Disagree with statement eight:

The total responses of AA's (25%), TA's (23%), LC's (29%) and Sup's (25%), who disagree with the statement, are all below the benchmark average.

Above benchmark proportion who Agree with statement eight:

The total responses of AA's (75%), TA's (77%) LC's (71%) and Sup's (75%), who agree with the statement, are all above the benchmark.

75% of the respondents have been exposed to job rotation aimed at exposing them to other job functions within the organisation. The high % of respondents who find their jobs both interesting and challenging, as indicated from the responses to statement seven, can be attributed to job rotation.

Average of factor:

The overall combined average of statements related to this factor is viewed extremely positive.

Overall the design of the jobs in the organisation seems to be adequate and positively contributing towards creating a motivating climate within the organisation. Attention should be given to TA's job function to incorporate functions aimed at making their jobs more interesting and stimulating.

According to Smit et al (2007:345), job enrichment, which is based on Herzberg's ideas, will also contribute towards employee motivation.

4.4.5 Salary

- **Overall rank = 1st**

Table 4.10 Responses to statements related to salary

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Salary					
9	You are of the opinion that your salary is market related?	AA	60	57%	43%	100%
		TA	13	31%	69%	100%
		LC	14	57%	43%	100%
		Sup	12	8%	92%	100%
	Total Statement Avg.		99	47%	53%	100%
10	You feel that your current salary motivates you to perform?	AA	60	63%	37%	100%
		TA	13	54%	46%	100%
		LC	14	64%	36%	100%
		Sup	12	42%	58%	100%
	Total Statement Avg.		99	60%	40%	100%
	Factor Avg.			54%	46%	100%

Source: Survey Questionnaire: Section C

· **Statement 9**

Above benchmark proportion who Disagree with statement nine:

The total responses of AA's (57%), TA's (31%) and LC's (57%), who disagree with the statement, are all above the benchmark average.

Above benchmark proportion who Agree with statement nine:

Only the responses of Sup's (92%), who agree with the statement, are above the benchmark average.

Overall only 53% of the respondents agree with the statement that their salaries are market related, which is way below the "Agree" benchmark of 70%.

· **Statement 10**

Above benchmark proportion who Disagree with statement ten:

The total responses of AA's (63%), TA's (54%), LC's (64%) and Sup's (42%), who disagree with the statement, are all above the benchmark average.

Above benchmark proportion who Agree with statement ten:

Conversely the total responses of AA's (37%), TA's (46%), LC's (36%) and Sup's (58%), who agree with the statement, are all well below the benchmark average.

60% of the respondents are of the opinion that their current salaries **DO NOT** motivate them to improve their performance.

Average of factor:

The factor average is viewed extremely negative i.e. the responses of respondents who disagree is 54%, which is way above the benchmark >30%, which means that the total average response of respondents who are in agreement with the statements, is only 46%, which is way below the benchmark <70%.

Overall salaries seem to be a factor of concern. There has always been a debate regarding the motivating powers of money. The fact that salary was ranked as the most important motivating factor in section B of the survey, suggest that it would be wise if the organisation investigated employees' concerns regarding their salaries.

It is clear however that a feeling of inequity exists. Mukherjee (2009:157) explains that a situation of inequity could lead to employee behavioural changes which include amongst others, changes to the employees' level of input, which could possibly lead to performance related issues.

Nel et al (2004:314) explain that salary, according to Herzberg's two factor theory, is a hygiene factor. As explained previously, if hygiene factors are not adequately satisfied, it could lead to employees being dissatisfied. Hygiene factors are associated with individual's negative feelings about their work and these factors do not contribute to employee motivation.

A dissatisfied employee can however, not be motivated. It is therefore important that managers first give attention to hygiene factors before introducing motivators into the employee's job.

4.4.6 Opportunity for advancement and growth

- **Overall rank = 4th**

Table 4.11 Responses to statements related to opportunity for advancement and growth.

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Opportunity for advancement & Growth					
11	There are good promotion opportunities for employees within your organisation?	AA	60	35%	65%	100%
		TA	13	31%	69%	100%
		LC	14	57%	43%	100%
		Sup	12	50%	50%	100%
	Total Statement Avg.		99	39%	61%	100%
12	The advancement and growth opportunity within the organisation motivates you to perform better?	AA	60	28%	72%	100%
		TA	13	31%	69%	100%
		LC	14	50%	50%	100%
		Sup	12	33%	67%	100%
	Total Statement Avg.		99	32%	68%	100%
	Factor avg.			36%	64%	100%

Source: Survey Questionnaire: Section C

- **Statement 11**

Above benchmark proportion who Disagree with statement eleven:

The total responses of AA's (35%), TA's (31%), LC's (57%) and Sup's (50%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement eleven:

Conversely, the responses of AA's (65%), TA's (69%), LC's (43%) and Sup's (50%), who agree with the statement, are all below the benchmark average.

61% of the respondents are of the opinion that the organisation offers good opportunities for promotion within the organisation. This is below the benchmark of 70%. The biggest concern seems to be with the LC's, AA's and Sup's.

This could be due to the fact that there is no natural progress path from a LC to another section within the Claims processing department due to the fact that the job functions have very little in common and very little of the skills and traits developed in this department can be utilised in any of the other sections. AA's are promoted to supervisors and supervisors to Internal Operations Managers. New geographical teams are not often created, and therefore the frequency for appointing new Sup's is extremely low. Similarly, the organisation has since inception, eleven years ago, only appointed three Internal Operations Managers.

· **Statement 12**

Above benchmark proportion who Disagree with statement twelve:

The total responses of TA's (31%), LC's (55%) and Sup's (33%), who disagree with the statement, are slightly above the benchmark average.

Above benchmark proportion who Agree with statement twelve:

Only the total responses of AA's (72%), who agree with the statement, are above the benchmark average.

68% of the respondents indicated that the growth opportunities within the organisation motivate them to improve their performance. This is slightly below the benchmark of 70%, but the researcher views the difference as being immaterial.

Average of factor:

The factor average is viewed relatively negative i.e. the total average response of respondents who disagree is 36%, which is above the benchmark <30%, which means that 64% of the responses is in agreement with the statement, which is below the benchmark >70%.

Overall the opportunity for enhancement and growth offered by the organisation is limited, especially the frequency at which promotion within the organisation takes place. Results from respondents indicate however that the employees are still considerably motivated by the growth and advancement opportunities within the organisation.

4.4.7 Working conditions

· **Overall rank = 11th**

Table 4.12 Responses to statements related to working conditions

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Working conditions						
13	You are provided with the necessary equipment to adequately perform your duties?	AA	60	5%	95%	100%
		TA	13	8%	92%	100%
		LC	14	7%	93%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	5%	95%	100%
14	You have a pleasant working environment?	AA	60	12%	88%	100%
		TA	13	23%	77%	100%
		LC	14	21%	79%	100%
		Sup	12	17%	83%	100%
	Total Statement Avg.		99	15%	85%	100%
	Factor Avg.			10%	90%	100%

Source: Survey Questionnaire: Section C

· **Statement 13**

Above benchmark proportion who Disagree with statement thirteen:

None of the total responses of AA's (5%), TA's (8%), LC's (7%) and Sup's (0%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement thirteen:

The total responses of AA's (95%), TA's (92%), LC's (97%) and Sup's (100%), who agree with the statement, are all way above the benchmark average.

95% of the respondents indicated that the organisation supplies them with the necessary equipment to adequately perform their duties.

· **Statement 14**

Above benchmark proportion who Disagree with statement fourteen:

Of the total responses of AA's (12%), TA's (23%), LC's (21%) and Sup's (17%), who disagree with the statement, none are above the benchmark average.

Above benchmark proportion who Agree with statement fourteen:

Conversely, all of the total responses of AA's (88%), TA's (77%), LC's (79%) and Sup's (83%), who agree with the statement, are all well above the benchmark average.

85% of the respondents indicated that their working environment is pleasant.

Average of factor:

The factor average is viewed extremely positive, i.e. the total average response of respondents, who are in agreement with the statement, is 90%, which is well above the "agree" benchmark > 70%.

The organisation has been successful in both creating a pleasant working environment and in supplying the employees with the recourses they require to adequately perform their duties. As is the case with salary, working conditions is deemed as a hygiene factor, as per Herzberg two factor theory, and deemed as a lower-order need as per Maslow's hierarchy of needs.

Seemingly insignificant to employee motivation, not adequately providing for this factor will cause dissatisfaction and distract the employees from aspiring to achieve the next level of needs or factors that do actually contribute towards employee motivation.

4.4.8 Recognition and appreciation

- **Overall rank = 5th**

Table 4.13 Responses to statements related to recognition and appreciation

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Recognition and appreciation					
15	You receive recognition for your achievements from your manager/supervisor?	AA	60	28%	72%	100%
		TA	13	38%	62%	100%
		LC	14	43%	57%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	28%	72%	100%
16	Employee achievements are publicized throughout the organisation?	AA	60	58%	42%	100%
		TA	13	31%	69%	100%
		LC	14	57%	43%	100%
		Sup	12	25%	75%	100%
	Total Statement Avg.		99	51%	49%	100%
	Factor Avg.			39%	61%	100%

Source: Survey Questionnaire: Section C

- **Statement 15**

Above benchmark proportion who Disagree with statement fifteen:

The total responses of TA's (38%) and LC's (43%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement fifteen:

The total responses of AA's (72%) and Sup's (100%), who agree with the statement, are above the benchmark average.

72% of the respondents indicated that they receive recognition for their achievements from their superiors.

Results indicate that LC's and TA's have mixed feelings regarding the recognition they receive for their achievements.

· **Statement 16**

Above benchmark proportion who Disagree with statement sixteen:

The total responses of AA's (58%), TA's (31%) and LC's (57%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement sixteen:

Only the total responses of Sup's (75%), who agree with the statement, are above the benchmark average.

51% of the respondents indicated that their achievements are not communicated to the rest of the organisation.

Average of factor:

The factor average is viewed relatively negative i.e. the total average response of respondents who disagree is 39%, which is above the benchmark >30%, which means that the total average response of respondents, who are in agreement with the statements, is 61%, which is below the benchmark <70%.

Overall it seems that supervisors/managers are adequately recognizing and commending their AA's achievements within their respective teams, but are failing to adequately communicate individual performances with the rest of the organisation. Communicating achievements throughout the organisation may inspire other employees to strive towards achieving similar desired achievements. Results also indicate that TA's and LC's contributions are not receiving the same level of recognition as those given to the AA's.

Recognition and appreciation, an extrinsic reward, are sighted in several motivational theories as an important factor to enhance employee motivation.

4.4.9 Training and development

- Overall rank = 3rd

Table 4.14 Responses to statements related to training and development

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
	Training and development					
17	You receive ongoing training to improve your ability and skills?	AA	60	57%	43%	100%
		TA	13	62%	38%	100%
		LC	14	29%	71%	100%
		Sup	12	42%	58%	100%
	Total Statement Avg.		99	52%	48%	100%
18	You are cross-trained in order to perform duties in other departments?	AA	60	82%	18%	100%
		TA	13	69%	31%	100%
		LC	14	71%	29%	100%
		Sup	12	67%	33%	100%
	Total Statement Avg.		99	77%	23%	100%
	Factor Avg.			64%	36%	100%

Source: Survey Questionnaire: Section C

- **Statement 17**

Above benchmark proportion who Disagree with statement seventeen:

The total responses of AA's (57%), TA's (62%) and Sup's (42%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement seventeen:

Only the total responses of LC's (71%), who agree with the statement, are above the benchmark average.

Only 48% of the respondents indicated that they receive ongoing training aimed at improving their skills and abilities.

· **Statement 18**

Above benchmark proportion who Disagree with statement eighteen:

The total responses of AA's (82%), TA's (69%), LC's (71%) and Sup's (67%), who disagree with the statement, are all well above the benchmark average.

Above benchmark proportion who Agree with statement eighteen:

Conversely, the total responses of AA's (18%), TA's (31%), LC's (29%) and Sup's (33%), who agree are with the statement, are all way below the benchmark average.

Only 23% of the respondents indicated that they are cross-trained in order to perform duties in other departments.

Average of factor:

The factor average is viewed as extremely negative i.e. the total average response of respondents who disagree is 64%, which is more than double the benchmark average >30%, which means that the total average response of respondents, who are in agreement with the statements, is only 36%, which is way below the benchmark <70%.

Overall training and development seems to be lacking in the organisation to a great extent. Even though employees are adequately rotated, it seems that this process of job rotation is limited to only those jobs within a specific department even though there is a direct relationship between the functions performed in the different departments. Skill transfer therefore appears to be limited and not sufficient.

Training and development, plays a vital role in developing the skills and abilities of employees and are sighted in several theories of motivation as a suggested practice to enhance employee motivation. The employee will be more committed towards goal achievement and turning effort into performance if they are trained and continuously developed in areas that will assist them in achieving the goals that are expected of them.

According to Nel et al (2004:313), top performers in organisations are often those people with a high need for achievement. Training is essential as studies of achievement motivation have shown that employees can be successfully trained to stimulate their achievement need which will be beneficial for both employee and employer.

4.4.10 Job responsibility

- **Overall rank = 12th**

Table 4.15 Responses to statements related to job responsibility

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Job responsibility						
19	Your manager/supervisor lets you take responsibility for the tasks you perform?	AA	60	3%	97%	100%
		TA	13	8%	92%	100%
		LC	14	14%	86%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	5%	95%	100%
20	Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals?	AA	60	13%	87%	100%
		TA	13	15%	85%	100%
		LC	14	14%	86%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	12%	88%	100%
	Factor Avg.			9%	91%	100%

Source: Survey Questionnaire: Section C

- **Statement 19**

Above benchmark proportion who Disagree with statement nineteen:

The total responses of AA's (3%), TA's (8%), LC's (14%) and Sup's (0%), who disagree with the statement, are all well below the benchmark average.

Above benchmark proportion who Agree with statement nineteen:

Conversely, the total responses of AA's (97%), TA's (92%), LC's (86%) and Sup's (100%), who agree with the statement, are all way above the benchmark average.

95% of the respondents indicated that they are responsible for the tasks they are expected to perform.

· **Statement 20**

Above benchmark proportion who Disagree with statement twenty:

The total responses of AA's (13%), TA's (15%), LC's (14%) and Sup's (0%), who disagree with the statement, are all way below the benchmark average.

Above benchmark proportion who Agree with statement twenty:

Conversely, the total responses of AA's (87%), TA's (85%), LC's (86%) and Sup's (100%), who agree with the statement, are all way above the benchmark average.

88% of the respondents indicated that they have autonomy on how they want to go about performing their tasks in order to achieve their goals.

Average of factor:

The factor average is viewed as extremely positive i.e. the total average response of respondents who disagree is only 9%, which is way below the benchmark <30%, which means that the total average response of respondents, who are in agreement with the statements, is 91%, which is way above the benchmark >70%.

Overall employees seem to take responsibility for the duties they are expected to perform in order to achieve their goals. Research revealed that this will contribute greatly towards creating a motivating climate within the organisation.

4.4.11 Job security

· **Overall rank = 2nd**

Table 4.16 Responses to statements related to job security

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Job security						
21	You have no fear about the financial stability of the organisation?	AA	60	13%	87%	100%
		TA	13	15%	85%	100%
		LC	14	14%	86%	100%
		Sup	12	33%	67%	100%
	Total Statement Avg.		99	16%	84%	100%
22	You feel secure about your future within the organisation?	AA	60	15%	85%	100%
		TA	13	46%	54%	100%
		LC	14	14%	86%	100%
		Sup	12	17%	83%	100%
	Total Statement Avg.		99	19%	81%	100%
	Factor Avg.			18%	82%	100%

Source: Survey Questionnaire: Section C

· **Statement 21**

Above benchmark proportion who Disagree with statement twenty-one:

Only the total responses of Sup's (33%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement twenty-one:

The total responses of AA's (87%), TA's (85%) and LC's (86%), who agree with the statement, are all way above the benchmark average.

84% of the respondents indicated that they have confidence in the financial stability of the organisation.

· **Statement 22**

Above benchmark proportion who Disagree with statement twenty-two:

Only the total responses of TA's (46%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement twenty-two:

The total responses of AA's (85%), LC's (86%) and Sup's (83%), who agree with the statement, are all way above the benchmark average.

81% of the respondents indicated that they have no fear in respect of their future within the organisation.

Average of factor:

The factor average is viewed as extremely positive i.e. the total average response of respondents who disagree is only 18%, which is well below the benchmark <30%, which means that the total average response of respondents, who are in agreement with the statements, is 82%, which is way above the benchmark >70%.

Overall the organisation has been successful in creating a sense of job security, in spite of the current global recession marred by massive job losses and retrenchments.

It is, in light of its high ranking, pleasing to note that respondents have a great sense of job security. Like salary and working conditions, job security is a lower-order need or existence need that according to Herzberg can cause dissatisfaction if not adequately provided for by the organisation.

4.4.12 Performance appraisals

- **Overall Rank = 13th**

Table 4.17 Responses to statements related to performance appraisals

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Performance Appraisals						
23	You feel that the current performance appraisal system used, adequately measures your true performance?	AA	60	52%	48%	100%
		TA	13	31%	69%	100%
		LC	14	86%	14%	100%
		Sup	12	42%	58%	100%
	Total Statement Avg.		99	53%	47%	100%
24	Your current performance appraisal system motivates you to achieve your goals and improve your performance?	AA	60	45%	55%	100%
		TA	13	23%	77%	100%
		LC	14	79%	21%	100%
		Sup	12	58%	42%	100%
	Total Statement Avg.		99	48%	52%	100%
	Factor Avg.			51%	49%	100%

Source: Survey Questionnaire: Section C

- **Statement 23**

Above benchmark proportion who Disagree with statement twenty-three:

The total responses of AA's (52%), TA's (31%), LC's (86%) and Sup's (42%), who disagree with the statement, are all above the benchmark average.

Above benchmark proportion who Agree with statement twenty-three:

Conversely, the total responses of AA's (48%), TA's (69%), LC's (14%) and Sup's (58%), who agree with the statement, are all below the benchmark average

Only 47% of the respondents indicated that the current appraisal system, used by the organisation, adequately measures their true performance. This is way below the agree benchmark of >70%.

· **Statement 24**

Above benchmark proportion who Disagree with statement twenty-four:

The total responses of AA's (45%), LC's (79%) and Sup's (58%), who disagree with the statement, are all above the benchmark average.

Above benchmark proportion who Agree with statement twenty-four:

Only the total responses of TA's (77%), who agree with the statement, are above the benchmark average.

Only 52% of respondents indicated that the appraisal system motivates them to achieve their goals and improve their performance.

Average of factor:

The factor average is viewed as extremely negative i.e. the total average response of respondents who disagree is 51%, which is way

above the benchmark >30%, which means that the total average response of respondents, who are in agreement with the statements, is only 49%, which is way below the benchmark <70%.

Overall the current appraisal system implemented by the organisation seems to be inadequate in motivating the employees effectively. The reason for this result could largely be attributed to the fact that the current appraisal system measures subordinates' performance based on the subjective opinions of their superiors and not on mathematically measurable performance criteria. Individuals are different and their opinions of other individuals could deviate considerably, unless their opinions can be supported by measurable results. As performance appraisals often form the basis of performance bonus allocations and annual increases, statistical methodology would be the preferred method of analysing individual performances, without too many subjective criteria.

4.4.13 Leadership

- Overall rank = 6th

Table 4.18 Responses to statements related to leadership

#	Statement	Respondent Job title	N	% DISAGREE	% AGREE	% Total
Leadership						
25	You receive adequate guidance and support from your manager/supervisor?	AA	60	22%	78%	100%
		TA	13	23%	77%	100%
		LC	14	50%	50%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	23%	77%	100%
26	Your supervisor/manager is trustworthy?	AA	60	17%	83%	100%
		TA	13	23%	77%	100%
		LC	14	57%	43%	100%
		Sup	12	0%	100%	100%
	Total Statement Avg.		99	21%	79%	100%
	Factor Avg.			22%	78%	100%

Source: Survey Questionnaire: Section C

- **Statement 25**

Above benchmark proportion who Disagree with statement twenty-five:

Only the total responses of LC's (50%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement twenty-five:

The total responses of AA's (78%), TA's (77%) and Sup's (100%), who agree with the statement, are all above the benchmark average.

77% of the respondents indicated that they receive adequate guidance and support from the superiors.

· **Statement 26**

Above benchmark proportion who Disagree with statement twenty-six:

Only the total responses of LC's (57%), who disagree with the statement, are above the benchmark average.

Above benchmark proportion who Agree with statement twenty-six:

The total responses of AA's (83%), TA's (77%) and Sup's (100%), who agree with the statement, are all above the benchmark average

79% of the respondents indicated that they can trust their superiors.

Average of factor:

The factor average is viewed as very positive i.e. the total average response of respondents who disagree is 21%, which is below the benchmark <30%, which means that the total average response of

respondents, who are in agreement with the statements, is 79%, which is above the benchmark >70%.

Overall the leadership qualities in the organisation seem extremely adequate. Results do however indicate that LC's are experiencing a lack of guidance and support from their supervisor. The majority of the LC's also indicated that their supervisor is not trustworthy. This is a concern that should be further investigated by the management of the organisation.

4.5 SUMMARY OF FINDINGS

Table 4.19 Summary of the individual factor averages and the total combined factor average

#	Factors	Rank	Statements related to factor	N	% Respondents that DISAGREE	% Respondents that AGREE	% Total
1	Rewards	8	1 – 2	99	21%	79%	100%
2	Goal-Setting	9	3 – 4	99	22%	78%	100%
3	Feedback	10	5 – 6	99	27%	73%	100%
4	Job characteristics	7	7 – 8	99	20%	80%	100%
5	Salary	1	9 – 10	99	54%	46%	100%
6	Opportunity for advancement & Growth	4	11 – 12	99	36%	64%	100%
7	Working conditions	11	13 – 14	99	10%	90%	100%
8	Recognition and appreciation	5	15 – 16	99	39%	61%	100%
9	Training and development	3	17 – 18	99	64%	36%	100%
10	Job responsibility	12	19 – 20	99	9%	91%	100%
11	Job security	2	21 – 22	99	18%	82%	100%
12	Performance Appraisals	13	23 -24	99	51%	49%	100%
13	Leadership	6	25 – 26	99	22%	78%	100%
	TOTAL COMBINED FACTOR AVG.				30%	70%	100%

Source: Survey Questionnaire: Section C

Table 4.19 is a summary of the split between the total % of respondents who disagree and agree with the statements related to the motivation factors.

The table indicates that the factor average response of factor five (5), six (6), eight (8), nine (9), and twelve (12) are above the “disagree” benchmark (>30%), and the factor average response of factors one (1), two (2), three (3), four (4), seven (7), ten (10), eleven (11) and thirteen (13) are above the “agree” benchmark (>70%). Therefore, the total factor average response for eight of the thirteen factors (62%) is above the “agree” benchmark.

It is important to note that respondents ranked four of the five factors, whose overall total average response were above the “disagree” benchmark, among the top five factors listed in section B of the survey. The four factors are factor Five (5), Salary, ranked at number one (1), factor four (4) , Opportunity for advancement & growth, ranked at number four (4), factor eight (8), Recognition and appreciation, ranked at number five (5) and factor nine (9), Training & development, ranked at number three (3).

Chart 4.1 Graphical illustration of individual factor averages

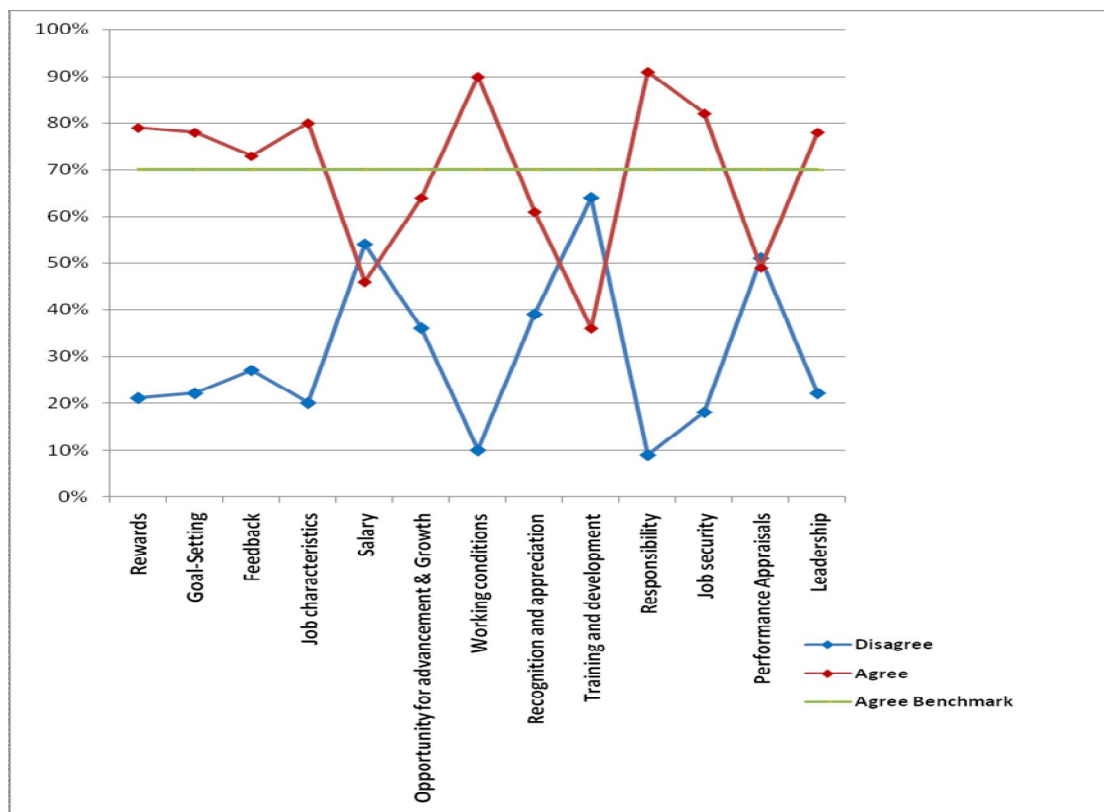


Chart 4.1 provides a graphical illustration that indicates which factors of motivation received responses below the “agree” benchmark.

Table 4.20 Summary analysis of individual statements

Factor	Statement	AA	TA	LC	SUP	Count /statement	% of total respondents who Agree with statement
Rewards	1		BAB	BAB	BAB	3	75%
	2			BAB		1	83%
Goal- setting	3					0	87%
	4	BAB		BAB		2	69%
Feedback	5	BAB				1	70%
	6					0	76%
Job characteristics	7		BAB			1	85%
	8					0	75%
Salary	9	BAB	BAB	BAB		3	53%
	10	BAB	BAB	BAB	BAB	4	40%
Opportunity for advancement & growth	11	BAB	BAB	BAB	BAB	4	61%
	12		BAB	BAB	BAB	3	68%
Working condition	13					0	95%
	14					0	85%
Recognition & Appreciation	15		BAB	BAB		2	72%
	16	BAB	BAB	BAB		3	49%
Training & development	17	BAB	BAB		BAB	3	48%
	18	BAB	BAB	BAB	BAB	4	23%
Job responsibility	19					0	100%
	20					0	88%
Job security	21				BAB	1	84%
	22		BAB			1	81%
Performance appraisals	23	BAB	BAB	BAB	BAB	4	58%
	24	BAB		BAB	BAB	3	52%
Leadership	25			BAB		1	100%
	26			BAB		1	79%
Count / job title		10	12	14	9		

Source: Survey Questionnaire: Section C

Key: BAB = Below Agree Benchmark

Table 4.20 is a more in depth summary, indicating the individual statements where the overall responses per job title category were below the “agree”

benchmark as well as the % of total respondents of the combined job title responses who agree with the statement.

The results indicate that the group with the highest frequency of responses below the “agree” benchmark is the LC’s group. Their average response to fourteen of the twenty six statements (54%), were below the “agree” benchmark.

Results from table 4.20 also indicates that for twelve of the twenty six statements (46%), two or more of the group’s total average responses were below the “agree” benchmark.

4.6 LOCUS OF CONTROL

Table 4.21 Summary analysis of respondent’s locus of control

Respondent Job title	LOC – External	LOC - Internal	Total	% External	% Internal	Total
AA	35	25	60	58%	42%	100%
LC	8	6	14	57%	43%	100%
SUP	4	8	12	33%	67%	100%
TA	8	5	13	62%	38%	100%
Grand Total	55	44	99	56%	44%	100%

Source: Survey questionnaire: Section D

Table 4.21 indicates that >50% of AA’s, LC’s and TA’s that participated in the survey have a predominantly external locus of control.

It is however pleasing to note that eight out of the twelve supervisors (66%), who participated in the survey, have a predominantly internal locus of control.

Robbins et al (2009:96) explain that it has been concluded from research that individuals with an external locus of control are less satisfied with their jobs,

have higher absenteeism rates, are more alienated from their work setting, and are less involved in their jobs than internals.

According to Coetsee (2003:137), people with an external locus of control, blame factors such as a perceived lack of support, communication, encouragement from others, ineffective managers and lack of opportunities for their lack of performance.

Externals tend to blame other people, events or circumstances for their own shortcomings and faults they make.

If the results of section C of the survey is compared to the results of the locus of control survey, section D, it is interesting to note that the supervisors, who are predominantly internals, only disagreed with nine of the twenty six statements (35%), to an extent above the “disagree” benchmark. All the other groups, in comparison, who are predominantly externals, disagreed with more than nine of the statements above the “disagree” benchmark.

Results of this study therefore do support the theory regarding externals vs. Internals in terms of their levels of motivation.

4.7 CONCLUSION

In chapter four the researcher has analysed each section of the survey and provided interpretations of the research findings. In section A the demographic data was analysed and interpreted. In section B the rank importance of thirteen factors of motivation was established. In section C the extent to which the thirteen factors of motivation are provided for in the organisation was established by measuring the extent to which the respondents agreed or disagreed with the statements relating to each factor of motivation. Section C was also analysed per job title group to identify if there are any significant variances in the results per job title group.

Section D measured the dominant locus of control of each individual and compared the results with the findings from section C to identify if a relationship exists between the feedback in section C and the findings of section D.

Even though the benchmarks (“disagree” avg. = low and “agree” avg. = high) indicate that the organisation’s levels of motivation is relatively high, overall the study has revealed that certain factors of motivation, that are extremely important to the employees (indicated by their rank importance), are not adequately provided for by the organisation.

Recommendations to remedy these areas of concern will be presented in the next chapter.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

Sub-problem one of the study, namely “What motivational factors does the literature reveal needs to be considered when measuring the motivational levels of employees?” was satisfied by means of an in-depth literature study that was comprehensively presented in chapter two. Factors that play an important role in motivating employees were identified from the different theories of motivation that were investigated by the researcher and presented in chapter two.

Chapter four contained an empirical study, which was conducted in order to satisfy the main problem of the study, namely “Evaluating motivational levels of employees in a contemporary South African organisation”, as well as sub-problem two, namely “In what order of importance do employees rank the motivational factors identified?” and sub-problem three, namely “What impact, if any, does an employee’s locus of control have on his or her level of motivation?”.

The final sub-problem of the study, namely, “What conclusions can be drawn and what recommendations can be made to improve the overall motivational levels of employees?” will be presented in this final chapter. These conclusions and recommendations will be based on the findings of the empirical study conducted in chapter four.

5.2 EMPIRICAL STUDY

An empirical study was conducted in chapter four. The researcher designed a questionnaire that consisted of four sections.

Section A was aimed at establishing the demographical data of the respondents; Section B was aimed at establishing the rank importance of the

factors of motivation that was identified during the literature research; Section C was aimed at measuring the extent to which these factors were provided for in the organisation; and Section D was aimed at measuring the dominant Locus of control (LOC) of the respondents.

Twelve teams from the Claims processing department of the organisation were selected via cluster sampling and the members of all twelve teams participated in the survey. In total there were one hundred and seven participants, but only ninety-nine of the questionnaires were completed without errors. Of the ninety-nine respondents, sixty were AA's, thirteen were TA's, fourteen were LC's and twelve were Sup's.

5.3 SURVEY FINDINGS

In section B of the survey, respondents ranked the factors of motivation in order of their importance.

The factors ranked as the top seven factors, were:

1. Salary
2. Job security
3. Training and development
4. Opportunity for advancement & growth
5. Recognition and appreciation
6. Leadership
7. Job characteristics

In section C of the survey each of the thirteen motivational factors, listed in section B of the survey, were represented by two statements each and respondents had to indicate whether they disagreed or agreed with the claims each statements made regarding the motivational factor it represented, in order to determine the extent to which these factors are provided for in the organisation.

The total average response to each statement was calculated per job title group. The combined total average response for each motivational factor was also calculated. The result of the combined total average response of all the factors was used as a benchmark. The combined total average response of respondents who “disagreed” with the statements was 30%, which represents the “disagree” benchmark”. Conversely, the “agree” benchmark was calculated at 70%.

The results of the empirical study, indicating the total combined average response for each motivational factor was summarised in table 4.19. The split between the total respondents who disagreed and agreed with the twenty-six statements, related to the motivational factors for each of the thirteen individual factors of motivation, were summarised in table 4.20.

The motivational factors, where the total average response of the combined statements for each factor was below the “agree” benchmark, were:

1. **Salary**
2. **Opportunity for advancement and growth**
3. **Recognition and appreciation**
4. **Training and development**
5. **Performance appraisals**

Results further indicated that the first four factors, in this list of factors where the combined statements for each factor was below the “agree” benchmark, were ranked among the top five motivational factors, in order of their importance to employee motivation, by respondents in section B of the survey.

Findings from the study furthermore revealed that for twelve of the twenty six individual statements, more than one of the job title groups have scored these statements below the “agree” benchmark. The results were summarised in table 4.20.

In section D, each individual's dominant locus of control and that of each job title group was identified. The results were summarised in table 4.21. Results indicated that 56% of the organisation's staff has an external locus of control. The job title group with the lowest frequency of responses below the "agree" benchmark was also the group who had a predominantly internal locus of control, which supports the theory that internals are more motivated than externals.

5.4 RECOMMENDATIONS

The main problem of this study was to evaluate the extent to which employees in the organisation are motivated. Findings from section C of the survey, which is aimed at measuring the extent to which certain factors of motivation are provided for in the organisation, highlighted those factors of motivation that are inadequately provided for and therefore are of concern. Recommendations that follow are aimed at specifically improving these areas of concern.

- **Recommendation 1**

Salaries

According to literature, salary is a hygiene factor and not a motivator and although the literature revealed that hygiene factors cannot motivate employees, they can lead to employee dissatisfaction if these factors are not adequately provided for. Therefore it remains important not to neglect any of the hygiene factors. The study has concluded that job characteristics, ranked as the 2nd most important factor of motivation, and working conditions, which are both hygiene factors, are more than adequately provided for by the organisation.

Research also revealed that employees will compare their salaries with their peers to establish if they are fairly or equitably rewarded. Often they make

assumptions that are inaccurate. The researcher is of the opinion that this can be prevented, to a large extent, if the organisation is more transparent about salaries. Creating pay grades for each job title, which employees are familiar with, will prevent employees from making inaccurate assumptions regarding their salaries. Annual salary increases should be inflation related. It is recommended that exceptional performance is not rewarded through salary increases, but rather by bonus or incentive schemes. Rewards should be transparent and the basis of distributing rewards should be communicated to the entire organisation.

Management need to ensure that staff salaries are reviewed annually to ensure that staff wages are market related. These statistics should also be made available to the entire organisation.

It is important to remember that the cost of replacing a trained individual is far greater than the cost of retaining an existing one; therefore, ensuring that employees are paid fairly is vital for staff retention. The researcher is of the opinion that constant communication between management and employees is essential to prevent dissatisfaction caused by inaccurate assumptions. Employees should be encouraged to have discussions with management if they have any remuneration related concerns.

· Recommendation 2

Opportunity for advancement & growth

Opportunity for advancement and growth is critical to employment development. The organisation's commitment toward equal opportunity is important to create a sense of fairness among employees.

Promotion through the ranks, rather than external appointments should be the preferred method of recruitment. Employees should be prepared for the next level through ongoing training and development and mentorship programs.

Future expansion plans within the organisation should be communicated to employees to prevent employees from being de-motivated by their lack of awareness of future opportunities. Employees should also be allowed to apply for positions that arise in related party ventures.

- **Recommendation 3**

Recognition and appreciation of achievements

One way to encourage desired behaviour is to recognise and praise those achievements that result from the behaviours that are desired. Research revealed that the need for achievement can successfully be promoted through adequate recognition and praise of employee achievements. Recognition and appreciation of achievements is an esteem need, according to Maslow's hierarchy of needs. It is important that the organisation ensures that recognition is fair and equitable. It needs to be remembered that the perception of team members of what is regarded as fair treatment is based on the comparison they make on how they are treated relative to other team members.

A standard recognition and praise process should be developed in the organisation. Consistent application is vital to prevent a feeling of inequity. Recognition can either be intrinsic or extrinsic. It is the responsibility of the managers and supervisors to be aware of what form of recognition is valued by the team members. Achievements could be classified into different categories based on the overall value add aspect attached to each achievement e.g. a letter from a SP to thank an employee for spectacular customer service, could be a "category one" achievement that is recognised by awarding a certificate. Reduction in a SP's debtor's days could be categorised as a "category two" achievement, that could be recognised via a profit-share reward or bonus related to the rand value saving resulting from such a reduction.

It is important that all achievements are immediately recognised by seniors to ensure maximum employee satisfaction, while the feeling of achievement is still fresh in the mind of the employee.

Achievements should also be recognised throughout the organisation. This could be achieved via a monthly or quarterly achievement awards ceremony where exceptional achievements and performances are recognised and individuals are presented with special awards that could be in the form of an “employee” of the month award.

- **Recommendation 4**

Training & Development

The organisation should consider appropriate programs for employee development which is important to unlock employee potential. The organisation’s current study fund only allows for a total annual benefit of twelve thousand rand, which is distributed to employees on a first come first serve basis. With the current staff compliment of close to one hundred and eighty, this is extremely inadequate and the organisation should possibly consider increasing the total benefit of the study fund and encourage more employees to study to further their careers and enhance their skills and abilities. The benefits of developing individuals, in order to work smarter rather than harder, far outweigh the costs of training and development. Enhancing employees’ skills will greatly enhance the employees’ expectation that their effort will lead to desirable performance. This is an important element of the Porter and Lawler model of motivation. Effort cannot lead to performance if the skills and ability to transfer input into valuable output is absent.

To enhance on-the-job training, the organisation also needs to consider the appointment of a dedicated fulltime training officer. It is vital that employees are continuously developed in all areas of their jobs. Employees should be monitored to identify areas where improvement is required and appropriate

training should be introduced to enhance their abilities, which will also enhance the possibility of future advancement within the organisation.

Employees also need to attend more SETA training seminars. HR should determine which SETA seminars are suitable and ensure employees attend these seminars as often as possible. These seminars could also be attended by the training officer who in turn could include material from SETA seminars in future in-house training. Appropriate learner-ship programs should also be considered.

The training officer can also be responsible for creating e-training. This could consist of exercises, aimed at enhancing skills, which employees can complete on the organisation's intranet. Employee scores can be made available to the rest of the organisation and it could be promoted as an internal competition.

A job rotation program, which involves moving employees from one job to another, should also be considered. The advantages related to job rotation include increased worker flexibility and easier scheduling due to the fact that employees are cross-trained to perform different jobs within the organisation. This will also ensure that employees gain a broader perspective of the organisation.

Employees should also be engaged to establish their training needs. Employees use a variety of computer software programs. Their abilities should be measured and training should be provided if required. This will not only enhance the skills of the employee, but could enhance the quality of their work and could improve productivity if they are trained to use these software packages more effectively.

· Recommendation 5

Performance appraisals

The current performance appraisal system, which is used by the organisation, is extremely subjective by nature. Even though this factor was ranked at number thirteen, inaccurate employee evaluation can create a feeling of inequity among employees if they are of the opinion that their seniors, responsible for completing their performance appraisal, are not fairly or accurately measuring the true level of their performance. It can also create a situation where employees are of the opinion that other seniors are more lenient towards their subordinates, which can lead to inter-personal conflict between the senior and the subordinate.

It is therefore recommended that the organisation implements a score-card system. The score-card should be developed in conjunction with employees and should relate back to what both parties have identified as key performance areas (KPA's) and should be aimed at achieving the overall goals of the organisation. It is important that these performance areas can be measured statically and not subjectively e.g. number of claims processed per day or month, number of claims rejected by the CF, total rand value collected per month, average debtors' days of each SP account etc. These areas can all be accurately measured by the organisation's in-house software program. The employees must be measured to the extent that they are satisfied that their effort and resulting performance will be fairly measured. The score-card can also be implemented as a tool to monitor the employees' progress towards achieving their goals, which will, according to literature, enhance employee motivation.

If the appraisal system accurately measures employees' performance levels, with the absolute minimum subjective input, the appraisal system can then also be used as a tool that is integrated with the organisation's reward system.

Recommendation 6

Locus of control

It is the recommendation of the researcher that the organisation should stimulate an internal locus of control. Research has indicated that employees with an internal locus of control are generally more satisfied and more productive. Evidence from research also suggest that individuals' loci of control can be altered through programmes which involves explaining the implications of internal and external orientations to individuals, the locus of control is measured, insight regarding this is created, and feedback and change mechanisms are provided. An internal locus of control can be enhanced by creating an environment where employees can experience success e.g. setting goals that are challenging, yet achievable, by encouraging and supporting employees to reach their goals and linking rewards and recognition directly to performance.

5.5 SUGGESTIONS FOR FURTHER RESEARCH

The researcher recommends that the organisation conducts a study where the employees' performance levels are measured and compared with the results from this study. The aim of such a study would be to establish if a relationship exists between the levels of employee performance and the levels of employee motivation.

The researcher further recommends that the levels of motivation of the other functional departments are also measured. Findings from this study could be compared with the findings from the current research to identify if significant differences exist in the employees' levels of motivation within the different functional departments. The study could be extended to also include an investigation to establish if people from different cultures and age groups are motivated differently.

5.6 CONCLUSION

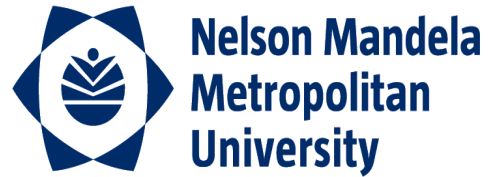
Keeping employees motivated is a challenging prospect, hence the many theories of motivation that have been developed over many years.

Motivation is a complex dynamic, due to the fact that people behave differently when faced with the same challenges under similar circumstances. It is important however to continuously measure employee motivational levels to proactively anticipate areas of concern that might lead to a decline in the levels of motivation within the organisation, which could have an adverse effect on the profitability of the organisation due to reduction in overall productivity and performance.

The main purpose of this study was to evaluate the extent to which employees at CompSol is motivated. Certain areas of concern were identified during the empirical study, which the researcher analysed and offered several recommendations aimed at improving the overall levels of motivation within the organisation.

APPENDIX A

• PO Box 77000 • Nelson Mandela Metropolitan University
• Port Elizabeth • 6031 • South Africa • www.nmmu.ac.za



for tomorrow
Summerstrand Campus [South]
Faculty of Business and Economic Sciences
Labour Relations and Human Resources Unit

Dear CompSol Staff member

Evaluation of the levels of motivation

In partial fulfilment of the requirements for the Masters Degree in Business Administration (MBA), at the Nelson Mandela Metropolitan University (NMMU), I am required to complete a dissertation on a topic of my choice. I have decided to study employee motivation and more specifically the factors that motivate employees in the workplace.

Part of the study involves obtaining valuable data from a selected group via a questionnaire.

I would greatly appreciate it if you could assist me, by taking a couple of minutes of your time, to complete the attached questionnaire.

I assure you that I will treat all information provided in these questionnaires as strictly confidential.

Your assistance is truly appreciated.

Thank you kindly.

Charl van Wyk
(Researcher)

Professor D.M Berry
(Supervisor)

APPENDIX B

SECTION A: DEMOGRAPHIC INFORMATION

Indicate your choice by marking the appropriate block with an (X).

1. Please indicate your current age:

18 – 25 years	
26 – 35 years	
36 – 45 years	
> 45 years	

2. How long have you been with the company?

0 – 1 years	
1 – 2 years	
2 – 3 years	
3 – 4 years	
4 – 5 years	
5 – 6 years	
> 6 years	

3. What position do you currently hold in the organisation?

Account Administrator (AA)	
Team assistant (TA)	
Supervisor (Sup)	
Logistics clerk (LC)	

4. What is your highest qualification?

Senior certificate – High school	
Certificate	
National Diploma	
Degree	
Post graduate degree	
Other	

SECTION B: RANK IMPORTANCE OF FACTORS OF MOTIVATION

Rank all of the following 13 factors of motivation in order of importance to you i.e. the factor that in your opinion will motivate you the most will be ranked as number 1.

	Factors of motivation	Rank order
1	Rewards - that are linked to performance and valued by the employee	
2	Goal-setting - goals that are challenging but achievable	
3	Feedback - that informs employees of their level of performance and progress towards achieving their goals	
4	Job characteristics - a job that is interesting and challenging	
5	Salary – what you are paid monthly	
6	Advancement and growth - opportunities within the organisation	
7	Working conditions – quality of equipment, office environment etc.	
8	Recognition and appreciation – of employee achievements and performance	
9	Training and development – to enhance skills and ability to improve performance	
10	Job responsibility – responsible for own work	
11	Job security – confidence about future within the organisation	
12	Performance Appraisals - that is non-subjective and accurately measures an employee's performance levels	
13	Leadership – a trustworthy and respectful leader who leads by example	

SECTION C: FACTORS OF MOTIVATION

Please complete the questionnaire by indicating with an (x) to what extent each of the following statements is true.

	STATEMENT				
	Rewards	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1	Your organisation's current incentive scheme motivates you to perform better?				
2	Your organisation is aware of what rewards employees value as important?				
	Goal-Setting	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
3	You feel the goals you are supposed to achieve are realistic and attainable?				
4	You assist your manager/supervisor in setting your goals?				
	Feedback	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
5	You receive adequate feedback from your manager/supervisor?				
6	Feedback from your manager/supervisor is clear and directed at improving your performance?				
	Job characteristics	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
7	Your job is both interesting and challenging?				
8	Employees are rotated in the organisation in order to learn new tasks?				
	Salary	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
9	You are of the opinion that your salary is market related?				
10	You feel that your current salary motivates you to perform?				
	Opportunity for advancement & growth	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
11	There are good promotion opportunities for employees within your organisation?				
12	The advancement and growth opportunity within the organisation motivates you to perform better?				
	Working Conditions	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
13	You are provided with the necessary equipment to adequately perform your duties?				
14	You have a pleasant working environment?				
	Recognition and appreciation	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
15	You receive recognition for your achievements from your manager/supervisor?				
16	Employee achievements are publicized throughout the organisation?				

	<i>Training and development</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
17	You receive ongoing training to improve your ability and skills?				
18	You are cross-trained in order to perform duties in other departments?				
	<i>Responsibility</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
19	Your manager/supervisor lets you take responsibility for the tasks you perform?				
20	Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals?				
	<i>Job security</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
21	You have no fear about the financial stability of the organisation?				
22	You feel secure about your future within the organisation?				
	<i>Performance Appraisals</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
23	You feel that the current performance appraisal system used, adequately measures your true performance?				
24	Your current performance appraisal system motivates you to achieve your goals and improve your performance?				
	<i>Leadership</i>	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
25	You receive adequate guidance and support from your manager/supervisor?				
26	Your supervisor/manager is trustworthy?				

SECTION D: LOCUS OF CONTROL

Listed below are 10 factors that might have hampered your career or which have had a restricting or negative effect on your own performance. Mark only the top 5 reasons by placing an (X) next to the factor.

	I would have been more successful if:	
1	I had better/more skills and abilities	
2	I received the support I needed	
3	I had more knowledge and/or experience	
4	Communication in the organisation was better	
5	I tried harder, put in more real effort	
6	I received more encouragement and recognition	
7	I made less errors	
8	Management (my seniors) were more effective	
9	I had more motivation and interest	
10	I had more opportunities to prove myself	

Thank you for your time in assisting me with this questionnaire.

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