

**THE RELATIONSHIP BETWEEN MOTIVATION AND JOB
PERFORMANCE OF EMPLOYEES IN THE DEPARTMENT OF
EDUCATION AND THE DEPARTMENT OF ECONOMY & ENTERPRISE
DEVELOPMENT IN THE NORTH WEST PROVINCE.**



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ABSTRACT

The purpose of this study was to investigate the relationship between motivation and job performance of employees within the North-West Provincial Departments. The topic of motivation and job performance is one that is sensitive to most people, because motivation is the main reason why people seek employment, change jobs, or choose to stay in a particular job. Effective managers know that they must understand their employees and what motivates them. In order to understand what motivates an employee, a manager must find out what that employee's needs are and what goals they have set for themselves.

A descriptive measure was utilized with a random sample (N=161). The questionnaire was administered to investigate what motivates the participants to perform well within the Departments. An exploratory factor analysis was used to determine the underlying factor of the variables. The results suggests that most of the employees felt that they were motivated in terms of different motivators in the North-West provincial departments that were the research sites and that helped improve their performance as well in the workplace, However, other employees felt unmotivated as a result of dissatisfaction with remuneration, opportunities for growth and promotional opportunities . It is highly important for a manager to understand how to motivate his or her employees because it is known that high levels of motivation are very important contributors to performance.

The findings in this study increase the body of knowledge in the field of motivation and job performance of employees working in a provincial departments. This research generates new information regarding different motivational theories and how they affect their performance within the workplace. The results of the study were analysed using statistical analysis (SPSS), the version used was version 22 as it was the latest version and the University made it readily available to use.

DECLARATION

I, **Tebogo Angelina Moripe**, hereby declare that this is my own work, that it has not been submitted for degree or examination in any other University and that all the resources I have used and quoted have been indicated and acknowledged by complete reference.

Signature.....

Date.....

Student number: 22888586

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LIST OF ACRONYMS

E-P- effort-performance

ERG- Existence, Related and Growth needs

HR- Human Resource

KMO- Kaiser-Meyer-Olkin

nAff- Need for Affiliation

nAch- Need for Achievement

nPow- Need for Power

P-O- performance-outcome

PRP- Performance Related Pay

SPSS- Statistical Package for the Social Sciences

USA- United States of America

CHAPTER 1



OVERVIEW OF THE STUDY

Chapter 1 focuses on the introduction of the study, problem statement, research questions, aims and objectives of the study, significance of the study, research methodology and design and the organisation of the study.

1.1 INTRODUCTION

What motivates people? This is a complex and intriguing question that each manager faces, particularly those determined that their organisations will thrive in a progressively competitive business environment. Many South African managers view employees as inadequately motivated, yet this claim is likely unjustifiable; it does not consider the duty and power that managers need to create a motivated workplace (Werner, 2007:70).

Motivation is one of the fundamental subjects in human capital management and many scholars have been presented by scientists like Maslow, Vroom and Adam. A key to organisational achievement is to include employees in their jobs and the organisation as a whole as well as make them inspired by the satisfaction of organisational objectives (Ghanbarpour & Najmolhoba, 2013:1).

Employees need to be motivated to accomplish their tasks, provide quality care and contribute to the development good service delivery within the organisation (Engin & Com, 2006). Factors such as employee's workload, salaries, benefits, bonuses, autonomy in the workplace, reward systems, opportunities for growth and development, recognition and appreciation for good work, have been reported to contribute to employees' level of motivation (Barker, 2006). Lack of motivation can lead to dissatisfaction among employees, lack of pride in their work, not feeling part of the organisation, intention to quit the job, and increase work stress levels. The perceived lack of control over factors that affect practice standards can lead to dissatisfaction, frustration and demoralisation (Roseane & Daniel, 2006).

The main aim of the present study is to determine the relationship between motivation and job performance of employees in provincial institutions. To determine whether motivation impact positively on the job performance of the employees. Such knowledge may offer suggestions as

to how the employers may, despite lack of resources, improve motivation and job performance of their employees.

1.2 PROBLEM STATEMENT

1.2.1 Main problem

Many studies have been conducted on employee motivation, job satisfaction, job performance, as well as on various combinations thereof. As far as could be discovered, the relationship between motivation and job performance has, however, not been reported on in the same study as yet. In this regard, this study aimed to add to the body of knowledge in this particular domain of organisational psychology.

In the organisation employees who are less motivated tend to be less satisfied and committed to their jobs; as a result that affects their job performance. Employees tend to be absent from work as there is nothing that motivates them to perform more; this in turn leads to turnover as this is negative for the organisation as a result new employees will have to be recruited as well as trained, that however, is costly for the organisation. The reason for this may be that employees do not feel that they are motivated enough in terms of compensation and incentives for their effort, loyalty and service they contribute to the organisation.

Against the background of increasing global and local organisational competitiveness it is crucial for any organisation, and particularly for those in developing countries with limited skills resources, such as South Africa, to ensure that it develops and retains a loyal, dedicated, committed, and able workforce on a consistent basis. A loyal, dedicated, committed, able employer complement and appreciate employees who are satisfied with the work that they do, with the culture of the organisation they are employed by, and who are consequently motivated to continue their relationship with that organisation.

Different employees are motivated contrarily in the organisations and if they are not motivated accordingly that may lead to lack of commitment to work within the organisation. When employees are less motivated that may lead to negative attitudes amongst themselves as a result lead to an unhealthy working environment and that however, may result in job dissatisfaction. An unhealthy working environment may lead to poor morale amongst employees and that may result in conflicts and tension between the employers and the employees.

Managers find themselves in a difficult situation and need to motivate employees in a sustainable manner. The question however still remains: How does management go about motivating employees and what are the key aspects that will make the change in employee motivation?

Employees derive satisfaction from their work, and organisations for different reasons. This study was concerned specifically with the investigation of the relationship between motivation and job performance of employees in the provincial institutions in North West Province. The primary point of departure is that the success of any organisation is heavily dependent on the inputs of its workforce, that such inputs are determined to a large extent by personal characteristics, by those facets of people's work environments that motivate them to invest more physical as well as mental energy into their work. In this way the organisation's objectives are pursued and met.

1.2.2 Sub-problems

Emanating from the above mentioned main problem, the following are the listed sub-problems:

- Lack of motivation may lead to poor performance.
- Lack of motivation may lead to turnover.
- The organisation may have to employ new employees to fill the positions that are vacated.
- Lack of motivation and recognition may lead to job dissatisfaction.
- Lack of motivation may lead to negative attitudes amongst the employees and that may result to an unhealthy working environment.

1.3 RESEARCH QUESTIONS

From the above mentioned sub-problems, the following are the formulated research questions:

- Is there a significant relationship between motivation and performance?
- Do employees feel that they are motivated in terms of compensation and incentives for the service and effort they offer to the organisation?

- Are there growth or promotional opportunities for the employees within the department?
- Do employees feel that they are granted opportunities to improve themselves within the department?
- Do employees think they can be assisted in gaining passion regarding their work?

1.4 AIMS AND OBJECTIVES OF THE STUDY

The aim of the study based on the afore-mentioned research questions is to find out what is the relationship between motivation and job performance, how they link and how each one affect the other one, how to solve the problems that are encountered because of these two factors in South Africa.

Objectives of the study

The following are the objectives of the study in line with the stated research questions:

- To determine whether there is a significant relationship between motivation and performance.
- To determine whether the employees feel that they are being motivated in terms of compensation and incentives for the services and effort they offer to the organisation.
- To determine if there are growth or promotional opportunities for employees within the department.
- To determine whether the employees think that they can be assisted to gain passion regarding their work.
- To determine what motivates employees to come to work every day.

1.5 SIGNIFICANCE OF THE STUDY

The importance of this study is to understand the relationship between motivation and job performance of employees in provincial institutions. In a study of employees in provincial institutions in the North West province the researcher found that a portion of furniture for learners and educators; deficiency of Mathematics and Physical Science educators in Grade 10-12, where a few are foreign educators whose contract with the department has elapsed and are in anticipation of contract renewal; theft and vandalism in schools because of absence of security; School's Post Provisioning Model not permitting more educators in certain schools

and non-functionality of school governing body's sub-committees in the Department of Education led the researcher to investigate what impact these challenges have on employees in the Department of Education (2016:8).

The mission of the North West Department of Economic and Enterprise Development is to accomplish the improvement and the development of a well organised, energetic, expanded and supportable economy that will create jobs and minimise unemployment in the North West province. The Department's vital objectives are: operational, well-organised and advancement-oriented public service and an authorised, reasonable and comprehensive citizenship; change of the financial scene to be comprehensive of previously underprivileged communities, and application of enterprise support; positioning of North West as the desired investment end point and increment of trade activities in the province; ruling of business activities in the province to make a helpful lawful, business and financial conditions for business successful; support and improvement of the beneficial segments in the North West provincial economy; and powerful and efficient management of the environment for economical utilisation of regular and heritage resources (Department of Economy and Enterprise, 2016:12).

Once the employers understand the issues relating to motivation, they can come up with alternative solutions such as negotiating reasonable and fair compensation packages with their employees, rewarding the employees for good work, bonuses and benefits so that they can feel a sense of appreciation from the organisation. This way the organisation would be eliminating lack of motivation as one of the factors causing employees to leave the organisation and seek employment somewhere else. People perform better when they feel that their efforts are being recognized and appreciated. It is wise and important for the manager to review employees' salary annually as well as also assuring them that there are opportunities for growth and merit awards if they perform to their best, if this is done, employees will see that they have a potential future in the company and they will become more loyal and committed to the organisation.

Every organisation has an obligation to compensate its employees for the services and efforts they provide to the organisation. The main reason why people work is because they need money. Organisations need to ensure that they fairly compensate their employees and that there are promotional opportunities for employees to grow and develop within the organisation. This is one of the ways of retaining the best employees who will help the organisation to achieve its objectives and at the same time maintain a competitive advantage.

Kishore (2008:33) was of the view that “When an individual is unsettled about social related issues such as recognition, social interaction with colleagues and many others, his or her efficiency will be impeded. Furthermore a person whose various dimensions are harmoniously attuned will be more effective in his or her working environment.” It is therefore expected that the work environment should provide a meaningful, satisfying, and challenging atmosphere which will unleash human potential within every individual. It is by so doing that individual employees would be motivated and increase their level of productivity.

Beardwell (2007:492) defines work motivation as “a set of energetic forces that originate both within as well as beyond an individual’s being to initiate work-related behaviour and determine its form, direction, intensity and duration.” Organizations such as provincial institutions need motivated employees if they are to realize their mission and goals. Provincial institution employees can contribute to the delivery of quality services to clients. This can only happen if employees are motivated in their work. The issue of motivation and performance among employees is quite critical in that a motivated employee is directly linked to higher productivity. This is because lack of motivation compromises the professional conduct, leading to poor work culture such as poor performance, absenteeism, lateness, and other bad behavioural tendencies such as corruption, use of abusive language and also idling around within the organisation premises or even outside. It is also hoped that the findings will be beneficial to management and policy makers in various provincial institutions to find better ways of motivating their employees. It is further hoped that the findings of this research will be useful when it comes to issues such as staff recruitment, retention as well as training and development of valuable human resource. Furthermore, the findings of this study will also add knowledge to the already existing literature on factors affecting motivation and performance of provincial institution employees.

1.6 RESEARCH METHODOLOGY AND DESIGN

As indicated by Denzin and Lincoln (2011), as referred to in Lichtman (2014:8), “qualitative research is an arranged action that finds the eyewitness on the planet”.

The study adopted a quantitative approach. A quantitative research methodology, as opposed to a qualitative approach, was selected for this project, for a number of reasons. The research pursued explicitly stated objectives, which were formulated at the beginning of the research process. This objectives guided the research process and considerations surrounding

convenience, time and cost also influenced the decision to adopt a quantitative research approach. The use of a survey research technique to obtain the required data was considered more convenient, as well as more time- and cost-effective against the background of the researcher's specific circumstances than a qualitative approach. Somekh and Lewin (2012:327) argues that quantitative research alludes to approaches which include the accumulation and examination of numerical data, regularly utilising statistical methods.

1.6.1 Research method

According to Thyer (1993), as referred to in Kumar (2014:122), “ a traditional research design is an outlined or detailed plan for how a research study is to be completed-operationalizing factors so they can be measured, choosing a specimen of interest to study, gathering information to be utilised as a basis or testing hypothesis, and breaking down the outcomes”.

The central aim was set, namely to investigate the relationship between motivation and job performance of employees in provincial institutions in North West Province. After determination of the most appropriate segmentation for the study, with the assistance of the Human Resources Departments and the managers of both the organisations, questionnaires were administered to a sample of 161 employees. Data was obtained from both primary and secondary sources.

1.6.2 Population

The population is the whole arrangement of individuals to which discoveries of the study are to be extrapolated. (Levy& Lemeshow, 2008:75).

Population size: $p = \frac{N}{n}$

The symbol N signifies the number of units of analysis in the population, while the symbol n signifies the number of units in the sample (Babbie, 2010:207).

This study was centred on the Department of Education and the Department of Economy & Enterprise Development with a total of 161 of employees within Mahikeng. This population is somewhat specific, and generalisability to other population who do not have the same characterisation as the participants might be problematic to some extent. The racial profile of the sample consisted of black, white, coloured and Indian respondents with black respondents representing majority of the sample.

1.6.3 Sampling technique

As per Vogt, Garder and Haeffele (2012:122), random sampling does not expel mistakes from the process of selection; sampling error, which is the distinction between the specimen and population, is unavoidable; while inconsistencies between the sample and the population are inescapable, random sampling permits you to estimate both the size and the probability of sampling error.

Randomisation was unnecessary for this study, because the aim was to involve everybody who was there and willing to participate. Every employee from a receptionist to executive director was allowed to participate in the study. This method was opted for because each and every one contributes to the productivity of and improvement in the organisation. Probability sampling was relevant to this study and a superior method to the removal of sampling bias.

1.6.4 Sample size

Sampling alludes to the process of choosing individuals or components from a population for inclusion in a research study. Researchers do sampling in light of the fact that restricted resources or time often prevent them from studying the whole population (Relmer & Van Ryzin, 2011:145).

The sample size is likewise affected by the relative homogeneity or heterogeneity of the population and favoured degree of reliability for the research (De Vos, Strydom, Fouche & Delpont, 2011:224).

A sample of 161 employees of the two provincial departments was selected. In addition, the sample selected included individuals who differed in age and gender.

1.6.5 Data gathering technique

Berndt and Petzer, (2011:203) argue that data collection alludes to the gathering of the response from the specimen that has been recognised in the earlier phases of the stage. In the present study, data were collected using questionnaires. The questions were developed by the researchers according to the research objectives, the research questions, the literature review, as well as the theoretical framework of the study developed. The researchers added open-ended questions to give respondents a chance to explain their responses in relation to certain issues, rather than limiting them to predetermined response categories only. The benefits of utilising

questionnaires are that they can be given to a substantial gatherings, respondents are allowed to finish the questionnaire at the time that is advantageous to them, answer questions in order, skip questions they don't feel happy replying to, take a few sessions to answer the questions, and write in remarks. The cost and time required in using questionnaires is less compared to most types of data collection.

1.6.5.1 Self-administered questionnaires

Usually they are mailed. There are likewise considerable opportunities for dropping and collecting forms in groups at institutions, for example, schools and hospitals, subsequently decreasing the cost of postage and travel (Gorard, 2004:93).

When one chooses a method, the criteria used should be its suitability for the research in hand, as no one method is superior to any other in every situation. For this study, the questionnaire was found more suitable. The questionnaires were numbered and coded to facilitate data capturing and auditing. The researcher used both open-ended and closed questionnaire to collect data from the employees. The researcher used questionnaires as a result of the following advantages: The information was obtained straight from the people. Because of the promise of anonymity participants responded even about controversial and sensitive issues and they also produced a mountain of data in a short time for a fairly low cost.

1.6.6 Statistical analysis (SPSS)

Statistical Package for the Social Sciences (SPSS) is a software package utilised for statistical analysis. It is comprehensive and adaptable and can be utilised with a document. It can be utilised to create classified reports, charts, and plots of distributions and trends, and in addition produce descriptive statistics and more complex statistical analyses. SPSS permits assigned codes to be identified to particular missing qualities, so they are excluded while calculating statistical functions (De Vos, et al., 2011:253).

All variables were analysed using the SPSS program, version 22.0. A statistician assisted with statistical analysis. Descriptive statistics were used to describe and summarise the data. Frequencies were calculated and presented in tables, pie charts and bar charts.

1.6.7 Spearman rank correlation coefficient

The rank correlation coefficient, r_s , is a nonparametric alternative to the linear correlation coefficient (Johnson & Kubly, 2012:694).

Spearman rank correlation coefficient method was used to determine the correlation between motivation and job performance. Factor analysis was also implemented. The purpose of factor analysis was to determine the factors describing the motivation of employees and their job performance.

1.6.8 CHI-SQUARE

A variation has a chi-square distribution if its distribution has the shape of a special type of right-skewed curve, called a chi-square (χ^2) curve. (Weiss, 2012:482).

Chi-Square of independence rather than Goodness of Fit was utilised because this is more suitable for small scale data for comparison between the Department of Education and the Department of Economy and Enterprise, according to the data received from both departments.

1.7. LIMITATION OF STUDY

Leedy and Ormrod (2005:55) argue that “the researcher can easily be guided by discovering interesting information that lies beyond the precincts of the problem under investigation” Hoofste (2006:87) thus states that researchers are “expected to name the limitations of” their “work explicitly” so that they may not be “held for standards” they “never intended”. “What the researcher will not do becomes involved in any data extraneous to this goal – no matter how enticing or interesting such an exploratory safari may be” (Leedy & Ormrod 2005:55).

There were employees that refused to take part in this study because they were busy with work, some took part in the study and took the questionnaires but never returned them on time. As a result the researcher had to set up an appointment and called them as well in order to fetch the remaining questionnaires. The other thing was that the participants could have not understood the questions correctly and answered wrongly. There was a possibility that the participants were biased when answering the questions.

Another limitation on a study can be predisposed by other factors which will not be discussed at this point. Such limitations can be attributable to the inquiry methodology chosen for the

study and / or the research instrument used. With regards to this study, such limiting factors will be discussed in a section which deals with methodology. However it is worth mentioning that time limitations of this study will be dealt with in Chapter 6. Other study limitations encountered while conducting the study and field research, if any are encountered, will be stated in Chapter 6 (those pertaining to the research methodology) and other study shortcomings will also be mentioned at the end of the thesis, in Chapter 6.

1.8 OPERATIONAL DEFINITIONS

1.8.1 Motivation- is the drive within us that awakens, directs and sustains our behaviour (Werner, 2007:69).

1.8.2 Job performance-is the aggregate anticipated value to the organisation of discrete conducts that an individual carries out over a standard timeframe (Armstrong, 2009:55).

1.8.3 Job satisfaction- alludes to the distinction between the rewards workers obtain and the rewards they trust they ought to get. Job satisfaction is an attitude instead of a conduct (Robbins, Odendaal & Roodt, 2009:16).

1.8.4 Organisational commitment-is how much a man relates to a particular organisation. An individual can encounter high employment association, but low organisational commitment, or the other way around (Werner, 2007:62).

1.9. CHAPTERISATION OF THE STUDY

Chapter 1: overview of the study

Chapter 1 focuses on a general overview of the study, problem statement, research questions, aims and objectives of the study, significance of the study, research methodology and design and the organisation of the study.

Chapter 2: literature review

In this chapter the focus is on literature review related to the relationship between Motivation and job performance. This chapter also provides a review of literature and examines the current body of knowledge on the concept of motivation, job satisfaction and job performance.

Chapter 3: research methodology and design

The focus is on the methodology and research design, sampling procedure, data collection, and ethical consideration used in this study.

Chapter 4: results

The focus is on data collection and the statistical analysis for that data as well as the implications of the present study. The focus is also on presentation of results of the current explorative quantitative study that was conducted to validate the theoretical model.

Chapter 5: findings of the study

The focus is on the overall findings of the study and the studies overall contribution to the literature.

Chapter 6: conclusion, recommendations, limitations and further studies

The focus is on discussions with the purpose of providing a summary on the results and interpretation of the findings in the previous chapter. This chapter will then terminate the study with recommendations and conclusion.

1.10. SUMMARY

This study is very important because it aims at understanding the relationship between motivation and job performance of the employees in the local government institutions. This will in turn solve the problem of turnover and absenteeism which are caused by poor motivation. The following chapter, which is chapter 2, will review literature of the topic, problem statement and research questions.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides an insight into the literature of the studies conducted by various researchers that were reviewed in relation to the topic of this study. The focus is on a literature review related to the relationship between motivation and job performance. Several decades of research have demonstrated that motivation is an important contributor to job performance. The concept of motivation will be discussed in order to give an overview of the study. This is followed by a discussion on job performance. The relationship between motivation and job performance will then be discussed.

2.2 MOTIVATION

Many Human Resource (HR) managers speculate with respect to the motivation of employee's execution: some trust that only one motivational theory is enough to create productive employees, others claim that no method works since employees are born either achievers or loiterers. The concept of motivation is something which is very important at the workplace hence needs serious attention by authorities or managers if efficiency and effectiveness has to be attained in the delivery of quality services to clients. Werner (2007:9) suggests that motivation is the constraint that stimulates, directs and sustains our behaviour. Motivation is likewise the idea that we use to understand the conduct of others, the conduct that we observe. At the end of the day motivation is induced. This implies that the managers must always endeavour to ensure that both the needs of the organisation and the employees are considered when planning. In doing so, the employees will be motivated leading to attainment of organisational goals and objectives.

Grobler, Warnich, Carrell, Elbert and Hatfield (2011:237), for example state that motivation is the force that energizes behaviour, provides guidance to conduct and underlies the propensity to persevere, even notwithstanding one or more impediments. This shows that motivation is also perceived as an inspiration that sets things to happen. There is a perception that employees do get dissatisfied if their work mostly comprises of routine activities. Motivation is the same as dealing with explanation of why people do things the way they do. For instance, why some

employees are full of energy, never absent and execute their work effectively while others do the opposite. In order to explain the importance of motivating employees' concentration was focused on some major motivational theories. Thereafter analysis of the theories based on their relevance to the subject under study followed by their strength and weaknesses.

2.2.1 Purpose of reward and remuneration

Employers utilize employee reward and remuneration to accomplish the accompanying organisational objectives (Gilman, 2009; Torrington et al., 2009):

Recruiting high quality employees and retaining their services in the organization.

Prospective employees compare pay scales and will doubtlessly pick those employments that offer the higher compensation.

Improving employee performance. Employees hope to get a specific level of compensation for applying a specific level of exertion. They expect that the pay they get for applying a predetermined or decided level of exertion will be reasonable.

Ensuring fairness. Employees expect harmony between their exertion levels and the compensation they receive. They contrast their own particular endeavours and remuneration and those of their partners and also with those of employees in various other organisations.

Ensuring legal compliance. The Basic Conditions of Employment Act 75 of 1997 as well as the Basic Conditions of Employment Amendment Act 11 of 2002 influence an organisation's compensation strategy (Grobler et al., 2011).

Controlling labour costs. Employee compensation is often one of the main cost items in the organizational budget. Guaranteeing a maintained competitive advantage means engaging the best talent, however guaranteeing sustained profitability implies making and executing a compensation strategy that will keep labour costs as low as could be expected under the circumstances.

Motivating staff. Reward and remuneration frameworks are regularly used to direct determination and eagerness in particular directions and to empower specific types of employee behaviour that lead to enhanced organizational performance (Coetzee & Schreuder, 2012:276).

2.2.2 Motivation and performance

Motivation is an individual trademark, yet it can emerge both from within the worker (for example, identity) and from environmental conditions. Organisational endeavours to enhance motivation in the workforce have concentrated more on ecological mediation than on

individual choice. Efforts to improve motivation have been concerned primarily with the structure of jobs, with motivation frameworks, or with the outline of innovation (Spector, 2008:254).

Figure 2.1: The need-satisfaction process

2.2.3 The need –satisfaction process



(Werner, 2007:72).

2.2.4 Effective managers understand motivation

An effective manager guides employees' work to empower them to satisfy their individual needs and to accomplishing the objectives of the organization. The motivational procedure is goal-oriented. The objectives or the results that an individual employee is looking for additionally stir a person to act without questioning. Achieving certain objectives may bring about a huge lessening in the needs of an employee (Werner, 2007:71).

2.2.5 The matter of money

Notoriously, pay has been marked down for decades as a hygiene factor and mere short-term extrinsic ‘satisfier’. On the surface, ‘high wages’ may appear to be absolutely extrinsic. However, at a more profound level, money-related rewards may likewise influence an employee’s emotional and familial well-being. Tang et al. (2005) relates ‘worship’ of money emphatically to accomplishment, power and organisation-based self-esteem, showing that extrinsic and intrinsic motivators need not be exclusive.

The interpretive paradigm views the significance of money as being socially constructed, with its prominence expanding simultaneously with the economic wellbeing and power that it can purchase (Ardalan, 2003). One benefits not just from the material value of reward, but also from the support in self-esteem that acknowledgement connected with fiscal remuneration bears (Bolton, 2007:236).

2.3 EARLY THEORIES OF MOTIVATION

According to Hewitt Associations (1991), the power of money in affecting the belief that people have about it is well known. Most managers know or have been trained about the motivational theories which are: Maslow’s hierarchy of needs, Herzberg’s theory of the difference between hygiene and motivating factors, McGregor’s Theory X and Theory Y management styles, McClelland’s theory of needs, and Victor Vroom’s theory of Expectancy.

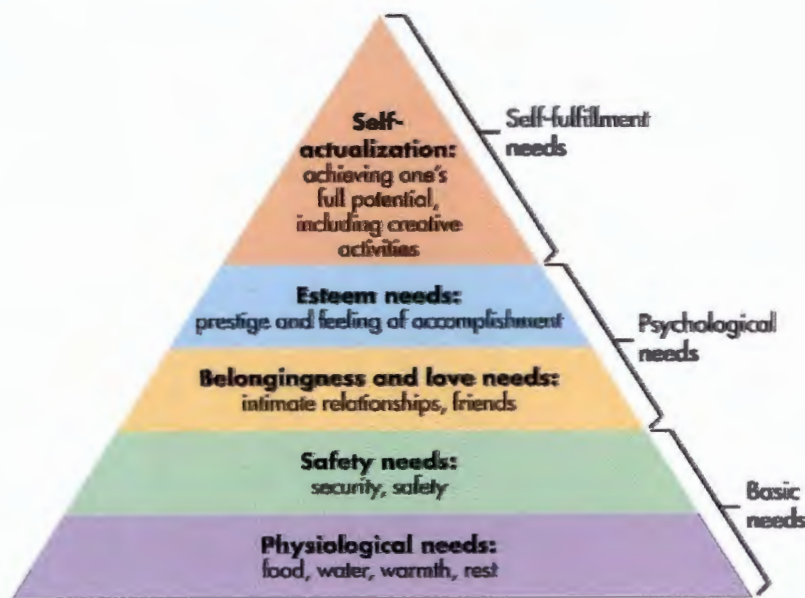
2.3.1 Maslow’s hierarchy of needs

Maslow’s hypothesis expresses that it is every individual that has needs at five levels, two at a lower stage of the chain of command, in particular, physical needs and safety needs represented by food, water, shelter, sex, security. At that point there are three higher order needs. The first of these three needs is social need which is addressed to by love, companionships and a general sense of belonging. The second higher order need is esteem need which alludes to the need to be recognized. Lastly, at the top, is the need for self-actualization, which alludes to an individual achieving his maximum capacity. The theory predicts that where lower order needs have been fulfilled at any rate to a specific degree, then the higher order needs will develop. Human beings are all inspired, however are propelled by various things and are not fulfilled for long. The place of money in this order is at the base. It is an extraneous fulfilment,

something fulfilled by external components, and, along these lines, related only to lower order needs.

Maslow's needs theory has received wide acknowledgement, especially among practicing managers. This can be credited to the theory's natural rationale and simplicity of comprehension. Shockingly the research does not validate the theory. Maslow provided no observational substantiation, and a few studies which sought to validate the theory found no backing for it (Robbins, Judge & Campbell, 2010:142).

Figure 2.2: Maslow's hierarchy of Needs model



(Robbins et al, 2010:142).

Maslow's theory is by all account not the only motivational theory to guide individual's needs in a single hierarchy. Another hierarchy model exists, called ERG theory and is an extension of Maslow's Hierarchy of Needs theory (Yang, Hwang & Chen, 2011:7885). According to McShane and Von Glinow (2010:138) Maslow's five needs theory was later streamlined and reduced into three needs by Clayton Adlerfer and became his ERG theory.

The hierarchy of needs is a famous theory because of the value people attach to it. This theory of hierarchy is also perceived to employees in provincial institutions to be important as it guides them in terms of fulfilling the needs in a systematic order. This theory has

become famous in a sense that it assists managers to understand what factors motivates the employees and that unfulfilled needs are more motivating than fulfilled ones.

However, this theory has not been perfect as it has received criticism due to some weaknesses it exhibits. This theory has been criticised also because of its belief in human basic needs being fulfilled in a strict order. Armstrong (2006), stressed that the theory has not been verified by empirical research and it has been criticised for its apparent rigidity, different people may have different priorities and it is difficult to accept that people's needs progress steadily up the hierarchy. Human needs do sometimes overlap, for instance it is not always true to say that fulfilment of all needs is done in a systematic order. There is also a perception that the theory needs hierarchy is artificial and simplistic hence does not represent or address the real issues hence may not be much reliable when applied in a workplace like a provincial institution.

2.3.2 Existence, Relatedness and Growth (ERG) theory of motivation

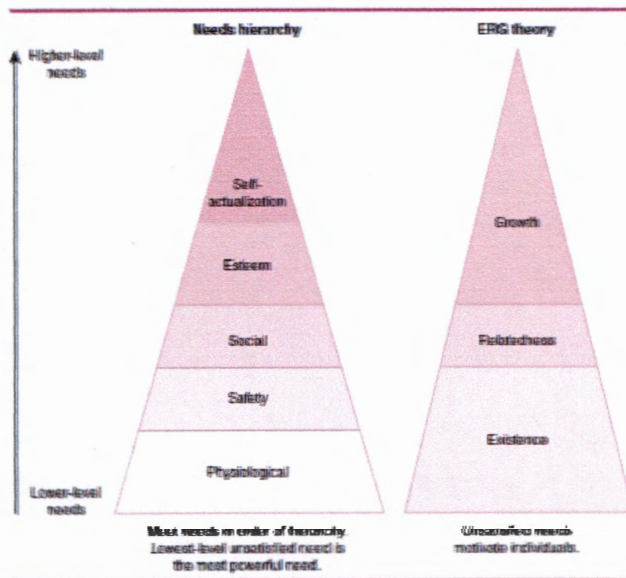
According to Lewis and Zibarras (2013:101), Clayton Alderfer (1972) adjusted Maslow's model into the improvement of ERG needs theory. Here, human motivation is driven by three needs which can be enacted and which all can work at the same time (therefore are non-hierarchical).

Existence needs: these relate to Maslow's physiological and safety needs.

Relatedness needs: needs fulfilled by significant social and interpersonal connections (social).

Growth needs: needs satisfied by an individual fulfilling innovative and productive esteem needs and self-actualisation).

Figure 2.3: Alderfer's ERG theory of motivation



(Lewis & Zibarras, 2013:101).

McGregor in his book (*The Human Side of Enterprise*, in 1960), investigated the recognition individuals have about work motivation and cast them into two groups. Firstly were the individuals who trusted that individuals innately loathe work and would maintain a strategic distance from it at any point conceivable and that in light of this they require solid training on the off chance that they are able to be actuated to go after the objectives of the individuals who employ them.

The second group was the individuals who trusted that employed workers of all various sorts see work as natural, as something that they need to focus on dependably, and that, given the right conditions, all individuals at work will contribute their best to the way the organization is run. Managers who within the first group were called Theory X managers and those that fall within the second group are called Theory Y managers.

After viewing the way in which managers dealt with employees, McGregor inferred that managers' views of the nature of human beings are based on a certain grouping of assumptions and that managers tend to mould their behavior toward employees according to these assumptions. Unfortunately, there is no confirmation to affirm that either set of suspicions is legitimate or that accepting Theory Y assumptions and changing one's activities accordingly will produce to more motivated workers. Organisational Behaviour needs to have empirical

backing before we can consent to it. Such observational backing is lacking for Theory X and Theory Y as it is for the hierarchy of needs theories (Robbins et al., 2010:143).

2.3.3 Herzberg's Motivator-Hygiene theory

Herzberg in (1967), explored the question 'what do individuals want from their occupations?' He requested that individuals portray in detail what they felt was remarkably good or awful about in their jobs. This famous study discovered that what they felt remarkably good about were things such as accomplishment, acknowledgement, the work itself and accountability, whereas when they felt bad, it was quite often more to do with organisational arrangement, management, relationships with the boss, working conditions or pay. Herzberg branded the first group as motivators, the things that made individuals go (satisfiers); he called the second group hygiene factors, and the things that made individuals stop (dissatisfiers).

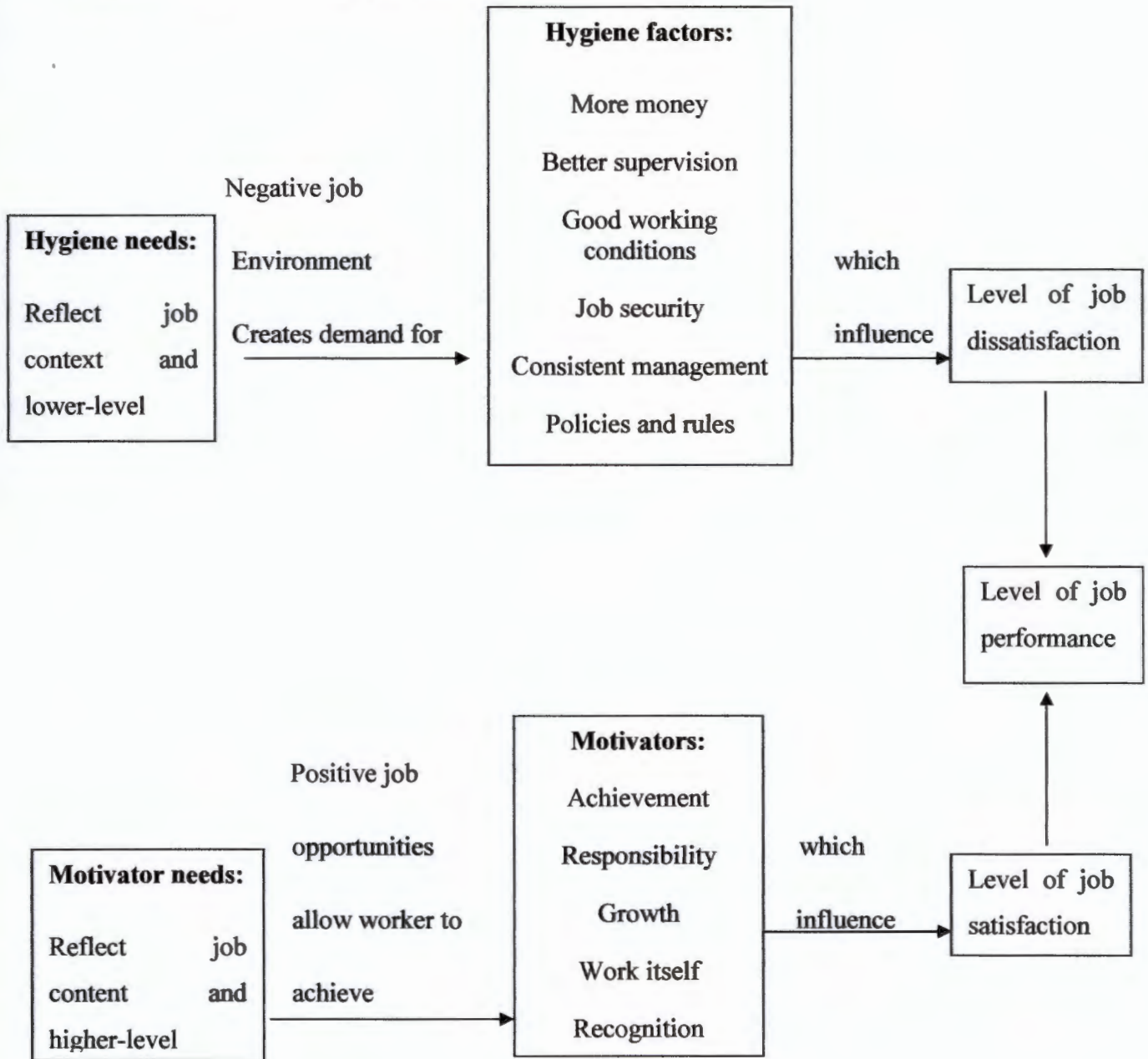
Herzberg for example states that, the inverse of satisfaction is not dissatisfaction, as was customarily accepted. Expelling dissatisfying qualities from a job does not necessarily make the job satisfying. Herzberg recommended that his discoveries demonstrated the presence of a double continuum: The inverse of "Satisfaction" is "No Satisfaction", and the inverse of "Dissatisfaction" is "No Dissatisfaction". As per Herzberg, the components prompting job satisfaction are separate and different from those that prompt job dissatisfaction. Hence, managers who try to wipe out variables that can create job dissatisfaction may bring about harmony but not necessarily motivation. They will assuage their workforce as opposed to motivating them (Robbins & Judge, 2009:190).

Figure 2.4: Herzberg's motivator hygiene and motivational factor model



(Robbin& Judge, 2009: 190).

Figure 2.5: Factors affecting job performance



(Grobler, Warnich, Carrell, Elbert & Hatfield, 2006: 219).

Perhaps one of the most intriguing and questionable theories is Frederick Herzberg's idea of motivator-hygiene factors. Though Maslow connected the hierarchy of needs theory to motivation in general, Herzberg applied his particularly to the working environment and job design. In the wake of soliciting an extensive number of accountants and engineers about their sentiments towards their employments, Herzberg saw that respondents recognised diverse things as wellsprings of work dissatisfaction- subsequently called hygiene- from those that

were sources of satisfaction- which he called motivators. Herzberg inferred that satisfaction and dissatisfaction were not straightforward alternate extremes.

Poor working conditions brought about dissatisfaction, yet perfect working conditions did not really prompt satisfaction or motivation. Herzberg alluded to the components that counteracted dissatisfaction as hygiene factors. Hygiene factors, for example, salary and working conditions, reflect the connection of the employment. They are external to the employee and to the occupation. For this reason, they can be considered as extrinsic conditions. At the end of the day they are valuables that are basically controlled by somebody other than the worker. Herzberg proposes that hygiene factors are hard to control adequately and, more importantly, they do not give long-run inspiration. In any case, they are important for forestalling dissatisfaction and their absence keeps the employee from focussing on higher-level needs. Hygiene factors may incorporate participation rules, holiday schedule, grievance and performance appraisals procedures, noise levels, customer and co-worker relations and time-based compensations. Herzberg contends that none of these variables will motivate individuals.

Motivators are inherent in nature. They reflect the substance of the occupation, no superior dispenses them to employees; rather, every employee controls and oversees them personally. Nobody can give someone else the satisfaction that originates from achieving a particularly challenging task (Grobler et al., 2006:219).

This study postulates a number of techniques which increases employee motivation such as management by objective in which managers and employees collaborate in setting goals. This motivates employees to get more involved in their jobs and in the organisation as a whole. In addition, other motivational factors include job enrichment and flexible time where employees are allowed to work more flexible hours it leads to more motivation as well as job satisfaction. Employee empowerment, self-managed work team and Employee Ownership were also seen as other influential factors which can increase motivation of employees. Employee ownership for instance encourages employees to be more productive in their work areas. This is done with the attempt to increase the overall productivity of the organisation and hence gains from its income directly. In this way employees are motivated to work and produce more for own benefit.

2.3.5 McClelland's learned needs theory

McClelland's theory of needs was developed by David McClelland and his associates. The theory concentrates on three needs, characterized as follows:

- Need for achievement (nAch) is the drive to exceed expectations, to accomplish in connection to an arrangement of standards, to endeavor to succeed.
- Need for power (nPow) is the need to make others carry on in a route which they would not have carried on something else.
- Need for affiliation (nAff) is the desire for inviting close interpersonal connections.

Of the three needs, McClelland and subsequent researchers concentrated the majority of their consideration on nAch. High achievers perform best when they see likelihood of accomplishment as 0.5—that may be the point at which they appraise that they see a 50-50 possibility of progress. They jump at the chance to set objectives that require extending themselves a bit.

Although less research has been done on power and affiliation needs, there are predictable discoveries there, as well. To start with, when occupations have a high degree of moral obligation and criticism and a halfway level of hazard, high achievers are unequivocally roused. Second, a high need to accomplish does not really make somebody a decent supervisor, particularly in extensive organisations. Individuals with a high accomplishment need are keen on how well they do actually and not in influencing others to do well. Third, the needs for affiliation and power have a tendency to be firmly identified with administrative achievement. The best supervisors are high in their need for power and low in their need for affiliation (Robbins et al., 2010:145).

As indicated by Lambrou, Kantodimopoulos and Niakus (2010:2) McClelland's theory frames a portion of all the interior Needs-based theories like Maslow's hierarchy needs theory, Alderfer's theory and Herzberg's two factor theory. Another method to study motivation concentrates on the external components of motivation and incorporates theories such as Adam's Equity theory, and Vroom's expectancy theory.

McClelland's learned need theory can be used in workplaces by the provincial institutional managers because it provides a clear picture for the organisation and the managers to know which type of jobs are suitable for the employees and which types of people can make the

organisation more successful. Furthermore, it becomes easier for the manager to put employees in different work positions according to their categories. Further, the theory also proves to be useful to managers because it helps them to have understanding of how to deal with different situations employees find themselves.

The learned need theory doesn't seem to provide many solutions to the employees in provincial institutions where there is only high affiliation and low in achievement as well as power. Job stability and security are not enough to motivate employees. Furthermore, provincial institutional employees are being motivated by job security and stability, teamwork and worthwhile service to society, while elsewhere monetary rewards, prestige and the desire for challenge and autonomy.

2.3.6 Adams's Equity Theory of Motivation

As per Kaur, Aggarwal and Khaitan (2014:230) Adam's Equity Theory calls for a fair balance between outputs and inputs and finding this fair balance serves to ensure a productive motivated and created strong relationships with the employees. As per Skiba and Rosenberg (2011:1) motivation is not by any means a component of individual rewards, additionally an element of how people see the relationship of results and information sources in respect to the proportion of results and contributions of referents like fellow employees. Lussier (2008:333) concurs with this and expands further in expressing that correlation with fellow employees can prompt these results.

The Equity theory clarifies that individuals determine the sentiment value by contrasting his/her own outcome/input proportion to the outcome/input proportion of fellow employees. The outcome/input ratio can be clarified as the estimation of the result you got divided by the value of the input you provided in the relationship traded. These diverse inputs include, yet are not constrained to, skills, efforts, reputation, performance and hours worked. Outputs, on the other hand include, pay, promotion, acknowledgement, rewards, proficient treatment and future openings for work (McShane & Von Glinow, 2010:152).

It is important for the manager to recognize that employees are motivated by different factors which are dependent on a number of factors such as length of service, their other work experience, their age, their aspirations with respect to career development and the relative priorities that they attach to achievement and social factors such as their personal

life and being accepted as a team member. Environmental factors that have an impact on motivation include approaches to financial rewards, culture and the diversity of staff experience and roles.

2.3.7 Vroom's Expectancy Theory of Motivation

Victor Vroom's theory of expectancy is motivation which takes into account that work exertion is coordinated toward practices that individuals accept will prompt desired results. The role of the employee's observation of the link between levels of effort or performance and predicted reward is further reinforced in the expectancy theory. The theory assumes a reasonable model of basic leadership whereby employees evaluate the expenses and benefits of alternative courses of inputs and outcomes, and pick the course with the most noteworthy reward.

Psychologist Victor Vroom proposed that work motivation is dependent upon the view of a connection between levels of effort and reward. Seeing this connection is a psychological procedure in which workers evaluate:

- Whether there is an association between exertion and their execution, labelled *expectancy*
- The perceived probability that the performance (such as higher productivity) will prompt those highly esteemed results (such as higher pay) (labelled *instrumentality*)
- The expectancy net estimation of the results that flow from the execution (labelled *valence*).

The effort-performance expectancy (E-P) is, for distance, directed by past encounters of comparable circumstances and correspondences from other individuals. The supposition here is that what employees acquire from past encounters contributes essentially to their effort-performance expectancies. The performance-outcome expectancy (P-O) connection is dependent upon past encounters, correspondences from others, and the engaging quality of the results. The past experiences determinant alludes to the experience in relation to the results. The Valence of the outcomes (V) is directed by the apparent *instrumentality* of the result to fulfil needs, and the apparent reasonableness or fairness of the outcome. A result that is instrumental in fulfilling a vital need would have more noteworthy valence (Bratton, 2007:259).

Vrooms Expectancy theory has attracted a lot of people's attention as noted by Lunenburg (2011:3) who illustrates that Vroom trusted that motivation is the consequence of the accompanying condition:

Motivation = (expectancy) x (instrumentality) x (valence)

$$\text{Motivation} = \frac{\text{Expectancy} * \text{Value}}{\text{Impulsiveness} * \text{Delay}}$$

Provincial institutional managers can use expectancy theory to solve some of the employees' problems. Mosley (2008:194) stressed that, "supervisors can do a number of things to apply the principles of expectancy theory, here are the three basic ways: (1) they can help employees reach desired performance levels through training and coaching (the Effort – Performance link); (2) they can deliver on their commitments (the Performance – reward link); and (3) they can reward performance in ways that are meaningful to employees (the reward)." This showed that provincial institution employees can benefit from the use of the expectancy theory.

It is true that skilled provincial institution employees are more knowledgeable hence can accomplish their job tasks diligently. It has however, been noted that employees have different levels of skills, knowledge and experience; this is why determination of how difficult the job is can only be done by the employees themselves. In view of this, managers should not take it for granted that job tasks which are easier for one employee will be equally easy to execute by the other employees. It has also be noted that although the expectancy theory may have some strength based on an individual's past experience, this is not a guarantee because once such a person is exposed to new environment and situations, challenges may arise.

2.4 MOTIVATING CONTINGENT EMPLOYEES

Part-time jobs attract a full scope of employees-students, retirees, working mothers and fathers requiring an additional wage, individuals needing to gain income while searching for 'the right employment', and even experts who lean toward the flexibility that accompanies flexi time. Downsizing, rightsizing, and outsourcing additionally make fewer open doors for full-time employment and more for part-time.

Organisations need to consider the motivation and performance benchmarks of part-timers. Nelson (1999) as referred to in Werner (2014:279), recommends the accompanying rules for the motivation of part-time employees:

- Appreciate part-time workers for the employment they do. Acknowledgement and gratitude is accomplished if objectives are set, performance measured, and input given.
- Treat part-time workers the way one needs them to act.
- Provide new challenges through employment revolution. Offer a selection of assignments where conceivable.
- Assign another tutor to the part-timer. This will guarantee that the part-timer internalises the values and attitudes of the organisation.
- Encourage part-timers to take the initiative in providing better products and services to customers.

Many organisations such as provincial institutions want their employees to put in their best in terms of work performance; however motivation remains the difficult factor to manage. Money is an important worker motivating factor, some organisations don't pay a good salary due to a number of reasons a situation which results in employee dissatisfaction. Poor motivation in the workplace predispose parties in a workplace to resort to behaviour such as strike, picketing, boycotts, intimidation, lockout, low team morale, lack of initiative, lack of energy, mistakes and high employee turnover. These have grim consequences on the productivity of organisations regardless of whether profit or non-profit making.

2.5 PERFORMANCE

Performance is some evaluation of behaviour. The essential unit of observation is behaviour, yet coupled with the behaviour is an evaluation of the behaviour as judged against some standard. On the off chance that the behaviour is typing 60 words for every minute, a judgement can be made of whether this level of performance is sufficient or not to hold a job. Most organisation theories tend to be worried about performance, not just behaviour. Performance, in any case, is dictated by variables that rise above behaviour (Muchinsky, 2006:382).

Anik, Aknin, Norton, Dunn (2013:1) contend that when workers are remunerated independently, it could have major negative impacts for the organisation. Rivalry begins among employees and they start keeping valuable information from each other, in some cases even to

the detriment of the company's profits. It could likewise diminish the trust and cooperation within the organization.

2.5.1 Dimensions of job performance

According to Peng (2014:75) there are two particular sorts of job performance criteria, which are task-performance and contextual performance, Green and Haywood (2008:716) are in agreement with the statement, the following are the two particular sorts of job performance criteria:

2.5.1.1 Task performance: "Task performance portrays an individual's execution of the core obligations that may be formally recorded in his or her job description."

2.5.1.2 Contextual performance: "Contextual performance alludes to unconstrained behaviours through which a worker supports and enhances the workplace environment".

Both task performance and contextual performance contribute to creating value for the organisation, which implies that authoritative viability is subjected to both these exhibitions.

Griffin and Moorhead (2012:61) support this theory and state that when performance is connected to valued rewards, at exactly that point job performance lead to job satisfaction instead of the other way around. High performers are more satisfied than lower performers who get less reward. Job satisfaction additionally influences employee motivation but does not always affect job performance where employees do not have a considerable measure control over their employment yield.

2.6. PERFORMANCE MANAGEMENT VS. PERFORMANCE APPRAISAL

Performance management implies distinctive things to various individuals. Some utilize "performance management" as a synonym for "performance appraisal". However, performance management includes more than performance appraisal's accent on setting work norms, assessing performance, and giving input more than once a year. Performance management includes characterizing, measuring, motivating, and developing the employee's goal-oriented performance on a continuing basis. This implies guaranteeing that the employee's objectives are connected to the key and operational objectives of the organisation; giving subordinates convenient criticism about their performance; providing them with the resources and training they need to do their assignments and tasks; compensating good

performance; and constantly checking how employees are getting along. In total, performance management is the “constant procedure of recognizing, measuring, and building up the performance of individuals, teams and adjusting their performance with the organisation’s objectives” (Dessler, 2015:293).

2.6.1 The importance of performance management

Performance management is a main feature of good management because it is:

- A form of a participative management
- A technique for setting goals
- A correspondence framework between the manager and the worker
- A technique for ensuring that individual and organizational objectives are in accordance with each other
- A framework for measuring and compensating performance
- A tactic to concentrate on the long haul and in addition transient impact of an individual’s activity (Crafford, Moerdyk, Nel, O’Neil, Schlechter & Southey, 2006:247).

2.6.2 Personal characteristics and performance

A few representative qualities are applicable to job performance and may influence capacity to carry out the employment. In most cases, it is challenging to unravel the impacts of capacity from the impacts of motivation and job performance. For, instance, individuals with elevated amounts of capacity can likewise have large amounts of inspiration. As their capacity prompts great performance and associated rewards, their motivation to perform might be improved. High capacity individuals may perform better since they are more talented or on the grounds that they put forth more exertion, or both.

Many psychologists today trust that human identity can be depicted by five measurements, called the “Big Five”: extraversion, emotional stability, agreeableness, conscientiousness, and openness to experience (Barrick & Mount, 1991) as cited in Spector (2008:248).

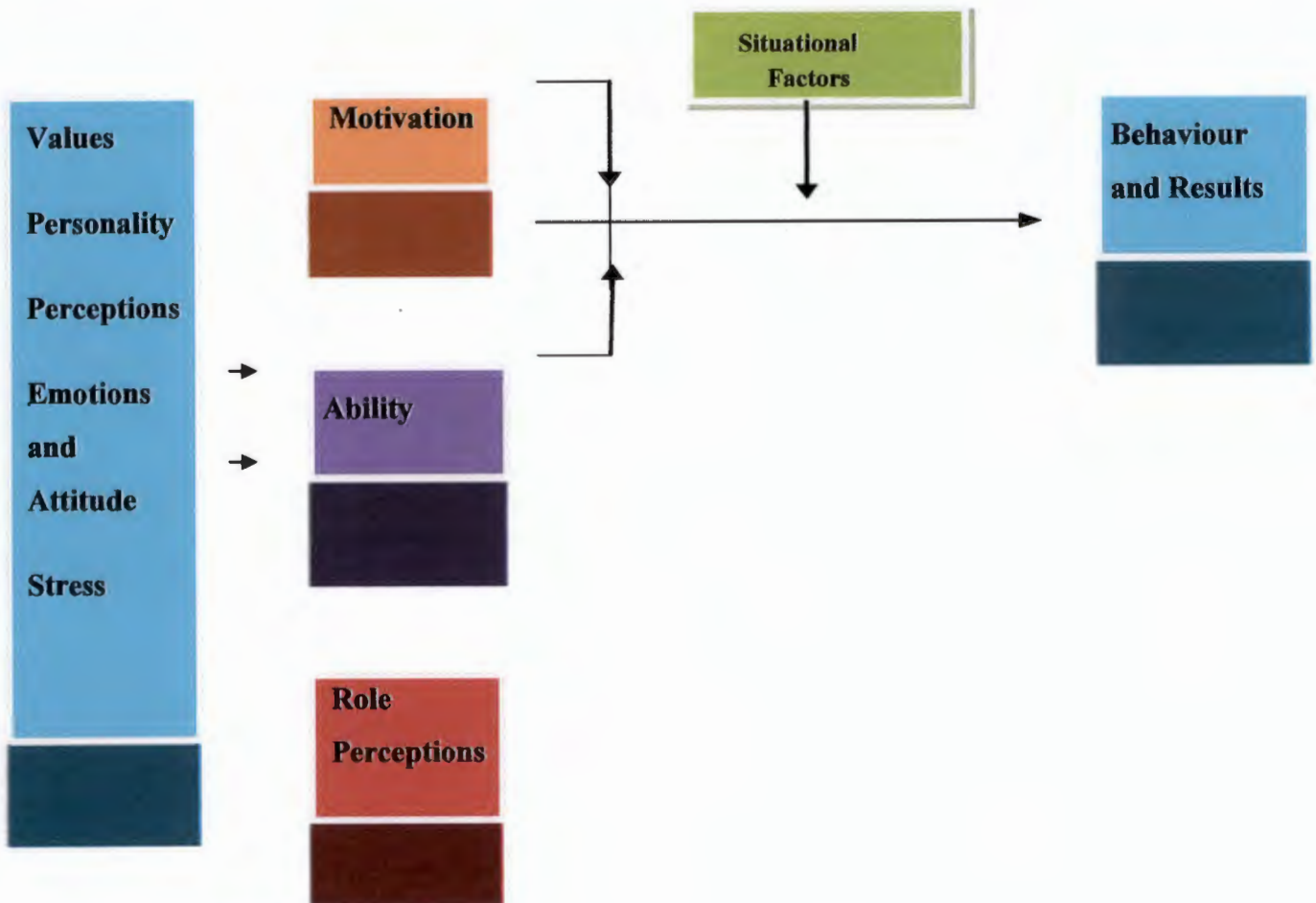
Individuals who acknowledge the principle that says “behaviour is a component of its results” are frequently drawn to pay-for-performance model, as pay is an outcome in these systems for good performance. The assumption is that compensation will drive suitable performance. The

role of pay and performance is a hotly debated issue (Kohn, 1993; Steward, 1993). The debate is made more complex, however the opposing proof exists. At the point when employees are requested to list the factors that are critical to them in their jobs, pay will be rated at about four or five, behind factors such as working in an incredible group, career development, and working for a decent manager (Boninelli & Meyer, 2011:216).

2.6.3 Job Performance as a function of behaviour

McShane and Von Glinow (2010:34) clarify that capacity, motivation and situational factors are the most common direct predictors of individual behaviour and performance, yet a fourth key element was additionally distinguished by researchers, namely role perceptions. Four factors – motivation, capacity, role perceptions, and situational factors – which are exhibited by the acronym MARS.

Figure 2.6: MARS Model of Individual behaviour



(Mcshane& glinow, 2010: 35).

2.6.3.1 Employee motivation

Motivation represents the forces within an individual which directly affect the three components of motivation which are:

- Direction – this can be seen as the way which one draws in his exertion;
- Intensity – how much exertion does an individual designate to a particular objective;
- Persistence – Proceeding with the exertion for a specific timeframe (McShane & Von Glinow, 2010:35).

2.6.3.2 Ability

Ability incorporates both the natural aptitudes and the learned capabilities required to effectively finish a task. Aptitudes are the common talents individuals need to help them learn undertakings all the more rapidly and perform them better, while learned capabilities are the knowledge and skills that an individual currently possesses (McShane & Von Glinow, 2010:35).

2.6.3.3 Role perceptions

“Role perceptions are the degree to which individuals comprehend the occupation obligations (roles) appointed to them or expected of them.” (McShane & Von Glinow, 2010:35). Motivation and ability are obviously imperative and are attributes inside a man which impact individual execution, however the employees must still have a clear role description to carry out their employments well.

2.6.3.4 Situational factors

These are conditions beyond the employee’s immediate control that can encourage or force conduct and execution (McShane & Von Glinow, 2010:35).

2.6.4 Performance feedback

Individual workers look for input since it lessens vulnerability and gives out data about levels of execution to adjust interior (self) discernments (Murphy & Cleveland, 1995). Most workers like to get positive criticism and most managers want to give positive input. Be that as it may,

there is an opportunity to get better, so most workers get blended input, some positive and some coordinated towards enhancing aptitudes or dispensing with shortcomings. This turns out to be tricky when the same data is utilized for various purposes. At the point when the motivation behind assessment is execution change, it is best to keep regulatory issues off the table, and the most ideal approach to do that is to have a different framework for making managerial discourses.

The employee will probably acknowledge negative criticism in the event that he or she trusts that:

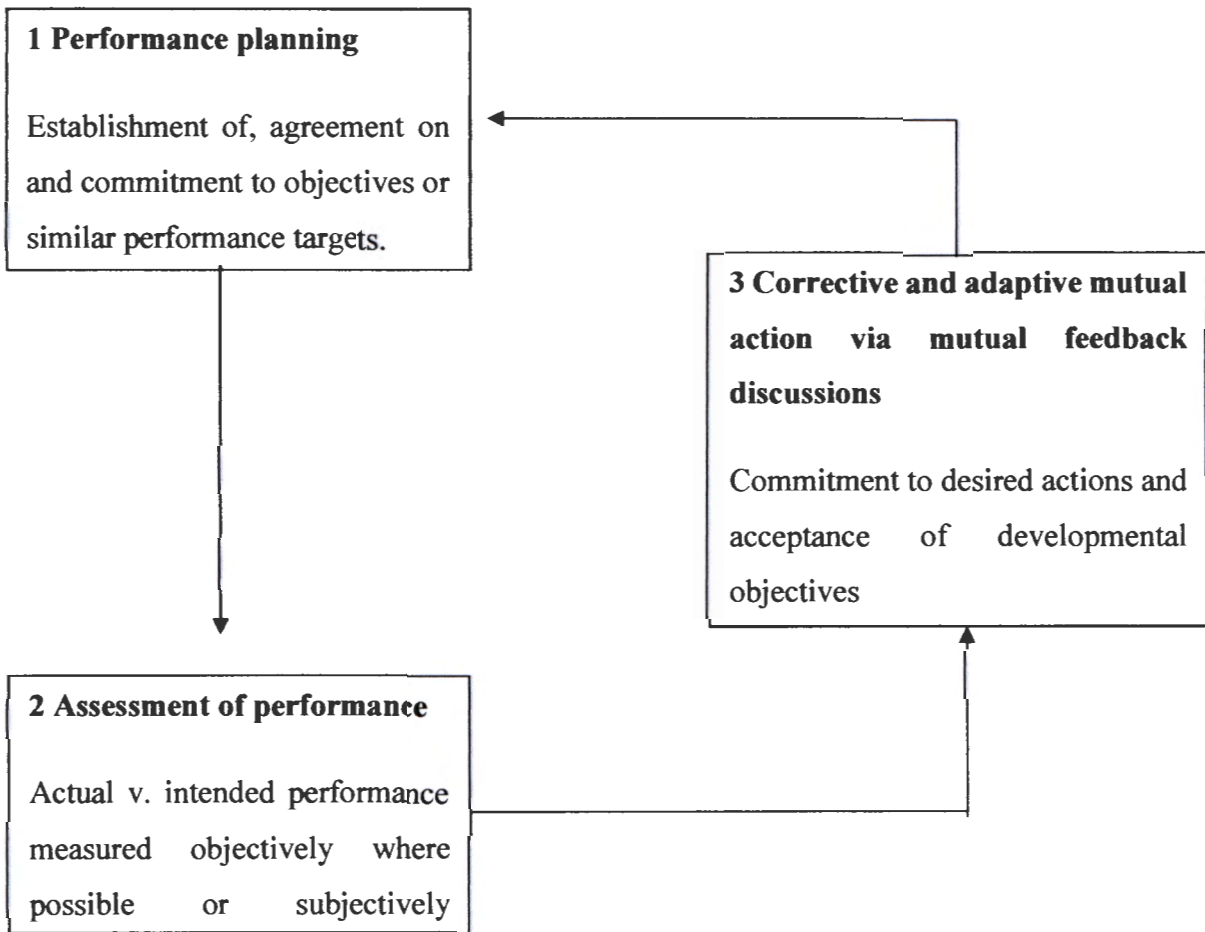
- The manager has an adequate “sample” of the subordinate’s genuine conduct.
- The manager and subordinate agree on the subordinate’s occupation obligations.
- The manager and the subordinate agree on the meaning of good and poor performance.
- The manager concentrates on approaches to enhance performance, instead of basically recording poor performance (Landy & Conte, 2010:264).

2.6.5 Dealing with poor performance

According to Liff (2011:162), correspondence is the way to managing poor performance from an employee; furthermore attending to the issue early and to attempt to help the employee to enhance his performance. In the event that that does not work, another alternative would be to move to the formal stage (the performance improvement plan or PIP). The individual or manager dealing with this issue ought to be firm but reasonable, apply the framework as planned, and not to hope for the problem to go away.

The best way to guarantee that workers consider performance important is to address performance issues head-on. In addition, the employees themselves will resolve large portions of the performance issues once they understand that in the event that they don’t step up and improve, management will intervene and make a move. Terminating workers for poor performance is truly not that troublesome as long as the best possible methods are taken.

Figure 2.7: Performance management: planning, assessment and feedback.



(William, 2002:13).

2.7 THE REWARDS, RECOGNITION AND RENEWAL SYSTEMS

The rewards system is the compensation and benefit structure which additionally incorporates motivating factors, celebrations and casual prizes acknowledgement. Given the way that the government’s compensation and benefit structures are generally set by law, Liff concentrates only on the motivations, celebrations and casual prizes acknowledgement segments (Liff, 2011:163).

As indicated by Sarma (2008:173), incentives are forward looking while rewards are reflective. Monetary incentives are intended to give coordinate inspiration, “do this and you will get that”. Financial rewards give a substantial type of acknowledgement and can therefore serve as unintended motivators, as long as individuals expect that further accomplishments will produce worthwhile rewards.

Money related impetuses are meant to inspire individuals to accomplish their goals, enhance their performance or improve their competence or aptitudes by concentrating on particular targets and needs. Money-related rewards give acknowledgement to workers for their achievements in the shape of achieving or surpassing their performance targets or achieving certain levels of competence or aptitudes. An accomplishment reward or team-based lump sum payments are illustrations of financial rewards.

2.8 JOB SATISFACTION

McShane and Von Glinow (2010:108) characterize job satisfaction as an individual's assessment of his or her occupation and work context.

2.8.1 Consequences of job dissatisfaction

There are four ways in which employees may react to dissatisfaction as indicated by the (exit, voice, loyalty and neglect) (EVLN) model (McShane & Von Glinow, 2010:109):

Figure 2.8: Exit, voice, loyalty and neglect model



(McShane & Von Glinow, 2010:109).

2.8. 1.1 Exit

Exit or intention to leave is frequently alluded to as a worker's aim to leave his present organization. This is the last movement in the cognition process which comprises three components, to be specific, intention to quit, considerations of quitting, and the goal to look for alternative jobs (Cho, Johanson & Guchait, 2009:377).

Employees who are disappointed with their occupations are less inclined to change from one occupation to the next (Sturman, Shao& Katz, 2012:48). The simplicity of moving across organisations is influenced by culture, which in turn influence deliberate turnover decisions (Sturman et al., 2012:48).

Cho et al. (2009:29) express that when an employee is considering leaving or quitting the organisation, he first begins to evaluate his present circumstance and from that point on he will go through certain phases until he achieves a choice to clear out.

2.8.1.2 Voice



Hirschman (referred to by Farrel, 1983) characterizes voice as “any endeavour at all to change rather than to escape from an offensive situation”. Voice may include speaking to higher authorities, whether inside or outside the managerial pecking order. Voice is a productive reaction which can be more argumentative (McShane & Von Glinow, 2010:109).

2.1.3 Loyalty

In the first form of this model, high loyalty brought about voice, and low steadfastness delivered exit. There are additionally employees who might be disappointed, however they simply keep quiet, enduring peacefully, without stopping for even a minute, confident that things will improve soon (McShane & Von Glinow, 2010:109).

2.8.1.4 Neglect

This is when an individual’s unclear work satisfaction reduces the level of determination in order to adapt to negative aspects of the work condition or a lower level. At the point when a worker begins to give careless consideration to quality, habitually being late for work, truant from work or reducing work determination, it is seen as neglect. It is considered as an inactive movement that may have negative significance for the organisation (Landy et al., 2010:424).

2.8.2 Job satisfaction and workplace deviance

Job dissatisfaction predicts a considerable measure of particular practices, including substance abuse, stealing at work, undue socialising and lateness. Researchers contend that these behaviours are markers of a more extensive disorder that they term deviant behaviour in the workplace (or *employee withdrawal*). The key is that if employees don’t care for their

workplace, they'll react by one means or another. It is not generally simple to figure precisely how they'll react. One worker's reaction may be to quit. Another might take work time to surf the Internet, take work supplies home for individual use and so on. To put it plainly, evidence shows that workers who don't care for their jobs 'get even' in different ways-and in light of the fact that employees can be very imaginative in the ways they do that, controlling one conduct, for example, having a non-attendance control approach, leaves the underlying driver untouched (Robbins et al.,2010:72).

Job satisfaction is the level of delight an employee gets from his or her occupation. Hulin and Judge (2003) state that an employee's emotional response to an occupation depends on a correlation of the real results got from the employment with those results that are merited or anticipated. How employees feel about their occupation is highly variable. One hundred years ago livelihood conditions were, by all accounts, unsuitable. Work was regularly performed under perilous conditions, work hours were long, workplaces were not ventilated, and benefits we frequently underestimate today, for example, paid vacation, medical insurance, and retirement contributions, did not exist. Research has uncovered that individuals develop general emotions about their employments as well as about selected dimensions or features of their occupations, for example, their supervisor, co-worker, promotional opportunities, pay, and so on (Muchinsky, 2006:313).

2.9 CHALLENGES AND CRITIQUES

2.9.1 Work orientation

A large study by Goldthorpe and his partners concentrated on the relationship between work orientation and social class. The British researchers contended that, before it was expected that the specific patterns of occupational behaviour found on car assembly lines (for example, absenteeism, high turnover of workers, and strikes) implied that the workers are short of higher-level needs to motivate them, it was important to ask what the workers were searching for when they entered that occupation (Bratton, 2007:263).

Work orientation alludes to the meaning that individuals give to paid work, and the relative significance and capacity they allocate to work inside their lives in general. Interest in individual differences in work orientation has led some researchers to examine the association

between work motivation and social factors. These social factors include age, gender, education, marital status and race.

2.9.2 The great debate: for love and money

Grobler et al., (2011:241), alludes that there is a serious academic discussion over the underlying foundations of human motivation. The behaviourists, including noted psychologists, for example, the late B. F. Skinner, believe that human behaviour is the result of outcomes. They advance the liberal utilization of positive reinforcers, including expansion, advancements, rewards and prizes, as motivators for enhancing performance. At the extreme is a group that may be labelled anti-behaviourists, including such noted psychologists as Frederick Herzberg. They trust that fiscal rewards won't bring employees joy and may even conflict with the employer who uses them. In what capacity may impetuses, for example, a reward turn, into a negative motivator?

2.9.3 The relationship between motivation and job performance

It has been said that happy workers will probably be productive workers, despite the fact that it is difficult to tell which way causality runs. When satisfaction and productivity data are assembled for the organisation as a whole, we find that organisations with more satisfied employees have a tendency to be more successful than organisations with less satisfied employees. According to the previous studies mentioned in this study, it is clear that there is a relationship between motivation and job performance as employees perform well when they are motivated by their employers and feel appreciated and valued within the workplace.

2.10 SUMMARY

Previous research done on this topic has provided a better understanding of the topic as a whole and how motivation and job performance was dealt with in other counties. Motivation is an ongoing problem because people will never be completely satisfied with what they get and that affects their job performance and how they conduct themselves in the workplace. Motivation and job performance go hand in hand; one affects the other one. If an employee is less motivated then the level of performance decreases as well. This chapter covered previous researches based on the relationship between motivation and job performance. Chapter 3 will be focusing on the methodology and design of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter focuses on the research methodology and design, what method was used in order to conduct the research as well as how the data was collected. This study used quantitative research and relevant literature to answer the five research questions and objectives mentioned in chapter 1 as well as to obtain knowledge about the relationship between motivation and job performance. Olsen (2012:1) reveals that the best research utilizes information as a part of a unique way or offers some new and energizing understanding of existing information. The chapter covers research approach, research methodology, population, sampling technique, sample size, data collection, administration of questionnaires, covering letter, statistical analysis, and ethical considerations.

3.2 RESEARCH APPROACH

According to Berndt and Petzer (2011:47), quantitative research methods are either descriptive in nature or lend themselves to determining causal relationships between variables.

The study adopted a quantitative approach. The use of a survey research technique to obtain the required data was considered more convenient, as well as more time- and cost-effective against the background of the researcher's specific circumstances than a qualitative approach

This approach allows the researcher the opportunity to identify and attempt to better understand the participants' experiences as employees of the two provincial departments. Utilizing the questionnaire as a form of research method in this study will help the researcher to collect in-depth information from the participants as a result add value to further studies on the subject of motivation and job performance.

3.3 RESEARCH METHOD

The research method used to gather information was in the form of self-administered questionnaires which the researcher has outlined and distributed to each of the two departments with the help of the Human Resource Departments and the managers for employees' to

complete. The questionnaires were straightforward and simple and were in the form of a Likert scale, which allowed the respondents to invest less energy in the questionnaires since they did not need to write anything down unless they wished to do so under section C which was optional. Data was obtained from both primary and secondary sources. Primary data was sourced through questionnaires while secondary data was obtained from internet, books, published and unpublished reports and journals.

3.4 POPULATION

Population is the whole arrangement of people or different substances to which study findings are to be summed up (Check & Schutt, 2012:92). This study was centred on the Department of Education and Department of Economy and Enterprise Development with a total of 161 of employees within Mahikeng.

The reason for choosing these specific participants were as a result of accessibility of the participants in terms of the location and the fact that it linked to the research objective as the researcher was proposing to make use of employees in the two provincial departments. This population is somewhat specific, and generalisability to other population(s) who do not have the same characterisation as the participants might be problematic to some extent.

A summary of the population for both departments and their post levels are illustrated in table 3.1. The gender distribution of the sample indicated a majority of females (fifty-eight percent), whereas males were (forty-two percent). The racial profile of the sample consisted of black, white, coloured and Indian respondents with black respondents representing majority of the sample.

Table 3.1: Population

Post Level	Population (N)	Sample (n)	Percentage (%)
Department of Education			
Level 5-7	250	24	34
Level 8-10	240	23	32
Level 11 and above	100	10	14
Temporary employment	160	14	20
Total	750	71	100
Department of Education			
Level 5-7	200	23	26
Level 8-10	360	26	29
Level 11 and above	190	20	22
Temporary employment	150	21	23
Total	900	90	100

Source: Department of Education and Department of Economy & Enterprise Development – 2016

3.5 SAMPLING TECHNIQUE

According to Relmer and Van Ryzin (2011: 158) (simple random) sampling includes selecting individuals or elements from a population in a manner that every individual has an equivalent shot of selection. The process for selecting this sample is referred to as sampling. The researcher used questionnaires to collect the data needed. The fundamental reason for conducting the random sample in this study was to reduce prejudice in that way it gives individuals from the population an equivalent chance of being chosen for incorporation in the sample. The nature of the study required the selection of a sample in a way that was more subjective. Therefore probability sampling was relevant and it was a superior method to the removal of sampling bias.

3.5.1 Sample size

Relmer and Van Ryzin (2011: 145) alludes that researchers do sampling in light of the fact that constrained assets or time regularly keep them from contemplating an entire population. A sample of 161 employees of the two provincial departments was selected. The time and cost constraints were attributed to the fact that the sample was only selected from a population of the two provincial departments in Mahikeng Province. Therefore, these workers were easily reachable at any time via telephone and appointments. In addition, the sample selected included individuals who differed in age and gender.

3.6 DATA COLLECTION

This study used the population of 161 employees as respondents found in the two provincial departments in the North-West. The justification for using the population of employees in collecting data is that the number involved is manageable and also to increase the level of representativeness of the final research outcome. Berndt and Petzer (2011:202) suggest that collection alludes to the task of gathering the response from the sample that has been selected in the earlier stages of the research. This study employed namely questionnaires because they were used by other researchers on related studies and produced good results.

Before distributing the data collection instruments the researcher obtained an official letter from the respective provincial departments to introduce the researcher where the research was conducted. At every stage of data collection, the information gathered was highly treated with confidentiality. However, the researcher encountered a number of challenges in the process of data collection such as some questionnaires not being completed on time because respondents were busy with work. This disturbed the time schedule arrangement as new appointments had to be made.

3.6.1 Administration of questionnaires

Sarantakos (2005:250) illustrates that the administration of the questionnaire was a Likert-scale arrangement which incorporates responses of strongly agree, agree, neutral, disagree and strongly disagree. Based on previous studies and the supervisors expertise the researcher managed to construct the questionnaire. The justification of using questionnaires is that all the respondents in the study were literate. Questionnaires also helps the researcher to gather more information within a short period of time. The questionnaire included both open-ended and

closed questions. In closed questionnaires the respondents were provided with alternative answers from which they select the answer(s) on the other hand open ended questionnaires allow free response from participants. The layout of the questionnaire is as follows: Section A is biographical information, Section B is research questions and Section C is Additional information whereby participants write their comments.

The survey ran for one month, during which the respondents required encouragement to complete the survey. Management and the human resource team were challenged on the reasons why the survey was conducted, and many respondents expressed concern over the confidentiality of their response despite reassurance that their responses would be treated with complete confidentiality. Respondents were fearful of being publicly recognised by their demographic status. The researcher feels that this is important to the research, as it may have skewed the responses of individuals and could have discouraged some employees from participating in completing the survey. This suggests possible distrust present in the organisation.

3.6.2. Distribution of the questionnaire

The questionnaires were hand delivered to the Department of Education and Department of Economy & Enterprise Development and given to the HR Manager to distribute to the employees in which they were given at least a week to complete the questionnaires but lasted for a month.

3.6.3 Covering letter

Check and Schutt (2012:172) illustrate that the purpose of the covering letter is to familiarise the respondents with the research team, to defuse any uncertainty or suspicion respondents may have about the study, to motivate them to partake and answer questions, and to guarantee anonymity and confidentiality. The covering letter is important to the accomplishment of a mailed survey. This announcement to respondents sets the tone for the survey. A carefully arranged covering letter ought to build the response rate and result in more legitimate and complete answers to the survey questions; an ineffectively arranged covering letter can have the reverse effects.

A copy of the research covering letters was given to the HR Manager of the two departments, in order for them to grant permission to conduct the research in their departments.

3.7 STATISTICAL ANALYSIS- SPSS

SPSS permits designated codes to be recognised as particular missing qualities, so they are excluded when calculating statistical functions (De Vos, et al., 2011:253). In this study SPSS version 22 was utilised to analyse the data and the interpretation was elaborated further. Pie charts and bar charts were used in summarizing and presenting the results for biographical data and the participants' responses in relation to the research questions.

3.7.1. SPEARMAN RANK CORRELATION COEFFICIENT

The rank correlation coefficient, r_s , is a nonparametric alternative to the linear correlation coefficient (Johnson & Kubly, 2012:694).

Spearman rank correlation coefficient method was used to determine the correlation between motivation and job performance. Factor analysis was also implemented. The purpose of factor analysis was to determine the factors describing the motivation of employees and their job performance. The factor analysis and all other quantitative techniques mentioned thus far were run in SPSS. Factor analysis is used to uncover the latent structure (dimensions) of a set of variables. It reduces attribute space from a larger number of variables to a smaller number of factors. Exploratory and confirmatory factor analysis was used to reduce the number of variables and to detect structure in the relationships between variables in preparation for analysis using structural equation modelling

3.7.2 CHI-SQUARE

A variable has a chi-square distribution if its distribution has the state of an unusual sort of right-skewed curve, called a chi-square (χ^2) curve. Karl Pearson, known as one of the fathers of modern statistics, invented the chi-square (denoted by χ^2) in 1900. It is the oldest inference procedure still used in its original form and is often used in today's economics and business applications (Weiss, 2012:482).

Chi-Square was utilised for comparison between the Department of Education and the Department of Economy and Enterprise, according to the data received from both departments. The data is collected at two different departments therefore a comparison between the two departments is important in terms of the findings and the analyses of the data.

3.8 ETHICAL CONSIDERATIONS

Ethics implies investigation into the nature and grounds of moral quality where the term ethics is interpreted as meaning good judgement, principles and guidelines of conduct (Berndt & Petzer, 2011:286).

This study was conducted with the permission of the Department of Education and Department of Economy & Enterprise Development and with respect to privacy and confidentiality of the participants due to the sensitivity of some of the issues.

The study was straightforward, so participants understood, were not misled in any way and participated with a clear knowledge of what the study involved. Participants may not have felt completely free about answering some of the questions which might have been sensitive in nature, which was completely understandable. Participants were not required to provide their names; this enabled them to answer as many questions as they could without feeling that they would be judged. The details of the study were examined by the supervisor and the external examiner to ensure that the research was done according to the academic purpose.

While employees were invited to participate in the questionnaire survey it was made clear that participation was voluntary and that they could withdraw their participation should they wish to do so. The general managers from Department of Education and the Department of Economy and enterprise sent out an invitation for employees to complete the survey and outlined that the survey was being done for research purposes, stressed its complete confidentiality and encouraged employees to complete the survey. Despite employees being assured of the confidentiality of their responses in all communication concerning the survey and on the survey itself, they were fearful that they would be identified through their demographic status. Several employees withdrew their commitment to participate in the survey, and although all 250 employees were invited to participate in the survey, there were only 161 respondents who did so, once again illustrating that some employees were comfortable in not responding to the survey.

With regard to confidentiality clauses contained in the methodologies, the confidentiality clause is stated at the beginning of the survey: 'This survey is confidential and all answers will remain strictly anonymous. You should therefore feel absolutely free to complete the survey as truthfully and openly as you can, safe in the knowledge that your responses are

completely anonymous’: This information is strictly confidential (between you and me only) and will be used entirely for academic purposes. The responses to your questions will be consolidated with all other responses to determine the relationship between motivation and job performance in the workplace’.

3.9 MEASUREMENT INSTRUMENT

3.9.1 Validity and Reliability

Validity refers to the degree to which a test or other measuring device is truly measuring what it is intended to measure (Research Methods, 2004). Cronbach’s Alpha was used for confirming the reliability of the items in the questionnaire as recommended by Pellatt, Wu and Griffiths (2012: 317). Confirmatory factor analysis (CFA) was used for confirming the validity of the instrument as recommended by Franzen, Robbins and Sawicki (2011: 42). CFA also assisted in dimension reduction such that many items are reduced into smaller uncorrelated constructs called factors. These factors enabled the researcher to determine the correlations between employee motivation and job satisfaction, and between employee motivation and job performance. These correlations were determined using the Pearson correlation coefficient as recommended by Jackson (2012: 159). By using factor loadings instead of individual items, the researcher was able to compare the variables without having cumbersome correlation matrices which could have been difficult to interpret.

This study also used the Kruskal-Wallis test (Singh, 2007: 172) to compare the two departments (Education and Economy Enterprise) relative to the job performance and motivation. This comparison was conducted to check if the employees’ responses to the research questions are dependent at the department at which they work.

3.10 SUMMARY

The research methodology and design guides the researcher on how the research will be conducted, what is to be used and how it is to be used. This chapter illustrated the type of methods that will be utilised and how they are going to be utilised. Chapter 4 mainly focuses on data collection and the statistical analysis for that data.

CHAPTER 4

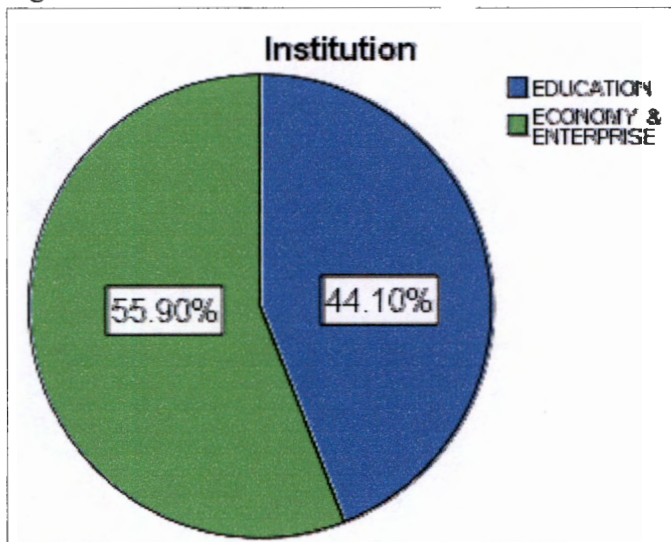
RESULTS

4.1 INTRODUCTION

Before data can be captured from the questionnaires, it makes sense to page through each questionnaire and to evaluate how well they have been completed. If a questionnaire contains too many missing values, or when it is suspected to be based on guessing instead of on logical check, it is better not to capture those responses (Berndt & Petzer, 2011: 218). After sorting out each questionnaire, the researcher interprets the findings, particularly in relation to the research problem. The data is presented in pie charts, histograms (bar charts) and frequency tables. The data was collected and analysed as follows:

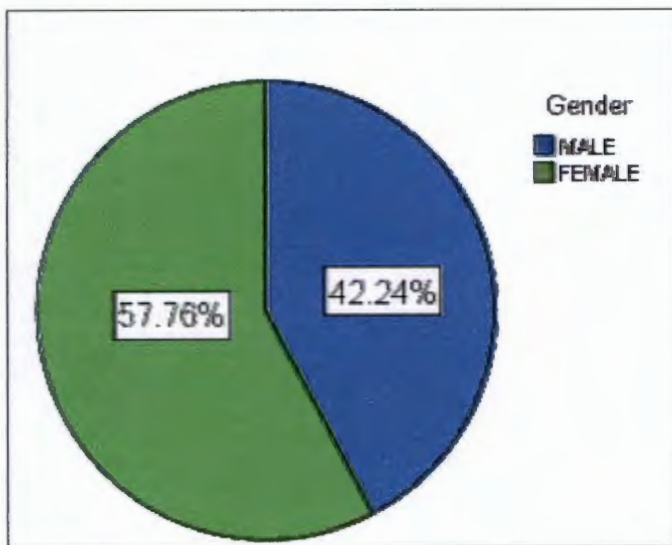
4.2 BIOGRAPHICAL INFORMATION

Figure 4.1 Institution



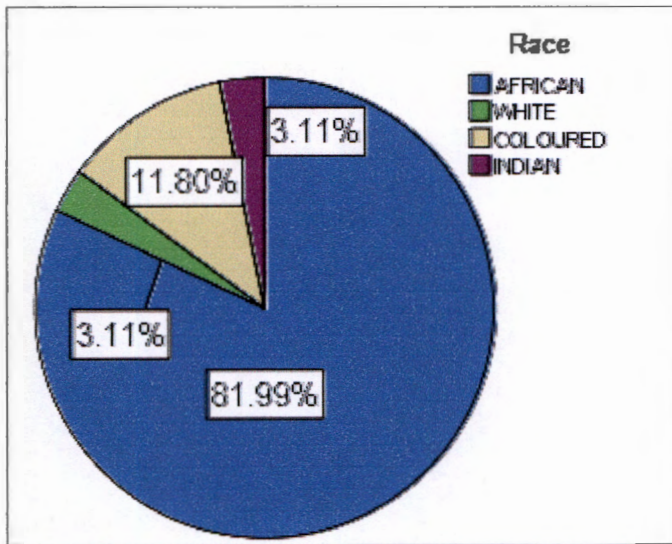
SUMMARY: Figure 4.1 shows that slightly more than half of the participants 55.90% were from the education department and the rest were from the economic and enterprise department 44.10%.

Figure 4.2 Gender



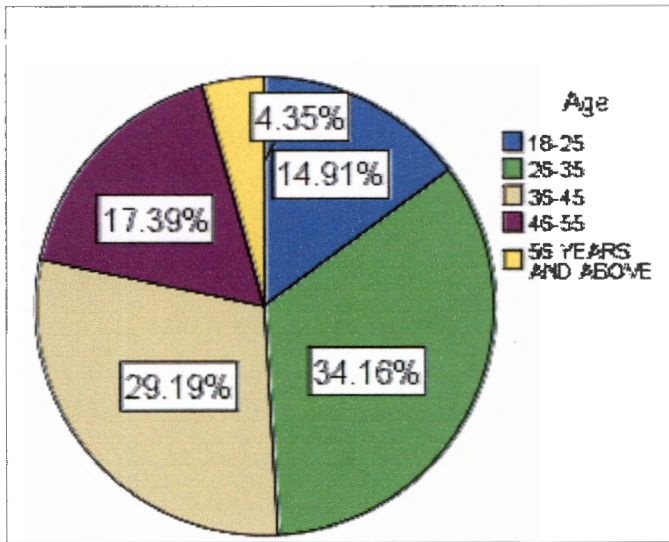
SUMMARY: Figure 4.2 shows that slightly more than of the participants 57.76% were females and the rest were males 42.24%.

Figure 4.3 Race



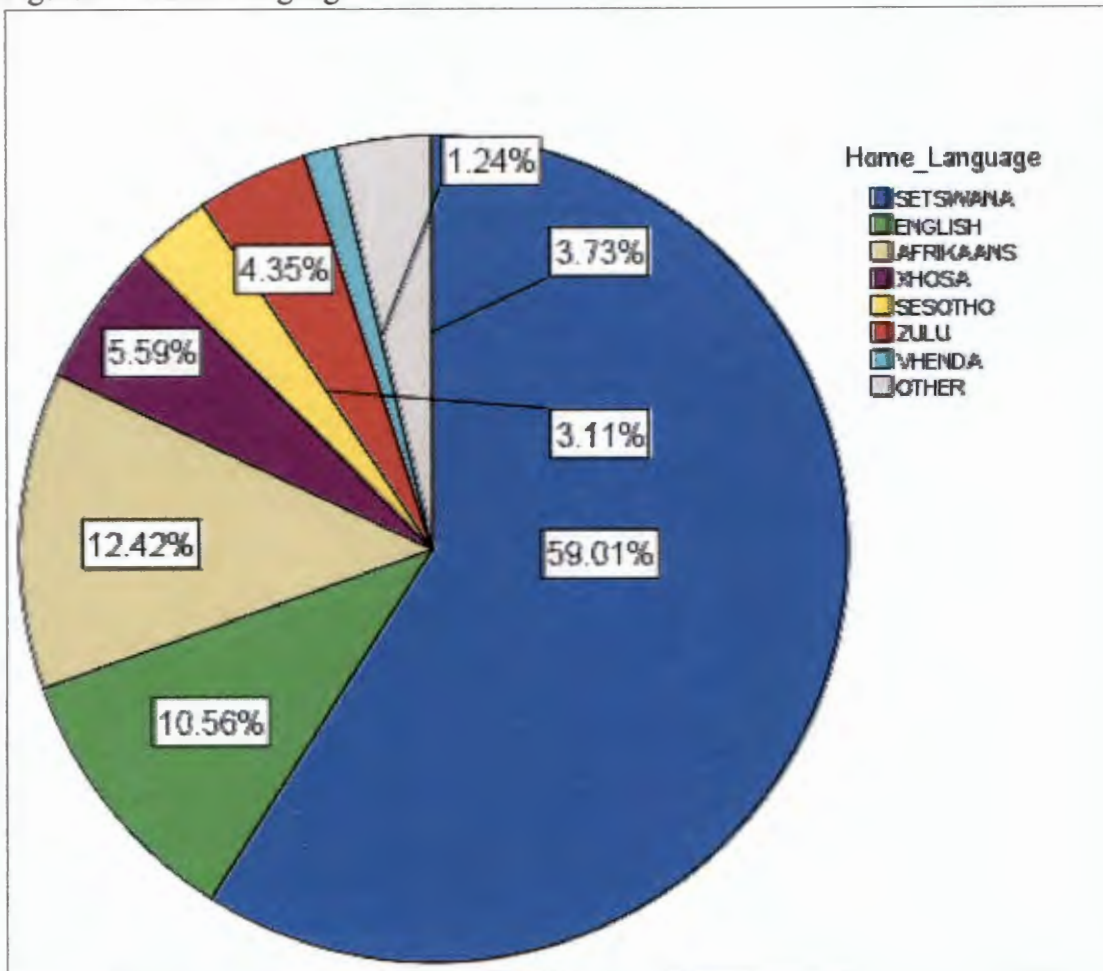
SUMMARY: Figure 4.3 shows that the majority of the participants were of the African race 81.99%, followed by coloured participants, 11.80%. Only a few participants belonged to the White and Indian racial groups, each comprising 3.11% of the participants.

Figure 4.4 Age



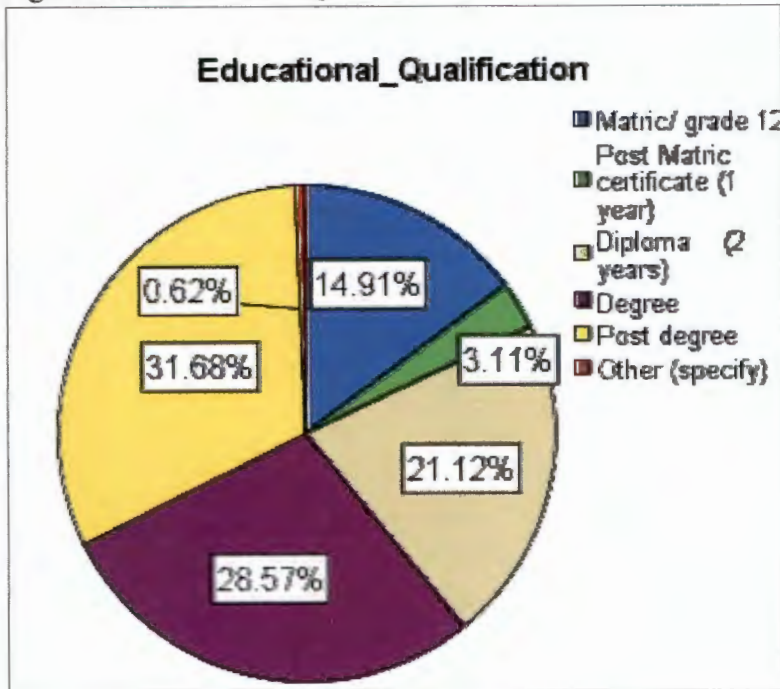
SUMMARY: Figure 4.4 shows that slightly more than three quarters of the participants were in the age group of 26-35 (34.16%) whereas slightly more than a quarter of the participants were in the age group of 36-45 (29.19%). The third largest percentage of participants was observed for the age group of 46-55 (17.39%), followed by those in the age group of 18-25 (14.91%) and the smallest percentage of participants belonged to the age group of 56 years and above (4.35%).

Figure 4.5 Home Language



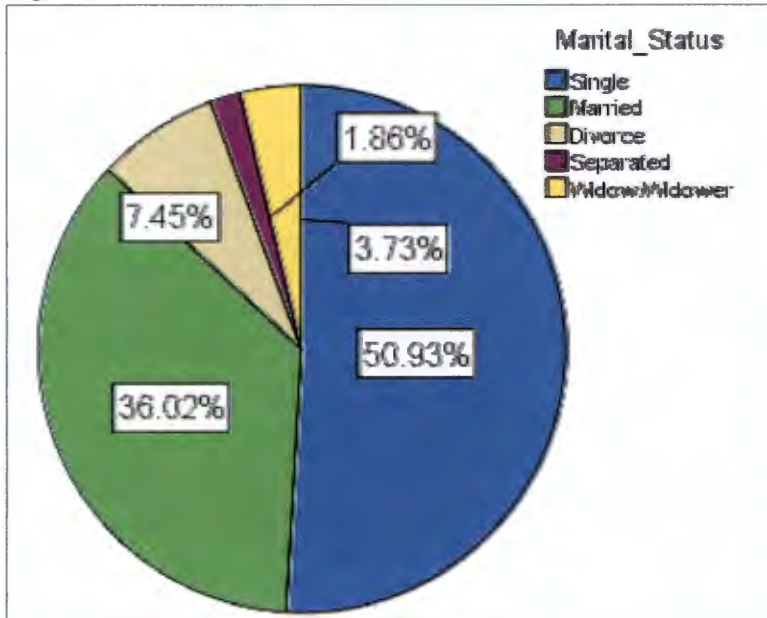
SUMMARY: Figure 4.5 shows that more than half of the participants had Setswana as their home language (59.01%), followed by those who had Afrikaans as their home language (12.42%) then those whose home language is English at 10.56%. Other home languages comprise less than 6% each with the least percentage of participants having Venda as their home language 1.24%.

Figure 4.6 Educational Qualification



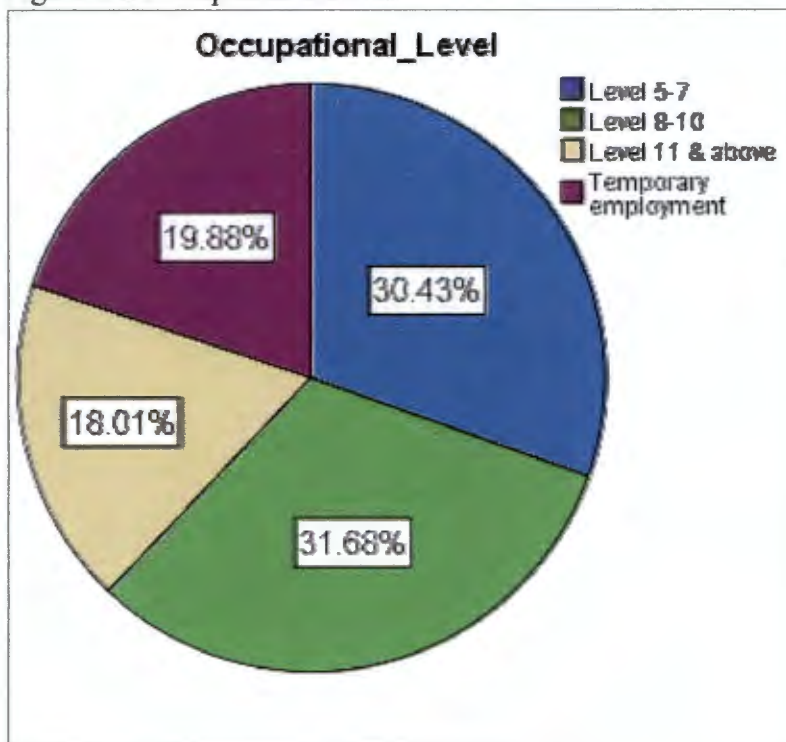
SUMMARY: Figure 4.6 shows that the majority of the participants had a post-graduate degree (31.68%). More than a quarter of the participants had an undergraduate degree (28.57%), followed by those in possession of a diploma (21.12%), then with matric/grade 12/post matric at only 14.91%. Only a few participants had a 1-year certificate (3.11%).

Figure 4.7 Marital Status



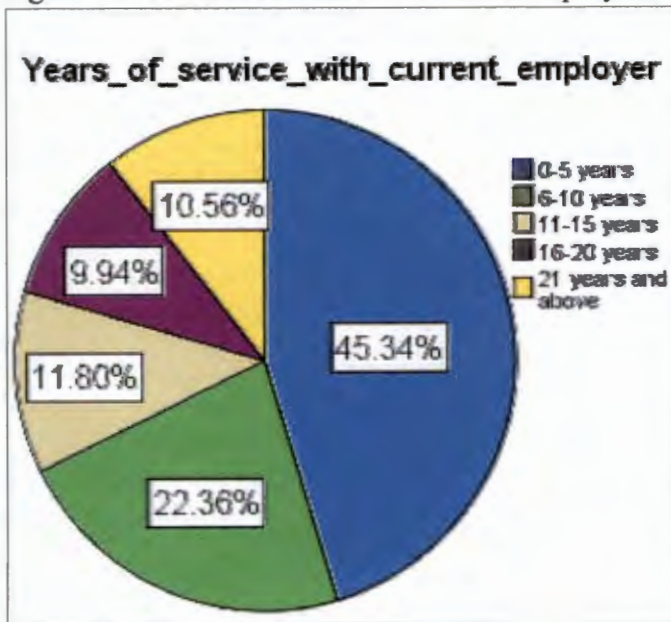
SUMMARY: Figure 4.7 shows that the majority of the participants were single, comprising slightly more than half of all participants (50.93%) and the second highest percentage of participants was observed for those that are married (36.02%). Other marital status categories each comprised less than 10% of the participants, with the minimum percentage of participants recorded for those that are separated 3.73%.

Figure 4.8 Occupational Level



SUMMARY: Figure 4.8 shows that the percentage of participants in the occupational level 5-7 is 30.43% and is almost equal to those in level 8-10 (31.68%). Also, the percentage of participants in temporary appointments 19.88% which is almost equal to those in level 11 and above (18.01%).

Figure 4.9 Years of service with current employer

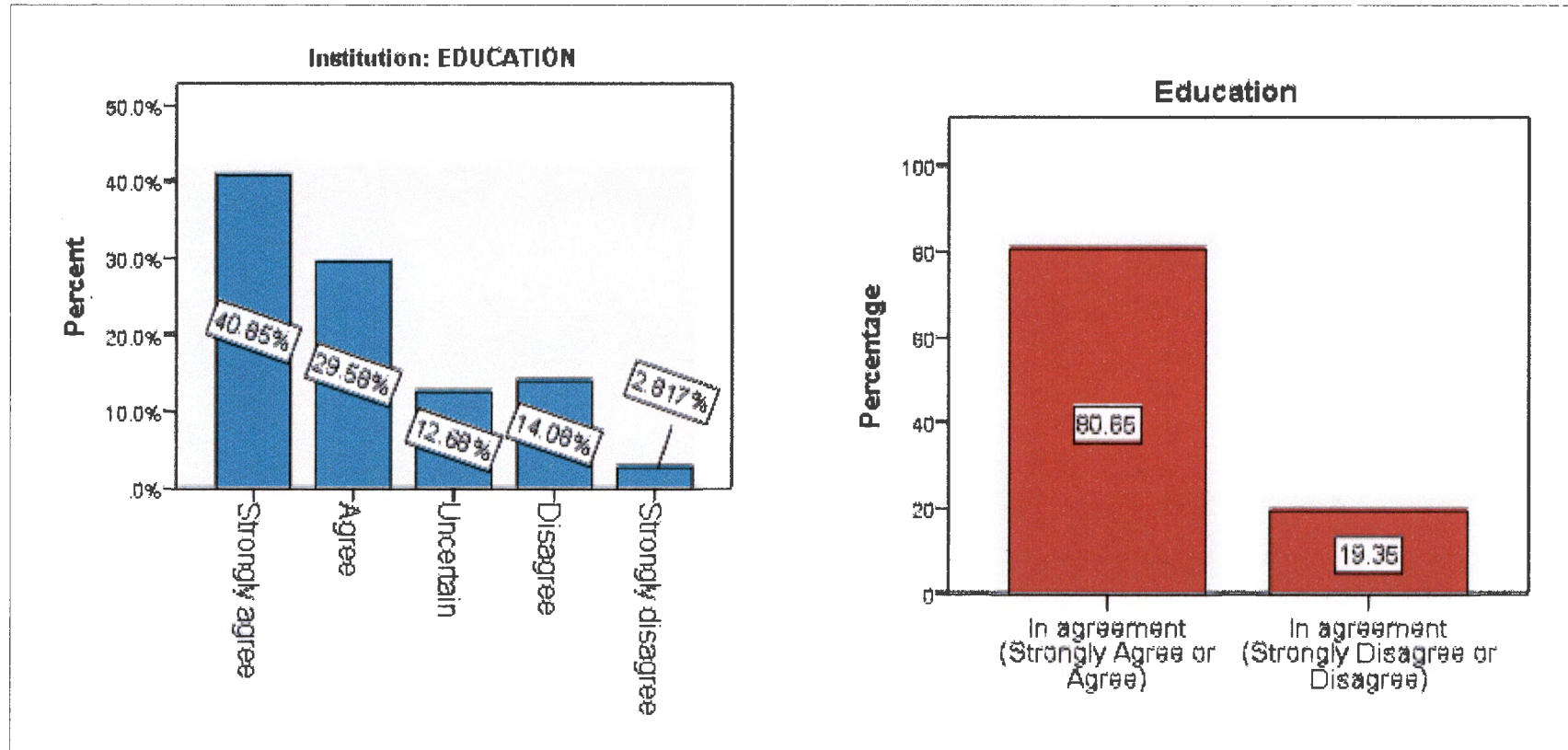


SUMMARY: Figure 4.9 shows that the majority of participants have 0-5 years of experience with their current employer (45.34%), the second highest percentage of the participants have 6-10 years of service with their current employer(22.36%), followed by those with 11-15 years of service (11.80%) and those with 21 years or above (10.56%). The smallest percentage of participants have 16-20 years of service with their current employer at 9.94%.

4.3 RESPONSES FROM PARTICIPANTS

B.1 “Is there a significant relationship between motivation and performance? (Education)”

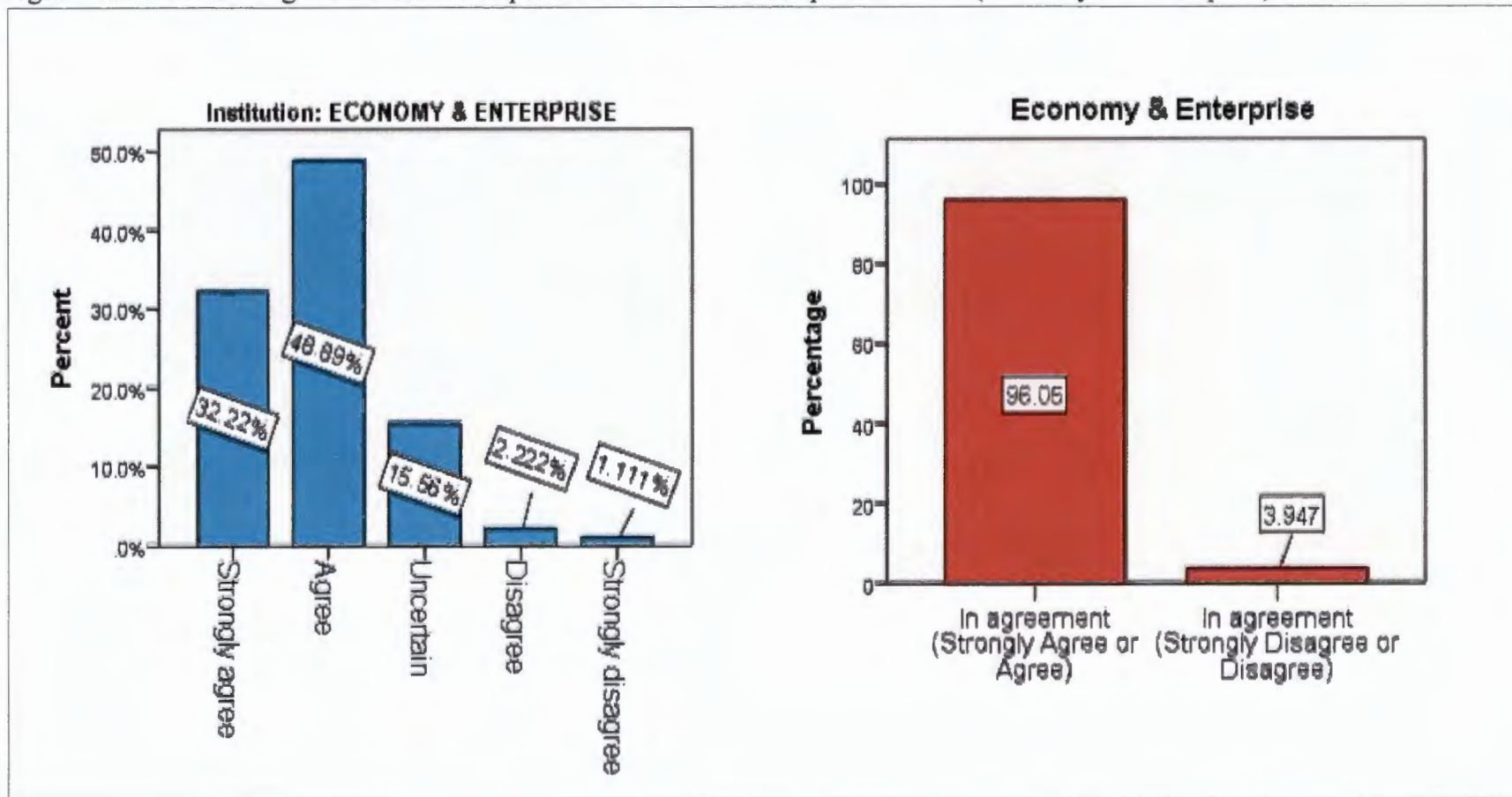
Figure 4.10 “Is there a significant relationship between motivation and performance? (Education)”



SUMMARY: Figure 4.10 shows that overall, 80% of the participants at the Education department were in agreement (strongly agree and agree) with the item B.1 “Is there a significant relationship between motivation and performance?” whereas only 20% were in disagreement (strongly disagree or disagree) with the statement.

B.1 “Is there a significant relationship between motivation and performance? (Economy and Enterprise)”

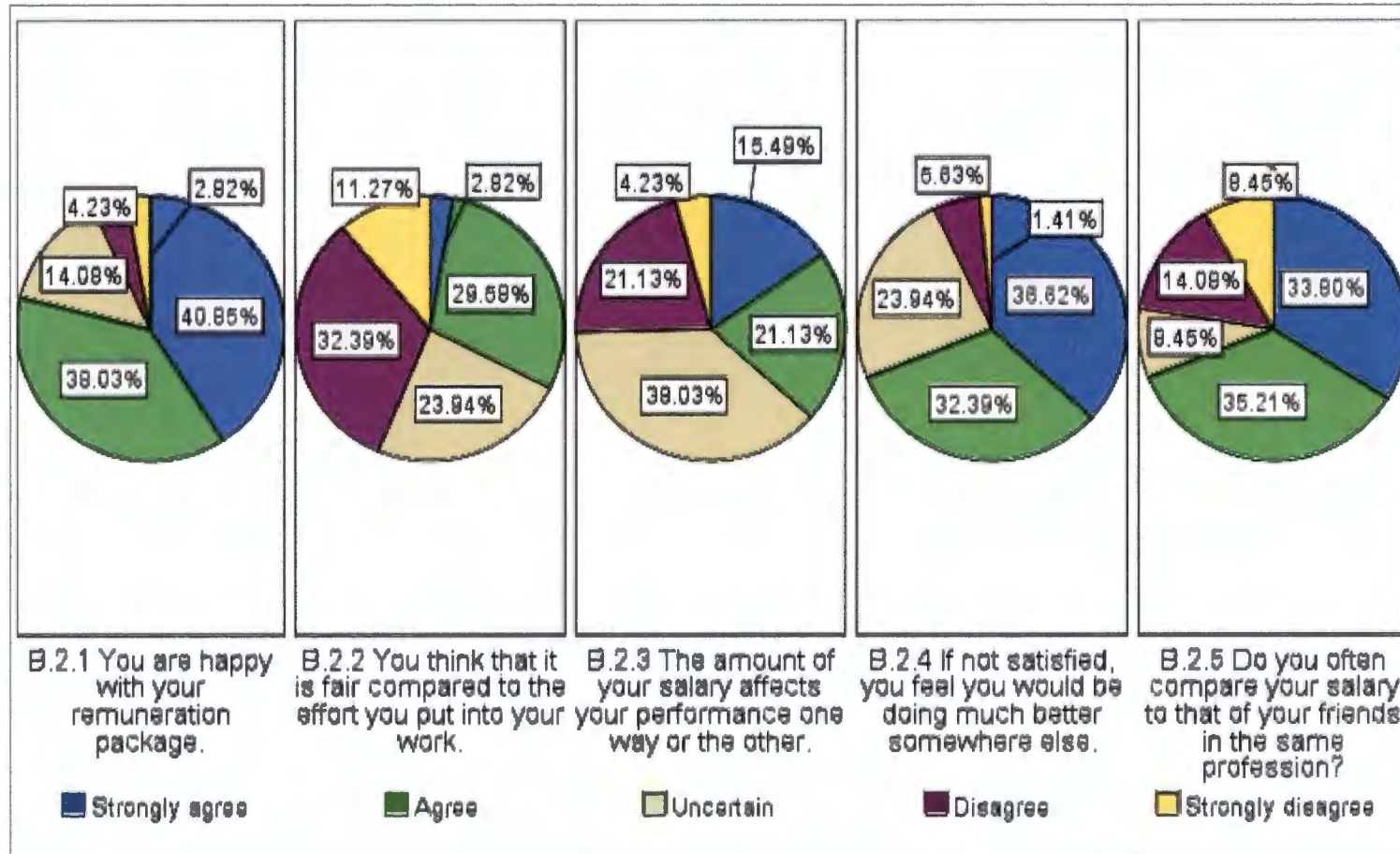
Figure 4.11 “Is there a significant relationship between motivation and performance? (Economy and Enterprise)”



SUMMARY: Figure 4.11 shows that on overall, 96% of the participants at the Economy and Enterprise department were in agreement (strongly agree and agree) with the item “B.1 is there a significant relationship between motivation and performance?” whereas only about 4% were in disagreement (strongly disagree or disagree) with the statement.

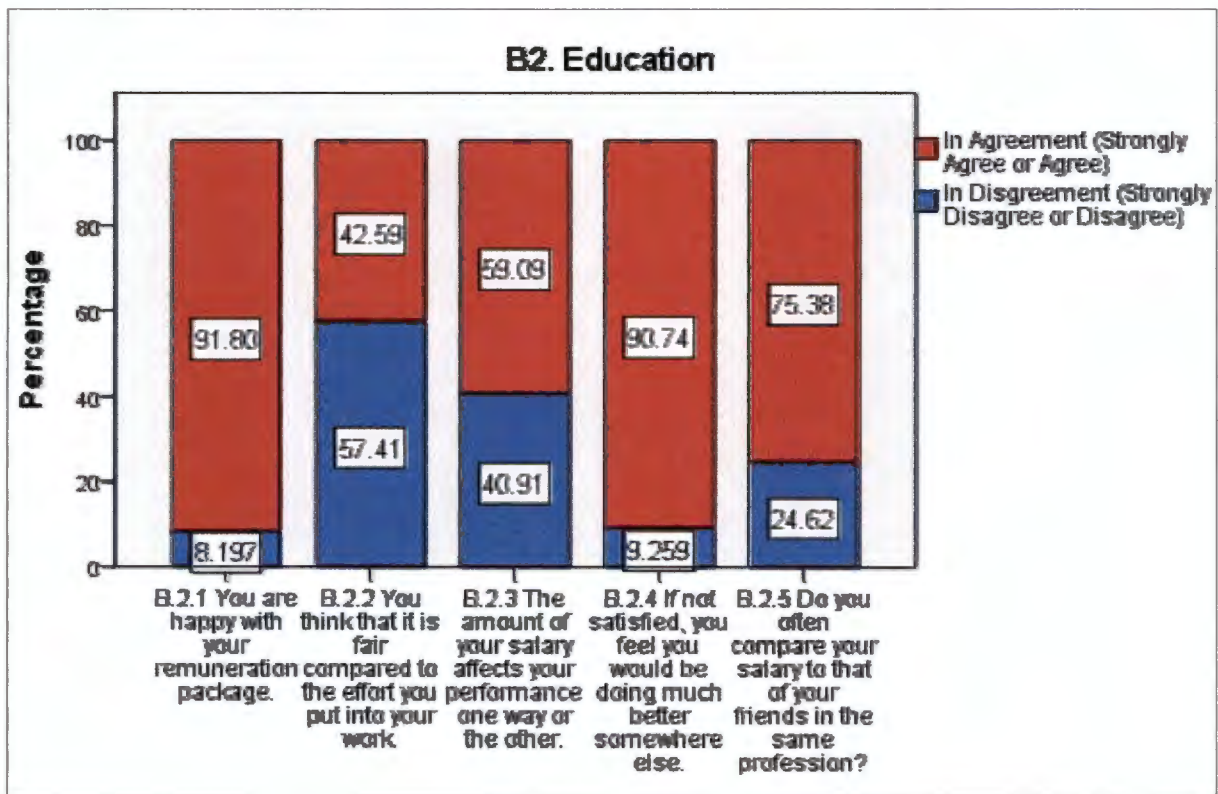
B.2 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Education)”

Figure 4.12.1 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Education)”



The results in Figure 4.12.1 are cumbersome, hence the participants' perceptions about the item B.2 "Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and offer you exert into the organisation? (Education)" are summarised in Figure 4.12.2.

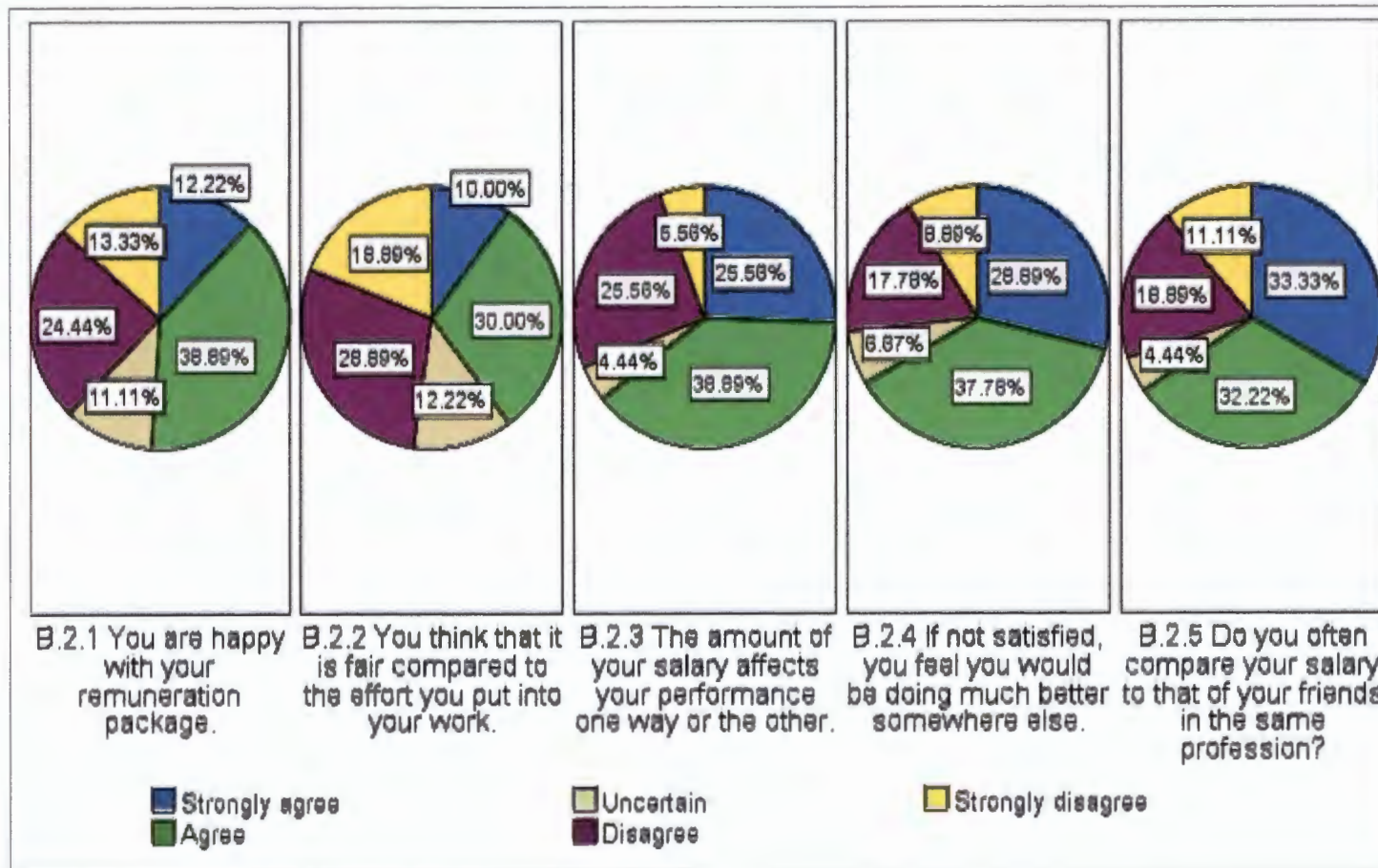
Figure 4.12.2 Education



SUMMARY: Figure 4.12.2 shows that the majority of participants from the education department (59.09% to 91.80%) were in agreement (strongly agree or agree) with the items of B.2 "Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Education)" except for B.2.2 in which the majority 57.41% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

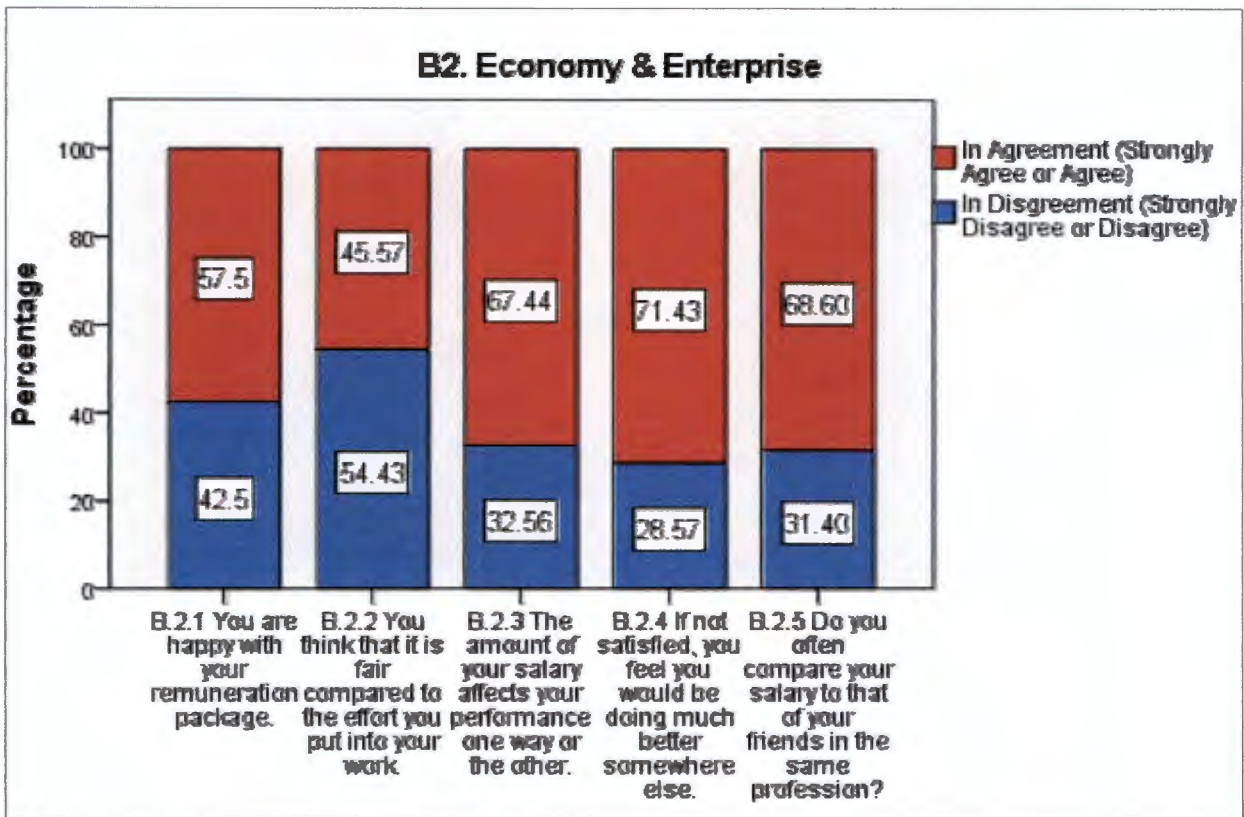
B.2 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Economy & Enterprise)”

Figure 4.13.1 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Economy and Enterprise)”



The results in Figure 4.13.1 are cumbersome, hence the participants' perceptions about the item B.2 "Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Economy and Enterprise)" are summarised in Figure 4.13.2.

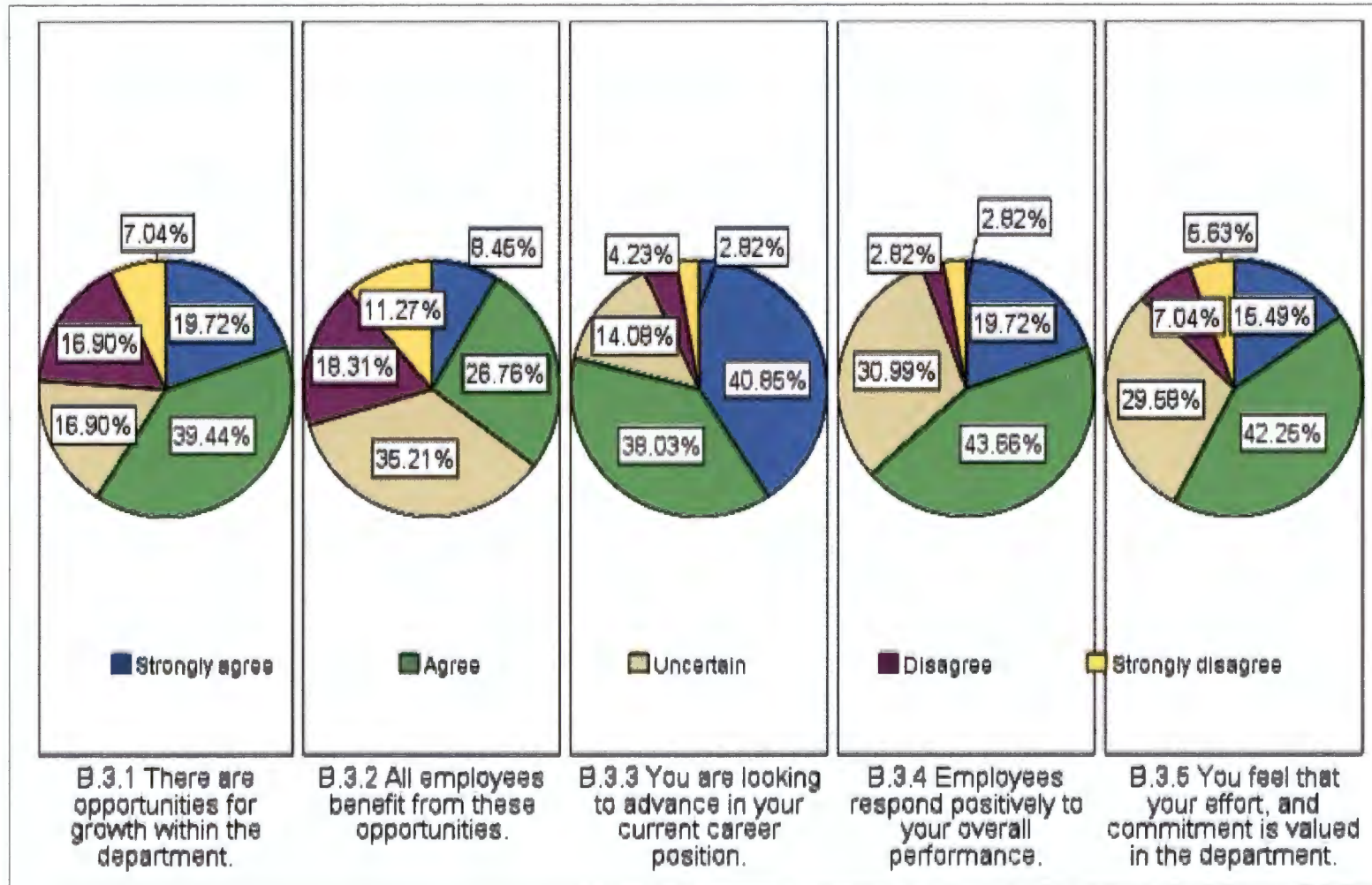
Figure 4.13.2 Economy and Enterprise



SUMMARY: Figure 4.13.2 shows that the majority of participants from the Economy and Enterprise department (57.5% to 71.43%) were in agreement (strongly agree or agree) with the items of B.2 "Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you offer into the organisation? (Economy and Enterprise)" except for B.2.2 in which the majority 54.43% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

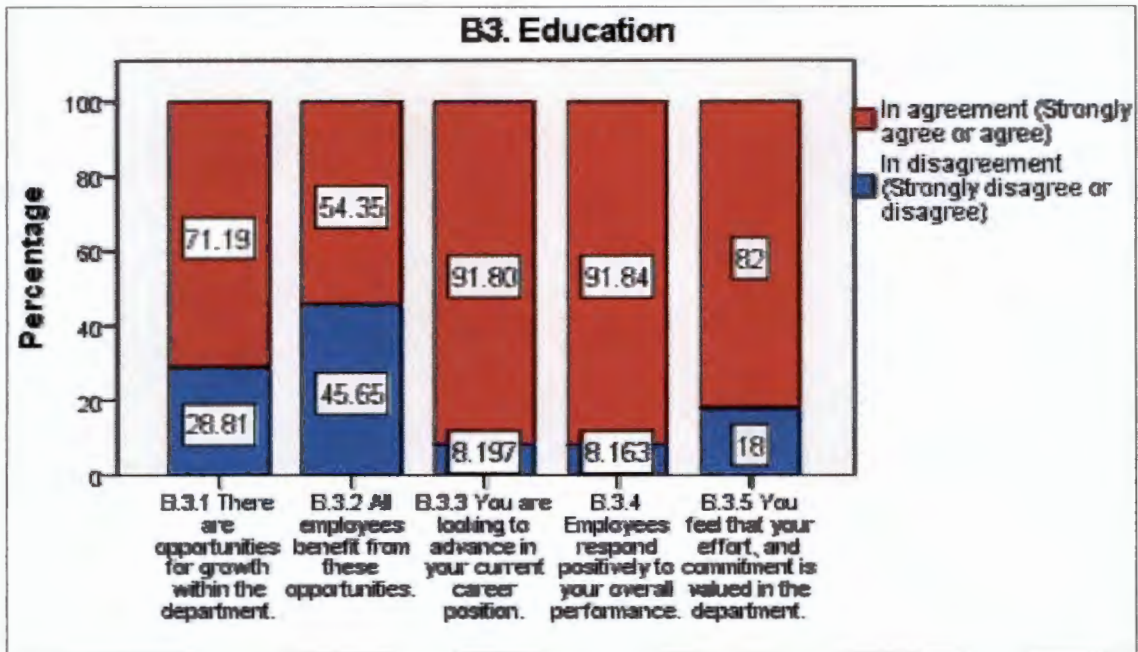
B.3 “Are there growth or promotional opportunities for employees within the department? (Education)”

Figure 4.14.1 “Are there growth or promotional opportunities for employees within the department? (Education)”



The results in Figure 4.14.1 are cumbersome, hence the participants' perceptions about the item B.3 "Are there growth or promotional opportunities for employees within the department? (Education)" are summarised in Figure 4.14.2.

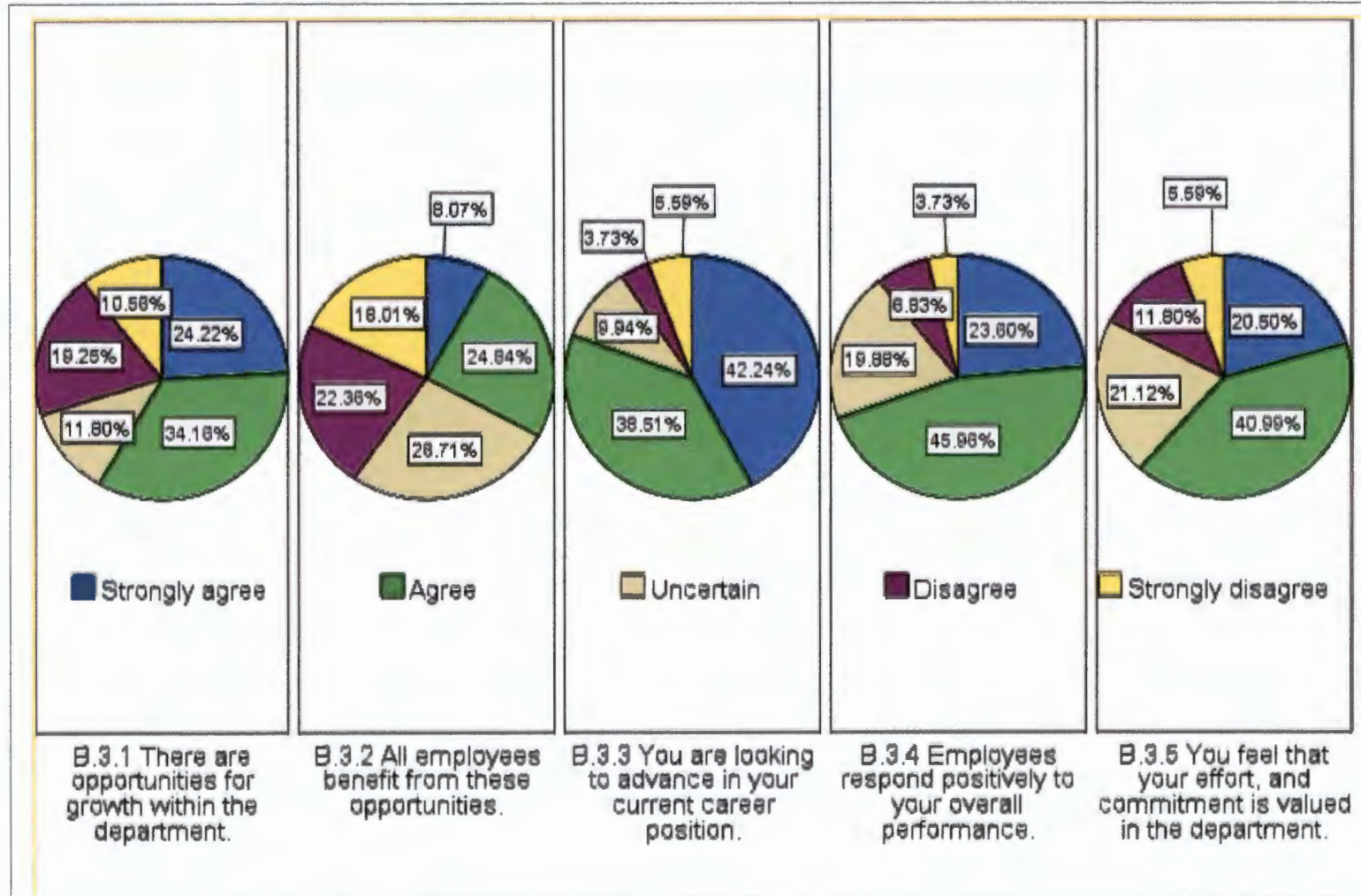
Figure 4.14.2 Education



SUMMARY: Figure 4.14.2 shows that the majority of participants from the Education department (54.35% to 91.80%) were in agreement (strongly agree or agree) with the items of B.3 "Are there growth or promotional opportunities for employees within the department? (Education)".

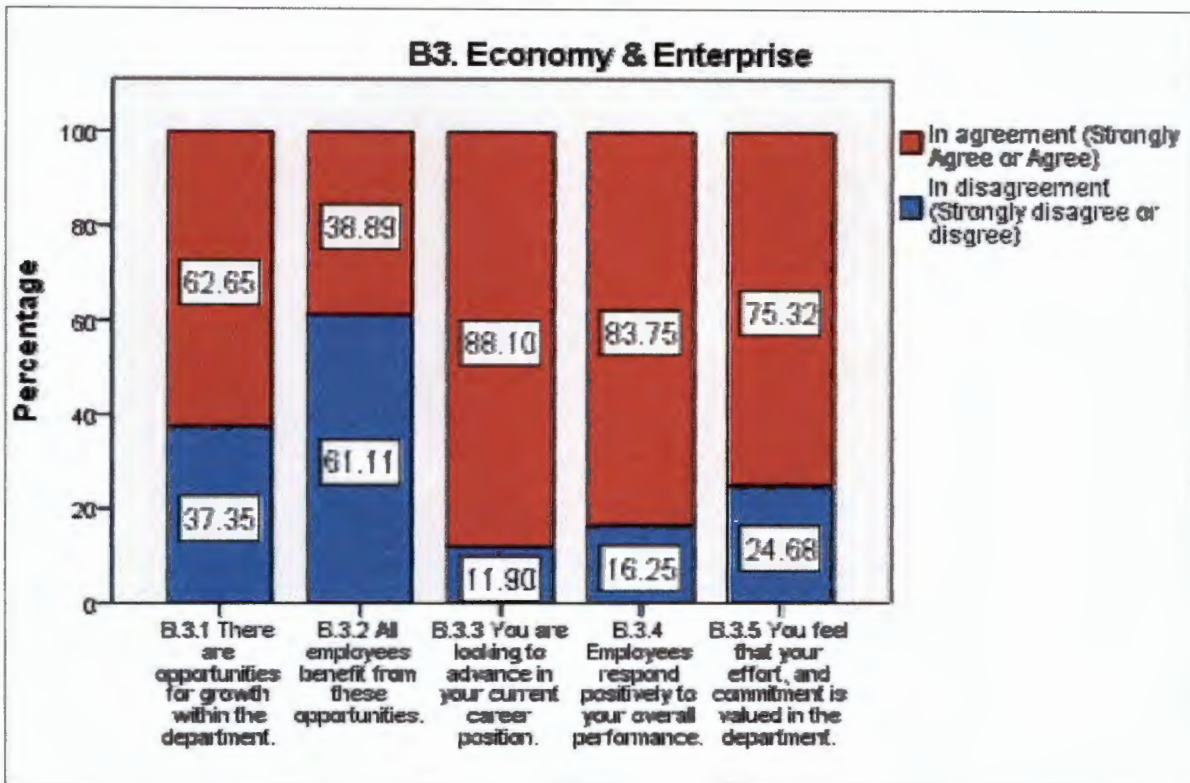
B.3 “Are there growth or promotional opportunities for employees within the department? (Economy and Enterprise)”

Figure 4.15.1 “Are there growth or promotional opportunities for employees within the department? (Economy and Enterprise)”



The results in Figure 4.15.1 are cumbersome, hence the participants' perceptions about the item B.3 "Are there growth or promotional opportunities for employees within the department? (Economy and Enterprise)" are summarised in Figure 4.15.2.

Figure 4.15.2 Economy and Enterprise



SUMMARY: Figure 4.15.2 shows that the majority of participants from the Economy and Enterprise department (62.65% to 88.10%) were in agreement (strongly agree or agree) with the items of B.3 "Are there growth or promotional opportunities for employees within the department? (Education)" except for B3.2 in which the majority 61.11% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

B4. “Do you think that you are granted opportunities to improve yourself within the department? (Education)”

Figure 4.16 “Do you think that you are granted opportunities to improve yourself within the department? (Education)”

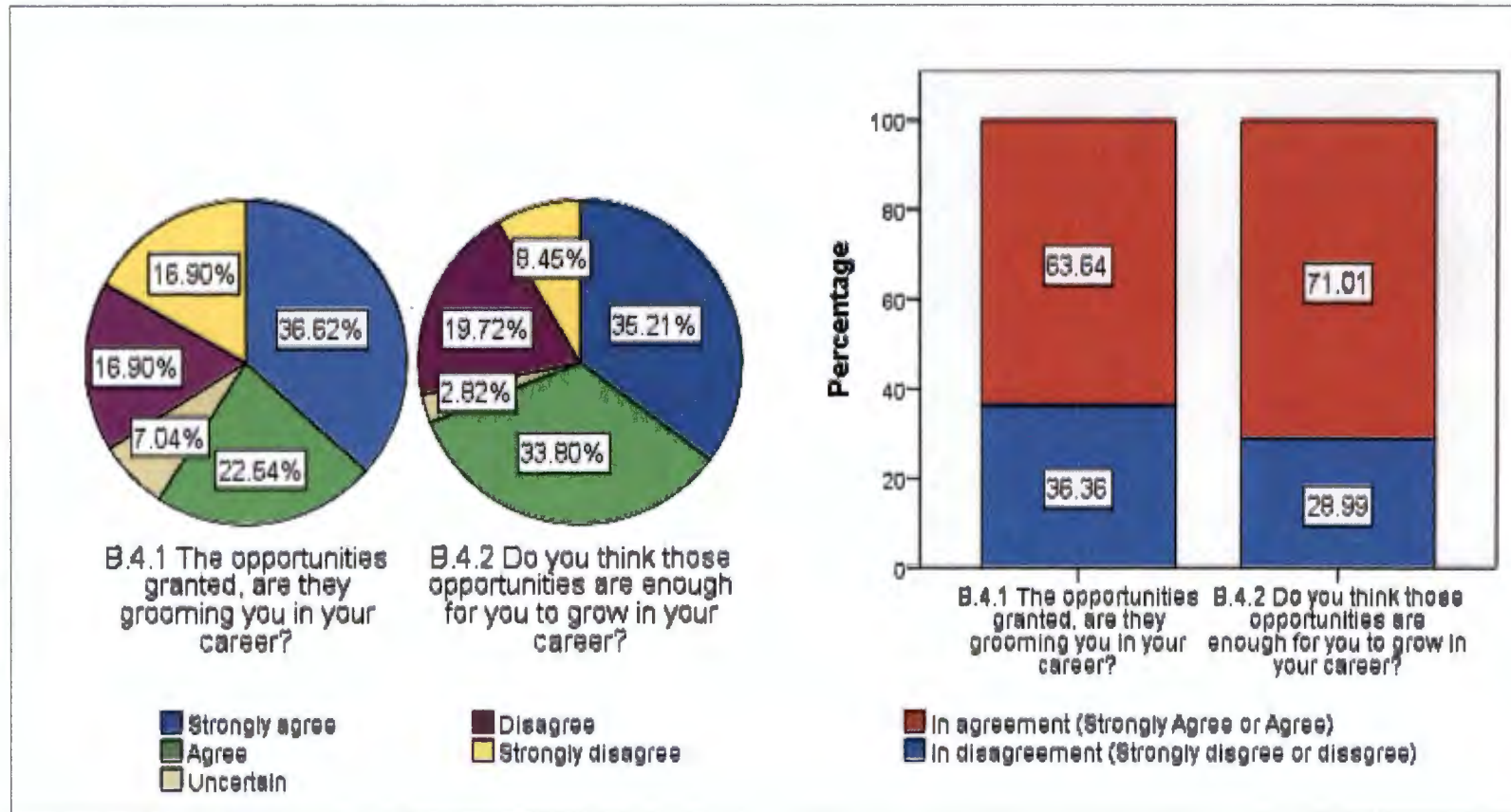


Figure 4.16 shows that the majority of participants from the Education department (63.64% and 71.01%) were in agreement (Strongly agree or agree) with the items of B4. “Do you think that you are granted opportunities to improve yourself within the department? (Education)”.

B4. “Do you think that you are granted opportunities to improve yourself within the department? (Economy and Enterprise)”

Figure 4.17 “Do you think that you are granted opportunities to improve yourself within the department? (Economy and Enterprise)”

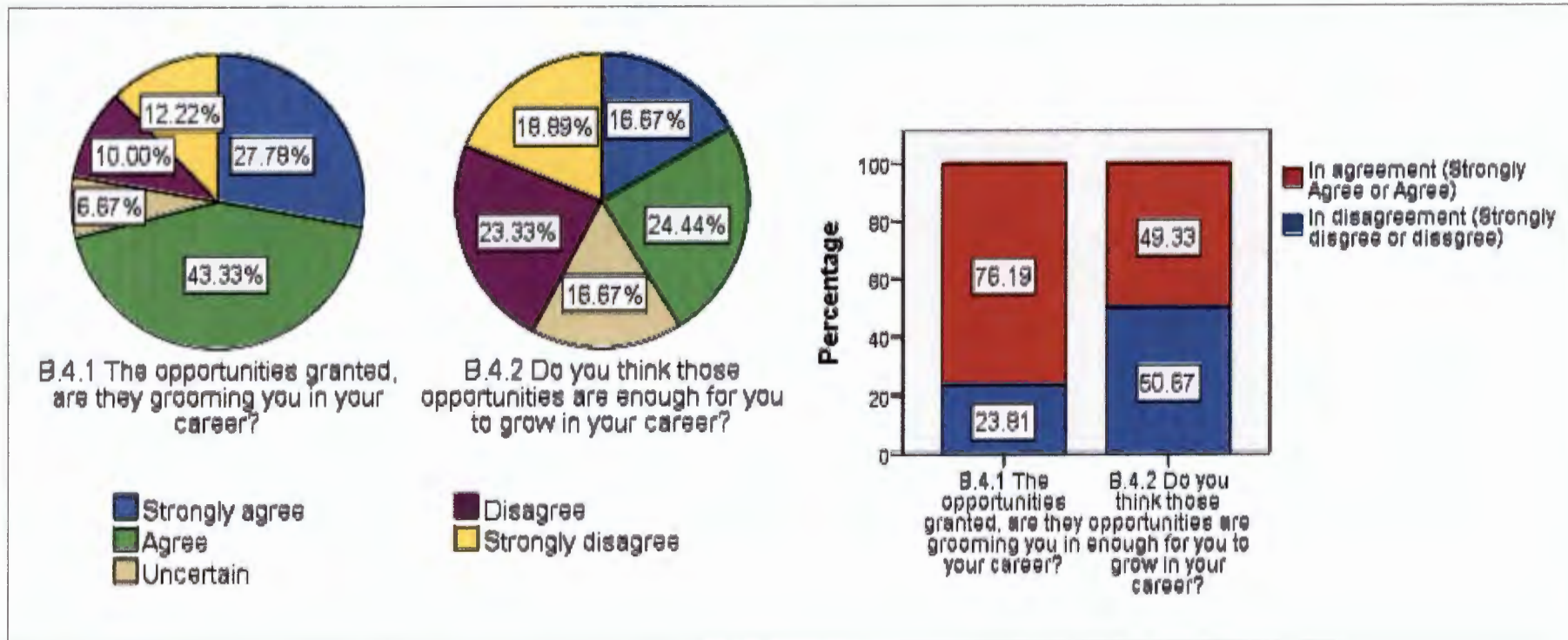


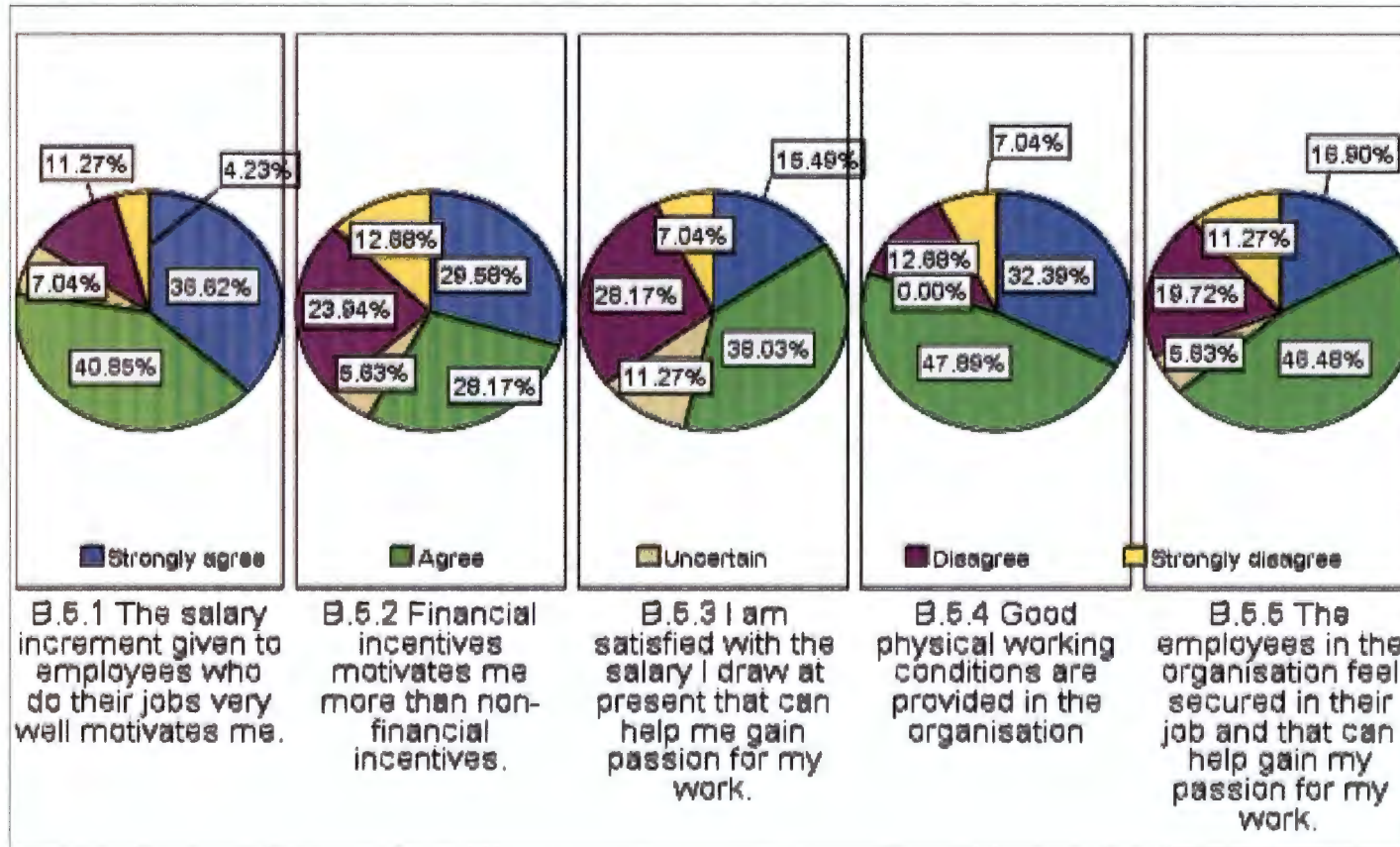
Figure 4.17 shows that the majority of participants from the Economy and Enterprise department (76.19%) were in agreement (Strongly agree or agree) with the item B4.1¹ of B4. “Do you think that you are granted opportunities to improve yourself within the department? (Economy and Enterprise)” whereas slightly more than half (50.67%) were in disagreement (Strongly disagree and disagree) with the item B4.2².

¹ See Figure 4.17 for the description of B4.1

² See Figure 4.17 for the description of B4.2

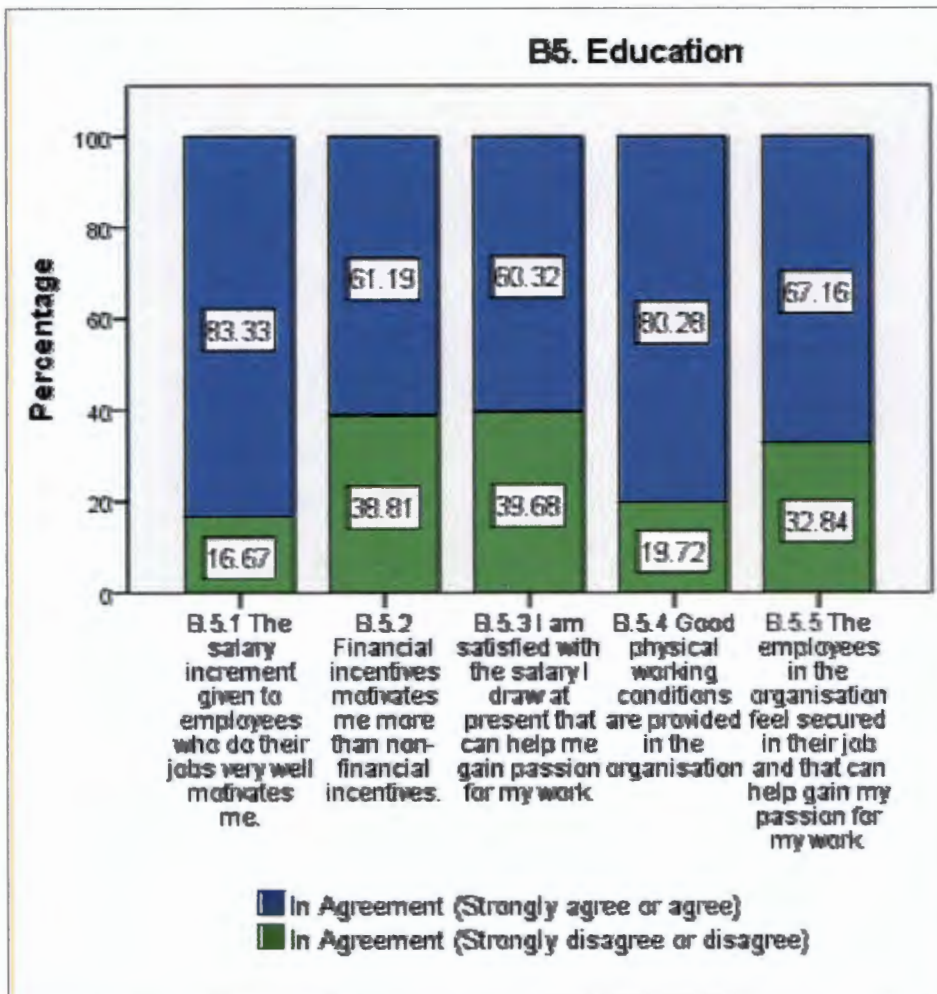
B.5 “Do you think you can be assisted to gain passion regarding your work? (Education)”

Figure 4.18.1 “Do you think you can be assisted to gain passion regarding your work? (Education)”



The results in Figure 4.18.1 are cumbersome, hence the participants' perceptions about the item B.5 "Do you think you can be assisted to gain passion regarding your work? (Education)" are summarised in Figure 4.18.2.

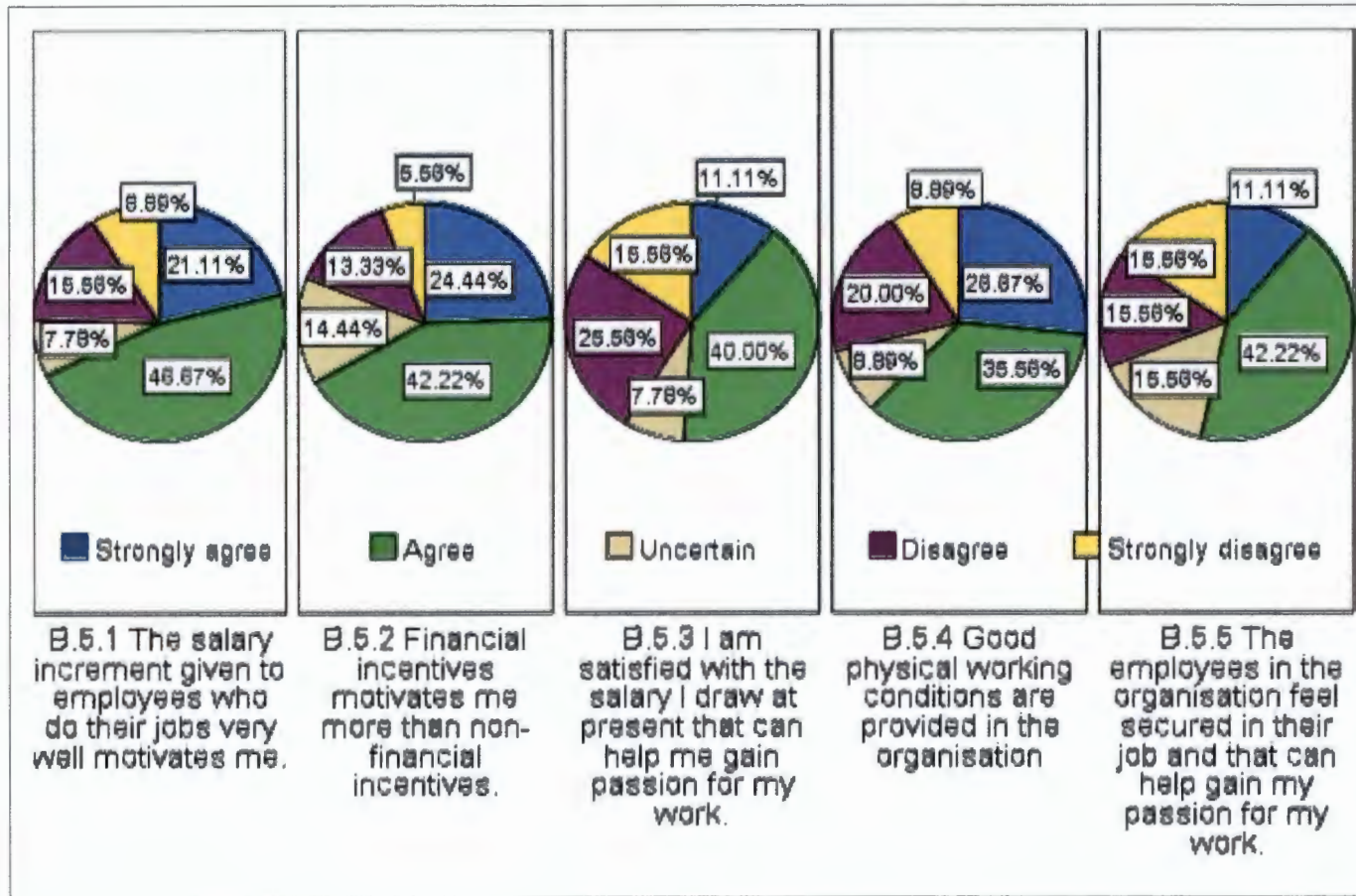
Figure 4.18.2 Education



SUMMARY: Figure 4.18.2 shows that the majority of participants from the Education department (60.32% to 83.33%) were in agreement (strongly agree or agree) with the items of B.5 "Do you think you can be assisted to gain passion regarding your work? (Education)".

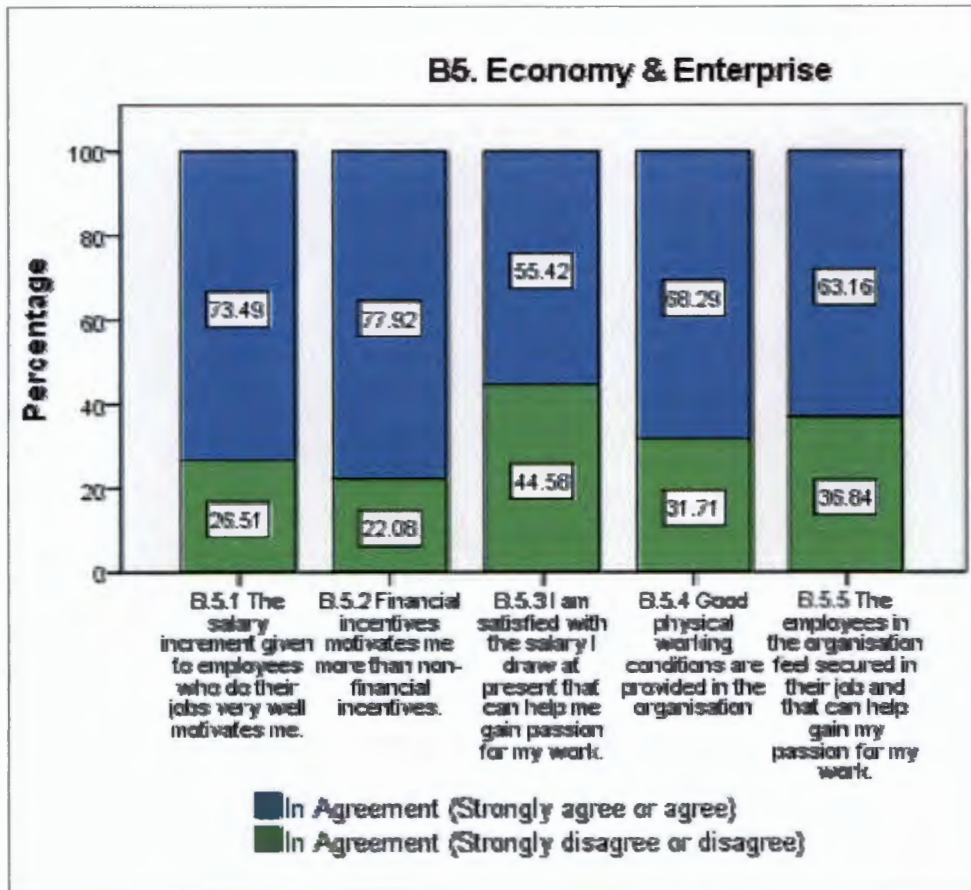
B.5 “Do you think you can be assisted to gain passion regarding your work? (Economy and Enterprise)”

Figure 4.19.1 “Do you think you can be assisted to gain passion regarding your work? (Economy and Enterprise)”



The results in Figure 4.19.1 are cumbersome, hence the participants' perceptions about the item B.5 "Do you think you can be assisted to gain passion regarding your work? (Economy & Enterprise)" are summarised in Figure 4.19.2.

Figure 4.19.2 Economy and Enterprise



SUMMARY: Figure 4.19.2 shows that the majority of participants from the Economy and Enterprise department (55.42% to 77.92%) were in agreement (strongly agree or agree) with the items of B.5 "Do you think you can be assisted to gain passion regarding your work? (Economy and Enterprise)"

4.4 QUALITATIVE DATA RESULTS

From the 161 questionnaires which were received back, only 26 respondents gave comments, and they are as follows:

Respondent #7 *“I believe that motivation and or incentives are a way of enhancing workers performance. These motivation could be financial or working conditions. There is a significant relationship between motivation and performance with my little experience”.*

Respondent #9 *“I would recommend that the employer enhance equal opportunities for every employee in the work place”.*

Respondent #10 *“Over the past years I’ve worked with the company, I have been fully satisfied (sic) with the treatment I received”.*

Respondent #11 *“I would comment based on the BBBEE Act, that our company has been employing women and disabled people in the last period, which allows us to work and learn from different individuals”.*

Respondent #15 *“Life could re-direct you where unexpected but you have to make the best of any situation either working environment or family including lifestyle. Growth is important and good to explore as much as it is possible”.*

Respondent #16 *“It’s important to have passion in what you do because it will drive the love you have job or career”.*

Respondent #18 *“Supervisors must always recognise their subordinates and show appreciation for all the hard work they put into their jobs. PMDS shouldn’t just be the only way to just reward for the work well done”.*

Respondent #21 *“I was employed during Bophuthatswana Government. I feel that I am not a right person in working with figures like finance. I feel I would do better in other directorates like HR or Communication. I gave my all to the accounting sections where I have been placed and this makes me feel good in what I am doing.*

Respondent #24 *“Since this addresses the issue of career and employment, I feel there is much that have to be done to increase productivity and that can be only be achieved by compensating employees accordingly with regards to their performance”.*

Respondent #28 *“Favouritism is beginning to grow in this department, and same at the high-ranking. Officials have no qualifications, and automatically falls in the category of “Ghost Employees””.*

Respondent #36 *“Public sector should improve with their productivity by promoting teamwork”.*

Respondent #37 *“Job performance encourages staff to put more effort when rewarded fairly”.*

Respondent #42 *“Motivation influences job performance/productivity and organisations need to realise that even though money was the primary motivation for one to apply for a job, it is not the ultimate motivator to ensure effective and efficient job performance. The different categories that they can use to motivate employees for example, Appreciation and acknowledgement, reward systems that are fair”.*

Respondent #45 *“Unemployment rate is very high nowadays in our country which forces the economy to melt down. Salaries are very low, taxes are high and crime is growing because of the unemployed youth. Even if we want to be happy at work it is not possible because aggressive tempers and behaviours are very high which causes low self-esteem”.*

Respondent #50 *“The department must have a new strategy to motivate and empower its people”.*

Respondent #65 *“I’m happy with about my job. The treatment I receive from my employer is fair and democratic”.*

Respondent #80 *“Enjoy your work because sometimes you are lawed (sic) to work there. Love it and do what is right”.*

Respondent #82 *“Good luck”.*

Respondent #93 *“I like working at the department because there are some skills that I get like team work, time management. Such things motivates me to work at the department”.*

Respondent #106 *“Lack of leadership and support from senior managers can sometimes play a role in demotivation. It’s not only money (financial incentives) that motivates one to come to work but also support, appreciation and recognition”.*

Respondent #110 *“Public sector is not suitable for young and ambitious graduates”.*

Respondent #125 *“Management must try to explore more on what employees really need to improve their performance and assist them in any way they can”.*

Respondent #141 *“I love my job-career path but not the organisation. Government has lots of procedures which delay services-red tape. This kind of organisation is actually slow for my liking as compared to private sectors”.*

Respondent #144 *“It’s almost three years without well placement, job description, performance agreement. Just working in vacuum. This issue affects my performance assessment every year. I even want to be transferred to other units as no one is willing to assist me”.*

Respondent #152 *“Managers appointed without due consideration of merits and qualifications are really killing the public services. They only use coercion, threats and pressure to exert and put their authority above all without due regards to leadership skills and principles”.*

Respondent #156 *“Work environment would be conducive and passionate if departmental management was recognising juniors efforts and was (management), supportive fully. Eradication of friendship would drive the department to another level and more goal achieving outputs”.*

Summary of Comments: According to the respondents’ comments, the most emphasized issue was that the employees should be compensated fairly based on the hard work they put in their work, another issue was that the employer should create more opportunities for the employees within the organisation. The last thing was that the employees want to be recognised and appreciated for their hard work, by so doing they will be motivated to perform more and the level of productivity will increase.

4.5 FACTOR ANALYSIS OF MEASURES OF EMPLOYEE MOTIVATION

This section presents the results of factor analysis which is implemented to reduce the large dimension of the items measuring motivation into fewer uncorrelated constructs that can be interpreted with ease. The purpose of factor analysis is also to determine the factors describing the motivation of employees.

4.5.1 Reliability tests

Table 4.1 Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.725	23

The Cronbach's Alpha shows that the items are 72.5% reliable which is considered as acceptable, but can still be improved if there are any redundant variables or if the deletion of any variables may improve it. The following table presents the item-total statistics, which are used to identify the redundant variable (s) and other variables which should be removed from the analysis in order to improve reliability of the items.

Table 4.2 Cronbach's Alpha (a)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B.6.4 Your current job is only temporary while you are still figuring out what is it that you really want to do.	56.0435	125.167	-0.181	0.754

Item B6.4 needs to be excluded from the analysis because it has a negative corrected item-total correlation -0.181, hence it is redundant. The Cronbach's Alpha if item deleted suggest that the deletion of the said item will increase the reliability of 75.4% which is considered as acceptable, but can still be improved if there are any redundant variables or if the deletion of any variables may improve it. The following table presents the item-total statistics, which are used to identify the redundant variable(s) and other variables which should be removed from the analysis in order to improve reliability of the items.

Table 4.3 Cronbach's Alpha (b)

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
B.6.5 You work there because opportunities are limited.	53.4658	123.550	-.008	.768

Item B6.5 needs to be excluded from the analysis because it has a negative corrected item-total correlation -0.08, hence it is redundant. The Cronbach's Alpha if item deleted suggest that the deletion of the said item will increase the reliability of 76.8% which is considered as acceptable, but can still be improved if there are any redundant variables or if the deletion of any variables may improve it. None of the variables were found to be redundant (all corrected item-total correlation were positive) and the item-total correlations after deleting item B6.5 showed that the removal of any variable will only decrease the reliability of the items. As such, 76.8% is accepted as the final reliability value for the remaining 21 items.

4.5.2 Sampling Adequacy and Factorability

Table 4.4 Measure of Sampling Adequacy.

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy.		.739
Bartlett's Test of Sphericity	Approx. Chi-Square	804.642
	Df	210
	Sig.	.000

The KMO shows that the sample is adequate ($KMO > 0.7$) and the Bartlett's test of sphericity is significant at 5% level of significance, indicating that the correlation matrix of the items under study is factorable. All the main assumptions of factor analysis (reliability, sample adequacy and factorability of the correlation matrix) are satisfied, hence factor analysis is conducted and the determination of the number of extractable factors is presented next.

4.5.3 Number of factors to extract

Table 4.5 Kaiser's rule of eigenvalues

	Total	% of Variance	Cumulative %
1	4.227	20.127	20.127
2	2.29	10.903	31.029
3	1.718	8.179	39.208
4	1.424	6.781	45.989
5	1.279	6.089	52.078
6	1.184	5.64	57.718
7	1.024	4.876	62.594
8	0.845	4.026	66.619
9	0.826	3.932	70.551
10	0.776	3.696	74.247
11	0.749	3.569	77.816
12	0.642	3.059	80.875
13	0.629	2.995	83.87
14	0.565	2.69	86.56
15	0.531	2.529	89.089
16	0.489	2.33	91.419
17	0.442	2.104	93.524
18	0.387	1.842	95.366
19	0.376	1.789	97.156
20	0.314	1.496	98.652
21	0.283	1.348	100

Using the Kaiser's rule of eigenvalues greater than 1, seven factors must be extracted which explain 62.594% of the total variation in the employee's motivation. The 62.594% is acceptable since it is greater than the acceptable benchmark of 50%. The initial factor solution is presented next.



4.5.4 Initial Factor Solution

Table 4.6 Initial factor Solution

	1	2	3	4	5	6	7
B.2.1 You are happy with your remuneration package.	0.608	0.14	0.387	0.159	0.162	0.283	0.207
B.2.2 You think that it is fair compared to the effort you put into your work.	0.456	0.221	0.492	0.134	0.137	0.153	0.027
B.2.4 If not satisfied, you feel you would be doing much better somewhere else.	0.026	0.5	0.12	0.365	0.224	0.218	0.123
B.2.5 Do you often compare your salary to that of your friends in the same profession?	0.003	0.502	0.254	0.289	0.48	0.087	0.041
B.3.2 All employees benefit from these opportunities.	0.464	0.412	0.17	0.267	0.05	0.266	0.176
B.3.3 You are looking to advance in your current career position.	0.351	0.576	0.226	0.062	0.121	0.082	0.301
B.4.1 The opportunities granted, are they grooming you in your career?	0.386	0.253	0.231	0.446	0.366	0.117	0.085
B.4.2 Do you think those opportunities are enough for you to grow in your career?	0.524	0.14	0.001	0.322	0.099	0.032	0.418
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	0.516	0.391	0.019	0.145	0.117	0.201	0.305
B.5.2 Financial incentives motivates me more than non-financial incentives.	0.382	0.336	0.048	0.004	0.408	0.437	0.26
B.5.3 I am satisfied with the salary I draw at present that can help me gain passion for my work.	0.414	0.447	0.4	0.061	0.233	0.01	0.36
B.5.4 Good physical working conditions are provided in the organisation	0.511	0.267	0.262	0.238	0.21	0.153	0.027
B.5.5 The employees in the organisation feel secured in their job and that can help gain my passion for my work.	0.421	0.246	0.024	0.32	0.089	0.073	0.302
B.6.1 Your current job position was your ideal career.	0.378	0.214	0.335	0.147	0.371	0.215	0.386
B.6.2 Your job gives you satisfaction.	0.664	0.206	0.149	0.308	0.06	0.121	0.155
B.6.3 You work at the department because you love doing what you do and you want to give back to the community.	0.629	0.026	0.391	0.228	0.194	0.099	0.13
B.7.1 Your passion for what you do motivates you to come to work every day.	0.67	0.008	0.462	0.115	0.168	0.028	0.116
B.7.2 Money motivates you to come to work every day.	0.084	0.586	0.555	0.12	0.002	0.186	0.19
B.7.3 Your family motivate you to come to work every day.	0.149	0.281	0.154	0.481	0.521	0.015	0.172
B.7.4 Your colleagues motivate you to come to work every day.	0.321	0.074	0.222	0.374	0.147	0.411	0.001
B.7.5 Promotional opportunities motivate you to come to work every day.	0.55	0.135	0.013	0.185	0.075	0.441	0.093

The initial factor solution is not good because there are too many items loading on Factor 1 and Factor 2 as opposed to the other five factors which do not satisfy the benchmark of having at least three items per factor. As such, factor rotation was necessary and the rotated solution is presented next.

4.5.5 Rotated Solution (Equamax³)

Table 4.7 Rotated Solution (Equamax)

	1	2	3	4	5	6	7
B.2.1 You are happy with your remuneration package.	0.215	0.751	0.141	0.253	0.135	0.009	0.012
B.2.2 You think that it is fair compared to the effort you put into your work.	0.03	0.611	0.105	0.253	0.072	0.151	0.287
B.2.4 If not satisfied, you feel you would be doing much better somewhere else.	0.094	0.189	0.014	0.016	0.655	0.048	0.189
B.2.5 Do you often compare your salary to that of your friends in the same profession?	0.101	0.014	0.001	0.089	0.763	0.015	0.198
B.3.2 All employees benefit from these opportunities.	0.076	0.274	0.166	0.632	0.078	0.248	0.118
B.3.3 You are looking to advance in your current career position.	0.367	0.005	0.447	0.328	0.324	0.17	0.217
B.4.1 The opportunities granted, are they grooming you in your career?	0.147	0.033	0.286	0.156	0.21	0.158	0.65
B.4.2 Do you think those opportunities are enough for you to grow in your career?	0.138	0.086	0.184	0.715	0.066	0.066	0.056
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	0.164	0.023	0.494	0.158	0.095	0.186	0.1
B.5.2 Financial incentives motivates me more than non-financial incentives.	0.008	0.061	0.807	0.07	0.06	0.044	0.148
B.5.3 I am satisfied with the salary I draw at present that can help me gain passion for my work.	0.032	0.724	0.123	0.098	0.261	0.207	0.242
B.5.4 Good physical working conditions are provided in the organisation	0.046	0.241	0.392	0.016	0.059	0.554	0.035
B.5.5 The employees in the organisation feel secured in their job and that can help gain my passion for my work.	0.114	0.172	0.101	0.819	0.013	0.062	0.071
B.6.1 Your current job position was your ideal career.	0.809	0.257	0.147	0.085	0.087	0.265	0.102
B.6.2 Your job gives you satisfaction.	0.853	0.33	0.239	0.08	0.302	0.226	0.008
B.6.3 You work at the department because you love doing what you do and you want to give back to the community.	0.751	0.035	0.115	0.121	0.029	0.267	0.033
B.7.1 Your passion for what you do motivates you to come to work every day.	0.811	0.066	0.296	0.314	0.031	0.14	0.024
B.7.2 Money motivates you to come to work every day.	0.302	0.4	0.338	0.251	0.556	0.068	0.041
B.7.3 Your family motivate you to come to work every day.	0.184	0.009	0.126	0.04	0.239	0.198	0.714
B.7.4 Your colleagues motivate you to come to work every day.	0.011	0.04	0.029	0.004	0.051	0.823	0.093
B.7.5 Promotional opportunities motivate you to come to work every day.	0.247	0.101	0.044	0.249	0.242	0.524	0.309

³ Other rotation methods such as varimax and promax were also applied, but the ideal rotated solution was equamax.

Although Factor 4 and Factor 7 have only two significant items loading on each, the Equamax rotated solution is generally better than the initial factor matrix in that the items are relatively fairly distributed across all factors and five factors have at least three items loading on them. The rotated solution is therefore accepted and the factors measuring employee motivation are presented next.

4.5.6 Factors measuring employee motivation

Table 4.8 Factors measuring employee motivation (a)

	Loading
Factor 1 (Satisfaction)	
B.6.1 Your current job position was your ideal career.	0.688
B.6.2 Your job gives you satisfaction.	0.573
B.6.3 You work at the department because you love doing what you do and you want to give back to the community.	0.751
B.7.1 Your passion for what you do motivates you to come to work every day.	0.711
Factor 2	
B.2.1 You are happy with your remuneration package.	0.751
B.2.2 You think that it is fair compared to the effort you put into your work.	0.611
B.5.3 I am satisfied with the salary I draw at present that can help me gain passion for my work.	0.724
Factor 3	
B.3.3 You are looking to advance in your current career position.	0.447
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	0.694
B.5.2 Financial incentives motivates me more than non-financial incentives.	0.807
Factor 4	
B.3.2 All employees benefit from these opportunities.	0.632
B.4.2 Do you think those opportunities are enough for you to grow in your career	0.715
B.5.5 The employees in the organisation feel secured in their job and that can help gain my passion for my work.	0.619
Factor 5	
B.2.4 If not satisfied, you feel you would be doing much better somewhere else.	0.655
B.2.5 Do you often compare your salary to that of your friends in the same profession	0.763
B.7.2 Money motivates you to come to work every day.	0.556
Factor 6	
B.5.4 Good physical working conditions are provided in the organisation	0.554
B.7.4 Your colleagues motivate you to come to work every day.	0.823
B.7.5 Promotional opportunities motivate you to come to work every day.	0.524
Factor 7	
B.4.1 The opportunities granted, are they grooming you in your career	0.65
B.7.3 Your family motivate you to come to work every day.	0.714

4.5.7 Items of employee performance

It is worth noting that unlike in the employee motivation case, there are only four items measuring employee performance. As such, the number of items is small and there is no need to perform factor analysis because the interpretability of the items measuring employee performance will not be cumbersome. The items which are known to measure employee performance are presented next:

Table 4.9 Factors measuring employee motivation (b)

B.2.3 The amount of your salary affects your performance one way or the other.	B.3.1 There are opportunities for growth within the department.	B.3.4 Employees respond positively to your overall performance.	B.3.5 You feel that your effort, and commitment is valued in the department.
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4.6 DETERMINING THE RELATIONSHIP BETWEEN EMPLOYEE MOTIVATION AND JOB PERFORMANCE

This section presents the results of Spearman's rank correlation which is used in determining the correlations between the items measuring employee motivation (measured on an ordinal scale) and factors of employee performance (factor scores are continuous). The analysis is performed for each of the departments considered in this study namely: education and economy and enterprise.



Table 4.10 Correlation between motivation and job performance (a): Education

	B.2.3 The amount of your salary affects your performance one way or the other.	B.3.1 There are opportunities for growth within the department.	B.3.4 Employees respond positively to your overall performance.	B.3.5 You feel that your effort, and commitment is valued in the department.
Factor 1(Motivation)	-0.143	-0.204	0.032	0.125
Factor 2(Motivation)	.262**4	-0.093	0.083	0.06
Factor 3(Motivation)	-0.174	-0.007	.247*	-0.104
Factor 4(Motivation)	-0.123	0.21	0.029	-0.103
Factor 5(Motivation)	0.000	0.227	0.113	0.159
Factor 6(Motivation)	-0.019	-0.023	0.021	.370**5
Factor 7(Motivation)	.280*	-0.198	-0.013	-0.123

* Significant at 5% level

**Significant at 1% level

The Table 4.10 above shows that there is a weak ($r < |0.3|$), positive and significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the following factors of employee motivation: Factor 2 ($r = 0.262$) and Factor 7 ($r = 0.280$) of employee motivation. The table also shows that there is a weak ($r < |0.3|$), positive and significant correlation between the job performance item B.3.4 “Employees respond positively to your overall performance” and Factor 3 ($r = 0.247$) of employee motivation. In addition, there is a moderate ($|0.3| \leq r < |0.5|$), positive and significant correlation between the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department” and Factor 6 ($r = 0.37$) of employee motivation. The job performance item B.3.1 “There are opportunities for growth within the department” is not significantly related to any of the factors of employee motivation.

These results imply that for the positively correlated pairs, improving the items of employee motivation will result in an improvement in the collective items of each performance item factor in the pair. The following table determines the specific variables of the factors of employee motivation which are significantly correlated with the items of job performance.

Table 4.11 Correlation between motivation and job performance (b): Education

The correlation between the item B.2.3 “The amount of your salary affects your performance one way or the other” and Factor 2	
B.2.1 You are happy with your remuneration package.	0.146
B.2.2 You think that it is fair compared to the effort you put into your work.	0.038
B.2.5 Do you often compare your salary to that of your friends in the same profession?	-0.143
The correlation between the item B.2.3 “The amount of your salary affects your performance one way or the other” and Factor 7	
B.4.1 The opportunities granted, are they grooming you in your career?	0.15
B.7.3 Your family motivate you to come to work every day.	-0.21
The correlation between the item B.3.4 “Employees respond positively to your overall performance” and Factor 3	
B.3.3 You are looking to advance in your current career position.	.320**
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	0.161
B.5.2 Financial incentives motivates me more than non-financial incentives.	0.189
The correlation between the item B.3.5 “You feel that your effort, and commitment is valued in the department” and Factor 6	
B.5.4 Good physical working conditions are provided in the organisation	0.191
B.7.4 Your colleagues motivate you to come to work every day.	.354**
B.7.5 Promotional opportunities motivate you to come to work every day.	.300*

The Table 4.11 above shows that there is a moderate ($|0.3| \leq r < |0.5|$), positive and significant correlation between the job performance item B.3.4 “Employees respond positively to your overall performance” and the item B.3.3 “You are looking to advance in your current career position” of motivation Factor 3 ($r = 0.32$). There is also a moderate ($|0.3| \leq r < |0.5|$), positive and significant correlation between the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department” and the following variables of motivation Factor 6: B.7.4 “Your colleagues motivate you to come to work every day” ($r = 354$) and B.7.5 “Promotional opportunities motivate you to come to work every day.” ($r = 0.300$). These results imply that for the positively correlated pairs, the more the employee motivation item in the pair is practised, the more the job performance items in the pair will occur.

Table 4.12 Correlation between motivation and job performance (a): Economy and Enterprise

	B.2.3 The amount of your salary affects your performance one way or the other.	B.3.1 There are opportunities for growth within the department.	B.3.4 Employees respond positively to your overall performance.	B.3.5 You feel that your effort, and commitment is valued in the department.
Factor 1(Motivation)	-.311**5	0.096	0.07	0.038
Factor 2(Motivation)	-0.133	0.139	0.047	0.194
Factor 3(Motivation)	0.012	0.147	.458**	.266*
Factor 4(Motivation)	-0.174	0.142	-0.009	.321**
Factor 5(Motivation)	.389**	.258*4	0.042	-0.171
Factor 6(Motivation)	0.051	0.138	0.04	.221*
Factor 7(Motivation)	-0.12	.337**	0.06	0.056

The Table 4.12 above shows that there is a moderate ($0.3 \leq |r| < 0.5$), negative and statistically significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the employee motivation Factor 1 ($r = -0.311$). It can also be notice that there is a moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the employee motivation Factor 5 ($r = 0.389$). It can also be noticed that there is a weak ($|r| < 0.3$), positive and significant correlation between the job performance item B.3.1 “There are opportunities for growth within the department.” and the employee Factor 5 ($r = 0.258$). A moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation can also be noticed between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the motivation Factor 7 ($r = 0.337$).

A moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation is also existing between the job performance item B.3.4 “Employees respond positively to your overall performance.” and the motivation Factor 3. The job performance item B.3.5 “You feel that your effort, and commitment is valued in the department.” is weakly ($|r| < 0.3$) and positively correlated with the motivation Factor 3 ($r = 0.266$) and Factor 6 ($r = 0.221$). In addition, the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department.” is moderately ($0.3 \leq |r| < 0.5$) and positively correlated with the motivation Factor 4 ($r = 0.321$).

These results imply that for the positively correlated pairs, improving the items of employee motivation will result in an improvement in the collective items of each performance item factor in the pair. On the other hand, for the negatively correlated pair, reducing the occurrence

of the items of employee motivation will result in an improvement in the collective items of each performance item factor in the pair and vice-versa. The succeeding table determines the specific variables of the factors of employee motivation which are significantly correlated with the items of job performance.

Table 4.13 Correlation between motivation and job performance (b): Economy and Enterprise

The correlation between the item B.2.3 “The amount of your salary affects your performance one way or the other” and Factor 1	
B.6.1 Your current job position was your ideal career.	-.250*4
B.6.2 Your job gives you satisfaction.	-.313**5
B.6.3 You work at the department because you love doing what you do and you want to give back to the community.	-0.196
B.7.1 Your passion for what you do motivates you to come to work every day.	-.238*
The correlation between the item B.2.3 “The amount of your salary affects your performance one way or the other” and Factor 5	
B.2.4 If not satisfied, you feel you would be doing much better somewhere else.	0.187
B.2.5 Do you often compare your salary to that of your friends in the same profession?	.404**
B.7.2 Money motivates you to come to work every day.	.381**
The correlation between the item B.3.1 “There are opportunities for growth within the department” and Factor 5	
B.6.1 Your current job position was your ideal career.	-0.011
B.6.2 Your job gives you satisfaction.	0.105
B.6.3 You work at the department because you love doing what you do and you want to give back to the community.	0.192
B.7.1 Your passion for what you do motivates you to come to work every day.	0.169
The correlation between the item B.3.1 “There are opportunities for growth within the department” and Factor 7	
B.4.1 The opportunities granted, are they grooming you in your career?	.348**
B.7.3 Your family motivate you to come to work every day.	-0.052
The correlation between the item B.3.4 “Employees respond positively to your overall performance” and Factor 3	
B.3.3 You are looking to advance in your current career position.	.235*
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	.259*
B.5.2 Financial incentives motivates me more than non-financial incentives.	.408**
The correlation between the item B.3.5 “You feel that your effort, and commitment is valued in the department” and Factor 3	
B.3.3 You are looking to advance in your current career position.	0.147
B.5.1 The salary increment given to employees who do their jobs very well motivates me.	0.138
B.5.2 Financial incentives motivates me more than non-financial incentives.	.244*
The correlation between the item B.3.5 “You feel that your effort, and commitment is valued in the department” and Factor 4	
B.3.2 All employees benefit from these opportunities.	.402**
B.4.2 Do you think those opportunities are enough for you to grow in your career?	.256*
B.5.5 The employees in the organisation feel secured in their job and that can help gain my passion for my work.	.339**
The correlation between the item B.3.5 “You feel that your effort, and commitment is valued in the department” and Factor 6	
B.5.4 Good physical working conditions are provided in the organisation	.209*
B.7.4 Your colleagues motivate you to come to work every day.	0.188
B.7.5 Promotional opportunities motivate you to come to work every day.	0.178

The Table 4.13 above shows that there is a weak ($|r| < 0.3$), negative and significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the following items of employee motivation: B.6.1 “Your current

job position was your ideal career.” ($r = -0.250$) and B.7.1 “Your passion for what you do motivates you to come to work every day” (-0.238). In addition, there is a moderate ($0.3 \leq |r| < 0.5$), negative and significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the motivation item B.6.2 “Your job gives you satisfaction” ($r = -0.313$).

There is also a moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation between the job performance item B.2.3 “The amount of your salary affects your performance one way or the other” and the following items of employee motivation: B.2.5 “Do you often compare your salary to that of your friends in the same profession?” ($r = 0.404$) and B.7.2 “Money motivates you to come to work every day” ($r = 0.381$). The job performance item B.3.1 “There are opportunities for growth within the department” is not significantly correlated with any of the employee motivation items. A moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation is detected between the job performance item B.3.1 “There are opportunities for growth within the department” and the motivation item B.4.1 “The opportunities granted, are they grooming you in your career?” ($r = 0.348$).

The Table 4.13 above also shows that there is a weak ($|r| < 0.3$), positive and significant correlation between the job performance item B.3.4 “Employees respond positively to your overall performance” and the following items of employee motivation: B.3.3 “You are looking to advance in your current career position” ($r = 0.235$) and B.5.1 “The salary increment given to employees who do their jobs very well motivates me” ($r = 0.259$). There is also a moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation between the job performance item B.3.4 “Employees respond positively to your overall performance” and the motivation item B.5.2 “Financial incentives motivates me more than non-financial incentives” ($r = 0.408$).

There is also a moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation between the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department” and the motivation item B.5.2 “Financial incentives motivates me more than non-financial incentives” ($r = 0.244$). A moderate ($0.3 \leq |r| < 0.5$), positive and significant correlation is detected between the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department” and the following items of employee motivation: B.3.2 “All employees benefit from these opportunities” ($r = 0.402$) and B.5.5 “The employees in the organisation feel secured in their job and that can help gain my passion for my work” ($r = 0.339$). In addition, there is a weak ($|r| < 0.3$), positive and significant correlation between

the job performance item B.3.5 “You feel that your effort, and commitment is valued in the department” and the motivation item B.4.2 “Do you think those opportunities are enough for you to grow in your career?” ($r = 0.256$).

The Table 4.13 above shows that there is a weak ($|r| < 0.3$), positive and significant correlation between the job performance item "B.3.5 You feel that your effort, and commitment is valued in the department" and the motivation item B.5.4 “Good physical working conditions are provided in the organisation” ($r = 0.209$).

These results imply that for the positively correlated pairs, the more the employee motivation item in the pair is practised, the more the job performance items in the pair will occur. On the other hand these results imply that the less the employee motivation item in the pair is practised, the more the job performance items in the pair will occur.

4.7 A COMPARISON BETWEEN EDUCATION, AND ECONOMY AND ENTERPRISE: JOB PERFORMANCE

4.7.1 Mean Ranks: Job Performance

Table 4.14 Comparison between education, and economy and enterprise: job performance

	Ranks		
	Institution	N	Mean Rank
B.2.3 The amount of your salary affects your performance one way or the other.	EDUCATION	71	88.38
	ECONOMY & ENTERPRISE	90	75.18
	Total	161	
B.3.1 There are opportunities for growth within the department.	EDUCATION	71	80.52
	ECONOMY & ENTERPRISE	90	81.38
	Total	161	
B.3.4 Employees respond positively to your overall performance.	EDUCATION	71	85.32
	ECONOMY & ENTERPRISE	90	77.59
	Total	161	
B.3.5 You feel that your effort, and commitment is valued in the department.	EDUCATION	71	84.11
	ECONOMY & ENTERPRISE	90	78.55
	Total	161	

The Table 4.14 shows that the mean ranks of the items of job performance are different between the participants from the Department of Education and the Department of Economy and Enterprise. The succeeding table tests the significance of these differences in the mean ranks.

4.7.2 Kruskal-Wallis H Test

Table 4.15 Mean rank: job performance

	B.2.3 The amount of your salary affects your performance one way or the other.	B.3.1 There are opportunities for growth within the department.	B.3.4 Employees respond positively to your overall performance.	B.3.5 You feel that your effort, and commitment is valued in the department.
Chi-Square	3.385	.014	1.235	.618
Df	1	1	1	1
Asymp. Sig.	.066	.905	.266	.432

The Table 4.15 shows that there is no statistically significant difference in the mean rank of the perceptions of the participants about job performance across the two institutions (Education, and Economy and Enterprise) because all p-values of the Kruskal-Wallis H Test are less than the significance level of 5%.

4.8 A COMPARISON BETWEEN EDUCATION AND ECONOMY AND ENTERPRISE: MOTIVATION

Table 4.16 Comparison between education and economy and enterprise: motivation

Ranks			
	Institution	N	Mean Rank
Factor 1(Motivation)	EDUCATION	71	73.68
	ECONOMY & ENTERPRISE	90	86.78
	Total	161	
Factor 2(Motivation)	EDUCATION	71	70.23
	ECONOMY & ENTERPRISE	90	89.50
	Total	161	
Factor 3(Motivation)	EDUCATION	71	81.90
	ECONOMY & ENTERPRISE	90	80.29
	Total	161	
Factor 4(Motivation)	EDUCATION	71	73.79
	ECONOMY & ENTERPRISE	90	86.69
	Total	161	
Factor 5(Motivation)	EDUCATION	71	70.77
	ECONOMY & ENTERPRISE	90	89.07
	Total	161	
Factor 6(Motivation)	EDUCATION	71	82.17
	ECONOMY & ENTERPRISE	90	80.08
	Total	161	
Factor 7(Motivation)	EDUCATION	71	82.66
	ECONOMY & ENTERPRISE	90	79.69
	Total	161	

The Table 4.16 shows that the mean ranks of the items of motivation are different between the participants from the Department of Education and the Department of Economy and Enterprise. The succeeding table tests the significance of these differences in the mean ranks

Table 4.17 Mean rank: motivation

	Factor 1 (Motivation)	Factor 2 (Motivation)	Factor 3 (Motivation)	Factor 4 (Motivation)	Factor 5 (Motivation)	Factor 6 (Motivation)	Factor 7 (Motivation)
Chi-Square	3.135	6.784	0.047	3.039	6.11	0.08	0.161
Df	1	1	1	1	1	1	1
Asymp. Sig.	0.077	0.009*	0.828	0.081	0.013*	0.777	0.688

The Table 4.17 shows that there is a significant difference in the mean ranks of the motivation Factor 2⁶ (p-value=0.009) and Factor 5 (p-value= 0.013) across the two institutions (Education, and Economy and Enterprise).

4.9 SUMMARY

This chapter has provided an overview of the most important findings obtained from the questionnaires. The data has been analysed, interpreted and captured. The following chapter which is Chapter 5 presents a discussion of the findings obtained in detail and the objectives emanating from chapter 1. The data analyses in this chapter are highlighted and explained in the following chapter as well.

⁶ See Table 4.8 for items

CHAPTER 5

FINDINGS OF THE STUDY

5.1 INTRODUCTION

This chapter focuses on the findings of the study, the objectives emanating from the data analysis in chapter 4 are highlighted and explained in detail. The research questions in chapter 1 are also answered.

To determine whether there is a significant relationship between motivation and performance.

About 80% of the participants at the Education department were in agreement (strongly agree and agree) with the item B.1 “Is there a significant relationship between motivation and performance?” whereas only 20% were in disagreement (strongly disagree or disagree) with the statement. 96% of the participants at the Department of Economy and Enterprise were in agreement (strongly agree and agree) with the item “B.1 is there a significant relationship between motivation and performance?” whereas only about 4% were in disagreement (strongly disagree or disagree) with the statement.

According to both departments it seems that most of the participants are in agreement with the item B1 that says “Is there a significant relationship between motivation and performance?” They believe that there is a significant relationship between motivation and performance. The lowest number of participants from both departments were in disagreement with item B1 that says is there a significant relationship between motivation and performance. It seems that they disagree that there is a significant relationship between motivation and performance.

To determine whether the employees feel that they are being motivated in terms of compensation and incentives for the services and effort they exert to the organisation.

The majority of participants from the Department of Education (59.09% to 91.80%) were in agreement (strongly agree or agree) with the items of B.2 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you exert to the organisation? (Education)” except for B2.2 in which the majority 57.41% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

The majority of participants from the Department of Economy and Enterprise (57.5% to 71.43%) were in agreement (strongly agree or agree) with the items of B.2 “Do you as an employee feel that you are motivated in terms of compensation and incentives for the services and effort you exert in the organisation? (Economy and Enterprise)” except for B2.2 in which the majority 54.43% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

According to these two departments, it seems that most of the participants feel that they are motivated in terms of compensation and incentives for the service and effort they exert to the organisations except for B2.2 in which the majority of both departments disagreed with item B2.

To determine if there are growth or promotional opportunities for employees within the department.

The majority of participants from the Department of Education (54.35% to 91.80%) were in agreement (strongly agree or agree) with the items of B.3 “Are there growth or promotional opportunities for employees within the department? (Education)”.

The majority of participants from the Department of Economy and Enterprise (62.65% to 88.10%) were in agreement (strongly agree or agree) with the items of B.3 “Are there growth or promotional opportunities for employees within the department? (Education)” except for B3.2 in which the majority 61.11% of the participants were in disagreement (Strongly Disagree or Disagree) with this item.

According to both departments most participants are in agreement with item B3 “Are there growth or promotional opportunities for the employees within the department?” except for B3.2 in which the majority of the participants disagree with item B3.

To determine whether employees think they are granted opportunities to prove themselves within the department.

The majority of participants from the Education department (63.64% and 71.01%) were in agreement (Strongly agree or agree) with the items of “B4. Do you think that you are granted opportunities to improve yourself within the department? (Education)”.

The majority of participants from the Department of Economy and Enterprise 76.19% were in agreement (Strongly agree or agree) with the item B4.1⁷ of B4 “Do you think that you are granted opportunities to improve yourself within the department? (Economy and Enterprise)” whereas slightly more than half 50.67% were in disagreement (Strongly disagree and disagree) with the item B4.2⁸.

According to both departments the majority are in agreement with item B4 “Do you think you are granted opportunities to improve yourself within the department?” These participants believe that they are granted opportunities to improve themselves within the organisation, except for B4.2; most of the participants from the Department of Economy and Enterprise Development were in disagreement with item B4.2.

To determine whether the employees think that they can be assisted to gain passion regarding their work.

The majority of participants from the Department of Education (60.32% to 83.33%) were in agreement (strongly agree or agree) with the items of B.5 “Do you think you can be assisted to gain passion regarding your work? (Education)”.



The majority of participants from the Department of Economy and Enterprise (55.42% to 77.92%) were in agreement (strongly agree or agree) with the items of B.5 “Do you think you can be assisted to gain passion regarding your work? (Economy and Enterprise)”.

According to both departments, the participants are in agreement with item B.5 “Do you think you can be assisted to gain passion regarding your work?” Participants from both organisations do believe that they can be assisted in gaining passion for their work; this can be through training and development as well as motivation and support from the management.

5.2 DISCUSSION

Accordingly, in synopsis, answering the question regularly asked by managers- “How do I motivate my employees?”- requires analyses of employees’ determination, capabilities and desires. For that reason, the relationship amongst individuals and their organisations are a vital piece of powerful HR management (Grobler et al., 2011:241).

According to the previous studies mentioned in this study, it is clear that there is a relationship between motivation and job performance as employees perform well when they are motivated by their employers and feel appreciated and valued within the workplace.

According to the studies and theories mentioned in chapter 2 in terms of the theories, it is clear that there is a synergy between motivation and job performance.

The hierarchy of needs is a famous theory because of the value people attach to it. This theory of hierarchy is also perceived to employees in provincial institutions to be important as it guides them in terms of fulfilling the needs in a systematic order. This study postulates a number of techniques which increases employee motivation such as management by objective in which managers and employees collaborate in setting goals. This motivates employees to get more involved in their jobs and in the organisation as a whole. In addition, Herzberg alludes that other motivational factors include job enrichment and flexible time where employees are allowed to work more flexible hours it leads to more motivation as well as job satisfaction. McClelland also support that there is a relationship between motivation and job performance. It is important for the manager to recognize that employees are motivated by different factors which are dependent on a number of factors such as length of service, their other work

experience, their age, their aspirations with respect to career development and the relative priorities that they attach to achievement and social factors such as their personal life and being accepted as a team member.

Vroom also supports that there is a relationship between motivation and job performance. It is true that skilled provincial institution employees are more knowledgeable hence can accomplish their job tasks diligently. It has however, been noted that employees have different levels of skills, knowledge and experience; this is why determination of how difficult the job is can only be done by the employees themselves. In view of this, managers should not take it for granted that job tasks which are easier for one employee will be equally easy to execute by the other employees.

When satisfaction and productivity data are assembled for the organisation as a whole, we find that organisations with more satisfied employees have a tendency to be more successful than organisations with less satisfied employees. According to the previous studies mentioned in this study, it is clear that there is a relationship between motivation and job performance as employees perform well when they are motivated by their employers and feel appreciated and valued within the workplace.

5.3 SUMMARY

This chapter has provided a more detailed overview of the most important findings obtained, the objectives from chapter 1 were discussed and they were answered in detail as well as the research questions. Chapter 6 presents conclusion, recommendations and limitations of the entire study.

CHAPTER 6

CONCLUSION, RECOMMENDATIONS, LIMITATIONS AND FURTHER STUDIES

6.1 INTRODUCTION

In essentially every subject area, our knowledge is lacking and challenges are waiting to be resolved. The researcher can address the holes in our knowledge and those unsolved difficulties by asking applicable questions and then look for answers through systematic research.

This study was conducted using quantitative research methods. Questionnaires were administered to the Department of Education and the Department of Economy and Enterprise, the data was analysed and interpreted into graphs to make it easier to understand. This chapter seeks to further interpret the findings and state recommendations and conclusion.

6.2 CONCLUSION

The employees are not happy with their salary packages and thus some of them are even planning on resigning; they feel that they are not being appreciated and that their efforts are not recognised. The dissatisfaction of employees is therefore dangerous as it often leads to industrial actions, poor performance and the production of poor service delivery. The government and the Department of Education and the Department of Economy and Enterprise Development should really look into increasing the employees' salary package, which will hopefully attract the upcoming generation to invest in and pursue careers that are needed within the department. The Department of Education and the Department of Economy and Enterprise Development are there to serve the community and if the employees are not happy with their compensation, it is likely that they may not give their all to the departments and thus leads to poor service delivery. Management in both departments should start appreciating and supporting their employees because most if not all employees need that. If the management can be able to do this then the employees will remain loyal and very productive and that would be very good for both departments.

6.3 RECOMMENDATIONS

- The Department of Education and the Department of Economy and Enterprise Development should annually review and improve the employees' salaries packages. It's important to ensure that employees are satisfied so that they produce good service delivery.
- The Department of Education should implement reward systems that would encourage and motivate employees to perform to the best of their abilities.
- Both departments should communicate opportunities for growth and promotions with the employees so that those who are looking to advance in the careers can work towards that.
- Both departments should start to recognise and appreciate the employees because they will feel valuable and motivated to stay loyal to the organisation and perform more.
- Both departments should enhance equal opportunities for every employee in the workplace.
- Both departments can also compensate the employees according to their performance; by so doing the level of productivity will increase.

6.4 LIMITATIONS OF THE STUDY

Although this study provided relevant insight and comprehension into the topic of the relationship between motivation and job performance of employees in the two provincial departments in North West Province, it is acknowledged that this study has certain limitations encountered.

The first limitation is to do with lack of financial sponsorship. It is very challenging to conduct a study like this when there is no financial support. As a result that leads to delays in terms of completion of the study.

The second limitation is to do with the fact the study is based on a sample of respondents from North West province. This limits the extent to which the findings can be generalised to other areas. Further studies should consider making use of sample of respondents from other provinces.

Another limitation relates to the fact that external factors such as a strike contributed negatively in terms of time management. As a result the study took longer than expected to complete.

6.5 FURTHER STUDIES

Some of the employees did not want to participate, some of the questionnaires were incorrectly filled which resulted in errors. 80 questionnaires were distributed at the Department of Education and only 71 were received back and were captured because the rest contained errors. Some of the employees delayed when they were supposed to return the questionnaires; they kept postponing and that affected the deadline. This topic can be researched even more in different provinces to check the similarities or the differences of employee's responses towards the questions stated in the questionnaire and perhaps some changes can be made in the departments. The other thing is that the Department of Education can use these findings to make some changes that can help improve the morale of the employees within the department.

A sample size of 120 questionnaires were distributed at the Department of Economy and Enterprise Development and only 90 questionnaires were received back and were captured because the rest contained errors and some of the employees delayed when they were supposed to return the questionnaires as well and that really affected the deadline. The Department of Economy and Enterprise Development can also use these findings to make some changes that can help improve the morale of the employees within the department.

Further studies on this topic is recommended as this could therefore assist provincial departments in being more efficient and organised in order to meet the challenges of demotivation and dissatisfaction within the departments.

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