

Investigating employee motivation in a Gauteng retirement fund company

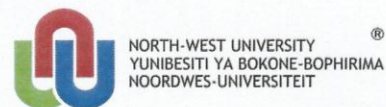
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It all starts here TM



ABSTRACT

Motivated employees contribute to the wellbeing of the employee as well as the success of the company. Each and every person is motivated differently and at a different level. One of the biggest challenges for an organisation is to find out how it can motivate employees to ensure job satisfaction and improve employee efficiency and productivity.

The objective of this study is to determine how employees of a retirement fund company in Centurion, Gauteng believe they are motivated and how the company is performing in meeting the expectation for motivation of the employees.

A comprehensive literature study was done to investigate the theories on motivation. A structured questionnaire was compiled based on the factors of motivation identified in the literature study by the author in collaboration with the Statistical Consultation Service of the North-West University, Potchefstroom Campus.

Data was captured by the researcher and analysed with the assistance of the Statistical Consultation Services. Based on the results of the data analysis, it is recommended that managers focus on areas identified as important motivators by the employees to improve overall motivation in the workplace. The results also improve the understanding of the managers as to how their employees want to be motivated and how they are currently performing to those expectations.

Key words: Motivational theories, employee motivation, intrinsic, extrinsic remuneration

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LIST OF ABBREVIATIONS

C	Certificate
HOD	Head of Department
NWU	North-West University
SC	Senior Certificate
D	Degree
PGD	Post Graduate Degree
ND	National Diploma
FA	Fund Administrator
TL	Team Leader
SS	Section Supervisor
SM	Section Manager

NATURE AND SCOPE OF STUDY

1.1. INTRODUCTION

The important need of discovering, understanding and implementation of employee motivation has been a concern for both managers and organisations, because employee motivation will be and has been the deciding factor between success and failure for organisations and employee work performance (Dongho, 2006:19). Every organisation and business wants to grow and be at the cutting edge in a market that is becoming more and more competitive (Manzoor, 2011:1). Getting people to perform optimally, even in difficult circumstances, is one of managers' biggest challenges (Nohiria, Goysberg & Lee, 2004:79). Motivation increases employee performance and productivity levels and also their commitment in the workplace (Ukandu & Uhpere, 2011:11521). Navarro (2009:70) agrees with the above and further found that a motivated workforce is frequently found to have a competitive advantage.

According to Fisher (2009:348) promotion of productivity is a task of a manager and requires motivation. Managers must understand what motivates employees, to encourage them, be aware of a variety of employee motivational factors and understand that the priority of these factors may change over time (Dongho, 2006:1).

Motivation is one of the main subjects and concepts in human capital management and much literature have been introduced by scientists. A key to organisational success is to involve employees and make them interested in the fulfilment of organisational goals (Ghanbarpour & Najmolhoba, 2013:1)

The dilemma of achieving a highly motivated workforce is no simple task; people are extraordinary complex beings and behaviour is determined by various needs. According to Fox (2007:60) employees are so different that no two employees will react in the same way to a specific stimulus and therefore all employees will not experience motivation the same under the same motivational factors.

There are numerous theories on the topic of motivation: According to Kirstein (2010:1) the main categories for motivational theories are:

- **Content theories:** include theories by Maslow, McClelland and Herzberg. These theories are more focussed on what motivates people.
- **Process theories:** include theories by Vroom, Adams, Locke and Latham. These theories are more focussed on how motivation occurs in individuals.

According to Ledford (2013:17) research in motivation also makes a distinction between *intrinsic* and *extrinsic* motivation.

- **Intrinsic motivation:** means an employee is motivated by an intrinsic feeling of accomplishment and self-fulfilment by completing a task.
- **Extrinsic motivation:** Comes from factors outside the individual and include external rewards such as incentives, salary and benefits.

Intrinsic motivators change behaviour and require an investment in time rather than money. The goal is getting management personally involved with the employees. This will include managers walking up to employees and personally thanking them for an extra effort that was put in or just showing more interest in the employee.

The challenge remains to what approach managers should take to motivate their employees.

1.2. PROBLEM STATEMENT

Employee motivation and organisational performance have been the focus of intensive research in recent time and organisations are becoming more aware that employee motivation increases productivity (Muogbo, 2013:70). The challenge managers still face, remain to determine *how* to motivate their employees and which approaches will be sustainable and create a culture of motivation.

According to Dongho (2006:21) research has shown that the concept of motivation suggest that motivation is linked to a person's behaviour, a cause of the behaviour or the reason a person behave in a certain way. The cause of individual behaviour may also differ due to different individual needs.

According to Scott (2008:1) some employees prefer to do routine work and prefer not to have the stress of intellectual challenging jobs while other employees thrive thereupon. Scott (2008:1) concluded that experienced managers have found that all employees differ in how they are motivated and therefore a one-size fits all approach does not work.

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 to motivate employees and what are the key aspects that will make the change in employee motivation?

The objective of this study is to identify those factors that employees view as the most important to them to be motivated at work. The identification of these factors was done by a literature study. An empirical study was conducted and a quantitative method was used by means of a survey to establish the importance of these factors.

1.3. OBJECTIVES OF THE STUDY

The objectives of this study are split into primary and secondary objectives.

1.3.1.Primary objective

The primary objective of this study is to identify which of the factors identified by literature, employees in the retirement fund industry perceive to be the most important motivational factors for them.

1.3.2.Secondary objectives

The secondary objectives of the study are to:

1. Identify areas where the retirement fund company can improve in order to keep employees motivated.
2. Provide recommendations to the company on how to improve on the motivational factors identified in the study.

1.4. RESEARCH METHODOLOGY

The research methodology for this study consists of a literature study and an empirical study.

1.4.1 Literature study

The sources that were consulted include:

- Recent papers on the subject of workplace motivation: and
- Academic books, Journals and the internet.

Establishing a sound theoretical background to the problem as formulated above requires an in-depth analysis, evaluation and integration of the different aspects relating to motivation in the workplace. This will be conducted by doing an in-depth theoretical study of factors influencing the effectiveness of motivational approaches by managers.

The aim of the literature study is to gain theoretical knowledge of which factors play a role in workforce motivation. The knowledge gained from the literature study was used to develop a questionnaire for the empirical investigation.

1.4.2 Empirical study

A quantitative method was used for the empirical study. Quantitative methods are defined as: methods that emphasize objectives and numerical analysis of data collected through polls, questionnaires or surveys. Quantitative research focuses on gathering numerical data and generalising it across groups of people (Babbie, 2014). The empirical study focused on the retirement fund industry in South Africa, specifically. A company in the Gauteng area of Johannesburg was identified as the population and a sample was drawn from this company. The convenience sampling method was used to determine the sample. Convenience sample is defined as: A statistical method of drawing representative data by selecting people because of the ease of their volunteering or selecting units because of their availability or easy access (Business Dictionary, 2014).

The measuring instrument for the study is a structured questionnaire which was generated from information gathered in the literature study. These questionnaires were structured with an array of questions focused on how employees perceive themselves to be motivated and how successful the company is in meeting the employees' motivational requirements.

The questionnaire was completed anonymously by 82 lower to medium level employees and returned to management.

The results were statistically analysed using statistical methodology including Reliability, Validity and Rotated Factor Pattern.

The analysed results were used to summarise findings and draw conclusions in order to identify effective motivators within the retirement fund environment and how effective the company is in satisfying the identified motivators.

1.5. LIMITATIONS OF THE STUDY

Possible limitations for the study include the collecting of all questionnaires administered; the credibility of the answers in the questionnaires by employees and the fact that the results from this sample does not reflect the total population due to it being a single company in the retirement industry.

1.6. DIVISION OF CHAPTERS

In order to reach the objectives of this study, the study has been divided into four chapters and includes:

Chapter 1: Introduction, problem statement and contains the nature and scope of the study.

Chapter 2: Literature study that is focussed on how people are motivated and exploring the different theories of motivation.

Chapter 3: Empirical study where data was collected on a quantitative basis through structured questionnaires.

Chapter 4: Conclusions and recommendations base on all data gathered.

1.7. CHAPTER SUMMARY

In this chapter an introduction to the study, the primary and secondary objectives and research methodology were explained. Further, the limitations to the study and division of chapters were discussed. In the following chapter the literature will be studied in depth on findings that are related to employee motivation.

CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

In this chapter the literature will be studied to explore the different motivational theories that laid a foundation and background to this study. The literature was consulted to obtain a better understanding of different factors that play a role in the motivation or demotivation of employees. This will be compared to the findings of this study.

2.2 MOTIVATION DEFINED

Motivation can be defined as the direction, voluntary and persistent behaviour a person displays as a result of certain forces within that person (McShane & Von Glinow, 2010:34). Direction is described in this definition as the path along which people engage their efforts. Individuals have a choice of where and how they want to focus their efforts and become motivated according to certain personal goals. Human motivation has been widely researched and there are numerous theories of motivation. This definition of motivation is supported by Guay et al. (2011:712) and define motivation as the reasons underlying individual behaviour.

There are numerous theories on motivation that have influenced the way organisations manage their employees to achieve a more motivated work environment. These theories strive to explain employee behaviour and shares advice on strategies and factors to assist organisations in getting the most out of their employees in terms of work commitment and performance (Dartley-Baah & Amoako, 2011:1).

2.2. THEORIES OF MOTIVATION

Aligned with the need for a better understanding in employee motivation, some researchers have gone to great lengths to improve and add to present theories of work motivation by evolving them to fit the realities of a changing workplace (Steers, Mowday, & Shapiro, 2004).

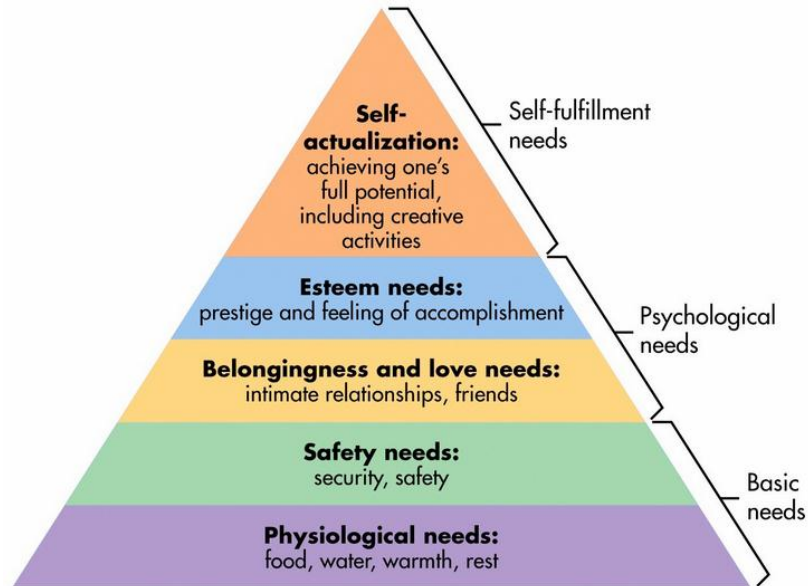
In this section theories of motivation will be reviewed and as stated by McShane and Von Glinow (2010:135) Maslow's Hierarchy theory is by far the most widely known theory.

2.2.1 Maslow's Hierarchy of needs

Maslow's Hierarchy of needs theory contributed significantly to employee motivation in the field of organizational behaviour and management (Kaur, 2013:1062). According to Maslow's Hierarchy of needs theory we become motivated to achieve or maintain the various conditions upon which these satisfactions rest and by certain intellectual desires. When a need is unsatisfied we become motivated and driven to satisfy that need. As lower level needs according to the hierarchy of needs become satisfied our needs move up in the hierarchy and we are motivated at a different level in the hierarchy of needs.

People also do not get motivated by satisfying higher needs if lower order needs are not yet satisfied (Lussier, 2008:324). Maslow's Hierarchy of needs is a theory developed and published in a paper by Abraham Maslow in 1943. According to Maslow (1943:273) there are at least five sets of goals or needs which are shown in Figure 1.1.

Figure 2.1: Maslow's Hierarchy of Needs



1) **Physiological needs**

These needs are usually called the starting point of the motivational theory and are so-called physiological drives. These include body needs like, hunger and thirst. As the body becomes deprived of food the desire to satisfy the need becomes more intense and all other needs are pushed into the background (Maslow, 1943:372).

2) **Safety needs**

When physiological needs become relatively well appreciated, there then emerges new needs. Safety and Health occupies the second level of needs and make us feel secure in our current environment and in our standard of living (Maslow, 1943:372). These needs refer to the need to be secure, free from threats or harm. The rationale is that employees perform at their best when they work in a protected environment (Kaur, 2013:1062).

3) **Social needs**

Maslow states that people do not want to feel lonely and alienated and will find ways to overcome those feelings. These also include the giving and receiving of affection, love and even a sense of belonging (Maslow, 1943:372).

According to Steers and Porter (cited by Ramlall, 2004:54) the following are examples to stimulate social needs in the workplace.

- Use periodic praise;
- Facilitate social activities outside;
- Allow inclusiveness of all, and
- Create a team spirit.

Kaur (2013:1062) summarises social needs as the need to be loved and accepted by other people. To meet these needs in an organisation, employees should be encouraged to interact on a social level such as outdoor teambuilding and picnics.

4) **Esteem needs -**

This is the desire to become self-fulfilled and actualised in what one believes one's potential to be. This will differ greatly from person to person. One person would like his work to be noticed while another would like to be the ideal mother (Maslow, 1943:373).

Steers and Porter (cited by Ramlall, 2004:54) identify the following examples to stimulate esteem needs in the workplace –

- Use praise and rewards;
- Delegating responsibilities;
- Providing training to employees, and
- Motivate inclusiveness.

According to Kaur (2013:1062) organisations can satisfy this need for self-respect and approval of others through awards banquets to recognise achievements.

5) Self-actualization needs –

According to Jerome (2013:39) Maslow describes self-actualization as a person's need to do what he was "born to do". A person will develop a need or unrest to do what he/she is fitted to do. A musician must make music and an athlete must do sports to become self-actualized.

It is also found that not all persons are clear on what they want or how they would be self-actualized. It is much easier to know how to satisfy the needs of hunger, safety and esteem. A person unable or unsure of how to fulfil the need of self-actualization will feel restless, on the edge and tense (Jerome, 2013:42).

Steers and Porter (cited by Ramlall, 2004:54) identify the following examples to improve self-actualization needs in the workplace –

- Provide challenge;
- Encourage creativity, and
- Giving training.

In spite of the popularity of Maslow's theory there are motivational experts that dismiss this theory. Maslow's theory is based on his personal observations and he was later surprised that it was widely accepted before testing it (McShane & Von Glinow, 2010:135).

Several books and studies have argued that personal observations and opinions are always prone to be biased, which will reduce the validity of any data collected. Therefore Maslow's theory must not be blindly accepted (Jerome, 2013:39).

Empirical studies have concluded that people do not move up the hierarchy as Maslow's theory predicts. There are people that strive first for self-esteem need to be satisfied and then for the belongingness. Another shortcoming of the theory is that priorities within the hierarchy shift more frequently as what is suggested by Maslow's theory.

Although Maslow's theory failed the reality test, it has made a significant contribution in bringing a more positive approach to the human motivation study and being more humanistic and holistic.

Secondly, Maslow was among the first to identify that human thoughts contribute in motivation and not only human instincts.

Thirdly, Maslow identified that it is natural for people to be motivated to reach their own potential and organisations should help people to develop their potential and build on this motivation (McShane & Von Glinow, 2010:136-138).

According to Ghanbarpour and Najmolhoba (2013:6) motivation is a complicated issue and managers should aim to create work environments that will provide opportunity to satisfy needs and benefit employees and the organisation.

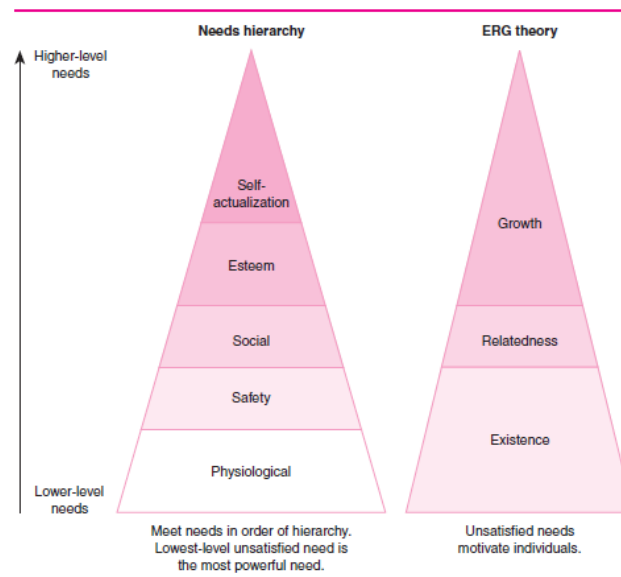
Maslow's theory is not the only motivational theory to map people's needs onto a single hierarchy. Another hierarchy model exists, called ERG theory and is an expansion of Maslow's Hierarchy of needs theory (Yang, Hwang & Chen, 2011:7885). According to McShane and Von Glinow (2010:138) Maslow's five needs theory was later simplified and reduced into three needs by Clayton Adlerfer and created his ERG theory.

2.2.2 Clayton Alderfer's Existence, Relatedness and Growth (ERG) theory of motivation

According to Alderfer (cited by Arnolds & Boshoff, 2002:698) people are motivated by three fundamental groups of needs: Growth, Relatedness and Existence.

The ERG theory is mostly applied to motivation of people in the workplace and used as a tool to increase morale and productivity (Caulton, 2012:2). Fig. 2.2 shows the simplification of Maslow's hierarchy of needs theory into Alderfer's ERG theory (Lussier, 2008:325).

Figure 2.3: Alderfer's ERG theory of motivation



According to Lussier (2008:325) as indicated in Figure 2.2, Alderfer combined Maslow's Safety and Physiological need into an Existence need, Self-actualization and Esteem need into a Growth need and redefined the Social need as Relatedness need.

The three needs in the ERG theory are:

1. Existence

The need for existence includes safety and physiological need. According to Yang et al. (2011:7885) the less existence needs are satisfied the more they will be desired. Existence is a combination of the safety need that can be described as the prevention

from fear, anxiety and danger and physiological needs that refer to the need of a person to feel satisfied at levels of vitality, such as exercise and sleep.

2. Relatedness

Relatedness can be described as the need to have emotional relationships, affection and personal support from other people (Ghanbarpour & Najmolhoba, 2013:2). People usually want to feel a sense of respect from others, such as popularity, social status and to be accepted by others (Yang et al., 2011:7887).

3. Growth

The need a person has for personal development and self-fulfillment in what he or she is doing. Development of a person's personality and the achievement of personal goals (Yang et al., 2011:7887).

ERG has a somewhat better approach to explain human motivation than Maslow's hierarchy of needs theory, but mainly because it is easier to group needs into ERG's three groups than Maslow's five groups (McShane & Von Glinow, 2010:138). An important difference between Maslow's hierarchy of needs theory and Adlerfer's ERG theory is that Alderfer's ERG theory includes a satisfaction progression component and frustration component. For example, if an employee has satisfied his or her relatedness needs and wants to satisfy higher order needs in growth and is unsuccessful and frustrated, that employee will revert back to the relatedness need and the relatedness need will become a dominant need again (Griffin & Moorhead, 2010:264).

McShane and Von Glinow (2010:138) continue to explain why theories like Maslow's Hierarchy of needs and the Adlerfer ERG theory fail to explain the dynamics of human motivation. People do not all fit into a single needs hierarchy and there is increasing evidence that needs hierarchy are different for each individual and influenced by an individual's social identity, values and self-concept.

According to Malik and Naeem (2013:1031) in 1959 a bomb shell was dropped on theories of job satisfaction and motivation, when Herzberg's hygiene theory was introduced.

2.2.3 Herzberg's Motivator-Hygiene theory

According to McShane and Von Glinow (2010:177) the Motivator-hygiene theory was introduced by organisational scholar Frederick Herzberg in the 1950s. The Motivator-hygiene theory proposes that employees experience job satisfaction when they fulfill motivational needs like growth and esteem needs. On the other hand employees that have undesirable working conditions, weak job securities and a lack of lower order need will experience dissatisfaction. Herzberg argued that only characteristics of the job itself can motivate employees and the lower order needs (hygiene factors) can only prevent dissatisfaction.

Dartley-Baah and Amoako (2011:1) describe the Motivator-hygiene theory as a theory of motivation where employees are motivated when they are faced with enjoyable challenging tasks at work, that is achievable and where employees can demonstrate responsibility, growth and advancement in the organisation.

The view of Bagraim et al. (2007:81) was that the findings of Herzberg's research indicated that the factors that made employees feel satisfied in their jobs were distinguishably different from factors that made them feel dissatisfied in their work. The study also revealed that employees, who felt good about their work, ascribed this to internal factors and employees who felt bad ascribed their attitude to external factors.

Dash et al. (2008:26) concluded in a study that their results conformed to Herzberg's Motivator-hygiene theory to a large extent, although there were certain limitations within the study. Motivating factors were concluded in intrinsic work factors that is, work related and central to the completing of tasks while the hygiene factors were extrinsic factors, that is, environmental factors.

When an employee experiences a low level of job satisfaction it does not necessarily mean that an employee is dissatisfied and if an employee experiences low job dissatisfaction, it does not mean that the employee is satisfied (Ikwukananne & Udechukwu, 2009:69).

Hertzberg's theory implies that the intrinsic motivators can be said to be satisfiers and extrinsic hygiene factor to be dissatisfiers. This implies that an employee experiencing an extrinsic hygiene factor can either become dissatisfied or neutral and not necessarily satisfied by the motivator.

According to Herzberg's theory satisfaction as illustrated in Figure 2.3 can only exist if there are motivating factors. Hygiene factors can only influence satisfaction and dissatisfaction, and if there is dissatisfaction there can be no motivation.

Figure 2.4: Herzberg's Motivator-Hygiene Theory



Examples of the Hygiene and Motivational Factors as shown in Fig. 2.3 are further explained as follows:

Intrinsic motivational Factors (Satisfiers) include:

1. Achievement: Achievement driven employees are employees who seek success ambitiously, result-oriented and driven by targets (Tutar, Altinoz & Cakiroglu.,

2011:6320). According to Mgezi (2012:3) managers have direct control over the recognition of employee achievement and the recognition or praise thereof.

2. Praise: Alam et al. (2013:2) describe praise or recognition as the physical act of acknowledging someone for the good work he or she has done.
3. Recognition: According to Danish and Usman (2010:159) recognition is a certain status an employee has within the organisation and how appreciation is given to an employee for his or her contribution to the organisation.
4. Work itself: Does an employee enjoy or dislike his or her job (Danish & Usman, 2010:162).
5. Career Advancement: Mgezi (2012:3) defines advancement as the amount of potential for movement to higher levels within the organisation.

According to Dartley-Baah and Amoako (2011:1) the presence of these factors build strong levels of motivation that result in better job performance, but will not cause dissatisfaction when absent.

Extrinsic Hygiene factors (Dissatisfiers)

1. Rate of pay: Rate of pay is the amount of money an employee receives for the work he or she has done. Everybody likes to have more money and a better standard of living. It is generally presumed that a better paid employee is highly motivated and more satisfied (Arshad et al., 2012:171).
2. Quality of supervision: Fugar (2007:120) describes the quality of supervision as the competence of the supervisor, fairness towards subordinates and the willingness to delegate responsibility and share knowledge at the workplace.
3. Company Policies: Tech-Hong and Waheed (2011:29) describe company policies as how accommodating a company's administration is towards employees and how favorable these policies are to the employees.

4. Relationship with others: Fugar (2007:120) describes this as the relationship with others as the interaction between employees, peers, managers and subordinates. This can include work relationships as well as social relationships at work.
5. Job securities: Job securities are determined by how an employee feels that his job will remain in the company and how sure he can be to remain in that position (Tech-Hong & Waheed, 2011:29).

Dartley-Baah and Amoako (2011:8) agree with Herzberg and conclude that managers should find a blend of the motivational factors and the hygiene factors that suit their employees' special needs to respectively achieve employee motivation and remove dissatisfaction.

It is of importance to realize that extensive criticism that has emerged in making a distinction between motivators and hygiene factors, since some of the factors have proven to fall within both motivator factors and hygiene factors. One example of this is, salary, and has proven to be ambiguous in the position as a motivator and hygiene factor (Tech-Hong & Waheed, 2011:6).

Organasational leaders or managers are urged to identify these motivational factors and hygiene dissatisfiers and initiate change programs to nurture these factors to improve employee motivation and reduce dissatisfaction (Malik & Naeem, 2013:1031).

2.2.4 McClelland's Learned Needs Theory

According to Fisher (2009:349) McClelland's Trichotomy of needs theory, people are motivated by three needs: Achievement, Affiliation and Power.

Although everyone is motivated by all three in some form or the other, most employees will be motivated dominantly by one of the three.

McShane and Von Glinow (2010:140) describe the three needs as follow –

Achievement:

- People who want to be successful in reasonable challenging goals will have a strong need for achievement. These people choose to work by themselves and usually prefer tasks with a higher risk. People with a high need for achievement are motivated by recognition and feedback of their accomplishments. Successful entrepreneurs usually have a strong need for achievement, set challenging goals and thrive on competition. Daft (2008:234) believes that people with a need for achievement is people who is innovative and entrepreneurial of nature.

Affiliation:

- Includes people who will always avoid conflict and will rather conform to other people's expectations and wishes than to cause conflict. Individuals in a decision-making or management position usually have a low affiliation need so the choices they make and actions they take are not influenced by the need of affiliation.

Power:

Includes people who want to be in control of their environment as well as people who will benefit either themselves (personal power) or others (social power). McClelland believes that a strong need for socialised power is a strong attribute for effective leaders and not personalized power. According to Bagraim et al. (2007:79) people who are driven by the need for personal power will have an exploitive, dominating and aggressive behaviour over other people and people who are driven by social power will be inspiring and influence employees to achieve goals.

According to Lambrou, Kantodimopoulos and Niakus (2010:2) McClelland's theory forms part of all the internal Needs-based theories like Maslow's hierarchy needs theory, Alderfer's theory and Herzberg's two factor theory. Another approach to motivation focuses on the external factors of motivation and includes theories such as Adam's Equity theory, Locke's goal setting theory and Vroom's expectancy theory.

2.2.5 Adams's Equity Theory of Motivation

The Equity theory explains that people determine the feeling of equity by comparing his/her own outcome/input ratio to the outcome/input ratio of fellow employees. The outcome/input ratio can be explained as the value of the outcome you received divided by the value of the input you provided in the relationship exchanged. These different inputs include, but not limited to, skills, efforts, reputation, performance and hours worked. Outputs, on the other hand include, pay, promotion, recognition, bonuses, professional treatment and future job opportunities (McShane & Von Glinow, 2010:152).

According to Kaur, Aggarwal and Khaitan (2014:230) Adam's Equity Theory call for a fair balance between outputs and inputs and finding this fair balance serves to ensure a productive, motivated and create strong relationships with the employees.

According to Skiba and Rosenberg (2011:1) motivation is not entirely a function of individual rewards, but also a function of how individuals perceive the relationship of outcomes and inputs relative to the ratio of outcomes and inputs of referents like fellow employees. Lussier (2008:333) agrees with this and elaborate further in stating that comparison to fellow employees can lead to three outcomes.

Equitably rewarded; Inputs and output are perceived to be in balance and motivation may exist.

Under-rewarded: Outputs are perceived to be lower than inputs and a decrease in motivation may exist.

Over-rewarded: Research suggest that over-reward is also an unbalance and employees may increase inputs or decrease outputs (take a salary cut).

When employees experience an over-reward or an-under reward, the latter inequity will also result in the employee taking some form of action to restore the perceived equity. This will either be done by decreasing the amount of inputs (reduce amount of effort) or increase the output (request a pay increase) (Skiba & Rosenberg, 2011:1).

McShane and Von Glinow (2010:153) state that Adams identified ways people respond to inequity:

1. **Change in inputs**– Ask the employee in the better position to do a bigger part of the work to justify his higher pay. According to Mukherjee (2009:157) behavioural consequences may include the increase or decrease of the input level by working extra hours, improving quality of work and an increase in absenteeism.
2. **Change the outcomes** – Employee may request that the better off employee's pay be reduced or to request an additional increment or extra benefit while the input remains the same (Mukherjee, 2009:157).
3. **Change in object of comparison**– Compare ourselves with other employees closer to our own situation (Pay and duties) (McShane & Von Glinow, 2010:153).
4. **Leave the field** – According to McShane and Von Glinow (2010:153) the employee may move to a different section or quit his or her job. Mukherjee (2009:157) agrees with McShane and Von Glinow and adds absenteeism as a behavioural consequence.
5. **Changing the perception of self or others**– An employee can change his or her perception of his or her inputs and outcome to reflect the reality or change the perception on others with whom the comparison was made (Mukherjee, 2009:157).

McShane and Von Glinow (2010:154) conclude that to use Adam's Equity Theory to motivate employees the best approach for leaders and managers is to know their employees and to try to avoid the risk of inequity feelings by employees. Open communication is a key factor to make decision-makers aware that employees might feel that unfair decisions have been made. Another theory that forms part of the external factor of motivation is Locke's and Latham's goal-setting theory (Lambrou et al., 2010:2).

2.2.7 Locke's and Latham's Goal-Setting Theory

Lunenburg (2011:5) supported the theory of Locke and Latham as a goal-setting theory of motivation that was well developed. The theory highlights the important relationship that exists between goal-setting and work performance. Research supports the views that work performance are more effective when there are specified goals that are more challenging and when performance is evaluated and feedback given on progress and performance.

According to the goal-setting theory, values and goals (Intentions) are the two cognitive determinants of behaviour. In essence a goal is what an individual is consciously trying to achieve. Locke and Latham state that one experiences value judgment through emotions and these values can create a desire to be constant in doing so. Goals motivate people to create strategies to help achieve them and maintain a certain goal level. Succeeding in these goals can ultimately increase satisfaction and motivation. The opposite happens if goals are not accomplished.

Locke and Latham (2002:708-710) identified the following aspects to consider when setting goals:

Goal commitment

- People have a bigger drive to reach a goal when they have given their commitment to achieve the goal.
- Highlighting the importance of employee inclusion when goals are set.

Feedback

- People need to get feedback on how well they are performing in relation to their goals. If they do not know how they are performing, they will continue to

underperform and their efforts will not be aligned with the goals as required of them. This can also decrease the level of motivation of the employee.

Task Complexity

- People are more effective and motivated to achieve more complex goals that are within their abilities than easier goals.
- Goals must be complex but achievable.
- Complex goal-setting is more effective than “do your best” goals.
- Deadlines improve effectiveness of goal achievement.

Latham and Locke (2006) recognized the benefits of the goal-setting theory but also identified pitfalls to consider when working with the goal-setting theory. These pitfalls include:

- Employees may become demotivated when goals are above their abilities.
- Goals may result in conflict within group members can have detrimental effects on group performance.
- Goals can be seen as threats that will have a predetermined outcome if goals are not achieved.
- High goals may be avoided due to higher risk of failure to achieve these goals.
- Success in previous strategies to achieve goals may become stagnant and no new strategies will be used.
- Goal achievement creates increased self-confidence and could cause future goals to be set to high.
- Goals and especially the number of goals may increase employee stress and result in a decrease of motivation.

Goal-setting theory has become a widely used and effective motivational tool, substantiated by years of empirical research and utilized by numerous practitioners.

However, the enhancement to reach set goals may enhance unethical behaviour (Barsky, 2008:43).

Further to this, Ordóñez et al. (2009:11) concur with this and highlight the damage an organisation can sustain due to unethical behaviour promoted by the goal-setting theory. For example, employees may charge customers more for services or dishonestly report incorrect sales figures to achieve targets.

According to the goal-setting theory motivation established almost entirely through goals. Unlike earlier motivational theories such as Vroom's theory which views motivation in terms of valence and expectancy (Gill, 2008:228).

2.2.8 Vroom's Expectancy Theory of Motivation

Vroom's expectancy theory has a different approach to the theories of Maslow, Alderfer, Herzberg and McClelland. Vroom's expectancy theory follows a cognitive process of variables and captures the differences of individuals' work motivation. Vroom does not follow specific suggested factors on how employees are motivated. The expectancy theory has multiple important implications for motivating employees. Vroom's theory identifies three principles to motivate employees. Firstly, by changing the person's effort-to-perform expectancy; secondly, the performance-to-reward expectancy and lastly the reward valence or Outcome valence (Lunenburg, 2011:1).

According to Lussier (2008:331) the following assumption exists for Vroom's expectancy theory:

- Both needs and environmental factors affect behaviour;
- Behaviour is driven by the decisions of an individual;
- People have different desires, goals and needs, and
- The perception of a specific outcome determines the decision.

McShane and Von Glinow (2010:143) explain and agree that all three principles in Vroom's theory influence employee motivation as mentioned by Lunenburg (2011:1).

Effort-to-Perform Expectancy (Expectancy)

The employee has a particular perception that the result of his or her effort will be a certain level of performance. The two extremes can be described as:

- An employee believes that he or she can unquestionably accomplish the task giving him or her a probability of 1.0; and
- Employees believe with the highest level of effort the desired level of performance will not be reached and results in a probability of 0.0.

The desired outcome for the Effort to Perform expectancies is to create a belief within employees that they are competent to perform a specific job successfully. This implies that the higher the expectancy, the higher the chance that people will be motivated. At the same time people will not be motivated if they do not believe that they will be successful to achieve that expected outcome of a task (Lussier, 2008:331).

Application for the objectives includes:

- Selecting the employees with the correct skills;
- Provide adequate training and skills to employees;
- Provide resources and time, and
- Coach employees who lack self-confidence.

One of the most important parts of the process is to communicate the required outcomes for a specific task and align employee skills and abilities with the task complexity (McShane & Von Glinow, 2010:143).

Performance – Reward (Outcome) Expectancy (Instrumentality)

This implies that the perception of employees that certain behaviours will result in a specific outcome. These perceptions may lead to:

- A belief that reaching the outcomes of a specific task will definitely have an expected result.
- Or, a belief that reaching the outcomes will not influence the result.

The objective for the Perform to Outcome expectancy is to increase beliefs, that succeeding in the required performance will have certain valued outcomes in the result.

Applications for the objectives include:

- Accurate job performance measurement;
- Outcomes and tasks must be explained clearly, and
- Describe past performance based rewards.

Outcome Valence

A valence can be defined as an anticipated satisfaction or dissatisfaction an employee feels towards an outcome. The valence is positive when outcomes satisfy our needs and values and negative when the outcomes are opposed to our needs and values (McShane & Von Glinow, 2010:143).

Lussier (2008:331) defines the valence as the value people places on the outcome of the reward. Generally, the more important (value) the outcome is to the person the better the chance of motivation.

The objective for the valence outcomes is to increase the expected values of outcomes resulting from desired performance.

Application for the objectives includes:

- Align rewards to what employees value;
- Focus rewards on the individual, and
- Minimise counter-valent outcomes.

Vroom believed that motivation is the result of the following equation (Lunenburg, 2011:3):

$$\text{MOTIVATION} = (\text{EXPECTANCY}) \times (\text{INSTRUMENTALITY}) \times (\text{VALENCE})$$

2.9 CHAPTER SUMMARY

Motivation was defined and an extensive literature study was conducted to determine factors that will influence employee motivation. It is clear from the literature study that there have been many different approaches to motivation, but there are also areas that the theories overlap.

Recognition, Growth, Achievement and work itself under Herzberg's motivational factors have found similar factors with Maslow's self-actualization, self-esteem and Alderfer's Growth need as well as McClelland's need for Achievement and peer relationships. Personal life, Quality of supervision categorised under Herzberg's hygiene factors are consistent with Maslow's belongingness, McClelland's need for affiliations and Alderfer's relatedness need (Lambrou et al., 2010:2).

Some of the theories state that people need to move through a certain hierarchy of needs and become motivated on their needs that are still unfulfilled. Other theories believe that motivation is based on personal attributes and preferences.

Table 2.1 includes a summary of all motivational theories researched in the literature review.

Table 2.1: Summary of Motivational Theories

Researcher	Theory	Main Conclusions
Abraham Maslow	Hierarchy of needs theory	People are motivated to fulfil their needs. These needs have a specific hierarchy and as lower level needs are fulfilled higher order needs become bigger needs. This hierarchy of needs from lowest to highest needs include: > Physiological Needs(food, water, warmth, rest) > Safety Needs (Security, Safety) > Belongingness Need (Relationships, friends, love) > Esteem Needs (Feeling of accomplishment) >Self-actualization Need (Achieving one's full potential)
Clayton Alderfer	ERG theory on motivation	The ERG theory is based on Maslow's Hierarchy of needs theory but simplifies the theory from five needs into three needs (McShane & Von Glinow, 2010:138). This hierarchy of needs from lowest to highest needs include: >Existence - The need for existence includes safety and physiological needs >Relatedness - The need to have emotional relationships, affection and personal support from other people (Ghanbarpour & Najmolhoba, 2013:2) >Growth - Development of a person's personality and the achievement of personal goals (Yang et al., 2011:7887).

Frederick Herzberg	Motivator-Hygiene theory	Employees experience job satisfaction when they fulfil motivational needs like growth and esteem needs. On the other hand employees that have undesirable working conditions, weak job security and a lack of lower order needs will experience dissatisfaction (McShane & Von Glinow, 2010:177). According to Hertzberg, satisfaction can only exist if there is motivating factors; hygiene factors can only influence satisfaction and dissatisfaction and if there is dissatisfaction there can be no motivation.
David McClelland	Learned needs theory	People are motivated by three needs: Achievement, Affiliation and Power (Fisher, 2009:349). > Achievement - Goal driven people, high self-expectations. People who are innovative and entrepreneurial of nature (Daft, 2008:234). > Affiliation - People with a strong need for affiliation and who avoid conflict (McShane & Von Glinow, 2010:139) > Power - People who want to be in control of their environment. People who are driven by the need for personal power will have an exploitive, dominating and aggressive behaviour over other people and people who are driven by social power will be inspiring and influence employees to achieve goals (Bagraim et al., 2007:79).
John Adams	Equity Theory of Motivation	Adam's Equity Theory call for a fair balance between outputs (what an employee receives) and inputs (Employee effort) (Kaur et al., 2014:230). This balance will determine the level of motivation in people.
Edwin Locke and Gary Latham	Goal-setting theory	Goals motivate people to create strategies to help achieve them and maintain a certain goal level. Succeeding in these goals can ultimately increase satisfaction and motivation (Lunenburg, 2011:5).
Victor Vroom	Expectancy theory of Motivation	Vroom's theory identifies three principles to motivate people. Firstly, by changing the person's effort-to-perform expectancy; secondly, the performance-to-reward expectancy and lastly the reward valence or Outcome valence (Lunenburg, 2011:1).

All the identified factors of motivation through the literature study will be used in the empirical study. The empirical study will investigate the factors that are perceived to be the most important motivational factor to the employees in the retirement fund company,

how the company can improve to motivate their employees and what the current level of motivation of the employees are, which are respectively the primary and secondary objectives of the study.

The following chapter focuses on the survey by means of a self-constructed structured questionnaire.

CHAPTER 3

EMPIRICAL STUDY

3.1 INTRODUCTION

This chapter deals with the analysis and interpretation of the study conducted, including the research instruments, data collection and the analysis of the data. Questionnaires (See Annexure A) were used as method of data collection and consists of three sections: Demographical information, Section A and Section B. Section A was focused on what factors the respondent believe would motivate him/her and Section B on how well the company was fulfilling these motivational factors.

3.2 RESEARCH METHODOLOGY

3.2.1 Research instrument

A structured questionnaire based on a 5-point Likert scale was used as the research instrument for this study. The Likert scale is defined as: A method of ascribing quantitative value to qualitative data and to make data usable for statistical analysis. A numerical value is assigned to each potential answer and a mean value for all the answers is calculated. This form of scale is mainly used for surveys and usually has, but is not limited to a 5-point scale consisting of strongly disagree, disagree, neutral, agree and strongly agree (Business Dictionary, 2015).

Respondents were asked to complete demographical questions and two sections of the question based on a Likert scale using the following range:

1. Strongly Disagree
2. Disagree

3. Neutral
4. Agree
5. Strongly Agree

The research questionnaire was self-compiled by the author from the literature study and analysis on the data was done by the author in collaboration with the Statistical Consultation Service of the North-West University.

3.2.2 Data collection

3.2.2.1 Participants

Data for this study was collected from a target population in the retirement fund industry at a retirement fund company in Centurion, Gauteng. The study population consisted of an available sample of 82 participants. The participants are all employed in administrative positions and the Operational Manager administered the completion of the questionnaires which was completely voluntary. The average age of participants was 31.9 years and consisted of 22 males and 51 females. Because no random sampling was done in this study no inferential statistics will be used to interpret the statistical analyses, although “p-values” will be reported for completeness sake. In this study interpretation of comparisons on group means will be done according to Cohen’s effect. Effect sizes indicate practical significance – that is the extent to which a difference is large enough to have an effect in practice (Steyn, 2009).

Guidelines, according to Cohen (1988) for the use of d-values regarding the variance between means include:

- $d = |0.2|$, has a small effect;
- $d = |0.5|$, a noticeable effect or medium effect;
- $d \geq |0.8|$, practical significant effect or large effect.

3.2.2.2 Measures

From the literature study (See section 2.2.1 – 2.2.8) the following factors influencing motivation were identified:

- 1) Physiological Needs – hunger and thirst.
- 2) Security Needs –the ability to afford insurance, medical aid basic security and safety.
- 3) Affiliation Needs – to feel socially satisfied.
- 4) Esteem –to feel recognized and appreciated.
- 5) Self-actualization – to feel self-fulfilled.
- 6) Goal Setting – to have goals that are clear and achievable.
- 7) Rewards – motivated by reward for my performance.
- 8) Growth – motivated by training and development.
- 9) Feedback –feedback on work performance.
- 10) Job Characteristics – to have a challenging job.

3.2.2.3 Reliability and Validity

The reliability of a test refers to the consistency of scores obtained by the same persons when they are re-examined with the same test on different occasions, or with different sets of equivalent items, or under other variables examining conditions (Anastasi & Urbina, 1997:84). Thus, reliability is the ability of a measuring instrument to measure consistently (Tavakol & Dennick, 2011:53). In this study Cronbach Alpha values were computed to determine internal consistency.

The validity of a test concerns what the test measures and how well it does so (Anastasi & Urbina, 1997:113). In other words, the validity of a measuring instrument is the extent to which an instrument measures what it was intended to measure (Tavakol & Dennick, 2011:53). For this study exploratory factor analysis was used as a data reduction method to assure construct validity.

3.2.3 Demographic Information

The demographic composition of the study consists of the respondents' age, gender, years of service, highest level of qualification and current position in the department. The level of qualification was measured as:

Table 3.1: Summary of Age and Highest level of qualification

Age	Total		Qualification									
			SC		C		ND		D		PGD	
18 - 25	14	19%	4	5%	3	4%	2	3%	4	5%	1	1%
25 - 35	40	55%	7	10%	11	15%	11	15%	7	10%	4	5%
36 - 45	13	18%	10	14%	1	1%	1	1%	1	1%	0	0%
46 - 55	4	5%	2	3%	1	1%	1	1%	0	0%	0	0%
> 56	2	3%	2	3%	0	0%	0	0%	0	0%	0	0%
Total	73											

Table 3.1 indicates that 55% of the respondents are between the age of 26-35 years of age and 19% and 18% respectively between 18-25 years and 36-45 years. It is interesting to see that younger respondents are better qualified than the older respondents. Respondents above the age of 56 years have the lowest qualification Senior Certificate (SC) and 6% of all respondents that have a higher qualification Post Graduate Degrees (PGD) are below the age of 35 years. Although the younger employees (18-35 years) are better qualified they might not have the work experience or work related skills of the older employees (36-56 years). A total of 19% of the respondents have limited experience in their working careers and are below the age of 25.

Table 3.2: Summary of Age and Years of service

Age	Total		Years of Service									
			0-2		>2 - 4		>4 - 6		>6 - 8		>8	
18 - 25	14	19%	8	11%	3	4%	2	3%	0	0%	1	1%
26 - 35	40	55%	16	22%	11	15%	8	11%	3	4%	2	3%
36 - 45	13	18%	2	3%	3	4%	3	4%	3	4%	2	3%
46 - 55	4	5%	1	1%	1	1%	1	1%	1	1%	0	0%
> 56	2	3%	0	0%	0	0%	1	1%	0	0%	1	1%

Table 3.2 indicates that the shortest years of service is represented by respondents in the age group, 26-35 years and account for 22% in less than two years and 15% between two and four years. A total of 52% of years of service is below four years and is represented by respondents below the age of 35 years. As indicated in Table 3.2 it is also noted that the respondents below the age of 35 years of age are the employees with the higher qualifications.

The low years of service could be linked to how successful the company motivates their employees to retain their skills. According to the finding by Sandhya and Kumar (2011:1778) employee retention can improve by motivation of employees.

Table 3.3: Summary of Age and Current Position

Age	Total		Current Position									
			FA		LT		SS		SM		HOD	
18 - 25	14	19%	12	16%	0	0%	1	1%	0	0%	1	1%
26 - 35	40	55%	26	36%	10	14%	2	3%	0	0%	2	3%
36 - 45	13	18%	5	7%	7	10%	1	1%	0	0%	0	0%
46 - 55	4	5%	1	1%	2	3%	1	1%	0	0%	0	0%
> 56	2	3%	2	3%	0	0%	0	0%	0	0%	0	0%

Table 3.3 indicates that the lower level position, Fund Administrator (FA) is 16% of total respondents, represented by the age group 18-25 years and 36% represented by age group 26-35 years. The higher level positions, Section Manager (SM) and Head of Department (HOD) are also only represented by the age group below 35 years. According to the findings in Table 3.3 there is a low value for years of services of qualified, younger employees and further investigation revealed that even on the higher position the years of service is below four years. It is also noted that respondents above 45 years do not occupy positions above the Section Supervisor (SS). This indicates that the management team is also a young qualified team.

3.2.4 Section A: Data Analysis

The means and standard deviation of the variables measured in Section A are displayed in Table 3.4.

Table 3.4 : Summary of Section A variables means

Motivational Items	Item	Mean
Lower needs: Maslow / ERG: Existence	A1	3.367
	A2	3.481
Social Need: Maslow / ERG: Relatedness	A3	3.683
Higher Needs: Maslow / Achievement: Mc Cleland / Growth: ERG	A4	4.506
	A5	4.493
Goal Setting / Achievement	A6	4.658
Job Characteristics	A7	2.405
Reward / Power	A8	3.759
Growth / Power	A9	3.658
Feedback / Power	A10	3.861
Growth / Power	A11	3.721
Job Characteristics / Achievement	A12	4.405

In Table 3.4 it is clear that factors of higher importance with higher means are linked to the higher needs, achievement, growth and goal-setting. The items with the lowest importance needs according to the respondents are job characteristics and lower needs.

In the attempt to reduce the amount of data, an exploratory factor analysis was done on all the items in Section A. The results for this factor analysis are displayed in Table 3.5.

Table 3.5: Exploratory Factor Analysis for Section A

Number of factors.	N	MSA	% variance explained	Communalities
3	79	0.67	59.53	[0.38;0.81]

From Table 3.5 it is clear that according to MSA the factor analysis was appropriate (Hair, 1998). More than 50% of the variance in the data was explained which means that by using three factors instead of all 12 questions from Section A still 59.53% of the variance in the data could be used for further analysis of the data. The communalities vary between 0.38 for A12 and 0.81 for A11 which means that all the items could be used for collection.

According to the rotated factor pattern the following items factor together:

1. Construct 1: A8,A9,A10,A11 – Power:

According to Fisher (2009:349) the need for power forms part of McClelland's learned needs theory. McClelland's need theory consists of the need for achievement, affiliation and power.

2. Construct 2: A4,A5,A6,A12 – Achievement:

Achievement is also a need identified in McClelland's need theory. According to Lambrou et al. (2010:2) the need for achievement also forms part of the internal (intrinsic) needs identified in Maslow's hierarchy of needs theory, Alderfer's theory and Herzberg's two factor theory.

3. Construct 3: A1,A2,A3 – Lower Needs:

Lower needs are needs that are physiological needs and safety needs. Physiological needs include body needs like, hunger and thirst. Safety needs include the need to feel secure in our current environment and in our standard of living (Maslow, 1943:372). Table 3.6 displays the Cronbach alphas for the constructs according to the rotated factor pattern.

Table 3.6: Cronbach Alpha for constructs of rotated factor pattern: Section A

Construct		N	Cronbach Alpha
1	Power	81	0.82
2	Achievement	82	0.71
3	Lower order Needs	80	0.61

According to Field (2009) the constructs are reliable because all the Cronbach Alphas are above 0.6.

3.2.5 Section B: Data Analysis

In Section B the researcher focused on how the company performs according to employees (respondents) to fulfil the identified motivational items of the study population. Table 3.8 summarises the data collected for Section B of the questionnaire.

Table 3.7: Summary of Section B Variables

Motivational Items	Variable	Mean
Lower needs: Maslow	B1	3.831
	B2	3.844
Higher Needs: Maslow	B3	3.558
	B4	3.662
Goal-Setting	B5	3.857
Goal-Setting	B6	3.550
Goal-Setting	B7	3.792
Reward	B8	2.571
Reward	B9	2.675
Feedback	B10	3.779
Feedback	B11	4.000
Job Characteristics	B12	3.000
Job Characteristics	B13	3.779
Job Characteristics	B14	3.779
Job Characteristics	B15	3.389

In Table 3.7 areas where the company performed well with regard to the motivational items will be an item with a mean value above 3.5 and below 4. The motivational items with the highest mean value is feedback (4) and the lowest mean Reward (2.5).

Table 3.8 shows the motivational items of how the company is performing to fulfil the motivational factors according to the study population.

Table 3.8: Performance of company in relation to motivational items.

Motivational Items	Company level of fulfilment
Lower needs: Maslow	Strong
Higher Needs: Maslow	Strong
Goal-Setting	Strong
Reward	Weak
Feedback	Strong
Job Characteristics	Weak

In Table 3.8 Motivational items indicated by the study population that are strong includes Lower Needs, Goal-setting, Higher Needs and Feedback. The weaker items are Reward and Job characteristics. In addition, an Exploratory factor analysis (EFA) was also performed on the items in Section B. The results are displayed in Table 3.9.

Table 3.9: Exploratory Factor Analysis for Section B

Number of factors.	N	MSA	% variance explained	Communalities
3	77	0.83	70.01	[0.52;0.80]

From Table 3.9 it is clear that according to MSA the factor analysis was appropriate (Hair, 1998). More than 50% of the variance in the data was explained which means that by using three factors instead of all 15 questions from Section A still 70.01% of the variance in the data could be used for further analysis of the data. The communalities varies between 0.52 for B12 and 0.80 for B10 which means that all the items could be used for collection.

According to the rotated factor pattern the following items factor together:

1. Construct 1: B1-6,B10,B11 – Lower Needs, Goal-Setting and Job characteristics

The decision was made to refine the construct of Factor 1 due to the amount of items represented within the construct. Cronbach alpha reliability coefficients were calculated to assure reliability of the construct. The results of the refined construct as well as the Cronbach alphas are displayed in Table 3.10.

Construct 1.1 (Lower Needs):

According to Kaur (2013:1062) the lower needs are physiological needs that include fundamental biological needs such as air, water, food and shelter and

safety needs that include the need for a secure working environment free from harm.

Construct 1.2 (Goal-Setting):

Goals motivate people to create strategies to help achieve them and maintain a certain goal level. Succeeding in these goals can ultimately increase satisfaction and motivation (Lunenburg, 2011:5). According to Latham and Locke (2006) even though there are great benefits using goals as motivational tool, all pitfalls must be considered (See Section 2.2.7).

Construct 1.3 (Job Characteristics):

Job characteristics forms part of Herzberg's motivator-hygiene theory and hygiene factors like job characteristics only influence satisfaction and dissatisfaction, and if there is dissatisfaction there can be no motivation (McShane & Von Glinow, 2010:177).

2. Construct 2: B8,B9 - Rewards

Steers and Porter (cited by Ramlall, 2004:54) identify reward as a stimulus for Esteem need in Maslow's Hierarchy of needs theory. Esteem need forms part of the higher order needs and can be satisfied by giving rewards to employees who has had achievements within the work environment (Kaur, 2013:1062).

3. Construct 3: B13,B14 - Feedback

According to Locke and Latham (2002:709), as part of the goal-setting theory, people need to get feedback on how they are performing in relation to the goals that were set and giving feedback will ensure that employee efforts are aligned with goal outcomes. Positive feedback to employees can also form part of an intrinsic motivator as part of Herzberg's motivator-hygiene theory and according to Ledford (2013:17) intrinsic motivation can motivate employees by creating a feeling of accomplishment and self-fulfilment when completing a task.

Table 3.2: Cronbach Alpha for constructs and refined constructs of rotated factor pattern: Section B

Construct		Variable	N	Cronbach Alpha
1.1	Lower Needs	B1,B2	80	0.75
1.2	Goal-Setting	B5,B6	82	0.72
1.3	Job Characteristics	B13,B14	82	0.75
2	Reward	B8,B9	80	0.85
3	Feedback	B7,B10,B11	82	0.68

As can be seen from table 3.11 construct 1 could be defined into three sub constructs and the decision was made to refine construct 1 to lower needs, job characteristics and goal-setting. It is clear according to Field (2005:5) that all the factors could be confirmed as reliable.

3.2.6 Practical Significance test

Through the Rotated Factor Method it was identified that Lower Needs was represented in Section A and Section B. Table 3.12 displays the results of the significance test conducted.

Table 3.3: Effect sizes of difference between Lower Needs-Section: A and Lower Needs-Section: B

Construct	N	mean	Standard Deviation	p-value (as if random sampling was done)	d-value (Cohen)
Lower Needs: Section A	82	3.20	0.80	< 0.001**	0.72***
Lower Needs: Section B	82	3.81	0.84		

** Statistically significant at 0.05 level according to paired t-test results for dependent group. (Meaning that the score of a respondent on lower needs in Section A was paired with the score of the same respondent on lower needs for section B)

*** Identified as medium effect size.

In Table 3.12 the Lower Needs: Section A is the measurement of respondents' perception on how they believe they would prefer to be motivated. The lower Need: Section: B is how well the company performs in term of fulfilling that expectation.

According to Cohen (1988:80) the difference is of medium practical importance. This means that the perception of the participants are that the company (mean:3.81) delivers more than what they require (mean:3.20), meaning that the company performs better than what is expected from the employees on lower needs.

3.3 CHAPTER SUMMARY

The investigation on the factors identified as motivational factors was conducted on two sections. The first section (section A) included the perception of participants on how they would like to be motivated and the second section (section B) focused on in what factors the company was performing well according to the participants. A comparison between how the company performs and what the employees expect on lower needs was also investigated and the conclusion could be made that the company performs better than the required need of the respondents. Rotated factor patterns were conducted to reduce

data and to test for the validity and reliability of the constructs. The constructs were found to be valid and reliable.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter gives a summary of the findings of the study conducted. Conclusions on the outcomes of the primary and secondary objectives are reported and recommendations are made for the company to improve their motivational strategy to be more aligned to the preferred motivational factors according to the participants.

Recommendations for future research are also proposed.

4.2 CONCLUSIONS

The primary objective of the study was to identify motivational factors that the respondents perceived to be the most important for them. The following factors were identified as high priority according to the mean values of the statistical analysis:

- 1) Goal-setting and Achievement
- 2) Higher Needs and Growth, and
- 3) Feedback and Power.

The secondary objectives of the study were to identify areas where the retirement fund company can improve in order to keep employees motivated. The following factors were identified as a high performance factor for the company:

- 1) Lower Needs;
- 2) Goal-setting and Feedback; and
- 3) Job Characteristics.

The findings in the study suggest that the lowest performance factor is *Reward* and has been identified as an area of improvement for the company to keep their employees motivated.

As part of the secondary objectives recommendations are to be made to the company on how to improve motivation in the company on the identified factors.

From the results of Section A and Section B it is clear there are similarities in the motivational factors between what the participants require and what the company is giving at the moment. There are also motivational factors that are not aligned and recommendations were made to the company.

Findings in the study suggest that lower needs are not a high priority for motivation although according to the finding the company is performing well on the lower needs motivation. This finding is supported by the literature study in that according to Maslow's Hierarchy of needs theory (1943), as lower level needs become satisfied our needs move up in the hierarchy and we are motivated at a different level in the hierarchy of needs. Since employees are satisfied in the lower order needs, their needs have moved to higher order needs that include needs of *self-actualization* and *esteem*.

4.3 RECOMMENDATIONS TO COMPANY

It is firstly recommended to the company to take cognisance that all employees are not motivated by the same motivational factors. Fox (2007:60) emphasizes that employees are so different that no two employees will react the same to a specific stimulus and therefore all employees will not experience motivating the same under the same motivational factors.

According to Section B of the study most factors were measured with a mean value above 3 indicating that the employees are relatively well motivated, but there are areas for improvement. According to the findings in the study the perception of the participants are

that the company under investigation is performing well in the motivational factors of *goal-setting* and *Feedback*. It is recommended that the company includes *achievement*, *higher needs*, *power* and *rewards* as motivational focus areas in the company's motivational improvement plan as these are areas where the company currently is lacking.

The following stimuli for motivational factors were identified in the literature study and are recommended to the company to assist in implementing these factors in to the motivational improvement plan.

Achievement– Achievement is a need identified in McClelland's learned needs theory (Fisher, 2009:349) and according to McShane and Von Glinow (2010:139) people with a strong need for *achievement* are people who are successful in reasonably challenging goals and can also be motivated through recognition and feedback on their accomplishments.

According to Locke's and Latham's Goal-setting theory people have a bigger drive to reach a goal when they are committed to achieve the goal and this commitment can be created by including employees when goals are set. Feedback also forms part of the goal-setting theory and if people do not know how they are performing, they will continue to underperform and their efforts will not be aligned with the goals that were set. Another consideration in setting goals is to ensure that goal outcomes are complex but within the abilities of the employees (Locke & Latham, 2002:710).

Vroom's Expectancy theory of motivation focuses on an Effort-to-Perform expectancy and states that an employee will be more motivated to reach a goal when he or she believes that the probability is high for them to be successful in reaching the goal. At the same time people will not be motivated if they do not believe that they will be successful to achieve that expected outcome of a task (Lussier, 2008:331).

Higher Needs- Higher order needs as identified in Maslow's hierarchy of needs theory includes *esteem* needs and *self-actualization* needs. According to Lussier (2008:325)

Alderfer's ERG theory of motivation combines Maslow's esteem need and self-actualization need into a growth need.

These needs can be satisfied according to Steer and Porter (cited by Ramlall, 2004:54) by implementing praise and reward systems, provide training to employees to develop themselves, provide challenges and encourage creativity. Yang et al. (2011:7887) describe this need as a need a person has for personal development and self-fulfilment in what he or she is doing. Development of a person's personality and the achievement of personal goals.

Power—The need for power is usually people who want to be in control of their environment. People who will benefit either themselves (personal power) or others (social power) (McShane & Von Glinow, 2010:140). It is recommended that the company identifies employees who have a strong need for power and specifically what form of power they require. According to McClelland learned needs theory, people with a strong need for socialized power is a strong attribute of effective leaders and not personalized power. This identified employees with a strong need for social power may then be trained and developed to become effective leaders in the company.

Rewards—According to the findings in the study the perception of the participants is that the company is also not performing well in terms of the *rewards* motivational factor (mean 2.5 – 2.7) and includes items like incentives. *Rewards* form part of the extrinsic hygiene factors in Herzberg's motivator-hygiene theory. According to Dartley-Baah and Amoako (2011:8) hygiene factors can only prevent dissatisfaction and not motivate, but it is still important to remove dissatisfaction in the work environment to prevent demotivation. Although this factor is not the most important according to the findings, it might be a cause of a dissatisfier that can de-motivate as identified in the literature study.

Lower Needs - Findings suggest that the employees perceive to be satisfied in the lower needs that include *physiological* needs and *safety* needs. It is advised that the company continue to keep lower needs as a motivational focus area since according to Griffin and

Moorhead (2010:264), when an employee has satisfied his or her lower need and wants to satisfy higher order needs like growth and is unsuccessful and frustrated. That employee will revert back to the lower needs and the lower need will become a dominant need again.

4.4 ACHIEVEMENT OF STUDY OBJECTIVES

The primary objective was reached by identifying motivational factors from the literature study and through a structured questionnaire identified how employees in the retirement fund environment currently perceived the organisation's efforts to motivate employees according to the motivational factors.

Areas of improvement for the retirement fund company were identified and recommendations made to improve company motivation. Feedback with regard to current levels of motivation was also discussed. Thus the secondary objectives were also achieved by the study.

4.5 RECOMMENDATIONS FOR FUTURE RESEARCH

The aim of this study was to find out how employees believe they will be motivated and how the company was performing with their current motivational strategy. It is recommended that in future studies it should be considered to include the cultural background of participants and company culture.

It is also recommended that the questionnaire should include open ended questions adding the qualitative research method to get deeper insight.

A further recommendation is to explore the retention strategy of the company. It was found in section 3.2.1 that employees do not stay with the company for a long period of

time. Further research could investigate the correlation between skills retention and the motivational strategy within the organisation.

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Appendix A

Survey Questionnaire

Demographical Information

** Please answer the following questions or mark the correct answer with a " X "*

1) What is your current age ? _____

2) What is your gender :

Female	
Male	

3) Yours highest level of qualification is :

Senior certificate – High school	1
Certificate	2
National Diploma	3
Degree	4
Post graduate degree	5
*Other	6

** In case of Other please specify :* _____

4) For how long have you been working at this company? _____

5) My current position In the company is?

Administration Specialist	1
Team leader	2
Account Manager	3
Operations Manager	4
Other	5

** In case of Other please specify :* _____

Questionnaire

Section A :Rate the following comments : 1-Strongly Disagree and 5 - Strongly Agree

- 1) My main motivation to work here is to overcome basic needs (physical hunger and thirst)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 2) My *main* motivation to work here is to be able to pay medical aid, insurance and to have security and safety
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 3) I need to be socially satisfied at work
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 4) I need to feel that my work is recognized and appreciated
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 5) I need to work in a place where I feel self-fulfilled
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 6) I prefer to work towards goals that are clear and achievable .
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 7) I prefer to do repetitive work. (same work every day)
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 8) I am motivated by rewards for my performance at work.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
- 9) My training and development by the company keeps me motivated
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|

- 10) Feedback on my work performance increase my motivation.

1	2	3	4	5
---	---	---	---	---

- 11) Opportunities to grow within the company motivates me.

1	2	3	4	5
---	---	---	---	---

- 12) I prefer to have a challenging job.

1	2	3	4	5
---	---	---	---	---

Section B :Rate the following comments : 1-Strongly Disagree and 5 - Strongly Agree

B.1	My current company provides me with a secure, stable environment.	1	2	3	4	5
B.2	I feel part of the team at the company and have a sense of belongingness	1	2	3	4	5
B.3	At work my self-esteem is fulfilled through personal achievements as well as my social esteem through recognition and respect from fellow employees	1	2	3	4	5
B.4	I feel self-fulfilled at work and is able to see my own potential.	1	2	3	4	5
B.5	I understand my goals as set out by the company	1	2	3	4	5
B.6	My work related goals as set out by the company are achievable and realistic	1	2	3	4	5
B.7	I am involved in setting my work related goals	1	2	3	4	5
B.8	I'm happy with the current incentive/bonus scheme	1	2	3	4	5
B.9	The incentives/bonuses are relevant to my personal needs	1	2	3	4	5
B.10	I know how well I perform through feedback from my manager (Performance appraisals)	1	2	3	4	5
B.11	I know what I need to do to improve on my performance.	1	2	3	4	5
B.12	My current job allows me to gain new skills through rotation within the workplace.	1	2	3	4	5
B.13	I'm interested in the job I currently do.	1	2	3	4	5
B.14	The environment I at work is suitable for the tasks I need to perform everyday.	1	2	3	4	5
B.15	Personal achievement at work is recognized and praised by my managers.	1	2	3	4	5

Appendix B

Letter from language editor

May 5, 2015



TO WHOM IT MAY CONCERN

Re: Letter of confirmation of language editing

The dissertation "Exploring employee motivation in a Gauteng retirement fund company" by J.A du Plessis 12792802 was language, technically and typographically edited. The sources and referencing technique applied was checked to comply with the specific Harvard technique as per North-West University prescriptions. Final corrections as suggested remain the responsibility of the student.

Antoinette Bisschoff

Officially approved language editor of the NWU since 1998
Member of SA Translators Institute (no. 100181)

Appendix C

Letter from Statistical Consultation Services



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Statistical Consultation Services

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23 April 2015

To whom it may concern

MBA DISSESERTATION OF MR JA DU PLESSIS (STUDENT NUMBER: 12792802)

Confirmation is hereby given that Statistical Consultation Services of the North-West University (Potchefstroom Campus) has been consulted in explaining the comments given by the examiner concerning statistical analyses used and the reporting thereof in this study of Mr JA du Plessis (student number: 12792802).

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Wilma Breytenbach', is written over a light blue horizontal line.

Wilma Breytenbach

MSc
Senior subject specialist

