

A strategy for employee motivation: The case of the North West Department of Education

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SOLEMN DECLARATION

I, Mogomotsi Ebenezer Sefako, declare herewith that the mini-dissertation entitled:

A strategy for employee motivation: The case of the North West Department of Education, which I herewith submit to the North West University, Potchefstroom Campus, in compliance with the requirements set for the *Masters in Development and Management* degree, is my own work, has been language edited and has not already been submitted to any other university.

Signed

Date

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ABSTRACT

This study set out to examine the phenomenon of employee motivation in the North West Department of Education. The study argues that the performance of employees to achieve organisational goals is influenced by the level of employee motivation. The study identified that employees are influenced by both intrinsic and extrinsic factors. These factors have a positive or negative influence on the motivation of employees. The factors identified include the work environment, the performance management and development system, job design, employee involvement, organisational culture and commitment and human relations.

A literature study was undertaken to provide a framework through which the importance of the study is highlighted. The literature study reviewed motivation theories that explain the effect of motivation on the behaviour of employees. The mixed research method of collecting and analysing the data, including the use of a semi-structured questionnaire, was used during the research process. The findings of the study show that the motivation levels of employees are varied in relation to factors that influence the motivation of employees. There is therefore evidence in the study that employees are motivated by different needs and therefore a more encompassing approach is required. The study also found that managers in the Department of Education did not put concerted efforts towards the motivation of employees, nor did they put effective programmes in place with regard to the same.

In order to achieve the primary research objective, the study recommends that an integrated and comprehensive motivation strategy, that will influence the motivation of employees, be developed. The motivation strategy is perceived to address a number of challenges employees experience in the performance of their work. Recommendations for the implementation of the motivation strategy are presented in order to ensure an increase in the motivation of employees for effective and efficient employee performance. The study identifies areas for further research, which, if implemented, will increase the managers' knowledge of recognition schemes to enhance the performance levels of employees.

Key words: Employee motivation; job satisfaction; performance management system; organisational culture; organisational commitment; reward strategies.

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CHAPTER 1: OUTLINE OF THE STUDY

1.1 INTRODUCTION

The North West Department of Education has been engaged in a number of interventions and strategies that are aimed at improving the delivery of services. However, the motivation and commitment of employees are vital for the successes of the organisation. There are various factors that contribute to the motivation of employees in the performance of their work. In this study, motivation theories that describe intrinsic and extrinsic motivators that have varied levels of employee motivation are described. Consequently, motivation themes that include employee work environment, performance management and development system, job design, employee involvement, organisational culture and commitment, equity and fairness and human relations are identified to have a positive or negative influence on the motivation of employees. The study recognises the need to develop an effective and integrated approach that will cater for a diverse workforce in the Department. The purpose of the study is to provide a comprehensive motivation strategy that seeks to address motivational problems and challenges that employees experience in the work environment.

1.2 ORIENTATION AND PROBLEM STATEMENT

Currently, the South African Public Service has been engaged in a variety of interventions, strategies and approaches that are aimed at improving service delivery (Naidoo, 2009: 103). However, according to Kruger and Rootman (2010: 59), employee satisfaction and employee commitment are quite vital for the success of any organisation. The authors argue that for managers to keep their employees satisfied and committed, they need to know how to motivate employees (Kruger & Rootman, 2010: 59). There are various factors that influence employee satisfaction and employee commitment which include amongst others; working conditions, managerial abilities, employee participation, recognition and feedback, as well as job interest and job importance (Kruger and Rootman, 2010: 59). Conversely, if these factors are reduced,

performance is diminished as the success of organisations is equally dependent on its employees (Grobler, Warnich, Carrell, Elbert and Hatfield, 2006: 216).

Quoting Maslow (1954), Goodman, Jaffer, Keresztesi, Mandani, Mokgatle, Musariri, Pires and Schlechter (2011: 374) describe motivation as entailing the conditions responsible for variations in intensity, quality and direction of ongoing behaviour. Motivation is regarded as being driven by either intrinsic or extrinsic factors or the interplay of both (Goodman *et al.*, 2011: 374). Motivation, in general, is related to employee performance. Brode (2011: 19) suggests that high morale within an organisation indicates the satisfaction that employees experience with their work lives. According to Brode (2011: 19), when employees feel appreciated, they become productive and loyal to the organisation. It could be argued that solutions to poor morale could be found within the individual employees themselves. Dubrin (2007: 3) further states that managing employees is the most important variable in inspiring confidence and support among the people who are needed to achieve organisational goals. In this regard, when the morale is high, employees become motivated and produce a high standard of work performance.

The purpose of this study is to identify the motivational factors that have both a positive and negative influence on employee performance. The study is further meant to propose possible solutions that would prove to have a positive effect on employee motivation. Whilst there are attempts to improve performance within the North West Department of Education, through the use of a performance management and development system, managers continue to be overwhelmed by the work-load (North West Department of Education, 2008: 54).

Matsie (2008: 1-2) states that work motivation becomes evident when there is a clear alignment between individual employees and organisational goals. The author further highlights that whilst work motivation is dependent and even limited by the availability of resources and worker competencies, the presence of these factors is not sufficient to ensure a desired worker performance (Matsie, 2008: 2). The availability of resources within an organisation is therefore no guarantee of good employee performance. Matsie

(2008: 2) recognises the need for organisations to continuously and consciously find ways of motivating employees. The North West Department of Education, like many other Public Service organisations, faces a major challenge of inadequate employee performance. According to Naidoo (2009: 6), directors general of different government departments indicate the shortage of human resource capacity in the Public Service, skills shortage and experience as detrimental to the performance of their departments. This inadequate performance is clearly not only determined by lack of resources and skills levels, but also due to a lack of employee commitment and willingness to put more effort into the jobs (Matsie, 2008: 2). The commitment of employees to their work relates positively to motivation levels. In order to improve employee performance, managers of government departments need to employ effective motivational strategies since organisational success is largely related to the motivation of its human resources.

Motivation theories present various assumptions that determine the link between motivation and performance. Historical theories of motivation include amongst others; Maslow's Hierarchy of Needs, Herzberg's Motivator-Hygiene Theory and Deci's Cognitive Evaluation Theory (Rynes, Gerhart and Parks, 2005: 574). The authors indicate that monetary rewards are not a major determinant of work motivation, except for employees at lower levels (Rynes *et al.*, 2005: 574). Locke, Feren, McCaleb, Shaw and Denny (1980: 379), however, maintain that there is no other motivational technique that can compete with monetary rewards with respect to its instrumental value. Yet, the reality as argued by Rynes *et al.* (2005: 572) states that money may even be decreasing employees' interest in the work itself and, as such, impact on the real source of motivation. The real source of motivation is thereby within an individual employee itself and not outside of the employee. According to the study, the performance management system can therefore be used as a management tool to optimise the performance of both the employees and the organisation as a whole (North West Department of Education, 2008: 3).

Another factor that might have a positive effect on performance of employees relates to feedback employees receive on their performance. Rynes *et al.* (2005: 577) contend that Kluger and De Nisi (1996) found the impact that positive and negative feedback

had on employee performance to be instrumental to positive performance. Accordingly, employees work harder when they receive feedback that they are not performing according to expectations and become content when feedback suggests that their performance is adequate. However, feedback that is more focused on the person rather than the work itself has negative effects on employee performance. One such mechanism for receiving and giving feedback is the introduction of a performance management and development system in the Public Service. The PMDS generated a wide range of interest in the Department of Education. The PMDS provides an opportunity for managers and employees to be engaged in a feedback process meant to facilitate the awarding of incentives for good performance (North West Department of Education, 2008: 3). The study, however, notes that the current implementation of the PMDS proves not to be an effective motivating factor in the performance of employees (North West Department of Education, 2008: 50).

The North West Department of Education (2008: 50-54) highlighted the following challenges with regard to the implementation of PMDS:

- a lack of incentives offered for effective performance even though the PMDS was established for such a purpose;
- poor performance not being identified in the PMDS process;
- improvement plans not developed to improve performance; and
- PMDS not meeting employee expectations.

Fletcher and Williams (2001: 170) indicate that the consequence of a performance management and development system should not only be improved service delivery, but should also be the enhancement of employee motivation and job satisfaction. The PMDS should therefore ensure that employees receive adequate incentives based on the efforts they exert in their work, identify areas of performance that need to be improved and develop their competencies for excellent performance. While the study acknowledges the importance of the PMDS as a process through which motivation is made possible, the focus of the study will not be limited to motivation through the PMDS, but motivation in general.

The study addresses the influence that motivational factors may have on employee performance. An understanding of these factors is therefore important for both managers and employees in order to address problems concerning motivation. The purpose of the study is to identify the most effective factors in employee motivation that would, as a result, have a positive influence on employee and organisational performance. A strategy for employee motivation is necessary to ensure that employees are continually motivated in order to sustain their performance and organisational success.

1.3 RESEARCH OBJECTIVES

The objectives of the study are to:

- describe the current environment and the nature of employee motivation influencing employee performance;
- establish which motivational factors could have a positive or negative influence on the performance of employees;
- determine the influence managers have on employee motivation through the implementation of the Performance Management and Development System; and
- propose a strategy that would prove to have a positive effect on employee motivation and thus contribute to improving employee performance at the Dr. Kenneth Kaunda District of the North West Department of Education.

1.4 RESEARCH QUESTIONS

Against the background discussion and problem statement, the research questions are the following:

- What are the theoretical underpinnings and principles of motivation as related to employee performance?
- What are the motivational factors that influence employee performance within the North West Department of Education?

- What influence would managers have on employee motivation through the use of organisational processes such as the implementation of the Performance Management and Development System?
- What possible motivational strategy could be suggested to have a positive effect on employee motivation?

1.5 CENTRAL THEORETICAL STATEMENTS

Employees are motivated by both intrinsic and extrinsic factors to perform optimally. The motivation theories assume that employees are spurred on by different needs. The more attractive the outcome is to the individual, the more motivated the employee is to work towards achieving organisational goals (Rynes *et al.*, 2005: 574).

Employees' jobs need to be redesigned so that they become meaningful, more challenging and more intrinsically rewarding to the employees, since intrinsically motivated people do not need rewards to feel the worth of their performance (Howell and Dipboye, 1986: 72). Intrinsic motivation factors have a better chance of being sustainable and long lasting than those that show only extrinsic characteristics (Sartorius, Eitzen, Trollip and Uliana, 2005: 57). Deci and Ryan's (2000) Self-Determination Theory regards goal pursuits as one of the elements for understanding human motivation and, as such, provides a better explanation of the influence of intrinsic factors on employee performance.

The understanding of managers with regard to the motivation of employees in relation to recognition and reward systems, and determining factors that influence the performance of employees assists them to develop effective strategies that improve their motivation levels. A more comprehensive strategy that encompasses monetary and non-monetary schemes for motivation will stimulate employees to put greater efforts into the performance of their work.

1.6 RESEARCH METHODOLOGY

The research methodology adopted in this study is appropriate for addressing the research problem. According to Schurink (2010: 428), research methodology refers to the “methods, techniques and procedures that are employed in the process of implementing the research plan”. This study uses a mixed method research design. The mixed research method is defined as a methodology in which both qualitative and quantitative methods and procedures are combined to come up with a more complete picture of the research problem (De Vos, Strydom, Fouche and Delpont, 2011: 434). Du Plessis and Majam (2010: 459), quoting Teddlie and Tashakkori (2003: 696) indicate that the mixed research method involves collecting and analysing both quantitative and qualitative data, a process which is conducted concurrently and integrated at one stage during the research process. In this study, a questionnaire with structured questions where employees are asked to respond to statements on a five-point Likert-type scale and a section where respondents are required to state their meanings to follow up on responses given to the structured questions is provided (Du Plessis & Majam, 2010: 459; Gorman & Clayton, 2005: 12). This second section of the questionnaire provides the study with open-ended questions which require responses from employees about their experiences, perceptions, attitudes and beliefs, in order to form a comprehensive whole to the questions provided. The study further undertakes a literature review in order to provide a framework for establishing the importance of the study. A case study involving the Dr Kenneth Kaunda District and its three Area Offices of the North West Department of Education is conducted.

1.6.1 Literature review

Tlhoalele, Nethonzhe and Lutabingwa (2007: 561) refer to literature review as a basis that provides the context for the research problem by tracing the origin of the problem and what is already known and not known about the problem itself. The literature review also extends the results of how the study has been handled by other researchers, including the existence of other sources of data or previous research findings (Leedy & Ormrod, 2001: 70; Mouton, 2005: 93). The challenge in the literature study is the large amount of information which may not be directly related to the study wherein the

researcher will have to determine which of the information is useful for the study (Majam & Theron, 2006: 608). The literature review in this study compares, summarises and synthesises various motivation theories that have an influence on the motivational levels of employees in the organisation, including the work environment that has both a negative and positive influence on their behaviour. These motivational theories will further be linked to factors that could have a positive influence on the motivation of employees, in order to improve employee performance. A comprehensive strategy that is influenced by the literature review concerning the motivation of employees is finally proposed.

The literature review for the research includes secondary sources. The selected sources are text books, the North West Department of Education policy documents, government documents that include legislation, conference papers and reports that contain information relating to the research topic. More information on the subject has also been obtained from:

- internet publications;
- academic books;
- journals; and
- the North-West University on-line library.

1.6.2 Research design

According to Webb and Auriacombe (2006: 589) a research design consists of a clear statement of a research problem and plans for collecting, processing and interpreting the observations that are intended to answer the research question posed. The study is conducted within a mixed research design method through a case study of the Dr Kenneth Kaunda District of the North West Department of Education. A case study is regarded as an approach to research that facilitates the search of a phenomenon within its context using a variety of data sources (Schurink & Auriacombe, 2010: 437). The study uses the case study research design in order to collect detailed information about the study under investigation, using multiple sources of information, and further to

provide the basis for the application of ideas and research methods (Webb & Auriacombe, 2006: 599-600).

This case study describes the nature of employee motivation phenomenon as related to employee performance. According to Schurink and Auriacombe (2010: 449), case study research is generally known to use triangulation. Triangulation can be achieved by applying different methods of data collection in order to increase the rigour of the study (Maree & Van der Westhuizen, 2009: 35). The case study is however known to be limited in developing its own methodology or research strategy due to its flexible nature (Webb & Auriacombe, 2006: 600; Schurink & Auriacombe, 2010: 445). The development of a conceptual framework for the study, detailing theoretical statements about how the research questions relate to the theories on motivation, and the way in which the research problems will be addressed, is intended to minimise limitations brought about by the nature of case study design (Schurink & Auriacombe, 2010: 445). In addition, a conceptual framework is an attempt to connect all aspects of the study, in order to deal with possible threats related to the research.

1.6.3 Sampling

According to Burger and Silima (2006: 656-657), as cited (in Babbie and Mouton, 2005:202) sampling can be described as a process of selecting observations needed on a specific subset of a population, in order to make inferences about the nature of the total population itself. According to Burger and Silima (2006: 657), it is costly and impractical to study an entire population and therefore sampling is used in order to save time and resources. Patten (2004: 45) further clarifies that a sample is typically drawn from a large population and it is thus inferred that the characteristics of the sample are probably the same characteristics of the population. The target population, on the other hand, is the population to which the researcher would generalise the results of the study (Burger & Silima, 2006: 657).

The population of the study comprises the 240 employees of the Dr Kenneth Kaunda District of the North West Department of Education. The district comprises the three Area Offices that include Tlokwe, Matlosana and Maquassi Hills. A total sample of 60

participants from the total population is used. The sample consists of 12 circuit managers, 6 curriculum coordinators, 20 professional support staff, 10 integrated quality management system (IQMS) unit coordinators, 6 national school nutrition programme (NSNP) coordinators and 6 education management and governance development (EMGD) coordinators. Section A of the questionnaire provides the following demographic information in Tables 1.1-1.5.

Table 1.1: Responses regarding age

Age	Number of employees	%
20-30	7	11.6%
31-40	16	26.6%
41-50	26	43.3%
51-60	10	16.6%
Over 61	1	1.6%
Total	60	100%

The results in Table 1.1 show that the highest response (43.3%) in relation to age was from employees in the age bracket of 41-50, followed by employees in the age bracket 31-40 (26.6%). The low response from employees of over 60 years (1.6%) may be attributed to the fact that the mandatory retirement age in the public service is 60 years of age.

Table 1.2: Responses regarding gender

Gender	Total	%
Male	21	35%
Female	39	65%
Total	60	100%

The results in Table 1.2 indicate that the majority (65%) of respondents in the research study are female.

Table 1.3: Responses regarding race

Race	Total	%
Black	38	63.3%
White	16	26.6%
Coloured	6	10%
Indian	-	0%
Other	-	0%
Total	60	100%

The results in Table 1.3 indicate that the majority (63%) of respondents are black followed by 26.6% of white respondents.

Table 1.4: Responses regarding years of service

Total years of service	Total	%
0-5	8	13.3%
6-10	12	20%
11-15	9	15%
Over 16	31	51.6%
Total	60	100%

The results in Table 1.4 reveal that a large number of the respondents according to the total years served are in the category of over 16 years of service. The second category is obtained in the 6-10 years of service. The results of Table 1.4 indicate that the majority of the sampled respondents have considerable experience in the workplace and thereby add credibility and reliability to the study. It can be observed that more than 85% of the respondents have served in their positions for more than 5 years.

Table 1.5: Responses regarding position in divisions

Division/Unit	Total	%
HR & Administration	20	33.3%
Curriculum Support Services	6	10%
Circuit Managers	12	20%
IQMS Coordinators	10	16.6%
EMGD Coordinators	6	10%
NSNP Coordinators	6	10%
Total	60	100%

The results in Table 1.5 show that the majority (33.3%) of the respondents are in the HR and Administration Division of the organisation, followed by 20% who are Circuit Managers. The sampling drawn from the population is meant to be representative of various divisions in the Department and proportionate to the population under study.

The study makes use of the purposive sampling design in which the various units that are representative of the relevant population are selected (Leedy & Ormrod, 2001: 219). Purposive sampling allows the researcher to apply own judgement in selecting the sample (Burger & Silima, 2006: 663). The case study recognises the heterogeneous nature of the population, and thereby the choice of purposive sampling could be the most appropriate for the study. The purposive sampling technique is used in this study to select the sample of participants who are regarded as key informants in the population. Burger and Silima (2006: 663) regard the challenge facing purposive sampling as requiring a thorough knowledge of the population before the sample can be drawn in order to ensure fair representation of the sample in relation to the population. The focus on selected groupings serves to capture the diversity of the population under study. The purposive sampling technique selected for this study also saves time and costs as only the most relevant units of the organisation are used in the sample.

1.6.4 Instrumentation

According to Schutte (2006: 158), multiple data collection methods can be used in a single study. The study proposes to use various documents and a questionnaire as sources of data. The North West Department of Education policy documents, research reports, journals and internet publications are collected during the course of the study. The data collected through the literature review research process is also integrated and collated in addition to the documentary sources obtained. The information gathered is then used for the research study.

Another method of collecting data is the questionnaire. De Vos *et al.* (2011: 186) define a questionnaire as a “document containing questions and other items designed to solicit information appropriate for analysis”. A semi-structured questionnaire (Annexure A) is used in this study as it is regarded as appropriate for the study in establishing factors that could have an influence on the motivation of employees as well as obtaining employee views and perceptions about motivation. Auriacombe (2010: 477) states that a semi-structured instrument is more flexible and effective when the researcher is certain of what he or she wants to know and creates room for exploration of a central phenomenon. The questionnaire developed for the study intends to validate the findings in which data obtained can be generalised for the entire population under study (Maree & Van der Westhuizen, 2009: 30). According to Auriacombe (2010: 480), when the questionnaire designed is clear and concise, the more cost effective it becomes compared to a complex one which will be costly in relation to time and effort to be endured by both the researcher and respondents in understanding questions and instructions of the questionnaire. Leedy and Ormrod (2001: 197) indicate that respondents tend to use questionnaires as an assurance to protect their identity and can therefore be more truthful in answering questions listed in the questionnaire. A questionnaire further allows the respondents time to think about the answers to questions. However, the limitation is that the researcher may not have the opportunity to clarify questions and instructions that are confusing and as such participants' answers may be distorted (Brynard & Hanekom, 1997: 38).

This questionnaire makes use of a five-point Likert-type scale wherein attitudes, behaviour and perceptions will best be determined (Leedy & Ormrod, 2001: 197). Perceptions of employees on factors that influence employee motivation are tested in this study. According to Auriacombe (2010: 481-482), questionnaires that entail questions and statements provide more flexibility in the design of questionnaire items. The semi-structured questionnaire consists of open-ended questions as well, which provides opportunities for respondents to offer their own opinions and answers to the questions.

1.6.5 Data analysis

According to Brynard and Hanekom (1997: 55), the viewpoints of different authors are critical to the research study. During the in-depth analysis of data, the integration of other authors' viewpoints is necessary and critical to the research. The purpose of this exercise is to help the researcher formulate his/her own explanation of the phenomenon under study. This can only be determined when the viewpoints of different authors are analysed and thereafter integrated. The method utilised to integrate a variety of authors' viewpoints contributes to a fairly objective analysis of the findings researched. The use of a mixed research method allows the study to begin the data analysis stage through the procedure that involves the collection of literature on the motivation topic.

The research objectives are then used in the study to develop the thematic framework from which relevant motivation theories are selected. A variety of text derived from the literature is organised in order to be categorised according to specific themes. Cloete (2007: 516) states that the classification system could be used to identify clusters of data which correspond to themes identified for the study. The study is then able to describe the nature of motivation in the organisation and find associations within the data collected. A questionnaire that encompasses factors which influence the motivation of employees is used to analyse the level of employee motivation in the organisation. Schutte (2006: 622) suggests that when using questionnaires, responses to open-ended questions can be grouped in meaningful classifications that have significance for the purpose of the study. These classifications are done against the framework of the

motivation phenomenon under study. A variety of themes have been used to group employee responses to the questionnaire. Interpretation of what has been achieved in the analysis of data is conducted and dependent on the themes that have emerged from the study. The integration of themes provides a comprehensive approach to achieving the research objectives of the study.

1.7 LIMITATIONS OF THE STUDY

Mouton, Auriacombe and Lutabingwa (2006: 579) refer to limitations as conditions that restrict the research study. In this study, the nature of the available data and the data required may be limited for the research, as the employee motivation literature within the North West Department of Education is not readily available. The information that is prevalent in government policy documents is also limited on the theme under study. This limitation impacts on the study as the research design used relies largely on the availability of the data required (Schurink, 2010: 429).

The sampling strategy employed may also have limitations on the study conducted. The purposive sampling selected reflects no clear assurances that characteristics of the sample will be representative and of the same characteristics of the population under investigation. The purposive sampling involves purposively selecting individuals who are expected to provide required information (Patten, 2004: 51). The findings of the study may therefore not be transferred or generalised to other populations (Schurink & Auriacombe, 2010: 441). The challenge with regard to purposive sampling strategy is also to identify sources of variations in the population and then select a sample that reflects this variation. The data collected from the sample may therefore negatively affect the reliability and validity elements of the study due to the purposive sampling employed.

The study is also narrowed to a single case study due to geographic challenges found in the Department. The focus of the study is on a single district, which comprises of only three Area Offices and this may also not be generalised to the whole North West Department of Education. The whole North West Department is constituted of four

districts in the province with eighteen Area Offices. In this regard, the critics of the case study argue that the case study could not offer reasonable grounds for establishing reliability of the findings (Webb & Auriacombe, 2006: 600). It is important for the researcher to ensure that though the mentioned factors will have some effects on the research process, the findings of the research are not compromised.

1.8 ETHICAL CONSIDERATIONS

The research strategy and methods to be used in the study need to be clarified to respondents in order to ensure that assumptions that underpin the research are well understood (Schurink, 2010: 432). In keeping with the practise of considering ethical principles in the conduct of research, Patten (2004: 25) emphasises the need for the research study to observe participants' rights to have the data collected about them kept confidential, and that they be informed of the purpose of the research before they participate. In order to promote these values in the study, a consent form is used to obtain consent from the respondents for participating in the research. The respondents are informed of the purpose of the research, what will transpire during the research, potential benefits of the study and they indicate their consent to participate voluntarily in the study. The consent section for the research study is attached to the questionnaire (Annexure A).

1.9 SIGNIFICANCE OF THE STUDY

The research study has significant implications for motivation theories that describe factors that influence the behaviour of employees. The motivation theories selected in the study describe factors that influence the negative or positive behaviour of employees within the context of the motivation phenomenon under study. The study argues that employees are motivated by both monetary and non-monetary rewards. The interplay of the monetary and non-monetary incentives is also considered for the suggested strategies for motivation. In that regard, the study proposes a comprehensive strategy that comprises intrinsic and extrinsic factors to influence the motivation of employees in the performance of their work. A strategy for employee motivation in

resolving the current challenges on employee performance could improve the present situation. The results of the study will therefore influence the approach to existing programmes within the North West Department of Education. The motivation strategy takes into account the needs of all employees in the organisation. The study suggests that the effective implementation of the PMDS could serve as an effective vehicle through which the motivation of employees could be enhanced. The pursuit to implement the PMDS correctly will also increase the knowledge base of managers in exploring various ways of motivating employees.

The study recognises the important roles managers could play in the implementation of the integrated comprehensive strategy. However, in order for managers to be effective in improving the motivation levels of employees and ensuring the successful implementation of the strategy, managers need to increase their knowledge base about motivation (Kruger & Rootman, 2010: 60). An understanding of the importance of motivation in the organisation benefits not only managers but the organisation as a whole. In that regard, once managers understand motivation factors, they will then be able to influence employees positively and apply the necessary knowledge of motivating employees to perform optimally and continually. Employees in the Department are the major beneficiaries from the research study, as the comprehensive motivation strategy requires their innate efforts for the strategy to be successful. The motivation strategy proposed is an attempt to inspire employees for a better job performance. The North West Department of Education could also benefit from the study as the comprehensive strategy that includes recommendations from the study would contribute to influencing the approach that the Department could adopt in motivating employees. Motivation of employees would also be regarded as a necessary condition that would improve the performance of employees.

1.10 CHAPTER OUTLINE

The study is presented in the following five chapters:

In Chapter One, the topic is introduced and the problem statement is determined. The research objectives and research questions arising from the problem statement are then outlined. Thereafter, the central theoretical statements are included. The research methodology is described, including instruments and the population involved in the study, as well as the details of how the data is presented.

Chapter Two reports findings of a literature study on motivational theories that describe the nature of employee behaviour and the environment that enables the motivation of employees. The discussion of motivation theories focuses on the content and process theories of motivation. Motivation strategies are developed and based on the motivation theories identified.

In Chapter Three, the current motivation strategies that are used in the North West Department of Education are discussed, including problems and challenges that hinder the motivation and subsequent performance of employees.

Chapter Four proposes a comprehensive strategy for motivating employees in the Department. This integrated strategy is based on the literature review, analysis, interpretations and findings of the study conducted.

Chapter Five concludes the research study and suggests recommendations regarding the manner in which the strategy for employee motivation can be implemented.

1.11 CONCLUSION

The objective of this chapter was to place the research into context by providing the background of motivation in the public service, the rationale for the study, as well as a discussion of the problem statement wherein the extent of the problem was established. The chapter also stated the main objectives of the study and outlined the research methodology. Furthermore, this chapter concluded with the limitations and significance of the study. The next chapter will focus upon an overview of motivation theories through which the motivation of employees is explained.

CHAPTER 2: A THEORETICAL OVERVIEW OF MOTIVATION

2.1 INTRODUCTION

The previous chapter provided an introduction to the research study. The context for the study is established in this chapter wherein the Human Resource Management approach which supports an effective and efficient Public Service is explored, as well as the role of motivation in the context of the study. In this chapter, the research study is as a result of the literature that describes different motivation theories that have emerged from a wide variety of views on what motivates employees to perform and focuses on why employees are motivated. The purpose of this chapter is to provide an overview of motivation theories that have been introduced, reviewed and refined over time. The motivation theories that inform the development of a motivation strategy are explored. For the purpose of the study, content and process theories of motivation are discussed in this chapter. Content theories under review and which relate to the study include Maslow's Hierarchy of Needs; Alderfer's Existence, Relatedness and Growth (ERG) Theory, Herzberg's Two-Factor Theory, McClelland's Achievement Theory, whilst process theories selected are Locke's Goal-Setting Theory, Adam's Equity Theory, Vroom's Valence-Instrument-Expectancy (VIE) Theory, Cognitive-Consistency Theory and Deci's Cognitive Evaluation Theory. The value of these theories in relation to employee behaviour is also discussed in the study. The motivation theories under review describe factors that influence the extent of employee motivation in the workplace.

2.2 SETTING THE CONTEXT FOR HUMAN RESOURCE MANAGEMENT

Meyer, Theron and Van Rooyen (1995: 301) regard Public Administration as an academic discipline that is concerned with the study of the structures and processes that function within a particular environment, with the objective to facilitate the formulation of policies and to execute these policies effectively and efficiently. Accordingly, by implementing public policies, the public administration activities will serve to enhance and improve service delivery in the Public Service. The functions of

public administration are therefore essential in the implementation of public policies. Cloete (1997: 150) states that policy-making, organising and human resource management are among the generic functions of public administration. For the purpose of this study, the human resource management function of the Public Administration discipline becomes a central feature of the study.

The White Paper on Human Resource Management in the Public Service, 1997, is to provide a framework that will facilitate the development of human resource management practices which support an effective and efficient Public Service (Department of Public Service and Administration, 1997: 70). The framework that facilitates the development of human resource management implies the establishment of a formalised strategy that focuses on the development of employees for an effective delivery of services. Meyer *et al.* (1995: 304) emphasise that the overall objectives of public administration should be development orientated. In this context, the Public Service needs to explore ways in which human resources are utilised as effectively and efficiently as possible (Van Dijk & Thornhill, 2003: 463). The authors argue that the integration of human resource functions that include the structure and system of the organisation will ensure a coherent system that addresses human resource issues with emphasis placed on the development and well-being of employees as key resources (Van Dijk & Thornhill, 2003: 464).

Grobler *et al.* (2006: 33) maintain that the Human Resource Management approach in the Public Service includes strategies to increase the effectiveness of the organisation and satisfaction of individual employee needs. The motivation of employees is clearly related to the development of human resources in the organisation. In order for the human resource strategy to be effective, an enabling work environment that allows for the effective implementation of public policies and promotes the motivation of employees should be established. The motivation of employees is critical in enhancing the development of a sound human resource management approach for the Department. It can be argued that the realisation of an effective and efficient Public Service is dependent on a motivated workforce that will influence the direction of the organisation. In this regard, the work environment will influence motivated employees to

achieve organisational goals, effectively and efficiently. The motivation of employees should therefore be aligned with the development of employees through the human resource strategy adopted by the organisation. The nature of motivation in organisations is explored further in the next section.

2.3 THE NATURE OF MOTIVATION IN ORGANISATIONS

Organisations need to manage the behavioural consequences of perceived employees' low motivation and lack of job satisfaction. The consequences of low morale in an organisation include costly levels of staff turnover, absenteeism, poor labour relations, and lowered productivity (Fincham & Rhodes, 2005: 192). According to Kruger and Rootman (2010: 59), for organisations to be successful, managers need to have knowledge of how to motivate employees and keep them satisfied and committed. Employee motivation could be spurred on by a whole range of motivational factors in order to encourage the desire to enhance performance (Kressler, 2003: 1). Motivation is driven by either intrinsic or extrinsic factors or the interplay of both (Goodman *et al.*, 2011: 374). The study includes a description of different motivation theories that offer explanations of intrinsic and extrinsic factors that influence employee motivation.

Some of the factors that influence employee motivation include working conditions, the level of ability and knowledge, employee participation, recognition, feedback, job interest and job importance, as well as environmental factors that facilitate organisational performance (Howell & Dipboye, 1986: 48; Kruger & Rootman, 2010: 59). All these factors contribute to determining the level of employee performance. Their presence has a positive effect on performance, whilst absence of these factors may result in employee dissatisfaction. The assumption however is that the more motivated, satisfied and committed the employees, the better organisations are able to achieve their goals (Howell & Dipboye, 1986: 49). An understanding of motivational factors is important for both managers and employees in order to address problems concerning employee motivation.

Howell and Dipboye (1986: 42) explain that the relationship between employee motivation and performance is complex. The concept of motivation and performance, their interrelationship and relative significance to organisations will also receive attention. In this regard, a number of studies have established conflicting and even inconclusive assumptions about the dynamic relationship between employee motivation and employee performance. According to Cummings and Scott (1969: 268) a common assumption that dominates the motivation literature indicates that employee attitudes have a significant relationship to employee performance, while other studies failed to find a significant relationship. The assumption posits that when employees are motivated and satisfied, the behaviour may result in the reduction of absenteeism and employee turnover (Cummings & Scott, 1969: 285). According to this view, job satisfaction is determined by the attainment of rewards that employees derive from their jobs. High employee performance may thus lead to rewards, which in turn result in satisfaction.

Kressler (2003: 42) acknowledges that motivation is more than just incentives, but a combination of different needs that direct and influence different types of behaviour. Different motivation theories attempt to explain the interactions between these factors and how they influence human behaviour (Kressler, 2003: 44). Factors that influence employee motivation and affect behaviour include monetary incentives, management, feedback, training and development and organisational culture. These factors are important contributors in determining the most effective strategies for employee motivation in the Dr Kenneth Kaunda District. According to Sartorius *et al.* (2002: 57), intrinsic motivation factors are more likely to be sustainable than those that only feature extrinsic characteristics. Managers should therefore be able to identify factors that could enhance employee motivation in order to ensure an effective job performance. Performance management can also be an effective motivating factor in increasing employee performance (Department of Education, 2008: 50). Performance management affords managers the opportunity to identify causes of poor employee performance in the organisation.

The study recognises a need to improve employee job performance by increasing motivation among employees in the Dr Kenneth Kaunda District of the North West Department of Education. Some of the major reasons for lack of employee motivation include incentives not offered for high performance and managers not being able to provide sufficient feedback on employee performance (Department of Education, 2008: 54-55). According to Grant (1984: 6), the rewards that employees receive for working are frequently not those most valued by employees. The case study comprises various units in the organisation whose needs differ. If managers know how to motivate, and obtain high performance, they will know the kinds of rewards different employees want and offer the rewards (Grant, 1984: 6). Since employees value different rewards, managers need to have knowledge of assessing employee needs. Some amongst the employees may value monetary incentives, security, and power, whilst others will prefer recognition, the opportunity to learn, meaningful work or a combination of these rewards (Grant, 1984: 6).

The understanding of managers with regard to employee needs and rewards, and determining whether they are driven by intrinsic or extrinsic factors or the interplay of both, will assist them to develop more effective ways that stimulate employees to put a greater effort into their work. The interaction of factors that involve working conditions in the Dr Kenneth Kaunda District, the level of employee ability and knowledge, the participation of employees in decision-making and the feedback that employees receive on their performance will have to be taken into account when developing effective strategies for motivation. Knowledge of these factors will ensure that managers are able to determine factors that contribute to the motivation of its human resources.

The implementation of a performance management system in the North West Department of Education provides an opportunity for managers and employees to be engaged in a feedback process meant to facilitate the awarding of incentives for good performance (Department of Education, 2008: 3). The effective management of the performance management and development system in the organisation could be a positive motivating factor for improved employee performance. The conduct of PMDS through use of performance evaluation bears significance, as it allows managers

opportunities to assess employees' strengths and weakness, and also has a considerable effect on their interests, which include future work, promotion, self-esteem, security and status (Kressler, 2003: 48).

In this study, a variety of motivation theories developed over the years by psychologists and theorists are reviewed. These theories are an attempt to understand the motivation levels of employees in order to enhance employee performance and thus work towards achieving organisational goals. An understanding of motivation theories will assist managers in the Dr Kenneth Kaunda District of the North West Department of Education to explain specific behaviour in the organisation, as well as conditions that prevail in the work environment, and make attempts to increase employee motivation considering factors that influence their motivation.

2.4 MOTIVATION THEORIES

Motivation theories are divided into both the content and process theories. Content theories focus on "what" motivates employees while process oriented theories focus on the "why" of motivation (Howell & Dipboye, 1986: 49-50). Content theories explain that all individuals are driven by the same set of needs, whilst process theories recognise the differences in the needs of employees (Fincham & Rhodes, 2005: 192-193). The heterogeneous nature of the study population suggests varying interests and needs of employees which are addressed by process theories.

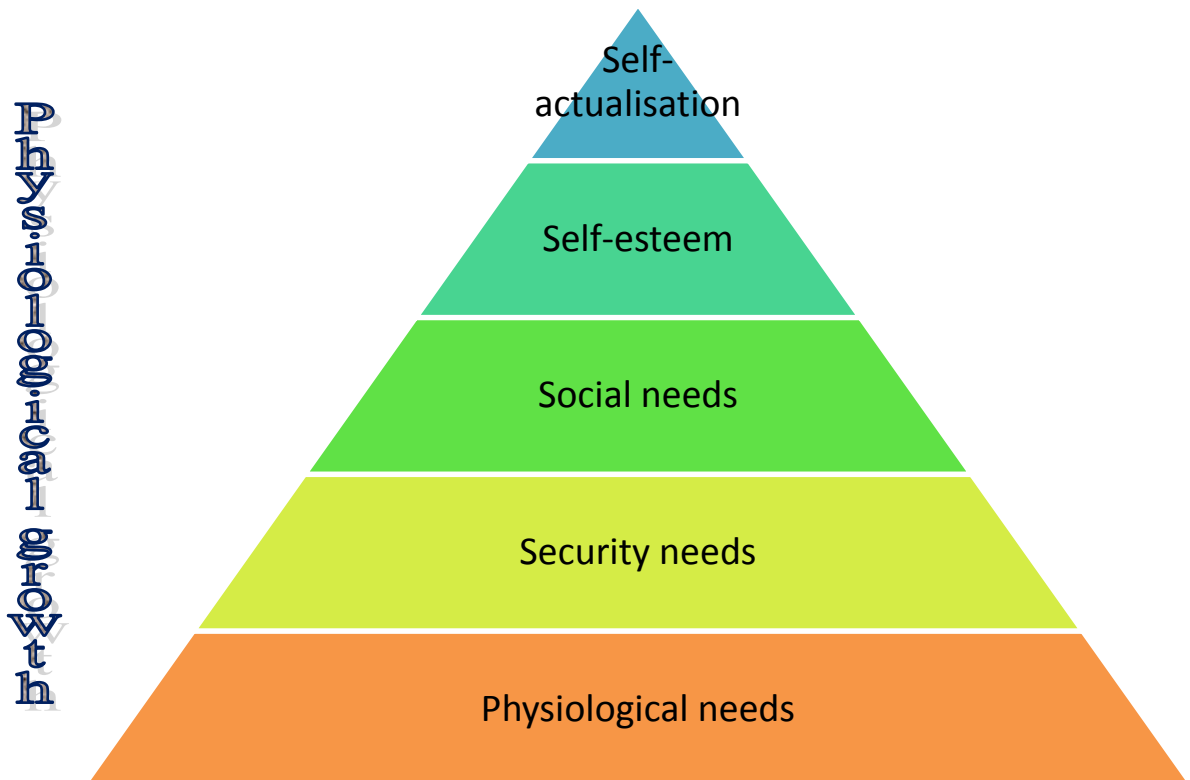
Some of the content theories include Maslow's Hierarchy of Needs, Alderfer's Existence, Relatedness and Growth Theory, Herzberg's Two-Factor Theory and McClelland's Achievement Theory, while process theories include Locke's Goal-Setting Theory, Adams' Equity Theory, Vroom's Valence-Instrumentality and Expectancy (VIE) Theory, Cognitive Consistency Theory and Deci's Cognitive Evaluation Theory. A discussion of both the content and process theories of motivation is provided and their implications to the Dr Kenneth Kaunda District described. The review of the theories will attempt to explain what presently occurs in various units of the Department, and identify factors that affect the behaviour of employees in relation to their performance.

According to Fincham and Rhodes (2005: 199), content theories assume that similar sets of needs apply to all individuals though they differ in the type of needs, and process theories determine the level of motivation and provide reasons for a particular behaviour. The most influential of the content theories is Maslow's Hierarchy of Needs which will now be discussed in the next section of the study.

2.4.1 Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs Theory proposes that employees are motivated by a hierarchy of needs that range from low-level needs to high-level needs (Haslam, 2004: 62). The hierarchy of needs as seen in Figure 2.1 is organised into five categories of needs, with low-level or basic survival needs at the bottom of the hierarchy and the higher level needs at the top of the hierarchy.

Figure 2.1 Maslow's Hierarchy of Needs



Source: Fincham, R & Rhodes, P. 2005. Principles of Organisational Behaviour. 4th Edition. New York: Oxford University Press.

Fincham and Rhodes (2005: 193-195) emphasise that, according to Maslow's theory, employees are initially motivated by physiological needs that include the needs for food, clothing and shelter, and as these needs are satisfied, the motivation then progresses to the needs for security and safety which also involves job security found in the working conditions of employees. Furthermore, when the remuneration for employees is adequate and there is a reasonable degree of job security, deficiency needs are satisfied. Employees will then be motivated by the social needs which become important in the workplace. This stage implies that the organisation will be required to provide opportunities for employees to have satisfactory relationships with others. Self-esteem needs which refer to satisfying needs for achievement, independence and freedom will then follow. Self-esteem needs include employees achieving recognition, being admired and gaining prestige within the organisation. Progression from the self-esteem needs ultimately leads to behaviour motivated by the need to develop one's full potential. The psychological maturation level is regarded as the need for self-actualisation. This need refers to an individual becoming everything that he or she is capable of becoming through engagement in meaningful work (Gerhart & Rynes, 2003: 49). Self-actualisation, according to Maslow's theory, becomes the ultimate need that motivates employees throughout their lives (Fincham & Rhodes, 2005: 196).

Brode (2011: 19) highlights the need for organisations to maintain high morale for employees. One way of ensuring high morale is for organisations to satisfy needs at all levels as described by Maslow's Hierarchy of Needs (Fincham & Rhodes, 2005: 197). Appropriate conditions which might satisfy self-esteem and self-actualisation needs should be created. This implies allowing employees more input into decision-making processes or more control over their working lives. According to Howell and Dipboye (1986: 52), Maslow's theory has two implications for managers of organisations. First, the organisation needs to establish the level on the hierarchy wherein employee needs have been satisfied, in order to make an estimate of goals that can further motivate employees. Second, organisations need to satisfy physiological and security needs so that employees can be motivated to respond to incentives that address self-actualisation needs. Organisations could provide opportunities for employees to satisfy

their social needs, and once these needs are met, self-esteem needs that include more challenging tasks, responsibility and autonomy will become relevant for employee motivation (Fincham & Rhodes, 2005: 197).

Although Maslow's theory was well received by many managers and found appealing, the result of people's progression up the hierarchy has not had much empirical support (Fincham & Rhodes, 2005: 198). The Hierarchy of Needs Theory could also not be applied to everyone, as the idea of physiological needs being satisfied first, and thereafter hierarchically being followed by security, social and self-esteem needs, and ultimately the self-actualisation needs becomes questionable. There are always exceptions to how employees are motivationally driven. Gerhart and Rynes (2003: 53) state emphatically that although there are limitations imposed on Maslow's theory, the theory had a major influence on further research and practice. Kressler (2003: 15) asserts that Maslow's theory is quite relevant to motivation behaviour as the needs that are fully satisfied have a motivating effect on actions that need to be taken by employees in order to enhance their performance.

Maslow's Hierarchy of Needs suggests that in order for organisations to satisfy employee needs, appropriate conditions should be created. The North West Department of Education is obliged to create an environment that satisfies employee needs by establishing satisfactory and safe working conditions. The physical environment within which work is conducted can have significant effects on the behaviour and attitudes of employees (Cummings & Scott, 1969: 313). As per Maslow's theory, when the needs that relate to employee safe working conditions are met, employees will then be motivated to reach self-actualisation needs. These self-actualisation needs can be realised not only through the use of a developmental performance appraisal system that identifies employees' current levels of performance, but can also provide feedback that can motivate employees to plan for future performances (Rynes *et al.*, 2005: 595). The state of self-actualisation involves continuous development and growth in which performance management and training programmes are offered. Maslow's theory therefore emphasises the ability of the

organisation to provide opportunities for personal growth and development of individual employees at work.

For the purpose of this study, emphasis will be placed on determining whether the organisation provides employees opportunities for satisfactory and supportive relationships to enhance employee performance. The study intends to further determine whether employee efforts are recognised within the organisation in order to increase employee motivation. Individual employees' engagement in meaningful work within the organisation will also be evaluated through the research. Another content theory that developed as a consequence of Maslow's theory is Alderfer's Existence, Relatedness and Growth Theory, which will be discussed next.

2.4.2 Alderfer's Existence, Relatedness and Growth Theory

Alderfer's Existence, Relatedness and Growth Theory is an attempt to improve on Maslow's theory and presents only three categories of needs with differing relationships among the needs (Howell & Dipboye, 1986: 54). Alderfer's Existence, Relatedness and Growth Theory, compared to Maslow's, proposes that employees may be motivated by more than one level at any one time and not necessarily in the hierarchical ordering of needs. According to Fincham and Rhodes (2005: 198), Alderfer's theory consists of the three categories of human needs, which are: existence, relatedness and growth, as described below:

- existence needs include nutritional and material requirements such as working conditions and remuneration which would fall into this category at work;
- relatedness needs are met through relationships with family and friends and with colleagues and supervisors in a work environment; and
- growth needs reflect a desire for personal and psychological developments.

Alderfer's Existence, Relatedness and Growth Theory assumes that as the existence needs of people are satisfied, their relatedness becomes more important, and as the relatedness needs are met, the growth needs become more important (Howell & Dipboye, 1986: 54). Alderfer's theory however, places less emphasis on the hierarchical

ordering of needs, as Alderfer suggests that an employee can move down the hierarchy wherein frustration regression occurs for not meeting the fulfilment of growth needs, and thereby causing employees to concentrate on fulfilling their relatedness needs. The growth needs are similar to Maslow's self-actualisation category (Howell & Dipboye, 1986: 54). Alderfer's Existence, Relatedness and Growth Theory have reportedly received mixed reaction due to inadequate evidence meant to support the classification of needs into the existence, relatedness and growth categories (Howell & Dipboye, 1986: 54).

According to Fincham and Rhodes (2005: 199), Alderfer's Existence, Relatedness and Growth Theory maintain that relatedness needs are realised when team-working arrangements have been developed within the organisation. Employees in the Dr Kenneth Kaunda District can therefore be motivated through the establishment of such teams in the organisation and the formation and functioning of teams will be evaluated through the research. Cordial relationships among colleagues and between the employees and supervisors may be strengthened for a shared purpose in a work environment. The strategy of ensuring that good relations prevail within the organisation not only serves to improve organisational performance, but will continue to increase employee motivation as well (Fincham & Rhodes, 2005: 199).

The Existence, Relatedness and Growth Theory further suggests that when employees fail to achieve the growth needs, which represent Maslow's self-actualisation needs, they may place their focus on the existence needs, which refer to physiological needs, and as such, employees may fulfil those needs instead. Alderfer's Existence, Relatedness and Growth Theory implies that if employees are frustrated by the routine jobs that they perform in order to achieve the growth needs, they may move down the category and put more emphasis and energy into satisfying the relatedness needs. This theory, though it was not well received due to insufficient evidence, can still be applied in the organisation in order to accommodate employees who struggle to fulfil growth needs. The research will evaluate employees' perceptions on the nature of the work that they perform in the organisation. The following section discusses Herzberg's Two-

Factor Theory, which discusses both intrinsic and extrinsic factors for employee motivation.

2.4.3 Hertzberg's Two-Factor Theory

According to Cooper and Locke (2000: 167-168) the Two-Factor Theory of Hertzberg advances the argument that the factors that lead to satisfaction are different from those leading to dissatisfaction. Based on this theory, intrinsic factors that include work itself, responsibilities, recognition, promotion and achievements lead to satisfaction, while extrinsic factors involve policies of organisations, working conditions, employee supervision, employee relationship with others and salaries, and lead to dissatisfaction. These sources of dissatisfaction are referred to as hygiene factors whereas intrinsic factors are regarded as motivators (Table 2.1). According to Fincham and Rhodes (2005: 200), the presence of motivators in the work environment causes sustainable sources of motivation and their absence, on the one hand, seems not to be leading to job-dissatisfaction. The absence of hygiene factors, on the other hand, causes job dissatisfaction, though their presence will not necessarily increase states of employee motivation but can reduce dissatisfaction.

Table 2.1 Hertzberg's Two-Factor Theory of Motivation

Motivators	Hygiene factors
Responsibility	Supervision
Recognition	Salary
Promotion	Work environment
Achievement	Company policies
Intrinsic aspect of the job	Relationship with colleagues

Source: Fincham, R. & Rhodes, P. 2005. Principles of Organisational Behaviour. 4th ed. New York: Oxford University Press.

Cummings and Scott (1969: 291) clarify that intrinsic motivators are interrelated and when applied appropriately, can provide a more intense satisfaction. These “motivators” are described as being more effective in determining high levels of performance. This implies that when motivators are provided, job satisfaction and job motivation increases. Herzberg’s theory suggests that organisations need to avoid dissatisfaction by ensuring that hygiene factors are put under control and more effort be exerted on motivators since they are more effective in achieving high levels of motivation (Kressler, 2003: 23). Hygiene factors are largely determined by the external environment that includes employee supervision, salary, working conditions, policies and relations with colleagues. The Two-Factor Theory further describes employees’ needs and indicates how people’s jobs can be redesigned to achieve a well-motivated workforce (Fincham & Rhodes, 2005: 200). Herzberg’s Two-Factor Theory therefore contributes to a huge interest in the work design field. In this regard, managers need to motivate employees through factors that are linked with the job itself. The following conditions need to be created and advanced by managers (Howell & Dipboye, 1986: 56-57):

- making the work more interesting and less routine;
- recognising work that is well done;
- allowing employees autonomy in the performance of their tasks; and
- promoting those who perform well.

Employers should ensure that employees’ work is restructured so that it becomes more meaningful, more challenging, and intrinsically more rewarding (Howell & Dipboye, 1986: 52). Herzberg’s theory perceives that when work conditions that include organisational structure are inadequately structured, the circumstances can lead to dissatisfaction (Kessler, 2003: 22). Such circumstances may be derived from regulations, administrative directives, relationships with management and colleagues and poor communication within the organisation. Cooper and Locke (2000: 168) state that despite its intuitive appeal, the Two-Factor Theory has been widely criticised as other research findings have proven that intrinsic and extrinsic factors contribute to both satisfaction and dissatisfaction, and the validity of Herzberg’s methodology is also deemed questionable, as it is argued that a wider sample of the population might have

produced a different outcome with regards a list of motivators and hygiene factors (Fincham & Rhodes, 2005: 201).

Cummings and Scott (1969: 295) argue that based on the analysis of data on Herzberg's Two-Factor Theory, the independent effect of motivators and hygiene is questionable, as both sets are related to satisfaction and dissatisfaction. The reasons advanced include the difficulty of separating factors that contribute to satisfaction from those that cause dissatisfaction. The grouping of these factors into motivators and hygiene is not as explicit as it is claimed, thus all factors can contribute to both satisfaction and dissatisfaction of human behaviour (Howell & Dipboye, 1986: 57).

Herzberg's theory contributes largely in the field of job design, as it proposes how jobs could be enriched in order to achieve a well-motivated workforce (Fincham & Rhodes, 2005: 200). Managers in the Dr Kenneth Kaunda District should make use of job design programmes with a view to motivating employees. The Department will have to restructure employee jobs from routine jobs that seem not to be meaningful, challenging or even motivating. The following principles of Herzberg are outlined in relation to job-design (Fincham & Rhodes, 2005: 200):

- employees' autonomy of work needs to be increased while retaining accountability;
- employees need to be in control of their own work;
- employees need to be provided with a complete unit of work;
- more difficult and challenging tasks need to be introduced to employees' work;
- performance feedback also needs to be made available to employees; and
- employees could be assigned with specialised tasks at which they can become experts.

The ability of managers to provide the above principles will be determined in the research. Herzberg's job design can then be used as a motivation strategy to resolve problems regarding the work environment. Employees should also be introduced to more challenging tasks, in order to minimise monotonous activities that they are

engaged with. Job design offers employees the opportunity for job satisfaction as it takes into account their skills and needs within the organisation. For this study, job design approaches will include job enlargement and job enrichment. According to Kressler (2003: 39-40), job enlargement refers to broadening narrowly defined work by adding related but different tasks and it allows employees to become multi-skilled whilst in contrast, job enrichment is described as enriching the job content through supplementary tasks in an attempt to break too much order and routine. Job enlargement and job enrichment are perceived to be effective approaches that can deal with a job environment that stifles employee independence, creativity and freedom in the organisation.

According to Cooper and Locke (2000: 168) Herzberg's Two-Factor Theory proposes that employees' motivation can be increased through changes that include the work itself. This implies that job enlargement will ensure that individuals experience a sense of responsibility, achievement and recognition. Job enrichment suggests that the organisation, by introducing new and more difficult tasks, will promote employee responsibility, growth and advancement (Fincham & Rhodes, 2005: 200). The design of jobs therefore allows employees to experience a sense of achievement and personal growth. A change in the nature of the job activates employee motivation, as it allows them new challenges and opportunities for personal growth and more responsibility. For the purpose of the study, emphasis will be placed on determining the ability of the organisation to improve motivation through job enlargement and job enrichment. McClelland's Achievement Motivation Theory follows in the next section.

2.4.4 McClelland's Achievement Theory

The theorist, David McClelland and his colleagues, focused on the achievement motive in order to establish how the need to achieve influences people's behaviour (Howell & Dipboye, 1986: 58). McClelland argues that everyone shares physical and security needs, but that motivation to work reflects a more specialised need for achievement that only a limited number of employees develop (Haslam, 2004: 63). According to the Achievement Theory, employees differ in their need for achievement and desire to avoid

failure. Employees with high achievement motive and low fear of failure prefer moderately difficult tasks as chances of success are more realistic (Howell & Dipboye, 1986: 58). Kressler (2003: 24) relates that McClelland's theory provides the following three key needs that control behaviour:

- The need for achievement which implies that employees are driven to accomplish some goals and overcome difficulties;
- The need for power which requires of people to influence others through establishing and securing authority. The need for power also involves control of all resources in order to influence decision-making that concerns organisational objectives; and
- The need for affiliation which refers to a need to belong to a group or a team. It also implies forming and maintaining good interpersonal relations.

In most organisations, including the Department of Education, employees are largely motivated to achieve specific goals. In order for employees to satisfy the need to achieve, they will have to work on their own initiative, be innovative and creative (Kressler, 2003: 24). Organisations need to create more challenging and difficult tasks for employees and ensure their involvement in the process. Organisational members will then have to find it within themselves to overcome difficulties that they may experience in the pursuit of accomplishing their goals. Employees will then be motivated by the need to face the challenge and achieve the set goals.

The need for power emphasises the behaviour of employees whose interest is to enhance their influence and control in order to implement organisational policies (Robbins and Barnwell, 2002: 271). Once employees have acquired authority and resources, they assume the capacity to influence decisions. Managers in general have access to resources at their disposal, and since employees also need to have influence in decision-making, access and control of resource becomes important (Robbins & Barnwell, 2002: 271).

Employees have a desire to belong to a group or team. According to Kressler (2003: 66), most people value harmonious relationships with their colleagues and supervisors. Team membership has an effect on the behaviour of individuals within the organisation. Fincham and Rhodes (2005: 277) argue that team formation fulfils the need for affiliation and would include self-assertion, recognition and achievement. Established teams also serve to enhance the functional requirements of an organisation. In this regard, individuals who have accepted the organisational goals, tend to recognise interdependence with other team members in the achievement of goals (Fincham & Rhodes, 2005: 280). Teams have more impact if operational norms have been established within the organisation. Kressler (2003: 25) further emphasises that the three key needs, the need for achievement, the need for power, and the need for affiliation are likely to elicit behaviour that is not only empowering but also disposed towards employees achieving job satisfaction. The Achievement Motivation Theory accommodates employees who value achieving high levels of performance, fulfilment of the task itself, desire for leadership and being in a team-oriented environment and thereby experiencing a sense of belonging.

Howell and Dipboye (1986: 59) identify the following implications of the Achievement Motivation Theory:

- effecting a match between employees' achievement motive and their job requirements would make a substantial difference in employee performance;
- individuals with low achievement motive would either be kept in routine jobs and motivated by other means or be trained to change their level of need for achievement;
- theorists would not support the assumption that achievement motivation is the only important factor in either individual or organisational success; and
- little attention has been given to the way achievement motivation interacts with characteristics of work environment or with other needs to influence performance.

The Achievement Motivation Theory of McClelland can be used as an effective strategy to match employees' motivation needs to the job requirements. When employees are driven by goals to achieve and not only through pay, the tasks that they perform tend to afford employees the most satisfaction (Kressler, 2003: 24). If employees require the need for power and affiliation, the organisation will have to create an enabling environment that includes access to information and involvement of employees in decision-making processes. The study will determine the ability of the organisation to instil a high achievement motive among employees.

From the above discussion regarding content theories, the following generalisations can be made. Maslow's Hierarchy of Needs Theory emphasises that in the workplace, employees are motivated by safety and security found in the working conditions, and the social needs which provide opportunities for employees to have satisfactory relationships with others. Maslow's theory further advocates that employees are driven by the desire for recognition, and, in order to reach the self-actualisation phase, employees engagement in meaningful work becomes a necessity. The research will determine the level of safety and security in the workplace. A satisfactory and supportive relationship provided by the organisation to enhance employee performance will be determined in the research. In order to address self-esteem needs, the research will determine whether employees have received recognition that they perceive to be adequate. The study will then determine whether employees are engaged in meaningful work in order to develop their full potential. Herzberg's Two-Factor Theory indicates that employee jobs can be redesigned in order to achieve a well-motivated workforce. For the purpose of the study, the ability of the organisation to improve motivation through job enlargement and job enrichment will be described in the research. McClelland's Achievement Theory focuses on employees' needs and desires for achievement in the pursuit of achieving their goals. The Achievement Theory also highlights the affiliation need amongst employees and the role that group membership plays in the organisation. A high achievement motive will be determined among employees to ascertain their desire to achieve organisational goals.

Content theories explained in the study have significant implications for employee motivation in the work place. An understanding of content theories provides managers with the knowledge to motivate employees and inspire them to perform even better. These theories explain what stimulates employee needs and identify factors that affect the behaviour of employees in relation to their performance. A variety of content theories describe the expectations that employees and managers have about the nature of their work relationship. The theories serve to show the need for a closer relationship between employees and managers, as a more harmonious relationship becomes beneficial for the organisation. The content theories also highlight motivational problems that employees are faced with in organisations and provide possible solutions to employee motivation. For the purpose of the study, through engagement with content theories, managers will be able to know what motivates employees and could therefore develop strategies that would enhance employee motivation. Content theories are older and thereby provide a basis for the development of more modern process theories. The following process theories are concerned with how the needs are put into action: Goal-Setting Theory, Equity Theory, Expectancy-Valence Theory, Cognitive Consistency Theory and Deci's Cognitive Evaluation Theory.

2.4.5 Locke's Goal-Setting Theory

Edwin Locke produced a substantial amount of research into the Goal-Setting Theory which established that a positive linear relationship exists between goal difficulty and performance (Fincham & Rhodes, 2005: 212). According to the theory, the harder the goals, the more effort and performance is required of employees, but this does not necessarily translate that setting very difficult goals beyond the employee's ability will produce higher levels of performance. Howell and Dipboye (1996: 62) clarify the assumption further that for the goal to be effective, it needs to be made more specific. Cooper and Locke (2000: 221) state that goal-setting has directional effects as it steers employees in a particular direction. They further suggest what is not to be pursued and what is not acceptable. The authors also highlight that the Goal-Setting Theory, in its influence of persistence through time spent on trying to reach a goal, leads employees

in organisations to search for new strategies that will produce high performance (Cooper & Locke, 2000: 221).

Locke's Goal-Setting Theory can be clearly linked to employee motivation, as the more specific and harder the goals, the more efforts employees will exert in achieving organisational goals (Howell & Dipboye, 1996: 62). Clearly defined goals lead to increased employee motivation and higher levels of performance. It is also clear that when employees are aware of their job descriptions, they will make attempts to achieve their goals. Employees' job descriptions, as in Locke's theory, provide direction on goals to be achieved by various units in the organisation. In the North West Department of Education, job descriptions are regarded by office based educators as irrelevant to their specific jobs and more applicable to general office workers (North West Department of Education, 2008: 53). This mismatch implies that prevailing objectives of job descriptions seem to be vague and not giving direction on goals to be achieved by employees. The nature of organisational goals and the perceptions employees have of job descriptions will be determined through the research.

Feedback becomes the major moderator of the goal-performance relationship (Cooper & Locke, 2000: 223). Feedback serves to inform employees of the level of their performance, in order to ensure that the performance is improved. In this regard, feedback applies in assessing employee progress towards the achievement of goals. Feedback therefore has a positive effect on employees in framing their behaviour towards attaining organisational goals. When feedback informs employees that their current efforts have fallen short of the goal, the employee can exert more effort or even try a new strategy. According to Woolfolk (1998: 381), the feedback that suggests that the employee has reached or exceeded the goal propels the employee to even set higher goals for the future. Feedback that highlights accomplishment improves employees' self-confidence and further enhances their performance (Woolfolk, 1998: 381).

The PMDS provides an opportunity for managers and employees to be engaged in a feedback process meant to facilitate incentives for performance and thereby motivation

as well (North West Department of Education, 2008: 3). According to Fincham and Rhodes (2005: 211) employees' knowledge of results during the conduct of performance appraisal enhances motivation. The authors maintain that feedback needs to be harnessed as it is an important management skill. However, feedback on employee performance is not given regularly by the Human Resource Development (HRD) practitioners and, as such, individual skills development needs are not identified and addressed immediately (North West Department of Education, 2008: 46). For the purpose of the study, the role of feedback in providing information about the performance of employees and ensuring that performance is improved will be determined. Adam's Equity Theory which influences the motivation of employees positively or negatively is discussed next.

2.4.6 Adam's Equity Theory

According to Fincham and Rhodes (2005: 202) Adam's Equity Theory refers to a cognitive process that involves employees observing efforts that others put into their work and comparing rewards that follow. The Equity Theory assumes that the social comparison processes are concerned with fairness. Fairness is thereby defined by the input-output ratio. The input could include experience, training, intelligence, skill and seniority put into the work, while output refers to fringe benefits, pay, promotion and working conditions (Fincham & Rhodes, 2005: 202). A more balanced relationship of input and output ratio is therefore required to attain equity.

According to Cooper and Locke (2000: 87) employees experience inequity when they realise that the rewards they receive are inadequate for the work they perform. As a result, employees will then not put more effort in the performance of their job. It is in keeping with the Equity Theory that employees should be rewarded in proportion to the contributions that they make. Employees are therefore motivated by perceived inequity as they respond to reduce this inequity. Cooper and Locke (2000: 3) highlight the following reactions to reduce inequity:

- changing the evaluation of one's inputs to outcomes;
- selecting a different referent who provides information about one's abilities; or

- reducing one's participation in the employment relationship.

Employees compare the outcomes of their inputs to others and thereafter form their own judgments. If the result of the comparison is perceived to be equal, employees will not be motivated to respond with a view of achieving equity. It is clear that organisations have to find ways of dealing with inequity and resolving the situation when it presents itself. Cooper and Locke (2000: 4) propose three measures of handling inequity. Firstly, a fair procedure of allocating rewards and determining outcomes can be used to avoid perceived inequity. The second way to influence equity is to ensure that individual employees set realistic assessments through performance feedback. The third measure is to provide information that compares employee performance with each other. Howell and Dipboye (1986: 71) note the weaknesses in the equity theory as including, amongst others, how individuals would resolve perceived inequitable situations.

According to Fincham and Rhodes (2005: 202), the Equity Theory explores the impact employees feel about being poorly rewarded or too well rewarded. Managers therefore need to ensure that employees receive adequate rewards for the work that they perform. When employees are rewarded in proportion to the contribution that they make, they experience equity and are thus motivated to put more effort into the performance of their job. Employees experience inequity when rewards are perceived not to be fairly awarded in comparison to what other employees may have put into their work. The Equity Theory argues therefore that these social comparison processes are driven by a strong desire for fairness (Fincham & Rhodes, 2005: 202). In order for the Equity Theory to be realised, a fair procedure of allocating rewards needs to be determined (Cooper & Locke, 2000: 4). Incentives for employee good performance is not fairly conducted as the rewards are allocated to non-performers as well (North West Department of Education, 2008: 47). The PMDS though, stipulates a standardised rating scale to which all employee performance rewards are subjected and awarded (Schwella & Rossouw, 2005: 766). For the purpose of the study, the study determines whether the rewards for performance are aligned to efforts exerted by employees in order to achieve equity. The study discusses Vroom's Valence-Instrumentality-Expectancy Theory in the following section.

2.4.7 Vroom's Valence-Instrumentality-Expectancy Theory

In Vroom's Valence-Instrumentality Expectancy Theory of work motivation, Howell and Dipboye (1986: 64) outline that employees are expected to put in a high amount of effort if they expect that the high effort will benefit them. Employees choose to do things that they anticipate will best further their interests. The Valence-Instrumentality Expectancy Theory, according to Kressler (2003: 25-26) posits that the effort a person puts into a job, is as a result of the following three components:

- Expectancy which entails the probability that employee effort will result in good performance;
- Instrumentality which details the likelihood that employee performance will lead to a sense of accomplishment; and
- Valence which describes the desirability or undesirability of how employees anticipate each outcome.

Howell and Dipboye (1986: 66) consider the Valence-Instrumentality Expectancy Theory as one of the best available theories of work motivation and indicate that if the three cognitive elements, expectancy, valence and instrumentality are properly managed, better results would be obtained. The Valence-Instrumentality Expectancy Theory confirms the view that employees are motivated by the prospect of achieving the largest possible benefit for any work they perform (Haslam, 2004: 65). Vroom's theory argues that what is most crucial to motivation at a work environment is the perception of a link between effort and reward (Fincham & Rhodes, 2005: 208). This implies that employees would develop perceptions of whether there was a connection between their effort and performance, herein referred to as expectancy, which would then be followed by valence, which refers to appropriate rewards, and thereafter employees will determine if their performance will lead to a sense of accomplishment as a result of instrumentality.

In the same vein, the individual employee's abilities and opportunities may affect the level of motivation (Fincham & Rhodes, 2005: 210). The ability of an employee contributes to the performance of a particular task, even though the employee may be

highly motivated. Opportunities that are provided for employees to exert their efforts are quite dependent on a variety of situations and may therefore affect an employee's motivation on achieving a task. Vroom's theory realises that jobs which produce low levels of motivation are normally those where factors of job performance are out of the employees' control. The following are the main employee perceptions that the Valence-Instrumentality Expectancy Theory suggests organisations and managers should consider when implementing incentive schemes (Fincham & Rhodes, 2005: 210):

- Managers need to focus on expectancy values so that employees may be able to perceive a clearer link between their effort and performance. Improvement of training may assist employee effort to be used more efficiently, providing guidance, appropriate feedback and ensuring that overall support for performance is made available.
- Managers should also determine outcomes that an employee values. Employees may value more recognition or shared development.
- Managers need to link the reward value to employee performance, in order to generate similar adequate performance.
- Managers need to ensure that wage rates are not set at a level perceived as inequitable by employees.

The most motivating incentives, according to Cooper and Locke (2000: 4-5), are those that make a clear link between performance and rewards that employees require. Rewards awarded should be motivating employee efforts even higher. However, Vroom's theory is not only focused on employee efforts, but also on the organisational performance as a whole. According to Cooper and Locke (2000: 6) employees may experience doubts about the impact of their efforts in achieving a high organisational performance, as there are factors other than their own that may influence the performance of organisations. More effective strategies that will take into account other factors and affect the motivation of employees are necessary, in order to address the three variables of valence, instrumentality and expectancy. Organisations can make efforts to affect the motivation of employees by addressing any or all three of the

variables (Cooper & Locke, 2000: 5). These components could be applied at the individual, group or organisational level.

Vroom's Valence-Instrumentality Expectancy Theory can be linked to Herzberg's Two-Factor Theory, as it recognises that employees also place more value on the amount of recognition and development they receive. An improvement in the amount of recognition dispersed by managers will help increase employee motivation. More valuable recognition for employee performance can be an effective strategy in improving employee motivation. The recognition that employees receive could be more of a motivating factor than economic rewards (Fincham & Rhodes, 2005: 210).

Managers need to purposely develop recognition programmes for employees. According to Kressler (2003: 19), employee recognition programmes can take a variety of different forms. The author cites that managers can recognise employee performance through praise, positive feedback and offering development programmes (Kressler, 2003: 19). Employee recognition can be achieved by improving the status of employee jobs by upgrading the title, and publicly acknowledging the job well done. Grant (1984: 79) argues that recognition programmes also satisfies employee self-esteem and status needs. A combination of both intrinsic and extrinsic rewards proves to be the most effective strategy for employee motivation. The strategies employed by organisations will include amongst others; ensuring that good performance is consistently rewarded and employee efforts are properly recognised. The strategy is therefore required to ensure that employees achieve the most possible benefits in the work they perform. The research will determine the outcomes that employees value when the organisation implements incentive schemes to motivate employees. The Cognitive-Consistency Theory is described in the next section.

2.4.8 Cognitive-Consistency Theory

The Cognitive-Consistency Theory draws an assumption that employees prefer that their attitudes, beliefs and perceptions about something be compatible with one another (Howell & Dipboye, 1986: 68). Employees with a high self-esteem are regarded as competent and tend to succeed, while low self-esteem employees perceive themselves

as incompetent and prefer to accept failure. According to Howell and Dipboye (1986: 69) both high self-esteem and low self-esteem employees are motivated to maintain self-consistency and there are many explanations that determine the behaviour of low and high self-esteem employees. When these perceptions are not compatible, a cognitive dissonance motivational state will prevail, in which the employee will make an attempt to overcome the contradiction by changing the situation responsible for the condition. The authors attribute this inconsistent behaviour to employees acting in a rationalising rather than a rational manner. Low self-esteem employees may not put more effort into their work so that they can later blame their failures on their lack of effort (Howell & Dipboye, 1986: 69).

The Cognitive Consistency Theory explains what determines the behaviour of both the low and high self-esteem employees. The organisation needs to ensure that employees with high self-esteem's needs are motivated to maintain cognitive consistency to succeed in performing their jobs. Managers need to place more emphasis on developing the self-esteem and self-concept of high self-esteem employees. A motivating climate that includes these employees assigned more challenging and interesting tasks instead of monotonous and repetitive tasks (Howell & Dipboye, 1986: 68). Low self-esteem employees need to be encouraged to work harder in order to regain their self-esteem. Employees' abilities to perform should be enhanced so that they do not blame their failures on their lack of effort and thereby accept failure. The purpose of this strategy is to protect further loss of employee self-esteem. The study will describe whether employees exert required efforts into their work in order to succeed in achieving desired results. Deci's Cognitive Evaluation Theory is discussed in the following section.

2.4.9 Deci's Cognitive Evaluation Theory

Deci's Cognitive Evaluation Theory provides an explanation for conditions that lead to intrinsically motivated behaviour and further questions the efficacy of extrinsic compensation as a motivator for employee performance (Gerhart & Rynes, 2003: 51). The Cognitive Evaluation Theory refers to the over-justification effect as the

fundamental principle of the theory. The principle proposes that when employees receive extrinsic rewards for performing a task, the cause of their behaviour is attributed to the rewards. The intrinsic interest in the task is therefore discounted as the cause of behaviour. Gerhart and Rynes (2003: 5) describe intrinsic motivation as based in the innate organismic needs for competence and self-determination. The theory argues that intrinsic motivation occurs when an employee performs a task without expecting any reward that may be seen to be controlling employee behaviour.

The Cognitive Evaluation Theory hypothesises that extrinsic rewards reduce intrinsic motivation on employees. Accordingly, employees will not be able to fulfil the need to feel competent and in control of their work environment when dependent on extrinsic motivation to perform. Extrinsic incentives tend to lessen the motivation of employees who are already intrinsically motivated (Howell & Dipboye, 1986: 73). According to the Cognitive Evaluation Theory, employees who work only for external rewards, will only work hard on the task when there are monetary incentives, and therefore undermine intrinsic motivation. In this regard, rewards have controlling effects which are likely to deny employees the real motivation of people fulfilling a need to feel competent in performing a task and in control (Howell & Dipboye, 1986: 72). The effect of monetary rewards on intrinsic motivation is therefore perceived to be negative.

Gerhart and Rynes (2003: 53) acknowledge a considerable influence brought by Deci's Cognitive Evaluation Theory on research and practice, but also indicate that predictions of the theory are not supported by empirical evidence. The authors advance the argument of pay as a major determinant of work motivation, and therefore play a primary role in the success of an organisation (Gerhart & Rynes, 2003: 53). According to Howell and Dipboye (1986: 73), the shortcomings of Deci's theory include its focus on how extrinsic incentives can lessen the motivation of those who are intrinsically motivated instead of exploring ways or strategies of developing intrinsic motivation. For the purpose of the study, the influence of rewards on employee motivation will be determined.

In the North West Department of Education, the implementation of Deci's Cognitive Evaluation Theory would suggest that management create conditions in which employees would be in control of their own work environment. The study will also determine whether employees are in control of the work environment and thereby have autonomy of their jobs. When employees are in control of the work environment, they are able to exercise their power and influence in the organisation. According to Kressler (2003: 26), when employees prove their competence in a work environment, they are motivated to accomplish their personal goals and ambition. Employees are therefore driven to demonstrate their abilities to perform more demanding tasks. Intrinsic motivation strategies seem to be more rewarding and fulfilling than extrinsic rewards.

From the above discussion regarding the process theories, the following deductions are argued, which will be described in the research. Locke's Goal-Setting Theory proposes that clearly defined organisational goals lead to increased employee motivation and higher levels of performance. Feedback is meant to provide information about the performance of employees in the workplace. The research will determine whether information provided during the feedback process is adequate for an improved employee performance. The Equity Theory requires a fair allocation of rewards based on employee performance. The research will determine whether rewards allocated are consistent with the requirements to achieve equity. Vroom's theory posits that employees are motivated by the prospect of achieving the best possible benefit for the work that they perform. Employees are motivated by different factors. The research will further determine the outcomes that employees value the most in contributing to their motivation. Cognitive-Consistency Theory maintains that for employees to succeed in performing their tasks, high self-esteem behaviour is required. The research will determine employee abilities and whether required efforts are exerted into their work, in order to succeed in achieving desired results. Deci's Cognitive Evaluation Theory argues that intrinsic and extrinsic rewards produce differing results for employee motivation. Deci's theory further suggests that when employees are in control of their jobs, they will be able to exercise their power and influence in the organisation. For the

purpose of the study, the influence of rewards on employee motivation and the control of the work environment will be described.

From the above discussion, process theories, being the more modern theories of motivation, are of importance to employee motivation. The theories focus on how employees could be motivated to perform and not only on what motivates employees. A variety of process theories acknowledge diverse individual employee needs, which require more individualised approaches to meet specific needs. Process theories provide managers of organisations with a more comprehensive framework that determines not only what happens in the organisation but how employee motivation could be improved to ensure a more focused employee performance. These theories not only describe motivation of people in general, but explain the phenomenon as it relates to employees in the work environment.

2.5 CONCLUSION

There are various factors that influence employee behaviour, and as such, different motivation theories are an attempt to explain the interactions between these factors and their effect on human behaviour for the purpose of the study. The study recognises that employees are motivated by diverse needs and individual employee characteristics. The selected motivation theories provide a conceptual framework for analysis of these factors that influence the motivation of employees. Motivation theories are divided into two categories, namely, content and process theories. Content theories assume that all individuals are driven by the same set of needs, whilst process theories recognise the differences in the needs of people. For the purpose of this study, a summary of selected content and process theories of motivation is provided in Table 2.2. The table is discussed in Section 2.3.

Table 2.2 Motivation theories

Content Theories	Process Theories
<ul style="list-style-type: none"> • Maslow’s Hierarchy of Needs 	<ul style="list-style-type: none"> • Locke’s Goal-Setting Theory
<ul style="list-style-type: none"> • Alderfer’s Existence, Relatedness and Growth Theory 	<ul style="list-style-type: none"> • Adams’ Equity Theory
<ul style="list-style-type: none"> • Herzberg’s Two-Factor Theory 	<ul style="list-style-type: none"> • Vroom’s Valence-Instrumentality-Expectancy Theory
<ul style="list-style-type: none"> • McClelland’s Achievement Theory 	<ul style="list-style-type: none"> • Cognitive-Consistency Theory
	<ul style="list-style-type: none"> • Deci’s Cognitive Evaluation Theory

The theories of motivation describe the nature of employee behaviour in the workplace and the environment that enables employee needs for motivation. The application of motivation theories need to consider specific contexts in organisations, as no single theory can address all contextual factors inherent in the behaviour of employees. A number of motivation strategies that are developed are based on one or more motivation theories identified in the above table.

For the purpose of this study, the following aspects found in the motivation theories will be discussed:

- work environment;
- performance management and development system;
- job design;
- employee involvement;
- organisational culture and commitment;
- equity and fairness; and
- human relations.

In Chapter Three, the challenges pertaining to the motivation of employees, the factors that hinder employee performance and their practical implications are clarified.

CHAPTER 3: AN ANALYSIS OF THE CURRENT MOTIVATIONAL STRATEGIES IN THE NORTH WEST DEPARTMENT OF EDUCATION

3.1 INTRODUCTION

The previous chapter discussed the importance of the human resource management functions in the Public Service in general and the Department of Education in particular. Chapter Two also outlined the nature of motivation in organisations, which included a variety of motivation theories developed over the years by scholars and psychologists. These theories are an attempt to explain motives which influence the behaviour and performance of employees. The chapter focused on content and process theories of motivation. Content theories assumed that all employees were driven by the same set of needs, whilst process theories determined the varying interests and needs of employees within the work environment. Motivation theories, as discussed in Chapter Two, form the basis of the study from which aspects that influence the motivation of employees have been developed. For the purpose of the study, six motivational themes found in these motivation theories have been identified and are described. Each of the motivational themes is informed by a set of questions whose function is to ascertain employee perceptions on the current strategies of motivation in the North West Department of Education.

This chapter also provides a brief analysis of the Dr Kenneth Kaunda District within the North West Department of Education, a discussion on existing policies that relate to motivation, and the manner in which motivation is conducted in the Department. The purpose of this chapter is to examine the challenges and shortcomings employees experience in their work environment and determine factors that hinder employee performance. In order to obtain such findings, the study undertook a literature review for the study and provided the respondents with a semi-structured questionnaire. The findings from the questionnaire will be presented in this chapter. The questionnaire is aimed at determining perceptions and attitudes of respondents who participated in the study, in order to obtain their views regarding employee motivation. The chapter will determine which motivational theories, as discussed in Chapter Two, contribute to the increase of employee motivation in the North West Department of Education. This

section of the study will then include general observations regarding each of the themes described in the analysis of motivational strategies currently employed in the organisation.

3.2 ANALYSIS OF THE DEPARTMENT

The case study is conducted in the Dr Kenneth Kaunda District which comprises of three Area Offices that include Tlokwe, Matlosana and Maquassi Hills. The total population of the study comprises 240 employees, with a sample of 60 participants, consisting of 12 Circuit Managers, 6 Curriculum Coordinators, and 20 Professional Support Staff, 10 Integrated Quality Management System Unit Coordinators, 6 National School Nutrition Programme Coordinators and 6 Education Management and Governance Development Coordinators. The sample selected is heterogeneous and therefore likely to be motivated by a variety of needs. The majority of respondents are professionals such as social workers, human resource practitioners and senior education specialists.

A range of policies have been implemented in the Department in an endeavour to motivate employees and enhance their performance. The introduction of the PMDS in the North West Department of Education provides opportunities for the Department to motivate employees effectively towards good performance. In addition, the Performance Management Regulations (2001) stipulate that the key orientation of the performance management process should be developmental and recognise outstanding employee performance (Du Plessis, 2005: 97). The PMDS allows for the equitable allocation of rewards and recognition of employee performance. Currently, standard financial and non-financial incentives are used to influence employee behaviour. These incentive schemes, however, seem limited and may not produce long-lasting effects in the Department. According to the ELRC Collective Agreement (No. 1 of 1998) a standardised pay progression system based on a period of continuous service and satisfactory performance of employees is implemented. This performance related incentive scheme allows performing employees to progress to the next applicable higher notch within the employee's salary level. Furthermore, in the same financial year,

employees receive bonuses provided as per the departmental incentive scheme. Matsie (2008: 33) states that other benefits that employees receive in the Public Service include the housing subsidy, medical aid allowance, government employee pension fund, annual leave days, family responsibility leave and sick leave days. Employees are entitled to these benefits which are not determined by their performance.

Importantly, financial rewards on their own are not always sufficient to motivate employees towards excellent performance (Department of Public Service and Administration, 2001: 50). The Department of Education sporadically recognises excellent performance by awarding certificates of achievement to employees. The Area Manager of Matlosana Area Office has developed a non-monetary recognition scheme to stimulate employee performance in the Area Office. The reward scheme is therefore limited and not widespread across the Department. Employees are also indiscriminately delegated by supervisors to represent the Department at official functions as a form of appreciation for their efforts. The implementation of PMDS in the Department therefore proves not to be effective in motivating employees for a more efficient and effective employee performance (North West Department of Education, 2008: 50). The study advocates for a more structured and planned approach to implementing policies and strategies that would motivate employees and enhance their performance. Specific motivational themes derived from literature in Chapter Two are considered to affect the morale and motivation of employees in the organisation. These motivational themes will now be discussed.

3.3 MOTIVATIONAL THEMES

The research study identified motivation themes that were developed from the literature review and thus provided a theoretical framework on which the findings of the study will be based. The following motivational themes were clustered to determine employee motivation, namely:

- work environment;
- performance management and development system;
- job design
- employee involvement;
- organisational culture and commitment; and
- human relations

The questionnaire instrument used to determine the extent to which employees agreed or disagreed with the effectiveness of the current strategies employed in the Department is presented as Annexure A. The motivation strategies are analysed per motivational theme to establish the level of employee motivation in the organisation.

3.3.1 Work environment

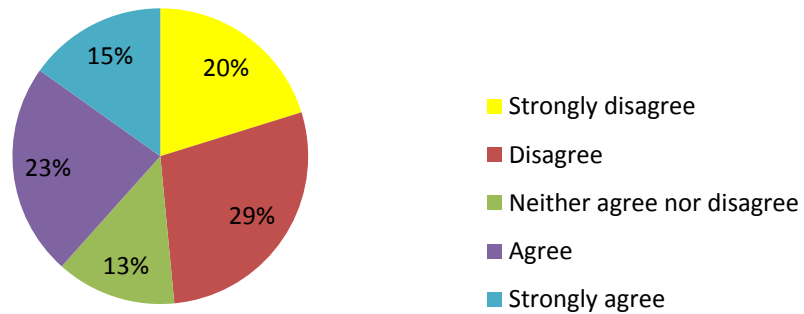
The study recognises that the nature of the work environment has a direct bearing on the motivation of employees. Grobler *et al.* (2006: 417) regard work environment as the situation in which employees yearn for a healthy and safe workplace. The creation of a healthy and safe work environment in the organisation promotes job satisfaction for employees. Chepkilot (2005: 230) adds that a motivating work environment is the most significant in attracting and retaining employees in the organisation. The work environment, according to Govender and Parumasur (2010: 238) includes physical work environment, social work environment, and physiological work environment. These different types of work environment contain motivating aspects that involve physical resources and equipment, close employees' interpersonal relationship with co-workers and managers and how employees perceive their work as well as their personal job satisfaction (Govender & Parumasur, 2010: 238). Kruger and Rootman (2010: 69) concur that a positive relationship between work environment and employee job satisfaction proves that it is crucial to create a work environment that is morale-boosting and motivating.

According to Herzberg's Two-Factor Theory cited by Cooper and Locke (2000: 168), organisational policies and working conditions determine the satisfaction or

dissatisfaction of employees. Greenberg (2011: 230) indicates that employees, who perform satisfactorily in their jobs, are those whose organisations offer high performance work systems. High performance work systems refer to opportunities that are created by the organisation and that include participation in decision-making processes, and the development of their skills. Employees also become highly satisfied in their work environment when they feel secure doing their jobs, and when allowed control over their work. Katzell (1980: 416) states that a motivating work environment involves fewer levels of authority in the organisation, more effective communication among different levels and divisions, adequate resources, flexible work schedules, packages of incentives, benefits and opportunities. An appropriate work environment encompasses employee job security, job autonomy, finding meaning in their work and job satisfaction. It is clear that when employees are satisfied with their work, the more productive they become for the organisation.

This strategy deals with the creation of a motivating work environment in which employees are provided with adequate tools and resources, enabling them to perform to the best of their abilities (Chepkilot, 2005: 154). Through the use of its policies and working conditions, managers should focus on ensuring that employees are satisfied with their work environment in order to be fully motivated. The level of employee job satisfaction with their work environment is illustrated in Figure 3.1. For an organisation to be effective in motivating employees, the work environment should be integrated into its strategy.

Figure 3.1: Relationship between work environment and employee motivation



In response to the nature of the work environment and its impact on employee motivation, 38% of respondents were completely satisfied with their work environment while 48% of the sample was not satisfied. A small number (13%) of the sample was uncertain. It can be observed from Figure 3.1 that the majority of respondents disagreed with the statement concerning their work environment. Respondents stated that inadequate working tools, lack of equipment and work overload are factors that contributed to their dissatisfaction with their work environment and low motivation in the organisation. The respondents further indicated that they were not getting adequate support from their managers and the organisation as a whole. Employees considered some managers as not being interested in their daily operations but more focused only on outcomes. This approach implies managers' disregard for conditions that will enable employees to perform their work in a favourable environment. The results indicate that the Department had not put effective strategies in place to ensure that employees are provided with a favourable work environment and thus motivated to perform even better.

The study identified job security as one of the most basic needs for employees. Armstrong (2000: 124) emphasises that it is only when employees feel that their jobs are secure that they can concentrate and perform their tasks to the best of their abilities. In the context of this study, Roos and Van Eden (2010: 56) explain that job security refers specifically to an employee's expectations about continuity in a job situation and

extends to job features such as promotion opportunities and working conditions. Job security emphasises the maintenance of a secure workforce for the organisation to proceed unhindered with the implementation of its strategies (Grobler *et al.*, 2005: 22). Employees need to believe that managers will not make unfair and arbitrary decisions about their employment. Employees generally want to feel more secure knowing that they are involved in a healthy and safe working environment. A stable workforce promotes good working conditions in the organisation.

The study recognises the impact that job security can have in stimulating high levels of employee commitment to the organisation. The organisation needs to develop and implement health and safety policies and ensure that procedures for carrying out safety and precautionary measures are in place (Grobler *et al.*, 2005: 229). There is therefore a need for the organisation to provide employees with job security in the work place wherein they can be motivated to exert the required efforts in a secure work environment. According to Greenberg (2011: 230), a safe organisation offers employees participation in decision-making processes, provides incentives and emphasises opportunities for employees to develop their skill. In this regard, employees become highly satisfied when allowed such opportunities, and as a result, perform their jobs safely. Importantly, job security increases employee loyalty due to positive feelings associated with working for an organisation that cares about the well-being of its employees (Azim, Ahmad, Omar and Silong, 2012: 741). This notion supports the view that job security promotes the motivation of employees. The study required of employees to assess the extent to which they regarded the importance of job security within the work environment. The results are presented in Figure 3.2.

Figure 3.2: Importance of job security

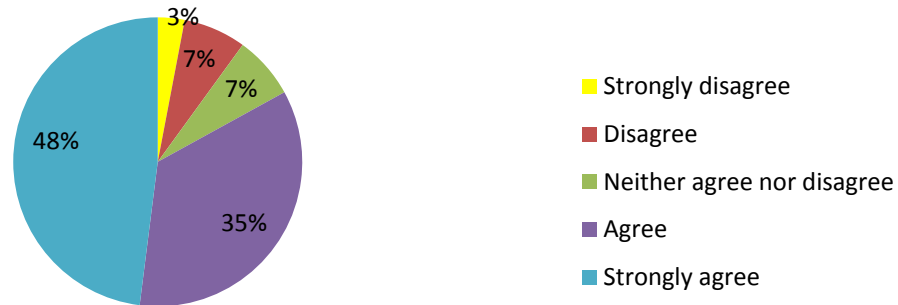


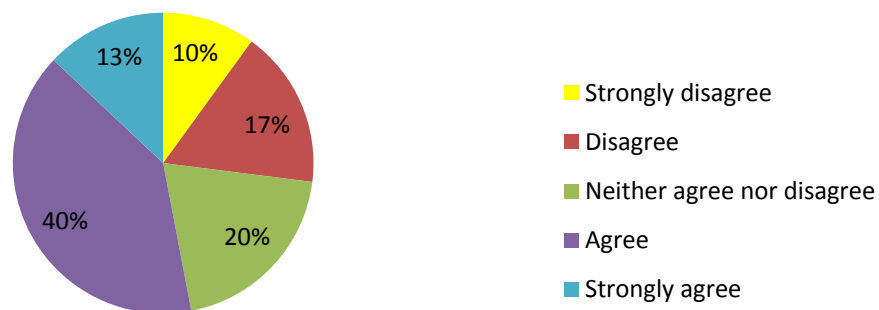
Figure 3.2 shows that in relation to the motivation of employees, there was a high degree of agreement among respondents for the importance of job security in the organisation. The more than 80% agreement among employees demonstrates the value they place on the security of their jobs, while only 10% disagreed. It can also be observed that 7% of the sample was uncertain of the importance of job security in the motivation of employees. It is clear that employees should be provided with multiple opportunities that would assure them that the Department cares for their well-being and intends to create a secure environment for their work. The above analysis confirms that employees view the significance of job security as an important factor for enhancing employee motivation in the organisation.

The study further noted that the creation of a satisfying work environment is largely due to the provision of autonomy in the organisation. Job autonomy is conceptualised as the extent to which a job allows freedom, independence, and discretion to schedule work, make decisions, and choose among methods to perform their tasks (Federici, 2013: 75). Job autonomy is also defined as the extent to which employees have the freedom and discretion to plan, schedule, and carry out their jobs as desired (Greenberg, 2011: 268). In its nature, job autonomy affords employees with choices to do their jobs as they see fit. Langfred (2013: 355-356) further indicates that employees have an innate need for autonomy and when provided with task autonomy, the condition is expected to result in higher motivation, satisfaction and levels of performance. It has been proven that when

employees are required to work in a routine fashion, the mechanical nature of such jobs can limit their potential to motivate.

Employees are however held accountable as they are free to decide what to do in their jobs and how to do it, and are made to feel responsible for the results whether good or bad. The implication is that when employees are provided with job autonomy, their freedom does not necessarily lead to abdication of responsibility over their work. The provision of job autonomy therefore results in employees experiencing high internal work motivation, high quality work performance, and low absenteeism and turnover (Greenberg, 2011: 268). When the Department confers job autonomy on the performance of employees, they become motivated and derive satisfaction from the freedom and decision-making powers they acquire. In order to ascertain the level of autonomy in the organisation, the study required of respondents to state to what extent they agreed or disagreed that the Department allowed them autonomy in the performance of their work. The analysis of results is presented in Figure 3.3.

Figure 3.3: Autonomy in the performance of work



The results in Figure 3.3 show that a substantial degree of disagreement (27%) on the provision of autonomy in the workplace prevails. An equally significant number of 20% of the sample did not wish to commit to the prevalence of autonomy in the organisation, but instead preferred to remain uncertain. Despite the high rate of uncertainty and disagreement on this particular strategy, the majority of the respondents (53%) agreed

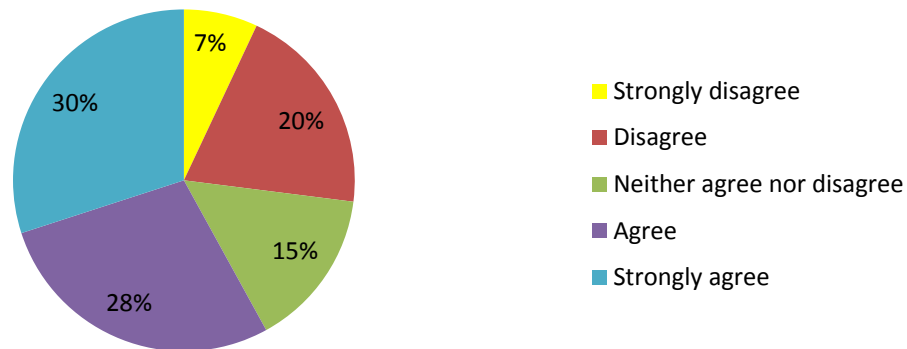
that the provision of autonomy in the work environment was an important strategy in the performance of their work. The results in this question are indicative that the bureaucratic work settings in the organisation impede autonomy in the performance of employees' work. Fincham and Rhodes (2005: 619) clarify that the hindrance to autonomy in the organisation is due to the imposition of formal controls, preoccupation with the detail of administration, and rigid divisions of labour that undermine employees' freedom in the performance of their work.

This motivation strategy deals with levels of employee job satisfaction when doing their work. The strategy assesses the feelings of employees towards their jobs. Greenberg (2011: 220) describes job satisfaction as positive or negative feelings held by individuals towards their jobs. Cooper and Locke (2000: 166-167) citing Locke (1976: 1304), define job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Herzberg's Two-Factor Theory suggested that the factors that lead to job satisfaction are intrinsic in nature and include the work itself, responsibilities and achievements. According to Herzberg, in order for employees to be satisfied with their jobs, the organisation needs to focus on making the work more interesting, challenging and personally rewarding to employees (Cooper & Locke, 2000: 168).

Fincham and Rhodes (2005: 219) argue that if employees are content with their work, their satisfaction will be reflected in behaviour which is favourable for the organisation. Spector (2012: 226) concurs with the view that employees who like their jobs work harder and as a result perform even better. In addition, the Two-Factor Theory explains job satisfaction as dependent on any factor that can be a source of job satisfaction, as long as it is something that people value. According to Roos and Van Eeden (2010: 56), the manner in which employees perceive their work has a direct bearing on their level of motivation and the degree of job satisfaction that they experience. Employees' attitudes and feelings towards their work are critical in determining their job satisfaction. Federici (2013: 76) maintains that individual employees who believe in their abilities and competence to perform their jobs will be more satisfied in it. The level of job satisfaction among employees is therefore important in improving the motivation of employees in

the Department. In this question, respondents were required to indicate their level of job satisfaction when performing their work. The results for job satisfaction in relation to the motivation of employees are shown in Figure 3.4.

Figure 3.4: Satisfaction in job performance



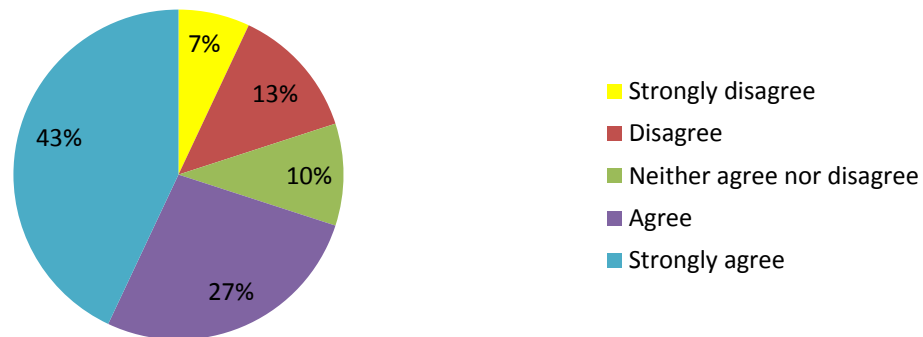
According to the results in Figure 3.4, there was a substantial degree of disagreement (27%) on the level of job satisfaction among respondents, while 15% neither agreed nor disagreed with the statement. A greater majority of respondents (58%) however, concurred with the statement that job satisfaction in employee work environment was an important strategy for employee motivation. The majority of respondents maintain that they experienced job satisfaction when the services they provided seemed significant to the organisation. Employees who declared their dissatisfaction with their work indicated work conditions and work load as among sources that contribute to their dissatisfaction. In order for the Department to motivate employees effectively, it should find ways to satisfy its employees when performing their work. Employees become motivated when they feel satisfaction through performance of their jobs.

Figure 3.5 presents the findings of the strategy that deals with employees' control of their own work. The study noted the importance of employee control over their work for motivation. Spector (2012: 284) defines control as the extent to which employees are able to make decisions about their work. In addition, the ability to make such decisions involves employees acquiring high levels of control through setting their own work

schedules, choosing their own tasks, and deciding how to complete those tasks. According to Deci's Cognitive Evaluation Theory, cited by Gerhart and Rynes (2003: 51), employees who feel in control of their work are likely to be more intrinsically fulfilled than those without control of their work environment. Spector (2012: 284) confirms the view that high levels of control are associated with high levels of job satisfaction, organisational commitment, job involvement and performance, while low levels of control are associated with high levels of emotional distress, intent to quit the job, health symptoms, absence and turnover.

The supposition implies that when employees are in control of their work, the level of job satisfaction increases, while job dissatisfaction prevails due to low levels of control of their work. Fincham and Rhodes (2005: 74) concur that the two main features of control include decision authority, which refers to the power to make decisions and skill discretion. Skill discretion refers to the ability of employees to utilise a variety of skills to deal with the demands of their jobs (Fincham & Rhodes, 2005: 74). According to Dansereau, Graen and Haga, (1975) cited by Spector (2012: 284), it has been found that employees who perform well on the job, using their skills efficiently, are given more control of the work, and as a result, are highly motivated. The majority of the sample is made of circuit managers, senior education specialists, human resource specialists and social workers who are categorised as professionals in the Department and are therefore likely to be in control of their work environment. The organisation should therefore ensure that employees are provided with more control of their work, in order to increase the level of motivation. Figure 3.5 required of respondents to indicate their level of control over their work. The results are presented in the next Figure 3.5.

Figure 3.5: Relationship between control of work and employee motivation



The results in Figure 3.5 show that 70% of respondents agree that they are in control of their work, while 20% disagreed. Only 10% of the respondents remained uncertain on the level of control of their own work. Employees, whose perception of control was uncertain, indicated that they were provided with limited control of their work at the discretion of managers. When employees are not in control of their work, they become de-motivated and tend not to completely commit to the goals of the organisation.

The meaningfulness of work accounts for an intrinsic motivation of employees. According to Cooper and Locke (2008: 168), meaningful work refers to employees experiencing the “completeness of tasks” that are more identifiable and meaningful. In this regard, routine jobs in the organisation reflect the imposition of divisions of labour which create highly fragmented and meaningless work (Fincham & Rhodes, 2005: 423). In order for work to have a motivating effect, it needs to be characterised by an integrated cycle wherein it is regarded as a whole. The strategy suggests that for work to be meaningful, it should be seen as whole rather than fragmented pieces of work units. Employees will therefore not be able to see any sense in what they do if the tasks assigned to them are neither integrated nor identifiable. Fincham and Rhodes (2005: 423) state further that when work is not meaningful to employees, they become alienated from their work, which in turn results in poor productivity, withdrawal from work and labour turnover. Work also becomes meaningful when employees receive adequate recognition from their supervisors, added responsibility and achievement in

their work environment. Figure 3.6 required of respondents to indicate whether they perceive their work to be meaningful. The results thereof are shown in Figure 3.6.

Figure 3.6: Meaningfulness of work in the performance of work

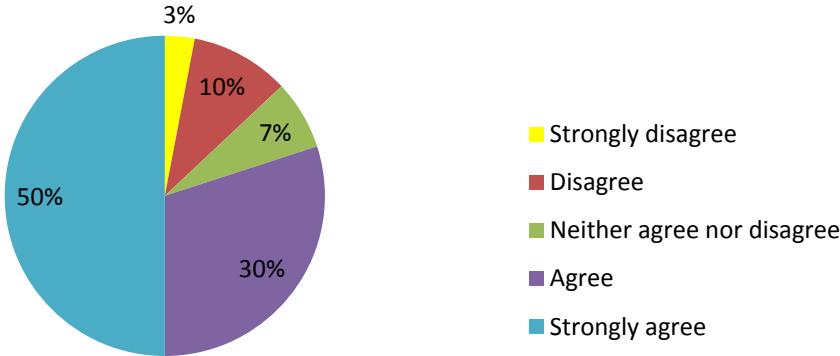


Figure 3.6 reveals that 80% of the respondents agreed that their work is meaningful. 13% of the sample disagreed with the statement that they perceive their work as meaningful, while the other 7% of the respondents remained neutral. The majority of the sample indicated that their work was made meaningful when they received some form of recognition from their managers and achieved the goals that they had set for themselves. Employees who did not find meaning in their work were either not accorded due recognition by the Department, or were not achieving in their work environment. These respondents indicated that they did not find meaning and job satisfaction in the nature of the work itself. Managers must be engaged in developing recognition schemes for the Department, in order to ensure that employees perceive their own work as meaningful.

Of significance to this study is the indication that the work environment component of a comprehensive strategy was highlighted as one of the major challenges that employees experienced. It was found in the study that an enabling work environment encompasses other related themes that include job security, job autonomy and meaningfulness of work and job satisfaction in the work place. The findings of the research study highlight the point argued that work conditions within the Department determine the motivation or

de-motivation of employees, and thereby lead to an increase or decrease in efforts exerted by employees. The findings of the study revealed that almost half (48%) of respondents were dissatisfied with the level of physical resources and inadequate support they received from their supervisors. These employees also indicated the rigid nature of the bureaucracy that characterises the structure of the Department wherein regulations tend to hinder employee job autonomy in the performance of their work. It can be deduced from the abovementioned challenges that appropriate conditions that satisfy employee physical, social and psychological needs should be prioritised by the Department. In the context of the study, a healthy work environment component has proven to relate to the human relations aspect which requires a positive relationship between employees and their supervisors, including an effective performance management system which examines employee work load against their prescribed job descriptions. The development of a suitable and enabling work environment therefore contributes immensely to a comprehensive strategy for employee motivation. The study posits the view that the improvement of a work environment in the Department would serve to support an effective strategy for the motivation of employees. In the next section of the study, performance management and development system will be discussed. This seeks to ensure that employee efforts are increased through recognition and reward systems. The performance management and development system will be effectively implemented if the work environment is well established.

3.3.2 Performance management and development system

The performance management and development system is an important strategy and one of the most effective that organisations can use to motivate employees. Selden and Sowa (2011: 251) state categorically that the ultimate objective of a performance management process is to align individual employee performance with organisational performance and to ensure that the process should drive employees towards achieving organisations' goals, priorities, and expectations. Quoting Eddis (1995: 11), Kanyane and Mabelane (2009: 59) define a performance management system as "an integrated, systematic approach to improve results of employee efforts, the means by which their performance can be improved by ensuring recognition and rewards for their efforts and

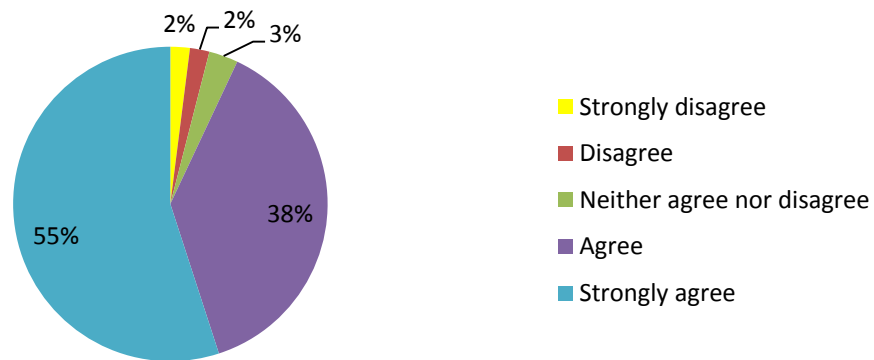
by improving communication, learning and managing their work”. Manyaka and Sebola (2012: 307) refer to performance management as a process which measures the implementation of the organisation’s strategy, a management tool to plan, monitor, review and report on performance indicators to ensure efficiency, effectiveness and the impact of employee performance. A good performance management system therefore consists of performance planning, involving setting goals to assist employees to accomplish their goals (Kanyane & Mabelane, 2009: 59).

The implementation of the PMDS in the Public Service brings many benefits to the organisation. Van Dijk and Thornhill (2003: 465) argue that the objectives of a performance management and development system are to establish a performance culture that would reward and recognise effective performance, be used as a vehicle for implementing organisational goals and facilitate continuous performance improvement and organisational development. It becomes clear that a performance management system serves to develop employees who perform below standard and reward satisfactory performance in order to ensure that they maintain a high level of performance. Performance management systems are more effective in increasing employee motivation when their focus is developmental rather than outcome-oriented (Dewettinck & Van Dijk, 2013: 811). The developmental nature of a performance management system therefore becomes critical. The PMDS should however allow for meaningful responses to inadequate employee performance and be able to recognise outstanding performance as well.

A good PMDS is required to indicate what employees need to know, and what is expected of them (Zwane, 2009: 103). Employees need to be made aware of goals they should achieve and performance expected from them. Locke’s Goal-Setting Theory proposes that employees’ behaviour is motivated by the need to achieve set goals (Spector, 2012: 201). In this instance, Cooper and Locke (2000: 223) maintain that when goals are properly introduced to employees, the encouragement and support given by managers can help them reach their goals. The strategy becomes effective when employees are made aware of the goals they need to achieve. Vermeulen (2008: 802) confirms that a motivated employee is aware that he or she is working towards a

specific goal and continuously directs his or her efforts at achieving the goal. The involvement of employees in the performance management and development process is therefore important. The Department should ensure that employees are engaged in the achievement of their goals. Figure 3.7 required of respondents to state their level of awareness of the goals they need to achieve. The results are indicated below.

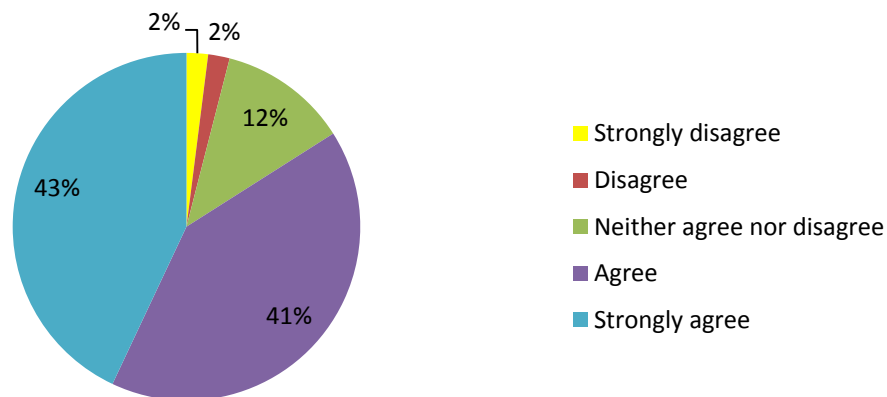
Figure 3.7: Awareness of goals to be achieved



The results in Figure 3.7 indicate that more than 90% of the respondents agreed with the statement that they are aware of the goals they need to achieve. The majority of the respondents maintained that they were aware of their job descriptions which specified the goals they needed to achieve. However, Surujlal, Sing and MacLean (2009: 76) state that job descriptions are often too vague to be of much use in effectively evaluating the performance of employees. When appraising performance, there are clearly other contextual factors that should be taken into account, but not encompassed in their job descriptions. According to Howell and Dipboye (1996: 62), the more specific organisational goals are better for employees in knowing the goals they need to achieve. It is evident that job descriptions provide employees with direction in relation to goals that various units of the organisation need to achieve. Only a minimal 3% of the sample was uncertain of the goals they needed to achieve and 4% completely disagreed that they had knowledge of the goals they needed to achieve.

Dewettinck and Van Dijk (2013: 811) emphasise that not only is participation in goal-setting associated with goal understanding, but an increased goal acceptance is positively related to an increased commitment to the goal. The Goal-Setting Theory recognises goal commitment by employees as an important factor in improving the performance of employees (Spector, 2011: 202). Goal commitment refers to the degree to which people accept and strive to attain goals (Greenberg, 2011: 249). Due to the commitment of employees to their goals, the theory claims that assigned goals will be accepted as personal goals. Goal acceptance is more effective when employees have been afforded the opportunity to set their own goals and allowed to make inputs into setting goals, than having managers assign goals without their involvement. Accordingly, the involvement of employees in the setting of their own goals will lead to a better goal acceptance which seems necessary for specific goals to be achieved. The respondents were asked in Figure 3.8 to indicate their level of acceptance of the set organisational goals.

Figure 3.8: Acceptance of set organisational goals



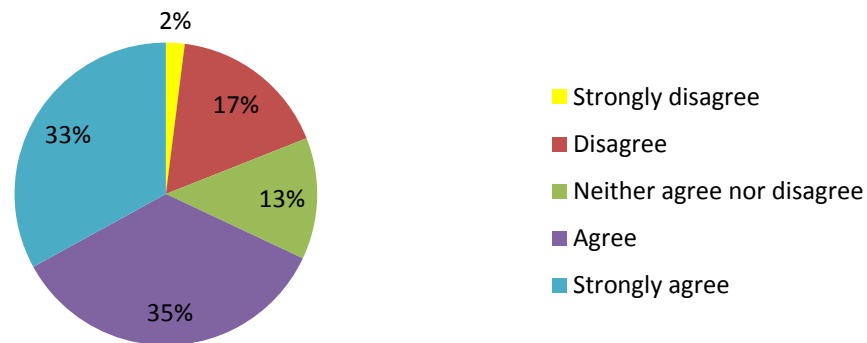
The research study observes from Figure 3.8 that there was a high acceptance for set organisational goals as a way of motivating employees. The majority of the sample (84%) indicated that they accepted set goals, while 12% of the respondents did not wish to commit themselves to the statement. There was a low degree of disagreement about this statement, as only 4% of the sample did not accept set organisational goals. It is

evident from the study that most of the respondents did not see the need to reject set organisational goals, as the approach may affect the unity of purpose determined for different sections of the Department. Kressler (2003: 27) states that the PMDS affords employees the opportunity to agree upon goals set by the organisation. The performance agreement contract between employees and the organisation is meant to ensure that employees are committed to the goals which they are set to achieve upon acceptance.

The use of performance management systems requires of employees to undergo evaluation of job performance. According to Greenberg (2011: 119), the measurement of job performance is conducted through a performance appraisal process. In order for managers to judge employees fairly, their performance should be measured against set goals. Evaluation becomes part of the performance management process, especially where training and development initiatives have been identified that would address poor performance (Van Dijk & Thornhill, 2003: 467). Grobler *et al.* (2006: 265) state that an effective measurement of employee performance can significantly contribute to the satisfaction and motivation of employees.

The performance management system focuses on areas that need improvement and employee strengths. Through use of the performance measurement, the organisation could reveal whether low employee performance is due to low motivation or a lack of skill and ability (Kanyane & Mabelane, 2009: 66). In order for the system to be effective and not biased, organisational goals need to be used as criteria for measuring employee performance. Supervisors should not be more interested in personal evaluation than on the task itself. The study recognises the use of employees' job descriptions for a more objective assessment of performance. Job evaluation will be more objective when organisational goals are explicitly stated in the employees' job descriptions. In Figure 3.9, respondents were required to state whether their performance was measured against the set goals. The results are presented below in Figure 3.9.

Figure 3.9: Measurement of performance against set goals

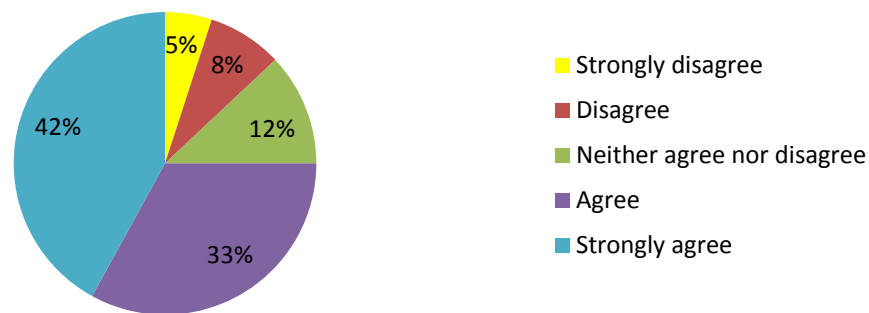


The results show that almost 20% of the respondents disagreed that their performance was properly measured against the set organisational goals, while only 13% were uncertain. 68% of the sample indicated that their performance was measured as expected. They indicated that job descriptions were used to measure their performance through use of the performance appraisal process. However, employees who disagreed with the statement stated that they were not sure of the accuracy of the measuring instrument used by the Department.

The study examined the extent to which employees exert the required efforts into their work in achieving desired results. Greenberg (2011: 249) suggests that, according to the Goal-Setting Theory, employees are willing to exert greater effort when they believe that they will succeed than when they believe their effort will be in vain. The Goal-Setting Theory further predicts that the performance of employees is determined by the goals set for the organisation. However, when goals are made more personal, the more likely employees are to be motivated to achieve them. This form of expectancy presupposes that employee efforts will result in good performances (Kressler, 2003: 25). One of the guidelines that are effective in ensuring that employees apply themselves is the assigning of difficult but acceptable goals. The strategy serves to push employees to a higher standard of performance. When employees are faced with more challenging and interesting tasks, they are likely to work harder in achieving their goals (Greenberg, 2011: 251). The effect of offering rewards for good performance is

recognised not only in terms of achieving organisational goals, but also acknowledging the efforts individual employees exert on their job performance (Van Dijk & Thornhill, 2003: 467). The study noted that the amount of effort employees exert in their work had a direct impact on motivating employees to perform to their utmost potential. Figure 3.10 required of respondents to state the level of effort they exert on their jobs. The results are indicated below.

Figure 3.10: Effort exerted on the job



The results in Figure 3.10 demonstrate clearly that a significant majority of 75% of the respondents agreed that they exert a high amount of effort on the job, whereas only 13% disagreed with the statement. The minority of the sample that disagreed with the statement attributed the degree of their low effort to the monotonous nature of their work. They further stated that their efforts were not properly recognised by the organisation and answered that the implementation of the performance management system seems not to be motivating them to optimise their performance. The organisation is not providing an enabling working environment which would ensure that they put more effort into their work. It can also be observed that 12% of the respondents were uncertain of the statement.

Low levels of achievement motivation were mentioned as a factor which had contributed to poor employee performance. According to Haslam (2004: 65), employees are motivated by the prospect of achieving the largest possible benefit for any work they perform. Cooper and Locke (2000: 141) citing McClelland *et al.* (1958) define

achievement motivation as an unconscious concern for achieving excellence in accomplishments through one's individual efforts. According to McClelland's Achievement Theory, employees who are high in achievement motivation set more challenging goals for themselves and exert more effort in pursuit of their goals. Greenberg (2011: 155) concurs by describing achievement motivation as the strength of an individual's desire to excel at various tasks and do better than others. Employees who are low in motivation prefer tasks that are easy and tend to avoid moderately difficult tasks.

Stroh (2001: 63) argues that employee efforts are enhanced when there is a high probability that their efforts will produce a desired achievement. In addition, if their ability to perform tasks is high, employee efforts will have a good chance to produce success. In order to achieve success, individuals with a high need for achievement prefer to develop the skills, expertise and competencies required to perform well (Govender & Parumasur, 2010: 247). The development of employee skills and abilities help employees to perform better and this performance will result in employees feeling a sense of achievement. Kruger and Rootman (2010: 70) maintain that for the organisation to sustain high levels of performance and concerted employee efforts, management must acknowledge the achievement of employees in various tasks. The study intends to determine the achievement levels of employees as a motivating factor for performance and ascertain the efforts that they put into their work. Figure 3.11 required of employees to state the level on which their efforts resulted in a sense of achievement.

Figure 3.11: Employee efforts in relation to sense of achievement

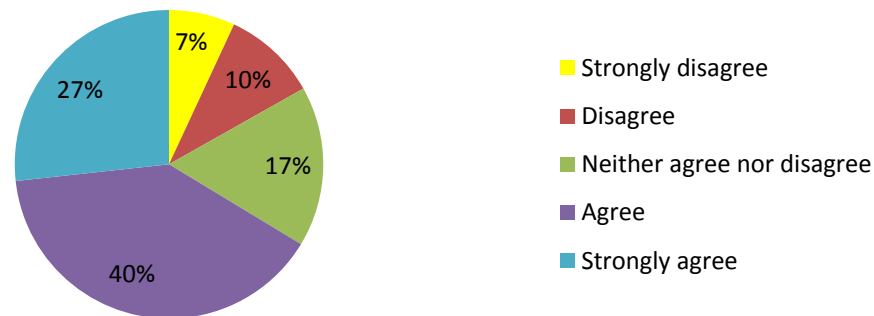


Figure 3.11 shows that only 17% of the sample disagreed that the efforts they put into the organisation result in a sense of achievement, while the majority of respondents (67%) agreed. The results show that employees with a low achievement level are not interested in knowing how well they are performing. These employees will not have the benefit of feedback which is critical in increasing their efforts to perform. The other respondents (17%) were uncertain as to whether their efforts result in a sense of achievement.

The study recognises the need for organisations to develop employee competencies in order to perform their tasks successfully. Rundell (2007: 763) defines competence as having 'the ability to do something in a satisfactory or effective way'. In Bhatta, (2000: 195), Schwella and Rossouw (2005: 763) refer to competence as a term used to identify someone who is efficient and effective, and who has the ability to perform to a standard. Competence also refers to the ability of employees to perform a task through the integration of knowledge, skills and abilities which will lead to behaviour that is required to complete a task according to a predetermined and desired level of performance (Schwella & Rossouw, 2005: 763). Grobler *et al.* (2006: 482) citing Hoevermeyer, (2004) define competency as a behaviour, knowledge, skill or capability, that describes the expected performance in a particular work context. These various definitions of competence place their focus on the ability of employees to perform a task through an

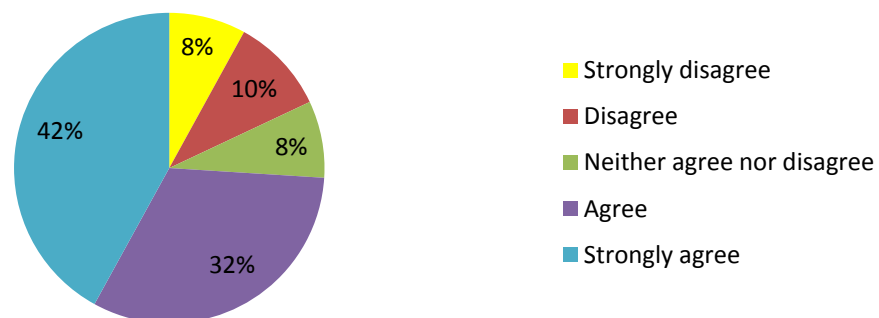
acquired knowledge, skills and abilities. Competencies therefore relate to capabilities that employees bring to the requirements of the job.

When employee competencies are appropriately developed, they can lead to high employee motivation and a successful job performance. In order to establish the level of competencies in the organisation, employees should be provided with the necessary knowledge and skills needed to perform a particular task. According to Grobler *et al.* (2006: 495), the performance appraisal process could be used to identify competencies required in achieving high performance by using the following approach:

- emphasising results and the value of contributions as the basis for competency-based employee rewards;
- emphasising adding value to the organisation; and
- emphasising career development built on the acquisition and application of knowledge and skills.

Grobler *et al.* (2006: 496) state that organisations use competency-based rewards to motivate employees and encourage better performance and to increase flexibility among the workforce. The organisation needs to encourage the development of employee knowledge, skills and abilities that are important for their motivation. In Figure 3.12 of the research study, the respondents were required to state their level of competence to perform their work.

Figure 3.12: Analysis of employee competence



The results indicated that the majority of employees (74%) felt competent to perform their work, while 18% disagreed. Only 8% of the sample was uncertain of their competence to perform their jobs. Howell and Dipboye (1986: 72) maintain that employees who work only for external rewards, exert their efforts more on the task when there are monetary incentives, but by so doing, deny themselves the motivation of fulfilling a need to feel competent in performing a task.

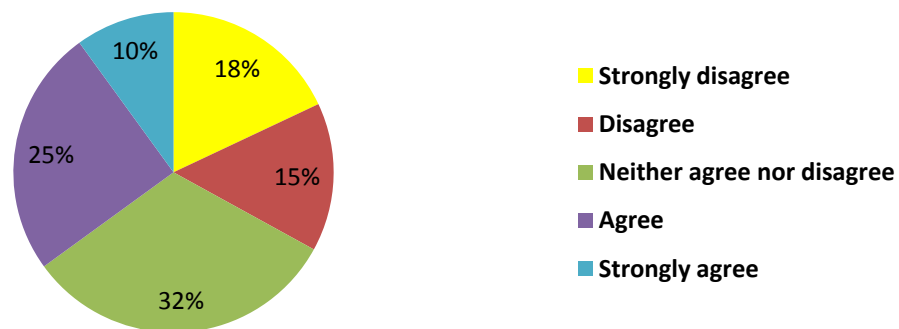
The study recognises that the PMDS could be used effectively as a vehicle through which employees are made aware of goals they need to achieve. The findings of the study indicated that in some instances employees perceived their job descriptions to be vague, and as such, organisational goals did not provide employees with specific direction in relation to achieving their goals. The use of a PMDS assists the Department to clarify employee job descriptions in order to ensure that they are motivated to achieve goals that they understand and accept. The findings revealed that employees, who disagreed with exerting required efforts in their work, attribute the low amount of effort they use to the monotonous nature of their work. In order for the strategy to be effective, the study shares the view in the literature that employees should be engaged in more interesting and challenging jobs to motivate them. Although the majority of employees (74%) felt competent to perform their work, less than 20% of respondents disagreed with the statement, while only 8% doubted their competence to perform their work. The study concurs with the literature review that when employees are competent enough in their knowledge and skills level, their capabilities are likely to result in high motivation for a successful job performance. The next section of the study focuses on motivating employees through recognition and rewarding of employee efforts by using the performance management system.

3.3.2.1 Recognition and rewards

Notably, Grobler *et al.* (2006: 354) contend that an accurate system of performance appraisal that identifies employees who are outstanding, average and poor performers is required. This appraisal method should then reward employees according to their performance levels. In this regard, the outcomes of the performance appraisal system

can be linked to rewards that may act as motivation and encouragement for employees to reach their targets. Guo (2007: 38) argues that mostly employee rewards are not completely aligned with the PMDS. When the reward system is aligned to the PMDS, it becomes more structured and beneficial to the employees, as they will be certain that their efforts are recognised and formally appreciated by the organisation. According to Cooper and Locke (2000: 205) organisations must ensure that managers have a clear understanding of the appraisal process, so that employees can be adequately informed of the benefits related to high performance. This perception of expectancy of rewards is linked to Vroom's Valence-Instrumentality and Expectancy Theory (Fincham & Rhodes, 2005: 208). Vroom's theory argues that employees could be motivated by the process in which their performance will lead to rewards. A reward system is a basic management tool that motivates employees for good performance (Rippon & Kazombiaze, 2010: 96). In Figure 3.13, respondents were asked to indicate whether the performance appraisal process conducted was linked to rewards received for employee motivation. The findings are presented as follows:

Figure 3.13: Analysis of performance appraisal link to rewards



In response to the link between performance appraisal and rewards and its impact on employee motivation, only 35% of employees agreed in Figure 3.13 that their performance appraisal was linked to rewards. A substantial number of 33% of the sample disagreed with the statement, while an almost similar percentage (32%) was uncertain. These results show that respondents were not sure whether their rewards

were linked to their performance, as the rewards were deemed inadequate. The respondents also mentioned that their workload was far higher than the rewards they received, and as such, their performances were unfairly appraised. Respondents claimed that the implementation of performance appraisal in the organisation was neither accurate nor geared towards linking rewards to good performance.

Organisations need to ensure that appropriate reward systems that recognise employee efforts are established. Van Dijk and Thornhill (2003: 467) outline that policies that relate to rewards and recognition incentives for improved individual employee performance are prescribed in terms of the Public Service Regulation, 2001. The recognition of employees for the good work done is one of the strategies organisations use to motivate employees (Robbins, 2001: 192). Robbins (2001: 192) further points out that employee recognition demonstrate appreciation and approval for good employee performance. Arnolds, Boshoff, Mazibuko and Klemz (2010: 90) define recognition as a public acknowledgement by the organisation of positive employee performance. Recognition is also regarded as a significant and valued reward that motivates employee job performance.

According to Rippon and Kazombiaze (2010: 107) recognition can come in the form of feedback, praise and incentives. When employees receive appropriate feedback, they will feel that their efforts have been recognised. Nujjoo and Meyer (2012: 2) indicate that non-monetary rewards that include non-tangibles such as praise and personal recognitions are more effective in improving employee motivation. Morrell (2011: 318) concurs that recognition programmes are more effective than monetary rewards, as their motivational value are sustainable and less costly for the organisation. The recognition of employees need not be expensive or lavish. The organisation should also be able to identify what employees' value in order to disperse an appropriate amount of recognition. Chepkilot (2005: 78) adds that recognition of employee efforts involves congratulating employees for a job well done or sending a note to acknowledge positive things employees have done. Chepkilot (2005: 78) further indicates that employees with a strong need for social acceptance require managers to publicly recognise their accomplishment. Recognition of performance therefore involves public

acknowledgement of employee efforts. The organisation can therefore use the recognition programme to create a positive work environment that harnesses employee high performance and creates a culture of recognition (Azim *et al.*, 2012: 318).

There are various ways in which employees can receive recognition for job performance. Performance management systems in organisations provide opportunities for management to make use of recognition programmes as incentives for improving individual performance and thereby increasing employee motivation (Van Dijk & Thornhill, 2003: 467). Greenberg (2011: 265) states that symbolic and verbal forms of recognition for a job well done can be very effective. The organisation should therefore ensure that employees are publicly acknowledged and praised for good performance.

The employee recognition methods, when applied, generate much goodwill from employees, which in turn increases their efforts to do well in their work. The respondents were required to state the level of recognition and praise they receive from the organisation for the work that they have done. The results for this question which refers to the recognition of employees' contribution are indicated in Figure 3.14.

Figure 3.14: Analysis of employee recognition and praise

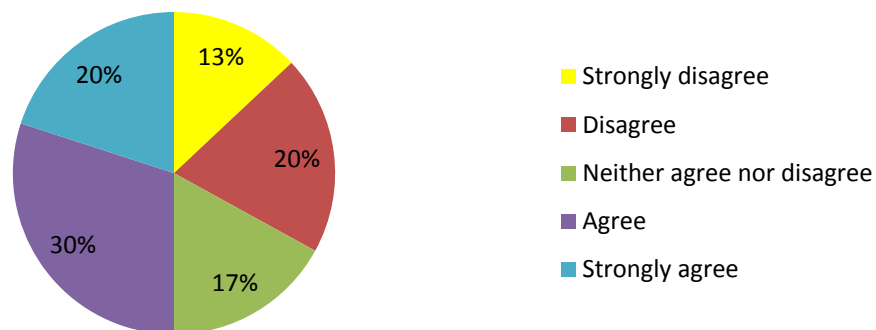


Figure 3.14 shows that the recognition of employee contribution sample obtained 50% acceptance for the provision of recognition and praise for work well done as a way of motivation. A worrying figure of 33% of respondents disputed that they are given recognition and praise for their work, while 17% are not clear whether they are

recognised or not for the work that they do. The results also indicate that despite the high rate of disagreement, the majority of the respondents affirmed that providing recognition was an important strategy for employee motivation. Fincham and Rhodes (2005: 210) support this strategy that the amount of recognition dispersed by managers serves to increase employee motivation. According to Grobler *et al.* (2006: 495), rewards that are based on the competencies of employees should consider the value of their contributions and recognise their worth. Managers should determine the outcomes employees' value, as this may affect the amount of recognition they receive. The results also indicated that a considerable percentage (33%) of respondents felt that their efforts were not appreciated, nor were they adequately recognised for the good work that they put into the organisation.

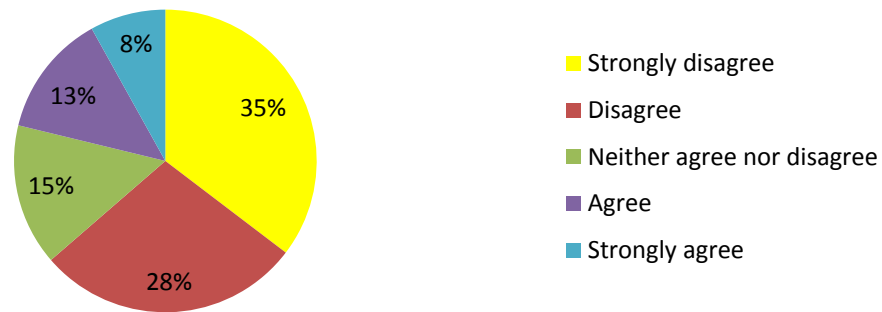
The strategy that deals with recognition of employee performance can also be effective when translated in monetary forms. The assertion by Gerhart and Rynes (2003: 53) argues in favour of pay as a major determinant of employee motivation towards their work. Greenberg (2011: 245) also acknowledges the importance of pay as a source of motivation in employees' lives, but indicates that there are other factors that top the motivation list, that include challenging work and a supportive, team oriented environment. In addition, Spector (2012: 220) maintains that pay itself relates strongly with the facet of pay satisfaction. Stroh (2001: 68), however, warns that recognition programmes should be perceived as providing equal treatment for equal accomplishment. In an organisation where employees in the same unit do the same job, those who receive more pay will be more satisfied than those getting less. Employees therefore prefer to receive adequate salaries for the efforts that they put into their work.

Cooper and Locke (2000: 18) however note that pay should be based on employee knowledge, skills, and abilities that are strategically important to the organisation. Accordingly, for pay to be effective in motivating employees, it should be based on their skills, and competency. Chepkilot (2005: 133) observes that when employees are offered low salaries by organisations, this results in low motivation among the employees. Chepkilot (2005: 133) further affirms that when employees are provided with adequate pay, their basic needs will have been met, and as such, employees

should be motivated to exert required efforts needed in the organisation. The provision of employee basic needs is required for them to function efficiently. The salary will further allow them to meet all their basic needs that include food and shelter in order to enable them to lead a decent life. An appropriate and fair system that determines salaries for employees will need to be developed in order to ensure that the necessary competencies are acquired. Employees will therefore not feel unrecognised when they receive a salary that they perceive to be adequate, as the reward will be congruent with their skills and competencies.

Morrell (2011: 318-319) argues that although monetary incentives generally improve the extrinsic motivation of employees, they have been proven to be detrimental to the intrinsic employee motivation. The organisation will therefore find it difficult to maintain the motivation of employees, and ensure that employees receive adequate salaries for their efforts while being constrained financially. The equity of pay becomes important because when employees perceive that they are not fairly compensated compared with other employees; the condition may diminish the effect of the incentives. Govender and Parumasur (2010: 247) affirm that while pay is often a stimulating force of motivation, employees are not purely motivated by what they receive for their efforts, but by comparing with what others receive. In addition, when paying employees a comparable salary, it results in their sense of being valued which increases motivation of individual employees. The study required of employees to indicate whether they receive an adequate salary for motivation in their work environment. In Figure 3.15, the strategy dealing with the provision of adequate pay in order to motivate employees is analysed. The results for Figure 3.15 are indicated below.

Figure 3.15: Analysis of adequate salary



The results in Figure 3.15 show that the majority of respondents (63%) are not satisfied with the level of pay they receive from the Department. These employees indicated that their efforts for good performance were not recognised. It can also be noted that only 21% of the sample perceives their salary to be adequate, while an equally considerable 15% remained uncertain of whether they receive an adequate salary or not. According to Gerhart and Rynes (2003: 64), the level of pay contributes to the attraction and retention decisions of employees to the organisation. When employees receive adequate pay, they are likely to stay longer in the organisation.

Monetary incentives have been found to be an important motivator of employee job performance. Arnolds *et al.* (2010: 90) define monetary incentives as monetary rewards that are paid to employees over and above their normal salaries and wages. In addition, monetary incentives are an indication that the organisation recognises extra efforts and the reward becomes distinguished from the traditional pay cheque. According to Nujjoo and Meyer (2012: 2), rewards are classified as either monetary or non-monetary, and monetary rewards refer to tangible objects that include pay, bonuses, promotions, fringe benefits and formal recognitions. Niemann and Kotze (2006: 611) argue that the motivational value of financial rewards is greater than that of non-financial rewards, because of their potential to meet various human needs, but further acknowledge the long-term and cost effective motivational value of non-financial rewards over financial

rewards. However, in order for monetary rewards to have a positive effect on motivation, employees who perform exceptionally well deserve the recognition.

Rippon and Kazombiaze (2010: 110) maintain that when the salaries of employees are increased based on their performance, the reward system will work best in motivating employees, as they will be driven to work hard in expectation of some tangible benefits. Spector (2012: 192) concurs by stating that reward systems have on average been found to result in a 16% increase in performance and emphasise the impact monetary rewards make on employee performance as opposed to non-monetary rewards. Greenberg (2011: 263) also affirms that while some employees might recognise the incentive value of a pay raise, others might prefer additional vacation days or improved insurance benefits. More importantly, financial rewards on their own are not always sufficient to motivate employees towards excellent performance (Department of Public Service and Administration, 2001: 50).

Clearly, with a demographically diverse workforce in the Department of Education, not all employees will be motivated by the same rewards. Employees might be motivated by monetary incentives, whilst others will be motivated by non-monetary rewards. The Department should however ensure that reward systems are based on how well employees perform their jobs. If the rewards are in proportion to their efforts, they will be motivated to work harder in order to attain them. The North West Department of Education (2008: 47) maintains that the lack of monetary incentives contributes to dissatisfaction within the organisation, as performing employees feel discouraged for not receiving rewards. Arnolds *et al.* (2010: 90) acknowledge a positive link between monetary incentives and employee motivation, but further suggest that the provision of monetary incentives may undermine the motivation process they intend to enhance. The focus of employees on meeting the target in order to achieve additional payments may therefore result in disregarding the quality of job performance (Kanyane & Mabelane, 2009: 67). Figure 3.16 illustrates the level on which employees are provided with additional incentives for good performance.

Figure 3.16: Analysis of additional incentives for achieving goals

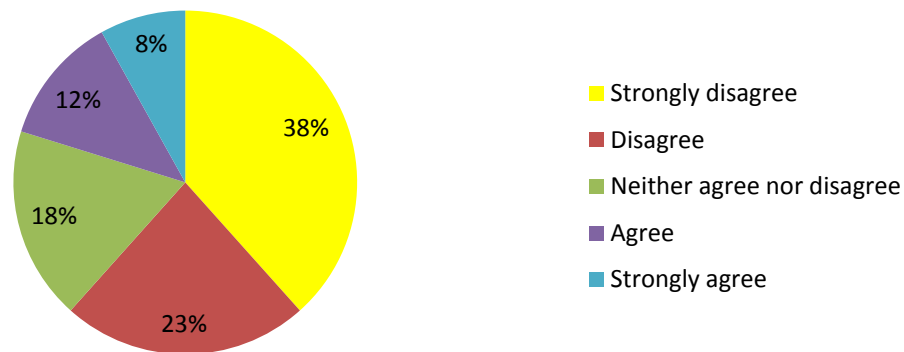


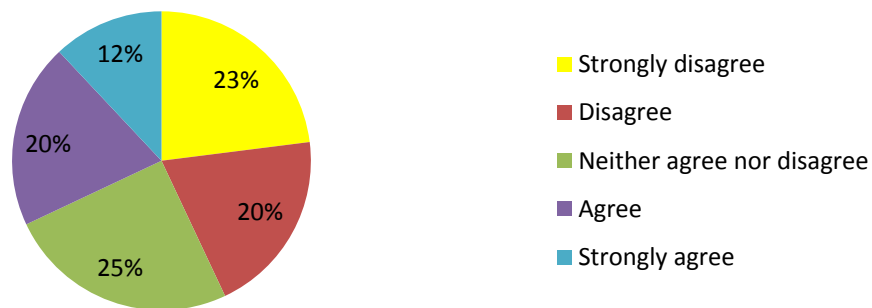
Figure 3.16 demonstrates that the majority of respondents (61%) did not agree that they are provided with additional incentives for achieving their goals. The sample indicated that the organisation depends on the performance management system which seems inadequate in addressing the extra efforts they put into their performance. Respondents confirmed that these additional incentives are either non-existent or minimal. Only 20% of the respondents agreed that they received additional incentives from the Department. An almost equal number of the sample (18%) was uncertain of the statement. The results indicate that perceived lack of additional incentives creates employee dissatisfaction and low levels of motivation. Respondents of the research study stated that the Department seem not to be putting well-conceived efforts into developing incentive schemes, with the exception of recognising employee long service through a cash bonus. Employees stated that they should be receiving incentives continuously, rather than to be recognised through long service rewards.

Employees are equally more concerned about the rewards that others receive in comparison to their own. The study recognises that the organisation should also be able to develop their own non-monetary rewards that are fair towards employees. Morrell (2011: 319) indicates that in order for non-monetary incentives to be successful, employees need to be able to perceive that the rewards they are receiving are fair when compared with rewards received by others. This implies that the perception of an

equitable condition in the organisation may have an impact on the motivation of employees by non-monetary incentives. According to Rippon and Kazombiaze (2010: 110) the provision of non-financial rewards help in motivating employees as they feel appreciated and become dissatisfied and unmotivated if they perceive these provisions to be unfairly rewarded.

This motivation strategy of determining fair provision of non-financial rewards for employee efforts is informed by Adam's Equity Theory (Disley, Hatton and Dagnan, 2009: 57). Equity Theory is defined as a condition that motivates employees to achieve a state of fairness in their dealings with other employees and with organisations (Spector, 2012: 198). According to the Equity Theory cited by Fincham and Rhodes (2005: 202), employees observe efforts others put into their work and the rewards that follow for them. The theory perceives that employees who find themselves in inequitable situations will experience dissatisfaction and emotional tension which will have a negative influence on their work performance. Cooper and Locke (2000: 2) concur that individuals compare their ratios of work outcomes to work inputs to those of others, and form judgements about the fairness of the rewards. Cooper and Locke (2000: 2) affirm that one way of accomplishing equity in the workplace is to exercise care in allocating rewards, so that the procedure and determining the outcomes will be viewed as fair. It becomes important for managers to understand the effects of fair non-financial incentives on the performance of tasks, so that employees can be provided with appropriate incentives. The motivation strategy addresses employees' perceptions about non-financial rewards they receive for their efforts. The results are indicated in Figure 3.17 of the questionnaire.

Figure 3.17: Analysis of fair non-financial rewards



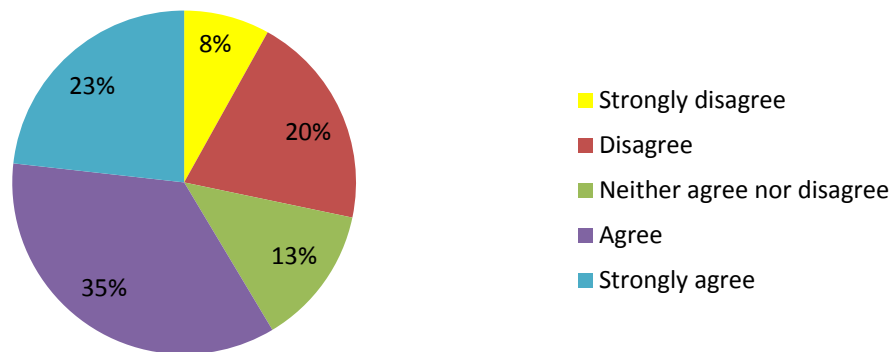
The respondents were required to state whether their organisation provided fair non-financial rewards for their efforts. The results in Figure 3.17 show that a slight majority (43%) of respondents disagreed with the statement that they received fair non-financial rewards for their efforts, while only 32% agreed to having received the rewards fairly. Respondents indicated that the non-financial rewards they received were differentiated. They indicated that supervisors delegated them to represent the organisation at official functions, and others stated that they received merit certificates for good performance and various tokens of appreciation. A considerable number (25%) of the sample were uncertain of whether they received fair non-financial rewards. The provision of non-financial rewards can be an effective motivation strategy, and according to Rynes *et al.* (2005: 574), the higher employees move up the hierarchy in the organisation, the less important monetary incentives become. Non-financial rewards for the efforts of employees therefore become a viable and sustainable motivation method.

There are various ways in which employee efforts can be increased in order to achieve organisational goals. The study analyses the level of efforts employees exert when they receive monetary incentives. Vermeulen (2008: 802) advocates the view that according to the Expectancy Theory, employees become motivated to perform excellently when they believe that their efforts will lead to an appreciated reward. However, McClelland (1961: 11) notes that while monetary incentives are important for motivating employees, not all of the employees are spurred to greater efforts by monetary incentives. In

addition, McClelland' Achievement Theory posits that employees with a higher achievement motivation will increase their efforts for the quality of work, while those with low achievement motivation work harder for increased financial rewards. McClelland (1961: 19) states further that monetary incentives are but treacherous tools for managing employee motivation, as the money seems deceptively concrete, and tempts managers to neglect variables in the work situation and climate that really affect productivity.

Monetary incentives in the form of pay raises are not guaranteed to motivate employees in the performance of their jobs (Govender & Parumasur, 2010: 238). Job characteristics that include employee knowledge, skills and abilities affect the extent to which employees are motivated to perform their jobs (Govender & Parumasur, 2010: 238). According to Dzurainin and Stuart (2012: 3), managers need to understand the implications of incentive systems they adopt when encouraging employee efforts and enhancing their morale. The authors maintain that if individual employees perceive tangible cash incentives to be controlling, then that in it will affect their level of motivation (Dzurainin & Stuart, 2012: 3). Spector (2012: 192), however, asserts that the basis for incentive systems is that employee behaviour increases if it is rewarded. Monetary incentives have been known to improve extrinsic employee motivation but are detrimental to their intrinsic motivation (Morrell, 2011: 318). The provision of monetary incentives therefore serves as an effective strategy in motivating employees to increase their efforts. The respondents were required to indicate whether their efforts are motivated by monetary incentives they receive from the organisation. The results are shown in Figure 3.18.

Figure 3.18: Analysis of monetary incentives

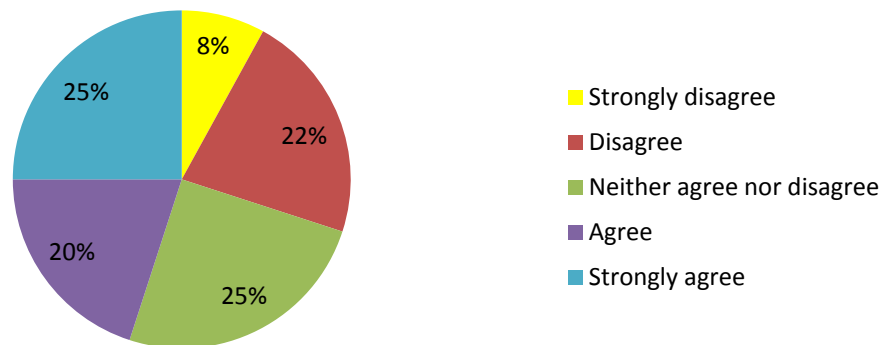


In response to the level of employee efforts based on monetary incentives, and the impact on motivation, Figure 3.18 shows that the majority of employees (58%) agreed that they increase their efforts when they receive monetary incentives, while 28% disagreed. Only 13% of the sample neither agreed nor disagreed. The respondents who disagreed with the statement stated clearly that they are motivated to increase their efforts by other non-monetary incentives, rather than monetary incentives. Some of the respondents indicated that they are motivated to perform when they receive both monetary and non-monetary incentives. Grobler *et al.* (2006: 219) outline that the effects of monetary rewards on employees are limited and do not ensure that they experience a sense of achievement and recognition.

Figure 3.19 focuses on employees having a preference for money over other benefits for employee motivation. Rynes *et al.* (2005: 574) argue that even though the efficacy of monetary incentives as a primary motivator for employee performance is questionable, even the most basic physiological needs of Maslow's' Hierarchy of Needs Theory that involves food and housing, can only be effectively satisfied by money. There are other benefits that include job security and quality of supervision provided by organisations, but employees seem to prefer money as a motivational factor, as it is more measurable and visible to employees (Locke *et al.*, 2003: 3). The authors noted that though money was not the only motivator, it was instrumental for meeting other kinds of needs that

include employee status, esteem and feedback about achievement (Locke *et al.*, 2003: 3). According to McClelland (1961: 13), money cannot buy, amongst others, tolerable working conditions, friendship and job security, which are regarded as more important motivators. The respondents in Figure 3.19 were required to state the level at which they preferred money to other benefits made available by the organisation.

Figure 3.19: Analysis of preference of money over other benefits



The study observes from the results in Figure 3.19 that a substantial number (30%) of respondents prefer other benefits rather than money, while 25% remained uncertain of their preferences. In this regard, a majority of 45% of respondents agreed with the statement that they prefer money to other benefits for motivation. Gerhart and Rynes (2003: 59) state that money has the potential to influence the work attitudes of employees, their effort and performance. Respondents, who did not opt for money as a motivator, indicated that they preferred the organisation to offer them the benefits that included training and development programmes, appreciation and recognition of their performance. Managers should therefore develop other benefits in the organisation in order to offer employees' alternative measures to money as a dominant motivating factor in the Department.

The motivation strategy of employees through recognition and rewards of employee efforts was regarded in the study as a challenge facing the Department. The study presented the findings that 33% of respondents indicated that they were not provided

adequate recognition for their efforts. The study also revealed that 63% of respondents were dissatisfied with the level of monetary rewards they received from the Department. It is clear from the study that inadequate provision of both monetary and non-monetary incentives impact negatively on the motivation of employees. However, the findings also revealed that the provision of monetary incentives may not be sufficient for employee motivation. In this regard, it was evident that the combination of financial and non-financial incentives may be more effective in the motivation of employees. More importantly, the study highlights that the Department should be considerate of equitable and fair conditions when dispersing recognition and rewards for the performance of employees. The study concurs with the literature presented that the provision of rewards needs to be proportionate to their efforts, in order to achieve equitable conditions. It can therefore be presumed from the findings of the study that the Department should develop formal recognition and reward systems that would motivate employees for their performance. The provision of fair recognition and reward systems in the Department would contribute significantly to the strategy for employee motivation. The provision of feedback to employee performance, which is also derived from the PMDS, will be discussed in the next section.

3.3.2.2 Feedback

The provision of feedback on employee performance is one of the most effective strategies in increasing the motivation of employees. According to Greenberg (2011: 269), feedback refers to the extent to which the job allows people to have information about the effectiveness of their performance. Feedback also affords employees knowledge of the results of their work, in order to ensure that they use such knowledge to improve their effectiveness. Fincham and Rhodes (2005: 211) highlight that while there are positive motivational benefits of feedback, many organisations continue to provide employees with little or no information about their performance. In order for feedback to be motivating, it needs to be generally positive, well timed, specific rather than general and sensitive when dealing with negative feedback. Manyaka and Sebola (2012: 302) assert that lack of feedback on employee performance is prevalent in most

organisations. Inconsistent information and irregular feedback seem to be a recurring feature in the Department (North West Department of Education, 2003: 49).

The organisation should establish mechanisms that provide employees with information that determines whether they are achieving their goals or not (Stroh, 2001: 64). The performance appraisal process could be used to obtain such information. Greenberg (2011: 119) defines performance appraisal as the process by which employees are evaluated on various work-related dimensions. Performance appraisal is also described as a formal system of measuring, evaluating and influencing the job-related attributes, behaviours and outcomes of employees (Semakule-Katende, Schmickl, Schurink and Pelsler, 2013: 2). The performance management system makes use of the appraisal process through which deficiencies employees may have are revealed, and thereafter informed of what to do to improve their performance (Grobler *et al.*, 2006: 10). In addition, the performance appraisal process is required to ascertain the level of employee performance on the job and how they can perform effectively in future for the benefit of individual employees and the organisation (Vermeulen, 2008: 794).

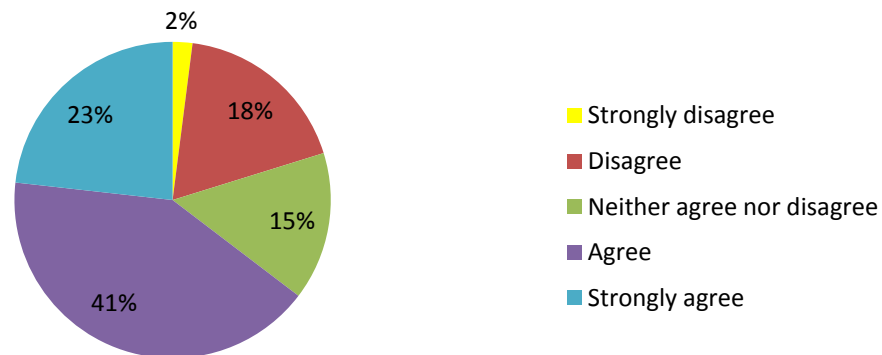
According to Greenberg (2011: 129) when employees do not receive valuable information about their performance, they may experience the following challenges:

- receiving feedback that is destructive instead of constructive;
- lacking motivation to perform at a high level;
- focusing on improving their performance in ways that don't really matter, and
- believing that the information shared about them constitutes a violation of their privacy.

The study notes that the information collected must be used only for appropriate purposes. Cooper and Locke (2000: 223) concur that information provided to employees should essentially serve to inform them of the level of their performance. This indicates that the information obtained could be used to improve their future performance. Performance appraisal supplies information that assists employees to interpret their worth and integrity of their jobs and, in this way, are able to motivate

themselves in terms of personal growth and development (Vermeulen, 2008: 799). The type of data required should be determined throughout the performance management and development process. In Figure 3.20, employees were required to indicate whether they agree or disagree that performance appraisal provided them with valuable information about their performance. Figure 3.20 presents the following findings:

Figure 3.20: Analysis of performance appraisal on information about performance

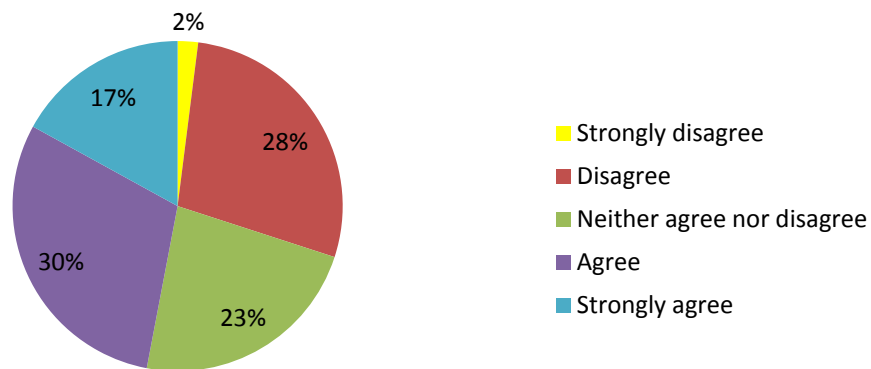


The analysis in Figure 3.20 shows that 64% of respondents agreed that the performance appraisal applied provided them with valuable information. Information provided includes performance feedback and the level of employee skills and competence towards achieving organisational goals. A substantial number of 20% of the sample disagreed with the statement, while 15% were uncertain. Respondents indicated that the information that they received about their performance was inadequate and not specific enough on the performance of their jobs.

Grobler *et al.* (2006: 266) state that when employees receive adequate feedback, their performance will be enhanced and their motivation increased. Managers should provide employees with timeous and constructive feedback on their performance. There should be clear communication between managers and employees in order for the organisation to understand employee needs and how they perceive their current job satisfaction. Rynes *et al.* (2005: 578) indicate that in order for feedback to be more adequate and accurate, its focus should be more on the task itself than the person involved. This

approach is more subjective, as it does not consider personal evaluation on employees but an assessment on the performance of a job. Currently, a motivational challenge in the organisation is to ascertain if employees receive adequate feedback on their performance. Fincham and Rhodes (2005: 595) maintain that information is only provided where performance has fallen below satisfactory levels. Managers are known to be reluctant in providing positive information, since they feel that they would be congratulating staff for doing what they are paid to do. It is important for managers to acquire the necessary skills of harnessing the motivational properties of feedback. It is only when such skills have been learnt, that employees are provided with adequate information of their performance. Figure 3.21 of the questionnaire required of employees to indicate the level of feedback they received about their performance.

Figure 3.21: Analysis of adequate feedback on performance

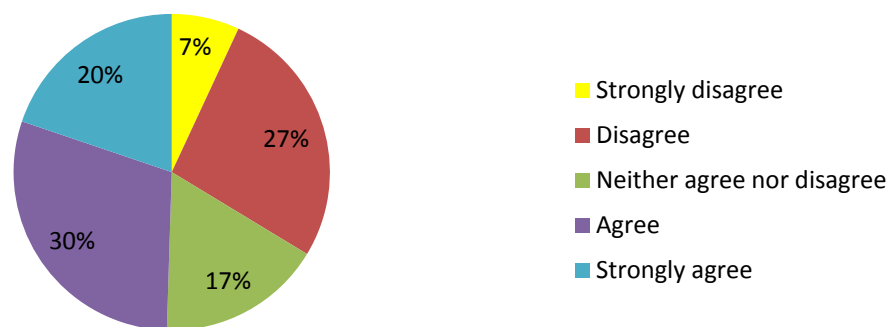


The results in Figure 3.21 reveal that 47% of respondents agreed that they received an adequate level of feedback on their performance. Of the whole sample, a significant 30% of respondents indicated that they did not receive sufficient feedback on their performance. A substantial 23% of respondents were uncertain of whether they received an adequate feedback of their performance or not. Spector (2012: 76) states that the provision of information to employees about what is expected on the job and how they were meeting their expectations is regarded as one of the major functions of managers in the organisation. Managers should therefore be able to acquire the necessary skills to provide adequate feedback on employee performance.

Figure 3.22 refers to employees receiving feedback which allows them to improve their future performance. According to Greenberg (2011: 272), the more people know how they are performing, the better equipped they are to take appropriate corrective action and plan for future performance. Manyaka and Sebola (2012: 306) indicate that managers, who lack an adequate understanding of the performance management process, regard it only as a reward tool and thus disregard its developmental effect. Feedback however, has a powerful motivational and developmental value as it can focus on the performance results, variance from plans, and employee satisfaction. Rynes *et al.*, (2005: 578) assert that both the negative and positive feedback provided by managers obtains an impact in the past and future performance of employees.

Du Plessis (2005: 65) concurs with the view that employees need feedback on their strengths and weaknesses in order to develop their capabilities. In addition, the author maintains that information on employee performance is best collected, analysed and evaluated for future use through the performance management system (Du Plessis, 2005: 65). Stroh (2001: 66) points out that feedback is about performance and the performance management system used needs to allow employees to adjust their current performance in relation to past performances. Figure 3.22 provides the analysis of the level on which employees are able to improve their future performance through feedback that they received from the organisation.

Figure 3.22: Analysis of feedback for improvement of performance



According to the results in Figure 3.22, a substantial percentage of 34% of the sample indicated that the feedback they received did not let them improve their future performance. The results of the analysis confirm that the feedback that employees receive is inadequate and not providing information that will steer them towards planning for future performance. However, 50% of respondents agreed that they received feedback that allowed them to improve their future performance. 17% of the sample neither agreed nor disagreed with the statement.

The study assumed that the PMDS implemented in the study provides managers with opportunities to obtain feedback in respect to the performance of employees. Significantly, the study revealed that 30% of the respondents did not receive adequate feedback of their performance, while 34% indicated that the feedback they received was not sufficient nor developmental in letting them improve their performance. In this section it is clear that the performance management and development system was not effectively used through the performance appraisal process. The study argues that managers are not adequately skilled in managing the performance appraisal process to obtain sufficient feedback from employees. The study further maintains that an effective implementation of PMDS is required for managers to derive feedback and improve future employee performance. According to the study, when employees receive regular and timely feedback, the process allows them to adjust their performance levels and thereby improve on performance. The provision of feedback would therefore become an effective strategy employed within the PMDS component. In the following section, the development and training of employees will be discussed.

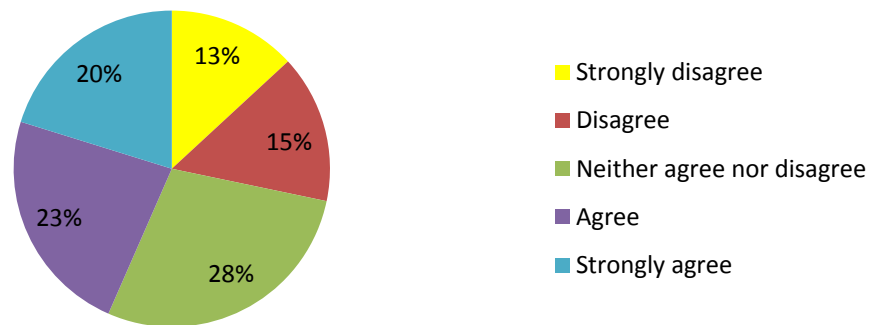
3.3.2.3 Employee development and training

Training and development plays a critical role in motivating employees to perform to their full potential. The training and development strategy to be pursued should be directed to both new and experienced employees, as they must learn to keep up with job changes and how to continuously improve their performance. According to Greenberg (2011: 124), training is defined as the process through which employees are systematically taught to acquire and improve the skills and knowledge needed to better

their job performance. Training therefore serves to prepare new employees for job challenges and also to refine the skills of existing employees. Quoting Harris and De Simone (1994: 9), Van Dijk and Thornhill (2003: 461) outline that the focus of training and development is to ensure, identify and help develop key competencies that will enable individual employees to perform current and future jobs. The value of employees and their versatility are likely to be increased through training and development programmes. The study recognises that for a training programme to be effective in an organisation, it should be based on a thorough analysis of the skills and knowledge required for a job (Spector, 2012: 56).

One of the major purposes of a performance management system is to identify employee development and training needs (North West Department of Education, 2008: 3). The training needs obtained through an effective performance management system could be used to meet preferred employee training programmes. Grobler *et al.* (2006: 309) maintain that in order for the training intervention to be relevant for trainees, a development needs assessment should be conducted. In addition, the development needs assessment process would make employees aware of what areas of performance had to be improved. An effective performance appraisal process also provides valuable performance information to human resource activities that include assessment of training needs (Semakule-Katende *et al.*, 2013: 1). Van Dijk and Thornhill (2003: 466) clarify further that the training and development needs should not only be identified through performance assessments, but also upon appointments when a work plan is developed. The strategy involving the identification of training needs is therefore critical in obtaining information that would assist the organisation to develop more relevant training programmes. Figure 3.23 of the questionnaire required of respondents to indicate the level in which their development and training needs are identified through the performance appraisal process.

Figure 3.23: Analysis of development and training needs



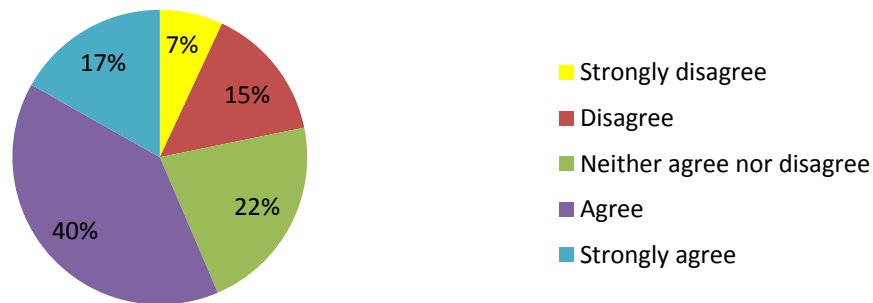
The results in Figure 3.23 show that the level of employee development and training needs identified through the performance appraisal process was low (43%), while respondents who remained uncertain constituted 28%. A similar percentage of the sample (28%) disagreed with the statement that their development and training needs are identified through the performance appraisal process. These respondents acknowledged the importance of the performance appraisal process, but stated that the system was not effectively implemented, and thus the development and training needs of employees were not properly identified through the performance appraisal process.

The research study also addressed the impact that training programmes have on individual employee needs. The sample was required to indicate the level on which their needs are met by the training they received. Grobler *et al.* (2006: 309) note that when employees are given a choice of what training they will receive, they will be more motivated for the training programme. The authors state further that individual needs of employees can only be met when they are involved in the assessment process (Grobler *et al.*, 2006: 309). The study argues that in order for training to be effective in increasing employee motivation, the training programme will have to be particular for the individual needs of employees. Due to employee perceptions regarding lack of information provided by management, employees should decide which training would satisfy their own needs regarding the development of their careers (Van Dijk & Thornhill, 2003: 466). The authors also highlight that training in some situations is conducted for the sake of

individual employee fulfilment that does not necessarily observe the training priorities of the organisation (Van Dijk & Thornhill, 2003: 466).

The rationale behind the training and development initiatives within the human resource development approach is to enhance the capacity of the organisation, rather than only of individuals (Van Dijk & Thornhill, 2003: 466). The individual development needs should, however, be satisfied by training programmes of organisations. In this regard, training will be regarded as an incentive in terms of which individual performance will be improved. The training provided to employees needs to ensure that their development needs are aligned to organisational goals. Figure 3.24 provides the level of employee acceptance of their individual needs being met by training.

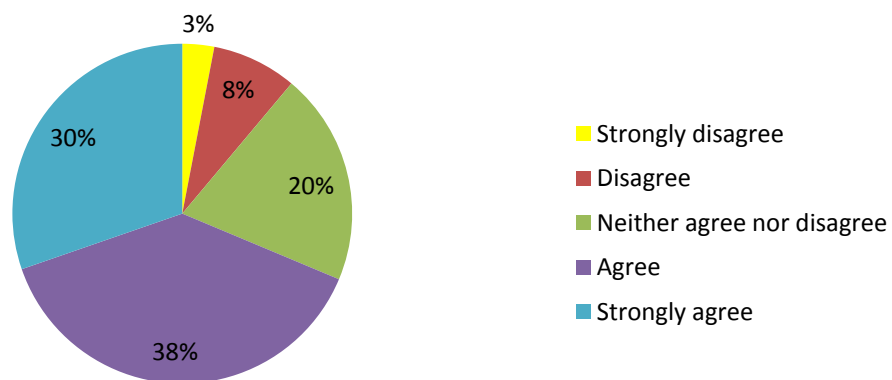
Figure 3.24: Analysis of training on individual needs



The results in Figure 3.24 confirm the view that the majority of respondents (57%) regard their training as meeting their individual needs. These employees assume that the training programmes they receive are relevant for their work environment and required skills. A substantial proportion of the respondents of 22% were not certain of the impact of training on their individual needs, while a similar 22% of the respondents disagreed with the statement. These employees perceive that the training they received did not meet their individual needs, as the training programmes developed were more generic in nature and not customised to their personal growth and development.

The value and versatility employees acquire in the organisation serve as an important factor for their motivation. Cooper and Locke (2000: 168) refer to value as that which remains worthy, and of significance to employees. This implies the importance that employees afford to their job. According to the Value Theory of job satisfaction, cited by Greenberg (2011: 223), any factor that employees value can become a source of job satisfaction. The theory clarifies that an effective way to satisfy employees is to find out what people want and provide it to them. In order for effective training to be conducted, it should take into account what employees' value in order for the training to reach its objectives. The strategy to train employees needs to consider skills and the value that they will add in the organisation at the completion of the training programme. According to Van Dijk and Thornhill (2003: 468), the best option that assures that training priorities are met, is to evaluate training programmes in terms of their effectiveness and efficiency. Managers need to view their role as that of increasing the value of employees in terms of increasing their range of skills and competencies. Figure 3.25 presents the analysis that required of the respondents to state the level on which their versatility and value were increased through training.

Figure 3.25: Analysis of training on versatility and value



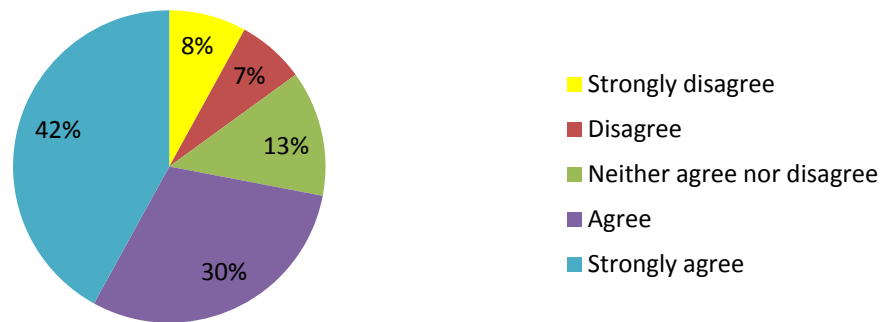
The results indicate that only 11% of respondents disagreed with the statement that their worth and versatility in the organisation are increased through training. The employees pointed out that the training they received was not related to the actual work that they perform, and as such, their versatility could not be increased. They also

indicated that the training was not customised to their working experience. The developmental value of the training was therefore not experienced by employees. The majority of the respondents (68%) though, acknowledged that a variety of the skills they have acquired are attributed to the training they have received. These respondents indicated that the training programmes produced outcomes linked to their job performance. 20% of the sample neither agreed nor disagreed with the statement. It is clear from the study that not all employees perceive training programmes implemented by the Department as the only unique source of learning. The Department of Education should, however, ensure that its training programmes are recognised as an effective strategy to motivate the performance of employees in various units of the organisation.

One way to increase promotion opportunities within the organisation is to use training and development programmes. In order for this training strategy to be effective, organisations need to implement development programmes that would help employees improve their skills and advance their careers. Grobler *et al.* (2005: 301) suggest that development programmes should take place continuously, so that they can be an integral and ongoing part of the organisation's work programme. The organisation should further motivate employees through a systematic programme of career development. Arnolds *et al.* (2010: 98) observe that when employees find themselves in positions where they fail to see a clear link between training and their career development, then their training will impact negatively on their motivation levels.

Managers should therefore ensure that skills development programmes are related to advancing promotion opportunities for employees in their organisations. The provision of effective training enables employees to acquire the necessary skills needed for a promotion. In this regard, when employees are appropriately trained, the skills acquired ease the transition from the employees' present job to the one that involves greater responsibilities. Fincham and Rhodes (2005: 200) concur that when employees are offered an efficient development programme, their abilities could result in outcomes that result in promotion and better fringe benefits. Figure 3.26 illustrates the perceptions and attitudes of employees on training and development as a necessity for employee promotion within the organisation.

Figure 3.26: Analysis of training and development for employee promotion



In response to the role of training and development and its impact on the promotion of employees, 72% of respondents agreed with the statement that they regard training as a necessity for the promotion of employees. The majority of these employees demonstrate the key role they place on training and development as an important predictor of job promotion. The respondents also stated that when they attend training programmes, their expectations are raised, and they therefore expect promotion and other benefits. It can be observed that 15% of the sample disagreed that the training they receive prepares them for their promotion and 13% remained uncertain. These respondents indicated that there are limited opportunities for promotion in their work environment and they do not believe that their careers offer them adequate opportunities for upward mobility in the organisation. This implies that training and development programmes conducted by the Department are not necessarily creating access to promotion prospects in the organisation.

The PMDS according to the literature reviewed, strives to address deficiencies prevalent within the organisation. The research study showed that almost 30% of the respondents indicated that their training needs were not properly identified through the performance appraisal process. The results confirm that employee training needs could not be met by the development and training programmes currently being conducted, as their needs were not accurately identified. The shortcomings in the implementation of the appraisal process imply that the Department will not be able to establish areas of

performance that need to be improved. The study shows that there is clear lack of understanding and proper implementation of the performance appraisal process, which should ensure that the training and development programme improves required relevant skills needed to better employee performance. The study holds that the performance management and development system is significant in developing employee skills to ensure that their performance levels are improved. Another strategy that is meant to stimulate employees for an improved performance relates to job design which will be discussed next.

3.3.3 Job design

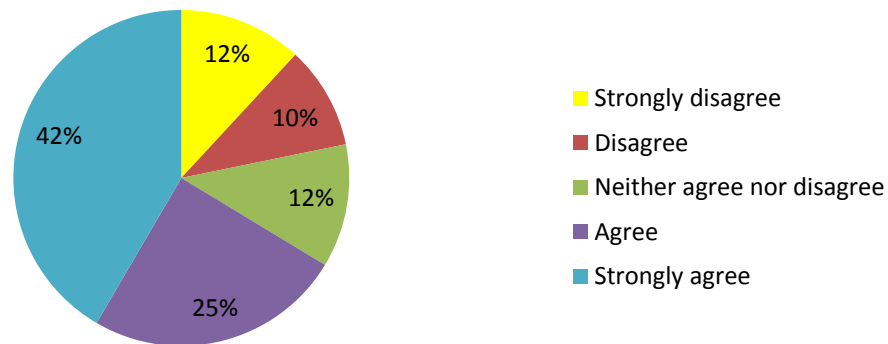
The satisfaction of employee needs is significant in ensuring that the organisation's goals are accomplished. Morrell (2011: 318) asserts that organisations find it difficult to keep their workforce engaged and motivated. In order for employees to be stimulated in their work environment, organisations should redesign employee jobs from routine patterns to more meaningful and motivating jobs (Roos & Van Eeden, 2010: 56). According to Greenberg (2011: 266) job design is defined as an approach to motivation suggesting that jobs can be created so as to enhance employees' interest in doing them. Job design refers to a process of organising tasks and responsibilities into a productive unit of work to increase organisational efficiency and employee job satisfaction (Grobler *et al.*, 2006: 137). The job design approach implies the manipulation of the content, functions and relationships of jobs in a way that satisfies the personal needs of employees. The organisation needs to develop ways of designing jobs that enables them to be performed efficiently, but also in a challenging and enjoyable manner.

The type of work performed by employees remains a critical factor affecting job satisfaction and motivation. Job design therefore determines how work is performed, and affects how employees feel about their jobs, including their level of responsibility and opportunities afforded for employees to learn, grow and develop. According to Kruger and Rootman (2010: 70), in order for motivation strategies to be effective, managers should ensure that employees are placed in jobs that they perceive as

interesting, meaningful, exciting, and challenging and this could be done in ways that include job rotation, job enlargement and job enrichment. Rippon and Kazombiaze (2010: 87) describe job rotation as an approach that allows employees to move through a variety of jobs, functions and departments. Job rotation allows employees to gain an overall insight into organisational goals, and increase their understanding of different functions in the organisation. Job enlargement refers to the practice of expanding the content of a job to include more variety and a greater number of tasks at the same level (Greenberg, 2011: 266). Job enrichment refers to the practice of including new and more difficult tasks and granting employees more accountability over their work (Rippon & Kazombiaze, 2010: 95).

A supportive work environment encourages and produces employees with motivation to learn on the job. Greenberg (2011: 270) highlights the need for organisations to consider individuals who have a high need for personal growth and development. Spector (2012: 169) proposes that supervisors need to encourage the development of new skills and employee growth, in order for training to have its intended effects. It is also observed that it is not uncommon for managers to inform employees that the new skills learned in training are not to be used in their departments. Van Dijk and Thornhill (2003: 461) emphasise the importance of organisations to encourage individual employees to network extensively across organisational boundaries, in order to develop their own knowledge and expertise, as well as supporting the commitment to learning and personal development where growth is rewarded. The organisation should therefore develop a comprehensive strategy that would address the development of human resources. In this regard, the study required of employees in Figure 3.27 to indicate the level of opportunities afforded by their jobs to learn, grow and develop.

Figure 3.27: Analysis of opportunities afforded by the organisation

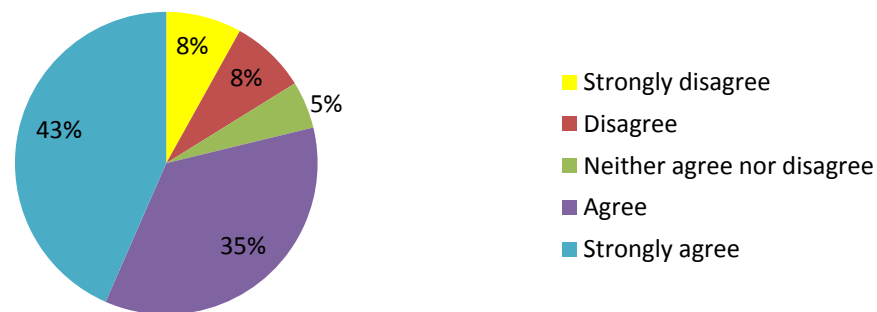


The results in Figure 3.27 demonstrate that 22% of the respondents believe that their work did not provide them with expected opportunities. These employees were not satisfied with their job design, as their work was not enriched by the organisation. Only 12% of the sample remained uncertain of whether their work affords them the opportunity to learn, grow and develop, while the majority of them (67%) agreed with the statement. These respondents regarded the organisation as the unique source which provided them with opportunities for personal growth and introduced new tasks that are geared towards developing them even further.

Job enrichment may help improve the motivation and performance of employees. It gives employees opportunities to take control of how to do their work. The motive behind job enrichment is that by making the jobs more interesting, employees will be highly motivated to perform them. Jobs can be enriched through use of variety, which involves the complexity and differentiation of work. This implies that when the organisation increases the variety of tasks, it impacts on increasing the interests on the job for employees, thus reducing monotony and routine at work. Job enrichment allows the organisation to introduce additional tasks into a job to make a more complete work (Fincham & Rhodes, 2005: 423). The inclusion of additional tasks enriches routine and monotonous jobs and can involve quality control of the allocated work. Such changes can enhance employee skills and enable them to deal with more complete tasks rather than fragmented pieces of work (Fincham & Rhodes, 2005: 423). Job enrichment is one

effective and meaningful way of redesigning work, in order to increase the prospects of employee interest and ensure that they remain challenged in their work. The study presents a motivation strategy that deals with the organisation making current jobs more appealing, challenging and interesting in Figure 3.28.

Figure 3.28: Analysis of interest and challenges provided by work

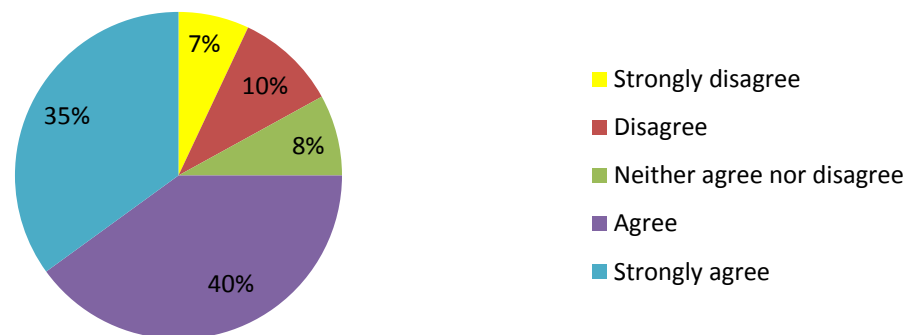


According to Figure 3.28, the results elicited high acceptance of the sample feeling interested and challenged by their work at 78%. Only 5% of respondents neither agreed nor disagreed with the statement, while 16% of respondents disagreed. Overall, the majority of employees perceive their current jobs as making challenging demands on their skills. Employees who disagreed with the statement indicated that the organisation seems inflexible and rigid, as they were not assigned complex tasks to perform.

The purpose of job enrichment is also to bestow employees with responsibility over their jobs. Fincham and Rhodes (2005: 200) state that jobs that provide a great deal of autonomy make people feel personally responsible and accountable for their work. A more effective strategy in the work environment allows employees the freedom to decide what to do with their jobs and how to do it. By providing employees with autonomy on the job, the organisation increases their motivation level as they prefer to experience unlimited control over their work. In order for employee motivation to be increased, work experience can be enhanced by the introduction of higher-level tasks which involve a degree of discretion and responsibility. There are however, employees who prefer to avoid additional responsibility associated with performing enriched jobs.

Employees with low achievement motivation are found to be frustrated with enriched jobs (Greenberg, 2011: 267). The research study focused on the level of responsibility allocated to employees. In this study, Figure 3.29 illustrates the level of responsibility assigned to employees in the organisation.

Figure 3.29: Analysis of responsibility assigned to employees

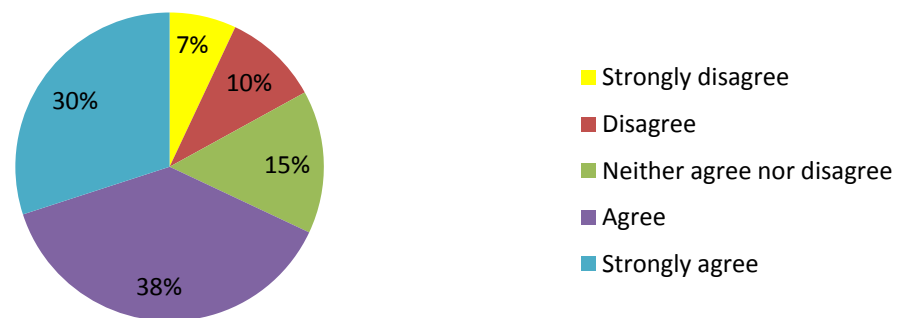


The results show that 75% of respondents agreed that they have an adequate level of responsibility assigned to them. The respondents believed that the organisation provided them with the necessary control over their work and therefore was not limiting their responsibilities. 17% of respondents, on the other hand, disagreed that they were provided with an adequate level of responsibility, while only 8% were uncertain. These respondents indicated that their responsibilities were limited and rigidly defined by the organisation as per organisational structure.

The job design approach is also an effective way of empowering employees. Job enrichment, according to Howell and Dipboye (1986: 56), requires of the organisation to ensure that employees' work becomes more interesting and less routine. In order for an enriched job to be effective, Greenberg (2011: 268) suggests that the job characteristic model can identify how jobs can be designed to help employees feel that they are doing meaningful and valuable work. The model assumes that managers can design jobs that ensure that employees derive enjoyment from the work that they do. More specifically, components of the model that include skill variety, task identity and task significance

contribute to employees experiencing the meaningfulness of work (Greenberg, 2011: 269). This job design approach encourages employees to engage in more meaningful and challenging tasks in order to enhance their motivating potential. Employees become motivated when they do work that are challenging. In Figure 3.30, the respondents were required to state the level at which they prefer to be challenged in their work.

Figure 3.30: Analysis of employees being challenged by work

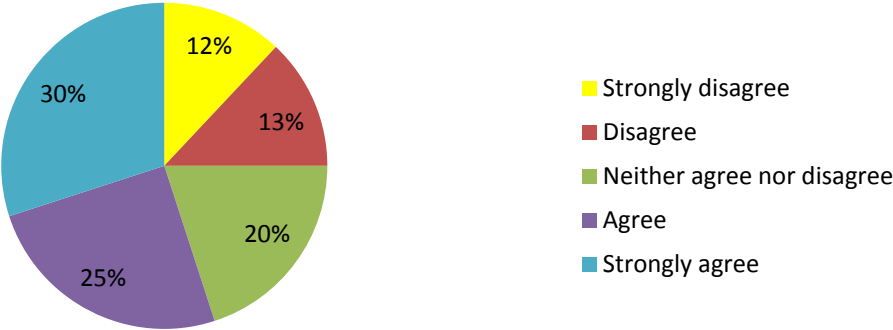


The results in Figure 3.30 show that 68% of the respondents feel more motivated when challenged in their work. It becomes apparent that the organisation needs to minimise monotonous organisational activities. Only 17% of the sample did not aspire to be challenged by their work. 15% of the respondents neither agreed nor disagreed with the statement. Some of these respondents prefer to maintain the existing *status quo*, order and routine in the organisation.

Job enrichment practices allow employees opportunities to make use of higher levels of skills and their abilities (Greenberg, 2011: 268). Employees will be more motivated to perform when their skills are not restricted. According to Spector (2012: 53), employee skill refers to what a person is able to do on the job, while ability is defined as the capability of the employee to do their job. It is clear that employee skills require a variety of abilities. Greenberg (2011: 165) indicates that employee training serves to equip employees with new skills in performing a variety of tasks. The study presents a

motivation strategy that deals with the organisation using employee abilities and skills. In order for this strategy to be effective, employees need to have the right skills needed to achieve organisational goals. When employee skills are fully utilised, they become more confident and motivated to perform. The study requires of the sample to indicate whether their abilities and skills are fully utilised. Figure 3.31 illustrates the level of acceptance on the utilisation of employee abilities and skills for motivation to perform.

Figure 3.31: Analysis of employee abilities and skills



The results in Figure 3.31 show that a considerable 25% of respondents disagreed that their abilities and skills were fully utilised in the organisation. The respondents suggested that the organisation did not provide them with adequate opportunities to advance their careers. An equal 20% of the sample was uncertain whether their abilities were used effectively in the organisation. It can be observed that 55% of the respondents agreed that their abilities and skills were fully utilised. A slight majority of the respondents felt that their expertise had been effectively employed by the organisation.

The study recognises the importance for the Department to keep employees interested and engaged in the activities of the organisation. It has been noted that employees were dissatisfied with the routine nature of their current jobs which they found de-motivating and not challenging. The study urges the Department to provide employees with opportunities to be engaged in more meaningful and challenging jobs. The proposition

of a job design strategy provides the Department with the framework to enhance employee job interests and allow them to grow and develop. The job design approach suggests the introduction of job enrichment wherein more complex tasks will be assigned to employees. In this context, the study proposes that employees should be presented with job opportunities that would make employees perceive their work to be interesting and challenging. The literature notes that employees become motivated when they are engaged in more challenging and exciting jobs. The strategy of redesigning work to make it more appealing, interesting and challenging can have a long-lasting effect on the motivation of employees. The involvement of employees is regarded as an important factor in the motivation of employees and is discussed in the next section.

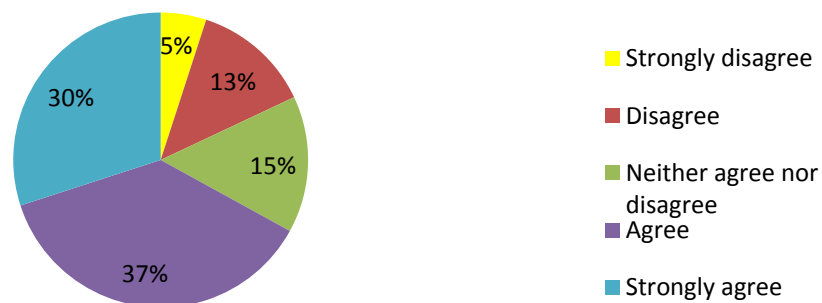
3.3.4 Employee involvement

The involvement of employees in the affairs of the organisation has the potential to generate more commitment and increase employee motivation. It is the responsibility of management to ensure that employees at all levels are involved in planning and decision-making processes of the organisation. The involvement of employees requires of managers to engage employees in the goals of the organisation in order to obtain commitment and loyalty. According to Fincham and Rhodes (2005: 431), employee involvement affords them the opportunity to identify with organisational policies and plans. When employees are empowered to make decisions about their work, their motivation is enhanced and thus produces an ample commitment to the organisation. The involvement of employees helps to dispel resistance as they become confident in the strategy which they have helped to shape. Employee involvement in planning and decision-making relating to work, the involvement of employees in setting organisational goals, and being informed of training programmes they are eligible to attend, are positively related to the motivation of employees.

Greenberg (2011: 364) describes decision-making as a process of making choices from among several alternatives. Inputs of these alternatives are derived from interactions between managers and employees. Decision-making also involves integration of efforts,

found in activities such as scheduling, timetabling and budgeting. The decision-making culture of organisations is reflected by the high degree of formalisation that is subscribed to bureaucratic structures and thereby negatively related to employee motivation (Roos & Van Eeden, 2010: 57). The authors regard a hierarchical decision-making style which is characterised by a regulated system as having a negative bearing on employee motivation (Roos & Eeden, 2010: 57). In this regard, a participative style of decision-making enhances employee motivation when employees are involved in decision-making and some degree of influence over their jobs (Roos & Van Eeden, 2010: 57). Figure 3.32 of the study provides for the extent to which employees are involved in the planning and decision-making processes related to their work for motivation purposes.

Figure 3.32: Analysis of employee involvement in planning and decision-making

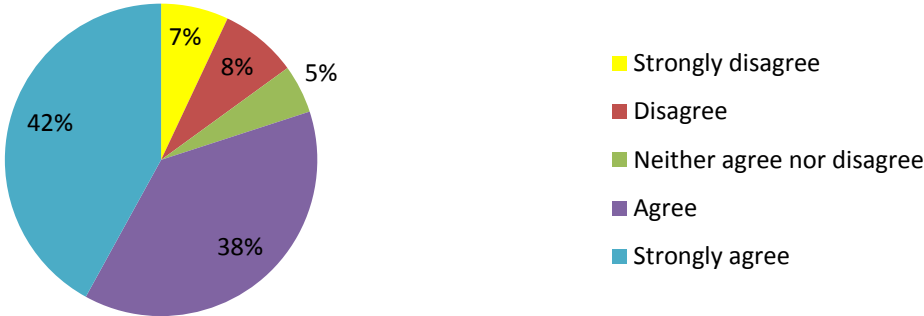


The results in Figure 3.32 indicate that there was a high degree (67%) of agreement for the involvement of employees in the planning and decision-making processes relating to work. 15% of the respondents who neither agreed nor disagreed acknowledged that their involvement in planning and decision-making was limited, as they did not feel fully part of the process. A substantial percentage of 18% of respondents who disagreed with the statement about their involvement indicated that planning was already done by supervisors and they were only expected to perform tasks that were set out for them. Due to the nature of their work, and their positions in the organisation, the majority of respondents who agreed to their active involvement in the decision-making process

stated that they are directly involved in the strategic planning processes by virtue of being in various management levels of the organisation.

The involvement of employees in the decision-making process will be more effective if they also participate in the goal-setting process. According to Dewettinck and Van Dijk (2013: 811), the participation of employees in the organisation’s goal-setting process has been associated with increased commitment to the goal. Employees should therefore be consciously engaged in their desire to achieve a set goal. Vermeulen (2008: 800) also outlines that when goals are openly discussed, employees respond more favourably and they tend to be more motivated when they are provided with opportunities for involvement. Furthermore, the participation of employees on issues that are of importance to them is viewed as an important contributor to their attitudes and performance. The results for the question which refers to employees being motivated by the goals they set and achieve are indicated in Figure 3.33.

Figure 3.33: Analysis of motivation by the goals set and achieved

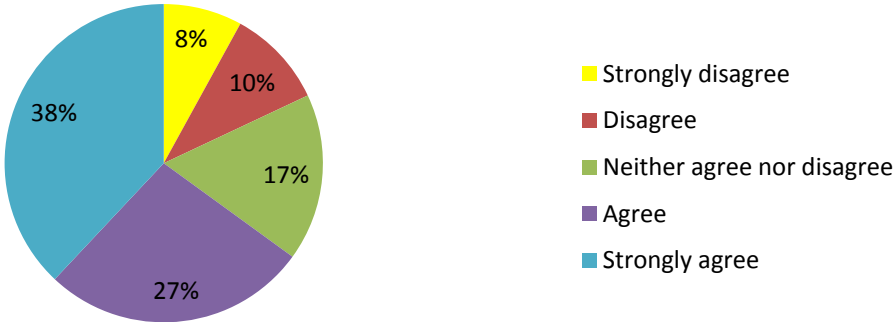


The analysis in Figure 3.33 shows that the majority of respondents (80%) agreed that they are motivated by the goals that they set themselves and achieve. Only 15% of the respondents felt that they are motivated by other factors rather than goals they set for themselves. 5% of the sample neither agreed nor disagreed with the statement. The majority of the sample indicated that when services they deliver tend to be making a difference, they feel motivated for achieving set goals. The achievement of assigned

goals by employees will make them feel competent and successful (Gerhart & Rynes, 2003: 51).

The involvement of employees in the training programmes they are to attend is equally important. According to Grobler *et al.* (2006: 309) employee involvement brings a feeling of participation which enhances the motivation of employees to undergo training and development programmes. Grobler *et al.* (2006: 309) further indicate that when employees are given a choice of what training they will receive, they will be motivated for the training programme. This approach of informing employees of the training programme can therefore increase their commitment to attend and learn more effectively. Greenberg (2011: 127) maintains that the practice of informing employees about their training programme is meant to promote the participation of employees and encourage active involvement in the learning process. Figure 3.34 presents the analysis of information provided to employees on the training programmes they are to attend.

Figure 3.34: Analysis of information on training programme



In this question, 65% of the sample affirmed that they are informed of training programmes which they are able to attend. 18% of respondents disagreed with the statement, whilst 17% neither agreed nor disagreed. The practice of informing respondents about training programmes is meant to promote employee participation and active involvement in the learning process (Greenberg, 2011: 127). The interaction between employees and managers in the Department is critical in developing a

relationship that will motivate employees to participate fully when informed of training programmes they should attend. The sample also feels that though they are informed of the training programmes, they are not able to attend due to the time schedule set.

The involvement of employees in the affairs of the organisation was highlighted as one of the most challenging aspects employees have expressed. In relation to employee involvement in the decision-making processes, the findings revealed that employees felt that their participation was limited due to a number of conditions prevailing in the Department. The respondents attributed the lack of employee involvement, amongst others, to the bureaucratic nature and structure of the organisation. The study argues that the participation of employees in decision-making processes has the potential to increase the level of employee commitment in the organisation. The study argues that the assumption of the participative style of management in the Department would prove an important element in adding to an effective comprehensive strategy for employee motivation. The next section of the study involves the discussion on the organisational culture of an organisation upon which the success or failure of the organisation seems dependent.

3.3.5 Organisational culture and commitment

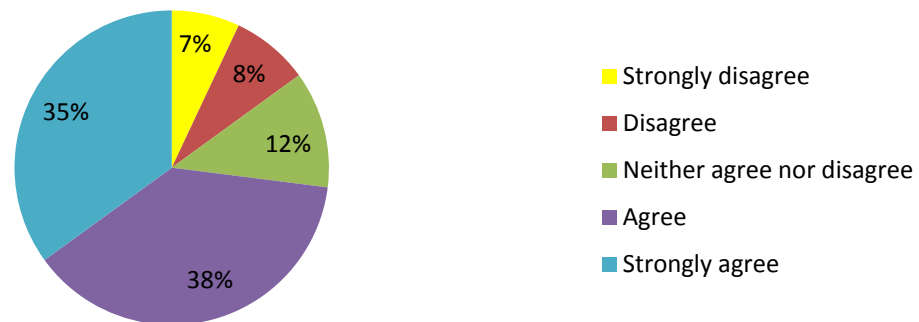
Martins and Martins (2003: 380), as well as Manetje and Martins (2009: 89) define organisational culture as a “system of shared meaning held by members, distinguishing the organisation from other organisations”. Organisational culture is also regarded as an integrated pattern of human behaviour, which is unique to a particular organisation and which originated as a result of the organisation’s survival process and integration with its environment (Martins & Coetzee, 2007: 21). The authors state that organisational culture enhances the commitment of employees to the organisation and increases the consistency of employee behaviour (Martins & Coetzee, 2007: 21). These definitions clearly suggest that organisational culture distinguishes organisations from each other and gives each its distinct character. In capturing a range of these definitions, Manetje and Martins (2009: 89) quoting Harrison (1993: 11), articulate that organisational culture is the distinctive constellation of beliefs, values, work styles, and

relationships that distinguish one organisation from another. The study recognises organisational culture as one of the most effective strategies in creating a more committed workforce which is involved in the work of the organisation.

According to Fincham and Rhodes (2005: 529), organisational culture can be used by managers in motivating employees and providing a vision of where the organisation is going. The authors regard organisational culture as the single most important factor that accounts for the success or failure of the organisation (Fincham & Rhodes, 2005: 529). Culture in the organisation offers employees the significance of their work. Some of the central aspects of organisational culture involve the organisational members producing mission statements that give the organisation direction, emphasising collective efforts that members hold, and reinforcing motivation and morale. In order for organisational culture to be effective, strategies that ensure that members can associate themselves with the mission of the organisation and feel part thereof need to be developed.

Importantly, Tsosa (2004: 95) maintains that the vision and mission statement of the organisation defines the fundamental unique purpose of the organisation. Van Dijk and Thornhill (2003: 471) suggest that a shared vision creates a sense of commonality that manifests in the whole organisation and provides a sense of cohesiveness. Organisational vision therefore serves to bind inter-related aspects and activities of the organisation. The organisation under study constitutes a diverse workforce and its vision and mission will play a critical role in spurring them on to become an effective and efficient collective. Individual employees who share a common vision are likely to complement each other, and as a result, their efforts would prove more efficient. Organisational culture therefore further serves to instil a sense of belonging to the organisation and promotes values that need to be supported by different levels in the organisation. The process involves integrating employees into the organisation. The study suggests that in order for employees to feel connected to the organisation, a clear understanding of the vision and mission statement of the organisation is required. In Figure 3.35, the respondents were required to state the level of their understanding of the vision and mission statement of the organisation.

Figure 3.35: Analysis of understanding of the vision and mission statement



The results in Figure 3.35 indicate that the majority of respondents (73%) understand the vision and mission statement of the organisation. The sample agreed with the statement that they understood practices that made the organisation what it was and stood for. These respondents identify themselves with the values espoused by the Department. They reflected an understanding of the common purpose advocated within the organisation. The analysis also reveals that most of the employees feel proud of belonging to the organisation which will contribute to fostering high levels of employee performance. However, 15% of respondents disagreed with the statement that they understood the vision and mission statement of the organisation. Only 12% of the sample was uncertain of the statement. The sample indicated that management did not provide the necessary conditions that would foster a sense of common responsibility.

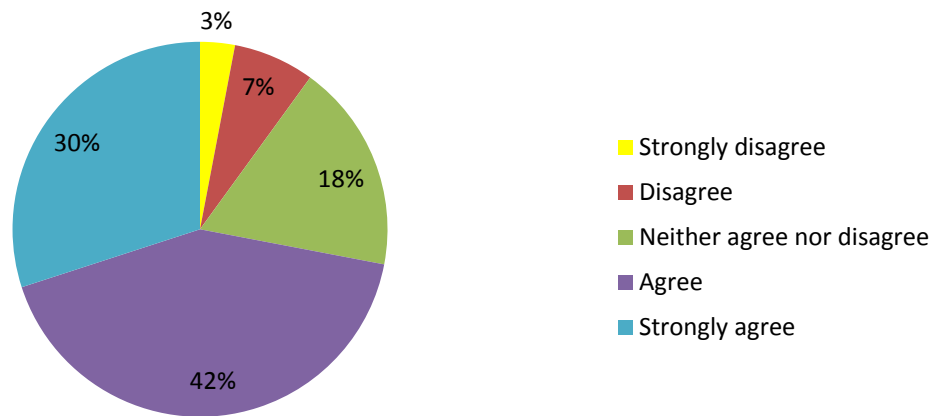
Ensuring that employees feel committed to the organisation can become an effective strategy for the motivation of employees. Manetjie and Martins (2009: 92) refer to organisational commitment as a state of being in which organisational members are bound by their actions and beliefs that sustain their activities and their own involvement in the organisation. Greenberg (2011: 231) defines organisational commitment as the extent to which individual employees identify with and are involved with their organisation and are unwilling to leave it.

In addition, employees will assume interests beyond their own and be involved in the work of the organisation when there is a strong organisational culture. Organisational commitment manifests itself through employees in the following three ways, according to Spector (2012: 228):

- an acceptance of organisational goals;
- a willingness to work hard for the organisation; and
- display a desire to stay with the organisation.

Evidently, organisational commitment is demonstrated by employees' acceptance of organisational goals. In order to show their commitment to the organisation, employees will have to be willing to exert their efforts on behalf of the organisation. The study acknowledges that employees vary in the extent to which they are committed to their organisation. According to Greenberg (2011: 233), affective commitment remains the most effective form of commitment as it describes the strength of an employee's desire to continue working for an organisation because they regard it positively and endorse its goals and values. The organisation needs to ensure that a high level of affective commitment is maintained and employees support its core mission. Continuance commitment, on the other hand, is not viewed as a positive type of commitment as employees continue working for the organisation due to the benefits that they receive, and may lose if they leave the employ of the organisation. The motivation strategy should ensure that employees embrace organisational goals that include commitment to quality of services and the care of clients. The attachment of employees to their jobs reflects a sense of commitment. The study noted that the involvement of employees in the organisational goals generates commitment to its mission. The respondents were asked in Figure 3.36 to state the extent to which they had a sense of commitment to the organisation.

Figure 3.36: Analysis of a sense of commitment



The results in Figure 3.36 show that only a minority of respondents (10%) did not feel a sense of commitment to the organisation. These respondents felt that managers do not inspire them nor develop a sense of commitment amongst them. They indicated that they expected to learn something from managers that would help them feel confident and improve their commitment to their work. These respondents indicated further that they did not receive clear directions on the performance of their tasks, and as a result, could not feel supported in the work of the organisation. They therefore felt disconnected to the objectives of the organisation. 18% of the sample neither agreed nor disagreed that they felt a sense of commitment to the organisation and a substantial majority of 72% of the respondents affirmed that they felt a sense of commitment to the organisation. Based on the results, managers will find it beneficial to promote affective commitment as an effective motivational strategy within the organisation.

The study recognises that a clear understanding of the organisational vision and mission on which the organisational culture is based, will have a significant effect in the organisation. Considering the diverse workforce in the Department, an organisational culture serves to instil a sense of commonality within employees from different divisions. It can also be noted from the findings of the study that a substantial number of respondents, almost (30%) either do not have a clear understanding of, or were uncertain of the organisational vision and mission statement. In addition, it was

indicated that an increased employee commitment to the organisation is likely to increase their performance and ensure that employees embrace organisational goals. The study argues that organisational culture has the potential to enhance employee commitment and forge a common identity within the Department. In order to achieve the view that the study holds about the potential effects of organisational culture in the Department for an effective strategy for employee motivation, the human relations component is discussed next.

3.3.6 Human relations

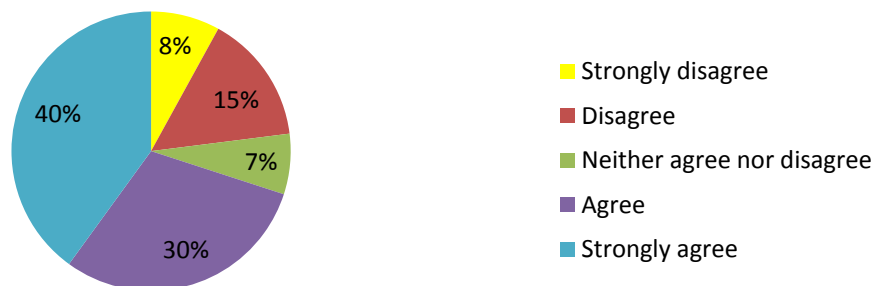
Human relations play an important part in the motivation of employees. According to Spector (2012: 356), McGregor's Theory X/Theory Y is a human relations theory that deals with the interaction between managers and their employees. The theory supposes that the attitudes and beliefs of managers about their employees determine management approach of the organisation, which in turn affects how employees behave. Theory X seem more pessimistic about employee attitudes to their work, while Theory Y regards employees as more inherently motivated to address the needs of the organisation. Emphasis is also placed on managers removing constraints and assisting their employees to achieve set goals. Kanyane and Mabelane (2009: 64) propose that managers must create a highly motivated workforce by developing willing employees with strong employee loyalty and high morale. Managers must also monitor good working relations which require, amongst others, a sound understanding of individual needs and attitudes. It is equally important for employees to maintain a healthy relationship with their colleagues, and interact well with them in order to increase their level of performance. The organisation will have to create enabling conditions that foster closer relationship between supervisors and their employees. It will, however, be the responsibility of managers to create conditions that would make it possible for the relationship with employees to prosper.

Grant (1984: 57) asserts that in order for the organisation to achieve its goals more efficiently, a strong interpersonal relation between managers and their employees should be developed. When relations are stronger, managers will be able to provide

some useful information about their performance through the performance management system, which in turn contributes to an open and better relationship. Stroh (2001: 67) adds that an important facet in the motivation of employees is for managers to be able to communicate effectively with employees. Communication is regarded as a management skill that underpins all others, as managers will be able to handle a diverse workforce and ensure that a healthy relationship is maintained (Kanyane & Mabelane, 2009: 65). Managers should increase the level of employee involvement and participation in the affairs of the organisation, in order to reduce the risk of misunderstanding.

Managers should develop friendship with employees as they expect cooperation and should treat them as equals on and off the job (Stroh, 2001: 70). Cooperation between managers and employees will result in them sharing interests and the manager helping with personal problems. This friendship will generate mutual trust and respect, which is a necessary condition for employee motivation. Govender and Parumasur (2010: 248) allude that employees need to have a feeling of social comfort within the organisation and should experience pleasant working conditions with colleagues and managers in the hierarchy in both formal and informal settings. The study requires of employees to indicate the level of relationship they have with their supervisors. The analysis of the results for this strategy which deals with employee relationship with their supervisors is presented in Figure 3.37.

Figure 3.37: Analysis of employee relationship with supervisor

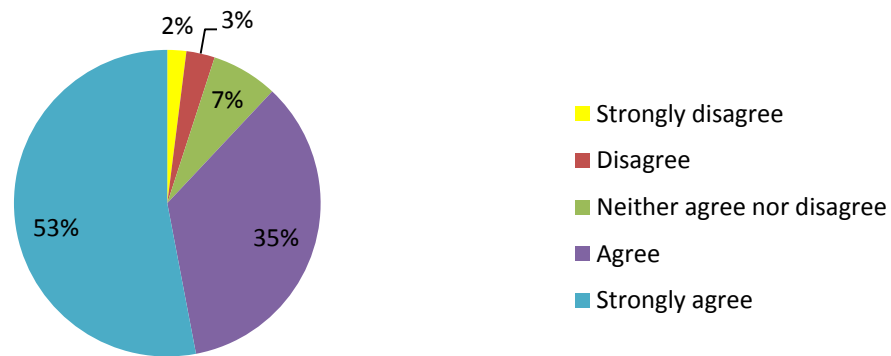


The results indicate that 70% of the respondents perceive themselves to have a good relationship with their supervisors, while 23% disagreed with the statement. The employees who disagreed with the statement highlighted that even though supervisors treated them with respect, they did not provide them with the necessary professional support. Only 7% of the sample indicated that they neither agreed nor disagreed that they had a good relationship with their supervisor. These respondents are not certain whether a good relationship with their supervisors serves as a critical dynamic in the motivation of employees.

The research study provides for the strategy that entails interaction amongst employees within the work environment. According to Alderfer's Existence, Relatedness and Growth Theory cited by Fincham and Rhodes (2005: 199), when employees relate well with each other, their motivation to succeed tends to increase. A good employee interaction should involve the organisation developing understanding of social interaction skills which include the social situations employees must interact within, employees themselves, and the interactional work which enables employees to attain their goals. The organisation needs to ensure that rules that regulate employee conduct in order to make interaction pleasant are developed. In highly demanding jobs, the need for affiliation becomes an important source of motivation, as the emotional support and positive reinforcement offered by other employees seems to ease the stress associated with the demands of the job (Govender & Parumasur, 2010: 248).

The support provided by colleagues can create a satisfying work environment within the organisation. Kressler (2003: 24) clarifies that employees are driven by a need for relatedness which implies maintaining good interpersonal relations among employees. The need for relatedness is also realised through the development of effective team working arrangements within the organisation. According to Grant (1984: 57), the success of an organisation is dependent on how managers develop strong interpersonal interactions among employees. Grant (1984: 57) also maintains that a strong interaction among employees themselves is a strong motivator for job performance. Figure 3.38 presents the level of employee interaction with their colleagues.

Figure 3.38: Analysis of employee interaction with colleagues

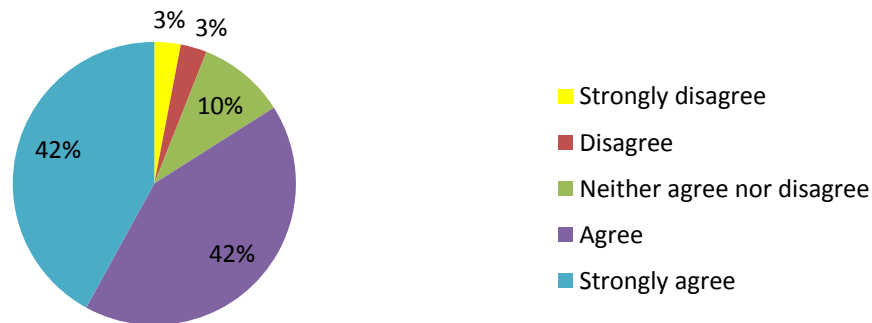


The results show that a majority of 88% of the respondents agreed that they interact well with their colleagues. Clearly, the environment that prevails in the organisation allows for the strategy to be effective in increasing employee motivation, as most of the employees value harmonious relationships with their colleagues. A minority of 5% disagreed with the statement, while only 7% were uncertain. Poor supervision and inefficient communication are attributed to a low level of interaction among employees. Managers are therefore responsible for ensuring that employees interact well with each other to create a more gratifying work environment.

The research study argues that interpersonal behaviour plays a critical role in ensuring that the organisation becomes effective in achieving its goals. Greenberg (2011: 405) describes interpersonal behaviour as a process that involves ways in which employees work with their colleagues and also against them. These behaviours have an influence in the way employees work and their feelings about their jobs and organisations. This interpersonal skill is a vital strategy that will ensure a more coherent approach in work relationships. It requires of employees to work beyond their formal job descriptions even without personally benefitting from assisting others. Roos and Van Eeden (2010: 58) suggest that a positive interpersonal relationship among employees contributes to a supportive work environment that will impact on the motivation of employees in the organisation.

According to Paul (2012: 139), supervisors need to foster an environment in which employees are urged to enter into collaborative efforts that would stimulate employees into assisting each other to achieve their goals. Greenberg (2011: 413) suggests that this behaviour contributes to the well-being of employees and the smooth-functioning of the organisation. In the study, Figure 3.39 presents the analysis of the strategy that deals with the willingness and ability of employees to assist others in achieving their goals.

Figure 3.39: Analysis of willingness and ability to assist others

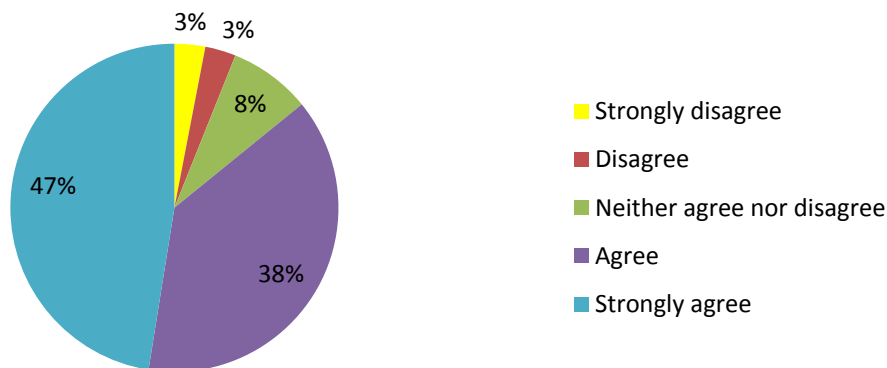


The results in Figure 3.39 indicate that 84% of the sample agreed that they were willing and able to assist others in achieving their goals, while 10% of the sample was unsure. Only 6% of the sample disagreed with the statement. The majority of the sample indicated that they were mostly prepared to assist others achieve their goals. Some of the respondents showed concern over employees who would gain benefits whilst others would be doing the work. Cooper and Locke (2000: 240) point out that this behaviour is regarded as social loafing which tends to create divisions in the organisation. The behaviour of these employees affects employee motivation in the organisation, as they tend to benefit from rewards at the expense of employees who are always willing to assist their peers in achieving their goals.

Good human relations are recognised as necessary conditions that sustain a high level of employee motivation (Grobler *et al.*, 2006: 4). According to the authors, the management focus to the human relations approach failed to recognise individual

differences wherein employees have different wants, needs and values (Grobler *et al.*, 2006: 4). The approach did not consider that what motivates one employee may not motivate another. Employees will be able to maintain healthy relationships with their colleagues if they are able to differentiate their differences. Spector (2011: 281) mentions that employees confirmed that the most stressful incidents in a work environment involved relationships with others. Social relationships within the organisation must be regarded as an important element in the well-being of employees. A strategy that involves a healthy social relationship among employees helps to alleviate interpersonal conflicts, as well as being mistreated by others (Spector, 2011: 281). Figure 3.40 illustrates the level of employee relationship with their colleagues.

Figure 3.40: Analysis of employee relationship with colleagues



The results show that only 6% of employees disagreed that they maintain a healthy relationship with colleagues, whereas 8% neither agreed nor disagreed with the statement. The majority of respondents though, (85%) indicated that they maintain a healthy relationship with their colleagues. It is clear that employees have a high regard for a healthy relationship and value its impact within the organisation. The sample is driven by social needs which provide opportunities for employees to have satisfactory relationship with others.

According to the study, the human relations component can make an immense difference in the success or failure of organisational goals. The study notes that

cooperation between employees and supervisors is critical in ensuring that employees receive required support to achieve organisational objectives. The results of the study revealed that the majority (70%) of employees perceive themselves to have a good relationship with their supervisors. This relationship would be beneficial to both supervisors and employees. The study observes the necessity for the Department to inculcate a close relationship between employees and supervisors and among employees themselves. It was discerned that in order to increase levels of interaction and effective communication within the Department as a whole, a more structured support system should be developed. The human relations component affords the Department opportunities to create healthy interpersonal relationships in the organisation, which can then lead to an effective strategy for employee motivation. Other observations regarding employee motivation are further discussed in the next section.

3.4 GENERAL OBSERVATIONS REGARDING EMPLOYEE MOTIVATION

The study revealed that the phenomenon of employee motivation still needs serious attention as proven in employee responses regarding their work experiences. The analysis of the results of the research in Chapter Three confirms the validity of theories presented in the study. The motivation theories selected for the study are related to the motivation themes through which the motivation of employees is determined. The motivation themes discussed in the study are related to each other. Employees indicated various factors that hinder their will to perform satisfactorily according to predetermined standards. This integration suggests that the approach of the study is geared towards a comprehensive approach to determining possible solutions to the challenges of motivation in the organisation. The findings of the current study suggest that managers in the Department should develop intervention measures that would deal with the negative impact of de-motivated employee efforts in the execution of their tasks. Currently, the Department only applies an approach that is neither integrated nor comprehensive for the motivation of a diverse workforce with varying needs.

The results also indicate the lack of a well-defined and formally structured motivation strategy for the motivation of employees. An effective motivation strategy is determined by the motivational themes that are related to each other. An enabling work environment which caters for employee job security, job autonomy and adequate resources that lead to their job satisfaction, create a motivating environment in which the performance management and development system could be effectively implemented to enhance the motivation and performance of employees. It is through the PMDS theme that the sub-themes involving the recognition and reward system appropriate for performing and non-performing employees may be applied. The use of positive rewards reinforces a culture of high achievement in the organisation. From the findings and literature of the study, the PMDS affords managers the opportunity to obtain adequate feedback of employee performance which can be used for future performances. Information received by the organisation could be significant in developing relevant training and development programmes to enhance employee skills and competencies. The study pointed out that employees regard training and development initiatives of the organisation as important components of their own personal development.

The study recognises that when employees find themselves in jobs that provide routine and monotonous tasks, the work environment should be stimulated through job design approaches that will make their jobs meaningful and challenging. According to Herzberg's Two-Factor Theory, employees' job satisfaction is increased when the organisation makes the work more interesting, challenging and rewarding to employees. According to the study, the involvement of employees in the affairs of the organisation improves their commitment to achieving set organisational goals. An effective strategy for the motivation of employees requires the involvement of all the relevant stakeholders in the planning and decision-making processes of the Department. The results of the study in this chapter indicate that a sound interaction between managers and employees provides for a supportive work environment that contributes to the well-being of employees and thus improves their motivation. It therefore becomes critical for the study to develop an integrated approach that will involve a variety of themes identified in

the literature and responses of employees in the research, thereby ensuring that an integrated and comprehensive strategy for the motivation of employees is adopted for implementation in the Department.

3.5 CONCLUSION

The purpose of this research study was to examine the views of a sample of employees that included circuit managers, curriculum coordinators and the professional support staff, to determine their motivation levels in the North West Department of Education. This chapter focused on the challenges and shortcomings employees experience in their work environment. It also highlighted the motivation approach adopted by the Department. The analysis of the Department included a discussion on how policies that relate to motivation are practised. The findings of the study indicate the influence incentive policies and the performance management system have on employee behaviour. The study was designed using themes from the literature from which the questionnaire was developed. The literature review guided the development of the questionnaire and provided a theoretical framework to ground the research findings from this study. The questionnaire distributed was used to obtain responses from the selected sample of respondents. This questionnaire was aimed at evaluating perceptions and attitudes of employees who participated in the study.

The chapter outlined six motivational themes that influenced the motivation of employees. Each of the themes was used to assess the extent to which motivation of employees is enabled. The findings from the research were provided in this chapter and reveal the influences motivational themes have on the employees' needs and motivation. It can therefore be deduced from the evaluation, that the study provided the sample of respondents with opportunities to state their requirements and expectations from their managers in the organisation. The study further highlighted general observations regarding each of the motivating themes affecting the morale and motivation of employees to perform satisfactorily. The motivating themes are related and provide a basis from which an integrated comprehensive strategy could be developed. From this perspective, it could be posited that these observations would be

used to develop a variety of intervention strategies on the motivation phenomenon. The research study therefore aims to provide a comprehensive motivational strategy for the North West Department of Education. The proposed motivational strategy is provided in the next chapter.

CHAPTER 4: DEVELOPING A COMPREHENSIVE MOTIVATIONAL STRATEGY FOR THE NORTH WEST DEPARTMENT OF EDUCATION

4.1 INTRODUCTION

The discussions conducted in Chapter Two and Chapter Three prove that motivation occupies a significant role in organisations. The previous chapter provided findings that reflected motivational challenges currently faced by employees in the North West Department of Education. In order to address the challenges discussed earlier, the study offers, as was described in the research objectives, the development of a comprehensive motivational strategy for the organisation. These objectives were pursued by examining the motivational environment and by undertaking a literature review to identify motivational strategies currently employed in the Department. The motivational strategy is underpinned by the questionnaire designed and used to establish the extent to which employees agreed or disagreed that the strategies identified in the study would be effective in the motivation of employees. Employee views on motivational themes were also included in the strategy. The results of the study are reflected in the development of a more comprehensive strategy for motivating employees in the Department. This chapter will explain the components of a comprehensive motivational strategy, in order to ensure that challenges that hinder employee motivation are addressed.

4.2 DEFINING A COMPREHENSIVE MOTIVATION STRATEGY

Rundell (2007: 300) defines the term comprehensive as “including many details or aspects of something”. This implies that the strategy will comprise of various aspects of the motivational themes. Robbins and Barnwell (2002: 139) refer to strategy as “the determination of the basic long-term goals and objectives of the organisation”. Strategy is also defined as the adoption of the course of action and the allocation of resources necessary to achieve the organisation’s goals (Robbins & Barnwell, 2002: 139). According to Greenberg (2011: 569), an organisation’s strategy refers to the particular objectives an organisation has for the future and how it plans to focus its activities in

order to create and sustain value for the organisation. A comprehensive strategy therefore suggests the inclusion of various components of a strategy in which a clear set of guidelines are outlined, and how these plans are to be put into practice and be effective in motivating employees. However, Human (1998: 116) argues that for the organisational strategy to be well formulated and realised, the following process should be followed, namely:

- strategic analysis which involve the collection of information about the situation or context in which essential challenges in the organisation are identified;
- strategy development which focuses on analysing the information gathered during the initial stage and developing conceptual models that might solve the identified problem; and
- strategy implementation which refers to the development of plans for implementation and the setting up of evaluation systems in order to ensure the successful implementation of the strategy.

In order for the strategy to be effective, the above mentioned strategic making process in which the context of the situation is identified and analysed, and on the basis of the analysis, the strategy is developed and a particular course of action should be taken to implement the strategy. A well developed strategy needs to be formalised in an open process that involves internal and external stakeholders to assure the social support needed, improve performance and sustain long-term effectiveness of the organisation (Human, 1998: 115).

For the purpose of this study, a comprehensive motivational strategy will be developed in order to ensure that recommendations are proposed for the shortcomings, challenges and problems indicated in the previous chapter. The following section discusses components of a comprehensive motivation strategy.

4.3 COMPONENTS OF A COMPREHENSIVE MOTIVATION STRATEGY

There are a variety of components identified to underpin a comprehensive motivation strategy for the North West Department of Education. These components will form a framework from which a comprehensive motivation strategy will be developed. The motivational strategy consists of six proposed components selected through the study for enhancing the level of employee motivation in the organisation. The different components have been integrated into a comprehensive motivational strategy for employees in the organisation. An integrated comprehensive motivational strategy is presented in Figure 4.1. The components of the strategy include creating a motivating work environment, enhancing the performance management and development system, employee involvement, enhancing common organisational culture and commitment, ensuring equity and fairness and developing effective human relations, which are all discussed below.



Figure 4.1: An integrated comprehensive motivational strategy

4.3.1 Create a motivating work environment

This strategy deals with the creation of an environment in which the motivation of employees is enhanced. The results of the study in Chapter Three (Figure 3.1) revealed that the majority (48%) of respondents were dissatisfied with the conditions under which they performed their work. Employees indicated the lack of equipment and inadequate physical resources as sources which hampered their capacity to do their work. According to Maslow's Need Hierarchy and Herzberg's Two-Factor Theory which were discussed in Chapter Two and Three, appropriate conditions that satisfy employee needs should be created to ensure a motivating work environment. The theories maintain that work conditions within the organisation determine the satisfaction or dissatisfaction of employees. In this regard, an organisational environment can have a

positive or negative influence on employee motivation, leading to an increase or decrease in employee efforts. The literature stated in Chapter Three that the physical work environment contains constraints that interfere with the performance of employees and thus de-motivate their efforts. In order to overcome the above-mentioned challenges, an appropriate work environment is proposed as a component of the comprehensive motivation strategy. An appropriate and motivating work environment should therefore consider the material needs employees would require in completing their tasks.

Based on the above-mentioned challenges, a need for an enabling work environment for organisations should not be overlooked (Meyer *et al.*, 1995: 94). Accordingly, the public service organisations need to establish budgets to provide financial and service-based support in order to meet individual employee needs, assessment of needs, identification of available resources, and respond to those needs (Department of Public Service and Administration, 2006: 17). The assessment of employee needs followed by provision of adequate resources will help develop a motivating work environment which will characterise the Department as being caring about employees achieving their goals. The study recommends that, based on the provisions offered in the Medium Term Expenditure Framework, the Department should make decisions in favour of allocating adequate resources and remove practical barriers impeding the work of employees in order to enable them to perform to the best of their abilities. The availability of working tools and equipment in the work environment would increase the motivation levels of employees to perform more effectively and thus gain satisfaction in the workplace.

The findings from the study also revealed that a significant number of respondents were not motivated due to work overload, which ultimately led to inadequate rest periods. The respondents indicated that they mostly find themselves performing tasks they were not supposed to perform. Senior education specialists highlighted that they were expected to monitor the conduct of examinations, when their core duties required of them to provide professional support to educators. According to Katzell (1980: 416), managers need to define tasks for employees in order to reduce the level of workload and initiate supportive actions for employee performance. The implication is that employee job

descriptions were either not observed or adhered to. According to the Personnel Administration Measures of 1999, employee workloads are specified and allocated to various levels of employees in the organisation (Performance Administration Measures, 1999: 4). The study argues for equitable distribution of workload between the various levels to ensure that employees are not over burdened with the demands of work responsibilities. The Department's norms and standards for employee behaviour are articulated in the organisation's job description. The study recommends that the Department should make use of job descriptions as guidelines to ensure that employee workloads are well allocated. Managers should take into account employee core duties and responsibilities, and the main objectives of jobs, when allocating specific responsibilities related to their work. An alignment of employee job descriptions, individual goals and main objectives of the job is therefore important for employee motivation.

The respondents indicated further in Chapter Three of this study that the support they received from their managers and the organisation as a whole was limited and inadequate. The views illustrated in the questionnaire revealed that employees were concerned about the ability and willingness of managers to interact with them and provide the necessary managerial support required to perform well. Employees demonstrated in the previous chapter that managers were more interested in reaching organisational outcomes than with their daily operations. The literature in Chapter Two and Three outline the relationship between employee motivation and managerial support. According to the literature, a healthy work environment is necessary to promote support that employees require from managers and help create a positive inter-relationship among employees. The social work environment is also regarded as an aspect of the work environment that influences the motivation of employees. Govender and Parumasur (2010: 238) describe the social work environment as an employee's interpersonal relationship with colleagues and managers. Kruger and Rootman (2010: 69) point out that the existence of positive relationships between employees and their colleagues is essential in facilitating an enabling environment for excellent performance. According to Roos and Van Eeden (2010: 58), a positive interpersonal relationship at

work contributes to a supportive work environment. Paul (2012: 138) confirms that a healthy work environment within the organisation promotes information-sharing among employees, learning and development opportunities and encourages a balance in employees' lives.

The literature highlighted in Chapter Three that the PMDS could be integrated with all other organisational processes (Van Dijk & Thornhill, 2003: 464). One of these processes involves creating opportunities for managers to provide support among employees for effective performance. Kanyane and Mabelane (2009: 59) state that the PMDS encourages the drive for organisations to build a more open relationship with employees. The Department should therefore make use of the PMDS processes to provide support to employees. It was noted that the aims of the PMDS include, amongst others, the improvement of communication between managers and employees in order to provide adequate support (North West Department of Education, 2008: 1). The effective communication between managers and employees enhances a motivating work environment which is developed based on an open relationship that prevails in the organisation. On the basis of effective implementation of the PMDS, the study recommends that managers provide continuous support to employees and develop effective communication systems. The Department should also ensure that managers are made aware of how to develop healthy relationships with their employees and foster an environment in which employees are encouraged to work well together with their colleagues. The human relations component will be discussed further in Section 4.3.6.

The majority of the sample as discussed in the previous chapters are regarded as professionals and are more likely to be in need of control of their work. The results of the study in Chapter Three revealed that 20% of the respondents were dissatisfied, while 10% were uncertain with the level of autonomy provided to them. The study indicated that the majority of employees desired increased job autonomy over decisions related to their work. In Chapter Two and Three, Herzberg's Two-Factor Theory advocates for an increase in the provision of job autonomy and control of work which may lead to high employee motivation and higher levels of performance. According to Azim *et al.* (2012: 741), job autonomy allows employees to have increased control over

their work and provides them opportunities to schedule the work suited to their personal needs. Langfred (2013: 357) states that the desire of employees for increased job autonomy is based on the perception that autonomy would increase their efficiency and make them more satisfied with their jobs. Langfred (2013: 357) acknowledges that some jobs may however require high coordination while others may need independent work groups.

However, due to the current organisational structure, the Department finds it challenging to let employees decide freely what to do in their jobs and how to do it. The analysis of the departmental structure as discussed in Chapter Three demonstrated to some extent the bureaucratic nature of the Department. Greenberg (2011: 565) describes bureaucracy as a highly formal work environment with lots of rules and regulations for employees to follow. Accordingly, job autonomy and control of work in the Department is hindered largely by regulations relating to reporting mechanisms within the bureaucracy and strict divisions of labour. The study identifies that the hierarchical structure of the Department, which is characterised through a high degree of formalisation, has a negative effect on the motivation of employees (Roos & Van Eeden, 2010: 57). Chepkilot (2005: 110) posits that organisational structure should be used to encourage and direct effective employee performance. In this study, in order for the organisational structure to support motivational strategies, employees should be allowed autonomy in the performance of their work. The study recommends that the Department should develop policies that would allow employees to exercise control and job autonomy over their work. This strategy will mostly be applicable to employees who display reasonable levels of accountability and responsibility in the performance of their work. The provision of adequate control of work will create a motivating work environment wherein employees are likely to perceive their contribution in different divisions as important for the success and effectiveness of the whole Department.

In this section of the study, the level of job satisfaction among employees is regarded as an important motivator which has a direct influence on the motivation of employees within the work environment. Chapter Three of the research revealed that the majority of the respondents (58%) agreed with the statement that their work provides them with job

satisfaction. However, employees who did not find satisfaction when performing their work advanced the basis for their dissatisfaction. These respondents stated that their jobs seemed routine and monotonous. According to Hosie, Jayashree, Tchantchane and Seng Lee (2013: 3986-3987), less routine jobs in the work environment and those characterised by a high challenge component, lead to high levels of job satisfaction. The findings of the study in Chapter Three confirmed that work conditions and routine work were among sources that contributed to employee dissatisfaction in their jobs. According to Herzberg's Two-Factor Theory which was discussed in Chapter Two and Three, the need for job satisfaction is pivotal in the motivation of employees. Hosie *et al.* (2013: 3985) maintain that employee satisfaction with the content of a job has been found to be the main factor that clarified overall job satisfaction. Hosie *et al.* (2013: 3985) concur with Cooper and Locke (2000: 168) that for employees to be satisfied with their jobs, the work of the organisation should be found to be more interesting, challenging and rewarding. In this regard, employees found their jobs to be rigidly defined and therefore not particularly satisfying.

The study also points out the relationship between job satisfaction and meaningful work. The assumption in this section is that employees perceive their work to be meaningful when their jobs are not fragmented but integrated into a complete task (Fincham & Rhodes, 2005: 423). The study recognised the meaningfulness of work in Chapter Three as an important element in creating a motivating work environment. The research study revealed that only 13% of respondents perceived their work not to be meaningful, while 7% were uncertain. This perception led to employees believing that the work that they performed was not worthy or adding value in the organisation. Notwithstanding, the majority of the employees who agreed that their work was meaningful indicated that they derive meaning from their work through the organisational goals that they achieve and the recognition they receive from managers. Herzberg's Two-Factor Theory in Chapter Two suggests that employees' work should be made more meaningful within the work environment. According to Greenberg (2011: 269), a task is considered to be meaningful when employees experience the job as highly important, valuable and worthwhile. This implies a job that requires a variety of skills, a clearly identified task

and its significance in the overall mission of the organisation (Greenberg, 2011: 268). In order for employees to perceive their work to be meaningful, managers should develop a culture of recognition in the organisation. Recognition of employee efforts will be discussed further in Section 4.3.2.

Chapter Three of the study discussed the need for the Department to redesign employee jobs to make them more meaningful and motivating. The literature also indicated that job design included job enlargement, job enrichment and job rotation (Kruger & Rootman, 2010: 70). It was further stated that though Public Service organisations have not embraced the job design approach, it was regarded as one of the most widely used strategies to improve employee motivation in the work place (Chepkilot, 2005: 90). In addition, job design theories assume that employees will work harder if their jobs produce satisfaction (Chepkilot, 2005: 90). The study argues that the job enlargement approach could be applicable to the North West Department of Education. The approach involves expanding employees' duties by adding new challenges and increasing the number of tasks (Rippon & Kazombiase, 2010: 95). The research found that rigidly defined jobs, as discussed in the previous chapter, are not appropriate to influence employee job satisfaction. Based on the above findings, the study therefore recommends that in order for employees' feelings of job satisfaction to be stimulated and heightened, the Department should provide opportunities for employees to do work that they find challenging and interesting through the job enlargement approach.

According to the study, employee jobs need to be characterised by requirements of a variety of skills and abilities. In order to cope with the content of challenging jobs, the study recommends that employees should be provided with the necessary skills and abilities which will lead to an increase in job satisfaction. The implementation of a job enlargement approach provides the Department with such opportunities. When employee skills are improved, their motivation levels also increase due to a renewed sense of confidence among employees. The Department should ensure that employees' work is integrated into the whole organisation's goals, so that they do not perceive their work to be alienated from the entire operation of the Department. This component of the

strategy will ensure that desired effects of the approach are achievable and employees are able to deal with challenging tasks provided by managers. The study discusses the performance management and development system component in the next section.

4.3.2 Enhancing the performance management and development system

An improved performance management and development system could play a critical role in motivating employees within public sector organisations. According to Grobler *et al.* (2006: 264-266), the performance management and development system enhances motivation through an integrated human resource strategy which includes:

- rewarding good performance;
- providing feedback on employee performance; and
- developing employees.

4.3.2.1 Rewarding good performance

A performance management and development system affords Public Service organisations the ability to respond to inadequate employee performance and reward outstanding performance as well. The results of the research study in Chapter Three revealed that the lack of meaningful rewards to performing employees contributes to their dissatisfaction and discouragement from performing optimally. A substantial 33% of the respondents disagreed that the Department provided them with adequate recognition and praise for the work they have performed. The majority of respondents (63%) were also not satisfied with the level of pay they received for their efforts. The study noted in Chapter Two and Chapter Three that while some employees are motivated by financial rewards to increase their efforts, others prefer non-financial rewards that include appreciation and recognition of their performance. The results revealed that 58% of the respondents prefer money to other benefits, while 30% responded that they have a preference for other benefits. It was mentioned in Chapter Three of the study that rewards are categorised as either financial or non-financial. The research study confirms that employees were not satisfied with the reward and recognition system adopted by the Department. The respondents in the study were

concerned that the Department seems not to be putting well-conceived efforts towards adequately recognising and rewarding satisfactory performance.

According to Vroom's Valence-Instrumentality-Expectancy Theory, as discussed in Chapter Two, employees would be highly motivated by the process in which their performance leads to rewards. Employees regard recognition of performance as an important motivator for their performance (Arnolds *et al.*, 2010: 90). According to Van Dijk and Thornhill (2003: 467), organisations can use well established recognition programmes to create a positive work environment and as incentives for improved employee performance. When employees are duly rewarded for their performance, they exert the necessary effort needed in the organisation. Due to the lack of appropriate rewards and inadequate recognition within the Department, the study recommends that the performance management and development system could be used as a process through which employees would be motivated. The performance management and development system requires of the Department to evaluate employee performance fairly and objectively, and provide the basis for decisions on rewards (North West Department of Education, 2008: 1). The PMDS provides for a moderation process wherein supervisors are required to ensure that the evaluation of employee performance is conducted in a consistent manner across the whole Department (North West Department of Education, 2008: 13). In addition, Nujjoo and Meyer (2012: 2) state that monetary rewards for performing employees are regarded as legal obligations in the employment contract between managers and employees in the work environment. The Department is therefore obliged to offer performing employees monetary incentives. The study argues that recognition programmes for exceptional performers should be distinguished from employees whose performance is not as good. The literature in Chapter Two and Chapter Three is commensurate with the recommendations of the study that the provision of recognition and reward systems needs to be in proportion to employee efforts and performance of their work.

According to McClelland's Achievement Theory, as discussed in Chapter Two, employees are not motivated by the same rewards. The study recognises through the results as illustrated in Chapter Three that employee preferences are differentiated. The

Department should therefore ensure that rewards and recognition programmes meet individual employee needs and preferences. This approach will be possible when the organisation is able to determine what individual employees value for their efforts. The development of structured recognition programmes will help alleviate budgetary constraints that face the Department. In the results of the study in the previous chapter, it was revealed that the majority of respondents (61%) indicated that they were not provided with additional incentives for achieving their goals, while only 32% agreed to having received fair non-financial rewards. The implication is that employees did not receive adequate and satisfying financial and non-financial incentives.

The study recommends that, based on the effects of monetary rewards on employee motivation, which may not be sufficient to motivate employees towards excellent performance, a combination of both financial incentives and recognition strategies will be effective in satisfying varying employee needs. The PMDS provides guidelines for the implementation of such rewards, whose purpose is to motivate employees for good performance. The respondents cited, amongst other non-financial incentives, that impact on the motivation of employees included being delegated by managers to represent the Department at official functions, receiving merit certificates for good performance and other tokens of appreciation. The management of reward systems is therefore an important strategy for effective employee motivation. The study assumes that the recognition of employee efforts can also come in the form of provision of feedback on employee performance (Rippon & Kazombiase, 2010: 107). The PMDS involves provision of feedback on employee performance which is discussed and analysed below.

4.3.2.2 Providing feedback on employee performance

In the North West Department of Education, the PMDS is required to provide both positive and negative feedback from supervisors in respect to the performance of employees (North West Department of Education, 2008: 6). However, according to the results of the study in the previous chapter, feedback that employees received on their performance proved to be insufficient and inadequate. Only 47% of the respondents

indicated that they received adequate feedback on their performance. Employees also indicated that the information they obtained did not guide them on how to improve on their future performance. More importantly, Stroh (2001: 66) argues that feedback should also include information about performance that allows employees to adjust their performance. Feedback also provides the benchmark on which the employees determine their progress of performance (Chepkilot, 2005: 164). The literature in the previous chapter states categorically that feedback should be used to inform employees of which areas of performance need to be improved. The performance appraisal process plays a critical role in the provision of feedback to supervisors. According to Selden and Sowa (2011: 253), the performance appraisal process is regarded as a centrepiece of the performance management and development system in reviewing performance and providing feedback about employee performance. The performance appraisal process involves supervisors meeting with employees to discuss ways in which their performance could be improved (Chepkilot, 2005: 134).

Stroh (2001: 66) further highlights that in order for feedback to be effective, organisations need to establish mechanisms through which employees are provided with adequate information. Feedback also provides the benchmark on which the employees determine their progress of performance (Chepkilot, 2005: 164). The study maintains that one of the major roles of managers is to provide information about what is expected of employees and indicate whether they are meeting their expectations. The results however suggest that managers are not using the feedback mechanisms effectively. The study recommends that the Department should ensure that managers are adequately trained on the performance management and development system that includes understanding the performance appraisal process. An understanding of the performance appraisal system will provide managers with the knowledge to provide employees with adequate information about their performance and allow them to plan for future performance. The study notes that it is critical for the Department to certify that managers acquire the necessary skills related to feedback mechanisms through which employee performance could be determined. The performance management and

development system places emphasis on the development of employee skills in the next section.

4.3.2.3 Developing employees

The implementation of the PMDS in organisations needs to be geared towards facilitating continuous improvement of performance (Van Dijk & Thornhill, 2003: 461). It was noted in Chapter Two and Three of the study that one of the major purposes of a performance management and development system was to ensure that employee skills are developed in order to improve future employee performance. For the purpose of the study, development and training concepts are regarded as synonymous as they both describe a process in which employees are required to improve the skills and knowledge needed to better their job performance (Greenberg, 2011: 124). The results of the study in Chapter Three found that a minority (43%) of respondents perceived that their development and training needs were not adequately identified through the performance appraisal system. The results also suggest that the performance appraisal system was not properly used by supervisors as a substantial number (28%) of respondents remained uncertain of the statement.

The study assumes that the developmental nature of the PMDS will not be effectively employed if employee development and training needs are not clearly identified through the performance appraisal system. Furthermore, the research study revealed in the previous chapter that the majority (57%) of respondents perceived that the training and development programmes conducted in the Department met their individual needs. The implication is that employees were not sure of the training needs that are referred to in the statement, or did not know what their training needs were. Employees further indicated that, as a result, the development and training programmes they received were thus not specific to their personal growth and development. Employees indicated that their training programmes were generic in nature and form. This lack of appropriate identification of employee development needs may be due to ineffective implementation of the performance appraisal system as confirmed by the results of the study in the previous chapter. Van Dijk and Thornhill (2003: 464) highlight that when the PMDS is

not correctly implemented, the outcomes thereof will not have an influence on the identification of competencies and skills required for the success of an organisation.

The PMDS should therefore be used to identify employee development and training needs linked to their job performance. This approach will assist in ensuring that the training priorities are determined according to Departmental needs and not on perceptions by managers of what is lacking and appropriate for the organisation (Van Dijk & Thornhill, 2003: 464). It becomes evident that when employee development and training needs have been identified, the Department will be able to determine what areas of performance have to be improved. Rippon and Kazombiaze (2010: 112) state that the purpose of training and development is, amongst others, to assess and address skills deficiencies within the organisation. In order to address the mismatch that exists between required competencies and the actual competencies that prevail in the Department, the study recommends that the performance management and development system should be implemented correctly to ensure that training needs are identified through the performance appraisal system, and that competencies required to enable employees to perform successfully are clarified. The development of a personal development plan between the manager and the employee is an important process that is geared towards empowering employees (Van Dijk & Thornhill, 2003: 466). According to Grobler *et al.* (2006: 337), the development of employee skills and competencies could be achieved through the Skills Development Act (No 97 of 1998). The Act requires of Public Service organisations to provide employees with opportunities to acquire the necessary skills that will ensure that employees perform their work successfully. In this regard, the knowledge and skills acquired through the skills development programmes developed will help employees increase their confidence and motivation to perform.

The research study in Chapter Three indicated the need for employees to believe that the abilities and skills they have acquired through the training and development are fully-utilised by the organisation. The results revealed that 25% of the respondents disagreed with the statement that their skills were effectively used, while 20% were uncertain. This perception suggests that employees were either not certain whether the

training they received was relevant for their work, or lacked confidence of their competencies to perform at a level in which their performance would result in them feeling a sense of achievement. Rippon and Kazombiaze (2010: 112) maintain that skilled employees have a greater capacity to perform with excellence, which also builds their sense of confidence and willingness to carry out work effectively. As discussed in Section 3.3.1 of Chapter Three and Section 4.3.1 in the previous section, the Department needs to ensure that employees derive meaning in their jobs. The study recommends that in line with personal development plans discussed earlier, and in collaboration with managers, employees should be provided with adequate opportunities that will allow them to display new competencies acquired through the training and development programme in performing particular tasks. The participation of employees in the affairs of the organisation is discussed in the next section, as it contributes to the effective motivation of employees.

4.3.3 Employee involvement

The involvement of employees in shaping organisational policies, plans and decision-making processes of the organisation, as discussed in the previous chapter, is positively related to employee motivation (Dewettinck & Van Dijk, 2013: 811). The research study examined the extent of employee involvement in the planning and decision-making processes of the Department. The findings of the study in Chapter Three revealed that employees who were non-committal about their involvement indicated that their involvement in planning and decision-making was limited, and as such, did not feel part of the decision-making process in their work. These employees felt dissatisfied that planning was already done by supervisors and they were only expected to execute jobs that were set out for them. Employees reported that they were denied opportunities to participate in the decision-making process of the Department, and further observed that only employees who occupied management positions were afforded opportunities to participate in the decision-making processes. The findings of the research also revealed that employees were concerned about managers not putting concerted efforts into involving them in the planning and decision-making processes relating to their work, including participation in the setting of goals. In applying Maslow's theory, Rippon and

Kazambiaze (2010: 100) suggest that goal-setting affects the motivation of employees and they are likely to work harder towards achieving organisational goals when they have been involved in the setting of goals.

According to Stroh (2001: 67), the performance of employees' increases considerably when employees have participated in formulating organisational goals, rather than when goals have been set and allocated unilaterally. Stroh (2001: 68) adds that when employees are allowed to use their own judgement, they become motivated to make their plans succeed. Kruger and Rootman (2010: 69) attribute greater employee participation in decision-making processes to a democratic management style of the organisation, rather than an autocratic style of management. The involvement of employees in a democratic style of management is important in ensuring that managers consult their employees when making plans and taking decisions. The study recommends that managers should recognise the importance of a participative style of management and ensure that employees are involved in planning and decision-making processes of the Department. The Department should ensure that employees are provided with multiple opportunities to participate and give inputs into what they are intended to achieve.

In order to stimulate employees to participate in decision-making processes, managers should delegate responsibilities to employees (Stroh, 2001: 68). Effective delegation of employees by managers should take into account the following considerations (Stroh, 2001: 68):

- managers need to plan delegation of responsibilities carefully in order to ensure that delegated responsibilities are done by appropriate people;
- adequate powers need to be delegated together with the delegated task, so that they can be able to perform their task properly;
- managers should not be prescriptive on how to do the delegated task but should encourage employees to take the initiative;
- managers should not overload employees with the workload so that employees can be able to cope; and

- managers should continually monitor and evaluate the progress of a task that has been delegated.

According to the findings from the research in Chapter Three, employees who did not occupy various management positions in the organisation confirmed their non-involvement in the planning and decision-making processes of the organisation. The study proposes that access should be created for employees at various levels of the Departmental hierarchy to be involved in the planning and decision-making process. Managers could involve employees through extended meetings constituting all employees in the Department. This strategy will afford employees opportunities to participate fully in the planning stages of the decision-making process of the organisation. The Department could also involve employees through delegation of responsibilities. According to Greenberg (2011: 372), delegation of powers serves to empower employees to be part of the decision-making process and can become a source of employee motivation. However, in order to ensure that the delegation of powers becomes effective, managers need to continuously monitor the progress of employees delegated the task. In the next section, the study discusses the impact of organisational culture on the attitudes and motivation of employees to perform.

4.3.4 Enhancing common organisational culture and commitment

The study recognises the importance of organisational culture in creating a sense of commonality among employees and ensuring that levels of commitment are continually developed (Kruger & Rootman, 2010: 70). It was noted in Chapter Three that for the organisational culture to be effective in motivating employees, a common understanding of the vision and mission statement of the organisation is required, in order to ensure that employees assume a collective identity which enables them to work well together. In relation to employees sharing a common vision, the results of the research study in Chapter Three revealed that employees who could not feel connected to the organisational culture of the Department, did not show a clear understanding of the vision and mission statement of the organisation. Employees also indicated that managers did not inspire them to develop a sense of commitment to organisational

goals. In order to ensure that a common organisational culture is developed throughout the entire organisation, a widespread understanding of the mission statement of the organisation is essential.

According to Manetje and Martins (2009: 88), there is a positive relationship between organisational culture and organisational commitment wherein employees would be psychologically bound to the organisation, identify appropriate behaviour consistent with organisational culture and exert their efforts on behalf of the organisation. The research of the study in the previous chapter demonstrated that employees did not receive clear directions from managers on their behaviour, and thus did not feel supported in the work of the organisation.

Organisational culture plays several important roles in the organisation and is therefore an important attribute that can account for the success or failure of the organisation (Fincham & Rhodes, 2005: 529). In addition, Greenberg (2011: 511) maintains that organisational culture determines the ability of the organisation to perform to its maximum level and enhance employee performance. In that regard, some of the basic functions of an organisational culture are depicted in Figure 4.1. This figure is presented in relation to the current challenges as discussed in Chapter Three of the research study. Each of the basic functions of the organisational culture is discussed below (Greenberg, 2011: 515).



Figure 4.2 Basic functions of organisational culture

Source: Greenberg, J. 2011. Behaviour in Organisations. 10th ed. London: Pearson Education Limited.

The study revealed in Chapter Three that almost a third of employees perceived that managers could not make use of the organisational culture to foster a sense of common identity and cohesion within the organisation. Due to lack of common understanding of the vision and mission statement of the organisation, the results showed varied responses to employees' commitment to organisational goals. The research study also found that not all employees have a common understanding of the vision and mission statement of the Department. Employees reported on the inability of managers to communicate organisational values effectively in order to ensure that appropriate standards of behaviour are maintained.

An efficient organisational culture that influences the behaviour of employees in organisations is characterised by the following elements (Greenberg, 2011: 512-513):

- employees identify with the organisation as a whole rather than with their particular section;
- employees work together in an open and collaborative environment;

- commitment to do things appropriately is very high and mediocrity is not tolerated;
- individual employees are held accountable and accept personal responsibility for their actions; and
- employees are encouraged to learn from each other.

In order to ensure that a common identity and cohesion of purpose is enhanced among employees, and also to instil a uniform understanding of vision and mission statement of the organisation, the study recommends that managers should foster a deliberate understanding of the values enshrined in the Department's vision and mission statement. The vision and mission statement document of the North West Department of Education include, amongst other values; employees assisting each other in achieving organisational goals, sharing information in a responsible manner and relating to fellow employees with fairness and respect. This component of the comprehensive strategy reveals that when employees work well together, and share information, a common identity that would foster cohesion of employees within the organisation could increase their motivation. Tsosa (2004: 95), quoting Hofstede (1994: 179), concurs with the assumption that organisational culture may unite employees behind stated goals of the organisation.

Martins and Coetzee (2007: 21) regard organisational culture as the strongest strategic force in creating a committed workforce that is connected to organisational goals. The study recommends that for employees to embrace organisational goals and develop a sense of commitment, managers should instil a sense of understanding about their job description. A clear understanding of job description is likely to foster common responsibility among employees and help them develop their desire to endorse Departmental goals and values. This process of integrating employees into the organisation values and acquainting them into the required behaviour patterns could be advocated through an induction programme (Grobler *et al.*, 2006: 206). The study suggests that for an organisational culture that promotes appropriate standards of behaviour to be effective, the Department needs to establish induction programmes that include newly employed employees and communicate organisational values widely. A

well-developed induction programme promotes greater commitment to organisational goals and values (Grobler *et al.*, 2006: 209). The study presumes that the organisational culture component would contribute significantly in influencing the behaviour of employees. In the next section, the study includes the component that deals with employee needs for the organisation to ensure equity and fairness in the organisation.

4.3.5 Ensuring equity and fairness in the organisation

In the previous chapter, the study noted the need for employees to be treated fairly and equitably in comparison with each other. Currently, employees find themselves experiencing inequitable treatment and unfair conditions within the Department. The results of the research study in Chapter Three revealed that the majority (43%) of respondents disagreed that they received fair rewards for their efforts. A high degree of uncertainty (25%) was cited in relation to their judgements about the equitable nature of the rewards they received. These results indicate that the behaviour of employees is driven by their fundamental concern with fairness and equity in the workplace. In his Two-Factor Theory interviews, Herzberg indicated that feelings of unfairness were the most frequently cited as a cause of dissatisfaction among employees (Fincham & Rhodes, 2005: 202).

This section of the study correlates with the findings revealed in the previous chapter that employees were dissatisfied with the Department's strategy of allocating financial and non-financial rewards for their efforts, as discussed in Section 4.3.2.1. Employees perceived the rewards they received and treatment from the Department to be inequitable and unfair. In order for the motivation strategy involving allocation of equitable rewards to be viewed as effective for the organisation, employees need to be able to perceive that the rewards they are receiving are fair and equitable when compared with rewards received by others (Morrell, 2011: 319).

The study emphasises that the Equity Theory focuses on the motivational aspects of fairness among employees. According to this theory, as discussed in Chapter Two and Three, equity becomes achievable when the rewards employees receive are awarded in proportion to their efforts. Equity is deemed useful for organisations where the emphasis

would be of motivating and rewarding employee achievement (Morand & Merriman, 2012: 133). Chepkilot (2005: 159) concurs with Morand and Merriman (2012: 133) that equity and fairness in the organisation could be observed in organisational practices that include rewarding and recognising employee efforts.

The findings in the previous chapter however revealed that employees were not satisfied with the extent to which they were rewarded for their efforts. Employees demonstrated that the rewards they received were differentiated, inequitable and unfair when compared with rewards received by others. The Department should therefore ensure that fair procedures are followed when allocating rewards to employees. In accordance with Adam's Equity Theory, and in order to meet equitable conditions, managers should strive to consider systems that are based on how well employees perform their jobs and be able to reward them in proportion to their performance. The Department could make use of the performance management and development system as suggested in Section 4.3.2.1, which provides opportunities for managers to allocate rewards equitably and fairly in proportion to employee efforts. According to Chepkilot (2005: 159), Adam's Equity Theory cited by Mullins (1998: 508) supports the view that employees will be better motivated if they are treated equitably and become demotivated if fairness is perceived not to prevail in the organisation. Employees will also be more motivated to perform even more efficiently. The Employment Equity Act (No 55 of 1998) strives to achieve equity in the workplace by promoting equal opportunities and fair treatment through the elimination of unfair practices in the work environment (Greenberg, 2011: 254). The study recommends that in order for the Department to eliminate practices of inequity, managers should understand the effects of fair provisioning of rewards on the performance of tasks, and be considerate when allocating fair and equitable non-financial rewards to employees, so that the implementation of the strategy could be regarded as just. In order for the strategy to be implemented effectively, the Department needs to develop an equity plan which will involve managers and employees towards reaching equitable conditions in the Department. The equity plan will also be required to assess practices of inequity and

promote equitable and fair conditions. The next section discusses the importance of human relations as an effective component for the motivation of employees.

4.3.6 Developing effective human relations

The study points out the importance of a healthy relationship between employees and their supervisors, and among employees themselves. The study examined the level of human interaction within the organisation. The results of the research study in the previous chapter revealed that employees who perceived their relationship with supervisors to be unhealthy, indicated that as a result, they were not provided with the necessary support due to the relationship that prevails in the Department. This implies that an unhealthy relationship within the work environment impacts negatively on the support employees require for effective performance. It was noted in Chapter Three that inadequate communication within the Department accounts for the low level of interaction among employees. In relation to the collaborative efforts of employees and their willingness and ability to assist others in achieving their goals, the study revealed that employees were concerned over rewards provided to others for work they completed. The development of an effective human relations component becomes critical in this regard.

According to Herzberg's Two-Factor Theory, as discussed in Chapter Two, hygiene factors that include supervision of employees and inter-relationships amongst employees are an important source of motivation. As was discussed in the previous chapter, Alderfer's Existence, Relatedness and Growth Theory also emphasises that the motivation of employees increases when employees relate well with each other. Stroh (2001: 70) suggests that managers who are unfriendly and demanding often create fear or resentment in employees. Clearly, when supervisors are not providing adequate supervision, they will not be able to receive required cooperation from employees. A well established, strong relationship between supervisors and employees is critical in enhancing an effective human relations component for employee motivation. The study proposes that managers in different levels of the Department should develop relationships with their employees that would ensure that cooperation is established.

Cooperation within the Department could be achieved through the South African Council for Educators Act No. 55 of 1998 (Meyer & Coombs, 2008: 31). The South African Council for Educators determines the conduct that employees and managers should display through their working relationship. The following means could be used by managers to develop strong relationships with their employees (Stroh, 2001: 71):

- treating their employees as equals on and off the job;
- sharing interests with their employees;
- inviting employees to engage in social activities;
- showing employees that they enjoy being with them in both on and off the job situations; and
- helping them with personal problems and concerns.

The study indicates that in order for managers to realise good human relations within the Department, a more open relationship with employees becomes a major feature. An open relationship within the organisation increases the likelihood of employees expressing their problems freely. When employees perceive that the treatment they receive from their managers is supportive, they tend to value their relationship more and become motivated to perform effectively. The study recommends that in order to address human relations challenges among employees when interacting with their colleagues, the Department should develop effective communication systems within the various levels of the organisation. According to Kanyane and Mabelane (2009: 65), in order to develop effective communication skills within the Department, managers should be specific when talking to employees, enhance employees' self-esteem and listen carefully to their employees. The use of effective communication skills in the Department reduces the risk of misunderstanding within the organisation and thereby increases human relations among employees. Grobler *et al.* (2006: 302) maintain that important human relations skills include the ability of employees to communicate effectively; establish strong interpersonal relations; and build cooperative and satisfying relationships among employees. A strong relationship between managers and their employees and among employees themselves is an important component that enhances the motivation of employees in the Department of Education. In the section

that follows, a summary of all the components proposed for a comprehensive motivation strategy is discussed.

4.4 SUMMARY OF COMPONENTS RELATED TO COMPREHENSIVE MOTIVATIONSTRATEGY

The research study presented a variety of components that would contribute to a comprehensive motivation strategy for the motivation of employees. The integrated components as a whole provide an effective strategy for employee motivation. The implementation of the motivation strategy is presented in Table 4.1.

Table 4.1: Implementation of motivation strategy

Components of strategy	Implementation strategy
Creating a motivating organisational environment	The Department should allocate adequate resources, working tools and equipment that would ensure that employees perform efficiently and effectively.
Enhancing the performance management and development system	Managers should be adequately trained on the implementation of the performance management and development system in order to ensure that employee performance is evaluated, and the basis for rewarding good performance is established to increase employee motivation.
Employee involvement	Managers should develop multiple opportunities that involve the participation of employees from different levels of the Department in the planning and decision-making processes of the organisation.
Enhancing common organisational culture and commitment	Managers should foster a deliberate understanding of the core values

	enshrined in the Department's vision and mission statement in order to achieve commitment to organisational goals.
Ensuring equity and fairness	Managers should exercise care in allocating performance rewards and should ensure that recognition of performance is done in proportion to employee efforts.
Developing effective human relations	Managers should develop sound relationships with their employees that would ensure that cooperation in the completion of tasks is achieved.

The motivation strategy relating to the creation of a motivating work environment requires of managers to provide physical resources that will make the work of employees easier to do without unnecessary impediments that have a negative influence on the motivation of employees. An enabling work environment affords managers appropriate conditions that will enhance an effective implementation of the performance management and development system and ensure that employees are recognised and rewarded for their good performance. The involvement of employees in the affairs of the organisation is an important factor that is perceived to be generating commitment and loyalty to achieving organisational goals, as employees feel motivated to be playing a role in the success of the Department. The development of a strong organisational culture within the Department enhances a collective sense of commonality which can manifest in employees displaying a desire to work harder for the organisation. Employees are fundamentally driven by their concern for equity and fairness in the workplace. Managers should therefore ensure that equitable and fair conditions are considered when allocating rewards for employee performance. A healthy relationship that prevails in the organisation has a significant effect on the motivation of employees. In order to create appropriate conditions for an effective interaction between employees and their managers, including amongst employees

themselves, managers should develop sound human relations that would improve cooperation within the Department, and that would assist in the completion of organisational tasks.

4.5 CONCLUSION

This chapter of the research study focused on the development of a comprehensive motivational strategy which will be recommended for motivating employees in the North West Department of Education. A variety of components have been suggested and arguments for their integration into a comprehensive motivational strategy are made. The components were developed from the literature review and employee responses to motivational challenges identified in the previous chapter. The chapter provided a description of effective strategies to be employed in the Department. In order for the components to be well implemented and sustained, organisational structures and systems should be sound. The organisational structure should encourage employee participation in order to ensure that strategies developed are successful.

The comprehensive strategy developed for the study includes the Department providing a supporting environment for motivation in order to enhance job satisfaction. The creation of a healthy work environment is significant in ensuring that employees are content with their work and thus their behaviour translating into higher performance. The involvement of employees in a participative style of management is regarded as an important component that enables employees' decision-making powers in the Department. The study therefore regards employee participation in the decision-making process as an effective motivation strategy that enhances commitment to the organisation. Managers in the Department were urged to make concerted efforts to involve employees in the planning and decision-making process relating to their work. The study assumes that the performance management and development system in the Public Sector is fundamentally designed to identify inadequate employee performance, develop required skills and competencies, and ensure that appropriate rewards and recognition are provided. The provision of adequate recognition and rewards on outstanding employee performance would act as an effective strategy for the motivation

of employees. This component of the motivation strategy becomes efficient when the rewards are provided fairly and in proportion to employee efforts and performance of their work.

The PMDS also affords employees opportunities to receive feedback that can be used towards planning for future performance. Amongst other components of the comprehensive motivation strategy, organisational culture is regarded as the strongest force in creating commitment within the Department. When the organisational culture is used appropriately in the Department, employees from different levels may be united behind the organisational vision. The development of a strategy that ensures that employees associate themselves with the mission statement of the organisation is significant in promoting a sense of commonality within the Department. An effective organisational culture helps to improve cohesion in the organisation, culminating in common standards of behaviour and an increased motivation of employees.

The research study further highlighted the need for the Department to eliminate practices of inequity and unfairness in the allocation of rewards, recognition and access to promotion opportunities. The strategy posited that in order for equitable and fair conditions to prevail in the organisation, the Department should ensure that employees are awarded rewards in proportion to their performance. The study noted that an unhealthy relationship impacts negatively on the performance of the organisation as a whole. It was recommended that managerial skills should be improved in order to manage relationships with employees effectively, and obtain their cooperation for the achievement of organisational goals. According to the study, the improvement of communication systems allows employees to express their feelings and thereby satisfy their social needs. It is clear that when effective communication exists, employees will be effectively motivated. The development of effective human relations component contributes significantly to the motivation of employees, as it enhances the management of interpersonal relations between various units of the Department and proper coordination of employee efforts. In this study, the proposed integrated strategy encompasses an enabling work environment, the performance management and development system, involvement of employees in the decision-making process, the

influence of organisational culture, equity and fairness, and effective human relations in the Department. The next chapter will conclude the research study by providing conclusions and recommendations for the research study.

CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

Public Administration as a discipline has been concerned with the development of human resources for an effective and efficient Public Service. This study adopted a Human Resource Management approach that embraced the need for the Department to place emphasis on the satisfaction of individual employee needs in order to reach organisational objectives effectively. A review of the literature in Chapter Two and Three provided the framework through which components of the motivation strategy were identified. The participants in the study offered their perceptions, understanding, and challenges which they faced in relation to motivation, and also provided suggestions on how to increase their levels of motivation for an improved performance. The identification of components of motivation led to the development of an integrated, and comprehensive motivation strategy which was presented in Chapter Four (Figure 4.1). The level of employee motivation prompted the research study in the organisation. The main aim of the research was to highlight the need and importance of motivation for employees in the North West Department of Education. This final chapter will present a summary of the research study featuring all the chapters that comprise the study as well as an indication of the extent to which the research objectives have been achieved. The chapter will further provide recommendations based on the findings of the research and conclude the study.

5.2 SUMMARY OF THE CHAPTERS

Chapter One of the study introduced the research topic through an orientation of the study and provided a problem statement to establish the extent of motivation within the context of the study. The study indicated the challenges employees experience regarding the lack of motivation to perform effectively. This prompted the need to develop a strategy for employee motivation in the organisation. The chapter also provided research questions, objectives of the research as well as a detailed explanation of the research methodology. The study used the mixed method of research

wherein a case study and semi-structured questionnaire were employed, to gather required data to determine the effectiveness of the current strategies used in the Department and employee perceptions about motivation. The sample of the study was drawn from circuit managers, curriculum coordinators, the professional support staff, integrated quality management system unit coordinators, the national school nutrition programme coordinators and the education management and governance development coordinators in three Area Offices of the Dr Kenneth Kaunda District of the North West Department of Education. Limitations of the study were described, and the chapter concluded with an outline of the chapters in the study.

Chapter Two presented the context of the study, including the human resource management approach towards the development of strategies that increase the motivation of employees and consequently the effectiveness of the organisation in achieving its objectives. This chapter focused on the theoretical basis of the nature of motivation in the organisation. A variety of motivation theories were presented, providing a framework which describes the environment that influences the motivation of employees, both positively and negatively. The literature review offered that motivation theories were categorised into content and process theories. According to the literature, content theories assume that individual employees are driven by the same set of needs, while process theories hold the view that employees are motivated by diverse needs and individual employee interests. The literature further found that employees could be motivated by a whole range of factors, which include intrinsic or extrinsic factors and the interplay of both. In this regard, a differentiated approach that caters for diverse needs of individual employees was considered for the motivation of employees. A review of the relevant literature that explains the behaviour of employees within different contexts was presented in Chapter Two (Table 2.2). The first objective of the research was to determine the nature of employee motivation influencing the performance of employees. This research objective is in line with the question that requires the study to examine the motivation theories that describe the environment influencing the motivation of employees in the North West Department of Education. The chapter also outlined specific motivational challenges that employees experience in

the context of existing policies, such as the performance management and development system that affect their morale. The chapter concluded with an identification of themes that have an influence on the motivation of employees and are derived from the selected motivational theories. The findings of the literature review in Chapter Two show that the first research objective of the study (1.3) was achieved. An understanding of the motivation theories will ensure that managers are informed of effective motivation strategies for the organisation.

The study demonstrated that motivation themes apply to more than one motivation theory. Table 5.1 describes identified themes and sub-themes derived from the corresponding motivation theories.

Table 5.1: Motivation themes derived from motivation theories

Motivation theory	What to look at	Motivation theme
1.Maslow's Hierarchy of Needs	To determine whether the organisation provided employees with opportunities for job satisfaction.	Work environment
2.Alderfer's Existence, Relatedness and Growth Theory	To explore perceptions of participants about human relations that employees experience in the work environment.	Human relations
3.Hertzberg's Two-Factor Theory	To determine the factors that influence the motivation of employees and strategies that increase employee job satisfaction.	Work environment, job design, equity and fairness
4.McClelland's Achievement Motivation Theory	To establish needs and desires that influence employees to achieve organisational goals.	Employee involvement, recognition and rewards
5.Locke's Goal-Setting Theory	To explore effective strategies that ensures that employees exert	Performance management and

	required efforts to perform satisfactorily.	development system, employee involvement, feedback about performance
6.Adam's Equity Theory	To determine whether rewards for performance are congruent with efforts exerted by employees in order to achieve equity.	Equity and fairness
7.Valence-Instrumentality-Expectancy Theory	To determine the usefulness of a performance management and development system in the motivation of employees.	Performance management and development system, recognition and rewards
8.Cognitive-Consistency Theory	To determine the skills levels of employees and increase their self-esteem to achieve desired results.	Job design
9.Deci's Cognitive Evaluation Theory	To determine factors that hampers the motivation of employees.	Performance management and development system, feedback about performance

The literature selected in Chapter Two led to the identification of six motivation themes. An attempt has been made to match motivation theories with related themes and sub-themes. Identified themes were also linked to the objectives of the research (1.3).

Chapter Three of the research study focused on the current state of motivation challenges employed in the Department. On the basis of the challenges and strategies currently employed, including the literature review in Chapter Two, a semi-structured questionnaire was developed and presented to the sample to indicate the extent to which they agreed or disagreed that the strategies employed would be effective in

motivating employees. The questionnaire was clustered around the six motivation themes identified in the previous chapter. The respondents were also required to offer their views, perceptions and attitudes on employee motivation. The results of the study were analysed and interpreted indicating the level of employee motivation and the extent to which they were influenced by various factors derived from motivation themes. The chapter provided an opportunity for the analysis and the interpretation of the results. The results from the research study were presented in order to provide the views of employees regarding the extent to which they were influenced by various motivational themes. The second objective of the research was to establish motivational factors that could have a positive or negative influence on the performance of employees, while the third objective was more specific in requiring the study to determine the influence managers have on the motivation of employees through the implementation of the performance management and development system. The study regards the performance management and development system as an effective vehicle through which the motivation of employees could be realised. The findings of the study in Chapter Three reveal varied employee perceptions on factors that contribute to their motivation and performance. The results also confirm that themes that have a positive influence on the motivation of employees relate negatively to the motivation of others, including the performance management and development sub-themes (3.3.2.1-3.3.2.3).

There is evidence from the study that shows that motivational factors that contribute to the motivation of employees in varying degrees are integrated and interrelated. The integration of motivation themes lead to a comprehensive and integrated approach to the motivation of employees, as the influence of each theme adds on to the influence of another. Furthermore, the chapter concluded that the current motivation strategies have strengths and weaknesses that contribute to the increase and decrease of employee motivation. General observations regarding the motivation of employees that included integration among themes that contribute to the motivation of employees were explored. It is evident from the research that the second objective was achieved, as motivational factors were not only identified, but their positive or negative influence determined. The results of the research also revealed that managers have a critical role to play in

ensuring that a positive influence is determined through the performance management and development system. The third objective of the research was realised in this chapter as challenges that required managerial interventions were highlighted in the implementation of the performance management and development system. Based on the results of the study, the chapter highlighted the need to improve the level of employee motivation through the development of an effective and integrated strategy for motivation.

Chapter Four of the study provided a comprehensive motivational strategy for employees in the North West Department of Education. The data collected from the literature study in Chapter Two, the findings from the questionnaire that was presented in Chapter Three and the views and perceptions employees hold about the themes that contribute to their motivation, inform the development of the motivation strategy adopted in this chapter. The integrated motivation strategy is underpinned by a variety of components from which a framework for the strategy was developed. The strategy was also developed through the shortcomings and challenges identified by the respondents in Chapter Three. In this chapter an integrated and comprehensive motivational strategy for the motivation of employees was developed and proposed for the effective motivation of employees in the Department, as per the fourth research objective. The integrated strategy was presented in Chapter Four (Figure 4.1). The main research objective of the study was achieved in Chapter Four and recommended for implementation in order to improve the level of motivation among all employees in the organisation.

Chapter Five of the research study concludes the study and presents solutions to the research questions that guided the study. The chapter describes the extent to which the study met the objectives of the research. Finally, the chapter provides recommendations for the implementation of an integrated comprehensive strategy for the enhancement of employee motivation in the North West Department of Education.

5.3 RECOMMENDATIONS

In this section of the research study, recommendations for the implementation of the strategy for employee motivation are provided. These recommendations are based on various policies from which managers in the Department derive significant degrees of decision-making powers through which the strategy can be implemented. It should also be noted that the comprehensive strategy is integrated and interrelated, which requires a cohesive approach from different stakeholders and divisions in the Department of Education. The different stakeholders include managers and employees in a diverse work environment of the study. The strategy will therefore be effective when different stakeholders complete the clear roles assigned to them.

The data collected from the literature study in Chapter Two and the information received from the analysis of the questionnaire in Chapter Three revealed that the majority of employees were not satisfied with their work environment. On the basis of the analysis, the study concluded that there were clear links between employee motivation and the working conditions. The study presumes that the improvement of a work environment in the Department would serve to enhance the implementation of the comprehensive motivational strategy. In this regard, managers should endeavour to create a motivating work environment wherein the integrated motivational strategy proposed by the study will be implemented. The study recommends that the Department should allocate adequate resources that include providing working tools and equipment, in order to ensure that employees are motivated to perform efficiently and effectively.

A review of the literature in the study identified the importance of a performance management and development system theme as an effective strategy for employee motivation. The analysis of results in Chapter Three indicated that managers are not implementing the performance management and development system effectively. The correct implementation of the performance management and development system requires appropriate and equitable recognition and rewards of employee performance, provision of adequate feedback on the performance of employees and the training and development of employee skills and competencies. The study recommends that the

performance management and development system should be implemented effectively by managers as a process through which employees could be motivated to improve their performance.

The study recognises the need for the Department to keep employees engaged and challenged in the performance of their work. The results of the study in Chapter Three indicate that employees were concerned with the routine and monotonous work they experience, which may contribute to their motivation levels. In this regard, the Department should provide opportunities for employees to do work that they find challenging and interesting through the job enlargement approach.

The findings of the study reveal that the involvement of employees in the planning and decision-making process of the organisation is limited to employees who occupy various management positions in the Department. In order to involve all levels of employees in the Department, the study recommends that managers should recognise the importance of a participative style of management and ensure that all employees of different levels are involved in the planning and decision-making processes of the Department.

The study noted that organisational culture plays a critical role in ensuring a common understanding and commitment to the vision and mission statement of the organisation. For the Department to instil a common identity and enhance cohesion of purpose, the study recommends that managers should foster a deliberate understanding of the core values enshrined in the Department's vision and mission statement in order to achieve commitment to organisational goals.

According to the study, the development of sound human relations in the Department determines the level of employee performance in achieving organisational goals. The lack of proper supervision and effective communication accounts for an unhealthy relationship between managers and employees. A strong relationship among employees themselves and managers enhances the motivation of employees. In order to develop effective human relations in the Department, the study recommends that

managers should develop sound relationships with their employees that would ensure that cooperation in the completion of tasks is sought.

5.3.1 Recommendations for further research

- Further research in the study should include the different types of recognition schemes that can be adopted for implementation by the Department in order to enhance the performance levels of employees.
- Research should also be undertaken to establish and develop effective ways of involving employees in the decision-making processes of the Department and influence the successful implementation of organisational policies.

5.4 CONCLUSION

The research study established that the motivation levels of employees in the Department were varied. Managers were also found not to put concerted efforts and effective programmes towards the motivation of their employees. The study initiated an analysis of the Department regarding motivational strategies currently employed in the organisation. The research identified challenges employees experienced in the performance of their work. Motivational themes that determined the negative or positive influence on employees were discussed. The weaknesses found in the current motivational strategy necessitated the research study to propose a comprehensive motivational strategy for employee motivation. The comprehensive motivational strategy consisted of components that included creating a motivating work environment, enhancing the performance management and development system, employee involvement, enhancing common organisational culture and commitment, ensuring equity and fairness in the organisation and developing effective human relations. The study found that the components of a motivation strategy are interrelated. The research study provided varied responses on the level of motivation in relation to the different components of the strategy.

In relation to the work environment component, the research study found that it was essential for managers to create an environment in which the motivation of employees could be enabled. It could be deduced from the findings that if the work environment is not favourable for employee motivation, it could be detrimental to the performance of employees and impact negatively on their morale. In addition, the study highlighted that a healthy work environment can have significant effects on the commitment and motivation of employees. The study recognises the importance of the performance management and development system in the motivation of employees. The study further observed that a performance management and development system could be used as a vehicle through which employees would be rewarded and recognised for outstanding performance and improved employee skills for future performance. The feedback that employees receive on their performance may be used within the context of the performance management and development system for developmental purposes. The findings related to the performance management and development system affirm the theories advanced in this study, in that the training of managers in the implementation of motivational strategies enhances the level of motivation in the organisation.

The involvement of employees in the affairs and decision-making processes of the organisation is found to be positively related to employee motivation. The study noted the need for managers to develop concerted efforts to ensure that employees participate in the decision-making processes of the Department. In the study, the common organisational culture component of the strategy emerged as an important factor in the motivation of employees. The current structure of the Department is compartmentalised and bureaucratic in nature, and thus managers find it difficult to influence employees in forging a common identity and fostering cohesion within the organisation. The study determined that a common organisational culture increases the loyalty and commitment of employees to the organisation. It was further ascertained that the establishment of equitable and fair conditions in the Department serve to motivate employees to perform to the best of their abilities. Employees will realise that the Department cares for all sections when equitable and fair conditions prevail. It was

further revealed in the study that human relations play a critical role in the motivation of employees, as cooperation in the completion of tasks is enhanced.

The above-mentioned components of the motivational strategy were examined within the context of the objectives of the research. One of the objectives of the study was to propose a strategy that would prove to have a positive influence on the motivation of employees in the North West Department of Education. The strategy for employee motivation is a Human Resource Management function which increases the effectiveness of employees in the performance of their work and the organisation as a whole. It can therefore be concluded from the findings presented that the objectives of the research have been met. Managers in the Department can play a fundamental role in the successful implementation of an effective comprehensive strategy for employee motivation.

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APPENDIX A: REQUEST TO CONDUCT RESEARCH

Private Bag A23

Klerksdorp

2570

The District Executive Manager

Dr Kenneth Kaunda District

Potchefstroom

2520

Dear Dr Mvula

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT THE Dr KENNETH KAUNDA DISTRICT AREA OFFICES.

TOPIC: A Strategy for employee motivation: The case of the North West Department of Education

I hereby request permission to conduct research at the Dr Kenneth Kaunda District Area Offices.

I am a masters' student with the North West University in the field of Development and Management and specialising in Public Management and Governance studies. I was given a task to conduct a research project on employee motivation at the Dr Kenneth Kaunda District in the North West Department of Education.

The topic requires of me to conduct a research project at the Dr Kaunda District, and the research product will benefit the District by;

- describing and analysing the motivation related problems at the District;
- determining what needs to be done to ensure that employees are motivated; and
- making recommendations that would improve employee motivation in the Dr Kenneth Kaunda District.

The research is done for academic purposes only, and no confidential information will be disclosed for other reasons or media purposes.

Hoping my request will receive your consideration

Yours sincerely

Sefako M.E

APPENDIX B: MOTIVATION QUESTIONNAIRE

Semi-structured questionnaire regarding motivation at the workplace

Introduction

This questionnaire forms part of a research project on factors that affect employee motivation in the organisation. Research results will be published in a master's dissertation and be used for academic purposes only. The study was approved by the Dr Kaunda District Executive Manager.

- Please complete all questions as best as you can.
 - Read the following instructions in different sections carefully before answering the questions.
 - Demographic information will be used for statistical analyses of results only.
 - All individual responses are anonymous and will be treated as confidential.
-

Instructions

The questionnaire consists of three sections, namely:

- Section A covers a demographic questionnaire that comprises biographical data.
- Section B rates statements which assess your employee motivation.
- Section C is an open-ended section where you are asked to describe your opinions regarding motivation and employer responsibility.

Please indicate your perception by making a cross (**X**) in the applicable block.

Please rate the statements in Section B using the assigned five-point scale.

1	strongly disagree
2	disagree
3	neither agree nor disagree
4	agree
5	strongly agree

Tick the following if you agree to participate in the study

<input type="checkbox"/>	I hereby agree to voluntarily participate in this study. I understand that the information I provide will be used for academic purposes only. I understand that my participation will be anonymous and my confidentiality protected.
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Section A: Demographic information

The information in this section will be used for demographic analyses only.

Please answer the following questions by making a cross (x) in the applicable box.

A.1 Age group

20-30	31-40	41-50	51-60	61+
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A.2 Gender

Male	Female
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A.3 Race

Black	White	Coloured	Indian	Other
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A.4 Total full years of service/employment

0 - 5	6 -10	11 -15	16 +
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A.5 Total full years of service in current position

0 - 5	6 -10	11-15	16 +
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A.6 Unit

HR & Admin	Curriculu m Support Services	Circuit Manager	IQMS	EMGD	NSNP

Section B: Employee motivation

This section deals with factors and strategies that affect motivation. Indicate your level of agreement or disagreement by marking (x) in the appropriate box.

Factors		Rating				
		Strongly	Disagree	Neither	agree nor	Agree
B.1.	I am satisfied with my work environment	1	2	3	4	5
B.2.	I regard job security as important	1	2	3	4	5
B.3.	I have a good relationship with my supervisor	1	2	3	4	5
B.4.	I interact well with my colleagues	1	2	3	4	5
B.5.	My work affords me the opportunity to learn, grow and develop	1	2	3	4	5
B.6.	I am interested in and challenged by my work	1	2	3	4	5
B.7.	I am given recognition and praise for work well done	1	2	3	4	5
B.8.	I am allowed autonomy in the performance of my work	1	2	3	4	5
B.9.	I have an adequate level of responsibility assigned to me	1	2	3	4	5
B.10.	I am aware of the goals I need to achieve	1	2	3	4	5
B.11.	I accept set organisational goals	1	2	3	4	5
B.12.	My performance is measured against the set goals	1	2	3	4	5
B.13.	My performance appraisal provides me with valuable information about my performance	1	2	3	4	5
B.14.	I receive adequate feedback of my performance	1	2	3	4	5
B.15.	I receive feedback which allows me to improve my future performance	1	2	3	4	5
B.16.	My performance appraisal is linked to rewards	1	2	3	4	5
B.17.	I receive an adequate salary	1	2	3	4	5
B.18.	I am provided with additional incentives for achieving my goals	1	2	3	4	5

B.19.	I prefer to be challenged in my work	1	2	3	4	5
B.20.	I exert a high amount of effort on the job	1	2	3	4	5
B.21.	I receive fair non-financial rewards for my efforts	1	2	3	4	5
B.22.	My efforts result in a sense of achievement	1	2	3	4	5
B.23.	I feel satisfied when doing my job	1	2	3	4	5
B.24.	I increase my efforts when I receive monetary incentives	1	2	3	4	5
B.25.	I prefer money to other benefits	1	2	3	4	5
B.26.	I am in control of my own work	1	2	3	4	5
B.27.	I am involved in the planning and decision-making relating to my work	1	2	3	4	5
B.28.	I am motivated by the goals I set and achieve	1	2	3	4	5
B.29.	I am competent to perform my work	1	2	3	4	5
B.30.	My abilities and skills are fully-utilised	1	2	3	4	5
B.31.	I am willing and able to assist others in achieving their goals	1	2	3	4	5
B.32.	I maintain healthy relationships with colleagues	1	2	3	4	5
B.33.	My development and training needs are identified through my performance appraisal process	1	2	3	4	5
B.34.	I am informed of training programmes which I am eligible to attend	1	2	3	4	5
B.35.	My individual needs are met by the training I receive	1	2	3	4	5
B.36.	My versatility and value are increased through training	1	2	3	4	5
B.37.	I see training and development as a necessity for employee promotion	1	2	3	4	5
B.38.	I understand the vision and mission statement of the organisation	1	2	3	4	5
B.39.	I feel a sense of commitment to the organisation	1	2	3	4	5
B.40.	My work is meaningful	1	2	3	4	5

Section C: Open-ended questions

Please provide an honest answer to the following questions

C.1. Which factors motivate your performance?

C.2. How are these factors used to increase employee motivation in the organisation?

C.3. To what extent is your remuneration directly linked to performance?

C.4. Which non-financial rewards did you receive for your efforts?

C.5. How did these non-financial rewards make you feel?

C.6. What should the organisation do to be considered a caring organisation?

C.7. To what extent does the organisation provide you with autonomy in the performance of your work?

C.8. To what extent are you involved in the planning relating to your work?

C.9. What should your supervisor do to increase your level of motivation?

C.10. To what extent is the importance of the performance appraisal system evident in your work?

PROOF OF LANGUAGE EDITING

22 Marais Street
Brooklyn
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Mr M.E. Sefako
North West University
30 November 2014

PROOF OF LANGUAGE EDITING: A strategy for employee motivation: The case of the North West Department of Education: Masters in Development and Management

Herewith confirmation that the abovementioned Mini-Dissertation, by Mr M.E. Sefako, has been language edited.

Sincerely



K.N Groenewald