Factors contributing to administrative employee's motivation in the national department of health.

FACTORS CONTRIBUTING TO ADMINISTRATIVE EMPLOYEES' MOTIVATION IN THE NATIONAL DEPARTMENT OF HEALTH

by

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DECLARATION

I declare that the dissertation,

"FACTORS CONTRIBUTING TO ADMINISTRATIVE EMPLOYEES' MOTIVATION IN THE NATIONAL DEPARTMENT OF HEALTH"

is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references, and that the dissertation was not previously submitted by me for a degree at another university.

Signed: Godfrey Maake .....

Dated…….....

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ABSTRACT

The purpose of this study is to determine what factors are contributing to the administrative employees' motivation in the National Department of Health (NDoH), Pretoria. The study will also determine in what order of importance employees are placing these factors of motivation and to determine what the employees' motivational levels are. A quantitative research approach was used. Non-probability, convenient sampling was used to select 150 administrative employees from a population of 463 administrative employees to participate in the study. The findings of the empirical study have revealed that respondents were motivated the most by factors such as, job security, job responsibility, goal setting, working conditions, leadership, feedback, salary, and job characteristics. Factors that respondents have indicated as aspects that did not motivate them were opportunity for advancement, performance appraisal, recognition and appreciation, training and development, and rewards. In their ranking of the factors that respondents deemed as most important motivational factors, the factors were ranked as follow: leadership (1), salary (2), training and development (3), job security (4), feedback (5), rewards (6), working condition (7), opportunity for advancement (8), recognition and appreciation (9), job characteristics (10), job responsibility (11), performance appraisal (12) and goal setting (13). The findings also revealed that the motivational levels of the respondents are generally high. The One Way Analysis of Variance was also executed to illustrate statistical differences between various variables. The study concludes that the NDoH can achieve higher employee motivation if the focus is converged towards the practices that help employees to achieve high satisfaction and motivation.

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ABBREVIATIONS

The following abbreviations are used in this study:

ANOVA	One Way Analysis of Variance
HR	Human Resources
NQF	National Qualifications Framework
NDoH	National Department of Health
SPSS	Statistical Package of Social Science
OHSC	Office of Health Standards Compliance
TUT	Tshwane University of Technology

CHAPTER 1

INTRODUCTION, BACKGROUND AND OBJECTIVES OF THE STUDY

1.1 INTRODUCTION

The public sector in South Africa has been characterised by inefficiency and ineffectiveness in terms of meeting its mandate of delivering quality service to the people of South Africa (Mafini & Dlodlo, 2014:1). In some instances, the state of the public sector in South African is heavily influenced by historical state administration related to the legacy of the apartheid era (Chipkin & Meny-Gibert, 2012:102). Service delivery remains a pressing issue throughout the country (Odaro, 2012:34). Over the past 20 years, South Africa has experienced high levels of instability in the top levels of administrative leadership (Presidency, 2014:32). Apart from this, public sector departments also have to operate in an environment that is characterised by resource constraints, market competition and growing client expectations. These aspects may cause public sector departments to be inherently inefficient because they lack the incentives that are part of private sector organisations (Agus, Barker & Kandampully, 2007:177).

Van der Heijden and Mlandi (2005:234) state that in the post-apartheid era, the South African government has been bombarded with regular incidents of labour unrest, wherein civil servants frequently expressed their dissatisfaction with their jobs. Possible reasons for this may be that public sector employees are often faced with several adverse factors that impact on their overall well-being. As a result, employees tend to have low levels of job satisfaction and life satisfaction and these have been found to be the leading determinants of poor quality service delivery by government departments (Mafini & Dlodlo, 2014:1). These low levels of job satisfaction and life satisfaction can in turn, be linked to low job involvement. Job involvement is an individual's psychological identification with or commitment to a job (Salem & Jarad, 2015:125). It is believed that high job involvement is a crucial organisational objective as it is regarded as a primary determinant of organisational effectiveness and individual motivation (Ferreira, 2013:5).

Administrative employees are the backbone of any successful business. Administrative employees support an organisation by ensuring business operations run smoothly on a day-to-day basis. Today, their role is broader in scope, more highly skilled and more responsible than ever before (Oliverio, Pasewark & White, 2012:5). There is also more and more pressure on administrative employees to perform their daily activities effectively. Government provides services to citizens, businesses, and organisations. In addition to elected officials, many administrative employees are needed to fulfil government's role successfully (Oliverio, Pasewark & White, 2012:5). The National Department of Health (NDoH) employs several administrative employees. It is essential for these administrative employees to be highly motivated in order to commit to the NDoH's initiative to improve the governance and service delivery of the health system in South Africa, (NDoH, 2014:14). As resources increasingly become scarce, as in the case of the South African public sector, organisations should seek ways to improve employee productivity without incurring additional costs (Kiprop, 2012:71). Motivation is one way for employers to increase employee commitment and work performance without provision of vast resources.

Motivation can boost the performance of the employees and directs them towards accomplishing the objectives of the department (Kamalian, Yoahoubi and Moloudi, 2010:167). It is therefore important for the NDoH to know which factors can contribute to the motivation of their administrative employees. Although motivation is one of the most important managerial functions in any organisation, many still believe that it is also one of the most difficult functions for any manager to manage (Sharma and Sharma, 2011:47). However, the general belief is that all people can be motivated (Nel, Werner, Botha, Du Plessis, Mey, Ngalo, Poisat & Van Hoek, 2014:290).

The purpose of this introductory chapter is to provide the reader with a clear view of the background of the study, the problem statement, research objectives and the justification of the study. A short review of the literature related to the research title and research problem will be presented.

1.2 BACKGROUND AND IMPORTANCE OF THE STUDY

This study focuses on the determination of the factors that administrative employees in the NDoH deem as important for their motivation. Administrative employees are a key driving force of any organisation where they commit themselves with the view of achieving the goals of the organisation. They are often the ones who interact directly with the public. Failure to get the administrative employees committed and motivated can be disastrous for any organisation.

Some of the consequences of poor motivation are high levels of employee turnover and absenteeism. A study conducted by Ndhlovu (2012:24) found that this is indeed the case within the NDoH. In her study it was found that employee turnover and absenteeism are the results of poor motivation and leadership style. According to the National Department of Health (2014:48), the department has experienced a 12% employee turnover in 2013/14. When the employee turnover in an organisation is high, it may be because the needs of the employees are not met (Tracey & Hinkin, 2008:12). These two challenges, namely employee turnover and absenteeism, prompted the researcher to investigate what the factors are that might contribute to employee motivation in the NDoH.

Since job satisfaction goes hand in hand with motivation, it is important for the NDoH to know which factors can contribute to the motivation of their employees. Motivation can boost the performance of the employees and directs them towards accomplishing the objectives of the department (Kamalian, Yoahoubi & Moloudi, 2010:170). It is common that high levels of employee dissatisfaction will increase employee turnover, lead to poor performance, a lack of commitment and excessive complaints. Many organisations in South Africa are facing a challenge of employee absenteeism and turnover and, these factors contribute to employee dissatisfaction (Mdindela, 2009:16; Pietersen & Oni, 2014:141). Pathak (2012:167) points out that employees' dissatisfaction will affect the employees' commitment to work which can also lead to turnover. It makes sense that one of the purposes of motivating employees is to prevent competent employees from resigning or leaving an organisation. According to Griep, Rotenberg, Chor, Toivanen and Landsbergis (2010:192), employees who are motivated and committed to their work are unlikely to be absent from work without a

valid reason. Employees are seen as assets that assist organisations to achieve its objectives and, this is only achievable if the employees are motivated and their morale is high.

The Human Resources (HR) Department in an organisation is involved with the issue of managing and improving the performance of the employees in the organisation. However, employees should not be seen as a cost to be managed, but as an asset to be developed. Poor management, low wages, bad working conditions and lack of opportunity to grow, affect the performance of the employees and these could lead to high employee turnover and excessive cost to the organisation (Mdindela, 2009:17). Removing the causes of employees' dissatisfaction however, does not guarantee the manifestation of motivation (Herzberg as quoted by Sledge, Miles & Coppage (2008:1668). The intention of employees to resign from the department begins when the employees perceive something as unfavourable and begin to look out for new jobs (Martin, 2011:30; Robinson & Beesley, 2010:768).

It is also important for the HR Department to pay attention to training and development because training and development of employees shows ongoing efforts by the organisation to enhance the performance of the employees through different methods. According to Newman, Thanacoody and Hui (2011:1766), training can be used to enhance commitment that ultimately reduces employees' turnover. However, training should not only relate to specific needs identified through the department and employees assessment but should also be relative to the overall goals of the department.

A study conducted by Vroom (1964) found that reward systems may be either negative or positive where, positive rewards will increase the level of motivation and negative rewards will reduce employees' motivation. Poor work performance by administrative employees may be improved if the organisation values their contribution and rewards them for their good performance. A study conducted by Hirschfield, Schmitt and Bedeian (2002:553) on low wages in the public sector, found that those employees whose perceived expectation is that of limited reward for performance were most likely to stay away from work more often than necessary. Change in reward and recognition to administrative employees can also change a workforce's motivation and job

satisfaction (Ali & Ahmed, 2009:276). According to Katou (2008:133), motivation and job satisfaction of administrative employees can only increase if the organisation pays more attention to their rewarding and recognition system.

Leadership styles may also have an influence on whether employees will be motivated or not. According to Kaiser, Hogan and Craig (2008:104), transformational leadership allows the employees to see themselves as not being isolated but as part of a team and, this enhances their motivation to contribute to the greater good of the organisation. Employees' engagement occurs when they know what to expect, have the resources to complete their work, are participating in opportunities for growth and receive regular feedback. Employees also have to take responsibility for their tasks; however, this can only be effective if managers trust their employees. The research of Annamalai, Abdullah and Alasidiyeen (2010:630) as well as Buluc and Gunes (2014:150) find that for an organisation to improve and be successful, trust plays a significant role. Trust should therefore always be instilled to ensure an organisation's existence and, to enhance employees' motivation.

It is clear that the responsibility for motivating employees at all levels lies with managers and supervisors. It was found that transformational leaders have the ability to impact directly on the engagement levels of employees and, are able to meet employees' needs (Batista-Taran, Shuck, Gutierrez & Baralt, 2009:17). In the same sense, the use of the transactional leadership style has a positive impact on the motivation of employees because these leaders allow employees to contribute and be involved in decision making. Rukhmani, Ramesh and Jayakrishman (2010:368) further state that managers and employees raise one another to higher levels of morality and motivation.

1.3 LITERATURE REVIEW

As this study probes the factors that motivate administrative employees in the NDoH, the focus of the literature review is on specific factors in the working environment of the NDoH that will motivate administrative employees. This necessitates an understanding of motivation in general, the different motivational theories, the role of the public sector and the role that administrative employees play in the public sector.

The literature review on these focus areas will assist the researcher to gain a better insight into the research problem. It will evaluate various theories of motivation in order to understand the concept of motivation better. It will entail a review of existing published research for South Africa and the rest of the developed and the developing world. The information acquired will also assist in compiling the research questionnaire.

To proceed, the literature review assists in determining the understanding of the concepts “motivation”, “motivational theories”, “public sector” and “administrative employees”. Although these constructs are discussed in detail in the body of the dissertation (Chapter 2), it is important from the onset to understand a brief understanding of these concepts in context and in relationship with each other. It is firstly necessary to understand the concept of motivation.

There are several definitions of motivation in the literature. Griffen and Moorhead (2009:83) define motivation as “a set of forces that causes employees to engage in one behaviour rather than some other alternative behaviour”. Motivation is the result of the interaction of both conscious and unconscious factors such as the intensity of needs, reward value and the expectations of the individual. On the other hand, motivation can be defined as the process of what employees want and therefore, choose to act in a particular way (Maud, 2001:440). Motivation is the desire that fuels employees to do certain things based on their wants and needs. Rogers and Hertin (1993:218) explained the Decision Model theory as a conscious decision by the employees to be absent from work or to come to work. Their decision, not to be absent from work, is based on which motivation is stronger at that particular moment. Motivation of employees is something that can be of high value, especially when it comes to the success of an organisation.

Conventional theories of motivation suggest that people tend to be motivated with the objective in mind of satisfying their unsatisfied needs. To do this, people will exert effort hoping that their needs will be satisfied. Contemporary theorists do not focus only on the need-based concept but they are also emphasising long term goals, sense of fairness, and employees’ values (Hossain & Hossain, 2012:21). Both the conventional and the contemporary theories however, emphasise the significance of employee motivation in organisations.

During the latter part of 1990 the public sector in South Africa was in the midst of rapid changes through restructuring, redeployment and process re-engineering. The aim was to dismantle and rebuild state structures to a level that will produce excellent outputs and therefore transformation had to take place within a limited time (Ferreira & Van Antwerpen, 2011:12608). This transformation, pressured by high expectations from management as well as from the nation as its client, is still ongoing today. Patrick (2013:3) however, points out that even prior to the first democratic election in South Africa in 1994, structural and administrative culture adjustments to the public sector were urgently needed.

There are 463 administrative employees in various departments in the NDoH in Pretoria, South Africa. Administrative employees perform various tasks in an organisation and they are known to be a loyal, dedicated, committed group of people who work long hours, are highly professional and skilled, with a strong sense of connection to their work and enthusiasm about their tasks (Rosser, 2000). The word “administration” originates from the Middle English word *administracioun*, which has particular meanings in various contexts, but all retain a sense of service provision. The administrative employees have a significant influence on the tone, manner and style of the entire institution and they are the face of the organisation (Sakovska, 2012:36). They therefore play an essential role in the NDoH and, should be highly motivated to contribute to improved service delivery and productivity.

1.4 PROBLEM STATEMENT

From the background of the study, it is clear that a number of factors such as job insecurity, poor leadership style, insufficient training, low salary, no opportunity for advancement, poor working conditions and poor rewarding systems have been identified as factors that contribute to the decrease in the level of employee motivation (Ellickson & Logsdon, 2002:349; Herman, 2005:4; Cullinan, 2005:11; Luddy, 2005). In South Africa civil servants frequently express their dissatisfaction with their jobs and it is common knowledge that the public sector has been characterised by de-motivated employees who contribute to inefficiency and ineffectiveness in terms of service delivery. The South African NDoH is no exception. It is against this background that the need for the study has arisen. The literature review in Chapter 2 deals with these

issues and of motivation in general. This research study therefore seeks to evaluate the motivational levels of employees in a public sector department, namely the NDoH in Pretoria and, to determine what the specific contributing motivational factors are for the administrative employees in this department. While the research problem is discussed in more detail in Chapter 3, the study sought to address the following research questions:

- Which factors are contributing to the motivational level of the administrative employees?
- What order of importance the administrative employees in the same department rank these motivational factors?
- Are there any significant differences regarding motivation between different race groups?
- Are there any significant differences regarding motivation between different genders?
- Are there any significant differences regarding motivation between different marital statuses?
- Are there any significant differences regarding motivation between different ages?
- Are there any significant differences regarding motivation between different educational qualifications?
- Are there any significant differences regarding motivation between different years of services?

1.5 OBJECTIVES OF THE STUDY

The objectives of this study are as follows:

- **Primary objective**

The primary objective of this study is to determine which specific factors are contributing to the motivational levels of the administrative employees in the NDoH.

- **Secondary objectives**

The following secondary objectives were identified in order to adequately deal with the

primary objective of this study:

- Determine what the motivational levels of the administrative employees in the NDoH are.
- Determine in what order of importance the administrative employees rank these motivational factors.
- Provide the management of the NDoH with the results of the study in order to assist the Department to improve motivational level of the employees.
- Determine whether there are significant differences regarding motivation between different race groups.
- Determine whether there are significant differences regarding motivation between different genders.
- Determine whether there are significant differences regarding motivation between different marital statuses.
- Determine whether there are significant differences regarding motivation between different ages.
- Determine whether there are significant differences regarding motivation between different educational qualifications.
- Determine whether there are significant differences regarding motivation between different years of services.

1.6 RESEARCH METHODOLOGY

The study consists of a literature review and an empirical study. The literature review aims to review the background of motivation, administrative employees and a brief history of the NDoH. This will provide an insight and understanding into the research problem as well as the necessary background to guide the empirical part of the study.

The empirical part of the study will focus on the determination of the specific factors that contribute to administrative employees' motivation in the NDoH in Pretoria. This research study is designed as a formal, cross sectional study. The objective of a formal research design is to answer the research questions posed (Cooper & Schindler, 2008:140).

1.6.1 Sample selection and sample size

According to the NDoH Annual Human Resource Report (2014:50), there are 463 administrative employees in the offices of the NDoH in Pretoria, Gauteng. For the purpose of this study, the population will therefore include these 463 administrative employees. A sample of at least 150 administrative employees will be targeted from the population of 463. Non-probability, convenience sampling will be used to select participants for this study.

1.6.2 Design of the study

As already mentioned, the study will be based on a formal research design. The empirical study will consist of quantitative research in which a questionnaire (Appendix 2) will be used to obtain information from respondents. The questionnaire will be given to administrative employees of the NDoH who are willing to take part in the study.

1.7 IMPORTANCE AND BENEFITS OF THE STUDY

From a theoretical perspective, the study makes the following valuable contribution to the existing body of knowledge. Motivational theories draw largely on theoretical perspectives. These theories show that motivation is a very simple process. However, there are a lot of factors that influence it. One of the most important practices that can improve employees' motivation in the NDoH is to understand the role of motivational theories. These theories provide the organisation with tools to motivate employees and assist managers in understanding that employees are motivated by different needs and, despite individual differences, employees are motivated and satisfied by these. Understanding of motivation theories provides a deeper insight into the factors that influence employees' motivation. It will enable managers to understand the key role of overall theories. By understanding motivation theories that motivate employees, management can be able to develop strategies to deal with motivational problems.

From a practical perspective, the study makes the following valuable contributions: Based on the results of the study the NDoH management can be encouraged to make decisions that can enhance employees' motivation. It may encourage management to

pay specific attention to aspects that are not conducive to employee motivation as indicated by the respondents of the study.

1.8 STRUCTURE OF THE STUDY

The study was done in such a way that it follows a logical progression to build up to the specific research problem and objectives. The research starts with a thorough and broad literature review based on motivation and factors contributing to employee motivation. The literature review is broken down into specific topics such as: background and importance of motivation, motivational theories, definition and importance of job satisfaction, factors influencing employees' satisfaction and motivation and the impact of job dissatisfaction on employee motivation. The research methodology and findings will then be discussed and finally, the conclusion and recommendations will conclude the study. An overview of the chapters in this study is presented below.

Chapter 1: Introduction and background to the study

This chapter introduces and gives the background of the study. The importance and purpose of the study are discussed and the research problem is defined. The objectives and research questions are clearly stated to guide the flow of the research. In this chapter the research design and a description of the benefits that this study will be presented to the reader and the management of the NDoH will be given.

Chapter 2: Literature review

Chapter 2 explores the literature on factors contributing to administrative employees' motivation, motivational theories, the consequences of low motivation and the advantages of having motivated employees. The history of the NDoH will also be discussed briefly.

Chapter 3: Research design and methodology of the study

The research problem, objectives and research questions, as well as ways of

answering the research questions are presented in this chapter. The chapter discussed the research design and methodology in more detail, outlining the specific methods used to gather the empirical information. The reliability and validity of the study are also looked at in this chapter, as well as the design of the questionnaire for data collection. Lastly, the data processing and analyses are explained by means of the statistical techniques of Cronbach's alpha coefficient, One Way Analysis of Variance (ANOVA) and Post-Hoc tests using least square means t-tests.

Chapter 4: Research findings

This chapter highlights the demographical data of the respondents as well as other descriptive statistics. All the research findings obtained by means of descriptive research, reliability tests, ANOVA and Post Hoc tests using square means t-tests are then presented. The results of this empirical study are provided in tabular format and by means of figures.

Chapter 5: Discussions, conclusions and recommendations

Chapter 5 summarises the study and its findings. The research objectives and the research questions are revisited and the limitations of the study, contributions to the science and areas for further research are presented. A summary of the literature review is also given.

1.10 REFERENCING TECHNIQUE

The Harvard referencing technique as prescribed by the Tshwane University of Technology is used in this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter aims to analyse the relevant literature to provide a summary of employees' motivation. The first section of this chapter focuses on a discussion on the NDoH's history and Administration in organisations as a profession. Thereafter, the various definitions of motivation, the importance of motivation and lastly the motivational theories will briefly be discussed. The second section of this chapter focuses on the role of HR management with regard to employees' motivation in the organisation. The third section of this chapter focuses on job satisfaction by discussing various definitions of job satisfaction and the importance of job satisfaction. The fourth section will cover employees' motivation by discussing factors that influence employees' motivation. Lastly dissatisfaction and the outcomes of employees' dissatisfaction will be discussed.

2.2 THE NDoH

Over the past 20 years, South Africa has experienced high levels of instability in the top levels of administrative leadership (Presidency, 2014:32). In some instances, the state of the public sector in South African is heavily influenced by historical state administration related to the legacy of the apartheid era (Chipkin & Meny-Gibert, 2012:102). The South African NDoH is one of the government departments that has been criticised for poor service delivery and lack of commitment. The NDoH's vision of "a long and healthy life for all South Africans" that provides guidelines and encourages employees to be more productive in their workplace has however, committed to improve the governance and service delivery of the health system in South Africa (NDoH, 2014:14).

One of the focus areas for the new democratic government was transforming the public health system into an integrated, comprehensive national service, driven by the need to redress historical inequities and provide essential healthcare to disadvantaged

people (Presidency, 2014:54). According to The Presidency (2014 21), health workers were denied basic human rights against dissatisfaction such as poor wages and salaries and poor working condition in their working environment. Service delivery remains a pressing issue throughout the country (Odaro, 2012:34). The weakness in training support and supervision and lack of managerial capacity and poor staff attitude, unclean health facilities, long waiting times, patient dissatisfaction, lack of essential equipment and inefficient administrative support in the public hospitals have been raised as issues of concern (Presidency, 2014:67). According to Statistics South Africa (2013), users of private healthcare facilities are significantly more satisfied with the services they receive compared to users of public health services.

Poor administration of funds also delays quality service. Auditor-General: Nombembe (2010/2011) reveals that national, provincial and public entities wasted and misused more than R20 billion during the financial year of 2010/2011 with an increase of 12% in wasteful and fruitless expenditure since the last financial year. Despite these major challenges, government has established the Office of Health Standards Compliance (OHSC) as an independent body with legislative powers in order to inspect health facilities and give instructions for service improvement to address the recognised crisis in the healthcare system and service delivery at all levels (Presidency, 2014:61).

The NDoH has a responsibility to provide support to provincial and local government to enable them to fulfil their core responsibilities (Presidency, 2014:22-13). The NDoH employs several administrative employees. It is expected that these administrative employees have to be motivated in order to assist the department to improve public health care facilities at all levels. Satisfied employees may just meet the work demand (Abraham, 2012:29).

2.3 ADMINISTRATIVE EMPLOYEES

The word “administration” originates from the Middle English word *administracioun*, which has particular meanings in various contexts, but all retain a sense of service provision (New World Encyclopedia contributors, 2014). Administrative employees perform various tasks in an organisation and they are known to be a loyal, dedicated, committed group of people who work long hours, are highly professional and skilled,

with a strong sense of connection to their work and enthusiasm about their tasks (Rosser, 2000). Administrative employees, like other employees in organisations, need to be motivated in order to prioritise and implement engagement building interventions targeted towards improving the outcomes of the organisation (Sakovska, 2012:2). Administrative employees are the link between their own superiors' directions and the public who actually use their support and service while supervisors providing limited assistance to the administrative employees (Rosser, 2000:7).

In a study by Rosser (2000) it was found that administrative employees are willing to improve on their techniques of completing their current jobs, as well as gaining new skills and knowledge necessary to complete more challenging assignments, or to gain more experience. The administrative employees have a significant influence on the tone, manner and style of the entire institution and they are the face of the organisation (Sakovska, 2012:36).

2.4 MOTIVATION

There are a number of different notions about what really motivates employees. It is expected that the employees of an organisation continually provide better and quality services. According to Cropanzano and Mitchell (2005:875), employees' job satisfaction has a huge influence on their daily work in the organisation. There is an expected improvement in quality outputs when an employee is satisfied within the work environment. In order to achieve this, employees have to be motivated (Mohase & Khumalo, 2014:94).

The HR department in an organisation has an important role to play to ensure that employees are working in a favourable working environment. In this regard, it is necessary for the organisation to understand which factors can motivate employees (van Wyk, 2011:13). According to Hanif, Khalid and Khan (2013:55), it is the responsibility of the HR department to identify factors that can help an organisation to retain its employees over a period of time. According to Roos (2005:21), it makes sense that management should continually focus on the job specific factors and the organisational factors that contribute to employees' job satisfaction and motivation. In this chapter, attention will be given to the meaning of motivation and, several

motivational theories will also be discussed. These theories include unique factors that contribute to employees' motivation (Fox, 2007:61).

Different motivational factors are in fact being identified from these theories, but all these motivational theories believe that motivation is a psychological factor (van Wyk, 2011:13). Managers and supervisors should consider all these factors identified by these theories because employees have different expectations of the organisation. An understanding of the basic needs of employees is important for effective employees' motivation in the workplace and also for effective management and leadership.

Motivation theories provide an understanding into which factors motivate employees (van Wyk, 2011:13). In the following section various definitions of motivation will be given. This will, in turn, help the researcher to draw relevant conclusions while conducting this study.

2.4.1 Definitions and importance of motivation

Employees' motivation is viewed as an internal force, shaped and maintained by a set of highly individualised factors that may change from time to time, depending on the particular needs and motivation of the employees (Roos, 2005:21). It allows the employee to perform the expected job requirements and to be creative.

According to Bagraim, Cunningham, Potgieter and Viedge (2007:69), the idea of motivation refers to the energy within employees that develops, directs and encourages employees' behaviour to attain specific goals. Mills, Mills, Bratton and Forshaw (2006:210) define work motivation as the employees' desires, and motivation encourages the employee to perform the required task optimally thus being a success in the work position. Fuller, Valacich and George (2008) state that someone who is motivated is a person with exceptionally great concentration and persistence in order to attain a specific objective. Manzoor (2012:4) sees motivation clearly and simply as leadership behaviour.

The performance that organisations require from their employees is dependent on ability. According to Saraswathi (2011) and Sharma and Sharma (2011:46), motivation

is the willingness to apply high levels of efforts to achieve the organisational goals on condition that these efforts must be able to satisfy some of the employees' needs namely, physiological, security, social, self-esteem and self-actualisation needs. According to Hajjawi (2012:133), managers must themselves comprehend these differences in behaviour and reasons for the particular behaviour. He further explains that one employee may be motivated to work hard to produce a possible outcome, whereas another employee may be motivated to produce just enough to stay employed. It makes sense that the types of motivation that the organisation puts in place influence the way in which employees adapt to the workplace and how these affect employees' emotional health (Fernet, 2013:72).

According to Nel *et al.* (2014:266), motivation can be described as intentional and directional. The word intentional means performing work as planned and, directional refers to the availability of a driving force with a purpose to achieve intended goals or objectives. Motivation can be defined as an external or internal influence on an employee to drive a desired behaviour (Sharma & Sharma, 2011:46). Motivation is operationally defined as the internal force that drives an employee to achieve personal and organisational goals (Ali & Ahmed, 2009).

Mare (2010:129) sees motivation as the process of orienting employees to take action to achieve specific goals. According to Herzberg as quoted by van Wyk (2011:15), motivations are commonly separated into various types based on the nature of the motivating element. These are identified as intrinsic and extrinsic motivation. Intrinsic motivation refers to motivation driven by employment of the task itself and exists within the employee rather than being reliant on any external pressures. The opposite of intrinsic motivation is extrinsic motivation that refers to the performance of an activity in order to attain an external outcome. According to a study conducted by Herzberg (1966), employees become motivated through intrinsic factors.

According to Sharma and Sharma (2011:46), motivation is an energy that makes employees do things. Motivation is a requirement for employees to have job satisfaction that drives them to complete the task at hand. When employees are not motivated they become less productive, less creative, and less of an asset to the organisation. Kabir and Parvin (2011:114) believe that motivated employees tend to

develop loyalty and commitment. According to Sharma and Sharma (2012:47), motivation helps an employee to perform better which is directly equivalent to the organisation's general development and growth. In summary, no matter how automated an organisation may be, the level of output is directly dependent on the level of motivation (Manzoor, 2012:5).

In conclusion, it is important for the organisation to understand the outcomes of motivation. The study conducted by Sageer, Rafat and Agarwal (2012:37) summarised some of the important aspects of satisfied employees in the organisation, namely:

- Enhanced employee retention
- Increased productivity
- Increased employee satisfaction
- Reduced turnover, recruiting and training costs
- Enhanced employee's satisfaction and loyalty
- More energetic employees
- Improved employee's team work
- Higher quality results due to more competent and energised employees
- Employees will have the belief that being employed within the organisation will be satisfying
- Employees will care about the quality of their work
- Employees will create and deliver superior value to the customers
- Employees will start to be committed to the organisation
- Employees' work will be more productive

The next section discusses the various motivational theories in order to provide a better understanding or insight into the factors that influence employee motivation and job satisfaction. These include theories that focus on motivation being a function of employee needs of various types including extrinsic and intrinsic factors.

2.5 MOTIVATIONAL THEORIES

One of the most important practices that can improve motivation in the organisation is to understand the role of motivational theories. Motivational theories provide organisations with tools to motivate employees. However, these theories will also assist managers in understanding that employees are motivated by different needs (Bagraim *et al.*, 2007:72). If managers have a lack of knowledge of motivational theories, they might assume that monetary incentives are the only way of motivating employees. An understanding of motivational theories provides a deeper insight into the psychology of employees. However, these theories have different realisations regarding motivation; in other words, they do not have the same conclusions (Alhaji & Wan Yusoff, 2012:2).

Motivation theories are classified broadly into two different perspectives, namely content theories and process theories and each will be discussed briefly.

2.5.1 Content theories

Content theories focus on the factors within a person that energise, direct, sustain and stop behaviour. Alhaji and Wan Yusoff (2012:2) state that content theories focus on factors that drive employees to behave in a certain way based on a common understanding that all human beings have needs which, in the pursuance of satisfying these needs will lead to motivation. Content theories look at the specific needs that motivate employees (Herzberg as quoted by van Wyk 2011:16). Content theories are also referred to as needs-based theories due to their explanation of the content of motivation (Roos, 2005:21). Content theorists include Abraham Maslow, Clayton P. Alderfer, Frederick Herzberg and David C. McClelland. These content theories will be discussed next.

2.5.1.1 Abraham Maslow's hierarchy of needs

Mukhertjee (2009:149) points out that one of the best-known theories of motivation is the needs hierarchy theory proposed by Abraham Maslow. Maslow (1943), proposed a theory which seeks to explain the concept to motivation. According to this theory, once

the needs at a particular level in the hierarchy of the needs are satisfied, they are no longer regarded as a motivating factor for an employee. He suggested that human needs can be categorised in five broad areas.

The needs are classified as follows:

- **Physiological needs:** these needs include the most basic needs in order for a human being to survive, such as air, water and food. As soon as these needs are satisfied, they will no longer influence employee behaviour. Nyameh (2013:42) further elaborated that physiological needs are the most important needs because if an employee were deprived of all needs, it is these physiological needs that would come first in the employee's search for satisfaction. When physiological needs are culturally focused in the organisation, the performance of the employees will improve drastically (Maslow, 1943).

- **Safety needs:** include personal security, health; well-being and safety against accidents. The presence of employee benefits and reassurance will satisfy the employee's safety needs. Nyameh (2013:42) maintains that employees' security is important in the organisation because once the employees discover that their organisation cares for them they in turn offer their best in services of the organisation. The organisation should consider providing a safe working environment and protecting employees. Safety needs will also include overall job security (Nyameh, 2013:42).

- **Social needs:** this is where employees need to feel a sense of social togetherness and acceptance. It is about relationships, families and friendships. Organisations fulfil this need for employees through team work and work groups. Managers can encourage interaction among employees to ensure that employees' social needs are stimulated and met. These needs involve both giving and receiving love, affection and a sense of belonging.

- **Self-esteem needs:** this is where employees look to be respected and to have self-respect. The need for achievement and respect from others are within this level. When employees have self-esteem, they tend to have self-confidence and

they feel valued. According to Nyameh (2013:42), if these needs are not met, employees tend to feel inferior, weak, helpless and worthless. The organisation must value the achievement of the employees in the organisation in order to boost their confidence.

- **Self-actualisation needs:** this level of needs pertains to realising the employees' full potential. In order for the organisation to satisfy the self-actualisation needs of the employees. The organisation must offer employees challenging and meaningful work. However, it is not always clear what employees want when it comes to self-actualisation needs (Nyameh, 2013:42).

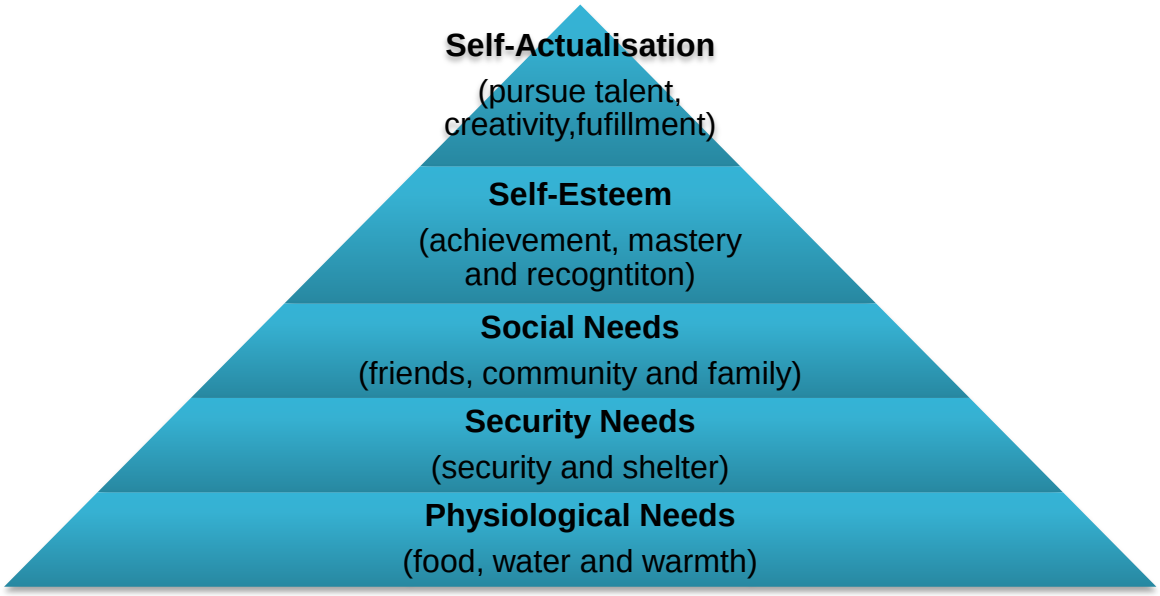

Figure: 2.1: Maslow's hierarchy of needs

Source: Robbins, Judge, Odendaal and Roodt (2009:145)

Maslow's theory suggests that employees have a hierarchy of needs that need to be satisfied from bottom to top. According to this theory, employees attempt to seek a higher need when lower needs are met. Hierarchical choices consist of two interconnected central ideas, namely: deficiency needs (physiological needs and safety needs) and growth needs (social needs, esteem needs and self-actualisation needs). If the deficient needs are not met, employees will feel an insufficiency. Physiological needs and safety needs are described as lower-order needs and social needs, esteem needs and self-actualisation needs, as higher-order needs (Maslow, 1943).

Once the lower-order needs of the employees are met, it no longer serves as a source of motivation to them (Maslow, 1943). Needs are motivators only when they are unsatisfied. According to a study conducted by Frey and Stutzer (2002:75), a curvilinear relationship exists that implies that, after meeting a certain level of income the relationship become weak. Nyameh (2013:39) points out those lower-order needs are normally linked to organisational culture.

According to Martin (2011:40), these needs of Maslow's theory can be applied to a working environment as a process to motivate employees. In support, Nyameh (2013:39) also contends that Maslow's theory is relevant for any organisation. In order for the organisation to meet self-esteem needs of the employees, the organisation must consider employee promotion, recognition, responsibility, personal growth and achievement (Robbins *et al.*, 2009:204). This statement is supported by Nyameh (2013:43) who points out that for personal growth, the organisation should consider to offer the employee training.

Managers should consider the use of organisational benefits in order to satisfy physiological and security needs (van Wyk, 2011:20). On the other hand, Nyameh (2013:43) states that managers should pay employees fairly and give employees financial security. According to Smit, Cronje, Brevis and Vrba (2007:341), managers can meet social needs by using team work in order to create a working environment where the social needs of the employees are met. Nyameh (2013:43) makes an interesting point by saying that organisations should also give employees enough time to spend with their families, and also to create a team spirit within the work environment.

As a result of the movement from one level to the next it was termed satisfaction progression by Maslow and it was assumed that over time, employees are motivated to continually progress upward through these levels. While useful from a theoretical perspective, most employees do not view their needs in this way, making this approach to motivation a bit idealistic.

2.5.1.2 Alderfer's ERG theory

In 1969 Clayton P. Alderfer, condensed Maslow's theory by categorising the hierarchy of needs into three areas (Roos, 2005:24):

- Physiological and Safety needs are merged into **Existence Needs**
- Belonging needs is named as **Relatedness Needs**
- Self-esteem and self-actualisation needs are merged into **Growth Needs**

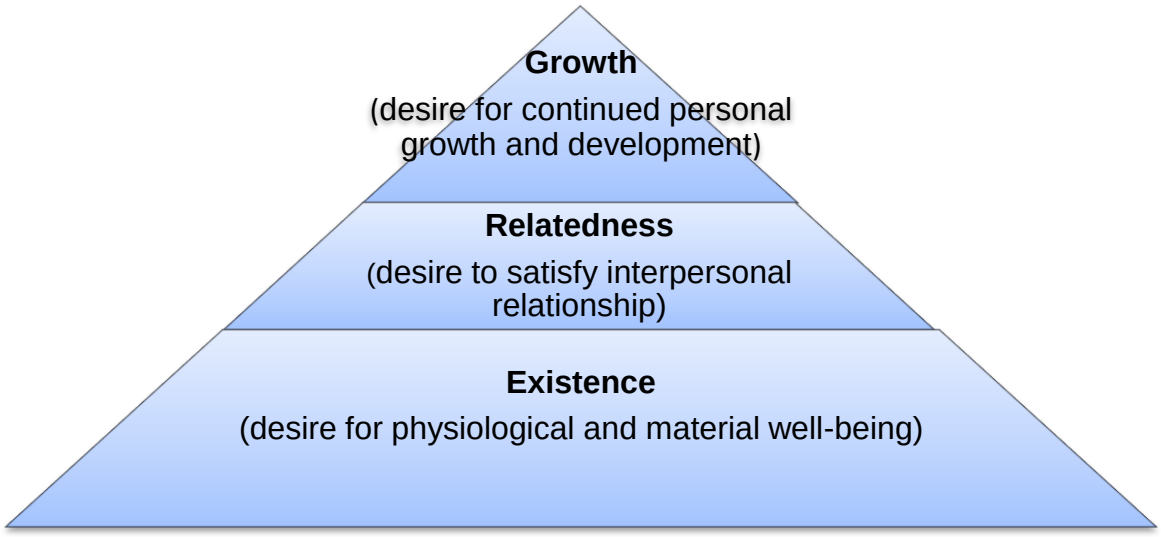

Figure 2.2: Alderfer's theory

Source: Ebert and Griffin (2011)

Alderfer (1972) also adds his frustration regression principle, which suggests that individuals would move in and out of the various levels, depending upon the extent to which their needs are being met.

2.5.1.3 Herzberg's Two-Factor Theory

Frederick Herzberg introduced his Two-Factor Theory in 1959. Herzberg (2003) postulates that the factors involved in producing job satisfaction are separated and distinct from the factors that lead to job dissatisfaction. He presumes that there are two kinds of factors affecting motivation, and these factors influence employees differently.

These factors are:

- **Hygiene factors:** a series of hygiene factors creates dissatisfaction if individuals perceive them as inadequate or inequitable. Individuals will not be significantly motivated if these factors are not viewed as adequate or good. Herzberg, Mausner and Snyderman (2009) state that environmental factors are called hygiene factors. Hygiene factors are extrinsic and include factors such as salary or remuneration, job security and working conditions.

- **Motivators:** these are intrinsic factors such as a sense of achievement, recognition, responsibility, and personal growth. These factors relate to the ability to achieve and experience psychological growth (Herzberg, 1966). The following model, displayed in Figure 2.3 indicates different motivational factors:

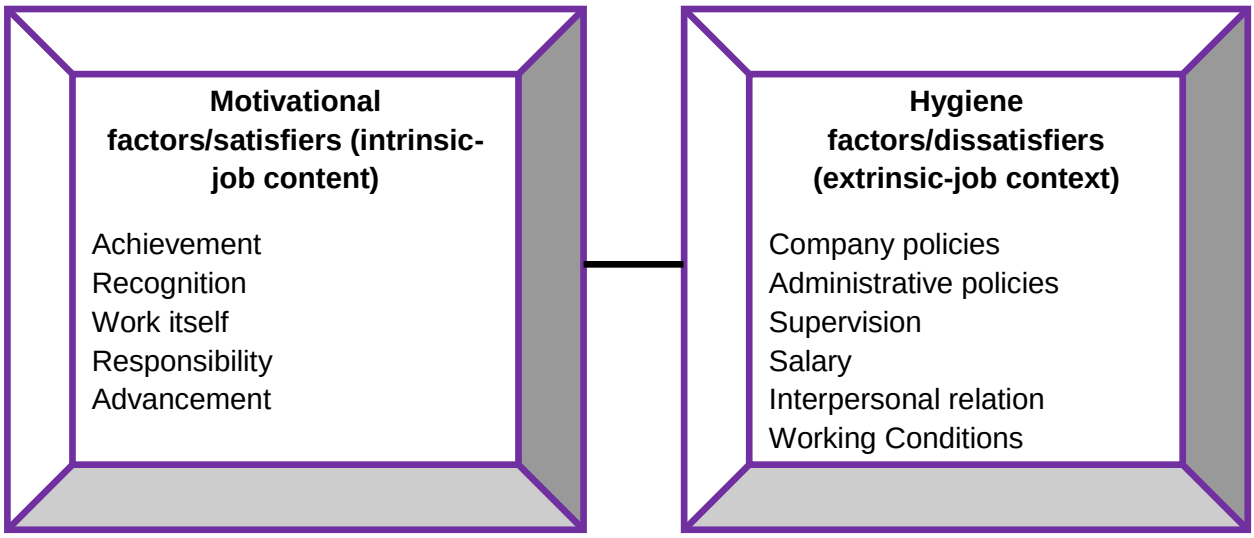

Figure 2.3: Motivational factors

Source: Borkowski (2009:112)

The hygiene factors determine dissatisfaction, and motivators determine satisfaction. Robbins *et al.* (2009) mention that intrinsic factors provide employees with better meaningful work that enables employees to intrinsically satisfy themselves, by their work output, responsibility, experienced learned and achievement harvested. Extrinsic hygiene factors lead to job dissatisfaction when employees perceive them as inadequate and if these factors do not contribute to employee motivation (Smit *et al*.,

2007:343). On the other hand, hygiene factors do not lead to job satisfaction but a lack of these hygiene factors could lead to demotivation (Griffin & Moorhead, 2009:91). Figure 2.4 shows the process by which an employee wants and chooses to act in a particular way in the organisation.

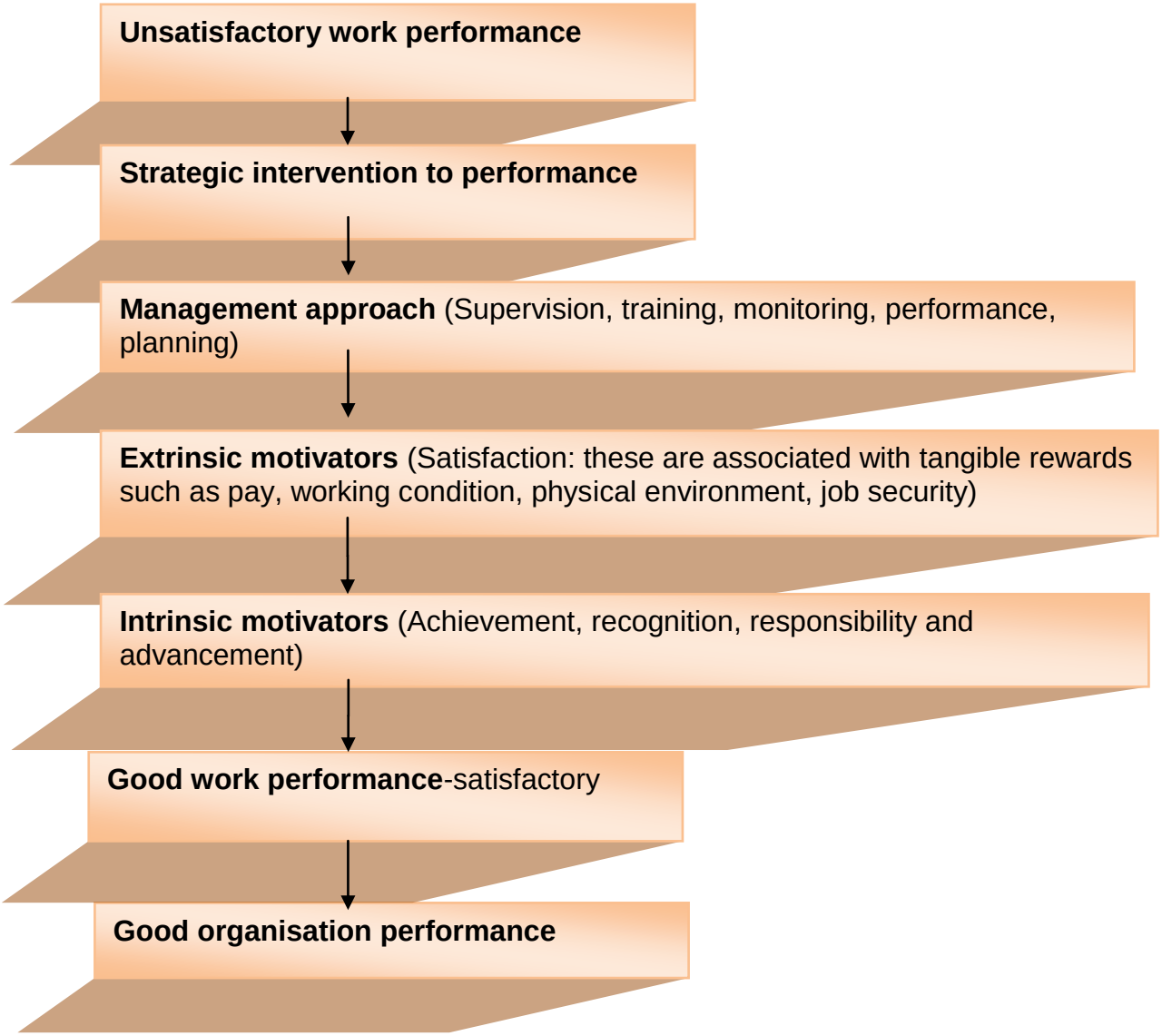

Figure 2.4: Employees motivation technique

Source: Maud (2001:440)

Herzberg's theory is an easily understood approach that suggests that employees have desires beyond the hygiene factors and that motivators are very important to them.

2.5.1.4 McClelland's Achievement Need Theory

McClelland's (1961:167) theory consists of three areas of needs that include achievement, affiliation and power. This theory is based on the position that achievement-oriented people share three major needs that are not automatically acquired but acquired through learning and experience (McClelland, 1987). According to this theory (Figure 2.5 below), employees acquire three types of needs as a result of their life experiences.

Figure 2.5: McClelland's theory

Source: McClelland (1961:167)

- **Need for achievement:** the employees who have a high need for achievement seek achievement and try to attain challenging goals (Daft, 2008:23). There is a strong need for feedback with regard to achievement and progress, and a need for a sense of accomplishment. According to Lussier and Achua (2007:42), employees with a high need for achievement derive great satisfaction from accomplishing and coming up with excellent ideas through individual effort. Employees that have a high need for achievement have a strong need to be successful.

- **Need for affiliation:** the employees who have a high need for affiliation have pleasant relationships with other employees and need to be accepted by other employees (employees-oriented rather than task-oriented) (Lussier & Achua, 2007:43). When employees are given a choice they prefer to interact and be friends with others (Daft, 2008:233).
- **Need for power:** the employees who have a need for power want to direct and command other people (Daft, 2008:233). Most managers have a high need for power. Employees who have a high need for power want to influence others and control the environment (Lussier & Achua, 2007:42).

The researcher presents a short comparison of the different needs within the different content theories discussed. There are some overlaps but most do not. It shows that even though all three theories focus on needs, they are still all distinctly different. This is presented in Table 2.1 below.

Table 2.1: Comparison of motivational theories

MASLOW'S THEORY				
Physiological Needs	**Security Needs**	**Social Needs**	**Self-esteem Needs**	**Self-Actualisation Needs**
Basic needs: food, water, etc.	*Relationships* Need for security in relationships. *Physical* Need for security, protection from future threats and stability.	Need for love, affection, sense of belonging in one's relationship. Dealings with friends, family, and colleagues.	Need for personal sense of accomplishment, and mastery. Need for respect, recognition, attention and appreciation of others.	Involves an individual's desire to realise full potential. One can be satisfied without reaching this level.
EXISTENCE, RELATEDNESS, GROWTH (ERG)				
Existence	**Relatedness**		**Growth**	
Desire for physiological and material well-being.	Desire to satisfy interpersonal relationships.		Desire for continued personal growth and development.	

Table 2.1 continues on the next page.

Table 2.1: Continued

HERZBERG	
Hygiene Factors	**Motivators**
Improving factors prevent dissatisfaction. Related to job environment more than nature of the work itself. Factors: Personal life Policies and procedures Supervision Relationship with supervisor Working condition Salary Relation with peers Relation with subordinates Status Security	Improving factors lead to satisfaction, effort, and performance and is related to job content; what employees actually do. Factors: Achievement Recognition Work itself Responsibility Advancement

McClelland			
Need for Achievement	**Need for Competence**	**Need for Power**	**Need for Affiliation**
A drive to pursue and attain goals Accomplishment is important for its own sake	Desire to do quality work Want to develop skills	Desire to influence others Desire recognition of others	Drive to relate to people effectively Desire for close relationships

2.5.2 Process theories of motivation

Process theories provide a description and analysis of motivation and how motivation occurs (Griffin & Moorhead, 2009:94). According to Alhaji and Wan Yusoff (2012:2), process theories of motivation focus on how employees' needs influence their own behaviour. Process theorists include Vroom, Porter and Lawler, Adams and Locke. These process theories will be discussed briefly.

2.5.2.1 Expectancy Theory

Vroom's Expectancy Theory suggests that humans behave according to their conscious expectations and that a particular behaviour will lead to specific desirable outcomes. Vroom's Expectancy Theory is one of the most accepted explanations of motivation (Robbins *et al.*, 2009:157). Vroom's theory provides a process of cognitive variables that reflect employees' differences in work motivation. From management perspectives, the expectancy theory has some important implications for motivating employees. It identifies several important guidelines that can be followed to motivate employees. These are achieved by altering the person's effort to performance expectancy, performance to reward expectancy and reward valence (Lunenburg, 2011:3).

According to Lunenburg (2011:2-3), the expectancy theory based on these assumptions has three key elements:

- **Expectancy:** is the belief that increased effort will lead to increased performance. These needs include resources, right skills and support. In support Nel *et al*. (2014:271) state that expectancy refers to the fact that employees believe that by working very hard, the effort will lead to certain levels of performance and reward.

- **Instrumentality:** this need's belief is that if employees perform well a valued outcome will be reached. This includes a relationship between performance and outcome (e.g. rules of rewards), trust in the people and transparency of the process. Instrumentality is generally seen as the extent to which job performance leads to desired outcomes (Hirschfeld, Schmitt & Bedeian, 2002:555). It is necessary for employees to be recognised for their good performance.

- **Valence:** this need is the importance that the employees place upon the expected outcome (Lunenburg, 2011:4). For example, if employees in the organisation are highly motivated by travelling, employees might not value offers of money as a motivator.

Vroom (1964) developed a systematic expectancy theory of workplace motivation as depicted in Figure 2.6.

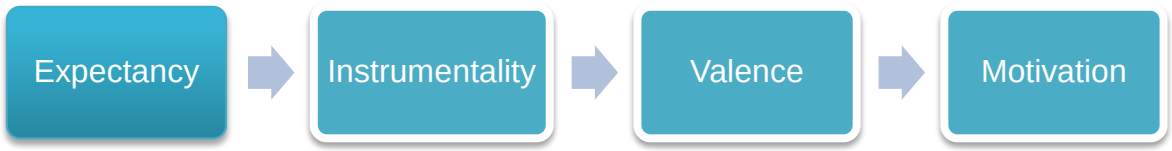

Figure 2.6: Expectancy theory model

Source: Madlock (2008)

The variables in the expectancy theory model are as follow:

- **Effort-to-performance Expectancy:** Coetsee (2003:117) explains that effort has to do with how much energy people are willing to expend and, this determines the intensity with which people perform their work activities. Leaders should try to increase the belief that employees are capable of performing their jobs successfully (Lunenburg, 2011:4). On the other hand, Ahmed, Nawaz, Iqbal, Ali, Shaukat and Usman (2010:144) explain that it is the output of the attractiveness of something new and the way the employees' see a linkage between effort and reward. Good leaders do not only make it clear to employees what is expected of them but also help them to attain that level of performance (Lunenburg, 2011:4).

- **Performance to reward Expectancy:** Leaders should try to increase the belief that good performance will result in valued reward (Lunenburg, 2011:4). According to Kreitner and Kinicki (2008:183), employees' performance must be equal to the reward they receive from the organisation for their hard work. It is important for employees to see clearly the reward process at work (Lunenburg, 2011:5). Other factors that contribute towards an employee's level of performance include inherent ability, opportunity and developed competencies.

- **Valance of rewards:** Leaders should try to increase the expected value of reward resulting from desired performance (Lunenburg, 2011:4). According to Coetsee (2003:153), employees expect their performance to be recognised and rewarded. Some employees may value a promotion or pay raise, whereas others may prefer

additional vacation days, improved benefits, day care or elderly care facilities (Lunenburg, 2011:5).

The employee's feelings in the organisation are influenced by factors such as self-esteem, self-actualisation, previous success at work, help received from other employees', and resources and information required to complete the task (Kreitner & Kinicki, 2008:182). However, employees will be demotivated if the reward offered is undervalued by the employees. According to Mohase and Khumalo (2014), employees expect to know that their effort is valued and that their hard work is acknowledged. On the other hand, van Wyk (2011) reports that company resources and salaries linked to specific performance can influence the performance of employees.

2.5.2.2 Goal Theory

Edwin Locke proposed the Goal Theory in 1968 that proposes that motivation and performance will be high if employees are set specific goals that are challenging, but acceptable by the employees, and where feedback is given on performance. The two most important findings of this theory are:

- Setting specific goals (for example, I want to be director before the age of 45 years) generates higher levels of performance than setting general goals (for example I want to be director).
- The goals that are hard to achieve are linearly and positively connected to performance. The harder the goal, the more a person will work to reach it.

According to Locke and Henne (1986), goals affect behaviour in four ways:

- They direct attention and action to those behaviours which a person believes will achieve a particular goal.
- They mobilise effort towards reaching the goal.
- They increase the person's persistence, which results in more time spent on the behaviours necessary to attain the desired goal.
- They motivate the person's search for effective strategies for goal attainment.

There are several conditions for the goal-directed behaviour to effectively improve job performance (Locke & Henne, 1986), namely:

- a thorough commitment to the specific goal;
- regular feedback on the person's performance towards attaining the goal;
- the more challenging the goal is perceived to be, the better the person's performance is likely to be;
- specific goals are more effective than vague goals, e.g. "do your best"; and
- self-set goals are preferred over organisationally set goals. If this is not entirely possible, employees need to at least have an input into setting their own goals.

2.5.2.3 Adams' Equity Theory

Developed by John Stacey Adams in 1963, Equity Theory suggests that if the employee perceives that the rewards received are equitable, that is, fair or just in comparison with those received by others in similar positions in or outside the organisation, then the employee feels satisfied. Bagraim *et al*. (2007:88) see equity theory as important because it highlights the fact that employees are concerned with not only the absolute amount of the reward that they receive but also with the rewards they receive relative to the rewards that other employees receive. Adams (1963) declares that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others. Equity theory states that employees seek to maintain a balance between their inputs and the outcomes they receive, also in relation to the outputs of others. Fair treatment creates motivation. It adds a crucial additional perspective to motivational theories in comparison with relevant others (people considered to be in a similar situation). According to Mukherjee (2009:156), equity theory is essential because it emphasises that employees always judge themselves on the basis of comparison with others.

2.5.2.4 Hackman and Oldham's characteristics model

The job characteristics theory of Hackman and Oldham (1976) describes the relationship between job characteristics and individual responses to work. This theory is based on the notion that the task itself is a key to employees' motivation. Variety, autonomy and decision autonomy are three ways of adding challenges to a job. Job enrichment and job rotation are two ways of adding variety and challenge.

Hackman and Oldham (1976) define the job characteristics model and psychological states as follows:

- **Meaningfulness** - The work must be experienced as meaningful.
- **Skills variety** - These aspects involve using different and an appropriate variety of skills.
- **Identify** - Involves being able to identify a piece of work and doing the job from start to end with a possible outcome in mind.
- **Significance** - The amount of outcome of a job and the contribution that the job makes.
- **Autonomy** - This aspect involves giving employees the opportunity to take full responsibility for their job.
- **Feedback** - Employees in the organisation prefer to have timely and open feedback from their supervisor and, this process should be from both the employee and the supervisor.
- **Responsibility** - is derived from autonomy in the job that provides substantial freedom, independence and description to the individual in scheduling the work and, in determining the procedures to be used in carrying it out.
- **Knowledge of outcomes** - This comes from feedback. It implies employees' awareness of how effectively they are converting their effort into performance.

The job characteristics theory model is depicted in Figure 2.7 on the next page.

Job characteristics theory review

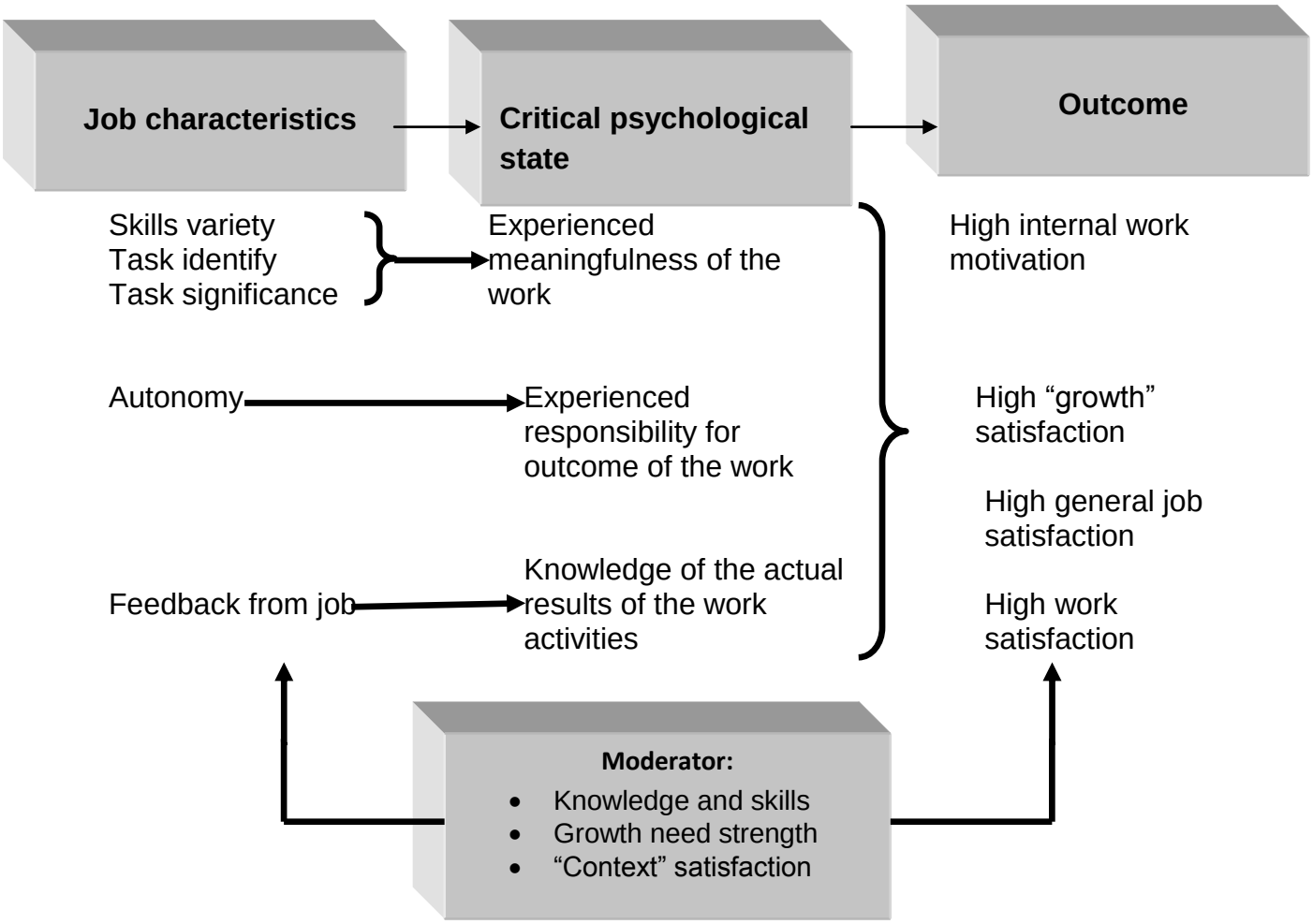

Figure 2.7: Job characteristics theory model

Source: Belias and Sklikas (2013:88)

It is important for the managers and management to know that each of these five job characteristics influence performance of the employees' differently.

While each of these theories deals with a particular aspect of motivation, it is unrealistic to address them in isolation, as these factors are often present and are important to employee motivation at one time or another. For the organisation to encourage and motivate employees to perform well, HR have to come into play. An organisation cannot build a good team of working professionals without good management of the HR. It is essential to understand how HR fits into the process of employees' motivation in the organisation.

2.6 OVERVIEW OF HUMAN RESOURCE MANAGEMENT

According to Mathis and Jackson (2002), HR is designed and applied as a system in an organisation to ensure effective and efficient use of human capital for achieving the goals of the organisation (Alas, Allikmäe & Varts, 2012:2). Managing HR is however, still a critical factor in most of the organisations (Alas, Allikmäe & Varts, 2012:2). The HR department is responsible for many employees' related issues in an organisation. HR management can be defined as a set of practices in an organisation to ensure effective and efficient use of human capital for achieving the goals of the organisation (Alas, Allikmäe & Varts, 2012:2).

Effective HR management can be useful in the organisation because every organisation is comprised of employees whose services are required, whose skills are developed and who are motivated to perform at high levels. Ali (2013:80) believes that nothing changes for the better until employees have positive attitudes towards their job. Effective HR management could lead to employees' satisfaction and motivation. Alas, Allikmäe and Varts (2012:2) mention that both the existence of proper personnel and the ways how employees are managed are the basis for achieving the competitive advantages.

HR develops a congenial environment and increase employee involvement and commitment to the organisation while pursuing professionalism in management's operations (Ali, 2013:81). Managers need to be aware that human resource practices can create greater potential influences for employees who may be looking elsewhere for employment, but however, cannot reduce employees' turnover in the organisation (Taylor, 2009).

According to Ali (2013:80), low-road practice including short- term contracts, lack of employees' commitment to job security, low levels of training and unsophisticated human resource practices correlated with poor corporate performance. One of the activities of HR management is to ensure that employees are motivated towards the fulfilment of organisational goals. As the corporate world progresses towards globalisation, turnover has become a serious issue which affects the performance of the organisation and also affects the financial outlay of the organisation (Pirzada,

Hayat, Ikram, Ayub & Waheed, 2013:163-164*).* According to Kabir and Parvin (2011:114), this means that achieving motivation and job satisfaction to develop organisational commitment is not simple or easy and works within the context of individual firms.

2.7 JOB SATISFACTION

The concept and assessment of job satisfaction began in 1911 with the research of Taylor (Ahmed *et al.,* 2010:72). Job satisfaction is a terminology used to define whether employees are happy, contended and fulfilling their desires and needs at work (Sageer, Rafat & Agarwal, 2012:32).

Therefore, in the light of the above statement, managers, HR specialists, supervisors and the workforce itself are involved in exploring ways how job satisfaction can be improved in organisations (Ghaffar, Ameer, Arshad & Urooj, 2013:182). Job satisfaction and dissatisfaction do not only depend on the nature of the job, these also depend on the expectation of what the job can provide for an employee (Al-Hussami, 2008:292). According to Aziri (2011:79), high levels of job satisfaction may be signs of good emotional and mental states of the employees. Furthermore, depending on the level of job satisfaction the resultant outcome of the workers will affect the functioning and activities of the organisation.

Overall job satisfaction focuses on the internal state of satisfaction or dissatisfaction of one's job (Thompson & Phua, 2012:277). Positive experiences in terms of friendly colleagues, good remuneration, compassionate supervisors and attractive jobs create high levels of job satisfaction in the organisation (Giannikis & Mihail, 2011). An organisation that encourages high employee job satisfaction is also more capable of retaining, and attracting employees with the necessary skills (Voon & Ayob, 2011). In order to identify the factors that have an influence on job satisfaction, it is necessary to first define job satisfaction.

2.7.1 Defining job satisfaction

There are various definitions of job satisfaction in the literature. There is in fact not one single and unique way to describe job satisfaction, since it involves several measures, as stipulated by Zournatzi, Tsiggilis, Koystelios and Pintzopoulou (2006). Different authors have different approaches towards defining job satisfaction (Aziri, 2011:77).

According to Petersen (2012:6), job satisfaction can be described as the feelings employees have about their job situation within an organisation. On the other hand, Locke (1976:1300) outlines that job satisfaction is an individual subjective valuation of different aspects of the job. Job satisfaction is associated with the productivity and efficiency of worker absenteeism and staff mobility, and depends on factors such as the content of the work, and the context in which work is carried out (Koustelios & Kousteliou, 2001:33).

Job satisfaction is described by Locke (1976:1300) as “a pleasurable or positive environmental state resulting from one’s job or job experience.” Sancar (2009:2856) describes job satisfaction as a combination of intrinsic and extrinsic motivation. However, job satisfaction causes a series of influences on different aspects of the organisation (Aziri, 2011:78).

Job satisfaction takes place when one has proficiency, value and recognition (Locke, 1976). According to what Koustelios and Kousteliou (2001:31) report, job satisfaction is a positive and negative experience that the employee has for their work. Additional factors associated with job satisfaction are the reduction of mistakes in the workplace, and the intention of employees to leave their jobs (Zournatzi *et al*., 2006). However, job satisfaction defined how content an employee is within their job (Kabir & Parvin, 2011:113).

Job satisfaction is the key component that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfilment (Kaliski, 2007:446). Robbins (2003:127) defines job satisfaction as an “employee’s common thoughts towards his job.” Vroom (1964) in his definition on job satisfaction focuses on the role of the employee in the workplace. Therefore, he defines job satisfaction as attitude

adoptions on the part of individuals toward work roles which they are presently occupying (Vroom, 1964). Job satisfaction is an employee's sense of achievement and success on the job (Aziri, 2011:78). Employees can also have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (George & Jones, 2008:78). Ghaffar *et al.* (2013:183) cite job satisfaction as a sense of achievement and arrogant pride felt by employees who get pleasure from their employment. In another research it was further emphasised that employees with high levels of job satisfaction hold positive feelings about their job, while dissatisfied employees hold negative feelings (Ghaffar *et al.*, 2013:183). Job satisfaction can also be regarded as one of the main factors when it comes to the success of the organisation (Aziri, 2011:78).

In summary, job satisfaction is more of an attitude, an internal state of mind of employees (Aziri, 2011:78). Furthermore, it is stated that job satisfaction is the amalgamation of positive and negative feelings that employees have towards their job. It also makes sense that job satisfaction is usually associated with motivation (Aziri, 2011:78). It is important to note however, that job satisfaction is not a guarantee for more motivated employees or higher productivity in organisations. A study that was conducted among administrative employees in the public sector for instance, revealed that although the administrative employees had a high level of job satisfaction, their productivity was far below the standard compared to the competency levels of first-year students at National Qualifications Framework (NQF) Level 5 (Van Antwerpen, 2013).

In fact, managers have to understand those factors which have an impact on the performance of the employees in the organisation. Today human resource managers in the organisation want to know how to satisfy employees and not why employees should be satisfied. The following section provides some of the factors that may have an influence on employees' motivation. This will enable the researcher to understand what needs to be done and, how these factors must be applied in the organisation in order to enhance the performance of the employees.

2.8 FACTORS INFLUENCING EMPLOYEES' MOTIVATION

The study of Herzberg, Mausner and Snyderman (1959) divide work aspects into two elements namely, motivators and hygiene factors. These theories impact on personal and job characteristics on work perceptions and job satisfaction. The study concludes that intrinsic motivational factors have a consequential relationship with employee job satisfaction, whereas hygiene (extrinsic) factors are not having any noteworthy relationship with employee job satisfaction (Ahmed *et al.,* 2010:70).

However, these factors (intrinsic and extrinsic) have to be considered in the organisation in order to achieve employees' job satisfaction. Since job satisfaction may go hand in hand with motivation, it is important for better motivation processes to be implemented in order to obtain better outcomes in the organisation because motivation gives details as to how employees need to achieve their goals better (Ahmed *et al.*, 2010:70).

In support, Robbins *et al.* (2009) further mention that the purpose behind intrinsic factors is to provide employees with meaningful jobs that are able to intrinsically satisfy the employees by means of their work outcomes, responsibilities delegated experience learned, and achievements harvested**.** The level of employees' motivation will affect employees' performance and behaviour towards their organisations. Extrinsic factors are also well-known as job context factors. Moreover, an absence of the motivator factors will not cause job dissatisfaction; for example when employees are not offered recognition or achievement or any other motivator for their work, these will not necessarily cause the dissatisfaction of a job but the employees could simply not be motivated (Robbins *et al.*, 2009). Arnold and Feldman (quoted by Roos, 2005:45) propose a representation of job satisfaction that illustrates that deviations between expectations employees hold of their jobs, and their actual work conditions, have an impact on their job satisfaction. The representation is presented in Figure 2.8 on the next page.

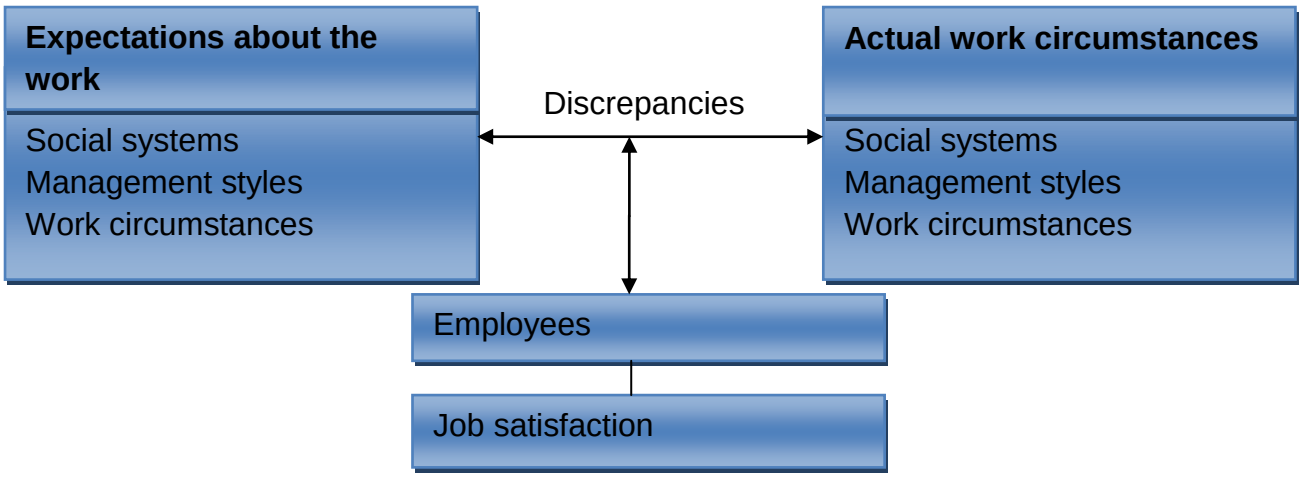

Figure 2.8: Employee expectation model

Source: Arnold and Feldman (1986:91)

Luddy (2005:19) suggests that the factors contributing to employee job satisfaction in the organisation include status, supervision, co-worker relationship, job content, remuneration and extrinsic rewards, promotion and the physical condition of the environment as well as the organisational structure.

According to Ali, Sidow and Guleid (2013:3), job satisfaction is influenced by many organisational contextual factors that vary from salaries, job autonomy, job security, workplace flexibility and leadership. On the other hand, these factors influence the employees' job satisfaction and always contribute directly and/or indirectly to the employees psyche for them to make actual decisions regarding job satisfaction and impact on employee turnover. These include communication, basic pay (salary), recognition and appreciation, promises kept and broken, rewards and compensation, autonomy, empowerment, work environment, organisational fairness, fun at work, growth opportunities, security of their existing job, job related facilities, working environment, career advancement opportunity, performance appraisal process and supervision (Rahman & Iqbal, 2013:17; Raza Naqvi, Malik & Mahmood, 2013:18).

According to Nel *et al.* (2014:277), the factors associated with job satisfaction can be divided into two main areas, namely, personal determinants and organisational factors. Sageer, Rafat and Agarwal (2012:34) state that "job satisfaction that is rich in positive behavioural aspects such as autonomy, task identity, task significance and feedback contribute to employees' satisfaction". The above researchers further explain that

organisational factors that impact on job satisfaction include the work itself, remuneration/pay, supervision, promotion, co-workers, job status and job level. In the following section some of the measures that attempt to seek and describe some of the factors that influence employees' performance will be examined.

2.8.1 Rewards

The organisation's reward system is a basic structural instrument that an organisation can use to motivate employees. An employee reward programme is one of the methods of motivating employees to change work standards and key behaviours to benefit an organisation (Aguenza & Som, 2012:89). According to Taylor (2009), rewards like the earnings of the job, incentive payments, promotion, appreciation, and opportunities for progress could lead to increased job satisfaction. Traditionally most reward and recognition programmes were vague and were often given in response to a manager's perception of when an employee performed exceptionally well (Sharma & Sharma, 2011:46). An organisation's primary purpose of giving rewards is to influence employees' behaviours.

An employee reward programme is one method of motivating employees to change work routines and key behaviours in order to benefit an organisation (Aguenza & Som, 2012:89). It appears then, that extrinsic behavioural as well as extrinsic motivations are both powerful determinants of motivated employee behaviour (Mafini & Dlodlo, 2014:9).

Lawler and Porter (1967) give their model of job satisfaction which, unlike the previous representation, places a special importance on the impact of rewards on job satisfaction (Figure 2.9).

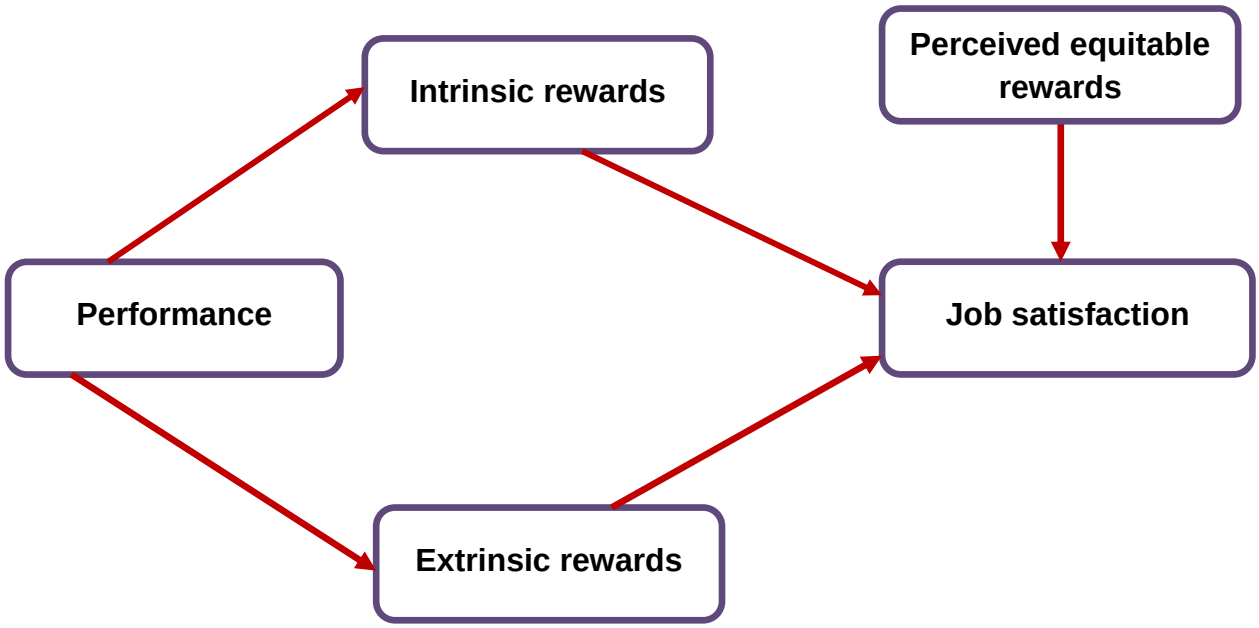

Figure 2.9: Impact of rewards on job satisfaction

Source: Lawler and Porter (1967)

According to this representation, the intrinsic and extrinsic rewards are not directly connected with job satisfaction because of the employees' perceptions regarding the deserved level of pay. Employees at all levels of the organisation want to be recognised for their achievement of the job (Raza Naqvi, Malik & Mahmood, 2013:188). Employees may feel more committed to their organisation if they believe that their efforts are valued.

The pay incentive is considered as one of the significant job satisfaction factors for job satisfaction and motivation (Raza Naqvi, Malik & Mahmood, 2013:188). Management's recognition of employee job performance is one of the ways that organisations use to keep employees satisfied and engaged. In some cases, a salary that employees receive in the organisation may also influence the level of employees' motivation in the organisation. On the other hand, changes in rewards and recognition can bring an overall designed change in work motivation and satisfaction (Ali & Ahmed, 2009). Weggee, Schmidt, Parkes and van Dick (2007) state that cash and bonuses and also verbal rewards such as "job well done" can be a good way to appreciate workers' efforts. Gifts and promotions can be considered as rewards. In some situations, employees view salary as the first priority of reward. Raza Naqvi, Malik and Mahmood (2013:188) point out that money may not only help people to satisfy their basic needs,

but it also provides them with comforts. However, increase in pay is often taken by employees as recognition of efforts by the organisation.

Money is a part of the total incentive package of an organisation. Salary is thought to be one of the key factors influencing career choices (Lai, 2009). Bokorney (2007) describes salary as, "the salary paid to an employee is what the organisation thinks of the employee. It also make sense that the lower the salary, the less appreciated the employee".

Rewards can be classified into two classifications, namely financial- and non-financial rewards. A study conducted by Hossain and Hossain (2012:26), reveals that non-financial factors have more influence on the employees' motivation than the financial factors such as salary. The salary, will however, have an influence on employees' decision to choose to work in the organisation. "No one works for free, nor should they" (Manzoor, 2012:4). However, organisations should not rely only on salaries and bonuses or other monetary incentives to motivate the various workforces due to the limitations it brings in the organisation. Salaries might not be the best option, and the timing of the reward can be more important than the value of the reward (Lai, 2009).

According to Weggee *et al.* (2007:185), cash and bonuses and also verbal rewards such as "job well done" can be a good way to appreciate workers' efforts. Gift rewards and promotions can also be considered. Figure 2.10 represents the different types of rewards systems that can be used to reward employees for their efforts:

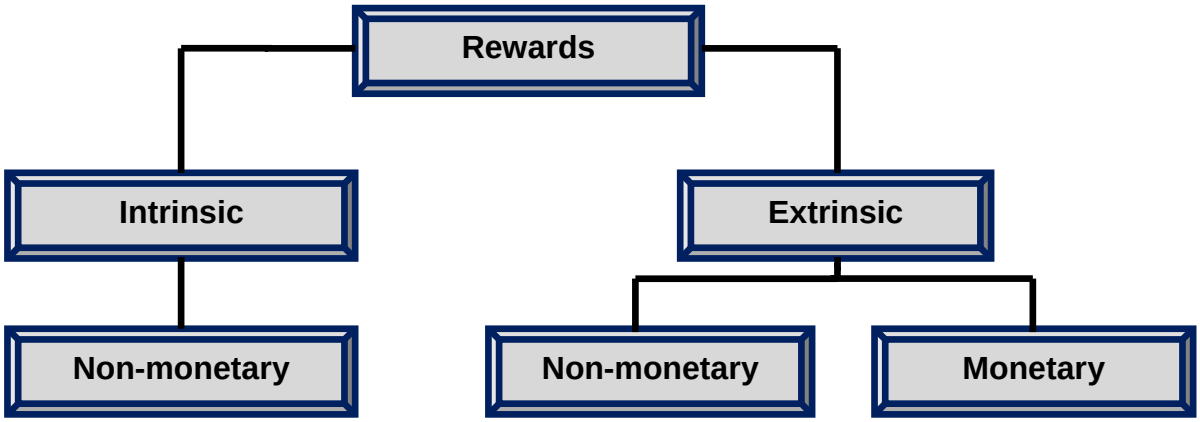

Figure 2.10: Rewards system

Source: Nujjoo, & Meyer (2012:4)

According to Nujjoo and Meyer (2012:4), rewards can either be intrinsic or extrinsic and the organisations should consider both non-monetary and monetary rewards. The study of Nujjoo, and Meyer (2012:2) emphasise that monetary rewards are legal obligations in the employment relationship and are critical incentives to attract and retain employees. Intrinsic non-monetary rewards can therefore be seen as the positive emotional satisfaction that an individual gets for his or her efforts at work (Lawler & Porter, 1967). The study of Nujjoo and Meyer (2012:4) further mention that intrinsic non-monetary rewards refer to rewards that are deeply rooted in the nature of the job. Rewards can also be in the form of posting names on bulletin boards, announcing the names of employees in a notice or giving monetary rewards. However, in most cases monetary rewards are costly (Mabindisa, 2013:32). On the other hand, according to Parish, Cadwallader and Busch (2008), it is argued that employees should also be rewarded for long-term service.

Rewards are management tools that contribute to a firm's effectiveness in influencing the level of employees' motivation or group behaviour in terms of returning potential and/or recruiting highly skilled employees in the organisation (Manzoor, 2012:4). The best way in which the employee can gain job satisfaction is to make use of wages in order to link motivation and job satisfaction to organisational commitment (Saeed, Lodhi, Iqbal, Nayyab, Mussawar & Yaseen, 2013:1477). To use salaries as a motivator effectively, managers must consider salary models where the payment is related to the importance of the job. If employees see little relationship between performance and

reward, the employees might set minimum goals in order to retain their jobs and will not have a reason to excel (Birdi, Clegg, Patterson, Robinson, Stride, Wall & Wood, 2008:68).

2.8.2 Job characteristics

Robbins (2003:77) describes work as the extent to which the job provided the employees with stimulating tasks, opportunities for learning and personal growth and, the chance to be responsible and accountable for results. Satisfaction from work is directly related to increased productivity (Malik, Karimi, Saif & Sajjad, 2013:8). According to Sageer, Rafat and Agarwal (2012:38), for the organisation to increase employees' motivation, the managers should consider making use of the following factors to increase productivity in the organisation.

2.8.2.1 Job design

Belias and Sklikas (2013:85) describe job design as an effective tool that is used on the one hand to meet the needs of the employees and on the other hand to satisfy the interests of the organisation. The reason for the use of job design in the organisation is to find ways to modify job characteristics, such as workload, autonomy, variety, and workplace support (Tement & Korunka, 2013:199). Job design in the organisation can also change how an employee feels about their job and improve their performance accordingly (Bartlett, 2007:25). The general belief is that when employees are satisfied with their work content, they are more likely to engage themselves in their work. Belias and Sklikas (2013:91) further state that job design provides advantages for both the organisation and the employees because it creates effective team work and improve employees' attraction and commitment.

2.8.2.2 Job rotation

According to Asensio-Cuesta, Diego-Mas, Cremades-Oliver and Gonzlez-Cruz (2012), job rotation can provide the following benefits to the organisation and employee:

- Improvement of productivity

- Provision of training possibilities
- Increase of employees' retention
- Enhancement of employees' career
- Employee gains a better insight in the organisation's operations
- Allows for faster employee learning
- Increases employee motivation
- Human capital accumulation
- Reduced employee boredom and employee absenteeism
- Increases employees problem-solving skills

Tyilana (2005:25) suggests some of the ways that management could consider in keeping employees motivated and satisfied with their jobs as the following:

- Change the nature of the employee's work from time to time to prevent boredom.
- Managers should also provide employees with a variety of skills in the workplace.
- Constantly point out that the tasks that employees do for the organisation are important in achieving organisational objectives.
- Managers must give employees the freedom and independence to structure and schedule their tasks.
- The last important point is that managers must give employees constant feedback in terms of how the employees are performing in terms of their set goals.

2.8.3 Leadership

In this section a short introduction to leadership will be given and, two leadership styles, namely transactional and transformational leadership style will be discussed.

Supervision forms a key role relating to job satisfaction in terms of the ability of the supervisor to provide emotional and technical support to, and guidance with, work related tasks (Robbins, 2003). An effective leader is able to influence his/her followers to reach the goals of the organisation. There is a clear distinction between managers and leaders. Leaders within an organisation can acquire the appropriate leadership style to affect employees' job satisfaction, commitment and productivity (Ali, Sidow & Guleid, 2013:3). Leaders that lead by means of a Path-Goal leadership style reward

and encourage their followers for goal achievement. These leaders also provide their followers with the necessary direction, clarity and assistance, with the elimination of barriers, in order for them to attain their goals (Dixon & Hart, 2010:55).

Leadership has been considered one of the most important components in the success of organisations (Landis, Hill & Harvey, 2014:98). Other theories demonstrate the idea that leadership should possess qualities that are clear to employees (Landis, Hill & Harvey, 2014:98). Leaders of any organisation are expected to carry out tasks to the maximum level with limited resources in order to maintain the competitive edge and sustain the profitability position of the organisation (Riaz & Haider, 2010).

According to Kaiser, Hagon and Craig (2008:104), transformational leadership changes the way followers see themselves from being isolated employees to becoming members of a large group. When followers see themselves as members of the collective, they tend to embrace group values and goals and these enhance their motivation to contribute to the greater good. Nichols and Shaw (as quoted by Taylor, 2009:43) are of the opinion that transformational leadership focuses on the empowerment and development of followers' potential in attaining long term goals. The study conducted by Batista-Taran *et al.* (2009:16-17) identify four components of transformational leadership:

- Idealised influence, which deals with building confidence and trust.
- Inspirational motivation, which deals with motivating the entire organisation.
- Intellectual stimulation, which involves arousing and changing followers' awareness of problems and their capacity to solve those problems.
- Individualised consideration, which involves responding to the specific, unique needs of followers to ensure that they are included in the transformation process of the organisation.

Transformational leadership that encourages self-determination and challenging work becomes increasingly important to followers' job satisfaction. The concept of job security and loyalty to the firm for one's entire career is disappearing (Ali, Sidow & Guleid, 2013:2). Transformational leaders provide an inspiring vision of goals that can

help overcome self-interested and narrow factionalism in organisations (Batista-Taran *et al.*, 2009:18).

According to Voon and Ayob (2011), the influence of the leadership style on employees' job satisfaction in public sector organisations emphasises that transformational leadership has a positive relationship with job satisfaction whereas a transactional leadership style has a negative relationship with job satisfaction in government organisations. Transformational leaders present the behaviours that are associated with supportive management, displaying a vision that is related to increasing employees' level of engagement (Batista-Taran *et al.*, 2009:18). From having a say in the organisation and in the exercise of values such a transformational leadership style creates a perception of fairness and a positive feeling while at the same time, it generates acceptance of the micromanagement decisions among employees (Syed & Farah as quoted by Medina, De la Garza & Cheí, 2013:167). Leaders impact on organisation effectiveness through their followers (Batista-Taran *et al.,* 2009:17).

Transactional leadership theory professes that employees are motivated by rewards and punishment (Petersen, 2012:25). A transactional leadership style provides higher satisfaction and organisational identification as compared to the transformational leadership style (Riaz & Haider, 2010). Leaders that practice transactional leadership tend to be more on the management side of the leader/manager continuum (Taylor, 2009:42-43). Transactional leadership however, limits the leaders to use reward-based behaviour in order to achieve higher performance from employees, and thus only have short term effects (Batista-Taran *et al.,* 2009:17). Transactional leadership is an exchange-based relationship where self-interest is dominant (Ali, Sidow & Guleid, 2013:4). The followers are given full responsibly for the tasks that are delegated to them even though they might not have the required resources or competencies to perform those tasks (Taylor, 2009:43).

In conclusion, the influence of leadership styles on employees' job satisfaction in public sector organisations emphasises that transformational leadership has a positive relationship with job satisfaction whereas a transactional leadership style has a

negative relationship with job satisfaction in government organisations (Voon & Ayob, 2011; Ali, Sidow & Guleid, 2013:4).

2.8.4 Career development and growth

HR management has an essential role to ensure that employees receive training to enable them to produce work of high standard. HR is considered to be the most valuable asset of any organisation (Saeed, Chaudhry, Ahmad & Ata, 2013:89). Training can be used for all employees in the organisation regardless of their age because training is a key factor for employees' retention (Sinha & Sinha, 2012:149). It was also confirmed by Abdel Azeem and Sayed (2010) that employees are more satisfied with their jobs when they are more empowered.

The use of training in the organisation can also assist HR management in terms of managing turnover because well-motivated employees are more likely to have a positive perception of the training environment in their organisation (Newman, Thanacoody & Hui, 2011:1769). Training can provide abilities, knowledge and skills that enhance the employees' performance and ultimately lead towards improved organisational performance (Martin, 2011:75). Organisations should create a work environment that promotes the employees' ability and their desire to behave in empowered ways and, remove barriers that limit them (Heathfield, 2012). However, skilled employees will not remain in a job if they see no future in their position (Gardner, 2009:213).

Motivation also plays a role when it comes to employees' training. When an organisation invests time, money, and other resources into employees who are not motivated to learn their job or perform the functions expected of them, that investment is wasted (Latham, 2007). Training is divided into two categories namely, specific training and general training. Specific training helps to improve skills and abilities that are required to perform better in the organisation (Martin, 2011:76). Employers should invest in specific training because it will help employees to work efficiently in the current structure and within the culture of the organisation. This type of training does not provide the employees the opportunity to be employed within another organisation, whereas general training improves skills and abilities that are equally helpful for all

organisations. This type of training is normally in the form of formal education (Martin, 2011:76).

Training can be used as a tool to motivate employees in the organisation regardless of the age of employees and years of services. In summary, empowering employees is also defined as the process of enabling and authorising employees to think, behave, take action and control their decisions (Awamleh, 2013:315). Training may assist employees to become productive and competent in their work (Mabindisa, 2013:7).

2.8.5 Working environment

Organisations expect employees to follow the rules and regulations and work according to the standards set for them. The employees expect good working conditions, fair pay, fair treatment, secure career, power and involvement in decisions (Sharma & Sharma, 2011:45-46). Assessment of the employees' motivation is quite a complex matter (Hossain & Hossain, 2012:25). According to Sageer, Rafat and Agarwal (2012:35), employees are highly motivated when their working conditions are good as this provide a feeling of safety. The following fall under the expectation of employees regarding their working environment:

- Feeling safe and comfortable in the working environment.
- Tools and equipment.
- Working methods.
- Security guards and parking facility.
- Well ventilated with good lighting, fans and air conditioning.
- Neat and clean office place, rest area and washroom.

The above issues have an impact on motivational aspects such as, nature of the job, employees' personal perception and values, local and international regulations, and the risk of employees' work (Hossain & Hossain, 2012:25).

2.8.6 Job security

Job security is an employee's assurance that they will keep their current job. Employees with a high level of job security have a low probability of losing their job in the near future (Sageer, Rafat & Agarwal, 2012:34). Job insecurity is threatening to individuals because it is an anticipation of an involuntary job change (Reisel, Probst, Chia, Maloles, & König, 2010:10). Lastly, employees who are satisfied with their job security tend to perform better than those who are not (Saeed *et al.*, 2013:1479). Managers are responsible for motivating employees. In this regard managers should understand the reasons why employees are unhappy in the organisation. Some employees, when they experience dissatisfaction in their organisation, decide to leave the organisation. When dissatisfaction rates increase, dissatisfaction can spread throughout the workplace and encourage employees to look for employment somewhere else. Having discussed and understanding some of the factors that influence employees' satisfaction and motivation, job dissatisfaction will now be focussed upon.

2.9 JOB DISSATISFACTION

Employees' motivation is essential in the organisation's general success. For the organisation to be successful in receiving positive outcomes it is extremely difficult to achieve this in an environment where employees are frequently dissatisfied due to their working environment. The impact of dissatisfied employees can lead to an increase employees' turnover and absenteeism. Low levels of employees' satisfaction can negatively affect an organisational success due to lack of motivation. Mullins (2005:23) indicates that factors that can influence job dissatisfaction are as follows:

2.9.1 Turnover

Before proceeding further, it is necessary to explain what turnover means. Employees' turnover is the difference between the rate of employees leaving a company and new employees filling up these vacant positions (Pirzada *et al.*, 2013:164). Employees who have a positive working relationship with their organisation are likely to stay in their

jobs. According to Caliskan (2010) and Long (2012), there are many problems which produce or encourage turnover in the organisation, such as inadequate incentives, poor wages, salaries or associated benefits, poor reward system and the lack of health and safety facilities. There are many potential causes of turnover. Sometimes the causes are related to the human resource practices of the organisation and thus can be managed. According to Pirzada *et al.* (2013:164), stress and unfair treatment from the human resource department or manager can demotivate the stable employees who are regarded as an asset to the organisation.

An organisation with high employee turnover may need interventions from HR management. Employees with high levels of affective commitment in the organisation are likely to stay because of a strong emotional attachment to an organisation (Newman, Thanacoody & Hui, 2011:1767). An engaged workforce has higher levels of commitment to the organisation, lower levels of impact on turnover and higher rates of satisfaction (Batista-Taran *et al.,* 2009:18). Employees who are satisfied with their jobs generally do not give them up. It is therefore evident that high turnover is usually indicative of a problem somewhere in the organisation.

High turnover is costly for any organisation. It is therefore essential for organisations to reduce employee turnover. According to Newman, Thanacoody and Hui (2011), the organisation can reduce employee turnover by investing in training to enhance organisational commitment. The study conducted by Hanif, Khalid and Khan (2013:56) found that high employee turnover indicates a loss to the organisation. It can have a negative effect on the entire organisation's productivity. According to Hanif, Khalid and Khan (2013:56-58), when turnover rates fall below 10%, it will not have a negative influence on the organisation but when the turnover rate increases to 20% and above, it will have a negative influence on the organisation. Furthermore, high employee turnover rates are regarded as a serious obstacle to service delivery in the organisation if the necessary steps are not taken by managers and, in particular by HR management. According to Martin (2011:15), for the organisation to address these issues, organisational leaders need to be aware of the needs of the employees and the environmental circumstances surrounding their employees. Martin (2011:15) further suggested that most high level managers consider retention of the best employees to be an important part of their team business strategy. In McKeown's (2010) opinion

many organisations do not have an effective strategy in place to effectively retain their employees.

Other issues contributing to employee turnover in the organisation may include lack of strong and consistent training and dissatisfaction with advancement opportunities (Strong & Harder, 2009). High employee turnover, where workers frequently leave and must be replaced, leads to increased spending on recruitment and training and can also indicate management problems. Although management cannot always prevent valued employees from leaving, it is necessary to understand what can be done to minimise the occurrence of that choice (Martin, 2011:33).

2.9.2 Absenteeism

Employees' dissatisfaction with their jobs and the organisation often also leads to employee absenteeism (Mabindisa, 2013:6). In a study by Unruh and Strickland (2007:674) it was indeed found that employee absenteeism is related to employee dissatisfaction with their job. In this study they found that absenteeism from the workplace does contribute to a vicious cycle of a negative work environment that leads to more absenteeism and increased turnover (Unruh & Strickland, 2007:674). Nel *et al.,* (2014:548) suggest that absenteeism is regarded as pull-out behaviour when it is used as a way to escape an undesirable working environment. According to Breetzke (2009:1), absenteeism is explained as non-attendance when an employee is supposed to report for work. According to Ndhlovu (2012:13), absenteeism is an employee's intentional and/or habitual absence from work.

Absenteeism in the organisation can decrease productivity and have a major negative effect on the organisation's finance, employee morale and other factors. According to Ndhlovu (2012:1), absenteeism is costly for the organisation in terms of lost working man days, hiring of staff to fill the shortage, sub-standard service delivery and poor quality of service. According to Hirchfield, Schmitt and Bedeian (2002:553), employees who receive low pay are likely to be absent more often.

It is important for the organisation to reduce employee absenteeism. In a study conducted by Robbins, Odendaal and Roodt (2004:15) it is estimated that absenteeism

costs South African organisations millions of rand a year in decreased efficiency and increased benefit payments. However, in order for the organisation to reduce employees' absenteeism, management must first understand the main reasons why employees are absent without any apparent reasons. It makes sense that high levels of absenteeism are an indication of poor management and/or conflict within the empowerment relationship (Ndhlovu, 2012:28).

In conclusion, turnover and absenteeism cause additional costs for the organisation (Aziri, 2011:85). Even though turnover is not easy to manage, organisations should take the necessary steps to control turnover that is caused by factors such as poor training, poor working environments, poor leadership styles, lack of promotion opportunities, job characteristics and inconsistent policies. Booth and Harmer (2007:81) contend that turnover in the organisation may require consolidating positions and creating new jobs to accommodate the new challenges facing an organisation. Lastly when satisfaction is high in the organisation, absenteeism tend to be low on the other side when absenteeism is high, satisfaction tend to be low (Aziri, 2011:85).

In the researcher's opinion, it is clear that there are many factors that contribute to employee motivation. Motivation theories have also identified factors that are best suited to motivate employees at all level. It was indicated that satisfied employees contribute positive results. Based on the literature, it is possible for the employees within the same department of the same organisation to have different motivators. It is also a fact that employees who are well motivated in the organisation to create more efficient job processes. The following illustration (Figure 2.11) represents ways in which the organisation can increase employees' motivation in the organisation:

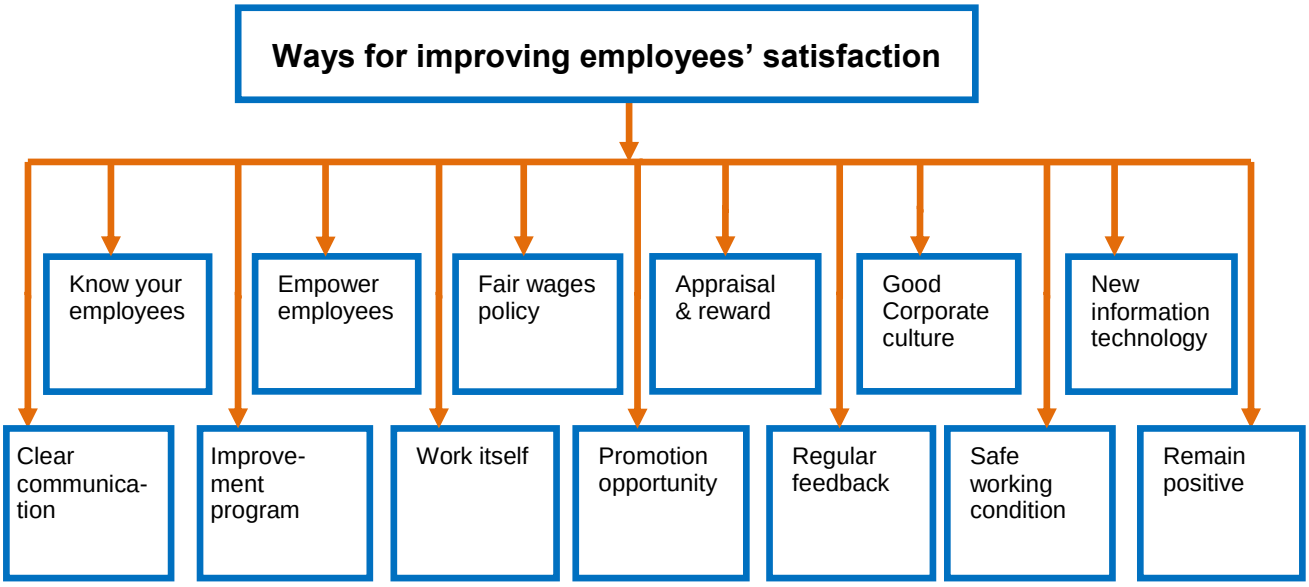

Figure 2.11: Ways of enhancing employees' satisfaction

Source: Sageer, Rafat & Agarwal (2012:38)

During the analysis of the literature, it was found that employees have different needs which require different attention from management. Furthermore, correct measures are needed to evaluate the needs of the employees. Roos (2005:62) offers a summary of employees' motivation, namely, personal factors, job factors and organisational factors that have an influence on employees with regard to motivation and these are represented in Table 2.2.

Table 2.2: Factors of motivation

EMPLOYEE MOTIVATION	JOB SATISFACTION
Personal factors:	
• Beliefs • Drive levels • Expectancies • Habits • Interests • Needs / motives • Values	• Abilities • Age • Cognitive ability • Gender • Job competence • Job congruence (personality/job fit) • Job expectancies • Job experience • Knowledge • Occupational level • Personality • Race • Skills

Table 2.2 continues on the next page.

Table 2.2: Continued

EMPLOYEE MOTIVATION	JOB SATISFACTION
Job factors:	
• Autonomy • Job content • Job goals • Performance feedback • Responsibility • Skill variety • Task importance • Task variety	• Autonomy • Co-workers • Job content • Job objectives • Job scope • Performance feedback • Role ambiguity • Role conflict • Skill variety • Social interaction • Supervision • Task identity • Task significance • Work activities
Organisational factors:	
• Organisational structure • Policies, procedures and customs • Reward/recognition programmes • Working conditions	• Management styles • Organisational structure • Policies and procedures • Reward/recognition programmes • Social systems • Working conditions

Source: Roos (2005:62)

2.10 CONCLUSION

This chapter covered motivational theories; the definition and importance of motivation, an overview of HR management and job satisfaction. The research on the literature highlights some of the factors that influence employees' motivation. Employees want interesting work where they are given responsibility, autonomy, a fair reward system, challenges and opportunities to learn, job security, appreciation, a good working environment and regular feedback should be given. This chapter also presented discussions on the outcomes of employees' dissatisfaction that covered turnover and absenteeism. It was found that motivating employees is a fundamental important dimension of the organisation's success. It was also found that organisational outcomes can be obtained by having employees that are motivated. Chapter 3 will explain the research design and methodology used for this study.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The most important objectives of this research study are to determine what the specific factors are that contribute in motivating the administrative employees and to evaluate the motivational levels of the administrative employees in the NDoH in Pretoria. In order to achieve this objective, a literature review was necessary and empirical research was conducted as well. The literature review was dealt with in Chapter 2. Chapter 3 will focus on the research design and methodology used to address the research objectives. Figure 3.1 on the next page illustrates the research process as used throughout this study.

This research study makes use of a cross-sectional research design to answer the research questions and to test the hypotheses formulated. In this chapter the research problem, objectives of the study, hypotheses, research questions and data collection methods will be presented. This chapter also describes how the research questionnaire was designed and measured to ensure that the researcher obtained valid responses from the respondents.

3.2 THE RESEARCH PROBLEM

From the literature review (addressed in Chapter 2) it is evident that South African public service employees frequently express their dissatisfaction with their jobs and it is common knowledge that the public sector has been characterised by demotivated employees who contribute to inefficiency and ineffectiveness in terms of service delivery. The South African NDoH is no exception. In addition, it was found that administrative employees in organisations need to be motivated in order to prioritise and implement engagement building interventions targeted towards improving the outcomes of organisations (Sakovska, 2012:2). It is against this background that the need for the study has arisen.

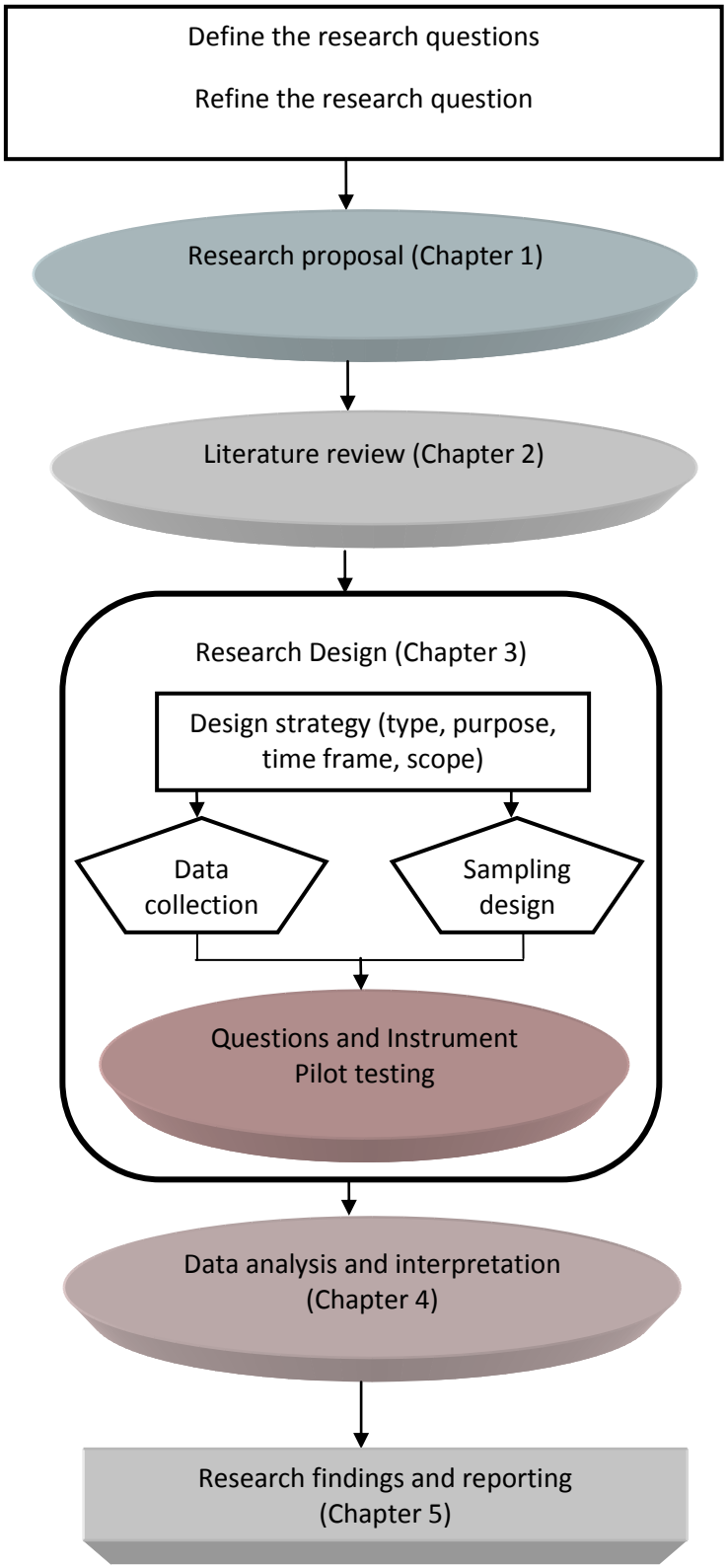

Figure 3.1: The research process of the study

Source: Adapted from Cooper and Schindler (2008:55)

This study therefore sought to address the following research questions:

- Which factors are contributing to the motivational levels of the administrative employees at the NDoH?
- What are the motivational levels of the administrative employees at the NDoH?
- In what order of importance do the administrative employees rank these motivational factors?
- Are there any significant differences regarding what factors motivate employees depending on which race group they belong to?
- Are there any significant differences regarding what factors motivate employees between different genders?
- Are there any significant differences regarding what motivate employees depending on what their marital statuses are?
- Are there any significant differences regarding what motivate employees depending on their age?
- Are there any significant differences regarding what motivate employees depending on their educational qualification?
- Are there any significant differences regarding what motivate employees depending on their years of service?

3.3 THE RESEARCH OBJECTIVES

The primary and secondary objectives are presented here to illustrate and guide the direction of the research.

3.3.1 Primary objective

The primary objective of the study is to determine which specific factors are contributing to the motivational levels of the administrative employees at the NDoH.

3.3.2 Secondary objectives

The secondary objectives of the study were identified in order to adequately deal with the primary objectives of this study:

- To determine the motivational levels of the administrative employees at the NDoH.
- To determine in what order of importance the administrative employees rank these motivational factors.
- To determine whether there are significant differences regarding motivation between different race groups.
- To determine whether there are significant differences regarding motivation between different genders.
- To determine whether there are significant differences regarding motivation between different marital statuses.
- To determine whether there are significant differences regarding motivation between different ages.
- To determine whether there are significant differences regarding motivation between different educational qualifications.
- To determine whether there are significant differences regarding motivation between different years of services.
- To provide the management of the NDoH with the results of this research study in order for them to make informed decisions regarding employee motivation.

3.4 RESEARCH METHODOLOGY

The research methodology presented in this section focuses on the research design, the methods and procedures for the collection, and measurement and analysis of data used in the study. The next section will explain the research design and the research approach used in this study.

3.4.1 Research design and research approach

The research design is a blueprint for fulfilling research objectives and answering research questions. It constitutes the blueprint for collection, measurement and analysis of data (Creswell, 2014:12). Research design is in other words the plan that describes the conditions and procedures for collecting and analysing data (McMillan & Schumacher, 2014:6).

This research study is designed as a formal study. The objective of a formal research design is to test the hypotheses or answer the research questions posed (Cooper & Schindler, 2008:140). This study consists of a literature review and an empirical study. The literature review aims to survey the background on motivation and administrative employees in the NDoH in terms of:

- the concept of motivation;
- motivational theories;
- role of HR management in terms of employees' motivation;
- definition and importance of employees' satisfaction;
- factors influencing employees' motivation and satisfaction; and
- outcomes for employees' dissatisfaction.

This study employs a quantitative research approach in order to collect primary data and it is used so that accurate and relevant information can be obtained. A quantitative research approach involves the use of numerical measurements and statistical analyses of measurements to examine social phenomena (Creswell, 2014:247). According to Bryman, Bell, Hirschsohn, Dos Santos, du Toit, Masenge, van Aardt and Wagner (2014:31), a quantitative research approach involves collecting and analysing numerical data and applying statistical tests. The quantitative research approach includes reviewing a considerable amount of literature in order to provide direction for the research questions (Bryman *et al.*, 2014:32). The literature review provides insight and understanding into the research problem as well as giving the necessary background to guide the empirical part of the study.

The empirical part of this study focuses on the measurement of the motivational levels of the administrative employees at the NDoH. The measurement is done by means of a questionnaire adapted from a study done by van Wyk (2011:119-122).

3.4.2 Target population, sampling design and data collection method

A population is a group of individuals from which a researcher will draw a sample in order to gather and analyse data (McMillan & Schumacher, 2014:143). According to the NDoH Annual Human Resource Report (2014:50), there are 463 administrative employees in the office of the NDoH in Pretoria, Gauteng. For the purpose of this study, the population therefore includes these 463 administrative employees.

Sampling refers to a specific number of respondents of the entire population. Sampling is the method that utilises a small number within the population in order to draw a conclusion regarding the entire population (Bryman *et al.*, 2014:168).

Non-probability, convenience sampling was performed to select participants for this study. According to McMillan and Schumacher (2014:153), the advantage of non-probability sampling is that it is less costly and time-consuming and easier to administer than probability sampling. This method was used in this study as it was easy and less costly to conduct and it provided the researcher the freedom to choose participants who were willing and able to participate. A sample of 150 administrative employees was targeted from the population of 463 from the following departments: Supply Chain Management, HR Management and Administration, Information Communication Technology, Finance, Environmental Health, Office of Standard Compliance, Support Services, Registry, National Health Insurance, Monitoring and Evaluation, Communicable Disease Control, Food Control, Employment Relations and Equity, Record Management, Logistics, Transport, and Pharmaceutical Economic Evaluation. Questionnaires were personally distributed and collected by the researcher. A total of 130 questionnaires were received back from the respondents. This represents a response rate of 86.66%.

3.5 QUESTIONNAIRE DESIGN, VALIDITY AND RELIABILITY

McMillan and Schumacher (2014:211) are of the opinion that the questionnaire is the most widely used technique for obtaining information from subjects as it is relatively economical, do not require as much effort from the researcher as in the case of verbal or telephone surveys and often have consistent answers that make it possible to compile the questions. Bryman *et al.* (2014:192) add that the questionnaire method gives respondents' anonymity, and is a quick method and an efficient way of collecting information from a large number of individuals. The structured questionnaire for this study was designed after a thorough literature review. After careful deliberation, it was decided that the questionnaire designed by van Wyk (2011:119-122) will be suitable for this research study in order to address the objectives and research questions. The questionnaire used for this study consists of 46 questions, which is divided into three sections namely:

- **Section A:** This section consists of seven items seeking demographic data such as, gender, age, marital status, educational level, years of service, nature of work and employment status. One of the reasons for including the demographical information was because each of the items may have an influence on the dependent variable within this study.

- **Section B:** This section consists of 26 items that seek to collect information about reward, goal setting, feedback, job characteristics, salary, opportunity for advancement and growth, working conditions, recognition and appreciation, training and development, responsibility, job security, performance appraisal, and leadership. The following scale range was applied to the 5-point Likert-scale used in Section B:
  - Strongly disagree (1)
  - Disagree (2)
  - Not sure (3)
  - Agree (4)
  - Strongly agree (5)

The reason for utilising ranking scales is that it is a method of collecting data that is suitable in any situation where the respondents have to rank their options. A Likert scale format involves the use of a special rating scale that requires from respondents to indicate the extent to which they agree or disagree with a series of statements about a given subject (Bryman *et al.*, 2014:379).

- **Section C:** In this section the participants are requested to choose from a list of 13 factors, those factors that will motivate them the most in the workplace. They have to rank these 13 factors of motivation from most important to least important.

Each section contains detailed instructions on how the section has to be completed by the respondents. Respondents are instructed to place an "x" in the box that indicate their choice of answers relating to the specific question or statement, except for Section C where respondents are asked to rank a list of motivational factors in order of importance.

3.5.1 Pilot testing

According to Saunders, Lewis and Thornhill (2009:394), a questionnaire should be subjected to pilot testing to minimise the likelihood of, respondents having problems in answering the questions, of data recording problems as well as to allow some assessment of the questions' validity and the reliability of the data that will be collected. Creswell (2014:161) and McMillan and Schumacher (2014:221) state that pilot testing is important to establish the content validity of scores on an instrument and to improve questions, format, and scales in the questionnaire. According to Burns and Bush (2010:210), the entire procedure and instrument must be open for criticism and comments by the random participants and the outcomes by the respondents must be taken into consideration should the questionnaire require amendments. There are different ways in which pilot testing can be conducted. Firstly, the questionnaires can be discussed with experts in the field of statistics in which the study is conducted because they have much knowledge with regard to questions, response formats and the order of questions. Secondly, pilot testing can be in the form of administering the survey questionnaire to a smaller group of

respondents that bear the same characteristics as that of the actual sample (McMillan & Schumacher, 2014:221).

As soon as the questionnaire for this study was evaluated by the study supervisor, Tshwane University of Technology (TUT) statisticians and the NDoH management, pilot testing was conducted. For the purpose of this study, 10 administrative employees, who work at the NDoH, were requested to complete the three sections of the questionnaire. Participants for pilot testing the questionnaire were selected by means of convenience sampling.

After the pilot test was conducted and the 10 questionnaires were received back, the employees confirmed that the questionnaire was straightforward, relates to their work and that the questions were clear. All employees participated in the pilot testing were included in the sample.

3.6 DISTRIBUTION OF QUESTIONNAIRES

After the pilot testing, arrangements to deliver questionnaires were made with unit managers at the NDoH and one hundred and fifty questionnaires were distributed. Participants were allowed to complete the questionnaires in a time convenient to them. De Vos, Strydom, Fouche and Delport (2007:154) emphasise that using this method where, questionnaires were delivered to the respondents who will complete them in their own time and where the researcher will be available in case of any problems experienced by the respondents, is a very effective method. This will also give respondents time to think about their responses (McMillan & Schumacher, 2014:228).

3.7 RESPONSE RATE

In this study a total of 150 questionnaires were distributed to administrative employees at the NDoH in Gauteng and a total of 130 questionnaires were returned back. All returned questionnaires were answered satisfactorily and the researcher was able to include all the questionnaires for analysis. These resulted in a response rate of

86.66%. The reason for the good response rate could have been the fact that this study was firmly supported by top management of the NDoH.

3.8 VALIDITY AND RELIABILITY OF MEASURING INSTRUMENT

The quality of any research study depends largely on the methods applied and the care with which they have been applied. A measuring instrument is sound if it is valid and reliable (Cooper & Schindler, 2008:318; Diamantopoulos & Schlegelmilch, 2006:200). Validity refers to the extent to which a selected instrument measures what it intends to measure (Creswell, 2014:250). Reliability refers to whether a particular technique, applied repeatedly to the same object, yields the same result each time (Creswell, 2014:247).

3.8.1 Validity

There are various ways in which validity of a measuring instrument can be assessed. Bryman *et al.* (2014:38) distinguish between three different types of validity, namely content validity, criterion validity and construct validity.

Content validity is where the content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn (Bryman *et al.,* 2014:38).

Criterion validity refers to the relationship between scores on a measuring instrument and an independent variable believed to measure directly the behaviour of the characteristics in question. The criterion should be relevant and free from bias and contamination (Bryman *et al.,* 2014:38).

Construct validity is concerned with the extent to which the test measures a specific trail or construct, for example, intelligence, reasoning, ability and attitudes (Bryman *et al.,* 2014:39).

In this study, a thorough theoretical study of the employees' motivation was conducted and factors that contribute to employees' motivation were identified. The questionnaire was modified in order to suit the purpose of the study. Some of the items were adapted and reduced in order to achieve the objective of the current study. In addition, items were obtained by reviewing related literature. Professionals in the field of statistics were contacted to determine whether the measurement tool would be suitable in answering the research questions and it was confirmed by them.

3.8.2 Reliability

Reliability is defined as the degree to which results are consistent over time and if similar results can be reproduced utilising similar methodology. If so, then the research instrument can be considered reliable (Bryman *et al.*, 2014:36).

The Cronbach's alpha coefficient is most frequently used by researchers to determine a measuring instrument's reliability. According to Bryman *et al.* (2014:38), the Cronbach's alpha calculates the average of all possible split-half reliability coefficients. A computed Cronbach's alpha coefficient will vary between 1 (indicating perfect internal reliability) and 0 (indicating no internal reliability). A low Cronbach's alpha value indicates a lack of correlation between items in the scale and makes summarising the items into one factor unjustifiable. A high Cronbach's alpha value indicates a strong correlation between items in a scale (Chrispin, Scotton, Rogers, Lloyd & Ridley, 1997:15). It has been decided that Nunally's (1978) recommendation of 0.50 would be an acceptable threshold for an acceptable alpha score for this study.

In this study the Cronbach's alpha coefficient test was used to assess the internal consistency reliability of the scale used, which is the interrelatedness of items within a scale (Raubenheimer, 2004:59). The results for this study show that on average, the scale obtained Cronbach's alpha coefficient values above the minimum acceptable level of 0.50, indicating that the reliability of the measuring instrument was acceptable. Refer to Annexure A for the Cronbach's alpha results.

3.9 DATA PROCESSING AND ANALYSIS

Data analysis usually involves reducing accumulated data to a manageable size, developing summaries, looking for patterns and applying statistical techniques. Scaled responses on questionnaires often require the analyst to derive various functions as well as to explore relationships among variables (Cooper & Schindler, 2008:442). Sarantakos (2000:60) describes data analysis as data that is statistically analysed in order to determine whether the generated hypotheses have been supported. Data processing generally begins with the editing and coding of data. According to Cooper and Schindler (2008:411), editing involves checking the data collection forms for omissions, errors, legibility and consistency in classification.

The questionnaire for this study was scrutinised and the questions were coded accordingly. The data was captured on a spreadsheet using Microsoft Office Excel. The captured data was scrutinised for possible mistakes and thereafter, it was statistically analysed by Liezel Korf Associates. The Statistical Package of Social Science Program (SPSS) version 22 was used to compile the descriptive and inferential statistics.

3.9.1 Descriptive statistics

In quantitative research, data analysis is normally used to refer to the process of breaking down collected data into constituent parts in order to obtain answers to research questions. Descriptive statistics is the method used to describe characteristics of a population or a sample. It therefore aims at describing data by determining whether the scores on different variables are related to each other (McMillan & Schumacher, 2014:2). In this study, descriptive statistics was used to provide simple summaries about the sample and the measures.

3.9.2 Inferential statistics

Inferential statistics is the method used to draw conclusions about the population itself. While the descriptive analysis allows the researcher to generalise from the sample to

the population, inferential analysis allows the researcher to draw conclusions about the population on the basis of data obtained from samples (McMillan & Schumacher, 2014:3). The following techniques, based on the distribution of the descriptive statistics obtained from this study, were used to perform the inferential analysis: frequency distribution, One-Way Analysis of Variance (ANOVA) and Post-Hoc test using least square means t-tests.

3.10 ETHICAL CONSIDERATIONS

The purpose of a data collection procedure is to obtain trustworthy evidence that is related to the research problem (Callan & Bowman, 2000:101). Firstly, a formal submission was drafted and sent to the management of the NDoH in Pretoria, Gauteng in October 2013, requesting permission to conduct research at the department. The submission included a brief explanation of the purpose of the study and the benefits it might provide to the management of the NDoH. Management was also made aware that the success of the study relies heavily on the employees' participation. Another submission for the distribution of questionnaires was sent to the management accompanied by an example of the questionnaire to be used in order to provide them with information that was to be required from the participants. All submissions were approved.

In this study ethics and the protection of the dignity of all stakeholders were ensured with regard to:

- **Informed consent**

  In order to secure full consent, a researcher needs to fully disclose the procedures of the proposed study before proceeding with the research study (Bryman *et al.*, 2014:378). With regard to this study all respondents in the study were notified about the nature of the study, their right to suspend the study at any time and they were made aware that their participation is voluntarily. All respondents who took part in the study were informed of their right to ask questions and to obtain the results of the study. An internal communication email was sent out to all administrative employees at the NDoH and a letter of consent attached to the questionnaire also gave clarity to participants regarding the conditions of

participation in the research study. In the letter, it was clearly stated that all respondents are participating out of their own free will and they are free to withdraw from participating in the study at any time as they wish.

- **Confidentiality**

  Confidentiality refers to keeping respondents' information secure from any unauthorised person. It requires the researcher to refrain from discussing or revealing the participant's information in public (Bryman *et al.*, 2014:124). In order to secure confidentiality in this study, respondents were made aware that all the information that they will provide will be treated with strict confidentiality and no one will have access to the information except the authorised people. Participants had to give consent and they were assured that their responses will be confidential.

- **Anonymity**

  Anonymity differs from confidentiality in that it entails protecting the identity of the respondents by isolating any identifying information from the participants' completed form and assessment (Bryman *et al.*, 2014:123; Lapan & Quartaroli, 2009:12). In this case respondents' identities were hidden from all research stakeholders including anyone requesting to review the data. To ensure anonymity, respondents were not requested to provide their names. A box was provided where respondents could drop off their completed questionnaires.

3.11 CONCLUSION

In this chapter, a description of the methodology applied in this study was provided. The chapter focused on the research question posed namely which factors are contributing to the motivational level of the administrative employees in the NDoH. The data collection method, which was conducted in the form of a structured questionnaire and which was primarily based on personal responses, was discussed. In order to attempt to answer the research questions through the research findings, the data processing and analysis techniques were also explained.

The explanation of the statistical techniques preceded the actual tests carried out and is presented in Chapter 4. These techniques included frequency distribution, ANOVA and Post-Hoc tests using least square means t-tests.

The next chapter explains and interprets the most significant results yielded by executing the techniques that were discussed in this chapter.

CHAPTER 4

ANALYSIS OF THE DATA AND DISCUSSION OF THE FINDINGS

4.1 INTRODUCTION

The literature study in Chapter 2 revealed that, for government departments to deliver quality service, it is essential for their employees to be motivated. The importance of determining what specific factors play a role in motivating employees in general were also emphasised in the literature review. In Chapter 3, the research design and methodology that were used to collect and analyse the primary data needed in this study, were discussed. In this chapter the findings obtained from the analysis of the data are presented and discussed.

The first section of this chapter reports on the demographics of the respondents. This will be followed by the presentation of the results of the 5-point Likert scale type questions of the questionnaire which will report on the factors of motivation deemed to be most important by the administrative employees in the NDoH. Secondly, this chapter will focus on describing the respondents' level of motivation regarding several aspects in the NDoH. Descriptive statistics, graphs, tables and charts will be utilised to present the data in order to draw conclusion which will be presented in the next chapter. Lastly, ANOVA and Post-hoc tests using least square means t-tests were done in order to determine whether there are any significant differences between the means of two or more independent groups.

4.2 DESCRIPTIVE STATISTICS

Descriptive statistics is the most fundamental way to summarise data, and it is crucial in interpreting the results of quantitative research. Descriptive statistics are used to summarise, organise and reduce large numbers of observations (McMillan & Schumacher, 2014:163). The descriptive statistics of this study will be presented through frequencies and percentages by means of tables and graphs. A total of 130

respondents participated in this study. The frequency distribution of the demographic factors is shown in Table 4.1 and indicates response frequencies and percentages.

Table 4.1: Demographics of the respondents

VARIABLE	Frequency (n)	%	Valid %	Cumulative %
1. Race				
Asian	2	1.54	1.54	1.54
White	15	11.54	11.54	13.08
Coloured	5	3.85	3.85	16.93
Black	108	83.07	83.07	100.00
Total	**130**	**100.00**	**100.00**	
2. Gender				
Male	53	40.77	40.77	40.77
Female	77	59.23	59.23	100.00
Total	**130**	**100.00**	**100.00**	
3. Marital status				
Never married	58	44.62	44.62	44.62
Married	54	41.54	41.54	86.16
Living together	11	8.46	8.46	94.62
Divorce/separated	4	3.08	3.08	97.70
Widowed	3	2.30	2.30	100.00
Total	**130**	**100.00**	**100.00**	
4. Age				
Younger than 21	1	0.77	0.77	0.77
22-29 years	56	43.08	43.08	43.85
30-39 years	41	31.54	31.54	75.39
40-49 years	21	16.15	16.15	91.54
50 and older	11	8.46	8.46	100.00
Total	**130**	**100.00**	**100.00**	
5. Educational level				
Senior certificate	7	5.39	5.39	5.39
Certificate	10	7.69	7.69	13.08
Diploma	68	52.31	52.31	65.39
Degree	31	23.85	23.85	89.24
Post graduate degree/diploma	14	10.76	10.76	100.00
Total	**130**	**100.00**	**100.00**	
6. Years of service				
Less than 2 years	7	5.39	5.39	5.39
2-10 years	103	79.23	79.23	84.62
11-20 years	16	12.30	12.30	96.92
21-30 years	2	1.54	1.54	98.46
More than 30 years	2	1.54	1.54	100.00
Total	**130**	**100.00**	**100.00**	

Table 4.1 continues on the next page.

Table 4.1: Continued

VARIABLE	Frequency (n)	%	Valid %	Cumulative %
7. Nature of work				
Clerks	0	0.00	0.00	0.00
Administrative	109	83.85	85.85	85.85
Personal assistant	13	10.00	10.00	95.85
Secretary	6	4.15	4.15	100.00
Total	**128**	**98.50**	**100.00**	
System	2	1.54	1.54	
Total	**130**	**100.00**		
8. Employment status				
Contract	56	43.07	43.07	43.07
Permanent /Probation	73	56.15	56.15	99.22
Internship	1	0.78	0.78	100.00
Total	**130**	**100.00**	**100.00**	

When analysing the race groups of the respondents that were part of the study (Table 4.1), it is evident that most of the respondents are African (83.07%), followed by Whites (11.54%), Coloureds (3.85%), while only 1.54% are Asian. It is apparent that the NDoH employs more African administrative employees than any other race group. This is in line with the government's efforts to make the employment figures in all sectors in South Africa more representative of the demographics of the country (Constitution, 1996).

As seen in Table 4.1, more females (59.23%) than males (40.77%) are represented in the research study. Although both genders are well represented, the higher percentage of female employees in administrative positions is an indication that after generations this profession is still dominated by females (International Labour Foundation for Sustainable Development, 2009). These results are in line with studies done by Van Antwerpen and Ferreira (2010), Ferreira and Van Antwerpen (2011) and Bell and Njoli (2016) where similar results were reported.

The majority of the respondents, as indicated in Table 4.1 was never married (44.62%) while (41.54%) are married. It can be argued that these results make sense if it is considered that 43.08% of the respondents are between the ages of 22 and 29 years of age (see Figure 4.1 on the next page).

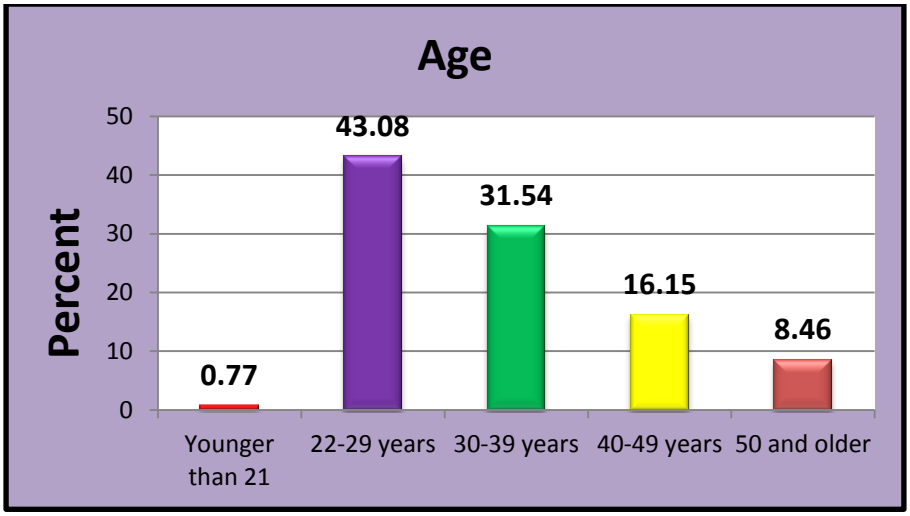

Figure: 4.1 Responses with regard to age

The majority of the respondents, as indicated in Table 4.1 and in Figure 4.1 are between the ages of 22-29 (43.08%) and the ages of 30-39 (31.54%). This indicates that the administrative positions in the NDoH are dominated by younger employees. This is in line with The Employment Equity Act no. 4 of 2014 which endorses the promotion of employment of young people in the public sector (Employment Act No.4, 2014:8).

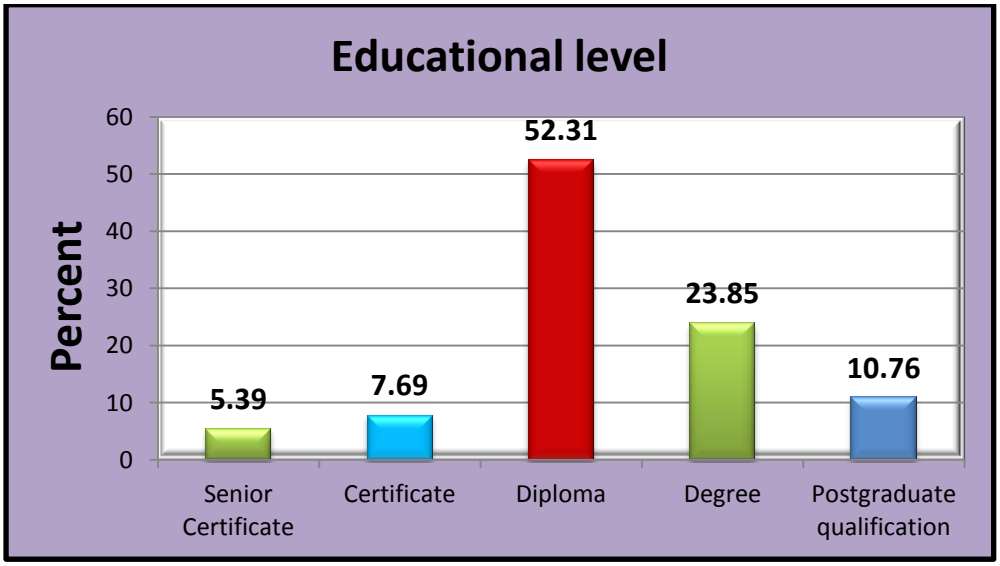

Figure: 4.2: Responses with regard to educational qualification

It is significant to see from Table 4.1 and Figure 4.2 that the majority of the respondents are in position of either a diploma, degree or a postgraduate qualification (86.92%). This speaks volumes for the efforts of the public sector and the country in

general, to employ qualified employees in the public sector of South Africa. In a study done by Ferreira and Van Antwerpen (2011) on administrative employees in the public sector in South Africa, 41.2% of the respondents only had a Grade 10 to a Matric (Grade 12) certificate as their highest qualification. It is encouraging to note that after five years a similar study could report that administrative employees in a public sector department in South Africa have made considerable strides regarding qualifications of administrative employees. It should be noted though, that the current study was done in one public sector department only. In a study among administrative employees at Fort Hare University by Bell and Njoli (2016), it was found that 80.09% of all participants were in possession of either a diploma, degree or a postgraduate qualification. It is also noteworthy that in a study by van Wyk (2011) where 61% of the respondents were accounting administrators in a contemporary private South African organisation, only 17% had qualifications including a national diploma, a degree or a post graduate qualification.

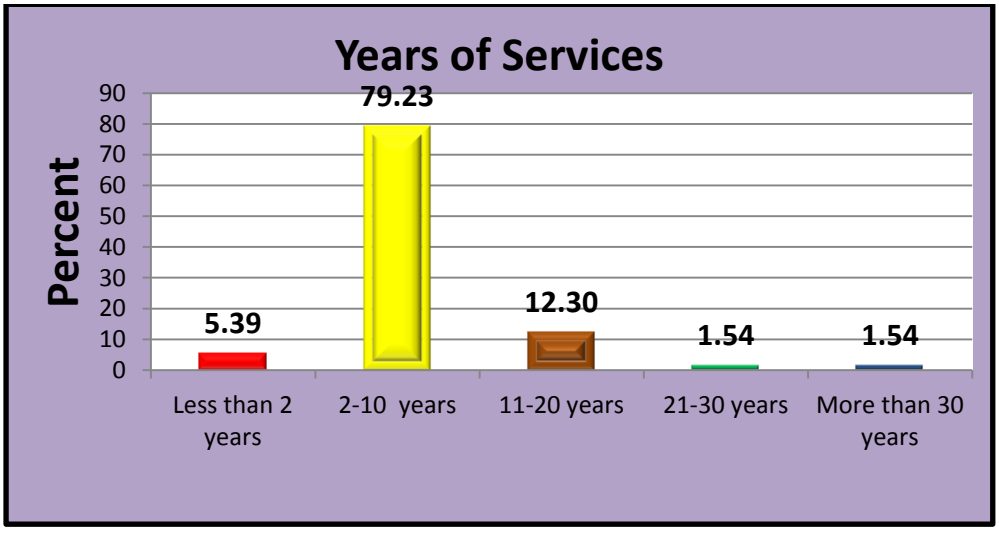

Figure 4.3: Responses with regard to years of service

The results from Table 4.1 indicate that 1.54% of the respondents were employed between 21-30 years while the majority of employees (79.23%) were employed for two to ten years which indicates a relatively stable work force and more experienced employees.

When analysing the nature of employment of the respondents, Table 4.1 revealed that 83.85% of the sample were administrative employees, while 4.15% were secretaries.

It is evident from both Table 4.1 and Figure 4.4 that most of the respondents (56.15%) represented permanent employees while 43.07% are contractual employees.

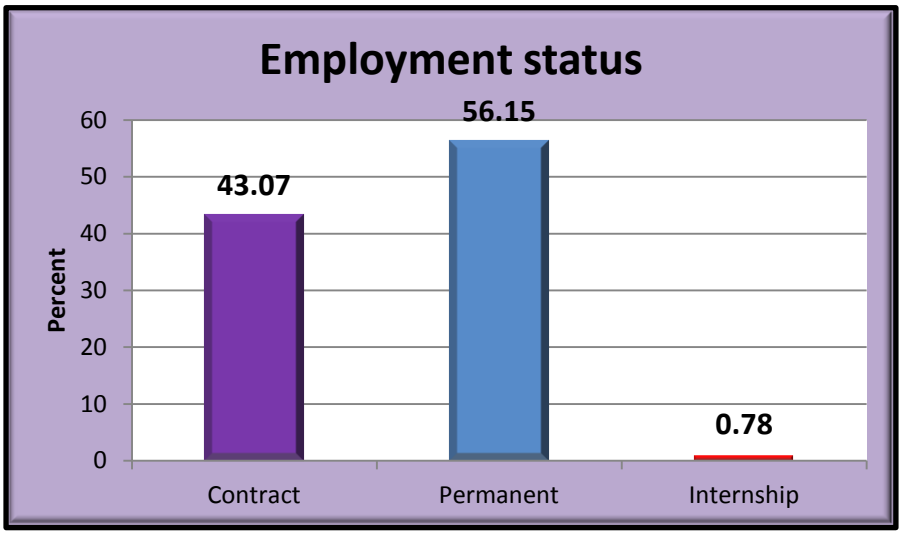

Figure: 4.4: Responses with regard to employment status

4.3 FACTORS CONTRIBUTING TO RESPONDENTS' MOTIVATION

The responses with regard to the factors that contribute to the respondents' motivation at the NDoH are presented in Table 4.2. On a 5-point Likert scale, the respondents had to choose whether they strongly disagree, disagree, are not sure, agree or strongly agree with a statement on motivation. The statements are arranged according to the 13 dimensions of motivation as set out in van Wyk's (2011:119) research. The frequencies as well as the percentage of the frequencies are given. In the last two columns, the mean and standard deviation of the 13 dimensions of motivation are given.

Table 4.2: Factors that contribute to employees' motivation in the NDoH (n = 130)

Variable	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		Mean score	Standard deviation
	1		2		3		4		5			
	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
REWARD											**2.94**	**1.1137**
1. Your organisation's current incentive scheme motivates you to perform better.	20	15.4	30	23.1	22	16.9	48	36.9	9	6.9		
2. Your organisation is aware of what rewards employees value as important.	21	16.2	22	16.9	39	30.0	42	32.3	6	4.6		
GOAL SETTING											**3.51**	**1.0058**
3. You feel the goals you are supposed to achieve are realistic.	8	6.2	12	9.2	17	13.1	70	53.8	22	16.9		
4. You assist your manager/ supervisor in setting your goals.	10	7.7	27	20.8	15	11.5	60	46.2	15	11.5		
FEEDBACK											**3.29**	**1.1314**
5. You receive adequate feed-back from your manager/ supervisor.	15	11.5	25	19.2	6	4.6	75	57.7	8	6.2		
6. Feedback from your manager/supervisor is clear.	12	9.2	24	18.5	16	12.3	65	50.0	10	7.7		
JOB CHARACTERISTICS											**3.13**	**1.0275**
7. Your job is challenging.	10	7.7	22	16.9	17	13.1	56	43.1	22	16.9		
8. Employees are rotated in the organisation in order to learn new tasks**.**	27	20.8	32	24.6	24	18.5	33	25.4	13	10.0		

Table 4.2 continues on the next page.

Table 4.2: Continued

Variable	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		Mean score	Stan-dard devia-tion
	1		2		3		4		5			
JOB CHARACTERISTICS	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
9. You are of the opinion that your salary is market related.	12	9.2	22	16.9	27	20.8	53	40.8	14	10.8		
10. You feel that your current salary motivates you to perform.	22	16.9	31	23.8	7	5.4	58	44.6	12	9.2		
OPPORTUNITY FOR ADVANCEMENT AND GROWTH											**2.41**	**1.2223**
11. There are good promotion opportunities for employees within the organisation.	44	33.8	28	21.5	29	22.3	22	16.9	7	5.4		
12. The advancement and growth opportunity within the organisation motivates you to perform better.	45	34.6	26	20.0	19	14.6	36	27.7	3	2.3		
WORKING CONDITION											**3.44**	**1.0693**
13. You are provided with the necessary equipment to adequately perform your duties.	12	9.2	15	11.5	6	4.6	84	64.6	13	10.0		
14. You work under pleasant working conditions.	17	13.1	17	13.1	16	12.3	54	41.5	18	13.8		
RECOGNITION AND APPRECIATION											**2.71**	**1.0263**
15. You receive recognition for your achievements from your manager/supervisor.	17	13.1	34	26.2	13	10.0	55	42.3	10	7.7		
16. Employee achievements are publicised throughout the organisation.	35	26.9	40	30.8	29	22.3	25	19.2	1	.8		
TRAINING AND DEVELOPMENT											**2.87**	**1.1610**
17. You receive ongoing training to improve your ability and skills.	22	16.9	32	24.6	6	4.6	55	42.3	14	10.8		
18. You are cross-trained in order to perform duties in other departments.	27	20.8	42	32.3	12	9.2	36	27.7	9	6.9		

Table 4.2 continues on the next page.

Table 4.2: Continued

Variable	Strongly Disagree		Disagree		Not sure		Agree		Strongly Agree		Mean score	Stan-dard devia-tion
	1		2		3		4		5			
RESPONSIBILITIES	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**	**Fr**	**%**		
19. Your manager/supervisor lets you take responsibility for the tasks you perform.	6	4.6	10	7.7	15	11.5	81	62.3	18	13.8		
20. Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals	11	8.5	11	8.5	12	9.2	76	58.5	12	9.2		
JOB SECURITY											**3.63**	**0.8457**
21. You have no fear about the financial stability of the organisation.	1	.8	6	4.60	35	26.9	63	48.5	25	19.2		
22. You feel secure about your future within the organisation.	11	8.5	12	9.2	35	26.9	49	37.7	22	16.9		
PERFORMANCE APPRAISALS											**2.42**	**1.1283**
23. You feel that the current performance appraisal system used, adequately measures your true performance.	35	26.9	32	24.6	35	26.9	27	20.8	1	0.8		
24. Your current performance appraisal system motivates you to achieve your goals.	39	30.0	35	26.9	22	16.9	32	24.6	2	1.5		
LEADERSHIP											**3.35**	**1.04134**
25.You receive adequate support from your manager/supervisor.	12	9.2	22	16.9	17	13.1	64	49.2	14	10.8		
26. Your manager/supervisor is trustworthy.	10	7.7	13	10.0	41	31.5	53	40.8	12	9.2		

To further understand the descriptive statistics, Figure 4.5 provides a summary of the motivational dimensions' mean scores.

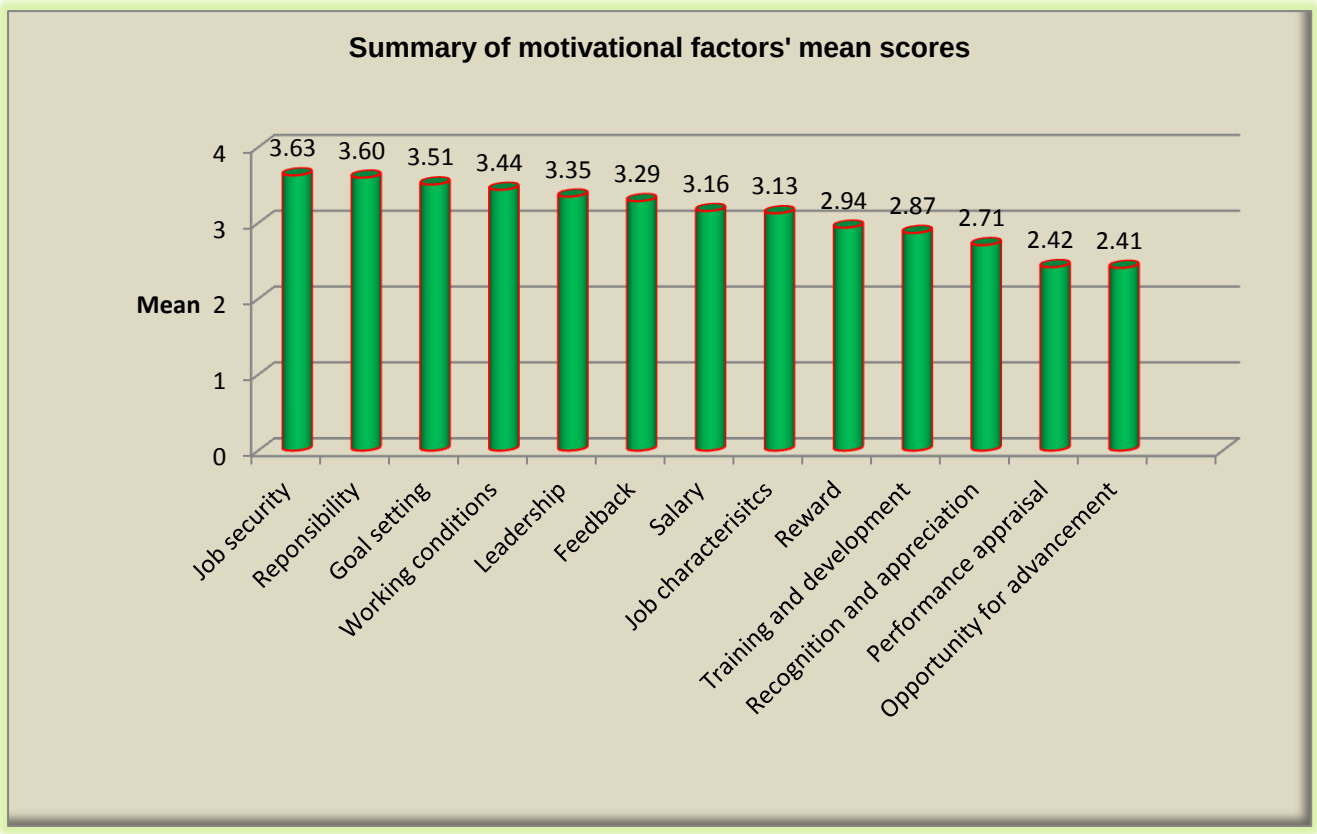

Figure 4.5: Summary of factors of motivation mean scores

As seen in Table 4.2 and Figure 4.5, the mean scores range from 2.41 to 3.63. The results revealed that the highest mean score is for job security (3.63). Regarding job security, the respondents had to rate the following: “You have no fear about the financial stability of the organisation” and “You feel secure about your future within the organisation”. In the current economic climate in South Africa (and indeed world-wide), it is not surprising that job security was ranked first by the respondents as a factor that motivates them. It is generally known that in South Africa the possibility of retrenchment in the public sector is relatively small compared to the private sector. In South Africa the government is recognised as one of the largest employers. In a study on productivity and morale of administrative employees in the South African public sector conducted by Ferreira and Van Antwerpen (2011), similar results were reported where 56% of all respondents have indicated a “secure working environment”, as a motivating factor of employment in the public sector. In their study a further 48% of all respondents have indicated that there is a “smaller possibility for retrenchment” for them in the public sector. Patrick (2013:3) agrees and believes that public service employees have inherently higher job security components than do private sector

employees. Similarly though, in the study of van Wyk (2011), where exactly the same statements on motivation were made to respondents in a private company in South Africa, job security was ranked as the second highest factor to motivate them – quite similar to the current study in a public sector department in South Africa. In a study in the fast food industry in the United Kingdom, Hossain and Hossain (2012:23) also found that "overall job security" was one of the top factors in motivating employees. Similarly, a study by Kelli (2012:20) determined that employees want to feel that their job is secure and will be there in years to come. These results also compare well with the international public sector environment where it was found that 41.22% of international respondents have cited a secure working environment/less risk for retrenchment as the main reason for employment in the public sector (Ferreira, 2013).

The second highest mean score of factors that employees at the NDoH have indicated as factors that motivate them is for the responsibility dimension with a mean score of 3.60. Since the majority of respondents in the study are in possession of an academic tertiary qualification (86.9%), it is perhaps not surprising that their superiors would trust them to take responsibility for their work. This is then indeed a major factor of motivation for the respondents. According to Park and Searcy (2012:305), responsibility and autonomy is important because when employees are given job autonomy, their efficient utilisation of their knowledge, skills and abilities let them perform more effective production and servicing activities. The same may apply for goal setting that is ranked third with a mean score of 3.51. These two aspects of what motivates employees are in contrast with what the study of van Wyk (2011) found where these two factors were ranked twelfth and ninth respectively.

Referring to Table 4.2 and Figure 4.5, working conditions is ranked fourth with a mean score of 3.44. On the statement "You are provided with the necessary equipment to adequately perform your duties", 64.5% of the respondents agreed and 10% strongly agreed. This is in contrast with the study of Ferreira and Van Antwerpen (2011) where 64.7% of the respondents indicated that they would have liked better resources to perform their duties. In the study by van Wyk (2011), where exactly the same statement on working conditions was made to respondents in a private company in South Africa, working conditions was however, ranked as the third lowest factor that served as motivation to those respondents. Internationally, a study has shown that

95% of the respondents indicated that they have adequate equipment to perform their tasks (Ferreira, 2013). The picture regarding satisfaction with physical workspace however, looks bleaker than the situation in South Africa where Ferreira (2013) reported a “less positive view generally” for international respondents.

Leadership is ranked fifth by the respondents with a mean score of 3.35. It is well known in the literature that leadership plays a significant role in motivating employees. In a meta-analysis by Schyns and Schilling (2013) where their search for articles related to leadership and motivation yielded more than 200 articles, it was for instance found that there is a positive correlation between positive leadership and motivation.

As seen in Table 4.2 and Figure 4.5, feedback, salary and job characteristics are ranked sixth, seventh and eighth with means scores of 3.29, 3.16 and 3.13 respectively. This is an indication that the administrative employees at the NDoH is fairly satisfied with these aspects of their job and serve as factors that play a role in their motivation. Feedback is considered by Sageer, Rafat and Agarwal (2012:34) as an important aspect in contributing to employees’ job satisfaction and it seems as if the administrative employees at the NDoH are motivated by this factor. Respondents indicated that they are motivated by salary (with a mean score of 3.16) but a study conducted by Hossain and Hossain (2012:26), reveals that non-financial factors have more influence on the employees’ motivation than the financial factors such as salary. Salaries will however, play a key role in influencing people’s career choices (Lai, 2009).

If the lowest ranking factors are analysed, it is clear that the mean score for opportunity for advancement (2.41) is the lowest and indicates that the respondents are not motivated by this factor. This result is similar to what was found in the study by Ferreira (2013) where it was reported that 33.8% of respondents in the public sector thought that they had a “dead-end-job”. Contrary to this, van Wyk’s (2011) study in a private company indicated that opportunity for advancement was ranked in the fourth place of factors that motivated the respondents.

Referring to Table 4.2 and Figure 4.5, performance appraisal is ranked second last with a mean score of 2.42. This may be an indication of a performance appraisal system in the NDoH that needs reconsideration in order for it to be used as a tool for

motivating employees. Similar results were found in the study of van Wyk (2011) in a private company where performance appraisal was ranked last as a factor in motivating employees effectively.

Recognition and appreciation was ranked 11th out of 13 with a mean score of 2.71. This result is quite alarming if it is compared to the international scenario. Ferreira (2013) reported that 70.10% of international respondents in the public sector receive praise by superiors. In the study by van Wyk (2011) this factor was also ranked relatively high (fifth out of 13), indicating that the private sector also performed better regarding praise given to their employees. Hossain and Hossain (2012:24) also determined that appreciation is one of the top desires of employees that motivate them and keep them productive.

Referring to Table 4.2 and Figure 4.5, training and development and reward were ranked fairly low by the respondents with mean scores of 2.87 and 2.94 respectively.

4.4 MOTIVATIONAL LEVELS OF EMPLOYEES AT THE NDoH

As seen in Figure 4.5 on page 82, the results showed that eight out of the thirteen factors were rated above a mean score of three, while five factors were rated between 2.41 and 2.94. From these results it can be concluded that the motivational levels of the administrative employees at the NDoH are relatively high (see Figure 4.6).

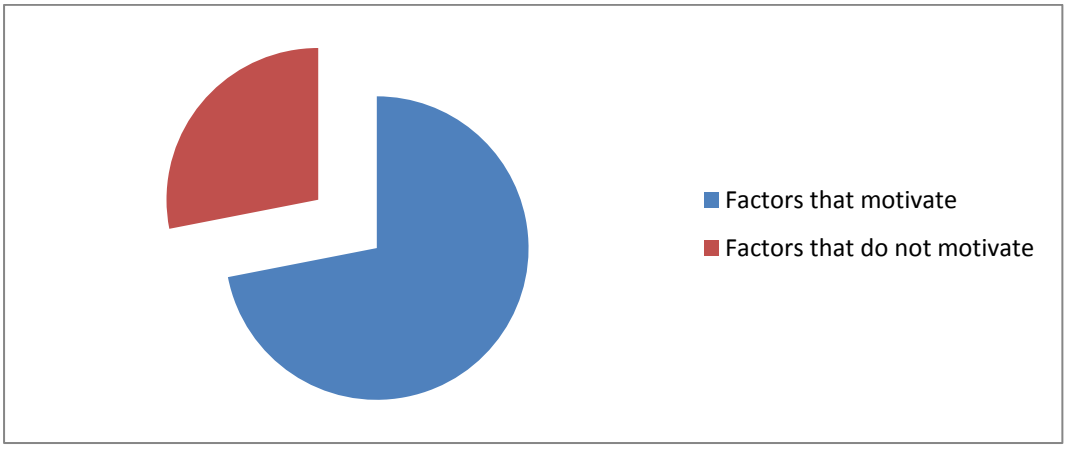

Figure 4.6: Motivational levels of respondents

4.5 THE RANKING OF MOTIVATIONAL FACTORS

In Section C of the questionnaire, the following was required from the respondents: "Rank all of the following 13 factors of motivation in order of importance to you i.e. the factor that in your opinion will motivate you the most will be ranked as number 1." Table 4.5 indicates the results of these rankings by the respondents. The results were obtained by calculating the average rank for each item and by considering the frequency of scores. It is important to note that a higher rating in the questionnaire indicates a lower rating of importance and a lower rating indicates a higher importance rating. Ratings were also analysed by considering the mean scores.

To get better insight into the results, the results from the study are compared to Maslow's (1943-1954) hierarchy of needs and Herzberg, Mausner and Snyderman (1959) two-factor motivational theory (Table 4.3).

Table 4.3: Rank order of motivational factors

	MOTIVATIONAL FACTORS												
	Leadership	Salary	Training and development	Job security	Feedback	Rewards	Working condition	Advancement and growth	Recognition and appreciation	Job characteristics	Job responsibility	Performance Appraisal	Goal-setting
Mean Score	5.42	5.51	6.66	6.78	6.92	6.95	7.06	7.12	7.22	7.25	7.37	7.85	7.87
Standard deviation	3.974	4.223	3.438	4.041	3.147	3.842	3.741	3.928	3.141	4.067	3.912	3.264	3.269
Rank	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**
Motivator			x		x	x		x	x	x	x		x
Hygiene factors	x	x		x			x					x	
Higher order needs	x		x		x	x		x	x	x	x	x	x
Lower order needs		x		x			x						

The findings of this study between the factors of motivation are also summarised graphically (Figure 4.7).

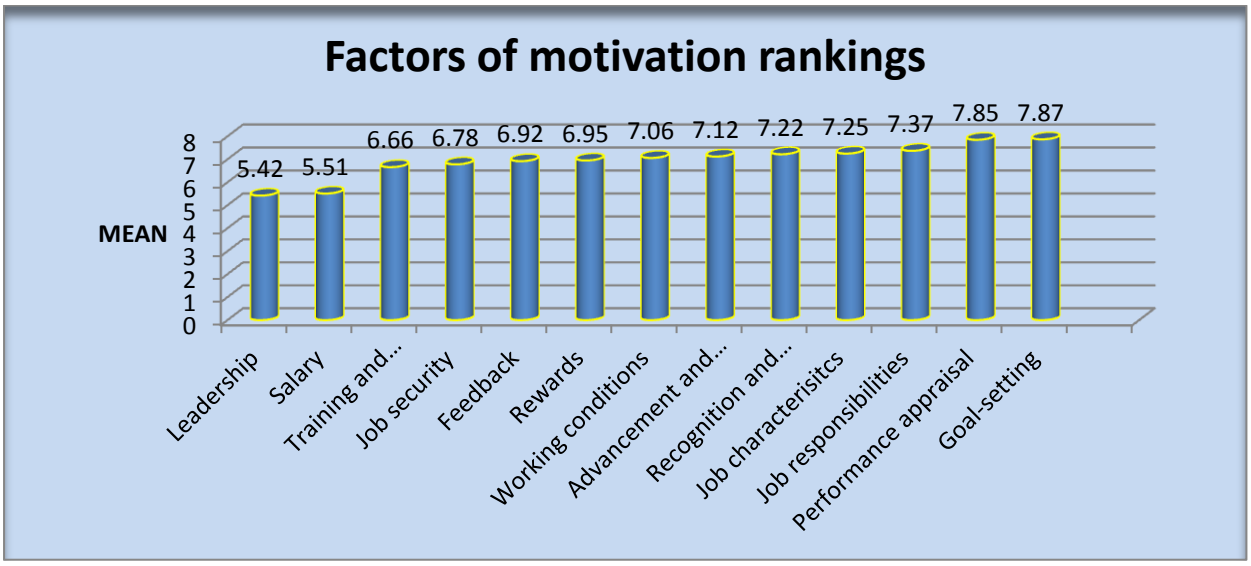

Figure 4.7: Factors of motivation rankings

Leadership is regarded by Herzberg (Herzberg, Mausner & Snyderman, 1959) as a higher order need and in this study the administrative employees have ranked leadership as the need that if satisfied, will most likely motivate them. According to Herzberg's two-factor theory, leadership (ranked 1), salary (ranked 2), job security (ranked 4) and working conditions (ranked 7) are classified as hygiene factors. Three of these hygiene factors were rated fairly high by employees of the NDoH, namely leadership (ranked 1), salary (ranked 2) and job security (ranked 4). According to Herzberg, Mausner & Snyderman (1959), hygiene factors however, do not lead to job satisfaction but if companies can satisfy these needs they may create peace of mind but not necessarily enhance motivation. (Griffin & Moorhead, 2009:91).

Table 4.7 further shows that salary (ranked 2), job security (ranked 4) and working conditions (ranked 7) were deemed as lower order needs by Maslow, in order of their motivational importance to employees. Two of these lower order needs were regarded as relatively important to employees at the NDoH as they were ranked as two (salary) and four (job security). According to Maslow (1954), lower order needs should be met before the satisfaction of higher order needs become important to employees.

Based on the above results, it is therefore important that managers should not only pay attention to hygiene factors to avoid employees' dissatisfaction but should also make sure to be attentive to factors intrinsic to the work itself in order for employees to be motivated. According to Herzberg, attention should be given to both the hygiene factors as well as the so-called motivators in order to motivate employees.

Factors such as feedback (ranked 5), advancement and growth (ranked 8), recognition and appreciation (ranked 9), job characteristics (ranked 10), job responsibility (ranked 11) and goal setting (ranked 13) are classified by Herzberg as motivators. It is interesting to note that administrative employees at the NDoH ranked only feedback (ranked 5) relatively high as a factor that they consider will motivate them the most. In a study by Hackman and Oldham (1976) it was also found that employees in organisations consider timely and open feedback from their supervisor as essential in motivating them. Herzberg, Mausner and Snyderman (1959) however, believe that only motivators directly motivate employees to work harder.

A study conducted by Hossain and Hossain (2012:26) reveals that non-financial factors have more influence on the employees' motivation than the financial factors such as salary, which have an influence on employees' decision to choose to work in an organisation. In this study however, respondents have ranked salary as the second most important factor that will motivate them. According to Coetsee (2003:153), employees expect their performance to be recognised but in this study respondents ranked recognition and appreciation from their supervisors as number nine on their list of factors that will most likely motivate them. Edwin Locke proposed the Goal Theory in 1968 that proposes that motivation and performance will be high if employees set specific goals that are challenging (Locke, 1976). The results of this study also contradict this in that goal setting is regarded as the least likely factor that will motivate the respondents.

Factors such as training and development (ranked 3), reward (ranked 6) and performance appraisal (ranked 13), are according to Herzberg called hygiene factors. When these have been adequately addressed by managers, employees will not be dissatisfied nor will they be satisfied. The absence of hygiene factors will not necessarily de-motivate employees but would also not motivate employees to work

harder. The best way in which the employee can gain job satisfaction is to make use of wages (hygiene) in order to link motivation and job satisfaction to organisational commitment (Saeed *et al*., 2013:1477). A study conducted by Hossain and Hossain (2012:26) reveals that non-financial factors have more influence on the employees' motivation than the financial factors such as salary which will merely have an influence on employees' decision to choose to work in the organisation. Raza Naqvi, Malik and Mahmood (2013:188) on the other hand point out that money (hygiene) may not only help employees to satisfy their basic needs, but it also provides them with comforts.

Since Herzberg's paradigm of hygiene and motivating factors and Maslow's hierarchy of needs may still have broad applicability in the organisation, it is according to van Wyk (2011:71), important that managers first give attention to hygiene factors before introducing motivators into the employee's job if they want to motivate their employees. Remedying the cause of dissatisfaction will not necessarily create satisfaction. In 1959 Herzberg indicated that job satisfiers deal with the factors involved in doing the job whereas the job dissatisfiers deal with the factors which define the job context. Intrinsic motivational factors have a consequential relationship with employee job satisfaction, whereas hygiene (extrinsic) factors are not having any noteworthy relationship with employee job satisfaction (Ahmed *et al.*, 2010:70).

4.6 ANOVA AND t-TESTS

This section presents the main research results for the ANOVA and t-tests. ANOVA is a versatile statistical instrument that tests for the significant relationship between two or more groups of means and also breaks down the variability of a set of data into its component sources of variation (Cooper & Schindler, 2008:517). Comparing demographic groups on scales, the mean scores for various demographic groups on the subscales were compared using independent samples t-tests (where two groups are compared) and the ANOVA (where more than two groups are compared). The ANOVA tables presented in Tables 4.4 to 4.17 that follow are based on the data obtained from the 130 completed questionnaires. To comply with the assumptions for ANOVA namely, the requirement of equal variances and normality of the residuals, the data was transformed using a normal transformation.

4.6.1 Race

For the purpose of this study, the "race" variable was divided into two groups namely the Black respondents and the other race groups. The mean scores and standard deviations regarding the factors of motivation of the two race groups are indicated in Table 4.4.

Table 4.4 Mean scores of factors of motivation in terms of race

Race		N	Mean	Std. Deviation	Std. Error Mean
Reward	Asian, White and Coloured	22	2.9545	1.1742	0.2503
	Black	108	2.9352	1.1067	0.1065
Goal setting	Asian, White and Coloured	22	3.5682	1.0499	0.2238
	Black	107	3.4953	1.0012	0.0968
Feedback	Asian, White and Coloured	22	3.4091	1.0871	0.2318
	Black	107	3.2664	1.1437	0.1106
Job characteristics	Asian, White and Coloured	22	3.0227	0.8657	0.1846
	Black	107	3.1495	1.0600	0.1025
Salary	Asian, White and Coloured	22	3.0909	1.0980	0.2341
	Black	108	3.1759	1.1607	0.1117
Opportunity advancement	Asian, White and Coloured	22	2.4091	1.4445	0.3080
	Black	108	2.4120	1.1797	0.1135
Working conditions	Asian, White and Coloured	22	3.6818	0.7487	0.1596
	Black	108	3.3889	1.1198	0.1078
Recognition and appreciation	Asian, White and Coloured	22	2.7727	0.9478	0.2021
	Black	108	2.6944	1.0453	0.1006
Training and development	Asian, White and Coloured	22	2.8182	1.1500	0.2452
	Black	108	2.8750	1.1684	0.1124
Responsibility	Asian, White and Coloured	22	3.9773	0.5665	0.1208
	Black	108	3.5231	0.9531	0.0917
Job security	Asian, White and Coloured	22	3.7955	0.8403	0.1792
	Black	108	3.5972	0.8468	0.0815

Table 4.4 continues on the next page.

Table 4.4: Continued

Race		N	Mean	Std. Deviation	Std. Error Mean
Performance appraisals	Asian, White and Coloured	22	2.2273	1.1825	0.2521
	Black	108	2.4630	1.1185	0.1076
Leadership	Asian, White and Coloured	22	3.7500	0.8695	0.1854
	Black	107	3.266	1.0580	0.1023
OVERALL SATISFACTION	Asian, White and Coloured	22	3.177	0.6316	0.1347
	Black	108	3.079	0.7038	0.0677

In order to determine whether there are significant differences regarding motivation between different race groups, independent samples t-test were conducted (see Table 4.5).

Table 4.5: Independent Samples t-Test: Race groups

		Levene's test for equality of variances		t-Test for equality of means			
		F statis-tics	Signifi-cance value (ρ-value)	t-Statistics	Degrees of freedom	Significance (2-tailed)	Mean difference
Reward	Equal variances assumed	0.009	0.926	0.074	128	0.941	0.0194
	Equal variances not assumed			0.071	29.100	0.944	0.0194
Goal setting	Equal variances assumed	0.047	0.829	0.308	127	0.758	0.0729
	Equal variances not assumed			0.299	29.383	0.767	0.0729
Feedback	Equal variances assumed	0.827	0.365	0.537	127	0.592	0.1427
	Equal variances not assumed			0.556	31.324	0.582	0.1427
Job characteristics	Equal variances assumed	0.611	0.436	-0.526	127	0.600	-0.1268
	Equal variances not assumed			-0.601	35.279	0.552	-0.1268
Salary	Equal variances assumed	0.090	0.765	-0.316	128	0.753	-0.0850
	Equal variances not assumed			-0.328	31.330	0.745	-0.0850

Table 4.5 continues on the next page.

Table 4.5: Continued

		Levene's test for equality of variances		t-Test for equality of means			
		F statis-tics	Signifi-cance value (ρ-value)	t-Statistics	Degrees of freedom	Significance (2-tailed)	Mean difference
Opportunity for advancement	Equal variances assumed	2.893	0.091	-0.010	128	0.992	-0.0030
	Equal variances not assumed			-0.009	26.996	0.993	-0.0030
Working conditions	Equal variances assumed	6.331	**0.013**	1.173	128	0.243	0.2929
	Equal variances not assumed			1.521	42.754	0.136	0.2929
Recognition and appreciation	Equal variances assumed	1.186	0.278	0.325	128	0.746	0.0783
	Equal variances not assumed			0.347	32.307	0.731	0.0783
Training and development	Equal variances assumed	0.020	0.887	-0.208	128	0.835	-0.0568
	Equal variances not assumed			-0.211	30.495	0.835	-0.0568
Responsibility	Equal variances assumed	11.009	**0.001**	2.155	128	0.033	0.4541
	Equal variances not assumed			2.995	49.003	0.004	0.4541
Job security	Equal variances assumed	0.003	0.954	1.002	128	0.318	0.1982
	Equal variances not assumed			1.007	30.332	0.322	0.1982
Performance appraisals	Equal variances assumed	0.190	0.664	-0.892	128	0.374	-0.2357
	Equal variances not assumed			-0.860	29.162	0.397	-0.2357
Leadership	Equal variances assumed	4.962	**0.028**	2.007	127	0.047	0.4836
	Equal variances not assumed			2.284	35.090	0.029	0.4836
Overall satisfaction	Equal variances assumed	0.917	0.340	0.601	128	0.549	0.0974
	Equal variances not assumed			0.646	32.556	0.523	0.0974

The results above show that there were only two scales on which there were marginally significant differences between the race groups, namely responsibility and leadership ($\rho<0.05$). With regard to the mean scores they show that in the case of responsibility black respondents had a slightly lower score than the other race groups. As far as Herzberg's theory is concerned, job responsibility is associated with motivators. From these results, it can therefore be deduced that job responsibility as a motivator is slightly less effective in motivating Black respondents at the NDoH. The same pattern of scores was found with regard to the leadership scales. Table 4.5 also

reveals that the mean value regarding leadership for Blacks is lower than that for the other race groups. This shows that job responsibility and leadership will not necessarily motivate the Black respondents to the same extent as compared to that of the other race groups at the NDoH.

4.6.2 Gender

The mean scores and standard deviations regarding the factors of motivation of male and female respondents are indicated in Table 4.6 below.

Table 4.6: Mean scores of factors of motivation in terms of gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Reward	Male	53	3.2170	1.0720	0.1473
	Female	77	2.7468	1.1081	0.1263
Goal setting	Male	52	3.7596	0.8074	0.1120
	Female	77	3.3377	1.0926	0.1245
Feedback	Male	52	3.5481	0.9914	0.1375
	Female	77	3.1169	1.1918	0.1358
Job characteristics	Male	53	3.3396	0.9646	0.1325
	Female	76	2.9803	1.0502	0.1204
Salary	Male	53	3.2264	1.1708	0.1608
	Female	77	3.1169	1.1353	0.1294
Opportunity advancement	Male	53	2.6415	1.2457	0.1711
	Female	77	2.2532	1.1883	0.1354
Working conditions	Male	53	3.6604	1.0821	0.1486
	Female	77	3.2857	1.0401	0.1185
Recognition appreciation	Male	53	3.0189	0.9455	0.1299
	Female	77	2.4935	1.0308	0.1175
Training development	Male	53	3.2547	1.1207	0.1539
	Female	77	2.5974	1.1182	0.1274
Responsibility	Male	53	3.7075	0.8849	0.1216
	Female	77	3.5260	0.9315	0.1062
Job security	Male	53	3.6509	0.8412	0.1155
	Female	77	3.6169	0.8542	0.0973
Performance appraisals	Male	53	2.6792	1.0656	0.1464
	Female	77	2.2468	1.1431	0.1303
Leadership	Male	53	3.4340	1.0002	0.1374
	Female	76	3.2895	1.0716	0.1229
OVERALL SATISFACTION	Male	53	3.2971	0.6361	0.0874
	Female	77	2.9569	0.6965	0.0794

In order to determine whether there are significant differences regarding motivation between male and female respondents, independent samples t-test were conducted (see Table 4.7).

Table 4.7: Independent Samples t-Test: Gender

		Levene's test for equality of variances		t-Test for equality of means			
		F statis-tics	Significance value (ρ-value)	t-Statis-tics	Degrees of freedom	Significance (2-tailed)	Mean difference
Reward	Equal variances assumed	0.000	0.997	2.409	128	0.017	0.4702
	Equal variances not assumed			2.424	114.308	0.017	0.4702
Goal setting	Equal variances assumed	7.964	**0.006**	2.379	127	0.019	0.4220
	Equal variances not assumed			2.520	125.914	0.013	0.4220
Feedback	Equal variances assumed	7.577	**0.007**	2.153	127	0.033	0.4312
	Equal variances not assumed			2.231	121.476	0.028	0.4312
Job characteristics	Equal variances assumed	0.613	0.435	1.976	127	0.050	0.3594
	Equal variances not assumed			2.007	117.725	0.047	0.3594
Salary	Equal variances assumed	0.334	0.564	0.534	128	0.594	0.1095
	Equal variances not assumed			0.531	109.657	0.597	0.1095
Opportunity for advancement	Equal variances assumed	0.307	0.580	1.795	128	0.075	0.3883
	Equal variances not assumed			1.779	108.434	0.078	0.3883
Working conditions	Equal variances assumed	0.010	0.921	1.985	128	0.049	0.3747
	Equal variances not assumed			1.971	109.004	0.051	0.3747
Recognition and appreciation	Equal variances assumed	1.526	0.219	2.952	128	0.004	0.5254
	Equal variances not assumed			3.000	117.898	0.003	0.5254
Training and development	Equal variances assumed	0.000	0.984	3.291	128	0.001	0.6573
	Equal variances not assumed			3.289	111.769	0.001	0.6573

Table 4.7 continues on the next page.

Table 4.7: Continued

		Levene's test for equality of variances		t-Test for equality of means			
		F statis-tics	Significance value (ρ-value)	t-Statis-tics	Degrees of freedom	Significance (2-tailed)	Mean difference
Responsibility	Equal variances assumed	0.325	0.570	1.114	128	0.267	0.1816
	Equal variances not assumed			1.125	115.575	0.263	0.1816
Job security	Equal variances assumed	0.014	0.905	0.225	128	0.822	0.0341
	Equal variances not assumed			0.225	113.045	0.822	0.0341
Performance appraisals	Equal variances assumed	0.142	0.707	2.179	128	0.031	0.4325
	Equal variances not assumed			2.207	116.844	0.029	0.4325
Leadership	Equal variances assumed	1.902	0.170	0.774	127	0.440	0.1445
	Equal variances not assumed			0.784	116.721	0.435	0.1445
OVERALL SATISFACTION	Equal variances assumed	1.189	0.278	2.834	128	0.005	0.3402
	Equal variances not assumed			2.882	118.177	0.005	0.3402

The results show that there are two significant differences between male and female respondents regarding what motivates them ($\rho<0.05$), namely goal setting and feedback. On these scales, males had higher mean scores than females. This can be an indication that males are more motivated by goal setting and feedback as a source of motivation than females. Only feedback however, is considered as motivators as defined by Herzberg's two-factor motivation theory. In several studies conducted by Kusurkar, Croiset, Galindo-Garré and Ten Cate (2013) since 2010, they have consistently found differences in motivational factors between males and females.

4.6.3 Marital status

The demographic question on marital status was recorded into two groups, namely never married, and married or living together.

Table 4.8: Group Statistics: Marital status

	Marital status	N	Mean	Std. Deviation
Reward	Never married	58	3.0690	1.1526
	Married or living together	65	2.7923	1.0266
Goal setting	Never married	57	3.6053	0.9716
	Married or living together	65	3.3769	1.0384
Feedback	Never married	57	3.4298	1.0413
	Married or living together	65	3.1077	1.1642
Job characteristics	Never married	57	3.1316	1.1784
	Married or living together	65	3.1077	0.8727
Salary	Never married	58	3.3276	1.1415
	Married or living together	65	2.9615	1.1261
Opportunity for advancement	Never married	58	2.6897	1.2241
	Married or living together	65	2.2154	1.2150
Working conditions	Never married	58	3.4914	1.1180
	Married or living together	65	3.3615	1.0552
Recognition and appreciation	Never married	58	2.8448	0.9698
	Married or living together	65	2.5385	1.0800
Training and development	Never married	58	2.9052	1.1526
	Married or living together	65	2.8308	1.1802
Responsibility	Never married	58	3.6552	0.9139
	Married or living together	65	3.4769	0.9204
Job security	Never married	58	3.5345	0.7485
	Married or living together	65	3.6769	0.9246
Performance appraisals	Never married	58	2.7586	1.1052
	Married or living together	65	2.1692	1.1085
Leadership	Never married	57	3.5000	1.0815
	Married or living together	65	3.1615	1.0121
OVERALL SATISFACTION	Never married	58	3.2067	0.7025
	Married or living together	65	2.9684	0.6739

In order to determine whether there are significant differences regarding motivation between respondents with different marital statuses, independent samples t-test were conducted (see Table 4.9).

Table 4.9: Independent samples t-Test: Marital status

		Levene's Test for Equality of Variances		t-Test for Equality of Means			
		F statis-tics	Significance value (ρ-value)	t-statis-tics	Degrees of freedom	Significance (2-tailed)	Mean Difference
Reward	Equal variances assumed	0.295	0.588	1.408	121	0.162	0.2767
	Equal variances not assumed			1.399	114.955	0.165	0.2767
Goal setting	Equal variances assumed	0.592	0.443	1.249	120	0.214	0.2283
	Equal variances not assumed			1.254	119.480	0.212	0.2283
Feedback	Equal variances assumed	2.526	0.115	1.601	120	0.112	0.3221
	Equal variances not assumed			1.613	119.948	0.109	0.3221
Job characteristics	Equal variances assumed	9.048	**0.003**	0.128	120	0.898	0.0239
	Equal variances not assumed			0.126	102.148	0.900	0.0239
Salary	Equal variances assumed	0.003	0.956	1.788	121	0.076	0.3661
	Equal variances not assumed			1.787	119.033	0.077	0.3661
Opportunity for advancement	Equal variances assumed	0.005	0.945	2.153	121	0.033	0.4743
	Equal variances not assumed			2.152	119.214	0.033	0.4743
Working conditions	Equal variances assumed	0.491	0.485	0.662	121	0.509	0.1298
	Equal variances not assumed			0.660	117.505	0.510	0.1298
Recognition and appreciation	Equal variances assumed	0.727	0.395	1.647	121	0.102	0.3064
	Equal variances not assumed			1.658	120.994	0.100	0.3064
Training development	Equal variances assumed	0.021	0.885	0.353	121	0.725	0.0744
	Equal variances not assumed			0.353	119.998	0.724	0.0744
Responsibility	Equal variances assumed	0.548	0.461	1.076	121	0.284	0.1783
	Equal variances not assumed			1.076	119.609	0.284	0.1783
Job security	Equal variances assumed	3.021	0.085	-0.932	121	0.353	-0.1424
	Equal variances not assumed			-0.943	119.907	0.348	-0.1424

Table 4.9 continues on the next page.

Table 4.9: Continued

		Levene's Test for Equality of Variances		t-Test for equality of means			
		F statis-tics	Significance value (ρ-value)	t-statis-tics	Degrees of freedom	Significance (2-tailed)	Mean difference
Performance appraisals	Equal variances assumed	0.211	0.647	2.948	121	0.004	0.5894
	Equal variances not assumed			2.948	119.502	0.004	0.5894
Leadership	Equal variances assumed	0.014	0.906	1.785	120	0.077	0.3385
	Equal variances not assumed			1.777	115.457	0.078	0.3385
Overall satisfaction	Equal variances assumed	0.278	0.599	1.919	121	0.057	0.2383
	Equal variances not assumed			1.915	118.112	0.058	0.2383

According to Table 4.9, only job characteristics ($\rho<0.003$) show a significant difference regarding motivation between these two demographic groups. The results of the t-tests show that there were no significant differences between all the other aspects of these two demographic groups.

4.6.4 Age

There were four age groups to be compared in this study. They were compared on the scales using ANOVA. Results are reported below in Table 4.10 on the next page.

Table 4.10: Group Statistics: Age groups

	Age group					95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Reward	< 29	57	3.0526	1.05511	0.13975	2.7727	3.3326	1.00	5.00
	30-39	41	2.9390	1.18951	0.18577	2.5636	3.3145	1.00	5.00
	40-49	21	2.4524	1.07127	0.23377	1.9647	2.9400	1.00	4.50
	50 and older	11	3.2727	1.05744	0.31883	2.5623	3.9831	1.00	5.00
	Total	130	2.9385	1.11372	0.0977	2.7452	3.1317	1.00	5.00
Goal setting	< 29	57	3.5351	1.03017	0.1365	3.2617	3.8084	1.00	5.00
	30-39	40	3.5625	.99478	0.1573	3.2444	3.8806	1.00	5.00
	40-49	21	3.3571	.96362	0.2103	2.9185	3.7958	1.50	4.50
	50 and older	11	3.4545	1.10577	0.3334	2.7117	4.1974	2.00	5.00
	Total	129	3.5078	1.00581	0.0886	3.3325	3.6830	1.00	5.00
Feedback	< 29	57	3.4474	1.00749	0.1335	3.1800	3.7147	1.00	5.00
	30-39	40	3.2625	1.22990	0.1945	2.8692	3.6558	1.00	5.00
	40-49	21	2.7143	1.26067	0.2751	2.1404	3.2881	1.00	5.00
	50 and older	11	3.6818	.78335	0.2362	3.1556	4.2081	2.00	5.00
	Total	129	3.2907	1.13140	0.0996	3.0936	3.4878	1.00	5.00
Job characteristics	< 29	56	3.2500	1.09545	0.1464	2.9566	3.5434	1.00	5.00
	30-39	41	2.9512	1.03565	0.1617	2.6243	3.2781	1.00	5.00
	40-49	21	2.8810	0.93414	0.2039	2.4557	3.3062	1.00	4.50
	50 and older	11	3.6364	0.50452	0.1521	3.2974	3.9753	3.00	5.00
	Total	129	3.1279	1.02751	0.0905	2.9489	3.3069	1.00	5.00
Salary	< 29	57	3.4912	1.02422	0.1357	3.2195	3.7630	1.00	5.00
	30-39	41	2.9268	1.2071	0.1885	2.5458	3.3078	1.00	5.00
	40-49	21	2.7619	1.2106	0.2642	2.2109	3.3129	1.00	5.00
	50 and older	11	3.0909	1.0681	0.3221	2.3733	3.8085	1.00	4.00
	Total	130	3.1615	1.1466	0.1006	2.9626	3.3605	1.00	5.00
Opportunity for advancement	< 29	57	2.7368	1.2068	0.1598	2.4166	3.0570	1.00	5.00
	30-39	41	2.2927	1.2598	0.1968	1.8950	2.6903	1.00	4.50
	40-49	21	1.8095	1.0545	0.2301	1.3295	2.2895	1.00	4.00
	50 and older	11	2.3182	1.0553	0.3182	1.6092	3.0271	1.00	4.00
	Total	130	2.4115	1.2223	0.1072	2.1994	2.6236	1.00	5.00
Working conditions	< 29	57	3.5000	1.0480	0.1388	3.2219	3.7781	1.00	5.00
	30-39	41	3.3537	1.1470	0.1791	2.9916	3.7157	1.00	5.00
	40-49	21	3.4762	1.0779	0.2352	2.9855	3.9669	1.00	5.00
	50 and older	11	3.3636	0.9770	0.2946	2.7073	4.0200	2.00	5.00
	Total	130	3.4385	1.0693	0.0938	3.2529	3.6240	1.00	5.00

Table 4.10 continues on the next page.

Table 4.10: Continued

	Age group					95% Confidence Interval for Mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Recognition and appreciation	< 29	57	2.8158	0.9803	0.1298	2.5557	3.0759	1.00	4.00
	30-39	41	2.6220	1.0711	0.1673	2.2839	2.9600	1.00	4.50
	40-49	21	2.5952	1.0911	0.2381	2.0986	3.0919	1.00	5.00
	50 and older	11	2.6818	1.0553	0.3182	1.9729	3.3908	1.00	4.00
	Total	130	2.7077	1.0264	0.0900	2.5296	2.8858	1.00	5.00
Training and development	< 29	57	2.8684	1.1708	0.1551	2.5578	3.1791	1.00	5.00
	30-39	41	2.8659	1.1126	0.1738	2.5147	3.2170	1.00	5.00
	40-49	21	2.8095	1.2296	0.2683	2.2498	3.3692	1.00	5.00
	50 and older	11	2.9545	1.3125	0.3957	2.0728	3.8363	1.00	4.00
	Total	130	2.8654	1.1610	0.1018	2.6639	3.0669	1.00	5.00
Responsibility	< 29	57	3.5965	0.9564	0.1267	3.3427	3.8502	1.00	5.00
	30-39	41	3.5366	0.9447	0.1475	3.2384	3.8348	1.00	5.00
	40-49	21	3.6905	0.8136	0.1775	3.3201	4.0608	1.50	5.00
	50 and older	11	3.6818	0.8448	0.2547	3.1143	4.2493	2.00	5.00
	Total	130	3.6000	0.9137	0.0801	3.4414	3.7586	1.00	5.00
Job security	< 29	57	3.5351	0.8444	0.1119	3.3110	3.7591	1.50	5.00
	30-39	41	3.5610	0.8306	0.1297	3.2988	3.8232	2.00	5.00
	40-49	21	3.9524	0.8352	0.1823	3.5722	4.3326	2.50	5.00
	50 and older	11	3.7727	0.8765	0.2643	3.1839	4.3615	3.00	5.00
	Total	130	3.6308	0.8458	0.0742	3.4840	3.7775	1.50	5.00
Performance appraisals	< 29	57	2.7895	1.0688	0.1416	2.5059	3.0731	1.00	4.00
	30-39	41	2.4390	1.1895	0.1858	2.0636	2.8145	1.00	5.00
	40-49	21	1.8095	0.9148	0.1996	1.3931	2.2259	1.00	4.00
	50 and older	11	1.6364	0.6742	0.2033	1.1834	2.0893	1.00	3.00
	Total	130	2.4231	1.1283	0.0990	2.2273	2.6189	1.00	5.00
Leadership	< 29	56	3.4911	1.0247	0.1369	3.2167	3.7655	1.00	5.00
	30-39	41	3.1463	1.1470	0.1791	2.7843	3.5084	1.00	5.00
	40-49	21	3.2381	0.9030	0.1971	2.8270	3.6492	1.00	4.50
	50 and older	11	3.5909	0.9170	0.2765	2.9749	4.2070	2.00	5.00
	Total	129	3.3488	1.0413	0.0917	3.1674	3.5303	1.00	5.00
Overall satisfaction	< 29	57	3.2145	0.7188	0.0952	3.0237	3.4052	1.58	4.31
	30-39	41	3.0311	0.7438	0.1162	2.7963	3.2658	1.58	4.38
	40-49	21	2.8732	0.5177	0.1130	2.6375	3.1089	1.96	3.77
	50 and older	11	3.1451	0.5551	0.1674	2.7722	3.5180	2.25	3.81
	Total	130	3.0956	0.6907	0.0606	2.9758	3.2155	1.58	4.38

In order to establish whether relationships exist between the factors and the independent variables, an ANOVA was conducted. ANOVA is a versatile statistic which tests for the significant relationship between two or more groups of means and also breaks down the variability of a set of data into its component sources of variation (Cooper & Schindler, 2008:517).

Table 4.11: ANOVA: Age groups

		Sum of Squares	Degrees of freedom	Mean Square	F statistics	Significance value (ρ-value)
Reward	Between Groups	6.934	3	2.311	1.902	0.133
	Within Groups	153.074	126	1.215		
	Total	160.008	129			
Goal setting	Between Groups	0.670	3	0.223	0.217	0.885
	Within Groups	128.822	125	1.031		
	Total	129.492	128			
Feedback	Between Groups	10.091	3	3.364	2.735	**0.046**
	Within Groups	153.758	125	1.230		
	Total	163.849	128			
Job characteristics	Between Groups	6.239	3	2.080	2.017	0.115
	Within Groups	128.900	125	1.031		
	Total	135.140	128			
Salary	Between Groups	11.863	3	3.954	3.159	**0.027**
	Within Groups	157.745	126	1.252		
	Total	169.608	129			
Opportunity for advancement	Between Groups	14.318	3	4.773	3.371	**0.021**
	Within Groups	178.415	126	1.416		
	Total	192.733	129			
Working conditions	Between Groups	0.602	3	0.201	0.172	0.915
	Within Groups	146.906	126	1.166		
	Total	147.508	129			
Recognition appreciation	Between Groups	1.240	3	0.413	0.387	0.763
	Within Groups	134.652	126	1.069		
	Total	135.892	129			
Training development	Between Groups	0.154	3	0.051	0.037	0.990
	Within Groups	173.741	126	1.379		
	Total	173.894	129			
Responsibility	Between Groups	0.411	3	0.137	0.161	0.922
	Within Groups	107.289	126	0.851		
	Total	107.700	129			
Job security	Between Groups	3.115	3	1.038	1.467	0.227
	Within Groups	89.162	126	0.708		
	Total	92.277	129			
Performance appraisals	Between Groups	22.376	3	7.459	6.625	**0.000**
	Within Groups	141.855	126	1.126		
	Total	164.231	129			
Leadership	Between Groups	3.716	3	1.239	1.146	0.333
	Within Groups	135.086	125	1.081		
	Total	138.802	128			
Overall satisfaction	Between Groups	2.042	3	0.681	1.441	0.234
	Within Groups	59.505	126	0.472		
	Total	61.548	129			

The results show that there are marginally significant differences between age groups with regard to feedback (ρ=0.046), salary (ρ=0.027) and opportunity for advancement (ρ=0.021) but a significant difference with regard to performance appraisal (ρ=0.000).

In order to establish which age groups differ significantly from each other, a Post Hoc analysis was performed. With regard to feedback and salary, no significant pairwise differences could be detected, as is often the case when ANOVA's are only marginally significant. In the case of opportunity for advancement there was one pairwise difference that was significant, namely between the group of 40-49 years of age and those below 29 years of age. The younger group had a significantly higher score on this scale.

The results of the Post Hoc test in Table 4.11 imply that the group younger than 29 years of age is more motivated by opportunity for advancement than the group of 50 years and older. This may be because the employees younger than 29 years are still busy building their careers and will be interested in promotion. Older employees are already where they want to be in the organisation and therefore opportunity for advancement might not be that important to them at this stage in their careers.

With regard to the overall level of motivation, there were no significant differences between the youngest and the second youngest groups. There were however, differences between those younger than 29, and those between 40 and 49 years, and older than 50 respectively.

Furthermore, a Scheffe's test was performed and the following findings in terms of the two dependent variables namely opportunity for advancement and performance appraisals based on the age groups of the respondents are reported in Table 4.12 on the next page.

Table 4.12: Multiple comparisons: Age groups

Dependent variable	(I) Age	(J) Age	Mean difference (I-J)	Std. error	Significance value (ρ-value)
Opportunity for advancement	Younger than 29	30-39 years	0.44416	0.2437	0.349
		40-49 years	0.92732*	0.3038	**0.029**
		50 and older	0.41866	0.3919	0.767
	30-39 years	Younger than 29	-0.44416	0.2437	0.349
		40-49 years	0.48316	0.3193	0.517
		50 and older	-0.02550	0.4041	1.000
	40-49 years	Younger than 29	-0.92732*	0.3038	**0.029**
		30-39 years	-0.48316	0.3193	0.517
		50 and older	-0.50866	0.4429	0.725
	50 and older	Younger than 29	-0.41866	0.3919	0.767
		30-39 years	0.02550	0.4041	1.000
		40-49 years	0.50866	0.4429	0.725
Performance appraisals	Younger than 29	30-39 years	0.35045	0.2173	0.460
		40-49 years	0.97995*	0.2709	**0.006**
		50 and older	1.15311*	0.3494	**0.015**
	30-39 years	Younger than 29	-0.35045	0.2173	0.460
		40-49 years	0.62950	0.2847	0.186
		50 and older	0.80266	0.3603	0.180
	40-49 years	Younger than 29	-0.97995*	0.2709	**0.006**
		30-39 years	-0.62950	0.2847	0.186
		50 and older	0.17316	0.3949	0.979
	50 and older	Younger than 29	-1.15311*	0.3494	**0.015**
		30-39 years	-0.80266	0.3603	0.180
		40-49 years	-0.17316	0.3949	0.979

Table 4.12 illustrates that each of the age groups has been compared with one another. The final results show that a significant relationship was found between the group younger than 29 years and 40-49 years (ρ=0.029). The results of the Scheffe's test in Table 4.12 show that respondents in the age category younger than 29 and 40-49 years evidenced high levels of motivation in opportunity for advancement.

Table 4.12 illustrates further that there is a significant relationship between age groups younger than 29 years and 40-49 years (ρ=0.006). A significant relationship was also found between age groups younger than 29 years and 50 and older (ρ=0.015). The results of the Scheffe's test in Table 4.12 imply that the group younger than 29 years, 40-49 years and 50 and older are more motivated by performance appraisal compared to the age group 30-39 years.

If the mean scores between the age groups are analysed, it is interesting to note that employees younger than 29 years old reflect the highest level of motivation with a mean score of 3.21. Employees in the age group 40-49 years reported significantly

lower levels of motivation with a mean score of 2.07. The mean differences in levels of motivation between the different age groups are depicted in Figure 4.8.

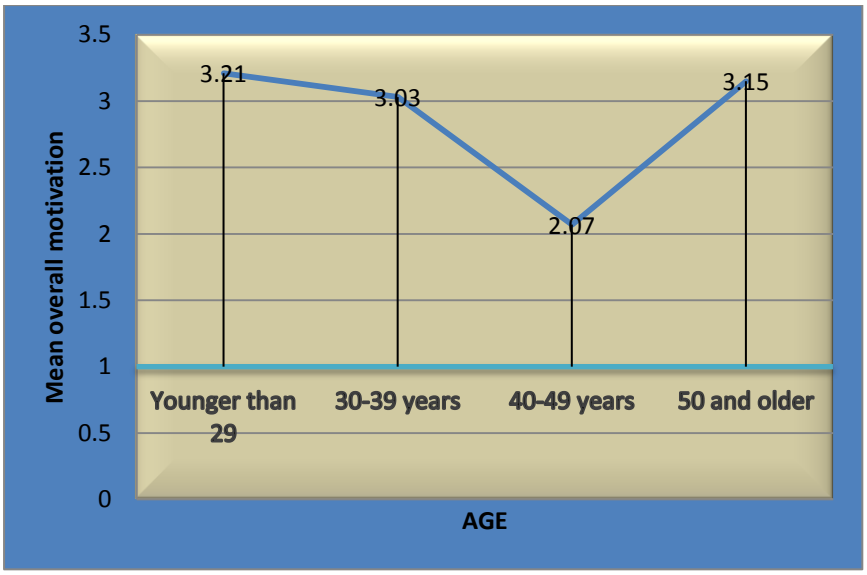

Figure 4.8: Mean scores for age groups

4.6.5 Educational qualifications

Four groups with different educational qualifications were identified in the study.

Table 4.13: Group statistics: Educational qualifications

						95% Confidence interval for mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Reward	Senior Certificate or Certificate	17	3.1471	1.32009	0.3202	2.4683	3.8258	1.00	5.00
	Diploma	68	2.9632	1.02330	0.1241	2.7155	3.2109	1.00	5.00
	Degree	31	2.8226	1.26193	0.2267	2.3597	3.2855	1.00	5.00
	Post graduate degree/diploma	14	2.8214	0.99242	0.2652	2.2484	3.3944	1.00	4.00
	Total	130	2.9385	1.11372	0.0977	2.7452	3.1317	1.00	5.00
Goal setting	Senior Certificate or Certificate	17	3.6471	0.8973	0.2176	3.1857	4.1084	2.00	5.00
	Diploma	67	3.5821	0.9399	0.1148	3.3528	3.8113	1.00	5.00
	Degree	31	3.2258	1.2572	0.2258	2.7646	3.6870	1.00	5.00
	Post graduate degree/diploma	14	3.6071	0.7641	0.2042	3.1660	4.0483	2.00	4.50
	Total	129	3.5078	1.0058	0.0886	3.3325	3.6830	1.00	5.00

Table 4.13 continues on the next page.

Table 4.13: Continued

						95% Confidence interval for mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Feedback	Senior Certificate or Certificate	17	3.4412	1.3565	0.3290	2.7437	4.1386	1.00	5.00
	Diploma	67	3.4179	1.0681	0.1305	3.1574	3.6784	1.00	5.00
	Degree	31	2.9032	1.1862	0.2130	2.4681	3.3383	1.00	5.00
	Post graduate degree/diploma	14	3.3571	0.9078	0.2426	2.8330	3.8813	1.50	4.00
	Total	129	3.2907	1.1314	0.0996	3.0936	3.4878	1.00	5.00
Job characteris-tics	Senior Certificate or Certificate	17	3.6471	0.6793	0.1648	3.2978	3.9963	2.00	5.00
	Diploma	67	3.0896	1.0148	0.1240	2.8420	3.3371	1.00	5.00
	Degree	31	2.9355	1.2093	0.2172	2.4919	3.3791	1.00	5.00
	Post graduate degree/diploma	14	3.1071	0.8810	0.2355	2.5985	3.6158	1.00	4.00
	Total	129	3.1279	1.0275	0.0905	2.9489	3.3069	1.00	5.00
Salary	Senior Certificate or Certificate	17	3.2059	1.2127	0.2941	2.5824	3.8294	1.50	5.00
	Diploma	68	3.2206	1.2320	0.1494	2.9224	3.5188	1.00	5.00
	Degree	31	3.1129	1.0856	0.1950	2.7147	3.5111	1.00	5.00
	Post graduate degree/diploid	14	2.9286	0.7810	0.2087	2.4777	3.3795	2.00	4.00
	Total	130	3.1615	1.1466	0.1006	2.9626	3.3605	1.00	5.00
Opportunity for advancement	Senior Certificate or Certificate	17	2.3824	1.2934	0.3137	1.7174	3.0473	1.00	4.50
	Diploma	68	2.5000	1.2637	0.1533	2.1941	2.8059	1.00	5.00
	Degree	31	2.1774	1.0452	0.1877	1.7940	2.5608	1.00	4.00
	Post graduate degree/diploma	14	2.5357	1.3511	0.3611	1.7556	3.3158	1.00	5.00
	Total	130	2.4115	1.2223	0.1072	2.1994	2.6236	1.00	5.00
Working conditions	Senior Certificate or Certificate	17	3.4706	0.9432	0.2288	2.9856	3.9556	1.00	4.50
	Diploma	68	3.6103	0.9806	0.1189	3.3729	3.8476	1.00	5.00
	Degree	31	3.0000	1.3416	0.2410	2.5079	3.4921	1.00	5.00
	Post graduate degree/diploma	14	3.5357	0.7196	0.1923	3.1202	3.9512	2.50	4.50
	Total	130	3.4385	1.0693	0.0938	3.2529	3.6240	1.00	5.00
Recognition and appreciation	Senior Certificate or Certificate	17	3.0294	1.0821	0.2625	2.4730	3.5858	1.00	4.00
	Diploma	68	2.8676	1.0389	0.1260	2.6162	3.1191	1.00	5.00
	Degree	31	2.2258	0.8548	0.1535	1.9123	2.5393	1.00	4.00
	Post graduate degree/diploma	14	2.6071	0.9643	0.2577	2.0504	3.1639	1.00	4.00
	Total	130	2.7077	1.0264	0.0900	2.5296	2.8858	1.00	5.00
Training and development	Senior Certificate or Certificate	17	3.0294	1.1920	0.2891	2.4165	3.6423	1.00	4.00
	Diploma	68	2.9412	1.1639	0.1412	2.6594	3.2229	1.00	5.00
	Degree	31	2.6452	1.0969	0.1970	2.2428	3.0475	1.00	5.00
	Post graduate degree/diploma	14	2.7857	1.2967	0.3466	2.0370	3.5344	1.00	5.00
	Total	130	2.8654	1.1610	0.1018	2.6639	3.0669	1.00	5.00

Table 4.13 continues on the next page.

Table 4.13: Continued

						95% Confidence interval for mean			
		N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Min	Max
Responsibility	Senior Certificate or Certificate	17	3.7059	0.7917	0.1920	3.2988	4.1130	1.50	5.00
	Diploma	68	3.6912	0.8979	0.1089	3.4738	3.9085	1.00	5.00
	Degree	31	3.2903	1.0861	0.1951	2.8919	3.6887	1.00	5.00
	Post graduate degree/diploma	14	3.7143	0.5789	0.1547	3.3800	4.0486	2.50	4.00
	Total	130	3.6000	0.9137	0.0801	3.4414	3.7586	1.00	5.00
Job security	Senior Certificate or Certificate	17	3.8529	0.8055	0.1954	3.4388	4.2671	3.00	5.00
	Diploma	68	3.5515	0.8983	0.1089	3.3340	3.7689	1.50	5.00
	Degree	31	3.7258	0.8548	0.1535	3.4123	4.0393	2.00	5.00
	Post graduate degree/diploma	14	3.5357	0.5706	0.1525	3.2063	3.8652	2.50	4.50
	Total	130	3.6308	0.8458	0.0742	3.4840	3.7775	1.50	5.00
Performance appraisals	Senior Certificate or Certificate	17	2.4118	1.2654	0.3069	1.7612	3.0623	1.00	5.00
	Diploma	68	2.5441	1.1354	0.1377	2.2693	2.8189	1.00	4.00
	Degree	31	2.0645	0.9639	0.1731	1.7110	2.4181	1.00	4.00
	Post graduate degree/diploma	14	2.6429	1.1998	0.3207	1.9501	3.3356	1.00	4.00
	Total	130	2.4231	1.1283	0.0990	2.2273	2.6189	1.00	5.00
Leadership	Senior Certificate or Certificate	17	3.4118	1.2898	0.3128	2.7486	4.0749	1.00	5.00
	Diploma	67	3.4627	0.9705	0.1186	3.2260	3.6994	1.00	5.00
	Degree	31	3.0806	1.1626	0.2088	2.6542	3.5071	1.00	5.00
	Post graduate degree/diploma	14	3.3214	0.6963	0.1861	2.9194	3.7235	2.00	4.00
	Total	129	3.3488	1.0413	0.0917	3.1674	3.5303	1.00	5.00
Overall satisfaction	Senior Certificate or Certificate	17	3.2566	0.7844	0.1902	2.8533	3.6598	1.85	4.23
	Diploma	68	3.1726	0.6795	0.0824	3.0081	3.3371	1.58	4.38
	Degree	31	2.8321	0.6740	0.1211	2.5848	3.0793	1.58	4.12
	Post graduate degree/diploma	14	3.1099	0.5644	0.1509	2.7840	3.4358	2.19	3.85
	Total	130	3.0956	0.6907	0.0606	2.9758	3.2155	1.58	4.38

The results were compared using ANOVA and is shown in Table 4.14 on the next page.

Table 4.14: ANOVA: Educational qualifications

		Sum of squares	df	Mean square	F statistics	Significance value (p-value)
Reward	Between Groups	1.389	3	0.463	0.368	0.776
	Within Groups	158.618	126	1.259		
	Total	160.008	129			
Goal setting	Between Groups	3.303	3	1.101	1.091	0.356
	Within Groups	126.190	125	1.010		
	Total	129.492	128			
Feedback	Between Groups	6.185	3	2.062	1.635	0.185
	Within Groups	157.664	125	1.261		
	Total	163.849	128			
Job characteristics	Between Groups	5.834	3	1.945	1.880	0.136
	Within Groups	129.305	125	1.034		
	Total	135.140	128			
Salary	Between Groups	1.104	3	0.368	0.275	0.843
	Within Groups	168.504	126	1.337		
	Total	169.608	129			
Opportunity for advancement	Between Groups	2.462	3	0.821	0.543	0.653
	Within Groups	190.271	126	1.510		
	Total	192.733	129			
Working conditions	Between Groups	8.117	3	2.706	2.446	0.067
	Within Groups	139.390	126	1.106		
	Total	147.508	129			
Recognition and appreciation	Between Groups	10.840	3	3.613	3.641	**0.015**
	Within Groups	125.053	126	0.992		
	Total	135.892	129			
Training and development	Between Groups	2.440	3	0.813	0.598	0.618
	Within Groups	171.454	126	1.361		
	Total	173.894	129			
Responsibility	Between Groups	3.912	3	1.304	1.583	0.197
	Within Groups	103.788	126	0.824		
	Total	107.700	129			
Job security	Between Groups	1.673	3	0.558	0.776	0.510
	Within Groups	90.604	126	0.719		
	Total	92.277	129			
Performance appraisals	Between Groups	5.660	3	1.887	1.499	0.218
	Within Groups	158.571	126	1.258		
	Total	164.231	129			
Leadership	Between Groups	3.176	3	1.059	0.976	0.407
	Within Groups	135.626	125	1.085		
	Total	138.802	128			
Overall satisfaction	Between Groups	3.000	3	1.000	2.152	0.097
	Within Groups	58.548	126	0.465		
	Total	61.548	129			

Recognition and appreciation was the only scale where a significant difference was found between the educational qualification groups (ρ=0.015). A Post Hoc analysis was performed in order to see between which of the educational qualification groups significant differences were found. The results are illustrated in Table 4.15.

Table 4.15: Multiple comparisons: Recognition and appreciation

(I) Educational qualification	(J) Educational qualification	Mean difference (I-J)	Std. error	Significance value (ρ-value)
Senior Certificate or Certificate	Diploma	0.1618	0.2701	0.948
	Degree	0.8036	0.3007	0.073
	Post graduate degree/diploma	0.4223	0.3596	0.711
Diploma	Senior Certificate or Certificate	-0.1618	0.2701	0.948
	Degree	0.6418*	0.2159	**0.035**
	Post graduate degree/diploma	0.2605	0.2924	0.851
Degree	Senior Certificate or Certificate	-0.8036	0.3007	0.073
	Diploma	-0.6418*	0.2159	**0.035**
	Post graduate degree/diploma	-0.3813	0.3208	0.703
Post graduate degree/diploma	Senior Certificate or Certificate	-0.4223	0.3596	0.711
	Diploma	-0.2605	0.2924	0.851
	Degree	0.3813	0.3208	0.703

* The mean difference is significant at the 0.05 level.

Results show that the only significant pairwise difference between the educational groups on recognition and appreciation was found between those with a degree and a diploma. Their mean scores suggest that those with diplomas had higher scores than those with a degree. This shows that those who are in position of a diploma prefer recognition and appreciation as a source of motivation compared to those with degrees.

4.6.6 Years of service

The years of service was also recoded into two groups, namely 2-10 years of service and more than 10 years of service. This was done due to the size of the various groups. These groups were compared on the scales measured.

Table 4.16: Group statistics: Years of service

	Years of service	N	Mean	Std. deviation
Reward	2-10 years	103	3.0049	1.0992
	More than 10 years	20	2.5500	1.2129
Goal setting	2-10 years	102	3.5637	1.0091
	More than 10 years	20	3.2500	0.9389
Feedback	2-10 years	102	3.3382	1.1151
	More than 10 years	20	2.9750	1.2719
Job characteristics	2-10 years	102	3.1029	1.0397
	More than 10 years	20	2.9500	0.9583
Salary	2-10 years	103	3.1893	1.1205
	More than 10 years	20	2.9750	1.2511
Opportunity for advancement	2-10 years	103	2.4175	1.2269
	More than 10 years	20	2.2000	1.2711
Working conditions	2-10 years	103	3.4806	1.0777
	More than 10 years	20	3.2500	0.9528
Recognition and appreciation	2-10 years	103	2.7087	1.0279
	More than 10 years	20	2.6500	1.0526
Training and development	2-10 years	103	2.8350	1.1828
	More than 10 years	20	2.8750	1.2017
Responsibility	2-10 years	103	3.6359	0.9241
	More than 10 years	20	3.5250	0.8503
Job security	2-10 years	103	3.5922	0.8568
	More than 10 years	20	3.9500	0.7592
Performance appraisals	2-10 years	103	2.4612	1.1434
	More than 10 years	20	2.0500	1.0375
Leadership	2-10 years	102	3.4069	1.0430
	More than 10 years	20	3.0750	0.9497
Overall satisfaction	2-10 years	103	3.1159	0.6951
	More than 10 years	20	2.9323	0.6343

In order to determine whether there are significant differences regarding motivation between these two groups, independent samples t-test were conducted (see Table 4.17).

Table 4.17: Independent samples t-test: Years of service

		Levene's test for Equality of Variances		t-Test for equality of means			
		F statistics	Signi-ficance value (ρ-value)	t-statis-tics	Degrees of freedom	Signi-ficance value (2-tailed)	Mean difference
Reward	Equal variances assumed	0.392	0.532	1.665	121	0.098	0.4549
	Equal variances not assumed			1.558	25.424	0.132	0.4549
Goal setting	Equal variances assumed	0.002	0.966	1.285	120	0.201	0.3137
	Equal variances not assumed			1.349	28.307	0.188	0.3137
Feedback	Equal variances assumed	0.942	0.334	1.301	120	0.196	0.3632
	Equal variances not assumed			1.191	25.051	0.245	0.3632
Job characteristics	Equal variances assumed	0.960	0.329	0.609	120	0.544	0.1529
	Equal variances not assumed			0.643	28.495	0.525	0.1529
Salary	Equal variances assumed	0.581	0.447	0.768	121	0.444	0.2143
	Equal variances not assumed			0.713	25.266	0.483	0.2143
Opportunity for advancement	Equal variances assumed	0.191	0.663	0.721	121	0.472	0.2175
	Equal variances not assumed			0.704	26.336	0.488	0.2175
Working conditions	Equal variances assumed	0.019	0.892	0.891	121	0.375	0.2306
	Equal variances not assumed			0.969	29.275	0.341	0.2306
Recognition and appreciation	Equal variances assumed	0.010	0.919	0.233	121	0.816	0.0587
	Equal variances not assumed			0.229	26.518	0.820	0.0587
Training and development	Equal variances assumed	0.193	0.661	-0.138	121	0.890	-0.0401
	Equal variances not assumed			-0.137	26.645	0.892	-0.0401
Responsibility	Equal variances assumed	0.067	0.796	0.497	121	0.620	0.1109
	Equal variances not assumed			0.526	28.435	0.603	0.1109
Job security	Equal variances assumed	0.638	0.426	-1.738	121	0.085	-0.3578
	Equal variances not assumed			-1.887	29.227	0.069	-0.3578
Performance appraisals	Equal variances assumed	2.375	0.126	1.493	121	0.138	0.4112
	Equal variances not assumed			1.594	28.721	0.122	0.4112

Table 4.17 continues on the next page.

Table 4.17: Continued

		Levene's test for Equality of Variances		t-Test for equality of means			
		F statistics	Significance value (ρ-value)	t-statistics	Degrees of freedom	Significance value (2-tailed)	Mean difference
Leadership	Equal variances assumed	0.017	0.898	1.319	120	0.190	0.3319
	Equal variances not assumed			1.405	28.746	0.171	0.3319
Overall satisfaction	Equal variances assumed	0.311	0.578	1.096	121	0.275	0.1837
	Equal variances not assumed			1.166	28.606	0.253	0.1837

It is clear from Table 4.17 that there are no significant differences between the groups with various years of service ($\rho>0.05$) and it can therefore be inferred that the years of service that employees have at the NDoH do not play any role in their level of motivation.

4.7 CONCLUSION

In this chapter, relevant information was obtained and explained by means of descriptive and inferential statistics. Relevant data was captured and provided in table and figure format. The various statistical techniques and methods as discussed within the scope of Chapter 3 (Research design and methodology) were practically applied within Chapter 4.

The demographic information of the respondents was presented. The factors of motivation that respondents deemed as important to them were captured in relation to the 13 factors identified by van Wyk (2011). The ANOVA test and Post Hoc tests using least square means t-tests were also executed to illustrate statistical differences between various variables.

In the next chapter, attention will be paid to the conclusions and the most important recommendations. The objectives and the research questions will be revisited. The information obtained will be applied within the boundaries and limitations of this particular study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter presented the empirical findings of the study and these were discussed in detail. This chapter provides an overview of the literature study, while the research objectives and research questions are revisited and interpreted. The contribution to the science and limitations of the study are indicated, together with the recommendations for further research into this field. The chapter ends with a summary and conclusion to the study.

5.2 SUMMARY OF THE CHAPTERS

A review of each chapter of this dissertation is presented next.

Chapter 1

This introductory chapter discussed the background of the study and presented the problem statement as well as the primary and secondary objectives of the study. The chapter also presented an overview of the scope of the study. In so doing, it examined the rationale and conceptualisation of the study, thereby laying a foundation for the subsequent chapters of the dissertation that were outlined. The chapter further formulated a number of research questions that were answered.

Chapter 2

Having outlined the research problem, primary and secondary objectives, together with importance of the study in the introductory chapter, several literature review studies related to the research topic were explored in order to construct meaning to the process of accurately evaluating the factors that motivate administrative employees at the NDoH as well as the motivational levels of the employees. The literature review explored the concept of motivation in detail, including the importance of each

motivational theory. In order to give a clear understanding of motivation, the role of HR management with regard to motivation and factors that influence employees' motivation were presented. In this chapter several factors contributing to employees' motivational levels were identified. This chapter was concluded by presenting a discussion on consequences of employees' dissatisfaction.

Chapter 3

This chapter discussed the research design and methodology adopted in this study. In this chapter the research methods, population, sample, as well as the data collection and data analysis techniques used in the study were discussed. The chapter also explained how the questionnaire developed by van Wyk (2011:119) and adapted for this study, was used to effectively obtain data. Furthermore, pre-testing, ethical consideration, validity and reliability were explored in this study. An official introductory letter and consent form were obtained from Tshwane University of Technology to assure respondents that their responses will be treated as strictly confidential. Data was coded and entered into the Microsoft Excel Software programme. This helped to edit and screen the data before it was imported into the SPSS programme that analysed the data by means of descriptive and inferential statistical techniques deemed appropriate for the research questions of the study.

Chapter 4

This chapter presented and discussed the findings obtained from an analysis of the data. The chapter described the sample from which the data was collected. The sample consisted of administrative employees at the NDoH in Pretoria. Each section of the questionnaire was analysed and an interpretation of the research findings was done. All of section A, section B and section C of the questionnaire were analysed and interpreted. The chapter started with presenting the demographic information of the respondents in the form of descriptive statistics. Descriptive statistics, graphs and charts were utilised to present data in order to draw conclusions. The empirical statistics were also presented and interpreted. The findings in response to the research objectives and research questions of the study were also presented and discussed.

5.3 RESEARCH OBJECTIVES REVISITED

The purpose of the study was to investigate the factors contributing to administrative employees' motivation at the NDoH in Pretoria, Gauteng. The realisation of this purpose has been guided by a primary objective and eight secondary objectives.

The primary and secondary objectives of the study are revisited and presented.

5.3.1 Primary objectives revisited

The primary objective of the study was to determine what factors are contributing to administrative employees' motivation at the NDoH.

The primary objective of the research was achieved, as the factors contributing to administrative employees' motivation at the NDoH were measured by the use of the measuring instrument developed by van Wyk (2011).

Table 5.1: Primary objective

Primary objective	Findings
Determine which specific factors are contributing to the motivational level of the administrative employees in the NDoH.	In section B of the questionnaire, respondents were required to indicate factors that contribute to their motivational level in the NDoH. The results revealed that the majority of the respondents are highly motivated by the following top eight factors of motivation (where the mean scores range from 3.13 to 3.63): Job security, job responsibility, goal setting, working conditions, leadership, feedback, salary and job characteristics. It therefore appears that respondents in the sample were motivated by these factors. The results further revealed that the mean score (2.41) for opportunity for advancement and growth, and performance appraisal (2.42) were ranked the lowest by respondents and these results are an indication that respondents do not consider these factors as motivational to them. The factors recognition and appreciation (2.71), training and development (2.87), and reward (2.94) also received mean scores of below 3.

5.3.2 Secondary objectives revisited

In addition to the primary objective of the study, the secondary objectives were to:

- determine the motivational level of the administrative employees at the NDoH.
- determine in what order of importance the administrative employees rank these motivational factors.
- determine whether there are significant differences regarding motivation between different race groups.
- determine whether there are significant differences regarding motivation between different genders.
- determine whether there are significant differences regarding motivation between different marital statuses.
- determine whether there are significant differences regarding motivation between different ages.
- determine whether there are significant differences regarding motivation between different educational qualifications.
- determine whether there are significant differences regarding motivation between different years of services.

The first secondary objective was met as follows:

On a five-point Likert scale, the respondents had to indicate whether they strongly disagree, disagree, are not sure, agree and strongly agree with 13 factors of motivation. The results revealed that eight out of the 13 factors received a mean score of more than three and five factors received a mean score of less than three. It can therefore be concluded that the motivational levels of the administrative employees at the NDoH in Pretoria, Gauteng are high in general.

The second secondary objective was met as follows:

In section C of the survey, the respondents were required to rank 13 factors of motivation in order of their importance to them. The factors of motivation were ranked

as follows: leadership (1), salary (2), training and development (3), job security (4), feedback (5), rewards (6), working condition (7), opportunity for advancement and growth (8), recognition and appreciation (9), job characteristics (10), job responsibility (11), performance appraisal (12) and goal setting (13).

The other secondary objectives were met as follows:

ANOVA was conducted in order to establish whether relationships exist between the different independent variables. The results are depicted in Table 5.2.

Table 5:2: Relationships in terms of respective independent variables

Independent variable	Findings
Different race groups	There were only marginally significant differences between factors of motivation and respondents' race groups, namely, job responsibility and leadership.
Male and female respondents	The results show that there were quite a number of significant differences between male and female respondents regarding what motivates them. These were found on the following scales: reward, goal setting, feedback, recognition and appreciation, training and development, and performance appraisal.
Determine whether there are significant differences regarding motivation between different marital statuses.	The results of the t-tests show that there were no significant differences between most of these two demographic groups namely, never married and married. Performance appraisals and opportunity for advancement do however, show significant differences.
Determine whether there are significant differences regarding motivation between different ages.	There were four age groups to be compared in this study. The results indicated that there were marginally significant differences between age groups with regard to feedback, salary and opportunity for advancement but a significant difference on performance appraisal.
Determine whether there are significant differences regarding motivation between different educational qualifications.	Four groups with different educational qualifications were identified in the study. Recognition and appreciation was the only scale where a significant difference was found between different educational qualifications.
Determine whether there are significant differences regarding motivation between different years of service.	It can be inferred from the results that there were no significant differences between the groups with various years of service.

5.4 RESEARCH QUESTIONS REVISITED

A summary of the findings in response to the research questions of the study is presented in Table 5.3.

Table 5.3: Summary of findings in response to the research questions

Study questions	Findings
Research question one: Which factors are contributing to the motivational level of the administrative employees?	The study findings revealed that the following factors were identified as factors that contribute to the motivational level of the administrative employees: Job security, job responsibility, goal setting, working conditions, leadership, feedback, salary, and job characteristics. The mean score of the above factors were relatively high with all of them above the mean score of three.
Research question two: What are the motivational levels of the administrative employees at the NDoH?	The results revealed that eight out of the 13 factors received a mean score of more than three and five factors received a mean score of less than three. It can therefore be concluded that the motivational levels of the administrative employees at the NDoH in Pretoria, Gauteng are high in general with more factors that motivate them than factors that do not motivate them.
Research question three: In what order of importance did the administrative employees in the same department rank these motivational factors?	The respondents were required to rank 13 factors of motivation in order of what they believe is the most important motivational factor. The study findings indicate these 13 factors of motivation were ranked as follows: leadership (1), salary (2), training and development (3), job security (4), feedback (5), rewards (6), working condition (7), opportunity for advancement (8), recognition and appreciation (9), job characteristics (10), job responsibility (11), performance appraisal (12) and goal setting (13).
Research question four: Are there any significant differences regarding what factors motivate employees depending on which race group they belong to?	There were marginally significant differences between factors of motivation and respondents' race groups. The results indicated that in the case of job responsibility and leadership Black respondents had a slightly lower mean score than the other race groups. From these results, it can therefore be concluded that job responsibility and leadership as a motivator is slightly less effective in motivating Black respondents than other race groups at the NDoH.

Table 5.3 continues on the next page.

Table 5.3: Continued

Study questions	Findings
Research question five: Are there any significant differences regarding what factors motivate employees between different genders?	There were a number of significant differences between male and female respondents regarding what motivates them. These were found on the following factors: reward, goal setting, feedback, recognition and appreciation, training and development, and performance appraisal. The results indicated that males had higher mean scores than females. It can therefore be inferred that male respondents prefer reward, goal setting, feedback, recognition and appreciation, training and development, and performance appraisal as a source of motivation and that these factors will not necessarily motivate females on the same scale.
Research question six: Are there any significant differences regarding what motivate employees depending on what their marital status are?	There were no significant differences between most of these two demographic groups namely, never married and married. Performance appraisals and opportunity for advancement do however, show significant differences.
Research question seven: Are there any significant differences regarding what motivate employees depending on their age?	Between the four age groups compared in this study there were marginally significant differences between age groups with regard to feedback, salary and opportunity for advancement but a significant difference on performance appraisal.
Research question eight: Are there any significant differences regarding what motivate employees depending on their educational qualification?	Of the four groups of different educational qualifications that were compared in the study, recognition and appreciation was the only scale where a significant difference was found between the educational qualification groups.
Research question nine: Are there any significant differences regarding what motivate employees depending on their years of service?	There were no significant differences between the groups with various years of service with regard to factors that motivate them.

5.5 CONTRIBUTION OF THE STUDY

This study has comprehensively revealed and documented the specific factors that motivate administrative employees at the NDoH in Pretoria, South Africa. There are several theories of motivation available in the literature. The results of the study may be used to examine the relationship between work motivation and factors affecting the employees' motivation. The study concludes that the NDoH can achieve higher employees' motivation if the focus is converged towards the practices that help employees to achieve high satisfaction and motivation. From the results discussed, employees can be concurrently intrinsically and extrinsically motivated. With that in mind, managers should use a variety of methods (motivators and hygiene factors) to effectively motivate employees and promote job satisfaction in the workplace.

5.6 LIMITATIONS OF THE STUDY

This study is only a starting point to determine which specific factors are contributing to the motivational levels of administrative employees at the NDoH as well as to determine the motivational levels of the administrative employees at the NDoH. It is thus not suggested that the concepts, findings, conclusions and recommendations as discussed in the study are definitive. It should be kept in mind that this research study could be incomplete and may have deficiencies. Given the exploratory nature of the research, the reader should be aware of the following limitations of the study, namely:

- The sample frame that was used in the study was from one public service department in one city only, namely the NDoH in Pretoria, South Africa. It is thus important to be aware that any references made in this study regarding any part of the universe should not be read to be representing the entire population, but rather seen in context of the sample frame that was used.
- This research study is confined to motivation of administrative employees at the NDoH only and it may not be possible to generalise the results to other public service departments and other industries, though with continued research similar constructs could materialise.

- Although the researcher might have assured the participants of the anonymity of their responses, participants might still have been cautious in the amount of information that they have divulged.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

Collecting data on factors that might motivate administrative employees at the NDoH has a clear importance and further research in factors of motivation in this relationship is still required. This study has contributed results and research approaches that could stimulate further research on this important issue.

The following opportunities for further research were identified during the course of this research study, namely:

- A study to include much more public sector administrative employees and in other geographical areas around South Africa.
- A study to develop a specific model for determining specific factors that motivate administrative employees in the public sector in South Africa.
- A comparative study between public sector administrative employees and private sector administrative employees with regard to specific factors that motivate them.

5.8 CONCLUSION

The literature review of this study introduced various important elements within the field of motivation and specifically in terms of various motivational theories namely, Maslow's hierarchy of needs, Alderfer's ERG theory, Herzberg's two-factor theory, McClelland's learned needs expectancy theory, equity theory and goal-setting theory.

During this chapter the major factors of motivation were highlighted and the objectives of the study were revisited and it was indicated how these objectives were met. Furthermore, the research questions were revisited and summarised.

The findings from the empirical part of this study have helped to highlight the factors that motivate the administrative employees at the NDoH in Pretoria, South Africa. This study has shown that the following factors, namely job security, job responsibility, goal setting, working conditions, leadership, feedback, salary, and job characteristics were considered as the most important factors that motivate the administrative employees at the NDoH. Perhaps more significant was the fact that several factors of motivation were regarded by the respondents as factors that do not motivate them at the NDoH. These are opportunity for advancement and growth, performance appraisal, recognition and appreciation, training and development, and reward. Hopefully, the findings of the study will serve as a motivation and a guideline for the management of the NDoH to pay more attention to the factors that administrative employees deemed as important aspects of motivation.

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ANNEXURE A

DETAILS OF RELIABILITY ANALYSIS

Analysis of the items administered to administrative employees at the NDoH to measure factors of motivation led to the following results:

Reliability analysis of the questionnaire scale administered to administrative employees at the NDOH to measure factors of motivation.

	Statement	Average inter-item covariance	Number of items in the scale	Scale reliability coefficient
	Reward	**1.029312**	**2**	**0.8403**
1	Your organisation's current incentive scheme motivates you to perform better.			
2	Your organisation is aware of what rewards employees value as important.			
	Goal-Setting	**0.7901512**	**2**	**0.7752**
3	You feel the goals you are supposed to achieve are realistic.			
4	You assist your manager/supervisor in setting your goals.			
	Feedback	**1.207099**	**2**	**0.9365**
5	You receive adequate feedback from your manager/supervisor.			
6	Feedback from your supervisor/manager is clear.			
	Job characteristics	**0.5495563**	**2**	**0.5185**
7	Your job is challenging.			
8	Employees are rotated in the organisation in order to learn new tasks.			
	Salary	**1.024299**	**2**	**0.7991**
9	You are of the opinion that your salary is market related.			
10	You feel that your current salary motivates you to perform.			
	Opportunity for advancement and growth	**1.355741**	**2**	**0.9112**
11	There are good promotion opportunities for employees within the organisation.			
12	The advancement and growth opportunity within the organisation motivates you to perform better.			
	Working conditions	**0.8064625**	**2**	**0.7196**
13	You are provided with the necessary equipment to adequately perform your duties.			
14	You work under pleasant working conditions.			

	Statement	Average inter-item covariance	Number of items in the scale	Scale reliability coefficient
	Recognition and appreciation	**0.746124**	**2**	**0.7045**
15	You receive recognition for your achievements from your supervisor/manager.			
16	Employee achievements are publicised throughout the organisation.			
	Training and development	**0.9352258**	**2**	**0.7008**
17	You receive ongoing training to improve your ability and skills.			
18	You are cross-trained in order to perform duties in other departments.			
	Responsibility	**0.6037427**	**2**	**0.7203**
19	Your manager/supervisor lets you take responsibility for the tasks you perform.			
20	Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals.			
	Job security	**0.4451308**	**2**	**0.6207**
21	You have no fear about the financial stability of the organisation.			
22	You feel secure about your future within the organisation.			
	Performance Appraisals	**1.199702**	**2**	**0.9423**
23	You feel that the current performance appraisal system used, adequately measures your true performance.			
24	Your current performance appraisal system motivates you to achieve your goals.			
	Leadership	**0.947735**	**2**	**0.8740**
25	You receive adequate support from your manager/supervisor.			
26	Your supervisor/manager is trustworthy.			

ANNEXURE B

INFORMATION LEAFLET AND INFORMED CONSENT FORM

Tshwane University of Technology

We empower people

FACULTY OF MANAGEMENT SCIENCES

DEPARTMENT OF OFFICE MANAGEMENT AND TECHNOLOGY

INFORMATION LEAFLET AND INFORMED CONSENT

PROJECT TITLE: FACTORS CONTRIBUTING TO ADMINISTRATIVE EMPLOYEES' MOTIVATION IN NATIONAL DEPARTMENT OF HEALTH

Primary investigator: Mr G Maake, BTech (Office Management and Technology)
Study leader: Dr CPJ Harmse, PhD, Department of Office Management and Technology, Tshwane University of Technology, Pretoria
Co-study leader: Ms MB Le Clus, Department of Office Management and Technology, Tshwane University of Technology, Pretoria

Dear Research participant,

You are invited to participate in a research study that forms part of my formal MTech-studies. This information leaflet will help you to decide if you would like to participate. Before you agree to take part, you should fully understand what is involved. You should not agree to take part unless you are completely satisfied with all aspects of the study.

WHAT IS THE STUDY ALL ABOUT?

I have decided to study employees' motivation and more specifically on the factors contributing to administrative employees' motivation in the National Department of Health. For this purpose, the attached questionnaire has been selected.

WHAT WILL YOU BE REQUIRED TO DO IN THE STUDY?

If you decide to take part in the study, you will be required to do the following:

- You are required to complete the attached questionnaire within the period of five weeks.
- You are requested to answer all questions honestly and as accurately as possible.

CAN ANY OF THE STUDY PROCEDURES RESULT IN PERSONAL RISK, DISCOMFORT OR INCONVENIENCE?

Questionnaires: The study and procedures involve no foreseeable physical discomfort or inconvenience to you or your family. Permission for the distribution of questionnaires was approved by Director-General, Ms M.P Matsoso on the 25 September 2014. There are no risks associated with participating in this study.

WHAT ARE THE POTENTIAL BENEFITS THAT MAY COME FROM THE STUDY?

The benefit of participating in this study is:

- The results of the study will be provided to the departments that will participate in the study and the information gathered is likely to assist the managers and supervisors.

WHAT ARE YOUR RIGHTS AS A PARTICIPANT IN THIS STUDY?

Your participation in this study is entirely voluntary. You have the right to withdraw at any stage without any penalty or future disadvantage whatsoever. You don't even have to provide the reason/s for your decision. Your withdrawal will in no way influence your continued care and relationship with the management. Note that you are not waiving any legal claims, rights or remedies because of your participation in this research study.

HOW WILL CONFIDENTIALITY AND ANONYMITY BE ENSURED IN THE STUDY?

All information obtained during the course of this study is strictly confidential. The study data will be coded so that it will not be linked to your name. Your identity will not be revealed while the study is being conducted or when the study is reported in scientific journals. All the data sheets that have been collected will be stored in a secure place. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. The information received during the project will only be used for research purposes and not released for any employment-related performance evaluation, promotion and/or disciplinary purposes.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

Yes. The Faculty Higher Degrees Committee and the Research Ethics Committee of the Tshwane University of Technology have approved the formal study proposal. Also, the Director General of the Department of Health, Ms MP Matsoso has granted written approval for the study. All parts of the study will be conducted according to internationally accepted ethical principles.

WHO CAN YOU CONTACT FOR ADDITIONAL INFORMATION REGARDING THE STUDY?

The primary investigator, Mr G Maake can be contacted during office hours at Tel (012) 395-9582, or on his cellular phone at 071 856-6912. The study leader, Dr CPJ Harmse, can be contacted during office hours at Tel (012) 382-5401. Should you have any questions regarding the ethical aspects of the study, you can contact the chairperson of the TUT Research Ethics Committee, Prof WA Hoffmann, during office hours at Tel (012) 382-6265/46, E-mail hoffmannwa@tut.ac.za

A FINAL WORD

Your co-operation and participation in the study will be greatly appreciated. Please sign the underneath informed consent if you agree to participate in the study. In such a case, you will receive a copy of the signed informed consent from the researcher.

CONSENT

I hereby confirm that I have been adequately informed by the researcher about the nature, conduct, benefits and risks of the study. I have also received, read and understood the above written information. I am aware that the results of the study will be anonymously processed into a research report. I understand that my participation is voluntary and that I may, at any stage, without prejudice, withdraw my consent and participation in the study. I had sufficient opportunity to ask questions and of my own free will declare myself prepared to participate in the study.

Research participant's name: _____(Please print)

Research participant's signature: _____Date: _____

Researcher's name: _____(Please print)

Researcher's signature: _____Date: _____

ANNEXURE C

RESEARCH QUESTIONNAIRE

QUESTIONNAIRE

SECTION A

BIOGRAPHICAL INFORMATION

(*Information about yourself)*

GENERAL INFORMATION/ INSTRUCTIONS

I. Information requested for statistical purposes **ONLY**.
II. Responses provided will be strictly **CONFIDENTIAL**.
III. Please mark appropriate response with a cross (X).

PERSONAL

1. RACE*

Asian	1
White	2
Coloured	3
Black	4

**to determine if there is any significant difference in motivation between race groups and to use information for possible remedial purposes.*

2. GENDER

Male	1
Female	2

3. MARITAL STATUS

Never married	1
Married	2
Living together	3
Divorced/separated	4
Widowed	5

4. AGE

21 years and younger	1
22-29 years	2
30-39 years	3
40-49 years	4
50 and older	5

5. EDUCATIONAL LEVEL

Senior certificate-High School	1
Certificate	2
Diploma	3
Degree	4
Post Graduate degree/diploma	5
Other	6

EMPLOYMENT

6. YEARS OF SERVICE AT NDoH

Less than 2 years	1
2-10 years	2
11-20 years	3
21-30 years	4
More than 30 years	5

7. NATURE OF YOUR WORK

Administrative	1
Personal Assistant	3
Secretary	4

8. EMPLOYMENT STATUS

Contract	1
Permanent/Probation	2
Internship	3

SECTION B: FACTORS OF MOTIVATION

Please think about the work you do and complete the questionnaire by indicating with an (x) to what each of the following statement is true.

	STATEMENT					
	Reward	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
1	Your organisation's current incentive scheme motivates you to perform better.					
2	Your organisation is aware of what rewards employees value as important.					
	Goal-Setting	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
3	You feel the goals you are supposed to achieve are realistic.					
4	You assist your manager/supervisor in setting your goals.					
	Feedback	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
5	You receive adequate feedback from your manager/supervisor.					
6	Feedback from your supervisor/manager is clear.					
	Job characteristics	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
7	Your job is challenging.					
8	Employees are rotated in the organisation in order to learn new tasks.					

	Salary	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
9	You are of the opinion that your salary is market related.					
10	You feel that your current salary motivates you to perform.					
	Opportunity for advancement and growth	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
11	There are good promotion opportunities for employees within the organisation.					
12	The advancement and growth opportunity within the organisation motivates you to perform better.					
	Working condition	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
13	You are provided with the necessary equipment to adequately perform your duties.					
14	You work under pleasant working conditions.					
	Recognition and appreciation	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
15	You receive recognition for your achievements from your supervisor/manager.					
16	Employee achievements are publicised throughout the organisation.					
	Training and development	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
17	You receive ongoing training to improve your ability and skills.					

18	You are cross-trained in order to perform duties in other departments.					
	Responsibility	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
19	Your manager/supervisor lets you take responsibility for the tasks you perform.					
20	Your manager/supervisor allows you to make your own decisions on how to perform your tasks in order to achieve your goals.					
	Job security	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
21	You have no fear about the financial stability of the organisation.					
22	You feel secure about your future within the organisation.					
	Performance Appraisals	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
23	You feel that the current performance appraisal system used, adequately measures your true performance.					
24	Your current performance appraisal system motivates you to achieve your goals.					
	Leadership	***1 Strongly Disagree***	***2 Disagree***	***3 Not sure***	***4 Agree***	***5 Strongly Agree***
25	You receive adequate support from your manager/supervisor.					
26	Your supervisor/manager is trustworthy.					

SECTION C: RANK IMPORTANCE OF FACTORS OF MOTIVATION

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

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

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

ANNEXURE D

PERMISSION LETTER FROM THE NDoH

DIRECTOR – GENERAL

REQUEST FOR APPROVAL TO CONDUCT MASTERS RESEARCH FACTORS CONTRIBUTING TO ADMINISTRATIVE EMPLOYEES' MOTIVATION IN THE NATIONAL DEPARTMENT OF HEALTH

CLUSTER: HEALTH REGULATIONS & COMPLIANCE
DIRECTORATE: REVENUE RELATED ISSUES
URSULA LE ROUX
EXT: 8234 / 8233
ROOM: 2501

REFERENCE:
ENQUIRIES: URSULA LE ROUX
EXT: 8233
OFFICE NO: 2504
30 OCOBER 2013

DIRECTOR - GENERAL

REQUEST FOR APPROVAL TO CONDUCT MASTERS RESEARCH ON "FACTORS CONTRIBUTING TO ADMINISTRATIVE EMPLOYEES' MOTIVATION IN THE NATIONAL DEPARTMENT OF HEALTH

PURPOSE

1. To request the Director –General:

   1.1 To grant approval to Mr Godfrey Maake, Provincial Technical Support Officer to conduct master's research under this topic "factors contributing to administrative employees' motivation in the National Department of Health".

BACKGROUND

2. Godfrey Maake, Provincial Technical Support officer placed at National Department of Health in Revenue Related Issues Directorate. Mr Godfrey Maake registered with Tshwane University of Technology for a Masters Degree in Office Management and Technology. The reason for me to write this submission is to ask for permission to conduct my research in National Department of Health. My topic will be "factors contributing to administrative employees' motivation in the in the National Department of Health. The information will be gathered in the various departments in the National Department of Health. A sample of 200 employees will be selected to take part in the study and employees will be selected using sampling methods meaning that no employees will be forced to participate in this research only those who are willing to participate. No any confidential information gathered will be used for academic purposes.

3. The purpose of this study of this research is not that I have identified poor performance by any department but it is meant to identify where we can improve our service where needed.

REQUEST FOR APPROVAL TO CONDUCT MASTER'S RESEARCH IN THE NATIONAL DEPARTMENT OF HEALTH

RELEVANCE TO THE NEGOTIATED SERVICE DELIVERY AGREEMENT (NSDA)

4. One of the Department's key outputs is to strengthen "Health System Effectiveness". The Departments' sub outputs are to strengthen Financial Management (Monitoring & Evaluation) and Health Information Systems

HOW THE DEPARTMENT WILL BENEFIT

5. The department can use research information gathered and the information gathered is likely to assist the managers and supervisors

FINANCIAL IMPLICATIONS TO THE DEPARTMENT

6. No financial implication from the Department

SOURCE OF FUNDING

7. None

RECOMMENDATIONS

8. It is recommended that the Director-General:

   8.1 Grant approval to Mr Godfrey Maake, Provincial Technical Support Officer to conduct master's research under this topic "factors contributing to administrative employees' in National Department of Health".

DR A PILLAY
DEPUTY DIRECTOR-GENERAL: HEALTH REGULATION & COMPLIANCE
DATE: 17/12/2013

REQUEST FOR APPROVAL TO CONDUC MASTER'S RESEARCH IN THE NATIONAL DEPARTMENT OF HEALTH

DECISION

9. Recommendation in paragraph 8 approved/ not approved / amended.

Comments:

MS MP MATSOSO
DIRECTOR-GENERAL
DATE: 19/12/2013