

LEVELS OF EMPLOYEE MOTIVATION IN A SWISS MULTINATIONAL SPECIALTY  
CHEMICAL COMPANY

By

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DECLARATION

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

Signed

*Shawna*

Date

*24/01/07*

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Dedicated to my wonderful family, and in memory of my late parents and brother

Dr Prem Naidoo

## ABSTRACT

In this dissertation the researcher investigates the levels of employee motivation and related contributing factors in his own organization.

The researcher reviews and presents the results of a literature survey for the reasons of varying levels of employee motivation amongst staff in his own organisation a Swiss Specialty Chemical Multinational. The researcher identifies a theoretical framework that serves as a backdrop to the interpretation of the empirical results, by providing insight into employee motivation and the role of managers in addressing and improving employee motivation.

The study investigated the relationship between intrinsic and extrinsic motivation factors and the extent of the existence of equity factors in the South African environment. Staff motivation in a multinational was analyzed from the perspective of Herzberg-Hygiene Theory in the present study using survey data from all employees across the organization.

An empirical survey examining how staff feels about issues such as working conditions, actual work, company policy & administration ,job security, job advancement ,supervision , recognition and remuneration.

The researcher reported, analyzed, and interpreted the results of the data that were obtained via the questionnaires and that were captured using the statistical computer program SPSS 11.5.

The empirical results and analysis of the fieldwork revealed that management must address key issues such as recognition, job security and advancement within the organisation in order to improve or increase levels of staff motivation. The issue regarding remuneration is always a sensitive and emotional topic; management must ensure that consistent and fair practice is instilled.

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STATEMENT OF PROBLEMS AND RESEARCH DESIGN

**1.1 INTRODUCTION**

In this chapter the researcher will indicate the motivation and its value for undertaking the research, state the problems regarding employee issues and concerns. The researcher will also provide insight with regard to the research design, objectives and methodology that will be implemented. Information relating to the actual fieldwork and the protocols to follow will be stated. The questionnaire design will also be briefly outlined.

**1.2 MOTIVATION FOR THE STUDY**

The success of any operation lies in the worth of their employee's. On going market changes and globalization calls for regular re-alignment of organizations to meet market requirements. These regular changes sometimes impacts on employee's insecurities and motivational levels. It is equally important to note the impact of leadership in relation to employee motivation.

The organization comprises of a young local management team including the researcher and it is therefore important that this team is made aware of employee issues impacting on motivational levels and performance.

**1.3 VALUE OF THE STUDY**

Market leadership and competitiveness is the key to survival and sustainability. The local organization has to operate as an independent profit center maximizing and adding shareholder value. This is only achieved by having a highly motivated staff. With motivation comes dedication and commitment.

Commitment has been shown to be a better predictor of business performance than job satisfaction alone. Understanding what different groups of staff expect from their work is

critical to being able to manage their performance effectively presents a constant challenge to employers at a time when both business and individuals needs are changing.

It is therefore imperative that management must be made aware of key issues impacting on employee morale and levels of motivation. Management must then address and action such issues, which will yield positive impact for both the employee and the business ensuring future success of the organization.

#### **1.4 BACKGROUND OF THE COMPANY**

Ciba Specialty Chemicals (Ltd) Pty is a spin off from the merger of the two major Swiss multinational Life Science's & Chemicals companies Ciba Geigy (Pty) Ltd and Sandoz (Pty) Ltd that took place in 1996 to form Novartis. The former organizations have been operating in Southern Africa for at least 50 years.

The current organization has been going through constant organizational and business strategy changes almost yearly from its spin-off in 1996. Ciba Specialty Chemicals (Pty) Ltd has a headcount of 38 employee's including management with a diverse multi-racial and multi cultural workforce managing four SBU'S .The current four member Management team comprises of local South Africans from different racial and cultural backgrounds.

Global strategies and on-going key initiatives for improvements are cascaded from Head Office in Switzerland to the local organization.

Employee benefits include an annual bonus, medial aid, provident fund, incentive performance bonus, 21 working days annual leave and assistance and sponsorship programs in training and education. Annual benchmarking exercises are conducted to verify status of the remuneration structure in the chemical related industries.

The company continues to be active with programs in corporate social responsibility and is proactive in supporting the labor legislations (Employment Equity, Skills Development etc)

Internal and external factors influence and drive business; it is these factors that sometimes have an influence on employee motivation in turn impacting on performance. It is imperative that management responds and addresses these changes for the benefit of all stakeholders

## 1.5 STATEMENT OF PROBLEMS

Organizations face constant demands to improve quality and business outcomes in order to remain competitive. Employee commitment, productivity and retention issues are emerging as the most critical workforce management challenges of the immediate future, driven by employee loyalty concerns, corporate restructuring efforts and tight competition for key talent. For many firms’ *surprise*’ employee departures and low morale can have a significant effect on the execution of business plans and may eventually cause a parallel decline in productivity and morale.

This phenomenon is especially true in light of our current economic uncertainty and corporate downsizing.

Research shows that the working population can be divided into several categories: people who are engaged (loyal and productive), those who are not engaged (just putting in time), and those who are actively disengaged (unhappy and spreading discontent).

Productivity and retention rates generally fall further as employees become distracted, confused and preoccupied with potential outcomes immediately following an organizational transition or with the introduction of legislation and its impact in the workplace.

Compounded with managing a diverse cultural workforce and in turbulent times, the role of the manager becomes more important than ever because managers play a vital and distinct role. To effectively motivate and retain employees, a manager needs to deal with each person one at a time-asking questions, listening to, and working together one-on-one. A “good manager” therefore is key to an employee’s decision to perform and stay or leave an organization (Buckingham and Coffman, 1999; Kreisman, 2002; Kaye and Jordan-Evans, 1999).

Despite the advent of a new era of democracy and equality, issues of diversity and discrimination continue to plague South African society which impacts on varying levels of employee motivation.

Despite these issues however, progress is being made in South Africa to eradicate discrimination and implement diversity, which should result in improved employee morale and motivation.

South Africa's rapidly changing society has presented employers with unique problems regarding diversity and the management of transition in the workplace and its impact on levels of employee motivation.

Workplace diversity is a multi-faceted concept that continues to evolve as more industries move towards a global marketplace. Most people hold the belief that every human being is of equal worth, entitled to the same privileges and opportunities, without regard to race, gender, disability or age. This fundamental belief has led to changes in management practices primarily relating to the recruitment, training and retention of employees who reflect the changing face of the South African workforce and legislation. Employers are taking seriously the Employment Equity and Skills Development Legislation, and also issues of Black Economic Empowerment are currently a key focus.

In the broadest sense, the management of diversity is a business's reaction to rapid cultural and sociological changes. Internally, diversity management means providing a climate where all employees feel that they are valued by and contributing to an organization. Externally, it means that organizations are flexible and astute about changes occurring in world markets.

The hard truth, however, is that inequalities exist for employees within organizations due to stereotyping and preconceived ideas about a person based on race, gender, religious or cultural origins, age, physical or mental limitations, and more.

There is a general acceptance that a highly motivated, committed and engaged workforce gives a company competitive advantage, and attracts and retains good people to the organization.

Given the above background, the general problem to be solved with this research is to determine:

*What are the most important motivational needs of the staff in their work environment and how should they be addressed?*

This research project is first of all assessing the validity of the standard answers against the background of empirical research that will enable one to detect the level of employee motivation. This research will also determine whether other primary or contributing factors such as the existence of commitment and understanding what different groups of staff expect from their work.

## **1.6 RESEARCH OBJECTIVES**

It is dangerous to assume that you know what is motivating someone because you really can't "read his or her mind"

As it was unclear to the author as to what the opinions of employee's were regarding their role and those of managers in addressing employee's motivational needs in the work situation, this study on motivation was conducted

- To assist management to understand what the most important motivational needs of employee's are.
- To determine why employees at the various levels are showing varying levels of motivation than is expected.
- To determine if business success requires the productive use of human resources, which in turn requires that they be motivated?
- To confirm that money is not the only motivator.
- To ascertain if leadership influences and impacts on motivation

In the final chapter of the dissertation the researcher will indicate to what extent he was able to meet the above objectives.

This study focuses on staff motivation at Ciba Specialty Chemicals (South Africa). Motivation is a vast subject and has many different theories in various disciplines. This study focuses on the implications on management practices and intrinsic and extrinsic vari-



ables (Hertzberg's Motivation-Hygiene Theory) and their relationship with the perception of equity (Adam's Equity Theory) in the workplace.

## **1.7 RESEARCH DESIGN**

This section briefly indicates the following aspects of research design: exploratory literature survey, research methodology, fieldwork protocols, questionnaire design, and permission to conduct the research, selection of respondents, quantitative analyses, database construction, data processing, ethical considerations, limitations & structure of the research.

### **1.7.1 EXPLORATORY LITERATURE SURVEY**

A NEXUS search was conducted to inform the research design and to assist the researcher in identifying which dissertations in South Africa are completed or in progress. A Sabinet and iLink search was done to identify books in print.

A Google's search facilities: Electronic search engines Google's search facilities such as Google Alerts, Google Suggest, and Scholar Google will be utilized to inform the research design and obtain completed and ongoing research relating to this research project, at both National and International levels.

### **1.7.2 RESEARCH METHODOLOGY**

The research consists of a literature survey that will be followed by an empirical survey of respondent's levels of motivation by means of a questionnaire. Each respondent will be asked to report on matters such as their actual work, the working conditions, company policy, peer relationships, supervision, remuneration and job advancement and security. Individual results will be quantified in the Statistical program SPSS 11.5

An ex post facto design will be used, in that the study will be carried out in the natural setting without manipulation of variables by the researcher (Cooper & Schindler, 2003).

To find appropriate answers to the research questions, a quantitative, descriptive, explorative study is deemed the most appropriate research design. The purpose of exploratory research is to gain insight into a situation, phenomenon, community or person (Bless & Hig-

son-Smith, 1995:42-44).The descriptive element of the present study resides mostly in the utilisation of descriptive statistics and the restriction placed on the utilization of inferential statistics due to the population specificity of the sample and the limitations imposed by the sampling method and strategy. The research group (population) consists of 38 staff. Most appropriate method of Research Methodology will be identified using various research design textbooks by Babbie and Mouton 2001, Bailey 1997, Collins 2001 and Leedy 1997.

A questionnaire will be developed to gather data, which would answer the research questions and attain the stated aim and objectives. The questionnaire will be designed in such a manner that respondents merely will be required to tick their responses from a series of alternatives to the 50 items contained in the questionnaire.

### **1.7.3 FIELDWORK PROTOCOLS**

The following protocol procedures will need to be executed in order for the fieldwork to be conducted successfully:

- The researcher will formulate questionnaires for the respondents.
- The request to the Management seeking permission to conduct the research in the organisation.
- The sample questionnaire for the respondents will also be submitted to the organisation for approval.
- When a positive response is received from the organisation, the researcher will approach the respondents with the necessary documentation to conduct the research.
- Obtaining Ethical clearance from the Graduate School of Business-UKZN

### **1.7.4 QUESTIONNAIRE DESIGN**

Questionnaires will be prepared for staff across all departments. All questionnaires will have a note to the respondents, explaining how the questionnaire should be filled in, with the emphasis that their participation is voluntary.

### **1.7.5 PERMISSION TO CONDUCT RESEARCH AND ETHICAL CLEARANCE**

The researcher will seek the assistance of the HR Manager in the organisation to facilitate correspondence with the management to obtain permission to conduct research among staff. Before the survey was conducted the researcher had to seek ethical clearance from the University. These documents are attached in the addenda, addendum A,B and D respectively.

### **1.7.6 SELECTION OF RESPONDENTS**

Firstly, respondents will include all staff across the organization. Respondents selected to participate in this research will include respondents from the many different ethnic groups, diverse cultures, and the various departments.

The study focuses on employees at Ciba Specialty Chemicals .The sampling frame is the current population of employees in the organization. The size of the population included all 38 employees. Their ages vary from 20 up to 63 years old. Sampling is thus representative.

### **1.7.7 QUANTITATIVE ANALYSES**

Quantitative analysis will be done by the researcher. The quantitative analysis will be done after the extraction of the tables and graphs using SPSS 11.5.

The design will be a cross-sectional, correlation research design. There is no control group and all variables will be measured at the same time via a questionnaire.

The quantitative data will comprise a structured questionnaire (form of an employee satisfaction survey). The questionnaire will be sent to employees via the company email. Questions will take the form of Likert Scale (interval data – measurement of attitudes towards the object of interest)

## **1.7.8 DATABASE CONSTRUCTION**

The SPSS 11.5 program will be utilized by the researcher to construct a database with all the questions, and set up a coding system of the possible responses in order to capture and analyze the data received.

## **1.7.9 DATA PROCESSING**

Each respondent will be allocated a specific respondent code, which will be used by the researcher to capture and process the data collected from the responses to each question in the questionnaire.

## **1.7.10 SIGNIFICANCE TESTING**

The SPSS 11.5 program will be used to extract the tables and graphs from the database that will be constructed to process the data captured by the researcher from each response. Various sets of responses will be compared and analysed by means of the tables and graphs.

## **1.7.11 LIMITATIONS**

- It is acknowledged that limitations will be placed on this study by the fact that not everything that impacts on motivation can be covered. Motivational, extrinsic and intrinsic, factors are too broad.
- The writer is concerned that some responses will not reflect the transparency and honesty of the participants.
- Incomplete and unfilled questionnaires.
- Possible initial reluctance of some of the senior staff to participate in the survey.

## **1.7.12 ETHICAL CONSIDERATIONS**

As participation in the research was voluntary, staff was given the assurance that whether or not they participated in the study, no harm would come to them and that they would not be victimised. Participants were assured of both anonymity and confidentiality. Anonymity was established by having had questionnaires completed incognito. The names of responses did not appear on the questionnaires. Confidentiality was attained via anonymity and by not having divulged information about the study and data to outsiders. Participants were informed of the importance and benefits of undertaking the research study and access of the results of the study at completion.

## **1.7.13 STRUCTURE OF THE RESEARCH**

The dissertation consists, besides the introduction, of five additional chapters:

- Chapter two - contains a literature review that will deal with various concepts in the research areas of employee motivation. Importance of the area being researched and various concepts and theories of Motivation.
- The theories/models on employee motivation will be discussed. One of these models will be used for the study.
- Chapter three - This chapter gives an overview on the methodology and techniques that were used to research the dissertation topic. The technique used for this study is quantitative, using both primary and secondary research. The research design to be used, Identify data requirements, select the sample and develop the questionnaire. Data collection methods and statistical procedures to be used. Reliability and validity of instruments
- Chapter Four - This chapter is a discussion on the feedback received from the questionnaires. Analysis of data and reporting and discussion of the results expressed according to descriptive and inferential statistical procedures. Results of data
- Chapter Five- The results obtained through quantitative research are presented and described here. An evaluation of the information in chapter four against the “model” chosen in chapter two will be carried out. An indication of what the

company has done “well” and what they are “not” doing in order to be a successful company is presented here.

- Chapter Six - A summary of the main findings and principle features of the dissertation is provided. Moreover, recommendations will be made to the company for the way forward, and recommendations for future research are given.

The structure of the research is based on the six motivator factors and ten hygiene factors presented by Herzberg. The study focuses on the motivational levels of employee's in a Swiss Multinational operating in South Africa. The company known as Ciba Specialty Chemicals (Pty) Ltd consists of 38 employees of who 3 are first level managers and the rest comprises of Line Managers and non-managerial employees.

## 1.8 CONCLUSION

Motivation has been a major concern for many organizations for decades, mainly because of its impact on performance, and although much research has been conducted to define motivation, many organizations are still trying to clarify what motivates people and how to motivate people.

In this chapter, the researcher discussed the statement of problem, the theoretical framework that supports this dissertation as well as the research methodology employed. The researcher will use a qualitative and research technique which involves the questionnaire. A literature survey will be carried out to ascertain what research has already been carried out in the field which supports the findings. The findings of this research will be quantified using the SPSS 11, 5 programs.

This document is a proposal towards a dissertation that evaluates employee motivation and its link between performance and the organizations strategic objectives.

Due to the fact that low levels of employee motivation can impact negatively on overall employee and employer performance, the intent is to investigate and establish what value increased levels of motivation will add to all stakeholders.

The researcher will revisit the problem statement and the research objectives in order to assess to what extent they have to be adjusted in the light of perspectives gained during the literature review

In addition, this proposal also highlights the methodology, limitations and the structure of the dissertation.

## LITERATURE REVIEW

### 2.1 PREVIEW

In the previous chapter the researcher stated the research objectives to be tested and the statement of the problem regarding his dissertation. The researcher highlighted the research methodology that will be utilized. In this chapter the researcher will discuss the key concepts relating to his research regarding employee motivation. The purpose of this chapter is to introduce the main concepts with which the researcher will be working, and which the researcher will analyze in greater detail. The literature review is based on references that relate to the problem under investigation namely iLink, Nexus, Sabinet, Science Direct and Scholar Google as outlined in the first chapter. It is not research that has been done before or by other researchers and therefore the statement of problems and research objectives remain as stated in chapter one.

More specifically different types of literature will be reviewed that relates to the theory, methodology and research design on the problems under investigation

### 2.2 INTRODUCTION AND GENERAL BACKGROUND

“Motivation is the forces, either internal or external to a person, that arouse enthusiasms and persistence to pursue a certain course of action” (Daft, 1999:238). In recent years, the importance of these “forces” has been given substantial managerial support. Studies have shown that forces such as commitment and morale of staff have altered following the introduction of a raft of techniques under the motivation and empowerment banner (Cunningham & Hyman, 1996:14). In general motivation of employees is an essential part of the effective functioning of an organisation in its quest to meet its objectives.

The motivation of staff has high value for the organisation. Employee’s who are motivated tend to put forward their creative ideas, accept delegated responsibilities, promote open discussions with colleagues and supervisors and tend to be receptive for new ideas. The



result is that employee's become active participants in planning the future of an organization or department.

Although much has been written about the roles, functions and skills the staff and the managers regarding motivation, the continuously changing organizational context necessitates consistent new perspectives and ways in which to motivate members of staff. It is important to continuously identify sets of skills, which would urge supervisors and staff to contribute towards achieving the strategic goals of the organisation.

Towards this end, the paper reflects upon some of the motivational needs of employees and strategies to meet these needs. Managers should be cognisant of these needs and strategies to enhance motivation within themselves and within subordinates in the work environment.

### **2.3 LITERATURE REVIEW**

Managers should create a motivational environment in which staff are empowered and in which work satisfaction are promoted. The role of the manager in motivating employees entails more than merely acting as a role model. It includes being available during work performances as a guide, to advise and to direct subordinates (Vogt & Murrell, 1990:34). Effective supervisors and managers inspire others with the enthusiasm they gain from their vision and the pride they take in their work accomplishments. Pride, as an intrinsic motivational force, allays the need for extrinsic incentives such as remuneration.

This in turn enhances the individual's self-concept, which paves the way for the individual to become a true expert in what he or she does. Expertise again leads to the assignment of more tasks to the individual that are more complex and which are accompanied by more responsibility (Kramer & Schmalenberg, 1993:64). This motivates individuals towards continuous outstanding performances.

Individual employees should be informed continually about their work performances, and suggestions for improvement thereof should be given by the manager (Mdongo, 1995: 16). Feedback as an instrument in enhancing motivation leads individuals and teams to change their attitudes and performances positively (Kinlaw, 1996:106). However, oral feedback should be specific and employees should be encouraged by the supervisor to believe in themselves to be successful (Kramer & Schmalenberg, 1993:64). Positive feedback from

managers plays an all-important role in reassuring staff and in creating staff satisfaction and personal growth.

These are not only a positive step in the direction of motivation, but also leads to self-affirmation, self-regulation and an inherent quality control that gives rise to a continuous rendering of quality services.

## 2.4 WHAT DOES PERSONNEL MOTIVATION MEAN?

Some authors see motivation as being contained within the individual whereas others view it as arising from sources outside the individual. Examples that view motivation as something that exists within the individual (internal or inherent motivation), are the following: Motivation is 'an inner state that energizes activates or moves, and that directs or channels behaviour toward goals' (Berelson & Steiner 1964:240). 'Man is by nature motivated. He is an organic system, not a mechanical one.

*We do not motivate him, because he is motivated. When he is not, he is dead'*

(McGregor 1966:208) 'The needs, wants and desires which exist within an individual, make up his internal motivation. These factors influence him by determining his thoughts, which in turn lead to his behavior in a particular situation' (Hicks & Gullett 1975: 276). Motivation is 'getting somebody to do something because they want to do it' (Denny 1993: 12). 'Motivation is the driving force in any individual which moves him (or her) to act in a certain way. Practically spoken: it is what drives your employees to give their best for your business (Franken 1994: 15)

External motivation theory, in other words, includes the forces which exist inside the individual as well as the factors controlled by the manager, namely job context items such as salary and working conditions, and job content items such as recognition and responsibility (Hicks & Gullett 1975:283). With the latter in mind, it is also important to take note of the views of Herzberg (1968:53:t62). He showed that every manager has two different kinds of factors he or she should consider in dealing with his or her workers. Both kinds are absolutely necessary in getting jobs done though they must be considered separately. These factors are called maintenance factors and motivation factors.

Maintenance factors, like salary and working conditions, simply keep the worker on the job. The presence of these factors causes satisfaction whereas their absence causes dissatisfaction. Although these factors are prerequisites for motivation and cause satisfaction, they do not contribute in enhancing a worker's desire to increase performance. Herzberg indicated, for instance, that money is not a prime motivator in getting people to do better work, although it may be important as a means of getting things that do motivate such as recognition.

Motivation factors like achievement; recognition and responsibility on the other hand, directly affect the motivation of the worker in making it higher or lower according to whether or not the manager is using a particular strategy to stimulate the worker's desire. The presence of these factors will both satisfy and motivate. Although their absence may not necessarily cause dissatisfaction, it may lead to an absence of motivation.

Although Herzberg's theory has been subjected to a great deal of criticism, one of the most significant aspects he emphasized was the fact that job satisfaction is dependent on the task itself. To merely get workers to do a job is not motivation.

The manager's task in motivation is rather to make sure his or her workers enjoy doing what must be done. Franken (1994: 16) correctly observes in this regard: 'I think that there is clearly a difference between 'must work' and 'wants to work' and this is where Herzberg's differentiation lies'.

## 2.4.1 MOTIVATION

Motivational factors are an important starting point for the selection of appropriate management styles. This aspect requires the sensitive understanding of staff needs and aspirations. These are likely to be complex and somewhat difficult to define explicitly. Individuals in a team or group are likely to have different patterns of needs and aspirations. Some common needs likely to be present in almost any team or group are the need to be:

- Supported
- heard
- noticed
- encouraged

- trusted
- appreciated and valued
- informed
- helped to clarify ideas
- helped to develop skills and abilities
- challenged and extended

It has been noted that when the culture of an organisation tends to satisfy these need people tend to work harder, with greater commitment and with a more purposeful sense of direction (Drafke & Kossen 1998:275)

Leadership can be said to be effective when staff consistently experience these motivational factors. Service delivery improves when the organisation creates the culture of satisfying employer needs. Frederick Herzberg (1966) observed the following of highly motivated workers in organisations.

- The work is intrinsically motivating, satisfying and challenging
- Workers are actively involved in decision making and are involved in the co-management of the organisation
- Successful work leads to recognition and the possibility of career advancement

Handy (1976) emphasises the importance of acknowledging individual choice and decision-making in motivation.

Maslow distinguishes a number of needs ranging from lower order to higher order needs (Maslow, 1954:35-47). These needs are described below.

### **2.4.1.1 PHYSIOLOGICAL NEEDS**

Physiological needs are fundamental to human survival. If the organism lacks food, safety, love and esteem, the need for food will be the most dominant. However, once the physiological needs have been satisfied, new and higher order needs will emerge. Hence the

rationale for asserting that needs is hierarchically organized. Some of the physiological needs are food, water, sex, rest and oxygen. A workplace example might be pay.

#### **2.4.1.2 PSYCHOLOGICAL NEEDS**

Some of the factors, which threaten the safety of individuals, include quarrelling, physical assault; separation and divorce, while a death in a family may be particularly terrifying. Similarly, a parent's or teacher's outburst of rage or threats of punishment directed at a child, calling him names, speaking to him harshly, shaking him, handling him roughly or actual physical punishment are likely to elicit panic and terror in the child.

In the event that his basic needs are met, a person will pursue safety needs, which include an environment that is stable, predictable, and free from chaos and threatening characteristics. In the case of a young child, he needs to know that he is accepted and protected from bullying, sickness or discord between his parents. An adult seeks safety by securing a stable, well-paid job accompanied by benefits, a healthy bank account, or enough productive land on which to grow sufficient food from one growing season to the next.

#### **2.4.1.3 THE BELONGINGNESS AND LOVE NEEDS**

Every normal individual wants to know that someone cares for him or her and that he/she has someone to care for. Most people want friends, a partner or spouse, and, ultimately, children. Love means being tender, affectionate and caring and receiving similar treatment in return. It must be a two-way affair to prevent it from being unstable or resulting in alienation, rejection and divorce. A workplace example of belongingness might be understanding and sympathetic colleagues.

#### **2.4.1.4 SELF-ESTEEM NEEDS**

Most people have a strong desire for a stable and firmly based high evaluation of themselves, for self-respect or self-esteem, and for the esteem of others. Esteem needs include the desire for strength, achievement, knowledge, confidence in the face of the world, independence and freedom, recognition, attention, importance or appreciation, reputation and status. Satisfaction of these needs results in self-confidence, worth, strength, capability and feelings of adequacy and of being useful and necessary in the world.

Failure to achieve esteem needs result in feelings of inferiority, weakness and helplessness, which in turn may lead to basic discouragement or compensatory or neurotic tendencies.

#### **2.4.1.5 SELF-ACTUALISATION**

When all his other needs are fulfilled a person will not be satisfied if he does not achieve what he is capable of achieving. This tendency is known as *self-actualisation*, which means becoming more and more what one is and everything that one is capable of becoming.

According to Maslow (1954), this is the culmination or highest level of human growth, and consists of bringing one's potentials and capacities to fruition. For example, some people have the potential and capacity to be excellent leaders, teachers, doctors, nurses, mechanics, carpenters, technicians, politicians, musicians, lawyers, etc. They must discover this for themselves and do all they can to achieve what they are best fitted for, so that ultimately they attain self-fulfillment, satisfaction and happiness.

#### **2.4.1.6 COGNITIVE NEEDS**

Man has an inherent capacity for exploring and getting to know and understand himself, those he comes into contact with as well as his environment as a whole. This partly explains the tremendous quantity of learning to which man is exposed both formally and informally throughout his lifetime. Failure to acquire such knowledge and understanding leaves man to the domination of ignorance and fear of the unknown and less in control of his destiny.

#### **2.4.1.7 AESTHETIC NEEDS**

Man has a special appreciation and enjoyment of beauty as reflected in nature in the form of plants, animals, human beings, and works of art, symmetry, order, and magnificent natural scenes of water, mountains, valleys and sky. An exposure to all or some of these goes a long way towards satisfying man's aesthetic needs.

#### **2.4.1.8 TRANSCENDENCE**

As the term indicates, man needs to move beyond his physiological and psychological needs to a situation where he finds himself one with nature, cosmos and the universe as whole. He enters a period when he assumes a spiritual state of being, not necessarily in the religious sense, but in so far as he is indistinguishable from serenity, tranquility and peace of mind in their highest form. He is one with himself, his fellow men, nature, his creator, ancestors and the universe and transcends both space and time.

#### **2.4.1.9 CHARACTERISTICS OF A SELF-ACTUALISING PERSON**

Attaining Maslow's highest level of personality is of vital importance not only for pupils, but also for their leaders as teachers and individuals. Maslow's theory has proposed a number of characteristics of a self-actualising person, which are listed below:

- They are capable of making objective and fairly accurate judgements of people, events, ideas and future trends.
- They know and understand themselves and their feelings, motives, strengths, weaknesses, etc.
- They pursue their goals with determination and zeal and achieve excellence in such goals.
- They are not too concerned with what others think of them as long as they are sure that what they are doing is right—they are motivated intrinsically rather than extrinsically.
- Whatever they achieve, be it a good marriage, promotion at work, a child, a new plot or home, or a plantation of coffee, bananas, etc, is looked upon as a blessing with constant admiration and appreciation, thereby contributing meaning to their existence.

- They experience moments of peak experience involving ecstasy, perfection, wonder and awe resulting from love, sex, art, music, creativity, discovery or splendid performance in a given task.
- They are interested in people and assist them when necessary. They delight in others' achievement and success.
- They can make friends with all types of people, irrespective of their tribe, nationality, sex, race or station in life. Discrimination is not part of their lifestyle. As a corollary, they take a strong stand against injustice, cruelty, inequality and the exploitation of others.
- They have definite concepts of wrong and right and are prepared to accept responsibility for their mistakes. They do not explain away their errors or blame others for them.

It is important that managers motivate their staff accordingly if they are to achieve quality work among the workforce. From a management perspective it is important that managers take time to assess what motivates their subordinates. This can be used to manoeuvre the objectives of the organisation in the correct direction.

#### **2.4.1.10 FINANCE**

It is frequently contended that money is not really a motivator. However, it is virtually impossible to satisfy one's needs without finance; therefore employees could work harder for the express purpose of increasing their earning capacity, thereby satisfying their basic necessities (Maslow, 1954:35-47). According to Beach 1985: 309, the value of money is usually determined by what people have learnt to associate with it.



### **2.4.1.11 JOB SECURITY**

Some people would do just about anything to retain their jobs, particularly in an economic recession when jobs are scarce. Where job security could become a threat to employees, they could develop a low morale. There is little doubt that morale and productivity go hand in hand. Another aspect which forms an essential part of an individual's identity and status is his or her career plan or career path. Career planning is cardinal because it helps the individual employee to develop a positive attitude towards the work, the employer and society in general. It involves a lifelong sequencing of a person's ideals, giving purpose and direction in life (Beach 185: 232).

## **2.5 MOTIVATIONAL THEORIES**

Various motivational theories sighted mostly in textbooks on organisational behavior and general management has certain strengths and limitations indicating no clear-cut superiority over another.

Motivation focuses on influences, which create, direct, and sustain, goal directed behavior. Managers must motivate a diverse and in many respects an unpredictable group of people. This diversity results in different behavioral patterns that are related to goals and needs.

Motivational theories can broadly be divided in two categories when focusing on behavior of individuals. Content theories explore the factors that influence behavior. Process theories on the other hand analyse how people behave. Four content theories, most frequently found in literature, include Maslow's need hierarchy, Alderfer's ERG theory, Herzberg's two-factor theory and McClelland's learned needs theory. Process theories include Vroom's expectancy theory,

Porter- Lawler expectancy model, Adam's equity theory , Locke's goal setting theory and Skinner's reinforcement theory. There are numerous other motivation theories but this research focus on some of the above-mentioned due to their relevance to the organisation and specifically management (Hellriegel & Slocum 1996).

## 2.6 CONTENT THEORIES

Content theories emphasize the needs that motivate people. These needs translate into internal drives that give rise to specific behaviour intended to fulfill these needs (Hellriegel & Slocum 1996: 412). The various theories can be compared according to identified levels of needs. Needs can be grouped as lower level needs and higher level needs.

- Maslow's needs hierarchy served as the basis for the ERG model, therefore the similarities. The major difference is that Maslow's need hierarchy is a static system based on the fulfillment progression, whereas the ERG theory presents a flexible three-needs system based on a frustration-progression process (Hellriegel & Slocum 1996).
- Herzberg's theory draws on both the needs models. That is, if hygiene factors are present, the physiological and security needs are likely to be met. Motivator factors focus on the job itself and the opportunity for a person to satisfy higher order needs or growth needs (Hellriegel & Slocum 1996).
- McClelland's model does not recognise lower order needs. The need for affiliation corresponds with level 3 of Maslow's need hierarchy. McClelland's need for achievement correlates with the motivators of Herzberg (Menyennett 1999: 22). Finally the need for power has no direct correlation with specific need levels in comparison to other theorists but it is recognized as a high level need (Hellriegel & Slocum 1996).

## 2.7 PROCESS THEORIES

Content theories revolve around needs and related factors that energise behaviour. Process theories what channels behaviour toward goals and how people choose to behave as they do (Mescon *et al.* 1988: 397). Need theories view motivation as subconscious and instinctive? Process theories view motivation in terms of the explicit thought processes (cognitions) and conscious decisions to select and pursue a specific choice, of employees (Ivancevich *et al.* 1994: 369). Last mentioned group of theories does not dispute the existence of needs, but contend that behaviour is not solely a function of needs.

Each of the process theories has a specific orientation. Vroom's expectancy theory is concerned with the expectations of a person and how they will influence behaviour. Employees choose among alternative behaviours according to their expectation that a particular behaviour will lead to a desired outcome. If satisfactory performance will result in a desired outcome, which the employee values highly, then the employee will be motivated to improve performance.

The Porter-Lawler model is an extension of the expectancy theory and suggests that performance lead to satisfaction. Motivation is a function of needs, expectancies and perceived equity. Performance is dependant on an individual's effort, abilities, traits and the individual's perception of his/her role. The theory establishes a relationship between rewards and performance, namely that an individual satisfies needs through rewards received because of performance.

According to Porter and Lawler, performance leads to satisfaction, not vice versa, as the many human relations' schools tended to believe.

Adams' equity theory primarily addresses the relationship between attitudes toward inputs and outcomes and toward reward practices. It suggests that people subjectively determine the ratio of reward to effort (outcomes to inputs) and compare it to what they perceive others to receive for similar effort. Generally, effort will decrease if the person feels under rewarded and remain unchanged or increase if the person feels over rewarded.

Goal-setting, as proposed by Locke (1977), emphasises that cognitive processes and the role of conscious goals and intentions as primary determinants of behaviour. Setting a goal that is specific and challenging leads to an increase in performance, because it makes it clearer to individuals what they are supposed to do. Generally, the more difficult the goal the higher the level of performance.

The reinforcement theory focuses on the work environment, virtually ignoring the notion of individual needs and attitudes. It focuses on the wise application of rewards and punishment to encourage or inhibit behaviour. Skinner's reinforcement model suggests that behaviour is a function of its consequences (rewards or punishment). Behaviour that is rewarded is likely to be repeated. Undesired behaviour that is punished is likely to cease.

Each process theory has a very specific orientation and is therefore very difficult to compare. Each theory takes a different approach to the exact process that results in specific behaviour (Mescon 1988:397).

## 2.8 THE RELATIONSHIP BETWEEN MOTIVATION AND PERSUASION

Communication can be of a cooperative, competitive or a confrontational nature (Mersham & Skinner 1999). Furthermore, communication is always context-specific (Williams 1992, Mersham & Skinner 1999) and is therefore informed by participants' sensations, perceptions, attitudes, values and beliefs (Wellman, 1992).

According to Gass and Seiter (2004:236) persuasion is concerned with changing beliefs, attitudes, intentions, motivations and behaviours.

According to the *Attitude Change Theory* developed by Hovland (1953) cited in Larson (1989:67, 68) actions by humans have certain constraints or harnesses out of which they act most of the time. Their attitudes determine their behaviour. People have to be motivated to process information in order to change their existing attitudes. Accordingly, persuasion is dependent on five characteristics, namely:

- Attention. If persuadees do not attend to a message, they cannot be persuaded by it;
- Comprehension. If persuadees do not understand or comprehend a message, they cannot be persuaded by it;
- Acceptance. If persuadees reject the message after attending to and comprehending it, they will not be persuaded;
- Retention. Most of the time persuadees have to withhold action for some time after comprehending and accepting the message. They therefore must retain or remember a message and its advice until the time of action; and
- Action. The specific behavioural change or action requested in the message must be in accordance with the accepted and retained appeals.

Klopper (2002), states that specific instances of communication can be ordered along a compliance gaining continuum that progress from *cooperation* to *competition* to *confrontation*.

Cooperation refers to behaviour in which two or more people work together for mutual benefit. Such action is regarded as pro-social because societies, to a great extent are founded on cooperative enterprise (Lidz *et al* 1986:350). Lidz (1986) further posits that the willingness to cooperate for mutual enjoyment or benefit is evident at an early age. According to Mersham and Skinner (2002:50-52) communicators communicate by objectives. Reconstructive Communication is directed toward:

- Persuading and motivating people. Persuasion is used more often with regard to mental states such as attitudes or opinions. Motivation is more often used when the recipient is expected to carry out a particular action;
- Changing negative attitudes and replacing them with positive ones
- Retaining and conserving existing states of affairs and wishing to keep things the way they are i.e. maintaining motivated states and remotivating demotivated states
- Accelerating, intensifying, and strengthening existing states of motivated behaviour; and destroying and stopping undesirable behavior
- The adoption of some behavior, belief, or attitude preferred by the persuader through reasoning or emotional appeals
- The modification as well as the reinforcement of attitudes

## **2.9 THE THEORY OF COMPLIANCE GAINING**

The Theory of Compliance Gaining is a subset of Persuasion that emphasizes the effects or outcomes of behavior, e.g. behavioural conformity. According to Gass and Seiter (2003:236) compliance refers to changes in one's overt behavior. Gass and Seiter (2003:236) further state that according to research, compliance gaining is generally focused on persuasion which is aimed at getting others to do something or act in a specific way. There is a direct relationship between Klopper 2003's Theory of the Optimisation of Human Communication and Gass & Seiter 2003's Theory of Compliance Gaining.

According to Marwell and Schmitt (1967) cited in Gass and Seiter (2004:237) there are five basic categories of compliance gaining strategies:

- Rewarding activity involves seeking compliance in active and positive ways;
- Punishing activity involves seeking compliance in a negative way by making use of threats;
- Expertise involves attempts to make one think that the persuader possesses some special knowledge and tries to be credible;
- Activation of impersonal commitments involves attempts to appeal to one's internalized commitments by telling one that one will feel bad if one does not comply; and
- Activation of personal commitments relies on one's commitment to others by pointing out indebtedness to the persuader and should therefore reciprocate.

People communicate with one another because they want others to conform to what they believe or want them to do. To succeed in getting them to do what they want them to do, there are a range of communication methods which one can employ. Influence attempts have both a verbal and a nonverbal component. Persuasion is one option which is employed to cause adolescents to change their present behaviour.

According to Gass and Seiter (2003:244) there are five bases of power that humans utilize to influence others.

- Individuals with "reward power" have control over resources with value such as promotions and pay increases;
- People with "coercive power" possess the ability to inflict punishments such as dismissal or failure/retention in a certain grade at school;
- Those who possess "expert power" possess expertise in a certain field such as medical doctors who have more knowledge of medicine than the layman;

- Those who possess “legitimate power” have the power to command and demand by virtue of their status such as the power educators have over their pupils and the vice president of a company has in which one works; and
- People who possess “referent power” want those whom they are influencing to be like them.

## 2.10 APPLICATION OF THE MOTIVATOR-HYGIENE THEORY

Organisations that require workers that perform routine tasks have been plagued with problems of high turnover, absenteeism, grievances, low productivity and so on. These firms generally relied on hygiene factors to motivate their employees (Hellriegel & Slocum 1996:420). However, while hygiene factors can reduce job dissatisfaction, they do not improve performance. According to Herzberg, management should turn to motivators to solve this problem. As previously mentioned, two separate factors associated with job satisfaction and dissatisfaction, were identified by Herzberg. There are six factors related to job content - called the motivators - that, when present, build strong levels of motivation. The second set of ten factors, called the hygiene factors, refers to the job context. The presence of these factors does not necessarily motivate the employee, but their absence results in dissatisfaction.

### 2.10.1 MOTIVATORS

The six motivators are as follows (Herzberg 1968:95):

- **Achievement:** Achievement refers to the reach or attainment of something through effort, the successful accomplishment or completion of a task, the solving of a problem, the maintaining of a position and lastly the visible results of a person's work.
- **Recognition:** To acknowledge the contribution of a person, to express appreciation or to reward the individual for the accomplishment of the task.
- **Responsibility:** Giving the person the liability, accountability and answerability for a task or person.
- **Advancement:** The promotion of an individual.
- **The work itself:** The doing of the work and the type of work repetitive or changing, creative or monotonous, easy or difficult.
- **The possibility of growth:** An individual can grow in experience and skills.

## 2.10.2 HYGIENE FACTORS

The ten hygiene factors are as follows (Herzberg 1968:95):

- Salary: It includes all financial rewards, such as the actual salary, salary increase, and performance increase etceteras.
- Supervision: It includes all the skills and abilities of the supervisor to lead, to coach and to solve problems. These aspects are crucial for his/her success.
- Relationship with supervisor: A good relationship with the supervisor resulting in continuous learning, willingness to listen to subordinate proposals, willingness to give credit and to defend the employee.
- Relationship with subordinates: Positive interpersonal relationships based on subordinate's support and acceptance. In return subordinates expect opportunities, leading, coaching and support from the supervisor.
- Relationship with fellow workers: A pleasant relationship is present when a person likes fellow workers, get their support and act together as a strong team.
- Company policy and procedures: This includes human resources policy, work organisation, production and other facilities, procedures and non-financial privileges.
- Physical working conditions: This pertains to the quantity of work, availability of resources such as machinery and tools, and physical working environment such as ventilation, lighting, work space and air conditioning.
- Factors in the worker's personal life: Long working hours and high stress can influence a person's personal life resulting in him/her having negative feelings toward the job.
- Status: This includes status symbols like position title, office size, company car, type and size of office furniture.
- Job security: Factors that lead to a feeling of job security includes the survivability of the organisation, the safety of a person's specific job/position, a medical aid and pension fund.

## 2.11 ABRAHAM MASLOW: A THEORY OF HUMAN MOTIVATION

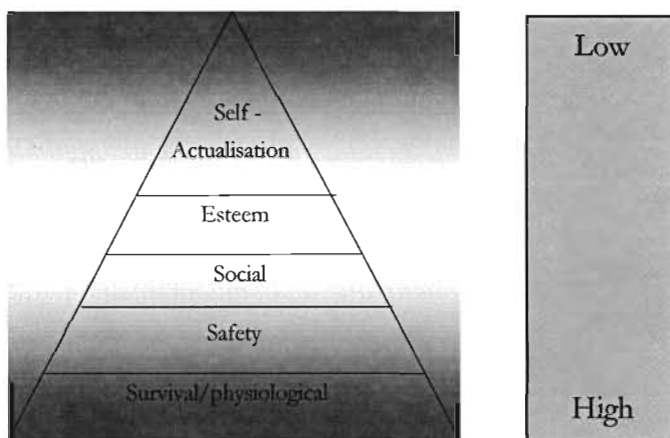
Arguably the most famous of management theorists, Abraham Maslow casts a long shadow over the field of organizational behavior and the practice of management. In his classic article, "A Theory of Human Motivation" (Maslow, 1943), he presented a "proponent



hierarchy" in which at least five sets of needs compose the framework. The fundamental need classifications are: physiological, safety, love, esteem, and self-actualization. Each of these needs operates at all times, although one deficient set dominates the individual at any-one time and circumstance. These needs tend to manifest themselves in the order of their prepotency. We seek essential satisfaction of the then prominent need by resolving basic, unconscious goals. The hierarchical nature of this framework suggests that higher, unsatisfied needs usually appear after the satisfaction of those on the lower level (Whittington, Evans 2005:114)

The following is diagrammatic representation of Maslow's Hierarchy of needs.

Figure 1: Diagram of Maslow's Hierarchy of Needs adapted from Mersham and Skinner (2001:42)



There are two types of motivation, namely, intrinsic and extrinsic motivation. Intrinsic motivation according to Tosi and Carroll (1982:388) refers to a person's psychological internal drive state which causes the person to behave in a certain way. Motivation is considered intrinsic when humans perceive themselves to have control over environmental factors and over their own behaviour. Extrinsic motivation is motivation which comes from the outside of the individual which is mostly determined by external environmental factors. Human behaviour is motivated by both intrinsic and extrinsic factors.

## **2.12 DOUGLAS MCGREGOR: THE HUMAN SIDE OF ENTERPRISE**

Maslow's views of human motivation impacted the work of Douglas McGregor who believed that people worked hard to achieve deeply felt needs. According to McGregor (1968) (cited in Heil, Bennis, & Stephens, 2000),

"All human behavior is directed toward the satisfaction of needs. From birth to death, the individual is engaged in a constant attempt to satisfy his varied, complex, and sometimes-conflicting needs. Any given behavior is a resolution of forces arising in part within him and in part in the environmental situation."

McGregor proposed that managers use their authority in a positive manner to create an environment that would augment employees' natural desire to satisfy their needs. In order to create such an environment, managers should examine their core assumptions about human nature to see how these cognitions impacted their managerial behaviors. For McGregor, managers are only able to change how they lead by first changing their thinking.

## **2.14 FREDERICK HERZBERG: ONE MORE TIME, HOW DO YOU MOTIVATE EMPLOYEES?**

Frederick Herzberg (Herzberg, Mausner, & Snyderman 1959) simplified Maslow's need hierarchy into two distinct dimensions: hygiene factors and motivators. The hygiene factors consisted of a set of extrinsic job conditions that included job security, wages, benefits, working conditions, company policies, quality of technical supervision, and the quality of interpersonal relations in the work place. According to Herzberg these factors were associated with dissatisfaction.

If they were not acceptable, employees would be dissatisfied. Yet if they were present in the workplace they did not lead to motivation or satisfaction, but only to a state of no dissatisfaction. The hygiene factors parallel the lower-level needs of Maslow's hierarchy: physiological, safety, and social needs.

In contrast to these, Herzberg identified a set of intrinsic job conditions that were associated with motivation. These factors were labeled motivators and included achievement, recognition, personal growth, responsibility, personal development, and career advancement. These factors correspond to most of the higher-level needs on Maslow's hierarchy. If and

only if, these factors were present would employees be satisfied and motivated. The absence of these factors resulted in a state of no satisfaction.

## **2.15 JOB ENRICHMENT AND THE JOB CHARACTERISTICS MODEL**

Herzberg's ideas of intrinsic motivators that existed inside the job itself led to the development of job design as a motivational strategy. Perhaps the most representative model of this approach was created by Hackman and Oldham (1976). They developed a model of task design that identified five core job dimensions: task variety, task identity, task significance, autonomy, and feedback. Jobs that have these dimensions are said to be enriched and have a high motivating potential (Oldham, Hackman, & Pearce, 1976).

According to their model, the presence of these core dimensions produces three critical psychological states: a sense of meaningfulness in the work, a sense of responsibility for the work, and knowledge of the results of one's work.

These critical psychological states in turn produce a variety of positive individual and organizational outcomes. Among these are high internal motivation, high quality of work performance, high satisfaction with the work, and low levels of absenteeism and turnover. Thus, the impact of the core job dimensions on these outcomes is mediated by the critical psychological states.

An important element of Hackman and Oldham's original model that is often overlooked in contemporary textbooks is the moderating role of individual growth need strength and satisfaction with the general working conditions. According to Hackman and Oldham's model, the relationship between the core job dimensions and the critical psychological states, and the relationship between the critical psychological states and the outcomes are both moderated by two additional variables: satisfaction with the general working conditions and the individual employee's growth need strength. This element suggests that essential satisfaction of Herzberg's hygiene factors is a necessary prerequisite to the potentially motivating impact of job enrichment efforts. Thus, jobs that have been enriched through redesign efforts will only produce the critical psychological states and favorable outcomes if the general working conditions are favorable and the employee has a high level of growth need strength (Hackman and Oldham, 1976).

## **2.16 EMPOWERMENT**

Perhaps the most popular motivational strategy to emerge over the past twenty years is empowerment. For many managers this technique was simply delegating authority or engaging in a more participative decision-making and leadership style. These interpretations rang hollow and have been heavily criticized (Conger & Kanungo, 1988; Spreitzer and Quinn, 2001). When practicing in this way employees experience a bogus empowerment (Ciulla, 1998) that promises employees the freedom and resources to act on their judgments, but fails to deliver. Spreitzer and Quinn identify five reasons for the failure of most attempts to embrace empowerment: ambivalence, bureaucratic cultures, and conflicts within the organization, personal time constraints, and a fundamental misunderstanding of how empowerment is achieved.

## **2.17 SYNTHESIS OF THE THEORETICAL FRAMEWORK OF THIS STUDY**

The theoretical framework that the researcher presents in this chapter has been developed to explain why employees become demotivated regarding things like their achievements, interpersonal relationships with peers and superiors and job advancement but to name a few. The researcher also intends the framework to present recommendations that could be used to improve staff motivation.

Synthesis of the theoretical framework will be used to constrain the interpretation of the empirical research of the present study. Literature relating to the most appropriate research methodology to employ was extracted from related textbooks and completed dissertations by Jayseelan Govender (“The Role of Communication in Remotivating Demotivated Adolescents-2004”) and Nalini Devi Govindsamy (“Reading between the Lines, The Conceptual Basis of Reading in Knowledge Construction-2006”)

## **2.18 CONCLUSION**

Facing the reality found in many organizations today, where downsizing has severed employee relationships, and where today's managers are focused on immediate financial results, individuals are regularly denied the motivational forces found in the Maslow-McGregor-Herzberg triad. The current economic conditions, parlayed into hygienic environments, are sucking away the positive motivational contributions that our pillar authors have described. Sound theory remains sound, however.

Despite current economic conditions, attracting, keeping and motivating high-performers are increasingly important in contemporary organizations. The creation of work environments that provide a sense of challenge and meaningfulness for employees has become the strategic imperative of the new millennium. This perspective has been recently articulated by Whetten and Cameron (1998) who concluded that "good people management" is more important than all other factors in predicting profitability. It is interesting to note that this strategic imperative was foreshadowed in the works of Maslow and McGregor.

The legacy of Abraham Maslow can be seen directly in the works of Douglas McGregor and Frederick Herzberg. The impact of their ideas extends into the motivational models of job enrichment, goal-setting, empowerment, and the transformational model of leadership that has dominated recent research and practice. In many ways, the "new thinking" suggested by contemporary management scholars is really an extension of the work of Maslow and his disciples. Thus the road to building high-commitment organizations requires the solid foundation laid by Maslow, McGregor, and Herzberg.

The study gauges the perception of inequity in the SA environment. The reasons responsible for this perception, is beyond the scope of this study, but the study identifies significant relationship between equity variables and intrinsic and extrinsic variables.

All of the above research has contributed to a comprehensive understanding of work motivation and has highlighted many implications for management practices, some of which are beyond the scope of this study. This study identifies Ciba's "perspectives on intrinsic, extrinsic and equity factors and thus is able to deduce which management practice requires to be implemented with more zest in the South African context.

## RESEARCH METHODOLOGY

### 3.1 INTRODUCTION

In the previous chapter the theoretical framework, problems of employee motivation and the possible causes and symptoms were discussed. In this chapter the researcher will outline the procedure that was adopted to conduct the research and how the fieldwork was conducted among employees at Ciba..The rationale behind the organization of the questionnaire that was used, and how access to respondents at the organisation was gained and how, the actual fieldwork was conducted. The research methodology employed in this study is synthesized under heading 1.7.2 in chapter one. This chapter will begin by listing some critical questions that this research will attempt to answer.

The aim of the research was to determine the levels of staff motivation in a multinational specialty chemical company. The objectives were to test the degree to which this perception of staff motivation was linked to employee satisfaction and levels of motivation.

In achieving the above, it was decided that a questionnaire study would be the most appropriate. A questionnaire was administered to staff. The data was collected in the form of a cross-sectional study i.e. Snapshot of one point in time, as this was best suited to the research problem and deemed time and cost effective.

The research design was made up of descriptive statistics that is data preparation and then preparing a descriptive statistical summary for analysing and conclusions.

Internal validity threats and events, external to the investigations and the artificial effect that the selection procedure has on results of the study was not catered for.

This was an employee satisfaction survey at Ciba Specialty Chemicals (Pty) Ltd in South Africa.

Babbie and Mouton (2002:75) state that a research design is a plan or blueprint one intends utilizing when conducting research. According to Bailey (1978:3) and Leedy (1989:5) research planning entails strategies designed for the collection of data that will help the researcher to answer questions about a definite problem. Conducting research is therefore to ascertain facts or discover facts or principles (Collins, 1978:638).

### **3.2 THE RESEARCH INSTRUMENT**

In this section the researcher will briefly characterize his questionnaire, which can be found in Addendum B.

It was an anonymous questionnaire for the employee's. At the outset respondents were informed that this was an anonymous survey and that their responses would remain confidential. Having empowered respondents with this information, they were further informed that their participation in the survey was voluntary but that their assistance, through their participation, was needed.

The questionnaire was designed to obtain relevant data from employee's regarding their various aspects of their job and levels of job satisfaction. In the following sections the researcher will discuss the development of the questionnaire as a tool for research.

### **3.3 THE QUESTIONNAIRE AS A RESEARCH INSTRUMENT**

According to Leedy (1989:143) questionnaires must be planned or designed to fulfill a definite research objective. Van Rensburg, Landman and Bodenstein as quoted by Zulu (1999:79) characterize the questionnaire as a set of questions dealing with the same topic ...given to a specific group of individuals for the purpose of collecting data on a problem under research. Leedy (1989:142) concurs that data collection is the basic function of the questionnaire. As participation in the research is voluntary, it is imperative that respondents' interest is engaged, and their co-operation encouraged. The reaction elicited should reflect reality as accurately as possible.

### **3.4 CONSTRUCTION OF THE QUESTIONNAIRE**

According to Babbie and Mouton (2002:242) the questionnaire should consist of a number of uniform preset/matrix questions designed to collect the information re-

quired. Respondents find it easier and faster to answer questions in this fashion. The questionnaire was developed in English and subjected to scrutiny and correction by the promoter of this study.

The survey measured aspects such as:

- Promotion
- Development
- Job satisfaction
- Rewarding performance
- Career developments

A Likert scale used to measure responses.

- strongly agree
- agree
- neither agree/nor disagree
- disagree
- strongly disagree

The more 1's and 2's once scored, the more the individual was in agreement with what was being measured.

3-denoted a stage of being "unsure" which basically assumed that a person was neither in agreement or in disagreement.

The more 4's and 5's once scored, the more the individual was in disagreement with what was being measured. According to Leedy (1998:145) questionnaires succeed as their success is planned. When developing a questionnaire the researcher must make certain that the specific results he has in mind (theoretically) and reflected in certain concepts used in the questionnaire, can/will be obtained by means of certain operations and conditions prevalent and appropriate for the questionnaire to operate (to be dealt with appropriately and goal focused by the respondents). This means that the researcher must ensure that the instrument he has identified to use (operational definitions) will meet the needs he has planned to obtain (theoretical concepts).



According to Babbie and Mouton (2002:236) the key concept in the construction of a questionnaire is relevance. Bailey (1978:113) says that this concept comprises three facets: (1) relevance of the study's goals, (2) relevance of questions to the goals of the study and (3) relevance of the questions to the individual respondents.

It is not only relevance as regards questionnaire construction but also relevance of questions to the study and to the respondents that is of importance. According to Leedy (1998:144) the researcher must consider the respondent by making the questions as brief as possible. The respondents must be convinced that all questions in the questionnaire are relevant to the stated goals of the study.

Certain unforeseen problems may arise as research goals are not always clear outside their empirical context, especially to a lay respondent (Bailey, 1978:113). Respondents will not necessarily respond to items as the researcher might expect, due to lack of understanding and wrong interpretation of the items. Leedy (1998:144) states that questions must be universal in nature and not specific. The questions must also be simple so that respondents spend little time and effort in answering them.

It is important for the researcher to elucidate, explain and justify the goals of the study to the respondents. According to Leedy (1998:146) the researcher should send a covering letter to the respondent describing the potential value of the study as well as an explanation of the key concepts in the questionnaire. In this study, certain concepts that might not be clear to the respondents are explained. Questions have been formulated so that it did not include double-barreled questions i.e. two or more questions in one. Such questions lead to hesitations and indecision on the part of the respondent (Bailey, 1978:115).

### **3.5 CHARACTERISTICS OF THE QUESTIONNAIRE**

According to Babbie and Mouton (2002:233) a questionnaire is an instrument that is well designed to collect the required data for analysis and interpretation in order to solve the research problem.

The questionnaire designed for this research professes to be as unambiguous as practically possible i.e. it is comprehensible and uncomplicated. According to Mahlangu, Van den Aardweg as quoted by Zulu (1999:80), the following features characterize a good questionnaire:

- It deals with a significant topic, which the respondents will find important enough to warrant spending their time on;
- It elicits information which cannot be obtained from other sources;
- It must be as concise as possible but long enough to obtain essential data;
- Each question should deal with a single concept and should be worked as simply and straightforward as possible, and
- Data obtained from the questionnaires must be easy to tabulate and interpret.

### **3.6 ADVANTAGES AND DISADVANTAGES OF THE QUESTIONNAIRE**

The written questionnaire has been used in this research by virtue of its advantages over other ways of obtaining data:

- It is the most economical means of obtaining data in terms of money and time especially when the questionnaires are hand delivered to the respondents;
- It allows for anonymity;
- Lack of interviewer bias;
- Confidentiality is guaranteed in the questionnaire;
- The questionnaires are speedily completed (Babbie and Mouton 2002:266)
- It allows for uniformity as all respondents are exposed to the same wording of the questionnaire;
- The respondents are at liberty to take their time in completing the questionnaire;

Questionnaires can be distributed to as many respondents as possible (Bailey, 1978:156; Zulu, 1999:81, 82).

Respondents may return the questionnaire incomplete; Lack of communication and personal input – there is no researcher present to calm the situation when the respondent dislikes particular questions or has a query;

No control over question order – some respondents waste time by reading the entire questionnaire before answering, skip questions or do not answer questions in rank order; and Verbal behaviour only. There is no researcher present to observe non-verbal behaviour or to make assessment concerning the respondent's social stratum (Bailey, 1978:158)

In this study, the respondents might not have answered all questions as expected/anticipated due to the disadvantages mentioned above.

### **3.7 SAMPLING AND POPULATION**

The sample size was 38 employees. The sample type was non-probability sampling and the sampling method was purposive sampling.

The research design for this study employed a descriptive survey method. The target population of this study included all employees in the organisation. The sample size included all 38 employees of the target population.

A judgement sample of 38 staff was used and 38 questionnaires have been returned, i.e. a success rate of 100% achieved. The sample was thereafter, deemed representative of the target population and external validity concerns in terms of the effect that the type of respondents have on the study's results, does not limit its generalizability. Distribution and collection was conducted over two weeks. Each participant was made aware that the questionnaire was for research purposes only and it was stressed that anonymity would be maintained.

### **3.8. ETHICAL CLEARANCE**

Before the survey was conducted the researcher obtained ethical clearance from the University's ethical clearance committee for the questionnaire to be administered to respondents as well as for the letter of informed consent that was signed by 37 of the 38 respondents. The 38<sup>th</sup> respondent was tragically killed in a motor car accident, before he could sign

the letter. The letter for Informed consent to respondents and a letter from the Director of Human Resources of the company to this effect can be found in Addendum C.

### **3.9 QUESTIONNAIRE DESIGN**

The questionnaire was structured to explore individual's perspectives on intrinsic and extrinsic factors and also incorporated equity perceptions. The key concepts that need to be measured are: Actual work, responsibility, working conditions, company policy and administration, family and personal life, peer relationship, supervision, achievement, recognition, advancement, remuneration, status, job security and equity.

The selection of items included in the questionnaire attempts to measure variables that segment the population in a manner such that the different segments have different needs and/or feelings about the organization.

A likert type scale was designed which consisted of statements that expressed either an agreeable or disagreeable. 50 questions were used which satisfy the requirements of 20-25 when using the likert scale. The respondents were asked to choose one of five levels of agreement ranging from strongly agree to strongly disagree. The error of central tendency had been minimized by using 5 rating scales rather than 3. A brief description of the study, which included its purpose, method and completion as well as assurance of confidentiality was given to the respondents, together with the questionnaire. The objective of the study was outlined on the cover page. The questions included in the questionnaire are shown in Addendum B.

Content validity has been satisfied as the elements measured in the questionnaire consist of adequate coverage of the problem. Construct validity was investigated with a factor analysis. Motivation has been extensively researched and all the levels that are represented in the questionnaire items have been identified by Herzberg's Motivation Hygiene Theory.

The equity factors have been chosen given the employment equity act that has been passed promoting the employment of previously disadvantaged groups i.e. Ethnicity and handicapped individuals as well as the past regime of apartheid in South African history.

Favoritism has been selected to contrast individual perception with equity.

Descriptions of the scales and sample items, included in the questionnaire, are provided below, including Cronbach's  $\alpha$  internal consistency reliability estimates in Figure 71.

### 3.10 INTRINSIC SCALE

The Cronbach's Alpha coefficient was used to perform an internal reliability analysis and was done on selected questions extracted from Figure 69.

**Actual Work:** This scale is composed of items that focus on the individual perceptions of the actual work done by an employee (6 items;  $\alpha = .7012$ , example item: "I find my work challenging.")

**Responsibility:** This scale is composed of items that focus on the amount of responsibility an employee is given and to what extent it is utilised. (1 item; example item: "I take responsibility for the tasks that I handle".)

**Achievement:** This scale is comprised of items that focus on striving for continual improvement. (2 items;  $\alpha = 0.5497$ ; Example item: "I am committed to producing the highest quality work")

This scale of achievement is self-perceived, comparable to Herzberg's methodology & not achievement as been described by David McClelland.

**Recognition:** This scale is comprised of items that focus on recognition received from peers and management (3 items:  $\alpha = .9339$ ; example item: "My peers recognize me when I do a good job.")

**Advancement:** This scale is comprised of items that focus on growth and potential growth in the company. (3 items:  $\alpha = .8257$ , example item: "I believe that career paths exist for someone like me in my company.")

### 3.11 EXTRINSIC SCALE

**Working conditions:** This scale is composed of items that focus on the atmosphere and physical environment in which the staff works. (7 items;  $\alpha = .8003$ ; example item: "I work in a relaxed and friendly work environment")

Company policy and administration: This scale is composed of items that describe information dissemination in the organization.(2 items;  $\alpha = .9392$ ;Example item:” I am satisfied with information I receive on what’s going on in my company”)

Personal life: This scale is composed of items that describe personal and family needs. (2 items;  $\alpha = .6071$ ; Example item:” I can get help with private problems in my work environment.”)

Peer Relationship. This scale is composed of items that focus on the teamwork and relationship between peers.(6 items;  $\alpha = .9322$ ;Example item:” My team focuses on fixing the problem rather than finding fault.”)

Supervision .This scale is comprised of items that focus type of supervision and relationship with supervisor. (7 items;  $\alpha = .9334$ ; Example item:” I communicate well with my supervisor.”)

Status: This scale is comprised of an item that focuses on current job status. (item; Example item:” I am satisfied with my current position.”)

Remuneration: This scale is comprised of items; which determine satisfaction with remuneration.(2 items;  $\alpha = .4271$ ; Example item:” I am satisfied with the pay I receive compared to others in our industry.”)

Job security: This scale is comprised of an item determining the employee’s perspective on their job security.(item; Example item:” I feel I have job security.)

### **3.12 EQUITY SCALE**

Equity: This scale is comprised of items that focus on the employee’s perspective of equality in the workplace (4 items;  $\alpha = .8502$ ; Example item:” I feel favouritism is not a problem in my department.”)

### **3.13 LIMITATIONS**

The number of questionnaires returned will also limit the study, although it is perceived to be representative of the population.

The honesty and objectivity of staff responding to the questionnaire may also limit the study.

### **3.14 DATA ANALYSIS TECHNIQUES**

Demographic questions allowed analysis of sub-groups of those responding to the survey. All data received was coded using numeric coding and the statistical package SPSS 11.5 was used to analyse the findings using the scales described earlier.

Tables and Charts were used to determine the distribution of the data and to investigate the most common responses for each interval per variable. This information was used to show the characteristics of the distribution. The calculated means and standard deviations were used to measure the location of the distribution and the spread of each variable. A correlation analysis was used to test for relationships between intrinsic, extrinsic and equity factors in the data.

### **3.15 ANALYSIS OF THE DATA**

The raw data produced from the questionnaires were processed to exact a meaning. After the surveys were completed the responses were coded, the data was then edited and captured onto the SPSS statistical package. Statistical analysis involves the summation of data in order to describe and interpret data. This therefore equipped the researcher to generalize and make inferences. The analysis was done through descriptive and inferential statistics.

### **3.16 DESCRIPTIVE STATISTICS**

Descriptive statistics use a single number to summarise data. Due to the design of the questionnaire, this was done through two basic tendencies .i.e. central tendency and the mode.

### **3.17 INFERENCE STATISTICS**

Frequency distribution is the spread of data over the various categories. The distribution pattern of data was represented graphically to provide a clearer understanding and interpretation of the data.

### **3.18 CORRELATION**

Bivariate Correlation's were used to display descriptive stats for each variable. Pearson's Correlations were used values-significance levels were gauged for data (0, 01) - two-tailed tests were used to indicate direction of relationship and strength of relativity.

### **3.19 VALIDITY AND RELIABILITY**

Validity refers to the extent to which a test measures what we actually wish to measure (Schindler, Cooper, 2001).The survey population, employees at Ciba, was small.

Reliability has to do with accuracy and precision of a measurement procedure (Schindler, Cooper, 2001).It was easier to assess the accuracy of the survey instrument and the process undertaken to collect the data.

The questionnaire was constructed in a short and concise manner to prevent misinterpretation and any ambiguity. The language was simple and easy to understand.

### **3.20 FREQUENCIES**

A Frequency across all variables of the questionnaire was done to gauge N-no of respondents, validity, mean, standard deviations of each variable. This was important to investigate the relationships between variables such as age, gender, length of employment and ethnicity in respect to the perceptions of employee satisfaction and motivational levels.

### **3.21 INTERNAL CONSISTENCY OF INSTRUMENT**

Cronbach's alpha was used to measure the degree to which instrument items were homogenous and reflected the same underlying constructs .A value greater than 0,5 usually indicates good internal consistency. For the instrument as a whole, Cronbach's alpha was 0.811.

The above indicates that there is a very good internal consistency of questions



### 3.22 CONCLUSION

In this chapter the researcher explained the procedure that he followed when conducting the survey and presented the research design and fieldwork employed to obtain the necessary data, the researcher discussed the preparation for the quantitative nature of the study as well as the permission to conduct research. The researcher has given a detailed description of the Questionnaire as the research instrument used in this study. The researcher finally discussed the administration of the questionnaire. In the next chapter the Data processing component of the survey is presented.

## DATA PROCESSING AND DISCUSSION OF RESPONSES FROM THE QUESTIONNAIRES

### **4.1 PREVIEW**

In the previous chapter the researcher discussed the research methodology, the procedure for the fieldwork and the actual fieldwork disseminating the retrieval of the questionnaire. In this chapter the researcher will discuss the procedure employed in order to process the data.

After the data was collected it was captured into the SPSS 11.5 program for Windows, a comprehensive statistical analysis and data management system in a format which would permit analysis and interpretation (data reduction). This included the coding of 38 questionnaires completed by employee's in the SPSS 11 .5 code book. By pressing the Alt and print screen buttons at the same time, snapshots of particular functions of SPSS 11.5 were taken and placed in Word, to help the reader better envisage how SPSS 11.5 was set up to code.

Descriptive statistics serve the purpose of describing and summarizing observations, the tables being useful in enabling the researcher forming impressions about the distribution of the data. Such statistics furthermore indicate how many times a particular response appears on the completed questionnaires and provide the percentages that show the number of responses to a certain question in relation to the total number of responses (Zulu, 1999:91).

### **4.2 DATA PROCESSING FROM QUESTIONNAIRES TO TABLE**

At each survey session each respondent was required to read questions in the questionnaire and mark their responses by placing a tick or a cross in the appropriate spaces. The researcher then entered the responses into the SPSS 11.5 programme. The raw data collected was coded and entered into the computer by the researcher. The researcher checked and re-checked the data to ensure their validity.

A codebook is drawn up in the planning phase of research to give an unambiguous account of all probable responses in a numeric form. The codebook forms the basis of the quantification options coded into the database used to analyze the results of the survey.

### 4.3 ROWS, COLUMNS AND CELLS

SPSS 11.5 is a statistical database that is organized in vertical columns and horizontal rows. Each column represents the data captured or a particular question of the questionnaire. Each row contains the responses of a respondent as shown in the SPSS 11.0 screen shot in figure 9 below.

	resp	lngth	age	gender	ethn	enjoy	challeng	interest	time	varied
1	1	2	1	1	1	1	2	2	2	2
2	2	5	5	1	4	1	1	1	1	1
3	3	1	2	1	1	2	2	2	4	2
4	4	1	3	1	3	2	2	2	3	3
5	5	5	4	1	4	2	4	2	2	2
6	6	4	4	1	1	3	3	3	2	1
7	7	6	6	2	4	2	3	3	1	2
8	8	5	6	1	4	1	1	1	3	2
9	9	6	5	2	1	1	1	1	4	1
10	10	5	4	1	4	4	2	4	3	3
11	11	4	4	1	4	2	2	2	2	2
12	12	6	4	1	4	1	2	2	2	1
13	13	6	6	2	4	4	4	4	2	2
14	14	6	5	1	4	2	2	2	2	2
15	15	3	4	1	4	2	2	2	4	2
16	16	4	4	1	4	2	3	2	4	3
17	17	5	4	2	4	2	3	3	2	2
18	18	6	5	2	1	2	1	2	1	1
19	19	1	2	1	3	2	2	2	2	2
20	20	6	5	1	4	2	2	2	1	2
21	21	2	1	1	1	2	1	1	3	1
22	22	4	3	1	3	2	2	2	4	1

Figure 2: A screenshot containing responses of a respondent

### 4.4 VARIABLE VIEW AND DATA VIEWS IN SPSS 11.5

Although the data can be entered in SPSS in any of a variety of formats (numeric, strings, punctuation symbols, etc.), the researcher entered in the numeric codes 0 to 9. A respondent number is entered in the first column of the database for each respondent, to represent everyone anonymously as promised in the questionnaire.

Each respondent's responses are entered in the data view mode from left to right along the row for that respondent. Every datum is entered in a cell, the point where a row and column intercept. In this way the full set of data for each respondent is entered one cell at a time, proceeding from left to right.

18	18	3	1	5
19	19	4	1	5
20	20	3	1	3
21	21	1	1	4
22	22	1	1	4

Selecting the Appropriate measure for the type of data

In SPSS 11, 5 the researcher right-clicked on each

Figure 3: A Screenshot of the Data View in SPSS 11.5

column header, selected “define variable,” which opened up a coding dialogue box? This dialogue box enabled me to define each variable in my questionnaire. The example given below is that of “age”:

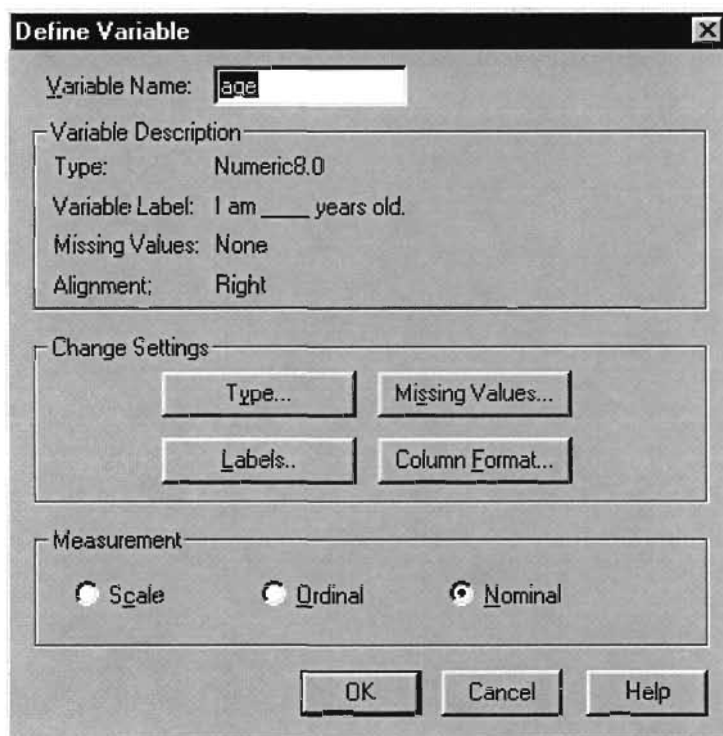


Figure 4: A snapshot of define variable coding box

On the Define Variable dialogue box in each instance selected the appropriate measurement option for the type of data solicited. Scalar measurement is only used in relation to subjective value judgements of respondents. Scalar measurement is appropriate when respondents express preferences, attitudes, opinions, etc. measured on a gradually changing continuous scale such as *Never—sometimes—often—constantly*. An example of a question used is “How often do you do your homework?” Ordinal measurement relates to standard scales where all respondents have got the same meanings in mind, e.g. “How often do you go to the movies?” Ordinal measurement is also appropriate when respondents make value judgements such as *X is taller than Y, X is more expensive than Y*. Nominal measurement is appropriate when respondents select a particular subcategory within an overall category such as

age, gender, race, etc. For the purposes of this study, the researcher used a mixture of scalar, ordinal and nominal measurement.

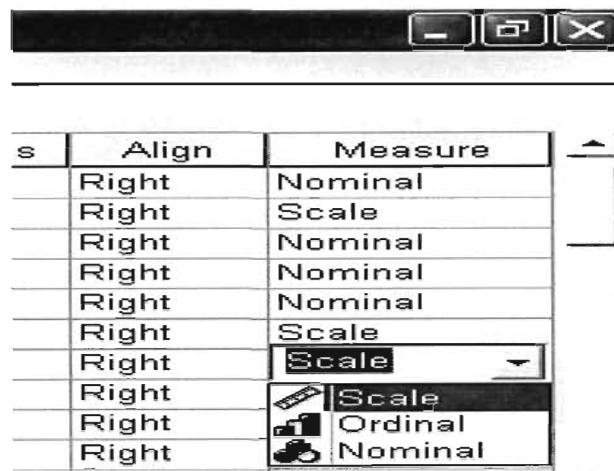


Figure 5: A snapshot of measurement options in SPSS

Following this, the researcher activated the “labels” dialogue box by clicking on the Labels button on the Define Variable dialogue box. Here the researcher again using the age variable as an example:

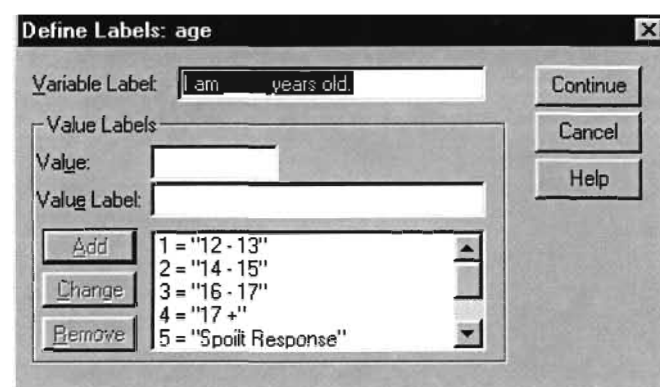
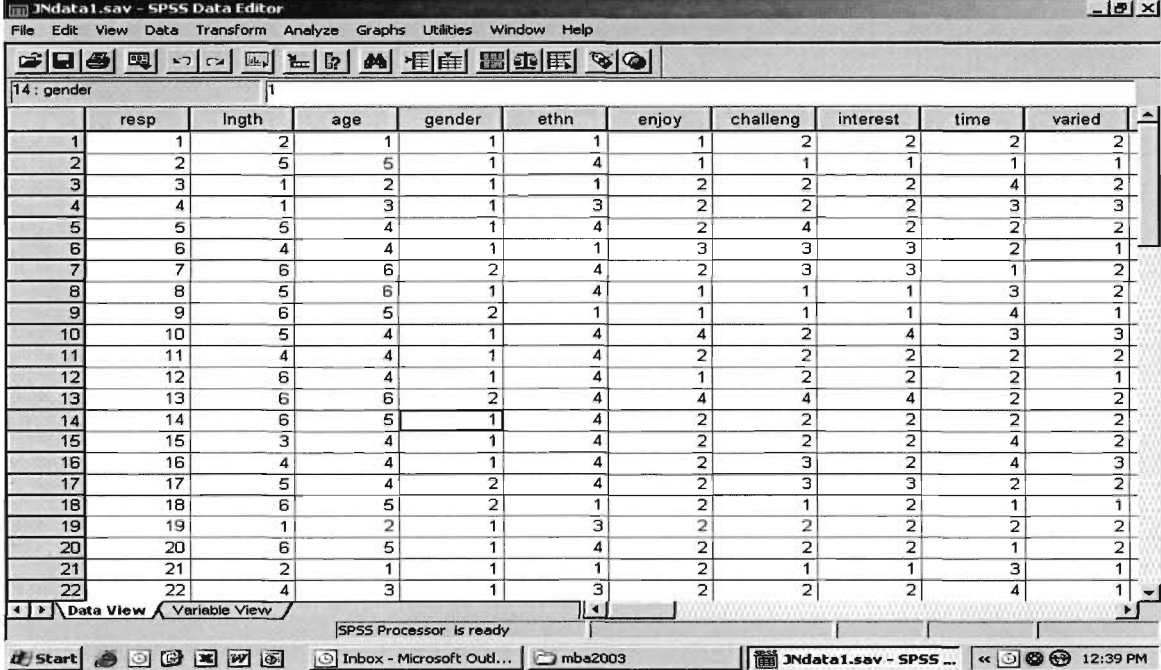


Figure 6: A snapshot of define labels box

Using the value label slot the researcher typed the questionnaire statement: “I am \_\_\_ years old.” Thereafter set up the coding parameters by entering the appropriate data code in the Value slot, and the age range that it represents in the Value Label slot. In the example given above, the researcher typed in 1, followed by “14 and below” in the Value Label slot. Thereafter, clicked on the “Add” button to establish this coding parameter this had to be done for each of the age variables. The “Add” button is used to add each age variable to the list of age variables. When this was completed clicked on the “continue” button when finished. This procedure had to be followed for each question in the questionnaire.

## 4.5 ENTERING THE DATA

Each question in the questionnaire is assigned a particular column in the database. The appropriate code variant for the individual respondent is entered in the column that deals with that question. As can be seen from the screen shot of my database, below, the researcher used only numeric codes to represent particular responses, although one could as easily have used alphabetical codes:



	resp	lngth	age	gender	ethn	enjoy	challeng	interest	time	varied
1	1	2	1	1	1	1	2	2	2	2
2	2	5	5	1	4	1	1	1	1	1
3	3	1	2	1	1	2	2	2	4	2
4	4	1	3	1	3	2	2	2	3	3
5	5	5	4	1	4	2	4	2	2	2
6	6	4	4	1	1	3	3	3	2	1
7	7	6	6	2	4	2	3	3	1	2
8	8	5	6	1	4	1	1	1	3	2
9	9	6	5	2	1	1	1	1	4	1
10	10	5	4	1	4	4	2	4	3	3
11	11	4	4	1	4	2	2	2	2	2
12	12	6	4	1	4	1	2	2	2	1
13	13	6	6	2	4	4	4	4	2	2
14	14	6	5	1	4	2	2	2	2	2
15	15	3	4	1	4	2	2	2	4	2
16	16	4	4	1	4	2	3	2	4	3
17	17	5	4	2	4	2	3	3	2	2
18	18	6	5	2	1	2	1	2	1	1
19	19	1	2	1	3	2	2	2	2	2
20	20	6	5	1	4	2	2	2	1	2
21	21	2	1	1	1	2	1	1	3	1
22	22	4	3	1	3	2	2	2	4	1

Figure 7: A snapshot of Database

## 4.6 VERIFYING THE ACCURACY OF THE CODING PROCESS

The researcher verified the accuracy of the encoding process by double-checking each code that was entered after the questionnaire had been encoded onto the database.

The database was also thoroughly checked by the promoter of this study who made some changes. After the responses were captured on the database the accuracy of the data was tested in the following ways:

## 4.7 QUESTIONNAIRES WERE COMPARED WITH THE CODED DATABASE.

The SPSS search facility was used to check the numbers that did not correspond with the codes given in the codebook.

## 4.8 DATA EXTRACTION IN THE FORM OF TABLES AND GRAPHS

In the SPSS data entry mode, the researcher clicked “analyze” and selected custom table option. The researcher activated “custom table” and selected the “general tables” option to generate a general table as shown in figure 12 below.

This action generates a table in a separate SPSS facility, namely the SPSS Output Viewer which is used to edit tables or to generate any of a variety of graphs by selecting particular sections of a general table.

		Count	Col %
Length of current employment	0 - 1 years	4	10.5%
	2 - 3 years	6	15.8%
	4 - 5 years	2	5.3%
	6 - 10 years	11	28.9%
	11 - 15 years	6	15.8%
	16+ years	9	23.7%
Total		38	100.0%

Figure 8: Table showing the length of service of the respondents in the organisation

From this table the researcher selected the items that he wanted to analyze to the rows and columns. The researcher edited the statistics by telling the computer to give counts and percentages. A table showing counts and percentages appeared.

The researcher extracted graphs from general tables by double clicking the table and selecting the graph option in the SPSS editing menu, then chose the graph that he felt it would help me analyze the information easier. The following is an example of a bar graph using age and gender as an example.

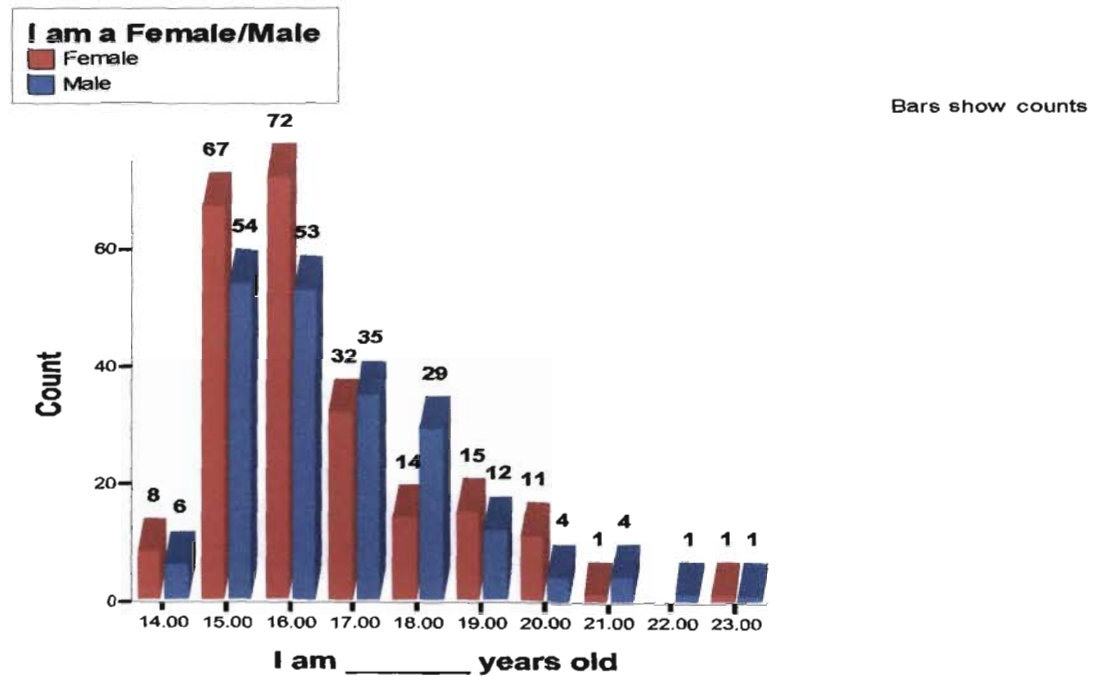


Figure 9: Bar chart showing the age of the respondents

#### 4.9 CONCLUSION

In this chapter the researcher explained the procedure employed when processing the data into the SPSS 11 statistical analysis programme. The researcher also discussed how encoding the database for this study by punching in the data obtained from the 38 questionnaires which made up the sample. The researcher also gave an account of the steps that were followed when encoding data into the SPSS programme. Once the data was captured, it was verified by double checking against the questionnaires in order to correct any data capturing errors. The database was also scrutinized by the promoter of this study.

In the next chapter the researcher will present the results of the study.



RESULTS & DISCUSSION

5.1 PREVIEW

In the previous chapter the data capturing process was described. In this chapter the researcher will give an account of the findings with the assistance of tables and graphs. Significance Tables demonstrating some of the findings can be found in Figure's 65-68.

In the following section the researcher will give a general demographic characterization of the respondents that participated in this study.

5.2 GENDER DISTRIBUTION OF THE RESPONDENTS

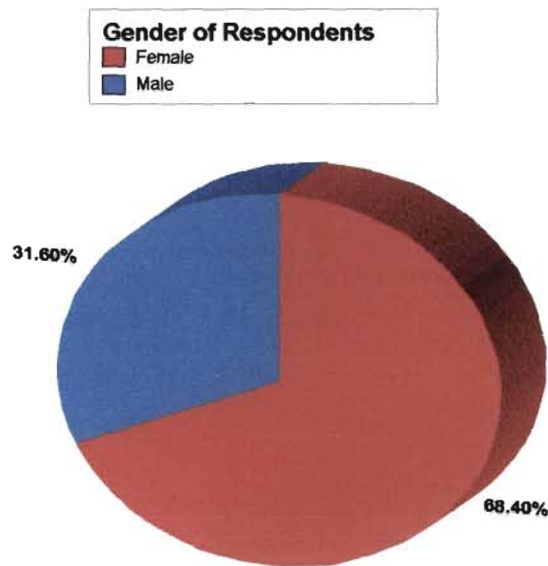


Figure 11: Pie chart showing the gender distribution of the respondents

As the graph reveals all respondents indicated their gender in the survey, of the 38 respondents (26) 68.4% were females and (12) 31.6% were males. Because of the difference in proportion of male and female respondents, gender could not be used as one of the vari-

ables in the analysis of the data to determine whether there is for example a difference between males and females, in employee satisfaction.

### 5.3 THE AGE GROUPS OF THE RESPONDENTS

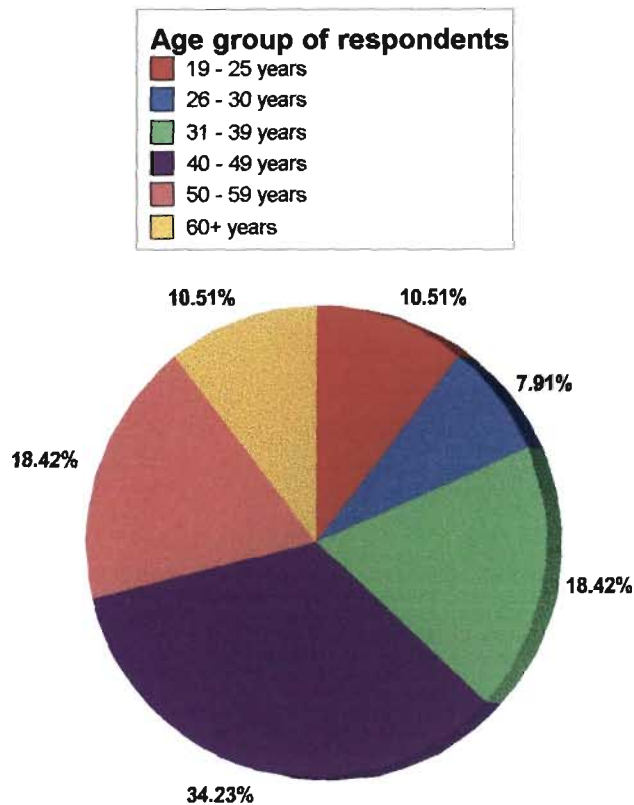


Figure 12: Pie chart showing the age distribution of the respondents

Respondents' ages ranged from 19 years up to 63 years. Almost 11.0% (4) respondent's ages ranged between the ages of 25 and below. Slightly less than 8.0% (3) of the respondents ranged between the ages of 26-30. Just over 18.0% (7) of the respondents fell within the 31-39 year old category and 34.0% (13) respondents were in the age of range between 40-49 years old. 18.0% (7) respondents fell within the age group 50-59 year old and 11.0% (4) above 60 years old. There were no spoilt responses pertaining to the age group of the respondents.

Ethnic Identity of respondents

		Count	Col %
Ethnic identity of respondent	African	10	26.3%
	Coloured	1	2.6%
	Indian	7	18.4%
	White	20	52.6%
Total		38	100.0%

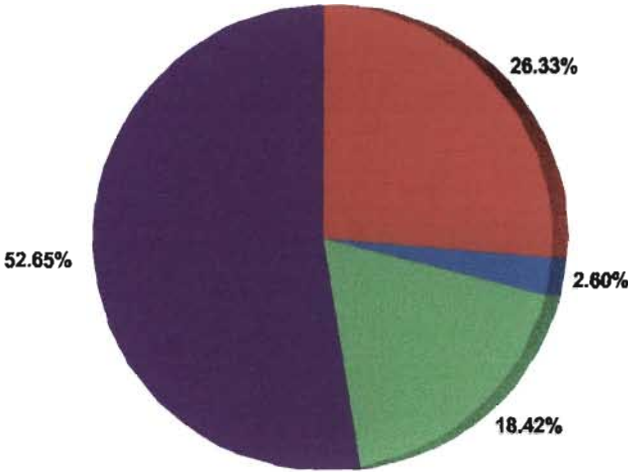


Figure 13: Table and pie chart showing the Ethnic Identity of Respondents

The above graph reveals all respondents indicated their ethnic identity. The ethnic identity of the organisation comprises of just over 26.0%(10 respondents) African, only 3.0% ( 1 respondent) is Coloured,18.0%(7 respondents) are Indian and slightly more than 52.0%(20 respondents) are White.

## 5.4 FINDINGS

The findings will first be reported and then interpreted in a subsequent section in this chapter. Tables were used to describe the data set. Intrinsic and extrinsic factors were grouped into sub scales identified earlier, which also correspond to Herzberg's Motivation-hygiene Theory.

For each variable, a correlation analysis was used to investigate the most significant relationship between variables.

### 5.4.1 INTRINSIC FACTORS

The researcher presents the findings of the intrinsic factors, actual work, responsibility, achievement, recognition and advancement in the form of tables.

#### 5.4.1.1 ACTUAL WORK

Actual work is a sub scale that describes intrinsic factors of motivation. This sub scale describes components of the work itself

		Count	Col %
I find my work challenging	Strongly agree	10	26.3%
	Agree	21	55.3%
	Neither agree or disagree	5	13.2%
	Disagree	2	5.3%
Total		38	100.0%

Figure 14: Variable " I find my work challenging"

About 82% (31) of all respondents find their work challenging, while only about 5.0% (2) did not.

		Count	Col %
My job makes good use of my skills and ability	Strongly agree	11	28.9%
	Agree	15	39.5%
	Neither agree or disagree	8	21.1%
	Disagree	4	10.5%
Total		38	100.0%

Figure 15: Variable "My job makes good use of my skills and ability"

Just over 68.0 %( 26) feel that their skills were being well utilized in the company whereas close to 11.0% (4) respondents disagreed and 21.0% (8) are uncertain.

		Count	Col %
My job is enjoyable	Strongly agree	12	31.6%
	Agree	21	55.3%
	Neither agree or disagree	3	7.9%
	Disagree	2	5.3%
Total		38	100.0%

Figure 16: Variable "My job is enjoyable:

Almost 87.0% (33) of the staff enjoys their job while just over 5.0% (2) don't enjoy their job

		Count	Col %
My job is made interesting	Strongly agree	7	18.4%
	Agree	24	63.2%
	Neither agree or disagree	5	13.2%
	Disagree	2	5.3%
Total		38	100.0%

Figure 17: Variable "My job is made interesting"

Of the sample size close onto 82.0% (31) found their jobs interesting while only approximately 5.0 %( 2) did not.

		Count	Col %
I think my job should have varied tasks	Strongly agree	11	28.9%
	Agree	21	55.3%
	Neither agree or disagree	5	13.2%
	Disagree	1	2.6%
Total		38	100.0%

Figure 18: Variable "I think my job should have varied tasks.

84.0 %( 32) of the respondents agree that their jobs should have varied tasks; this has implications on job design. Just fewer than 3.0% (1) respondent disagreed.

		Count	Col %
I have adequate time between tasks	Strongly agree	9	23.7%
	Agree	13	34.2%
	Neither agree or disagree	10	26.3%
	Disagree	6	15.8%
Total		38	100.0%

Figure 19: Variable "I have adequate time between tasks."

60.0 % ( 22) of the respondents suggested that they do have adequate time between tasks, while close onto 16.0 % ( 6) disagreed.

### 5.4.1.2 RESPONSIBILITY

		Count	Col %
I take responsibility for the tasks I handle	Strongly agree	22	57.9%
	Agree	15	39.5%
	Neither agree or disagree	1	2.6%
Total		38	100.0%

Figure 20: Variable "I take responsibility for tasks I handle"

Almost 98.0% (37) agree that they do take responsibility for the tasks they handle. No respondent disagreed.

		Count	Col %
I have freedom to use my own judgment in getting the job done	Strongly agree	15	39.5%
	Agree	17	44.7%
	Neither agree or disagree	4	10.5%
	Disagree	1	2.6%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 21: Variable "I have freedom to use my own judgment in getting the job done"

84.0% (32) of the respondents agreed that they are given the freedom to use their judgement to get the job done, while just over 5.0 % ( 2) disagreed.

### 5.4.1.3 ACHIEVEMENT

Achievement is a sub scale that describes intrinsic factors of motivation. This sub-scale describes the self-perception of employee's quality of work.

		Count	Col %
I am committed to producing the highest quality work	Strongly agree	24	63.2%
	Agree	14	36.8%
Total		38	100.0%

Figure 22: Variable "I am committed to producing the highest quality work"

100 % ( 38 ) of the staff agreed that they are committed in producing the highest quality work.

		Count	Col %
I find new and better ways to get the job done	Strongly agree	15	39.5%
	Agree	20	52.6%
	Neither agree or disagree	2	5.3%
	Disagree	1	2.6%
Total		38	100.0%

Figure 23: Variable "I find new and better ways to get the job done"

82.0 % ( 35 ) believed that they do find new and better ways to get the job done while only a small percentage of just under 3.0% ( 1 ) disagree.

### 5.4.1.4 RECOGNITION

Recognition is a subscale that describes intrinsic factors of motivation. This subscale describes the degree to which staff is given credit for their performance.

		Count	Col %
My peers recognize me when I do a good job	Strongly agree	9	23.7%
	Agree	17	44.7%
	Neither agree or disagree	8	21.1%
	Disagree	3	7.9%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 24: Variable "My peers recognize me when I do a good job"

Of the sample size 68.0 %( 26) agreed that their peers recognize them when they do a good job and just over 11.0 %( 4) disagreed with this statement. Just over 21.0% (8) are not sure or neither agrees nor disagrees.

		Count	Col %
I am recognized by my superior/manager for my contributions	Strongly agree	9	23.7%
	Agree	17	44.7%
	Neither agree or disagree	7	18.4%
	Disagree	3	7.9%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 25: Variable "I am recognized by my superior/manager for my contributions"

68.0% (26) of the respondents agreed that they receive recognition form their supervisor/manager for their contributions, while 13.0 %( 5) disagreed.

		Count	Col %
I am satisfied to the extent that I receive recognition	Strongly agree	7	18.4%
	Agree	15	39.5%
	Neither agree or disagree	8	21.1%
	Disagree	6	15.8%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 26: Variable "I am satisfied to the extent that I receive recognition"

Almost 58.0 %( 22) are satisfied to the extent that they receive recognition, yet 21.0% disagreed and 21 %( 8) neither agreed nor disagreed.

#### 5.4.1.5 ADVANCEMENT

Advancement is a subscale that describes intrinsic factors of motivation. The subscale describes the perception of growth in the organization in terms of career and skills.

		Count	Col %
I believe that career paths exist for someone like me in my company	Strongly agree	7	18.4%
	Agree	13	34.2%
	Neither agree or disagree	11	28.9%
	Disagree	5	13.2%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 27: Variable "I believe that career paths exist for someone like me in my company"



Close to 53.0 %( 20) believed that career paths exist for them in the company and almost 19.0% (7) believed this is not the case for them. A higher percentage or 29.0% (11) neither agree nor disagree.

		Count	Col %
I am given the opportunity to improve my skills in my company	Strongly agree	10	26.3%
	Agree	19	50.0%
	Neither agree or disagree	7	18.4%
	Disagree	2	5.3%
Total		38	100.0%

Figure 28: Variable "I am given the opportunity to improve my skills in my company"

Of the respondents almost 76.0 %( 29) agreed that they are given the opportunity to improve their skills in the company while 5.0 %(2) disagreed.

		Count	Col %
There are opportunities for promotion in my role	Strongly agree	5	13.2%
	Agree	9	23.7%
	Neither agree or disagree	16	42.1%
	Disagree	4	10.5%
	Strongly disagree	4	10.5%
Total		38	100.0%

Figure 29: Variable "There are opportunities for promotion in my role"

Almost 37.0% (14) agreed that there is a likelihood of promotion opportunities in their role and 21 %( 8) disagreed and feel that no such opportunities for promotion exist.

## 5.4.2 EXTRINSIC FACTORS

The researcher presents the findings of the extrinsic factors such as working conditions, company policy and administration, peer relationships, personal life, supervision, remuneration, status and job security in the form of tables.

### 5.4.2.1 WORKING CONDITIONS

Working conditions is a subscale that describes extrinsic factors of motivation. This subscale describes the environment in which the staff works. This environment includes the

physical working space as well as the degree to which staff are equipped with information and resources for their job. The atmosphere is also taken into consideration.

		Count	Col %
I am given the training/guidance needed to do my job effeciently	Strongly agree	7	18.4%
	Agree	21	55.3%
	Neither agree or disagree	9	23.7%
	Disagree	1	2.6%
Total		38	100.0%

Figure 30: Variable "I am given the training/guidance needed to do my job efficiently"

Of the total number of respondents close onto 74.0% (28) agree that they are given the training/guidance needed to do their job efficiently, only 3.0 %( 1) disagree.

		Count	Col %
I have the tools I need to do my work	Strongly agree	11	28.9%
	Agree	24	63.2%
	Neither agree or disagree	3	7.9%
Total		38	100.0%

Figure 31: Variable "I have the tools I need to do my work"

92.0% (35) agree that they have the tools to do their work while no respondent disagreed.

		Count	Col %
I am comfortable with the PC I use	Strongly agree	14	36.8%
	Agree	21	55.3%
	Neither agree or disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 32: Variable "I am comfortable with the PC I use"

92.0% (35) of the staff agrees that they are comfortable with their PC, just under 3.0 %( 1) disagree

		Count	Col %
I have the necessary re- sources to perform my job	Strongly agree	12	31.6%
	Agree	21	55.3%
	Neither agree or disagree	4	10.5%
	Disagree	1	2.6%
Total		38	100.0%

Figure 33: Variable "I have the necessary resources to perform my job"

Approximately 87.0 %( 33) agree that they have the resources to perform their job, only 3.0% (1) disagree with this statement

		Count	Col %
I have all the information I need to do my job well	Strongly agree	11	28.9%
	Agree	21	55.3%
	Neither agree or disagree	5	13.2%
	Disagree	1	2.6%
Total		38	100.0%

Figure 34: Variable "I have all the information I need to do my job well"

84.0% (32) of the sample size agreed to having all the information they need to do their job well, only 3.0 %( 1) disagreed and feel the contrary.

		Count	Col %
I work in a relaxed and friendly environment	Strongly agree	14	36.8%
	Agree	17	44.7%
	Neither agree or disagree	3	7.9%
	Disagree	4	10.5%
Total		38	100.0%

Figure 35: Variable "I work in a relaxed and friendly environment"

82.0 %( 31) agreed with this statement that they work in a relaxed environment, and close to 11.0 %( 4) of the respondents disagreed.

		Count	Col %
I am comfortable with the tools I use	Strongly agree	12	31.6%
	Agree	23	60.5%
	Neither agree or disagree	3	7.9%
Total		38	100.0%

Figure 36: Variable "I am comfortable with the tools I use"

92.0% (35) agree that they are comfortable with the tools they use; no respondent disagreed with this statement.

		Count	Col %
I do not have any physical discomfort in my work environment	Strongly agree	12	31.6%
	Agree	24	63.2%
	Neither agree or disagree	2	5.3%
Total		38	100.0%

Figure 37: Variable 'I do not have any physical discomfort in my work environment'

95.0% (36) of the staff agrees not to have any physical discomfort in their work environment. No respondents disagreed.

#### 5.4.2.2 COMPANY POLICY & ADMINISTRATION

Company Policy and Administration is a subscale that describes extrinsic factors of motivation. This subscale describes the extent to which staff is kept informed about information about the company.

		Count	Col %
I am satisfied with information I receive on what is going on in my Company	Strongly agree	9	23.7%
	Agree	21	55.3%
	Neither agree or disagree	5	13.2%
	Disagree	1	2.6%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 38: Variable "I am satisfied with the information I receive on what is going on in my company"

89.0% (30) of the respondents agree and are satisfied with the information they receive regarding the company, about 8.0% (3) disagree and feel that unsatisfied.

		Count	Col %
I am kept informed about matters that affect me in my Company	Strongly agree	12	31.6%
	Agree	17	44.7%
	Neither agree or disagree	5	13.2%
	Disagree	2	5.3%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 39: Variable "I am kept informed about matters that affect me in my company"

76.0% (29) of respondents agree about this statement that are kept informed about matters that affect them in the company, close to 11.0% (4) disagree and feel that they are not kept informed about matters that may affect them in the company.

### 5.4.2.3 PEER RELATIONSHIPS

Peer relationships is a subscale that describes extrinsic factors of motivation, this subscale describes the team dynamics.

		Count	Col %
I have good communication with the rest of my team	Strongly agree	13	34.2%
	Agree	18	47.4%
	Neither agree or disagree	4	10.5%
	Disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 40: Variable "I have good communication with the rest of my team"

Almost 82.0% (31) agree that there is good communication with the team, 8.0 % ( 3) disagree.

		Count	Col %
My co-workers and I work as a team	Strongly agree	10	26.3%
	Agree	17	44.7%
	Neither agree or disagree	7	18.4%
	Disagree	3	7.9%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 41: Variable "My co-workers and I work as a team"

71 % ( 27) agree that they work as a team, 11.0 % ( 4) of the respondents disagree and feel that they don't work as a team and 18.0% ( 7) neither agree nor disagree.

		Count	Col %
My colleagues are pleasant people to work with	Strongly agree	13	34.2%
	Agree	16	42.1%
	Neither agree or disagree	6	15.8%
	Disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 42: Variable "My colleagues are pleasant people to work with"

76.0% (29) of the respondents agree that their colleagues are pleasant to work with while 8.0% (3) disagree and feel that the colleagues are not pleasant people to work with.

		Count	Col %
My fellow employees are committed to doing quality work	Strongly agree	5	13.2%
	Agree	22	57.9%
	Neither agree or disagree	7	18.4%
	Disagree	4	10.5%
Total		38	100.0%

Figure 43: Variable "My fellow employees are committed to doing quality work."

71.0% (27) agree feel that there is commitment from employees to doing quality work, 11.0% (4) disagree and feel that their fellow employees are not so.

		Count	Col %
My team looks for ways to change processes to improve productivity	Strongly agree	2	5.3%
	Agree	18	47.4%
	Neither agree or disagree	15	39.5%
	Disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 44: Variable "team looks for ways to change processes to improve productivity"

Close onto 53.0 % (20) agree with this statement, yet 40.0 % (15) are not sure so they neither agree nor disagree, and 8.0 % (3) disagree and feel that the team is not looking for ways to change processes to improve productivity.

		Count	Col %
I believe that my department has a good team spirit	Strongly agree	10	26.3%
	Agree	17	44.7%
	Neither agree or disagree	7	18.4%
	Disagree	1	2.6%
	Strongly disagree	3	7.9%
Total		38	100.0%

Figure 45: Variable "believe that my department has a good team spirit"

71.0 % (27) agree that their department has a good team spirit while 11.0% (4) disagree with this.

		Count	Col %
My team focuses on fixing the problem rather than finding fault	Strongly agree	8	21.1%
	Agree	13	34.2%
	Neither agree or disagree	11	28.9%
	Disagree	4	10.5%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 46: Variable "My team focuses on fixing the problem rather than finding fault"

About 55.0%(21) of the respondents agree that their team focuses on fixing the problem rather than finding fault while close to 16.0%(6) disagree. Yet 29.0% (11) either agree or disagree.

#### 5.4.2.5 PERSONAL LIFE

Personal life is a subscale that describes extrinsic factors of motivation. This subscale describes the degree to which an organization is seen to consider family and personal needs.

		Count	Col %
I can get help with private problems in my work environment	Strongly agree	9	23.7%
	Agree	17	44.7%
	Neither agree or disagree	11	28.9%
	Disagree	1	2.6%
Total		38	100.0%

Figure 47: Variable "I can get help with private problems in my work environment"

68.0 %( 26) respondents agree that help with private problems is available and close to 3.0% (1) disagree. Important to note that 29.0% (11) either agree or disagree.

		Count	Layer %
I have the flexibility to arrange work schedules to meet my family needs at times	Strongly agree	13	34.2%
	Agree	22	57.9%
	Neither agree or disagree	3	7.9%
Total		38	100.0%

Figure 48: Variable "I have the flexibility to arrange work schedules to meet my family needs at times"

Of the total respondents 92.0% (35) agree that the flexibility to arrange work schedules to meet family needs is evident while no respondents disagree.

### 5.4.2.6 SUPERVISION

Supervision is a subscale that describes extrinsic factor of motivation. This subscale describes the management style in the organization.

		Count	Col %
I believe regular team meetings are essential to develop effective team work	Strongly agree	14	36.8%
	Agree	19	50.0%
	Neither agree or disagree	5	13.2%
Total		38	100.0%

Figure 49: Variable "I believe regular team meetings are essential to develop effective team work"

87.0 %( 33) agree that regular team meetings are essential to develop effective team work, while no respondent disagreed.

		Count	Col %
I communicate well with my superior	Strongly agree	12	31.6%
	Agree	17	44.7%
	Neither agree or disagree	4	10.5%
	Disagree	2	5.3%
	Strongly disagree	3	7.9%
Total		38	100.0%

Figure 50: Variable "I communicate well with my superior"

76.0 %( 29) agree and feel that they communicate well with their superior, while 13.0 %( 5) disagree and feel that they don't communicate well with their superior.

		Count	Col %
I am treated fairly by my superior	Strongly agree	13	34.2%
	Agree	13	34.2%
	Neither agree or disagree	9	23.7%
	Disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 51: Variable "I am treated fairly by my superior"

Almost 68.0% (26) of the staff agrees that they are treated fairly by their superior and 8.0 %( 3) disagree while 24.0% (9) either agree or disagree.



		Count	Col %
My mistakes are respectfully addressed by my superior	Strongly agree	11	28.9%
	Agree	15	39.5%
	Neither agree or disagree	9	23.7%
	Disagree	3	7.9%
Total		38	100.0%

Figure 52: Variable "My mistakes are respectfully addressed by my superior"

68.0% (26) agree that their mistakes are respectfully addressed by their superior, but 8.0% (3) of respondents disagree.

		Count	Col %
My superior provides me with adequate support when I need help	Strongly agree	11	28.9%
	Agree	18	47.4%
	Neither agree or disagree	5	13.2%
	Disagree	4	10.5%
Total		38	100.0%

Figure 53: Variable "My superior provides me with adequate support when I need help"

76.0 % ( 29) respondents agree and acknowledge that their superior provides them with adequate support when required, 11.0 % ( 4) disagree and feel that this help when required by their superior is lacking.

		Count	Col %
My superior does not put me under pressure unnecessarily	Strongly agree	13	34.2%
	Agree	16	42.1%
	Neither agree or disagree	7	18.4%
	Disagree	2	5.3%
Total		38	100.0%

Figure 54: Variable "My superior does not put me under pressure unnecessarily"

76.0% (29) agree that their superior does not put them under pressure unnecessarily, and 5.0 % ( 2) disagree and feel that they are put under pressure by their superior unnecessarily.

		Count	Col %
I feel my superior is sensitive to my personal responsibilities	Strongly agree	8	21.1%
	Agree	14	36.8%
	Neither agree or disagree	11	28.9%
	Disagree	2	5.3%
	Strongly disagree	3	7.9%
Total		38	100.0%

Figure 55: Variable "I feel my superior is sensitive to my personal responsibilities"

Of the respondents 58.0% (22) agree that their superior is sensitive to their personal responsibilities, 13.0 % ( 5) disagree and 29.0% (11) either agree or disagree.

#### 5.4.2.7 REMUNERATION

Remuneration is a subscale that describes extrinsic factors of motivation. This subscale describes the satisfaction with pay for both personal and family needs.

		Count	Col %
I am satisfied with the pay I receive compared to others in our industry	Strongly agree	2	5.3%
	Agree	14	36.8%
	Neither agree or disagree	11	28.9%
	Disagree	9	23.7%
	Strongly disagree	2	5.3%
Total		38	100.0%

Figure 56: Variable "I am satisfied with the pay I receive compared to others in our industry"

42.0% (16) agree and are satisfied with the pay while 29% (11) of them disagree and are not satisfied with the pay they receive compared to others in the same industry. The same number neither agrees nor disagrees that is 29% (11).

		Count	Col %
Benefits available are appropriate for my needs and those of my family	Strongly agree	7	18.4%
	Agree	18	47.4%
	Neither agree or disagree	13	34.2%
Total		38	100.0%

Figure 57: Variable "Benefits available are appropriate for my needs and those of my family"

Approximately 66.0% (25) of the respondents agree that the current benefits are appropriate for their needs, none of the respondents disagreed. While 34.0 % ( 13) neither agreed nor disagreed.

### 5.4.2.8 STATUS

Status is a subscale that describes extrinsic factors of motivation. This subscale describes the satisfaction with current job position.

		Count	Col %
I am satisfied with my current position	Strongly agree	9	23.7%
	Agree	13	34.2%
	Neither agree or disagree	9	23.7%
	Disagree	6	15.8%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 58: Variable "I am satisfied with my current position"

58.0% (22) of the respondents agree that they are satisfied with their current position, 18.0% (7) of respondents disagree and 24.0% (9) neither agree nor disagree.

### 5.4.2.9 JOB SECURITY

Job security is a subscale that describes extrinsic factors of motivation. This subscale describes the extent to which staff feels stable in their jobs.

		Count	Col %
I feel I have job security	Strongly agree	2	5.3%
	Agree	15	39.5%
	Neither agree or disagree	15	39.5%
	Disagree	3	7.9%
	Strongly disagree	3	7.9%
Total		38	100.0%

Figure 59: Variable "I feel I have job security"

45.0 % (17) agree that job security exists while 16.0 % (6) disagree, yet close onto 40.0 % (15) neither agree nor disagree.

### 5.4.3 EQUITY

This subscale describes the equity factors.

		Count	Col %
I feel discrimination is not a problem in my department/company	Strongly agree	11	28.9%
	Agree	19	50.0%
	Neither agree or disagree	5	13.2%
	Disagree	2	5.3%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 60: Variable "I feel discrimination is not a problem in my department/company"

79.0% (30) of staff agrees that no discrimination issues exist, while 8.0% (3) of respondents disagree and feel that such discrimination issues exist.

		Count	Col %
My manager is consistent in all decisions taken	Strongly agree	8	21.1%
	Agree	17	44.7%
	Neither agree or disagree	6	15.8%
	Disagree	4	10.5%
	Strongly disagree	3	7.9%
Total		38	100.0%

Figure 61: Variable "My manager is consistent in all decisions taken"

66.0% (25) of the respondents agree that their manager is consistent in his/her decision making while 18.0% (7) of respondents disagree.

		Count	Col %
I feel favoritism is not a problem in my department/company	Strongly agree	10	26.3%
	Agree	16	42.1%
	Neither agree or disagree	8	21.1%
	Disagree	3	7.9%
	Strongly disagree	1	2.6%
Total		38	100.0%

Figure 62: Variable "I feel favoritism is not a problem in my department/company"

68.0% (26) of the respondents agree that favoritism is not a problem, while 11.0% (4) disagree and feel favoritism is an issue. Yet almost 21.0% (8) neither agree nor disagree.

		Count	Col %
My superior provides me with adequate feedback	Strongly agree	7	18.4%
	Agree	18	47.4%
	Neither agree or disagree	8	21.1%
	Disagree	4	10.5%
	Strongly disagree	1	2.6%

Figure 63: Variable "My superior provides me with adequate feedback"

66.0% (25) of the respondents agree with the response and 13.0 % ( 5) disagree

## 5.5 IMPLICATIONS ON MANAGEMENT STYLE

The following rating was used to highlight problem areas.

1. Scores between 75-100%, perceived as working effectively
2. Scores between 50-74% need improvement
3. Scores between 25-49% need attention
4. Scores between 0- 24 % are ineffective

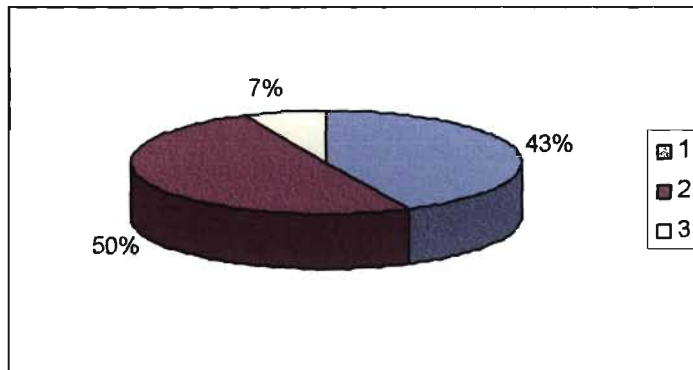


Figure 64: Pie chart showing ratings of scores for management implication variables

The results show that 43% of management practices are seen as effective, 50% need improvement, 7% need attention and none of the scores indicate any aspects are ineffective.

The 43% of management practices that are seen as effective comprises of the following extrinsic factor subscales only:

- Working conditions, specifically training, equipment and computers
- Company Policy and Administration, specifically communication and information dissemination.
- Personal Life, specifically flexibility to arrange work.

The 50% of management practices that need attention comprises of all variables that make up the following extrinsic factor subscales:

- Remuneration
- Status

- Security

The intrinsic factor subscale included in this rating was:

- Actual work, specifically adequate time between tasks and making the job interesting.
- Recognition, specifically satisfaction and recognition.
- Advancement, specifically opportunities for promotion and skills development

The equity factor, decision making was also perceived as needing attention.

All the other variables that have management implications were perceived as needing improvement.

## 5.6 NPAR TESTS

When the expected values are specified either as counts, percentages or proportions

Figure 65: Table 5.51 showing the Mann-Whitney Test

**Test Statistics<sup>b</sup>**

	Z	p
Actual Work	-.773	.439
Responsibility	-.652	.515
Achievement	-1.862	.063
Recognition	-.129	.898
Advancement	-.570	.569
Working Conditions	-.444	.657
Company policy & Administration	-.230	.818
Peer Relationships	-1.212	.225
Personal Life	-1.671	.095
Supervision	-.268	.789
Remuneration	-1.092	.275
Status	-.521	.602
Job Security	-.805	.421
Equity	-.350	.726

b. Grouping Variable: Gender of respondent

The Mann-Whitney Test (equivalent of the T test) for gender shows that there are no significant differences in the factors between males and females at the 95% level ( $p > 0.05$ )

Figure 66: Table 5.52 showing the Kruskal-Wallis Test

**Test Statistics<sup>a,b</sup>**

	Chi-Square	df	p
Actual Work	3.907	5	.563
Responsibility	4.036	5	.544
Achievement	5.072	5	.407
Recognition	1.807	5	.875
Advancement	.963	5	.965
Working Conditions	2.616	5	.759
Company policy & Administration	2.321	5	.803
Peer Relationships	.867	5	.973
Personal Life	4.648	5	.460
Supervision	2.772	5	.735
Remuneration	2.210	5	.819
Status	2.183	5	.823
Job Security	4.951	5	.422
Equity	5.392	5	.370

a. Kruskal Wallis Test

b. Grouping Variable: Length of current employment

The Kruskal-Wallis Test (equivalent of ANOVA) Length of current employment shows that there are no significant differences in between the categories of length of employment at the 95% level ( $p > 0.05$ )

Figure 67: Table 5.53 showing the Kruskal-Wallis Test

**Test Statistics<sup>a,b</sup>**

	Chi-Square	df	p
Actual Work	8.034	5	.154
Responsibility	4.236	5	.516
Achievement	4.628	5	.463
Recognition	6.956	5	.224
Advancement	6.572	5	.254
Working Conditions	7.877	5	.163
Company policy & Administration	3.177	5	.673
Peer Relationships	2.152	5	.828
Personal Life	3.682	5	.596
Supervision	2.936	5	.710
Remuneration	6.478	5	.262
Status	2.716	5	.744
Job Security	2.964	5	.706
Equity	9.451	5	.092

a. Kruskal Wallis Test

b. Grouping Variable: Age group of respondent

The Kruskal-Wallis Test (equivalent of ANOVA) for Age shows that there are no significant differences between age categories at the 95% level ( $p > 0.05$ )

Figure 68: Table 5.54 showing the Kruskal-Wallis Test

**Test Statistics<sup>a,b</sup>**

	Chi-Square	df	p
Actual Work	3.377	3	.337
Responsibility	5.706	3	.127
Achievement	4.624	3	.201
Recognition	3.482	3	.323
Advancement	1.375	3	.712
Working Conditions	5.699	3	.127
Company policy & Administration	4.634	3	.201
Peer Relationships	4.033	3	.258
Personal Life	2.053	3	.562
Supervision	4.251	3	.236
Remuneration	.689	3	.876
Status	3.636	3	.304
Job Security	.465	3	.926
Equity	3.398	3	.334

a. Kruskal Wallis Test

b. Grouping Variable: Ethnic identity of respondent

The Kruskal-Wallis Test (equivalent of ANOVA) Length of current employment shows that there are no significant differences between race groups at the 95% level ( $p > 0.05$ )

## 5.7 INTRINSIC, EXTRINSIC AND EQUITY CORRELATIONAL RELATIONSHIPS

In this section the researcher presents and describes the intrinsic, extrinsic and equity factors. The information discussed below is with reference to tables showing the correlational relationships between these factors. Figures 70 up to Figure 74 show the Correlations Matrix for Intrinsic, Extrinsic and Equity and Statistics.

### 5.7.1 INTRINSIC FACTORS

A summary is presented of the intrinsic factors with reference to the correlational relationships of the five intrinsic factors (actual work, responsibility, achievement, recognition and advancement)

#### 5.7.1.1 ACTUAL WORK

The actual work subscale showed its highest correlational relationship with the intrinsic factor subscale, advancement ( $r=0.552$ ) and the extrinsic factor subscale, working con-



ditions ( $r=0.761$ ). This implies that the nature of the work itself plays a role in the perceptions of advancement in the work place as well as the working conditions.

The mean, median and mode indicate that generally respondents agreed to statements relating to actual work. The responses suggest a positive attitude towards actual work.

### **5.7.1.2 RESPONSIBILITY**

The responsibility subscale showed its highest correlational relationship with the intrinsic factor subscale, achievement ( $r=0.655$ ) and the extrinsic factor subscale, supervision ( $r=0.679$ ). This implies that increased autonomy in a job is related to increased achievement orientation. The correct supervision is also essential to ensure increased responsibility.

The results suggest that respondents agree to these statements related to the responsibility of the work and tasks suggesting a positive response/attitude to their job tasks and completing the jobs within an agreed timeframe.

### **5.7.1.3 ACHIEVEMENT**

The subscale achievement showed the highest significance with the intrinsic factor subscale, responsibility ( $r=0.655$ ) and the extrinsic factor subscale, supervision ( $r=0.583$ ). Achievement and responsibility subscales have the highest intrinsic correlation with each other.

The mean and median indicate that the responses are once again positive reflecting a positive attitude of the respondents to job commitment and identifying better ways in getting the job done.

### **5.7.1.5 RECOGNITION**

The recognition subscale shows a significant correlational relationship with the intrinsic subscale, responsibility ( $r=0.559$ ) and the extrinsic subscale, supervision ( $r=0.782$ )

The difference in the mean and median suggest that the responses of the respondents suggest a disagreement or negative attitude regarding recognition. The standard deviation also confirms this.

### **5.7.1.6 ADVANCEMENT**

The most significant correlational relationships were found with the intrinsic factor subscale recognition and the extrinsic factor subscale company policy and administration. Advancement and recognition subscales have their highest intrinsic correlation with each other. The relationship with the extrinsic factor subscale company policy and administration implies, that the staff is satisfied with current positions given that they opportunities for future growth.

Although the mean and median are similar multiple modes exist showing mixed responses and perceptions of growth within the organisation.

## **5.7.2 EXTRINSIC FACTORS**

A summary is presented of the extrinsic factors from the correlational relationships of the eleven extrinsic factors discussed below.

### **5.7.2.1 WORKING CONDITIONS**

The subscale working conditions exhibit a high correlational relationship with the intrinsic factor subscale actual work ( $r=0.761$ ) and the extrinsic factor subscale peer relationships ( $r=0.633$ ). This implies that peer relationships contribute to the perceptions of the working environment and that good working conditions are conducive to actual in the workplace.

### **5.7.2.2 COMPANY POLICY AND ADMINISTRATION**

The most significant correlational relationships were found with the intrinsic factor subscale recognition and the extrinsic factor subscale peer relationships. This implies that receiving adequate information the organization is conducive to good working conditions. Adequate information dissemination also contributes to perceptions of adequate relationships.

### **5.7.2.3 PEER RELATIONSHIP**

The most significant correlational relationships were found with intrinsic factor subscale, recognition and the extrinsic factor subscale, company policy and administration. This implies that working conditions play a vital and important role in developing satisfactory and good peer relationships.

### **5.7.2.4 PERSONAL LIFE**

The most significant correlational relationships were found with the intrinsic factor subscale, recognition and the extrinsic factor subscale supervision. Personal Life and recognition subscales have their highest intrinsic and extrinsic correlations with each other respectively.

### **5.7.2.5 SUPERVISION**

The most significant correlational relationships were found with the intrinsic factor subscale recognition ( $r=0.782$ ) and the extrinsic factor subscale peer relationships ( $r=0.682$ ). This implies that adequate recognition and the considerations for peer relationships play an important role in the perceptions of supervision.

### **5.7.2.6 REMUNERATION**

The subscale remuneration showed a high correlational relationship with the intrinsic factor subscale recognition ( $r=0.453$ ) and the extrinsic factor subscale supervision ( $r=0.469$ ). This implies that employee recognition and supervisor recognition have a significant impact on the satisfaction with remuneration received.

### **5.7.2.7 STATUS**

The subscale status showed a significant relationship with the intrinsic factor subscale actual work ( $r=0.589$ ) and the extrinsic factor subscale working conditions ( $r=0.467$ ). This implies that the work itself and satisfactory working conditions have important implications for perceptions of the status of the job.

### **5.7.2.8 SECURITY**

The subscale remuneration showed a high correlational relationship with the intrinsic factor subscale recognition ( $r=0.538$ ) and the extrinsic factor subscale peer relationship ( $r=0.646$ ) this implies that recognition and considerations for peer relationships have an impact on the degree of perceived security in their jobs.

### **5.7.3 TOTAL INTRINSIC FACTORS**

The most significant correlational relationships were found with the intrinsic factor subscale, actual work ( $r=0.840$ ) and extrinsic subscale factor, personal life ( $r=0.670$ ) This implies that the work itself was the most powerful motivator for the sample and that total intrinsic factors were most impacted by considerations for personal life.

### **5.7.4 TOTAL EXTRINSIC FACTORS**

The most significant correlational relationships were found with intrinsic factor subscale recognition ( $r=0.703$ ) and the extrinsic factor subscale working conditions ( $r=0.808$ ). This implies that working conditions was the most powerful hygiene factor for the sample and that total extrinsic factors were impacted most by recognition.

### **5.7.5 TOTAL EQUITY**

The most significant correlational relationships were found with the intrinsic factor subscale recognition ( $r=0.580$ ) and the extrinsic factor subscale supervision ( $r=0.805$ ). This implies that equity perceptions are influenced both by intrinsic and extrinsic factors. Perceptions of equity exist, given that staff receives adequate recognition and supervision.

The total intrinsic and extrinsic factors show a very significant correlational relationship ( $r=0.787$ ). Total equity factors exhibit a higher correlation to extrinsic factors ( $r=0.640$ ) than intrinsic factors ( $r=0.511$ ). This suggests that extrinsic aspects of the job may be more important than the intrinsic factors in the perception of equity in the work place.

The above correlations and their implications support the existence of relationships between intrinsic, extrinsic and equity variables of motivation in the South African context.

The values for mean, median and mode suggest that respondents were generally positive about the working conditions, company policy and administration, peer relationships and personal life.

The values for the mean, median and mode suggest that the responses showed mixed responses (including negative responses) to Supervision, remuneration, status and job security.

## **5.8 DISCUSSION**

The researcher will discuss and give a concise summary on the intrinsic, extrinsic and equity factors from the findings.

### **5.8.1 INTRINSIC FACTORS**

A summary with key considerations are presented for the five intrinsic factors.

#### **5.8.1.1 ACTUAL WORK**

Herzberg Motivation-hygiene theory promoted job enrichment and this has been supported by the results of the study. The design of the job requires greater variety, increased responsibility and the more challenging tasks (refer to findings above). Generally a positive attitude towards the actual work.

#### **5.8.1.2 RESPONSIBILITY**

The results achieved under findings imply that the management allows staff the power with regard to decision-making processes appropriate to the job function of an employee. This echoes McGregor's Theory Y of participative management.

All staff wants to feel that their work is making a contribution to the organization and with giving an employee increased responsibilities this creates an alignment with organizational goals within the organization.

### **5.8.1.3 ACHIEVEMENT**

The results reflect high commitment and high self –esteem as indicated in the findings. These respondents perceive themselves as exhibiting high achievement orientation. This suggests that the quality work designs is the best way to increase quality standards and efficiency of your teams and promotes McGregor’s theory Y.

### **5.8.1.4 RECOGNITION**

The results imply that staffs are not all together satisfied with the recognition received. This also has equity implications as recognition may be given in different forms, and the management has to measure the different forms with perception of intensity.

Recognition is a very important process .This shows appreciation of the job performed and enhances the spirit of the organization. The results achieved from the study imply that recognition is more evident in teams with good communication.

### **5.8.1.5 ADVANCEMENT**

The results imply that most staff does not perceive career possibilities within the organisation as per the findings.

Growth is an important aspect of any job; an employee might not necessarily want to grow vertically but within the position them in. The key element in this concept is that employees are working towards their growth as well as that of the organization.

## **5.8.2 EXTRINSIC FACTORS**

A summary with key considerations of the eleven extrinsic factors are presented.

### **5.8.2.1 WORKING CONDITIONS**

The working conditions are directly related to peer relationships. To enable management to facilitate peer relationships we must educate our employees on conflict management, sharing of information, co-operating with others and the satisfaction of team work.

The environment within which staff works is also very important and is not necessarily only attributed to equipment, tools or resources but by other variables in the work environment.

### **5.8.2.2 COMPANY POLICY AND ADMINISTRATION**

The results imply that information received about the organization is related to working conditions and recognition. Staff needs to be able to see how the department/company objectives will help achieve organizational goals. If they are included in communication, they feel a part of the whole.

### **5.8.2.3 PEER RELATIONSHIPS**

The results imply that peer relationships are related to working conditions and recognition. Perceptions of peer recognition and working conditions contribute to the quality of relationships between peers in the workplace.

### **5.8.2.4 PERSONAL LIFE**

The results suggest that consideration for personal life impacts on a staff member feeling secure in his work environment and perceptions of recognition.

### **5.8.2.5 SUPERVISION**

Management techniques for communication and fairness are effective in the organization as per the findings. The other supervision variables need improvement. The results suggest that consideration for personal life and recognition impacts perceptions of supervision.

### **5.8.2.6 REMUNERATION**

This variable shows a gap of need, identified by Maslow's, as a physiological need, Alderfer's, as a need of existence and *Haslem et.al* as the animal levels of self categorization. Staff is generally paid in line with the related industry and is evident by the response of the organization.

### **5.8.2.7 STATUS**

The results imply that if staff is not satisfied in positions and that this is linked with remuneration and the work itself.

### **5.8.2.8 SECURITY**

The results show that a relationship exists with job security and family and personal needs. This implies that staff that are more secure in a job have a greater perception of possibilities for advancement and greater flexibility in their jobs for personal reasons.

### **5.8.3 EQUITY**

The results imply that a relationship exists between equity perceptions, recognition and supervision. Staff perceives that a situation is equitable if they receive sufficient recognition. Recognition is related directly to procedural and distributive justice. Equity perceptions are also determined by the perceptions of supervision styles.

## **5.9. CONCLUSION**

In this chapter the researcher presented the results of his research by means of tables and graphs. The demographic profile was reported, then the intrinsic, extrinsic and equity factors was discussed. This was followed by an analysis of the impact on management and leadership.

The results from this study show that intrinsic and extrinsic factors are highly correlated, which suggest that both factors may contribute to motivation.

Perceptions of equity are more highly related to extrinsic factors such as working conditions, peer relationships, status, remuneration, company policy and administration, family and personal needs and supervision. The roots of the perceptions of inequity penetrate many other concepts. These concepts can be identified by future research.

It can be said that personnel differ from one another to such an extent that some individuals won't pursue achievement in their work at all. Others, particularly those in the lower income groups, will probably have more interest in the hygiene factors such as salary and security of tenure, than in the motivators such as challenge and variety of work.



In Chapter 6 the final chapter the researcher will present the recommendations and conclusion of the study.

## CONCLUSIONS AND RECOMMENDATIONS

### **6.1 INTRODUCTION**

In the previous chapter the results and findings from the survey was presented and discussed. In this the final chapter it is hoped that the contents can be summarised succinctly and the recommendations for the way forward will prove helpful.

### **6.2 THE EXTENT TO WHICH THE RESEARCH OBJECTIVES WERE MET**

The research objectives in chapter one will be restated one by one followed by comments as to the extent to which each of these objectives were met based on the findings and results in the previous chapter:

- To assist management to understand what the most important motivational needs of employee's are.

Based on the results in the previous chapter the objective as been fulfilled in highlighting what the most important extrinsic and intrinsic motivational needs are. The Intrinsic (motivators) factors that need management attention are job advancement and recognition. The Extrinsic (hygiene) factors that need management attention are job security, remuneration and status.

- To determine why employees at the various levels are showing varying levels of motivation than is expected.

This objective as been partially met, although the results clearly display varying levels of motivation across both the intrinsic and extrinsic factors the reasons for the varying levels require further investigation and research .

- To determine if business success requires the productive use of human resources, which in turn requires that they be motivated?

This objective is partially fulfilled based on the responses from the findings. This is indicated in the intrinsic factor (actual work) variable "My job makes good use of my skills and ability", only 68 % ( 11) feel that their skills are utilised while 21 % ( 8) are not sure. The need to achieve competitiveness and to remain competitive means the necessity for high quality skills at all levels.

- To confirm that money is not the only motivator.

Although money or remuneration seems to be an issue, it is not the only motivator and therefore the objective as been met. Other motivators such as job advancement and hygiene factors such as job security need to be addressed. Employees today still view pay as very important and they want to know that good performance will be recognized and appropriately compensated.

- To ascertain if leadership influences and impacts on motivation

The results reported in Chapter 5 point 5.5 and the extrinsic (hygiene) factors confirm this objective. Keeping good employees is one of the major problems confronting organisations today. To retain valuable employee's managers needs to have a good understanding of what is most important to their employees.

### **6.3 RECOMMENDATIONS**

Motivating staff at any time is a difficult task. Motivating them at a time of increasing job stress and problems in morale seems a superhuman task. It is important for management not to ignore the factors that contributed to satisfaction. Management should take note of these positive motivating factors and take the necessary steps to ensure that they persist. Factors that contributed to dissatisfaction should be addressed.

The recommendations can only be implemented successfully if there is willingness on the part of both management and staff to have the desire to change and to possess enough vigour to instill an improved level of employee motivation and job satisfaction.

## **6.4 INTRINSIC FACTORS**

Here the researcher presents recommendations for the five listed intrinsic factors.

### **6.4.1 ACTUAL WORK**

Certain jobs can be highly repetitive by nature, but variety can be introduced in the form of other meaningful tasks, support functions and other activities, which will also make working enjoyable.

The challenge for managers would be to make existing work interesting. Make certain employee's have an opportunity to use their valued skills and abilities. Provide employee's with more say in how they actually conduct their work.

### **6.4.2 RESPONSIBILITY**

Employees are satisfied with their responsibility in terms of their liability and accountability for the jobs that they perform. In general this strengthens levels of motivation in the company. Increased responsibility will require adequate training and monitoring mechanisms to ensure that the decisions are being applied within the correct standards. With more responsibility and control over their work, will come more challenges and management will be required to support that process rather than manage it. This in turn will also impact on the service delivery to customers as it will be quicker and the process will appear seamless.

### **6.4.3 ACHIEVEMENT**

A sense of achievement is important in all spheres of life and is usually a measure of success. Attaining set goals or objectives builds strong levels of satisfaction and thus motivation. The need for achievement is one of the strongest driving forces for success. The study has supported that the above concept will increase the need for achievement. Employee's must be proud of their job, accomplishments and employer.

### **6.4.4 RECOGNITION**

Workplace recognition is all about demonstrating that employee's efforts are recognized at their just value. It's about making employees feel appreciated by their co-workers and supervisors for their contributions. Recognition may be given by means of performance-

linked rewards, certificates or even gestures, but must also be given consistently. Management focus needs to include recognitions as part of its business strategy. Receiving recognition for achievements is one of the most fundamental human needs.

#### **6.4.5 ADVANCEMENT**

This factor which is a motivator, is contributing significantly to dissatisfaction. Employees feel that there are no promotion opportunities in the company. Management need to instil a learning culture about the specialty chemical industry, its potential in South Africa, the challenges and threats. Due to its rigid hierarchal structure it is difficult to manipulate this factor. Management must guard themselves against employee dissatisfaction.

### **6.5 EXTRINSIC FACTORS**

Here the researcher makes recommendations for the eleven intrinsic factors.



#### **6.5.1 WORKING CONDITIONS**

Management should consider variable working conditions and involve staff in any decisions involving changes in the workplace.

Training undertaken by staff must not only include product knowledge but skills development as well to show interest in uplifting the skills set of staff for the organization, as well as the related industry. Skills development goes hand in hand with training.

Managers need to be instrumental in developing team spirit and a relaxed and friendly environment in the company. Employees will look to managers as models and should be able to read the message they are sending and model their behaviour accordingly. Participative management style is recommended by McGregor's theory Y and will achieve the type of culture that is conducive to staff motivation.

#### **6.5.2 COMPANY POLICY AND ADMINISTRATION**

Effective communication and information dissemination processes must be on going and implemented regularly. Business issues should be discussed in a forum. The manipulation of this factor is challenging and difficult in a multinational governed by head office pol-

icy. However, some problems may pertain to certain local issues and therefore should be adapted to the local organisation.

### **6.5.3 PEER RELATIONSHIPS**

Team building is an essential part of managing an organization. Team building exercises do not have to be extravagant or costly, but can be an exercise performed on site using the existing infrastructure like the warehouse space, training room and outside open garden space. This is where management can show creativity in managing their teams. They need to create awareness to staff on team work and introduce them to the satisfaction of teamwork. Staff must also be educated on conflict management to ensure they are equipped with all the tools for successful team dynamics. Management must facilitate and promote this team building process.

### **6.5.4 FAMILY AND PERSONAL NEEDS**

Management must make the effort and ensure that their staff family needs are considered when required or necessary.

Hygiene factors are vital in the life of the employee, and neglect of these shall trigger feelings of dissatisfaction, lower levels of motivation, thus influencing productivity and profitability. Satisfaction with degree of balance they are able to strike between their work and personal life is also very important to employee's.

### **6.5.5 SUPERVISION**

This factor which is a combination of the hygiene factors supervision and relationship with supervisor, also contributed to strong levels of satisfaction. It is crucial for supervisors to maintain this good working relationship with employees. Managers will be required to develop their interpersonal skills if they are going to be effective in their jobs (Robbins, 1998, p.335) as, by providing the staff with these incentives, management is building their perception of being part of a team, promoting organizational goals and increasing efficiency. Staff also requires regular feedback on their tasks and performance appraisals to direct their efforts for improvement. This is essential as it allows for re-inforcement and recognition of desired behaviour.

Performance management is an important contributory factor to motivation. Adequate training is also important.

The study confirms that Communication determines perceptions of management.

### **6.5.6 REMUNERATION**

Reward or compensation management is a key element. The current economic situation prevalent in South Africa, together with inflation and rising consumer costs have resulted in more and more employees competing for rewards in a fiscal sense. This factor virtually always appears as a strong dissatisfier. It seems that most people are never satisfied with their remuneration. The important thing about hygiene factors is that it has an increasing zero-point. In other words, salary increases only motivate people to seek the next salary increase. Remuneration will always be discussed until staff receives an adequate remuneration so management must ensure that the necessary industry benchmarking exercises are done and the jobs appraised.

### **6.5.7 STATUS**

This factor includes symbols such as office, position, title, travel allowance etc. Status is a perception and although it might not be possible to provide all with most of these symbols, it is possible to change the non tangible factors like job title. Management needs to recognize that as much as the industry performance varies, the status symbol in a job lies largely, in how much money you earn at the end of the month.

### **6.5.8 JOB SECURITY**

Job security pertains to issues such as feelings of how secure a person's job is, the future of the organisation and fringe benefits. Based on the research results, it is evident that job security is causing strong dissatisfaction. Management must be careful not to overuse the use of temp/casual staff to provide an organization with flexibility, less human resource administration and less remuneration costs, but it can lead to staff feeling insecure, decreases motivation and can increase training costs.

## 6.6 EQUITY

Equity is the perception of fairness and not only maximizing rewards. Individuals compare themselves with others in the workplace. Equity perceptions could also be related to the transparency of processes in the organisation. If employees perceive that an inequity exists, they are likely to withhold some of their contributions. Management should make an explicit effort to seek out and address the fairness concerns of the workforce. Pay special attention to perceived special treatment and favoritism.

Employee's need to be respected and be able to be treated fairly in areas such as pay, benefits and job security.

## 6.7 CONCLUSION

The intrinsic and extrinsic factors, identified by Herzberg, have been confirmed to exist in the South African environment. The relationship of these factors confirmed by the study, re-affirms management implications of existing literature, and also provides additional insight to the perceptions of staff and to the concept of motivation to the workplace.

The study suggests that the management need to focus on staff personal life considerations and the work itself to enhance intrinsic motivation.

Extrinsic motivation can be enhanced by improving recognition processes. Equity perceptions are predominantly influenced by supervision and recognition. The other variables also contribute to motivation but to a lesser extent.

Changes indicate uncertainty, which directly influences motivational levels of employees.

Lasting motivation is brought about by leaders fostering conditions within the organisation that build up intrinsic motivation, for employees must feel that the task is worth while if they are to be committed to it.

The key points for management to note in motivating staff can be summarized as follows:

- People do have high order needs, which must be satisfied.



- People need constant reinforcement. They need positive feedback- particularly praise, social recognition and visibility.

Jobs need to be designed to be intrinsically motivating. To conclude it is important for management to look at enriching jobs on a continuous basis. This is the only way of achieving long-term motivation to ensure job satisfaction. A culture of continuous developing and learning based on team efforts will ensure that not only single divisions but the organisation as a whole be geared for future demands. This future entails a potential highly competitive business environment with vast changes in every possible field.

ADDENDA

Addendum A: Preliminary Correspondence with Officials



The Graduate School of Business  
UKZN

6<sup>th</sup> November 2006

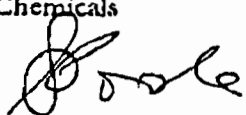
**Re: Permission to conduct Research**

This serves to confirm that J. Naidu was granted permission and approval by the management of the company to administer and send a questionnaire to the staff for their participation for his research.

Yours sincerely

Ciba Specialty Chemicals

Glen Poole

  
**Director of Human Resources**

Registered Head Office  
6 Steel Road  
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Johannesburg  
PO Box 481  
Johannesburg 1660  
Company Reg. No.  
975/065817/07  
Company Directors:  
M.A. Everhuis (Dutch)  
(Chairman)  
J. Naidu  
G. Poole

Unit 14, Lakeside Office Park  
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Addendum B: UKZN letter confirming ethical clearance



RESEARCH OFFICE (GOVAN MBEKI CENTRE)  
WESTVILLE CAMPUS  
TELEPHONE NO.: 031 – 2603587  
EMAIL: ximbap@ukzn.ac.za

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30 NOVEMBER 2005

MR. J NAIDU  
MANAGEMENT STUDIES

Dear Mr. Naidu

**ETHICAL CLEARANCE: "A STUDY TO EVALUATE THE LEVEL OF EMPLOYEE MOTIVATION AND ACTIONS TO BE CONSIDERED TO IMPROVE EMPLOYEE MOTIVATION"**

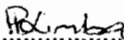
I wish to confirm that ethical clearance has been granted for the above project subject to:

1. A statement of Anonymity, Voluntary nature of participation and Confidentiality being included of the informed consent documents
2. Researchers', Supervisors' name and contact details being included on the informed consent documents

This approval is granted provisionally and the final clearance for this project will be given once the above conditions have been met. Your Provisional Ethical Clearance Number is HSS/05210

Kindly forward your response to the undersigned as soon as possible

Yours faithfully

  
.....  
MS. PHUMELELE XIMBA  
RESEARCH OFFICE

PS: The following general condition is applicable to all projects that have been granted ethical clearance:

THE RELEVANT AUTHORITIES SHOULD BE CONTACTED IN ORDER TO OBTAIN THE NECESSARY APPROVAL SHOULD THE RESEARCH INVOLVE UTILIZATION OF SPACE AND/OR FACILITIES AT OTHER INSTITUTIONS/ORGANISATIONS. WHERE QUESTIONNAIRES ARE USED IN THE PROJECT, THE RESEARCHER SHOULD ENSURE THAT THE QUESTIONNAIRE INCLUDES A SECTION AT THE END WHICH SHOULD BE COMPLETED BY THE PARTICIPANT (PRIOR TO THE COMPLETION OF THE QUESTIONNAIRE) INDICATING THAT HE/SHE WAS INFORMED OF THE NATURE AND PURPOSE OF THE PROJECT AND THAT THE INFORMATION GIVEN WILL BE KEPT CONFIDENTIAL.

cc. Faculty Officer (Logan Naidoo)  
cc. Supervisor (Bob Blair)



**UNIVERSITY OF  
KWAZULU-NATAL**

RESEARCH OFFICE (GOVAN MBEKI CENTRE)  
WESTVILLE CAMPUS  
TELEPHONE NO.: 031 – 2603587  
EMAIL : [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za)

---

8 JANUARY 2007

**MR. J NAIDU (202527156)  
GRADUATE SCHOOL OF BUSINESS**

Dear Mr. Naidu

**ETHICAL CLEARANCE APPROVAL NUMBER: HSS/05210A**

I wish to confirm that ethical clearance has been granted for the following project:

**“A study to evaluate the level of employee motivation and actions to be considered to improve employee motivation”**

Yours faithfully

.....  
MS. PHUMELELE XIMBA  
RESEARCH OFFICE

cc. Faculty Office (Christel Haddon)  
cc. Supervisor (Bob Blair)

Addendum C: Letter of Informed Consent for Respondents



Addendum D: Anonymous Questionnaire for Respondents

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## Questionnaire

Survey Cover Sheet

Staff Motivation in a Multinational Specialty Chemical Company

Part 1(asking permission for academic research)

You are invited to participate in a research project conducted by Jay Naidu in partial fulfillment to an MBA

I estimate it will take you approximately 15 minutes to complete this questionnaire related to your views on factors affecting staff motivation in the organization.

While I foresee no risks to you through your participation in this study, you may find benefits from the opportunity to reflect upon your existing work environment and what you would like to change to create an environment conducive to increased staff motivation.

The information that you provide will in no way be connected with your name. To help me in assuring your anonymity; please do not include any personal contact information anywhere on the questionnaire.

Your completion and submission of this questionnaire will be considered your voluntary agreement to participate and an indication of consent that I may use the data that you provide for research purposes.

Please can you complete the questionnaire and return in hardcopy

**THANK YOU FOR YOUR PARTICIPATION!**

Part 2(asks general personal particulars)

1. Length of Current employment (years)

2-3  11-15  16+

2. Age Group (years)

19-25  26-30  31-39  40-49  50-59  60+

3. Gender

Female  Male

4. Race

African  Coloured  Indian  White

Part 3(asks about employee satisfaction)

Please can you mark the appropriate box that corresponds with your answer?

		1=strongly agree	2=agree	3=neither agree nor disagree	4=disagree	5=strongly disagree
1.	My job is enjoyable					
2.	I find my work challenging					
3.	My job is made interesting					
4.	I have adequate time between tasks					
5.	I think my job should have varied tasks					
6.	I take responsibility for the tasks I handle					
7.	My job makes good use of my skills and ability					
8.	I have the necessary resources to perform my job					
9.	I have all the information I need to do my job well					
10.	I am given the training/guidance needed to do my job efficiently					
11.	I have the tools I need to do my work					
12.	I am comfortable with the tools I use					
13.	I am comfortable with the PC I use					
14.	I do not have any physical discomfort in my work environment					
15.	I work in a relaxed and friendly environment					
16.	I believe that my department has a good team spirit					
17.	My team focuses on fixing the problem rather than finding fault					

18.	My fellow employees are committed to doing quality work					
19.	My co-workers and I work as a team					
20.	My team looks for ways to change processes to improve productivity					
21.	My colleagues are pleasant people to work with					
22.	I have good communication with the rest of my team					
23.	I believe regular team meetings are essential to develop effective teamwork					
24.	I am committed to producing the highest quality work					
25.	I find new and better ways to get the job done					
26.	My peers recognize me when I do a good job					
27.	I am recognized by my superior/manager for my contributions					
28.	I am satisfied to the extent that I receive recognition					
29.	I am satisfied with my current position					
30.	I have freedom to use my own judgment in getting the job done					
31.	I believe that career paths exist for someone like me in my company					
32.	There are opportunities for promotion in my role					
33.	I am given the opportunity to improve my skills in my company					
34.	I am satisfied with information I receive on what is going on in my Company					
35.	I am kept informed about matters that affect me in my Company					
36.	I am satisfied with the pay I receive compared to others in our industry	1	2	3	4	5
37.	I feel I have job security					



38.	I feel my superior is sensitive to my personal responsibilities					
39.	I can get help with private problems in my work environment					
40.	Benefits available are appropriate for my needs and those of my family					
41.	I have the flexibility to arrange work schedules to meet my family needs at times					
42.	I communicate well with my superior					
43.	My superior does not put me under pressure unnecessarily.					
44.	My mistakes are respectfully addressed by my superior					
45.	My superior provides me with adequate support when I need help					
46.	I am treated fairly by my supervisor					
47.	My superior provides me with adequate feedback					
48.	I feel favoritism is not a problem in my department/company					
49.	I feel discrimination is not a problem in my department/company					
50.	My manager is consistent in all decisions taken					

Figure 69: Table showing the Reliability Analysis

1. Actual Work

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Correlation Matrix

	ENJOY	CHALLENG	INTEREST	VARIED	SKILLS
ENJOY	1.0000				
CHALLENG	.5680	1.0000			
INTEREST	.7714	.6573	1.0000		
VARIED	.2139	.1836	.1627	1.0000	
SKILLS	.6014	.6099	.6021	.1360	1.0000
TIME	.1946	.0115	.0114	.2318	-.2669

TIME

TIME                    1.0000

N of Cases =                    38.0

Reliability Coefficients                    6 items

Alpha =    .7012                    Standardized item alpha =    .7318

---

2. Achievement

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Correlation Matrix

	HIGHEST	BETTER
HIGHEST	1.0000	
BETTER	.4026	1.0000

N of Cases =                    38.0

Reliability Coefficients                    2 items

Alpha =    .5497                    Standardized item alpha =    .5740

### 3. Recognition

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Correlation Matrix

	PEERS	CONTRIBU	RECOGINI
PEERS	1.0000		
CONTRIBU	.7533	1.0000	
RECOGINI	.8186	.9033	1.0000

N of Cases = 38.0

Reliability Coefficients 3 items

Alpha = .9339 Standardized item alpha = .9340

---

### 4. Advancement

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Correlation Matrix

	CAREER	GIVEN	OPPORTUN
CAREER	1.0000		
GIVEN	.6372	1.0000	
OPPORTUN	.7661	.4399	1.0000

N of Cases = 38.0

Reliability Coefficients 3 items

Alpha = .8257 Standardized item alpha = .8270

---

### 5. Working Conditions

#### RELIABILITY ANALYSIS - SCALE (ALPHA)

##### Correlation Matrix

	TRAINING	TOOLS	PC	QUALITY	INFORMAT
TRAINING	1.0000				
TOOLS	.4406	1.0000			
PC	.3756	.4830	1.0000		
QUALITY	.0874	.4586	-.0677	1.0000	
INFORMAT	.4812	.5898	.1915	.3613	1.0000
RELAXED	.4863	.4166	.0471	.3049	.5008
COMFORTA	.3747	.8027	.6336	.2971	.4443
DISCOMFO	.2046	.3292	.1012	.1550	.4657

	RELAXED	COMFORTA	DISCOMFO
RELAXED	1.0000		
COMFORTA	.3550	1.0000	
DISCOMFO	.4772	.3002	1.0000

N of Cases = 38.0

Reliability Coefficients 8 items

Alpha = .8003 Standardized item alpha = .8186

## 6. Peer Relationships

### R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

#### Correlation Matrix

	COMMUNIC	TEAM	PLEASANT	QUALITY	IMPROVE
COMMUNIC	1.0000				
TEAM	.7708	1.0000			
PLEASANT	.8302	.8488	1.0000		
QUALITY	.2567	.5030	.4633	1.0000	
IMPROVE	.4982	.6050	.5848	.5629	1.0000
SPIRIT	.7930	.8627	.8571	.4929	.6002
FIXING	.5582	.7636	.7668	.7227	.6449

	SPIRIT	FIXING
SPIRIT	1.0000	
FIXING	.7943	1.0000

N of Cases = 38.0

Reliability Coefficients 7 items

Alpha = .9322 Standardized item alpha = .9304

7. Supervision

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Correlation Matrix

	MEETINGS	SUPERIOR	FAIRLY	FAVORITI	MIS-
TAKES					
MEETINGS	1.0000				
SUPERIOR	.3838	1.0000			
FAIRLY	.4971	.7607	1.0000		
FAVORITI	.4226	.5985	.7702	1.0000	
MISTAKES	.4310	.7643	.7913	.6451	1.0000
FEEDBACK	.3982	.7359	.8021	.6979	.6428
PRESSURE	.4853	.5674	.7955	.7205	.8157
SENSITIV	.3113	.8179	.6947	.6645	.7588

	FEEDBACK	PRESSURE	SENSITIV
FEEDBACK	1.0000		
PRESSURE	.5233	1.0000	
SENSITIV	.6272	.6016	1.0000

Reliability Coefficients      8 items

Alpha =    .9334                      Standardized item alpha =    .9324

8. Remuneration

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Correlation Matrix

	PAY	BENEFITS
PAY	1.0000	
BENEFITS	.2882	1.0000

N of Cases =                      38.0

Reliability Coefficients      2 items

Alpha =    .4270                      Standardized item alpha =    .4474

9. Personal Life

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	PRIVATE	FLEXIBIL
PRIVATE	1.0000	
FLEXIBIL	.4536	1.0000

N of Cases = 38.0

Reliability Coefficients 2 items

Alpha = .6071 Standardized item alpha = .6241

---

10. Company Policy and Administration

RELIABILITY ANALYSIS - SCALE (ALPHA)

Correlation Matrix

	RECEIVE	MATTERS
RECEIVE	1.0000	
MATTERS	.8892	1.0000

N of Cases = 38.0

Reliability Coefficients 2 items

Alpha = .9392 Standardized item alpha = .9414

---

11. Equity

R E L I A B I L I T Y   A N A L Y S I S   -   S C A L E   ( A L P H A )

Correlation Matrix

	DISCRIMI	CONSISTE	FAVORITI
DISCRIMI	1.0000		
CONSISTE	.5752	1.0000	
FAVORITI	.8172	.6206	1.0000

N of Cases = 38.0

Reliability Coefficients 3 items

Alpha = .8502                      Standardized item alpha = .8595

Figure 70: Table showing the Statistics –Intrinsic Factors

<b>Statistics</b>				
	Mean	Median	Mode	Std. Deviation
Actual Work	2.0439	2.0000	1.83	.53368
Responsibility	1.6447	1.5000	1.00	.60301
Achievement	1.5395	1.5000	1.00	.49840
Recognition	2.3246	2.0000	2.00	1.00595
Advancement	2.4561	2.3333	2.00 <sup>a</sup>	.88843

a. Multiple modes exist. The smallest value is shown

Figure 71: Table showing the Correlations-Intrinsic Factors

		Actual Work	Responsibility	Achievement	Recognition	Advancement
Actual Work	Pearson Correlation	1	.540**	.400*	.504**	.552**
	p		.000	.013	.001	.000
	N	38	38	38	38	38
Responsibility	Pearson Correlation	.540**	1	.655**	.559**	.378*
	p	.000		.000	.000	.019
	N	38	38	38	38	38
Achievement	Pearson Correlation	.400*	.655**	1	.495**	.375*
	p	.013	.000		.002	.020
	N	38	38	38	38	38
Recognition	Pearson Correlation	.504**	.559**	.495**	1	.562**
	p	.001	.000	.002		.000
	N	38	38	38	38	38
Advancement	Pearson Correlation	.552**	.378*	.375*	.562**	1
	p	.000	.019	.020	.000	
	N	38	38	38	38	38

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Figure 72: Table showing the Statistics-Extrinsic Factors

<b>Statistics</b>				
	Mean	Median	Mode	Std. Deviation
Working Conditions	1.8520	2.0000	2.00	.50325
Company policy & Administration	2.0921	2.0000	2.00	.99902
Peer Relationships	2.2218	2.0000	1.86	.82414
Personal Life	1.9211	2.0000	2.00	.59872
Supervision	2.1020	2.0625	1.13	.81677
Remuneration	2.5132	2.5000	2.00	.70219
Status	2.3947	2.0000	2.00	1.10379
Job Security	2.7368	3.0000	2.00 <sup>a</sup>	.97770
Equity	2.2018	2.0000	2.00	.91874

a. Multiple modes exist. The smallest value is shown



Figure 73: Table showing the Correlations-Extrinsic Factors

		Correlations								
		Working Conditions	Company policy & Administration	Peer Relationships	Personal Life	Supervision	Remuneration	Status	Job Security	Equity
Working Conditions	Pearson Correlation	1	.539**	.633**	.459**	.604**	.369*	.467**	.379*	.585**
	p		.000	.000	.004	.000	.023	.003	.019	.000
	N	38	38	38	38	38	38	38	38	38
Company policy & Administration	Pearson Correlation	.539**	1	.687**	.340*	.651**	.355*	.407*	.537**	.544**
	p	.000		.000	.037	.000	.029	.011	.001	.000
	N	38	38	38	38	38	38	38	38	38
Peer Relationships	Pearson Correlation	.633**	.687**	1	.420**	.682**	.305	.224	.621**	.646**
	p	.000	.000		.009	.000	.063	.177	.000	.000
	N	38	38	38	38	38	38	38	38	38
Personal Life	Pearson Correlation	.459**	.340*	.420**	1	.677**	.308	.273	.471**	.693**
	p	.004	.037	.009		.000	.060	.097	.003	.000
	N	38	38	38	38	38	38	38	38	38
Supervision	Pearson Correlation	.604**	.651**	.682**	.677**	1	.469**	.348*	.589**	.866**
	p	.000	.000	.000	.000		.003	.032	.000	.000
	N	38	38	38	38	38	38	38	38	38
Remuneration	Pearson Correlation	.369*	.355*	.305	.308	.469**	1	.412*	.261	.345*
	p	.023	.029	.063	.060	.003		.010	.113	.034
	N	38	38	38	38	38	38	38	38	38
Status	Pearson Correlation	.467**	.407*	.224	.273	.348*	.412*	1	.174	.417**
	p	.003	.011	.177	.097	.032	.010		.296	.009
	N	38	38	38	38	38	38	38	38	38
Job Security	Pearson Correlation	.379*	.537**	.621**	.471**	.589**	.261	.174	1	.602**
	p	.019	.001	.000	.003	.000	.113	.296		.000
	N	38	38	38	38	38	38	38	38	38
Equity	Pearson Correlation	.585**	.544**	.646**	.693**	.866**	.345*	.417**	.602**	1
	p	.000	.000	.000	.000	.000	.034	.009	.000	
	N	38	38	38	38	38	38	38	38	38

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Figure 74: Table showing the Correlations-Intrinsic vs. Extrinsic factors

		Correlations				
		Actual Work	Responsibility	Achievement	Recognition	Advancement
Working Conditions	Pearson Correlation	.761**	.679**	.543**	.536**	.349*
	p	.000	.000	.000	.001	.032
	N	38	38	38	38	38
Company policy & Administration	Pearson Correlation	.524**	.628**	.413**	.646**	.626**
	p	.001	.000	.010	.000	.000
	N	38	38	38	38	38
Peer Relationships	Pearson Correlation	.546**	.512**	.429**	.583**	.310
	p	.000	.001	.007	.000	.058
	N	38	38	38	38	38
Personal Life	Pearson Correlation	.392*	.500**	.350*	.560**	.188
	p	.015	.001	.031	.000	.258
	N	38	38	38	38	38
Supervision	Pearson Correlation	.431**	.696**	.583**	.782**	.361*
	p	.007	.000	.000	.000	.026
	N	38	38	38	38	38
Remuneration	Pearson Correlation	.329*	.187	.249	.453**	.264
	p	.044	.261	.131	.004	.109
	N	38	38	38	38	38
Status	Pearson Correlation	.589**	.419**	.241	.385*	.409*
	p	.000	.009	.145	.017	.011
	N	38	38	38	38	38
Job Security	Pearson Correlation	.316	.456**	.299	.538**	.505**
	p	.053	.004	.068	.000	.001
	N	38	38	38	38	38
Equity	Pearson Correlation	.517**	.629**	.395*	.678**	.329*
	p	.001	.000	.014	.000	.043
	N	38	38	38	38	38

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).