



An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Work Engagement in a South African Higher Educational Institution

By

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Dedication

This dissertation is dedicated to my parents Edmore Muranda and Phephisiwe Muranda who have given me the opportunity to obtain education from the best institutions and who have unflinchingly supported me throughout my career and academic pursuits. They taught me that hard work and persistence do not go unrewarded and it was through their inspiration, unconditional love and support that I undertook this study.

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Abstract

The aim of this study was to investigate the relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Work Engagement among Durban University of Technology academic staff. The economy in the 21st century has become knowledge based which is highly global, informative, technology based, and increasingly concerned with society and the environment. However, in higher education institutions (HEIs), which are considered the hub of knowledge, the retention of knowledge workers, commonly referred to as academics, has become a crucial issue. Talent retention and employee turnover, therefore, are major concerns HEIs. Thereby, the need for this study to investigate the relationship between work motivation and employee engagement within the Higher Education Institute of Durban University of Technology (DUT). A quantitative research approach was used for this study to address the research problem as well as to answer the research questions. A sample (n= 318) was drawn from employees of the Durban University of Technology Academic staff. Data was collected through standardised questionnaires. Two standardized questionnaires, the Utrecht Work Engagement Survey (UWES), and Work Preference Inventory (WPI) for motivation (intrinsic and extrinsic) were used to obtain data from the participants. The results from the analysis of this study indicated a significant positive correlation between employee engagement and intrinsic motivation. The study also concluded that there is a negative correlation between extrinsic motivation and employee engagement. In relation to employee engagement with other demographic variables used in this (length of service, educational qualifications and age), length of service does not make any statistically significant contribution to employee work engagement. The analysis of this study concluded that educational qualification does not make a statistically significant contribution to employee work engagement. In relation to age, the study found that it made a statistically significant contribution to employee work engagement and was the second strongest determinant after intrinsic motivation. The findings point out that DUT academics prefer intrinsic factors to enhance their work engagement. Findings of this study provides instruction to DUT management about the institution's efficiency and effectiveness in relation to motivation and work engagement. DUT organisational objectives will be met by providing (intrinsic) motivation which will make employees more engaged. DUT need to foster a conducive work environment that enables employees be intrinsically motivated to be engaged in their jobs. However, the researcher also recommends that more extensive research

investigation into the relationship between work engagement and motivation in relation to corporate culture can be explored.

Key words: Employee Engagement, Intrinsic Motivation, Extrinsic Motivation, Academic Staff, Higher Education Institution.

List of Acronyms

ASTD	American Society for Training and Development
CET	Cognitive Evaluation Theory
CHE	Council of Higher Education
CIPD	Chartered Institute of Personnel and Development
COR	Conservation of Resources
DHET	Department of Higher Education & Training
DUT	Durban University of Technology
EM	Extrinsic Motivation
FET	Further Education and Training
HAIs	Historically Advantaged Institutes
HDIs	Historically Disadvantaged Institutions
HEAIDS	Higher Education AIDS
HEIs	Higher Education Institutes
HEI	Higher Education Institution
HESA	Higher Education South Africa
HOD	Head of Department
HRM	Human Resources Management
IM	Intrinsic Motivation
IRC	Institutional Research Committee
NCHE	National Council on Higher Education
NEHAWU	National Health Education & Allied Workers Union
NPHE	National Plan for Higher Education
NTEU	National Tertiary Education Union
SCT	Social Cognitive Theory
SDT	Self Determination Theory
SET	Self Exchange Theory
SPSS	Statistical Package for the Social Sciences

TENUSA	Tertiary Education National Union of South Africa
UWES	Utrecht Work Engagement Survey
WPI	Work Preference Inventory

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CHAPTER 1

OVERVIEW OF THE STUDY

1.1 Introduction

This introductory chapter aimed to introduce and discuss the research topic of this thesis, which was to investigate the relationship between Work Motivation (Intrinsic and Extrinsic) and employee work engagement among Durban University of Technology academic staff. The discussion started with the background of study then move on to define and discuss the key topics of the study, motivation and employee engagement. This chapter outlined previous research on the topic and the existing research gap, leading up to the formulated research question and purpose of this study.

Work motivation and employee engagement are critical issues for today's organisations, despite motivation being the focus of numerous studies. The focus of this study is to investigate the relationship between work motivation and employee engagement as most studies do not link them together as factors that influence each other. However, due to the dynamic nature of the corporate environment, employers want to maximise the potential of their staff to remain competitive within the global labour market. Motivated employees are more engaged and prove to be genuine assets when it comes to the optimum objectives of the organisation (Demerouti, Bakker and Fried, 2012). The introduction of employee engagement is an emerging concept in the Business, Management, Industrial/Organisational Psychology, and Human Resource Development field (Wollard and Schuck, 2011). With respect to the aforementioned, Wollard and Schuck (2011:54) refers to employee engagement as "a psychological presence of employees in conducting their duties within their specific organisation". In addition, the author considers the psychological presence as aspects of the physical, cognitive and emotional nature. These three facets are activated at the same time in order to generate an engaged state. Within the field of Human Resources Management (HRM), motivational factors (intrinsic and extrinsic) are viewed as important instruments for positive employee outcomes. Silvera (2013) supports this notion with an analysis that organisations recently have pushed for more motivational incentives for long term positive employee outcomes.

As highlighted above, regardless of numerous research studies on motivation and work engagement, the relationship between motivation and engagement are hardly explored. The current study aims to investigate the relationship between motivation (intrinsic and extrinsic) and employee engagement among the academic staff of Durban University of Technology (DUT).

1.2 Background of the study

Due to the current rapidly changing economy, global business competition continues to increase. Given this scenario, organisations are looking for more efficient strategies to maximise their human resources to improve on efficiency and productivity. In this increasingly competitive market, George and Jones (2012) recommended that it is not adequate to cut costs by making use of new technologies or to lower employees' wages. They argue that for an organisation to improve production and efficiency, they need to make use of the skills of employees. Motivation and engagement levels of the employees' effect production and efficiency. Below, the backgrounds of the two research constructs, motivation (intrinsic and extrinsic) and work engagement are discussed.

1.2.1 Work engagement

With reference to work engagement, the dynamic global economy has facilitated the need for organisations to explore employee engagement to achieve optimal results at a minimal expenditure (Christian, Garza and Slaughter, 2011). It has been proved in research done by Global Work Place (2013) that a more satisfied and well-motivated employee is a well engaged employee. In line with most organisational goals, employee engagement holds the key for a successful organization, especially in today's modernised business environment. In addition, Xanthopoulou, Bakkar, Demerouti and Schaufeli (2010) found that employee engagement is associated with higher levels of profit and development.

There has been an increase in the number of disengaged workers across the globe. Global Work Place (2013) reported a total of 13% of employees across 142 countries were engaged in their work duties and 87% of employees surveyed were emotional disengaged in terms of their duties in their respective work places. The trends in global employee engagement report by Aon (2016) highlighted that the changing face of the world appeared to have impacted employee engagement. Among other factors, rapid technological growth has made some jobs obsolete, creating uncertainty and anxiety among workers which has led to a drastic increase of employee dis-

engagement. With such alarming statistics one can speculate on the impact employee engagement has had on global economies. An assertion has been made by Gallup (2015) that due to lack of employee engagement, the United States of America (USA) loses billions of dollars annually. Furthermore, the report adds that African countries have the highest levels of active disengagement in the world. In addition, the study conducted by Aon (2016) which included 75 organisations across Sub Saharan Africa representing more than 300,000 employees showed high levels of disengagement with East Africa scoring 74%, followed by Southern Africa (represented by Zambia, Namibia, Botswana, Lesotho and Swaziland) at 70%, while South Africa scored 68%. However, with the high rates of unemployment within the African continent, disengaged employees are remaining in their jobs despite their unhappiness, this results in more drastic consequences to the production and efficiency levels of organisations.

Andrew and Sofian (2012) confirmed that employee engagement has become a major topic in the business world for both researchers and practitioners. A connection with regard to ‘high levels of personal investment in work tasks performed’ and ‘employee engagement’ was established by researchers Gilson and Harter (2004) and Macey and Schneider (2008). Literature presented by Kahn (1990) made great contributions to the development of the ‘employee engagement’ concept. Kahn’s explanation of personal investment is based on the combination and collaboration of personal engagement and personal disengagement. Vuori, San, and Kira (2012) define’s engagement as the behavior in which employees bring or leave out their personal selves during work role performances. Kahn (1990) explains that when employees are engaged they are physically, cognitively and emotionally immersed in their work tasks, whereas when employees are disengaged they withdraw physically, cognitively and emotionally in their work tasks. However, the concept of engagement requires employees to have self-expression and self-employment in their work lives.

Studies conducted by Shuck, Reio and Rocco (2011), Saks (2008), Schaufeli, Bakker and Salonova (2008) examined the antecedents, predictors and outcomes of employee engagement and in those studies; it was proven that employee engagement shares an important relationship with the organisation’s outcomes and overall performance. According to Truss, Alfes, Delbridge, Shantz and Soane (2013). 8 out of 10 employees do not deliver their full potential in organisational work tasks. Recent studies have indicated that the effects of employee engagement cost more than \$300

billion a year across the globe (Shuck, 2011). Similarly, Aon (2016:1) demonstrated that Europe has been rated the most improving region showing continuous improvement for the period 2015 - 2016. However, when compared with other continents Europe currently sits well below average global engagement trends which stand at 30%, America with a rating of above 40% and Africa at 36,6% respectively. In comparison, Asia Pacific sits below average like Europe with a rating of less than 29%. Respectively researchers argue that because of the 2008 economic recession Pacific Asia has never fully recovered, which has contributed to slow progress in terms of employee engagement. Considering the economic recession and current economic trends it has become imperative for organisations to boost engagement levels of their employees for improved outcomes. Since this study is an investigation between the two constructs ‘employee engagement and motivation’, the researcher discusses literature, background and the concept of motivation below.

1.2.2 Motivation

According to Grant (2010) motivation is an instrument that can be used to enhance work engagement for employees within the organisation, hence it is important to understand the relationship between work motivation and employee engagement. Newman (2010:11) explains that “human behavior is far too complicated in that some desires are conscious and some unconscious, thus making the definition of motivation difficult to conceptualise”. Motivation is categorized into intrinsic and extrinsic elements. Rosenfeld (2013) asserts that when the intrinsic and extrinsic needs of employees are satisfied, employees are more engaged in their work, have high personal and group satisfaction, acquire a sense of responsibility, loyalty and confidence to achieve their personal as well as organisational goals. It is evident that motivation and employee engagement are interrelated organisational aspects, which somehow influence each other in respect of the effectiveness of the organization.

Different definitions and views on motivation abound and many researchers have expressed their opinion on the concept but seemingly there is a common agreement among researchers which explains that motivation is a force that drives humans to start and complete activities. Given this view, motivation can thereby be connected to every function of life and can be identified in different working behaviors. For example, simple acts like eating is motivated by hunger and education can be motivated by a desire for knowledge. These aspects can be understood more

thoroughly by going in detail into the two types of motivation, that is, intrinsic and extrinsic motivation.

Need's Based Theory explains the reason people engage in various activities and the difference between intrinsic and extrinsic motivation (Frey, 2012). The two types of motivation have different source's; extrinsic motivation arises from the desire to obtain external rewards that are apart from the activity itself intrinsic motivation is driven by satisfying internal rewards, i.e., satisfaction and pleasure (Alarcon and Edwards, 2011). With this brief explanation it can be specified that these different needs for motivation are essential in understanding employee motivation in the work place.

Different types of motivation have been under inquiry for a long time. The main reason why this subject has been under investigation is that not only does it affect employee productivity, but it impacts highly on organisational performance. In terms of extrinsic motivation, researchers have established a relationship between workers psychology and monetary rewards. Leete (2013) asserts that good wages are important to maintain employee motivation within organisations. Likewise, Islam and Ismail (2008) developed a study that in which participants preferred monetary rewards as an effective motivational factor among other factors in terms of the Maslow's Hierarchy of Needs Theory. A survey conducted by Jenica (2016) indicated that employees from sales and banking in Malaysia preferred monetary rewards (i.e., good wages) as a motivator. Heckhausen and Heckhausen (2008) compared motivational surveys conducted in 1946, 1980, 1986 and 1992. Their results indicated that monetary rewards were ranked first by employees followed by job security, promotion and growth. Ali and Ahmad (2009) investigated the relationship between reward and recognition with regard to employee satisfaction from a group of Unilever employees in Pakistan. The results from the study indicated that there was a positive relationship between reward, recognition and employee satisfaction. The case studies mentioned above indicated that employees value monetary rewards in relation to their job satisfaction.

Researchers have used different factors of intrinsic and extrinsic motivation to verify the effects of motivation on employees in different sectors of the economy. However, different motivational factors, intrinsic factors, such as interesting work, job appreciation, job satisfaction, stress and extrinsic factors, such as job security, promotion and growth, good wages, recognition have been common in all these studies. These have been adopted for this study. These factors are in line with

CET (1985), Self-determination Theory (SDT) (1997) Herzberg's Two Factor Theory (1959) and Adams Equity Theory (1963). In addition, different researchers have presented and argued that motivated employees are productive employees and studies have shown a positive correlation between motivation and performance. Considering previous research on motivation, the connection between the two types of motivation (intrinsic and extrinsic) and employee engagement has motivated the researcher to investigate this topic.

1.3 Statement of problem and purpose of study

Ideally within a global business environment it is imperative for organisations to maximise the full potential of their employees to remain competitive in the business environment. Twenge, Campbell, Hoffman, and Lance (2011) state that maximum performance from employees can be obtained with fully engaged staff and this study was designed to explore the relationship between motivational factors and employee engagement. The study aimed to provide essential information and answer the question of how the two constructs of motivation and employee engagement affects one another.

Every year Higher Education Institutions (HEIs) are grappling with the challenge of labour turnover often instigated by employees with a sense of disengagement and lack of motivation. In a study conducted by Selesho (2014) on staff retention among academic staff in South African Universities, motivation and disengagement were pointed out as part of the major issues that are currently affecting retention policies within universities. More so the issue on brain drain from African Universities and within the South African context has become more critical because of the subsequent loss of skilled academics to first world countries. To some extent, reasons leading to the migration of skilled academic staff to other countries have been linked to factors of motivation and disengagement (Selesho, 2014). Ensuring that employees are well-motivated and engaged is one of the major goals of employers because of the unarguable link between employee motivation, engagement and organisational productivity. Whereas there is expansive literature on employee engagement, little research exists on the relationship between work motivation and employee engagement in Higher Education institutions (HEIs). For example, Guest (2014) analysed the concept of employee engagement, while Albdour and Altarawneh (2014) explored employee engagement and organisational commitment in the Jordanian context. Similarly, Linjuan (2015) explored employee engagement as an outcome of other variables in terms of employee

organisation relationships and internal reputation. As laudable and exhaustive as the aforementioned studies are, they do not address the issue of employee engagement and motivation in the context of higher education institutions. Thus, given the gap in literature, this study sought to explore employee engagement within the ambit of higher education institutions. The goal was to provide useful information and insights to organisational leaders, managers, and Human Resources (HR) practitioners with guidance on how to accelerate levels of employee engagement with motivation as a driving factor.

1.4 Research objectives

The aim of this study was to investigate the relationship between motivational factors and employee engagement among Durban University of Technology academics. This research was guided by the following objectives:

- i. To determine the relationship between employee engagement and intrinsic motivation among academics at DUT.
- ii. To determine whether motivational incentives (extrinsic motivation) have a significant influence on employee engagement of DUT academics.
- iii. To determine how well a set of variables, intrinsic motivation, extrinsic motivation, length of service, educational qualifications, and age, predict employee engagement.

1.5 Research questions

The global social and economic forces throughout the modern world have brought about profound changes to education particularly in Higher Education Institutions. Due to a current wave of poor retention, job insecurity and brain drain in South African, HEIs have been motivated to explore the relationship between motivation and work engagement. This study considered intrinsic motivational factors such as an interesting work, job appreciation, satisfaction, stress and extrinsic motivational factors, such as job security, promotion/growth, good wages and recognition. The study explored the relationship between intrinsic and extrinsic motivation and employee engagement among Durban University of Technology (DUT) academics. Having outlined the main objectives of the research, the research questions were formulated below.

- i. To what extent is intrinsic motivation related to employee engagement among the academics at DUT?

- ii. To what extent do motivational incentives, i.e., extrinsic motivation, influence employee work engagement among DUT academics?
- iii. How much variance in employee engagement can be explained by the following variables; intrinsic motivation, extrinsic motivation, length of service, educational qualification, age?

1.6 Significance of the study

This study contributes to the existing body of scholarship. There has been a paucity of theoretical and empirical research regarding this topic. More so, this study could be important to Human Resource Practitioners and organisations as it recommends how to enhance the correlation between employee motivation and work engagement.

This research used a case study approach; the study site was the Durban University of Technology (DUT). The university employs 1874 academic staff and useful information was obtained regarding the issue of motivation and employee engagement. Moreover, this study was of significance because it provided detailed insights concerning the motivational factors and how they relate to the enhancement of employee engagement in the context of DUT as a HEI. In addition, this study sought to help HEI's to have a better understanding of the relationship between employee motivation and work engagement. Thus, making it easier for management to create appropriate work engagement and motivational building tools. The empirical research indicated the current levels of employee motivation and employee engagement at DUT and the factors that the organisation can improve in relation to employee engagement and work motivation.

1.7 Definition of key concepts

- i. **Employee engagement:** according to Wollard and Schuck (2011), this concept relates to the employees' ability and willingness to contribute significantly to an organisations success by devoting more time, being competent and expressing more enthusiasm in their job roles.
- ii. **Motivation:** according to Tausif (2012), motivation is the influence that pushes individuals to act and accomplish personal and organisational goals.
- iii. **Intrinsic motivation:** this concept refers to the drive from individuals to perform an action that rewards internally (Grant, 2010).

- iv. **Extrinsic motivation:** relates to one's inspiration of taking an action that has external rewards or outcome (Lapointe and Perreault, 2013).

1.8 Research methodology

The research described in this study involved two phases comprised of a literature survey and the empirical study. The literature was explored to show how motivation (intrinsic and extrinsic) and work engagement has been conceptualised in the existing body of literature. More so, through the literature the relationship between the variables was determined. The empirical study involved a case study survey in which questionnaires were distributed among DUT academic staff in South Africa. Below, the researcher briefly explains some methodological aspects of the study. Chapter 4 (Research Methodology) provided further explanation on these aspects.

1.8.1 Research design

Creswell (2014) describes a research design as a strategic framework for action that serves as a bridge between the research questions and the execution or implementation of the research. Research designs are the plans and the procedures for research that spans decision-making, from the making of broad assumptions to the evolution of detailed methods of collecting data and analysis (Saunders, 2009). Research design describes the procedure that is used in conducting a study. In other words, design indicates how the research is set up, what happens to the subject, and the methods of data collection used. Saunders (2009) maintains that the selection of a research design is also based on the nature of the research problem or issue being addressed, as well as the researchers' personal experiences and the target audience for the study.

This study was a correlational design and it determined a statistically positive and negative significant relationship between the variables; work motivation and work engagement. In addition, the researcher found a correlation research design suitable because of its ability to allow the researcher to describe and examine existing relationships among the variables (Fraenk and Wallen, 2009). Furthermore, this study adopted a case study approach because of its ability to examine a complex phenomenon at a broader level and its ability to present knowledge of what is known about a phenomenon through previous research. The researcher reviewed the literature on the topic and then conducted an empirical survey. According to Bryman (2012) an empirical survey refers to the process of acquiring information by means of direct or indirect observation or experience. Standardised questionnaires, the Utrecht Work Engagement Survey (UWES) and Work Preference

Inventory (WPI) were used as means of acquiring knowledge on the relationship between employee motivation and work engagement.

1.8.2 Study site

The study site is the area of choice the researcher selects to conduct the study and collect data for empirical evidence (Bobbie, 2010). In selecting a study area, the researcher mainly considered economic reasons, sample size, time availability and geographical location for the study to be manageable. The study site for this research was the Durban University of Technology (Durban campuses) namely ML Sultan campus, Steve Biko campus, Ritson campus and City campus. The researcher chose to base the study at these given sites because of its accessibility and convenience and it being less expensive to conduct research there as researcher was based in Durban.

1.8.3 Research population

The research population refers to a large collection of individuals or objects that is the focus of a scientific inquiry. Essentially it means the total number of units where data has been collected (Creswell, 2014). The target population of this study constituted all the academic staff that are employed by the Durban University of Technology, Durban, Campuses. The university employs 1874 academic staff throughout its campuses and this information was obtained from the DUT internal database through the Human Resources Management Department of DUT.

1.8.4 Sampling technique

According to Saunders (2009), sampling procedure involves choosing a small part of the population (sample) to participate in a study for data collection purposes. Sampling involves obtaining a sub population that will represent the entire population. More so, the main purpose of conducting sampling techniques is to guarantee a good representation of the entire population without any bias or negative influence. However, there are two main methods of sampling in survey research which are probability and non-probability sampling.

In this study, the probability sampling technique was used, employing simple random sampling, since the researcher's main focus was to investigate the relationship between work motivation and employee engagement. Simple random selection is a method of getting a smaller sample size from

a wider population thus obtaining an accurate representation of the population (Saunders, 2009). All members of the DUT academic staff had the equal opportunity of being selected for the study.

1.8.5 The sample

The sample refers to a proportion of the population which will be measured for data within the research. In this case, individuals were selected from the academic staff employed by the DUT. It should be noted that executive managers and senior managers are considered employers of the university; therefore, they were excluded from this research, since its focus was on employees. For this study, Sekaran (1992:253) suggested that 318 elements were an appropriate sample size for a population of 1874 and would yield credible experimental results. Therefore, the sample size of this study was 318.

1.8.6 Data collection methods

The study used both the primary and secondary sources of data collection which have been explained in detail in sub sections below.

1.8.6.1 Primary data sources

The study's primary data was acquired by the means of standardised questionnaires, namely the Utrecht Work Engagement Scale (UWES) and Work Preference Inventory (WPI) that were designed and administered to the sample. The questionnaire is contained in Appendix D. The survey questionnaires were sent via email. The information on the sample was obtained from the DUT internal database through the Human Resources Management Department of DUT. However, participants remained anonymous.

1.8.6.2 Secondary data sources

Secondary data is the published information related to the phenomenon under investigation and it would have been collected and published by a certain individual and then used by another researcher, who ultimately becomes the second user of that data (Creswell, 2014). The secondary sources of data (books, journals, thesis and dissertations) that were employed in this research study will be explained in detail in the research methodology chapter.

1.8.7 Data analysis

Data for this study was captured and analysed by the means of the ‘Statistical Package for Social Science’ (SPSS), software version 24. This software allows statistical tests to be conducted through the generation of tables, cross-tabulation, bars and pie charts (Vaus, 2013).

1.9 Format and structure of the study

The current thesis was structured in the manner described below.

Chapter One

Chapter One provides an introduction and the study background of the research problem. The chapter also covers the research questions and the objectives, along with the research design and the methodology used. A definition of the key terms and concepts has been provided in this chapter, which also covers the aims and the importance of the study.

Chapter Two

Chapter Two provides an overview of the study in a bid to understand the contextual aspects that surrounds the higher education system. This chapter focuses more on the work environment that surrounds the academic staff at DUT. Important topics like academic staff appointments, academic staff assessments, promotion and working conditions among others is discussed to shed more light and to understand the real context of the study.

Chapter Three

Chapter Three provides a detailed literature review, outlining the theoretical framework of the constructs under study, i.e., work engagement & employee motivation. The primary purpose of the review was to analyse the literature, describe the findings of other research studies and expose the existing gaps in literature. In addition, this chapter presents a conceptual framework depicting a possible relationship between motivation and work engagement.

Chapter Four

Chapter Four discusses the research design and the methodology that was adopted for the study. The chapter covers the questionnaire design, the sample size, the research methods used, the analysis of the key variables and the collection and analysis of the methods employed.

Chapter Five

Chapter Five provides the results and the key findings that were obtained through administration of the questionnaire.

Chapter Six

Chapter Six provides a discussion of the findings. This entails linking the findings to the literature, theory and practice. The main purpose of the discussion chapter is to interpret and describe the significance of the findings in the light of what is known about the research problem being investigated. Furthermore, new insights and understandings were explored.

Chapter Seven

As well as concluding the study, Chapter Six also provides appropriate recommendations for the stakeholders concerned. Important aspects of the study are summarised, depending on the predefined objectives set out in Chapter One. This chapter also confirms the importance of the results, while making significant recommendations in relation to the study and with regard to future studies.

1.10 Conclusion

This chapter discussed the background of this study and elaborated on the problem statement, objectives and aims. It further discussed the paradigm perspective and research design and provided the chapter layout.

The next section, Chapter 2 provides an overview of the South African Education Landscape. The discussion details DUT and the work environment that surrounds the academic staff.

CHAPTER 2

AN OVERVIEW OF THE SOUTH AFRICAN, HIGHER EDUCATION LANDSCAPE

2.1 Introduction

The economy in the 21st century is knowledge – based which means that it is highly global, informative and technologically based. This has affected different structures of the business environment. The main purpose of this chapter is to give an in-depth perspective and understanding of the context of the macro environment and work environment at DUT in an effort to investigate the relationship between employee motivation and work engagement. This chapter, firstly, provides a general overview of the South African higher education landscape; then discusses its development, structure and how it is managed. The discussion provides information on DUT and the work environment that surrounds the academic staff. Furthermore, this chapter explores the DUT academic community and discusses the crucial elements that have a major impact on how academics conduct themselves in roles within the institution. The researcher covers aspects such as employment process, academic staff appointments, assessments, staff development and workload.

2.2 Higher education in South Africa

Higher education institutions in South Africa have been recognised as leaders and agents in the knowledge economy. This essentially means that graduates from these institutions will be able to participate adequately in economic and social development as well as contribute to the knowledge economy (HESA, 2014). In addition, higher education has played a significant role within the economy, in social aspects and within the political sphere. Thus, higher education has contributed to the development of South Africa across all sectors (HESA, 2014). Since the end of the apartheid era the South African educational system has gone through notable changes which have left an indelible imprint on the system, its constituent institutions and practices. Like any other sector in the South African economy, the Higher education system has seen progress and faced many challenges. According to HESA (2014), from the period between 1996 to 2011, this sector has seen student enrollment increase from 590 000 to 945 000, thus indicating an overall participation rate increase from 14.8% in 1996 to 17.4% in 2011. Though the student numbers are rapidly increasing the recruitment of staff in universities has failed to keep up, which in turn has exerted work pressure on the academic staff. In 1990, the National Commission on Higher Education

(NCHE) was put in place by the government, with the aim of transforming the sector. However, despite the advances and the achievements that the sector has accomplished there are still challenges that are hindering the progress of the sector. According to the Council on Higher Education (CHE), (2016) underfunding is one of the major challenges that HEIs are facing. The CHE (2016) presented a 20-year review and concluded that ongoing transformation of Higher Education is still highly complex, which to some extent consists of a set of unfolding discourses from policy formulation, adoption and its implementation. All these discourses have tensions and contestations from political spectrums to social spectrums, however, it can be asserted that all the commotion that surrounds this sector impacts negatively on the students and the academic staff of universities (Matebele, 2015). In the next section an analysis of significant issues that encompass the Higher Education System were discussed.

2.2.1 Overview of the development of the South African Higher Education System.

In 2004, South Africa reformed its higher education system. This was done through merging and incorporating small universities to bigger institutions. HEIs in South African are comprised of Universities, Universities of Technology and Further Education Training Colleges (FET).

According to HESA (2014) a university is an institution of higher education and research which grants academic diplomas and degrees in a variety of subjects in undergraduate and post graduate education. A University of Technology, as presented by HESA (2014), offer technological careers and specialise in innovative problem-solving research and at the same time engage with other stakeholders. FETs are HEIs that provide high quality education and training that help enrollers with qualifications and skills that are essential for a chosen career path.

South African HEIs have evolved from separate and unequal provisions of apartheid categorized as “Historically Advantaged Institutions” (HAIs) and “Historically Disadvantaged Institutions” (HDIs). The distinction was made to describe the segregated educational system that was maintained institutionally by having a different department of education for each of the four racial and ethnic groups (i.e., Blacks, Indians, Coloreds, and Whites). Among these, the majority Blacks were at the bottom of the classification ladder (Mohlala, 1994). In 1979, Technikons were introduced and included in the higher education sector while offering different integrated programmes for undergraduate and postgraduate qualifications. Due to the marginalisation of Technikons since they emerged, they have displayed a poor research capacity and output, and this

remains a distinguishing feature of the face of Technicians, up to date (Mokhele, 2016). However, following the discrepancies within the HEI's, the National Plan for Higher Education (NPHE) collaborating with the Ministry of Education (2001) published a framework that identified strategic interventions to provide necessary measures to foster the transformation and balance of the Higher Education system in South Africa. This plan was aimed at forming a non-differentiated, Higher Education system by removing the binary divide between universities and Technikons (NCHE report, 1996).

The major restructuring of the institutional landscape has seen the creation of new institutions through mergers and the disappearance of old ones. There are currently 26 universities and over 100 private higher institutions (Britt, 2012) in South Africa. Furthermore, the mergers have caused fear and uncertainty among staff within HEIs. The changing of management structures has placed stress and strain on administrative and academic staff, thus demoralizing them, which in turn effects the overall motivation and work engagement among the staff. In retrospect the merging of universities has become a strategy for developing, transforming and configuring HEIs. In addition, HEIs have been facing challenges of keeping up with the trend of political transformation and instability (strikes) and these trends have affected the institutional culture, stability and staff morale.

Boughey (2014) is of the view that to improve the image of higher education in South Africa, it is imperative that stakeholders engage in a dialogue with the focus of enhancing the institution while improving morale of employees. With that said, it is acknowledged that the remuneration level in academia has not kept pace with other sectors of society and the economy. It has been a critical issue that many academics have migrated to the private sector and in some cases, overseas. This attrition of academics of continuously migrating to other sectors of the economy has been attributed to poor working conditions and salaries which arguably has impacted on moral and engagement levels within the staff in this sector. Boughey (2014) further stipulates that academia needs to reclaim its status as an attractive, esteemed, prestigious and rewarding career so that the best talent can be retained.

HEI's need to formulate strategies to attract, retain and develop a new generation of academics as the country is suffering a brain drain and skill shortages in HEIs (South Africa Education Data,

2014). Several negative factors surrounding HEI's are arguably the reasons why universities are grappling to attract enough young academics that would replace the ageing academic population. The remuneration of academics is still a major issue affecting HEI's in terms of talent attraction, especially as academic packages are considerably lower than those offered by the corporate industry. HEI's have the most "professional" personnel who need to be remunerated accordingly, mainly for their significant role in society and economic development. HESA (2014) has alluded that funding of HEI's needs to be investigated to provide an acceptable environment in which work can be accomplished productively. Lack of progress and underdevelopment of some HEIs has been linked to underfunding from government subsidies for institutions. Costs are escalating but the subsidies are reducing, thus pressuring institutions to reduce costs, wherever possible, which ends up affecting the delivery outputs and the academic staff employed by HEIs (Barber, Donnelly and Rizvi, 2013). In the following paragraphs, the researcher discusses in detail the challenges faced by HEIs.

2.2.2 Challenges faced by HEIs

Higher education in South Africa can be established as a factor that has influences and determines the success of privileged and under privileged individuals. This means that higher education has contributed to the economic advancement of South Africans. However, considering the rapid change that has been brought about by technological innovations, globalisation, market expansion and mass production, it has laid significant changes and challenges to higher education landscape (Mokhele, 2016). The changes the HEIs have gone through came about after the 1994 elections, where the emphasis was on redressing the inequalities of the apartheid era. So essentially, the South African government formulated a programme to restructure the education system on principles of equity, human rights, democracy and sustainable development. Considering the trends, changes and developments in the South African higher education landscape, the higher education system still faces major challenges that have been mainly brought about by current global transitions.

2.2.2.1 The impact of HIV/AIDS on Higher Education

The pandemic of HIV/AIDS is considered a crucial challenge a lot of countries are facing. In South Africa, the rise of HIV/AIDS infections has caused a reduction of the supply of qualified personnel across all sectors of the economy. Over time, the diminishing investment on human capital has impacted considerably on the overall productivity and efficiency of organisations (Thamane and Taole, 2013).

A study conducted by the Higher Education AIDS (HEAIDS), (2010) has indicated that the HIV/AIDS epidemic is a threatening factor within HEIs. HEAIDS has attempted to survey the scope and impact of HIV and AIDS in the higher education sector in South Africa. The study presented that HIV/AIDS is lower in HEIs' academic populations. Considering the findings of that study (HEAIDS, 2010), it was presented that due to the lower deaths in general institutions, HIV/AIDS was not perceived as a major threat in general institutions but the death of one member of an academic staff was considered to have far reaching consequences for academic institutions. Such unforeseen situations have led institutions to lose highly specialised and experienced academic staff whose replacements are not easily found.

2.2.2.2 Student drop outs

The number of student drop outs in HEIs is alarming, according to (HESA, 2014). Roughly about 50% of students drop out in the first year alone. In addition, the success rate or graduation is approximately 15% and this is a major concern in the industrial economy because the skills gap keeps widening. However, students drop out also has been facilitated by the major reduction of government subsidies which has significantly increased student's fees thereby creating financial constraints on students on attaining higher education. These factors, it can be argued may have a negative impact on the morale of staff, which can lead staff to migrate to other organisations. The issue of brain drain is discussed below.

2.2.2.3 Brain drain and its impact

Generally, South Africa is suffering from the effects of brain drain across all sectors of the economy. Such effects are not new to the education sector and calls for HEIs to develop a plan to attract new generation of academics is ongoing, since the brain drain and skill shortages in HEIs are ever increasing. Considering the situation at hand, universities are battling to develop sufficient young academics that would replace the old academic population (Barnes, 2013). In addition, the situation is being worsened by remuneration issue in which academics are being offered

uncompetitive wages. Mostly because of this, academics are migrating to other countries and different sectors of the economy and this has left significant challenges within HEIs. Such factors have contributed to the gross lack of motivation and engagement among the academics within HEIs.

2.2.2.4 Poor government subsidization

Funding in HEIs has dropped drastically over the past years as the government has decreased its subsidies in this sector. According to Mokhele (2016), HEIs have the most professional personnel who need to be remunerated accordingly considering the role they play in society. He further recommends that resources within HEIs should be upgraded within a specified time span as technology allows departments to perform their functions more effectively. Due to ever increasing costs because of inflation, institutions have been pressurised to reduce costs where possible and academic remuneration has been affected. This effects the motivation and work engagement among academic staff in HEIs. It is acknowledged that the remuneration level and government subsidies in academia have not kept pace with other sectors of society and economy. The discontent among academic can be traced back to the early reforms which saw a mass higher education market where degrees began to be branded as ‘products’ and students as ‘customers’. With such a situation academic staff started experiencing overwhelmingly high workloads which did not seem to match their salaries. Many academics thus migrated to the private sector. If this attrition of academics continues, because of poor working conditions and salaries, HEI’s are at the brink of experiencing more major challenges.

2.2.2.5 Effects of mergers on higher education institutions

Due to political transformations, South African higher institutions have experienced a challenge of keeping up with changes as the government implemented new plans with regard to the reconfiguration of higher education institutions. Historically, there have been many reasons for higher education institutions to remove the prejudices that were created by the apartheid regime (CHE, 2016). The merging of certain universities and Technikons has impacted on employees (academics and administrative staff) who have been mistreated unjustly. Furthermore, mergers have affected the level of service delivery of HEIs as they have become more hierarchical and complex in terms of communication.

In 2001, the government of South Africa put in place the National Plan for Higher Education (NPHE) which was known as the blueprint responsible for transforming the 36 existing institutions

that had divergent missions based on racial grounds, into 21 institutions (Department of Higher Education & Training, 2013). As discussed by Rahman (2012) institutional mergers are anticipated to enhance successful transformation and have the capacity of intervening at the root of organisational behavior in order to effect institutional culture. Among the new transformed and merged universities, the DUT is also part of the list of the institutions that were merged. The DUT is a union of ML Sultan Technikon and Natal Technikon. The only contrast between all the institutional mergers in South Africa is that all the merges were all involuntary except for the amalgamation of ML Sultan Technikon and Natal Technikon (now DUT) which had been pre-planned before the wave of mergers took place. The wave of 2001 initiated and instigated a formed culture of institutional mergers. However, one can formulate that mergers were initially undertaken for strategic reasons but in some cases the changing of management structures has placed stress and strain on administrative and academic staff, which has affected employees' morale leading to an overall decrease of motivation and work engagement among the academic staff. By implication, if the merging process is not properly administered and implemented, it will impact negatively on the organisation which may trigger high staff mobility, job dissatisfaction, low productivity and high absenteeism.

2.2.2.6 Staffing structures at HEIs

The higher education system comprises of traditional universities, universities of technology and FET colleges. These HEIs provide Bachelors, Honours, Masters and Doctorate degrees. They also provide undergraduate and post graduate diplomas and certificates. Some of the HEIs are autonomous, reporting to their own councils rather than government (HESA, 2014). The work force in each university is comprised of lecturers, administrative personnel and management personnel. Lecturers are ranked as professors, associate professors, lecturers and assistants. South Africa has a vibrant Higher Education sector, with more than a million students enrolled in the country's universities, colleges and universities of technology. The academic staff experience pressure when dealing with large numbers of students (Ferreira, 2010). Under staffing in HEIs has been an overarching challenge and has revealed that academic staff operate under difficult circumstances which exerts an emotional toll on staff.

There is a large cohort of secondary level graduates seeking to access higher education with the realisation that Higher Education is crucially important for economic development (Pather, 2015). More over the large demand for education in South Africa has occurred with little accompanying

increase in resources, i.e., financial, technological and human resources for most HEIs. This has led to a direct impact on the physical structure, quality of teaching and learning, research and quality of life of students and academic staff. Most lecturers, faced with large numbers of students, coupled with declining academic salaries, get demotivated and discouraged considering that they have to spend much time in marking scripts and organising regular assessments and as a result they do not have time to devote to their personal life and research (Bunting, 2011).

This study investigated the relationship between work motivation (Intrinsic and Extrinsic) and employee engagement in a South African Higher Education Institution. It is essential to describe the work setting and environment that surrounds the academics at DUT in an effort to understand how their work environment effects their levels of motivation and engagement.

2.3 The organisational structure at DUT

DUT is governed and managed by members of the executive committee and senior management of the university. The executive management cadre is predominantly made up of the Vice-Chancellor, Deputy Vice-Chancellors and Executive Directors. The senior management cadre is made up of Directors and Deans (DUT Reports, 2016). Although these executive managers and senior managers are employees of the universities, they are *de facto* employers on behalf of the university. Executive and senior management are accountable to the university council for the overall management of the university in pursuit of fulfilling predetermined organisational objectives. Among these duties, they are responsible for implementing policies that affect employee motivation and engagement within the academic community (DUT Reports, 2016).

The university employs 1874 academic staff and without their dedication and commitment, effective learning would be hard to attain. According to the DUT Annual Report (2016), the academic staff employed by DUT consists of 51% female and 49% male. In terms of racial profiling, DUT academic staff comprises of Indians 41%, blacks 37%, whites 16%, Coloured 3% and others 3%. In terms of skill level, the academic staff employed by DUT; 18% have PhDs, 48% have Master's degrees and 34% have Bachelor's degrees. In terms of diversity, DUT employs academic staff from different cultural backgrounds and nationalities. According to the DUT Annual Staff Report (2015), 20% of the academic population constitutes of personnel from countries other than South Africa. DUT talent is attracted and retained through appropriate incentives and rewards but recently there has been a shortage of staff and a drastic failure to retain

academic staff in most South African Higher Educational institutions; DUT included. This challenge of failing to attract and retain the best academic talent is a national priority. Samuel and Chipunza (2013) argue that universities require academic staff that are appropriately qualified and motivated to work effectively. They have argued further that the eminence of any HEI lies in its ability to attract and retain excellent academic staff. Respectively, there is grave concern about the working conditions and the issue of salaries of academic staff across South Africa. This poses as a challenge for HEIs to attract talent.

2.3.1 Appointment of academic staff

In this current period of drastic transformation and economic development, the government has liberated universities by giving them more autonomy and flexibility in appointing and employing their staff. Before then universities used to take directive authority from the local educational authorities across the country, thus every university had to comply and conform to their stipulated regulations (HESA, 2014). The new system allows HEIs to make independent decisions that aid the institutions bottom line. In terms of hiring academic staff, DUT candidates must meet the requirements of the position advertised to be appointed. In addition, the academic personnel are appointed according to their potential, research output and deliverance. However, it is up to the university to demote or relegate staff for poor performance in their respective work. The official retirement age for academics is 65 years although the minister of Higher Education, Blade Nzimande has advocated to increase the retirement age to 80 in an argument that is “counter-productive to let university professors and lecturers retire at 65, when they could still help train desperately needed skilled professionals.” He further articulated that this initiative would help in retaining skilled academics (News 24, 2016:1).

2.3.2 Academic staff assessment

Within the DUT community academics are assessed by a committee of experts, made up of Professors, Associate Professors and Deans. Each semester of the academic year, academics are assessed at work and at the same time, where applicable, students also evaluate the academics performance with the use of administered questionnaires. In retrospect, the academics are evaluated by both the experts and students and this assessment will either effect or help the academics in their career development (DUT Reports, 2016). Mapasela and Strydom (2012) argue that universities are grappling to increase their research output and institutions are assessing academics research performance in the need to push academic staff in terms of their overall output

of research articles. This assessment has impacted on promotion and generated additional financial rewards for academic staff. These policies have caused considerable pressure, stress and anxiety on academics to deliver the required outputs by the university and to be effective knowledge producers. Moreover, academic staff assessment has aided in convincing the staff to be more engaged and motivated but at the same time it has also put considerable pressure on academics as they conduct their duties.

2.3.3 Academic staff promotion

According to a study conducted by Netswera, Rankhumise, and Mavundal (2011) respondents considered an academic profession to be a meager paying job, with little opportunity for growth. Respondents felt that higher education academics have little chance of progression, in terms of promotion and growth. Academic staff are usually appointed on a single salary scale and generally a staff member's position on the scale is determined by their qualifications, experience and previous salary. Furthermore, progression up the scale is usually reviewed annually, though special increments might apply depending on the performance of the academic staff. Within DUT, academic staff can earn additional income through participation in external, income generating activities though this varies from department to department and within various disciplines. In addition, each faculty has its own *ad hominem* committee and procedures and makes recommendations for promotion to the Vice-Chancellor or Deputy Vice-Chancellor, depending on the level of the staff member (DUT reports, 2016).

In addition, a study by Selesho (2014) pointed out that promotion in HEIs is quite rare and may reward many years of work. Furthermore, within HEIs, financial reward is remote from day to day experience and other sources of motivation are important. Interestingly, new entrants/staff start off on a low salary scale and this can act as a disengagement and non-motivating factor especially if they are coming from other sectors of the economy where reward is usually linked to performance on a regular basis. HESA (2014) stipulates that most HEIs academic's experience a sense of accomplishment and gratification through assisting students and witnessing their achievements. The article further articulates that this act as professional pride in conducting work duties. Within the DUT community, promotion of academic staff is only available to academic staff whose appointments have been confirmed (i.e., probation has been completed with a favorable outcome). Furthermore DUT like any other South African university in particular is facing difficulties and

unprecedented challenges with a shrinking professoriate which is not being replenished at the rates required to sustain the growth of the higher education sector. There is dissatisfaction with the level of support for promotion applications whereby the applicants allege that the institution is not doing enough to accommodate more promotions (Makondo, 2014). Such trends have hit hard on motivation and engagement levels of academics within the DUT community. However, Schoole and Ojo (2015) argue that simply promoting or filling professorial positions by turning a blind eye to the requirements for academic excellence is not an option because universities could risk damaging their institutional reputation and international reputation.

2.3.4 Academic salaries

Academic staff salaries have been a grave concern and issue in past years and this has seen a status deterioration of the reputable academic profession in society. According to a summary report of HESA Statistical Study of Academic Remuneration (2015) academic staff salaries in South African Universities and Technikons were regulated by the government in a stringent manner before 1980. In addition, within the period 1981 to 2003, a regulation was in place which allowed the government to use formulae to subsidise and fund Universities and Technikons. However, since 2004 when the existing framework for funding HEIs was formulated, the government seized to regulate remuneration for academic staff.

Academic remuneration is calculated and structured as follows “**Total remuneration (in Rands) = Basic/cash salary (In Rands) + Rand value of all allowances received**” (Herman, 2008:23). This formula applies to permanent, full time, academic staff members. Additionally, many of the allowances come in the form of the employer’s contribution to, for example, the pension/provident fund, a medical aid fund or a group life insurance policy. According to HESA (2014) other allowances are mostly based on the rank of the staff member. These may include car, telephone or entertainment allowances. Some further allowances are related to the work performance of or the specific skill of the staff member, which may include annual bonus, incentive bonus or scarcity allowance. However, payments or refunds like substance and travel, fuel reimbursements are not defined as allowances which contribute to the total remuneration (Erasmus and Breier, 2010).

In the DUT context, costs of salaries increased by R52 763m from R 686 230m to R738 993m within the period from 2015 to 2016. This includes a salary increase of 6% and a net increase in the provision for post-retirement benefits and other staff compensation costs of R3.1m (DUT

Reports, 2016). Furthermore, as far the HEI sector is concerned, the basic salary for academics was relatively stable over a period of 5 years (2009-2014), as stipulated by HESA (2014). In contrast to the results provided by HESA (2014), there has been huge discrepancies in the remuneration equality of academic staff where, for instance, top academics are better paid as compared to the rest of the academic staff. In some instances, gender bias has also become a topic of discussion, where a certain group gets remunerated better than another.

Table 2.1 Approved differentiated increases on the Standard Academic Salary Package (SASP) for academic staff at DUT for 2015-2016

Academic Staff	% Increase
Junior Research Fellow	6.0%
Assistant Lecturer	6.0%
Lecturer	6.0%
Senior Lecturer	6.5%
Associate Professor	8.5%
Professor	10.0%

Adapted, (DUT Reports, 2016:14)

Table 2.1 provides information which supports the notion that top academics are rewarded better than lower ranked lecturers. Such trends, as argued by MacGregor (2017,) are good in retaining senior staff but not so good in building and attracting the next era of academics, mainly because of the pay discrepancies among academic levels.

According to Business Tech (2016) data collected from the School of Economic and Business at the University of Witwatersrand, on average, men earn far more than women and in terms of racial demographics, whites earned far more than blacks. However, such issues play a significant role in determining motivation and engagement of academic staff in higher education institutions. However, in 2017, labour unions at the DUT (NEHAWU, NTEU and TENUSA) and management agreed on a 7% salary increment, which was applicable to basic pay, for grades 06 to 16 on the Peromnes scale and a R5000 non-pensionable, once-off bonus which was paid to staff during the December 2016 salary run. Linked to this agreement was a commitment, by labour, to a set of sustainability principles for the University for future salary negotiations (DUT reports, 2016).

2.3.5 Academic staff workload

The academic profession has been viewed as a demanding career where academic's battle with different demands associated with the profession. The profession has a heavy workload, poor mentoring and capacity development which has somewhat reduced the effective performance output of academics (Chipunza, 2013). This has made it hard for some academics to meet promotion requirements. More over the number of newly enrolled students that keep increasing each year (Massification of Higher Education, 2014) put further pressure on academics. Academics numbers are not increasing to match student numbers. According to DUT Reports (2016), DUT had a total of 26 000 students enrolled 5 years ago. Currently DUT has on 32 000 students enrolled. The figures indicate the continuous increase of students' intake over time which exerts more work load on academics. However, since 1999 (when DUT opened) up to date, there has been an increase of academic staff so as to accommodate the ever-increasing enrollment rate of students though the target has not been met. More so, factoring in aspects like academic brain drain and skill migration, understaffing is becoming a reality and affecting universities like DUT.

Presently in the DUT community, the workload for lecturers varies from 230 to 280 lecturing hours for 2 semesters thus academics are expected to lecture 8 to 20 hours a week to meet the demands, given the growth in student numbers. In most cases staff have between one to four courses they are expected to prepare, lecture and assess students. This exerts considerable workload pressure on the academic staff. In addition, during the past 3 years there has been several student protests and strikes at DUT which has significantly affected and delayed the academic calendar and schedules. These events put more pressure and workload on academic staff in a bid to make up the lost time and delayed academic schedules. Thus, the academic environment continues to exert pressure and create more workload for academic staff.

2.3.6 Academic staff professional development

Over the past decade, universities have tended to establish centralised professional development departments designed to provide support and instruction about teaching, learning, and assessment (Makondo, 2014). The traditional operations of teaching and learning support departments tend to be fragmented and *ad hoc*, focused on conducting workshops on various teaching topics, and providing one-to-one support and advice to academic staff (Scott, 2012). Such professional development programs are to a certain extent useful in supporting a widespread, systematic discipline-centered and continuous improvement in learning and teaching across the varied

university faculties. However, academic training initiatives are most effective when the staff are intrinsically motivated, since intrinsically motivated employees have cognitive dissonance and a desire to learn. Mapasela and Strydom (2012) is of the same view and has indicated that real life problem solving can be one of the best ways to motivate and engage employees in their work roles.

In addition, training and development assists academic staff to cope with discomfoting negative feedback from students, which impacts on their work satisfaction, level of self-esteem, self-efficacy, motivation and engagement (Galbraith, 2013). Professional development is psychologically safe when academics can discuss, reflect upon their teaching, share ideas and resources, and feel empowered to try different teaching and assessment strategies. Professional development has been found to be highly effective in altering and increasing motivation and engagement levels of academic staff.

Furthermore, DUT, according to its mission and vision seeks to provide staff with vast opportunities, sufficient for professional development and career advancement. Essentially opportunities are afforded annually to each member of the academic staff. This is determined within the performance review by the head of department (HOD). DUT has put in place several programs intended for staff development with the main emphasis on facilitating the development of high impact teaching/learning/assessment practices towards the attainment of the intended learning outcomes of general education. As academics lead busy lives and are frequently juggling the demands of teaching, research, administration, personal life commitments, and service to their wider community, they need to have professional development processes that are convenient and relevant to their discipline and work realities to improve the effectiveness and efficiency of both individual and the institution (Boughey, 2014).

Considering the efforts to establish professional development programmes by many HEI's Namusonge (2013) explains that such initiatives have not been entirely received with enthusiasm from the academic community. He affirmed that management support is crucial to the effectiveness of academic staff development programmes. He further states that policy alone is not sufficient to drive change in an educational system, therefore management should foster enabling conditions to promote staff development, as prescribed by the Council of Higher Education of South Africa (CHE). The influence of academic culture is another impeding factor on academic staff development. An observation presented by Chabaya (2015) reflects that academics will

always become encultured into an institution and earn their identity in disciplines they have been trained in. Departmental cultures have different influences on how teaching is viewed and Badger (2012) argues that departmental cultures have to be encouraged to promote peer collegiality which supports sharing of ideas across departments.

Academic staff professional development is an institutional strategy that brings about curriculum change, so imperative in higher education. Thus, lecturers need to be empowered to deal with the demanding challenges of teaching in higher education as it will foster a more engaged and motivating working environment.

2.4 Conclusion

In conclusion, this section firstly briefly provided an overview of the South African Higher Education institutions in terms of its development and structure. Then it narrowed the discussion to the context of the Durban University of Technology. This section discussed the work environment and factors associated with academic staff at the Durban University of Technology. The issues and topics discussed have the potential to effect academic staff motivation and engagement. The researcher felt it necessary to describe the context of the study so as to understand the investigation of the relationship between employee motivation and work engagement. However, it should be highlighted that there are issues that relate to academic staff motivation or engagement that have not been covered by this section, for example, socio economic factors, academics own commitment which entails factors like job satisfaction, etc.

The next Chapter, Chapter 3 is a discussion of relevant literature surrounding the topic. In addition, it will include a discussion and a presentation of the conceptual framework which includes the various motivation and engagement theories, motivation factors, engagement factors which deal with the relationship between the motivation and work engagement.

CHAPTER 3

THEORETICAL FRAMEWORK: EMPLOYEE ENGAGEMENT AND EMPLOYEE MOTIVATION.

3.1 Introduction

This chapter reviewed and presented relevant literature on the key concepts of this study. The chapter starts with introducing the concepts and the theories that are relevant to the study. Firstly motivation (intrinsic and extrinsic) and their factors were discussed and linked with motivational theories and then employee engagement is discussed along with its theories. Theories were laid out to explore different factors that are associated with the respective concepts in discussion. The chapter concluded by connecting the concepts of motivation and employee engagement discussing potential relationship between them.

3.2 Definitions of motivations

Cooper and Jayatilaka (2010: 21) explain motivation as a “constellation of beliefs, perceptions interest, values and actions that related together”. According to Samina, Shafi, and Khurram (2011: 89) motivation is a factor that goes hand in hand with cognitive engagement which he defines as voluntary use of high self-regulated strategies that include paying attention and monitoring. Mburu, Gathia, and Kwasira (2014) also argue that motivation is concerned with action and the internal and external forces that influence one’s choice of action. In relation to this, Mburu, Gathia, and Kwasira (2014) definition motivation can be explained as the degree to which an individual wants and chooses to engage in certain specified behaviours.

3.3 The concept of employee motivation

Employee motivation is a broad complex phenomenon. In an organisational setting, a motive is explained as the driving force that allows employees to move and act towards specific objectives of the organisation (Heckhuesen, 2011).

Essentially in an organisational context, managers must be acquainted with employee motivational factors and preferences over time. Recent studies on motivation have discussed why the human attitude is directed towards a goal. Kim (2009) argues that monetary incentives have an influence but that there are various factors that tend to influence employee motivation. Essentially these definitions point to a common understanding of motivation as a drive that pushes individuals to act and achieve personal and organisational goals. Kim (2009) advocates that it is the employer’s duty to understand the various effects of different motivational techniques on employee or group

of employee's behaviors. Notably, one factor of motivation may not apply or work for the whole organisation because employees differ on what they prefer as motivational factors. However, the differences between employees becomes the most complicated mechanism within an organisation merely because the organisation has to deal with employee's behaviors which are often changing and irrational. Thus, it is important for an organisation to be aware of the needs and preferences required by their employees because wrong considerations of these factors can lead to erroneous behavior. From this perspective, this study accepts that motivation differs and that the environment can be a push factor for different behaviors. However, the factors that affect the motivational processes in the work place can be classified as extrinsic or intrinsic motivation.

In relation to engagement, Stander and Rothmann (2010) are of the view that engagement is dependent upon motivation. In addition, he further stipulates that every job is motivated, and motivated employees are more likely to be fully engaged in their job roles unlike the non-motivated employees. With that in perspective it should be noted that employees play a huge role for the organisations success and therefore their needs have to be met for the survival and better business operations for organisations.

3.4 Types of motivation

Employee motivation consists of two parts, namely, intrinsic and extrinsic motivation. Amabile (1996) explains these concepts as follows:

- Intrinsic motivation is whereby individuals seek enjoyment, interest, satisfaction of curiosity, self-expression or personal challenge in the work.
- Extrinsic motivation is when employees engage in the work in order to obtain some goal that is apart from the work itself.

There is an obvious distinction between intrinsic and extrinsic motivation though different researchers have argued that the two influence each other. Accordingly, Deci and Ryan (1985) has presented that in some cases extrinsic motivation can minimise intrinsic motivation. In his argument, he further stated that if money is contingently distributed it can reduce the effect of intrinsic motivation. However, this event will not happen if the money is not appropriately distributed. Amabile (1996) also commented on this argument by stating that though extrinsic motivation can act against intrinsic motivation it can also act as a reinforcing effect. Intrinsic and

extrinsic motivation factors can motivate employees within their jobs but according to Salanova, Agut and Peiro (2005) they can have different effects.

Employees can be both intrinsically and extrinsically motivated and, in some cases, they can reinforce each other while in other situations extrinsic factors minimize intrinsic motivation. Moreover, different researchers have argued that not all people are evenly motivated and that the factors that enhance motivation in individuals differ intrinsically and extrinsically. So, in essence, both intrinsic and extrinsic motivators are important and necessary in motivating employees. It is crucial for organisations and managers to consider all factors of motivation for their employees to promote total engagement of their employees. Amabile (1996) argues that it is possible for an individual to be either intrinsically or extrinsically motivated at the same time though intrinsic and extrinsic motivators tend to differ individually. Vroom (1964) is of the view that employees focus on different outcomes for conducting an activity. Some employees consider intrinsic outcomes whereas others focus on extrinsic outcomes. Individuals with high intrinsic motivation tend to prefer challenging cognitive tasks and can self-regulate their behaviors thus meaning that rewards, external goals or deadlines have little impact on their behavior, unless they are also high in extrinsic motivation. Moreover, individuals who have high extrinsic motivation, place more emphasis on completing the task for rewards and set goals and deadlines (Lowry, Gaskin and Twyman, 2012). In some instances, it is possible for individuals to have differences in response to the same work that can be explained by the differences between employees. In addition, individuals that are high in growth needs are most likely to be motivated by jobs with high skill variety, task identity, task significance, autonomy and feedback. In contrast individuals with low growth needs are relatively insensitive to these factors according to Pritchard (2009). Furnham (2012) supports this statement by arguing that introverts are extrinsically motivated whereas extraverts are more intrinsically motivated. Analysis of the types of motivation shows that individuals are differently motivated but intrinsic and extrinsic motivation has an effect on each other.

Furthermore, employees have different types of motivations, the intrinsic and extrinsic motivation as discussed previously. These factors are connected to each other and employees value them and consider them as important factors in relation to job engagement and performance. The following sections will discuss intrinsic and extrinsic motivation.

3.4.1 Intrinsic motivation

Intrinsic motivation is the action by which employees conduct an activity simply because they enjoy the activity itself. Evidently, it is a form of motivation that comes from within an individual to carry out a task and get a sense of satisfaction from it. According to Remi (2011) intrinsic motivation has the most and strongest effect on work engagement. Intrinsic motivation helps employees to be more creative, for instance, when an employee's figures out that their role within the organisation is significant they tend to dedicate more time in tackling organisational challenges by creating creative solutions. According to Wayne and Thomas (2011), individuals that are intrinsically motivated are engaged in their duties and they possess a deep level of increased participation in their job roles. In retrospect, intrinsically motivated employees pay more detail and attention in their job tasks and look for solutions on problematic issues within the organisation.

In an early study of intrinsic motivation, White (1959) reported that certain animals engaged in behaviors in the absence of both reward and reinforcement. He suggested that humans and animals were not only motivated by a reward such as money or food to change their behaviors, as Watson (1913) and Skinner (1948) claimed, but they were also intrinsically interested and curious about their surroundings, which drove them to learn and master the challenges posed by the environment. According to White (1959) the behaviors were driven by feelings of fun and challenged to extend one's capabilities. Considering White's narrative, intrinsic motivation is the result of work that is both fun and challenging. Specifically, rather than working for a financial reward, intrinsically motivated employees will maximize their effort at work because the tasks are interesting, challenging, and fascinating to them (Ryan and Deci, 2000). Interestingly, several studies of intrinsic motivation in the workforce have been conducted to seek a better way to motivate individuals. But ironically, as argued by Weibel, Rost and Osterloh (2007) employees are motivated when the work itself is challenging and interesting. Herzberg (1968) mentioned that the work itself was one of the motivators intrinsic to the job that increases an individual's motivation.

Lam, Baum and Pine (2001), conducted a study of 171 employees of Hong Kong's Chinese restaurants and found a significant difference between new employee's perceptions and expectations of fast-food restaurants, these differences included job characteristics which included challenging job, meaningful work and sense of accomplishment. The results showed that new employees found that the nature of the work in a fast-food restaurant was not exciting, challenging, or meaningful. As a result, since the job factors were not challenging and meaningful, they had the

potential to reduce employee's motivation to perform better and to engage more at work. Furthermore, the study also analyzed the relationship between job satisfaction and three job characteristics (e.g., challenging work, meaningful work), training and development (e.g., learning opportunity, promotion) and compensation and fairness (e.g., competitive salary, benefits). However, the findings showed that the relationship between job satisfaction and compensation and fairness at the level of $p \leq 0.05$ was not significant. Thus, one can conclude that exciting, challenging, and meaningful tasks increases employee's intrinsic motivation and job satisfaction while competitive salary and benefits, which are considered extrinsic motivations, do not have a significant impact on employee's job satisfaction. This result was inconsistent with other studies which considered higher pay to be the best motivator.

However, numerous studies have also shown that intrinsically motivated employees tend to engage more in the workplace physically, emotionally, and cognitively in challenging and meaningful tasks (Van Beek, Hu and Schaufeli., 2012) and that they are more productive and work, perform and engage better in the workplace (Demerouti and Bakker, 2008). Weibel, Rost and Osterloh (2007) supported the same notion and suggested that intrinsic motivation drives a person toward higher cognitive effort that is related to absorption, one of the dimensions of work engagement.

3.1.1.1 Facilitating versus undermining intrinsic motivation

Despite the obvious and observable indications that humans are inclined towards intrinsic motivation tendencies, it should be emphasized that this propensity appears to be expressed under certain conditions. In light of numerous research studies into intrinsic motivation, more focus has been placed on those conditions that elicit, sustain and enhance this special type of motivation versus those that subdue or diminish it.

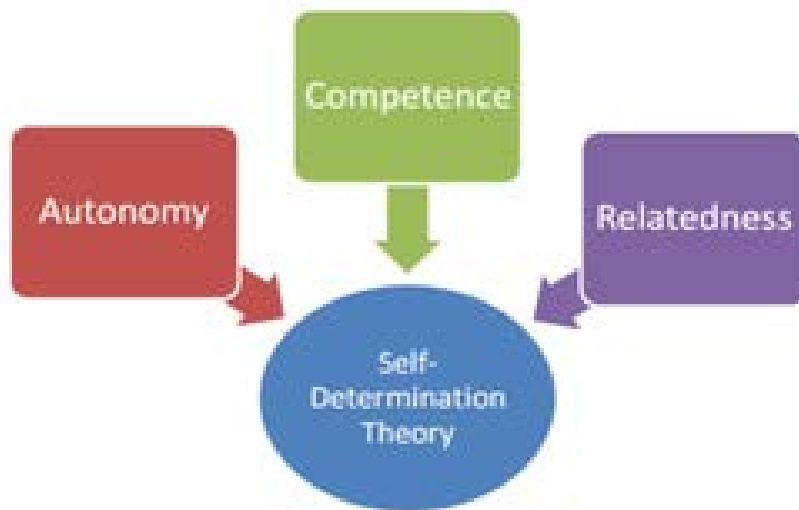
Self-determination Theory and Cognitive Evaluation Theory are specifically framed in terms of social and environmental factors that facilitate and undermine intrinsic motivation. This assertion points to the assumption that intrinsic motivation is catalyzed when individuals are in conditions that are conducive toward its expression and vice versa, in conditions that diminish it.

3.1.1.1.1 Self-determination Theory (SDT) 1997

According to Ryan and Deci (1997), Self-determination Theory (SDT) is an approach that explains human motivation and personality through traditional empirical methods while highlighting on meta theory that focuses on the significance of personality development and self-regulation. This

theory investigates human's inherent growth needs as well as the innate psychological needs that work as the basis in people's self-motivation personality integration. Ryan and Deci (1997) have cited three factors as the psychological desires that are important for enhancing the optimal enactment of natural determination of human behavior. These psychological needs are autonomy, competences and relatedness as shown in Figure 3.1 below.

Figure 3.1 Factors that contribute to self-determination theory



Adapted (Sheldon and Schuler, 2011:32)

The desire for autonomy means the need for an individual or employee to be flexible, independent and self-sufficient in reaching their objectives. Deci and Ryan (2000) argued that autonomous does not mean to be independent but relates to the means of an individual having a sense of free will when doing something or acting out in their own interests and values. According to Lee (2013) competence is described as how an employee wishes to have a concrete outcome in their environment through the provision of information. Visser (2010) highlighted factors essential for enhancing employee competence, which are providing structure, giving positive feedback, expressing positive expectations, and providing optimal challenges.

Relatedness as explained by Lee (2013) is the desire for the employee to connect and relate with other employees and to be accepted within the organisation. In addition, he explains that when these three psychological needs have been met, the employees consider themselves self-

determined and motivated. Within the same construct, these desires are factors that maintain happiness in employees as they perform their job roles. Accomplished employees are said to be not self-determined if these needs are not met. SDT foster employees to perform better and be positive concerning their knowledge, learning and development as well as their psychological wellbeing. However, employees perform better when organisations fulfil their need for autonomy (internal cause for employee motivation), competence (external need to be valued) and relatedness which is the employee's extrinsic need/feeling to be connected to other employees within the organisation.

Notable, SDT has also taken into consideration the external factors like environment that affect self-motivation, social functioning and personal wellbeing. In as much as these external factors are explored it is of note that the SDT is not only concerned with the three basic psychological needs or the specific positive developmental tendencies but also considers external elements that are antagonistic to the needs presented.

Edward (2014) supports the above opinion by stating that the three needs have the same impact on an employee's wellbeing like external elements. More so Guyan (2016) states that highly oriented employees tend to have the same characteristics aligned with being competent even though they might not familiarize themselves in that way. Similarly, achievement-oriented employees tend to be aligned with the same desire of relatedness even though they acquaint their selves towards being competent. However, because of functional and experimental differences in self-motivation and external regulation, SDT emphasizes the differentiated method to motivation by considering the kind of motivation enacted at a given time (Sheldon and Schuler, 2011).

In an organisational context, this theory is essential in understanding why employees engage in specific actions. Basically, SDT distinguishes between self-determined and non-determined employees, thus the employers in a way can factor employee's behavior through this theory, mostly because it exemplifies the performance actions of employees. In a general context, employee productivity, performance and turnover can be highly influenced by SDT and can enhance employee engagement. Since this study's main focus is on the relationship between work motivation and work engagement, it was useful to find and understand the needs for autonomy, competency and relatedness within the context of DUT academic staff

3.1.1.1.2 Cognitive evaluation theory (CET) 1985

Cognitive Evaluation Theory (CET) was presented by Deci and Ryan (1985) to specify the factors in social contexts that produce variability in intrinsic motivation. CET, which is considered a sub theory of self-determination theory, argues that interpersonal events and structures (e.g., rewards, communications and feedback) that are conducive for feelings of competence during action, can enhance intrinsic motivation for that action because they allow for the satisfaction of the basic psychological need for competence. Accordingly, for example, optimal challenges, promoting feedback, and freedom from demeaning evaluations are all predicted to facilitate intrinsic motivation. Additionally, intangible motivational factors are vast, especially in this modern labour market. However, it is critical to take into consideration that some intrinsic motivational factors are enabled by organisational and social factors. Thus, it is important for organisations to facilitate an appropriate environment that is conducive for motivating employees.

CET further specifies that feelings of competence cannot enhance intrinsic motivation unless they are accompanied by a sense of autonomy or, in attributional terms, by an internal perceived locus of causality (Bateman and Crant (2003). Thus, employees must not only experience perceived competence (or self-efficacy), they must also experience their behavior to be self-determined, if intrinsic motivation is to be maintained or enhanced. Stated differently, for a high level of intrinsic motivation, employees must experience satisfaction of the needs of competence and autonomy. Much of the research has focused on the effects of immediate contextual conditions that either support or thwart the needs for competence and autonomy, but some have recognized that supports can, to some extent, come from the individual's abiding inner resources that support their ongoing feelings of competence and autonomy.

Several early studies showed that positive performance feedback enhanced intrinsic motivation as proved by Deci, (1971) Schriesheim, (1979), whereas negative performance feedback diminished it, as shown by Deci and Cascio (1972). Other scholars, such as, Vallerand and Reid (1984) showed that perceived competence mediated these effects and still others supported the hypothesis that increases in perceived competence must be accompanied by a sense of autonomy in order for the enhanced feelings of competence to result in increased intrinsic motivation (Ryan, 1982). In fact, the majority of the research on the effects of environmental events on intrinsic motivation has focused on the issue of autonomy versus control rather than that of competence and this issue has been considerably more controversial. The research began with the demonstration that extrinsic

rewards can undermine intrinsic motivation Deci (1971) and Lepper, Greene, and Nisbett (1973), which was interpreted as a way of shifting people through rewards from more internal to external, perceived motivated beings. Although the issue of rewards has been hotly debated, a meta-analysis (Deci, Koestner, and Ryan, 1999) established that virtually every type of expected tangible reward made contingent on task performance does, in fact, undermine intrinsic motivation. Furthermore, not only tangible rewards, but also threats like deadlines, directives and competition pressure diminished intrinsic motivation (Cooper and Jayatilaka, 2010). This is so because according to CET, people experience them as controllers of their behavior. On the other hand, choice and the opportunity for self-direction appear to enhance intrinsic motivation, as they afford a greater sense of autonomy. The significance of autonomy versus control for the maintenance of intrinsic motivation has been clearly observed in studies of classroom learning conducted by Deci, Nezlek, and Sheinman (1981) and Ryan and Grolnick (1986) have shown that autonomy-supportive (in contrast to controlling) catalyzes in their individual's greater intrinsic motivation, curiosity, and the desire for challenge

To summarize, the CET suggests that social contexts and environments can facilitate or forestall intrinsic motivation by supporting versus thwarting the needs for autonomy and competence. However, it is critical to remember that intrinsic motivation will occur only for activities that hold intrinsic interest for an individual and which appeal to the novelty, challenging, or aesthetic value for that individual. For activities that do not hold such appeal, the principles of CET do not apply. More over to understand the motivation for activities that are not experienced as inherently interesting, this study looks examines the nature and dynamics of extrinsic motivation below.

3.4.2 Extrinsic motivation

Extrinsic motivation relates to the behavior that is motivated by external rewards. Furthermore, Brown (2010) stipulates that individuals have the tendency to carry out functions for known external rewards whether tangible or psychological. Other researchers like Spector (2013) have supported this notion on the basis that employees will tend to focus more on the rewards than the tasks themselves. Some researchers have pointed out that unlike intrinsic motivation, extrinsic motivation decreases creativity within employees simply because it distracts them from the tasks itself and focuses them more on the materialistic rewards. However, according to Barney (2010) employers mostly provide extrinsic motivation because it is an effortless solution for task fulfilment.

As explained above, extrinsic motivation is a type of motivation derived from factors outside an individual that lead to a specific outcome (Ryan and Deci, 2000). For example, Ross (1976) conducted a study on children and found that contingent rewards such as candies makes children engage more in a drawing task. In contrast, within the business world, individuals who are extrinsically motivated will do their jobs because they believe they will receive desirable outcomes, such as monetary rewards, job promotion, bonuses or an increase in wages or salary. This concept has been popularly applied to motivate employees and the results have indicated that extrinsic factors do motivate employees, especially when reinforcement like a reward is implemented. Several previous studies have found evidence that extrinsic motivation helps employees be more productive in the workplace. For example, as cited in Srivastava and Barmola (2011), Roethlisberger and Dickson (1939) found with industrial employees that performance feedback and pay-for-performance were two factors that had to be in play to increase employees' performance at work. Srivastava and Barmola (2011) also asserted that extrinsic motivation such as pay, wages, bonuses, and other incentives were very important to increase employee's productivity.

However, in HEI's Blackmore (2013) argue that financial incentives only may not be enough to motivate academics to be engaged since they also desire career advancement or personal growth within the institution. Some scholar's like Charles and Marshall (1992), support Weaver's theory that higher wages can be the ultimate motivator for employees. Considering the disgruntlement over salaries in the HEI's one can speculate that financial rewards can enhance work engagement in that industry. In addition, in a different study conducted with 278 employees from 12 different hotels located in the United States and Canada it was discovered that hospitality employees preferred good wages as the first motivational factor, followed by job security and opportunity for advancement and development (Simons and Enz, 1995). In addition, across various age groups of employees, the study also found good wages to be the number one motivational factor of work engagement. The study compared hospitality employees and industrial employees and found that hospitality employees who were younger and older than 30 ranked good wages as the number one motivational factor. According to the authors, the results made sense because the hospitality industry is known for its low wages and, therefore, employees want wages that are at a par with employees in other industries. Furthermore, another study of 1245 employees of 64 hotels in Hong Kong found that the top three factors of motivation at work were (1) opportunities for advancement

and development, (2) job security, and (3) good wages (Siu, Tsang and Wong, 1997). Consistent with previous studies, Ariel, Sneezy, Lowenstein, (2009) and Van Beak, Hu and Schaufeli (2012) suggested that extrinsic motivation, especially monetary rewards and bonuses, help increase motivation among employees performing a job or task that requires mechanical skills that are usually repetitive and unpleasant.

3.4.2.1 Facilitating and undermining extrinsic motivation

Despite the assertions that have been put forward that excessive external rewards can lead to a reduction in intrinsic motivation, a phenomenon known as the over-justification effect (Cooper and Jayatilaka, 2010). This does mean that extrinsic motivation is a bad thing. Extrinsic motivation can be beneficial in some situations. It can be particularly helpful in situations where a person needs to complete a task that they find unpleasant. More so because extrinsically motivated behaviors are not inherently interesting and thus must initially be externally prompted. This study has reviewed the Herzberg theory in assessing how individuals can be prompted to be motivated intrinsically.

3.4.2.1.1 Herzberg theory 1959

Herzberg theory (1959) is centered on two factors, hygiene and motivational factors. This theory suggests that job satisfaction and dissatisfaction come from different sources and getting rid of sources that stimulate dissatisfaction does not guarantee that an individual will become motivated (Hyun and Sungmin 2009). Herzberg mixed these two premises into two factors, Hygiene factors and Motivational factors.

Hygiene factors: Factors are contextual in nature, involving those things surrounding the job, i.e., job security, working conditions, quality of supervision, interpersonal relationships, status and salary. These factors would not necessarily motivate an individual to work hard but the absence of such factors may cause dissatisfaction and an unhealthy environment in organization. These factors are considered as extrinsic or external to the nature of job. Interestingly, hygiene factors may not work as a motivator, but they can provoke neutral feelings that basic needs are fulfilled. Hygiene factors are similar to Maslow's psychological needs, safety needs, security needs and belongingness needs (Hyun and Sungmin, 2009).

Motivational factors: These factors are concerned with the content of the job, such as job challenge, responsibility, achievement, recognition, promotion and growth. These factors are

considered intrinsic or unique to each individual in his or her own way. The absence of these factors will not create dissatisfaction; however, that person will not be in a position to experience satisfaction. Herzberg's motivational factors correspond to Maslow's esteem and self-actualization need. The presence of these factors can act as a motivator in organization (House and Widgor, 2010).

According to Herzberg (1959), intrinsic motivators and extrinsic motivators have an inverse relationship. This is to say that intrinsic motivators tend to inspire motivation when they are present, while extrinsic motivators tend to reduce motivation when they are absent. This is because of expectation. Extrinsic motivators (e.g., salary, benefits) are expected and so will not increase motivation when they are in place, but they will cause dissatisfaction when they are missing. Intrinsic motivators (e.g., challenging work), on the other hand, can be a source of additional motivation. This means that if an organization wants to increase employees' job satisfaction, it should be concerned with the nature of the work itself which includes the opportunities it presents employees for gaining status, assuming responsibility, and achieving self-realization. On the other hand, if an organisation wishes to reduce dissatisfaction, then it must focus on the job environment paying special attention to policies, procedures, supervision, and working conditions. To ensure a satisfied and productive workforce, both sets of job factors must be considered within the organisation.

However, Two-factor theory has been criticized for its original reliance on Engineers and Accountants as subjects, ignoring workers at lower-skilled jobs. Some variable like, quality of supervision or pay, that Herzberg used, seems to be more unstable than what he specified (Chalofsky, 2010). Interestingly, Two-factor theory has not only captured the views of researchers, but practitioners also utilized this theory to know how certain job attributes can enhance employee motivation (House and Widgor, 2010). Since this study is about investigating the relationship between work motivation and employee engagement, this theory had a great implication for this study. The hygiene factors such as job security, working conditions, quality of supervision, interpersonal relationships, and good wages provide the accomplishment of basic needs in organizations like DUT. After its fulfillment, if the organization provided motivational factors (such as job challenge, responsibility, achievement, recognition, promotion and growth) to their employees it would enable them to feel satisfaction and engagement in their work.

3.4.2.1.2 Adam's Equity Theory 1963

The equity theory was developed in 1963 by J. Stacy Adams. This theory suggests that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others (Adams, 1963). Kinicki and Kreitner (2008:178) highlight that the equity theory of motivation explains how employees strive for fairness and justice in social exchanges. Muchinsky, Kriek and Schreider (2005) affirm that the Equity model involves feelings and perceptions. The Equity theory also suggests that employees make choices based on the assessment of particular situations before exerting effort. The Equity model acknowledges that although employees are concerned with the absolute amount of extrinsic rewards they receive, they are also concerned with the relationship of the amount of rewards others receive (Robbins, 2005). Werner (2012) concur that the Equity model discusses social comparisons that employees make when they compare their inputs which include effort exerted, experience, education and competencies with the outputs or outcomes such as salary, recognition, bonuses, job security, promotions and status symbols. Robbins (2005) highlights that there are four comparisons that employees undertake, namely:

- **Self-inside:** this involves an employee's experiences in different positions within the organisation.
- **Self-outside:** this involves an employee's experiences in a situation or position outside the organisation.
- **Other-inside:** refers to another employee or group of employees inside the organisation.
- **Other-outside:** refers to an external employee or group of employees who are not part of the organisation.

Furthermore, employees compare themselves to friends, workmates and individuals in other firms or with their past jobs (Richard, 2012). This involves the employee comparing his/her inputs against what he/she is paid from the job and also comparing the ratio or proportion of inputs to output with another employee's ratio of inputs and outputs (Schlechter, Hung and Bussin, 2014). These comparisons will result in three perceived outcomes, which are explained below:

- **Equitably rewarded:** This refers to a perceived balance between inputs and outputs by an employee (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw and Oosthuizen, 2005). Equitability creates a state of justice and fairness in the organisation. The presence

of equitability may create motivation and employees may believe that more experience and education will lead to greater outputs.

- **Under-rewarded:** When employees perceive that they are being underpaid, negative inequity will result (Greenberg, 2011). This creates tension which in turn provides a basis for motivation. The employee is motivated to address the situation and will strive to restore fairness and justice.
- **Overpayment:** Hellriegel et al., (2005) proclaim that overpayment involves employees perceiving that they are being paid too much. This also results in tension or an imbalance which forces employees to restore equity. Feelings of inequity revolve around an employee's evaluation of whether he/she receives adequate rewards to compensate his/her input (Erasmus, Strydom and Rudansky-Kloppers, 2013).

In a nutshell, based on the Equity theory model, motivation is a consequence of perceived inequity. Creed (2011) suggests that in restoring equity, employees will adopt behavioral options as shown in table 3.1 below.

Table 3.1 Potential Responses to inequity

Reaction to inequity	Example
<i>Distort perceptions</i>	Change ones thinking to believe that the referent is more skilled than previously
<i>Increase referent's input</i>	Encouraging the referent to work harder
<i>Reduce own input</i>	Deliberately putting forth less effort at work. Reducing the quality of one's work
<i>Increase own outcomes</i>	Negotiating a raise for oneself or using unethical ways of increasing rewards such as stealing from the company
<i>Change referent</i>	Comparing oneself to someone who is worse off
<i>Leave the situation</i>	Quitting one's job
<i>Seek legal action</i>	Suing the company or filing a complaint if the unfairness in question is under legal protection.

Adapted (Bauer and Erdogan, 2012: 21).

Hellriegel et al., (2005) argue that competency-based pay may have equity implications. When employees make comparisons, skills may provide a fairer way of determining financial rewards than seniority. According to Sandhya and Kumar (2011), unfairness and secrecy in pay issues results in mistrust and reduces employee motivation and organisational effectiveness. Furthermore, the flexibility of skills-based pay may increase the perception of fairness, thereby optimising employee motivation (Schermerhorn, 2011). Phillips and Gully (2012) affirm that competency-based pay impacts positively on employee engagement. Respectively, a fair amount of criticism has been brought forward against this theory and theorists and researchers have argued that it is not only pay that is an outcome in the employment relationship, there are other outcomes such as organisational citizenship and attitudes towards tasks (Gibson, Ivancevich, Donnelly and Konopaske, 2011). Erasmus, Strydom and Rudansky-Kloppers (2013) posit that certain aspects of the Equity theory remain unclear. For instance, the extent to which overpayment inequity leads to perceived inequity is debatable, as employees will justify their pay by adjusting their ideas and thoughts on equitable payment. Furthermore, most of the research on Equity theory is based on

short term comparisons, necessitating the need for longitudinal studies that examine inequity over a long period of time (Quick and Nelson, 2009).

In assessing the Equity theory, it has been noted that it a one major proposition which is the comparison of one's inputs and outcomes to others inputs and outcomes and as a result of this comparison one might experience equity or inequity. This proposition is very clear and unlike many theories in the social science. Researchers emphasized that theories should not be too broad or too narrow. Equity theory has achieved this limitation. Equity theory has focused on what motivates employees and describes that employees input something and expect something back in return. This equalization of relationship will tend to motivate employees to perform and engage. The theory also emphasized two situations of inequity, which is the case of over reward and under reward and how humans tend to react in either situation. Equity theory is considered to be one of the most valid frameworks to understand human attitudes and motivation, and it was useful in this study as it explained the concepts behind employee motivation.

3.4.3 The conflict between intrinsic and extrinsic as motivation factors

The relationship between the two types of motivation has been argued in particular situations by different scholars. The Motivation Crowding Theory (2001) by Frey and Jergen explains the interaction and consequences between the two. Motivation Crowding Theory occurs when extrinsic motivation, especially monetary rewards, has an impact on one's intrinsic motivation (Frey, 2012). Motivation Crowding Theory assumes that when financial rewards are introduced to already intrinsically motivated individuals, the rewards will diminish the individuals' motivation to fully engage in a particular interesting activity (Deci, 1972). Cameron and Pierce (1994) illustrated the theory by using a child who loved to draw pictures without any incentive who later received a financial reward for each picture. Then, the child's efforts to draw a good picture diminished when the financial rewards were removed. In other words, the financial rewards destroyed the child's genuine interest in drawing pictures and made the child put in effort to draw pictures only for the financial incentive.

Researchers have also found that the two types of motivation can differ in how effective they are at driving behavior. As indicated previously in this chapter, offering excessive external rewards for an already internally rewarding behavior can lead to a reduction in intrinsic motivation, a phenomenon known as the over justification effect (Cooper and Jayatilaka, 2010). This assertion

does not point extrinsic motivation in a bad light. Extrinsic motivation can be beneficial in some situations. It can be particularly helpful in situations where a person needs to complete a task that they find unpleasant and can induce interest and participation in something in which the individual had no initial interest. In addition, extrinsic rewards can be used to motivate employees to acquire new skills or knowledge. Once these early skills have been learned, employees may then become more intrinsically motivated to pursue the activity. External rewards can also be a source of feedback, allowing people to know when their performance has achieved a standard deserving of reinforcement (Weibel, Rost and Osterloh, 2007) .

Georgellis, Iossa and Tabvuma (2011) suggest that though some researchers believe intrinsic motivation is best, it is not always possible in every situation. In some cases, people simply have no internal desire to engage in an activity. Excessive rewards may be problematic, but when used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can be used to get employees to complete a work task which they have no internal interest. In the workplace setting, most studies have focused on using monetary incentives and found that it had an impact on employees' performance and engagement (Frey and Jergen, 2001).

The purpose of explaining motivation (extrinsic and intrinsic) is to identify which motivation has a direct relation with job engagement. Employees consider important factors for their job motivation, but some employees consider more in line with extrinsic than intrinsic and vice versa. It has been proven in the studies that reward sensibleness is a very important factor for persuading a degree of motivation but it diminishes employee freedom regarding their behavior. It tends to limit actions in order to obtain benefits. On the other hand, it diminishes employee creativity because of the concentration on performing the specific task Some researchers concluded that extrinsic rewards have a negative relationship with the creativity of employees, because appropriate motivation would reduce the degree of social interaction and that this would diminish group work involvement (Cooper and Jayatilaka, 2010).

3.5 The concept of Employee Engagement

Employee engagement as a concept in psychology has attracted interest from many scholars such as Kahn (1990), Malachi and Leiter (2008), Schaufeli, Taris and Van Rhenen (2008) and Schneider, Bakker and Young (2012). Though the concept is regarded as new, a vast amount of studies has been conducted on this topic. The majority of studies on employee engagement have

been conducted in Europe, Asia, America and a few studies in Africa. There have been several publications on employee engagement in South Africa. Erasmus and Breier (2010) alluded that South African businesses have been mired by a negative perception of under-performance and competitiveness as a result of employee disengagement. Employee engagement has been labelled a critical business issue for South Africa. Since employee engagement is a critical issue in South Africa and because there has been no research that has exclusively researched the relationship between employee engagement and intrinsic and extrinsic motivation, there was a need for this study.

3.5.1 Definitions of employee engagement

Work engagement has been presented and defined in different terms in the literature. Two different but related schools of thought exist on employee engagement and both of them view it as a positive work-related state of wellbeing or fulfillment (Baker, Demerouti, 2008). The first school of thought, whose advocates are (Maslach and Leiter, 1997), posit that engagement is the direct opposite of burnout and can be assessed by the opposite pattern of score on the three dimensions of the Maslach Burnout Inventory which are exhaustion, cynicism and ineffectiveness. In their study, Baker and Demerouti, (2008) state that engagement is characterised by energy, involvement and efficacy and in the situation of burnout, energy becomes exhaustion, involvement becomes cynicism and efficacy turns into ineffectiveness.

The second school of thought, however, views work engagement as an autonomous concept which is negatively related to burnout. According to this school of thought, work engagement entails a positive, fulfilling, work related state of mind that is characterised by vigour, dedication and absorption (Schaufeli and Salanova, 2010). However, vigor refers to the physical strength of the body or mind when working and producing effort for work. Dedication is related to one's emotional state wherein a person has a feeling of enthusiasm toward the work; a feeling of significance and challenge from performing the work. Absorption is associated with a cognitive state characterized as devoting oneself to a job with full concentration (Fornes, Rocco and Wollard, 2008).

Work engagement has been found to be different from other psychological constructs like organisational commitment, job satisfaction and job involvement (Maslach, Schaufeli and Leiter, 2001). For instance, organisational commitment defines an employee's loyalty to the organisation

that provides employment. Thus, while commitment focuses on the organisation, engagement focuses on the work itself (Storm and Rothmann, 2003). Job satisfaction on the other hand, refers to the point at which work is a source of need fulfilment and contentment. Unlike engagement, job satisfaction does not encompass the employee's relationship with the work itself.

Work engagement and workaholism have also been differentiated in the literature. On one hand, engaged employees, work hard (vigour), are involved (dedication) and feel happily engrossed (absorbed) in their work and may seem similar to workaholics but are different in the sense that engaged workers lack the typical compulsive drive possessed by workaholics (Bakker, Schaufeli, Leiter and Taris, 2008). On the other hand, workaholic's need to work is exaggerated, it endangers their health, reduces happiness and deteriorates their interpersonal relations (Bakker, et al, 2008). Through this distinction, one can conclude that there is a positive contribution to the health status of an individual when they are said to be engaged in their work than when they are labelled as workaholics.

Work engagement, however, comes close to what has been termed flow by Christian, Garza and Slaughter, (2011). Flow represents a state of optimal experience that is characterised by focused attention, a clear mind and body unison, effortless concentration, complete control, loss of self-consciousness, distortion of time and intrinsic enjoyment. The difference between flow and engagement is that flow is more complex and refers to rather a short-term experience whereas engagement is a persistent state of mind (Storm and Rothmann, 2003). Having outlined different perspectives and approaches to the understanding of work engagement, it is important to look at the theoretical framework of engagement in order to understand it in depth and also to determine how it can be enhanced.

3.5.2 Employee engagement complexity

Engagement as an emerging concept has been widely viewed as an instinctive concept that is yet to be legitimized. Several publications have supported this notion by attributing that it is not and cannot be regarded as a new concept though in theory, employee engagement is distinct from other organisational behavioral constructs, but it is not empirically different (Tadic, Bakker and Oerlemans, 2015). In terms of the above opinion, organisational commitment and job satisfaction etc., are empirically similar to employee engagement. In line with the above statements, employee engagement is viewed "as a work condition planned to make certain that employees are dedicated

to their organisational objectives and work ethics (Knight, Patterson, Dawson and Brown 2017). Some researchers have a different view which states that employee engagement is a work place concept that is experienced by employees and it is a state of being that can be influenced by administrative tactics and approaches but that it is not a strategy (Alfes, Shantz, Truss, and Soane, 2013).

Essentially, business consultancies view engagement from an organisational perspective, while researchers see it as a state of mind of an employee. In addition, employee engagement has been viewed as a framework that is a high profile, multi-dimensional concept that is integrated with strong behavioral components (Holman and Axtell, 2016). Considering this assertion, engagement cannot stand alone, no matter how it is differently defined. Shuck and Herd (2011) have argued that several other factors must be considered to build up employee engagement. They further acknowledged that employee engagement is different from other behavioral construct, in that for an employee to be engaged, multiple elements must come together to create an actively engaged employee. The concept of employee engagement is a complex construct that is difficult to understand. The American Society for Training and Development (2015) suggested that employee engagement is a procession of creating a culture where employees are not overused, underused and taken for granted. Researchers like Ketter (2016) have also considered this notion by stating that there is not a single way of creating an engaged workforce. He further articulated that employee engagement surveys are as good as the research questions they are built upon. However, given the views discussed it can be pointed out that engagement is specific to each organization, thus, every organisation has to devise different strategies and techniques to attain positive engagement.

This section specifically discussed the complexities and discrepancies found in employee engagement as a way to give a brief background in understanding the overall aspects that pertains to employee engagement. Next section focuses on the drives and factors associated with employee engagement.

3.5.3 Drivers of employee engagement.

Seminal studies by Ployhart and Turner (2014) show that work engagement can consist of physical, cognitive, and emotional aspects and proposes that engaged individuals invest personal energy in and experience an emotional connection with their work. Furthermore, recent studies such as the

Gallup Workplace Auditor (2013) have focused on the influence of positive work conditions as ultimate factors that enhance work engagement. In addition, Demerouti, Bakker and Fried (2012) argue that the main elements of employee engagement are job and personal resources. Below is a discussion of how two major categories of resources impact upon work engagement.

3.5.3.1 Job resources

Job resources refer to physical, psychological, social, or organisational aspects of the job that are functional in achieving work goals. These aspects may reduce job demands and the associated psychological cost that stimulate personal growth, learning, and development (Demerouti, Bakker and Fried, 2012). These aspects can be career opportunities, supervisor coaching, role-clarity, and autonomy. Job demands essentially influence motivation and engagement where job demands are high however, these resources are important in their own right.

Job resources can play an intrinsic motivational role because they initiate employee's growth, learning and development. In the former case, job resources fulfil basic human needs such as the need for autonomy, competence and relatedness as advocated by Self-Determination Theory (1997). Self-Determination Theory maintains that any work context that supports psychological autonomy, competence and relatedness promotes wellness and increases intrinsic motivation. In an organisational context when proper feedback is given, it fosters learning, thereby increasing competence. At the time, decision latitude and social support satisfy the need for autonomy and the need to belong (Taber and Alliger, 2010). In addition, job resources can also play an extrinsic motivational role because they are instrumental in achieving work tasks. Resources foster the willingness to dedicate one's effort and abilities to a work task (Sonnentag, 2011). If resources are provided it is likely that the task will be completed successfully and that the work goal will be attained. For example, supportive colleagues and proper feedback from an employee's supervisor may increase the likelihood of being successful in achieving one's work goals. This means job resources turn out to be more prominent and increase motivation in situations where employees are faced with high job demands (i.e., workload, emotional demands and mental strains) since these factors are effective in helping goal accomplishment.

Consistent with these notions about the motivational role of job resources, several studies have shown a positive relationship between job resources and work engagement. For example, Schaufeli, Taris and Bakker (2008) found evidence of a positive relationship between three job

resources (performance feedback, social support and supervisory coaching) and work engagement (vigor, dedication and absorption) among four different samples of Dutch employees. More specifically, they used structural equation modelling analyses to show that job resources (not job demands) exclusively predicted engagement and that engagement is a mediator of the relationship between job resources and turnover intentions. Schaufeli, Taris and Bakker's (2008) study was replicated in a sample of over 2000 Finnish teachers (Hakanen Bakker, and Schaufeli 2006). Results showed that job control, information, supervisory support, innovative climate and social climate were all positively related to work engagement. Conceptually similar findings were reported by Llorens, Schaufeli, Bakker and Salanova (2006) in a Spanish context.

In addition, Koyuncu, Burke, and Fiksenbaum (2006) examined potential antecedents and consequences of work engagement in a sample of women managers and professionals (n = 286) employed by a large Turkish bank. Results showed that work life experiences, particularly control, rewards and recognition and value fit, were significant predictors of all three engagement measures. These studies suggesting a relationship between job resources and engagement, even though they were conducted among different populations and were cross-sectional. Recent longitudinal research has generally confirmed the positive relationship between job resources and work engagement.

According to Conservation of Resources (COR) theory people seek to obtain, retain and protect things they value, including, for instance, material, social, personal, or energetic resources. The theory proposes that stress experienced by individuals can be understood in relation to potential or actual loss of resources (Hobfoll, 2001). More specifically, Hobfoll and Shirom (2000) have argued that individuals must bring in resources in order to prevent the loss of resources. They further stated that individuals with a greater pool of resources are less susceptible to resource loss and those individuals who do not have access to strong resource pools are more likely to experience increased loss ("loss spiral"). In contrast, they maintained that strong resource pools lead to a greater likelihood that individuals will seek opportunities to risk resources for increased resource gains ("gain spiral"). For Hobfoll (2002) resource gain acquires its saliency in the context of resource loss. This suggests that job resources become more salient and gain their motivational potential when employees are confronted with high job demands (e.g., workload, emotional demands and mental demands) because they help goal accomplishment.

Hakanen, Perhoniemi, Toppinen and Tanner (2008) investigated the interaction of these constructs using a sample of Finnish dentists in the public sector. It was hypothesized that job resources (e.g., variability in required professional skills and peer contacts) are most beneficial in maintaining work engagement under conditions of high job demands (e.g., workload and an unfavourable physical environment). The dentists were split in two random groups to cross-validate the findings. A set of hierarchical regression analyses resulted in 17 out of 40 significant interactions (40%), showing that variability in professional skills boosted work engagement when qualitative workload was high, and mitigated the negative effect of qualitative workload on work engagement.

In summary, job resources have an impact over time on motivation issues and work engagement. There is a mediating role between work engagement and the motivational aspects (Schaufeli, 2013). However, Rydstedt, Ferrir and Head (2009) argue that too high and low job demands cannot contribute to positive work-related outcomes and performance. However, it is useful because of its essence of explaining the benefits and the drawbacks of initiatives and policies within a workplace.

3.5.3.2 Personal resources

Personal resources are positive self-evaluations that are linked to resiliency and refer to individual's sense of their ability to control and impact upon their environment successfully (Hobfoll and Woehr, 2006). It has been convincingly shown that such positive self-evaluations predict goal-setting, motivation, performance, job and life satisfaction, career ambition and other desirable outcomes (Nahrgang, Morgeson and Hofmann, 2011). The reason for this is that the higher an individual's personal resources, the more positive work engagement, the person's self-regard and the more goal self-concordance is experienced.

According to Briner and Walshe, (2015) individuals with goal self-concordance are intrinsically motivated to pursue their goals and as a result they trigger higher performance and satisfaction. Several authors have investigated the relationships between personal resources and work engagement. For example, Rothmann and Storm (2003) conducted a large cross-sectional study among 1,910 South African police officers and found that engaged police-officers use an active coping style. In their study, among highly skilled Dutch technicians, Schaufeli, Taris and Bakker (2008) examined the role of three personal resources (self-efficacy, organizational-based self-esteem and optimism) in predicting work engagement. Results showed that engaged employees

are highly self-efficacious, they believe they are able to meet the demands they face in a broad array of contexts. Engaged workers also have the tendency to believe that they will generally experience good outcomes in life (optimistic) and believe they can satisfy their needs by participating in roles within the organization (Cole, Walter, Bedeian, and O'Boyle, 2012).

These findings were replicated and expanded in a two-year follow-up study by Xanthopoulou Bakker, Demerouti and Schaufeli (2006). The findings indicated that self-efficacy, organizational-based self-esteem and optimism make a unique contribution to explaining variance in work engagement over time, over and above the impact of job resources and previous levels of engagement. In their study, among female school principals, Bakker, Van Emmerik and Euwema (2006) found that those with the most personal resources scored highest on work engagement. Particularly resilience, self-efficacy and optimism contributed to work engagement, and were able to explain unique variance in engagement scores (in addition to social support from team members and colleague principals, opportunities for development, and social support from an intimate partner). Thus, resilience is another personal resource that facilitates work engagement, indicating that engaged workers are effective in adapting to changing environments. In short, engaged workers possess personal resources, including optimism, self-efficacy, self-esteem, resilience and an active coping style that help them to control and impact upon their work environment successfully and to achieve career success.

Having reviewed the concept of employee engagement and identified the drivers we are using in this study, we now move on to introduce the theories that relate to employee engagement and are of relevance to this study. Two theoretical approaches are presented below; Khan's Needs Satisfying Approach (1990) and Social Exchange Model (2005). These approaches assist in further understanding employee engagement.

3.5.4 Kahn's Needs Satisfying Approach (1990)

Seminal work in this field was undertaken by Kahn (1990) which states that when a job is challenging and meaningful; a) if the work environment is safe, b) if personal resources are available and c) if the needs for meaningfulness are available, then employees are more likely to engage as they carry out their work roles.

The Needs Satisfying Approach (1990) suggests that employees inherently become engaged in their activities when the following three psychological conditions have been met. These conditions

are; a) psychological safety, that is, the ability to commit without the fear of negative results, b) meaningfulness, which is explained as the feeling of acquiring a return on investment on performance and c) availability, which is defined as the physical and mental availability of employees to engage in work (Kahn, 1990).

These 3 aspects are affected by different factors in the work place. Saif (2012) stated that the social environment within the work place has significant influence on an employee's psychological condition. The availability condition depends on the personal resources that employees can bring to their role performance. Furthermore, rewards and employee support are positively linked to safety and personal resources which effect's the availability of employees. Meyer (2010) is of the view that job enrichment and role fit are directly related to meaningfulness. However, Kahn's Needs Satisfying Approach (1990) strongly advocates that meaningfulness of work is influenced by job enrichment and role fit, while the outside life has a negative effect. Kahn's Needs Satisfying Approach can be useful in this study since it builds a foundation for the conceptualization of work engagement. In addition, Social Exchange Theory (SET), (2005) provides a stronger rationale for explaining employee engagement and this is further explained below.

3.5.5 Social Exchange Theory (SET) 2005

Social Exchange Theory (SET) is a socio - psychological and social perspective that explains social change and stability as a process of negotiated exchanges between parties. It argues that obligations are generated through a series of interactions between parties who are in a state of mutual interdependence (Cropanzano and Mitchell, 2005). Thus, the basic principle of SET reveal that relationships evolve over time into trusting, loyal and mutual commitments given that the parties involved abide by the agreed rules of exchange. Furthermore, the rules of exchange typically involve reciprocity, such that actions of one party lead to a response or action from another party (Cropanzano and Mitchell, 2005). For example, in an organisational setting individuals may feel obliged to respond in kind or repay the organisation when they receive economic and socio - economic rewards from the organisation. Furthermore, the example above is consistent with Robinson (2008) description of engagement as a two-way relationship between the employer and employee.

There are many ways employees can repay their organisation through their level of engagement. So essentially, employees may choose to engage themselves to varying degrees in response to the

resources received from the organisation. Total engagement involves dedicating greater amounts of cognitive, emotional and physical resources to the organisation and with that in perspective Plakhotnik, Rocco and Roberts (2011) speculate that it is more difficult for employees to vary their levels of performance since organisations often evaluate performance as a measure for compensation and other administrative decisions. Thus, employees are more likely to exchange their engagement resources for benefits and remunerations provided by the organisation.

In summary, SET provides a theoretical foundation to explain why employees choose to become engaged in their work and in the organisation. More so, the conditions of engagement in both Kahn's (1990) and Maslach (2001) model can be considered economic and socio-emotional exchange resources within Social Cognitive Theory 1986 (SCT). So, when employees receive these resources from their organisation they feel obliged to repay the organisation with greater levels of engagement. Fundamentally, according to Rich, Lepine and Crawford (2010) definition for engagement, employees are more likely to engage as repayment of the resources received from the organisation but in a situation whereby the organisation fails to deliver these resources, employees are likely to disengage themselves from their roles. This implies that the amount of cognitive, emotional and physical resources an employee is willing to devote in terms of performance is contingent on the economic and socio - emotional resources obtained from the organisation.

Having discussed the relevant theories, it is important to discuss the importance of work engagement, in order to see the likely benefits to be derived from examining work engagement in the current study.

3.6 The importance of employee engagement

The reason for this discussion of employee engagement is to reveal its significance in organisations, particularly DUT. Like any other organisation, DUT is totally dependent on their employees and it is crucial for the employees to be totally engaged for the survival of the institution. Employee engagement enables employers to make business operations successful, as it runs with the mutual commitment of organizations and employees. It is evident that when employees engage, there is a potential to create high performance (provide better services and attract maximum customers). Therefore, organisations should pay attention and consider employee

engagement since it can be the biggest threat for the organization productivity, especially in Africa where the economy is still not fully recovered from the late recession.

It is important for an organisation to cultivate engagement among the employees so as to ensure better performance and survival of the organisation. Employee engagement predicts positive organisational outcomes, including productivity, job satisfaction, motivation, commitment, low turnover intention, customer satisfaction, return on assets, profits and shareholder value (Bakker and Xanthopoulou, 2009). Literature on work engagement has also found a connection between work engagement and performance. For example, results from a study by Schaufeli, Taris and Bakker (2008) on Dutch employees from various occupations showed that work engagement is positively related to role performance. Another study by Bakker, Demerouti and Verbeke (2004) showed that engaged employees received high rankings from their colleagues with regards to their performance. Attridge (2009) also found a correlation between work engagement and business outcomes, employees who have the highest engagement levels were mostly found in the high performing units of the business.

Substantial literature discussing the importance of engagement in organisations has been put forward by different researchers. Some researchers have discussed this matter from a global economic point of view that the economic downtimes have made organisations to look for ways to float and recover through methods that hinder employee engagement, for example, the laying off of employees. Essentially, the uncertainty about the future within organisations creates anxiety in employees which usually effects their morale and engagement. However, authors like Macleod and Clarke (2009) took a positive stance and debated that in such economic downtimes, engagement among employees can actually go up in case were organisational leadership is able to unlock more knowledge and commitment of employees in respect to performing tasks effectively.

There are various reasons for building employee engagement within organisations. Swanberg, McKechnie and Ojha (2011:17) stipulates that “work engagement is a positive experience itself”, and in today’s business environment employee engagement has grown to be one of the most vital aspects in relation to an organisation’s success and gaining competitive advantage. According to Saks (2011), the issues of high turnover rate and the ever-increasing recruiting costs within the labor market make it more crucial for organisations to retain employees that have a significant impact on the organisation’s bottom line. In addition, organisational performance can be attributed

to the enactment of employee engagement. The study conducted by Frank, Finnegan and Taylor (2012) connects employee engagement outcomes to increased customer service, profit and employee turnover within organisations. Increasing or fostering an environment that builds employee engagement can significantly increase growth and success in organisations.

Researchers such as Dollard and Bakker (2012) share the same perspective with Harter, Schmidt and Hayes (2002) that employee engagement can be a means for organisational success. Guest (2014) explains that if employees are not engaged, an organisation will face retention problems, lack of loyalty and decreased organisational production. Biggs, Brough and Barbour (2014) state that employee engagement is linked to organisational production and employee performance. They further explain that engaged employees are more initiative, pursue learning goals and go the extra mile compared to the unmotivated employee.

Markos and Sridevi (2010), as depicted in Figure 3.3 portray how engaged employee are valuable assets of an organisation because of the characteristics they possess. Figure 3.3 illustrates that engaged employees are more positively oriented about the job and the organisation, they can be relied upon and go beyond what is required of them. In addition, employees that are engaged see meaningfulness in their jobs. When employees do not find value or meaning in their work activities they tend to detach from their work duties, leading to less commitment and motivation. Thus, employee engagement is a crucial aspect in today's business environment and with that in mind; employees are considered as assets within an organization. Therefore, organisations should make efforts through the Human Resources Management to develop an agenda to develop employee engagement. Essentially, it is vital for organisations to factor in the demands of employees to maintain stability and good relations between employees and employers.

Figure 3.3 Aspects of Engaged Employees.



Adapted (Markos and Sridevi, 2010:11)

Andrew and Sofian (2012) add that employee engagement creates a positive effect on employee services which generates more investment in the form of more clients and customers maximization and loyalty. Employee positive engagement is a win-win approach because employees know how to identify organizational success and become successful in their contribution. Scholars like Gawke, Gorgievski, and Bakker (2017) conclude, that it is an important factor for organisational success to have employee engagement. They work as facilitators to improve employee's attitude, performance and set objectives to develop employee engagement. In general, when the workforce is engaged in their jobs, they invest their efforts in the form of hands, heart, head and emotionally commitment in performing organizational work. When employees are psychologically present in their jobs, they concentrate, associate, participate and focus on their job roles. This involvement was termed by Kahn (1990) as "self-in-role" which describes and explains the behavior of employees when they are engaged in their jobs.

3.7 Employee engagement and individual differences

From the above literature it has been established that employees are pushed into action by numerous and different factors. Some individuals are intrinsically and some extrinsically motivated to perform a task and it is crucial for organisations to factor in all of these to pursue total engagement. As has been previously stated, definitions of employee engagement abound in the psychological literature. Some definitions claim that employee engagement is something that is produced by aspects in the workplace (Simbula, Guglielmi and Schaufeli, 2011), while others assert that it is something that the individual brings to the workplace (Cole, Walter, Bedeian and O'Boyle, 2012). Extraneous variables such as individual differences may not be trivial and could have significant effects on the relationship between intrinsic and extrinsic motivation.

There is much evidence in the literature to support the notion that individual differences impact on work performance. Briner and Walshe (2015) for instance, argued that psychological differences may impact on the individual's ability to engage or disengage in their role performance, just as they shape a person's ability and willingness to be involved or committed at work. Accordingly, people would engage differently "given their experiences of psychological meaningfulness, safety and availability in specific situations" (Nahrgang, Morgeson and Hofmann, 2011: 2). For example, when people experience situations as unsafe, it is a matter of individual differences what coping strategies they deploy and the extent to which they engage or disengage (Ploy hart and Turner, 2014).

Furthermore, it is argued that individual differences play a vital role in determining an employee's potential level of engagement (Orth and Volmer, 2017). The process of perception is a key factor in individual behaviour. Tims, Bakker, Derks, and Van Rhenen (2017:25) define perception as "the dynamic psychological process responsible for attending to, organising and interpreting sensory data". To a large extent, perception relates to the way in which individuals make sense of their environment and interpret and respond to the events and people around them. Equally, it is important to emphasize that each individual receives information differently. This is because individuals do not receive information about what is happening around them passively and dispassionately or in the same way as others. According to Times et al., (2017) individuals categorise and make sense of events and situations according to their own unique and personal frame of reference, which reflects their personality, past experiences, knowledge, expectations and current needs, priorities and interests.

According to Orth and Volmer (2017), employee engagement can be achieved through the creation of an organisational environment where positive emotions such as involvement and pride are encouraged, resulting in improved organisational performance, lower employee turnover and better health. Ghadi, Fernando and Caputi (2013) argue that when individuals feel positive emotions they are able to think in a more flexible, open-minded way and are also likely to feel greater self-control, cope more effectively and be less defensive in the workplace. Personality is a key influence on the process of perception. Field and Gillett (2010:3) suggest that “our personality acts as a kind of perceptual filter or frame of reference which influences our view of the world”. Therefore, it is argued that it is our personal perception of our social and physical environment that shapes and directs how engaged an employee is, rather than some objective understanding of an external reality.

There is no doubt that despite the existence of common drivers of engagement, different groups and individuals are influenced by different factor. It is argued that an individual’s personality and perception, for example, the way in which they view the world, shapes and directs how engaged an employee will be. The next section discussed the variance of employee engagement along with demographical variables of individuals to establish the extent they affect employee engagement.

3.7.1 Variance of employee engagement and demographic variables

The main aim of this study was to determine the relationship between employee engagement and motivation (intrinsic and extrinsic). However, it was important to consider other factors such as demographic characteristics in their relation to employee engagement against the main subject of intrinsic and extrinsic motivation. Essentially the researcher evaluated the selected factors using regression analysis to determine if these factors contribute more or less to employee engagement than intrinsic and extrinsic motivation.

Demographics are important factors when taken into consideration in most human resource management functions because they influence work behavior and productivity (Kipkebut, 2013). According to Kahn (1990) and Schaufeli and Bakker (2012) the level of work engagement is affected in general terms by their demographic characteristics, thus making demographic variables important variables and possible determinants of engagement. Research has indicated that demographic characteristics impact on employee engagement. Evans and Redfern (2010) indicated that employee personal differences are important and have significant effects on employee

engagement. It has been presented in various studies that employees engage differently in work places depending upon their experiences of psychological meaningfulness, safety and availability in specific circumstances. Furthermore, Halbesleben (2010) argued that individual differences play a crucial role in influencing employee's level of engagement. He explained that the process of perception is the key factor that commands individual's behavior. Mandu, Buitendach, Kanengoni and Bobat (2004) showed that demographics such as age, race and educational status influence engagement and turnover intentions, while Balogun (2014) found that demographic variables influenced employee's conduct within the organisation. In the context of this study, one of the objectives was to determine how well a selected set of variables; work motivation, length of service, educational qualifications, and age, was able to predict employee engagement. Specifically, this may benefit organisations, managers and employees in understanding if demographic variables can be determinants of employee engagement.

3.7.1.1 Employee engagement and length of service

The issue surrounding the relationship between employee engagement and the employee's length of service has been discussed numerous times and several assertions have been made. Baroudi and Khapova (2017) asserted that workers with longer service might have higher engagement because they have found a job that matches their needs or found opportunities for growth and promotion that might lead to better engagement. However, long service in a job can result in boredom and lower levels of satisfaction and can be worsened by low job mobility and external labour market factors (Swaminathan and Ananth, 2012). Such conditions can impact negatively on employee engagement.

In a study of the combined effects of age and length of service, Jenkins and Delbridge (2013) found evidence of a positive relationship between age and engagement. Also, the study determined a linear negative relationship between length of service and engagement up to 12 years, after which it leveled out. Regarding length of service, the underlying assumption appears to be that dissatisfied workers resign while satisfied ones stay with organisation. It has also been found by Garg (2014) that the longer an employee stays with an organisation, the less engaged they become. In other words, length of service and engagement are found to have an inverse relationship with each other. Such findings cited by Garg highlights the importance of engagement and also the need for ensuring that employees are engaged in the long term in the organisation. The findings of the 2006, CIPD survey on engagement confirm this finding by emphasizing the importance of

continually advancing the understanding of engagement in the workplace. Truss (2014) commented on this matter and stated that employee engagement is a continuous process that never ends and an organisation needs to provide meaningful and emotionally enriching work experiences for their workers for maintenance of high employee engagement.

3.7.1.2 Employee engagement and age

Age is a contentious issue, irrespective of whether the reference is to younger or older employees, especially in a modern labor market that equates youthful attractiveness with success. According to Robinson, (2015) organisations are committed to enhance the work engagement of the multi-generational workforce of today and are interested in determining how age affects employee engagement and how employee engagement can be maximised.

In relation to age, Johnson, Holdsworth, Hoel and Zapf (2013) state that older employees have better stress management strategies of emotion control, active coping and have a more positive effect on emotional exhaustion and cynicism compared to younger employees. They further stipulate that older employees have more experience and, as such, they are more stable, mature and balanced in their perspective on work and life in general. In addition, older employees often enjoy a better financial position. Taken together, all this enhances their sense of strength and engagement. On the other hand, young workers generally have lower salaries, less emotional support and less self-confidence. A key finding of a study by Blau, Tatum and Goldberg's (2013) exploratory analysis revealed that in higher stress situations younger employees experienced more burnout and were less successful at reducing levels of stress.

In South African the general workforce is young. However, the opposite trend exists in HEIs. Unisa (2011) reports that the staff component at University of South Africa is ageing, Barry and Sawyer (2012) reported that the percentage of ageing academic staff in South Africa constituted 30% to 50%, this issue has increased the challenges of employee retention in HEIs.

Garg (2014:43) referred to a study conducted by Milner (2011) who examined differences in employee engagement among groups; emerging adults (less than 24 years), settling-in adults (25-39), prime-working years (40-54), approaching retirement (55-65), and retirement eligible (66 and older). The study found that employee engagement keeps on increasing with the age of the employee. Overall, the 'retirement eligible' group reported the highest average engagement while the 'emerging adults' reported the lowest average engagement. Furthermore, constructs of

employee engagement differ with age. Milner (2011) found that supervisor support and recognition, schedule satisfaction (flexibility and autonomy in one's work schedule) and job clarity were significant predictors of employee engagement for all age groups. Furthermore, supervisor support and recognition had the largest effect on employee engagement for the two older groups, 'approaching retirement' and 'retirement-eligible'. The study also confirmed that career development and promotions was also a significant predictor of engagement, for all age groups, except the retirement-eligible group. Job quality factor was most important for engagement among the two youngest groups of employees, the 'emerging' and the 'settling-in' adults. However, the issue of age and employee engagement remains a debatable topic for different scholars. Wilson (2009) maintains that there is no significant difference in engagement level among employees of different ages but in terms of current literature there can be a positive, negative or neutral relationship between the two constructs.

3.7.1.3 Employee engagement and highest educational qualifications attained

Various findings exist with regard to employee engagement and level of educational qualifications of employees. Several scholars negated any correlation between the two variables while another group of scholars has stressed a definite association between the two. Swaminathan and Ananth (2012) argue that all employees have the capacity to engage on the same level regardless of their educational qualifications. A survey conducted by Dale Carnegie Training (2012) found different levels of engagement amongst employees with different qualifications. Graduate employees were found to be the most engaged while employees with Post Graduate degrees and Under Graduate degrees were the least engaged. Contrary to what Dale Carnegie Training found, Mahboubi (2014) found no correlation between work engagement and level of educational qualifications.

Bakan, Buyukbese and Erşahan (2011) emphasized that educational level has a significant impact on work engagement because it promotes core task performance by providing individuals with more declarative and procedural knowledge, which they can use to complete their tasks successfully. They further explained that employees with higher levels of education have more cognitive ability which facilitates learning of job-relevant knowledge and thereby promotes stronger job performance and work engagement. In a South African sample, participants with a Matric qualification reported significantly higher absorption levels than participants with a Doctoral degree (Bell and Barkhuizen, 2011). In contrast, Barkhuizen and Rothmann (2006) reported almost the exact opposite in a group of South African academics in which, those with

Doctoral degrees had significantly higher levels of absorption than those with Honours degrees or equivalent 4-year degrees. Furthermore, some South African studies showed that there are no significant differences between demographic groups regarding their qualifications. Mpofu and Barkhuizen (2013) found that schoolteachers with lower qualifications (matriculation and teacher's diplomas) experienced higher levels of vigor and dedication than those with higher qualifications. However, the results were not significant because of the small sample.

Demographical differences and employee engagement has been a subject of debate. The same can be said about the relationship between level of education attained and employee engagement. As an summary of the demographics discussion in this section, it can be pointed out that in terms of demographical differences, (i.e., age, length of service and highest level of education attained) some studies maintain that they effect employee engagement while other scholars refute this notion.

3.8 Overview of employee engagement

Employee engagement has been described as an affective, motivational, work-related state of fulfillment in employees that is characterized by vigor, dedication and absorption (Maslach and Leiter, 2008). Empirical studies have shown that job resources are important correlates of engagement especially under conditions of high demands. In addition, personal resources correlate with engagement considering factors like self-efficacy and organizational - based self -esteem. Most studies conducted on this issue were cross sectional and only focused on a few types of resources. Taking this into account, the unidirectional view proposes that personal and job resources influence engagement, not the other way around. Furthermore, several studies have shown that job characteristics and well-being seem to influence each other, thus, it is necessary to examine the reciprocity of job and personal resources to engagement. As presented above, resources and engagement relate reciprocally to each other based on the notion that individuals through learning can form stronger positive evaluations about themselves and in turn comprehend or build more resourceful work environments. In other words, not only can personal resources be promoted by a meaningful, manageable and comprehensive environment, they can also determine the way people perceive the environment and how they react to it.

3.9 The relationship between employee motivation (intrinsic and extrinsic) and employee engagement

Motivation has always been considered as an important topic by academic researchers due to its direct effect on organisational performance and productivity. With this in mind, not all motivation is created equal. The two types of motivation (one that is internally derived, or intrinsic and one that is externally derived, or extrinsic) have different significances especially when dealing with employee engagement in the workplace. It is important to understand the differences and dynamics between them, as they drive behavior via separate pathways and result in different outcomes.

3.9.1 Link between intrinsic motivation and employee engagement

Intrinsic motivation is internal to the individual and inspired by experiences that connect with self-concept and personal drives. As a result, these experiences are inherently interesting or enjoyable, such that employees work for the excitement, accomplishment and personal satisfaction they feel both in the process of carrying out activities and in the results (Deci and Ryan, 1985). Intrinsic motivation is most likely to occur when activities align with personal attitudes, orientations, or values, or when the work is personally meaningful in some way. According to Delaney and Royal's (2017) research, motivation was a key component of engagement. They state that of the five components of their engagement index; 'employees themselves feel motivated to do more than is required' is the top predictor of overall engagement, followed by 'the extent to which the company motivates employees to do more than is required of them'. This means that investments in motivation maximize utility by yielding the highest return on overall engagement.

Research conducted by Grant (2010) has established that intrinsic motivation enhances both performance and productivity. According to Delaney and Royal's (2017) Global Employee Opinion Normative Benchmarks 76% of employees who exceed performance expectations feel motivated to do more than is required of them, compared with 67% of employees who meet performance expectations and 57% of employees who do not, which suggests that intrinsic motivation is associated with better performance. Intrinsic motivation also builds additional energy. When employees invest in work because it is personally interesting or enjoyable, they commit to it fully without depleting internal resources (Nahrgang, Morgeson, and Hofmann, 2011). In addition, employees who are intrinsically motivated are more creative, solve problems more efficiently and effectively, and demonstrate better conceptual thinking, which leads to better engagement (Robertson, Smith and Markwick, 2009).

Considering the Job Characteristics Model in relation to job opportunities, intrinsic motivation can be applied to determine how much a person enjoys doing their job. Royal and Agnew (2011) came up with five key dimensions that must be present in order to make a job enriching and fulfilling. These are autonomy, skill variety, task identity, task significance and feedback about results. These five core job dimensions can lead to three psychological states. These states are that the individual must feel responsibility for the outcomes of the job; the job must be meaningful and matter to others and the individual must have feedback. Two of these, meaningfulness and autonomy are relevant and have been considered by numerous studies as key factors that can influence employees to perform a task. In terms of job design, providing job meaningfulness can foster a sense of participation in employees (Dollard and Bakker, 2012). In addition, the idea of job meaningfulness is in line with the Chartered Institute of Personnel and Development (CIPD, (2006) view of employee engagement where an engaged employee is one who views his job as meaningful.

Autonomy is described as the degree to which a person feels that they have freedom and can use their discretion to schedule the work and decide how to complete it (Royal and Agnew, 2011). Deci and Ryan (2000) have also developed a theory called Cognitive Evaluation Theory (CET) which specifies that an individual will not enhance intrinsic motivation unless it is accompanied by a sense of autonomy. Therefore, this factor is the second aspect used to describe a job as intrinsically motivated. These intrinsic factors can be combined in an overall measure of job enrichment. When people find that their jobs are more enriching, they are internally motivated and satisfied (Lowry, Gaskin and Twyman, 2012). Intrinsic factors give a person an internal perceived locus of causality, which means that they are in charge of their own actions and behavior (Deci and Ryan, 2000). This, combined with a sense of autonomy will make an employee more engaged in their work roles.

3.9.2 Link between extrinsic motivation and employee engagement

By contrast to intrinsic motivation, extrinsic motivation is a motivational effect that arises outside an individual and is often influenced by the organization and work environment. Additionally, this behavior is driven by the influence of outside sources such as social norms, peer influence, authority or promises of reward and it is focused on the utility of the activity rather than the activity itself (Lowry, Gaskin and Twyman, 2012).

The proclamation made by Deci and Ryan (2008) that extrinsic motivation is focused on the utility of the activity than the activity itself does not imply that, as a behavioral driver, extrinsic motivation is less effective or important. Rewards and incentives are two commonly referenced extrinsic motivators. These are critical for directing efforts toward the right organizational goals and providing employees with the inducements needed to make them engaged so that they perform at high levels (Nahrgang, Morgeson and Hofmann, 2011). In addition, many scholars such as Allen and DeYoung (2016) consider financial incentives as drivers of work engagement in the workplace. In a meta-analysis of productivity-enhancing interventions, Locke and colleagues found that the introduction of pay incentives increased engagement and fostered productivity by an average of 30% (Fagley and Adler, 2012). For extrinsic motivators to work, however, there must be clarity about behavioral expectations and resulting outcomes. In accordance with expectancy theories, for example, if employees are to be extrinsically motivated by financial incentives, they must understand the criteria on which they are evaluated, what success looks like based on those criteria and whether there is alignment between the volume of work it takes to be successful and the payouts they expect to receive as a result (Lee, 2016).

The Social Exchange Theory has recognized factors like reward and recognition as influencers of employee engagement. These factors can be used to motivate employees which then helps in positive employee responses. The theory is based on reciprocity or repayment principal, where the action of one party becomes the response or action of another party. If employees are getting resources and benefits from their organisations, they in exchange will engage their selves in a way to contribute to the organisation. Employees can be influenced through motivational factors (intrinsic and extrinsic) and in exchange they will engage their self in order to benefit the organisation. SET can be used to insure both motivation (through benefits) and employee engagement reward systems (through exchange response) as a motivational indicator. It proposes that when employees are catered accordingly to their input, employees will be highly motivated. In addition, when an organisation manages to create a culture of togetherness, encourages team work and encourages sharing of best practices, motivation and engagement can be achieved.

The literature indicates that a possible linkage between motivation and employee engagement can be ascertained. Objectively it is important to consider other crucial aspects that have direct influences on employee motivation and engagement. With that in mind the systematization of

organizations has an important impact on the above-mentioned elements and it is important to explore this further, below.

3.10 The role of scientific management and Human Resource Management with regards to employee motivation (intrinsic and extrinsic) and employee engagement

The role and relationship between HRM practices on individual employee attitudes and behavior at the workplace is critical issue for discussion. HRM systems are considered primary tools that organizations utilize to derive specific behaviors from their employees (Chuang, Jackson and Jiang, 2016). Thus, examining the relationship between HRM and the role of scientific management and its link to subsequent outcomes such as employee motivation (intrinsic and extrinsic) and employee management is a worthwhile pursuit.

Before the early concept of measuring engagement appeared, researchers like Maslach and Leiter (2008) had initially categorised engagement as the opposite construct to burn out. That notion was consistent with the era in positive psychology that came about the same time, when engagement evolved as a consequence of research focusing on success factors and motivation. Furthermore, previous studies on HRM were of the view that a well-managed and performing HRM department has a positive impact on employee outcomes (Kejoe and Wright, 2013). Despite the ongoing arguments and views on what constitutes high performing HRM, some studies have proven that high performing HRM focus their attention more on employee enhancements than attempting to adjust to organisational decline, such as downsizing. Taking this into account, views have been brought forward that psychological contracts intercede in the relationship between HRM and employee outcomes (Silvera, 2013).

Furthermore, the systematization of an organisation has an effect on the motivation of its workforce. According to Zhang (2012), the organisational structure has a close relationship with employee's motivation. However, Frederick W. Taylor was the first person to find out the relationship between employee motivation and organisational structure. His scientific management approach was famous around the world and named as Taylorism and his book was published in 1911. Taylor's scientific theory was fixated on maximizing the efficiency of workers, so his principles of scientific management led to the evolution of the scientific Human Resource Management approach, focusing on better productivity (Silvera, 2013). However, due to the increase in technology and knowledge - based industries and as a result of global competition,

HRM has assumed a more critical role in today's organisations. Essentially, HRM has been successful in aligning individual goals and objectives with corporate goals and objectives. Specifically, strategic HRM focuses on actions that differentiate the organisation from its competitors and aims to make a long-term impact on the success of organisations. In terms of motivation and engagement, HRM must develop HR tools to increase motivation and engage employees.

Furthermore, during the 19th century, psychologists determined and concluded that employee good performance can be preserved only when the worker's motivation and engagement are kept up. Later, this conclusion was challenged by many researchers on the grounds that an organisation is an association, where employees develop satisfaction through performance of their job roles (Tithe, 2012). The component of scientific management and HRM is significant as this study is trying to examine the relationship between employee engagement and employee motivation. The discussion of HRM is often related to intrinsic motivation whereas extrinsic motivation is related to scientific management (Young, 2009). Employees are the production factor of any organisation. Therefore, it is of great importance for organisations to focus on both motivation and engagement for maximum and better productivity.

Essentially, over the years it has been highlighted that HR activities have constructive impacts on the psychological contracts of employees and the organization. Psychological contracts entail the 'individual beliefs' that have been shaped by the organisation on the mutual exchange of needs. A few studies, such as, 'The impact on psychological contract on organisational commitment' by Jose (2012) has been able to establish a connection between psychological contracts, employee engagement and motivation. Bal (2013) managed to link psychological contracts to training and development to positive employee engagement outcome. The main emphasis is that when HRM practices are part of the work context, employees experience positive engagement and motivation. Good HRM practice can be argued to be a mediating variable that can further enhance employee engagement and motivation.

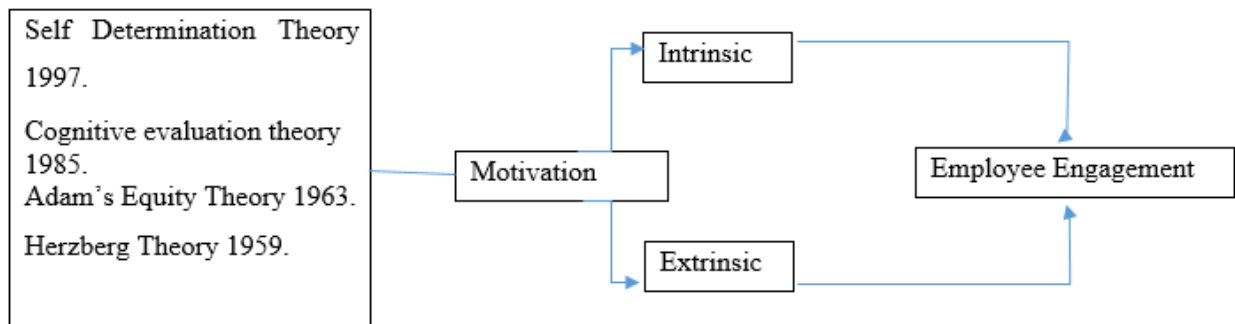
Gardner, Wright and Moynihan (2011) have acknowledged that employee engagement and motivation have recently become a major priority on the HRM agenda. This has attracted much attention because research has shown that having engaged and motivated staff can lead to positive organisational outcome, in terms of lower turnover and superior organisational performance.

Furthermore, research has argued that HRM serves as a link between the organisation and its employees in which some theorist like Marsden, Ma, Deci, Ryan and Chiu (2015) have likened this practice to Signaling Theory (2010). This postulates that when employees are not aware of organisational intentions, they tend to rely on the HRM department to guide, direct and relay information to the organisation. Some studies have shown that HRM is essential for providing confidence in employees, which in turn has an effect of attaining higher employee outcomes, such as, employee engagement and motivation. In this regard, many researchers agree on the notion that an effective HRM department has a potential positively influence employees motivation and engagement.

3.11 Conceptual Framework

After discussing the relevant concepts and theories of motivation, intrinsic, extrinsic and employee engagement, conceptual frame work of the study has been developed as shown in figure 3.4.

Figure 3.4 Conceptual frame work for the study



Source, Author.

The conceptual frame work of the study was aspired from motivational theories discussed in this chapter. Within the study a link was made between intrinsic motivational factors and motivational theories, and extrinsic motivational factors and motivational theories. Finally, the model depicts the possible relationship between motivation variables and employee engagement, which was the focus of the study.

3.12 Conclusion

This chapter looked at the definitions and relevant theories of both motivation and work engagement. In trying to investigate the relationship between motivation and work engagement, the researcher highlighted the possible links between the two constructs. Furthermore, the chapter

has indicated the importance of motivation and engagement within the organization. The development of motivation (intrinsic and extrinsic) was discussed and the factors that affect motivation and engagement were presented. A conceptual framework diagram was presented in anticipation of establishing the possible links or relationship to the various study variables.

The next chapter focuses on and explains the research procedures used in testing the model and the relationship that is being tested. Further discussion on the research limitations is raised, along with the reasons for choosing an approach to test the model and the hypotheses.

CHAPTER 4

RESEARCH METHODOLOGY AND DESIGN.

4.1 Introduction

The primary aim of this study was to investigate the relationship between employee engagement (intrinsic and extrinsic) and motivation in a South African higher educational institution. To achieve this, models of both constructs (engagement and motivation) were examined to build a valid conceptual framework for this study.

This chapter outlines the methodological framework and the approach used to conduct the research. A quantitative research approach was used for this study to address the research problem as well as to answer the research questions. This research used standardised questionnaires for data collection to investigate the relationship between work motivation and employee engagement of the academic staff at DUT. The following standardised questionnaires were used: namely Utrecht Work Engagement Scale (UWES) and Work Preference Inventory (WPI). Furthermore, this chapter describes the research design, the data collection procedures and the data analysis techniques that were used, as well the reason why the particular methods were chosen. Furthermore, this chapter addresses the issues of dependability, credibility and transferability and limitations of the study. The chapter concludes by discussing the ethical considerations.

4.2 The research objectives

The study investigated the relationship between work engagement and intrinsic and extrinsic motivation among the staff academics at DUT.

The following objectives were identified as relevant to this study and informed the methodology adopted:

- i. To examine the relationship between employee engagement and employee motivation (intrinsic) among academics at DUT.
- ii. To examine whether motivational incentives (extrinsic motivation) have a significant influence on employee engagement of DUT academics.
- iii. To determine how well a set of variables (intrinsic motivation, extrinsic motivation, length of service, educational qualifications, and age) can predict employee engagement.

However, the overall objective of this chapter is to understand the relationship between employee motivation and work engagement among the academic staff of the DUT.

4.3 Research methodology

Research methodology entails the approach with which research is executed. Qualitative and quantitative approaches are the dominant methodologies through which research in different disciplines is conducted (Brannen and O'Connell, 2015). Qualitative methodology is concerned with how people observe and describe their lives. Researchers using this approach to try to portray the issue they are studying in its multifaceted form (Mertens, 2012).

Creswell (2014:10) defines the quantitative research approach as an inquiry approach useful for describing trends and explaining the relationship among variables found in the literature. Teddlie and Tashakkori (2009) asserts that quantitative research is a method or a process that is systematic and objective in its ways of using numerical data from only a selected subgroup of a universe (or population) to generalise the findings to the universe that is being studied. Quantitative research is useful for describing trends and explaining the relationship among variables found in the literature (Creswell, 2014).

Considering the nature of the problem under investigation, this study used a quantitative approach because of its great strength in providing data in descriptive form. Quantitative methods measure a phenomenon and express data in numeric form which can be used in conjunction with statistical tests in which statements can be made about the data. As a means of collecting and analysing data for the research topic, the following were employed to derive the data to support the findings of this study. The quantitative aspect consisted of a survey design. A survey designs was used to assess the interrelationships between the variables (engagement, intrinsic and extrinsic motivation) in the research work.

4.3.1 Rational for selection of the quantitative method

Quantitative research is useful when the sample being investigated is large, involves collecting data, analysis, interpreting data and reporting on findings. Furthermore, Teddlie and Tashakkori (2009) suggest that the quantitative research method is systematic and objective in its method of using numerical data from a selected representative sample to generalise the findings of the population that is being studied. The researcher adopted the quantitative approach in order to have confidence in the research outcomes. The quantitative approach allows one to use various scales

in your research and the variables can be compared and analysed using descriptive and inferential statistics (Patton, 2005). Welman, Kruger and Mitchell, (2012) describe quantitative studies as those in which researcher's analyse the collected data and make generalisations or inferences from the findings about the entire population.

The purpose of using this approach was to evaluate objective data consisting of numbers with the aim of achieving high levels of reliability in terms of data analysis. In terms of the quantitative approach, a structured questionnaire was administered to the target respondents. According to Wagner, C. Kawulich, B. and Garner (2012), quantitative methods include reviewing a substantial amount of literature in order to provide direction for the research questions. Quantitative research is based on attempts to apply the methods to facilitate data analysis. Its strength is that it provides data that is easily quantifiable and based on reasonably objective evidence that lends itself to rigorous analysis. Moreover, results can be reduced to numerical statistics and interpreted in short statements (Saunders, 2009). According to Creswell (2014) quantitative research is efficient in testing relationships, describing and examining the cause effect of relations. The main data collection tool for this study was a questionnaire and, in this context, this study employed the standardized questionnaire (UWES), which focuses on intrinsic and extrinsic motivation and the (WPI) questionnaire which focuses on work engagement.

In this regard informed consent (Appendix B) was sought from all those who participated in the study. In line with the quantitative approach, the researcher collected useful information relating to the relationship between motivation and work engagement among employees by using the structured questionnaires and presenting the data statistically.

4.4 The research design

According to Sekaran and Bougie (2014:12), the research design can be defined as “a set of guidelines and instructions to be followed in addressing the research problem”. Rubin and Babbie (2011:4) make a similar reference to research design by outlining a step in the research process dedicated to designing the study that will enable the collection and analysis of data. A research design has been variously defined as: “a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings” (Maree, 2011:8). The research

design's main function is to allow the researcher to foresee appropriate research decisions, in order to maximise the eventual result's validity.

However, the overall decision entails a specific design, strategies and methods of data collection, analysis and understanding. The current research design involved a survey research design which investigates whether a relationship between variables exists known as a correlational design. The correlational design was suitable for this study because it gives a distinct perspective on the relationship between work motivation (intrinsic and extrinsic) and work engagement and it determined if there was a statistically significant relationship between the variables. A quantitative method approach, focusing on a case study was used in this study to collect data.

4.4.1 Case study

The questionnaire survey approach was used to collect quantitative data to assess the interrelationships between the variables in the research (i.e., work engagement, intrinsic and extrinsic motivation). The case study approach provides detailed analysis of a limited number of events or people and their relationship. According to Mangal, and Mangal (2013:5) "case study research is an empirical investigation that investigates contemporary phenomena with- in real life context".

There are several accepted methods for conducting social science research. Typical methods include: case studies, experiments, surveys and historical data. In practice, many factors can influence the decision about which research strategy or method to choose, for example, the nature of social and economic problems, the discipline, the theoretical and national backgrounds, values and personal interests, journal preferences, technology and the availability of data (Leedy and Ormrod, 2013). All these factors were considered, and the researcher decided to use a case study design because it allowed for the descriptive understanding of complex issues amongst other factors. The case study was neither a data collection tactic nor a design feature alone, but a comprehensive research strategy. The case study approach was chosen because of its ability to provide an understanding of the uniqueness and the idiosyncrasy of the relationship between the motivation (intrinsic and extrinsic) and employee engagement variables at DUT. Thus, through having a case study and focusing the study on DUT, the researcher managed to generate answers on the what, how and why questions on the two aspects underlying the study of work motivation and employee engagement.

Leedy and Ormrod, 2013) shed more light on how to deal with the case study design. He offered researchers several criteria to employ, including the type of research question, the control a researcher has over the actual behavioral events and the focus on the contemporary as opposed to historical phenomenon. Furthermore, Leedy and Ormrod (2013) argue that case studies are to be employed as an ideal method when there is a why and how question asked about a contemporary set of events in which the researcher has little or no control over. The essence of a case study is that it is useful to illuminate a decision or set of decisions: why they were taken, how they were implemented and with what results.

The case study method as a strategy helped the researcher to successfully achieve the research purpose and objectives. However, according to Colton (2010) the key to successful case study research is dependent on whether the practical issues are handled well. For this study, practical issues such as the researcher's control over the study and ethical competency issues were fulfilled, as will be explained further in this chapter.

4.4.1.1 The study site, setting and research participants

The study site is the area of choice which the researcher selects to conduct the study and collect data for empirical evidence (Kumar, 2014). In selecting a study area, the researcher mainly considered economic reasons, sample size, time availability and geographical location for the study to be manageable. The study site for this research was the Durban University of Technology (Durban campuses) namely ML Sultan, Steve Biko, Ritson and City campuses. The reasons that motivated the researcher to draw participants from different campuses was to obtain an unbiased and rich insight into the two constructs of work engagement and (intrinsic and extrinsic motivation).

A note of recommendation which encouraged participation was attached to the survey questionnaires and emailed to subjects, who were sourced through the Human Resources Department. Initial permission was granted from DUT Institutional Research Committee (IRC) to engage with academic staff at different campuses. However, the fieldwork commenced after ethical clearance had been granted by the University of KwaZulu-Natal (UKZN) Human and Social Sciences Ethics Committee and the Registrar's Office, protocol number HSS/1352/016M. Informed constant was obtained from all participants and it was made clear that participation was

voluntary and would be anonymous. Participants had the choice to withdraw from the study at any time. See Appendix C.

Research participants refers to a large collection of individuals or objects that is the focus of a scientific inquiry. Essentially it means the total number of units where data will be collected (Creswell, 2014). The target population in this study constituted all the academic staff that is employed by the Durban University of Technology Durban Campuses. The university employs 1874 academic staff throughout these campuses. This information was obtained from the internal database through the Human Resources Management Department at DUT.

4.4.1.2 Sampling

The sample refers to a proportion of the population which will be measured for data within the research. In this case individuals were selected from the academic staff employed by the DUT. In this current study, the researcher found that the DUT employs 1874 academic staff throughout its four campuses. It should be noted that executive managers and senior managers are considered as employers of the university, therefore, they were excluded from this research, since its main focus is on the employees. For this study, Sekeran's (1992:253) suggests that 318 elements are an appropriate sample size for a population of 1874. Therefore, the sample size of this study was $n=318$.

4.4.1.2.1 Sampling techniques

According to Saunders (2009) sampling procedure involves choosing a small part of the population (sample) to participate in a study for data collection purposes. Sampling involves obtaining a sub population that will represent the entire population. Furthermore, the main purpose of conducting a sampling technique is to guarantee a good representation of the entire population without any bias or negative influence. However, there are two main methods of sampling in survey research which are probability and non-probability sampling. The major difference between the two is that for probability all the elements within a population has an equal chance of being selected whereas non-probability does not involve random selection criteria.

This study used probability sampling and employed simple random sampling. The researcher used simple random selection because of its ability of acquiring a smaller sample size from a wider population its suitability for data analysis, which includes the use of inferential statistics.

Furthermore, this method is beneficial for its ease of getting an accurate representation of the population. Also, all members of the DUT academic staff will have an equal opportunity of being selected for the study. The sampling technique was appropriate because of the need to investigate the relationship between work engagement and employee motivation among the academic staff of DUT.

To limit potential bias within the sample, the researcher ensured that an adequate proportion of participants took part in the research. This was done through re contacting non-respondents and reaching out to new respondents. The process was time consuming, but the researcher had to initiate the process in order to acquire a true representation of the population.

4.5 Data collection

This study adopted a case study approach, with survey questionnaires as the preferred data collection method. Data was collected through standardised questionnaires (UWES) and (WPI), generally standardized questionnaires are defined as a pre-designed series of questions intended to probe information from the respondents (Kumar, 2014). The advantages of using standardized questionnaires as a means of collecting data are that they are reliable, valid and sensible. Generally, questionnaires can be easily quantified and analyzed in a more scientific manner and objectively compared to the data obtained from other research methods (Gray, 2009). Since this study had a manageable sample size; questionnaires were more efficient because of their ability of collecting information from a group of participants within a short period of time. It is also relatively cost effective.

The data collection process was between the periods, 02 February 2017 to 15 April 2017. A total of 318 questionnaires were sent. These were either sent to the respondent's internal mail box, or else questionnaires were hand delivered to individuals. Once completed, questionnaires were placed in the researcher's internal box, which was located in the corridor of the researcher's office. Emails messages were sent to remind respondents to complete and return the completed questionnaires. The researcher ensured that the questionnaires were fully completed, which resulted in no questionnaires being rejected. The research questions were specific and complete

enough to allow the calculation of probabilities for all possible observations. However, the respondents within the survey remained anonymous.

4.5.1 Pilot study

According to Colton (2010) a pilot study is a preliminary study or survey conducted before the full-scale study to show or verify its feasibility. This process encompasses the pre-testing of the research instruments, functionality and study design before commencing the main study. In this study, the pilot study acted as a pre-warning of where the research might fail, where research protocol may not be followed, and it verified whether the proposed research methods or instruments were appropriate for the study.

However, there was no need for this study to pre-test the data collection tools, i.e., the Utrecht Work Engagement Survey (UWES), and Work Preference Inventory (WPI) because they were already standardized questionnaire. They had been previously validated and judged fit to be administered in the current study. Therefore, the data acquired in this study is considered valid and reliable.

4.5.2 Research instruments

The primary instruments for data collection for this study were standardized questionnaires. Two standardized questionnaires were a means of collecting data in this study. These questionnaires were the Utrecht Work Engagement Survey (UWES), and Work Preference Inventory (WPI) for motivation (intrinsic and extrinsic). A biographical data sheet was administered to the research participants to acquire their personal information and their details.

The Utrecht Work Engagement Survey (UWES) was an instrument created by Wilmar B. Schaufeli and used to measure the engagement levels of employees. It consists of indicators and questions from which the engagement of the employees can be measured. The indicators look at how engaged the employees are with their job and how far they are willing to go to ensure the success of their work. It also indicates which employees work with greater passion and which are more effective, efficient and customer-oriented.

Work Preference Inventory (WPI) is an instrument created by Amabile, Karl, Hennessey and Elizabeth (1994). It was designed to assess individual differences in intrinsic and extrinsic motivational orientations. Both the college student and the working adult versions aim to capture

the major elements of intrinsic motivation (self-determination, competence, task involvement, curiosity, enjoyment, and interest) and extrinsic motivation (concerns with competition, evaluation, recognition, money or other tangible incentives, and constraint by others). The instrument is scored on two primary scales, each subdivided into 2 secondary scales. The WPI has meaningful factor structures, adequate internal consistency, good short-term, test-retest reliability, and good longer-term stability. Moreover, WPI scores are related in meaningful ways to other questionnaires and behavioral measures of motivation, as well as personality characteristics, attitudes, and behaviors.

4.5.2.1 Reliability and validity of the Utrecht Work Engagement Scale (UWES)

Reliability in research refers to obtaining consistently a measurement of similar results under different conditions. If a measure has a higher reliability, it will consist of consistent results. Validity refers to the extent to which a concept or a measurement corresponds accurately when applied to the real world. It is vital to maintain validity so that the researcher measures the right concept and thereafter measure the stability and consistency of the concept.

This study used UWES as a measurement instrument to reflect the engagement levels of the participants. Given the definition of employee engagement which encompass the three concepts of vigour, absorption and dedication, UWES was more relevant, since it was designed to measure these concepts. Furthermore, UWES proved to be more relevant because significant studies have been performed on this instrument and results showed that it is a reliable measurement tool. In terms of internal validity, the UWES has an acceptable Cronbach Alpha score of 0.70. According to Coetzee and Rothman (2005) test-retest reliability showed stability over time as indicated in their two longitudinal surveys. Internal consistency and reliability for the three sub - scales of the UWES have been found to range from 0.68 to 0.91 (Robertson and Markwick, 2009). Furthermore, Coetzee and de Villiers (2010) and Ngobeni and Bezuidenhout, 2011 have confirmed that the UWES is a suitable instrument to measure work engagement within the South African context. Studies conducted by Storm and Rothman (2003) indicated high level of internal consistency within Southern Africa with scale items of vigour 0.79, absorption 0.78 and dedication 0.89.

4.5.2.2 Reliability and validity of the Work Preference Inventory Items and Scale Placement, (WPI)

The Work Preference Inventory (WPI) is a multidimensional measurement device intended to measure the intrinsic and extrinsic motivational orientations among individuals. As explained earlier the instrument caters for college students and adult workers with the major objective of showing important elements of intrinsic and extrinsic motivation.

The instruments were tested on two primary scales, each subdivided into 2 secondary scales. Results obtained indicated that WPI had an acceptable internal consistency with Cronbach Alpha scores of 0.82 for intrinsic and 0.76 for extrinsic motivation. WPI scored an acceptable short test, re - test reliability score of 0.89 for intrinsic and 0.80 for extrinsic motivation. WPI has a good long-term stability of up to 4 years with a score 0.82 intrinsic motivation and 0.78 extrinsic motivation (Amabile, 2004). Moreover, WPI relates to other questionnaires that encompass behavioral measures of motivation, personality and attitudes. This instrument is valid for work done in the South African context.

4.5.3 Secondary data sources

Secondary data is the already published information related to the phenomenon under investigation. It would have been collected and published by a certain individual and then it will be used by another researcher who ultimately becomes the second user of that data (Creswell, 2014).

The secondary sources of data that were employed for this research study are summarised below:

- Relevant books that discuss the main constructs of this study (motivation & engagement) such as Crowding out and crowding in of intrinsic preferences (2012), Practical research: planning and design (2016) etc.
- A series of journals, such as: Work Place Global (2013), Closing the engagement gap (2009), Society for Training and Development (ASTD) international conference and exhibition (2015), Job crafting at the team and individual level: implications for work engagement and performance (2013) etc.
- Internet material such as motivation schemes can build long-term engagement (2013). Evaluation of Work Engagement and Its Determinant (2014) etc.

4.5.4 Overall reliability and validity

For work engagement measurement, this study adopted a standardized questionnaire, the Utrecht Work Engagement Survey (UWES) and the Work Preference Inventory Items Scale Placement WPI. However, it was adapted to measure the variables in terms of the contextual setting of this research. In terms of extrinsic and intrinsic motivation, Cronbach Alpha coefficients was used to assess the internal consistency of the measuring instruments. Nunnally and Bernstein (1994) suggest that a Cronbach Alpha of at least 0.70 is an acceptable level of internal consistency (Buitendach and De Witte, 2005). Component factor analysis was used to determine the validity of the instruments. Both the scores for the study have been presented in the next chapter.

4.5.5 Advantages and disadvantages of using a survey method

Despite criticism by some researcher's, Lange (2009) states that the survey method is a common tool for business research. A benefit of the questionnaire, survey method is that it automatically eliminates "interviewer bias". In addition, it can reach geographical dispersed segments of the population. It is beneficial due to the dispersed nature of the sample, it is quick, relatively inexpensive and an accurate means of assessing information about a particular population.

There are, however, several potential flaws in survey research. These flaws are:

- Random sampling error, in which a representative sample of the population is sought, but the possibility of chance variation is present;
- Systematic error, which may result from a flaw in the design of the research;
- A sample bias, in which the results may deviate from the true value;
- Non-response error, in which only a small sample of the population responded to the survey; and
- Response bias, in which the respondent may misrepresent the truth (consciously or unconsciously), (Evans and Redfern, 2010)

Grey (2009) also considers that mail or email surveys suffer from the absence of feedback in terms of body language, voice and additional comments that may be made by the respondents. To avoid these flaws, the researcher attached the instructions for answering the survey questions and compressed all the questions into five pages.

4.5.6 Instrument design

The questions in this study were aimed at answering research questions which were previously mentioned in the earlier chapters.

This study used standardised questionnaires as the instrument for data collection. The questionnaire mainly focused on motivation factors (intrinsic & extrinsic) and employee engagement. Questions were based on the independent variables (motivation, intrinsic & extrinsic) and the dependent variable (employee engagement). The questionnaire consisted of 42 questions and there were 4 main sections including a biographical section that had 8 items related to individual demographic factors and data to provide an overview of the academic staff working at various academic levels. The 2nd section included the work engagement (UWES) questionnaire, the 3rd section included the intrinsic motivation (WPI) questionnaire and the last section (4th section) consisted of the extrinsic motivation (WPI) questionnaire. In order to assist the academic respondent to answer the questions they were provided with a 5-point Likert scale: strongly agree, agree, neutral, disagree and strongly disagree (See appendix D).

4.6 Data analysis

The data analysis used in this study was performed on the data collected from the questionnaires. The results obtained from the structured questionnaires were captured into a data set and were analyzed using the Statistical Package for Social Science (SPSS) version 24. SPSS stands for statistical package for the social science, a computer statistical program that is used for data entries and analysis (Chandra and Sharma, 2013). Normality of data was calculated. Different statistical tests were applied to the data for analysis.

In addition, the researcher used descriptive statistic to explain the data obtained. This included frequency distributions or cumulative frequency distributions. The researcher also used inferential statistics: correlation and multiple regression. However, to measure two or more variables simultaneously and establish a relationship between variables bivariate analysis was used.

Inferential statistics was used to make predictions on the population through analyzing the sample. The analyzed data was generalized to the whole population. The Correlation matrix was used in this study to indicate a continuous independent variable and a continuous dependent variable. This was used to determine if there were significant correlations between work motivation and work

engagement. In addition, this construct was used to compare the effects of work motivation on work engagement. Furthermore, the researcher used scatter plots to determine the relationship between variables. Bryman (2012) states that multiple regression is important as it assists in understanding the amount of variance in the dependent variable that is explained by a set of predictors. To determine the reliability of the instruments used in the study, Cronbach's Alpha was conducted. Cronbach's Alpha reliability coefficient normally ranges between 0 and 1.

4.7 Ethical considerations

The study involved a process of collecting participant's views and circumstances thus making ethical issues inescapable. Ethical considerations are critical in research; they provide the basis, norms and standards for conducting a research. These considerations help to depict on what is acceptable and what is not acceptable in a research study, so it is of importance for the researcher to address all the ethical issues to all the parties involved before proceeding with study.

Ethical consideration was ensured in all 6 stages of the research, namely; conceptualisation of the study, recruitment of participants, measurement procedure, the release of results, protection of confidentiality and anonymity and after the release of the results.

The three fundamental principles of research ethics, namely; justice, respect and beneficence were upheld throughout the research process. This research ensured protection from harm in that the respondents were informed that they could withdraw from participation in the research at any time, without providing any reason.

The following steps also ensured ethical consideration in this research; Permission was granted from the Institutional Research Committee (IRC) of the Durban University of Technology (DUT) to conduct research on the relationship between work motivation (intrinsic & extrinsic) and work engagement. The field work commenced after the researcher obtained ethical clearance from the University of KwaZulu-Natal (UKZN) Ethics Committee and the Registrar's Office (Protocol reference number: HSS/1352/016M). It was important for the researcher to attain informed consent from all participants who were to be involved in the research study. The researcher outlined clearly the main purposes of the research study before soliciting individuals to take part in the study. More so, informed consent was obtained from all participants and it was made clear that participation was voluntary and that their privacy would be protected and maintained. They were informed that their voluntary participation was invaluable to the success of the study and that they had the right to withdraw from the study at any time. Ensuring integrity and quality of the research is of

important and the researcher abided by the ethical considerations. In retrospect, ethical considerations intensified a good relationship and trust between the researcher and the participants of the study. It can be asserted that the researcher put in place acceptable measures to meet all ethical considerations.

4.8 Limitations of the study

Acquiring literature that directly encompassed work engagement and employee motivation in higher tertiary institutions was a challenge. Since this study used a case study approach it was difficult to generalise findings to other higher tertiary institution and organisations. Due to financial constraints the researcher opted for a smaller sample than a larger sample. The researcher was aware that small samples often lead to reduced quality of data collected. Therefore, the researcher had to strike a balance between a representative sample size that is manageable, given the time and budget constraints. Work schedules for academics at DUT are demanding thereby responses and feedback from the selected academics took some time to come. Although this study has shown a positive link between work engagement and intrinsic motivation and age in the organisation under study, this does not mean that work engagement at this organisation, is only a result of intrinsic motivation and the effect of age. Thus, this study presents a partial view of factors that contribute to work engagement.

Despite the limitations at hand, the researcher tried to overcome these challenges and made sure that the process and the results of the research were not be compromised.

4.9 Chapter summary

Chapter four has explained in detail the research methodology of the current study. The chapter provided a brief discussion of the process and procedures that took place during the data collection. The research design was presented with a discussion of the study context. In addition, relevant concepts such as validity and reliability were discussed. This chapter presented the research instrument that was used. In addition, the sampling procedure was fully explained in detail. Furthermore, this chapter allowed the researcher to discuss some of the challenges that were faced during the collection of data and how they were overcome.

Chapter five presents an analysis of the findings and presentation of the data that was collected during the study.

CHAPTER 5

PRESENTATION OF FINDINGS

5.1 Introduction

Chapter four outlined the methodologies employed in collecting the data pertaining to this research from 381 academic staff members from Durban University of Technology. A self-administered questionnaire was distributed to respondents. In addition, chapter four provided an outline of how data was analysed using SPSS, version 24.

This chapter presents the results obtained from the data analysis. Demographic characteristics of the sample are summarized and presented as well as the results from Correlation and Regression analysis. The key findings are illustrated using pie charts and tables in order to present the results as clearly as possible.

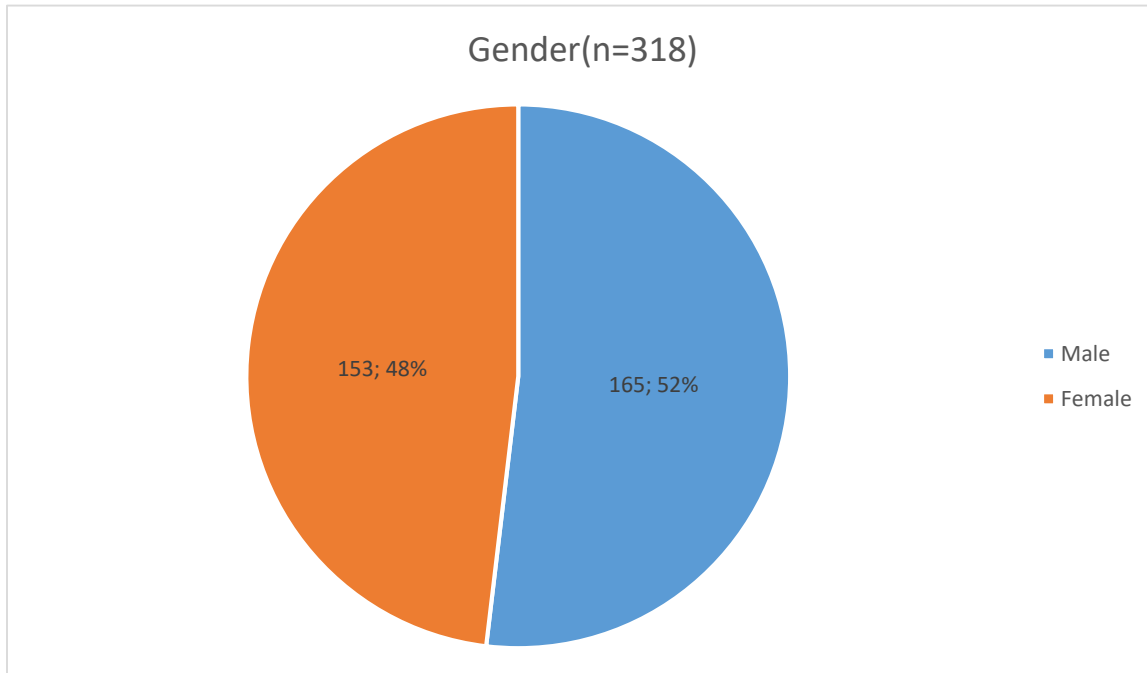
5.2 Demographic profile of the respondents

This section provides an overview of the findings that were made in relation to the demographic profile of the respondents. Key variables within this section include gender, age, level of education, and employee's faculty. Such variables were considered to be important in describing the typical profile of the Durban University of Technology academic employees.

5.2.1 Gender

In terms of gender, Figure 5.1 reveals an almost equal split in the results that were achieved in relation to the male and female representation. According to the Figure 5.1, 153 (48.1%) of the respondents were female, compared to 165 (51.9%) that were male. The findings represent an accurate balance of gender representation.

Figure 5.1 Respondents' distribution by gender



5.2.2 Age

According to Table 5.1 the majority of the respondents, 141 fell between the ages of 36 and 45 years (44.3%). This was followed by those who fell between the ages of 25 and 35 years, 132 (41.5%), between the ages of 46 and 55 years, 21 (6.6%), 24 years and younger, 15 (4.7%) and 56 years and older, 9 (2.8%). The findings show that the respondents were relatively young, as most of them fell in the age range of 25 and 45 years old. The reason for such a response could be that Durban University of Technology is noted to be a diversified institution, which houses other institutions of higher learning such as the University of Johannesburg, which tends to attract younger people for educational and work purposes.

Table 5.1 Respondent's Distribution by Age

Age (in years)	Total (n=318)
24 and below	15
25- 35	132
36-45	141

46-55	21
56 and older	9

5.2.3 Race

Table 5.2 indicates the racial breakdown of the respondents. The racial breakdown is as follows: Africans, 129 (40.6%), Indian, 96 (30.2%), 63 (19.8%) were white. Coloured were 24 constituting (7.5%) of the respondents. The remaining indicated themselves as other, 3 (0.9%). However, no further details were provided by these respondents with regard to their race. However, the spread across the ethnicity categories was acceptable.

Table 5.2 Respondent's Distribution by Race

Race	Total (<i>n</i> =318)
African	129
Indian	96
White	63
Coloured	24
Other	3

5.2.4 Marital status

Table 5.3 shows respondent's marital status statistics. According to the results, the majority of the respondents said they were married 120 (37.7%) followed by those who said they were single 93 (29.9%). Other respondents, 66 (20.8%) indicated that they were divorced. Those who said that they were widowed comprised 36 (11.3%) of the respondents. The remaining respondents did not want to disclose their marital status and they made up 3 (0.9%) of the respondents as indicated in Table 5-3. Generally, only 120 out of the 315 respondents, who indicated their marital status, were married.

Table 5.3 Respondent’s distribution by marital status

Marital status	Total (n=318)
Single	93
Widowed	36
Divorced	66
Married	120
Other	3

5.2.5 Respondent’s length of service

Respondents were asked to indicate their length of service at the University. Table 5.4 shows that 165 (51.9%) had been working for 6-10 yrs. Respondents that had been in the University between 1 to 5 years made up 105 (33%) of the respondents. Other respondents 33, (10.4%) had been working in the University for 11-15 years. 6 (1.9%) of the respondents indicated that they had been working in the University between 16 to 20 years. The remaining 9 (2.8%) indicated that they had been working in the University for 1 year and below. The overall results showed that most of the employees had been working for DUT for a lengthy period of time, as only 9 indicated that they had been with the institution for less than a year. This, however, does not have any impact on their levels of work engagement as the regression analysis showed that length of service at DUT does not have a significant contribution to work engagement.

Table 5.4 Respondent’s Distribution by Length of Service at DUT

Length of service(years)	Total (n=318)
1year and below	9
1-5 years	105
6-10 years	165
11-15 years	33

16-20 years	6
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5.2.6 Educational qualification

Table 5.5 indicates the respondent's level of education. According to the results, a vast majority of the respondents said that they had attained a Master's degree, 198 (62.3%). This percentage was followed by those who said that they had attained an Honour's degree, 60 (18.9%). Other respondents 45 (14.2%) reported having attained a PhD. Those who said that they had a Bachelor's degree made up 9 (2.8 %) of the respondents. The remaining 6 indicated themselves as other (1.9%), as can be seen in Table 5-5 below. Only a few respondents indicated that they had a Bachelor's degree with the rest indicating either an Honour's, Masters or PhD degree. However, level of education was found not to make a significant contribution to work engagement, therefore an employee's academic qualification does not determine whether they will be engaged to their work or not.

Table 5.5 Respondent's Distribution by Educational Qualification.

Educational Qualification	Total (n=318)
Bachelors' degree or equivalent	9
Honours Degree	60
Masters	198
PHD	45
Other	6

5.2.7 Faculty

In terms of the respondent's faculty, the results are shown in Table 5.6. They indicate that the majority of the respondents, 75 (23.6%) work in the Faculty of Management Sciences. This percentage was followed by those who work in the Faculty of Applied Sciences, 60 (18.9%). Those who work in the Engineering and Built Environment Faculty were also 60, (18.9%) of the respondents with 51 (16%) saying that they worked in Faculty of Health Sciences. A few of the respondents said that they work in the Faculty of Accounting and Infomatics, 27 (8.5%) (See Table

5.6). Even though only a few of the respondents were from the Accounting and Informatics Faculty, there was an almost equal distribution of employees from the other four Faculties of Applied Sciences, Arts and Design, Engineering and Built Environment, Health Sciences and Management Sciences, therefore, achieving an almost representative sample. Results obtained from this study are therefore not based on employees from one faculty even though there is little representation of the Accounting and Informatics faculty.

Table 5.6 Respondent’s distribution by Faculty

Faculty	Total (n=318)
Accounting and Informatics	27
Applied Sciences	60
Arts and Design	60
Engineering and built environment	45
Health Sciences	51
Management Sciences	75

5.2.8 Category

A follow up question was asked in terms of which category they fall, the majority of the respondents, as indicated in Table 5.7 said that that they were Senior Lecturers, 138 (43.4%). Followed by respondents that said they work as Lecturers, 99 (31.1%). The other respondents indicated that they were Junior Lecturers 45 (14.2%), Associate Professor 20 (6.3%) and Professor 16 (5%). See results in Table below.

Table 5.7 Respondent's Distribution by Category

Category	Total (<i>n</i> =318)
Junior Lecturer	45
Lecturer	99
Senior Lecturer	138
Associate Professor	20
Professor	16

5.3 Reliability tests

This section presents results from the tests of reliability run for all of the three measurement scales used for this study, i.e., the Work Engagement Scale, Intrinsic Motivation Scale and the Extrinsic Motivation Scale. The Cronbach's Alpha for the three scales were calculated and presented below. Pallant (2013) suggested that whilst a Cronbach's Alpha of .7 is accepted for a scale to be reliable, a value of .8 is most preferable.

5.3.1 Work engagement scale

Table 5.8 shows results from the tests of reliability for the Work Engagement Scale.

Table 5.8 Reliability Analysis for the Work Engagement Scale.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.815	17

The Cronbach's Alpha value of .800 shown above shows that the work engagement scale used in this study was reliable.

5.3.2 Intrinsic motivation scale

Table 5.9 shows the Cronbach's Alpha coefficient of the Intrinsic Motivation Scale which shows a value of .806. The scale was therefore reliable in predicting employee's intrinsic motivation levels.

Table 5.9 Reliability Analysis for the Intrinsic Motivation Scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.806	.808	12

5.3.2 Extrinsic motivation scale

Table 5.10 shows the Cronbach's Alpha co-efficient of the Extrinsic Motivation Scale which shows a value of .852. The value of .852 shows that the scale was reliable in predicting employees' levels of extrinsic motivation.

Table 5.10 Reliability Analysis for the Extrinsic Motivation Scale.

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.854	13

5.4 Results from inferential statistics

This section presents the results from Correlation and Regression Analysis. Correlation analysis was used to predict the relationship between the variables whereas regression analysis was used to show how selected variables predict employee work engagement.

5.4.1 Correlation analysis

The Pearson Product Moment Correlation Coefficient was calculated to determine the extent to which intrinsic motivation is related to work engagement amongst the academics at DUT as well as the extent to which extrinsic motivation influences work engagement. The results from the analysis are as presented below.

5.4.1.1 The relationship between work engagement and intrinsic motivation

The relationship between employee engagement and intrinsic motivation was investigated using Pearson’s Correction Coefficient. The relationship is explained below.

Table 5.11 Correlation Analysis between Work Engagement and Intrinsic Motivation.

	Work Engagement Scale	Intrinsic Motivation Scale
Work Engagement Scale	Pearson Correlation Sig. (2-tailed) N	1 .467** 000 315
Intrinsic Motivation Scale	Pearson Correlation Sig. (2-tailed) N	.467** 000 315 1 318

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

The results from the analysis show a positive significant correlation between intrinsic motivation and work engagement ($r = .47, p < 0.01$) as shown in Table 5.8. This positive correlation means that as employee’s level of intrinsic motivation increases, so too, does their level of work engagement. These results, therefore, show that there is a significant relationship between intrinsic motivation and work engagement and that there is no relationship between intrinsic motivation and work engagement. The relationship is moderate as indicated by the r value of .47 which means that there is a good association between the two variables (intrinsic motivation and work engagement). Cohen (1988: 79) suggests the following guidelines pertaining to the strength of the correlation relationship, “Small - $r = .10 - .29$; Medium - $r = .30 - .49$; Strong- $r = .50 - 1$ ”.

5.4.1.2 The relationship between work engagement and extrinsic motivation

The relationship between employee engagement and extrinsic motivation was investigated using Pearson’s Correction Coefficient. The relationship is explained below.

Table 5.12 Correlation Analysis between Work Engagement and Extrinsic Motivation

		Work Engagement Scale	Extrinsic Motivation Scale
Work Engagement Scale	Pearson Correlation	1	-.209**
	Sig. (2-tailed)		.000
	N	315	309
Extrinsic Motivation Scale	Pearson Correlation	-.209**	1
	Sig. (2-tailed)	.000	
	N	309	312

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

The results from the analysis shows a negative correlation between extrinsic motivation and work engagement ($r = -.21$, $p < 0.01$) as shown in Table 5-9. This means that as the employees' level of extrinsic motivation increases their level of work engagement decreases. The results also show that the relationship is weak as indicated by the r value of $-.21$, which means that these two variables (extrinsic motivation and work engagement) do not have a favorable association. Therefore, factors other than extrinsic motivation could have a better influence on work engagement.

5.4.2 Regression Analysis for the prediction of employee engagement

Standard Multiple Regression was used to assess the ability of five (5) variables (intrinsic motivation, extrinsic motivation, length of service, highest level of education and age) in predicting employee work engagement. The researcher also sought to determine the strongest determinant of work engagement amongst the five predictor variables and the results are as presented below.

5.4.2.1 The best predictors of work engagement

Table 5.13 shows the regression summary of the ability of the five variables of this study to predict employee engagement.

Table 5.13 Regression summary of the predictors of work engagement

Predictors	Beta	T	Sig.	Tolerance
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Intrinsic motivation	.412	8.205	.000	.947
Extrinsic motivation	-.089	-.1696	.091	.865
Length of service	-.021	-.284	.776	.423
Highest level of education	.113	1.873	.062	.651
Age	.146	2.069	.039	.479

The analysis shows that the regression model accounted for a significant proportion of the variance (27.6%) in the dependent variable (work engagement), $R^2 = .276$; $F = 23.130$, $p < 0.001$. This means that 27.6% of work engagement is explained by the five variables (intrinsic motivation, extrinsic motivation, length of service, highest level of education and age). However, of all the five variables presented in the analysis, only intrinsic motivation and age make a statistical contribution to work engagement, $B = .412$; $t = 8.205$; $p < 0.001$ and $B = .146$; $t = 2.069$; $p < 0.05$ respectively. The analysis further shows that intrinsic motivation is the strongest determinant of work engagement $B = .412$. Therefore, employees with high levels of intrinsic motivation are more engaged in their work. Even though age also makes a statistically significant contribution to work engagement, its contribution is not as high as that of intrinsic motivation, $B = .146$. However, according to the analysis, as an employee's age increases the more they become engaged in their work. The results from the regression analysis also show that extrinsic motivation ($B = -.089$; $t = -.1696$; $p > 0.05$), length of service ($B = -.021$; $t = -.284$; $p > 0.05$) and highest level of education ($B = .113$; $t = 1.873$; $p > 0.05$) does not make a statistically significant contribution to work engagement.

5.5 Chapter summary

This chapter provided a detailed presentation of the results from the SPSS analysis. Descriptive statistics showed that the majority of the respondents 51.9% were female while 51.9% of the respondents indicated that they had worked for DUT for 6- 10 years and 62.3% had a Master's degree. Results from Correlation Analysis showed a positive significant correlation between intrinsic motivation and work engagement ($r = .47$) whilst a negative correlation was obtained between extrinsic motivation and work engagement ($r = -.21$). The results from the Regression

Analysis showed that only intrinsic motivation and age make a statistically significant contribution to work engagement $B = .412$ and $B = .146$ respectively amongst the five presented variables (intrinsic motivation, extrinsic motivation, length of service, highest level of education and age).

Having provided a detailed presentation of the results from the data analysis, chapter six which follows, provides a discussion of the research findings in relation to the objectives set out in chapter one.

CHAPTER 6

DISCUSSION OF RESULTS

6.1 Introduction

Chapter five presented the research results from the data analysis. It outlined the demographic profile of the sample then presented the results from Correlation and Regression Analysis.

This chapter focuses on a discussion of this study's results in relation to the research objectives set out for this study. It set out to compare this study's results with those of previous studies noting any similarities and disparities.

6.2 Discussion of results

The results of the study were analysed in terms of the objectives that were previously outlined in Chapter One. The following conclusions and discussions are presented based on the previously stated objectives.

6.2.1 Research Objective 1: The relationship between employee engagement and employee motivation (intrinsic) among academics at DUT

This study sought to investigate the relationship between employee engagement and employee motivation (intrinsic) amongst academics at Durban University of Technology (DUT). The results from the analysis indicated a significant positive correlation between employee engagement and intrinsic motivation as DUT academics become more intrinsically motivated they also become more engaged in their work. These results corroborate ideas, opinions and results from various past studies (Saks, 2011; Remi, 2011; Rosser, 2012 and Markos, 2010) which also predicted a positive relationship between intrinsic motivation factors and work engagement.

Saks (2011) noted that interesting work was highly positively correlated with employee work engagement. Interesting work was identified as an intrinsic motivation factor that gives employees a strong urge to work and achieve their objectives. Saks (2011) therefore suggested that when work was interesting it pushed employees of an organisation to want to perform their work responsibilities, which results in them becoming more engaged in their work. In contrast, when work is not interesting, it causes employees to dislike their work and neglect their responsibilities or put little effort in their work, which shows that they are not engaged in their work. Saks (2011) however, did not shed light on the ways that organisations could make jobs interesting for their employees to such an extent that they would become more engaged in their work. It was important

that organisations know the strategies that they could use to make their employees interested in their work, for example if they have to focus on the actual duties carried out by the employees or any other issues such as relationships in the organisation or both. In addition, Saks (2011) did not highlight the extent to which interesting work as an intrinsic motivation factor leads to high levels of employee work engagement.

Remi (2011) provided some insights on job satisfaction, which was an important intrinsic motivation factor. Job satisfaction was an important determinant of employee work engagement. The more satisfied employees were, the more they become engaged in their jobs. It was therefore important that organisations strived to make sure that their employees were satisfied in their jobs as job dissatisfaction would result in employees becoming disengaged in their work. Remi (2011) further suggested that quality work, personal growth and job security are some of the strategies that organisations could use to improve the level of job satisfaction for their employees.

6.2.2 Research Objective 2: The relationship between employee engagement and employee motivation (extrinsic) among academics at DUT

This study sought to investigate the relationship between employee engagement and employee motivation (extrinsic) amongst academics at Durban University of Technology (DUT). The results concluded that there was a negative correlation between extrinsic motivation and employee work engagement. The more extrinsically motivated employees were, the less engaged to their work they become. A probable explanation could be that when employees are more motivated by the external incentives such as bonuses, good wages and promotion, they become so focused on these gains that they become less attached to their work. In other words, it could be that employees would tend to forget that they also need to show commitment to their jobs not only to the achievement of external benefits.

Contrary to the results of this current study, Barney (2010) argued that job security as an extrinsic motivation factor has a positive influence on employee work engagement, such that when employees feels more secure in their jobs they become more engaged in them because they would not have the stress of losing their jobs. If employees live in fear of losing their jobs they experience high stress levels which is the biggest contributor to lower levels of employee work engagement, Barney (2010). The suggestions made by Barney (2010) could be critiqued by the fact that if employees feel too secure in their jobs they tend to relax and put less effort knowing that nothing would happen to them as they are already secure in their job. The researcher was therefore of the

opinion that although job security was an important factor in employee engagement, it should not be to a level that employees would start taking it as an advantage and become less engaged in their work. An example would be an instance where two employees were working for an organisation, one was a permanent employee and the other one was on contract. The contract employee would feel the pressure to engage in their work and perform to the best of their abilities in the fear of losing their job as opposed to the permanent employee who would feel relaxed because of some sense of job security.

Remi (2011) together with Tyler (2010) argued that for better performance and work engagement from employees, organisations must be in a position to provide good wages. Tyler (2010) further noted that based on the efficiency model, good performance and low wages does not match. Remi (2011) and Tyler (2010) therefore argued in contrast to the results of this study. In as much as employees need to be well remunerated, for them to feel motivated to perform and become engaged in their work, the researcher is of the opinion that if overdone it can have an adverse effect on employee's work engagement. It was therefore important that organisations study their employees well and know what works best for them.

Sheldon and Scholar (2011) noted that promotion and employee engagement go hand in hand. When employees are promoted, they feel that their efforts are appreciated and valued, therefore, they see every reason why they should become more engaged in their work and work hard to the betterment of the organisation. This also showed that in fact, promotion as an extrinsic motivation factor was positively correlated with employee work engagement which contradicts the results of this study. In a nutshell, the results of this study contradicted the opinions of some authors presented in this thesis (Sheldon and Scholar, 2011; Tyler, 2010; Remi, 2011 and Barney, 2010).

6.2.3 Research Objective 3: To determine how well a set of variables (intrinsic motivation, extrinsic motivation, length of service, educational qualifications and age) can predict employee engagement

Having already discussed the association between employee engagement and motivation (intrinsic and extrinsic), this section discusses the association between demographic factors and employee engagement in relation to the results from this study's regression analysis and results from previous studies.

6.2.3.1 Length of service

The results from this study showed that highest length of service did not make any statistically significant contribution to employee work engagement, in other words, there was no association between the demographic variable, length of service and employee engagement. The results of this study were contrary to the findings by Baroudi and Khapova (2017). Together with Garg (2014) who made an assertion that length of service might positively influence employee work engagement. They stipulated that as an employee's length of service at work increases so too does their level of work engagement. Baroudi and Khapova (2017) together with Swaminathan and Ananth, (2012) argued that for an employee to stay long at a work place, indicates that they have found a job that offers them growth and promotion opportunities as well as fulfilling their needs. Therefore, they would tend to be more engaged to their work. However, there was no confidence in the assertion made by Barouï and Khapova (2017) and as it was not based on empirical evidence but on speculations. Therefore, there was a need to empirically test this relationship and reach empirically based conclusions. This study found no association between length of service and employee work engagement. The results of this study were reached after an empirical study was conducted with the academics at DUT, therefore, it can be concluded with confidence.

The results of this study validated the findings by Swaminathan and Ananth (2012) who concluded that there was no association between length of service and employee work engagement. Swaminathan and Ananth (2012) further went on to say that if there was any effect that length of service would have on employee work engagement it would be a negative effect, a longer length of service would result in employee disengagement. Jenkins and Delbridge (2013) noted that as the length of service increases, conditions such as boredom and job dissatisfaction start to emerge which results in lower levels of employee work engagement. Swaminathan and Ananth (2012) did not however specify the number of years that an employee would have spent at an organisation for them to start feeling disengaged to their work.

The results of this study and Swaminathan and Ananth (2012) concur with the research results of Truss (2014) who concluded that the only relationship that might occur between length of service and employee work engagement is a negative one. These two studies found out that the more time employees spend with an organisation the less they become engaged with their work, therefore, employees who stay for a shorter period of time with their employees have a higher level of engagement (Truss, 2014). A possible explanation to these results could be that when employees

become too used to the same work environment, workmates and routine ways of doing their jobs, for a longer period of time, they will tend to become bored and therefore would be less attached to their work. They would be motivated to change their jobs. However, a lot can be done by organisations in an attempt to make their employees remain engaged in their work or increase their engagement levels. Strategies such as job rotation, promotion and innovation can be implemented to counter the low levels of work engagement. In a study conducted by Jenkins and Delbridge (2013) on the effects of age and length of service on work engagement, the results concluded that there was a negative association between length of service and employee work engagement. However, unlike the previous studies that only concluded a negative relationship between the two variables Truss (2014), Swaminathan and Ananth (2012) and Jenkins and Delbridge (2013) further state that it is up to a maximum period of 12 years that length of service would have a negative effect on employee work engagement. After 12 years, the relationship would level out. It was within these 12 years, therefore, that organisations needed to employ strategies that would make their employees become more engaged in their work, for improved individual and organisational performance.

6.2.3.2 Educational qualifications

The results of this study concluded that educational qualification does not make a statistically significant contribution to employee work engagement. In other words, educational qualification does not determine whether employees would be more engaged in their work or not. Similar to the results of this study, Swaminathan and Ananth (2012) found no difference in the levels of engagement of employees with different levels of educational qualifications. However, they did not provide any further clarification on their results. However, what they were trying to say was that whether an employee was highly qualified or not, does not have any effect on their engagement levels. Similarly, Mahboubi (2014) supported this assertion and concluded that employee work engagement was not determined by educational qualifications.

Contrary to the results of this study and Swaminathan and Ananth (2012), and Dale Carnegie Training (2012) found significant differences in the work engagement levels of employees with different levels of education. They, therefore, concluded that educational qualifications contribute to employee engagement. Graduate employees appeared to be more engaged in their work, followed by those with a Post-Graduate qualification. Then employees with an undergraduate qualification appeared to have the least levels of employee engagement (Dale Carnegie Training,

2012). Even though Dale Carnegie Training (2012) did not provide further clarification on their results, a probable explanation would be that graduate employees would be more knowledgeable of their work and therefore, would tend to be satisfied, which would make them more engaged as compared to employees with an undergraduate qualification. However, the aspect of employees being more knowledgeable in their work can also be influenced by their past experience, training and development and need to achieve. Therefore, it would be difficult to use educational qualifications to determine how employees perform at their jobs. However, Thomas and Feldman (2009) argued that the more educated employees are, the more they use their cognitive abilities to solve complex tasks and perform well on their jobs. This is closely associated with employee work engagement. In other words, Thomas and Feldman (2009) were linking higher educational qualifications with high job performance, which would then lead to better levels of employee work engagement. They therefore, concluded that educational qualifications have a significant contribution in work engagement.

Barkhuizen and Rothmann (2006) made some interesting findings in a group of South African academics in which they concluded that those with a Doctoral degree were much more absorbed in their work as compared to their counterparts with an Honour's degree or equivalent. What struck the researcher in this case was that the target population (academics) and the context of research (South Africa) were the same but yielded different results. It could mean that the sample used as well as the sampling techniques (random or non-random sample) had an impact on the results of the study. In a similar study conducted in South Africa by Bell and Barkhuizen, (2011) they concluded that school teachers with the least qualifications, matriculation and teacher's diplomas, actually showed more commitment and attachment to their work, as compared to those who were more qualified. These results therefore, show that employee work engagement cannot be determined by how well-educated employees are but by how much they want to dedicate themselves to their work.

6.2.3.3 Age

This study found that age made a statistically significant contribution to employee work engagement and was the second strongest determinant after intrinsic motivation. The results of the regression analysis showed that as employee's age increases, their work engagement levels also

increase. This study lends support to the suggestions made by Holdsworth, Hoel and Zapf (2013). They noted that older employees would have mastered the skills and techniques of dealing with stress and therefore have the potential of being more engaged in their work. In addition, Holdsworth, Hoel and Zapf (2013) stated that older employees are more mature and have more experience in their roles, positions and work places. Therefore, they know what they want and they are better engaged in their jobs. Most, importantly older employees have better coping skills and therefore know how to respond to adversity and any form of negative pressure in their workplaces as compared to the younger employee. As a result, their engagement levels would not be the same, instead older employees would be more engaged than the younger ones (Holdsworth, Hoel and Zapf, 2013). In the light of the aforementioned suggestions and observations, it would be possible to conclude that with increasing age employees become more engaged in their work because of the comfort offered by their jobs.

Milner (2011) took it a step further and elaborated on the issue of age and employee work engagement. Milner (2011) in a study of employee work engagement and various age groups (emerging adults less than 24 years; settling-in adults, 25-39; prime-working years, 40-54; approaching retirement, 55-65; and retirement eligible, 66 and older), concluded that there are differences in work engagement levels across the different age groups. Milner (2011) concluded that those employees who were about to retire (retirement eligible - 66 years and older) showed higher levels of work engagement whilst the emerging adults (less than 24 years) showed lowest levels of engagement. Milner (2011) provided deeper insights into the issue of age and employee work engagement by clarifying the actual age groups that would be more engaged in their work and those that would be less engaged rather than just mentioning that employee work engagement increases by age. Amongst the various constructs used to test employee work engagement, Milner (2011) noted that supervisor's support and recognition appeared to be the strongest determinants of employee work engagement amongst the older age groups (approaching retirement, 55-65; and retirement eligible, 66 and older). In the light of this, organisations can therefore utilize the strategies of supervisor's support and recognition across all age groups in an attempt to improve employee's work engagement levels. However, this study was conducted in a specific organization, therefore, what worked for them would not work for the other organization. The issue of generalizability would have to be considered. Apart from that, the study by Milner (2011) plays a significant role in explaining the relationship between employee work engagement and age

and more especially shedding light on the specific age groups and strategies that positively influence employee work engagement.

On a somewhat similar perspective to that of Milner (2011), Unisa (2011) reported that most of the staff at the University of South Africa is older. Whether this was related to employee work engagement or not was not specified, however the researcher would assume that it is because the older employees are more engaged to their work than the young ones therefore they stay with the University. If the younger staff also showed higher levels of employee work engagement, one would expect a mix of older and younger staff at the University. Barry and Sawyer (2012) also noted that ageing academic staff in South Africa constitutes a percentage of 30% to 50% which might to some extent also be explained by their levels of work engagement. However, both observations by Unisa (2011) and Barry and Sawyer (2012) were not specifically linked to work engagement, therefore, it would be by speculation that this can be said.

Contrary to the results of this study, Wilson (2009) posited that there are no profound differences between the levels of employee work engagement and age in other words, age does not make any contribution to work engagement. Wilson (2009) further goes on to say that there can be a positive, negative or neutral relationship between the two variables on any age group whether young or old. These suggestions could be to some extent be true based on the strategies used to try and improve the employee's work engagement levels. For example, Milner (2011) suggested that supervisor's support and recognition works best for the older employees as compared to the younger ones. Therefore, if that strategy is to be used in a workplace, the older employees would be more engaged in their work.

6.3 Conclusion

This chapter discussed the results of this study in relation to the research objectives set out in Chapter one. The results of this study either concur or contradict the opinions and results of past studies. A negative relationship between extrinsic motivation and employee work engagement concluded in this study contradicts the results of past research (Sheldon and Scholar, 2012; Tyler, 2010; Remi, 2011; Barney, 2010). On the other hand, a positive relationship between intrinsic motivation and employee work engagement are similar to the results of past research (Saks, 2011; Remi, 2011; Rosser, 2012 and Markos, 2010).

The following and last chapter, Chapter 7, outlines the recommendations and concludes this research study.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction.

This is the last chapter of this study; therefore, it presents a conclusion that is drawn in line with the predefined objectives. This chapter seeks to answer the research questions and meet the research objectives. A synopsis of the main findings of the study were addressed which highlights the contribution of this research endeavor. The theoretical contribution and practical implications of the study are presented. Lastly, the chapter concludes by stating future recommendations and discussing points for future research.

7.2 Conclusions.

The findings of the research have provided answers to the research question, discussed in Chapter One, which was, to what extent is work motivation (intrinsic and extrinsic) related to employee engagement?. The research purpose of the study was to investigate any positive, negative, neutral or neutral relationship between intrinsic and employee engagement and extrinsic motivation and employee engagement. The study also examined the impact of intrinsic and extrinsic motivation on employee engagement. The findings concluded that there is a significant relationship between intrinsic motivation and employee engagement and that there is not a significant relationship between extrinsic motivation and employee engagement. This section focuses on the findings in Chapter Five and formulates conclusions of the study based on the objectives that were detailed in Chapter One.

7.2.1 Objective 1

- i. To examine the relationship between employee engagement and employee motivation (intrinsic) among academics at DUT.**

The results from the analysis indicated a significant positive correlation between employee engagement and intrinsic motivation. Intrinsic motivation has an impact on employee engagement. Intrinsic motivation was measured with its four factors, i.e., interesting work, job appreciation, satisfaction and stress. The study found that DUT academics consider these factors important in relation to work engagement.

7.2.2 Objective 2

- ii. **To examine whether incentives (extrinsic motivation) have a significant influence on employee engagement on the DUT academics.**

The results concluded that there is a negative correlation between extrinsic motivation and employee work engagement. Extrinsic motivation was measured through job security, good wages, promotion and growth and recognition. As compared to intrinsic motivational factors, extrinsic motivational factors were not considered as more important in employee engagement by DUT employees.

7.2.3 Objective 3

- iii. **To determine how well a set of variables (work motivation, length of service, educational qualifications, age) can predict employee engagement.**

The results from this study show that the highest **length of service** does not make any statistically significant contribution to employee work engagement. In other words, there is no association between the demographic variable, length of service and employee engagement. The results of this study concluded that **educational qualification** does not make a statistically significant contribution to employee work engagement. In other words, educational qualification does not determine whether employees will be more engaged in their work or not. In relation to **age** this study found that age made a statistically significant contribution to employee work engagement and was the second strongest determinant after intrinsic motivation.

7.3 Theoretical contributions of the study

This research study enriches the presented literature in different ways. This study will help new researchers to study and analyse new literature on the relationship between work motivation (intrinsic and extrinsic) and employee engagement. Furthermore, this study filled a gap by investigating the relationship between employee motivation (intrinsic and extrinsic) and work engagement in a HEI. Furthermore, the study showed a positive relationship between intrinsic employee motivation and work engagement; and a negative correlation between extrinsic motivation and work engagement among DUT academics. This study drew attention to the relationship between intrinsic and extrinsic motivation and work engagement and showed the impact of work motivation (intrinsic and extrinsic) and employee engagement in a Higher Education Institute. Additionally, this study contributes to the existing literature of employee work

motivation and engagement. Essentially the most important contribution is to divert management's attention towards employees work disengagement and enable management to think about how motivational factors could be utilised for employee engagement for DUT academics. This literature also postulates that employee work engagement makes a difference that enables workers to give excellent performance and productivity. This is derived from intrinsic motivation. In short, this study contributes a roadmap for creating returns, optimising performance and maximising loyalty among employees.

7.4 Practical implications.

The findings of this study provide instruction to DUT management about the institution's efficiency and effectiveness in relation to motivation and work engagement. The study suggests that organisational objectives will be met by providing intrinsic motivation which will make employees more engaged. Organisations need to foster a conducive work environment that enables employees to be intrinsically motivated, so as to be engaged in their jobs. DUT should consider investing in their academics for successful operations and to retain good talent. Otherwise, employees would be disengaged from their job, which costs the institution in terms of increased turnover. More so, organisations grow through financial reliability and maximization of their investments; therefore, employee work engagement will foster excellence in operations and productivity. This study will also help employers to conduct further surveys for management implications. Figure 7.1 shows a model describing management implication for organisations. Furthermore, from this study, DUT will be equipped with useful information regarding motivation and engagement, which will help to formulate policies accordingly. Both the organisations and employees could use the findings of the study for better outcomes.

Figure 7.1 Management implementation.

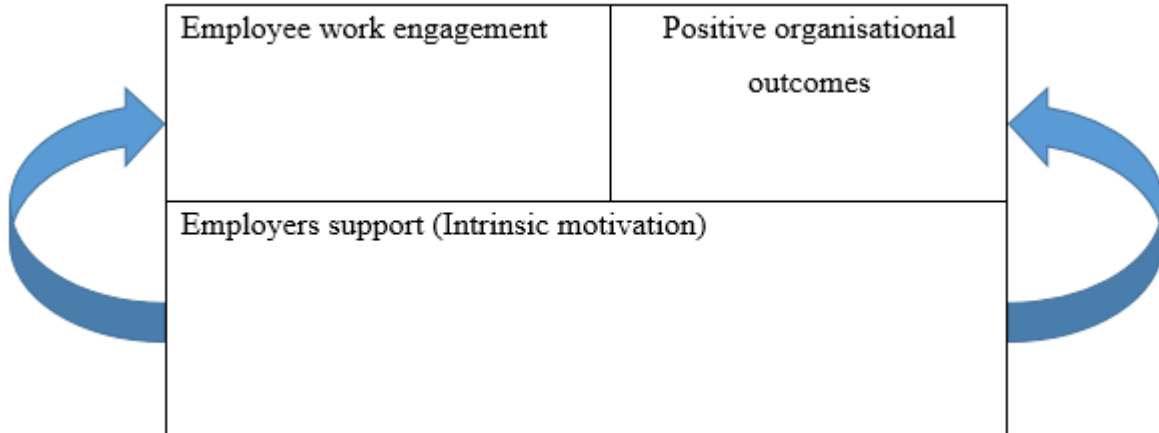


Figure 7.1 illustrates the relationship of employee work engagement with motivation. Employers motivational support (intrinsic) enable employees to be engage in their job roles. This leads them to become more productive and proficient. This proficiency facilitates employees to work with overall management for the benefits of the organisation.

7.5 Recommendations to the organisation

Given the observations made in the foregoing, the following are some recommendations that may be submitted to the organisation.

Since DUT academics increase work engagement through intrinsic motivation, the institution should now find out about the strategies that provide intrinsic motivation for their employees. DUT management needs to note that the more academic staff are intrinsically motivated, the more likely they are to positively engage in their work duties. Since work engagement increases with age, DUT should come up with strategies to increase work engagement in their young employees, since they are a significant population of their employees. DUT management should come up with policies and strategies to improve work engagement apart from motivation as there is no one best solution. A need to look beyond motivation remains. Since human capital is the most important resource of every organisation, DUT should have policies and strategies developed to continuously monitor and attempt to improve work engagement of their employees.

7.6 Directions for further research

Considering that this study was a unique study on the investigation of the relationship of work engagement and motivation (intrinsic and extrinsic) in a HEI, (DUT), it will be beneficial to investigate these aspects on a broader scale, thus expanding the research to other HEIs and other organisations, in other sectors of the economy. This will help to get an idealistic in depth understanding of the constructs. Extending this study to other HEIs will facilitate the generalisability of findings to other HEIs, which is something this study cannot do.

The issues of motivation and engagement in HEI's has always been a controversial topic within the globalised labor market. Considering HEI's in South Africa, a lot of factors have been underpinned as factors causing work disengagement and decreased motivation. However, since this study was a quantitative research study, employing a mixed method research approach can help further studies to discover more underlying factors regard the relationship of work engagement and intrinsic and extrinsic motivation.

More extensive research investigation into the relationship between work engagement and motivation in relation to corporate culture can be explored.

7.7 Concluding remarks.

As discussed in previous chapters, work motivation and employee engagement have been depicted as crucial topics for today's management. Work motivation has its importance in any organization settings, that's why every organisation goes for different kind of motivation strategies to engage their employees for better outcomes. However, not all findings in the available literature were complementary. Different researchers made different statements on the fact how extrinsic and intrinsic factors contribute differently to employee engagement. In relation to the set objectives of this study, the results indicated that there was a negative relationship between extrinsic motivation and work engagement. A positive relationship between intrinsic motivation and work engagement was established. In this chapter major findings of the study were concluded, and in this regard the researcher was able to generate several recommendations to the organisation. Contributions of the research towards organisational engagement and employee motivation were discussed and reference made to its limitations as a scientific study. Finally, points regarding related future research were made.

It is hoped that this investigation will stimulate research in the important areas of organisational motivation and engagement since these two concepts constitute part of the greatest challenges organisations face. This chapter marks the end of this report.

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Appendix A: Consent Form

Information Sheet and Consent to Participate in Research

Date: 07/15/2016

Greetings,

My name is Alpha. Adonis. Muranda, student number 209540972 from University of Kwa-Zulu Natal (School of Management, Information Systems and Governance, aamuranda@gmail.com, 209540972@ukzn.ac.za), cell number 0744964831.

You are being invited to consider participating in a study entitled “**An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Engagement in a South African Higher Education Institution**”. The aim of this study seeks to find out relationship between work motivation (Intrinsic & Extrinsic) and employee engagement among DUT academics. This study will investigate any positive, negative, neutral or no relationship between intrinsic and employee engagement, and extrinsic motivation and employee engagement. Moreover, the study will also examine the impact of intrinsic and extrinsic motivation on employee engagement.

Through your participation I hope to investigate the motivational and employee engagement factors on how they effect on each other in a broader context. The results of the study will be beneficial to policy makers, Human Resources Departments and to Higher Education Institutions.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this questionnaire. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, IT and Governance, UKZN.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number to be provided).

In the event of any problems or concerns/questions you may contact the researcher at (0744964831, aamuranda@gmail.com, 209540972@ukzn.ac.za or my supervisor Dr. Ashika Maharaj (031-260-8182, maharajash@ukzn.ac.za) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no

negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

(Alpha. Adonis. Muranda)

CONSENT TO PARTICIPATE

I () have been informed about the study entitled (**An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Engagement in a South African Higher Education Institution**) by (Alpha. Adonis. Muranda).

I understand the purpose and procedures of the study.

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Video-record my interview / focus group discussion YES / NO

Use of my photographs for research purposes YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

Appendix B: Ethical Clearance



Directorate for Research and Postgraduate Support

Durban University of Technology

Tromso Annexe, Steve Biko Campus

P.O. Box 1334, Durban 4000

Tel.: 031-3732576/7

Fax: 031-3732946 E-mail: moyos@dut.ac.za

8 August 2016

Mr Alpha Muranda

c/o College of Law and Management Studies, School of Management, Information
Technology and Governance
University of Kwa-Zulu Natal

Dear Mr Muranda

PERMISSION TO CONDUCT RESEARCH AT THE DUT

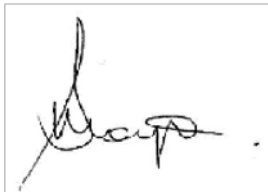
Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted provisional permission for you to conduct your research “An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Engagement in a South African Higher Education Institution” at the Durban University of Technology.

Kindly note, that the committee requires you to provide proof of full ethical clearance prior to you commencing with your research at the DUT.

We would be grateful if a summary of your key research findings can be submitted to the IRC on completion of your studies.

Kindest regards.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S. Moyo', enclosed in a thin black rectangular border.

PROF. S. MOYO

DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT

Appendix C. IREC



26 September 2016

Mr Alpha Adonis Muranda
(209540972) School of
Management, IT & Governance
Westville Campus

Dear Mr Muranda,

Protocol reference number: HSS/1352/016M

Project title: An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Employee Engagement in a South African Higher Education institution

Full Approval — Expedited

In response to your application received on 29 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr. Senuka Singh (Chair)

/ms

Cc Supervisor: Dr A Maharaj

Cc Academic Leader Research: Professor Brian McArthur

Cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snvmanmQukzn.ac.za | mohunp@ukzn.ac.za

Website: www.ukzn.ac.za

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Appendix D: Measuring Instrument.

QUESTIONNAIRE

Instructions to Respondents

- Answer all questions.
- Place only one \surd or circle for each answer.
- Please do not leave any question/statement blank.

Section A: BIOGRAPHICAL INFORMATION

1. GENDER

Male Female

2. AGE GROUP

24 years and younger 25 – 35 years
 36 – 45 years 46 – 55 years
 56 years and older

3. RACE

African White
 Indian Coloured
 Other

4. MARITAL STATUS

Single Divorced
 Widowed Married

5. PLEASE INDICATE YOUR LENGTH OF SERVICE AT DURBAN UNIVERSITY of TECHNOLOGY.

5.1	Under 1 year	1
5.2	1 – 5 years	2
5.3	6 – 10 years	3
5.4	11 – 15 years	4
5.5	16 – 20 years	5
5.6	21 – 25 years	6
5.7	26 – 30 years	7
5.8	31 – 35	8
5.9	Over 35	9

6. PLEASE INDICATE YOUR HIGHEST EDUCATIONAL QUALIFICATION OBTAINED.

6.1	National Diploma or equivalent	1
6.2	Bachelor's Degree or equivalent	2
6.3	Honour's Degree or equivalent	3
6.4	Master's Degree or equivalent	4
6.5	PhD or equivalent	5

7. PLEASE INDICATE YOUR FACULTY.

7.1	Faculty of accounting and informatics	1
7.2	Faculty of applied sciences	2
7.3	Faculty of Arts and design	3
7.4	Faculty of engineering and the built environment	4
7.5	Faculty of Health sciences	5
7.6	Faculty of management sciences	6
7.7	Other, specify -	7

8. WHICH CATEGORY DO YOU FALL UNDER?

8.1	Junior lecturer	1
8.2	lecturer	2
8.3	Senior lecturer	3
8.4	Associate professor	4
8.5	Professor	5
8.7	Other specify-	6

Section B. Work Engagement (UWES) Questionnaire

Instructions: *On a scale of “strongly disagree” to “strongly agree”, please rate the following statements by ticking where appropriate.*

	Strongly disagree	disagree	Neutral	Agree	Strongly Agree
1. At my work, I feel bursting with energy.	1	2	3	4	5
2. I find the work that I do full of meaning and purpose.	1	2	3	4	5
3. Times flies when I’m working.	1	2	3	4	5
4. At my job, I feel strong and vigorous.	1	2	3	4	5
5. I am enthusiastic about my job.	1	2	3	4	5
6. When I am working, I forget everything else around me.	1	2	3	4	5
7. My job inspires me.	1	2	3	4	5
8. When I get up in the morning, I feel like going to work.	1	2	3	4	5
9. I feel happy when I am working intensely.	1	2	3	4	5
10. I am proud on the work that I do.	1	2	3	4	5
11. I am immersed in my work.	1	2	3	4	5
12. I can continue working for very long periods at a time.	1	2	3	4	5
13. To me, my job is challenging.	1	2	3	4	5
14. I get carried away when I’m working.	1	2	3	4	5
15. At my job, I am very resilient, mentally.	1	2	3	4	5
16. It’s difficult to detach myself from my job.	1	2	3	4	5
17. At my work I always persevere, even when things do not go well.	1	2	3	4	5

Section C. Intrinsic motivation (WPI) questionnaire.

Instructions: *On a scale of “strongly disagree” to “strongly agree”, please rate the following statements by ticking where appropriate.*

	Strongly disagree	disagree	Neutral	Agree	Strongly agree
1. I enjoy tackling problems that are completely new to me.	1	2	3	4	5
2. I enjoy trying to solve complex problems.	1	2	3	4	5
3. The more difficult the problem, the more I enjoy trying to solve it.	1	2	3	4	5
4. I want my work to provide me with opportunities for increasing my knowledge and skills.	1	2	3	4	5
5. Curiosity is the driving force behind much of what I do.	1	2	3	4	5
6. I want to find out how good I really can be at my work.	1	2	3	4	5
7. I prefer to figure things out for myself.	1	2	3	4	5
8. What matters to me is enjoying what I do.	1	2	3	4	5
9. It is important for me to have an outlet for self-expression.	1	2	3	4	5
10. No matter what the outcome of a project, I am satisfied if I feel I have gained a new experience.	1	2	3	4	5
11. I am more comfortable when I set my own goals.	1	2	3	4	5
12. I enjoy doing work that is so absorbing that I forget about everything else.	1	2	3	4	5

Section D. Extrinsic motivation (WPI) questionnaire

Instructions: *On a scale of “strongly disagree” to “strongly agree”, please rate the following statements by ticking where appropriate.*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
1. I am strongly motivated by money that I can earn.	1	2	3	4	5
2. I am keenly aware of the Promotion goals I have for myself.	1	2	3	4	5
3. I want other people to find out how good I can really be at my work.	1	2	3	4	5
4. I am strongly motivated by the recognition I can earn from the other people.	1	2	3	4	5
5. I seldom think about salary and promotions.	1	2	3	4	5
6. I am keenly aware of the income goals I have for myself.	1	2	3	4	5
7. To me, success means doing better than other people.	1	2	3	4	5
8. I have to feel that I am earning something from what I do.	1	2	3	4	5
9. I believe there is no point in doing a good job if nobody else knows about it.	1	2	3	4	5
10. I am concerned about how other people are going to react to my ideas.	1	2	3	4	5
11. I prefer working on projects with clearly specified procedures.	1	2	3	4	5
12. I am less concerned with what I do than what I get for it.	1	2	3	4	5
13. I prefer having someone set clear goals for me In my work.	1	2	3	4	5

Appendix E: Turnitin Report.



Digital Receipt

This receipt acknowledges that Turnitin received your paper. Below you will find the receipt information regarding your submission.

The first page of your submissions is displayed below.

Submission author: **Alpha Muranda**
Assignment title: **project**
Submission title: **Thesis project final**
File name: **Alpha_A_Muranda_Project.docx**
File size: **355.95K**
Page count: **120**
Word count: **36,300**
Character count: **208,633**
Submission date: **13-Aug-2018 10:20AM (UTC+0200)**
Submission ID: **989632555**

CHAPTER I
OVERVIEW OF THE STUDY

1.1 Introduction

This introductory chapter aimed to introduce and discuss the research topic of this thesis, which was to investigate the relationship between Work Motivation, Employee Engagement, and Employee Work Engagement among Digital Technology Academic Staff. The discussion presented the background of study, theoretical issues, and the rationale for the study, which was to investigate the relationship between work motivation, employee engagement, and employee work engagement. This chapter outlined previous research on the topic and the existing research gap, highlighting the theoretical research questions and purpose of this study.

Work motivation and employee engagement are critical issues for today's organizations, despite variations being the focus of numerous studies. The focus of this study is to investigate the relationship between work motivation and employee engagement in a research that does not link them together to explore the relationship between them. In the research, when it comes to the employee engagement, employees view it as a state that is characterized by a positive attitude towards the job and the organization. Motivated employees are more engaged and give a better performance which is related to the organizational objectives of the organization (Theoretical Review and Study, 2012). The combination of employee engagement is an emerging concept in the literature, Management, Industrial/Organizational Psychology, and Human Resources Development field (Welford and Nelson, 2011). With respect to the organizational, Mitchell and Bolino (2010) also define employee engagement as "a psychological presence of employee in conducting their jobs within their specific organization". In addition, the author considers the psychological presence aspect of the job itself, cognitive and emotional states. These three factors are activated in the employee in order to generate engaged state. Within the field of Human Resources Management (HRM), motivational factors (intrinsic and extrinsic) are viewed as important determinants for positive employee outcomes. Smith (2013) suggests that intrinsic work is critical for organizations because they have pushed for organizational innovation by using organization employee resources.

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An investigative study on the relationship between Work Motivation (Intrinsic & Extrinsic) and Work Engagement in a South African Higher Educational Institution.

**ALPHA ADONIS MURANDA
STUDENT NUMBER 209540972**

Date issued

8th July 2018

This document certifies that the above manuscript was proof read and edited by Dr Carol Smith. The document was edited for proper English language, grammar, punctuation and overall style. The editor endeavoured to ensure that the author's intended meaning was not altered during the review.

Kind regards,

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Appendix G: Supervisor's Permission to Submit



College of Law and Management Studies

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Declaration

I, Alpha Adonis Muranda declare that:

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