

UNIVERSITY OF KWAZULU-NATAL

**Investigation of the factors that motivates employees work performance – a
study on MBA students at the University of KwaZulu-Natal.**

By

Shalendra Singh

Student no.: 211518354

**A dissertation submitted in partial fulfilment of the requirements for the
degree of Master of Business Administration**

**Graduate School of Business & Leadership
College of Law and Management Studies**

Supervisor:

Dr. Vannie Naidoo

Year of submission:

2017

Declaration

I Shalendra Singh student number 211518354 hereby declare that:

- The research reported in this thesis, except where otherwise indicated, is my original work.
- This thesis has not been submitted for any degree or examination at any other university.
- This thesis does not contain other persons' data, pictures, graphs or other information, unless specifically acknowledged as being sourced from other persons.
- This thesis does not contain other persons' writing, unless specifically acknowledged as being sourced from other researchers. Where other written sources have been quoted, then:
 - a) their words have been re-written but the general information attributed to them has been referenced;
 - b) where their exact words have been used, their writing has been placed inside quotation marks, and referenced.
 - c) Where I have reproduced a publication of which I am author, co-author or editor, I have indicated in detail which part of the publication was actually written by myself alone and have fully referenced such publications.
 - d) This thesis does not contain text, graphics or tables copied and pasted from the Internet, unless specifically acknowledged, and the source being detailed in the thesis and in the References sections.

Signed:

Acknowledgement

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- To my supervisor, Dr.Vannie Naidoo for her guidance and support.
- To all the respondents who participated in the survey
- To my family for their understanding and support
- To God almighty for giving me the strength to prevail.

Abstract:

Business focus over the recent years has revealed a paradigm shift from fixed asset management to intangible asset management, namely the people of the organisation as a valued asset.

The literature study was conducted to gain theoretical knowledge of which motivational theories and factors affect employees' performance. The key motivational theories reviewed were, Self efficacy, Goal setting and Expectancy theory.

The objective of the study was to highlight the impact of motivational factors on employees and the influence it has regarding work performance. The target population for the study was based on the MBA students at the University of Kwazulu-Natal, the study focused on MBA students that were employed in various industry sectors.

A quantitative survey was conducted with a focus on correlation analysis to achieve and test the research hypotheses / objectives, questionnaires were used as the medium to collect data. The empirical study involved descriptive statistics (means, standard deviations and skewness), were utilised to describe the data and SPSS (Statistical Package for the Social Sciences) programme was used to analyse the data.

The results of the study provided insight into the motivational factors, such as recognition of skills and ability, feedback from management on tasks completed and setting challenging and demanding tasks for one self, as key instruments that had an impact on motivation. The influence of these motivational factors also revealed a high degree of commitment and willingness of the employees to take on additional tasks and put in additional hours to complete set goals. The study highlighted the relationship between motivation and the influence it has on the employees.

Key words: Motivational factors, influence on employees, employee motivation.

Table of Contents	Page
Declaration	i
Acknowledgments	ii
Abstract	iii
List of Table	viii
List of Figures	xi
1 Introduction and background into study	1
1.1 Problem statement	2
1.2 Objectives of study	5
1.2.1 Primary objective	
1.3 Research Methodology	6
1.4 Limitation of study	7
1.5 Chapter divisions	7
1.6 Chapter summary	8
Chapter 2 Literature Review:	
2.1 Introduction	9
2.2 Self – efficacy	10
2.2.1 Individual differences	12
2.2.2 Autonomy - job related factors	13
2.3 Goal Setting Theory	15
2.3.1 Goal-setting in performance management	16
2.3.2 Monetary value and performance	16
2.3.3 Personality traits	17
2.4 Expectancy theory	18
2.4.1 Organizational commitment	19
2.5 Conclusion	20

3) Chapter 3 - Research Methodology:	
3.1 Introduction	21
3.2 Overview of the study	21
3.3 Research Objectives	21
3.3.1 Primary objectives	21
3.4 Research hypothesis	22
3.4.1 Hypothesis questions	22
3.5 Research design	23
3.5.1 Sampling	24
3.5.2 Data collection	25
3.5.3 Survey questionnaires	26
3.5.4 Data analysis	27
3.5.5 Validity	28
3.5.6 Reliability	28
3.5.7 Ethics	29
3.6 Limitations	29
3.7 Summary	30
Chapter 4 – Empirical study results and analysis:	
4.1 Introduction	31
4.2 Reliability of measuring instrument	31
4.3 Descriptive statistical analysis – section A	32
4.3.1 Demographic analysis	32
4.4 Correlation results hypotheses questions – section B	41
4.4.1 Normality Test	41
The impact of motivational factors that affect:	

4.4.2 Gender group.	42
4.4.3 Age group.	44
4.4.4 Marital status group.	46
4.4.5 Race group.	47
4.4.6 Number of years- experience.	48
4.4.7 Year of MBA study.	50
4.4.8 Level or designation within organisation.	51
4.5 Correlation results hypotheses questions – section C	53
The influence of motivation factors relative to employee work performance:	
4.5.1 Gender group.	53
4.5.2 Age group.	54
4.5.3 Marital status group.	55
4.5.4 Race group.	56
4.5.5 Years of work experience.	57
4.5.6 Region of company base.	59
4.5.7 Industry sector.	60
4.5.8 Year of MBA study.	61
4.5.9 Level or designation within organisation.	62
4.6 Correlation results hypotheses questions	63
4.6.1 Correlation between motivational factors and the influence on employees.	63
4.7 Summary	66
Chapter 5 – Conclusion and Recommendation	68
5.1 Introduction	68
5.2 Conclusion on hypothesis and research question	69

5.2.1 Conclusion on hypothesis question 1	69
5.2.2 Conclusion on hypothesis question 2	71
5.2.3 Conclusion on hypothesis question 3	72
5.3 Recommendation	74
5.3.1 Implications regarding motivational factors	74
5.3.2 Implications regarding influence of motivation	75
5.3.3 Further recommended study	76
References	78
Annexure 1	87
Questionnaire survey	87
Annexure 2	96
Data analysis tables	96
Ethical Clearance	143

List of Tables:	Page
4.2 Reliability analysis output.	31
4.3.1 Descriptive statistics and correlation.	32
4.3.2 Frequency distribution of statements regarding motivational factors.	39
4.3.3: Frequency distribution of statements regarding influence of motivation.	40
4.4 Test for Normality – Kolmogorov-Smirnov.	41
4.4.2: Mann-Whitney Test output to compare mean rank with regards to participants gender.	42
4.4.3: Kruskal-Wallis Test output to compare the mean rank among different age groups.	44
4.4.4 Chi Square Test to compare mean rank with regards to participants' marital status.	46
4.4.5 Chi Square Test to compare mean rank with regards to participants race.	47
4.4.6 Chi Square Test to compare mean rank with regards to participants number of years-experience.	48
4.4.7 Chi Square Test to compare mean rank with regards to participants level of study.	50
4.4.8 Chi Square Test to compare mean rank with regards to participants designation within organisation.	51
4.5.1 Mann-Whitney Test for each gender group.	53

4.5.2 Chi Square Test to compare mean rank with regards to participants age group within organisation.	54
4.5.3 Chi Square Test to compare mean rank with regards to participants martial status group.	55
4.5.4 Chi Square Test to compare mean rank with regards to participants race group.	56
4.5.5 Chi Square Test to compare mean rank with regards to participants number of years of experience group.	57
4.5.6 Chi Square Test to compare mean rank with regards to participants company location.	59
4.5.7 Chi Square Test to compare mean rank with regards to participants industry sector.	60
4.5.8 Chi Square Test to compare mean rank with regards to participants year of study.	61
4.5.9 Chi Square Test to compare mean rank with regards to participants designation within organisation.	62
4.6.1 Spearman’s correlation Test.	63
Annexure 2	
4.2.1: Frequency distribution of socio-demographic information.	96
4.4.1: Test for Normality – Kolmogorov-Smirnov.	97
4.4.2.1 Mann-Whitney Test output to compare mean rank with regards to participants gender.	101

4.4.3.1 Kruskal-Wallis Test output to compare the mean rank among different age groups.	103
4.4.4.1 Kruskal-Wallis Test to compare mean rank with regards to participants' marital status.	107
4.4.5.1 Kruskal-Wallis Test to compare mean rank with regards to participants race.	111
4.4.6.1 Kruskal-Wallis Test to compare mean rank with regards to participants years of experience.	115
4.4.7.1 Kruskal-Wallis Test to compare mean rank with regards to participants year of study.	121
4.4.8.1 Kruskal-Wallis Test to compare mean rank with regards to participants designation within organisation.	125
4.5.1.1 Mann-Whitney Test for each gender group.	130
4.5.2.1 Kruskal-Wallis Test for each age group analysis.	131
4.5.3.1 Kruskal-Wallis Test for each marital status group analysis.	132
4.5.4.1 Kruskal-Wallis Test for each race group analysis.	133
4.5.5.1 Kruskal-Wallis Test for number of years of experience by participants.	135
4.5.6.1 Kruskal-Wallis Test for location of company.	136
4.5.7.1 Kruskal-Wallis Test for industry sector.	137
4.5.8.1 Kruskal-Wallis Test for participants year of study.	140
4.5.9.1 Kruskal-Wallis Test for participants designation within organisation	141

List of Figures:	Page
Figure 1: Workplace Motivation diagram.	1
Figure 2: Engagement profile 2015 vs 2016.	4
Figure 4.3.1: Frequency distribution of socio-demographic- Gender.	33
Figure 4.3.2: Frequency distribution of socio-demographic- Age.	34
Figure 4.3.3: Frequency distribution of socio-demographic- Marital status.	35
Figure 4.3.4: Frequency distribution of socio-demographic- Race status.	35
Figure 4.3.5: Frequency distribution of socio-demographic- years of experience.	36
Figure 4.3.6: Frequency distribution of socio-demographic- Industry sector.	37
Figure 4.3.7: Frequency distribution of socio-demographic- Designation	37
Figure 4.4: Histogram for motivation factors	99
Figure 4.5: Histogram for remuneration	99
Figure 4.6: Histogram regarding setting challenging goals	100
Figure 4.7: Histogram regarding skills and ability	100

Chapter 1 – Introduction and background into the study:

1. Introduction

The financial implications of an engaged workforce has a significant impact on the triple bottom line reporting of an organisation. The more motivated, engaged and committed employees are, the more likely the performance levels will increase to ensure efficient and effective outputs regarding tasks completion. (Webber 2000:24-42) argued that the key competitive advantage of modern organisation lies in attracting and motivating these knowledge workers with rewards and recognition.

In an ever fierce global economy, business are striving to stay ahead, a key element in driving this lies with the focus on employees performing better and more committed to their functions. Horwitz et al (2003) predicted that employees get high motivation through challenging work environment and support of the top management.



Source: Study.com

Figure 1 – Workplace Motivation diagram.

The shift in people management of recent years is based on the demanding performance of business to deliver to shareholder relative to headline earnings per

share, long term sustainability and growth in dividends. A motivated workforce allows an organisation to gain an unprecedented advantage relative to higher quality outputs, effective management of organisational goals, efficient and streamline processes that reduces costs and increase profits.

Motivation increases employee performance and productivity levels and also their commitment in the workplace (Ukandu & Uhpere, 2011:1152).

The study revolves around the factors that motivate employees in terms of performance as deliverable towards the organisations objectives. According to studies carried out by Aon Hewitt (2017), there is decline in the engagement status of employees year on year 2015 to 2016 data, the trends indicate a shift towards the moderately engaged to the not engaged, a collective percentage value of 76 percent. This value represents a fundamental gap in organisations framework regarding performance improvement, cost saving initiatives, sustainability and profitability, the employees of an organisation have direct bearing in terms of these output and key performance areas of the business.

The motivation of employees are a key stimulus that organisation require to achieve in order to successfully compete in the market space it operates. The ability to actively understand the workforce will provide invaluable insight into the determinants that drive a healthy environment, the creation of training programs for employees and managers, external survey experts to understand the various needs based on a diverse workforce will create the bedrock of understanding and motivation for employees.

The proposal of this study will focus on the factors that motivate employees including the extent or degree of influence it has on employees relative to performance outputs, the population target group are MBA students at the University of Kwazulu-Natal, who are actively engaged in industry.

1.1 Problem statement

The ever demanding need for higher profits, lower costs, innovation and better processes within an organisation has highlighted the need for more dynamic intangible asset management, the workforce within an organisation. The more

committed and motivated an employee is, the higher the returns on output to the organisation. In recent time organisations are becoming more aware that employee motivation increases productivity (Muogbo, 2013:70).

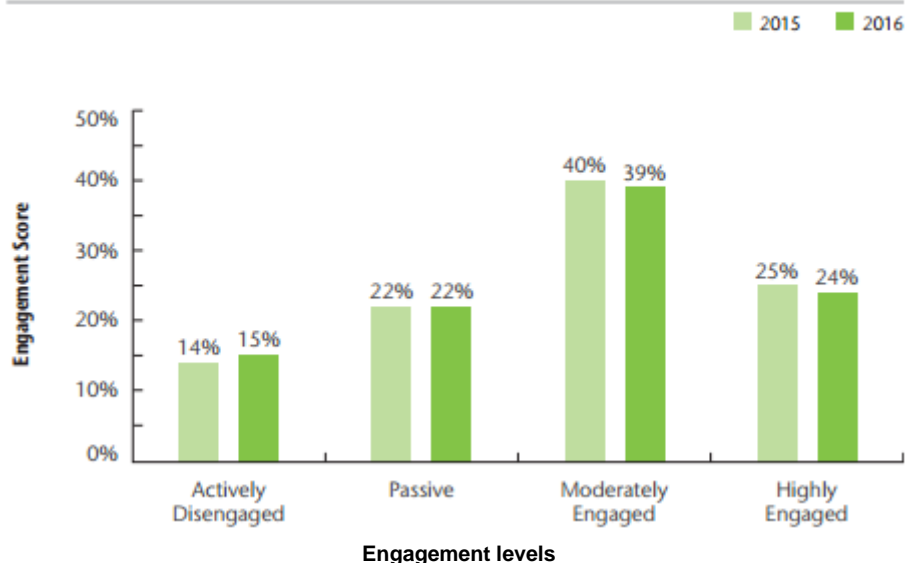
The problem statement for this study is as follows;

The pressures of ensuring a favourable triple bottom line reporting of an organisation to stakeholders requires focus on **the factors that motivate and the influence it has on employee performance as a deliverable.**

The core focus of the study is to understand the factors that motivated employees to increase performance levels. As the global business markets become ever smaller in competing for customers, it is imperative that a competitive edge is gained. Jamieson and Richards (1996) argue that greater levels of employee commitment lead to organisational benefits such as a continuous improvements, cost and efficiency improvements.

Business is more focused on the human capital management by ensuring that programs are in place to support the engagement of employees to the organization. This is a complex and multi-dimensional task as various employees within an organization has different needs on an individual level, the dynamics of cross cultural, diversity and team work are aspects that improve the cost and efficiency of a business. The drive to motivate employees relative to these complex variables that face an organization is key to long terms sustainability, profitability and having a competitive edge over rivals in the industry.

Engagement Profiles: 2015 vs 2016



Source: Aon Hewitt - 2017 Trends in Global Employee Engagement

Figure 2 – Engagement profile 2015 vs 2016

The above graph illustrates that there is a downward trend in terms of employee engagement towards the organization, inference can be made that the motivational levels of employees also has a negative trend, as they are directly proportional to each other. The key concern is that the data shows a collective 37 percent of employees are passive and actively disengaged, while 39 percent are moderately engaged, this has a significant impact on the profit margins of a business, as these employees are not significantly contributing to the well-being of the organization.

According Aon Hewitt (2017) a 5-point increase in employee engagement can improve subsequent year revenues by 3 points. “As engagement falls, businesses can expect greater turnover in staff, higher absenteeism and lower customer satisfaction—all factors that will significantly contribute to poor financial performance,” stresses Oehler.

Motivation of employees has a direct and far reaching implication financially for an organization unless strategic human capital management plans are developed to negate this impact. The following research questions emanated from the above mentioned problem statement;

- To establish motivational factors that influence an employees' performance.
- The correlation between which motivational factors yield the highest influence on employee motivation.

1.2 Objectives of study

1.2.1 Primary objective

In order for business to continue to thrive in a shrinking market and an ever increasing competitor base, the need to focus on employee engagement and motivation is vital for survival. According to Finck et al. (1998), who stated that businesses must recognise the human resources as an important aspect for organisational sustainability and business excellence which is achieved by employee motivation. The study aims to provide insight relative to the scope that business would need to focus on regarding motivation of employees, which has a direct bearing in terms of the triple bottom line reporting of an organisation.

The objective of this study are as follows;

- Objective 1 – To establish employee motivational factors that influence work performance.
- Objective 2 – To determine the extent to which motivational factors influence employee performance.

Motivation is considered as one of the key factors for improved productivity and performance (Gibson, Ivancevich, and Donnelly, 1996).

The continued need for innovation and increase profit margins are vital for any business to succeed and provide returns to shareholders, motivation of employees are a key determinant factor in this equation.

Employee motivation is a key factor in terms of higher performance for the organisation to be competitive and sustainable in a globalised environment. Understanding the factors surrounding motivation, will create a healthy employee base. The target population for the study was based on the MBA students at the University of Kwazulu-Natal. The level or designation of each student within their

respective organisation ranged from team member level to executive management. The following hypothesis questions were formulated based on the problem statement and the objectives of the study.

- Hypothesis 1 – there is a statistically significant difference in motivational factors regarding demographics of the population.
- Hypothesis 2 – the relationship between each demographics and the significance relative to the influence it has on an employees' performance.
- Hypothesis 3 – the correlation between which motivational factors yield the highest influence on employee motivation.

1.3 Research methodology

A quantitative survey was conducted with a focus on correlation analysis to achieve and test the research hypotheses / objectives. According to Wellman and Kruger (2001) a survey design is ideally suited to the descriptive and predictive functions associated with correlational research.

The measuring instrument used for the study were survey questionnaires, this comprised of descriptive statistics namely the demographics and the inferential statistics. The questionnaire was structured with three sections based on the objectives and the literature research regarding Self Efficacy, Goal setting and Expectancy theory. Quantitative research methods entail the use of systematic and sophisticated procedures to test, prove and verify hypotheses (Hoy, 2010).

A set of questionnaires were developed and used in the data collection process, the target population was the MBA students at the University of Kwa-zulu Natal. The process was to hand out questionnaires to students, this process was voluntary and the participants were made aware of this. Ethical clearance was obtained and abided by the rules stipulated by the university of Kwa-zulu Natal.

Descriptive statistics (means, standard deviations, skew and kurtosis), were utilised to describe the data and SPSS (Statistical Package for the Social Sciences) programme was used to analyse the data. Data analysis was

conducted and a test for normality check and internal reliability using the Cronbach Alpha coefficients were conducted.

1.4 Limitations of study

The focus group was limited to only one University within the Kwazulu-Natal province. The respondents were selected only within one facility of study the MBA program.

1.5 Chapter divisions

The layout of the study was designed as follows;

- Chapter 1 – Introduction
This chapter focused on the introduction of the study, the related theory, the problem statement and the objectives.

- Chapter 2 – Literature review
The fundamental theory was discussed relative to motivational such as the Efficacy theory, the Expectancy theory and the Goal setting theory in order to establish the background knowledge.

- Chapter 3 – Research Methodology
The design of the study was established, scope of study, survey questionnaires, target population, hypothesis questions, objectives, ethical clearance and the limitations of the study was discussed.

- Chapter 4 – Data analysis
The data analysis was conducted using SPSS (Statistical Package for the Social Sciences) programme, reliability confirmation, normality check,

correlation testing techniques and results of the hypothesis questions were discussed.

- Chapter 5 – Conclusions and Recommendations

Conclusions regarding the results of the data analysis and the hypothesis question were discussed, with the appropriate recommendation based on the study.

1.6 Chapter summary

This chapter focused on the introduction to motivation, the problem statement and objective were clarified. The design of the study was outlined which included the scope, data collection, data analysis, ethical implications and the limitations of the study.

Chapter 2 – Literature Review:

2.1 Introduction

The focus for this chapter is to provide insight into the literature regarding motivational theories and set the backdrop for the study. The elements that will be reviewed are factors that influence motivation or the converse thereof. The review of the literature will be used in conjunction with empirical results of the study.

The global demands of business puts competitiveness and profit margins at the top end of the scale in terms of sustainability, the distinguishing factor that provides organisations with a distinct advantage is the management of the intangible assets being people. The ability to adequately manage resource output to obtain sets goals.

Motivation deals with factors that influence people to perform at a higher level, to achieve over and above of the required expectation. Motivation factors are influenced by intrinsic and extrinsic elements, such as promotion, behaviour, personality traits, autonomy and involvement in decisions within the organisation, these elements contribute to the overall efficiency and effectiveness of employees.

Motivation can be viewed as an element within an individual that display a behaviour to want to achieve personal and or organisational goals (McShane & Von Glinow, 2010:34). It is a behaviour that provides meaning and direction in order to achieve a set goal.

Motivational factors are multi- faceted and varies as the needs of employees changes, it is dynamic blend of both external and internal stimuli that effects the outputs and performance of employees. The notion of focusing on the intangible, that which is the motivation of employees, creates a complex and diversified entity for the organisation to strategically change. The evidence of commitment, the need to accomplish and succeed by employees hinges on the elements which include both the physiological and psychological needs. The theoretical review in this study, revolves around namely self-efficacy, goal-setting and expectancy theory as a contributor to the motivation of employees.

2.2 Self – efficacy

The demands and the expectation of business in an ever evolving global economic markets stem from the need to remain competitive, shareholder demands, market share, headliner earning per share, profit and sustainability are a few elements that business are exposed to and require the necessary tools to succeed. The focus from business has put the spotlight on human capital management as a discernible advantage in achieving the dynamic and complex goals of an organisation. Employers have identified the need to develop strategies to guide the enhancement of employees development and motivation, relative to achieving organisational goals. Robbins (2001) identified that people who are high self-monitors are highly flexible, and this contributes to achieving the complex organisation goals.

Self – efficacy is defined as individuals' beliefs about their capability to use the necessary resources to achieve desired or set goals. Individuals with high self – efficacy beliefs will challenge their ability and tasks given to them in order to succeed (Locke and Latham, 2002:705). Employees who possess a high assurance in their capabilities approach difficult tasks as challenge and maintain a strong commitment to achieving these goals, self-propelled desire and a need to succeed can leads to a heighten sense of accomplishment as an intrinsic value for the employee.

According to (Bandura 1997:191), the capabilities that the individual possesses in achieving desired tasks is reflective of the self-efficacy of an employees' belief in ones' ability. The influence of external and internal stimuli, exhibits the behaviour and ability of an individual to persist in the attainment of a given objective. According to (Gist and Mitchell 1992:185); People with the same skills set may perform differently, this could result from position in organisation, utilization and the changing external and internal stimuli.

Studies have revealed that there is a positive relationship between decision-making self-efficacy and personal attributes, which provide indicators that

individuals with high self-efficacy tend to have a higher success ratio in their undertaking of tasks and goals (Taylor and Popma, 1990:17).

According to (Bandura 1982:586) self-efficacy is affected by past experiences, employees can be nurtured by exposing them to simple tasks with a high probability for success, which uplifts the self-esteem of employees, this process can then evolve to different levels of difficulty of the tasks. According to Gardner and Pierce (1998), self-efficacy gradually emerges through the experiences that the individual accumulates.

According to (Karl, O'Leary-Kelly, and Martocchio 1993:379) found that providing positive feedback to individuals low in self-efficacy for tasks raised self-efficacy considerably. The ability to condition an employees' behaviour and expose the capability and talent of individuals are key drivers in achieving set goals, however the dynamic and complexity of this has to be nurtured and maintained by management. According to (Gibson 2001:789) found that providing individuals with goal-setting training increased self-efficacy as well as effectiveness on the job.

Social persuasion can also act as a stimuli, the objective is guide the individual to utilize their ability to succeed at a given task. Morin and Latham (2000:566) reported gains in self-efficacy for employees who participated in communication skills training, Bandura (1997:191) and Schunk (1995) confirm the contention that efficacy beliefs mediate the effect of skills or other self-beliefs on subsequent performance attainments.

A person's perception of their ability will influence their judgement to succeed. If there any negative stimuli it creates a sense of doubt in ones' capability to succeed at a goal. Jex et al. (2001:401) argued that individuals will struggle to achieve challenging goals with low levels of self-efficacy, this would lead to stress or strain related factors and ultimately failing at the given tasks. Self-efficacy beliefs are gained through experience, belief and training.

Individuals are affected by the environment that they are exposed to and the locus of control that they possess over a situation, based on an individual's capability and the autonomy provided, one can establish the level of inner commitment to achieving organisational goals. (Schwarzer & Mueller, 1999), states that a strong sense of self-efficacy facilitates cognitive processing and enhanced performance.

A pilot study was conducted where participants were led to believe that the ability was either an acquirable skill or part of the natural ability of an individual, this created doubt and confusion relative to perceived ability, this led to a decline in output and performance, Wood and Bandura (1997).

The second group where led to believe that ability is an acquirable skill, this created the setting that with exposure, training and experience individuals would want to succeed. The above results indicate that performance is linked to self-efficacy beliefs as well as decision making which is influenced by external stimuli. Bandura (1997), self-efficacy results in differences in how individuals think and act.

Appelbaum and Hare (1996:33) explain these concepts as follows, magnitude refers to the level of task difficulty, strength refers to the conviction of an individual to complete a task and generality applies to the decision making in various situations.

2.2.1 Individual differences

Decision making is influenced by internal and external stimuli which has an effect on the self-efficacy in terms of an individual's beliefs. These may include level of ability and general beliefs with regard to self-efficacy as stated by Schwarzer (2001), relative to individual able to deal effectively to challenging situations. Psychological conditions including high stress levels can have a strong influence on judgements of self-efficacy including past experiences. According to (Wood and

Bandura 1989:361), that individual that has a high sense of self efficacy generates positives outputs, while the converse holds true for individuals with a low sense of self efficacy.

Personality attribute may also have an impact in terms of development of self-efficacy relative to internal and external locus of control the former displaying a tendency to succeed as opposed to the latter, Rothmann (2000) found a negative correlation between self-efficacy and the external locus of control, individually trusted less in their own ability as the levels of self-efficacy decreased.

The theory postulates that Internally- and externally-oriented individual prefer different types of rewards. Externally-oriented prefer pay and job security as opposed to internally-oriented, who prefer accomplishment or achievement.

2.2.2 Autonomy - job related factors

Job autonomy is one of the key elements that has a significant impact on an employees' motivation and job satisfaction, as employees with a higher level of self-efficacy tend to be self-driven and require the freedom to assess and make decision relative to achieving goals. The Job-characteristic model of Hackman and Oldham (1980), also includes;

- Skill variety (the use of one's knowledge and capabilities)
- Task identity (responsible for performing the total task or partial contribution)
- Task significance (meaningful and relevance of task)
- Feedback (feedback from management and or co-workers).

Job autonomy refers to the independence that individual holds relative to a given task in terms of achieving the desired results (Zhou and Shalley, 2008). This is a key denominator in the equation for achieving successful results.

The rationale of employees having control of a particular task can be leveraged on the outcomes of decisions and the level of work performance obtained, Slocum and Hellriegel (2007:384) denote that employees with high self-efficacy believe have a higher confidence in their ability to perform and succeed at given tasks.

According to King (2004:112), the ability to exert control over ones career or desired goals will drive the behaviour to want to succeed and thus display a high self efficacy.

Self-efficacy beliefs can be heightened by exposure of external and internal stimuli, (Stucliffe and Vogus 2003:94) noted that employees create a sense of efficacy which allows them to have greater autonomy in terms of succeeding at tasks. Brown et al. (2005:70) found that the success relative to goals and tasks arise from strong self efficacy beliefs.

The importance of setting and achieving goals have a relationship with self-efficacy and performance, self-efficacy is a determinant in an employee's association with a given work function (Luthans and Peterson, 2002:376) this is also strongly linked to performance and success.

2.3 Goal Setting Theory

Goal-setting theory is a framework that shows how goals are closely related to performance and behaviour (Locke & Latham, 2002:705). A goal is defined as a target with a predetermined objectives and outputs that require to be complete within a desired time frame (Bar Eli, et al 1997:125).

A goal can also be related to skilling up of an individual relative to becoming an expert in that field, defined as ones desire or determination to succeed (Locke and Latham, 1990:125), it refers to the cognitive and behavioural component of goal setting.

The employee behaviour relative to goals and success also a has a relationship in terms of growth and development for future activity, by setting more challenging tasks it allows for performance levels to be tested and increased. The condition for this is based on commitment and feedback (Locke and Latham, 2002:722).

Personal goals are goals that linked with a person's value system, while assigned goals will require alignment and acceptance associated with those value systems in order to be successful.

Goals regulate behaviour through four mechanisms according to (Locke and Latham, 2002:705; Mitchell and Daniels, 2003:225).

- Setting of goals create direction and focus to succeed.
- Goals act as a function that drives energy and effort.
- It aligns the individuals persistence and value system to want to succeed at challenging tasks.
- The strategy in order to achieve a difficult or challenging task also resonates from an individual belief in one ability.

Goals setting (Locke, 1968:157-189) singled out the achieving of the goals based on effort and performance. Feedback is also a key factor in terms of the employee understanding performance and direction relative the task, this allows that employee to use this information to adjust their behaviour and performance to

achieve those set goals, Locke and Latham (1990) stated that feedback from management is a key driver for an employee to increase ones' self efficacy. Conflict within the teams is a factors that should be negated as it leads to lower levels of job satisfaction.

2.3.1 Goal-setting in performance management

Organisations tend to categorise the goals that are set according to the "SMART" targets (e.g. specific, measurable, attainable, realistic, time based), this affords the organisation a way of effectively managing and tracking performance in terms of achieving set objectives. (Kuvaas, 2006:505) states that goal-setting focused mainly on the appraisal system in terms of performance and rewards and needs to align itself with the employees' general job satisfaction.

Communication and transparency is a key focus point in terms of an employees' level of commitment and performance as this keeps the employee involved in the process and thus alters behaviour and effort to achieving a set goal, (Cawley et al., 1998:615) suggested that to negate the negativity sometimes associated with performance appraisal a motivation to improve factor needs to introduced to the process which will help employees develop and alter behaviour to want to succeed.

2.3.2 Monetary value and performance

Monetary rewards have a direct link in terms of performance in certain instants, were employee see monetary reward as the only factor to achieve set goals or tasks, however in certain cases they prevent individuals from attaining a higher self efficacy and confidence in improving ones' skills, behaviour, personal growth (Mitchell and Daniels, 2003:225-54; Latham and Pinder, 2005).

According to (Locke 1968:157-189), goals set by an individual are based on external and internal stimuli, the relativeness associated with personal value system in terms of decision making, performance and behaviour associated with achieving a set goal, which incentives also plays a key role as a determinant. There is a liner relationship regarding the amount of incentive verses the commitment and output of an employee.

2.3.3 Personality traits

Judge and Cable, 1997; Chatman, 1991, states that, an alignment of employees personal value system to that of the organisational values, favours the employee to have a higher commitment and performance level relative to the desired goals.

Personality traits has a direct bearing in terms of the effort of an employee, as different personality may result in conflict situations, thus it is imperative to understand the traits of employees such that allocation of tasks and teams yields the best results. The Big Five traits is a theory that defines elements which can identify and place individuals in fit for positions within an organisation that can yield the best performance, these traits are (a) emotional stability, (b) extraversion, (c) openness, (d) agreeableness and (e) conscientiousness. Robbins (2009) states that certain characteristics such conscientiousness, may have a direct relationship in terms of higher outputs.

Behling (1998) states, that personality is a key indicator in terms of performance and output in particular the conscientiousness aspect. Hertz and Donovan (2000) relates emotional stability in terms of an employee dealing with constructive feedback for improvement and the willingness to improve, also agreeableness as a factor allowed individuals within a team to reduce conflict and work together to achieve a common goal. Salgado (2003) found that, of the Big Five dimensions was a key factor based on the fit for organisation or fit for task aspect, as this linked the employees value system to that of the organisation and thus a direct impact in terms of performance output. Costa and McCrae, 1995; Sackett and DeVore, 2001 states, agreeableness as a key factor which displayed trust and

integrity of the employees to achieve the desired goals, also this reduces the conflict factor within teams, which leads to higher outputs.

2.4 Expectancy theory

The expectancy theory of motivation (Vroom, 1964), is based on the belief that if a certain level of performance is the input than there is an expectation of a return for that effort or a desired output linked to a certain remuneration. Bateman and Organ (1983:587-95) and Smith states that when an employees output is higher than expected, there is a synergy between motivation and the desire for success and performance output.

Moore and Love (2005:89) stated that a negative relationship can also exist with an increase in job demand which will decrease job satisfaction, based on the external or internal stimuli, this may impact in terms of a negative or positive output relative to work performance and commitment.

According to Kressler (2003: 25-26) postulates that the effort a person puts into a job, is as a result of the following three components:

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

Foote and Tang (2008:933) stated that when employees have a high sense and relatedness to job satisfaction, this has a positive impact in terms of behaviour of the employees in groups.

Eatough (2011:619-32), states that job satisfaction was strongly linked to behaviour. An employee's state of internal and external needs is a key determinant in realising these successes. Bolino et al. (2004:229-46), states that

employees will adjust and modify behaviour to achieve a sense of satisfaction relative to their job functions.

Cognisance must be taken when dealing with job stress and negative external stimuli as this can lead to employees not performing based on a lack of job satisfaction (Cullen et al., 2008:63-71; Veloutsou and Panigyrakis, 2004).

2.4.1 Organizational commitment

Feedback and goal clarification has a more responsive and committed influence on organizational targets. Aranya et al. (1981:271-280) suggested that employees value system and those with a high level of self efficacy tend to display a more committed role in the organisation and put forward a higher level of effort and performance to succeed.

Green (1992) has identified factors such as self-efficacy, experience and skill level which may have an impact relative to the expectancy belief of an employee. This would contribute to the commitment levels that an employees is willing to undertake towards achieving organisational goals.

Lawler (2003) states, that the expectancy theory is linked to the level of commitment that an employee is willing to offer, as it is based on the positive stimuli and the rewards for effort.

The culture, environment and management principals of an organisation are key figures that determine the level of commitment of an employee, it is by far one of the most complex and dynamic task of management to motivate and progress employees to achieving the desired goals of an organisation.

2.5 Conclusion

Based on the theories, it was found that the effective management of the output of employees and alignment to the organisational goals are linked to the employees' value system and beliefs. The expectation of a reward regarding a task well done,

or an intrinsic reward of satisfaction relative to one own ability when a set goal has been achieved. These factors have to be built into the human resource management system of an organisation to yield a more efficient and effective employee.

Motivation theories such as the expectancy theory defines the understanding of an employees' inherent belief that effort for a required task must yield a reward in equal proportion to the set task, this would than motivate employee performance and output in order to succeed. Self efficacy is a person's judgement in terms of the capabilities that the individual possesses to achieve a specific task. The decision-making attribute of self-efficacy in employees allow them to control and manage a task to completion, there is a desire for success, however cognisance must be taken of the negative attributes that affect employee motivation, such as overburden, difficulty of task and negative feedback these have a direct impact in terms of performance.

The Goal setting theory reveals the innate desire of employees to want to improve their level of performance and skill by setting tasks that challenging and leads to growth and development, this also affords the employees the opportunity to adapt their behaviour such that these goals can be achieved. Communication, transparency and feedback from management are vital to the success of tasks.

Personality traits of employees provides insight into the employees value system and if this has close associations with that of the organisation it creates a more favourable environment for the employee to perform better and succeed. The Big Five theory states how the various attributes such as extraversion and conscientiousness tend to influence performance levels, were behaviours of employees are adapted or change regarding a desire to succeed.

Chapter 3 – Research Methodology:

3.1 Introduction

Research design and methodology will be explained relative to determining and quantifying the factors in this study. The target population, sampling technique, validity and reliability of the data will be reviewed. The methodology regarding the data collection and data analysis are discussed herein. The primary tools used for this study was a survey by questionnaires for data collection as this was a quantitative study based on simple random sampling.

3.2 Overview of Study

The study focuses on employee motivation and the impact to work performance, this has equity relative to business profit margins and human capital management inclusive of the need to adapt relative to understanding its employee in a competitive market space. Lawler (2003) states, if an organisation is to treat its employees as its most important asset, it has to be knowledgeable about what it is that motivates them. Ulrich (1997) stated that, because organisations are streamlining processes which yields more output with less employee input, employee contribution and engagement becomes a critical cog for the success of business.

This study focuses on the investigation of the factors that motivates employees work performance, the target population for the study are on MBA students at the University of Kwazulu-Natal.

3.3 Research Objectives

3.3.1 Objectives of Study

The performance levels which employees function at, are not always at the expected output, this perpetuates a negative image relative to financial implication for the organisation, motivation of employees are key to the long term sustainability and profitability of an organisation. Shapiro & Conway 2004; Lee &

Bruvold 2003 states, when an organisation creates an environment that supports and address the needs of employees' the performance output and the commitment level towards the organisation by the employees' are reciprocated.

The purpose/ objective of this survey is as follows;

- Objective 1 – To establish employee motivational factors that influence work performance.
- Objective 2 – To determine the extent to which motivational factors influence employee performance.

3.4 Research Hypothesis

3.4.1 Hypothesis questions

The hypotheses questions were established based on the objectives of this study;

- Hypothesis 1 – there is a statistically significant difference in motivational factors for each age group / number of years of experience in an organisation, gender group, martial status, designation within an organisation and race group.
- Hypothesis 2 – the relationship between each demographics and the significance relative to the influence it has on an employees' performance.
- Hypothesis 3 – the correlation between which motivational factors yield the highest influence on employee motivation.

3.5 Research design

The research design is structured on the basis of achieving the objectives and the hypothesis questions outlined in the study. A review of the relative literature surrounding motivation was conducted to establish the framework for the comparative analysis to the empirical results. The point of interest are the factors that motivate employees and the influence thereof, based on the literature review this will provide the foundation relative to the understanding of the results that precipitate from the study.

An empirical study was conducted which involved the use of surveys by means of creating a questionnaire relative to the objectives of the study and by engagement with participants for the collection of data via questionnaires. A quantitative approach was adopted as this is linked with the primary function of the collection of statistical data by means of experiments or surveys, the use of surveys also provided the means to control the questionnaire and established a convenient controlled way of data collection including the creation of specific questions relative to achieving the objectives.

The questionnaires were handed out to the participants at the University of Kwazulu-Natal, and the process was explained in terms completing the questionnaires which involved maintaining the confidentiality and anonymity as per the Universities guidelines. A population size of ninety (90) students at MBA level one and two were identified and a total of seventy three questionnaires were completed.

The instruments used to conduct the analysis were based on simple random sampling which requires nonparametric testing techniques, these techniques are used for data that does not follow a normal distribution curve.

The approach will be based on a generalise scope of which narrows to the specifics, the descriptive nature of the study required a quantitative research design to be employed to accurately reflect the results of the study.

Probability sampling will be used to ensure it is representative of the population, based on the generalisation of the study, with simple random sampling will be appropriate (Sekaran and Bougie, 2009:101-120).

A 5-point Likert scale was used with 1 being strongly disagree and 5 being strongly agree for the survey. Creswell (2003) and Mahoney and Goertz (2006), states that for a quantitative approach in a study the collection of data by means of using a survey to extract information is ideal.

Based on the nature of the study, ethical clearance was obtained and abided by the rules stipulated by the university of Kwa-zulu Natal. The necessary measuring instrument was used to confirm reliability namely Cronbach Alpha coefficients.

Data analysis was conducted and a test for normality check was done using Kolmogorov-Smirnov, if the significance level is greater than 0.05 than normality is assumed. Data analysis based on simple random sampling, the results revealed that nonparametric testing techniques were required, hence the Chi-square test which focused on the relatedness of the relationship between two categories, the Mann-Whitney and the Kruskal –Wallis test were also analysed. Descriptive statistics (means, standard deviations and skewness), were utilised to describe the data and SPSS (Statistical Package for the Social Sciences) programme was used to analyse the data.

3.5.1 Sampling

Sampling is the process of creating a smaller group within the population size that is reflective of the population for the purpose of analysis. The target population for the study was based on the MBA students at the University of Kwazulu-Natal, a population is a set of people or objects that meets a criteria outlined by the study. Leedy and Ormrod (2010) refers to a sample size as a group that best reflects the population as a whole. The level of MBA students were first and second year of study that were employed in industry, the population size for this study amounted to 90 students. The level or designation of each student within their respective organisation ranged from team member level to executive management.

Based on (Sekaran and Bougie 2009:262-298), the table for appropriate sample size was determined using Krejcie and Morgan (1970), the table reflected for a total population size of 90, the sample size should equate to 73, this represents a response rate of 100% received for the said study.

The construct of the sampling process has to be defined relative to probability or non-probability sampling, the former is based on the probability that every element in the population has a known and equal chance of being selected, while the latter states that the elements in a population do not have a known chance of being selected as a sample subject. Probability sampling is favoured when designing a sampling process as this provides the least bias and most generalisation of which the distribution characteristics are most likely to represent the population. Simple random sampling was selected for the research design, according to Reed (2006), based on the generalisations, which then proceeds towards specifics, research design on how to prove or implement the generalisations are key.

According to (Sekaran and Bougie 2009:262-298), the two important issues are the sampling size and the sampling design, based on the construct that as the sample size increases the means of the random samples approaches a normal distribution. This is vital in terms of selection of statistical tools used for data analysis.

3.5.2 Data collection

Data collection methods are keys to understanding the accuracy and relativeness of the data, the focus group has to be identified regarding the objectives and hypothesis of the study in question. The various modes of vehicles to gather data include performing face to face interviewing, survey questionnaires, telephonic interviews and observations methods. Hair, Bush and Ortinau (2000) identified interview and questionnaire as the main instruments used in generating data in a survey.

The research study employed the use of questionnaires which was handed out to students at the University of Kwazulu-Natal.

3.5.3 Survey questionnaires

The study is based on a quantitative analysis and is of a descriptive nature, the questionnaires are designed to understand elements of human phenomenon and translate these to quantifiable results in order to better understand and improve these variables of study, the qualitative research approach deals with how people feel about their experiences or situations (Ramos & Ortega, 2006:101).

The process deployed for the survey was to hand out questionnaires to students and explain the study voluntary and that anonymity is of a highest priority. The questionnaire comprised of three sections namely section A – demographics, section B – motivational factors and section C – influence of motivational factors.

According to Leary (2004), the major advantages of questionnaires are that they can be administered to groups of people simultaneously, and they are less costly and less time-consuming than other measuring instruments.

The design construct of the survey questions are critical to ensuring the accuracy and the desired output relative to the research objectives. When using questionnaires there are key design features that are required to ensure construct and output required are met, according to (Sekaran and Bougie 2009:179-221), there are three focus areas for the design of a questionnaire the first is the wording of the questions, the second related to planning and categorisation of the variables and finally the general layout and structure of the questionnaire.

The design of the questions are key in terms of the accuracy of the data collected, the following types of methods include open and closed ended questions, avoidance of open ended questions are required as the responses are vague and non-specific, whereas closed ended questions requires a choice to be made by the respondent and follows the Likert type scale. Other types to avoid would be leading, ambiguous and double barrelled questions as these tend to steer the respondent and also create non-specific additional data. A 5-point Likert scale was used with 1 being strongly disagree and 5 being strongly agree for the survey.

The advantages of using the Likert scale, allows the respondents to make a quick decision based on the choices, it also allows the researcher to code the information easily for data analysis, Sekaran and Bougie (2009), states that care must be taken when developing the question choices or alternatives for the respondent, they must be mutually exclusive and collectively exhaustive as the respondents may get confused and dilute the accuracy of the data.

3.5.4 Data analysis

The data analysis was conducted using the statistical consultation services of the University of kwazulu-Natal.

Data analysis was based on simple random sampling which require nonparametric testing techniques. The statistical package for Social Science (SPSS) was used to conduct the data analysis, which was based on a descriptive study.

3.5.4.1 Descriptive statistics

Statistics analysis of a sample size is relative to the mean, and standard deviation values as well as identifying if the distribution profile is normal. The arithmetic mean according to Shaughnessy & Zechrneister (1997), describes the typical score in a group of scores and it is an important summary measure of group performance. The standard deviation is a measure of the scores from the mean, the higher the standard deviation value the further away from the mean are the score.

Leedy and Ormrod (2010:187) explain that descriptive, quantitative research examines a situation as it is. The analysis include mean, medium and standard deviation, a normality check was done using Kolmogorov-Smirnov, if the significance level is greater than 0.05 than normality is assumed.

3.5.4.2 Inferential statistics

The analysis further delved into the Chi-square test which focused on the relatedness of the relationship between two categories, the Mann-Whitney and the Kruskal –Wallis test were also analysed, the former focusing on whether there is a significant difference between two sets of scores from the same population which can then be attributed to random sampling.

The latter examines possible differences between two or more groups that are analysed, these tests will show the distribution and correlation of the data relative to the hypotheses questions referred to earlier in the chapter.

Statistical Package for Social Science (SPSS) was used for the data analysis and the Analysis of Variance (ANOVA) was used as the methodology to test for significant differences between means. As suggested by Coolican (1990), the test results to the hypotheses are reported in three ways;

- i) Significant when p-value is between 0.05 and 0.01
- ii) Highly significant when p-value is between 0.01 and 0.001
- iii) Very highly significant when p-value is less than 0.001

3.5.5 Validity

The validity of a test concerns what the test measures and how well it does so (Anastasi & Urbina, 1997:113). The most general method applicable in the social sciences is construct validation, which based on a well-constructed questionnaire allows the researcher to accumulate data that is relative to the importance of the study. The target population also allowed for a more controlled environment which enabled interaction with the respondents for any clarification or additional information that would positively contribute to the study.

3.5.6 Reliability

Reliability is the ability of a measuring instrument to measure consistently, (Tavakol & Dennick, 2011:53). The Cronbach's alpha coefficient was used in this

study which is based on the average correlation of items within a test, it is a measure between 0 and 1, this relates to the internal consistency of data which in turn renders this data collected within a degree of reliability relative to the study conducted. The Cronbach's alpha coefficient for the study was calculated to a value of 0.899, which is an acceptable reliability measure.

3.5.7 Ethics

Ethics is of paramount importance when conducting research, and must align itself with the codes of practices. This study was conducted in accordance with the University of Kwazulu-Natal ethics codes for research students, application for gatekeepers permission to conduct a survey was initiated and the questionnaires were critically and stringently analysed before approval, ethical clearance was required as per University rules before any surveys was conducted.

Participants were informed that the survey was voluntary, it was also assured by the researcher in accordance with the University rules that anonymity and confidentiality will be maintained at all times.

Consent forms were issued to respondents to ensure that they understood the terms and condition regarding the participation in the study.

3.6 Limitations

- The focus group was limited to only one University within the Kwazulu-Natal province.

3.7 Summary

This chapter provide insight into the research methodology employed for the study, it entailed the research objectives including the hypothesized questions for the study. The chapter reviewed the research design and it construct relative to the focus area of the study, the outlines of the questionnaire relative to the detailed sections to ensure that the objectives are achieved. The target population was identified and the rational for the sample size was also illustrated, the demographic characteristics was also highlighted to visualise the representation of the target population.

The data analysis framework was reviewed relative to the various statistical techniques employed to established the correlation, validity and reliability based on the data collected, in addition the ethics governance and limitations were reviewed. Based on the above structure, the following chapter will review the data analysis and results for the empirical research conducted.

Chapter 4 – Empirical study results and analysis:

4.1 Introduction

This chapter will detail the results and analysis of the empirical study that was conducted. Correlations using various measuring instruments will be used to dissect the data and provide insight into the objectives of the study.

The reliability of the internal correlation of items will be confirmed using Cronbach's alpha co-efficient for the study.

4.2 Reliability of measuring instrument

A total of 73 participants completed the questionnaire. The reliability analysis showed that the data were reliable at Cronbach's Alpha value was 0.899.

Table 4.2: Reliability analysis output

Reliability Statistics	
Cronbach's Alpha	N of Items
.899	19

A Cronbach's alpha value of above 0.7 is recommended by Nunnally & Bernstein (1994) for internal consistency. The above results is well above the recommended norm and proves that the internal consistency of the study is satisfactory.

4.3 Descriptive statistical analysis – section A

The participants of the study comprised of a representation of the population as illustrated by the demographics section below.

Table 4.3.1 Descriptive statistics and correlation

	N	Mean	Std. Deviation	Minimum	Maximum
Motivation Factors	73	28.7183	3.95757	9.00	35.00
Remuneration	73	16.3562	3.09735	4.00	20.00
Setting Challenging Goals	73	15.9315	2.86419	4.00	20.00
Completing tasks – skills and ability	73	16.2466	2.78778	4.00	20.00

The above table measures the statistic mean and standard deviation of all constructs, based on the four elements which were evaluated using the Likert 5 point scale. The motivational factors has the highest mean of 28.7 indicating a high tendency towards elements that motivate employees which reveals a positive response and attitude towards ensuring organisation goals and performance levels are met.

The standard deviation for motivational factors of 3.9 was also exceptional high, a maximum value of 35, this reveals that the participants from the survey are highly motivated, committed and willing to support and drive the organisation goals via high performance outputs and dedication.

The remaining elements revealed a similar mean value 16, and a standard deviation value of 2.8, with the maximum value of 20 this gravitates towards the motivated side of the scales with equal distributions for incentive, setting

challenging tasks and belief in skills and ability as a motivator for employee to perform at a higher level. Motivation at a work environment is the perception of a link between effort and reward (Fincham & Rhodes, 2005: 208).

The remaining elements of setting challenging tasks and belief in ability and skills perpetuates from the creation of an environment within the organisation that stimulates growth and innovation, this allows employees to harness their full potential. The individual abilities and opportunities may affect the level of motivation (Fincham & Rhodes, 2005: 210), this can lead to substantive high levels of output.

4.3.1 Demographic analysis - Gender

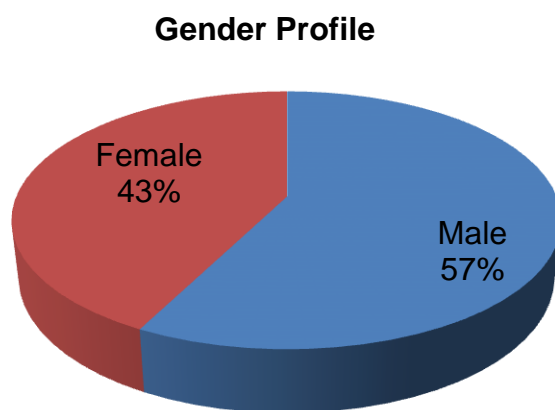


Figure 4.3.1: Frequency distribution of socio-demographic- Gender

The above figure represents the distribution profile related to gender group for this research study, the results reveals that 57% are male while 43% are female in the target population.

4.3.2 Demographic analysis – Age

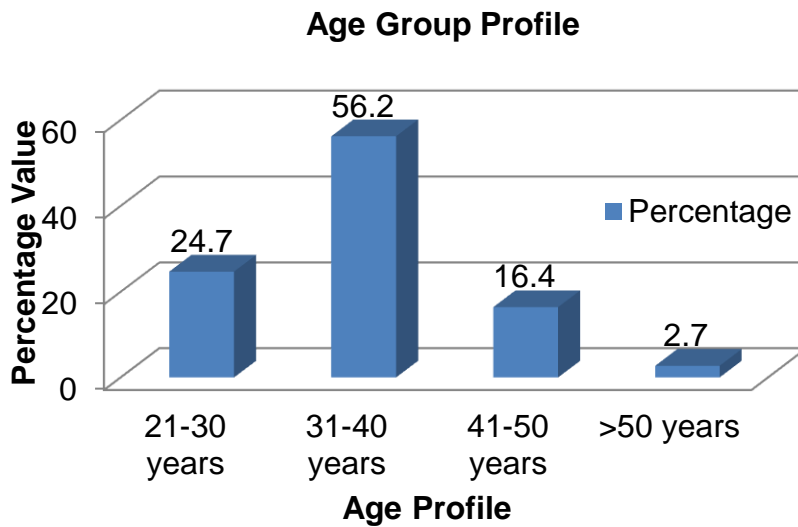


Figure 4.3.2: Frequency distribution of socio-demographic- Age

The above figure represents the distribution profile related to age group for this research study, the results reveals that 56.2% are between the ages of 31-40 years, 24.7% are between 21-30 years in the target population. This indicates that the profile of individuals are ranging from the X and Y generation as the majority, this will provide insight into the characteristics of the respondents, the X and Y generation split have a higher tendency to be more ambitious and time conscientious regarding career aspiration and goal achievements.

The category 41-50 years has a value of 16.4% while the >50 years group has a smaller percentage of 2.7%, adults in the later stages of their careers, are less driven by the need to prove themselves through their achievements, which is generally accompanied by competitive behaviour at work, and that they might be more driven by aspects such as meaningful work (Tolbert & Moen, 1998:169-194).

4.3.3 Demographic analysis – Marital status

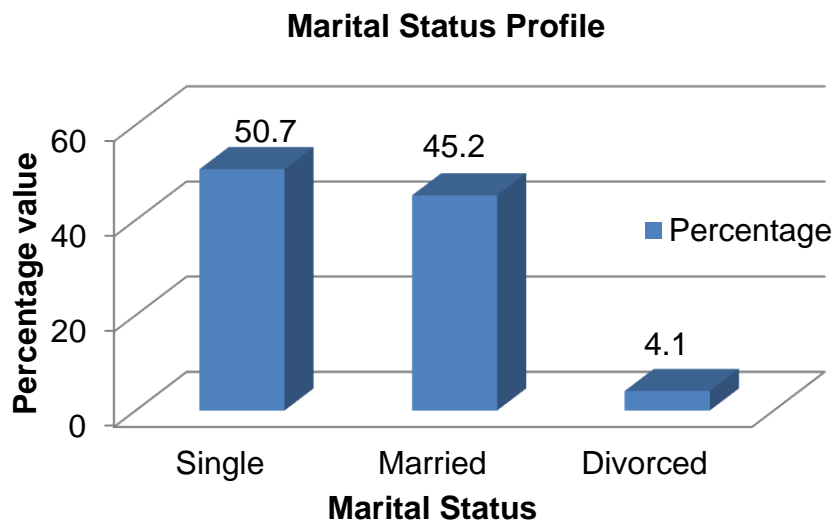


Figure 4.3.3: Frequency distribution of socio-demographic- Marital status

The above figure represents the distribution profile related to marital status for this research study, the results reveals that 50.7% are single, 45.2% are married while 4.1% are divorced in the target population. The distribution profile will provide insight relative to motivation from a needs analysis perspective, the demands of married life financially can steer what motivates an individual.

4.3.4 Demographic analysis – Race group

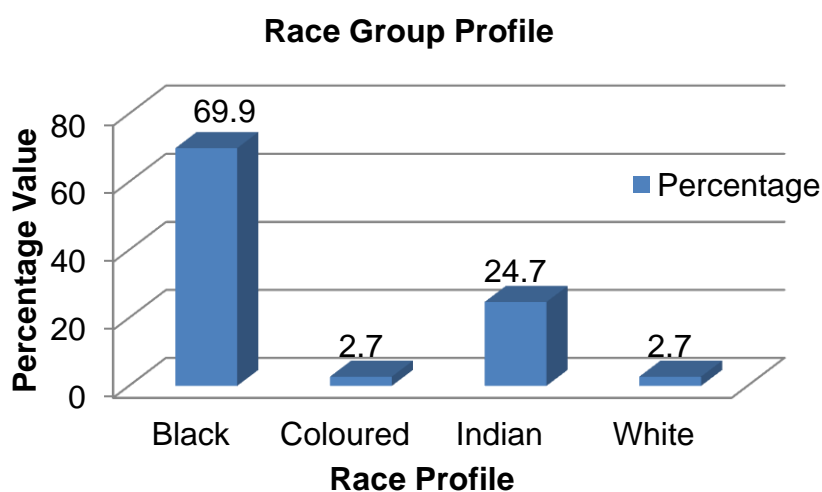


Figure 4.3.4: Frequency distribution of socio-demographic- Race status

The above figure represents the distribution profile related to race status for this research study, the results reveals that 69.9% are African, 24.7% are Indian, 2.7% are Colour and 2.7% are White in the target population. This is indicative of the population distribution in the province of Kwazulu-Natal.

4.3.5 Demographic analysis – Years of experience

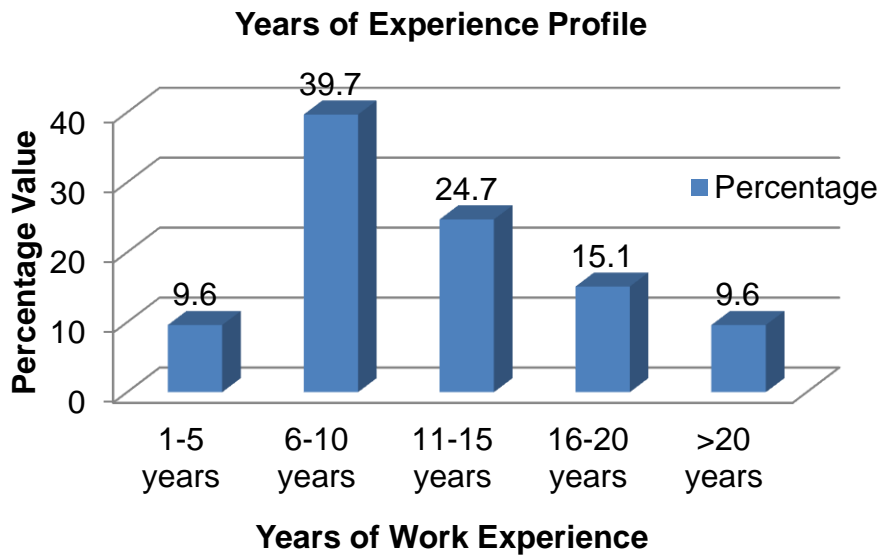


Figure 4.3.5: Frequency distribution of socio-demographic- years of experience

The above figure represents the distribution profile related to number of years of work experience for this research study, the results reveals that 39.7% are between the 6-10 years category, 24.7% are between 11-15 years, 15.1% are between 16-20 years in the target population. This profile results indicate that the majority of the respondents 39.7% are relatively early in their working careers, while 24.7% have a well-developed working base and are settled, the category of 16-20 years indicate that these individuals have a significantly higher working experience and are more settled. The distribution profile will highlight and conceptualise the notions of motivation on individuals as they become more settled within an organisation over a period of time. According to the finding by Sandhya and Kumar (2011:1778) employee retention can improve by motivation of employees.

4.3.6 Demographic analysis – Industry sector

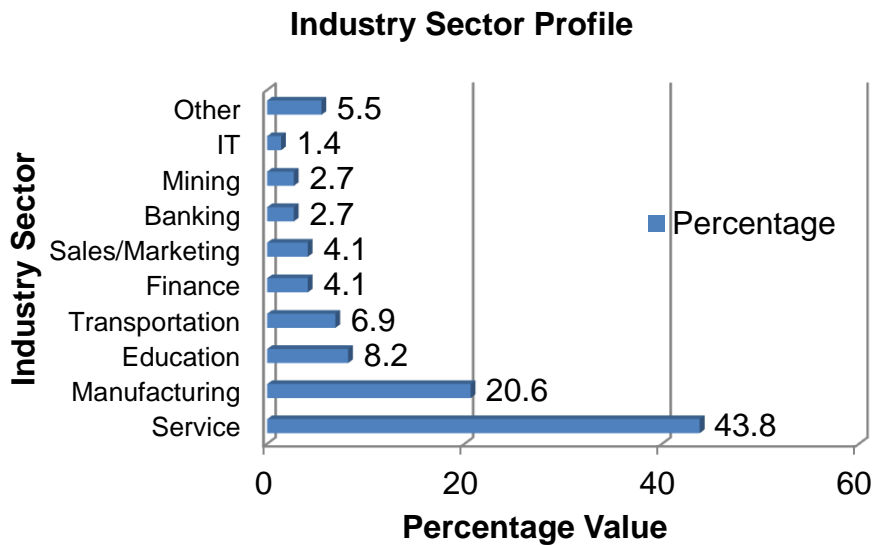


Figure 4.3.6: Frequency distribution of socio-demographic- Industry sector

It was found that 43.8% of the participants were working in the service department followed by manufacturing and education respectively 20.6% and 8.2%.

4.3.7 Demographic analysis – Designation in organisation

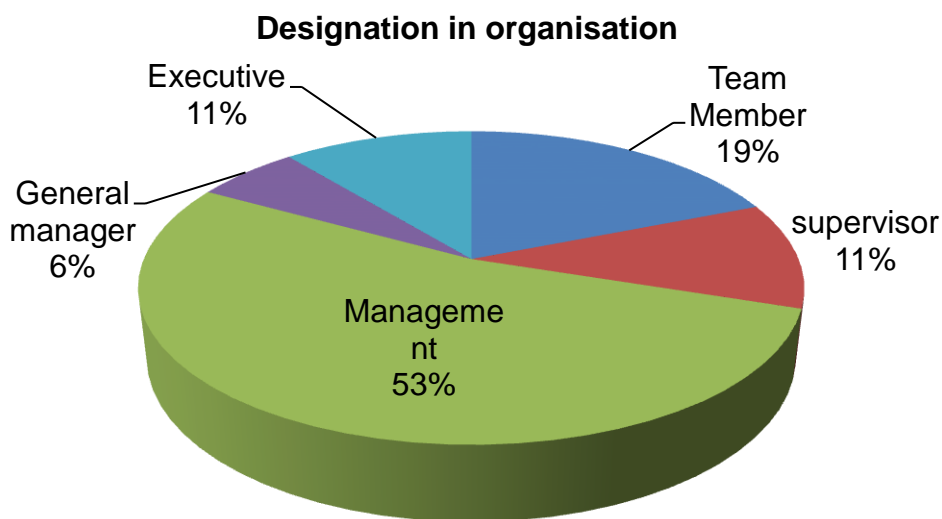


Figure 4.3.7: Frequency distribution of socio-demographic- Designation

More than half of the participants 53% were holding management position and 11% executive position. The designation within an organisation is indicative of the levels of responsibility and aspiration, members that are on a supervisory 11% and team member level 19% will want to propel their careers forward and upwards, motivation of promotion and rewards are a key driver. The most motivating incentives, according to Cooper and Locke (2000: 4-5), are those that make a clear link between performance and rewards or promotions that employees require.

Table 4.3.2: Frequency distribution of statements regarding motivational factors.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Increase in remuneration	5,5%	6,8%	13,7%	31,5%	42,5%
Recognition and feedback from management	2.8%	0.0%	6,9%	27,8%	62,5%
Perform well with no incentive	8,2%	16,4%	34,2%	27,4%	13,7%
Rewards of promotion	5,6%	1,4%	13,9%	30,6%	48,6%
Recognition of skills and ability	1,4%	2,7%	4,1%	45,2%	46,6%
Setting challenging tasks	0.0%	4,1%	9,6%	54,8%	31,5%
Autonomy and decision making	1.4%	0.0%	15,1%	28,8%	54,8%

To determine the perception of motivation, seven statements were asked. It was found that most of the participants agreed or strongly agreed to all the statements. For example, 62.5% strongly agreed to statement 2, recognition and feedback from management where as 54.8% positively responded to statement 7, autonomy and decision making. The results provide insight into the softer skills required to motivate employees by providing regular feedback and creating an environment that is conducive to involving the employee in decision making, the communication and trust placed on the employee by management fosters an intangible connection of understanding and support. The recognition that employees receive could be

more of a motivating factor than economic rewards (Fincham & Rhodes, 2005: 210).

Table 4.3.3: Frequency distribution of statements regarding influence of motivation.

Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Committed - additional hours	4,1%	5,5%	11,0%	47,9%	31,5%
Additional tasks	1,4%	2,7%	12,3%	49,3%	34,2%
Supporting others	2,7%	2,7%	12,3%	46,6%	35,6%
Cost saving	2,7%	2,7%	11,0%	42,5%	41,1%

With regards to the influence of motivational factors, results had shown that most of the participants agreed or strongly agreed to all the statements. This indicated that participants were positive about the extent to which they would be influenced based on being motivated. Cost saving with a value of 41.1%, was followed by supporting other at 35.6% and taking on additional tasks at 34.2%, the extent of these influences on employees has a phenomenal impact on the organisation financially, as employees are more productive, innovative and committed to the goals of the organisation. Simon (1997:276) states, the essential confront for all companies nowadays, are to motivates their staff towards work for the organisational goals.

4.4 Correlation results hypotheses questions

- Hypothesis 1 – there is a statistically significant difference in motivational factors for each age group / number of years of experience in an organisation, gender group, marital status, designation within an organisation and race group.

Inferential statistics analysis

Below are the test based on the overall scores of all the constructs.

Table 4.4.1: Test for Normality – Kolmogorov-Smirnov.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Motivational Factors	.121	71	.012	.866	71	.000
Remuneration	.168	71	.000	.866	71	.000
Set challenging goals	.185	71	.000	.815	71	.000
Completing tasks – skills and ability	.124	71	.009	.897	71	.000

a. Lilliefors Significance Correction

Kolmogorov-Smirnov test was conducted among all the variables to test the normality. It was found that none of the variables were normally distributed ($p < 0.05$). Therefore, non-parametric test such as Mann-Whitney and Kruskal-Wallis tests were performed to compare the mean rank between two groups and more than two groups respectively.

Annexure 2 provides the histogram graphs for the mean and standard deviation which does not display a normal distribution profile.

4.4.2 The impact of motivational factors that are affected for each gender group.

Table 4.4.2: Mann-Whitney Test output to compare mean rank with regards to participants gender.

Items	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Perform well – no incentive required.	Male	42	32.37	1359.50	456.500	0.025
	Female	31	43.27	1341.50		
Setting challenging tasks.	Male	42	32.61	1369.50	466.500	0.022
	Female	31	42.95	1331.50		
Autonomy in decision process	Male	42	31.94	1341.50	438.500	0.010
	Female	31	43.85	1359.50		
Recognition of skills and ability.	Male	42	32.30	1356.50	453.5	0.017
	Female	31	43.37	1344.50		

Using Mann-Whitney Test it was found that female had significantly higher mean rank than their male counterpart with regards to the statement perform well with no incentive required for motivation $p=0.025$. Similarly, female also had higher mean rank for statement regarding setting challenging goals $p = 0.022$, statements for taking on additional hours are related to an individuals' skills and ability to

complete challenging tasks, females in this category as compared to male participants were significantly higher with $p < 0.05$.

All other statements had similar mean rank between male and female participants $p > 0.05$.

The results indicate that females have a tendency to take on additional hours to complete tasks based on the motivation of setting challenging goals and believing their own ability and skills to complete tasks. This recognition from their managers is a driving motivational incentive to perform better. Succeeding in these goals can ultimately increase satisfaction and motivation (Lunenburg, 2011:5).

Annexure 2 has the table with full test results for all correlations.

4.4.3 The impact of motivational factors that are affected for each age group.

Table 4.4.3: Kruskal-Wallis Test output to compare the mean rank among different age groups.

Item	Age group	N	Mean Rank	Chi-Square	p-value
Autonomy in the decision process	21-30 years	18	34.64	13.987	0.003
	31-40 years	41	32.30		
	41-50 years	12	54.50		
	>50 years	2	49.50		
Completing challenging tasks	21-30 years	18	36.94	8.780	0.032
	31-40 years	41	32.54		
	41-50 years	12	50.50		
	>50 years	2	48.00		
Recognition of ability and skills to complete task.	21-30 years	18	31.69	10.905	0.012
	31-40 years	41	34.26		
	41-50 years	12	50.17		
	>50 years	2	62.00		

Using Kruskal-Wallis test it was found that age had significant impact on statements supporting and assisting other for age group 41-50 years $p < 0.05$, the other statement which a significant impact was cost saving for the organisation based on recognition of skills and completing challenging tasks for age group 41-50 and > 50 years $p < 0.05$. All other statements had similar mean rank among the different age groups ($p > 0.05$). The results indicate that for the age group between 41-50yrs they have the highest tendency to support others and drive cost saving for the business based on the motivation of acknowledgement of their ability and skills from their management. Adults in the later stages of their careers, are more driven by aspects such as meaningful work (Tolbert & Moen, 1998:169-194).

The above table indicates that individuals with a higher age group, tend to focus more on the well-being of the organisation, the mentoring and supporting others within the organisation, a sense of loyalty and a deep association for the organisation, the baby boomer type of employees, who are committed and accepted their roles within the framework of the organisation.

Annexure 2 has the table with full test results for all correlations.

4.4.4 The impact of motivational factors that are affected for each marital status group.

Participants marital status was not found to be significantly associated with any of the variables ($p > 0.05$).

Table 4.4.4 Chi Square Test to compare mean rank with regards to participants' marital status.

Test Statistics^{a,b}

	Remunerati on	Recognition and feedback	No incentive	Rewards and promotion	Skills and ability	Challen ging goals	Autonom y in decision
Chi- Square	.546	2.872	2.052	.286	.226	.413	1.800
Df	2	2	2	2	2	2	2
Asymp. Sig.	.761	.238	.358	.867	.893	.813	.407

a. Kruskal Wallis Test

b. Grouping Variable: Marital status

There was no significant relationship regarding marital status, this indicates that employees have no inclination towards being motivated based on marital status.

4.4.5 The impact of motivational factors that are affected for each race group.

Table 4.4.5 Chi Square Test to compare mean rank with regards to participants race.

Test Statistics^{a,b}

	Remunerati on	Recognition and feedback	No incentive	Rewards and promotion	Skills and ability	Challen ging goals	Autonom y in decision
Chi- Square	2.603	4.302	2.661	3.590	4.038	2.476	1.017
Df	3	3	3	3	3	3	3
Asymp. Sig.	.457	.231	.447	.309	.257	.480	.797

a. Kruskal Wallis Test

b. Grouping Variable: Race

Participants race was not found to be significantly associated with any of the variables ($p > 0.05$).

The indication regarding race group also revealed no discernible difference in terms of any of the motivation factors.

4.4.6 The impact of motivational factors that are affected for the number of years- experience.

Table 4.4.6 Chi Square Test to compare mean rank with regards to participants number of years-experience.

Test Statistics^{a,b}

	Remunerati on	Recognition and feedback	No incentive	Rewards and promotion	Skills and ability	Challen ging goals	Autonom y in decision
Chi-Square	7.861	7.406	2.789	5.312	2.714	3.383	4.723
Df	4	4	4	4	4	4	4
Asymp. Sig.	.097	.116	.594	.257	.607	.496	.317

Test Statistics^{a,b}

	Rewards Q1	Rewards Q2	Rewards Q3	Rewards Q4	Challeng ing goals Q1	Challeng ing goals Q2	Challeng ing goals Q3
Chi-Square	11.669	4.634	10.878	9.764	2.155	6.665	10.322
Df	4	4	4	4	4	4	4
Asymp. Sig.	.020	.327	.028	.045	.707	.155	.035

Test Statistics^{a,b}

	Challenging goals Q4	Skills and ability Q1	Skills and ability Q2	Skills and ability Q3	Skills and ability Q4
Chi-Square	10.309	5.153	4.310	6.599	12.639
Df	4	4	4	4	4
Asymp. Sig.	.036	.272	.366	.159	.013

a. Kruskal Wallis Test

b. Grouping Variable: Years of experience

Statements regarding remuneration and rewards (i1, i2 and i4) were found to have significantly different mean rank when compared among participants years of experiences $p < 0.05$.

The results reveals a trend, that for those employees who have work experience of greater than 20 years in an organisation, has more commitment to taking on additional tasks and supporting others if the incentive is an increase in remuneration, as the $p < 0.05$ in this category had three out of four elements.

The result indicates that based on statement regarding challenging goals (o3 and o4) as well as statement for skills and ability (q4) were found to have significantly different mean rank $p < 0.05$. This indicates that for those individuals that are in the greater than 20 year work experience, also has an affinity to want more job autonomy and decision making involvement, as this is indicative of the commitment to the organisation and the support to ensure longevity and profitability, there is a sense of responsibility and association to the organisation a connection that has been created over the number of years. The group of 6 to 10

year work experience views an increase in remuneration as a motivator to take on additional tasks.

According to (Fried and Ferris 1987:287-322) a U-shaped relationship existed, namely for employees in both the early and late stages of their careers tended to be more satisfied than their counterparts in the middle phase of their careers.

4.4.7 The impact of motivational factors that are affected for the year of MBA study.

Table 4.4.7 Chi Square Test to compare mean rank with regards to participants level of study.

Test Statistics^{a,b}

	Remunerati on	Recognition and feedback	No incentive	Rewards and promotion	Skills and ability	Challen ging goals	Autonom y in decision
Chi- Square	.844	3.202	.142	.099	1.628	1.525	.885
Df	2	2	2	2	2	2	2
Asymp. Sig.	.656	.202	.932	.952	.443	.467	.643

a. Kruskal Wallis Test

b. Grouping Variable: Year of study

Level of study and position at work were not significantly associate with any of the statements $p > 0.05$.

The level of study regarding the participants has no bearing in terms of being affected by any motivational factors.

4.4.8 The impact of motivational factors that are affected for the level or designation within organisation.

Table 4.4.8 Chi Square Test to compare mean rank with regards to participants designation within organisation.

Test Statistics^{a,b}

	Remunerati on	Recognition and feedback	No incentive	Rewards and promotion	Skills and ability	Challen ging goals	Autonom y in decision
Chi-Square	3.377	1.766	6.219	3.177	3.466	2.537	4.621
Df	4	4	4	4	4	4	4
Asymp. Sig.	.497	.779	.183	.529	.483	.638	.328

	Remuneration Q1	Remuneration Q2	Remuneration Q3	Remuneration Q4
Chi-Square	9.465	4.769	.843	3.105
Df	4	4	4	4
Asymp. Sig.	.050	.312	.933	.540

a. Kruskal Wallis Test

b. Grouping Variable: Position currently occupy

Statement regarding remuneration was found to have a significantly different mean rank when compared among participants with regard to level /designation within an organisation $p < 0.05$.

The results reveal that for general management level which has the highest mean rank, commitment to taking on additional hours to complete tasks is of paramount importance, the increased responsibility and authority, as well as more prestige, promotion and socialisation opportunities normally associated with senior appointments inherently accounted for elevated job satisfaction (Hoole & Vermeulen, 2003:52-57).

4.5 Correlation results hypotheses questions

- Hypothesis 2 – the relationship between each demographics and the significance relative to the influence it has on an employees' performance.

4.5.1 The influence of motivation factors relative to employee work performance for each gender group.

Table 4.5.1 Mann-Whitney Test for each gender group.

Test Statistics^a

	Motivation Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Mann-Whitney U	512.000	582.500	501.000	533.000
Wilcoxon W	1373.000	1078.500	1404.000	1436.000
Z	-1.206	-.773	-1.711	-1.333
Asymp. Sig. (2-tailed)	.228	.439	.087	.183

Participants gender group was not found to be significantly associated with any of the variables $p > 0.05$.

4.5.2 The influence of motivation factors relative to employee work performance for each age group.

Table 4.5.2 Chi Square Test to compare mean rank with regards to participants age group within organisation.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	2.112	3.114	7.981	9.632
Df	3	3	3	3
Asymp. Sig.	.549	.374	.046	.022

a. Kruskal Wallis Test

b. Grouping Variable: Age group

Statements for setting goals and completing tasks was found to have a significantly different mean rank when compared among participants with regard to age group within an organisation $p < 0.05$. The results indicate that for the age group between 41-50 years has the highest mean rank, which reveals that motivation by setting challenging goals and having belief in one own ability and skills to complete tasks are key drivers for the older generation whilst the opposite is true for the younger generation.

The generation between the age group of 41 to 50 and greater than 50 years of age, indicate of profound sense of involvement in the organisation by completing tasks and setting goals for themselves, this is based on autonomy of job and recognition of their skills and ability.

According to (Mathisen 2011:185-195), there is empirical support for a positive relationship between job autonomy and creative self-efficacy.

4.5.3 The influence of motivation factors relative to employee work performance for marital status.

Table 4.5.3 Chi Square Test to compare mean rank with regards to participants marital status group.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	2.560	2.048	1.978	1.784
Df	2	2	2	2
Asymp. Sig.	.278	.359	.372	.410

a. Kruskal Wallis Test

b. Grouping Variable: Marital status

Participants marital status was not found to be significantly associated with any of the variables $p > 0.05$.

The marital status has no influence on the individual motivational state, relative to work performance.

4.5.4 The influence of motivation factors relative to employee work performance for each race group.

Table 4.5.4 Chi Square Test to compare mean rank with regards to participants race group.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	1.711	.854	.901	.729
Df	3	3	3	3
Asymp. Sig.	.635	.836	.825	.866

a. Kruskal Wallis Test

b. Grouping Variable: Race

Participants race was not found to be significantly associated with any of the variables $p > 0.05$. The mean ranks for each item was comparable.

The results indicate that race groups has no impact in terms of motivational factors verses the output or work performance of an employee.

4.5.5 The influence of motivation factors relative to employee work performance for the number of years of work experience.

Table 4.5.5 Chi Square Test to compare mean rank with regards to participants number of years of experience group.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	6.841	12.886	6.475	8.075
Df	4	4	4	4
Asymp. Sig.	.145	.012	.166	.089

a. Kruskal Wallis Test

b. Grouping Variable: Years of experience

	Taking on additional hours	Taking on additional tasks	Supporting other	Cost saving
Chi-Square	11.669	4.634	10.878	9.764
Df	4	4	4	4
Asymp. Sig.	.020	.327	.028	.045

Statement for remuneration was found to have a significantly different mean rank when compared among participants with regard to number of years of experience

within an organisation $p < 0.05$. The mean rank for work experience greater than twenty years is significantly higher, indicating that those employees who have been in an organisation for a long period of time view increased remuneration as a motivational incentive.

Employees that have peaked in their careers or have been in positions within an organisation for extended period of time, have a sense of realism in terms of not considered for promotions and view an increase in remuneration as a sufficient motivator. (Haslam, 2004: 65), states that employees are motivated by the prospect of achieving the largest possible benefit for any work they perform.

The fundamental focus for business is to realise that the needs analysis for various individuals differ substantially and require a human capital management program that identifies these factors such that employees on different scales of wants and needs are performing to their full potential in support of the organisations goals. Organisations and managers should consider factors that affect employees when implementing incentive schemes (Fincham & Rhodes, 2005: 210).

4.5.6 The influence of motivation factors relative to employee work performance for the region of company base.

Table 4.5.6 Chi Square Test to compare mean rank with regards to participants company location.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	1.661	2.317	4.958	2.861
Df	4	4	4	4
Asymp. Sig.	.798	.678	.292	.581

a. Kruskal Wallis Test

b. Grouping Variable: Region

Participants regarding company location was not found to be significantly associated with any of the variables $p > 0.05$.

Company location has no impact in terms of motivation to perform, this does not directly affects the employees behaviour.

4.5.7 The influence of motivation factors relative to employee work performance for each industry sector.

Table 4.5.7 Chi Square Test to compare mean rank with regards to participants industry sector.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	10.826	8.828	10.777	6.062
Df	9	9	9	9
Asymp. Sig.	.288	.453	.291	.734

a. Kruskal Wallis Test

b. Grouping Variable: Industry

Participants regarding industry sector was not found to be significantly associated with any of the variables $p > 0.05$.

The industry sector that the employees are stationed, does not influence the motivation or work performance.

4.5.8 The influence of motivation factors relative to employee work performance for the year of MBA study.

Table 4.5.8 Chi Square Test to compare mean rank with regards to participants year of study.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks-skills and ability
Chi-Square	3.621	4.108	4.138	1.623
Df	2	2	2	2
Asymp. Sig.	.164	.128	.126	.444

a. Kruskal Wallis Test

b. Grouping Variable: Year of study

Participants regarding year of MBA study was not found to be significantly associated with any of the variables $p > 0.05$.

4.5.9 The influence of motivation factors relative to employee work performance for the level or designation within organisation.

Table 4.5.9 Chi Square Test to compare mean rank with regards to participants designation within organisation.

Test Statistics^{a,b}

	Motivational Factors	Remuneration	Setting challenging goals	Completing tasks- skills and ability
Chi-Square	.645	4.981	3.739	5.267
Df	4	4	4	4
Asymp. Sig.	.958	.289	.442	.261

a. Kruskal Wallis Test

b. Grouping Variable: Position currently occupy

Participants regarding level / designation within organisation was not found to be significantly associated with any of the variables ($p > 0.05$).

The designation of an employee within the organisation does not render an significant influence on the employees work performance or motivation.

4.6 Correlation results hypotheses questions

- Hypothesis 3 – the correlation between which motivational factors yield the highest influence on employee motivation.

4.6.1 Correlation between motivational factors and the influence thereof.

Table 4.6.1 Spearman’s correlation Test.

		Taking on additional hours	Taking on additional tasks	Supporting other	Cost saving
Increase in remuneration -1	Correlation Coefficient-r	.332**	.229	.180	.151
	Sig. (2-tailed) –p	.004	.052	.127	.201
Recognition and feedback- 2	Correlation Coefficient –r	.357**	.256*	.449**	.329**
	Sig. (2-tailed) –p	.002	.030	.000	.005
No incentive -3	Correlation Coefficient-r	.195	.183	.237*	.306**
	Sig. (2-tailed)-p	.098	.122	.044	.009
Rewards and promotion-4	Correlation Coefficient-r	.388**	.249*	.261*	.199
	Sig. (2-tailed)-p	.001	.035	.027	.094
Skills and ability-5	Correlation Coefficient-r	.211	.277*	.315**	.314**
	Sig. (2-tailed)-p	.073	.018	.007	.007

Challenging goals-6	Correlation Coefficient-r	.056	.214	.105	.329**
	Sig. (2-tailed)-p	.637	.069	.377	.004
Autonomy in decision-7	Correlation Coefficient-r	.167	.166	.315**	.311**
	Sig. (2-tailed)-p	.159	.161	.007	.007

Spearman's correlation test showed that there was significant relationship exists between the statement increase in remuneration as a motivational factor and the influence of that motivation, which relates to taking on additional hours to complete tasks ($r=0.332$, $p=0.004$).

Statement regarding recognition and feedback as a motivational factor was significantly related with the influences for this motivation which encompassed all four items of taking on additional hours to complete task, taking on additional tasks, supporting others and cost saving for the organisation ($p<0.05$).

Statement regarding no incentive required as a motivator was significantly related to the influential aspects of ability to support others and cost saving initiative ($r=0.237$, $p=0.044$), these elements are found in individuals that are self-propelled not only in their respective careers but generally in life as well. They have an extrinsic and intrinsic locus of control which allows for a charismatic approach to external and internal stimuli.

The motivational factor rewards and promotion was significantly related to influential elements of taking on additional hours, taking on additional tasks and supporting others ($p<0.05$).

Statement motivational factor regarding skills and ability was significantly related with influences such as taking on additional tasks, supporting others and cost saving ($p<0.05$).

The next key statement for motivational factor was autonomy in decision making which was significantly related with influences such as, supporting others and cost saving ($p < 0.05$).

Other relationship could be seen in the table above.

Based on the results of the above table, the correlation can be determined that for the motivational factor of recognition and feedback from my management, the influence of this factor on the employee extends to all of the elements that were asked, four out of the four statements had a ($P < 0.05$), which involves

- Taking on additional hours to complete tasks
- Taking on additional tasks and finding innovated ways to improve
- Supporting and assisting other members with tasks.
- Endeavouring to reduce waste and improve cost saving for the business

According to Locke and Latham (2002:709), people need to get feedback on how they are performing this will ensure that employee efforts are aligned with goal outcomes.

This reveals a high affinity towards the Efficacy theory of motivation, similar with the statement recognition of an employees' skills and ability provides incentive to perform better had three out of the four statements with a ($P < 0.05$), (Stajkovic and Luthans, 1998:240-261), states that efficacy beliefs influence the level of motivation and performance.

Statement regarding rewards of being promoted provides incentive to perform better, gravitates towards the Expectancy theory were three out of the four statements had a ($P < 0.05$). Monetary rewards serve as one of the situational factors that influence the goal-performance relationship, (Mitchell and Daniels, 2003:225).

4.7 Summary

The chapter focused on results of the research that were reported and discussed. The descriptive statistics and reliability coefficients of the measuring instruments were reviewed. Respective statistical techniques were carried out to confirm the hypotheses questions that were raised. Kolmogorov-Smirnov test was conducted among all the variables to test the normality. It was found that none of the variables were normally distributed ($p < 0.05$). Therefore, non-parametric test such as Mann-Whitney and Kruskal-Wallis tests were performed to compare the mean rank between two groups and more than two groups respectively.

The Cronbach's alpha coefficient revealed that the reliability of the study with regard to internal consistency was satisfactory in accordance with theory.

This chapter further analysed the correlation between the variables of the study, it **was noted that for hypothesis question motivational factors**, gender, age group, number of years of work experience and designation within the organisation had a significant mean rank ($p < 0.05$).

The results indicate that females have a tendency to take on additional hours to complete tasks based on the motivation of setting challenging goals and believing in their own ability and skills to complete tasks. This recognition from their managers is a driving motivational incentive to perform better.

Regarding the age group between 41-50yrs they have the highest tendency to support others and drive cost saving for the business based on the motivation of acknowledgement of their ability and skills from their management.

The results for those employees who have work experience of greater than 20 years in an organisation, have more commitment to taking on additional tasks and supporting others if the incentive is an increase in remuneration.

The results reveal that for general management level which has the highest mean rank, commitment to taking on additional hours to complete tasks is of paramount importance.

The hypotheses questions regarding influence of motivational factors, items were also investigated, revealing the following findings for age group and number of years of work experience,

The results indicate that for the age group between 41-50years, motivation by setting challenging goals and having belief in one own ability and skills to complete tasks are key drivers.

According to (Mitchell and Daniels, 2003: 231), goals are the immediate regulators of behaviour and setting specific and difficult goals leads to higher performance levels.

Regarding work experience greater than twenty years this indicated that employees who have been in an organisation for a long period of time view increased remuneration as a motivational incentive.

The hypotheses questions regarding the correlation between motivational factors and the influence it has on employees, revealed the following findings,

Employees have a higher tendency to gravitate towards the Efficacy theory. This indicates that feedback, recognition and acknowledgment from management enables employees to perform better, by taking on additional tasks, support other members, taking on additional time to complete tasks and improve cost saving for the business.

Chapter 5 – Conclusion and Recommendation

5.1 Introduction

This chapter focuses on the conclusion relative to the hypothesis questions of the research. Based on the empirical study the analysis was complete in chapter 4, where it was outlined the effects that motivational factors have on employees, the influence of these factors and the correlation thereof. Motivation can be viewed as an element within an individual that display a behaviour to want to achieve personal and or organisational goals (McShane & Von Glinow, 2010:34).

The problem statement for this study is as follows;

Investigation of the factors, that motivates employees work performance – a study on MBA students at the University of KwaZulu-Natal. The purpose/ objective of this research was funnelled into three focus points;

- Objective 1 – To establish employee motivational factors that influence work performance.
- Objective 2 – To determine the extent to which motivational factors influence employee performance.

Hypothesis questions were than developed to address the research study objectives. This chapter will provide more insight into the effects that motivation has on employees and inadvertently the effects to the organisation. An organization is more efficient and effective when employees are committed to the achieving personal and organisational goals, Eatough (2011:619-32).

5.2 Conclusion on hypothesis and research questions

5.2.1 Conclusion on hypothesis question 1 – Motivational factors that affect employee satisfaction.

- Hypothesis 1 – there is a statistically significant difference in motivational factors relative to each demographic group namely, gender group, age group, marital status, race group, number of years of experience in an organisation, designation within an organisation.

In the current economic time, businesses have grown more competitive and the need to improve the efficiency and effectiveness in which they operate depends largely on employees, it is a paradigm shift from fixed asset management to intangible asset management. Foote and Tang (2008:933-47) stated that when employees have a high sense and relatedness to job satisfaction, this has a positive impact in terms of behaviour of the employees. This relates to higher performance, achieving goals, innovation and a more focused drive from employees to want to succeed.

The results indicate that females have a tendency for setting challenging goals and believing their own ability and skills to complete tasks. This recognition from their managers is a driving motivational incentive to perform better when compared to men. The age group between 41-50yrs the key motivational factor of acknowledgement of their ability and skills from their management is a driving force.

Employees who have work experience of greater than 20 years in an organisation view incentive to perform better if there is an increase in remuneration. Participants in the focus group of marital status and race group, were not found to be significantly associated with any motivational factors.

The results reveal that for management level which has the highest mean rank, are driven by incentive and promotion as an element . Based on the evidence accumulated the key motivational factors that have an impact on employees are the following;

- Setting challenging/demanding tasks for one self
- Recognition of your skills/ability in successfully completing tasks
- An increase in remuneration
- Recognition and feedback from my management for a task completed/well done.

Studies have revealed that there is a positive relationship between decision-making self-efficacy and personal attributes, which provide indicators that individuals with high self-efficacy tend to have a higher success ratio in their undertaking of tasks and goals (Taylor and Popma, 1990:17-31; Abdalla, 1995).

Slocum and Hellriegel (2007:384) denote that employees with high self-efficacy believe have a higher confidence in their ability to perform and succeed at given tasks.

Locke and Latham (1990) stated that feedback from management is a key driver for an employee to increase ones' self efficacy.

The employee behaviour relative to goals and success also has a relationship in terms of growth and development for future activity, by setting more challenging tasks it allows for performance levels to be tested and increased. The condition for this is based on commitment and feedback (Locke and Latham, 2002:705-17).

Based on the data analysis can it be observed that there is an alignment with that from the necessary literature study for motivational factors.

5.2.2 Conclusion on hypothesis question 2 – the influence of motivational factors on employee performance.

- Hypothesis 2 – the relationship between each demographics and the significance relative to the influence it has on an employees' performance.

The results indicate that females are willing to take on additional hours to complete tasks as compared to their male counterpart. This indicates the influence and the extent that female employees are influenced by motivational factors such as, recognition from their managers and setting challenging goals as a driving force to perform better. This in turn has a knock on effect to the organisational goals relative to achieving set objectives timeously and within budget.

Regarding the age group between 41-50yrs they have the highest tendency to support others and drive cost saving for the business based on the motivation of acknowledgement of their ability and skills from their management.

Participants marital status and race group was not found to be significantly associated with any of the variables.

The results reveals a trend, that for those employees who have work experience of greater than 20 years in an organisation, has more commitment to taking on additional tasks and supporting others and involved in taking on cost saving initiatives for the organisation, if the incentive is an increase in remuneration.

Based on the evidence accumulated the extent to which an employee is influence by motivational factors are as follows;

- Committed to taking on additional hours to complete tasks
- Supporting/ assisting other members with tasks
- Taking on additional tasks, and finding innovative ways to improve.
- Endeavouring to improve cost saving for the business

Green (1992) has identified factors such as self-efficacy, experience and skill level which may have an impact relative to the expectancy belief of an employee. These elements drives employees to want to succeed and ensure personal as well as organisational success.

Comparison and judgement of ones' own abilities and the believe that a goal can be achieved is a key motivator for individuals, Karl, O'Leary-Kelly, and Martocchio (1993:379-94) found that providing positive feedback to individuals raised the drive and performance considerably. Employees that are motivated are willing to take on additional tasks and support fellow member to ensure the success of the individual, the team as well as the organisation. This type of commitment enhances an organisation to streamline their processes, reduce cost, improve efficiency and ensures the long terms profitability and sustainability of an organisation.

Gibson (2001:789-808) found that providing individuals with goal-setting training increased self-efficacy as well as effectiveness on the job. The influence of motivational factors on an employee has positive far reaching implications for an organisation, which enables a competitive edge to maintained over competitors. Employee motivation has become a key focus point for business as competition for market share, higher headline earning per share, reduction in cost, profit margins for shareholders and innovation through technology for better products are factors that a motivated employee can provide.

Top management in business has identified the area of effectively managing employees performance as a priory in achieving deliverables of an organisation.

5.2.3 Conclusion on hypothesis question 3 – Correlation of motivational factors verses the influence it has on employees.

- Hypothesis 3 – the correlation between which motivational factors yield the highest influence on employee motivation.

Based on the results, the correlation can be determined that for the motivational factor of recognition and feedback from my management, the influence of this factor on the employee extends to all of the elements that were asked, four out of the four statements had a ($P < 0.05$), which involves

- Taking on additional hours to complete tasks
- Taking on additional tasks and finding innovated ways to improve
- Supporting and assisting other members with tasks.
- Endeavouring to reduce waste and improve cost saving for the business

This reveals a high affinity towards the Efficacy theory of motivation, similar with motivational factor, recognition of an employees' skills and ability provides incentive to perform better had three out of the four statements with a ($P < 0.05$).

- Taking on additional tasks and finding innovated ways to improve
- Supporting and assisting other members with tasks.
- Endeavouring to reduce waste and improve cost saving for the business

The rewards of being promoted provides incentive to perform better, gravitates towards the Expectancy theory were three out of the four statements had a ($P < 0.05$).

- Taking on additional hours to complete tasks
- Taking on additional tasks and finding innovated ways to improve
- Supporting and assisting other members with tasks.

The results indicate that employees respond to management feedback for a task well done as a promoter to want to achieve better results, the recognition of ones skills and ability in successfully completing tasks is also deemed as a key driver. Self – efficacy is defined as individuals' beliefs about their capability to use the necessary resources to achieve desired or set goals. Individuals with high self – efficacy beliefs will challenge their ability and tasks given to them in order to succeed (Locke and Latham, 2002:705-17).

A strong sense of self-efficacy facilitates cognitive processing and enhanced performance, achievement and decision-making effectiveness (Schwarzer & Mueller, 1999:145-161). Employees respond to recognition of their skills/ability as well as positive feedback from management, these elements are the softer skills required when managing employees which yields the highest results and performance.

5.3 Recommendation

5.3.1 Implications regarding motivational factors

Business is a constantly evolving entity, which will require adaptability and innovation in order to remain competitive, people within an organisation has a key role to play relative to this task. Horwitz et al (2003) predicted that employees get high motivation through challenging work environment and support of the top management.

Employees put their effort, skills and ability both individually and collectively for the achievements of goals within an organisation (Armstrong, Michael, 2006), this trend has become the status quo of recent times, which indicate the shift in focus by management to people management.

Based on the results it can be deduced that employees respond more to recognition of their skills/ability and positive feedback from management relative to achieving tasks. It is recommended that the focus from management be placed on the ability to identify these traits and foster a healthy relationship with employees in this regard in order to ensure better performance.

Key focus areas from the study revealed that employees are committed to taking on additional tasks and hours to complete their duties, support others and cost saving initiatives for the organisation, this is based on the recognition of skills and ability and the autonomy in decision making, it recommended that trust from management has to be nurtured with employees to create an environment that is conducive to motivating their employees.

It is recommended that the business focus on the motivational elements of this study such as remuneration, feedback from management and recognition of skills and ability, relative to stimulating performance and motivation of individuals, this can be achieved by implementing training programmes for employee development, recognition and alignment with corporate culture is fundamental in achieving high performance output from employees.

Simon (1997:276) the essential confront for all companies nowadays, are to motivates their staff towards achieving organisational goals, Pfeffer (1998) states that companies who had learn the tactics of how to utilize and manage their employees would be victorious in the long term.

5.3.2 Implications regarding influence of motivation

It is suggested that in order to harness the full potential of employees, the focus area should be based on the efficacy theory principals, whereby emphasis is put on the recognition of employee skills/ability and recognition from management for tasks completed. This yielded the highest influence on the output of employee performance according to the study, it is also suggested that management are trained on the principals of people management such that these elements are recognised and supported.

It is suggested to business that in order to understand the current state of their employees, that regular surveys should be conducted by an external authority to visualise the needs analysis of its people and put in the correct countermeasures. This ensures that an organisation is always informed with regard to its workforce base and can establish an early warning early detection process to deal with employees that are not engaged or motivated.

It is recommended that the organisation follow a predefined set of criteria that aligns itself with individuals that have a high self-efficacy ratio when dealing with recruitment and human resource management process, as this has a significant

impact financially to the organisation relative to an individuals' performance and output.

It is recommended that training for managers within an organisation be developed to understand the complexity of motivating employees, the ability to identify the key needs of an employee and the internal and external stimuli that contribute to the performance and output of an individual.

Contribution of the study to organisational knowledge:

Based on the research literature and results of the study, this has provided insight into the various factors that motivates an employee, the ability to combine this with the various demographics illustrates the need for industry to have a firmer understanding of the needs analysis of all employees. The influence of motivation varies with each individual and creates a landscape of complexity, the investment in a human capital management structure within an organisation, will identify the correct motivation principal to apply to the different categories of employees in various stages of their careers and life.

5.3.3 Further recommended study:

- Based on the empirical results, further study is recommended regarding self efficacy relationship in organisations with a wider scope of employee base and the demographics thereof, as this was a key determinant in motivating individuals who value recognition of their skills and ability.
- A qualitative research study is recommended, as this will provide more substantive insight into the behaviours and personality traits that effect employee motivation, based on the various motivational theories such as goal setting, self-efficacy and the expectancy theory.
- Human capital management program within organisations requires further study relative to the framework and structures required to cater for a broad scope employee base with different needs analysis. The processes

required to be developed by an organisation to effectively manage their workforce performance and outputs regarding the business goals.

- Further study is required regarding the recruitment process and the alignment to organisation culture and behaviour, as this has a significant impact relative to the motivation and performance of an employee.
- Establishing training programs for the development, motivation and alignment of employees to corporate culture. It is also suggested that the development of training programs for managers are vital in understanding and identifying the needs of employees and providing the appropriate support and corrective measures.

Reference:

Aon Hewitt (2017), "2017 Trends in Global Employee Engagement, Global anxiety Erodes employee Engagement Gains". Aon plc 2017.

Appelbaum, S.H. & Hare, A. (1996). Self-efficacy as a mediator of goal setting and performance: Some human resource applications. *Journal of Managerial Psychology*, 11(3), 33-47.

Aranya, N., Pollack, J. and Amernic, J. (1981), "An examination of professional commitment in public accounting", *Accounting, Organization and Society*, Vol. 6 No. 4, pp. 271-80.

Bandura, A. & Schunk, D.H. (1981), 'Cultivating competence, self-efficacy, and intrinsic interest through proximal self-motivation'. *Journal of Personality and Social Psychology*, 41, 586-598.

Bandura, A & Cervone, D. (1983), 'Self-evaluative and self-efficacy mechanisms governing the motivational effects of goal systems'. *Journal of Personality and Social Psychology*, 45, 1017-1028.

Bandura, A. (1986), 'Social foundations of thought and action: A social cognitive view', Prentice-Hall, New Jersey.

Bandura, A. 1995, 'Self-efficacy, adaptation, and adjustment: Theory, research and application'. New York, NY: Plenum.

Bandura, A. (1997). Self-efficacy: Toward a unifying theory of behaviour change. *Psychological Review*, 84, 191 -215.

Bandura, A. 1997, 'Self-efficacy: The exercise for control'. New York, NY: W.H Freeman.

Bateman, T.S. and Organ, D.W. (1983), "Job satisfaction and the good soldier: the relationship between affect and employee 'citizenship'", *Academy of Management Journal*, Vol. 26 No. 4, pp. 587-95.

Behling, O. 1998. "Employee Selection: Will Intelligence and Conscientiousness Do the Job?" *Academy of Management Executive* 12: 77-86.

Bolino, M.C., Turnley, W.H. and Niehoff, B.P. (2004), "The other side of the store: re-examining prevailing assumptions about organizational citizenship behavior", *Human Resource Management Review*, Vol. 14 No. 2, pp. 229-46.

Brown, S., Peterson, R., (1994), 'The Effect of Effort on Sales Performance and Job Satisfaction', *Journal of Marketing*, Vol. 58: 70-80.

Cawley, B.D., Keeping, L.M. and Levy, P.E. (1998), "Participation in the performance appraisal process and employee reactions: a meta-analytic review of field investigations", *Journal of Applied Psychology*, Vol. 83 No. 4, pp. 615-33.

Chan Jee Kei, (2012), 'An evaluation study of the deficiencies of the Vroom's Expectancy Model to improve the predictability of the model on job motivation', University of Newcastle (Thesis –PHD).

Clarkson, P., Shaw, P., (1992), 'Human Relationships at Work in Organisations', *Management Education and Development*, Vol. 23: 18-29.

Cozby, P.C. & Bates, S.C. 2012, 'Methods in behavioural research'. 11th ed. San Francisco, CA: McGraw Hill Higher Education.

Creswell, J.W. 2003. *Research design: qualitative, quantitative and mixed methods approach*. Thousand Oaks, CA: Sage.

Cullen, J., Silverstein, B. and Foley, M. (2008), "Linking biomechanical workload and organizational practices to burnout and satisfaction", *Journal of Business and Psychology*, Vol. 23 Nos 1/2, pp. 63-71.

Cummings, T.G & Worley, C.G. 2009, 'Organization development & change'. New York, NY: Southern-Western Cengage Learning.

Dal-Hyun Moon (2013), 'Increasing Physical Activity in Adults: Identifying Mechanisms of Goal-Setting Theory', Oregon State University (Thesis – PHD).

Eatough, E.M., Chang, C., Miloslavic, S.A. and Johnson, R.E. (2011), "Relationships of role stressors with organizational citizenship behavior: a meta-analysis", *Journal of Applied Psychology*, Vol. 96 No. 3, pp. 619-32.

Edna M. White Benito Flores, (1987), 'Goal Setting in the Management of Operations', *International Journal of Operations & Production Management*, Vol. 7 Iss 6 pp. 5 – 16.

Erez, M. (2000), 'Make management practice fit the national culture. In E. A. Locke (ed.), 'Basic Principles of Organizational Behavior: A Handbook'. Oxford: Blackwell, 418–34.

Finck, G., Timmers, J. & Mennes, M. (1998). Satisfaction vs. motivation. *Across The Board*, 35(9), 55-56.

Fitzgerald, S. & Schutte, N.S. 2009, 'Increasing transformational leadership through enhancing self-efficacy'. *Journal of Management Development*, 29(5):495-505.

Foote, D.A. and Tang, L.T. (2008), "Job satisfaction and organizational citizenship behavior: does team commitment make a difference in self-directed teams?", *Management Decision*, Vol. 46 No. 6, pp. 933-47.

Fred Luthans Suzanne J. Peterson, (2002), 'Employee engagement and manager self-efficacy', *Journal of Management Development*, Vol. 21 Iss 5 pp. 376 – 387.

Fried, Y. & Ferris, G.R. (1987). The validity of the job characteristics model: A review and meta-analysis. *Personnel Psychology*, 40, 287 – 322.

Fudge, R.S. and Schlacter, J.L. (1999), 'Motivating Employees to Act Ethically: An Expectancy Theory Approach', *Journal of Business Ethics*, 18, 3, pp. 295 – 304.

Gibson, C. B. (2001). Me and us: Differential relationships among goal-setting training, efficacy and effectiveness at the individual and team level. *Journal of Organizational Behavior*, (22) , 789–808.

Green, T.B. (1992), *Performance and Motivation Strategies for Today's Workforce: A Guide to Expectancy Theory Applications*, Quorum, Westport, CT.

Greenberg, J. 1999, 'Managing behaviour in organizations'. London: Prentice Hall.

Hassan I. Ballout, (2009), 'Career commitment and career success: moderating role of self-efficacy', *Career Development International*, Vol. 14 Iss 7 pp. 655 – 670.

Hoole, C. & Vermeulen, L.P. (2003). Job satisfaction among South African pilots. *South African Journal of Industrial Psychology*, 29(1), 52 – 57.

Hoy, W.K. 2010. *Qualitative research in education*. New York, NY: Sage.

Ikushi Yamaguchi, (2003), 'The relationships among individual differences, needs and equity sensitivity', *Journal of Managerial Psychology*, Vol. 18 Iss 4 pp. 324 – 344.

Jamieson, D. & Richards, T. (1996). *Committed Employees – The Key Focus in Strategic Development*. MRS Conference, United Kingdom.

Jex, S. M., Bliese, P. D., Buzzell, S., and Primeau, J. (2001). The impact of self-efficacy on stressor-strain relations: Coping style as an explanatory mechanism. *Journal of Applied Psychology*, (86) , 401–9.

Judge, T. A. and D. M. Cable. 1997. "Applicant Personality, Organizational Culture, and Organization Attraction." *Personnel Psychology* 50: 359-394.

Karl, K. A., O'Leary-Kelly, A. M., and Martocchio, J. J. (1993), 'The impact of feedback and self-efficacy on performance in training'. *Journal of Organizational Behavior*, (14) , 379–94.

Kenneth G. Wheeler, (2002), 'Cultural values in relation to equity sensitivity within and across cultures', *Journal of Managerial Psychology*, Vol. 17 Iss 7 pp. 612 – 627.

King, Z. (2004), "Career self-management: its nature, causes and consequences", *Journal of Vocational Behaviour*, Vol. 65 No. 1, pp. 112-33.

Kuvaas Bard (2006); Performance appraisal satisfaction and employee outcomes: mediating and moderating roles of work motivation, *Int. J. of Human Resource Management* 17: 504–522.

Latham, G. P. and Pinder, C. C. (2005), 'Work motivation theory and research at the dawn of the 21st century'. *Annual Review of Psychology*.

Latham, G.P., & Locke, E.A. (2007), 'New developments in and directions for goal-setting research'. *European Psychologist*, 12, 290-300.

Lawler et al (1992), 'Employee Involvement and Total Quality Management', San Fransisco: Jossey-Base.

Locke, E. (1968), 'Toward a theory of task motivation and incentives', *Organisational Behaviour and Human Performance*, Vol. 31: 157-189.

Locke, E. A. and Latham, G. P. (1990), 'A Theory of Goal Setting and Task Performance'. Englewood Cliffs, NJ: Prentice-Hall.

Locke, E. A. and Latham, G. P. (2002), 'Building a practically useful theory of goal setting and task motivation': A 35-year odyssey. *American Psychologist*, (57) , 705–17.

Luthans, F. and Peterson, S. (2002), "Employee engagement and manager self-efficacy", *Journal of Management Development*, Vol. 21 No. 5, pp. 376-87.

Mahoney, J. & Goertz, G. 2006. A tale of two cultures: Contrasting quantitative and qualitative research. *Political Analysis*, 14:227-249.

Mathisen, G.E. (2011), "Organizational antecedents of creative self-efficacy", *Creativity and Innovation Management*, Vol. 20 No. 3, pp. 185-195.

Mitchell, T. R. and Daniels, D. (2003). Motivation. In W. C. Borman, D. R. Ilgen, and R. J. Klimoski (eds.), *Handbook of Psychology*, Vol. 12: Industrial Organizational Psychology. New York: Wiley and Sons, 225–54.

Moore, J.E. and Love, M.S. (2005), "IT professionals as organizational citizens", *Communications of the ACM*, Vol. 48 No. 6, pp. 89-93.

Morin, L. and Latham, G. P. (2000). The effect of mental practice and goal setting as a transfer of training intervention on supervisors' self-efficacy and communication skills: An exploratory study. *Applied Psychology: An International Review*, (49) , 566–78.

Mougbo, U.S. 2013. The impact of employee motivation on organizational performance (A study of some selected firma in Anambra State Nigeria). *The International Journal Of Engineering And Science*, 2(7):70-80.

McShane, S. & Von Glinow, M. 2010. *Organizational Behaviour*. 5th edition. New York, NY: McGraw-Hill.

Paul A. Fadil Robert J. Williams Wanthanee Limpaphayom Cindi Smatt, (2005), 'Equity or equality? A conceptual examination of the influence of individualism/collectivism on the cross-cultural application of equity theory', *Cross Cultural Management: An International Journal*, Vol. 12 Iss 4 pp. 17 – 35.

Pintrich, P. R. & Schunk, D. H. (2002), 'Motivation in education': Theory, research, and Applications (2nd ed.). Upper Saddle, NJ: Prentice-Hall, Inc.

Ritter, J., Taylor, L. (1997), 'Economic Models of Employee Motivation', *Review*, Sept/Oct 1997: 3-21.

Robbins, S. (2001). *Organizational Theories and Behaviour* (6'h ed.). NY: Prentice Hall.

Rothmann, S. (2000, July). Sense of coherence, locus of control self - efficacy and job satisfaction. Paper presented at the 28th International Congress of Psychology, Stockholm, Sweden.

Rothmann, S. (2001), 'Sense of coherence, locus of control, self-efficacy and job Satisfaction'. *Journal of Economic and Management Sciences*, 5(1), 41-65.

Schunk, D. H., & Miller, S. D. (2002), 'Self-efficacy and adolescents' motivation'. In F. Pajares & T. Urdan (Eds.), *Academic motivation of adolescents* (pp. 29-52). Greenwich, CT: Information Age.

Schwarzer, R. & Mueller, J. (1999). Assessment of perceived general self - efficacy on the internet: Data collection in cyberspace. *Journal of Social Psychology*, 12(2), 145-161.

Sekaran, U. & Bougie, R. 2009. *Research Methods for Business: A Skill Building Approach*. 5th ed. Chichester: John Wiley & Sons Ltd.

Shih Yung Chou John M. Pearson, (2012), 'Organizational citizenship behaviour in IT professionals: an expectancy theory approach', *Management Research Review*, Vol. 35 Iss 12 pp. 1170 – 1186.

Simon, Herbert. (1997). *Administrative Behavior: A Study of Decision-Making Processes in Administrative Organizations*, 5th edition. New York, NY: Macmillian Company.

Stajkovic, A. and Luthans, F. (1998), 'Self-efficacy and work-related performance': A meta-analysis. *Psychological Bulletin*, (124) , 240–61.

Steven H. Appelbaum Alan Hare, (1996), 'Self-efficacy as a mediator of goal setting and performance', *Journal of Managerial Psychology*, Vol. 11 Iss 3 pp. 33 – 47.

Stucliffe, K.M. and Vogus, T.J. (2003), "Organizing for resilience", in Cameron, K.S., Dutton, J.E. and Quinn, R.E. (Eds), *Positive Organizational Scholarship*, Berrett Koehler Publishers, San Francisco, CA, pp. 94-110.

Taylor, K.M. and Popma, J. (1990), "An examination of the relationships among career decision making self-efficacy, career salience, locus of control, and vocational indecision", *Journal of Vocational Behavior*, Vol. 37, pp. 17-31.

Tanja Bipp Ad Kleingeld, (2011), 'Goal-setting in practice', *Personnel Review*, Vol. 40 Iss 3 pp. 306 – 323.

Terje Slåtten , (2014), 'Determinants and effects of employee's creative self-efficacy on innovative activities', *International Journal of Quality and Service Sciences*, Vol. 6 Iss 4 pp. 326 – 347.

Tierney, P. and Farmer, S. M. (2002), 'Creative self-efficacy: Its potential antecedents and relationship to creative performance'. *Academy of Management Journal*, (45) , 1137.

Tolbert, P.S. & Moen, P. (1998). Men's and women's definitions of 'good' jobs: Similarities and differences by age and across time. *Work and Occupations*, 25(2), 169 – 194.

Ukandu, N.E. & Ukpere, W.I. 2011. Strategies to improve the level of employee motivation in the fast food outlet in Cape Town, South Africa. *African Journal of Business Management*, 5(28):521-531.

Ulrich, D. (1997). *Human resource champions*. Boston, MA: Harvard Business School.

Vancouver, J., (1996), 'For Organisations Behaviour: Understanding Humans, Organisations, and Social Processes', *Behavioural Science*, Vol. 41: 165-203.

Webber, A.M. (2000), "What's So New About the New Economy?", *Harvard Business Review*, January-February, pp. 24 – 42.

Wellman J.C. & Kruger, S.J. (2001). *Research Methodology*. Oxford University Press: Southern Africa.

Wood, R. and Bandura, A. (1989), "Social cognitive theory of organizational management", *Academy of Management Review*, Vol. 14 No. 3, pp. 361-84.

Annexure 1:

Questionnaire Survey;

Dissertation Topic:

Investigation of the factors, that motivates employees work performance – a study on MBA students at the University of KwaZulu-Natal.

1 The purpose/ objective of this survey is as follows;

- Objective 1 – To establish employee motivational factors that influence work performance.
- Objective 2 – To determine the extent to which motivational factors influence employee performance.
- Objective 3 – To suggest appropriate motivational factors related to work performance.

2 This questionnaire comprises of three sections:

Section A: Demographics

Section B: Motivational factors on work performance.

Section C: Influence of motivational factors on employee performance.

3 How to complete the questionnaire:

Please respond by **making with a tick** for each appropriate response, please use a **PEN (not a pencil)**, or by filling in the required words or numbers.

Note: Please answer all questions.

Questionnaire

Section A: Demographics

This section of the questionnaire relates to the biographical details of the respondent. **Please tick the appropriate box.**

1. Gender?

Male	
Female	

2. What is your age group?

21 – 30yrs	
31 – 40yrs	
41 – 50yrs	
> 50yrs	

3. What is your marital status?

Single	
Married	
Divorced	

4. Which race group do you belong to?

Black	
Coloured	
Indian	
White	
Other	

5. How many years of work experience do you have?

1 – 5yrs	
6 – 10yrs	
11 – 15yrs	
16 – 20yrs	
>20yrs	

6. The region that the company you work for is based in?

KwaZulu-Natal	
Gauteng	
Mpumalanga	
North West	

Free State	
Eastern Cape	
Northern Cape	
Western Cape	
Limpopo	

7. Which industry sector do you work in?

Manufacturing	
Service	
Sales/Marketing	
Banking	
Transportation	
Mining	
Education	
IT	
Finance	

Retail	

8. What year of study of the MBA are you presently in?

Year 1	
Year 2	
Year 3	

9. What level/position do you currently occupy in your organisation?

Team Member Level	
Supervisor Level	
Management Level	
General Manager Level	
Executive Level	

Section B: Motivational factors on work performance.

This section of the questionnaire relates to the objectives of the study being investigated. **Please tick the appropriate box.**

Select the number you find to be most appropriate relative to the question.

The scale is as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. An increase in remuneration provides me incentive to perform better.	1	2	3	4	5
2. Recognition and feedback from my management for a task completed / well done, provides me incentive to perform better.	1	2	3	4	5
3. I perform well irrespective if there is no incentive.	1	2	3	4	5
4. The rewards of being promoted, provides me incentive to perform better.	1	2	3	4	5
5. Recognition of your skills/ability in successfully completing tasks, provide me incentive to perform better.	1	2	3	4	5
6. Setting challenging/demanding tasks for one self, provides me incentive to perform better.	1	2	3	4	5

7. To be given the autonomy and be involved in the decision making process, provides me incentive to perform better.	1	2	3	4	5
--	---	---	---	---	---

Section C: Influence of motivational factors on employee performance.

This section of the questionnaire relates to the objectives of the study being investigated. **Please tick the appropriate box.**

Select the number you find to be most appropriate relative to the question.

The scale is as follows:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Question 1:

The incentive of an increase in remuneration or a promotion influences my motivation and commitment towards the organisation as follows;

1.1 Committed to taking on additional hours to complete tasks on time.	1	2	3	4	5
1.2 Taking on additional tasks, and finding innovative ways to improve.	1	2	3	4	5
1.3 Supporting/assisting other members with tasks.	1	2	3	4	5
1.4 Endeavouring to reduce any waste and improve cost saving for the business.	1	2	3	4	5

Question 2:

The opportunity to set challenging goals and demanding task influences my motivation and commitment towards the organisation as follows;

2.1 Committed to taking on additional hours to complete tasks on time.	1	2	3	4	5
2.2 Taking on additional tasks, and finding innovative ways to improve.	1	2	3	4	5
2.3 Supporting/assisting other members with tasks.	1	2	3	4	5
2.4 Endeavouring to reduce any waste and improve cost saving for the business.	1	2	3	4	5

Question 3:

The success of achieving/completing tasks by believing in one's ability and skills influences my motivation and commitment towards the organisation as follows;

3.1 Committed to taking on additional hours to complete tasks on time.	1	2	3	4	5
3.2 Taking on additional tasks, and finding innovative ways to improve.	1	2	3	4	5
3.3 Supporting/assisting other members with tasks.	1	2	3	4	5
3.4 Endeavouring to reduce any waste and improve cost saving for the business.	1	2	3	4	5

Thank you for your time and participation, it is greatly appreciated.

Annexure 2:

Data analysis tables and graphs

Table 4.2.1: Frequency distribution of socio-demographic information

Demographic variables		Frequency	Percentage
Gender	Male	42	57.5
	Female	31	42.5
Age group	21-30 years	18	24.7
	31-40 years	41	56.2
	41-50 years	12	16.4
	>50 years	2	2.7
Marital status	Single	37	50.7
	Married	33	45.2
	Divorced	3	4.1
Race	Black	51	69.9
	Coloured	2	2.7
	Indian	18	24.7
	White	2	2.7
Years of experience	1-5 years	7	9.6
	6-10 years	29	39.7
	11-15 years	18	24.7

	16-20 years	11	15.1
	>20 years	7	9.6
Region	KwaZulu-Natal	67	91.8
	Gauteng	3	4.1
	Mpumalanga	1	1.4
	Free State	1	1.4
	Limpopo	1	1.4
Year of study	Level 1	47	64.4
	Level 2	24	32.9
	Level 3	2	2.7

Table 4.4.1: Test for Normality – Kolmogorov-Smirnov.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Remuneration	.244	71	.000	.801	71	.000
Recognition	.362	71	.000	.636	71	.000
No incentive	.177	71	.000	.914	71	.000
Rewards	.277	71	.000	.752	71	.000
Skills / ability	.264	71	.000	.721	71	.000
Goals/tasks	.286	71	.000	.794	71	.000
Autonomy	.327	71	.000	.736	71	.000

Q1 hours	.311	71	.000	.800	71	.000
Q1 task	.284	71	.000	.802	71	.000
Q1Support	.280	71	.000	.794	71	.000
Q1Cost	.265	71	.000	.778	71	.000
Q2 hours	.285	71	.000	.821	71	.000
Q2 tasks	.315	71	.000	.793	71	.000
Q2 support	.330	71	.000	.779	71	.000
Q2 cost	.304	71	.000	.787	71	.000
Q3 hours	.261	71	.000	.820	71	.000
Q3 task	.262	71	.000	.817	71	.000
Q3 support	.261	71	.000	.828	71	.000
Q3 cost	.277	71	.000	.794	71	.000

a. Lilliefors Significance Correction

Motivational factors:

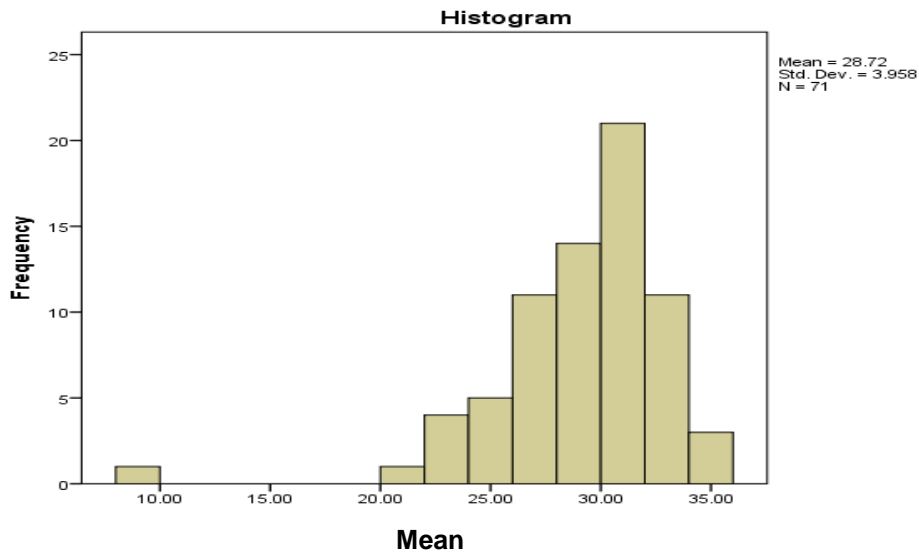


Figure 4.4: Histogram for motivation factors.

The motivational factors graph, has an uneven distribution with a standard deviation of 3.958 and a mean of 28.72, which does not indicate normal distribution.

Remuneration

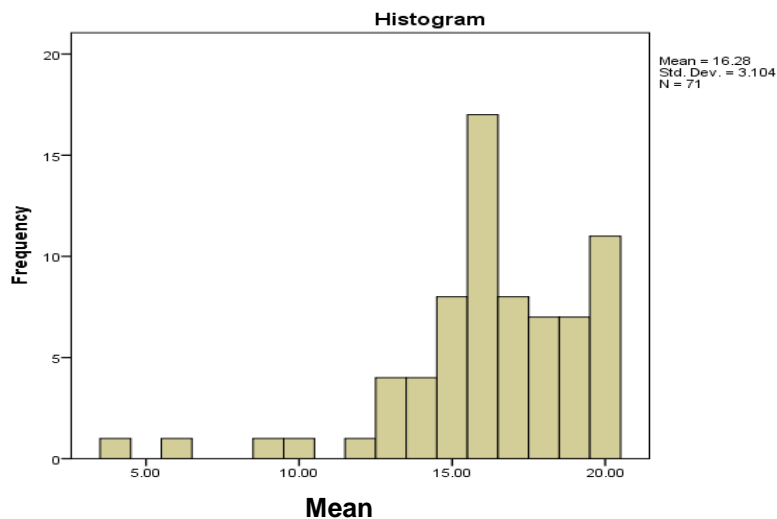


Figure 4.5: Histogram for remuneration.

The graph distribution for remuneration factor, also displays a skew profile with a standard deviation of 3.104 and a mean of 16.28 as a value.

Setting Challenging Goals:

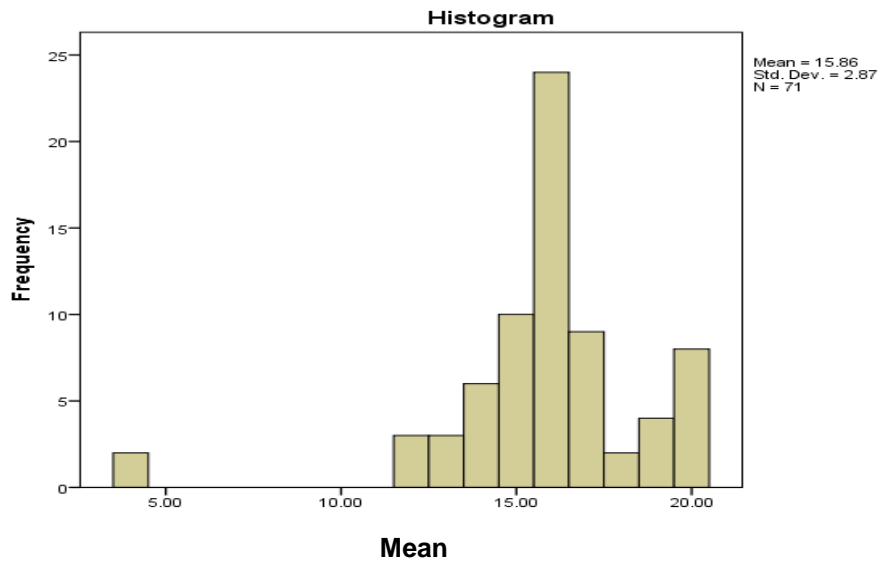


Figure 4.6: Histogram regarding setting challenging goals.

The graph distribution for challenging goals factor, also displays a skew profile with a standard deviation of 2.87 and a mean of 15.86 as a value.

Completing tasks – skills and ability:

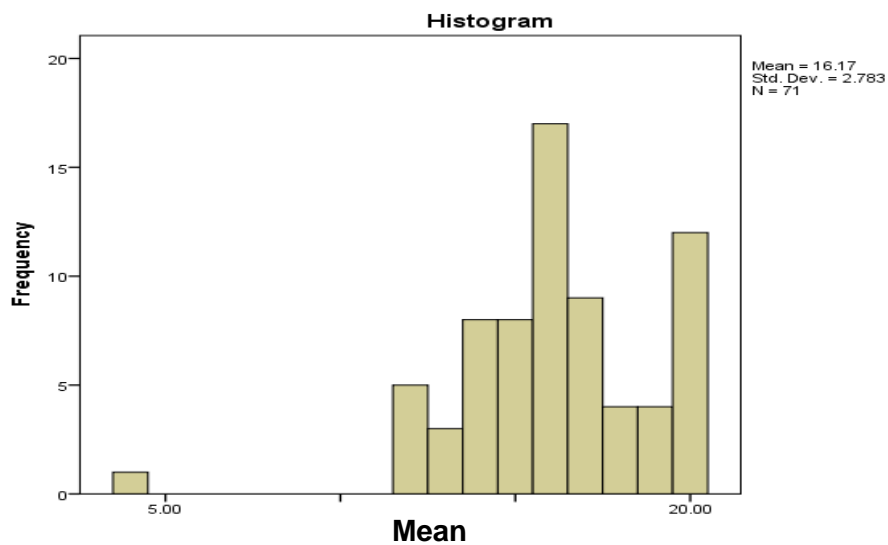


Figure 4.7: Histogram regarding skills and ability.

The graph distribution for challenging goals factor, also displays a skew profile with a standard deviation of 2.783 and a mean of 16.17 as a value.

Table 4.4.2.1: Mann-Whitney Test output to compare mean rank with regards to participants gender.

Items	Gender	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p-value
Remuneration	Male	42	37.89	1591.50	613.5	0.657
	Female	31	35.79	1109.50		
Recognition	Male	41	37.60	1541.50	590.500	0.550
	Female	31	35.05	1086.50		
No incentive	Male	42	32.37	1359.50	456.500	0.025
	Female	31	43.27	1341.50		
	Total	73				
Rewards	Male	42	35.77	1502.50	599.500	0.706
	Female	30	37.52	1125.50		
Skills/ability	Male	42	35.21	1479.00	576.000	0.351
	Female	31	39.42	1222.00		

Goals/tasks	Male	42	32.61	1369.50	466.500	0.022
	Female	31	42.95	1331.50		
Autonomy	Male	42	35.02	1471.00	568.000	0.303
	Female	31	39.68	1230.00		
Q1 hours	Male	42	36.86	1548.00	645.000	0.942
	Female	31	37.19	1153.00		
Q1 task	Male	42	37.63	1580.50	624.500	0.747
	Female	31	36.15	1120.50		
Q1 support	Male	42	39.60	1663.00	542.000	0.188
	Female	31	33.48	1038.00		
Q1 cost	Male	42	38.38	1612.00	593.000	0.481
	Female	31	35.13	1089.00		
Q2 hours	Male	42	31.94	1341.50	438.500	0.010
	Female	31	43.85	1359.50		
Q2 tasks	Male	42	35.46	1489.50	586.500	0.423
	Female	31	39.08	1211.50		

Q2 support	Male	42	34.95	1468.00	565.000	0.281
	Female	31	39.77	1233.00		
Q2 cost	Male	42	35.27	1481.50	578.5	0.372
	Female	31	39.34	1219.50		
Q3 hours	Male	42	32.30	1356.50	453.5	0.017
	Female	31	43.37	1344.50		
Q3 tasks	Male	42	35.21	1479.00	576.0	0.365
	Female	31	39.42	1222.00		
Q3 support	Male	42	35.44	1488.50	585.5	0.429
	Female	31	39.11	1212.50		
£ cost	Male	42	35.05	1472.00	569.0	0.319
	Female	31	39.65	1229.00		

Table 4.4.3.1: Kruskal-Wallis Test output to compare the mean rank among different age groups.

Item	Age group	N	Mean Rank	Chi-Square	p-value
Remuneration	21-30 years	18	37.58	.549	0.908
	31-40 years	41	37.22		

	41-50 years	12	34.13		
	>50 years	2	44.50		
Recognition	21-30 years	18	31.25	3.103	0.376
	31-40 years	41	37.29		
	41-50 years	11	39.68		
	>50 years	2	50.00		
No incentive	21-30 years	18	36.33	7.422	0.060
	31-40 years	41	34.43		
	41-50 years	12	50.08		
	>50 years	2	17.25		
Rewards	21-30 years	18	36.44	1.900	0.593
	31-40 years	40	35.73		
	41-50 years	12	36.08		
	>50 years	2	55.00		
Skills/ability	21-30 years	18	33.89	.696	0.874
	31-40 years	41	38.24		
	41-50 years	12	36.96		
	>50 years	2	39.75		
Goal/task	21-30 years	18	38.39	1.019	0.797
	31-40 years	41	35.34		
	41-50 years	12	39.04		
	>50 years	2	46.25		

Autonomy	21-30 years	18	33.00	6.506	0.089
	31-40 years	41	35.00		
	41-50 years	12	49.63		
	>50 years	2	38.25		
Q1 hours	21-30 years	18	36.81	4.132	0.248
	31-40 years	41	34.83		
	41-50 years	12	40.54		
	>50 years	2	62.00		
Q1 task	21-30 years	18	42.81	2.305	0.512
	31-40 years	41	35.61		
	41-50 years	12	34.13		
	>50 years	2	30.50		
Q1 support	21-30 years	18	34.94	3.988	0.263
	31-40 years	41	35.43		
	41-50 years	12	41.54		
	>50 years	2	60.50		
Q1 cost	21-30 years	18	39.11	3.738	0.291
	31-40 years	41	34.17		
	41-50 years	12	39.92		
	>50 years	2	58.50		
Q2 hours	21-30 years	18	44.14	5.157	0.161
	31-40 years	41	32.55		

	41-50 years	12	41.58		
	>50 years	2	36.50		
Q2 task	21-30 years	18	34.58	6.270	0.099
	31-40 years	41	34.16		
	41-50 years	12	48.08		
	>50 years	2	50.50		
Q2 support	21-30 years	18	34.64	13.987	0.003
	31-40 years	41	32.30		
	41-50 years	12	54.50		
	>50 years	2	49.50		
Q2 cost	21-30 years	18	36.94	8.780	0.032
	31-40 years	41	32.54		
	41-50 years	12	50.50		
	>50 years	2	48.00		
Q3 hours	21-30 years	18	31.31	7.199	0.066
	31-40 years	41	35.34		
	41-50 years	12	49.21		
	>50 years	2	49.00		
Q3 task	21-30 years	18	34.58	5.824	0.120
	31-40 years	41	34.59		
	41-50 years	12	44.88		
	>50 years	2	61.00		

Q3 support	21-30 years	18	31.75	6.689	0.082
	31-40 years	41	35.27		
	41-50 years	12	48.92		
	>50 years	2	48.25		
Q3 cost	21-30 years	18	31.69	10.905	0.012
	31-40 years	41	34.26		
	41-50 years	12	50.17		
	>50 years	2	62.00		

Table 4.4.4.1 Kruskal-Wallis Test to compare mean rank with regards to participants' marital status.

Item	Marital status	N	Mean Rank
Remuneration	Single	37	38.42
	Married	33	35.95
	Divorced	3	31.00
	Total	73	
Recognition	Single	37	33.18
	Married	32	40.48
	Divorced	3	35.00
	Total	72	
No incentive	Single	37	34.39
	Married	33	40.62

	Divorced	3	29.33
	Total	73	
Rewards	Single	36	36.69
	Married	33	36.82
	Divorced	3	30.67
	Total	72	
Skills/Ability	Single	37	36.27
	Married	33	38.08
	Divorced	3	34.17
	Total	73	
Goals/Task	Single	37	35.70
	Married	33	38.09
	Divorced	3	41.00
	Total	73	
Autonomy	Single	37	34.38
	Married	33	40.29
	Divorced	3	33.17
	Total	73	
Q1 hours	Single	37	35.82
	Married	33	37.58
	Divorced	3	45.17
	Total	73	

Q1 task	Single	37	36.59
	Married	33	36.20
	Divorced	3	50.83
	Total	73	
Q1 support	Single	37	34.19
	Married	33	38.92
	Divorced	3	50.50
	Total	73	
Q1 cost	Single	37	32.88
	Married	33	40.59
	Divorced	3	48.33
	Total	73	
Q2 hours	Single	37	41.23
	Married	33	33.08
	Divorced	3	28.00
	Total	73	
Q2 task	Single	37	34.15
	Married	33	38.53
	Divorced	3	55.33
	Total	73	
Q2 support	Single	37	33.55
	Married	33	39.27

	Divorced	3	54.50
	Total	73	
Q2 cost	Single	37	35.51
	Married	33	38.12
	Divorced	3	43.00
	Total	73	
Q3 hours	Single	37	35.68
	Married	33	38.67
	Divorced	3	35.00
	Total	73	
Q3 task	Single	37	36.54
	Married	33	37.12
	Divorced	3	41.33
	Total	73	
Q3 support	Single	37	34.00
	Married	33	39.77
	Divorced	3	43.50
	Total	73	
Q3 cost	Single	37	34.80
	Married	33	38.09
	Divorced	3	52.17
	Total	73	

Table 4.4.5.1 Kruskal-Wallis Test to compare mean rank with regards to participants race group.

Ranks			
	Race	N	Mean Rank
Remuneration	Black	51	36.12
	Coloured	2	44.50
	Indian	18	40.67
	White	2	19.00
	Total	73	
Recognition	Black	51	37.80
	Coloured	2	33.75
	Indian	17	35.88
	White	2	11.25
	Total	72	
No incentive	Black	51	34.99
	Coloured	2	53.50
	Indian	18	41.31
	White	2	33.00
	Total	73	
Rewards	Black	50	37.80
	Coloured	2	55.00
	Indian	18	31.94

	White	2	26.50
	Total	72	
Skills/ability	Black	51	39.55
	Coloured	2	39.75
	Indian	18	29.17
	White	2	39.75
	Total	73	
Goals/task	Black	51	37.78
	Coloured	2	18.75
	Indian	18	35.78
	White	2	46.25
	Total	73	
Autonomy	Black	51	38.34
	Coloured	2	30.25
	Indian	18	33.81
	White	2	38.25
	Total	73	
Q1 hours	Black	51	36.25
	Coloured	2	33.00
	Indian	18	39.94
	White	2	33.75
	Total	73	

Q1 tasks	Black	51	36.45
	Coloured	2	30.50
	Indian	18	38.31
	White	2	45.75
	Total	73	
Q1 support	Black	51	36.30
	Coloured	2	30.50
	Indian	18	37.08
	White	2	60.50
	Total	73	
Q1 cost	Black	51	36.57
	Coloured	2	28.00
	Indian	18	36.83
	White	2	58.50
	Total	73	
Q2 hours	Black	51	35.64
	Coloured	2	36.50
	Indian	18	42.83
	White	2	19.75
	Total	73	
Q2 tasks	Black	51	35.58
	Coloured	2	36.00

	Indian	18	41.25
	White	2	36.00
	Total	73	
Q2 support	Black	51	38.83
	Coloured	2	34.50
	Indian	18	32.36
	White	2	34.50
	Total	73	
Q2 cost	Black	51	36.75
	Coloured	2	33.00
	Indian	18	38.61
	White	2	33.00
	Total	73	
Q3 hours	Black	51	37.57
	Coloured	2	35.00
	Indian	18	37.25
	White	2	22.25
	Total	73	
Q3 tasks	Black	51	37.13
	Coloured	2	31.50
	Indian	18	37.86
	White	2	31.50

	Total	73	
Q3 support	Black	51	39.57
	Coloured	2	34.00
	Indian	18	30.39
	White	2	34.00
	Total	73	
Q3 cost	Black	51	37.82
	Coloured	2	32.50
	Indian	18	35.67
	White	2	32.50
	Total	73	

Table 4.4.6.1 Kruskal-Wallis Test to compare mean rank with regards to participants experience

	Years of experience	N	Mean Rank
Remuneration	1-5 years	7	33.86
	6-10 years	29	40.17
	11-15 years	18	26.22
	16-20 years	11	39.18
	>20 years	7	46.14
	Total	72	
Recognition	1-5 years	7	27.64

	6-10 years	29	38.03
	11-15 years	18	31.03
	16-20 years	10	35.45
	>20 years	7	49.50
	Total	71	
No incentive	1-5 years	7	40.36
	6-10 years	29	32.47
	11-15 years	18	35.94
	16-20 years	11	42.27
	>20 years	7	41.71
	Total	72	
Rewards	1-5 years	7	34.50
	6-10 years	28	38.30
	11-15 years	18	30.06
	16-20 years	11	33.05
	>20 years	7	48.21
	Total	71	
Skills/ability	1-5 years	7	32.43
	6-10 years	29	40.26
	11-15 years	18	35.53
	16-20 years	11	30.36
	>20 years	7	37.14

	Total	72	
Goals/task	1-5 years	7	27.86
	6-10 years	29	36.10
	11-15 years	18	39.22
	16-20 years	11	33.55
	>20 years	7	44.43
	Total	72	
Autonomy	1-5 years	7	29.29
	6-10 years	29	35.76
	11-15 years	18	38.33
	16-20 years	11	32.27
	>20 years	7	48.71
	Total	72	
Q1 hours	1-5 years	7	31.07
	6-10 years	29	39.95
	11-15 years	18	26.42
	16-20 years	11	36.64
	>20 years	7	53.36
	Total	72	
Q1 tasks	1-5 years	7	35.00
	6-10 years	29	40.84
	11-15 years	18	31.39

	16-20 years	11	30.50
	>20 years	7	42.57
	Total	72	
Q1 support	1-5 years	7	35.50
	6-10 years	29	39.10
	11-15 years	18	29.83
	16-20 years	11	29.27
	>20 years	7	55.21
	Total	72	
Q1 cost	1-5 years	7	33.79
	6-10 years	29	38.66
	11-15 years	18	27.39
	16-20 years	11	36.86
	>20 years	7	53.14
	Total	72	
Q2 hours	1-5 years	7	40.14
	6-10 years	29	37.02
	11-15 years	18	32.69
	16-20 years	11	34.27
	>20 years	7	44.00
	Total	72	
Q2 tasks	1-5 years	7	27.79

	6-10 years	29	35.16
	11-15 years	18	35.89
	16-20 years	11	36.55
	>20 years	7	52.29
	Total	72	
Q2 support	1-5 years	7	42.93
	6-10 years	29	31.78
	11-15 years	18	34.53
	16-20 years	11	35.95
	>20 years	7	55.57
	Total	72	
Q2 cost	1-5 years	7	38.29
	6-10 years	29	32.19
	11-15 years	18	31.39
	16-20 years	11	44.23
	>20 years	7	53.57
	Total	72	
Q3 hours	1-5 years	7	27.71
	6-10 years	29	35.55
	11-15 years	18	33.56
	16-20 years	11	42.68
	>20 years	7	47.07

	Total	72	
Q3 tasks	1-5 years	7	32.36
	6-10 years	29	34.72
	11-15 years	18	33.69
	16-20 years	11	40.50
	>20 years	7	48.93
	Total	72	
Q3 support	1-5 years	7	42.50
	6-10 years	29	33.74
	11-15 years	18	31.19
	16-20 years	11	39.73
	>20 years	7	50.50
	Total	72	
Q3 cost	1-5 years	7	24.64
	6-10 years	29	34.36
	11-15 years	18	33.22
	16-20 years	11	41.77
	>20 years	7	57.36
	Total	72	

Table 4.4.7.1 Kruskal-Wallis Test to compare mean rank with regards to participants year of study.

Ranks			
	Year of study	N	Mean Rank
Remuneration	Level 1	47	38.05
	Level 2	24	34.31
	Level 3	2	44.50
	Total	73	
Recognition	Level 1	46	39.29
	Level 2	24	31.90
	Level 3	2	27.50
	Total	72	
No incentive	Level 1	47	36.71
	Level 2	24	37.13
	Level 3	2	42.25
	Total	73	
Rewards	Level 1	46	36.38
	Level 2	24	36.38
	Level 3	2	40.75
	Total	72	
Skills/ability	Level 1	47	38.96
	Level 2	24	32.94

	Level 3	2	39.75
	Total	73	
Goals/task	Level 1	47	38.38
	Level 2	24	33.52
	Level 3	2	46.25
	Total	73	
Autonomy	Level 1	47	38.48
	Level 2	24	34.00
	Level 3	2	38.25
	Total	73	
Q1 hours	Level 1	47	36.64
	Level 2	24	35.63
	Level 3	2	62.00
	Total	73	
Q1 tasks	Level 1	47	36.34
	Level 2	24	37.56
	Level 3	2	45.75
	Total	73	
Q1 support	Level 1	47	37.94
	Level 2	24	33.21
	Level 3	2	60.50
	Total	73	

Q1 cost	Level 1	47	38.78
	Level 2	24	31.73
	Level 3	2	58.50
	Total	73	
Q2 hours	Level 1	47	39.14
	Level 2	24	32.85
	Level 3	2	36.50
	Total	73	
Q2 tasks	Level 1	47	39.43
	Level 2	24	32.33
	Level 3	2	36.00
	Total	73	
Q2 support	Level 1	47	40.06
	Level 2	24	31.21
	Level 3	2	34.50
	Total	73	
Q2 cost	Level 1	47	40.09
	Level 2	24	31.29
	Level 3	2	33.00
	Total	73	
Q3 hours	Level 1	47	37.86
	Level 2	24	34.31

	Level 3	2	49.00
	Total	73	
Q3 tasks	Level 1	47	37.63
	Level 2	24	35.00
	Level 3	2	46.25
	Total	73	
Q3 support	Level 1	47	39.37
	Level 2	24	31.42
	Level 3	2	48.25
	Total	73	
Q3 cost	Level 1	47	37.68
	Level 2	24	34.81
	Level 3	2	47.25
	Total	73	

Table 4.4.8.1 Kruskal-Wallis Test to compare mean rank with regards to participants designation within organisation.

	Position currently occupy	N	Mean Rank
Remuneration	Team member	14	39.25
	Supervisor	8	32.38
	Management	38	38.58
	General manager	4	36.63
	Executive	8	25.88
	Total	72	
Recognition	Team member	14	38.64
	Supervisor	8	32.75
	Management	38	36.71
	General manager	4	26.75
	Executive	7	35.86
	Total	71	
No incentive	Team member	14	31.75
	Supervisor	8	39.00
	Management	38	34.16
	General manager	4	56.25

	Executive	8	43.56
	Total	72	
Rewards	Team member	14	38.11
	Supervisor	8	34.56
	Management	37	37.42
	General manager	4	40.00
	Executive	8	25.19
	Total	71	
Skills/ability	Team member	14	42.18
	Supervisor	8	43.13
	Management	38	34.49
	General manager	4	30.75
	Executive	8	32.38
	Total	72	
Goals/task	Team member	14	37.32
	Supervisor	8	42.13
	Management	38	35.01
	General manager	4	46.00
	Executive	8	31.75
	Total	72	
Autonomy	Team member	14	41.61
	Supervisor	8	42.94

	Management	38	32.38
	General manager	4	44.88
	Executive	8	36.50
	Total	72	
Q1 hours	Team member	14	32.50
	Supervisor	8	26.25
	Management	38	37.00
	General manager	4	61.00
	Executive	8	39.13
	Total	72	
Q1 tasks	Team member	14	33.46
	Supervisor	8	28.56
	Management	38	37.95
	General manager	4	52.50
	Executive	8	34.88
	Total	72	
Q1 support	Team member	14	36.86
	Supervisor	8	31.38
	Management	38	37.55
	General manager	4	39.25
	Executive	8	34.63
	Total	72	

Q1 cost	Team member	14	29.82
	Supervisor	8	34.00
	Management	38	39.34
	General manager	4	42.25
	Executive	8	34.31
	Total	72	
Q2 hours	Team member	14	32.71
	Supervisor	8	46.38
	Management	38	33.93
	General manager	4	43.25
	Executive	8	42.06
	Total	72	
Q2 tasks	Team member	14	33.54
	Supervisor	8	22.50
	Management	38	39.43
	General manager	4	49.75
	Executive	8	35.13
	Total	72	
Q2 support	Team member	14	30.68
	Supervisor	8	45.06
	Management	38	37.47
	General manager	4	41.38

	Executive	8	31.06
	Total	72	
Q2 cost	Team member	14	30.79
	Supervisor	8	33.50
	Management	38	38.78
	General manager	4	47.00
	Executive	8	33.44
	Total	72	
Q3 hours	Team member	14	34.64
	Supervisor	8	34.75
	Management	38	38.89
	General manager	4	48.00
	Executive	8	24.38
	Total	72	
Q3 tasks	Team member	14	25.04
	Supervisor	8	42.69
	Management	38	40.08
	General manager	4	45.50
	Executive	8	28.88
	Total	72	
Q3 support	Team member	14	34.75
	Supervisor	8	41.44

	Management	38	37.49
	General manager	4	41.00
	Executive	8	27.69
	Total	72	
Q3 cost	Team member	14	34.04
	Supervisor	8	38.81
	Management	38	37.88
	General manager	4	46.25
	Executive	8	27.06
	Total	72	

4.5 Correlation results hypotheses questions – section C

4.5.1 The influence of motivation factors relative to employee work performance for each gender group.

Table 4.5.1.1 Mann-Whitney Test for each gender group.

Ranks				
	Gender	N	Mean Rank	Sum of Ranks
Motivation Factors	Male	41	33.49	1373.00
	Female	30	39.43	1183.00
	Total	71		

Remuneration	Male	42	38.63	1622.50
	Female	31	34.79	1078.50
	Total	73		
Setting Challenging Goals	Male	42	33.43	1404.00
	Female	31	41.84	1297.00
	Total	73		
Completing tasks – skills and ability	Male	42	34.19	1436.00
	Female	31	40.81	1265.00
	Total	73		

Table 4.5.2.1 Kruskal-Wallis Test for each age group analysis.

Rank			
	Age group	N	Mean Rank
Motivation Factors	21-30 years	18	33.22
	31-40 years	40	34.88
	41-50 years	11	43.59
	>50 years	2	41.75
	Total	71	
Remuneration	21-30 years	18	39.69
	31-40 years	41	34.23

	41-50 years	12	38.92
	>50 years	2	58.00
	Total	73	
Setting Challenging Goals	21-30 years	18	36.39
	31-40 years	41	32.59
	41-50 years	12	50.88
	>50 years	2	49.75
	Total	73	
Completing Tasks – skills and ability	21-30 years	18	30.08
	31-40 years	41	35.01
	41-50 years	12	50.25
	>50 years	2	60.50
	Total	73	

4.5.3 The influence of motivation factors relative to employee work performance for marital status.

Table 4.5.3.1 Kruskal-Wallis Test for each marital status group analysis.

Rank			
	Marital status	N	Mean Rank
Motivation Factors	Single	36	33.22
	Married	32	40.03

	Divorced	3	26.33
	Total	71	
Remuneration	Single	37	34.72
	Married	33	38.21
	Divorced	3	51.83
	Total	73	
Setting Challenging Goals	Single	37	34.61
	Married	33	38.42
	Divorced	3	50.83
	Total	73	
Completing Tasks – skills and ability	Single	37	34.16
	Married	33	39.24
	Divorced	3	47.33
	Total	73	

Table 4.5.4.1 Kruskal-Wallis Test for each race group analysis.

Ranks			
	Race	N	Mean Rank
Motivation Factors	Black	50	37.01
	Coloured	2	41.00
	Indian	17	34.44

	White	2	19.00
	Total	71	
Remuneration	Black	51	36.92
	Coloured	2	30.00
	Indian	18	36.69
	White	2	48.75
	Total	73	
Setting Challenging Goals	Black	51	36.94
	Coloured	2	36.50
	Indian	18	38.67
	White	2	24.00
	Total	73	
Completing Tasks – skills and ability	Black	51	38.15
	Coloured	2	34.00
	Indian	18	35.11
	White	2	27.75
	Total	73	

Table 4.5.5.1 Kruskal-Wallis Test for number of years of experience by participants.

Ranks			
	Years of experience	N	Mean Rank
Motivation Factors	1-5 years	7	29.79
	6-10 years	28	36.16
	11-15 years	18	29.61
	16-20 years	10	36.65
	>20 years	7	52.07
	Total	70	
Remuneration	1-5 years	7	34.57
	6-10 years	29	40.43
	11-15 years	18	25.28
	16-20 years	11	33.32
	>20 years	7	56.00
	Total	72	
Setting Challenging Goals	1-5 years	7	33.71
	6-10 years	29	34.19
	11-15 years	18	33.28
	16-20 years	11	38.14
	>20 years	7	54.57
	Total	72	

Completing Tasks – skills and ability	1-5 years	7	28.57
	6-10 years	29	34.19
	11-15 years	18	32.78
	16-20 years	11	42.36
	>20 years	7	54.36
	Total	72	

Table 4.5.6.1 Kruskal-Wallis Test for location of company.

Ranks			
	Region	N	Mean Rank
Motivation Factors	KwaZulu-Natal	65	36.39
	Gauteng	3	31.17
	Mpumalanga	1	19.00
	Free State	1	51.50
	Limpopo	1	26.50
	Total	71	
Remuneration	KwaZulu-Natal	67	36.46
	Gauteng	3	35.17
	Mpumalanga	1	67.50
	Free State	1	42.50
	Limpopo	1	42.50
	Total	73	

Setting Challenging Goals	KwaZulu-Natal	67	38.03
	Gauteng	3	17.33
	Mpumalanga	1	36.50
	Free State	1	11.50
	Limpopo	1	53.00
	Total	73	
Completing Tasks – skills and ability	KwaZulu-Natal	67	37.57
	Gauteng	3	18.50
	Mpumalanga	1	34.00
	Free State	1	47.00
	Limpopo	1	47.00
	Total	73	

Table 4.5.7.1 Kruskal-Wallis Test for industry sector.

Ranks			
	Industry	N	Mean Rank
Motivation Factors	Manufacturing	14	33.75
	Service	32	41.06
	Sales/Marketing	3	27.17
	Banking	2	19.00

		Transportation	5	31.80
		Mining	1	1.00
		Education	6	31.33
		IT	1	59.00
		Finance	3	21.83
		Other	4	44.38
		Total	71	
Remuneration		Manufacturing	15	45.67
		Service	32	38.45
		Sales/Marketing	3	30.67
		Banking	2	44.00
		Transportation	5	32.10
		Mining	2	25.75
		Education	6	24.17
		IT	1	58.00
		Finance	3	27.67
		Other	4	26.88
		Total	73	
Setting Goals	Challenging	Manufacturing	15	41.27
		Service	32	41.36
		Sales/Marketing	3	31.17
		Banking	2	41.25

	Transportation	5	33.20
	Mining	2	30.25
	Education	6	21.00
	IT	1	63.00
	Finance	3	21.00
	Other	4	26.00
	Total	73	
Completing Tasks – skills and ability	Manufacturing	15	42.80
	Service	32	38.66
	Sales/Marketing	3	35.83
	Banking	2	33.75
	Transportation	5	27.40
	Mining	2	27.50
	Education	6	36.17
	IT	1	58.50
	Finance	3	23.00
	Other	4	27.63
	Total	73	

Table 4.5.8.1 Kruskal-Wallis Test for participants year of study.

Ranks			
	Year of study	N	Mean Rank
Motivation Factors	Level 1	45	39.19
	Level 2	24	29.54
	Level 3	2	41.75
	Total	71	
Remuneration	Level 1	47	38.06
	Level 2	24	32.77
	Level 3	2	62.75
	Total	73	
Setting Challenging Goals	Level 1	47	40.60
	Level 2	24	30.00
	Level 3	2	36.50
	Total	73	
Completing Tasks – skills and ability	Level 1	47	38.18
	Level 2	24	33.56
	Level 3	2	50.50
	Total	73	

Table 4.5.9.1 Kruskal-Wallis Test for participants designation within organisation.

Ranks			
	Position currently occupy	N	Mean Rank
Motivation Factors	Team member	14	35.93
	Supervisor	8	38.50
	Management	37	34.31
	General manager	4	41.13
	Executive	7	34.29
	Total	70	
Remuneration	Team member	14	30.75
	Supervisor	8	30.19
	Management	38	38.28
	General manager	4	54.00
	Executive	8	35.69
	Total	72	
Setting Challenging Goals	Team member	14	27.89
	Supervisor	8	39.38
	Management	38	37.97
	General manager	4	46.25
	Executive	8	36.81
	Total	72	

Completing Tasks – skills and ability	Team member	14	30.36
	Supervisor	8	37.38
	Management	38	39.63
	General manager	4	47.38
	Executive	8	26.06
	Total	72	