

UNIVERSITY OF KWAZULU-NATAL

**Investigating the relationship between intrinsic rewards and
employee motivation**

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ABSTRACT

With the advent of a highly competitive global business environment, a new generation of workers are now entering the marketplace who have a different set of expectations from their predecessors. Organisations have recognised that the use of extrinsic rewards in isolation is no longer effective in retaining and motivating its workforce. To strategically respond to these changing circumstances, an organisation must review its strategy on rewards and retention. This is achieved by strategic introduction of intrinsic rewards into the performance management system of the organisation. The aim of this study was to determine if a relationship exists between intrinsic rewards and employee motivation at the logistics company in KwaZulu-Natal, and to further understand the preference of these intrinsic rewards to employee. This would then enable the organisation to better structure its rewards program in a manner that optimally motivates its employees, creating a performance driven culture. A sample of 108 employees of the logistics company in KwaZulu-Natal was drawn from a population of 170 employees. An internet based questionnaire developed by the researcher was used to collect data. The data collected was analysed using descriptive and inferential statistics, and relationships were revealed. Some of the salient findings reflected that employees categorically indicated that intrinsic rewards were important to them, and that such rewards have a positive motivational effect on them. While a large proportion of employees indicated satisfaction with the current level of intrinsic rewards in the organisation, a substantial portion of the sample indicated either dissatisfaction or feelings of indifference which is indicative that areas of improvement are existent. Majority of the employees indicated that the frequency of intrinsic rewards in the organisation is an important factor in the decision making process when considering alternative employment. It is recommended that the organisation should incorporate training and development on intrinsic motivation and employee engagement into their management development programs. It is also recommended that a uniform approach to intrinsic reward implementation should be avoided and that the organisation should implement intrinsic rewards directed to each employee at the level at which the employee identifies and appreciates, enabling optimal effectiveness of the rewards program. This can be achieved through successful integration of intrinsic rewards with that of the organisational performance management system. The empirical findings provide a useful starting point for recommendations from which further research may be undertaken, so that inferences can be deduced on a larger population across varying sectors and regional geographies.

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CHAPTER 1

INTRODUCTION

1.1. Background

In the current volatile and uncertain business environment, organisations need to ensure that they remain profitable and competitive in order to be sustainable. An organisations workforce still remains one of the biggest contributing factors that determine the success of the organisation. The workforce needs to be constantly motivated by their organisations and organisations are observed deploying widespread rewards programs to drive employee motivation and retention in order to fulfil this requirement. Organisations should cultivate reward systems that highlight both extrinsic and intrinsic rewards in order to meet the requirement of adding value to the organisation by creating stimulus for motivation through its workforce in order to yield higher levels of performance (Renard & Snelgar, 2016).

A category of rewards that are provided to employees, that are external to the work itself but provided for conducting work within the framework of employment, which frequently are financial in nature, and is tangible, is often termed as extrinsic rewards (Perkins & White, 2009). In contrast, intrinsic rewards are rewards that are psychological in nature or are rewards experienced by individuals through their work and work environment (Thomas, 2009) categorised as personal in nature, derived from individuals conducting work that is meaningful and where performance is exceptional (Tippet & Kluvers, 2007). Intrinsic rewards comprise of opportunities that allow individuals to further grow and develop, to conduct work that is interesting, and work that utilises an individual's abilities to the fullest (DeCenzo, Robbins, & Verhulst, 2010). These also include the opportunities that allow an individual freedom to plan and work independently and participate in goal setting and decision making activities (Swanepoel, Erasmus, & Schenk, 2008).

While advances in technology have resulted in an inordinate degree of automation within the workforce, off-shoring has also been observed trending amongst

organisational growth strategies in pursuit towards elimination of transactional and repetitive work, creating organisations that are considerably flatter and more receptive. This requires their workforce to be more agile to the environment and involves a workforce that makes greater use of their own judgements and takes greater initiative. While extrinsic rewards have played a significant role towards motivating employees, these rewards were dominant in earlier periods where work was more repetitive and administrative. With the advent of a highly competitive global business environment, coupled with a new generation of workers who are entering the marketplace who have a different set of expectations from their predecessors (Lyons, Schweitzer, & Ng, 2015), organisations recognised that the use of extrinsic rewards in isolation was no longer effective in retaining and motivating its workforce, and that intrinsic rewards have a substantial impact on motivation of its employees and yielding higher performance (Van Dam, Van Vuuren, & Kemps, 2016).

1.2. Logistics Company Background

The logistics company discussed in this study is one of the largest providers of global supply chain and logistics services in Southern Africa, offering end-to-end supply chain solutions that include air transport, ocean transport, warehousing, road transport and customs brokering in all major industries. The logistics company operates primarily in South Africa, with its head office situated in KwaZulu-Natal, and has multiple offices situated across the country, represented in all nine provinces. The logistics company also has several partnerships with other leading global supply chain organisations which extends its service offering globally. Their main strategic partner offers coverage to 6 continents, 500 offices worldwide, with representation in over 70 countries (Intranet, 2016).

The concentration of the study is based on the logistics company's KwaZulu-Natal centralised operation situated at their head office, which consists of 170 employees (Intranet, 2016). Due to internal policies and company restrictions, the researcher was directed not to use the logistics company's name when conducting the research study therefore the organisation is referred to as the "logistics company in KwaZulu-Natal".

1.3. Motivation of the study

Rewards are an important aspect of creating employee satisfaction and yielding higher degrees of employee motivation, however there is a differentiation between the impact of extrinsic and intrinsic rewards on employees (Malik, Butt, & Choi, 2015). Organisations that wish to keep their workforce committed towards optimal performance should consider gratifying employees with rewards other than financial rewards, but should also consider intrinsic rewards as a substantial element of their employment engagement strategies if they wish to remain competitive and relevant.

The value of this study will benefit the organisation by providing them with great insight relating to the impact of intrinsic rewards on employees and its effect on their motivation levels. The study will also assist the organisation in development of their human resource strategies towards reward programs as they will have a greater understanding of the impact of intrinsic rewards on its workforce in its pursuit of creating an environment that stimulates high performance.

1.4. Focus of the study

The focus of the study is to investigate the relationship that exists between intrinsic rewards and employee motivation, and to further understand the preference of these intrinsic rewards to employees, thus enabling the organisation to better structure its rewards program in a manner that optimally motivates its employees, creating a performance driven culture.

1.5. Problem Statement

Retention of high performing employees has always been a critical item on the agenda of the logistics company in KwaZulu-Natal, and through the effective use of a rewards program, the organisation has successfully achieved this objective over the years (Intranet HR, 2016). However, the recent downturn of the financial economy coupled with the ongoing decline of freight revenues have resulted in the organisation needing to redesign their rewards program, having to review their budgets allocated to such programs.

An allocation in the budget for extrinsic rewards remains a substantial provision (Intranet Budget Report, 2016) leaving many executives questioning the sustainability of such expenditure amidst such turbulent economic conditions. Prior research reveals that many companies have been observed increasingly investing in the development and implementation of intrinsic rewards into the organisation which is synonymous with reduced spend on human resources. However, many organisations remain uncertain if such investment into intrinsic rewards will have a positive impact on employee motivation (Quigley & Tymon Jr, 2006).

This study attempts to investigate the relationship that exists between intrinsic rewards and employee motivation at the logistics company in KwaZulu-Natal.

1.6. Objectives of the study

In order to gain a better understanding of the relationship between intrinsic rewards and employee motivation, the following objectives were proposed:

- To determine the importance of intrinsic rewards to employees.
- To determine the effect that intrinsic rewards have on employee motivational levels.
- To determine the current level of intrinsic job satisfaction of employees.
- To determine the frequency of intrinsic rewards in the current working environments of employees.
- To establish the willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment.
- To establish the possible impact of motivational levels in employees if intrinsic rewards were increased or decreased in their working environments.

1.7. Research questions

From the research objectives indicated above, the following questions were established to ensure alignment to the objectives and the study:

- How important are intrinsic rewards to employees?
- To what extent are employees motivated by intrinsic rewards?
- To what extent are employees currently satisfied in terms of intrinsic job satisfaction?
- To what extent is the organisation currently utilising intrinsic rewards?
- To what extent do employees seek alternative employment based on the current levels of intrinsic rewards in the organisation?
- Does an increase or decrease in intrinsic rewards have an impact on employee motivation levels?

1.8. Limitations of the study

The elements limiting this study are listed below:

- Prior to the research being conducted, the researcher was required to sign a non-disclosure agreement which highlighted the need to provide anonymity to the company where the research was being conducted, which is why the company is herein referred to as “the logistics company in KwaZulu-Natal”.
- Participation in the survey required respondents to have access to the internet, not all employees of the logistics company in KwaZulu-Natal could participate due to their limited access to internet connectivity.

1.9. Outline of the study

This study was undertaken in a manner that adopted a method which provided a rational flow of the research process. The study is presented in five chapters as follows:

- Chapter one provides an introduction to the research problem, understanding of the motivation of the study, discussion regarding the focus of the study, and limitations of the study, including the research objectives and questions.
- Chapter two presents a critical review of the literature, which focuses on the theories of motivation and intrinsic rewards.
- Chapter three defines the various research methods engaged in this study and the validation process involved in selecting these methods.
- Chapter four focuses on the presentation, interpretation and discussion of the results from the data collected.
- Chapter five presents the concluding chapter of the study which depicts the conclusions drawn from the study and also suggests recommendations arising from the study.

1.10. Summary

Employees remain the biggest and most valuable assets of organisations, and it becomes imperative that organisations develop strategies that keep employees highly motivated and engaged in their work in order to gain a competitive advantage. Through the use of reward programs, organisations can attempt to drive employee motivation that results in higher levels of employee performance which in turn equates to higher productivity and enhanced organisational performance.

This chapter focused on the background to the study, motivation for the study, focus of the study, the problem statement, the research objective and questions for the study, as well as the limitations of the study. The following chapter provides a critical review of the literature on motivational theories and intrinsic rewards.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

The theory builds a base of understanding the significance of intrinsic rewards within the context of the employee reward structures. The literature review below will focus on the following areas:

- Content Theories of Motivation
- Process Theories of Motivation
- Intrinsic Rewards

Organisations that want to remain relevant and achieve a competitive advantage need to constantly review those factors that enable them to work harder to achieve their goals. One of the most important aspects in any organisation is its workforce. Through the use of some sort of appreciation technique, organisations can develop itself by enhancing and motivating the capabilities and competencies of its employees (Danish, Khan, Shahid, Raza, & Humayon, 2015). It has been argued that in order to ensure organisational survival, companies need to recognise that the human factor is essential, and that through employee excitement and motivation an organisation can achieve business excellence (Porter, Riesenmy, & Fields, 2016). It therefore would make absolute commercial sense for organisations to attain a systematic understanding of what motivates its employees.

Employees in an organisation should be treated with higher prominence than that of the organisations financial capital, and the manner in which employees are managed will determine gradually if an organisation will prosper or continue to survive. In order for an organisation to remain effective, their employees should be observed as the foremost source of the organisations competitive advantage (Lawler, 2013).

The following section will highlight the various motivational theories and the influence which these theories have on augmenting employee motivation. The discussion should provide a better understanding of how motivation is felt by employees and also factors that motivate them within the organisational environment.

2.2. Theories of Motivation

The term motivation is derived from the Latin word *movere*, meaning to move (Kreitner & Kinicki, 1998). Motivation is an approach that encourages, adjusts viewpoints, and reassures good conduct and performance of employees (Luthans & Sommer, 2005). Underlying assumptions of motivation include: a natural ambition to learn and comprehend things, people having the capability for responsible actions, and the aspiration to do good at work and play (Ankli & Palliam, 2012). Nel, et al. (2001) describes motivation as both directional and intentional, with directional referring to the “presence of a driving force towards attaining a specific goal” whilst intentional referring to “personal choice”.

Employee motivation is a unique force that is characterised by a set of highly distinctive elements that may change occasionally, dependent on the needs and objectives of the particular employee. While environmental factors do not have a fundamental link to motivation, they do impact on the level of motivation experienced, and combined, it does determine employee behaviour at work (Roos & Van Eeden, 2010). Factors which motivate employees are comparable to the ones which contribute towards their satisfaction in the organisation and therefore consequently determine that employees who are motivated are also generally gratified with their work (De Cooman, Stynen, Van den Broeck, Sels, & De Witte, 2013).

Phatak, Bhagat, & Kashlak (2009) defines motivation as the total amount of energy an employee is prepared to devote to their work to accomplish a significant organisational task. Motivation can be described as something that does not occur naturally, but rather through a thought process that is stimulated through internal or external factors. Motivation can be considered the constituent that transforms thoughts into actions. An example of motivation would be the driving force that gets

an individual started on a task as opposed to them merely thinking about the task. It is the element that stimulates the individual to either continue working on the task or even to discontinue working on the task. The notion of motivation is different for every individual and incorporates varying degrees of intensity. What may motivate one individual to achieve great effort levels may cause another to exert a marginal level of effort. Organisations that understand the specific motivating factors of individuals, and are able to positively stimulate such conditions can yield great success and obtain a competitive advantage (Skudiene & Auruskeviciene, 2012).

The driving force within individuals which allows them to realise their goals to accomplish some expectation or need is the underlying concept of motivation. An individual's behaviour is understood by what motivated them, their performance is a result of both motivation and ability level (Kreitner, 2009). Individuals may also experience varying levels of stress triggered through challenging circumstances such as job insecurities, tragedy, anxiety, and violence, which has a resultant effect on performance and productivity levels within the organisation (Klein, 2002). Relation and identification to such challenging circumstances is not uncommon for South Africans. Swift (1999) highlighted the need for organisations to remain relevant in the current rapidly changing environment, through the ability of their management to constantly inspire and motivate their employees to take pride in both their corporate and personal achievements.

No motivation theory in isolation can provide a sufficient explanatory model. Therefore it is often required to use numerous theories of motivation. The following segments will emphasise the relevant motivational theories and the influence that these theories have on augmenting employee performance.

2.2.1. Content Theories of Motivation

Content theories of motivation, otherwise known as "need theories" of motivation, are based on the identification of internal influences that drive and generate motivation of individuals. Examples of such internal influences are needs, job features, instincts, and gratification (Morgan & Baker III, 2012).

These types of theories attempt to categorise what individuals needs are and then relate motivation to the achievement of these needs. The main characteristic of these type of theories is that needs which have not been fulfilled, are the driving force that motivate individuals to achieve these needs, and resultantly individuals are not motivated to achieve needs which have already been satisfied (Casey, 2014).

2.2.1.1. Maslow's Need Hierarchy Theory

Abraham Maslow, a psychologist of American origin, created his defining work through the development of the needs hierarchy theory. The theory indicated that individuals are motivated to satisfy their own needs, and such needs can be ranked into a hierarchy of significance (Taormina & Gao, 2013). Individuals have five types of needs, set in a hierarchical order; physiological needs, safety needs, affiliation or social needs (also referred to as belongingness and love needs), esteem needs and self-actualisation needs. This is depicted in Figure 2.1 below.



Figure 2.1 Maslow's Hierarchy of Needs

Source: Adapted from Kreitner & Kinicki (1998)

Kaur (2013) in support of Maslow (1943) indicated that as an individual fulfils each need level, there is a shift of motivation to fulfil the next level of need.

Maslow's theory was founded on four main principles (Plunkett, Attner, & Allen, 2009):

- A fulfilled need will not trigger motivation, only a need that is unfulfilled can influence behaviour. Thus, an individual who has quenched their thirst by drinking water is unlikely to drink water again until the thirst need arises again.
- An individual's needs are organised in a priority of significance, these are categorised from the most basic needs (physiological and safety needs) to the most complex needs (esteem and self-actualisation needs).
- An individual will at least satisfy the prerequisite of that specific need level before feeling the need at the next level.
- If a specific need is not sustained at any level, the unsatisfied need shall become priority once again. For example, an individual who is in pursuit of social needs will revert to pursue safety needs if they have been retrenched at work.

The different levels of Maslow's hierarchy of needs offer some significant perceptions into how the employee's requirements could be met so that incentive programs are effective.

Physiological Needs

These refer to those needs that satisfy the most basic issues of survival such as income and employment stability. Employees who are of the belief that they are fairly paid will not spend unwarranted time thinking about their income (Chauhan, Goel, & Arora, 2014). If employees feel that they are unfairly paid, they will spend more time thinking about this perceived inequality and other important organisational priorities will not be given the desired attention. Basic needs such as water, food and shelter are provided through the source of an individual's income. Organisations can address these physiological needs through common strategies that enable them to

motivate the workforce, for example, provision of practical working hours, affording employees the necessary breaks for consumption of meals, and providing leave days to employees.

Safety Needs

These refer to those needs that provide an individual with a sense of security and well-being, keeping an individual safe from psychological and physical harm (Grobler, Warnich, Carrell, Elbert, & Hatfield, 2011). The awareness of this need is not apparent in adults as much as it is in children, and one will tend to experience a heightened need for safety when an emergency arises or during periods of disorder in social structure (Jerome, 2013). Organisations can address these safety needs through the provision of a stable emotional and physical environment, organisational benefits such as pension and medical insurance, and work practices that are fair. Financial security is also a form of a safety need, and organisations should pay employees fairly and ensure a stable career for their employees (Jerome, 2013).

Social Needs

In addressing social needs, individuals strive to overcome feelings of alienation and seclusion, and involves them receiving and reciprocating affection, love, and the sense of belonging (Kaur, 2013). Realisation of this type of need observes individuals wanting to fit into their environment, build connections with their associates, and engage in social interactions (Meyer & Kirsten, 2005). Organisations can assist individuals to meet this need by providing a working environment that encourages group participation and cooperation. Organisations that invest resources into diversity and inclusion programs will assist individuals in satisfying this social need. Promotion of a good work-life balance will also enable individuals to achieve this need easier.

Esteem Needs

These refer to those needs that provide an individual with respect and self-confidence, with the later having a slightly more significance (Grobler, et al., 2011). Self-confidence refers to feelings of achievement, proficiency, independence, and autonomy, whereas respect refers to the need for recognition, reputation, attention, and dignity (Shili, 2013). Organisations should engage in regular appreciation and reward programs, offer employees high status and recognition for their contributions made towards achieving organisational goals, and allow for individuals to feel valued through job enrichment.

Self-Actualisation Needs

These refer to those needs that provide an individual an opportunity to become the best that they are capable of becoming. In the pursuit of self-fulfilment, an individual will strive to realise their full potential and transform into an extraordinary individual (Grobler, et al., 2011). This need is highly personalised for the individual, and therefore organisations should address this need by creating unique strategies to address employee personal growth and development that encourages innovation and creativity, including opportunities to allow employees to participate in the decision making processes and also allowing them flexibility in their roles (Gregory, Harris, Armenakis, & Shook, 2009).

Inferences

According to Maslow's theory on the hierarchy of needs, an individual does not feel the next tier of needs, until the demands of the former tier have been fulfilled (Taormina & Gao, 2013). It must be established that the five needs identified by Maslow might not result in the same motivational drive for every individual and varying responses may be noted across different individuals through diverse work situations and cultures. Variation in personal circumstance may also result in an individual having to revert to the former tiers of need (more basic levels of need) as well the possibility of more prevalent needs motivating an individual driving a

particular behaviour at the similar time as others (Myer, Becker, & Vandenberghe, 2004).

It is imperative for an organisation to understand the level of needs at which their employees are presently at, thus enabling them to adopt the correct strategy to drive employee motivation. If the needs associated with the first two levels of the needs hierarchy i.e. physiological and safety needs are not addressed adequately, then it would be a futile exercise for the organisation to pursue strategies that target employee needs associated with the higher need levels. For example, an organisation whereby concerns of unequal and unfair remuneration is predominant, will not be able to successfully motivate their employees using strategies targeted at addressing the needs of higher hierarchy levels such as acceptance and belonging, and stimulating innovation and creativity.

2.2.1.2. Herzberg's Two Factor Theory

Frederick Herzberg, an American psychologist, characterised motivation into two aspects, being motivational factors and hygiene factors, drawing further on the theory and model developed by Maslow on the hierarchy of needs (Yusoff, Kian, & Idris, 2013). The two factors identified by Herzberg that stimulate job performance and satisfaction and can be termed as "motivators" or "satisfiers" that result in fulfilment when achieved, or as "hygiene factors" or "dissatisfiers" that result in discontentment when absent or not adequately met (DeShields Jr, Kara, & Kaynak, 2005).

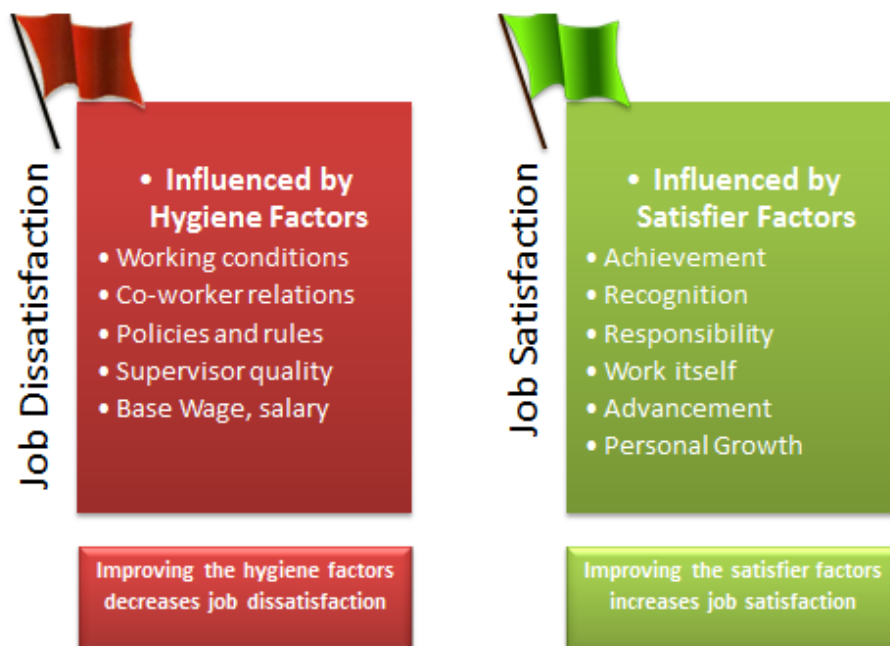


Figure 2.2. Herzberg's Theory - Factors affecting job satisfaction and dissatisfaction

Source: Adapted from Grobler, et al. (2011)

Malik & Naeem (2013) in support of Herzberg, Mausner, & Snyderman (1959) highlighted that Herzberg's theory promulgated that hygiene factors do not result in job satisfaction of employees but rather are essential to avoid dissatisfaction, these factors are existent in the lower need levels as identified by Maslow's hierarchy of needs, such as physiological and safety needs, and these needs are expected to be achieved. If such factors are absent or not adequately met, the resultant effect may be dissatisfaction and demotivation, conversely if these factors are existent or adequately met, the resultant effect is more of a neutral response, being neither content nor discontented.

The theory suggests that the satisfier factors, through the intrinsic nature of the task, will result in higher levels of job satisfaction and motivational drive. These factors are existent in the higher need levels as identified by Maslow's hierarchy of needs, such as esteem and self-actualisation needs. Thus Herzberg suggested that it was imperative to remove job dissatisfaction prior to forming conditions that stimulate job satisfaction as it would clash with each other (Sithole & Solomon, 2014). Through

application of the theory, an example of a low hygiene factor and high satisfier factor situation would be a situation whereby employees find the job enriching and stimulating, but are faced with poor work conditions. Thus employees are inspired but have grievances.

Herzberg's theory provides an excellent framework to validate the argument of intrinsic rewards that can be successfully implemented towards driving motivation within individuals. The theory postulates that true motivators of individuals are the assignment of stimulating tasks, appreciation, job enrichment, and opportunities for growth and development. These factors have the potential to intrinsically motivate individuals (Conrad, Ghosh, & Isaacson, 2015). Extrinsic motivators such as monetary rewards may prevent job frustration but may not necessarily result in a motivational drive within individuals (Danish, et al., 2015).

Herzberg's theory has had a significant impact in the field of organisational psychology (Baron, 1998), resulting in many organisations having redesigned numerous occupations allowing for higher degrees of employee participation and greater involvement in development, performance management, and appraisal of their own work, which is commonly referred to the "job enrichment" concept (Schultz & Schultz, 1998). The theory surrounding hygiene and satisfier factors have been positive in shifting attention on the significance of providing employees work that is noteworthy to them (Spector, 2003).

Inferences

Herzberg's theory suggests that organisations should develop strategies that generate and sustain the appropriate hygiene factors as to circumvent employee dissatisfaction (Sithole & Solomon, 2014). A focused strategy to improve motivator factors to drive employee motivation or a strategy to enhance hygiene factors to remove employee dissatisfaction would not work in isolation. Organisations will need to adopt a combination of these factors tailor made to the specifics of that organisation in order to adequately drive motivation and yield high levels of employee satisfaction (Dartey-Baah & Amoako, 2011).

Organisations need to address the basic needs of employees before they can start focusing on driving motivation within the workforce, thus ensuring hygiene factors are adequate enough so that individuals do not become discouraged. Once this has been achieved, only then can the organisation focus on motivating factors which result in employees having a greater sense of accomplishment and meaning. This can be achieved through job rotation, job enrichment, recognition and appreciation programs, and constant growth and development.

2.2.1.3. McGregor's Theory X and Theory Y

Douglas McGregor, a management professor of American origin, postulated a theory of two distinctive management styles that were prevalent within organisations. Theory X managers assume that employees naturally have a disinclination towards working and given an opportunity, would avoid doing it altogether and that employees do not want to take on any responsibility. As a result the manager tends to supervise their subordinates closely and entices their employees to conduct their work, having a firm belief that their employees cannot be trusted and will naturally yield poor results if not monitored closely (Lawter, Kopelman, & Prottas, 2015).

Theory Y managers assume that employees are self-motivated, take pride in their activities, and flourish with responsibility that is allocated to them. Employees will tend to meet expectations, and sometimes even exceed them. As a result the manager will allow employees more autonomy, delegate more decision making tasks to their subordinates, and support growth and development of their employees (Gannon & Boguszak, 2013). Figure 2.2. depicts the theory postulated by McGregor regarding Theory X and Theory Y managers.

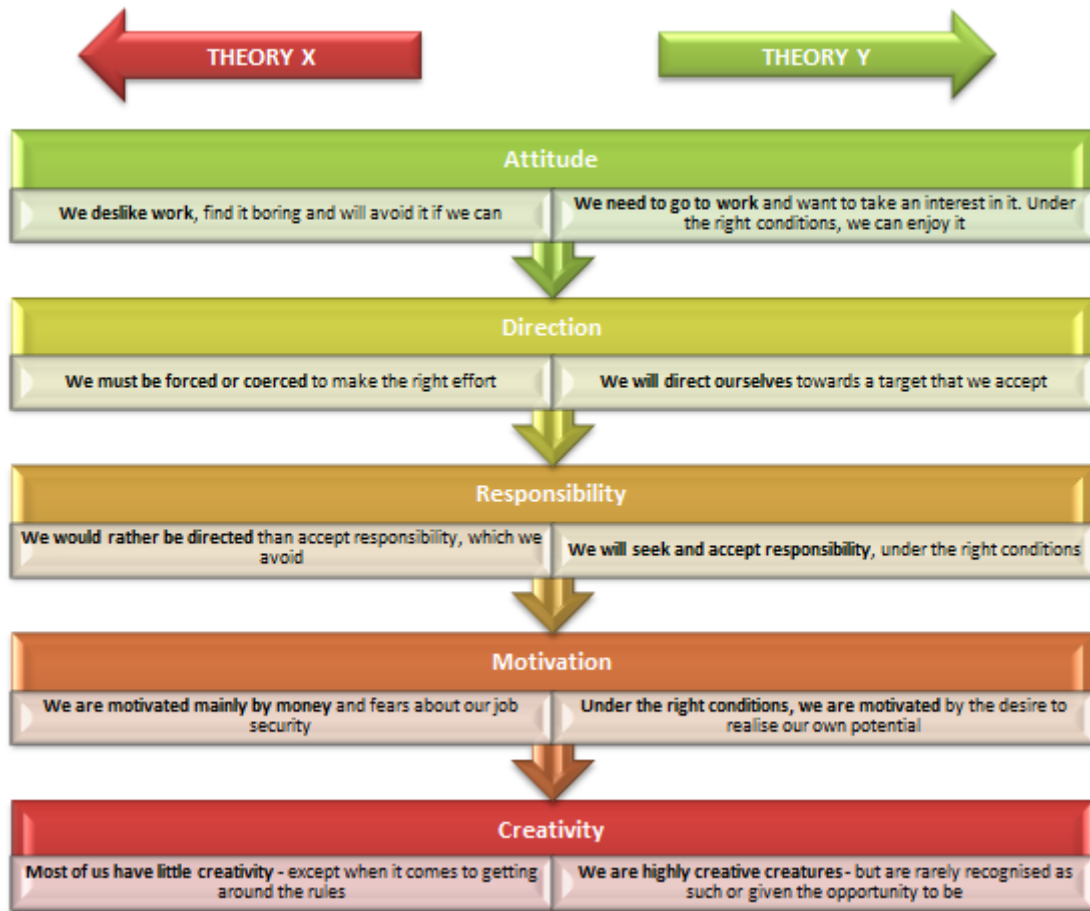


Figure 2.3. Theory X and Theory Y

Source: Adapted from Mohamed & Nor (2013)

Russ (2013) in support of Gouws (1995) suggested that McGregor's theory is closely associated to that of Maslow's theory on the hierarchy of needs in that the factors hypothesised by McGregor that serve as motivators for employees, are organised and fulfilled in the similar order. This is illustrated in Figure 2.4. whereby individuals operating under Theory X principles would be motivated by the lower need levels, motivated through monetary rewards and fears relating to job security. In contrast, individuals operating under Theory Y principles would be motivated by the higher need levels, in pursuit of self-realisation and fulfilment.

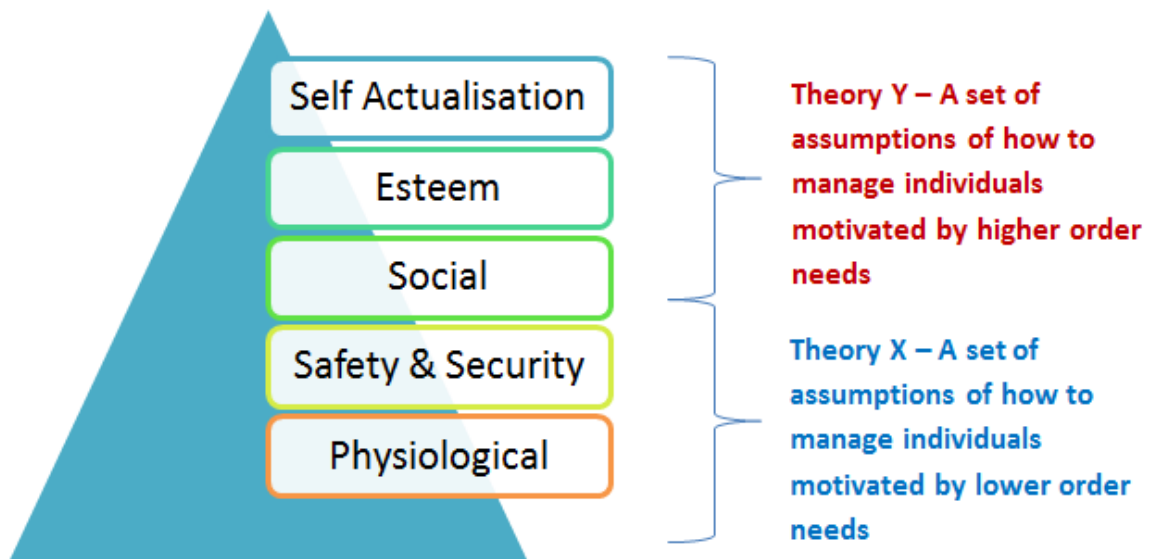


Figure 2.4. Motivational Theories X and Y

Source: As adapted from Russ (2013)

Further allusion from Maslow’s theory, McGregor contended that once a need is fulfilled, then that need no longer shall create a drive for motivation. Under Theory X, through the use of monetary incentive, employees rely on this provision to motivate them and once this has been fulfilled the foundation of such motivation is absent. Thus the only way to continue creating a drive for motivation would be to provide more monetary compensation. Under Theory X, employees use work to fulfil the lower need levels, and in their leisure time pursue higher need levels (Mackay, 2007).

Inferences

McGregor viewed Theory Y as a more precise and accurate portrayal of an individual’s behaviour as it characterised the combination of organisational and individual objectives (Lawter, et al., 2015). Organisations need to drive high levels of motivation through the use of a decentralised structure allowing for more delegation of responsibility to its employees. Organisations should also engage in job enlargement programs thus enabling employees to satisfy higher need levels through their jobs.

2.2.1.4. Alderfer's ERG Theory

Clayton Paul Alderfer, an American psychologist, promulgated a theory in reaction to Maslow's theory on the hierarchy of needs, termed the Existence, Relatedness, and Growth Theory, commonly known as the ERG Theory (De Haan, et al., 2014). Alderfer claimed that Maslow's categorisation of needs was inaccurate and re-categorised these needs into three simpler and extensive basic need levels (Nelson & Quick, 2003). This is depicted in Figure 2.5 below.

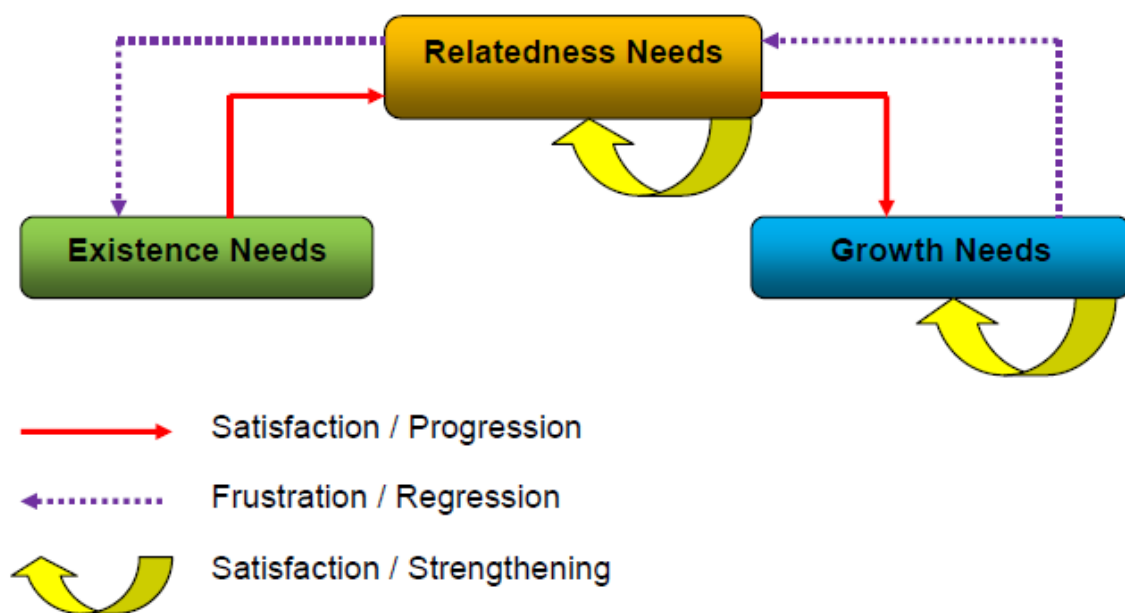


Figure 2.5. Alderfer's ERG Theory

Source: As adapted from Caulton (2012)

Caulton (2012) in support of Mackay (2007) highlights the three basic needs identified by Alderfer that are explained as follows:

1. Existence needs – this refers to the physiological and safety needs which are associated to Maslow's first and second levels.
2. Relatedness needs – this refers to the social and esteem needs which are associated to Maslow's third and fourth levels (Esteem needs being external).

3. Growth needs – this refers to the esteem and self-actualisation needs which are associated to Maslow's fourth and fifth levels (Esteem needs being internal).

Alderfer's theory suggests that these three needs can drive motivation at the same time and does not need to be fulfilled in the hierarchical order as identified by Maslow (Kwok, 2014). The order of importance of these needs to each individual may differ and it is imperative for the organisation to understand the various needs an employee may have to satisfy simultaneously (Kreitner & Kinicki, 1998).

As depicted in Figure 2.5., Alderfer's theory suggested that movement onto higher need levels based on satisfied needs is referred to as satisfaction-progression. The movement upward from relatedness needs to growth needs does not deduce the fulfilment of an individual's existence needs, which is in contradiction of Maslow's theory that movement upwards is dependent on fulfilment of lower ranked needs (Thiranun, 2016). The ERG theory also encompasses a frustration-regression element, in that if a higher ranking needs remains unsatisfied an individual may revert to a lower ranking need that is easier to fulfil (Mackay, 2007). An example of this would be an employee who is in pursuit of recognition and appreciation in fulfilment of their need for self-esteem may be faced with difficulty and be unable to achieve this desire, thus they may revert to directing their efforts towards obtaining more financial remuneration, being the realisation of existence needs.

Another component of the ERG theory is the satisfaction-strengthening element, which specifies that an individual can, through repetition, strengthen a current level of fulfilled needs (Kreitner & Kinicki, 1998). Alderfer's theory, similarly to Maslow's theory, also depicts the need for organisations to strategically find solutions to create opportunities of growth and development, create job enrichment, and autonomy in a manner to fulfil the requirements of higher ranking needs of their employees (De Haan, et al., 2014).

Inferences

With Alderfer's theory indicating that needs may not be activated in hierarchical order, this then implies that organisations may target intrinsic rewards as motivators such as recognition and appreciation programs rather than having extrinsic rewards being provided first. Organisations also need to be cautious not to focus on strategies that target a specific need group, but rather focus on tailor-made strategies that identify all need levels of their employees and addresses them concurrently. As indicated in the theory, an organisation focusing on addressing one specific need level may not be successful in motivating its employees. The frustration-regression element identified in the theory also suggests that the organisation needs to be able to address the needs of their employees to enable them to progress to the next level of need and ultimately towards addressing their growth needs.

2.2.2. Process Theories of Motivation

Process theories of motivation are based on the behavioural patterns of individuals in pursuit of their desires and needs, and focus on how such behaviour is driven and the processes that influence and sustain this drive (Kreitner & Kinicki, 1998).

2.2.2.1. Expectancy Theory

Victor Vroom, a business school professor of Canadian origin, hypothesised an expectancy theory of motivation, which proposed that individuals are inspired to work when they have the anticipation that their work leads to performance and that performance yields a reward (Yung Chou & Pearson, 2012).

Lunenburg (2011) indicated that the theory proposed by Vroom is based on four key assumptions:

- Individuals join organisations with expectations about their inspirations, past knowledge, and desires;
- An individual's behaviour is as a result of a cognisant choice;
- Individuals will want diverse things from the organisation and;
- Individuals will select from a range of options available to them as to select the most suitable alternative that allows them to optimise end results for them personally (Lunenburg, 2011).

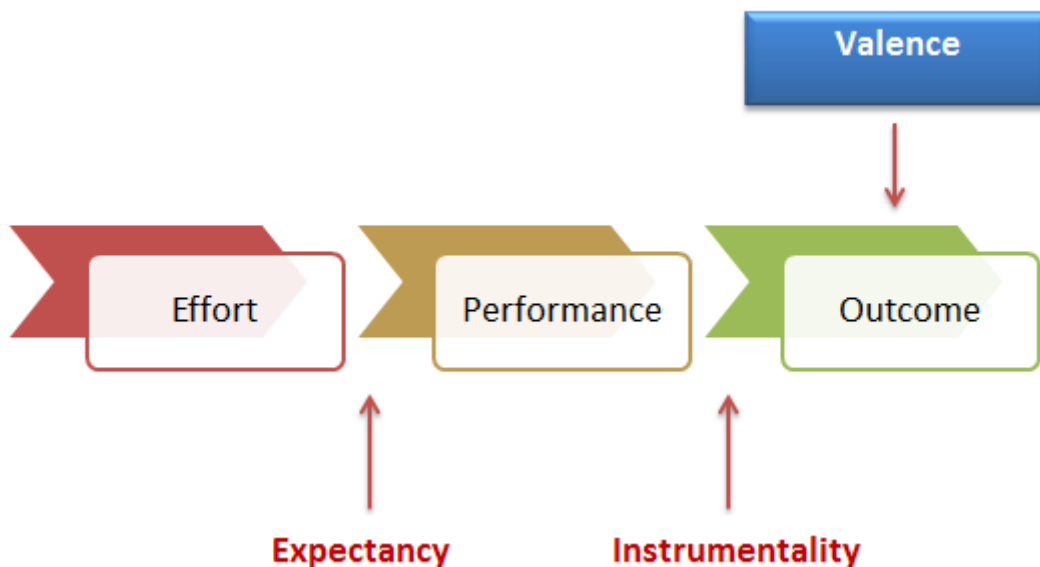


Figure 2.6. The Basic Expectancy Model

Source: As adapted from Lunenburg (2011)

Figure 2.6. above illustrates the three fundamentals that these assumptions encompass: An individual is inspired to the degree that they consider that (i) effort will lead to adequate performance (expectancy), (ii) performance will be compensated (instrumentality), and (iii) the significance of the compensation is distinctly optimistic for that individual (valence) (Lunenburg, 2011).

Expectancy

This is an individual's evaluation of the prospect that job-related determination will result in a given level of performance and thus increased determination will yield increased performance (Estes & Polnick, 2012). Expectancy refers to the individual's drive towards achieving a specific objective, based on previous experience, confidence levels, and level of difficulty perceived to achieve the goal in question (Chianga & Jangb, 2008).

Instrumentality

This is an individual's conviction that they will obtain a reward if the performance expectation is met. Instrumentality is low when the reward is equivalent for all performances given (McShane & Von Glinow, 2011).

Valence

This refers to an individual's power of preference towards a particular incentive. This basically refers to the individual's level of aspiration to perform a specific task based on the understanding of the incentive being offered (Lunenburg, 2011). If the objective of the individual can be attained through hard work and performance, and the outcome is not appreciated, then motivational drive will be low (Ankli & Palliam, 2012).

The theory hypothesised by Vroom is a process theory, and while several associated theories exist, Vroom's theory remains a highly respected one used by organisational psychologists. The expectancy theory defined by Vroom basically defines how motivation is derived as opposed to clarifying factors that will motivate an individual. Thus this process theory provides a framework of understanding the decision making processes involved when an individual decides if they will be motivated to pursue a specific task and maintain a particular level of efficiency (Yung Chou & Pearson, 2012).

Inferences

Organisations need to understand that these three factors; expectancy, instrumentality, and valence, have an impact on employee motivation, and in order to establish high levels of motivation, organisations need to ensure that all three factors are high (Judge & Ilies, 2002). An example would be a case whereby an individual has a firm belief in their ability to perform a specific task, however if the individual expects the reward for completion of this task is absent or negligible, the individual will be less likely to place much enthusiasm towards the completion of this task.

The theory suggests that employees should have confidence in their ability to perform a specific task, therefore organisations should ensure that the skill sets of particular employees should be carefully matched to that of the skills required for a specific job or function and that all the required tools and resources needed to complete the job is provided by the organisation. Once this alignment has been completed, coupled with the use of recognition by management, employees will easily gain the confidence in performing their tasks.

Organisations should also ensure that there is a positive relationship which exists between good performance and reward and remuneration. This can be achieved through the establishment of clear performance objectives and key performance metrics which enable employees to noticeably observe the relationship that exists between attaining organisational goals and rewards linked to this. The organisation should also ensure that such rewards also have value to their employees, as non-value rewards will result in a reduced drive towards completion of such organisational goals.

2.2.2.2. McClelland's Need Theory

David Clarence McClelland, an American psychologist, conjectured that some needs of individuals are assimilated during the lifespan of that individual. In other words, an individual through their life experiences learn and develop such needs as opposed to being born with these needs (Royle & Hall, 2012). McClelland highlighted three

specific needs which formed the basis of his theory: the need achievement, the need for affiliation, and the need for power. These will be further elaborated on below:

Need for Achievement

This is defined as the determination of an individual to concentrate on achieving objectives, improving performance and noticeable results (Grobler, et al., 2011). Individuals motivated with a high need for achievement, strive to pursue challenging goals, and display a desire to excel in the attainment of these goals. Such individuals would avoid low-risk scenarios, as the success of which is easily attained does not equate to a meaningful achievement to this individual, and pursuit of a high-risk scenario would also be avoided, as success would equate to being a once off consequence. Such individuals also prefer to receive frequent feedback to be able to track their progress towards the attainment of their objectives (J.C. Carland, J.W. Carland, & Stewart, 2015).

Need for Affiliation

This refers to an individual's desire to create and sustain meaningful relationships with other people (Slabbinck, De Houwer, & Van Kenhove, 2012). Individuals who possess a high need for affiliation endeavour to build relationships with others and express a need to feel accepted and acknowledged by others. These individuals reflect a preference for working in environments that encourage high interpersonal interaction and they tend to conform to the group norms. Such individuals have a higher likelihood of appreciating social incentives (Royle & Hall, 2012).

Need for Power

This is defined as the determination of an individual to acquire and sustain control over the environment, resources, and others (Grobler, et al., 2011). Yung Chou & Pearson (2012) in support of McClelland (1975) categorises the need for power into two classifications, "personalised power" and "socialised or institutional power". Individuals in pursuit of personal power tend to have a desire to influence and direct others, and expect their followers to be loyal to them as opposed to the organisation

(Lammers, Stoker, Rink, & Galinsky, 2016). Individuals who pursue social power, focus their activities and efforts in that which will result in organisational goals being achieved as opposed to self-gain, and this type of need for power is commonly referred to as effective leadership (Kumar & Jauhari, 2016).

Inferences

The theory suggests that individuals may have varying reactions to similar work environments as they all have unique needs that motivate them. Thus organisational management can then motivate employees differently based on their distinctive needs. Individuals with a high need for achievement should be allocated challenging tasks and engaging in frequent feedback sessions with their superiors. This is further supported by Lunenburg (2011) who indicates that fulfilment of this need for achievement is positively related with job involvement and goal commitment. Those motivated through the need for affiliation should be tasked with more activities that require high levels of interaction and group work and be provided with social incentives. Individuals motivated through the need for power, should be allocated a greater degree of autonomy in their role and be provided with growth and development opportunities.

2.2.2.3. Equity Theory of Motivation

John Stacey Adams, a behavioural and workplace psychologist, postulated the equity theory of motivation, based on social exchange theory, which states that individuals pursue relationships of fairness and impartiality, and that their perceived level of fairness received in a working environment, when being compared to others, will determine their level of motivation, thus motivation being derived from an individual's perceived inequality (Bell & Martin, 2012). Employees are responsible for defining their own outcomes and are cognisant of the effort levels and contributions invested into achieving those outcomes. Those outcomes and efforts are then compared to that of others, and should the remuneration be perceived as similar to that of others whose outcomes and efforts are comparable, then they perceive treatment as being impartial (Tseng & Kuo, 2014).

It has been argued that Adam's equity theory has established the framework for which more recent theories on procedural and distributive justice have been established (Steers, Porter, & Bigley, 1996). While the theory has been widely used to understand the significance of impartiality amongst employees and the consequences of inequality, it has lost some attention in recent years due to the inability of the theory to predict individual's awareness of fairness in their specific circumstance (Spector, 2003).

The equity theory is a sophisticated and multifaceted one that does not exclusively rely on the individual's input and output comparison, but also depends on the comparison of these inputs and outputs with that of others (Bell & Martin, 2012). The equity theory can help explain how a particular individual, with no change in working conditions, can feel pleased and motivated on a particular day, and displeased and demotivated the very next day due to information which is revealed to the individual which suggests the inequality in the reward-to-effort ratio when comparing the same to that of their peers.

The perceived feeling of "fairness" by the individual is a subjective one, and is based on comparable market norms and other equivalent references, and individuals respond varyingly to unfairness. Individuals will feel demotivated, and this would generally be in proportion to the observed inequality with other people. However, in some cases, individuals can experience great dissatisfaction and feelings of significant prejudice, even in the smallest signal of negative disparity when comparing the same to others (Al-Zawahreh & Al-Madi, 2012).

Inferences

Organisations should create an environment that encourages and supports equity in the workplace as to avoid employee discouragement, and should engage in strategies that deal with any perceived inequality conditions, should the same arise. Another possible case of an individual's perceived inequity is a situation whereby one individual who continually exceeds expectations is under the perception that their co-workers who just manage to meet expectations are treated the same as them. This results in this particular individual having to lose their momentum to

perform at their best, and even lose their creativity and passion to achieve outstanding results. Organisations should reward such employees for their optimistic behaviour, and should ensure that this recognition is proportionate to their efforts and is comparable to that of the recognition received by others who excel in the workplace.

Individuals who experience inequity will attempt to reduce this inequity by modifying efforts, changing outcomes, altering how they think about inputs and outcomes, and through leaving the organisation (Hofmans, De Gieter, & Pepermans, 2013). The theory largely revolves around an individual's perception of inequity, and with this being rather subjective in nature, organisations should develop strategies on improving the management of such employee perceptions, and clarify any incorrect perceptions of inputs and outcomes that employees may have. An effective performance management system can enable the organisation to successfully achieve this objective.

2.2.2.4. Goal Setting Theory

Edwin A. Locke, an American psychologist, first hypothesised the goal setting theory in 1968 which suggested that the pursuit of ones goals that is challenging and specific can motivate behaviour and the achievement of these goals can further drive individuals to perform. He also demonstrated that individuals who were allocated to challenging goals performed better than those who were allocated to moderately easy goals (Locke & Latham, 2015). The concept of the goal setting theory advocates that individuals, through the establishment and agreement on specific goals, are aware of the amount of effort required to accomplish these goals. If these individuals become cognisant of a shortfall in performance, they will be motivated to bridge this gap by placing a concerted effort to work harder towards the realisation of these goals (Masuda, Locke, & Williams, 2015).

87 studies conducted on the theory of goal setting as a method to drive motivation empirically supported the concept that specific and stimulating goals drive employees to accomplish their goals more than those goals that are not specific and not stimulating (Tubbs, 1986). A further study conducted by Latham and Baldes

(1975) in the forestry industry revealed that through the application of Locke's goal setting theory, employees felt a sense of commitment, accomplishment, and appreciation when clear and concise objectives were established.

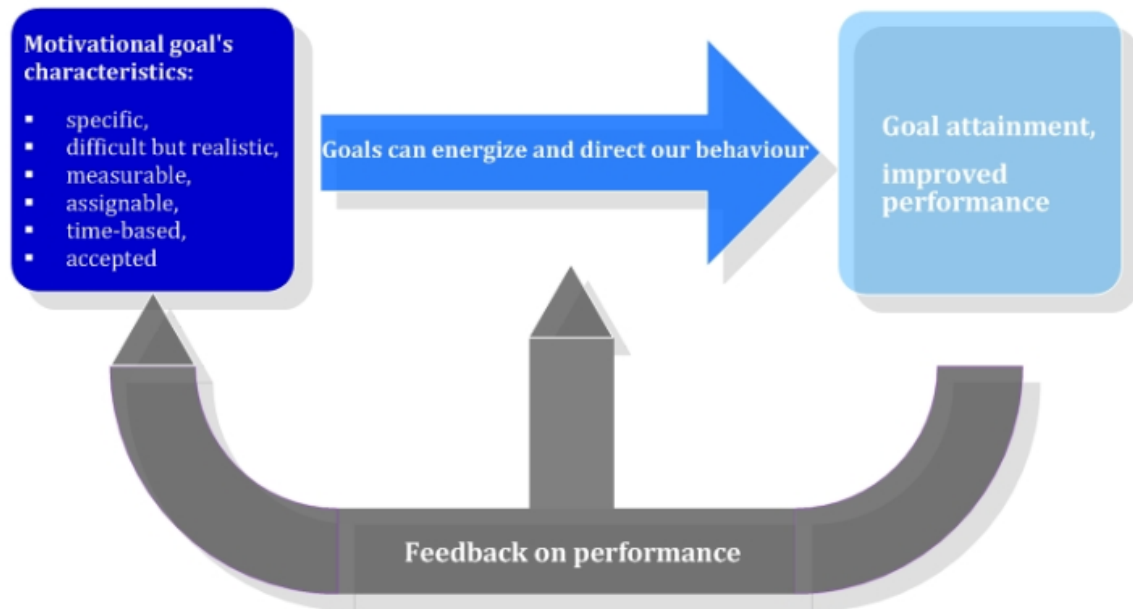


Figure 2.7. Goal Setting Theory - The process of motivation

Source: As adapted from Locke & Latham (2015)

Neubert & Dyck (2016) in support of Latham & Locke (1979) recommended that in order for the application of the theory to be effective, the following conditions should be prevalent, as illustrated in Figure 2.7 above:

- Goals should be specific and concise which can help provide direction and focus to the individual;
- Goals should be challenging but attainable. If employees feel that they are unable to accomplish a specific goal they will not accept them and there will be a significant reduction in the motivational drive to complete the goal;
- Goals should be measurable, which should provide an objective criteria which determines the level of accomplishment towards goal attainment and forms the basis of feedback on the progress made;
- Goals should be time based so that individuals are aware of the period in which they have to achieve their goals;

- Goals should be accepted by employees. It is only once accepted that individuals will be committed and participative.

Feedback is an integral part of the goal setting process and in order for goals to be sustainable and effective, feedback on performance is critical. In the absence of feedback, individuals may perhaps be ignorant of their advancement or deterioration in performance and it may also become challenging to measure levels of effort needed to complete specific objectives (Sorrentino, 2006). Feedback provides an opportunity to both the organisation and employee to identify any defects in the current goal or its measurement thereof, which creates an opportunity to discuss these weaknesses and allow for possible adjustments to be made to the goals (Smith & Hitt, 2005). Goals cannot be rigid, it is imperative that goals allow for flexibility (Bennett, 2009). Bredillet, Dwivedula, & Müller (2013) suggested that the feedback process is most successful when it is aimed at establishing additional stimulating goals.

Inferences

Through goal setting, organisations and employees should ensure that they do not emphasise too much on a particular goal, as this may result in other goals not being accomplished, but rather should prioritise goals and find a balance between them (Locke & Latham, 2015). Continuous feedback throughout is imperative during this process, as this enables the organisation and employee to ensure that they are aligned in achieving organisational objectives, and also provides an opportunity to discuss any significant concerns towards goal attainment. Organisations also need to ensure that goals should be challenging, stimulating, and inspiring if they desire to drive high levels of motivation and determination within the workforce.

2.3. Intrinsic Rewards

Intrinsic rewards are derived from the job itself, and classically epitomise feelings of accomplishment, challenge, gratification and professional and personal development (Jung, Young, & Nam, 2015). Intrinsic rewards are rewards that are psychological in nature or are rewards experienced by individuals through their work and work

environment that yields emotionally and positively satisfying experiences (Thomas, 2009). Vansteenkiste, Lens, & Deci (2006) define intrinsic rewards as rewards that are “satisfying in their own right and they provide direct satisfaction of basic psychological needs”. Thus, intrinsic rewards have an inclination to provide a long term influence on an employee’s motivational drive yielding increased determination towards the efforts placed in completing tasks (Aletraris, 2010). Intrinsic rewards encourage perseverance towards the accomplishment of objectives, and when individuals receive such rewards, they are motivated to place a more concerted effort towards the completion of tasks and yield superior performance (Vansteenkiste, et al., 2006).

Empirical studies conducted on the effects of both extrinsic and intrinsic rewards on motivational behaviour have reflected that individuals who received tangible rewards such as monetary rewards based on performance, exerted lower levels of effort when such rewards were not available or taken away (Deci, 1971; Irlenbusch and Sliwka, 2005). In contrast, those who did not receive these monetary rewards reflected no reduction in their level of effort. These studies also revealed that in the absence of monetary rewards, effort levels of individuals increased when they were exposed to verbal feedback which further supported and encouraged them through praise. Deci (1975) further elaborated that an individual’s feeling of proficiency and self-determination will determine their level of intrinsic motivation. Given the results of the study conducted, he reasoned that an individual’s completion of a particular task was accomplished through external incentive i.e. monetary reward, and when such reward was removed these individuals spent less time performing the task, thus intrinsic motivation is said to regress when an individual’s behaviour is stimulated through external influence as opposed to an internal drive.

Stumpf, Tymon Jr, Favorito, & Smith (2013) in support of De Charms (1968) hypothesised that individuals question their intentions for performing a certain task or activity, and these can be attributable to either stimulus from an internal source i.e. because they chose to do so, or due to an external incentive. Individuals who identify themselves as the source of their performance and behaviour are deemed to have higher levels of intrinsic motivation. Work environments that capitalise on driving

autonomy and competency amongst their employees will yield higher levels of intrinsic motivation amongst their employees (Wiersma, 1992).

Herzberg's (1968) theory provided the foundation to the concept of intrinsic rewards whereby it was hypothesised that the factors termed as "motivators" which were the job related influences that yield satisfaction from work are distinctive from those factors defined as "hygiene factors" which produce job dissatisfaction and despondency at work. He established that those factors which were observed in the job itself (motivators) are intrinsic to employees' jobs whereas factors which were observed in the job environment (hygiene) such as employee remuneration are extrinsic to employees' jobs. Renard & Snelgar (2016) in support of Herzberg (1968) suggested that higher remuneration of employees will not necessarily result in them being intrinsically motivated, but will rather prevent them from being dissatisfied. It is the work itself that will ultimately lead to an employee being intrinsically motivated.

Csikszentmihalyi, Graef, & Gianinno (1983) argue that individuals are able to experience both intrinsic and extrinsic rewards simultaneously, however the impact in motivational behaviour of an individual is more substantial with intrinsic rewards when compared to extrinsic rewards. Nujjoo & Meyer (2012) in support of Csikszentmihalyi, et al. (1983) concur that intrinsic rewards yield higher motivational behaviour in comparison to extrinsic rewards, however they also highlight the necessity for organisations to prioritise intrinsic rewards in their strategic planning and implementation programs.

A recent study conducted by Renard & Snelgar (2016) which was conducted amongst South African non-profit employees revealed that the traditional conventional methods of providing extrinsic rewards to employees as part of organisational performance management structures were not as effective when compared to the intrinsic rewards provided to the same employees. The psychological rewards these employees gained from such intrinsic rewards outweighed the benefit associated with the extrinsic rewards received by employees. An empirical study conducted by Ozutkua (2012) revealed that intrinsic rewards have a significantly positive effect on employee performance when compared to extrinsic

rewards. The study also revealed that alterations to employee extrinsic rewards had an insignificant effect on the changes in employee performance.

2.4. Summary

This chapter debated a variation of content and process theories related to motivation and how motivation has an effect on an individual's performance as well as reward systems within organisations. Under each motivational theory, several implications into a business setting or work environment were further elaborated on and how each theory is being observed in application in the real world. Varying observations, thoughts, and interpretations were uncovered from the literature regarding employee motivation and intrinsic rewards. It was underlined that the success of an organisation is largely dependent on the consequences of motivational drive from its workforce to fulfil their goals and operate an optimal performance level. The next chapter will outline the research methodology adopted in this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

Research methodology can be defined as the overall approach the researcher adopts to conduct the research assignment and the method taken, or the tools and techniques the researcher uses to construe conclusions and findings (Leedy & Ormrod, 2013). O'Leary (2004) describes research methodology as a framework connected to a set of conclusive assumptions that is used to conduct research studies. The purpose of this chapter is to provide a comprehensive and holistic analysis of the entire research methodology adopted in this study and provide insight into the manner in which data was collected.

3.2. Aim and Objectives of the Study

It is important for the researcher to comprehend and record that the aim of the study is to ensure that the research process is channelled correctly. The aim of the study is usually embedded into the research question, which is drawn from the problem statement or research idea and often leads to several detailing questions (Saunders, Lewis, & Thornhill, 2009). The problem statement indicated in Chapter one relates to the current status of the logistics company in KwaZulu-Natal, whereby increased employee turnover and increased pressures to reduce human capital expenditure, has resulted the organisation having to relook at ways in which they motivate employees, particularly through the use of reward programs. It is evident that if the organisation fails to address these concerns, their workforce will lose motivational drive to perform and deliver organisational objectives effectively, which is likely to have an impact on their competitive advantage resulting in the organisation becoming irrelevant. The aim of the study is to investigate the relationship that exists between intrinsic rewards and employee motivation at the logistics company in KwaZulu-Natal.

The identification of the research objectives are a fundamental part of the research process, and the researcher should ensure that each objective is a whole researchable unit that is closely linked to the construal of the data, and that the objectives of the research should sum up to the entirety of the research problem (Leedy & Ormrod, 2013).

The objectives for this study are listed below:

- To determine the importance of intrinsic rewards to employees.
- To determine the effect that intrinsic rewards have on employee motivational levels.
- To determine the current level of intrinsic job satisfaction of employees.
- To determine the frequency of intrinsic rewards in the current working environments of employees.
- To establish the willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment.
- To establish the possible impact of motivational levels in employees if intrinsic rewards were increased or decreased in their working environments.

3.3. Participants and location of the study

Leedy & Ormrod (2013) refer(s) to a participant as an individual or entity who provides the responses to the questions raised in an interview, survey, or any other form of a data collection technique. A population can be referred to as objects, discernible facts, questions, situations, or events quantified for the purpose of sampling (Brynard & Hanekom, 2005).

The participants of this study are employees of the logistics company in KwaZulu-Natal. The target population for this research consisted of 170 full time employees who are based at the organisation's head office situated in KwaZulu-Natal.

3.4. Research approach

The two methods commonly used to gather and analyse data for research design is referred to as either a quantitative or qualitative approach (Sekaran & Bougie, 2009). A qualitative approach is one that entails gathering of data that is not in numerical form, and normally encompasses methods such as interviews and open-ended questions. A quantitative approach is one that entails gathering of data that is in numeric form, or data that can be converted into numeric form, and normally involves methods such as administration of surveys and questionnaires (Saunders, et al., 2009). A mixed methods approach is one that entails both a method and methodology for conducting research that involves collecting, analysing, and integrating quantitative and qualitative research in a single study (Ivankova, Creswell, & Stick, 2006).

Table 3.1. The differences between quantitative and qualitative research (Blaxter, Hughes, & Malcolm, 2001)

Quantitative Research	Qualitative Research
Prominence on testing – cause and effect relationships	Prominence on understanding
Objective – “outsider view” distant from the data	Subjective – “insider view” closeness to data
Focus on hypothesis and theory testing – Hypothetical-deductive	Inductive – explorative orientation
Result or outcome oriented	Process oriented
Generalisation by population membership	Generalisation by comparison of properties and contexts of individual organism
Use of controlled measurements	Use of uncontrolled observations

As highlighted in Table 3.1. there are distinguishing variances between quantitative and qualitative research. Quantitative research is objective and focuses on theory and hypothesis testing, and makes use of controlled measurements in order to obtain data. Qualitative research on the other hand is subjective and encompasses

an inductive process, and depends on uncontrolled observations during the gathering of data.

A qualitative study would have been ideal if the objective of the study was to gain an in-depth understanding regarding the cognitive thought processes that are involved with the choice of rewards and the effect this has psychologically with individuals, whereby uncontrolled observations of the sample population would provide great insight into understanding the research problem. However, the purpose of this study is to establish if a relationship does exist between intrinsic rewards and employee motivation, and due to the limited duration of the study and reliability of the data collected, a decision was taken to use the deductive, quantitative method with the use of a questionnaire as a means to gather data from the target population of the study.

3.5. Quantitative research

Yilmaz (2013) in support of Kumar R. (2005) suggested that the outcome of quantitative research is an assortment of facts which represent an unprejudiced reality disconnected from the perceptions of individuals. Through the collection of methodical data related to the research topic, quantitative research derives a positivist structure. Anderson (2004) argues that methods utilised in quantitative research are based on questionnaires, quantitative analysis, and factual observations. Leedy & Ormrod (2013) suggest(s) that there is a dependence on deductive reasoning by quantitative academics as they extract findings from hypothesised premises.

With quantitative research being statistical in nature, it is preferred that a large number of individuals participate, so that accurate statistical inferences can be deduced. The fact that a large number of respondents are expected, the research instrument often provides limitations to the participant's responses which are usually in the form of predetermined scales and participants are often restricted from expressing personal opinions in terms of free text (Henning, Rensburg, & Smit, 2004). Low response rates to questionnaires and surveys are a common limitation of this type of research instrument (Kumar R. , 2005). Anderson (2004) provides a

counter argument that despite a limitation of this type of research instrument, they are the most frequently used by quantitative academics as they are easy to administer and are cost effective.

Keller (2009) considers that experiments, surveys, and direct observations are the easiest way to gather data, and that the use of a self-administered survey is a common technique of data collection. The use of surveys and questionnaires in quantitative research entail the gathering and examining of data, posing questions to respondents, and these research instruments are descriptive in nature (Leedy & Ormrod, 2013). Questionnaires and surveys are designed in a manner that allows the researcher to obtain precise responses thus the likelihood of obtaining unreliable research data is reduced (Anderson, 2004).

3.6. Sampling

In order to gain understanding and insight into the entire population, a selection of a representative part of the population is undertaken, and this is described as the sampling process (Sekaran & Bougie, 2009). Kothari (2008) describes this process as one that involves making inferences about the entire population through examination of a sub-section of it. Sampling is commonly used when undertaking research as it is reasonably cost-effective, detailed and accurate (Coldwell & Herbst, 2004). As opposed to collecting data from the entire population, sampling enables the researcher to reduce the amount of data to be collected and analysed by only considering the data gathered from the sub-section of the population (Saunders, et al., 2009). The arguments above suggest that if the appropriate sample is selected, it will reflect the same characteristics as the entire population.

3.6.1. Sampling design

Sekaran & Bougie (2009) draw a distinction between two types of sampling designs i.e. probability and nonprobability sampling, whereby probability sampling results in each constituent of the population having an identical and known chance of being selected. As opposed to nonprobability sampling whereby each constituent of the population have an unknown chance of being selected. Saunders, et al. (2009)

describe(s) that survey centred research with simple random sampling design, associated with probability sampling, results in each constituent of the population having a known chance of selection. In contrast, nonprobability sampling does not evaluate if the sample selected is representative of the population or not (Coldwell & Herbst, 2004). The researcher may be able to make generalisations about the population being studied, however, this cannot be done using statistical measures due to the nature of the probability of each constituent being selected being unknown, and not possible to provide responses to the research questions proposed, thus making it impossible to deduce statistical inferences (Sekaran & Bougie, 2009).

This study uses a non-probability sampling design with a convenience sampling method. The convenience sampling approach allows for the researcher to select the sampling participants that are convenient to access and obtain feedback. Sekaran & Bougie (2009) indicates that the convenience sampling technique is one that is quick, convenient, and less expensive.

3.6.2. Sample size

Saunders, et al. (2009) argue that the determination of a sample size is dependent on various factors required by the researcher, such as:

- Confidence level needed;
- Type and nature of the analysis that will be carried out;
- Margin of error tolerated, and;
- Total population size from which the sample is extracted.

Researchers can never deduce with highest conviction that their sample selection is the most accurate and a true reflection on the total population, thus estimating precision is an applicable concept (Leedy & Ormrod, 2013).

The sample size for this study was 170 full time employees employed by the logistics company in KwaZulu-Natal, who form part of the centralised operation situated at their head office. The number of employees who actually completed the survey was 108 ($n = 108$). Keller (2009) indicates that for majority of research studies conducted, samples sizes exceeding 30 and below 500 are most suitable. Stuwig & Stead

(2004) in support of Keller (2009) explain that in order for a research study to be statistically sound, a minimum of 30 respondents need to participate and complete the research instrument. Anderson (2004) argues that there is a vagueness that exists regarding ideal samples sizes for a specific population parameter.

3.7. Data collection

Kothari (2008) draws a distinction between two types of data: primary and secondary data. Primary data is data which is collected directly from responses in its raw form whereas secondary data is data which has been gathered and undergone statistical analysis and handling. Sekaran & Bougie (2009) in support of Kothari (2008) identify primary data sources as interviews, questionnaires, and focus groups, whereas secondary data sources are identified as company and government periodicals and records, industry analysis reports, and archives.

Sekaran & Bougie (2009) identify three most popular methodologies adopted to collect data and Table 3.2. below summarises the pros and cons for each methodology.

Table 3.2. Pros and Cons of the three most popular data collection methodologies (Sekaran & Bougie, 2009)

Data Collection Method	Pros	Cons
Interviews (face to face and telephonic)	<ul style="list-style-type: none"> -Provides rich data -Offers the opportunity for the interviewer to establish a rapport with the interviewee -Helps explore and understand complex issues 	<ul style="list-style-type: none"> -Interviewer bias is a concern -Can be expensive and time consuming, especially if the sample size is large
Questionnaires	<ul style="list-style-type: none"> -Relatively inexpensive -Ideal to be used when the sample size is geographically dispersed -Instant feedback obtained 	<ul style="list-style-type: none"> -The response rate is low on emailed questionnaires -Excludes respondents who do not have access to email or have limited internet connectivity (when the survey software / platform is based on an internet application)
Observation	<ul style="list-style-type: none"> -Can be used ideally to understand complex issues -Provides rich data 	<ul style="list-style-type: none"> -Expensive method -Observer bias is a concern

Self-administered surveys are the most popular type of questionnaires and are relatively inexpensive and are an effective method of gathering data from respondents (Saunders, et al., 2009). This also applies to online surveys and through effective survey design techniques this can also yield excellent response rates. Since self-administered questionnaires was identified as an effective method to collect data, which is relatively inexpensive for larger sample sizes, this method was selected as the most suitable for this study. With the sample size being 170 employees, the option of interviews and observations would not have been efficient methodologies. In conjunction with the information provided in Table 3.2., the justification for using a self-administered questionnaire was as follows:

- Relatively inexpensive;
- Instant feedback is obtained once the respondents complete the questionnaire;
- Less time consuming;
- Respondent anonymity is larger when compared to other methodologies;
- Based on the sample size, a larger number of respondents can be accessed through this method.

3.7.1. The administration of the questionnaire

An independent online electronic research software tool called QuestionPro provided the platform for the questionnaire to be created and was used as the source to obtain primary data from respondents. The questionnaire was distributed to respondents using an internal email distribution list provided by the logistics company of KwaZulu-Natal which contained the email addresses of all employees limited to the sample population in question. A hyperlink to the survey was embedded in the email sent to the respondents which provided them access to the survey once selected. The informed consent of the participant was obtained through a mandatory check box on the online survey, which was required to be completed prior to the participant proceeding with completion of the survey. Once the respondent had completed the survey, the primary data was automatically recorded and stored on the QuestionPro server. The primary data collected via the online software tool was downloaded into a statistical software program called SPSS (Statistical Package for Social Sciences) for further analysis.

While participation of this survey remained voluntary, which was specified in the informed consent section, the researcher did make use of a follow up email to remind respondents about the survey in order to obtain a greater response rate. As the instrument used to gather data was an online tool which required internet access, a small number of employees of the logistics company in KwaZulu-Natal had limited internet connectivity and therefore could not access the online survey. Respondents were also assured of anonymity, and respondents were provided with the option via a link on the survey to withdraw from the survey at any time with no negative consequence.

3.7.2. Construction of the instrument

The creation of the questionnaire in this study was designed to obtain data from employees of the logistics company in KwaZulu-Natal which would provide answers to the research questions. The questionnaire was strategically designed in a manner that integrates a logical flow (Appendix 1). Table 3.3. below highlights how each question proposed to respondents via the questionnaire are linked to the research objectives specified in this study.

Close-ended questions are those whereby respondents select from a predetermined scale of responses, which make it easy for the researcher to statistically analyse the responses, whereas open-ended questions prompt respondents to provide their opinions in their own words, which is far more difficult to analyse (O'Leary, 2004). While the research topic is not one that is easily understood by all, definitions of words that the researcher thought would be beneficial to the respondent to assist with better understanding of what was being asked was provided to the respondent on the survey through the use of descriptions provided in parenthesis next to the questions as well as the use of the "hints and tips" function online, which allowed definitions to be displayed when the respondent moved their cursor over the icon displayed for "hints and tips". Gillham (2000) indicated that questions proposed in a questionnaire should be easily understood by respondents, and should be simple and concise.

Table 3.3. Linking of questions proposed to respondents via the survey to the research objectives of the study

Research Objective	Question Number
Demographic Questions: - Part A: Gender, Age, Race, and Education - Part B: Occupation, Job category, and Working experience	1,2,3,4 5,6,7,8
To determine the importance of intrinsic rewards to employees	11
To determine the effect that intrinsic rewards have on employee motivational levels	17
To determine the current level of intrinsic job satisfaction of employees	10
To determine the frequency of intrinsic rewards in the current working environments of employees	12
To establish the willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment	13
To establish the possible impact of motivational levels in employees if intrinsic rewards were increased or decreased in their working environments	14,15,16

Most of the questions proposed in the questionnaire used in this study were close-ended questions which required respondents to select options from a predetermined list. This methodology also assisted in imposing less demand on the respondent's time without having to generate free text and opinions usually associated with open-ended questions. The use of multiple choice single response questions were used throughout the survey as well as the use of a 5 point Likert scale whereby respondents were asked to rank satisfaction, importance, frequency, and motivational effect in separate questions.

3.8. Pretesting and validation

Ioannidis, et al., (2014) highlights that researchers generally become very immersed into the research project itself and are sometime oblivious to conspicuous mistakes and errors, thus pretesting is an imperative part of the research process. Kumar R. (2005) defines a pilot study as a technique to ensure a questionnaire is fully established prior to proceeding with the complete research activity, which is done through a minor test carried out. It is through pretesting that the researcher identifies the possible type of responses expected to be received from respondents which enables the researcher to perform a cross check and validation if the responses received assists in answering the research questions outlined in the study (Leedy & Ormrod, 2013). During the administration of the questionnaire to a small test group of respondents, the researcher is able to identify any ambiguous questioning or wording and also enables a validation to be conducted in the measurement process (Welman, Kruger, & Mitchell, 2005).

The pilot test group for this study consisted of 17 members, 7 third year MBA students and 10 colleagues of the researcher who had previously conducted research studies. The following concerns were raised from the pilot study conducted:

- Spelling and grammatical errors were raised which was subsequently corrected;
- Duplication of question content was observed to which was subsequently removed;
- The order of the questions were rearranged to allow for easier flow for the respondents;
- The initial logic on the online survey did not prevent the respondent from continuing with the questionnaire if the informed consent checkbox was not marked. The logic was then corrected to make this mandatory in order to proceed;
- A suggestion was raised that definitions of certain words should be highlighted for ease of understanding. This was added through the use of the

“hints and tips” function online, which allowed definitions to be displayed when the respondent moved their cursor over the icon displayed for “hints and tips”.

3.8.1. Validity and reliability

It is imperative to ensure that the research instrument meets the need to be reliable and valid and that it actually tests the concepts that are intended to be tested.

3.8.1.1. Validity

Questions proposed in the research instrument need to be phrased in a form which ensures the respondent clearly understands the manner in which the researcher envisioned, and the responses provided by the respondent should be easy to understand in the manner which the respondent intended, thus allowing for precise data to be collected dependably (Saunders, et al., 2009). Leedy & Ormrod (2013) highlight that validity refers to the ability of the research instrument to measure what it was constructed to measure.

Content validity refers to the extent in which the research instrument measures what it claims to measure (Kumar R. , 2005). Saunders, et al. (2009) indicate that content validity is the extent achieved through the adequate use of investigative questions which enables the research instrument to achieve the research objectives. Criterion-related validity refers to the ability of the questions proposed in the research instrument to make accurate predictions (Saunders, et al., 2009). Construct validity refers to the effectiveness of how the results obtained from the research instrument fit the theories around which the test is designed (Sekaran & Bougie, 2009).

The observed responses during the study sufficiently covered the objectives of the research study, thus both face and content validity were covered. Content validity assessed the questions of the research instrument. For content validity, the research instrument was verified by the supervisor of this study and colleagues who formed part of the pretesting group. Face validity was achieved through the pretesting phase, and recommendation and suggestions made during this phase was taken into consideration.

3.8.1.2. Reliability

This refers to the ability of the research instrument to produce the same results if administered at different times and under altered circumstances (Saunders, et al., 2009). O’Leary (2004) refer to reliability as the measure of the research instrument and its ability to yield internal consistency. Kumar R. (2005) highlights the need for a research instrument to be able to produce consistent results at all times. Complete reliability and validity is not possible, however, it is essential to conduct reliability and validity testing to decrease the limitations of the study to that credible results can be inferred (Anderson, 2004). Through pretesting, the research instrument was tested to ensure that reliability was maximised.

3.9. Ethical considerations

A letter of consent was obtained from the logistics company in KwaZulu-Natal, however, the researcher was required to sign a non-disclosure agreement which highlighted the need to provide anonymity to the company where the research was being conducted, which is why the company is referred to as “the logistics company in KwaZulu-Natal”. Ethical clearance was obtained from the University of KwaZulu-Natal which was provided in the form of a written confirmation letter (Appendix 2).

The participants knowledge of the study and its intention, willingness to participate, and consent to participate in the study were obtained through the informed consent section of the survey located at the introduction of the questionnaire (Appendix 1). The informed consent of the participant was obtained through a mandatory check box on the online survey, which was required to be completed prior to the participant proceeding with completion of the survey. Respondents were also assured of anonymity, and respondents were provided with the option via a link on the survey to withdraw from the survey at any time with no negative consequence.

3.10. Analysis of the data

In order to determine the variation in the data collected, the primary data obtained from the research instrument needs to be statistically coded, non-responses to particular questions and inconsistencies also need to be managed effectively (Sekaran & Bougie, 2009). Through the use of statistical tools and techniques, the primary data collected should be transformed into data that brings meaning and purpose (Babbie, 2009).

The online electronic research software tool called QuestionPro used in this study automatically captured the respondent's responses upon completion of the online survey and the primary data is stored on the server of QuestionPro. Each variable is automatically assigned a numerical code which can easily be exported to another software platform such as Microsoft Excel or SPSS (Statistical Package for Social Sciences) for further analysis.

3.11. Summary

An introduction and discussion into the research methodologies adopted for this study were discussed in this chapter, including the statistical techniques applied in the study. The purpose and approach to the study, objectives, choice of research methods, population and sample size were also discussed. The primary source of data collection used in this study was a self-administered questionnaire. The outcomes of the research instrument proved to be valid and reliable. Ethical considerations were also highlighted in this chapter. The following chapter provides the presentation and discussion of the research results.

CHAPTER 4

PRESENTATION AND DISCUSSION OF RESULTS

4.1. Introduction

This chapter presents a discussion of the empirical findings from the study conducted based on the primary data that was collected. The primary data collected was statistically analysed through a statistical software program called SPSS (Statistical Package for Social Sciences), and is presented in this chapter in the form of graphs, tables, and discussions. This chapter is presented in two major sections, the first being the analysis of the demographic profile of the respondents who completed the survey from the logistics company in KwaZulu-Natal and the second being a discussion of the results in relation to the objectives of this study as highlighted in Chapter 1 and 3.

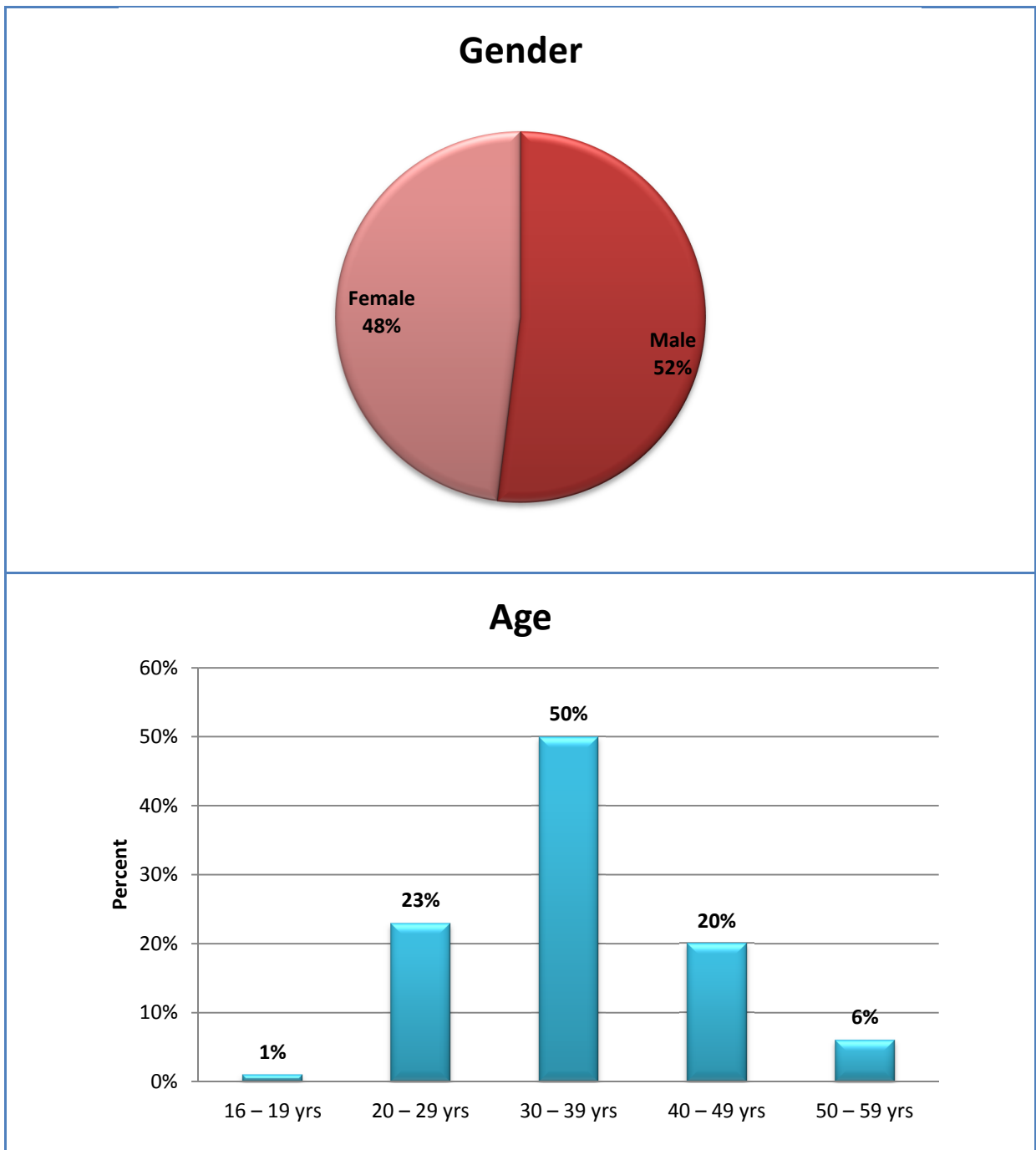
4.2. Data Collection

One hundred and seventy nine (179) respondents viewed the online questionnaire, of which 132 started completing the survey. 108 respondents actually completed the questionnaire, with a total of 24 respondents dropping out. Thus the completion rate of the online questionnaire was 82%. From the respondents who completed the survey, it took an average of 10 minutes to complete the questionnaire, which was in line with the estimated timeframe of completion indicated under the informed consent section of the questionnaire. Only data from the completed questionnaires were extracted from the online survey tool for further statistical analysis.

4.3. Demographic Information

The demographic profile of the respondents who completed the questionnaire is discussed in detail in this section. This discussion is divided into two sections, the first being a discussion on the demographic information of the respondents personal profile i.e. gender, age, racial group and educational background and the second

being a discussion on the demographic information of the respondents employment profile i.e. current position, department category, and working experience.



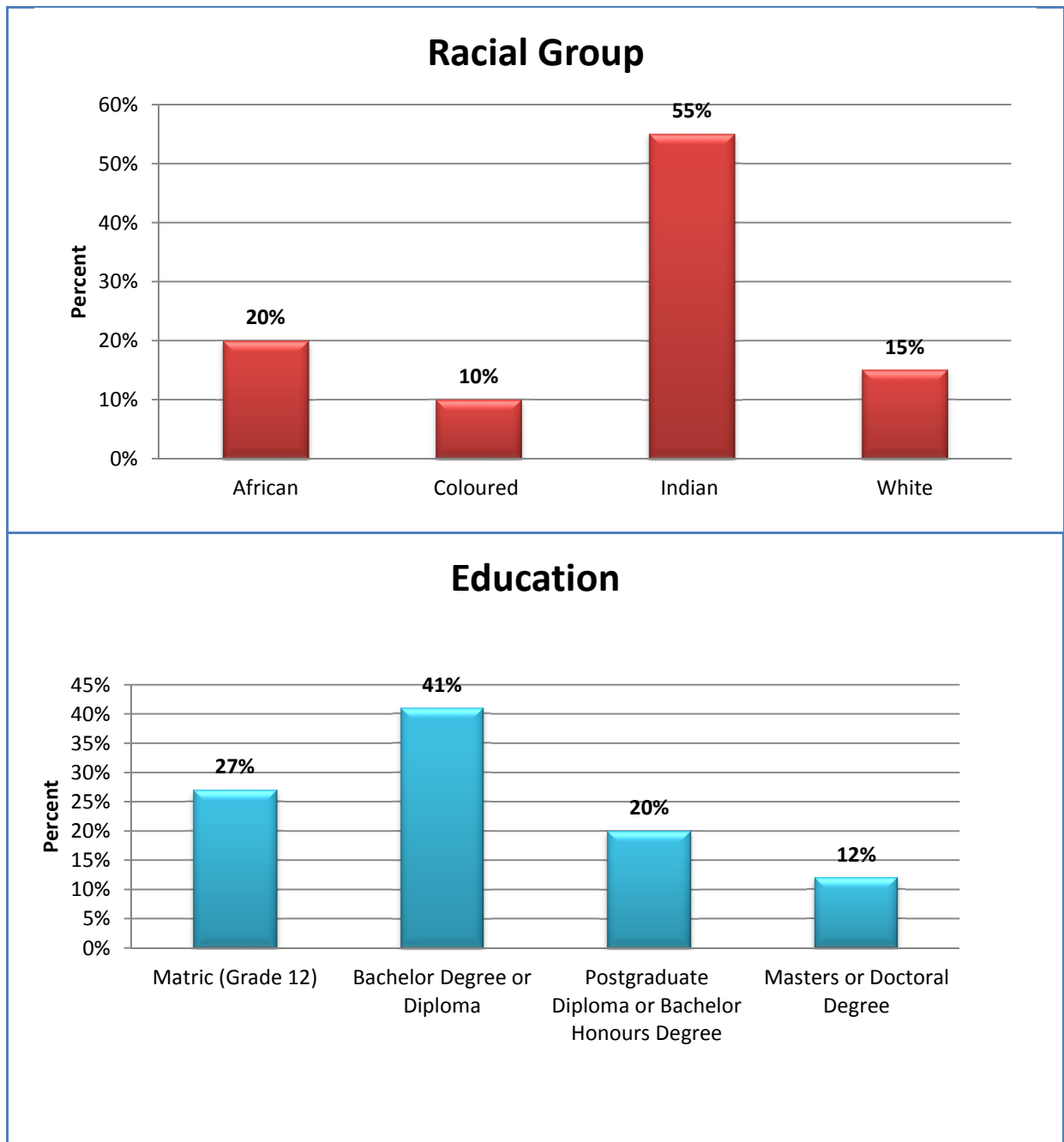
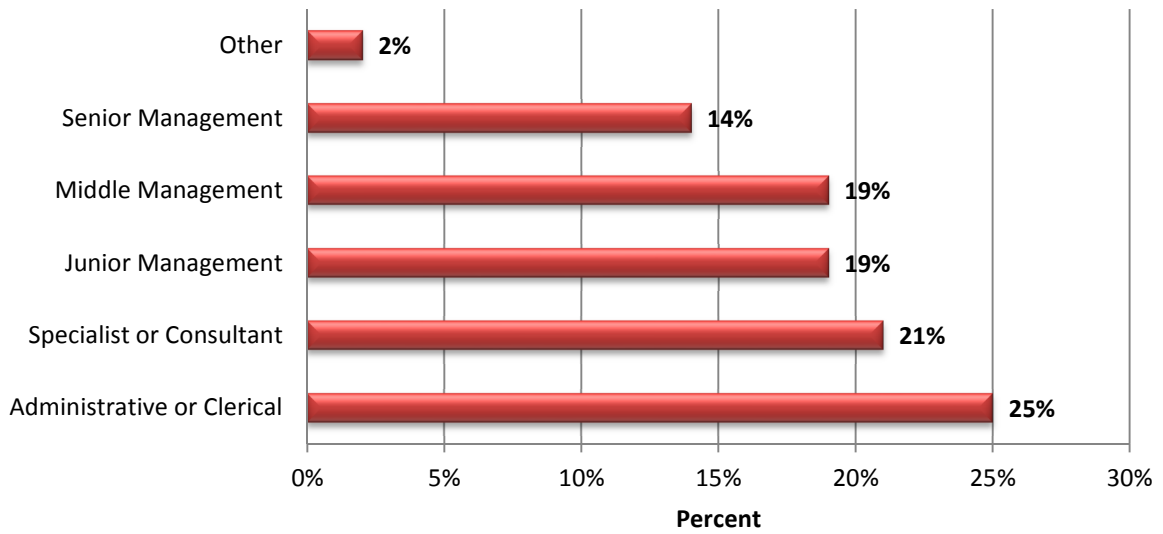


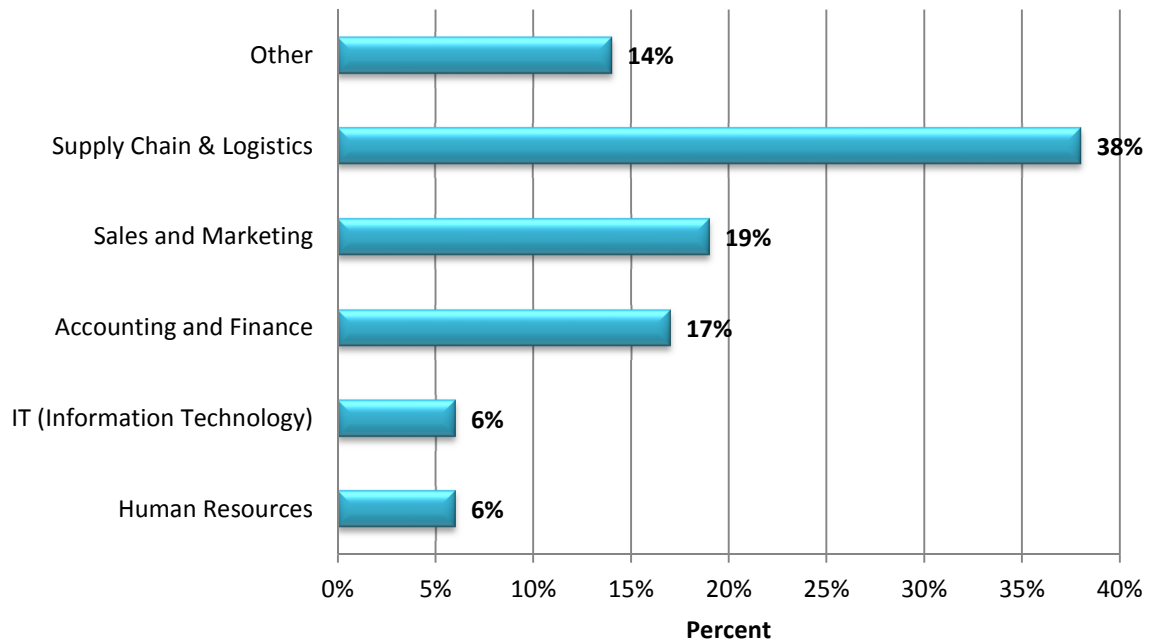
Figure 4.1. Demographic profile of respondents (Personal Profile)

It is evident from Figure 4.1. that majority of the respondents from the logistics company in KwaZulu-Natal (52%) were male. With the largest percentage of the respondents (50%) falling between the 30 to 39 year old category. Indians (55%) were the largest racial group that participated in this questionnaire and majority (41%) of the respondents possessed a bachelor degree or diploma as their highest form of educational qualification.

Job Category



Job Department



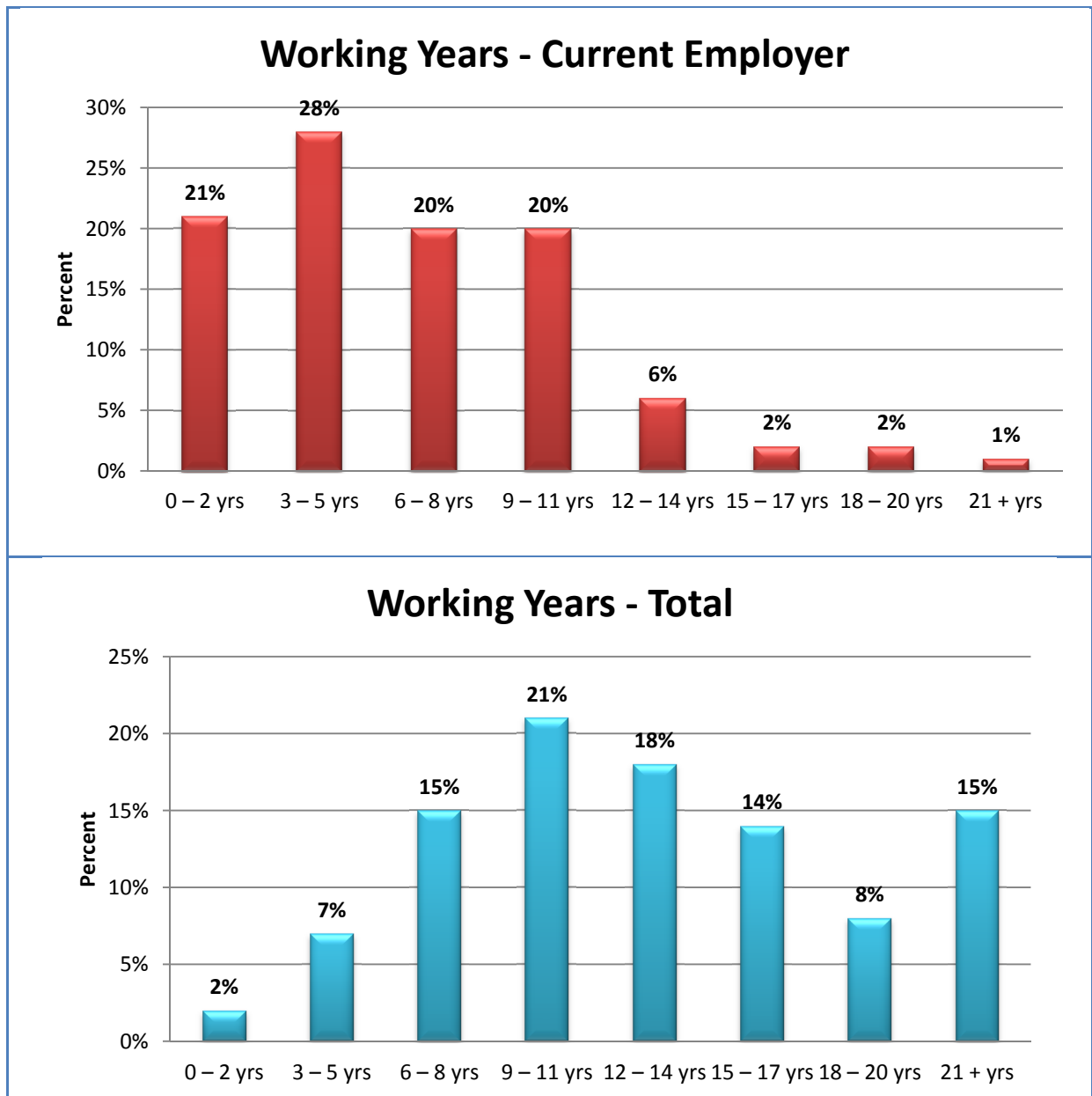


Figure 4.2. Demographic profile of respondents (Employment Profile)

Figure 4.2. indicates that majority (25%) of the respondents are in an administrative or clerical role, with the largest percentage (38%) of respondents belonging to the supply chain and logistics team. This is in line with the complete demographic profile of the logistics company in KwaZulu-Natal, as supply chain and logistics is the department with the largest headcount located at their head office. Majority (28%) of the respondents have between 3 to 5 years working experience at the logistics company in KwaZulu-Natal. The largest frequency (21%) of respondents had between 9 to 11 years total working experience.

4.4. Objectives of the study

The questions proposed in the research instrument used in this study was designed in a manner that allowed for the questions to be strategically linked to the research objectives to ensure sufficient data was collected in order to answer the research questions proposed. The discussion of the results in relation to the objectives of this study is discussed below.

4.4.1. Objective 1: To determine the importance of intrinsic rewards to employees

According to Wiedemann, Gardner, Knoll, & Burkert (2014) the importance of intrinsic rewards to each individual may vary and it is therefore imperative for an organisation to understand the significance of such rewards to each individual in order to assess the effectiveness of the deployment of such rewards in the organisation. Respondents were asked to rank each of the intrinsic rewards identified in relation to their level of importance. The responses from the respondents are presented in Figure 4.3.

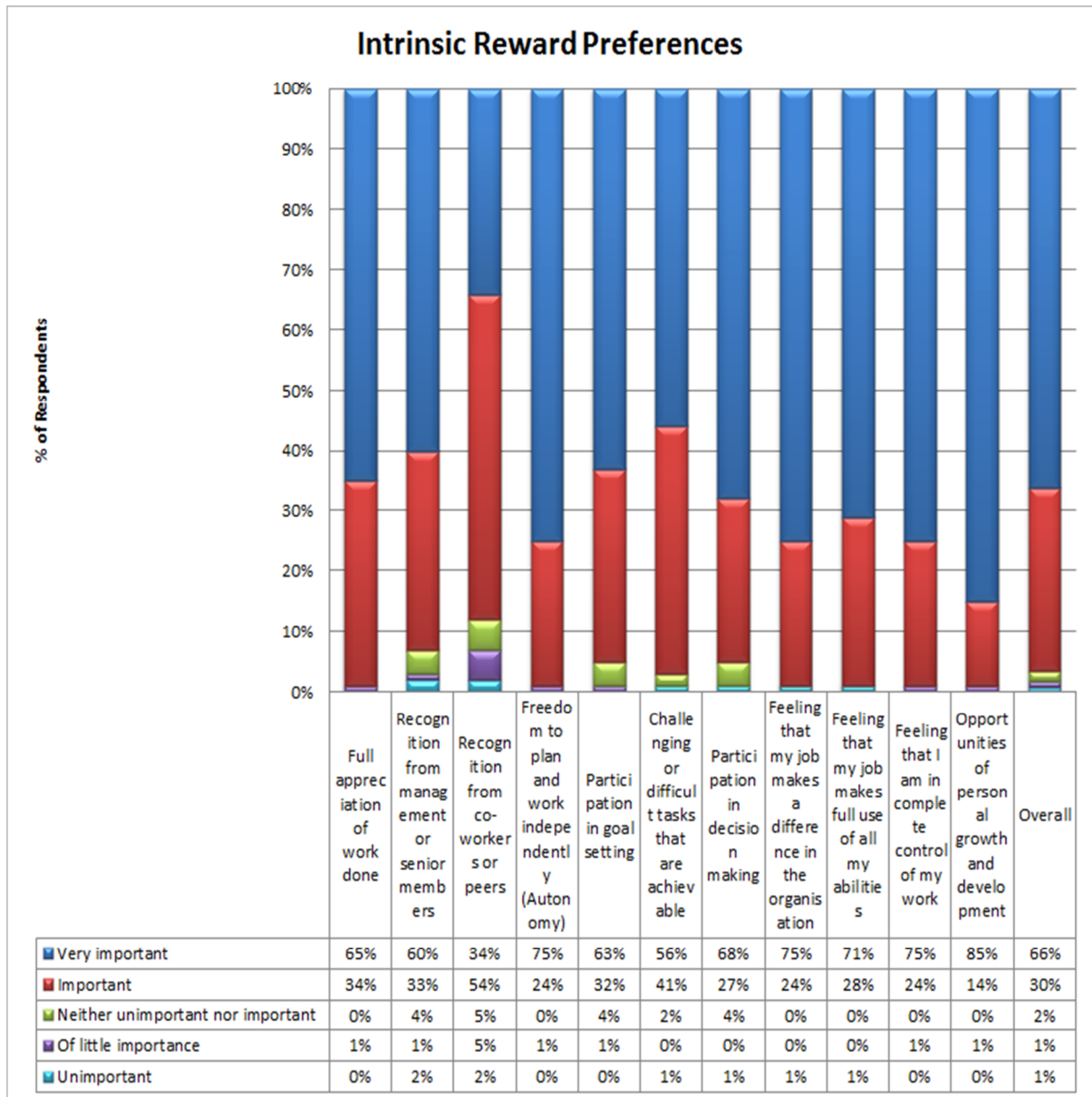


Figure 4.3. Importance of intrinsic rewards to employees

As depicted in Figure 4.3. almost all of the respondents (96%) have ranked the identified intrinsic rewards as important to them (i.e. respondents who selected alternatives: important and very important), with 66% of these respondents indicating that these rewards are significantly important to them. Respondents representing 2% of the sample indicated that the identified intrinsic rewards are not important to them (i.e. respondents who selected alternatives: of little importance and unimportant), with the remaining 2% of the respondents indicating feelings of indifference towards these identified intrinsic rewards.

In order to determine if there is a statistically significant difference between the three combined categories of the Likert scale for each of the intrinsic rewards an ANOVA test was performed. The Likert scaled was combined into three categories as described above, i.e. the intrinsic rewards that are important, neutral or not important to respondents.

For each intrinsic variable a separate Chi-Squared was performed to compare the three proportions. For each intrinsic variable, the chi squared test returned a $p < 0.05$. This indicated that here is a significant statistical difference between the three Likert scale groups for each individual intrinsic reward tested. This indicates that statistically, that the respondents find each of the intrinsic rewards important. In order to confirm this result, an ANOVA test was performed on the intrinsic rewards results as a whole. ANOVA returned $p < 0.05$, with a 10 *df*. This confirms that the respondents feel that obtaining intrinsic rewards like appreciation, recognition, and job autonomy are important in terms of motivating them to perform their job activities efficiently.

Table 4.1. Describes the percentage response of the study population with respect to the individual intrinsic variables, and reports the difference in the Likert scale responses.

	Full appreciation of work done	Recognition from management or senior members	Recognition from co-workers or peers	Freedom to plan and work independently (Autonomy)	Participation in goal setting	Challenging or difficult tasks that are achievable	Participation in decision making	Feeling that my job makes a difference in the organisation	Feeling that my job makes full use of all my abilities	Feeling that I am in complete control of my work	Opportunities of personal growth and development
Important	99	93	88	99	95	97	95	99	99	99	99
Neutral	0	4	5	0	4	2	4	0	0	0	0
Not Important	1	3	7	1	1	1	1	1	1	1	1
Chi sqrd	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05	p<.05

Table 4.2. Cross tabulation: Relationship between gender and importance of participation in decision making

Participation in decision making is...				
Gender		Important	Neutral	Not Important
	Male	96%	2%	2%
	Female	94%	6%	0%
	n = 108		p = 0.134	

96% of the respondents to the particular question who were classified as male indicated the importance of participation in decision making as an intrinsic reward (i.e. respondents who selected alternatives: important and very important). 94% of the respondents who were classified as female indicated the importance of participation in decision making as an intrinsic reward (i.e. respondents who selected alternatives: important and very important).

Results from the cross tabulation shown in table 4.2 report a p value = 0.134 when Chi-squared testing is used to determine a difference between gender and the intrinsic motivation of being part of the decision making process. As the p value is greater than 0.05, this indicates that there is no statistical difference between the level of motivation received by being a part of decision making between men and women. Results suggest that men and women equally value being part of decision making. This is in keeping with what one intrinsically feels is appropriate for a non-sexist society, and is supported by studies conducted by Harris (1989) and Freeman (1990).

4.4.2. Objective 2: To determine the effect that intrinsic rewards have on employee motivational levels

According to Ozutkua (2012) there is generally a positive relationship that exists between intrinsic rewards and motivation levels, however the impact of each intrinsic reward varies amongst different individuals, thus what may have a significant impact on motivational levels of one individual may have a nominal impact on another. Respondents were asked to rank each of the intrinsic rewards identified in relation to the impact that these rewards have on their motivational levels. The responses from the respondents are presented in Figure 4.4 below.

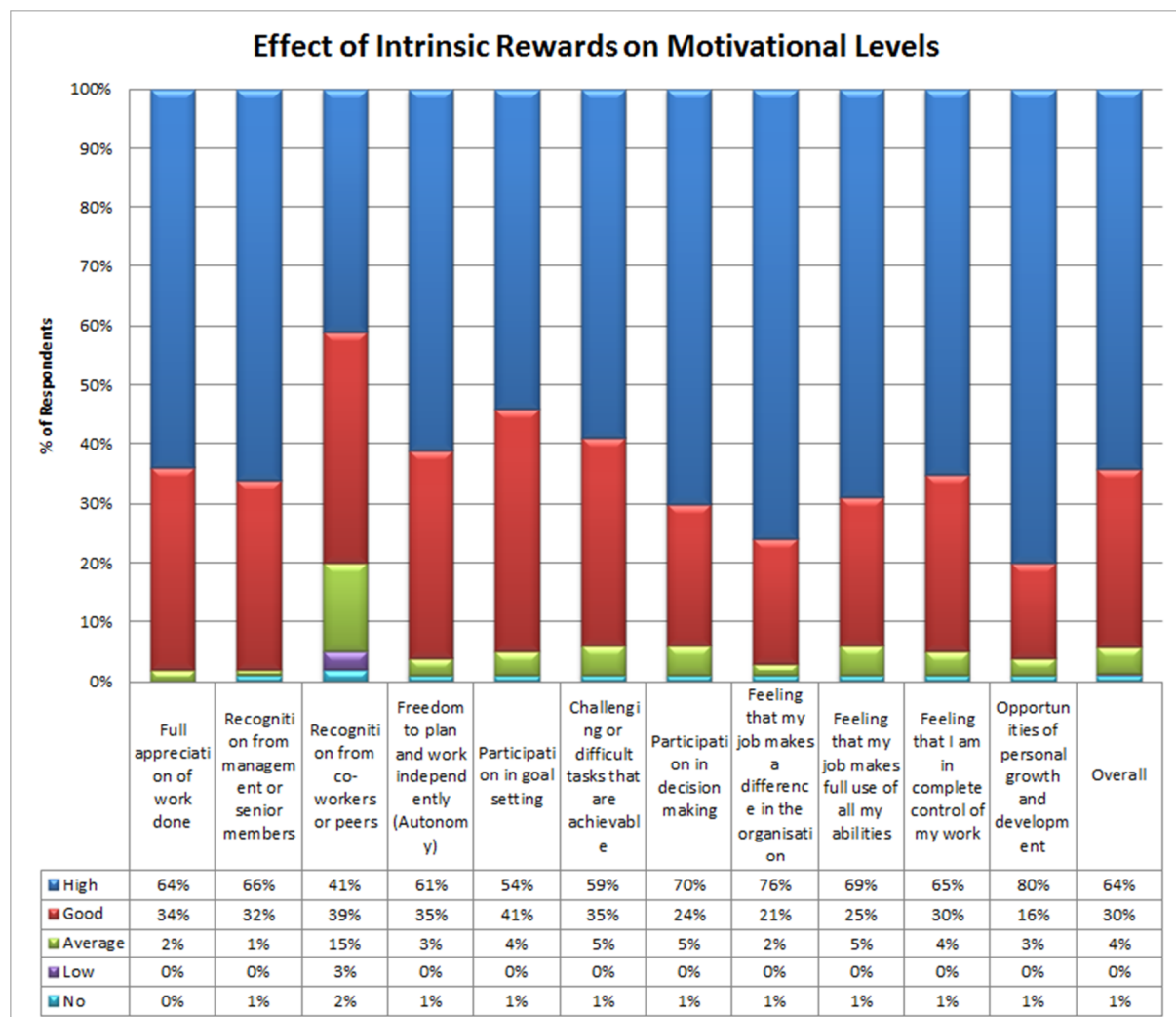


Figure 4.4. Effect of intrinsic rewards on motivational levels

As highlighted in Figure 4.4. a considerable proportion of the respondents (94%) indicated that the identified intrinsic rewards has a considerably positive motivational effect on them (i.e. respondents who selected alternatives: good motivational effect and high motivational effect), with 64% of these respondents indicating that these rewards have a high motivational effect. Respondents representing 4% of the sample indicated that the identified intrinsic rewards have an average effect on motivational levels, with the remaining 1% of the respondents indicating no motivational effect based on these intrinsic rewards identified.

Table 4.3. depicts the relationship between the number of years the respondents were working for their current employer and the motivational effect of opportunities of personal growth and development as an intrinsic reward.

Table 4.3. Cross tabulation: Relationship between the number of years the respondents were working for their current employer and the motivational effect of opportunities of personal growth and development

Motivational effect of opportunities of personal growth and development				
		No	Neutral	Motivated
Number of years respondents were working for current employer	0-2 yrs	0%	0%	100%
	3-5 yrs	3.60%	0%	96%
	6-8 yrs	0%	12%	88%
	9-11 yrs	0%	12%	88%
	12 -14 yrs	0%	28%	72%
	15-17 yrs	0%	35%	65%
	18-20 yrs	0%	35%	65%
	21+ yrs	0%	100%	0%
Chi-Square = 293		p < 0.05		

As illustrated in Table 4.3. the *p value* < 0.05. As this result is less than 0.05, this indicates that there is a 95% level of confidence that there is a relationship between the two variables being tested and these could not have arisen by chance. Thus a relationship exists between the number of years the respondents were working for

their current employer and the motivational effect of opportunities of personal growth and development as an intrinsic reward.

Table 4.3 shows the percentage of each age group that felt no personal growth, neutral personal growth, and motivated personal growth (good and high personal growth). The Chi-squared test returned a Chi-squared value of 293 and $p < 0.05$ this indicates that there is a statistical difference between the different age groups and how each group feels motivated with respect to personal growth and development. Results indicate a high motivation of personal growth in the first few years of working, which slowly decreases over time. The first five years of working seems to be associated with the highest motivation based on personal growth. After 15 years of working the motivation based on personal growth decreases dramatically. This is in keeping with what is expected. Over time, as an employee remains in the same department, the opportunity for growth reduces in a developing country due to age, population growth, technological advancements etc. (The Economist, 2014).

4.4.3. Objective 3: To determine the current level of intrinsic job satisfaction of employees

Respondents were asked to categorise their current level of intrinsic job satisfaction in the last 12 months. Their responses are depicted in Figure 4.5 below.

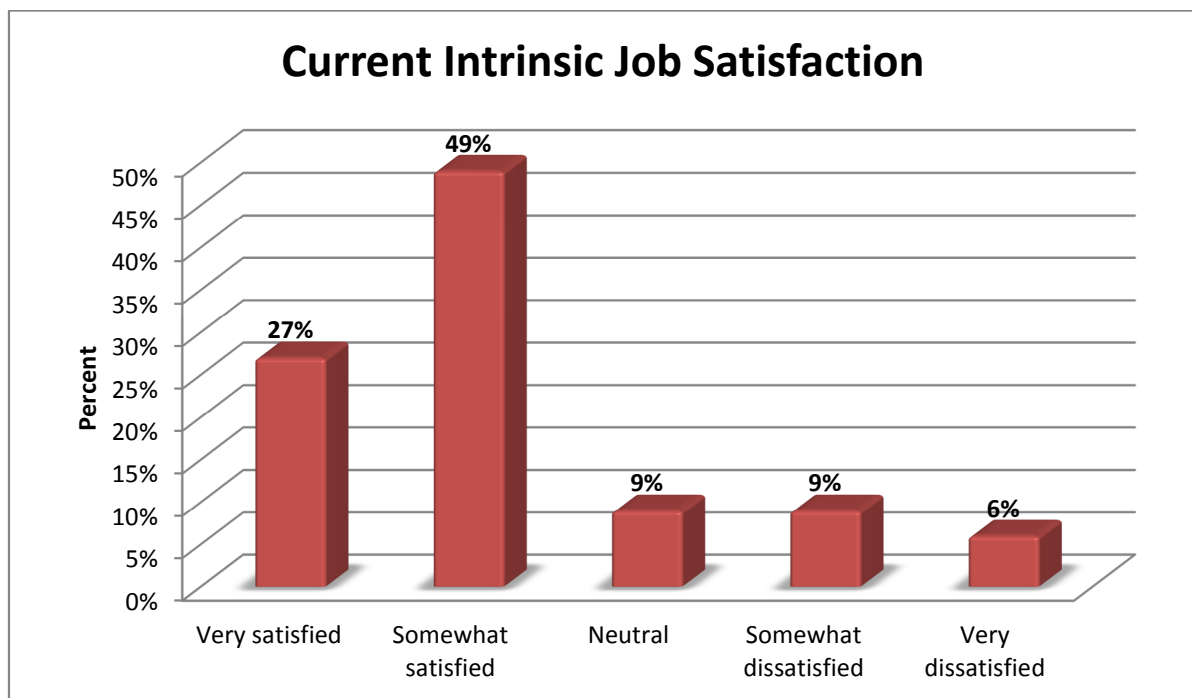


Figure 4.5. Current level of intrinsic job satisfaction in the last 12 months

As highlighted in Figure 4.5, a significant proportion of the respondents (76%) indicated positive satisfaction with their current level of intrinsic job satisfaction in the last 12 months (i.e. respondents who selected alternatives: somewhat satisfied and very satisfied), with 49% of these respondents indicating that their intrinsic job satisfaction in the last 12 months has been somewhat satisfying. Respondents representing 15% of the sample indicated that their current level of intrinsic job satisfaction in the last 12 months has been dissatisfying (i.e. respondents who selected alternatives: somewhat dissatisfied and very dissatisfied), with the remaining 9% of the respondents indicating feelings of indifference towards their current level of intrinsic job satisfaction in the last 12 months.

Table 4.4. depicts the relationship between racial group of respondents and the current level of intrinsic job satisfaction in the last 12 months.

Table 4.4. Cross tabulation: Relationship between racial group and the current level of intrinsic job satisfaction in the last 12 months

Current level of intrinsic job satisfaction in the last 12 months							
		Very Satisfied	Somewhat satisfied	Neutral	Somewhat dissatisfied	Very dissatisfied	Total
Racial Group	African	5.6%	6.5%	2.8%	2.8%	2.8%	20.4%
	Coloured	0.9%	2.8%	0.9%	3.7%	1.9%	10.2%
	Indian	16.7%	30.6%	5.6%	1.9%	0%	54.6%
	White	3.7%	9.3%	0%	0.9%	0.9%	14.8%
	Total	26.9%	49.1%	9.3%	9.3%	5.6%	100.0%
n = 108		Chi-Square = 27.720			p = 0.006		

As illustrated in Table 4.4. a relationship ($p = 0.006$) exists between racial group respondents and the current level of intrinsic job satisfaction of respondents in the last 12 months. A p value < 0.05 shows that there is a difference in job satisfaction between the various races. Results indicate that Whites are the most satisfied, followed by Indian, then Coloured and lastly African populations.

Respondents who were classified as Indian comprised of 55% of the sample, of which 87% indicated satisfying levels of intrinsic job satisfaction, whereas 3% indicated dissatisfying levels of intrinsic job satisfaction. 20% of the sample comprised of respondents who were classified as African, of which 59% indicated satisfying levels of intrinsic job satisfaction, whereas 27% indicated dissatisfying levels of intrinsic job satisfaction.

Respondents classified as White represented 15% of the sample, of which 88% indicated satisfying levels of intrinsic job satisfaction, whereas 12% indicated dissatisfying levels of intrinsic job satisfaction. 10% of the sample comprised of respondents who were classified as Coloured, of which 36% indicated satisfying

levels of intrinsic job satisfaction, whereas 55% indicated dissatisfying levels of intrinsic job satisfaction.

These results also are in keeping with literature that describes sociology studies based on race. These studies indicate that self-esteem and socio-economic levels affect job satisfaction. Like other literature, white employees seem to have highest job satisfaction as compared to African employees who have the lowest satisfaction (Gold, Webb, & Smith, 1982; Lopez & Greenhaus, 1978).

4.4.4. Objective 4: To determine the frequency of intrinsic rewards in the current working environments of employees

According to Nantha (2013), it is imperative for organisations to gauge the effects of intrinsic and extrinsic rewards on employees in their organisations prior to establishment of their reward programs. Karatepe & Tekinkus (2006) highlighted the possible failures in the implementation of rewards programs in the banking sector when organisations have not correctly understood the motivational effects of intrinsic rewards on their employees prior to implementation of such programs. Respondents were asked to rank each of the identified intrinsic rewards in relation to the frequency that these rewards are present in their current organisation. The responses from the respondents are presented in Figure 4.6.

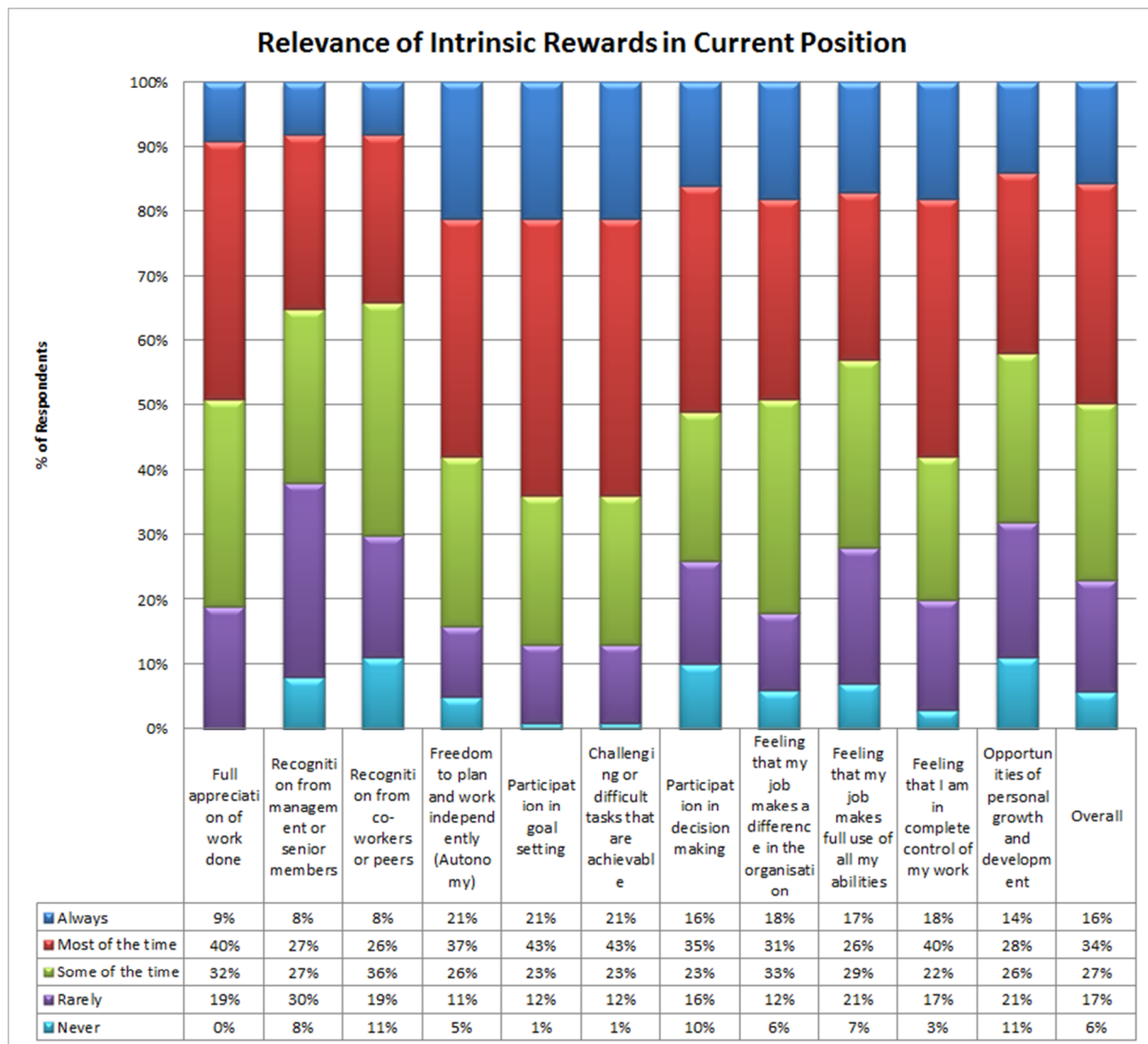


Figure 4.6. Frequency of intrinsic rewards at current working environment

As depicted in Figure 4.6, a large proportion of the respondents (50%) have indicated that the identified intrinsic rewards have a high frequency of occurrence in their current organisation (i.e. respondents who selected alternatives: most of the time and always), with 34% of these respondents indicating that these rewards are present in their current organisation most of the time. Respondents representing 23% of the sample indicated that the identified intrinsic rewards have a low frequency in their current organisation (i.e. respondents who selected alternatives: rarely and never), with the remaining 27% of the respondents indicating that the identified intrinsic rewards are occasionally frequent in their current organisation.

Table 4.5. depicts the relationship between the highest educational qualification of the respondents and the frequency of participation in goal setting in the current organisation as an intrinsic reward.

Table 4.5. Cross tabulation: Relationship between the educational qualification of the respondents and the frequency of participation in goal setting in the current organisation.

Participation in goal setting in the current organisation				
		Low	Medium	High
Highest Educational Qualification of Respondents	Matric (Grade12)	21%	35%	45%
	Degree or Diploma	42%	9%	49%
	Post Graduate Diploma or Honours	8%	13%	79%
	Masters or Doctorate	0%	16%	84%
	Chi-Square = 30.952			p = 0.002

As illustrated in Table 4.5. a relationship ($p = 0.002$) exists between the educational qualification of the respondents and the frequency of participation in goal setting in the current organisation. The results indicate that the higher the educational qualification, the higher the participation in goal setting. The current situational analysis with respect to the goal setting intrinsic reward indicates that that the highest frequency for high goal setting is found with Masters and doctoral employees.

Respondents who had a matric qualification comprised 27% of the sample, of which 45% indicated a high frequency of participation in goal setting in the current organisation. 41% of the sample possessed a degree or diploma qualification, of which 49% indicated a high frequency of participation in goal setting in the current organisation. 20% of the sample possessed a post graduate diploma or honours degree, of which 79% indicated a high frequency of participation in goal setting in the current organisation. The remaining 12% of the sample possessed a masters or

doctoral degree, of which 84% indicated a high frequency of participation in goal setting in the current organisation.

Table 4.6. depicts the relationship between the current position of the respondents and the frequency of feelings that the respondents job makes full use of his or her own abilities.

Table 4.6. Cross tabulation: Relationship between the current position of the respondents and the frequency of feelings that respondents job makes full use of his or her own abilities.

Feelings that the job makes full use of own abilities				
		Little	Neutral	Often
Current Position	Admin or Clerical	48%	28%	24%
	Specialist or Consultant	32%	27%	41%
	Junior Management	30%	30%	40%
	Middle Management	15%	35%	50%
	Senior Management	6%	27%	67%
	Chi-Square = 36.413			p = 0.014

Table 4.6 shows the relationship between the employee position and the intrinsic reward of making full use of their ability. A $p < 0.05$ shows a statistical significant difference in the responses by the different employee positions. Results indicate that the higher the employee position, the more they feel they are using their full abilities.

Respondents who were classified under non-management positions (i.e. admin, clerical, specialist, or consultancy positions) comprised 46% of the sample, of which 32% indicated a high frequency of feelings that the job makes full use of one's own abilities in the current organisation. 52% of the sample comprised of respondents who were classified under management positions, of which 52% indicated a high frequency of feelings that the job makes full use of one's own abilities in the current organisation.

4.4.5. Objective 5: To establish the willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment

According to Raza, et al. (2015) employees who experience low levels of intrinsic job satisfaction are more likely to leave their current employment to seek opportunities that will provide increased levels of intrinsic job satisfaction. Respondents were asked to consider the prevalence of the identified intrinsic rewards in their current organisation in the last 12 months and indicate the impact that these factors have on their willingness to consider alternative employment. The responses from the respondents are presented in Figure 4.7.

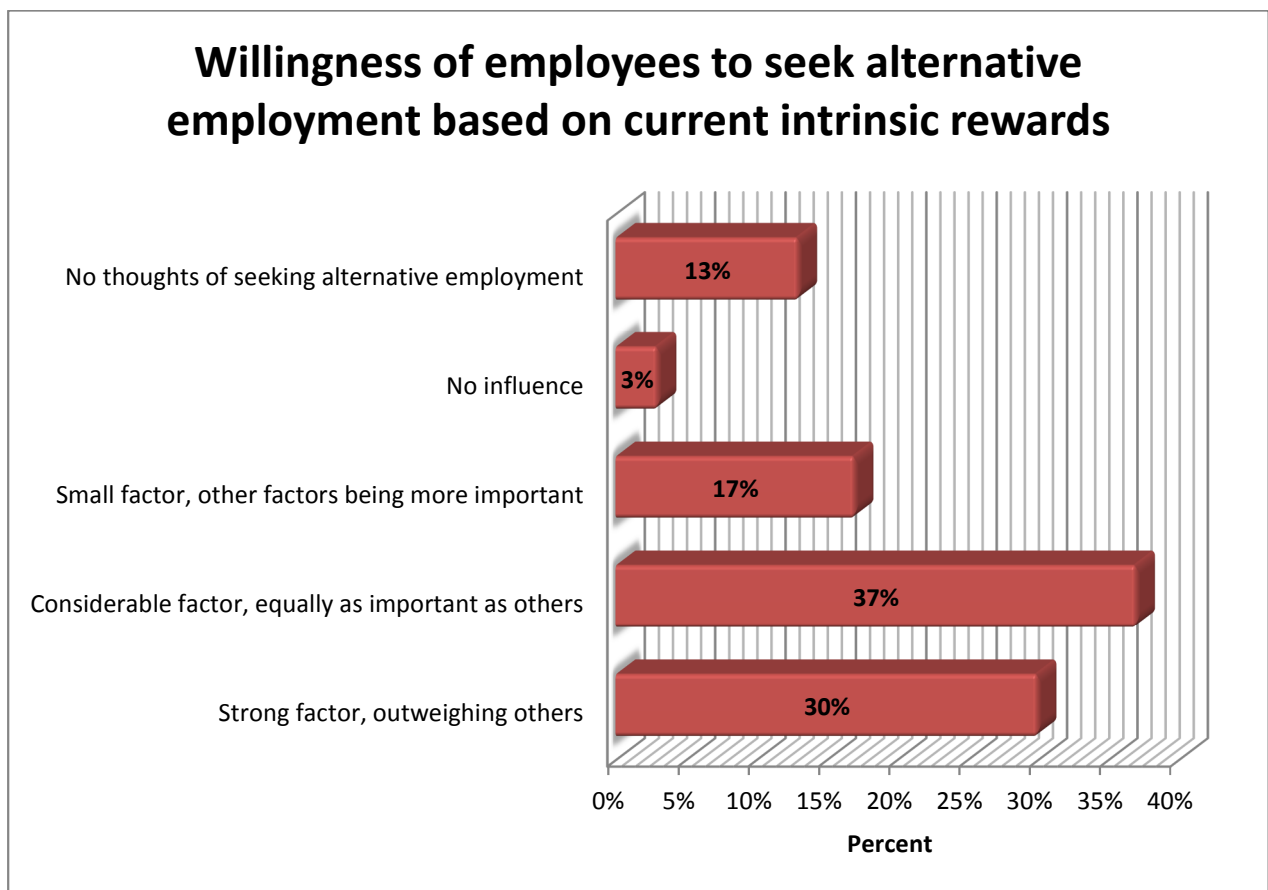


Figure 4.7. Willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment

As highlighted in Figure 4.7. a noteworthy proportion of the respondents (67%) indicated that based on the current level of intrinsic rewards in their organisation it is a significant factor in considering alternative employment (i.e. respondents who selected alternatives: strong factor, outweighing others and considerable factor, equally as important as others), with 30% of these respondents indicating that these factors have a significant impact and outweigh other factors. Respondents representing 17% of the sample indicated that the current level of intrinsic rewards in the organisation is a small factor when considering alternative employment, with other factors being more important. Respondents representing 3% of the sample indicated that the identified factors have no influence in their decision making on alternative employment with the remaining 13% of the respondents indicating no thoughts of seeking alternative employment.

Table 4.7. depicts the relationship between the influence the current level of intrinsic rewards has on respondents considering alternative employment and the number of years worked at the current employer.

Table 4.7. Cross tabulation: Relationship between the influence the current level of intrinsic rewards has on respondents considering alternative employment and the number of years worked at the current employer

Influence the current level of intrinsic rewards has on respondents considering alternative employment							
		Strong factor, outweighing others	Considerable factor, equally as important as other factors	Small factor, other factors being more important	No influence	No thoughts of seeking alternative employment	Total
Number of years respondents are working for current employer	0-2 yrs	10.2%	8.3%	0.9%	0%	1.9%	21.3%
	3-5 yrs	9.3%	5.6%	6.5%	0.9%	5.6%	27.8%
	6-8 yrs	6.5%	8.3%	4.6%	0%	0.9%	20.4%
	9-11 yrs	3.7%	10.2%	3.7%	1.9%	0.9%	20.4%
	12 -14 yrs	0%	3.7%	0.9%	0%	0.9%	5.6%
	15-17 yrs	0%	0%	0%	0%	1.9%	1.9%
	18-20 yrs	0.9%	0.9%	0%	0%	0%	1.9%
	21+ yrs	0%	0%	0%	0%	0.9%	0.9%
	Total		30.6%	37.0%	16.7%	2.8%	13.0%
n = 108		Chi-Square = 43.239			p = 0.033		

As illustrated in Table 4.7 a relationship ($p = 0.033$) exists between the influence the current level of intrinsic rewards has on respondents considering alternative employment and the number of years worked at the current employer. The results indicate that the longer the employee works, the less likely it is for them to seek other employment.

Respondents who had between 0 and 5 years working experience for their current employer comprised 49% of the sample, of which 68% of these respondents

indicated that these factors have a significant influence when considering alternative employment. 17% of these respondents indicated that these factors have an insignificant influence when considering alternative employment. 41% of the sample had between 6 and 11 years working experience at their current employer, of which 70% of these respondents indicated that these factors have a significant influence when considering alternative employment. 9% of these respondents indicated that these factors have an insignificant influence when considering alternative employment.

4.4.6. Objective 6: To establish the possible impact of motivational levels in employees if intrinsic rewards were increased or decreased in their working environments

Olafsen, Halyari, Forest, & Deci (2015) in support of the study conducted by Deci (1975) elaborated that an individual's feeling of proficiency and self-determination will determine their level of intrinsic motivation, he reasoned that an individual's completion of a particular task was accomplished through external incentive i.e. monetary reward, and when such reward was removed these individuals spent less time performing the task, thus intrinsic motivation is said to regress when an individual's behaviour is stimulated through external influence as opposed to an internal drive. According to Smith, Joubert, & Karodia (2015) variations in both intrinsic and extrinsic rewards can have a varying impact on the motivational levels of employees, and organisations need to carefully understand the impact of such changes in order to gain a competitive advantage.

Through the use of three separate questions, respondents were asked to rank the effect of change on their motivational levels if the following factors were manipulated:

- An increase in one or more intrinsic rewards identified
- An increase in extrinsic reward and removal or decrease of all intrinsic rewards identified
- Fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified

4.4.6.1. Resultant effect on motivational levels through an increase in one or more intrinsic rewards identified

Respondents were asked to rank the effect of change on their motivational levels if there was an increase in one or more intrinsic rewards identified. The responses from the respondents are presented in Figure 4.8.

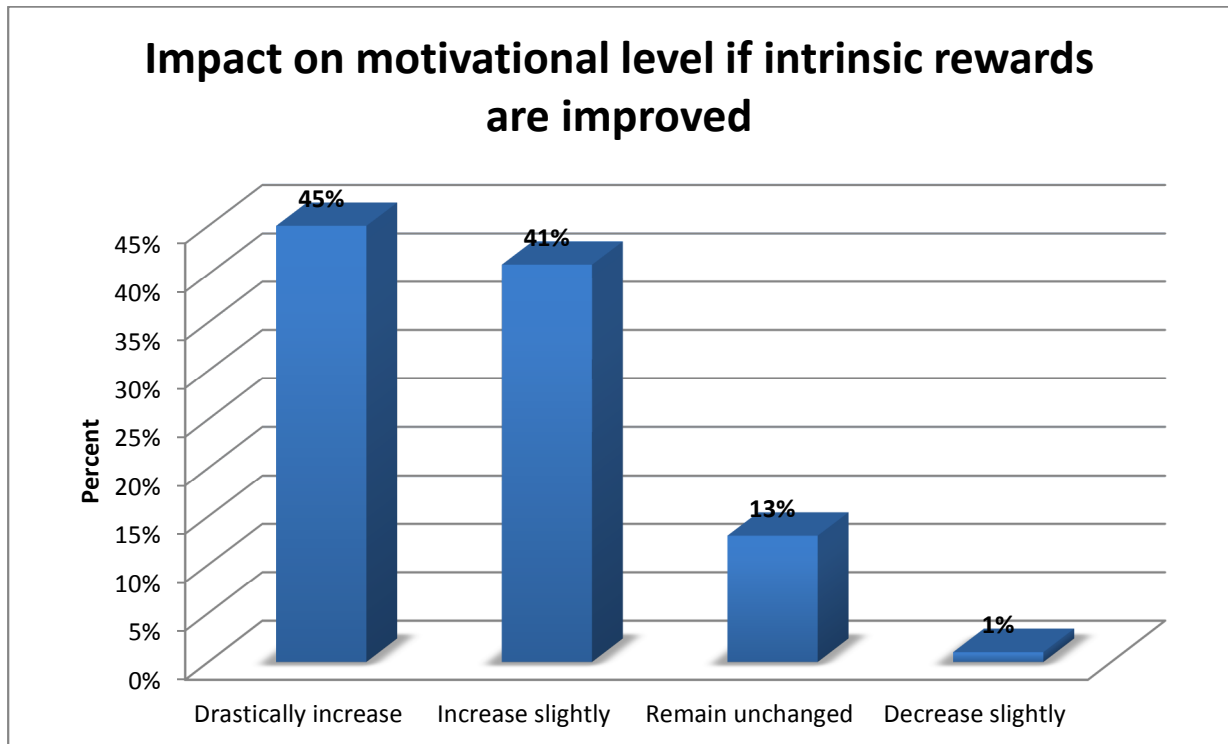


Figure 4.8. Impact on motivational levels if intrinsic rewards are improved

As highlighted in Figure 4.8, a substantial proportion of the respondents (86%) indicated an increase in motivational levels if one or more of the intrinsic rewards identified were to be increased (i.e. respondents who selected alternatives: drastically increase and increase slightly), with 13% of these respondents indicating that their motivational levels would remain unchanged if one or more of the intrinsic rewards identified were to be increased. Respondents representing 1% of the sample indicated a slight decrease in motivation levels if one or more of the intrinsic rewards identified were to be increased.

Table 4.8. depicts the relationship between the age of the respondents and impact on motivational levels if intrinsic rewards are improved.

Table 4.8. Cross tabulation: Relationship between the age of the respondents and impact on motivational levels if intrinsic rewards are improved

Impact on motivational levels if intrinsic rewards are improved						
		Drastically increase	Increase slightly	Remain unchanged	Drastically decrease	Total
Age of the respondents	16-19yrs	0.9%	0%	0%	0%	0.9%
	20-29yrs	13.9%	5.6%	3.7%	0%	23.1%
	30-39yrs	21.3%	23.1%	5.6%	0%	50.0%
	40-49yrs	8.3%	9.3%	2.8%	0%	20.4%
	50-59yrs	0.9%	2.8%	0.9%	0.9%	5.6%
	Total	45.4%	40.7%	13.0%	0.9%	100.0%
n = 108		Chi-Square = 23.419			p = 0.024	

As illustrated in Table 4.7. a relationship ($p = 0.024$) exists between the age of the respondents and impact on motivational levels if intrinsic rewards are improved. Results indicate that the younger employees value the intrinsic rewards more than that of the older workers. This may be due to the drive to achieve and progress that many younger workers experience at the beginning of their careers.

The age of respondents between 16 and 29 years comprised 24% of the sample, of which 85% of these respondents indicated an increase in motivational levels if the intrinsic rewards identified are improved. 70% of the sample were respondents between the age category of 30 and 49 years, of which 88% of these respondents indicated an increase in motivational levels if the intrinsic rewards identified are improved. The remaining portion of both these categories indicated above indicated an unchanged effect on motivational levels if the intrinsic rewards identified are improved.

4.4.6.2. Resultant effect on motivational levels through an increase in extrinsic reward and removal or decrease of all intrinsic rewards identified

Respondents were asked to rank the effect of change on their motivational levels if there was an increase in extrinsic reward and removal or decrease of all intrinsic rewards identified. The responses from the respondents are presented in Figure 4.9.

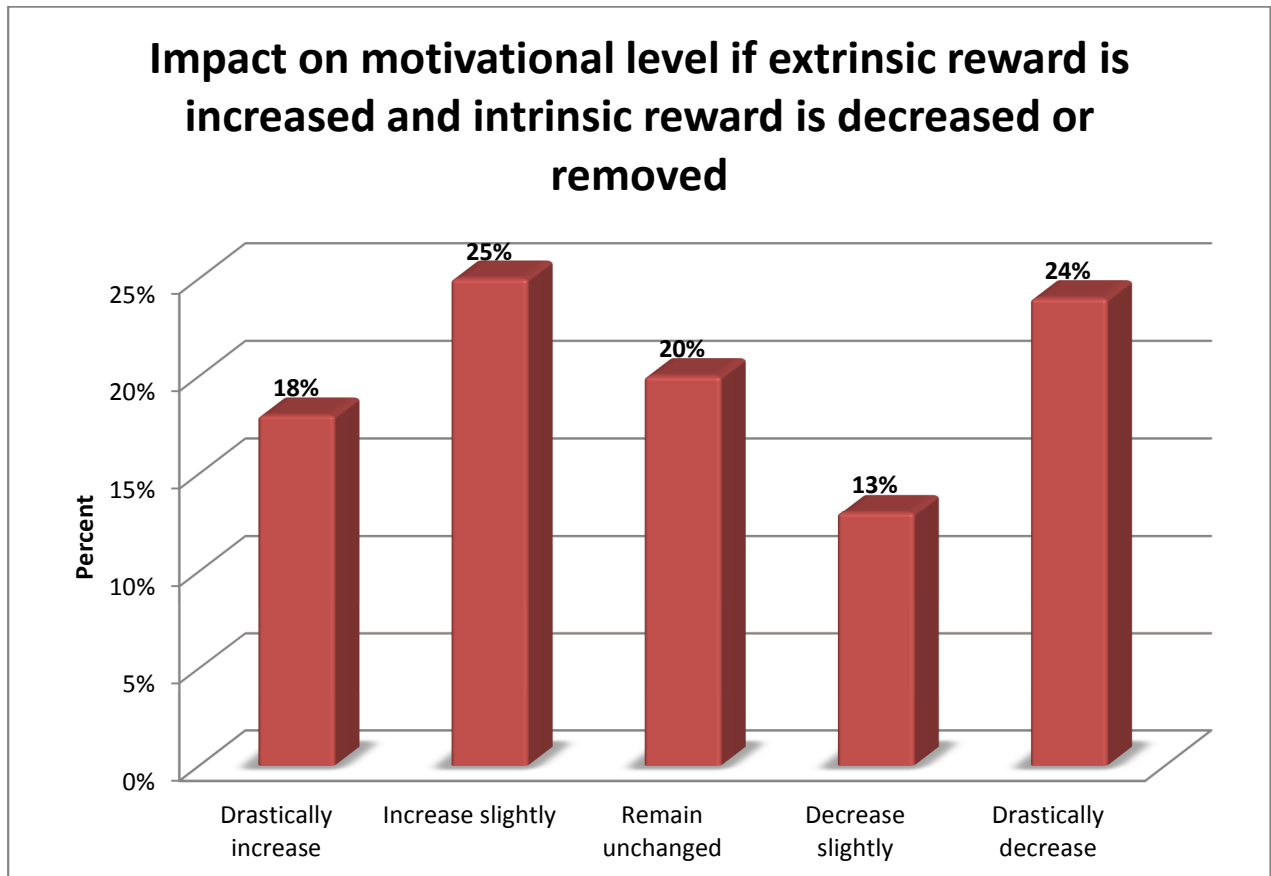


Figure 4.9. Impact on motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed

As highlighted in Figure 4.9, a significant proportion of the respondents (43%) indicated an increase in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed (i.e. respondents who selected alternatives: drastically increase and increase slightly), with 20% of these respondents indicating that their motivational levels would remain unchanged if extrinsic reward is increased and intrinsic reward is decreased or removed. Respondents representing 37% of the

sample indicated an decrease in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed (i.e. respondents who selected alternatives: drastically decrease and decrease slightly).

Table 4.9. depicts the relationship between the racial group of the respondents and impact on motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed.

Table 4.9. Cross tabulation: Relationship between the racial group of the respondents and impact on motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed

Impact on motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed							
		Drastically increase	Increase slightly	Remain unchanged	Decrease slightly	Drastically decrease	Total
Racial Group	African	1.9%	0.9%	4.6%	3.7%	9.3%	20.4%
	Coloured	0.9%	0%	2.8%	1.9%	4.6%	10.2%
	Indian	14.8%	22.2%	10.2%	4.6%	2.8%	54.6%
	White	0%	1.9%	2.8%	2.8%	7.4%	14.8%
	Total	17.6%	25.0%	20.4%	13.0%	24.1%	100.0%
n = 108		Chi-Square = 42.465			p = 0.000		

As illustrated in Table 4.9. a relationship ($p = 0.000$) exists between racial group of the respondents and impact on motivational levels if extrinsic rewards is increased and intrinsic rewards is decreased or removed. As with the earlier discussion, race seems to play an important role in the study. A p value < 0.05 indicates that the different races are statistically significantly and values the need for intrinsic rewards differently. The White and Indian populations seem to be motivated more if the intrinsic rewards are increased, as compared to the Coloured and African population groups. This may again be attributed to socio-economic conditionings, where populations from economically deprived groups regard extrinsic rewards more valuable. Similar results have been reported in literature (Shapiro, 1977).

Respondents who were classified as Indian comprised of 55% of the sample, of which 68% indicated an increase in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed (i.e. respondents who selected alternatives: drastically increase and increase slightly). 20% of the sample comprised of respondents who were classified as African, of which 64% indicated a decrease in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed (i.e. respondents who selected alternatives: drastically decrease and decrease slightly).

Respondents classified as White represented 15% of the sample, of which 69% indicated a decrease in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed. 10% of the sample comprised of respondents who were classified as Coloured, of which 64% indicated a decrease in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed.

4.4.6.3. Resultant effect on motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified

Respondents were asked to rank the effect of change on their motivational levels if extrinsic rewards were fixed and there was an increase in one or more intrinsic rewards identified. The responses from the respondents are presented in Figure 4.10.

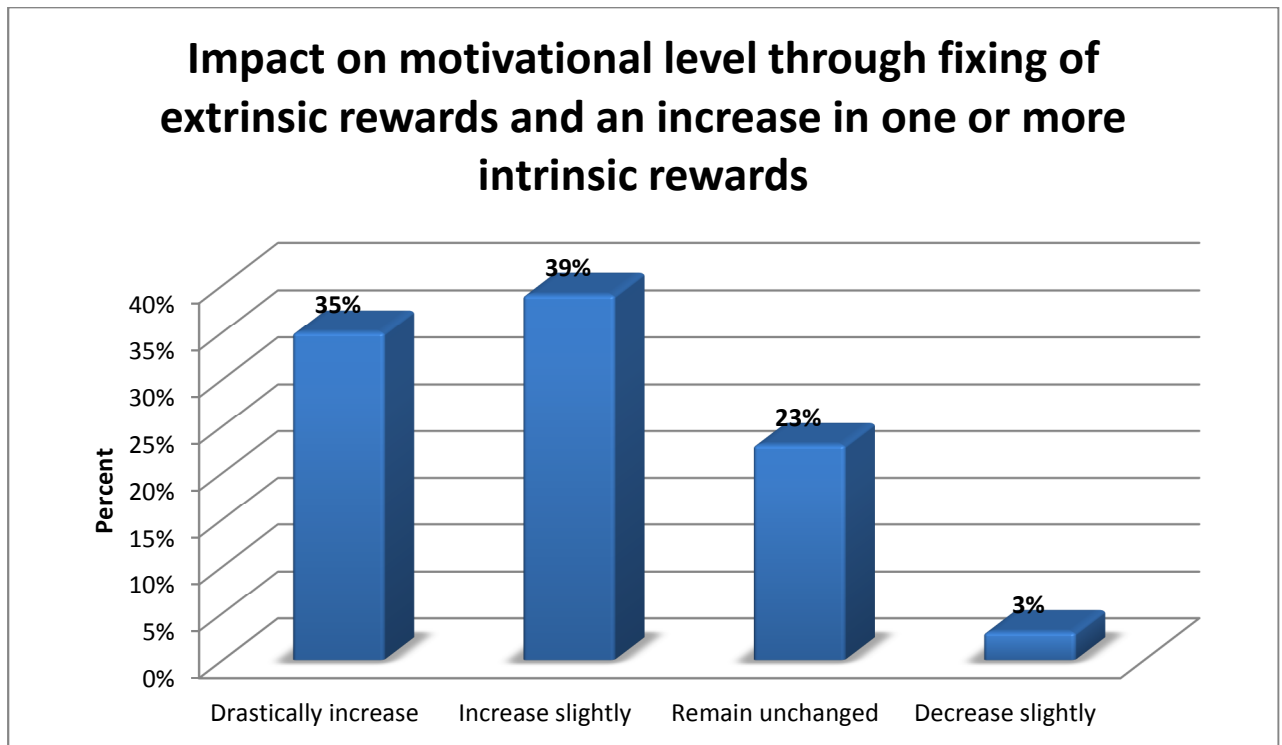


Figure 4.10. Impact on motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified

As highlighted in Figure 4.10, a substantial proportion of the respondents (74%) indicated an increase in motivational levels if extrinsic rewards are fixed and one or more of the intrinsic rewards identified were to be increased (i.e. respondents who selected alternatives: drastically increase and increase slightly), with 23% of these respondents indicating that their motivational levels would remain unchanged if extrinsic rewards are fixed and one or more of the intrinsic rewards identified were to be increased. Respondents representing 3% of the sample indicated a slight decrease in motivation levels if extrinsic rewards are fixed and one or more of the intrinsic rewards identified were to be increased.

Table 4.10. depicts the relationship between the educational qualification of the respondents and impact on motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified.

Table 4.10. Cross tabulation: Relationship between the educational qualification of the respondents and impact on motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified

Impact on motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified						
		Drastically increase	Increase slightly	Remain unchanged	Decrease slightly	Total
Educational Qualification	Matric (Grade12)	12.0%	4.6%	8.3%	1.9%	26.9%
	Degree or Diploma	14.8%	15.7%	10.2%	0%	40.7%
	Post Graduate Diploma or Honours	7.4%	10.2%	1.9%	0.9%	20.4%
	Masters or Doctorate	0.9%	8.3%	2.8%	0%	12.0%
	Total	35.2%	38.9%	23.1%	2.8%	100.0%
n = 108		Chi-Square = 17.181				p = 0.046

The *p value* < 0.05 as shown in table 4.10. indicates a statistically significant difference in the education levels and motivation with increasing intrinsic rewards (while fixing extrinsic rewards). Results indicate that the higher the education level of the employee, there is a higher motivation based on increasing intrinsic rewards

Respondents who had a matric qualification comprised 27% of the sample, of which 62% indicated an increase in motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified. 41% of the sample possessed a degree or diploma qualification, of which 75% indicated an

increase in motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified. The remaining 32% of the sample possessed a honours degree or greater, of which 83% indicated an increase in motivational levels through fixing of extrinsic rewards and an increase in one or more intrinsic rewards identified.

4.5. Summary

The results from the data collected through the research instrument used in this study were discussed in this chapter through critical analysis and interpretation. This chapter was presented in two major sections, the first being an analysis of the demographic profile of the respondents who completed the survey from the logistics company in KwaZulu-Natal and the second being a discussion of the results in relation to the objectives of this study that was highlighted in chapter one.

Based on the findings underlined in this chapter, significant conclusions have been drawn from which recommendations are suggested in the chapter that will follow. The limitations of this study have also been identified coupled with recommendations for further research will also be further discussed in Chapter Five.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

Establishing and sustaining high levels of employee motivation is one of the biggest challenges that organisations face in the current business environment, and organisations are constantly seeking improved techniques and strategies that can assist towards achieving this objective. Low levels of employee motivation can have disastrous consequences in an organisation and often the prevalence of such conditions can result in increased employee turnover, difficulty being experienced regarding the retention of high performing employees, and overall poor performance of the organisation. Historically organisations have placed a significant emphasis on extrinsic rewards as part of their reward programs to address these concerns, however with the advent of a highly competitive global business environment, coupled with a new generation of workers who are entering the marketplace who have a different set of expectations from their predecessors, organisations can no longer rely on the sole use of extrinsic rewards. This chapter will highlight the specific conclusions drawn from this study, limitations that have been identified, recommendations based on the findings and further research studies that could be undertaken in the future.

5.2. Key findings and conclusions

The main aim of the study is to investigate the relationship that exists between intrinsic rewards and employee motivation, and to further understand the preference of these intrinsic rewards to employees, thus enabling the organisation to better structure its rewards program in a manner that optimally motivates its employees, creating a performance driven culture. The study further explored the current level of intrinsic job satisfaction of employees at the logistics company in KwaZulu-Natal and also gained insight into the current prevalence of intrinsic rewards in the current working environment of these employees. The literature further indicated that

organisations play a critical role in carefully understanding the level of impact which intrinsic rewards will have on employee motivational levels prior to the implementation of such reward programs as such rewards have a varying impact on motivational levels of employees dependent on the need levels at which the employees are currently undergoing.

The research questions were designed in a manner that allowed for the questions to be strategically linked to the research objectives of this study. The results have shown that there is a strong relationship that exists between intrinsic rewards and employee motivation.

5.2.1. Objective one

The outcomes for objective one indicate that the respondents have categorised the identified intrinsic rewards as important to them. The findings show that 96% of the respondents have ranked the identified intrinsic rewards as important to them. The purpose of understanding the level of importance of these intrinsic rewards to employees is to carefully understand the level at which employees are currently experiencing levels of needs so that the organisation can effectively implement strategies to address these needs based on the importance levels to their employees. It would be a futile exercise for an organisation to implement strategies to target a specific intrinsic reward whereby the importance of such need has been classified as low by employees.

5.2.2. Objective two

The results for objective two indicate that the identified intrinsic rewards have a positive motivational effect on employees. The findings show that 94% of the respondents indicated that the identified intrinsic rewards has a considerably positive motivational effect on them, with 64% of these respondents indicating that these rewards have a high motivational effect.

5.2.3. Objective three

The findings show that 76% of the respondents indicated positive satisfaction with their current level of intrinsic job satisfaction in the last 12 months, with 49% of these respondents indicating that their intrinsic job satisfaction in the last 12 months has been somewhat satisfying. It is evident that while a large proportion of the respondents have indicated positive satisfaction, majority of these respondents reveal that there is room for improvement. Respondents representing 15% of the sample indicated that their current level of intrinsic job satisfaction in the last 12 months has been dissatisfying, with the remaining 9% of the respondents indicating feelings of indifference towards their current level of intrinsic job satisfaction in the last 12 months.

5.2.4. Objective four

In determining the frequency of intrinsic rewards in the current working environments of employees, it was found that 50% collectively indicated that the identified intrinsic rewards have a high frequency of occurrence in their current organisation, with 34% of these respondents indicating that these rewards are present in their current organisation most of the time. It is evident that while a large proportion of the respondents have indicated high frequency, majority of these respondents reveal that there is room for improvement. Respondents representing 23% of the sample indicated that the identified intrinsic rewards have a low frequency in their current organisation, with the remaining 27% of the respondents indicating that the identified intrinsic rewards are occasionally frequent in their current organisation. One may therefore conclude that there is some inconsistency in the frequency of the identified intrinsic rewards at the logistics company in KwaZulu-Natal.

5.2.5. Objective five

The outcomes of objective five indicate that there is a high level of willingness of employees to seek alternative employment based on the level of intrinsic rewards in their current working environment. The findings show that 67% of the respondents indicated that based on the current level of intrinsic rewards in their organisation it is

a significant factor in considering alternative employment, with 30% of these respondents indicating that these factors have a significant impact and outweigh other factors. Respondents representing 17% of the sample indicated that the current level of intrinsic rewards in the organisation is a small factor when considering alternative employment, with other factors being more important. Respondents representing 3% of the sample indicated that the identified factors have no influence in their decision making on alternative employment with the remaining 13% of the respondents indicating no thoughts of seeking alternative employment. One may therefore conclude that the prevalence of intrinsic rewards in the organisation is an important factor in the decision making process when considering alternative employment.

5.2.6. Objective six

The results of objective six indicate that should the organisation increase intrinsic rewards, employee motivation would be expected to increase. The findings show that 86% of the respondents indicated an increase in motivational levels if one or more of the intrinsic rewards identified were to be increased. The study has also revealed that fixing extrinsic rewards while increasing intrinsic rewards also has a positive effect on employee motivation. The results show that 74% of the respondents indicated an increase in motivational levels if extrinsic rewards are fixed and one or more of the intrinsic rewards identified were to be increased. It may also be concluded that there is a varying response on the impact on motivational levels if an increase was observed in extrinsic reward with a removal or decrease in intrinsic rewards. The findings show that 43% of the respondents indicated an increase in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed. Respondents representing 37% of the sample indicated a decrease in motivational levels if extrinsic reward is increased and intrinsic reward is decreased or removed with the balance of respondents indicating feelings of indifference.

The summary provided above of the key findings and results of the study advocates that the objectives identified of the study have been accomplished, and that the study should now provide substantial and valuable information to the logistics company in KwaZulu-Natal. The findings and results could be used by the

organisation to effectively improve its rewards program in a manner that optimally motivates its employees, creating a performance driven culture.

5.3. Recommendations based on current findings

Recommendations to improve the current situation are discussed below and these are proposed based on the findings and results of the study, in conjunction with the review of the relevant literature.

5.3.1. Importance and prevalence of intrinsic rewards

It is evident from the results of the study that a substantial percentage of respondents find that intrinsic rewards are important to them. Employees are seeking rewards that are psychological in nature or rewards that yield emotionally and positively satisfying experiences generated through their work or work environment (Thomas, 2009). It is therefore imperative that organisations recognise that such rewards have a high ranking of importance to their employees, and reward programs should be designed in a manner that strategically incorporates such rewards.

It is also evident from the results of the study that the respondents from the logistics company in KwaZulu-Natal experience varying levels of frequency with regards to the intrinsic rewards. While the positive outcome is indicative of some success in implementation of intrinsic rewards within the organisation, the disparity in the results is suggestive of ineffective implementation. A common challenge faced by organisations as identified through the examination of various literature highlighted in Chapter 2, is that organisations fail to understand that each individual experiences a different set of needs, and thus applying a uniformed approach across the organisation may not necessarily achieve the desired outcome. Kreitner & Kinicki, (1998) suggested the importance of an organisation to understand the various needs of employees as the order of importance to these needs to each individual may differ.

Through effective integration of intrinsic rewards with the organisational performance management system, the management team would be enabled to personally engage

with their employees and successfully establish and understand the unique need levels of their employees through personal dialogue. Once the need levels of employees have been assessed and carefully categorised, the management team would then be empowered to implement the intrinsic rewards directed to each employee at the level at which the employee identifies and appreciates, enabling optimal effectiveness of the reward program.

5.3.2. Motivational effect of intrinsic rewards

There is a strong motivational effect that exists through the implementation of intrinsic rewards as identified from the results of the study. A substantial number of respondents indicated a positive motivational effect on them if one or more intrinsic rewards are used. There are far reaching consequences with the use of intrinsic rewards to both the organisation and employees. Smith, et al. (2015) indicate that employees who display high intrinsic reward levels often experience higher job satisfaction levels and constantly feel that they are developing professionally. Organisations should never underestimate the powerful effect that these rewards can have on their employee motivational levels and the results that can be derived from such rewards. These types of motivational levels allow for employees to make contributions which are effective and derive meaningful purpose from their jobs, thus creating a performance driven culture which in turns allows for the organisation to achieve its organisational objectives.

In order to successfully create an environment of high motivation through intrinsic rewards, the organisation should incorporate training and development on intrinsic motivation and employee engagement into their management development programs. Once managers themselves are able to better understand and manage their own intrinsic rewards they will become more effective in executing this in the organisation adding to their credibility when implementing. Managers should be taught how to efficiently support and manage intrinsic rewards of their direct reports in order to establish optimal motivational levels within employees. Training, coaching and development then becomes an integral part of embedding intrinsic motivation and engagement into the organisation's culture.

5.3.3. Intrinsic vs. extrinsic rewards

Renard & Snelgar (2016) in support of Herzberg (1968) suggested that higher remuneration of employees will not necessarily result in them being intrinsically motivated, but will rather prevent them from being dissatisfied. It is the work itself that will ultimately lead to an employee being intrinsically motivated. Results obtained from the study revealed high motivational effects on employees when intrinsic rewards were increased, even in situations whereby extrinsic rewards were kept constant and only intrinsic rewards were increased. However, the results also showed a disparity in the effects when respondents were asked to rank their motivational drive when extrinsic rewards were increased and intrinsic rewards were decreased or removed. This inconsistency is possibly due to respondents belonging to different need levels, thus an employee who is seeking to fulfil lower level needs may find extrinsic rewards more motivating than intrinsic rewards, as such extrinsic reward will enable them to achieve their current level of needs.

The organisation should carefully understand and identify the need levels at which their employees are currently experiencing as this is integral to the success of any reward program implementation. Misalignment between employee needs and rewards provided by the organisation can have a debilitating effect on employee performance. It is important that the organisation address the basic needs of employees before they can start focusing on driving motivation within the workforce, thus ensuring hygiene factors are adequate enough so that individuals do not become discouraged. Once this has been achieved, only then can the organisation focus on motivating factors which result in employees having a greater sense of accomplishment and meaning.

5.3.4. Employee retention

It is evident from the results of the study that the prevalence of intrinsic rewards in an organisation is an important factor to the respondents when considering alternative employment. This also suggests that employees are no longer dependant on extrinsic rewards as a sole contributor to yield positive satisfaction levels at work. The organisation should consider that while monetary compensation is an important

consideration for employees in accepting or staying in a particular job, and while unfair remuneration level can also be a strong de-motivator, intrinsic rewards can be considered as a significant factor that employees are cognisant of when making decisions regarding their employment.

In order to ensure low staff turnover and improved employee retention, the organisation should consider intrinsic rewards as a fundamental aspect of their retention strategy. The organisation should conduct frequent dialogue sessions with their high performing employees to gauge their level of satisfaction with the current organisational rewards being implemented and constantly seek ways of enhancing these rewards programs. Through the effective use of intrinsic rewards, the organisation can encourage employees to gain the required skills which will enable them to grow professionally and allow for constant recommitment to the organisation.

5.4. Limitations of the study

The elements limiting this study are listed below:

- Prior to the research being conducted, the researcher was required to sign a non-disclosure agreement which highlighted the need to provide anonymity to the company where the research was being conducted, which is why the company is referred to as “the logistics company in KwaZulu-Natal” in the study.
- Participation in the survey required respondents to have access to the internet, not all employees of the logistics company in KwaZulu-Natal could participate due to their limited access to internet connectivity. It is recommended for future studies that the information technology department at the companies whereby the study will be conducted be contacted to make arrangements for the survey link and domain of the survey website be flagged as “safe” website enabling all users to have access to complete the survey regardless of their level of access to the internet.

- The study was conducted at the head office of the logistics company in KwaZulu-Natal which was limited to the geographic region of Durban. This thus implies that the results may not hold true in relation to the other geographic areas whereby the logistics company may have satellite offices.

5.5. Recommendations for future studies

It is possible that some characteristics could have been overlooked due to the limited focus of this study. The following areas can be considered for future research to be conducted:

- As this research was limited to the logistics company in KwaZulu-Natal, companies in other sectors should be researched and a comparison conducted against the findings of this study.
- Since the study was limited to geographic region of KwaZulu-Natal, future research should include other regions where the company has respective offices in order to improve the sample population of the study.
- The current need levels of respondents should be identified and categorised in order to allow for greater comparisons to be done against the motivational impact of both extrinsic and intrinsic rewards.

5.6. Summary

The research objectives that were outlined for this study have been achieved and confirmed that there is a relationship that exists between intrinsic rewards and employee motivation. The study has also indicated that intrinsic rewards have a high motivational effect on employees and the prevalence of such rewards constitutes a significant factor to employees when considering alternative employment. The significance of such intrinsic rewards to employees is dependent on their current level of needs, and thus an employee who is in pursuit of fulfilment of lower level needs may not necessarily find such intrinsic rewards motivating or sufficient to drive optimal levels of performance. This study has also raised several practical, valid, and applicable recommendations that have suggestions for how the management team

of the logistics company in KwaZulu-Natal should structure their rewards programs in a manner that allows for employees to be highly motivated and engaged, while achieving the organisational objectives.

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APPENDIX 1
QUESTIONNAIRE

UNIVERSITY OF KWAZULU-NATAL GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

Informed Consent:

Dear Respondent,

MBA Research Project
Researcher: Darryl Naidoo (0735381231)
Supervisor: Dr. Abdulla Kader (0829010225)
Research Office: Ms P Ximba 031-2603587

I, Darryl Naidoo an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu-Natal will be undertaking a research study.

You are invited to participate in a research project entitled: Investigating the relationship between intrinsic rewards and employee motivation. The aim of this study is to: Explore the relationship between intrinsic rewards and employee motivation.

Through your participation I hope to understand if employee motivation and intrinsic rewards are linked. The results of the survey are intended to contribute to the study by providing a deeper understanding of the impact of intrinsic reward programs on employee motivation.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence (by clicking on the "exit survey" link at the top right hand corner of the page). There will be no monetary gain from participating in this survey. Confidentiality and anonymity of records identifying you as a participant will be maintained by the Graduate School of Business and Leadership, UKZN.

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above.

The survey should take you about 15 minutes to complete. I hope you will take the time to complete this survey.

I agree to the T&C's and wish to participate in this survey

What is your gender?

1. Male
2. Female

What is your age?

1. 16 - 19
2. 20 - 29
3. 30 - 39
4. 40 - 49
5. 50 - 59
6. 60 +

What is your racial group?

1. African
2. Coloured
3. Indian
4. White

What is your highest form of education (if currently studying, indicate highest qualification already obtained)?

1. High School (Grade 11 or lower)
2. Matric (Grade 12)
3. Bachelor Degree or Diploma
4. Post Graduate Diploma or Bachelor Honours Degree
5. Masters or Doctoral Degree
6. Other (please specify) _____

Which category best describes your current position?

1. Administrative or Clerical
2. Specialist or Consultant
3. Junior Management
4. Middle Management
5. Senior Management
6. Other (Please specify) _____

Which department do you currently fall under?

1. Human Resources
2. IT (Information Technology)
3. Accounting and Finance
4. Sales and Marketing
5. Supply Chain & Logistics
6. Other (Please Specify) _____

How many years are you working for your current employer?

1. 0 – 2 years
2. 3 – 5 years
3. 6 – 8 years
4. 9 – 11 years
5. 12 - 14 years
6. 15 – 17 years
7. 18 – 20 years
8. 21 + years

What is the total number of years working experience that you have?

1. 0 – 2 years
2. 3 – 5 years
3. 6 – 8 years
4. 9 – 11 years
5. 12 - 14 years
6. 15 – 17 years
7. 18 – 20 years
8. 21 + years

My job performance in the last 12 months can be best described as follows (select the best option applicable):

1. Not meeting expectations
2. Meeting some expectations
3. Successfully meeting all expectations
4. Exceeding expectations

My intrinsic job satisfaction in the last 12 months can be best described as follows (select the best option applicable):

*Intrinsic job satisfaction refers to the satisfaction derived from the kind of work you do, and the tasks that make up your job

1. Very Satisfied
2. Somewhat satisfied
3. Neutral
4. Somewhat dissatisfied
5. Very dissatisfied

Intrinsic Reward Preferences

From the list of intrinsic rewards below, please rank these rewards in order of importance to you in any job or working environment that you form part of:

	Unimportant	Of little importance	Neither unimportant nor important	Important	Very important
Full appreciation of work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from management or senior members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from co-workers or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to plan and work independently (Autonomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenging or difficult tasks that are achievable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes a difference in the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes full use of all my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that I am in complete control of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities of personal growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Relevance of these Intrinsic Rewards in my current job

From the list of intrinsic rewards below, please indicate the frequency of these rewards in your current job or working environment (over the last 12 months):

	Never	Rarely	Some of the time	Most of the time	Always
Full appreciation of work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from management or senior members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from co-workers or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to plan and work independently (Autonomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenging or difficult tasks that are achievable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes a difference in the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes full use of all my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that I am in complete control of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities of personal growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Considering the current prevalence of these intrinsic rewards in my organisation in the last 12 months answered in the previous question.

What impact or influence do these factors have on you considering alternative employment outside the organisation?

1. A strong factor in deciding alternative employment, with this factor outweighing others
2. A considerable factor in deciding alternative employment, equally as important as other factors
3. A small factor in deciding alternative employment , with other factors being more important
4. This factor has no influence on my reasons to seek alternative employment
5. I have no thoughts of seeking alternative employment

If my organisation were to introduce or improve on one or more of these intrinsic rewards listed in the previous question, my motivation level at work would:

1. Drastically increase
2. Increase slightly
3. Remain unchanged
4. Decrease slightly
5. Drastically decrease

If my organisation were to increase my extrinsic reward (i.e. monetary reward, tangible rewards) and remove or decrease all possible types of intrinsic rewards listed in the previous question, my motivation level at work would:

1. Drastically increase
2. Increase slightly
3. Remain unchanged
4. Decrease slightly
5. Drastically decrease

If my organisation were to keep my extrinsic rewards fixed (i.e. monetary reward, tangible rewards) and increase one or more intrinsic rewards listed in the previous question, my motivation level at work would:

1. Drastically increase
2. Increase slightly
3. Remain unchanged
4. Decrease slightly
5. Drastically decrease

Intrinsic Rewards and its effect on my Motivation Levels

From the list of intrinsic rewards below, please indicate the effect that these specific intrinsic rewards have on your motivational levels:

	No Motivational Effect	Low Motivational Effect	Average Motivational Effect	Good Motivational Effect	High Motivational Effect
Full appreciation of work done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from management or senior members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognition from co-workers or peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freedom to plan and work independently (Autonomy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in goal setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenging or difficult tasks that are achievable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes a difference in the organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that my job makes full use of all my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling that I am in complete control of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities of personal growth and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 2

ETHICAL CLEARANCE



17 August 2016

Mr Darryl Naidoo 205505320
Graduate School of Business and Leadership
Westville Campus

Dear Mr Naidoo

Protocol reference number: HSS/1260/016M
Project Title: Investigating the relationship between intrinsic rewards and employee motivation

Full Approval – Expedited Application

In response to your application received 16 August 2016, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.


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

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

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

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

Yours faithfully


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Dr Shenuka Singh (Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Dr Abdulla Kader
Cc Academic Leader Research: Dr M Hoque
Cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

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Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville