University of KwaZulu-Natal

THE INVESTIGATION OF HOW REWARD AND RECOGNITION IMPACT ON THE LEVELS OF EMPLOYEE ENGAGEMENT OF PROFESSIONAL SERVICES STAFF AT UNIVERSITY OF KWAZULU-NATAL

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ABSTRACT

In today's high-paced and boundary-less organisations, businesses world-wide are competing for high quality talent. Human resources practitioners are faced with having to provide responsive business solutions like ensuring that once talent is employed in the organisation, they are fully engaged in order to drive and achieve business results. Employee engagement entails the extent to which employees are committed and involved with the organisation and its values. Literature has indicated a direct link between employee engagement and performance, which in turn ensures that organisational goals are achieved. This study investigated on the Professional Services sector employees of the University of KwaZulu-Natal, to determine their level of engagement, how do reward and recognition influence different demographic groups and work-life variables in Professional Services, as well as to determine the impact of reward and recognition on employee engagement. The mixed method approach was used to collect data for this study. The study revealed that there is a strong relationship between reward and recognition and employee engagement, irrespective of the employees' demographic cluster. It was also showed that these two factors are not the only important factors that drive employee engagement. Other factors related to recognition, as determined in the study, also impact on engagement: working on an interesting assignment, participating in professional development activities, performance bonus pay, as well as being nominated for a monetary performance award. Given these findings, this therefore calls for holistic employee engagement strategies that will seek to maximise the engagement of employees by addressing all these factors to the employees' satisfaction.

Based on these findings, several recommendations were made, among them, the fact that the University of KwaZulu-Natal investigates more cost-effective benefit packages which will allow for more net pay in the staff members' accounts. While the study revealed that benefits are important for all categories of staff, irrespective of age, race etc., it also came out strongly that the staff needs the flexibility and choices that will balance both needs for healthy benefit structure and enough cash in the pocket to make ends meet.

Key words: Employee commitment; employee engagement; professional services; recognition; reward; work engagement.

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CHAPTER ONE
INTRODUCTION TO THE STUDY

1.1 Introduction

Despite South Africa's seeming ability to compete globally in entrenching professionalism in human resources management, there are challenges which require consideration. The scarcity of critical skills, as well as the lack of employment opportunities in the country adversely affect the existing pool of skilled staff for the limited opportunities that exist (Van Schalkwyk, DuToit, Bothma, and Rothmann, 2010; Mateus, Allen-Ile, and Iwu, 2014). "Staff costs are rising because of the shortage of skilled individuals and the 'brain drain' characterised by the emigration of highly skilled people to Europe, the United States of America and Australia" (Van Schalkwyk, et al., 2010, p.1). As such, it is imperative to have the entire workforce fully engaged at all times, in order to ensure optimal productivity and competitiveness.

The issue is compounded by the fourth Industrial revolution. According to Hirsch-Kreinsen, (2016, p.1) the rapid increase in development and distribution of digital technologies resulted in a widened gap between the new demands of technology the generally more slowly effective socioeconomic adaptation mechanisms and the implicated opportunities for employees and institutions. The increase in job losses, as well as the inability of graduates to find employment, have a serious impact on the socio-economic state globally. Jobs are being replaced by digitisation, resulting in increased job losses in various sectors. The statistics fromthe first half of the decade demonstrated a rise in labour increase and a decline in employmentfigures which further supports the argument that there is an increase in job losses (Hirsch- Kreinsen, 2016). In view of this, this study aims to determine to what extent are the professional services staff engaged in their work and whether reward and recognition plays any significant role in the levels of engagement, this in turn will assist in determining the levelof effort to be invested in determining appropriate reward and recognition strategies in order to drive engagement.

Among other things, this chapter describes the context of this research, the problem statement and rationale or motivation, focus of this research, the research questions and what it seeks to answer as well as the limitations of this research project.

1.2   Background to the study

The University of KwaZulu - Natal Council in 2013 requested the Executive Management Committee to submit an integrated staff efficiency plan. In addition, the EMC supported the draft plan and requested that input be integrated and a five (5) year plan, be developed with 600 staff reduction from the Professional Sector which comprise of the eight non-academic sectors of the University. As a result, the university is currently looking at the rationalisation of staff, in order to reduce the number of Professional Services staff (These are non-academicstaff) in the university, as they are perceived to be consumers of resources and do not positivelycontribute to the bottom line. Hence, this study investigates the essence of an engaged workforce. Workplace engagement is normally regarded as a satisfying, positive, emotional-motivational state of work-related well-being. Attributable to its structural relationship between antecedents such as job resources and personal resources and consequences such as performance and turnover intention, work engagement has been receiving significant consideration from both scholars and practitioners in the fields of human resource development (HRD), organisational development (OD), psychology and business (Kim, Kolb and Taesung, 2013, p.248). In the same way, Employee engagement has emerged as a popular organisational concept in recent years. It is the level of commitment and involvement of an employee towards the organisation and its values. An engaged employee is aware of business context, and works with colleagues to improve performance within the job for the benefit of the organisation. (Eldor, Vigoda-Gadot, 2016a, p.2). Thus, organisations compete for talent; employees who show high level of performance and who are competent in their jobs (Sundaray, 2011).

Gupta and Sharma (2016a, p.45) define employee engagement as "an individual employee's cognitive, emotional, and behavioural state directed toward desired organisational outcomes". Eldor et al. (2017b, p.2) defined "employee engagement as an active, fulfilling and work-related state of mind that includes a strong identification with the organisation and self-expression". Shuck and Wollard, (2010, p.2) opined that the disposition to devote effort in one's goals and work, as well as to persist in the face of challenges; commitment which refers to deriving a sense of significance from one's work, as well as feeling passionate, delighted, stimulated and absorption which connotes to be happily immersed in one's work can be said to be employee engagement. The definitions above suggest that employee engagement (Kim, Kolb & Taesung, 2013) could reduce the impact of undesired behaviour or attitudes and help to increase the level of workers contribution in their work, therefore, it can be referred to as a

proactive and essential approach to organisational performance and sustainability.

According to literature, employee engagement as an empirical study is fairly new (Drake, 2012). Kim, Kolb and Taesung, (2013) noted that in recent years, organisations across the globe have started to look at ways of effectively connecting with their employees, in an effort to improve retention and performance. The full investigation of employee engagement which is the full investment of oneself into work has been justified by noted comparisons to disengagement or the lack of engagement. Research has clearly shown significant differences between engaged and disengaged workforce including the likelihood in increasing the engaged workforce from disengaged workforce. These studies have resulted in the increase of interest among various scholars. For example, in the applied arena, engaged employees have been shown to have lower rates of absenteeism (-37%), turnover (-25% to -49%), internal employee theft (-27%), safety incidents (-49%), patient safety incidents (-41%), and work quality defects (-60%) than unengaged employees. (Drake, 2012, p.1).

According to Van Schalwyk et al (2010), engagement results in a positive working climate, which in turn creates a conducive environment for staff to be productive and that results in positive institutional outcomes, as there is a belief that there is a positive correlation between "employee engagement" and "institutional performance". Unlike climate & cultural surveys, employee engagement does not refer to satisfaction or dissatisfaction with the company. It covers a broader, balanced perspective, with the employees contributing their personal qualities and resources to the organisation, which in turn brings benefits in a process of mutual exchange (Saks, 2006).

Thus, employee engagement is relevant in this context – instead of reducing employee numbers in times of challenges, organisations can achieve improved performance among those who have previously under-achieved, and also ensure retention of their high performers. This can be done by strengthening employees' connectedness with their jobs and with the organisation as a whole, as well as ensuring that there is a sense of balance between what employees contribute to an organisation and what they get back in return. This is essential in maintaining extra efforts that comes with an engaged workforce and that means focusing on reward programs as an effective employee engagement strategy component (Royal, 2014).

Other studies prove a stronger correlation in employee engagement and reward and recognition

as variables, (Huang & Ning, 2013; Victor & Hoole, 2017). Organisations that comprehend the conditions that boost employee engagement will have achieved what their competitors will find very difficult to replicate, such that employees are likely to be faced frequently with unforeseen and uncertain decision- making situations, organisations must increasingly count on employees to act in ways that are consistent with organisational objectives (Sundaray, 2011, p.53).

1.3 Statement of the Problem

Literature clearly suggests that employee engagement results in positive institutional performance (Kim, Kolb & Taesung, 2013; Van Schalwyk et al., 2012; Greenfield, 2004). Therefore, it is critical that those factors that drive engagement in the institution are clearly understood and strategies put in place to continuously improve these to ensure high performance. Currently, there are both traditional and modern approaches to reward in the University, which are embedded in the different conditions of services that the University has. The traditional approach being the basic plus add on benefits which are either fully paid for or subsidised by the employer as well as compulsory benefits which all employees in the University has to have. The modern approach being the total cost to employer which provides a total cost that the employer is willing to pay in exchange for services of the employee, and provides the employee with some level of flexibility to structure their package according to their needs. While the modern approach used by the University does not provide complete flexibility because of the parameters defined for some of the benefits, however the employee does have some level of flexibility and these are not entirely prescribed by the employer. Again, about 55 - 63% of its operating costs are spent on reward and recognition (UKZN Annual Report 2015/16). Given the high costs of reward in the University, this study seeks to investigate the following:

•   How staff in different demographic groups and work variables perceive reward and recognition in the professional services sector of the University;

•   To what extent does reward and recognition influence the engagement of staff, which in turn impacts on performance as established with the existing research;

•   Does the current recognition mechanism contribute to employee engagement in the University?

•   What are the preferred methods of recognitions for staff in the professional services.

1.4   Research Objectives

For the purposes of this study the objectives have been outlined as follows:

•   To establish the extent to which Professional Services staff are engaged with their work;

•   To determine the impact of reward on the engagement levels of the PS staff at UKZN;

•   To determine the impact of recognition on the levels of engagement of PS staff at UKZN;

•   To establish and propose effective and affordable HR reward & recognition mechanisms;

The researcher believes that zooming into the problem might enable the institution to focus its resources in addressing the specific problems related to employee engagement.

1.5   Research Questions

The following questions are sought to be answered by this study:

•   To what extent are the Professional Services staff engaged with their work?

•   How does reward and recognition influence different demographic groups and work-life variables in Professional Services?

•   How reward and recognition influence increased level of engagement for Professional Services staff in the University?

Hypotheses

For this study the hypothesis is:

H1: Null Hypothesis: Reward and recognition contributes to increased level of engagement for Professional Services staff in the University.

H0: Alternative Hypothesis: Reward and recognition does not contribute to increased level of engagement for Professional Services staff in the University.

•   What factors drive or prohibit employee engagement in Professional Services staff?

This study helps to understand the themes and trends with regards to what the University should be doing, so as to enhance employee engagement and to ensure appropriate reward and recognition strategy, which in turn will result in higher institutional performance.

1.6   Motivation for the Study

Due to high competitive nature of modern world of business, employees are becoming more demanding in terms of rewards and they anticipate organisations to make exceptions, in as far as employee's unique needs and expectations are concerned (Herman & Gioia, 2000). In other words, rewards structures should meet employees' preferences, which often results in improved employee enthusiasm, morale and later performance (Lawton & Chernyshenko, 2008). In addition, many organisations are struggling to retain skilled workforce (Terera & Ngirande, 2014; Visser, 2013). For these reasons, organisations should endeavor to ensure a positive working environment in order to minimise the number of staff leaving the organisations. It is against this background that places of work in the country should enhance their talent management strategies by focusing on essential features like organisational rewards, as a way to improve trust between employers and employees as well as work engagement (Victor & Hoole, 2017).

The University of KwaZulu-Natal (UKZN), like most institutions and business who want to remain relevant, endeavors to be the *Premier University of African scholarship*. The employees play an integral part in achieving this goal. The university acknowledges the engagement of its employees as a critical factor in achieving its objectives and has introduced strategies to acknowledge their worth and actively engage talent at UKZN. In line with Goal Six of the Strategic Plan: Institution of Choice for Staff, the University believes that an engaged employee is content, creative and prolific; and will go an extra mile to ensure the success of their portfolio, which directly speaks to the performance of each individual in the role that they are appointed in. Bellou et al (2015) conducted a study on 896 working adults which demonstrated that to be an Employer Brand of choice, organisations need to focus on "Remuneration", "Relationships", "Opportunities for Self-Development", "Recognition", & "Corporate Image". These results emphasise a comprehensive theoretic make-up of Employer Brand of Choice andserves as a guide for managers to enhance organisations' focus to attract, retain and motivate the best employees.

This study aims to critically analyse the level of employee engagement of the professional services staff at UKZN: firstly, to understand the status quo on levels of employee engagement, whether engagement levels are different for different demographic groups and whether there is any relationship among engagement levels, reward and recognition. In addition, the study aims to evaluate how remuneration and recognition can be discharged in a manner that enhances the

engagement of employees at work. The obvious question to ask is the ability of any organisation to administer the various needs and preferences of employees. I hope by understanding the remuneration needs of employees, recommendations on how this can be achieved will be developed. The remuneration philosophy of the university is moving towards ensuring that the institution rewards performance to ensure that it realises its vision. Firth and Rui, (2012) posits solid correlation between performance and engagement which is already highlighted above, however, little is being done by businesses to fully comprehend what influences engagement and implement those outcomes such that it addresses individual needs by allowing employees the flexibility of selecting benefits on the basis their individual needs and the ability to structure their packages. In this vein, it can be assumed that remuneration is not a one size fits all (Firth and Rui, 2012). However, an effort in ensuring that each employee's remuneration needs are catered for will make a difference in enhancing performance, which in turn moves the organisation closer to realising its vision.

1.7 Focus of the Study

UKZN has 5 Divisions (4 Colleges and Professional Services) which have a specialised product and service they offer to the market. Only the Professional Services division will form part of the study.

1.8 Significance of the study

This study might assist the employer (The University of KwaZulu-Natal) to optimally utilise its salary bill, which is approximately 64% of the institution's operating costs, in a way that will ensure staff engagement and in turn might improve institutional performance and realise the University's goals. This might further assist to improve the attraction, retention and engagement of high performing talent because the reward and recognition approach of the institution might be responsive to their needs. The researcher hopes the outcomes might also add value to the body of knowledge within the Human Resources field, by highlighting the factors that affect employee engagement. The study might assist the institution to understand how employee engagement is perceived by different categories of staff. In addition, to determine whether there is a need to have a more flexible structure in terms of how different categories of staff are dealt with, with regards to reward and recognition so as to enhance engagement, which will enhance performance and climate in the institution. Some researchers claim there is no uniform approach when it comes to management of these issues, while the principles of consistency and fairness are to me maintained (Truss et al., 2013). The same

applies when it comes to factors that drive engagement in an institution, hence, this study to narrow down focus in order to make greater gains.

1.9   Limitations of the study

This study only focuses on the Professional Services sector of the institution and its results cannot be generalised to include the academic professionals. This connotes limitation which may necessitates further studies which may investigate employee engagement and reward on academic staff or consider the possibility of combining both academic and professional services for further studies.

1.10   Definition of key terms

Employee engagement: refers to the workers commitment, involvement and the extent of satisfaction with their work, as well as the extent to which they are willing to extend themselves to achieve results.

Reward: the payment or compensation given to an employee by the employer, in exchange for the labour or services rendered.

Recognition: is the acknowledgment of a staff member for exemplary performance and behaviour aimed at reinforcing certain conduct and actions that might lead to improved organisational results as a result of increased employee performance. Recognition is not necessarily a financial reward.

Professional services: For the purpose of this study, professional services refers to all non-academic staff of the University of KwaZulu – Natal which are employed by the central divisions, namely Human resources, Finance, Corporate Relations, Registrar, Student Services, University Teaching and Learning, Research and Institutional Planning and Governance.

Work engagement: the extent to which employees relate with their work.

1.11   Dissertation outline

This research has five chapters which are organised as outlined below:

Chapter One	Introduced the study by providing the context of this research, the problem statement and rationale or motivation, focus of this research, the research questions and what it seeks to answer as well as the limitations of this research project.
Chapter Two	This chapter provides a theoretical framework and empirical literature discussion to the study and will further delve into the main key elements of the study.
Chapter Three	Describes the research methodology, as well as the justification for the methods and techniques used.
Chapter Four	This chapters presents data and findings in the form of figures, tables and narrative texts, as well as the discussion of findings. Since the study is a mixed research method, this chapter will cover both qualitative and quantitative data and discussion of findings.
Chapter Five	This chapter ties up the objectives with the findings and brings the study to a close, it also proposes commendations for future studies

1.12 Chapter Summary

Chapter one provided a synopsis of this research project which highlights the background of this research, the research problem, research questions and purpose of the research project. The definitions of terms for this study are also defined, as well as the outline for this research study. The limitations of the study are also discussed, including how they will be mitigated.

The next chapter discusses the literature review related to employee engagement.

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

Chapter two defines the literature as well as the theoretical reviews of studies related to employee engagement, reward and recognition. In view of this, some of the pertinent issues discussed in this chapter include the following; the international and local perspectives on the study of employee engagement, including the University of KwaZulu-Natal context, the theoretical frameworks and elements, drivers and importance of employee engagement including recent research findings done in this area.

2.2 Employee Engagement

Kahn (1990), and Bailey (2016) defined personnel engagement as attachment employees have to towards their work roles; in engagement, individuals task themselves bodily, mentally, and passionately through role performances. In 1993, Harter, Schimidt and Hayes (2002) highlighted a distinction between job satisfaction & employee engagement by defining what correlates worker's participation, commitment and satisfaction with their work and the critical role it plays in retention of staff. These definitions are pointers to the fact that employee engagement can breed job satisfaction and commitment (Eldor and Harpaz, 2016a). The *International Survey Research (ISR)* (2016) as cited by (Chadha and Sharma, 2016, p.836) explained employee engagement as procedures developed in organisations to encourage employee commitment culture and continued drive to achieve organisational shared value through superior results. The ISR describes the concept of commitment in three parts which includes; cognitive, affective and behavioural commitment, also referred to as think, feel and act.

There are numerous ideas used to define employee engagement and a few of these ideas manages to capture the essence of what it represents. Different formulae of commitment are used in defining engagement, suggesting that they are similar when they are not. (Alvarez, Garzo, Verbeek, Vosman, Dicke, and Tjallingii, 2007). There is confusion regarding what exactly employee engagement is, the main cause being the absence of consensus on what it actually is and how it can be quantified, as well as the lack of dissimilarity with employee engagement and other ideas similar to it (Alvarez et al., 2007; Dicke, 2009). Cotton (2012)

argues that this is a concept that is still difficult to understand since it was developed through organisational practice rather than research, and most authors on the subject lack independence as they write to deliver employee engagement solutions to the organisations. in the end, there is limited collaboration as well as information sharing on the concept, since many of the authors compete to protect their intellectual property.

Engagement is linked to many positive business outcomes such as reduced number of employees exiting the organisation, improved employee gratification, employee involvement, as well as organisational throughput (Harter, Schmidt & Hayes, 2002). Employee engagement is perceived as an *internal state of being* taking into consideration the emotional, mental and physical state which when fused together result in organisational commitment, determination at work, job contentment. Some of the terminology put forward to describe employee engagement include *discretionary effort*, *going an extra mile*, *feeling valued*, as well a *passion for work* (CIPD, 2017).

CIPD (2017), together with Kingston Engagement Consortium (KEC) described it as wilful giving of one's intellectual effort as a result of positive presence in performing one's work and meaning engagement with other. This highlights the following important aspects of employee engagement:
- Social engagement – active deliberation on work-related improvements, with others at work (CIPD, 2017)
- Intellectual engagement – hard thoughts and how to excellently execute one's job;
- Affective engagement –feeling positive about the job

Conversely, there are numerous definitions of employee engagement and they emphasise different aspects. An interesting definition is the one that regards engagement as comprising of the following fundamentals, which are related to the CIPD's description (above):
- Absorption (focusing on one's work).
- Vigour (effort and resilience)
- Dedication (e.g sense of pride, passion and motivation)

This study thus highlights the various factors which affect employee engagement, as well as what organisations can do to enhance the process. This will require an understanding of what keeps employees engaged. Special focus will be given to reward and recognition as drivers of

engagement and how this impact on employees of different demographic groups and rank within and organisation.

2.3 Employee Engagement: United States of America and United Kingdom Context

In today's society, leaders are challenged with ensuring employee engagement that attracts and retains quality employees in a turbulent and increasingly competitive global market. Furthermore, they are more likely to trust their organisation's values, mission and vision. Thus, leaders are challenged to develop and uphold employee engagement within their organisation (Taneja, Sewell & Odom, 2015).

> "*A 2012 global work force study conducted by the consulting company Towers Watson found that 72 per cent of respondents reported difficulty finding and keeping the high-potential employees essential to boost their global competitiveness*" *(Taneja et al, 2015, p.46). It is for this reason that organisations should attend to business strategies that can enhancethe engagement of employees, thereby increasing their motivational level for overall organisational success. "Organisations' continuous efforts to achieve high levels of employee engagement in domestic and global firms not only help in promoting the retention of talent but also foster customer loyalty and improve organisational performance and stakeholder value, leading to competitive Advantage*" (Teneja, et al, 2015, p.46).

Organisations that profits more, are those that manage to uncover the secrets of employee engagement. It is said that the primary measure of any organisation's health is employee engagement (Dicke et al, 2007). This concept gained popularity because it has a statistical relationship with customer satisfaction, safety, productivity, employee retention as well as profitability (Joshi et al., 2017). Joshi et al (2017) further describes employee engagement as the blend of the following factors, the willingness to assist colleagues, commitment to the organisation's values and the commitment to the organisation itself (i.e. concerned about the growth of the company).

Robinson et al., (2004) argue that employee engagement mainly draws from employee involvement in critical decisions which influence their productivity, as this arouses a sense of value. The study of 10,000 NHS employees in Great Britain by the Institute of Employment

Studies which surveyed 2000 employees from across Great Britain suggested that communication is a major driver of employee engagement CIPD (2006). This occurs where employees are allowed to voice and nourish their views and opinions in decision making processes. This also works well where employees are kept informed about the operations of the organisation.

In another study on Human Resources practices of 50 large firms in USA by Watson Wyatt Worldwide in 2004/05 highlighted the synchronization between high-flying organisations and their top-performing employee through engagement. The study indicated that top-performing organizations involve their top-performers in critical decisions, thereby enhancing self-worth, while at the same time it reduces employee turnover. In this view, organisations world-wide are therefore concerned with employee attraction and retention, implying the need to invest in employee engagement.

2.4 Employee Engagement: The South African Context

Despite the world working towards developing and achieving an engaged workforce, many South African organisations are still far from achieving this, as their management styles leaves employees demotivated, thereby not being fully productive in the workplace (Vittee, 2015). Coetzee (2016) elucidated the concept of employee engagement from a psychosocial multiple systems level perspective (highlighted the influence of individual characteristics, interpersonal relationships the broader environment; as well as the cultural context) Coetzee further provided a critical evaluation of the South Africa-based measurement model and tool of engagement which states that the value of employee engagement for employer and employee is in its impact on productivity, job and greater customer satisfaction, lower turnover, as well as higher profit.

According to the AON 2015 Trends in Global Employee Engagement, found that globally, employee engagement improved slightly from 61% to 62%. Africa was identified as showing the second highest levels of employee engagement across the globe at 67%. Although the African continent has generally adapted well to this trend, South Africa is lagging behind (HR Pulse, 2015, p.8). This is supported by the Public Display Technologies (PDT) South Africa, together with Fin24, as reported by Clark (2015) where they surveyed over 1 100 people, 46% of whom were executive and middle management from different sectors including retail, mining, banking and the government. They found a general decline in employee engagement levels in South Africa, with about 42 out of every 100 staff members being demotivated and unable to

effect any real change in their organisations (Clark, 2015). The report further states that what most South African organisations fail to see is that employee engagement highly affects the performance results of the concerned entity. This is supported by the British multi-national study, which found a 5% increase in employee engagement being linked to 3 % subsequent revenue growth (Clark, 2015).

2.5 Employee Engagement: University of KwaZulu-Natal

This University endeavors to become the employer of choice for staff, and to this, the institution embarked on an Employee Engagement surveys in 2013 and 2017, with the aim of understanding where its employees believe the institution needs to improve. The HR Leadership Council (CEB Global), an independent surveying company, administered the survey. The survey assessed the employees' level of engagement at the UKZN- the extent to which employees are committed to the institution, as well as the extent to which they are willing to work and stay within the organisation.

Overall, 1604 (39%) out of 4068 employees participated in 2017, as compared to the 2013's 1453 (41%). Of the 1606, only 1507 (37.04%) could be used because others were not completed correctly. With regards to reward and recognition, the study measured the employees' perception of pay fairness and recognition. Using non-cash rewards and communicating the link between pay and employee performance is highly likely to increase employees' discretionary effort. In terms of the 2013 results, the overall engagement of the UKZN staff was 61% and that is 12% lower than the South African benchmark of 72%. In terms of the factors that were assessed in 2013, recognition of staff and rewards was at the bottom of all the factors within the institution, which sat at 48.9%, as compared to the South African bench which was at 60%.
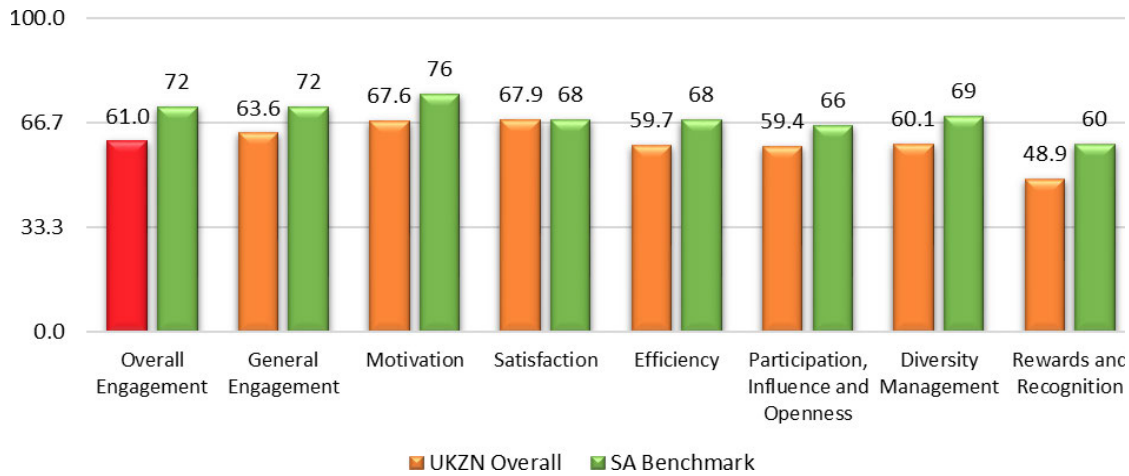
Figure 2.1 Employee Engagement Results (2013 Executive Summary)

Different dimensions and benchmarks were used in 2017, as compared to 2013, except for Engagement Capital and Rewards and Recognition. The benchmark for Engagement Capital was 59% in 2017, compared to 72% in 2013 and the Reward and Recognition was 16% in 2017, compared to 48.9% in 2013.

The Overall engagement in the institution dropped from 61% in 2013, to 46% in 2017. The Reward and Recognition was rated at 20% by the Professional Services staff in 2017.
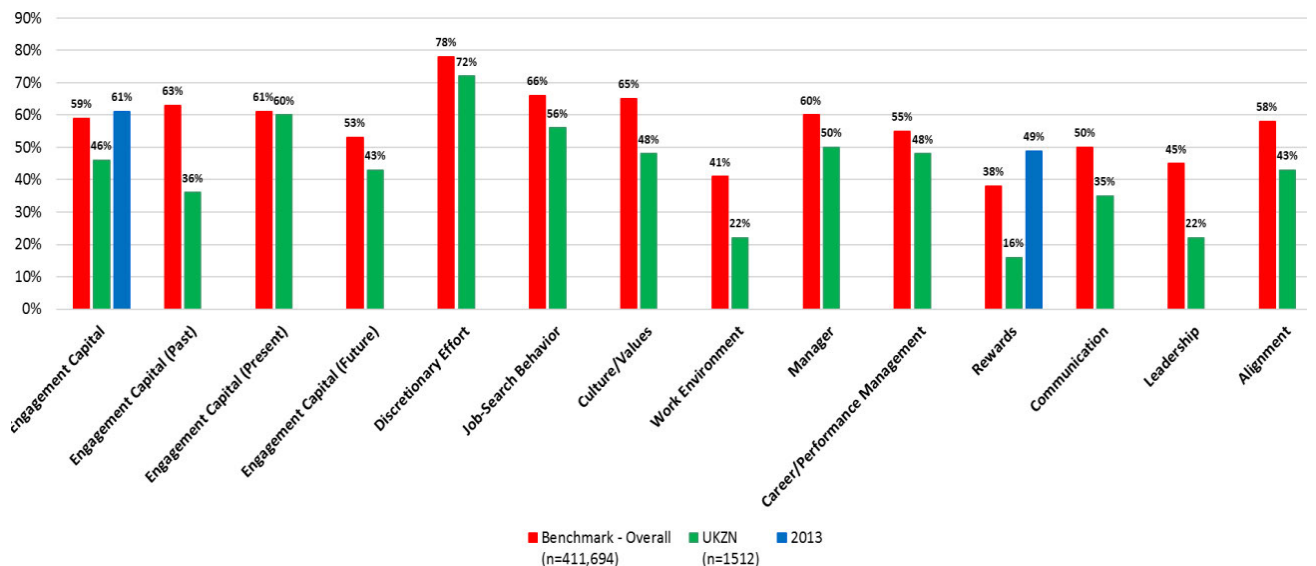
Figure 2.2 Employee Engagement Results (2017 Executive Summary)

2.6 Types of Employee Engagement

Organisational success requires that all employees in an organisation work together towards common objectives and that they give their best performance. Unfortunately, not all employees give their best in an organisation and this sad reality can be attributed to various factors. This fact led to categorisation of staff as follows: those who are engaged, the not engaged, as well as the actively disengaged. This classification is constructed on the engagement or commitment levels (Juneja, 2015)

2.6.1 Engaged - they are passionate and emotionally connected to the organisation. They display innovativeness and suggest new ideas for the betterment of the organisation. They are optimistic and positive amongst their colleagues. They personalise the goals and objectives of the organisation and want to see them fulfilled.

2.6.2 Not engaged - most employees fall into this category. They cannot think for themselves but always ask for directions form their superiors, they only do what they have been asked to do and do not go the extra mile. They are not passionate and do not put much energy into the organisation. They are not innovative and can only take one instruction at a time. In terms of attitude towards the organisation, they are neutral, can be both positive or negative.

2.6.2 (Actively) Disengaged-these employees are not happy and are full of resentment. They are the bad apples of the organisation, always seeking to provoke and negatively influence other employees to leave the organisation. However, these employees are more likely to stay longer within the organisation and they work towards pushing out those employees whom theyperceive as likely to get to higher positions in the organisation. They do so in order to maintaintheir positions in the organisation, hence, they work towards removing those employees whomthey perceive as likely to take their jobs. According to the Gallup research as cited by Dernovsek (2008) they found "16% of the people working in organisations are actively disengaged, 28% are engaged and almost 56% are not engaged". The research indicates that the more engaged people are more efficient and deliver optimal results. They understand the business better, are more focused on the client and committed to deliver great results for the organisations.

In any organisation, the three brackets described above can help determine the health of an organisation i.e., the more the actively disengaged employees, the greater the losses in productivity, as well as reduced employee morale (Robertson-Smith et.al, 2009)., & Markwick, C, 2009).

2.7 Elements of Employee Engagement

The concepts of engagement can easily be confused with other concepts like job satisfaction; employee empowerment and employee commitment (Hellevig, 2012). Job satisfaction entails the need to make employees happy, popularly summarised by the nomenclature: "a happy workforce is a productive workforce." Job satisfaction is the mandate of the employer (Lee, Back & Chan,2015), which is often fulfilled through various benefits and allowances. In the same way, employee commitment emphases more on obligation or coersion, generating circumstances which result in employees feeling obligated or compelled to work. Similarly, engagement entails the need to make an environment which allows the employees to develop an intrinsic longing to work for the organisation. Engagement is an emotional choice which an employee can choose to do and is aimed at harnessing the employee's positive motivations. Lastly, empowerment entails enabling the employees to make decisions on behalf of the organisation as and when required. However, empowerment does not work in isolation of other efforts to engage employees. Empowerment is easier with a cohort of employees that are engaged with the organisation.

Coming back to engagement, there are four important elements to the concept. The proportion of these elements determine the strength of engagement in an organisation.
These are described below:
2.7.1 Commitment
Commitment entails the extent to which individuals are attached to their job, including their responsibilities and the organisational objectives. Engaged employees are often committed to their work and the organisation, and they are prepared to confront difficulties in the organisation in order to achieve their goals. Committed employees are reliable, accountable and high performers. According to Del Río-Rama, Álvarez-García, Saraiva, and Ramos-Pires, (2017), Gallup researchers refer to committed employees as being engaged. Robinson, Perryman & Hayday (2004a) argue that a positive attitude displayed by the employee about the organisation, its values as well as its beliefs describes employee engagement. They further

argue that an engaged employee considers the business context within which he operates, while he collaborates with fellow employees to improve organisational performance. Del Río-Rama et al. (2017) noted that employee engagement overlaps with organisational citizenship behaviour and commitment, but it is a two-way relationship and its "one step up from commitment".

2.7.2 Motivation

The Management Study guide highlights that achievement is the highest form of motivation. This is true. Employees who put in 100% efforts to improve their organisation are motivated to do more. Thus, rewarding and recognising suchefforts further motivates the employees to achieve more positive results for the organisation. Motivation and achievement thus go hand in hand and are the key drivers of organisational success.

2.7.3 Loyalty

Actively engaged employees are more likely to be loyal towards their organisation. Such employees are accountable for their job responsibilities, hence, rarely require management attention. An engaged workforce is one in an organisation with a good reward system (Robertson-Smith et.al, 2009). et.al, 2009).

2.7.4 Trust

High levels of employee engagement call for mutual trust between employees and management. As employees become emotionally linked to the organisation, it is the mandate of the management to also trust the employees' abilities. The empowerment of employees enables them to independently perform their tasks, but with organisational policy and practices to guide them. Employees should rather be encouraged to be as creative and innovative as much as possible rather than being restricted to rigid regulations and rules (Robertson-Smith et.al, 2009). These characteristics are essential in determining the fate of an organisation. The above is supported by the competitive and regression analysis conducted at Towers Perrin by Shaffer et al. (2005), whose study sought to determine the workplace conditions which positively affect employee engagement. Their findings, suggest that there are 4 dimensions to creating engagement:

2.7.4.1 Line of Sight: contributing to the organisational goals, as well as the outcome.
2.7.4.2 Involvement: influencing decision making processes and organisational results

2.7.4.3   Share information: having the information needed to guide decisions.

2.7.4.4   Reward and Recognition: being rewarded for one's contributions.

For organisations to be effective in employee engagement, there is need to balance efforts, based on the desired outcomes. They also need to focus their resources on enhancing engagement in aspects with potentially higher performance and returns (Shaffer,2005).
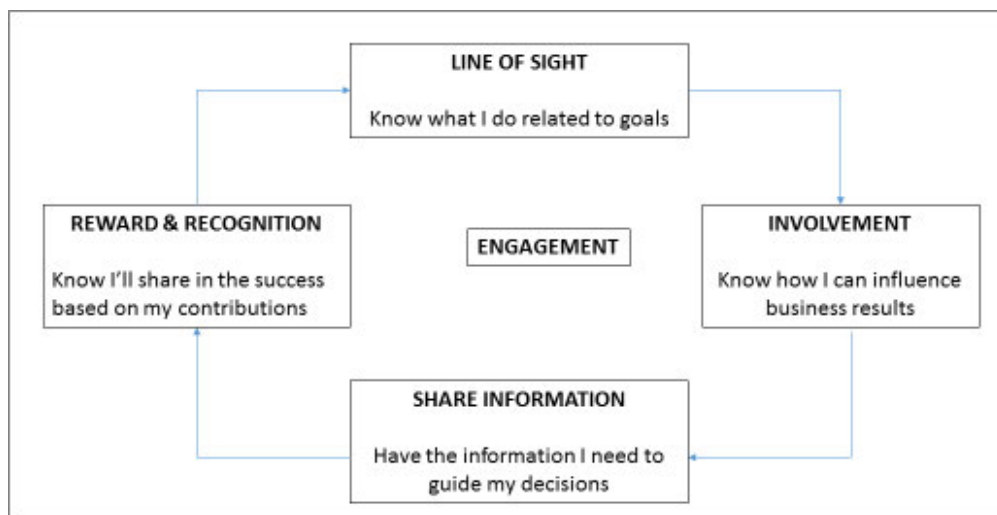
Fig 2.3 Jim Shaffer's four key dimensions to employee engagement

2.8   Features of engaged labour force

Employee engagement can be determined by the ability and willingness of the labour force to improve their organisational achievements. The employees' efforts are essential components for the wellbeing of the organisation (Robertson-Smith et.al, 2009). Highly engaged employees often display high levels of engagement in their work and often take up challenges for a positive result or change. Thus, increased levels of employee engagement are directly connected to increased employee satisfaction, productivity, as well as the profitability of organisation and happy and loyal customers (Robertson-Smith et.al, 2009).

2.8.1   Mutual Trust

Mutual trust is demonstrated when an organisation empowers staff to do their jobs independently. Employees embrace each other's opinions and they become innovative so as to achieve certain tasks. Highly engaged employees need no directions in executing their tasks,

as they can perform tasks with mutual trust and help (Robertson-Smith et.al, 2009).

2.8.2   Job Satisfaction

This is said to be a primary indicator of an engaged labour force. Content employees about their career path and personal progress often become attached to the organisation and tend to stay longer in order to satisfy their career aspiration. Frequently moving between organisations is evident of a dissatisfied employee (Robertson-Smith et.al, 2009).

2.8.3   Credible Leadership

As indicated earlier, engaged employees require minimal monitoring to perform in their specific jobs. Such workforce demonstrates credible leadership qualities in performing their jobs and are often able to suggest innovative ways of dealing with unexpected circumstances. (Robertson-Smith et.al, 2009).

2.8.4   Focused and ready for Challenges

Engaged employees know what to do, when to do it and how to do it. They are ready to embrace challenges for them to deal with the existing organisational problems. They are eager to acquire new knowledge and expand their horizons (Robertson-Smith et.al, 2009).

2.8.5   Better Performance

It is a fact that employee engagement directly affects performance and therefore, employee performance is one way of measuring the extent to which the workforce is engaged and dedicated to the organisation as a whole. Failure to link these factors increases the chances of employees becoming actively disengaged (Robertson-Smith et.al, 2009).

2.8.6   Problem Solving Attitude

Engaged employees deliver on their job responsibilities and they also demonstrate a "problem solving" acumen. When engagement increase, they show greater belonging and loyalty towards the organisation, and they are willing to go the extra mile in dealing with the challenges that might impede organisational success (Robertson-Smith et.al, 2009).

The above characteristics are essential aspects of an engaged workforce. However, there are also important characteristics which engaged employees should exhibit and these include

commitment, mutual respect, enthusiasm, as well as the desire to serve customers, as indicated in various conceptual frameworks of employee engagement.

2.9 Importance of employee engagement

Organisations across the globe have to survive under extremely competitive and challenging circumstances, they face demands for financial market volatility, profitable growth and political uncertainty, among other things, that are typical of the VUCA (volatility, uncertainty, complexity and ambiguity) world. This requires organisations to have a competitive edge which can be achieved through an engaged human capital. According to Torben, (2014) engaged employees enable the organisation to make profits, businesses with more engaged employees perform better. Organisations with more engaged employees often exhibit the following: 51% higher productivity (Harter, Schmidt & Hayes,2002), 9% higher shareholder returns (Watson, 2009), 47% higher shareholder returns in the last five years (Watson, 2010), The employees outperform the disengaged employees by 20-28% (The Conference Board, 2006), 19% increase in operating income over a 12-month period, unlike a 33% decrease experienced by companies with disengaged employees (Towers Perrin, 2008), two-thirds of their employees are 33% as productive (The Conference Board, 2006), 80% of the employeestrust the management and are committed to the organisation (Center for Creative Leadership, 2009), Share prices rise by an average of 16 percent (Serota Consulting, 2005), The employeesare rarely absent – in average 3,5 days (Gallup Germany, 2011), 5% increase in employee engagement, which correlates to a 0.7% increase in operating margin (Towers Perrin 2004), achieve twice the annual net income of organisations (The Impact of Employee Engagement – Kenexa), Their average total shareholder's return (TSR) rises; (Hewitt Research Brief) as citedby Harter et al (2002).
All these factual statistics demonstrate the importance of investing in establishing a culture that encourages engaged workforce so as to remain relevant and competitive in a turbulent business environment.

2.10 Theoretical Framework: The Social Exchange Theory (SET)

The four major approaches discussed in this section endeavour to explain the concept of employee engagement.

2.10.1 Need-satisfying approach

Kahn (1990) described three psychological conditions that are related to engagement or the disengagement of employees in the workplace and these include security, availability and meaningfulness. The above suggests that workers are highly involved in the organisation that provides more security and meaningfulnes, while they are more psychologically available. The empirical test by May et al.'s (2004) on Kahn's (1990) "model" revealed that "meaningfulness, security and availability were significantly related to engagement. They also found that role fit and job enrichment were positive predictors of meaningfulness; rewarding co-worker and supportive supervisor relations were positive predictors of security, while adherence to co-worker norms and self-consciousness were negative predictors; and resources available was a positive predictor of psychological availability while participation in outside activities was a negative predicto (Saks, 2006).

2.1.2 Burnout-antithesis approach

Maslach et al's (2001) burnout-antithesis theory perceives job engagement as the positive antithesis of burnout, arguing that burnout is the detachment that one experiences with his or her job. This view suggests that there are 6 core areas of work-life that that are affected, resulting in burnout. They include perceived fairness, control, workload, values, rewards and recognition, as well as community and social support. Based on this, Maslach et al (2001) suggest that job engagement should be directly related to those work-life factors highlighted above. Just like burnout, engagement should arbitrate the connection between the 6 work-life factors and various work outcomes (Saks, 2006). Saks (2006) argues that these two do not provide the justification as to why individuals are likely to react to these conditions in various ways, this against Kahn's (1990) and Maslach's (2001) models of the psychological conditions required for engaged.

2.1.3 Satisfaction-engagement approach

The Gallup Organisation noted that "The term employee engagement refers to an individual's involvement and satisfaction with as well as enthusiasm for work" (Harter, Schmidt & Hayes, 2002:269). This concept is consistent with the popular outmoded constructs of job satisfaction and involvement. The Gallup's Q12 almost perfectly connects (r = .91) with a single item tapping job satisfaction, meaning that both are virtually identical.

The connection is acknowledged by the authors who state that the Q12 assesses "antecedents to positive affective constructs such as job satisfaction" (Harter et al., 2002:209).

"Hence, rather than the experience of engagement in terms of involvement, satisfaction and enthusiasm, the Q12 measures the antecedents of engagement in terms of perceived job resources. The reason for that is that the Q12 has been explicitly designed from an "action ability standpoint" and not from a scholarly perspective" (Buckingham and Coffman, 1999).

This suggests that the Q12 initial modelling as a management tool aimed at improving jobs in order to improve employee satisfaction. However, this method has significantly impacted on the academic circles because the Gallup research found that there is a meaningful connection between the business outcomes such as productivity, customer satisfaction and profit and turnover (Harter et al., 2002).

2.1.4 Multidimensional approach

Also known as the SET, the multidimensional approach seems to be a better theory describing employee engagement (Saks, 2006). Saks noted that the:

> *"SET model argues that obligations are generated through a series of interactions between parties who are in a state of reciprocal interdependence. A basic tenet of SET is that relationships evolve over time into trusting, loyal and mutual commitments, as long as the parties abide by certain "rules" of exchange"* (Saks, 2006).

According to Saks (2006) the exchange rules often include the rule of repayment or reciprocity which means that the action of one element affects the other. What this means is that if employees have access to the socio-economic and emotional resources of the organisation, they also tend to recompense the organisation (Cropanzano and Mitchell, 2005). The earlierconfirms Robinson et al.'s (2004b) sentiments that having engaged employees is as a result of the meaningful relationship that exists between organisations (employers) and their employees.The employees are thus inclined to recompense the organisation in the way they engage themselves with various facets of the organisation. However, this is highly influenced by the nature of support which they receive from the organisation itself, the availability of resources,to mention a few (Saks, 2006). It is also not easy for employees to change their performance, as this has administrative-related decisions and reward implications. When staff benefit from their organisation, they tend to improve their engagement to the organisation because they geta sense of obligation to pay back to the employer for the benefits they receive. According to

Kahn's (1990), he described engagement this way, employees feel indebted to engage more deeply with their role performances as compensation for the resources received from the organisation. The probability of employees disengaging from their roles is likely to increase where employers do not provide the resources and benefits, as a result of demotivation. Thus, the physical, emotional and intellectual resources that employees are willing to dedicate in performing their work roles are directly linked to the socio-economic and emotional resources offered to them by the organisation.
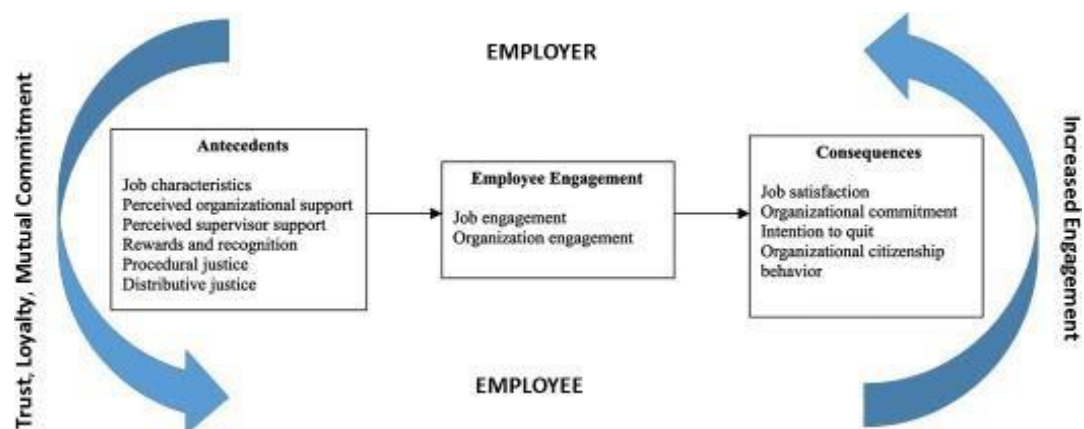
Figure 2.4 The Multidimensional approach
Sources: Shuck (2011); Saks (2006)

The SET thus assumes that the engagement of workers in their roles and the organisation increases in cases where workers are adequately recognised and compensated by the employer, (Saks, 2006).

2.11 Employee Engagement Drivers.

Del Rio-Rama et al (2017) highlights a direct association between employee performance and employee engagement, as well as organisational results. Work life balance, job content, monetary benefits and team orientation as common drivers of engagement for both executives and non-executive, this according to the perceptions of about 40,000 employees gauged through specially designed questionnaires. (Del Rio-Rama et al, 2017). In the same study, it was established that advancement opportunities and top management relationship were additional motivations for

engagement for executives, but for non-executive employees, union/management relationship, reward and recognition and welfare facilities were found to be additional drivers. The Hewitt (2012) survey identified recognition, organisational reputation, as well as career opportunities as the often top engagement drivers. Deloitte and Touche (2012) indicated that organisations which infuse recognition programmes in their performance evaluation are more effective at ensuring employee engagement, which results in 31% lower voluntary turnover, as compared to organisations with ineffective recognition programmes. Int was reported that only 14% of such organisations give the required paraphernalia to the managers for the recognition and compensation systems (Aberdeen Group, 2013). About (67%) employees' rate compliment and commendation from managers as a top influencers of performance, which was considered to be more effective than other noncash and financial incentives (McKinsey Motivating People, 2009). The following are findings by Seijts and Crim (2006):

- Clarification of employee job expectations – "If expectations are not clear and basic materials and equipment are not provided, negative emotions such as boredom or resentment may result, and the employee may then become focused on surviving more than thinking about how he can help the organisation succeed."

- Career advancement and improvement opportunities – "Plant supervisors and managers indicated that many plant improvements were being made outside the suggestion system, where employees initiated changes in order to reap the bonuses generated by the subsequent cost savings."

- Consistent communication – "Feedback is critical to giving employees a direction of where they're going, but many organisations are remarkably bad at giving it".

- Excellent interrelations at work with superiors, subordinates and peers – if relationships are dysfunctional, employees will not perform at their top level, even if the incentive is high. Increased employee engagement is a reflection of good working relations among cross hierarchical levels of staff.

- Perceptions of the ethos and values of the organisation – "Inspiration and values' is the most important of the six drivers in our engaged performance model. Inspirational leadership is the ultimate benefit. In its absence, it is unlikely to engage employees."

- Reward to engage – reward and recognition are confirmed mechanisms of boosting employee morale and engagement, it is also important to link reward and incentives to reach the next milestone of a large and long-term initiative.

Studies indicate a correlation between work engagement and organisational rewards (Gill et al., 2014; Jacobs et al., 2014; Masvaure, et al., 2014; Sanhari, 2014). According to Jacobs et al. (2014) when employees are given increased intrinsic rewards, are likely to be more engaged with their work. This echoes Masvaure et al. (2014), who also noted that employers who intrinsically reward their employees, they become driven and thus, increase their work engagement. Therefore, intrinsic rewards, particularly psychological meaningfulness, are strongly correlated with employee engagement (May et al, 2004).

Waqas et al. (2014) gave further credence to the notion that in as much as tangible and visible rewards leads to increased work engagement levels, as highlighted by the social exchange theory (SET), the social theory, in addition states that employees are motivated when their contribution is recognised and rewarded leading to a higher level of willingness to participate with increased engagement (Ram et al., 2011).

Roberts et al. (2002) noted that an organisational environment which provides different types of rewards encourages increased work engagement. However, much of research indicated that intrinsic rewards result in increased engagement, yet the role played by extrinsic rewards in this regard should also not be under-estimated (Obicci, 2015; Ram et al., 2011; WorldatWork, 2006).

2.12   Reward and Recognition

It is important to ensure that employees are competitively rewarded, but unfortunately, this has been seriously under-represented in many organisations (Brown, 2014). Engagement awareness and employees' positions about the rewards offered to them must form part of crucial performance metric the any organisation. In organisations where the culture is about recognition, people acknowledge each other for their great efforts at work, while their behaviours change towards actions which encourage value for the business. It is logical that when something is recognised, it gets repeated (Engage, 2017).

Gallup (2017) found that 1 in 3 American workers strongly agreed that they have not been praised or recognised in recent past (past week) for doing a good job. Research published in *Human Resources Today* (2017) found that limited praise or lack of recognition for job well done is a major motivation for employee desire to seek new employment thereby causing high labour turnover. Harvard Business Review (2017) research found that 40% of American workers say they would

put more effort into their jobs if they are recognised more often by their employers for their performance. A survey by Deloitte (2017) found that two out of every three millennials anticipate to leave their current jobs by 2020 due to lack of recognition for their effort, only 28 percent of respondents stated that their organisation is currently making full use of their skills. All this supports the significance of reward and recognition as a main driver of employee engagement, which in turn drives productivity and profitability. This highlights the need to properly consider reward and recognition mechanisms within institutions.

> *"The best employers are mining their engagement data to identify the various generational and motivational groupings in their workforce. This is helping to ensure that employees can easily select a package from the wide choice available that best meets their personal needs and stage in their lives, ensuring maximum take-up combined with efficient flexible plan operation and running costs"* (Brown, 2014).

2.13   Reward

Reward is the recompense given to an individual or employee by an organisation, in exchange for the services rendered by the employee (Lin, 2007). Bellou et al. (2015) explained reward to be employment relationships which are founded on an economically determined practice where an employee provides definite contributions i.e. bodily and intellectual work behaviours in exchange for something which in return will gratify individual wants and goals i.e. money, growth opportunities, and other affiliated benefits. Therefore, rewards can be considered as a key motivator of influence on work behaviours, whose aim is to achieve the strategic objectives of an organisation (Bellou et al., 2015). In recent years, the term 'pay' has been replaced by the term 'reward' since it represents a much broader approach which include elements of non-monetary awards and assumes that employees need to actually achieve something, meaning its performance driven in order to receive their salaries which is different to the connotation that pay indicates.

"Despite the explosion in cheaper and more effective communications technology, in many organisations, pay has become more opaque and pay processes less well understood and trusted, with more firms consulting with external advisers in developing reward changes than actually speaking to their employees" (Brown, 2014). Therefore, a broadening opening of almost thirty percent regarding the insights of benefits and pay, among European average and the organisations with the highest level of employee engagement. Hewitt (2015) conducted survey on various organisations and it was indicated that the organisations communicate about reward

once in a year, probably during appraisal period, with one third of employee noting that this is due to talent management and engagement strategies. This remains the case notwithstanding the employees perception that the quality and openness of internal communications highly affects their overall engagement levels (Hewitt, 2015).

A) Intrinsic and Extrinsic Reward

Intrinsic reward refers to the non-monetary and intangible incentivesgiven to employees in exchange for job performed. Intrinsic motivation entails that feeling of achievement upon task completion (Nienaber et al.,2011). Medcof and Rumpel (2007) describe intrinsic reward as the feeling of achievement that is reinforced and is a central part of task completion. On the other hand, extrinsic reward refers to the monetary and tangible incentive given to employees for work performed. It includes benefits like basic salary, medical aid, car allowance, bonuses, to mention a few (Miao et al., 2013). The extrinsic reward can also be non-monetary, but can be in form of a praise, recognition from the employer. Such rewards are thus detached from the job performed and are usually influenced by other people (Nienaber, 2011).

2.14   Total rewards

Total rewards refers to the rewards received by employees for the work done or as a result of employment association (Nazir et al., 2017). The collective of financial, non-financial, intrinsic and extrinsic rewards which that are present for the human resources department of an organisation are formally known as total reward strategies (Armstrong et al., 2005; Tsede et al., 2013). These include all the elements of a job, which are considered as valuable by employees (WorldatWork, 2006). Total rewards' strategies contribute towards attracting, motivating and retaining the most valuable talent in the organisation (Bussin et al., 2015a; Makhuzeni et al., 2015). Some researchers argue that total rewards can be leverage for increased organisational competitiveness (Jiang et al., 2009), others noted that total rewards are a strategy to improve employee engagement (Hotz, 2014; WorldatWork, 2006).

2.15   Reward and Demographics

Employees' reward preferences are also affected by their demographic characteristics. According to Nienaber et al. (2011) reward preferences differ, based on several demographic factors such as one's marital status, educational level, age, race, the number of children, to

mention a few. for instance, Lawton and Chernyshenko (2008) cited that family oriented benefits such as medical and life insurance are preferred by full-time employees because they are family-supportive rewards, while employees in the lower levels might consider furthering their education and training, in order to improve their career advancement opportunities. These may also prefer remuneration and benefits and the various classification of employees by job levels can be used to reward them more effectively (Nienaber et al., 2011).

Chiang et al (2006) also noted that reward preferences are influenced by demographic variables such as gender. It is thus possible to argue that women are more likely to prefer benefits and compensation like flexible working hours and conducive work setting (Nienaber et al., 2011). In contrast, Konrad et al. (2000) indicated that the opposite gender is more likely to prioritise other variables such as increased responsibility without the interference from top management, promotion and career advancement. Fisher et al. (1998) did not find any gender differences in reward preferences such as working conditions, wages, interesting work, growth and promotion opportunities. In the same way, Chow and Ngo (2002) found good working conditions and increased salaries regarded as more important by all genders.

Regarding maturity of the workforce, it was established that older workers prefer rewards such as flexible working conditions and skills development, while the younger employees would value rewards such as cash (Hedge et al., 2006). This is in contrasts with Marky, Cennamo and Gardner's (2008), who argued that tangible and visible rewards like benefits and salary are more lucrative for the matured workforce, as compared to the younger ones. Chernyshenko and Lawton (2008) found the younger workforce at entry level jobs to be more attracted to rewards like development, coaching and training opportunities, because of the need to improve their career prospects. Nienaber et al. (2011) argued that reward categories such as remuneration and benefits are valued more by younger employees and these may also prefer more tangible rewards such as medical plans, while the older employees may place more importance on stock options or retirement plan contributions (Mehta et al., 2000), a view in contrast to what was established by Marky, Cennamo and Gardner's in 2008. Fisher et al. (1998) foundthat younger employees would value rewards such as promotion, skills growth and interesting work, while older employees would value job security and sympathetic help. Based on the above, what it means is that employers need to understand the demographics of the employees, then then cay design suitable or more attractive reward packages for them.
 (Lawton & Chernyshenko, 2008).

2.16   Recognition

Herzberg (1966) points that employee recognition is a powerful tool in improving employee engagement. Harter et al. (2002) indicated that employee engagement was directly linked to aspects such as customer satisfaction, profitability, turnover, productivity and security.

Employee recognition programmes are an important strategy to enhance employee engagement due to reward being a key driver of employee engagement (Naylor Networks, 2011). The discussion that follows describes some of the components of employee recognition.

2.16.1 Components of the Employee Recognition (Brun and Dugas; 2008)

- It is a personalised, authentic and constructive response, that is specific, consistent, and short-term; which is expressed through human relationships, against the backdrop of various types of work- and company-related interaction.
- Recognition represents the workers personal commitment and collective engagement (recognition of job dedication) and is also an act of judgment on workers' professional endeavours (recognition of work performance).
- It also consists of an evaluation and celebration of results produced by employees and valued by the organisation (recognition of results).
- It is based on recognition of the person as a dignified, equal, free, and unique being who has needs, and also as an individual who is a bearer and generator of meaning and experience (ethical and existential nature of recognition).
- It is a regular daily or ad hoc exercise expressed through a set of practices that are formal or informal, individual or collective, private or public, and monetary or non- monetary in nature.
- Lastly, for its beneficiary, recognition represents a reward experienced primarily at the symbolic level, but may also take on emotional, practical or financial value.

2.16.2 Employee Recognition Cost-benefit analysis

Gallup Organisation (2016) conducted a meta-analysis in thirty industries with ten thousand business units and reported the following:
- Individual productivity increase – a result of behaviour that supports the

organisation's mission and key performance indicator.

- More time spent on the job - increased enjoyment of work and job satisfaction

- Direct communication between management and employees

- Higher loyalty and satisfaction scores from customers- a result of good customer care

- Enhanced teamwork

- Lower employee turnover- good quality employees are retained

- Reduced job accidents and better security records

- Reduced stress and absenteeism - enabling environment

The above non-monetary recognition will only cost the organisation the following:

- Time- designing and implementing effective recognition programmes

- Financial cost of recognition that is given

- Training managers and peers on how to give recognition

- Implementation cost of the new process

2.17   Chapter Summary

The chapter has indicated that employee engagement has received attention as it is associated with important employee and organisation outcomes. It was indicated that engagement is positively related to job attitudes such as satisfaction and organisational commitment, Employee engagement has also been linked to organisational-level outcomes. In summary, the chapter has indicated that clarity of purpose, engagement, reward and recognition are fundamental aspects for achieving success through people. Other important lessons which emerged include the fact that people are not predictable. In addition, in order to discover their motivations, people need to be observed. Essentially, managers need to create and have quality time with their team members. Another management ability that is extremely important is to communicate in all means necessary: upwards, downwards and sideways within organisations.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   Introduction

Chapter three describes the methodology underpinning the study, in order to establish the extent to which reward and recognition impacts on staff engagement. In this view, the following issues are described in depth: research design, population, population sampling techniques, research instruments and statistical data tools for data analysis which will give credence to the validity and reliability of the research. The adoption of the research methodology used by this study was done after a thorough study was done on research methodology literatures to arrive at the most appropriate method for this study. Arrangement of the study objectives and questions served as a standard for the methodology accepted.

According to Creswell, the introduction sets the tone and provides background information for the study, it also assists to make available the framework for the research being reported on (Creswell, 2003a). Creswell further suggests that in addition to providing a reader with the background, it needs to identify the matters concerning to the researcher leading to the study thus outlining the research problem. The research problem being investigate can emanate from various sources such as previous research or literature, or it can be from the researchers' experiences either in his personal or professional life. In addition, the introduction needs to make a compelling case to the reader to engage with the study by showing its significance and how the study relates with other research (Creswell, 2003a).

The research study was conducted at the University under study, which is a multi-campus University based in the EThekwini and uMsunduzi Municipality (comparative analysis was done intermittently with 2013 report). It focuses on the Professional Services staff of the University that are based on the eight divisions of the support sector of the institution, namely Division of Student Services, Research, Teaching and Learning, Human Resources, Finance, Corporate Relations, Institutional Planning and Governance and Registrar. The research aims to establish the extent to which reward and recognition impacts on the engagement of staff, engagement of the employees is critical for any business, since it can be argued that it directly impacts on the profitability of the institution (Dicke et al., p. 5).

3.2   Research Philosophy

Philosophy of research encompasses different beliefs and world-views on chosen query, which apprises the designs, processes, strategies and systems of study or further research of an occurrence (Saunders, Lewis, and Thornhill, 2009). The research philosophy also concerns how data about the study should be collected, examined and utilised, with strong reference to epistemology (what is known to be true) as opposed to doxology (what is believed to be true), which embraces the adaptation of a specific research philosophy (Saunders, Lewis, and Thornhill, 2009). Creswell (2009b) posited that the adaptation of a specific philosophy be contingent on whether the study aims to explore natural or scientific incidences as against a construct or phenomenon related to social science research. This study examined several research philosophies to make a knowledgeable decision on the appropriate philosophy for the study.

Pragmatic philosophy was considered the most appropriate for the study because it is viewed as a comprehensive philosophy in that it relates each research question to the most appropriate method of getting unbiased outcome. It relies on schedules, situations and significances which distinguish it from other research philosophies (Creswell, 2009b). Pragmatism relies on complex methods to provide responses to research questions. Freshwater and Cahill (2013) posit that pragmatism affords the researcher the freedom of choosing appropriate methods in-line with the requirements essential to yield a suitable outcome. This was further emphasised by Guba and Lincoln (1994) whose argument supports epistemology and ontology as more important than questions of method, as some believe preference of one philosophy over the other is apparently impractical in practice. Pragmatists see the world as a multifaceted entity with exclusive demands which demands different approaches and techniques in finding appropriate solutions to its challenges (Hanson et al., 2005; Johnson and Onwuegbuzie, 2004). The central importance of this philosophy is the reputation it attaches to research question in arrogating appropriate research approach for responding each research questions. In furtherance to the argument above the frankness of each research question resolve the preference of either positivism or interpretivism philosophy as pragmatism endorses the likelihood of using both philosophies.

3.3   Research Design.

The research design is defined by Sekaran et al. (2014c, p.95) as a "blueprint for the collection, measurement and analysis of data, based on the research question of the study". For this study, a researcher adopted the descriptive study methodology, since the study sought to understand the correlation between two variables, being employee engagement and reward and recognition. The researcher was also interested in understanding the association among variables, by looking at how reward and recognition impact on staff of different demographic groups of the populations, including level of work, tenure and divisions.

The study employed the mixed method approach which recognises the strong point of the two approaches being qualitative and quantitative approaches to data collection.

3.4   Research choices

This refers to the ways of collection of data and how it is analysed, which includes 'mono method (qualitative or quantitative), manifold approaches (mixed/quantitative/qualitative), and mixed methods (Saunders et al., 2009). The "mono method" entails the acceptance of a data collection practice as well as an acceptable data analysis process. Multiple methods employ several data collection processes as well as compatible data analysis measures (Saunders et al., 2009). Embracing diverse data collection and analysis processes either qualitative (multi-method) or quantitative (multimethod) approaches enables multiple methods. Mixed methods characterize an alliance of qualitative and quantitative methods of data collection and analysis procedures either concurrently, simultaneously and successively in a study.

3.5   Mixed methods

This procedure involves collecting, scrutinizing and clarifying the qualitative and quantitative data for the research or study. It combines both quantitative and qualitative data, findings and processes which are tested either successively or concomitantly in a single study (Saunders et al., 2009; Creswell et al., 2009b). Hanson et al. (2008) suggest the core of mixed methods as (a) Deepened discoveries (b) Detailed examination (c) Capacity to examine a theory (d) Expanded participants' contributions (e) Satisfactory validity and reliability which increases

dependability of the study. This study adopted a concurrent mixed methods research strategy which is characterised by parallel or collection of both quantitative and qualitative data in a single study which allows for effective empirical comparison of the constructs. In addition, the mixed method approach assisted to provide more in-depth information and knowledge of the research problem as well as provide rich data sets. It also benefited the study by increasing findings reliability and credibility through the triangulation of the different evidence results and makes generalisation of the study findings viable.

In furtherance to the explanation above, Sekaran et al (2016b) describe the mixed method approach advantages and disadvantages. Basically, the approach combines both inductive and deductive thinking, while the researcher adopts multiple research methods to solve the research problem, using different types of data. The approach thus deepens the breadth and depth of understanding and also allows for corroboration, while at the same time offsetting any weaknesses inherent in the individual approaches. However, the approach can also complicate the research design, thus, it requires a clear presentation to ensure that its different components are distinguishable.

3.6   Target population and sample size

Target population refers to the entire group from which researchers' makes assumptions and inferences of result is founded out of the sample size selected (Saunders et al. 2009). Vonk (2016, p.1) posit ''it is the people who meet our operational definition of the target population'' while Sekaran and Bougie (2014c) described it as comprehensive cluster either of things, events or persons that forms the basis of the researcher's enquiry. In view of this, the target population in the context of this study connotes to the complete set of persons selected from the entire Professional Service unit of University of KwaZulu Natal.

3.6.1   Sampling Process

Sampling refers to selecting from the population the correct rudiments, which will be used to generalise the characteristics to the population elements (Sekaran 2016b, p.244)

Sekaran (2016b, p.244) outlined the following major steps in the sampling process:

.   Defining the population: which means that the target population the researcher wishes to study must be described in the context of elements, geographical space and time. For the purposes of this research, the population is the Professional Services staff, across grades, gender, race and job families, based in the eight divisions of the sector as already

outlined under the introduction of this chapter excluding those that are based in the Colleges since the study excludes academic staff. The total population under study is 880.

- Sampling frame determination: this "refers to the physical representation of the population elements, from which the sample will be drawn", for instance, the payroll of the organisation. The sampling frame may not always be accurate due to changes that may occur in the environment and therefore, it is important to deal with error. Thiscan be done through selecting respondents that meet the criteria of the target populationby features of importance, or by adjusting date collected by weighing scheme in order to counter-balance the error.

- Sampling design determination: two types of sampling design exists, namely probability and non-probability sampling design. Probability sampling means that in any given population, all the elements stand an equal chance of being selected for the study. The latter implies all the elements do not have the same probability of being selected as subjects.

- Sample size determination: Creswell (2014c) argues that it is important to select a large sample from the population, because if the sample is large there are less chances of an error occurring and that the sample selected from the population will differ.

While there are different sampling methods, for this study the stratified random sampling was used and this approach will be discussed briefly below:

3.6.2.1 Stratified Random Sampling

This method focuses on the division of the population based on certain characteristics, for instance, gender, race, etc. The second step involves simple random sampling of samples from each stratum of the population, to ensure the sample is inclusive of all the selected characteristics (Creswell, 2014c).

This approach is usually adopted when the population is diverse, or where certain the diverse sub-populations can be isolated (strata). In this study the Employee Engagement for Professional Services staff based across five campuses and in the different divisions of the University. Stratified random sampling method was used as it helped to account for the

differences within the population (such as age, race or gender). This assisted in understanding how the different demographic groups experienced reward and recognition.

The sample size of 85 individuals in Professional Services and targeted long and short term serving member of staff were selected in order to understand whether reward and recognition influenced their tenure in the University. The sample also considered fair distribution of respondents from staff in different demographic categories, as well as staff at different professional and academic cadre in the institution.

3.7 Data collection

There are many types of research instruments or data collection tools and these include interviews, questionnaire, observation, etc. The identification of the appropriate research tool is the first practical step in the data collection process, as there is need to decide how one will collect data, which will mainly be informed by the type of study being conducted (Kumar, 2011). The two main approaches to data collection include primary and secondary data collection. The primary sources include finding out first-hand information directly from the source or subjects of the study, whereas with the secondary approach, it means the information already exists and has to be extracted in order to conduct the study. Since this is a mixed study approach, both the questionnaires and interviews were adopted in obtaining the information directly from the participants.

For the quantitative data to be collected, electronic questionnaires were used, which enabled the researcher to reach a wider pool of participants and allowed them to complete the questionnaire at their convenience, since participation was voluntary. For the qualitative data, interviews were conducted in order to identify a pattern on the research problem, theories established and hypothesis articulated from the outcome (Sekaran et al 2016b).

3.7.1 Questionnaires

This is a structured list of questions, whereby the respondent reads the questions and chooses the most appropriate response from the given options (Sekaran; 2014c). As with all other research, the researcher selects the appropriate measurement scales, questioning technique and content, the response format, as well as the sequence in which the questions should appear (Sekaran; 2014c). These ensure that questionnaire measures the variables it is intended to measure.

Because the study aims to understand how the variables impact on different demographic groups, the first part of the questionnaire presented demographic questions which the respondents needed to select the answers as they relate to them. For this section of the questionnaire, the nominal scales were used since the demographic data were collected for labelling purposes (Sekaran, 2014c).

Other aspects of the study which were themed according to the objectives used the ordinal scales, which aim to categorise variables according to their differences (Sekaran, 2014c) as it measure the tenure, the age groups and grade (level) of the position that the staff occupied in the University. In addition, the Likert scales were used and these refer to the questions in a survey that can be answered in a range with moderate or neutral midpoints, examples include "extremely likely" to "not at all likely." (Monkey Survey, 2018). In this study, a similar approach to measure the respondents varying degree of attitudes was adopted and the scale was adopted, based on the following (Kassim, 2001):

- Higher reliability coefficients chances (Hayes, 1998)
- Scale in use in market research commonly (Garland, 1991).
- The respondent's opinion under study are accurately reflected in the responses. (Burns & Bush, 2002).
- The spread of variance of responses is increased, which invariably delivers a strengthened measures of correlation (Aaker et al., 2000).

It is pertinent to state here that out of the 85 questionnaires sent to respondents, 83 were correctly filled and returned, representing 98 percent of the sample size.

3.7.2 Interviews

Sekaran (2016b, p.113) defines interviews as "guided, purposeful conversation between two or more people". Interviews can be conducted with individuals or group of people, they can also be structured or unstructured and they can be conducted through face to face, telephonically or online.

3.8   Process of collecting data.

3.8.1 Quantitative data

Information was collected using questionnaires, due to challenges in obtaining sufficient number of willing participants some questionnaires were referred to respondents physically to be completed manually as opposed to the initial electronic questionnaires sent to participants. This necessitated that data coding be done, which is a process of assigning each item in a questionnaire with an actual number (Sekaran, 2014c) and the data was then captured into an SPSS Data Editor. In this study, a separate row was created for each respondent and each column contained the data for each variable.

After the data was keyed in, data editing was done, which dealt with detecting illogical, inconsistent, illegal and omission in the data returned. It is essential to reiterate that no data editing was done in order to avoid introducing any bias to the data. Blank responses were ignored in the analysis of data since the number of blank responses was very small being a total number of 83 responses.

Tests used in the analysis

The following statistical tests were used in the analysis of the result for this study: descriptive statistics, regression analysis, binomial test, one sample T-test and ANOVA.

3.8.2 Qualitative data

The data was collected through interviews, and this included the repeated sampling as it took place after the quantitative data was collected (Sekaran, 2016b). 10 respondents from the Professional Services sector were targeted and 12 responses were obtained. Due to the challenges encountered in obtaining responses from the questionnaires, 20 interview appointments were schedules and 12 were accepted and conducted. Sekaran (2016b) outlines the three general steps which are followed in data analysis for qualitative research, which were also followed in this study and they are as follows:

- Data reduction: data is selected, coded and categorised;
- The display of data: refers to how data is presented which could be in graphs, matrix, charts or quotes showing the collected data patterns. This enables the researcher to understand and

draw conclusions on the data collected.

- Data coding: this refers to "an analytical process through which the qualitative data that has been collected are reduced, rearranged and integrated to form theory" (Sekaran, 2016b, p.334). This is done to draw meaningful conclusions from the data collected.

Qualitative data analysis is not a chronological process, but rather a constant and iterative process (Sekaran 2016b). In this research, a thematic approach was adopted to analyse data, emphasising the pinpointing, examining and recording of patterns (or "themes") within data. "Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question" (Sekaran, 2016b, p.333).

3.9   Reliability

Generally, researchers concern themselves with the validity and reliability of their research, this necessitate that researcher must assess the research instrument for its reliability and validity. Reliability entails the consistence in the findings of the study, meaning that the study will produce the same result even if done by someone else at a different time. Sekaran (2014c, p.228) argues that "reliability of a measure indicates the extent to which it is without bias (error free) and hence, ensures consistent measurement across time and across the various items in the instrument." For this study, the Cronbach Alpha test which is used to assess the reliability of a SCALE questionnaire, was used to determine the reliability of the Likert scale questions (Section B 2.4 to 2.7) which measured the various variables which are the focus of the study and the test shows that the questions were consistent in their measure of employee engagement at UKZN, for all the statement as the Cronbach Alpha test is >.7.

The constructs measured showed acceptable reliability respectively. These include Work Engagement (WE) which included questions 1, 2, 4, 10,12 and 13 showed a Cronbach Alpha test measurement of .828 and Personal Engagement (PE) comprising questions 6, 7, 8, 9, and 11 showed Cronbach Alpha test measurement of .870, we can see that these constructs Cronbach Alpha's are higher that the acceptable >.7.

Alpha >.7 indicates reliable measures. Thus, these are both reliable. Items 3 and 5 were excluded because they did not correlate well with the factor.

3.10 Validity

Sekaran (2014c) posit that research validity tool shows the extent to which it accurately measures what it ought to measure. Validity is tested by asking the question whether the study is measuring that which it is meant to measure.

However, there is no perfectly reliable procedure to validity, where the process by which data was collected is unreliable, it follows that it will be invalid also. However where data collection process is reliable, validity doesn't follow automatically. In a qualitative, two methods have been established to attain validity:

- Supporting generalisation by counting events: This can redress common issues regarding the reporting of qualitative data, that anecdotes supporting the researchers' theory have been chosen, or it may be that too much attention has been paid to small events, as opposed to more common ones (Sekaran, 2016b).
- Ensuring that cases are well-represented and deviant cases or those that may contradict theory are included. Choosing deviant cases often provides a strong test of one's theory. (Sekaran, 2016b).

3.10.1 Triangulation

This refers to the use of various data sources to confirm the findings. Triangulation often brings forth strength to the conclusions or it also identifies areas for further work. This study employed the longitudinal study and a comparison was made, with the findings of the employee engagement survey done by the University in 2013, the comparison will thus be confined to findings as they relate to reward and recognition, since those are the two variables of this study.

3.11   Ethical considerations

The study was conducted for academic purpose under the University of KwaZulu-Natal. Ethical clearance was granted by the Humanities and Social Sciences Research Ethics Committee (HSSREC), Protocol Reference no: HSS/1677/015M.

In addition, the privacy and confidentiality of the participants was strictly adhered throughout the study. The informed consent was obtained from the research office of the institution. Since a questionnaire was used, using an electronic link the responses cannot be linked to one particular respondent. The participants of the study were not coerced to respond to this survey, but they rather participated on their own freewill. Prior to data collection, the participants' rights and responsibilities were clearly explained, and they were also advised of their right to pull out from the study if they wished to do so at any point.

3.12   Chapter summary

This chapter gave vivid description of the research philosophy adopted by the study, which is pragmatic because it avails the researcher the option to assess each research question with the most suitable research design and methods. Mixed method was used to empirically test constructs to measure the phenomenon tested. Also, the chapter described the target population and the sample size from professional service staff of UKZN. Explanation was given on the data collection processes, which involved the use of questionnaires and interviews respectively. Reliability of constructs tested was measured using Cronbach Alpha which was greater than acceptable threshold of .7. Likewise validity of research instrument was determined in-line with what was employed in previous similar study carried out by Viljevac, Cooper-Thomas, and Saks in 2012. Lastly, the ethical considerations concerning data collection were pertainingto the collection of data were discoursed. The next chapter focuses on the study results and present data analysis.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The previous chapter described the research methodology employed to answer the research questions for this study. This chapter presents and analyses the findings of the study, based on the data that was collected through the procedure described in the previous chapter. Both quantitative and qualitative data is presented. The chapter discusses and analyses the data presented which is divided into four themes, guided by the objectives of the study, which are: The extent to which the staff is engaged with their work; the impact of rewards on the levels of engagement of Professional Services staff at UKZN; the impact of recognition on the level of engagement of PS staff at UKZN; potential effective and affordable HR reward and recognition mechanisms; then followed by the conclusion of the chapter.

4.2 Demographic profiles of respondents

The study focused on both quantitative and qualitative methods. For the quantitative study, at least 50% of the population of Professional Services sector was targeted, in order to comply with the rule of thumb as outlined below: the three rules of thumb for response rates as explained below:

(a)   A response rate of at least 50% is usually considered satisfactory for analysis and reporting.

(b)   A response rate of at least 60% is good.

(c)   Response rate of at least 70% is very good.

However, only 83 responses were obtained, which translates to 9.5% of the population, which is admittedly not sufficient. Unfortunately, every effort was made to improve the statistical response rate through various ways including physical distribution of questionnaires in addition to the online questionnaires sent to participants. Also, adequate time was given for the completion of the questionnaires considering tight work schedules of some of the respondents but the response rate remained poor. Regrettably, all efforts to increase the response rates proved fruitless, given the fact that the selected target groups were not forced to participate in the study and were thus unrestricted not to respond. For the qualitative study, 10 respondents

from the Professional Services sector were targeted and 12 responses were obtained. More weight will be put on the quantitative method, as the study sought to quantify opinions and generalise the results to the Professional Services sector of the University. The qualitative data will be used to supplement the findings and get more insights into the findings.

4.2.1 <u>Demographic profiles: Quantitative respondents</u>

Table 4.1: Demographic Characteristics of the Respondents (N=83)

	Characteristics	**Frequency**	**N**	**%**
Employment Division	Human Resources	12	83	14.3%
	Finance	4	83	4.8%
	Registrar	19	83	22.6%
	Corporate Relations	4	83	4.8%
	Institutional Planning and Governance	13	83	15.5%
	Student Services	6	83	7.1%
	University Teaching and Learning	7	83	8.3%
	University Research	19	83	22.6%
Highest Qualification	Doctorate or Higher	7	83	8.3%
	Masters	12	83	14.3%
	Honours	29	83	34.5%
	Undergraduate degree/diploma	28	83	33.3%
	Matric/Grade 12	8	83	9.5%
Employment Type	Permanent	78	83	92.9%
	Fixed term	6	83	7.1%
Race	Black	45	83	55.6%
	Coloured	5	83	6.2%

	Indian	24	83	29.6%
	White	7	83	8.6%
Age	Less than 21	0	83	0
	21-30 years	8	83	9.5%
	31-40 years	25	83	29.8
	41-50 years	26	83	31.0%
	51-60 years	22	83	26.2%
	Above 60	3	83	3.6%
Length of service	< 1 year	6	83	7.1%
	1 – 3 years	20	83	23.8%
	4-5 years	19	83	22.6%
	6-10 years	17	83	20.2%
	> 10 years	22	83	26.2%
Employment Level	Senior Management	11	83	13.1%
	Middle Management	45	83	53.6%
	Skilled Workers	27	83	31.8%
	Semi-skilled	1	83	1.2%

The quantitative participants to this study shows that in terms of divisional breakdown of participants, 14.3% were from Human Resources, 4.8% from the Finance division, 22.6% from Registrar, 4.8% from Corporate Relations, 15.5% from Institutional Planning and Governance, 7.1% from Student Services, 8.3% University Teaching and Learning and 22.6% from the University Research division. The educational level of the participants shows that 8.3% had Doctoral qualifications of higher, 14.3% had a Masters qualification, 34.5% had an Honours qualifications, 33.3% held an undergraduate degree/diploma and 9.5% had a Matric/Grade 12 qualification.

The employment type split is 92.9% of the participants were permanent while 7.1% were fixed term contract employees. The racial breakdown showed that 55.6% of the participants were Black, 6.2% Coloured, 29.6% Indians and 8.6% White. The age breakdown of the participants showed that 9.5% of the participants was between the ages of 21 – 30 years, 29.8% between the ages of 31 – 40

years, 31% between the ages of 41 – 50 years, 26.2% of the participants was between the ages of 51 – 60 years, while 3.6% of the participants was above the age of 60 years. The length of service of the participants indicate that 7.1% of the participants was below one year of service, 23.8% between 1 -3 years, 22.6% between 4 – 5 years of services, 20.2% between 6 – 10 years of years, while 26.2% was above 10 years of services. The employment levels of the participants indicate that 13.1% was from senior management (Grade 4 – 6), 53.6% was from middle management (Grade 7 – 9), 31.8% was from the skilled labour group (Grade 10 – 12) and lastly, 1.2% was from the semi-skilled group (Grade 13 and below).

4.2.2. Demographic profile: Qualitative respondents

Table 4.2: Demographic Characteristics of the Respondents (N=12)

	Characteristics	Frequency	N	%
Employment Division	Human Resources	1	12	8.33%
	Finance	1	12	8.33%
	Registrar	0	12	0
	Corporate Relations	1	12	8.33%
	Institutional Planning and Governance	3	12	25%
	Student Services	0	12	0
	University Teaching and Learning	3	12	25%
	University Research	1	12	8.33%
Highest Qualification	Doctorate or Higher	0	12	0
	Masters	1	12	8.33%
	Honours	4	12	33.33%
	Undergraduate degree/diploma	3	12	25%
	Matric/Grade 12	1	12	8.33%
	Less than Matric	1	12	8.33%
Employment Type	Permanent	9	12	75%
	Fixed term	3	12	25%
Race	Black	8	12	66.66%
	Coloured	1	12	8.33%

	Indian	2	12	16.66%
	White	0	12	0%
Age	Less than 21	0	12	0
	21-30 years	3	12	25%
	31-40 years	4	12	33.33%
	41-50 years	2	12	16.66%
	51-60 years	1	12	8.33%
	Above 60	1	12	8.33%
Length of Service	Less than a year	5	12	41.66%
	4-5 years	1	12	8.33%
	6-10 years	1	12	8.33%
	More than 10 years	3	12	8.33%
Employment Level	Senior Management	0	12	0
	Middle Management	0	12	0
	Grade 7-9 (Skilled workers)	3	12	25%
	Grade 10-12 (Semi-Skilled)	7	12	58%

The researcher managed to get 12 participants; 9 permanent employees and 3 fixed term employees, as shown in Table 4.2.2. The 12 participants belonged to the 6 divisions of the Professional Services sector in the institution; 3 participants from the Institutional Planning and Governance, 3 from the University Teaching and Learning, 1 from each remaining department, which are the Human Resources, Finance, Corporate Relations and the University Research Office. Out of the 12 participants, 5 had been working for UKZN for less than a year, 3 had been with the university for more than 10 years, 1 had 6 to 10 years with the university, and 1 had 4 to 5 years with the institution. The age profile of the interviewed participants was as follows: 4 between the ages 32 – 40, 3 between the ages 21 – 30, 2 between the ages 41 – 50, 1 was between the ages 51 – 60, and 1 above 60 years of age. Out of the 12 participants, 8 were Black, 2 were Indian and 1 was Coloured. The 12 respondents represented 2 UKZN employment levels, respondents on grade 10-12 and on grade 7-9, unfortunately there were no participants from senior management categories for the qualitative study. The 12 participants had an Honours degree, were Master's graduates, had an undergraduate qualification, were matric graduates and had qualifications lower than matric/ Grade 12.

4.2.3 Demographic profile discussion

The study investigated the Professional Services sector of the University of KwaZulu-Natal and 83 respondents participated responded to the self-administered questionnaire, while 12 other respondents participated in in-depth interviews. About 92.9% of the respondents who participated in the self-administered questionnaire were permanently employed by the University, while 7.1% were on fixed term contracts of employment, the 75% of the interviewed respondents were permanent, while 25% were on fixed term contract of employment. The break-down of questionnaire respondents was as follows: 55.6% were Black, 6.2% were Coloured, 29.6% are Indians and 8.6% were Whites, while the racial break-down of the interviewed respondents was 66.66% Black, 8.33% Coloureds, 16.66% Indians and 0% White. The divisional breakdown was, 14.3% from Human Resources, 4.8% from Finance, 22.6% from the Registrar, 4.8% from corporate relations, 15.5% from Institutional planning and Governance, 7.1% from Student Services, 8.3% from the University Teaching and Learning and 22.6% from the University Research Office. In terms of interviewed respondents, 8.33% are Human Resources, Finance, Corporate Relations and University Research respectively, 25% was from Institutional Planning and Governance and University Teaching and Learning office, while there was none from t h e Registrar and Student Services. The educational background of the respondents was as follows: 8.3 % of those who participated in the questionnaire had Doctorates, 14.3% had a Master's, 34.5% had an Honour's, 33.3% had undergraduate qualifications i.e. degree or diplomas and 9.5% had Matric/Grade 12 and none with lesser level of education, while on the interviewed respondents, there was none with a Doctorate, 8.33% with a Master's, 33.33% with Honour's, 25% with undergraduate qualification, 8.33% with Matric/Grade 12 and 8.33% below Matric qualification.

The age break-down of participants from the questionnaires are: 0 below 21, 9.5% 21-30 years, 29.8% 31-40 years, 31.0% 41-50 years, 26.2% between 51-60 years and 3.6% above 60 years and for the interviewed participants, there was no one below 21 years, 25% between 21-30 years, 33.33% between 31-40 years, 16.66% between 41-50 years, 8.33% between 51-60 years and 8.33% above the age of 60 years. In terms of the length of service 7.1% are less than one year, 23.8% are between 1-3 years, 22.6% are between 4-5 years, 20.2% are between 6-10 years and 26.2% have more than 10 years' service. The length of service of the interviewed respondents was 41.66% below 1year service, 8.33% for 4-5 years, 6-10 years and more than 10 years respectively. Lastly, for the employment levels, i.e. grades; 13.1% was senior management, 53.6% from middle

management, 31.8% from the skilled category of workers and 1.2% from semi-skilled level, while those who participated in the interviews: 25% was from skilled category of employees and 58% from semi-skilled levels of employees. Unfortunately, there were no participants from the middle or senior management, or they did not identify themselves.

The findings on the level of engagement of the above demographic groups will be discussed in detail under the research themes below.

4.3 Further Data Analysis of Constructs

Data collected in this study is illustrated in table formats and some in Likert scale graphs, as applicable, representing the quantitative aspect of the study, and an in-depth discussion represents the qualitative element of the study, but arranged thematically. The following are themes have been identified and used to interpret and analyse the data:

Theme 1: Employee Engagement; Theme 2: Rewards;

Theme 3: Recognition;

Theme 4: Preferred types of reward and recognition;

Under each theme, the data is grouped into quantitative and qualitative data and statistical quantitative data is displayed first, followed by in-depth qualitative data which was discussed separately.

4.3.1 Understanding of UKZN Remuneration philosophy

To determine the participants' understanding of the University's remuneration philosophy, they were asked whether they understood the University's practice, whether they were aware of the remuneration policy and whether they understood the remuneration strategy. The outcomes are illustrated below:

Table 4.3: Understanding UKZN Remuneration Practices *(I understand the University's remuneration practices)*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	53	62.4	70.7	70.7
	No	22	25.9	29.3	100.0
	Total	75	88.2	100.0	
Missing	System	10	11.8		
Total		85	100.0		

Table 4.4: Aware of UKZN Remuneration Policy (*I am aware of the University's remuneration policy***)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	72	84.7	91.1	91.1
	No	7	8.2	8.9	100.0
	Total	79	92.9	100.0	
Missing System		6	7.1		
Total		85	100.0		

Table 4.5: UKZN Remuneration Strategy (*I have read and fully understand the University's remuneration strategy***)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	30	35.3	40.5	40.5
	No	44	51.8	59.5	100.0
	Total	74	87.1	100.0	
Missing System		11	12.9		
Total		85	100.0		
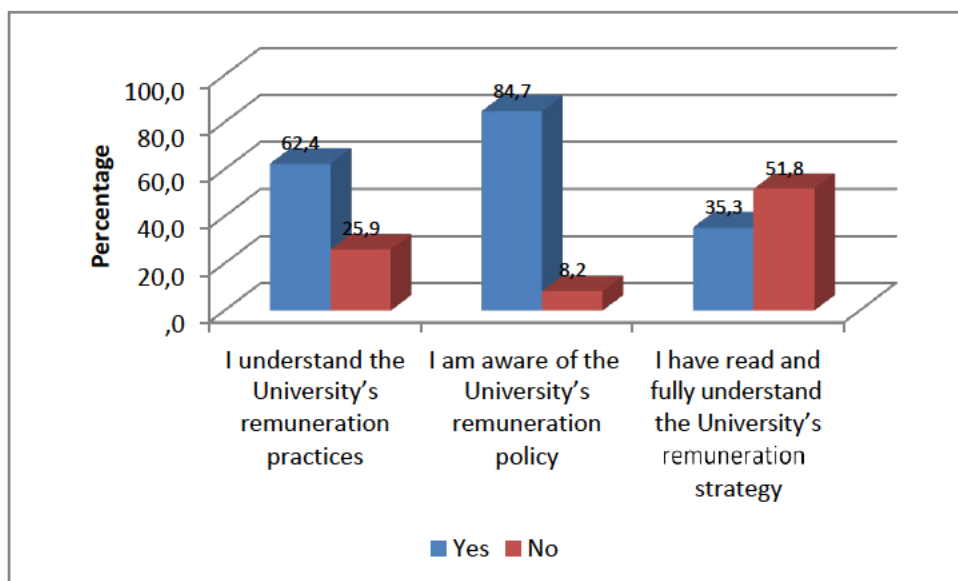
Figure 4 1: UKZN Remuneration Philosophy (Quantitative).

50

A binominal test was applied to the information to test if a significant proportion answered yes or no. The analysis of the information above indicate that a significant 53 (71%) indicated that they understood the university's remuneration practices (p<.0005); while a significant 72 (91%) were aware of the remuneration policy (p<.0005).

While more of this sample had not read and fully understood the strategy, this is not a significant result and so cannot be projected onto the population.
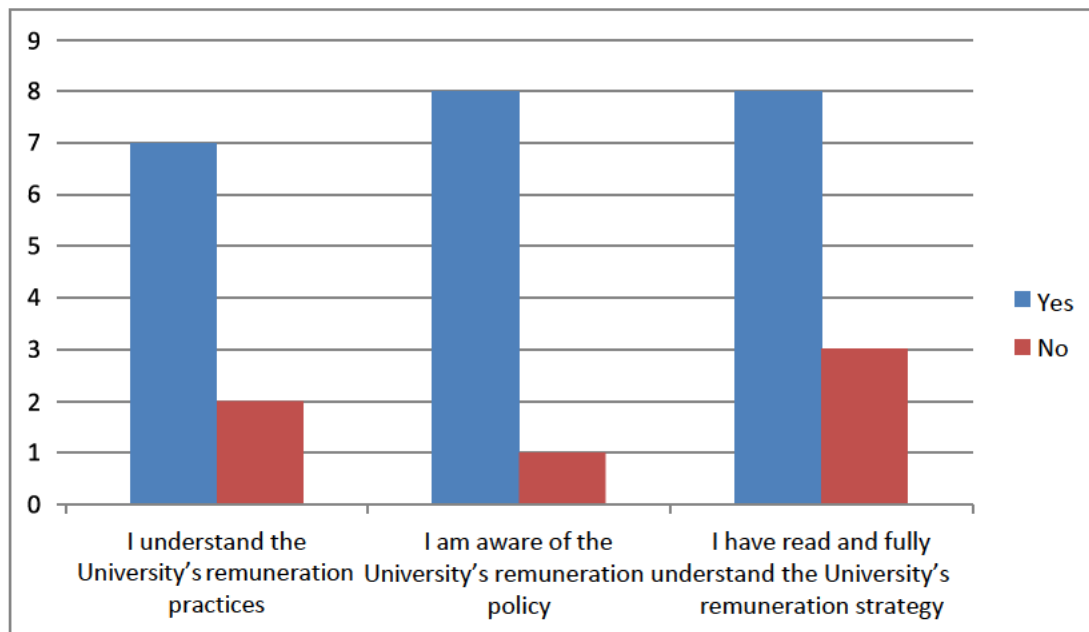
Figure 4.2: UKZN Remuneration Philosophy. (Graphical depiction of remuneration philosophy qualitative data)

4.3.2   Remuneration Philosophy: Qualitative analysis

Table 4.6: Understanding UKZN Remuneration Philosophy (Qualitative)

Statements	RESPONSES
I understand the University's Remuneration Practices	Responses from participants which confirms their knowledge of the University's remuneration practices were summarised to support the first statement on this table. 7 participants responded in affirmative representing 58.3 percent of the total response.
I am aware of the Institution's remuneration policy	Eight participants agreed to know the Institutions remuneration policy which represent 66.6 percent of the total response.
I have read and fully understand the institution's remuneration strategy	While eight participants gave consent that they have read and fully understood the Institution's remuneration strategy which represent 66.6 percent of the total response.

When participants were asked about their knowledge of the UKZN remuneration system, participants reported understanding the institution's remuneration practices, expressed beingaware of the university's remuneration policy and reported having read and fully understood the university's remuneration strategy, as shown in Figure 4.2.

4.3.3 Discussion on respondents understanding of the University's remuneration philosophy

The following questions were asked in order to determine their current understanding of the University's remuneration philosophy, which is geared towards ensuring that the institution rewards performance to ensure that it realises its vision, as it believes that rewarding individual performance will improve individual performance which in turn improves institutional overall performance (Qualitative).

- Understand university remuneration practices?
- Aware of the University's remuneration policy?
- Read and fully understand the university's remuneration strategy?

The findings of the study showed that for who participated in the self-administered questionnaire, 70.7% indicated that they understood the University's remuneration practices, while 29.3% stated that they did not, 91.1% stated that they were aware of the University's remuneration policy, while 8.9% stated that they were not aware, 40.5 % indicated that they had read and understood the University's remuneration strategy, while the majority (59.5%) had not read and understood the remuneration strategy.

When the interviewed participants were asked about their knowledge of the UKZN remuneration system expressed awareness of the university's remuneration policy, and the same numberreported having read and fully understood the institution's remuneration strategy. The results are consistent for both groups, where majority of the people seem to know about the existing policiesthat regulate how people are remunerated in the University and how issues of rewards are governed,except for the question on the remuneration strategy, where the majority of the people in the self-administered questionnaire had not read and understood the remuneration strategy, while for the interviewed group, majority of the people agreed they understood the University's remuneration strategy.

The responses given provided adequate support to the construct tested because the staff are aware that the University does have mechanisms in place to regulate issues of rewards and recognition in the institution, and they are aware what they seek to achieve them. The discussion on the actual findings as they relate to the objectives are outlines below.

4.3.4   Theme 1: Employee engagement

Employee engagement is one of the constructs that were looked at for the purpose of this study. A one-sample t-test was done to test if there was any significant agreement/disagreement to each item. The overall agreement score was tested against the central score of 3.5. Where the test shows a significant difference from 3.5, further interpretation will be done to see if it shows significant agreement or disagreement. If mean score >3.5 it means significant agreement. If mean score is <3.5 it means significant disagreement.

Table 4.7 One-Sample Statistics-Employee Engagement

	N	Mean	Std. Deviation	Std. Error Mean
2.4.1 I know what is expected of me at work.	84	5.49	.829	.090
2.4.2 I do more than is expected of me.	84	5.39	.695	.076
2.4.3 I have the tools and equipment I need to do my work Right.	84	4.76	1.219	.133
2.4.4 I am willing to work beyond what is required to support UKZN achieve its goals.	84	5.55	.735	.080
2.4.5 I am secure about my future within UKZN.	83	4.22	1.423	.156
2.4.6 For the most part I wake up delighted to go to work.	83	4.36	1.312	.144
2.4.7 I find my work challenging and rewarding.	83	4.60	1.422	.156
2.4.8 I easily get absorbed in my Work.	84	4.80	1.210	.132
2.4.9 I feel valued by this Institution.	82	3.82	1.371	.151

2.4.10 I am willing to persevere when I experience challenges in my work.	84	5.13	.991	.108
2.4.11 I feel energized when at Work.	84	4.55	1.102	.120
2.4.12 I believe I make a significance contribution to the success of UKZN.	84	5.43	.811	.088
2.4.13 I am happy to actively collaborate with others to achieve the goals of the University.	84	5.44	.827	.090
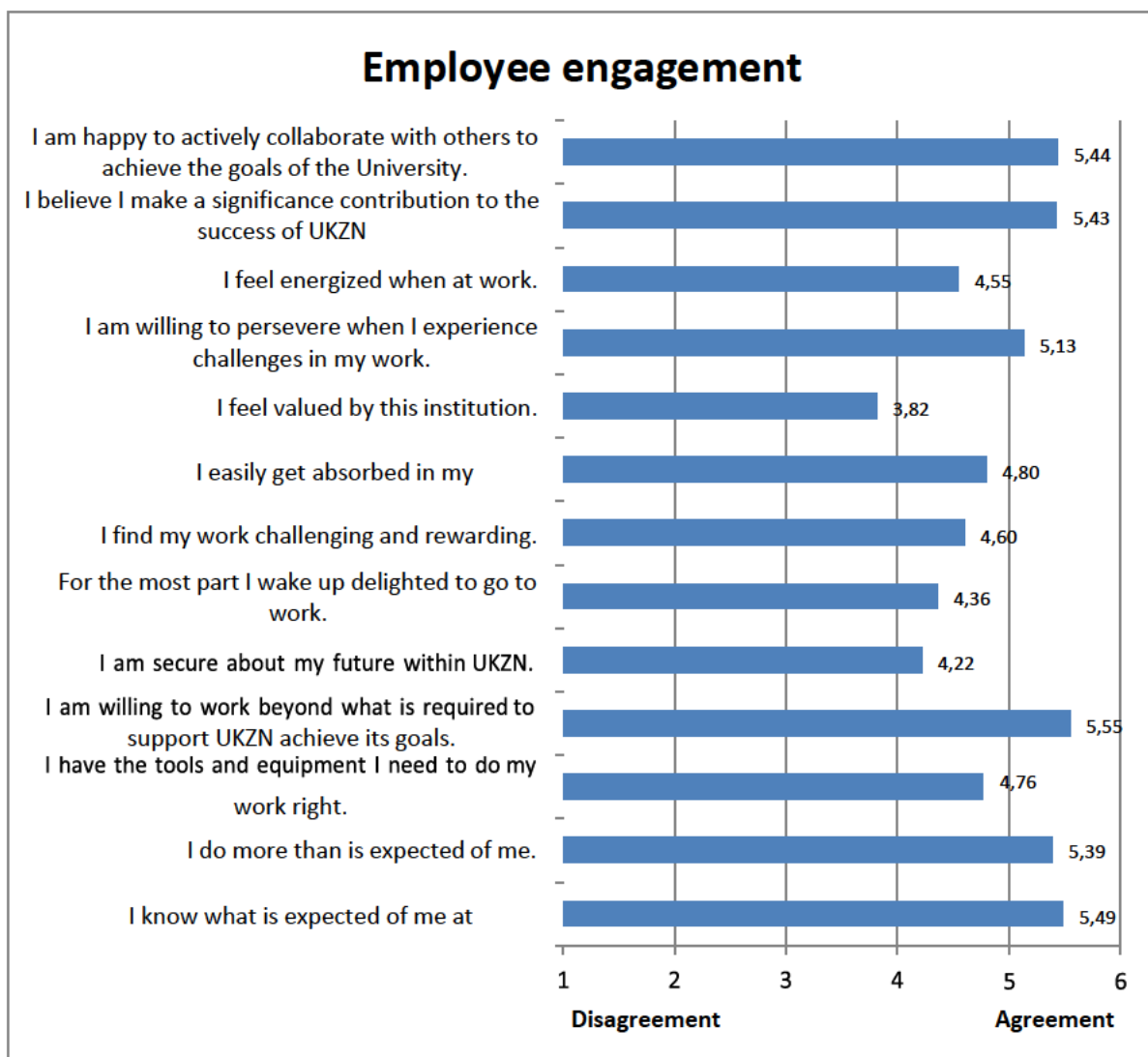
Figure 4.3: Employee Engagement Likert scale graph.

Table 4.8: One sample test: Employee engagement

	Test Value = 3.5				95% Confidence	Interval of the Difference
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.4.1 I know what is expected of me at work.	21.990	83	.000	1.988	1.81	2.17
2.4.2 I do more than is expected of me.	24.979	83	.000	1.893	1.74	2.04
2.4.3 I have the tools and equipment I need to do my work Right.	9.491	83	.000	1.262	1.00	1.53
2.4.4 I am willing to work beyond what is required to support UKZN achieve its goals.	25.541	83	.000	2.048	1.89	2.21
2.4.5 I am secure about my future within UKZN.	4.589	82	.000	.717	.41	1.03
2.4.6 For the most part I wake up delighted to go to work.	5.982	82	.000	.861	.57	1.15
2.4.7 I find my work challenging and rewarding.	7.061	82	.000	1.102	.79	1.41
2.4.8 I easily get absorbed in my Work.	9.827	83	.000	1.298	1.03	1.56
2.4.9 I feel valued by this Institution.	2.094	81	.039	.317	.02	.62
2.4.10 I am willing to persevere when I experience challenges in my work.	15.079	83	.000	1.631	1.42	1.85
2.4.11 I feel energized when at Work.	8.712	83	.000	1.048	.81	1.29
2.4.12 I believe I make a significance contribution to the success of UKZN	21.799	83	.000	1.929	1.75	2.10
2.4.13 I am happy to actively collaborate with others to achieve the goals of the University.	21.517	83	.000	1.940	1.76	2.12

In terms of the Table 4.7 to 4.8 as well as and Figure 3 above, there is significant agreement that: employees know what is expected of them (mean (M) =5.49, standard deviation (SD) = .829), test (t) (83) = 21.990, P value (p)<.0005; employees do more than is expected of them (M=5.39, SD = .695), t(83) = 24.979, p<.0005; employees have the tools and equipment they need to do their work right (M=4.76, SD = 1.219), t (83)= 9.491, p<0005; employees are willing to work beyond whatis required to support UKZN achieve its goals (M=5.55, SD = .735), t(83) = 25.541, p<.0005; employees are secured about their future within UKZN (M=4.22, SD 1.423), t(82) = 4.589, p<.0005; for the most part employees wake up delighted to go to work (M=4.36, SD 1.312), t(82) = 5.982, p<.0005; employees find their work challenging and rewarding (M=4.60, SD = 1.422), t(82) = 7.061, p<.0005; employees get easily absorbed in their work (M=4.80, SD = 1.210), t(83) = 9.827, p<.0005; employees feel valued by the institution (M=3.82, SD = 1.371), t(81) = 2.094, p<.0005; employees are willing to persevere when they experience challenges in the work place (M = 5.13, SD = .991) t(83) = 15.079, p<.0005; employees feel energised when they are at work (M = 4.55, SD = 1.102) t(83) = 8.712, p<.0005; employees believe that they made a significant contribution to the success of UKZN (M = 5.43, SD = .811), t(83) = 21.799, p<000.5; and lastly happy to actively collaborate with others to achieve the goals of the University (M = 5.44, SD = .827), t(82) = 21.517, p<.0005. The results are all significant and, considering the mean scores from Table 4.5.1, they are all in agreement (mean >3.5).

4.4.1   Single measure for Employee Engagement

The single measure for this construct was done using the Kaiser-Meyer-Olkin Measure of sampling adequacy and Bartlett's Test of Sphericity. The results of this analysis showed that there are two underlying constructs for employee engagement, which will be determined using further analysis below.

KMO of .789 indicates that the data is adequate for a successful and reliable extraction of factors. Bartlett's test (p<.05) showed that the items do not correlate too low with each other.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.789
Bartlett's Test of Sphericity	Approx. Chi-Square	517.043
	Df	78
	Sig.	.000

Factor analysis with Promax rotation is applied.

Table 4.9: Pattern Matrix[a]

	Component	
	1	2
2.4.13 I am happy to actively collaborate with others to achieve the goals of the University.	.915	
2.4.4 I am willing to work beyond what is required to support UKZN achieve its goals.	.890	
2.4.1 I know what is expected of me at work.	.752	
2.4.12 I believe I make a significance contribution to the success of UKZN.	.751	
2.4.10 I am willing to persevere when I experience challenges in my work.	.569	
2.4.3 I have the tools and equipment I need to do my work right.	.471	
2.4.2 I do more than is expected of me.	.466	
2.4.5 I am secure about my future within UKZN.	.334	
2.4.7 I find my work challenging and rewarding.		.893
2.4.11 I feel energized when at work.		.892
2.4.6 For the most part I wake up delighted to go to work.		.846
2.4.8 I easily get absorbed in my work.		.731
2.4.9 I feel valued by this institution.		.667

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

Two issues emerged with the analysis above, the first factor can be described as work engagement. The second can be described as personal engagement. Each of the factors were tested for reliability using Cronbach's alpha and the results are summarised in the table below. Alpha >.7 indicates reliable measures. Thus, these are both reliable. Items 3 and 5 were excluded because they did not correlate well with the factor.

Table 4.10 Cronbach Alpha

Construct	Items included	Alpha	Items excluded
Work engagement (WE)	1 2 4 10 12 and 13	.828	3 and 5
Personal engagement (PE)	6 7 8 9 and 11	.870	-

The above exercise has shown construct validity and reliability.

4.4.2 Analysis (one-sample t-test): Work engagement (WE) and Personal Engagement (PE).

Table 4.11 One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
WE	84	5.4048	.60081	.06555
PE	84	4.4286	1.03462	.11289

Table 4.12: One-Sample Test- WE and PE

	Test Value = 3.5					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
WE	29.057	83	.000	1.90476	1.7744	2.0351
PE	8.226	83	.000	.92857	.7040	1.1531

The one-sample t-test analysis for work and personal engagement suggests that there is significant agreement that there is engagement with regards to both personal and work facets. In terms of Tables 4.7 and 4.8 above, WE (M=5.4048, SD = .60081), $t(83) = 29.057$, $p<.0005$; PE (M=4.4286, SD=1.03462), $t(83) = 8.226$, $p<.0005$. In comparing WE and PE, the work engagement is higher than personal engagement.

4.4.3 Qualitative report: Employee engagement

Five questions were posed to the interviewees related to the first objective which aimed to understand the extent to which the employees are engaged. The below questions presented under table 4.13 were put to the participants.

Questions.
Do you always know what is expected of you?
Do you do more than what is expected of you in your job?
Do you have all the tools you need to do your job?

Do you go beyond the call of duty to ensure University achieves its objectives?
Are you content about your future at the University?

Table 4.13: Employee Engagement

Based on the above questions and overwhelming majority of the interviewees indicated that they always know what is expected of them in their jobs. They cited staff meetings, individual performance contracts and reviews, performance discussions, Annual performance plans for their divisions as some of the things that assist to clearly guide and communicate expectations from the University. "This helps us to focus our efforts in the right things and prioritise our work" some of the interviewee's indicated. While the overwhelming majority of the people interviewed indicated that they always know what is expected of them, not all of them confirmed that they do what is expected of them. Most of them indicated they do go an extra mile but staying beyond working hours and weekends to complete their responsibilities, they indicated that they go beyond the call of duty to ensure that what has to be delivered on is indeed delivered. Others cited challenges of red take and working in silos as some of the challenges that limit them from going an extra, some of them indicated that lack of recognition for the added effort also discourages them from putting the needs of the University first.

The majority of the staff indicated that they generally have all the tools required to do the job, although some felt that this can be improved upon by improving the systems and the procedures that the University works with which are cumbersome and bureaucratic. Majority of the people indicated that they feel content about their future at the University, although they are not too confident with prospects for growth due to employment equity and limited opportunity for growth. Some indicated that the rate of change at the University is too high and they are not sure how that will impact on them in the future. Besides these concerns which based on the interviewee's response does not out weight the fact that they are content about the future at the University and that they are willing to do what it takes to see the University's goals realised.

4.4.4   Discussion of Objective 1: The extent to which staff is engaged with their work

The first objective of the study aimed at determining the extent to which UKZN staff were engaged with their work by answering the question how reward and recognition influences different demographic groups and work-life variables in Professional Services. The study found that there are two measures for employee engagement and they are Personal Engagement which is described

as the ability to express oneself physically, mentally and psychologically which enhances work performances. Work engagement refers to the extent to which an employee relates with his or her work, while employee engagement also involves the relationship with the organisation, it is an optimistic, satisfying, work associated state of mind which embodies deep desire and dedication which enhances vigour and resilient in work. In the same vein, work engagement encourages desire to invest in persistent work ethics in the face of difficulties, thereby breeding dedication which can be referred to being strongly involved in one's work, and feeling a sense of worth, passion, encouragement, self-importance, and challenge; and absorption denotes to being fully focused and fortunately captivated in one's work, whereby time passes swiftly and one has difficulties with detaching oneself from work.

The study found that the outcomes were the same for both personal and work engagement and it also indicated no significant differences in engagement among different demographic groups, except with educational categories which shows that for personal engagement there is a significant difference in their personal engagement, of course depending on education level, Welch $(4, 25.451)$ = 4.373, p=.008. Those with a doctorate (M=5.143) have a significantly higher personal engagement score than do those with undergraduate degrees or diplomas (M=4.377). The Anova test was used to test for differences in the mean values across categories of demographic variables. The results are summarised below:

4.4.4.1   Employment category:
93% of the workforce reported to be both personally and work engaged, while 7% reported to be both personally and work disengaged; there is therefore no significant difference;

4.4.4.2   Divisions:
14.3% of the Human Resources divisions is both personally and work engaged, 4.8% of the Finance division is both personally and work engaged, 22.6% of the Registrars divisions is both personally and work engaged, 4.8% of the Corporate Relations is personally and work engaged, 15.5% of the Institutional Planning and Governance divisions is personally and work engaged, 7% of the Student Services division is personally and work engaged, 8% of the University Teaching and Learning division is engaged on both the variables and lastly, 23% of the Research division is engaged on both the divisions and there is therefore no significant difference in the engagement for the different divisions.

4.4.4.3   Age:

9.5% of the age group between 21 – 30 demonstrated engagement on both the variables, 30% of 31 – 40 are engaged on both the variables, 31% of 41 – 50 demonstrated engagement on both the variables, 26% of 51 – 60 demonstrated engagement on both the variables and 4% the age group above 60 years demonstrated engaged on both personal and work engagement, and there is therefore no significant difference in the level of engagement between the different groups.

4.4.4.4   Race:

56% of the Black/African workforce demonstrated engagement on both engagement variables, while 30% of the Indian workforce demonstrated engagement on both variables, 6% of the Coloured workforce demonstrated engagement on both the variables and 9% demonstrated engagement on both the variables. The results showed that there is no significant difference in the level of engagement between the various race groups.

4.4.4.5   Levels of employment/Grades:

13% of senior management (Grade 4 - 6) demonstrated engagement on both the variables, 53.6% of Middle management (Grade 7 – 9) demonstrated engagement on both the variables, 32% of the skilled workforce (Grade 10 – 12) demonstrated engagement on both the variables and lastly 1.2% of the Semi-skilled workforce demonstrated engagement on both the variables. This therefore suggests that there is no significant difference in the level of engagement among employees in various grades or levels of employment.

4.4.4.6   Length of Service:

7% of the employees below 1 year of service demonstrated engagement on both the variables and 24% of the employees between 1 – 3 years services demonstrated engagement on both the variables, 23% of staff between 4 – 5 years services demonstrated engagement on both the variables, 20% of the workforce between 6 – 10 years' service demonstrated engagement on both the variables and lastly, 26% of staff with more than 10 years' service demonstrated engagement on both the variables. This therefore suggests that there is no significant difference amongst staff with different years of service.

4.4.4.7 Level of education: 10% of staff with Matric demonstrated engagement on both the variables, 33.33% of staff with undergraduate qualifications demonstrated engagement on both the variables, 35% of staff with Honours qualifications demonstrated engagement on both the variables, while 14% of staff with Masters qualifications demonstrated engagement on both the variables and 8.33% of staff with Doctorate qualifications demonstrated engagement on both the variables. The results showed no significant difference for work engagement on staff with different educational levels, except for personal engagement amongst staff with doctorate qualification, which is significantly higher, as compared to staff with qualifications below doctorate.

These results indicate a sharp contrast with Nienaber et al.'s (2011) study which indicated that individuals' reward preferences are often predisposed by their personal demographic characteristics which include the number of children, marital status, educational qualifications, race, age, job level, years of service, as well as gender. While not all the factors were tested in this research, the results showed that for all of the different demographic variables tested, there is no difference, except for the level of education, as shown above.

While the overall engagement in the institution dropped from 61% in 2013 to 46% in 2017 in the employee engagement surveys done. These findings demonstrate 4.88 average agreement to engagement, which is positive and better than the 2017 results and is largely consistent with the results of the interviewed participants which indicated 64% of the interviewed respondents reported going above and beyond what is expected from them, for quality assurance in their work. Out of the 64%, 45% claimed to have all the tools they needed to perform their tasks to their maximum level, while 9% reported having just enough to perform their tasks, thus receiving support from the department to enable them to achieve their tasks to their highest level. McManus and Mosca (2015) revealed that employee engagement increases as managers foster a working environment that encourages employee engagement (McManus & Mosca, 2015). They further stress that work engagement encompasses a fulfilling, positive, affective-motivational work-related wellbeing, which in turn results in increased profitability, higher productivity and task performance, while at the same time it reduces employee turnover.

4.5 Theme 2: Rewards

Reward is one of the dependent variables that was investigated, in order to determine whether or not rewards are available/offered. A one-sample t-test was applied to test for significant (sig) agreement/disagreement to each item. The general agreement score was tested against the central score of 3.5. Where the test shows a significant difference from 3.5, further interpretation was done

to see if it shows significant agreement or disagreement. If mean score >3.5 and sig interpret as sig agreement. If mean score <3.5 and significant interpret as sig disagreement.

Table 4.14: One Sample statistics - Reward

	N	Mean	Std. Deviation	Std. Error Mean
2.5.1 I am paid fairly for the work I do.	84	3.31	1.472	.161
2.5.2 My salary is competitive with similar jobs I might find elsewhere.	85	2.92	1.466	.159
2.5.3 My benefits are comparable to those offered by other organisations/ institutions.	84	3.29	1.477	.161
2.5.4 I am satisfied with my benefit package.	84	3.07	1.503	.164
2.5.5 My remuneration method offers me the flexibility I need to structure my package according to me needs.	84	3.07	1.471	.160
2.5.6 I am rewarded for exceeding my performance goals.	84	3.31	1.544	.169

Rewards

Figure 4.4: Rewards – Likert scale

Table 4.15: One Sample test - Reward

	Test Value = 3.5				95% Confidence Difference	Interval of the
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.5.1 I am paid fairly for the work I do.	-1.186	83	.239	.190	-.51	.13
2.5.2 My salary is competitive with similar jobs I might find elsewhere.	-3.663	84	.000	.582	-.90	-.27
2.5.3 My benefits are comparable to those offered by other organisations/ institutions.	-1.329	83	.187	.214	-.53	.11
2.5.4 I am satisfied with my benefit package.	-2.613	83	.011	.429	-.75	-.10

2.5.5 My remuneration method offers me the flexibility I need to structure my package according to me needs.	-2.670	83	.009	-.429	-.75	-.11
2.5.6 I am rewarded for exceeding my performance goals.	-1.130	83	.262	-.190	-.53	.14

In terms of Tables 4.5.1 and 4.5.3, as well as Figure 4.4 above, there is significant agreement that: My salary is competitive with similar jobs I might find elsewhere (M=2.92, SD = 1.466), t (83) = -3.663, p<.0005; I am satisfied with my benefit package (M=3.07, SD = 1.503), t(83) = -2.613, p<.0005; My remuneration method offers me the flexibility I need to structure my package according to me needs (M=3.07, SD=1.471), t(83) = -2.670, p<.0005.

The results show that for all other factors, there is no significant agreement or disagreement. Factor analysis shows a single underlying factor is present.

Single measure for Reward.

The single measure for this construct was done using the Kaiser-Meyer-Olkin Measure of sampling adequacy and Bartlett's Test of Sphericity. The results of this analysis showed that there are two underlying constructs for employee engagement.

KMO of .821 indicates that the data is adequate for a successful and reliable extraction of factors. Bartlett's test (p<.05) indicates that the items do not correlate too low with each other.

Table 4.16: KMO and Barlett's Test - Reward

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.821
Bartlett's Test of Sphericity	Approx. Chi-Square	253.199
	Df	15
	Sig.	.000

Table 4.17 Component Matrix[a]

	Component
	1
2.5.4 I am satisfied with my benefit package.	.867
2.5.2 My salary is competitive with similar jobs I might find elsewhere.	.863
2.5.3 My benefits are comparable to those offered by other organisations/ institutions.	.852
2.5.5 My remuneration method offers me the flexibility I need to structure my package according to me needs.	.826
2.5.1 I am paid fairly for the work I do.	.741
2.5.6 I am rewarded for exceeding my performance goals.	.380

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

The result above shows that the components are reliable.

Table 4.18 Construct reliability - Rewards

Construct	Items included	Alpha	Items excluded
Rewards (REWARD)	1 2 3 4 and 5	.891	6

Item 6 was excluded because it did not correlate well with the factor.

Table 4.19 One Sample Statistics – Rewards

	N	Mean	Std. Deviation	Std. Error Mean
REWARD	85	3.1376	1.23288	.13372

Table 4.20 One – Sample test - Reward

	Test Value = 3.5				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
REWARD	-2.710	84	.008	-.36235	-.6283	-.0964

From Table 4.20 above, there is significant disagreement that they get rewards: employees know what is expected of them (M= -.36235, SD = .829), t (84) = -2.710, p<.0005;

4.5.1 Reward: Qualitative analysis

Six questions were posed to the interviewees related to the second objective which aimeddetermine the impact of reward on the engagement levels of the Professional Services staff at UKZN. The below questions presented under table 4.21 were put to the participants.

Questions.
2.5.1 Are you paid fairly for the work you do?
2.5.2 Is your salary competitive with similar jobs you might find elsewhere?
2.5.3 How are your benefits comparable to those offered by other organisations/ institutions?
2.5.4 How satisfied are you with your benefit package?
2.5.5 How flexible is the remuneration method offered and whether it allows you to structure your package according to your needs?
2.5.6 How satisfies are you with your reward for exceeding my performance goals?

Table 4.21 Reward

Just over half of the interviewee's expressed dissatisfaction with their salaries, while the balance of the respondents indicated that they were satisfied with their salaries, although they could do with more. Some participants indicated that they were aware that other institutions of higher learning pay more salaries for similar jobs to the ones that they occupy. One interviewee indicated that more money seemed to be allocated to the schools (Colleges) and less for Professional services staff. While a small number of the interviewee's were not eligible for benefits because they were fixed term contract staff and they were not satisfied with this, since they did the same work as that of permanent staff members and they felt that they should be eligible for fair and equitable pay.

There is general dissatisfaction with the benefits that are offered by the University, most interviewee's felt that while the benefits are good and much better than what is offered by other institutions of higher learning, they are expensive and rigid and do not allow one to structure them according to one's needs. Some indicated that they would like some flexibility with regards to benefits and that they should not be made

compulsory for all staff as some of the interviewee's felt they did not need them and medical aid was cited as such one example. Regarding the remuneration method, interviewee's felt that the overall package looks good on paper but the net pay far less than what they expect due to the high cost of benefits. They felt that this demoralises staff as they are always excited about the offer but once they allocate the benefits they are not left with much to take home and meet their immediate needs. When it comes to reward for exceeding performance, interviewee's felt that while they get paid a performance bonus, the amount received is insignificant and does not demonstrate appreciation for invested effort and going and extra mile for one's contribution in achieving University goals.

4.5.2 Discussion of Objective 2: The impact of reward on the level of engagement of Professional Services staff at UKZN

The second objective aimed at assessing the impact of reward on the level of engagement of Professional Services staff at UKZN. Using a one –sample t-test to test for significant agreement or disagreement on whether reward impacts on the level of engagement of staff and testing this against the central score of 3.5. Six questions were posed to the respondents, to determine the outcome to this objective;

4.5.2.1 On whether staff received fair remuneration for the work they do; the results showed significant disagreement when tested against the central score of 3.5 (M = 3.31). These results are not perfectly in sync with the outcome of the interviewed participants where a total of 58.33% of respondents indicated non-satisfaction with their reward, hence, they needed more pay.

4.5.2.2 On whether salaries were competitive with similar jobs else; the results showed significant disagreement when tested against the central score of 3.5 (M = 2.92).This is consistent with the results of the interviewed participants, where nine (75%) out of twelve respondents indicated that their salaries were low and therefore not competitive to those doing similar jobs elsewhere.

4.5.2.3 On whether they were satisfied with their benefits and whether the benefits were comparable with those offered by other organisations; the results showed significant disagreement when tested against the central score of 3.5 (M = 3.29). These results are consistent with the results of the interviewed respondents, while some of the respondents did not have benefits as contract staff members, 75% of those who qualified for benefits indicated that although the benefits offered by the University are good, they were not satisfied with them because they are rigid and expensive. The staff felt they were forced to take benefits even though they did not need them, and

those benefits were too expensive, as compared to what others pay for similar benefits elsewhere. This also speaks to the remuneration methods that are offered, which are not flexible enough to allow staff to restructure their packages according to their needs. When tested against the central score of 3.5, this showed a mean score of 3.07, which indicates significant disagreement that staff have the flexibility to restructure their packages according to their needs.

4.5.2.4 On whether they were rewarded for exceeding their performance goals; when tested against the central score of 3.5 (M = 3.29) which shows significant disagreement that the staff were rewarded for exceeding performance goals. The interviewed respondents also indicated thatthe performance bonus paid by the institution was insignificant and not in line with invested effortsto exceed the goals.

The overall results showed a significant disagreement that reward impacts on the level of engagement of Professional Services staff. REWARD accounts for 11.1% ($R2 = .111$) of the variance of PE, $F (1, 82) = 10.248$, p=.002. REWARD is a significant predictor of PE, $β = .279$, p=.002. While most of the staff indicated dissatisfaction with their reward and indicated that there was a need for the institution to review staff rewards, as they felt they did not compare with other higher education institutions in South Africa. This does not seem to have an impact on the level of engagement. These results reflect the UKZN employee engagement survey (2013) conducted by CEB HR Leadership Council, which showed that reward and recognition scored the lowest at 48.9%, as compared to the other factors that were assessed. This is significantly lower than the SA benchmark used for this process, which indicated a 60% rating. The questions within this section aimed to assess the employees' perception of fairness and recognition, in the context of heir remuneration. The use of non-cash rewards and communicating the link between pay and employee performance can vastly increase the employees' discretionary efforts. Also, in the 2017 result, this remained the lowest rated factor at 16%, with the SA benchmark at 38%.

Effective rewards provided by an organisation leads to favourable environments that encourage employees to commit to their work and excel in their performance, increasing quality and quantity of employee performance.
Other finding revealed that the UKZN's employees are presently not happy with the compulsory benefits attached their employment contracts, the biggest concern being the costs of these "benefits". Despite these results UKZN have remained engaged in their work, which is described by Juneja (2015) as the workforce that is passionate and emotionally connected to the organisation, display

innovativeness and suggest new ideas for the betterment of the organisation, optimistic and positive amongst their colleagues. They personalise the goals and objectives of the organisation and want to see them fulfilled. This is a positive thing for the institution and its performance. Other factors could be impacting on the engagement levels in the institution other than reward, since according to Del Rio-Rama et al (2017) work life balance, job content, team orientation besides monetary benefits. These results also affirms a shift from workers of being pay driven and focus on reward which represents a much broader approach which include elements of non-monetary awards (Bellou et al., 2015).

4.6   Theme 3: Recognition

Table 4.22 One Sample Statistics – Recognition

	N	Mean	Std. Deviation	Std. Error Mean
2.6.1 I regularly receive recognition or praise for good work from my line manager.	85	3.67	1.636	.177
2.6.2 My manager encourages my growth.	85	3.85	1.666	.181
2.6.3 I receive meaningful performance incentives	83	2.88	1.320	.145
2.6.4 I am valued by The institution as a worker.	84	3.49	1.393	.152
2.6.5 I am equally recognized for my efforts and performance as others.	82	3.17	1.456	.161
2.6.6 I am satisfied with the recognition methods currently offered by the University.	85	2.98	1.439	.156

Recognition

Statement	Value
I am satisfied with the recognition methods currently offered by the University.	2,98
I am equally recognized for my efforts and performance as others.	3,17
I am valued by the institution as a worker.	3,49
I receive meaningful performance incentives	2,88
My manager encourages my growth.	3,85
I regularly receive recognition or praise for good work from my line manager.	3,67

Figure 4.5 Likert Scale – Recognition

4.23 One-Sample test – Recognition

	Test Value = 3.5				95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.6.1 I regularly receive recognition or praise for good work from my line manager.	.961	84	.339	.171	-.18	.52
2.6.2 My manager encourages my growth.	1.921	84	.058	.347	-.01	.71
2.6.3 I receive meaningful performance incentives	-4.284	82	.000	-.620	-.91	-.33
2.6.4 I am valued by The institution as a worker.	-.078	83	.938	-.012	-.31	.29
2.6.5 I am equally recognized for my efforts and performance as others.	-2.048	81	.044	-.329	-.65	.00
2.6.6 I am satisfied with the recognition methods currently offered by the University.	-3.354	84	.001	-.524	-.83	-.21

The results above show a significant agreement that: employees regularly receive recognition or praise for good work from my line manager (M= 3.67, SD = 1.636), t (85) = .961, p<.0005; My manager encourages my growth (M= 3.85, SD = 1.666), t (85) = 1.921, p<.0005 ; I receive meaningful performance incentives(M= 2.88, SD = 1.320), t (83) = -4.284, p<.0005 ; I am valued by the institution as a worker (M= 3.49, SD = 1.393), t (84) = -.078, p<.0005 ; I am equally recognized for my efforts and performance as others (M= 3.17, SD = 1.456), t (82) = - 2.048, p<.0005 ; I am satisfied with the recognition methods currently offered by the University (M= 2.98, SD = 1.439), t (85) = -3.354, p<.0005

Table 4.24 KMO & Barlett's test – Recognition.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.795
Bartlett's Test of Sphericity	Approx. Chi-Square	231.196
	Df	15
	Sig.	.000

Table 4.25 Component matrix – Recognition. Component Matrix[a]

	Component
	1
2.6.5 I am equally recognized for my efforts and performance as others.	.865
2.6.1 I regularly receive recognition or praise for good work from my line manage.	.794
2.6.4 I am valued by the institution as a worker.	.793
2.6.6 I am satisfied with the recognition methods currently offered by the University.	.770
2.6.2 My manager encourages my growth.	.717
2.6.3 I receive meaningful performance incentives	.676

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

The result above show that the components are reliable.

Table 4.26 Construct Reliability – Recognition.

Construct	Items included	Alpha	Items excluded
Recognition (RECOG)	1 2 3 4 5 and 6	.860	-

Table 4.27 One Sample statistics – Recognition.

			N	Mean	Std. Deviation	Std. Error Mean
RECOG			85	3.3490	1.13625	.12324

Table 4.28 One Sample test – Recognition.

	Test Value = 3.5				95% Confidence Interval of the Difference	
					Lower	Upper
	t	df	Sig. (2-tailed)	Mean Difference		
RECOG	-1.225	84	.224	-.15098	-.3961	.0941

From Table 4.27 above, there is neither agreement nor disagreement that they get recognition: them (M= 3.3490, SD = 1.13625), t (85) = -1.225, p<.0005;

4.6.1 Recognition: Qualitative Analysis

The following five questions were posed to the interviewees related to the third objective which aimed determine the impact of recognition on the engagement levels of the Professional Services staff at UKZN. The below questions presented under table 4.29 were put to the participants.

Questions
2.6.1 How often do you receive recognition or praise for good work from my line manager?
2.6.2 Do you feel you are valued by The institution as a worker?
2.6.3 How satisfied are you with the recognition methods currently offered by the University?
2.6.4 Does you manager encourage your growth?
2.6.5 How meaningful is the performance bonus you receive from the University?

Table 4.29 Recognition

Just above half of the respondents expressed feelings of satisfaction with the recognition they receive from their line managers and the University. They confirmed received works of affirmation from their line managers like "thank you" and "well done", majority indicated that it is verbal feedback and recognition they receive from their line managers. Most of them indicated that their line managers encourage their growth and recommend them for higher level as and when

opportunities arise in the form of acting appointments, secondment to projects or higher level positions. A small number of interviewees expressed feeling of recognition by the University, because they feel there are no formalised staff recognition programmes that exist in the University except in the form of performance bonus ad performance pay progression. There seems to be majority consensus that line managers do recognise within the limited means they have, but little or nothing is being done at the University level. Staff indicated that some other ways that line managers recognise their efforts is by nominating them to attend workshops, avail budget for their development and in demonstrating in what they are studying or doing to develop themselves by making regular enquiries on their progress and willingness to structure work so that they are able to complete their studies. They also deem coaching, mentoring and guidance they receive from their line managers as a form of recognition. The performance-based pay and performance pay progression were not deemed to be meaning performance incentives because of the value attached to them, most of the staff indicated that the payment is too little; the subjectivity with the performance management system as a result not recognised at the level which they should be recognised because of the low performance ratings. These findings suggest that the most common recognition method used at the University of KwaZulu-Natal is verbal appreciation, followed by annual bonuses, which seem to be unsatisfying, according to the data collected for this study.

4.6.2 Discussion of Objective 3: The impact of recognition on the level of engagement of PS staff at UKZN

The aim of the third objective was to determine the impact of recognition on the level of engagement by the Professional Services staff at UKZN. Using a one –sample t-test to test for significant agreement or disagreement on whether reward impacts on the level of engagement of staff and testing this against the central score of 3.5, six questions were posed to the respondents, in order to determine the outcome to this objective;

4.6.2.1   By regularly receiving recognition for good work from their line manager, including any recognition (non-monetary) that staff received for good work by their line manager, the results showed slight agreement when tested against the central score of 3.5 (M = 3.67). The results are consistent with the outcome of the interviewed participants, where a total of 58.33% of respondents indicated satisfaction with the recognition they got from their line managers, which is consistent. Examples of recognition cited included acknowledgement from line managers for job well done, recommendations for higher level work and for other opportunities for career advancement, a "thank you for the job well done" and verbal appreciation in a form of feedback after each task completed successfully, a compliment for a job well done.

4.6.2.2   On how their managers encouraged their growth, the results showed significant agreement when tested against the central score of 3.5 (M = 3.85) and was the highest score under recognition. The results are consistent with the outcome of the interviewed respondents, whereby 66.66% responded positively to line manager as encouraging their growth through line managers availing time and budget for them to attend conferences and seminars, exposing them to higher level responsibilities, which enriches their jobs through mentoring and coaching, as well as line managers actively supporting their studies and encouraging any other opportunities for self-development, including the transfer of skills and knowledge.

4.6.2.3   On whether the staff received meaningful performance incentives, the results showed significant agreement when tested against the central score of 3.5 (M = 2.88). This was the lowest score under recognition and it is consistent with the responses of the interviewed respondents, where only 25% gave a favourable response to receiving meaningful incentives. Performance-based pay (popularly known as performance bonus) and Performance Pay Progression (performance based annual increase – separate from an annual general increase which staff received every alternate year of sustained performance above the norm) were cited as incentives that the staff received and they deemed to be meaningful. The majoring of the staff indicated that the performance bonus amount is always insignificant and not equivalent recognition for the effort they invest in their performance to achieve university goals. Regarding Performance Pay Progression, the cited limitation is that even if you sustain performance above the norm for two consecutive years, which is an eligibility criterion, one does not always get paid this incentive because the package needs to be still within the prevailing salary ranges which are not adjusted annually, so, most of the staff felt it is a false incentive. An added concern was the perceived subjectivity associated with performance management used to determine these incentives. Other than that, the staff felt there is no real meaningful incentive that they received from the university.

4.6.2.4   On whether they felt valued by the university, the results showed slight disagreement when tested against the central score of 3.5 (M = 3.49). These results are significantly inconsistent with those of the interviewed respondents. While they are both on the disagreement side, an overwhelming 25% of the respondents gave favourable responses to this questions. Although some of them felt that the line managers do acknowledge and recognise them as employees and their efforts, very little was being done by the university to acknowledge their works. The longer serving

staff indicated that in the past, they used to get time off on birthdays and pays, which was appreciated as they could spend quality time with their families, those privileges are no longer there. Instead, they are expected to deliver more with less.

4.6.2.5   On whether the university recognises their efforts in a way that made them feel that performance is recognised as that of others, the results showed significant disagreement when tested against the central score of 3.5 (M = 3.17). The majority of the interviewed respondents did not answer favourably to this question. The historical different conditions of services were cited as reason for the unequal treatment, reward and recognition of staff. The staff felt that for a long time, those on the old conditions of services were not eligible for performance bonus and Performance Pay Progression. Although the conditions of service have since been harmonised, they felt that for a long time, they had been short-changed and while there was a restitution arrangement, they did not benefit to the same extent as those who were on the 2012 conditions of service. The issue of the university's salaries not being competitive with those of other higher education institutions emerged again as the reason why the staff felt inadequately recognised for their efforts, in that people in the lower level jobs earned the same and in some cases, more than what the university paid for higher level work. This did not make them feel that the university recognised their efforts.

4.6.2.6   In terms of how satisfied the participants were, with the recognition methods in the university, the results showed significant disagreement when tested against the central score of 3.5 (M = 2.98). The interviewed respondents expressed dissatisfaction with the recognition methods, arguing that while there were things which they appreciated from their line managers, like positive feedback and acknowledgement, support and opportunities for growth, etc., they felt that not enough was being done by the institution to recognise its employees and overall, they were not satisfied with the recognition methods. The staff further indicated that while they loved the institution and were committed to its future goals, the lack of adequate recognition sometimes discouraged them from going an extra mile, knowing that they would benefit nothing for their efforts.

The study conducted by Gallup revealed that only one in three workers in the U.S. strongly agreed and acknowledged the receipt of recognition or praise for doing good work in the previous seven days. This shows that in most cases, not much is being done by leaders and companies to recognise their employees and this is a missed opportunity to motivate, provide that sense of accomplishment and it makes employees feel valued and appreciated for their work. Recognition not only enhances

employee engagement, but it also increases productivity and loyalty to the company, resulting in higher retention rate(Brown, 2014).

Effective recognition takes place in organisations which have solid supportive culture, and those that appreciate the psychology of praising employees for their well-done work and implement the values of employee recognition. These findings suggest that the most common recognition method used by the University of KwaZulu-Natal is verbal appreciation, followed by annual bonuses, which seem to be unsatisfying, according to the findings of this study.

4.7 Theme 4: Preferred types of reward/ recognition

Table 4.30 Preferred types of reward/ recognition (Quantitative) One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker	85	4.79	1.196	.130
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)	85	4.89	1.035	.112
2.7.3 Department-wide acknowledgement in writing or at a staff meeting	85	4.51	1.250	.136
2.7.4 A formal letter describing my accomplishments	84	4.30	1.566	.171
2.7.5 An award, certificate, or gift from an established recognition program in my Department	85	4.61	1.398	.152
2.7.6 Nomination for a monetary performance award	85	4.80	1.396	.151
2.7.7 An office-wide party or other fun community-building social event	85	3.52	1.652	.179
2.7.8 The opportunity to work on an interesting assignment or project	85	4.91	1.221	.132
2.7.9 Being asked for my input and expertise	85	5.21	.818	.089

2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.)	85	5.12	1.169	.127
2.7.11 Performance Bonus Pay	85	5.12	1.267	.137
2.7.12 Time off	84	4.57	1.442	.157

Types of reward or recognition

Time off — 4,57

Performance Bonus Pay — 5,12

Participation in professional or career development opportunities (workshops, conferences, career-counseling, etc.) — 5,12

Being asked for my input and expertise — 5,21

The opportunity to work on an interesting assignment or project — 4,91

An office-wide party or other fun community-building social event — 3,52

Nomination for a monetary performance award — 4,80

An award, certificate, or gift from an established recognition program in my department — 4,61

A formal letter describing my accomplishments — 4,30

Department-wide acknowledgement in writing or at a staff meeting — 4,51

Acknowledgement and recognition from those I do work for (internal or external, as applicable) — 4,89

A personal "thank you" or note from my supervisor, manager, or co-worker — 4,79

1 — Disagreement   2   3   4   5   6 — Agreement

Figure 4.6: Likert scale - Preferred types of rewards and recognition.

Table 4.31 One sample test: Preferred types of reward and recognition One-Sample Test

	Test Value = 3.5				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker	9.929	84	.000	1.288	1.03	1.55
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)	12.414	84	.000	1.394	1.17	1.62
2.7.3 Department-wide acknowledgement in writing or at a staff meeting	7.419	84	.000	1.006	.74	1.28
2.7.4 A formal letter describing my accomplishments	4.668	83	.000	.798	.46	1.14
2.7.5 An award, certificate, or gift from an established recognition program in my Department	7.331	84	.000	1.112	.81	1.41
2.7.6 Nomination for a monetary performance award	8.588	84	.000	1.300	1.00	1.60
2.7.7 An office-wide party or other fun community-building social event	.098	84	.922	.018	-.34	.37
2.7.8 The opportunity to work on an interesting assignment or project	10.615	84	.000	1.406	1.14	1.67
2.7.9 Being asked for my input and expertise	19.296	84	.000	1.712	1.54	1.89
2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.)	12.756	84	.000	1.618	1.37	1.87
2.7.11 Performance Bonus Pay	11.772	84	.000	1.618	1.34	1.89
2.7.12 Time off	6.810	83	.000	1.071	.76	1.38

Respondents were required to identify the most preferred methods of recognition and, based on Table 4.31

, the most preferred methods of recognition that were identified are: Being asked for my input and expertise (M = 5.12), participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.) (M = 5.12), as well as performance bonus pay (M = 5.12), followed by the opportunity to work on an interesting or project (M = 4.91), followed by acknowledgement and recognition from those I do work for (internal or external, as applicable) (M = 4.89). The least preferred method of recognition is an office-wide party or other fun community- building social event (M = 3.52, followed by a formal letter describing my accomplishments (M = 4.30), then a department-wide acknowledgement in writing or a staff meeting (M = 4.51). Although these are least preferred methods of recognition, the results show that they are still meaningful methods of recognition because they have a mean <3.5.

Table 4.32 KMO & Barlett's test – Preferred Rewards and Recognition

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.820
Bartlett's Test of Sphericity	Approx. Chi-Square	567.540
	df	66
	Sig.	.000

Table 4.33 Pattern Matrix – Preferred reward and recognition.

Pattern Matrix[a]

	Component		
	1	2	3
2.7.6 Nomination for a monetary performance award	.885		
2.7.12 Time off	.836		-.348
2.7.11 Performance Bonus Pay	.748		.323
2.7.5 An award, certificate, or gift from an established recognition program in my Department	.639		
2.7.3 Department-wide acknowledgement in writing or at a staff meeting		.838	
2.7.7 An office-wide party or other fun community-building social event		.762	-.337
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)		.633	.408
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker		.581	.423
2.7.4 A formal letter describing my accomplishments	.476	.564	
2.7.9 Being asked for my input and expertise			.794
2.7.8 The opportunity to work on an interesting assignment or project			.746
2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.)			.719

Extraction Method: Principal Component Analysis. Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 10 iterations.

While there is some cross loading (items that show reasonable loadings onto more than one factor), this result means that construct validity is not as strong as for the others. The result above show that the components are reliable.

Table 4.34 Construct reliability – Preferred rewards and recognition.

Reliability

Construct	Items included	Alpha	Items excluded
Tangible (TAN)	5 6 11 and 12	.836	-
Acknowledgement (ACK)	1 2 3 4 and 7	.803	-
Work related (WORK)	8 9 and 10	.794	-

Table 4.35 One –sample statistics – Preferred rewards and recognition.

	N	Mean	Std. Deviation	Std. Error Mean
TAN	85	4.7794	1.13022	.12259
ACK	85	4.4018	1.01467	.11006
WORK	85	5.0784	.91236	.09896

Table 4.36 One –sample test – Preferred rewards and recognition.

	Test Value = 3.5				95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TAN	10.437	84	.000	1.27941	1.0356	1.5232
ACK	8.194	84	.000	.90176	.6829	1.1206
WORK	15.950	84	.000	1.57843	1.3816	1.7752

Based on the results above, it is interesting to note that reward to do exciting things at work is regarded as the most preferred type of reward.

4.8   Qualitative Report: Preferred rewards and recognition.

Table 4.37 Preferred rewards and recognition

	N	Respondents	Percentage
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker	12	1	8.33%
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)	12	2	16.66%
2.7.3 Department-wide acknowledgement in writing or at a staff meeting	12	4	33.33%
2.7.4 A formal letter describing my accomplishments	12	5	41.66%
2.7.5 An award, certificate, or gift from an established recognition program in my Department	12	6	50%
2.7.6 Nomination for a monetary performance award	12	6	50%
2.7.7 An office-wide party or other fun community-building social event	12	1	8.33%
2.7.8 The opportunity to work on an interesting assignment or project	12	8	66.66%
2.7.9 Being asked for my input and Expertise	12	3	25%
2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counselling, etc.)	12	6	50%
2.7.11 Performance Bonus Pay	12	4	33.33%
2.7.12 Time off	12	3	25%

When respondents were interviewed, their preferred types of rewards and recognition pointed towards the opportunity to work on an interesting assignment or project (66.66%), it is essential to state here that responses with similar preference were summarised into three sub-headings for easy interpretation which includes 'interesting assignment, participation in professional and career

development opportunities and nomination for award respectively'. Participation in professional or career development opportunities closely followed the first preferred form of reward, with participants' preference to attend (workshops, conferences, career-counselling, etc.) as a form of reward, and nomination for a monetary performance award, an award, certificate, or gift from an established recognition programme in my department (50%).

The least method of reward and recognition are: a personal "thank you" or note from my supervisor, manager, or co-worker and office-wide party, or other fun community-building social event (8.33%), followed by: acknowledgement and recognition from those I do work for (internal or external, as applicable) (16.66%).

4.9 Discussion of Objective 4: Effective and affordable HR reward and recognition mechanisms

The fourth and last objective of the study was to propose effective and affordable HR rewards and recognition mechanisms. The findings from the self-administered questionnaire and interviewed respondents, when compared side by side present the following findings:

Table 4.38 Comparison: Preferred Recognition methods

Quantitative			*Qualitative*		
Method of recognition	Respondent rating	Order of preference	**Method of recognition**	Respondent rating	Order of preference
Being asked for my input and expertise	5.21	1	The opportunity to work on an interesting assignment or project	66.66%	1
Participation in professional or career development opportunities (workshops, conferences, career-Counselling, etc.)	5.12	2	An award, certificate, or gift from an established recognition program in my department	50%	2
Performance Bonus Pay	5.12	2	Nomination for a monetary performance award	50%	2

The opportunity to work on an interesting assignment or project	4.91	**3**	Participation in professional or career development opportunities (workshops, conferences, Career-counselling, etc.)	50%	**2**
Acknowledgement and recognition from those I do work for (internal or external, as applicable)	4.89	**4**	A formal letter describing my accomplishments	41.66 %	**3**
Nomination for a monetary performance award	4.80	**5**	Department-wide acknowledgement in writing or at a staff meeting	33.33 %	**4**
A personal "thank you" or note from my supervisor, manager, or co-worker	4.79	**6**	Performance Bonus Pay	33.33 %	**4**
An award, certificate, or gift from an established recognition program in my Department	4.61	**7**	Being asked for my input and expertise	25%	**5**
Time off	4.57	**8**	Time off	25%	**5**
Department-wide acknowledgement in writing or at a staff meeting	4.51	**9**	Acknowledgement and recognition from those I do work for (internal or external, as applicable)	16.66 %	**6**
A formal letter describing my accomplishments	4.30	**10**	A personal "thank you" or note from my supervisor, manager, or co-worker	8.33 %	**7**
An office-wide party or other fun community-building social event	3.52	**11**	An office-wide party or other fun community-building social event	8.33 %	**7**

When considering the responses for both groups, the findings suggest that the consistent most preferred methods of recognition included the opportunity to work on an interesting assignment or project, participating in professional development opportunities (e.g. workshops, conferences,

etc.), These results are consistent with the studies which indicated a correlation between work engagement and organisational intrinsic rewards as those stated above. (Gill et al., 2014; Jacobs et al., 2014; Masvaure, et al., 2014; Sanhari, 2014). According to Jacobs et al. (2014) whenemployees are given increased intrinsic rewards, they are likely to be more engaged with their work. This was echoed by Masvaure et al. (2014), who also noted that employers who intrinsicallyreward their employees, they become driven and thus, increase their work engagement. Therefore,intrinsic rewards, particularly psychological meaningfulness, are strongly correlated with employee engagement (May et al, 2004).

In addition to the above intrinsic rewards the following extrinsic rewards were among the preferred ones: performance bonus pay, nomination for a monetary performance award. The consistently least preferred method of recognition was the office-wide party or other fun community-building social event. Emphasis is laid on recognition as one of the highly influential promoters of employee enablement. Methods of employee recognition that are most effective yet reasonable and entails negligible preparation and effort are: acknowledgement for a job well done, public commendation, spoken and or documented compliment, as well as representative signs by executives.

4.10 Conclusion

This chapter presented and discussed the findings of the study. The findings revealed the level of employee engagement, which is the extent to which the respondents were committed to their work and the level of efforts put in completing their tasks, and found that it is not too bad with UKZN employees, since over 60% of the respondents reported going above and beyond what is expected of them to complete their tasks. Crucial factors affecting employee engagement and satisfaction were also assessed, looking at satisfactory rewards and recognition. The findings revealed that salary and benefits were two forms of rewards that were perceived as most important for employee satisfaction, while the respondents expressed being satisfied with their salaries, but highly dissatisfied with the benefits, as they felt that they are costly and inflexible. The study also revealed that employees' value recognition, but some of the respondents reported not receiving any form of recognition, while others expressed enjoying verbal appraisals, recommendations and performance bonuses that they received. In addition, the study revealed that employee engagement is influenced by several factors such as employee rewards and recognition. Such a relationship is proven by literature to be a sensitive one which determines the organisation's success and productivity. Chapter Five describes the conclusion and recommendations, in order to offer insights concerning the study findings and limitations

CHAPTER FIVE
Conclusions and Recommendations

5.1 Introduction

The previous chapter deliberated on the discussions of the findings, as well as to what extent the findings are consistent with the hypotheses and assumptions made at the beginning of the study. This chapter provides the conclusion and provides recommendations to offer insights concerning the study findings and limitations, as well as recommendations for further studies.

5.2 Summary of the study

This study sought to establish the level of employee engagement of the Professional Services staff at the University of KwaZulu Natal: to understand the status quo regarding employee engagement, whether the levels of engagement are different for different demographic groups, and whether there is a positive relationship among the level of engagement, reward and recognition. In addition,the researcher sought to assess how remuneration and recognition can be implemented in such a way that enhances the engagement of employees at work. For the study, data was collected from the Professional Services staff members across the five campuses excluding the College based Professional Services staff. Consideration of the 2017 Employee Engagement results were also looked at, to determine whether there has been any shift in the results. The data was collected using questionnaires which were distributed to staff via e-mail or delivered to their offices for quantitative analysis and interview conducted for qualitative analysis. The data was analysed using the following tests: Descriptive statistics, Regression analysis, ANOVA, Binomial test, one sample t-test, these were used for quantitative analysis, while thematic analysis was used for qualitative analysis. For this study, the weight is placed on the quantitative analysis and the qualitative information was used to substantiate and provide further understanding of the results through the responses derived from interview responses of participants.

5.3   Summary of the Major Findings

The summary of findings per objective are presented below:

5.3.1   Objective one aimed to determine the degree of engagement by UKZN Professional Services staff. The study found that there are two measures for employee engagement and

they are Personal Engagement, which is described as the employing or expressing of oneself physically, cognitively, and emotionally during work role performances as well as Work engagement which is defined as the relationship the employee has with his or her work, whereas employee engagement may also include the relationship with the organisation.

5.3.2   The second objective aimed to determine the impact of reward on the level of engagement of Professional Services staff at UKZN. The overall results showed a significant disagreement that reward impacts on the engagement levels of the Professional Services staff, while the results showed a significant dissatisfaction with reward in the university. The result do not significantly impact on the engagement levels of Professional services staff.

5.3.3   The third objective was aimed at determining the impact of recognition on the level of engagement of Professional Services staff at UKZN. The study found that the most common recognition method used at the University of KwaZulu-Natal is verbal appreciation, followed by annual bonuses, which seem to be unsatisfying, based on the findings of this study.

5.3.4   The fourth and last objective aimed to propose effective and affordable HR rewards and recognition mechanisms. The study found that the most preferred methods of recognitions include the opportunity to work on an interesting assignment or project, participating in career development opportunities, performance bonus pay, as well as nomination for a monetary performance award. The consistently least preferred method of recognition was an office-wide party, or other fun community-building social events.

5.4   Conclusions

The findings revealed the level of employee engagement, which is the extent to which respondents were committed to their work and the level of efforts put in completing their tasks, and found that it is not too bad at the UKZN, since over 60% of respondents reported going above and beyond what is expected of them to complete their tasks, "Gallup's latest survey reported only 13% of employees being engaged globally and these figures have remained stagnant for the past 15 years, and only 9% of the workforce as engaged in South Africa" (Blendour et al., 2006). The crucial factors affecting employee engagement and satisfaction were also assessed, looking at satisfactory rewards and recognition. The findings of the study revealed that a salary and benefits were two forms of rewards that were perceived as most important for employee satisfaction, and the respondents expressed being satisfied with their salaries, but highly dissatisfied with the benefits, as they felt that they are costly and inflexible. The study also revealed that employee's value recognition, but some of the respondents reported not receiving any form of recognition, while

some expressed enjoying verbal appraisals, recommendations and performance bonuses that they received. In addition, the study revealed that employee engagement is affected by factors such as employee rewards and recognition. Such a relationship is proven to be a sensitive relationship, which determines an organisation's success and productivity.

5.5 Recommendations

Based on the findings of this study, it is recommended that the University of KwaZulu-Natal investigate more cost-effective benefit packages which will allow for more net pay in the staff members' accounts. While the study revealed that benefits are important for all categories of staff, irrespective of age, race etc., it also came out strongly that the staff needs the flexibility and choices that will balance both needs for healthy benefit structure and enough cash in the pocket to make ends meet. Currently, based on the findings, the employees are not satisfied with the cost of the benefits associated with their employment, more so because these benefits are compulsory, which limits the flexibility to restructure their remuneration package according to their individual needs, which can adversely affect the level of employee engagement.

In addition, an employee recognition programme or strategy needs to be developed, so as to ensure that there is a structured and consistent way of recognising employee effort and contribution towards achieving institutional goals. According to the findings, there is a correlation between engagement, performance and recognition. Therefore, there is a strong business case for the university to have a structured way of recognising employees. This is further supported by the literature, as well as studies conducted in this area, which found that career prospects, acknowledgement, and organisation status are reliably top engagement motivators as posited by Hewitt, (2012). In addition, Deloitte (2012) is of the opinion that organisations with recognition programs which are decidedly effective at supporting employee engagement had 31% lower voluntary departures than organisations with ineffectual recognition programs. Report from Aberdeen Group (2013) research shows only 14% of organisations offer managers with the required apparatuses for rewards and recognition. Praise and recognition from executives was regarded the top promoter for performance, exceeding other noncash and financial incentives, by a majority of employees (67%) (McKinsey Motivating People, 2009). A solid employee recognition program or strategy will ensure that the university levels of engagement improve, which will positively affect the overall performance of the university.

5.6   Recommendations for Further Studies

The following recommendations for further studies are made:
The current study found that the personal engagement of staff who are Doctoral graduates was significantly higher, as compared to that of their counterparts with lower qualifications for the same variable. A study to look into what drives the personal engagement of staff, to understand why it is different to work engagement and further determine whether the same drivers could impact other categories of staff in the same way, with the view to assist the improvement of engagement among employees.

Another area recommended for further study is to investigate the area of employee benefits, since it has been proven that it significantly impacts on employee engagement. An understanding of what constitutes employee benefits and how they can be managed in a cost- effective manner, in order to ensure that employees are satisfied with what they are offered, while ensuring that it is also within employers means, is essential. Employee benefits refers to the employer provided benefits for death, health, retirement, disability and there is a debate on whether these should also refer to government legislated benefits which the employer is also required to contribute towards, i.e. unemployment, workers compensation, maternity and parental leave', etc. (Beam and McFadden, 2000). This will assist in ensuring that the finances spent on employee benefits address the needs of the employees and are cost-effective for all parties concerned, while achieving the desired result of providing satisfactory reward and recognition, which in turn improves levels of engagement.

5.7   Generalisation of the Study

While the sample size meets the minimum requirements, according to Sekaran (2010a), who states that a sample size similar to the one used for this study is acceptable, the findings of the study cannot therefore be generalised, because the number of respondents was insufficient for the study to be generalisable. Considering the fact that the study outcome cannot be generalised due to insufficient sample size a noted above, however, the study does provide a description of the state of affairs in the University of KwaZulu-Natal in evaluating the level of employee engagement, and how the different demographic groups are impacted by these, in addition to what can be done in order to enhance the current situation by recommending practical solutions on how reward and recognition can be utilised in a manner that will improve levels of engagement in the University,

which in turn will ensure higher levels of performance and improve the competitive advantage.

5.8   Limitations of the Study

The following limitations to the study were identified, which might have impacted or influenced the interpretation of the findings from the research. The size of the sample was too big, which made data collection a challenge in that I had to obtain at least 280 responses for the quantitative analysis. As a result, there was a time delay in finishing the study and the results obtained cannot be generalised, because it is representative of the population. This was critically important because the weight of the study was more on the quantitative data, than the qualitative data. The shortage of literature on previous studies in the research area, especially around employee benefits structure, in order to be able to make meaningful recommendation on the strategies that the university can consider as solutions based on well researched findings, was also a challenge. This posed a challenge because literature review is an integral aspect of any research study, as it assists with the scope of what has been done before, in a particular research area. The findings of the literature review serve as the basis for the researcher to build upon, in order to fulfil the research objectives.

The scope of discussions for this study is limited by the lack of recent theories that exists in the area of employee engagement, many factors can affect engagement and the existence of various theories in this area would assist to focus the discussion on the tried and tested theories that exist in this area of study, in order to provide an in-depth view of what it entails. While the researcher tried to develop one, based on the existing theories and literature, this was still limited by theresearcher's inexperience in producing research material.

5.9   Final Conclusion

The findings of this study clearly show that it is important for organisations to have the entire workforce fully engaged at all times, in order to ensure optimal productivity and competitiveness. The University of KwaZulu- Natal is no exception to this quest, as it strives to achieve its goals which will ensure that they realise their objective to be a Premier University of African Scholarship. This therefore means that the university has to invest in various strategies to keep the workforce engaged, in order to achieve maximum results. This study revealed that there is a clear relationship among reward, recognition and employee engagement, irrespective of the demographic cluster of employees. However, the study also clearly showed that these two factors

are not the only important factors that drive employee engagement. Other factors related to recognition as determined in the study, also impact on engagement, i.e. an opportunity to work on an interesting project, participating in professional development opportunities, performance bonus pay, as well as nomination for a monetary performance award. This therefore calls for holistic employee engagement strategies that will seek to maximise the engagement of employees by addressing all the factors to the employees' satisfaction. This can only be achieved by continuously engaging with employees, in order to understand their needs and offer flexibility in the remuneration and benefits structure to cater for their needs. This will ensure an engaged workforce which would in turn assist the University to achieve its vision, mission and goals, thus increasing its productivity and competitiveness.

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8 December 2015

Mrs Thabisile Gwambe (SN 203517339)
School of Management, IT & Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: gwambet@ukzn.ac.za

Dear Mrs Gwambe

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearancehas been obtained. We note the title of your research project is:

"The investigation of how reward and recognition impacts on the levels of employee engagement of Professional Services staff at UKZN".

It is noted that you will be constituting your sample by emailing questionnaires (after receipt of their permission to do so) to all Professional Services staff (excluding Professional Services staff in the 4 Colleges) across UKZN's five Campuses.

Please ensure that the following appears on your questionnaire/attached to your notice:
• Ethical clearance number;
• Research title and details of the research, the researcher and the supervisor;
• Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
• gatekeepers approval by the Registrar.

Data collected must be treated with due confidentiality and anonymity.

Yours sincerely

MRSSoKOENA
REGISTRAR

Office of the Registrar
Postal Address: Private Bag X54001, Durban, South Africa
Telephone: +27 (D) 31 260 8005/2206 **Facsimile:** +27 (0) 31 260 7824/2204 **Email:** registrar@ukzn.ac.za
Website: www.ukzn.ac.za

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20 July 2020

Mrs Thabisile Gwambe (203517339)
School of Management, IT & Governance
Westville Campus

Dear Mrs Gwambe,

Protocol reference number: HSS/1677/015M
New project title: The investigation of how reward and recognition impacts on the levels of employee engagement of Professional Services staff at the *University of KwaZulu-Natal.*

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 14 July 2020 has now been approved as follows:

- Change in title

Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an 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.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

Best wishes for the successful completion of your research protocol.

Yours faithfully

....
Professor Dipane Hlalele (Chair)

/ms

Supervisor: Ms Khalida Akbar
Academic Leader Research: Professor Isabel Martins
School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
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Website: http://research.ukzn.ac.za/Research-Ethics/

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

APPLICATION FOR ETHICS APPROVAL
For research with human participants

Information Sheet and Consent to Participate in Research

Date: 11 November 2016

Greetings,

My name is **Thabisile Gwambe** a **MCom: Human Resources** student, at the **School of Management, IT and Governance**, of the University of Kwazulu Natal.

You are being invited to consider participating in a study that involves research project entitled "The investigation of how reward and recognition impacts on the levels of employee engagement of Professional Services Staff at UKZN". The aim and purpose of this research is to understand whether there is a correlation between the levels of engagement of Professional Services staff in the University of KwaZulu-Natal and reward and recognition by inviting 85 employees in the Professional Services to respond to the questionnaire. The duration of your participation if you choose to participate and remain in the study is expected to be 15 minutes.

We hope that the study will create the following benefits: to understand the status quo with regards to employee engagement of Professional services staff in the University, and whether there is a positive correlation between the levels of engagement and reward and recognition. The results of the survey are intended to contribute to understanding the themes and trends with regards to what the University should be doing in order to improve employee engagement and to ensure appropriate reward and recognition strategy which in turn will result in higher institutional performance.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number HSS/1677/015M).

In the event of any problems or concerns/questions you may contact the researcher at Gwambet@ukzn.ac.za or 031 – 260 2229 or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION
Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000   KwaZulu-Natal, SOUTH AFRICA
Tel: 27 31 2604557- Fax: 27 31 2604609
Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

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

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

Sincerely

Thabisile Gwambe

CONSENT TO PARTICIPATE

I…………………………………………………………………………(full names of participant) hereby confirm that I understand the contents of this document and the nature of the research project, and I consent to participating in the research project.

I understand that I am at liberty to withdraw from the project at any time, should I so desire.

SIGNATURE OF PARTICIPANT   DATE

_____   _____
Signature of Participant   **Date**

APPENDIX 1

<u>**Questionnaire**</u>:

<u>**Section A**</u>: **Biographical Information (Please tick one box per question)**

1.1 Are you permanently employed/on a long fixed term contract with the University of KwaZulu-Natal?

YES	
NO	

1.2 In which Division are you currently employed?

Human Resources	
Finance	
Registrar	
Corporate Relations	
Institutional Planning and Governance	
Student Services	
University Teaching and Learning	
University Research Office	

1.3 How long have you been employed in the University?

Less than 1 year	
1 – 3 years	
4 – 5 years	
6 – 10 years	
More than 10 years	

1.4 Indicate your age category

Less than 21 years	
21 – 30 years	
31 – 40 years	
41 – 50 years	
51 – 60 years	
Above 60 years	

1.5 Indicate your race group

Black	
Indian	
Coloured	
White	
Other (Please specify)_____	

APPENDIX 1

1.6 Indicate your employment level or Grade within the University

Grade 1 – 3 (Executive Management i.e. Executive Directors and Deputy Vice-Chancellors)	
Grade 4 – 6 (Senior Management i.e. Directors and Managers)	
Grade 7 – 9 (Middle Management)	
Grade 10 – 12 (Skilled workers)	
Grade 13 and below (Semi skilled)	

1.7 Indicate your length of service in your current role

Less than 1 year	
1 – 3 years	
4 – 5 years	
6 – 10 years	
More than 10 years	

1.8 Indicate your highest level of education.

Less than Matric	
Matric/ Grade 12	
Undergraduate degree/diploma	
Honours	
Masters	
Doctorate or higher	

Section B:

	YES	NO
2.1 I understand the University's remuneration practices		
2.2 I am aware of the University's remuneration policy		
2.3 I have read and fully understand the University's remuneration strategy		

APPENDIX 1

Theme 1: Employee engagement

2.4 Indicate your agreement with the following statements regarding employee engagement.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
2.4.1 I know what is expected of me at work.						
2.4.2 I do more than is expected of me.						
2.4.3 I have the tools and equipment I need to do my work right.						
2.4.4 I am willing to work beyond what is required to support UKZN achieve its goals.						
2.4.5 I am secure about my future within UKZN.						
2.4.6 For the most part I wake up delighted to go to work.						
2.4.7 I find my work challenging and rewarding.						
2.4.8 I easily get absorbed in my work.						
2.4.9 I feel valued by this institution.						
2.4.10 I am willing to persevere when I experience challenges in my work.						
2.4.11 I feel energized when at work.						
2.4.12 I believe I make a significance contribution to the success of UKZN						
2.4.13 I am happy to actively collaborate with others to achieve the goals of the University.						

APPENDIX 1

Theme 2: Rewards

2.5 Indicate your agreement with the following statements regarding rewards.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
2.5.1 I am paid fairly for the work I do.						
2.5.2 My salary is competitive with similar jobs I might find elsewhere (External to University).						
2.5.3 My benefits are comparable to those offered by other organizations/ institutions.						
2.5.4 I am satisfied with my benefit package.						
2.5.5 My remuneration method offers me the flexibility I need to structure my package according to me needs.						
2.5.6 I am rewarded for exceeding my performance goals.						

Theme 3: Recognition

2.6 Indicate your agreement with the following statements regarding recognition.

Statement	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
2.6.1 I regularly receive recognition or praise for good work from my line manager.						
2.6.2 My manager encourages my growth.						
2.6.3 I receive meaningful performance incentives						
2.6.4 I am valued by The institution as a worker.						
2.6.5 I am equally recognized for my efforts and performance as others.						
2.6.6 I am satisfied with the recognition methods currently offered by the University.						

APPENDIX 1

THEME 4.   Following are a variety of ways that employees' contributions can be recognized at the departmental level. How would you most like to be recognized?

2.7 Indicate your agreement that you would find the following types of reward/recognition acceptable.

Type of reward/ recognition	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker						
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)						
2.7.3 Department-wide acknowledgement in writing or at a staff meeting						
2.7.4 A formal letter describing my accomplishments						
2.7.5 An award, certificate, or gift from an established recognition program in my department						
2.7.6 Nomination for a monetary performance award						
2.7.7 An office-wide party or other fun community-building social event						
2.7.8 The opportunity to work on an interesting assignment or project						
2.7.9 Being asked for my input and expertise						
2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counseling, etc.)						
2.7.11 Performance Bonus Pay						
2.7.12 Time off						
2.7.13 Other (Please detail): _____						

Thank you for your participation.

APPENDIX 2

Interview Questionnaire:

Section A: Biographical Information (Please tick one box per question)

1.1 Are you permanently employed/on a long fixed term contract with the University of KwaZulu-Natal?

YES	
NO	

1.2 In which Division are you currently employed?

Human Resources	
Finance	
Registrar	
Corporate Relations	
Institutional Planning and Governance	
Student Services	
University Teaching and Learning	
University Research Office	

1.3 How long have you been employed in the University?

Less than 1 year	
1 – 3 years	
4 – 5 years	
6 – 10 years	
More than 10 years	

1.4 Indicate your age category

Less than 21 years	
21 – 30 years	
31 – 40 years	
41 – 50 years	
51 – 60 years	
Above 60 years	

1.5 Indicate your race group

Black	
Indian	
Coloured	
White	
Other (Please specify)_____	

1.6 Indicate your employment level or Grade within the University

Grade 1 – 3 (Executive Management i.e. Executive Directors and Deputy Vice-Chancellors)	
Grade 4 – 6 (Senior Management i.e. Directors and Managers)	
Grade 7 – 9 (Middle Management)	
Grade 10 – 12 (Skilled workers)	
Grade 13 and below (Semi skilled)	

1.7 Indicate your length of service in your current role

Less than 1 year	
1 – 3 years	
4 – 5 years	
6 – 10 years	
More than 10 years	

1.8 Indicate your highest level of education.

Less than Matric	
Matric/ Grade 12	
Undergraduate degree/diploma	
Honours	
Masters	
Doctorate or higher	

Section B:

	YES	NO
2.1 I understand the University's remuneration practices		
2.2 I am aware of the University's remuneration policy		
2.3 I have read and fully understand the University's remuneration strategy		

Theme 1: Employee engagement

2.4 Answer the following statements regarding employee engagement.

Qualitative questions.	
2.4.1 Do you always know what is expected of you at work?	
2.4.2. Do you ever/are you willing to do more than your job requires of you? If so, explain.	
2.4.3 Do you have all the tools you need to do your job?	
2.4.4 Describe your feelings when you go to work	
2.4.5 Do you find your job challenging? … rewarding? Which parts are challenging/rewarding?	
2.4.6 Do you easily/often get completely absorbed in your work?	
2.4.7 What are the things, if any, that the institution does that makes you feel valued?	
2.4.8 How do you respond when you encounter challenges in your work?	
2.4.9 What energizes you about your work?	
2.4.10 Do you believe that you make a significant contribution to Ukzn success?	
2.4.11 How do you feel when you have to collaborate with others to achieve the University's goals?	

2.4.12 Do you ever/are you willing to do more than your job requires of you? If so, explain.	

Theme 2: Rewards

2.5 Answer the following statements regarding rewards.

Qualitative questions	
2.5.1 Do you feel you are paid fairly in relation to the work you do and to salaries received for similar work in other workplaces?	
2.5.2 How does your benefits compare to those of similar jobs in the market and are you satisfied with your benefit package?	
2.5.3 Are you able to structure your remuneration package according to your needs?	
2.5.4 Are you rewarded for exceeding performance goals? If so, what are the rewards?	

Theme 3: Recognition

2.6 Answer the following statements regarding recognition.

Qualitative Questions	
2.6.1 Do you receive recognition for good work by your line manager? If so what sort of recognition do you get?	
2.6.2 How does your manager encourage your growth?	
2.6.3 Have you ever received meaning performance incentives? Explain	
2.6.4 Do you feel you are valued by the University?	

2.6.5 Is the recognition you receive in line with what others receive? Explain	
2.6.6 How satisfied are you with the recognition methods offered by the University	.

THEME 4.   Would the following forms of incentives meet your expectation of a meaningful reward and recognition incentive: (Select the top 5 and rank them in order of priority.)

Qualitative questions.	
2.7.1 A personal "thank you" or note from my supervisor, manager, or co-worker	
2.7.2 Acknowledgement and recognition from those I do work for (internal or external, as applicable)	
2.7.3 Department-wide acknowledgement in writing or at a staff meeting	
2.7.4 A formal letter describing my accomplishments	
2.7.5 An award, certificate, or gift from an established recognition program in my department	
2.7.6 Nomination for a monetary performance award	
2.7.7 An office-wide party or other fun community-building social event	
2.7.8 The opportunity to work on an interesting assignment or project	
2.7.9 Being asked for my input and expertise	
2.7.10 Participation in professional or career development opportunities (workshops, conferences, career-counseling, etc.)	
2.7.11 Performance Bonus Pay	
2.7.12 Time off	

| 2.7.13 Other (Please detail):

_____ | |

Thank you for your participation.

UKZN Employee Engagement Survey – 2013 Overall Report

Purpose & Background to the Employee Engagement Survey

- **UKZN Employment Value Proposition**

- For the University to benefit from this relationship, **employees need to be engaged.**

Employee Engagement is seen as employees' commitment to the University and its values, and it is an outcome of a healthy culture.

- **Employee Engagement Survey :**

  - An opportunity for employees to share their opinions about the work environment in the University and to help shape its' future as an Institution of Choice.

  - Important for the University to gain understanding of how to best support its employees; to ensure targeted interventions and action plans.

  - Aim to gain input from employees to help the University understand what act as an **enablers or as an inhibiters** of employee engagement.

Purpose & Background to the Employee Engagement Survey

- External service provider ~ PureSurvey: to ensure anonymity of the employee's responses.

- Service Provider analyses the results and produces a report; which indicates how UKZN looks in terms how engaged employees are.

- A total of 3510 email invitations were sent out on the 19th August 2013.

- There were 1453 responses to the survey by the time it closed on 1st October 2013.

- This equates to a response rate of 41%.

- Data Analysis :

  - Weighted Average Methodology was used >> **'Satisfaction Index'** per statement. **61% Engagement level**

  - Distributions of Responses : positive vs negative

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UKZN Employee Engagement Survey 2013
Overall Report

Surveying Methods & Distribution Details

Surveying Methods;

This survey was conducted electronically, using the internet and email as a medium.
The survey was distributed to respondents by the means of an email invite, there was a clickable link within the invite which directed them to the survey which was hosted on Pure Survey's server.

Overall Engagement Score (%)

There were 63 statements with subsequent agreement factors that made use of a 4 point scale, those 63 statements were selected as the base for the Overall Engagement Score (%). All responses given for the questions were converted into a percentage of 33.3% integers.

The actual responses are multiplied by each weighting, this total is then divided by the total sample. Therefore, **a satisfaction Index is calculated per statement.** Interpretation example: A score of 87% indicates a skew towards strongly agree / agree

Strongly Agree	**100%**
Agree	**66%**
Disagree	**33%**
Strongly Disagree	**0%**

Distribution Details;

A total of **3510** email invitations were sent out on the 19th August 2013.
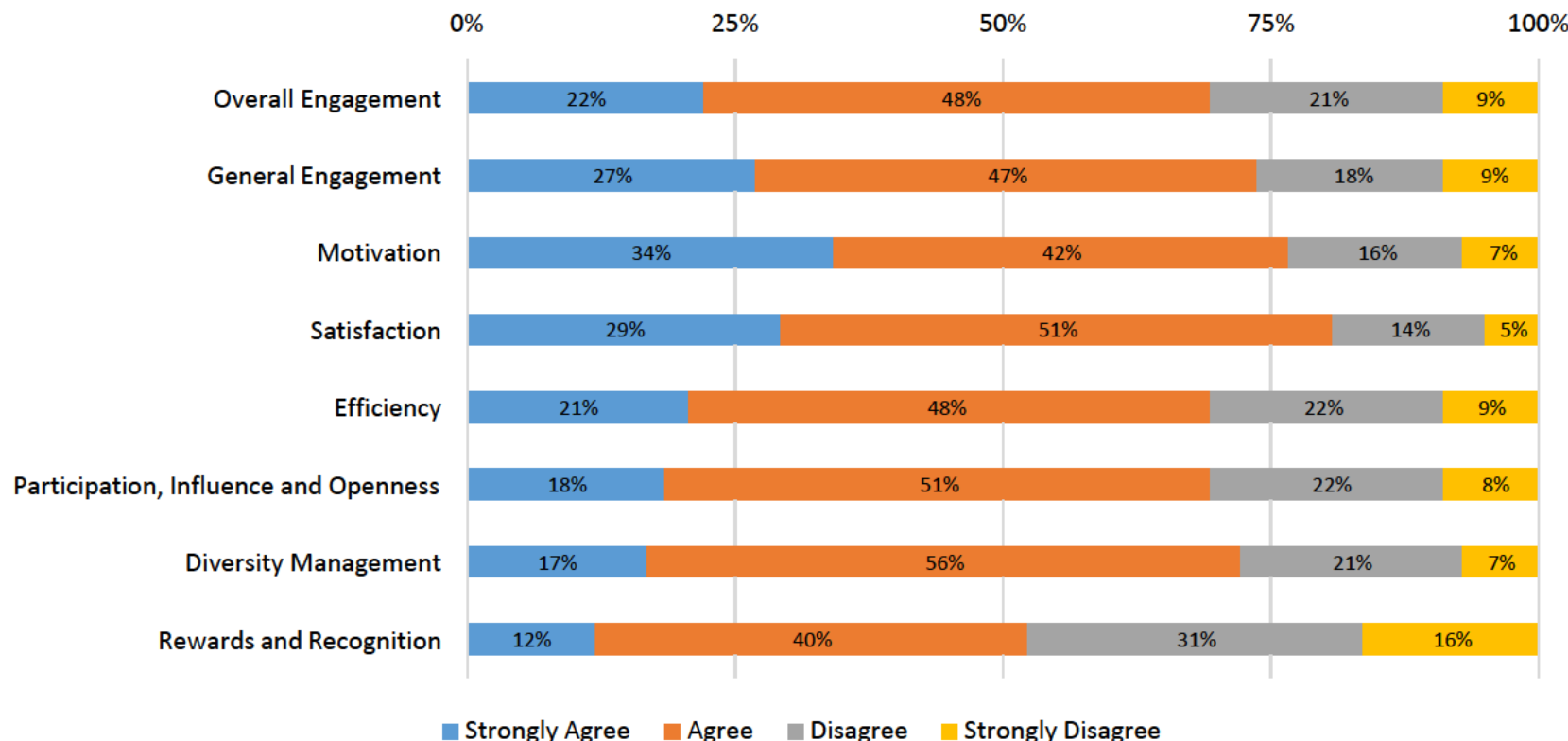There were **1453** responses to the survey by the time it closed on 1st October 2013.
This equates to a response rate of **41%.**

Comparison of Survey Elements

Distribution of total response per construct

Construct	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall Engagement	22%	48%	21%	9%
General Engagement	27%	47%	18%	9%
Motivation	34%	42%	16%	7%
Satisfaction	29%	51%	14%	5%
Efficiency	21%	48%	22%	9%
Participation, Influence and Openness	18%	51%	22%	8%
Diversity Management	17%	56%	21%	7%
Rewards and Recognition	12%	40%	31%	16%

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UKZN Employee Engagement Survey 2013
Overall Report

PureSurvey
innovative research solutions

Comparison of Survey Elements

Percentage of favourable scores vs unfavourable scores

| Element	Favourable Score	Unfavourable Score
Overall Engagement	70%	30%
General Engagement	74%	26%
Motivation	77%	23%
Satisfaction	81%	19%
Efficiency	69%	31%
Participation, Influence and Openness	69%	31%
Diversity Management	72%	28%
Rewards and Recognition	52%	48%

■ Favourable Score ■ Unfavourable Score

Comparison of Survey Elements

UKZN Employee Engagement Survey 2013
Overall Report

Comparison of Survey Elements vs SA Benchmark
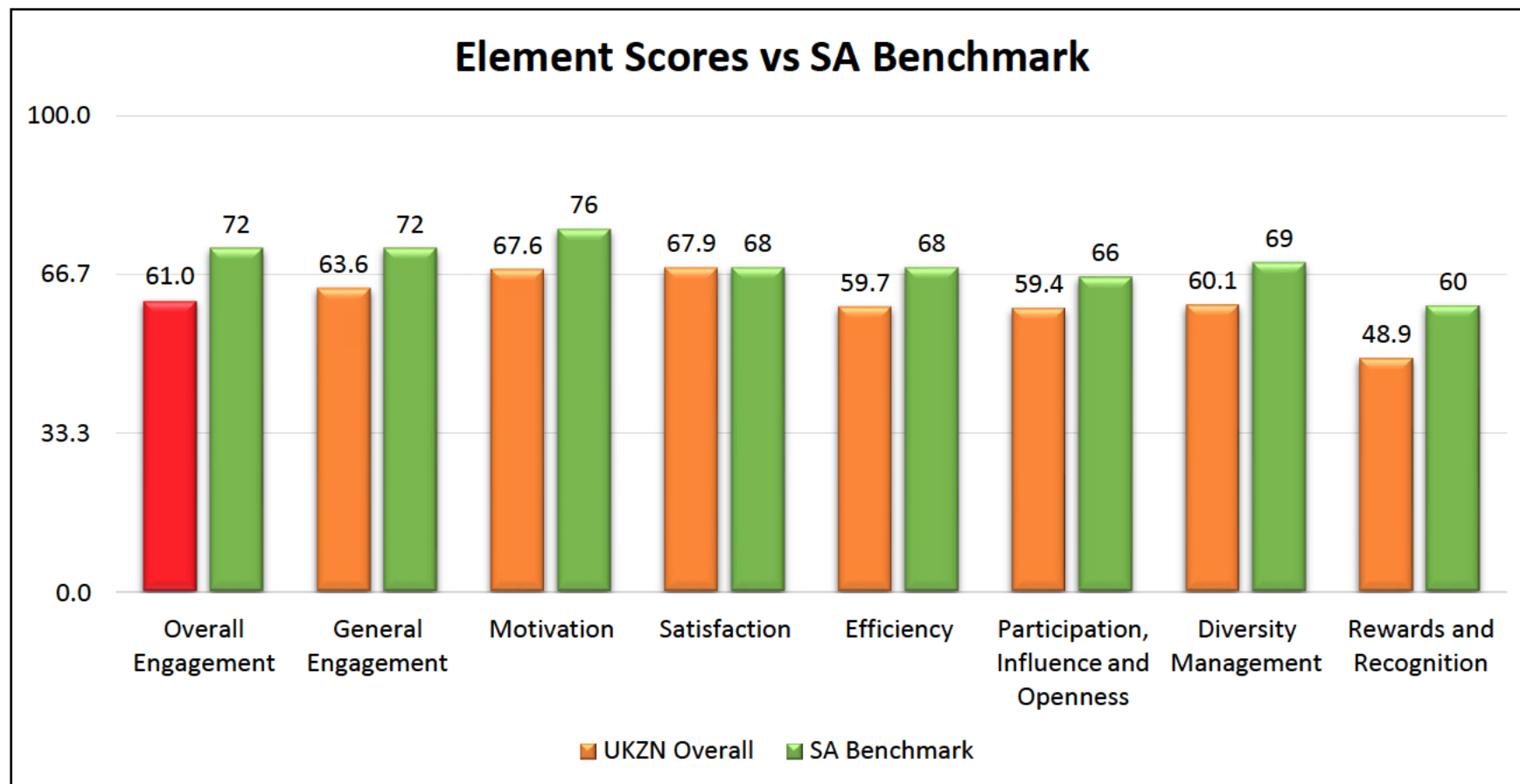
The Benchmark contains responses from 76000 staff across 13 different companies, the industries include banking and finance, Retail, mining and fishing in the last 12 months. Survey items differ slightly per construct.

9

Findings

- Overall results indicate that our employees are engaged although there are several areas that require development

- 70% of respondents/ staff responded positively to the Survey, and 30% negatively.

- All Colleges and Departments have areas of relative strength and opportunities for development.

- Motivation and satisfaction are the highest scoring elements.

- Efficiency, Participation, Influence and Openness and Rewards and Recognition were the lowest scoring elements

Recommendations

- Make employee engagement an institutional priority and create a culture of engagement.

  - Embed REACH through a sustainable and visible values campaign.

  - Align staff goals to Institutional critical performance indicators – line managers to give regular performance feedback as individual performance is not aligned to institutional performance.

- Have internal brand building initiatives such as

  - Establish leadership dialogue with staff i.e. VC's school visits for all staff, including Professional Services, regularly.

  - Participate in the "Best Employer Surveys".

- Recognize and reward superior performance – consistent recognition for efforts that reflect UKZN values and goals (praise & non-financial incentives).

- Line Managers to deal effectively with poor performance.

Way forward

- Communicate results to leadership and to university at large.

- Survey results will be uploaded onto UKZN website for everyone to read (the link will be communicated)

- Focus Groups to gather qualitative data to complement survey findings and yield additional information for use in action planning.

- Feedback from the Focus Groups will be collated and sustainable interventions will be proposed and implemented once approved.

Way forward

- Communicate results to leadership and to university at large.
- Survey results will be uploaded onto UKZN website for everyone to read (the link will be communicated)
- Focus Groups to gather qualitative data to complement survey findings and yield additional information for use in action planning.
- Feedback from the Focus Groups will be collated and sustainable interventions will be proposed and implemented once approved.

- Unions not happy with the outcome - feel it is not reflective of the picture on the ground.
- Concerns raised on the validity of data:
    - Individual email vs general email link – inhibited participation
    - Participation at lower levels might have been limited
    - Employees did not trust anonymity and they might not participate in the focus groups for fear of victimisation
- Unions to submit inhibitors/ enablers – but hesitant and only 2 unions agreed
- Inhibitors discussed before but there were no results hence the other two unions refused to make a submission
- ?Response rate in SA Benchmark?

Thank you

CEB HR Employee Engagement Survey

UKZN

(May 2017)

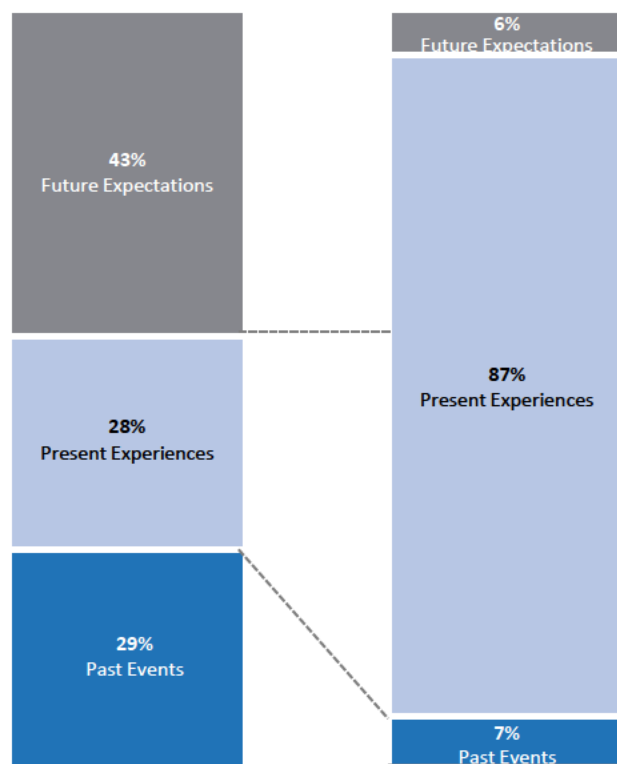CEB HR Leadership Council™
For Midsized Companies

Agenda

1. **Engagement Capital Overview**
2. **Employee Engagement Executive Summary**
3. **Employee Engagement Deep-Dives**

Static Measures Do Not Account for Organizational Change

A majority of employees experienced or anticipate changes at their organization in the next year, highlighting the need for a dynamic measurement of engagement.

- Sixty percent of employees anticipate organizational change in the next year, which affects expectations of the future.

- Fifty-one percent of employees experienced organizational change in the past year, which affects perceptions of past events.

- However, 87% of HR executives indicate that their engagement measures effectively measure perceptions of present experiences only.
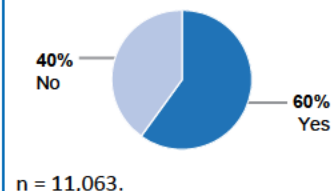
Perceived Importance of Time Measures in Engagement Surveys Compared to Prevalence

43% Future Expectations

28% Present Experiences

29% Past Events

6% Future Expectations

87% Present Experiences

7% Past Events

Percentage of Employees Expecting a Significant Change in the Next Year

40% No

60% Yes

n = 11,063.

Percentage of Employees Experiencing a Significant Change Over the Past Year
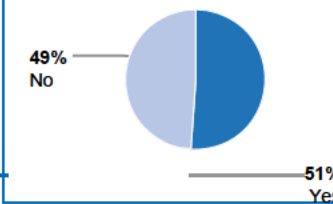
49% No

51% Yes

n = 11,063.

Percentage of HR Executives Indicating Time Period as Most Important Measure

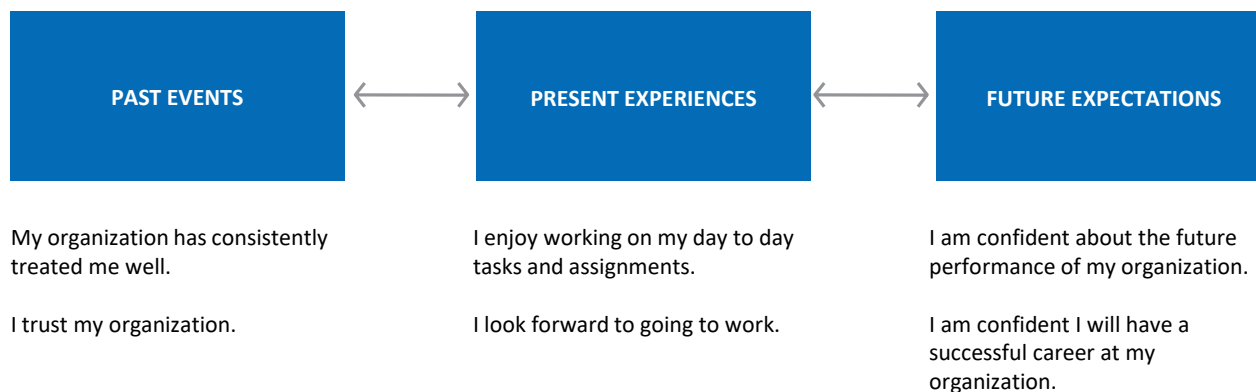Percentage of HR Executives Indicating Time Period Their Survey Effectively Measures

n = 354.

Source: CEB HR Engagement Research Survey.

CEB HR's measure of engagement evaluates employees' temporal commitment. [1]

- Respondents provided feedback regarding their perceptions of employment events over the past two years, their current attitudes about day-to-day experiences, and their expectations regarding future experiences at the organization.

CEB HR's Temporal Measurement of Engagement: Engagement Capital™

Sample Questions

PAST EVENTS	⟷	PRESENT EXPERIENCES	⟷	FUTURE EXPECTATIONS

My organization has consistently treated me well.

I trust my organization.

I enjoy working on my day to day tasks and assignments.

I look forward to going to work.

I am confident about the future performance of my organization.

I am confident I will have a successful career at my organization.

[1] Please see the Appendix for a full list of questions.
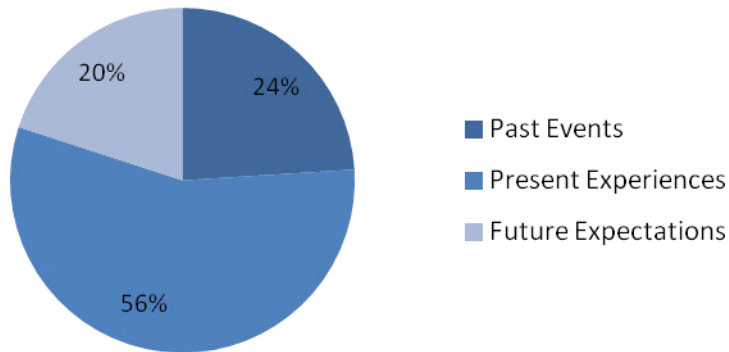
CEB HR's Model of Engagement

Engagement capital refers to the amount of pride, discretionary effort, and job search behavior that employees exhibit given the combination of their past events, present expectations, and expectations about the future. CEB HR has also identified the best-in-class drivers of engagement which affect engagement capital and ultimately drive organizational performance.
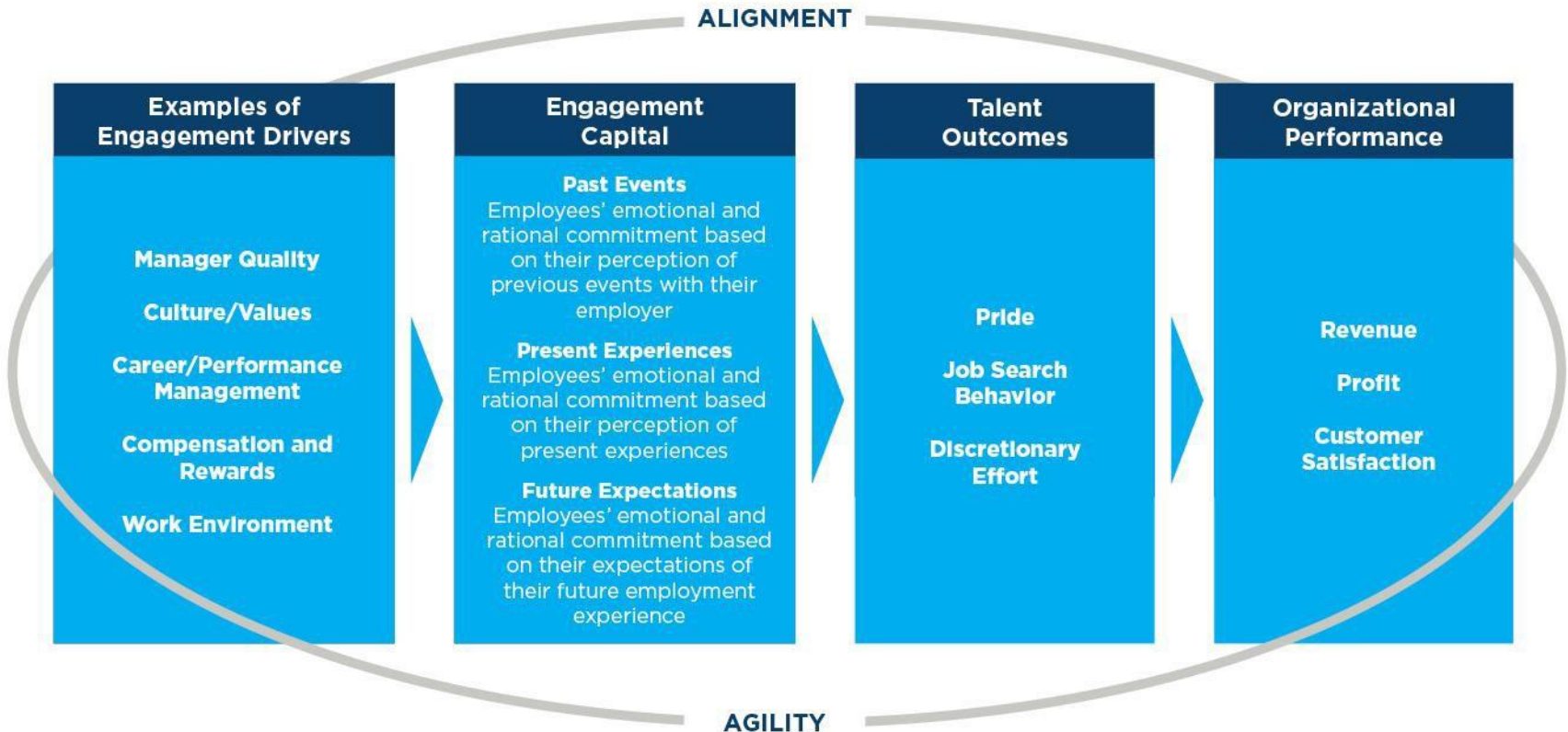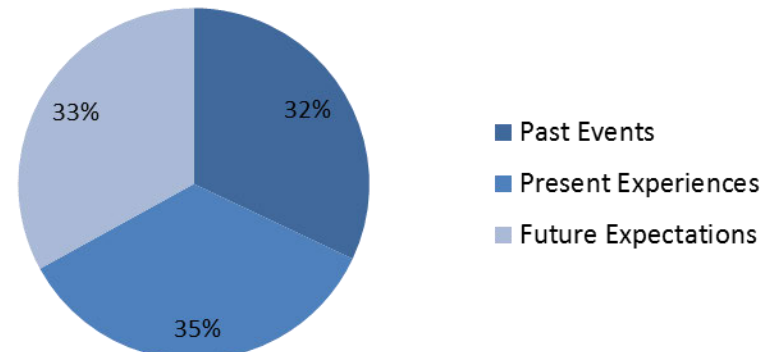
Past Events and Future Expectations Account For Nearly One-Half of Employees' Discretionary Effort and Two-Thirds of Job Search Behavior

Relative Importance of Past, Present, and Future Engagement in Explaining Variation in Discretionary Effort and Job Search Behavior

Discretionary Effort

- 24% Past Events
- 56% Present Experiences
- 20% Future Expectations

Job Search Behavior

- 32% Past Events
- 35% Present Experiences
- 33% Future Expectations

Agenda

1. **Engagement Capital Overview**
2. **Employee Engagement Executive Summary**
3. **Employee Engagement Deep-Dives**

Interpreting the Results

Scores: Throughout this presentation, scores are presented as percent favorable, neutral and unfavorable based on the combination of responses across the 7-point scale.

	Percent Favorable	6 or 7	Employees who responded positively – answering "strongly agree" and "agree."
	Percent Neutral	3, 4, or 5	Employees who responded in the middle/neutral - answering "somewhat agree," "neither agree nor disagree," or "somewhat disagree."
	Percent Unfavorable	1 or 2	Employees who responded negatively – answering "strongly disagree" and "disagree."

Categories: Categories are summations of individual question items grouped together by theme. Individual items within a category can vary and sometimes one item in particular is pulling the category score up or down. Results in this presentation can be viewed by category and individual item.

External Benchmarks: Benchmarks are based on all of the members that have launched this survey in the past two years. Provided in this summary are comparisons to our Global benchmark which includes:
a. An overall average of all organizations across industry and geography
b. 400+ mid-sized organizations and over 400,000 individual participants

Confidentiality: CEB will not report results for any demographic group when less than 7 employees responded to the survey with a given set of demographic characteristics.

Interpreting the Results (cont'd.)

Job Search Behavior: Our job search behavior questions are reverse scaled. This means that the questions are worded in a way that strongly disagree and disagree are the more favorable responses to this question. For example, when reading the question "I am actively looking for a job with another organization", the top two/favorable responses mean that the participants are NOT actively looking for another job. Something to keep in mind is that the green bars will always represent a favorable outcome for the organization.

Year over Year Scores: If you have participated in the CEB HR Employee Engagement Survey before, you will have a Year over Year (YoY) trending page in your report. The YoY change is calculated using a percentage change formula (current year score – previous year score / previous year score). This provides you with an understanding of the YoY change in reference to the original (previous year) value.

Overview of Engagement Capital at UKZN

Engagement Capital Score

The Engagement Capital score is the average of the Engagement Capital Past, Present, and Future questions. This metric is designed to give you an overall score of the amount of commitment, discretionary effort, and intent to stay that employees exhibit.

Overall Score	Percent Favorable	
	UKZN	Benchmark
Engagement Capital	46% (n=1,506)	59% (n=411,636)

Top Engagement Gaps

The Top Engagement Gaps refers to your two lowest engagement scores.

Engagement Metric	UKZN	Difference From Benchmark
Engagement Capital (Past)	36% (n=1,507)	-26%
Leadership	22% (n=1,503)	-23%

Top Engagement Strengths

The Top Engagement Strengths refers to your two highest engagement scores.

Engagement Metric	UKZN	Difference From Benchmark
Engagement Capital (Present)	60% (n=1,506)	-1%
Discretionary Effort	72% (n=1,507)	-6%

Employee Engagement Metrics

The index metrics below allow you to identify areas of strength and areas for improvement across the entire organization. Percent Favorable in this report refers to the percentage of employees who scored primarily sixes or sevens.

Engagement Metric	Percent Favorable	
	UKZN	Benchmark
Engagement Capital (Past)	36% (n=1,507)	63% (n=411,636)
Engagement Capital (Present)	60% (n=1,506)	61% (n=412,151)
Engagement Capital (Future)	43% (n=1,508)	53% (n=411,763)
Discretionary Effort	72% (n=1,507)	78% (n=197,233)
Job-Search Behavior	56% (n=1,508)	66% (n=407,311)
Culture/Values	48% (n=1,502)	65% (n=129,572)
Work Environment	22% (n=1,503)	41% (n=203,322)
Manager	50% (n=1,502)	60% (n=198,951)
Career/Performance	48% (n=1,502)	55% (n=218,207)
Compensation & Rewards	16% (n=1,504)	38% (n=158,545)
Communication	35% (n=1,504)	50% (n=121,311)
Leadership	22% (n=1,503)	45% (n=120,961)
Alignment	43% (n=1,504)	58% (n=156,203)

The benchmark values reported are averages of all responses globally for each question included in the survey. The global benchmark is made up of over 300 like-sized organizations from over 20 industries.

<div align="center">**EDITOR'S CONFIRMATION**</div>

16 January 2020

Re: LANGUAGE EDITING STATEMENT

I, THE UNDERSIGNED, hereby confirm that I have edited the dissertation titled **The investigation of how reward and recognition impact on the levels of employee engagement of the Professional Services Staff at the UKZN,** by **Thabisile Gwambe,** for the **Master of Human Resources Management** degree.

Sincerely

Professional
EDITORS
Guild

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